



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Conciencia Cultural y Competencia Intercultural en mi
Enseñanza del Inglés.**

“Yummy-Yummy”

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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México, DF. a 26 de junio de 2019.



Universidad Pedagógica Nacional

Unidad Ajusco

Specialization in English Language and Teaching as a Foreign Language

(Online)

Project

Cultural Awareness and Intercultural Competence in my English Teaching

“Yummy, Yummy”

Student

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June 26th, 2019.

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Introduction

Learning a second language involves a series of aspects such as grammar, syntax, pronunciation, and intonation, for instance. These aspects should not be limited to learn individual words or phrases but to know how to use the English language appropriately to a specific context, throughout the development of the four communicative skills.

In this line, there are several approaches which propose the creation of a classroom environment as authentic as possible so that the student can learn English within a real (or close to real) communicative situation. This emphasis requires in some way, that we interact with reading, listening, speaking and writing skills.

Although a lesson is planned to emphasize a specific ability, it cannot be isolated from the others, but to look for an integration of all of them to engage the student in the use of the language for a communicative purpose. Harmer (2007) states that integrating English language skills is a natural process that facilitates teachers to “provide maximum learning opportunities for the different students in classes...”

On the other hand, being exposed to authentic language challenges the teacher and the learner to be aware of the great opportunity to use it in a closest real communicative situation as possible. Besides, this process will help the students become gradually into good listeners, speakers, readers and writers.

In this document, it is made an analysis about own teaching practice to later design a lesson plan which can lead the student growth in their language and learning acquisition within a frame of a communicative purpose.

The first chapter states the teaching philosophy and the evolution process it has had along the acquired learnings is this Specialty.

The second chapter displays a Lesson plan which integrates the four communicative skills and the assessing tools, as well as the rationale which they are based on. It has been designed with a communicative purpose with an intercultural emphasis in order to widen the student perspective about the diversity around the world.

The third chapter narrates the teaching experience as well as the possible adjustment based on the gotten outcomes.

The fourth chapter closes this project with the conclusions related to the personal learning achievements along this educative program.

Finally, the fifth chapter contains the references cited in this document, as well as the appendixes which provide the visual evidence about the held practice.

It may be said that the Specialty has been a very complete course and it has been rewarding how it links the theoretical foundation with the practice in order to create a real situational and functional learning environment, which besides has been adapted and applied in own teaching contexts. Every task and assignment has contributed to make a reflection, analyze and make gradual changes in the personal praxis.

Working with this final project has been an enriching activity in terms of content, critical thinking and outcomes. At the same time, it has been quite stressful in a matter of time since it fits together with the closure of the semester in the own work but it was worth it.

Chapter 1: Philosophy and theory

1:01 Teaching identity and philosophy

My Teaching Philosophy is based on a principle that I have for my whole life: “What makes the difference, is not the world, is your attitude”. I do not want to teach just the mechanics of a language, I really want to impact my students’ lives. At the beginning of the Specialization I thought I was not good enough to succeed, along the first lesson I felt overwhelmed and I was thinking to give up; I did not know what to do. One of those days I was revising my notes when my eyes came across the question “What do you teach when you teach English?” This question shocked me. How many of my students had felt as me? Where was the attitude?

I was disappointed about myself and a little unmotivated with the course, which made it seemed harder than it really was. When my practice was questioned it caught my attention and made me think about the way I was facing the things, the kind of teacher I was.

Along this course it has been clearer for me that as a teacher I play a role of a facilitator, a guide, a presenter, and the like; but I cannot make the students learn the language. Learning is a personal decision, the student has to take the initiative to make the most of the tools he is provided. But, something I do really have is the responsibility to create a learner-centered environment which is expected to be accepted by the students and in consequence, set the appropriate attitude towards learning a second language.

This awareness has helped me to pay more attention and care when planning because I want the instruction strategies occur successfully in every class enabling my students to communicate in English. I think the will is the cue scaffolding to comprehend new concepts and skills.

This rebuild perspective about attitude and planning has been great and evident with my students along the last four months but it has been complemented with a new viewpoint about who the student is. I used to consider the learner just as that, as a “learner”, without taking into account that they are human beings with a host of emotions and personal situations that may interfere their learning process. I understood that I also need to make my students feel valued as a person, set expectations for each one and push them to become better than even they or their families expect. There is a question I have

casted aside “*How did you get here?*” instead of that now I say “I know you can, why don’t you try?” as Galan & Maguire (2001) say “the educator’s beliefs become the student’s reality”.

My beliefs about teaching - learning English have been strengthen and I am aware they should be reflected in my planning which has acquired a more concise structure. Since I want my students truly communicate in English, I have gotten a better idea about how to link the four communicative skills in order to “provide maximum learning opportunities for the different students in classes” (Harmer, 2007). Since this perspective I try to employ activities which are built on vocabulary and lexis, grammar, use of language, social interaction and cultural awareness all of them mostly mediated by the use of authentic material which in some occasions may need to be rework relying on my students’ level.

1.02 Theory underlying the teaching practice and identity

Along my practice and experience I have not given too much importance to the theory behind the practice. I simply thought that if something worked it was enough. But it has been truly comforting to know that some of the things I do have a name. For instance, the schema activation (content, linguistic and cultural). Also, now I feel more self-confident to share experiences about my practice because I know they are based on solid theoretical and practical foundation.

John Dewey used to say that “if we teach today’s students as we taught yesterdays, we rob them of tomorrow”.

As I see myself, my teaching philosophy has changed along the years of my practice; I have made mistakes, I have learnt from them and, I have changed for the better.

One of the aspects my practice has evolved is in the use of the L1 language, some years ago I even had an ad in my classroom which ways “Spanish is prohibited” because that was the way I was taught, but now I have learnt to use the L1 for positive reinforcement in order to clarify some points on the target language as it is stated on the Contrastive analysis.

I believe that teaching is the ability to show the way and equip with the necessary skills so that the learner can rebuild and construct their own, through responsibility and use of what they have been

taught. I think my role as a teacher should be as a guide, but this requires that I know what I am doing, that I have a clear idea what I teach when I teach English. Because learning a language is much more than just acquiring isolated vocabulary and grammar structures, it is required the involvement of the socio cultural competence in order to be able to communicate assertively in different real contexts and situations. The Common European Framework of Reference for Languages (CEFR) focuses on the purpose of language learning, considering the learner as a social agent who has tasks which will be accomplished within a specific environment and/or situation.

Based on this, I stopped to focus on the “perfection” of the structuralism since my own perspective because I wanted my students to speak grammatically perfect and this provoked them an intense unease. Now, I pay more emphasis in the use of the language for a communicative purpose, and this does not mean I do not care about language accuracy, but I guess I could get the idea about what Vygotsky gets at when he says “languages are learnt as a result of interactions between social and cognitive factors”. In my experience, I can say this focus has worked well for my students. Krashen (1982) has pointed that there are two ways of developing knowledge of a second language, acquisition referred to how learners pick up language for the exposition to it; and learning, as a conscious and intentional process. When our students produce something they draw their acquired language, but when they take up to convey meaning and to negotiate; they are focusing on grammatical forms.

Another factor which I have made changes is the input I provide to my students, I have learnt to modify it just a little beyond their own to challenge and keep them motivated, something similar to what Vytgosky called the Proximal Development Zone.

Even I feel ashamed, I have to say that I used to urge my students to produce immediately after I taught something, now I consider the time they need to internalize the language to regulate the pace of the lesson (monitor hypothesis)

All these factors have helped me to become a better teacher, I even get along better with some of my students and this is reflected in the interaction we have because they feel more confident to make questions and to speak in English. I understood the influence of what Krashen calls the affective filter, how the level of it can affect or foster the students learning.

To plan my lessons I am open to explore different approaches and take the best or more suitable for them regarding my students' needs and interests. As a guide, I try to provide them with scaffolding which helps them to become critical thinkers and independent learners.

In my lessons I have used Hymes' (1972) model of communication to design a situational learning. I follow a logical sequence with varied and well-paced activities which deliver the information in a contextualized way.

I truly believe that assessment should be an ongoing process of learning so I think is very important to activate their schema in order to know where they are and determine where we want to get through the lesson and by the end. I check their progress regularly, formally and informally to find out if my strategies are working or if I need to make adjustments; but also to provide feedback. I stress my students' achievements because I understand they need to feel encouraged.

I learn every day I teach because my practice helps me to grow, whenever I am preparing a lesson or standing before my students any of them is a chance to expand my knowledge. I also ensure my growth by attending different workshops, conferences and training courses.

After all the way I have gone down along this program, I can say it has been a worthwhile time because even I got small changes, I am not the same teacher as I used to be at the beginning.

Chapter 2: Methodology and Practice

2.01 Lesson plan

1. Lesson plan identification cell.	
Author	Azaret Minerva Mendoza Corona
Educational stage	Fourth semester of high school
Title of your Lesson plan	"Yummy Yummy"
Learning Objective of the plan/Competency	To explain experiences they have had along their life within a sociocultural context, showing respect before the diversity in a local, national and international context.
Communicative skill considered	Listening, Speaking, Reading and Writing.
State of the following options	Introduction of the topic
Functions	Expressing life experiences.
Main Grammar structure	Present perfect
Other Grammar structures	
Brief description of the plan	Talk about eating likes and express opinion about unusual food in a respectful and open-minded atmosphere.
Hours of the plan implementation	5
Number of sessions	5
Contents required for the lesson	PPT with detonating images Small ball Vocabulary bingo sheets Survey Reading conversation about unusual food Project instructions
Link of the content	(2015). <i>Would you eat it? 10 Weird Foods We Dare You To Try</i> . Retrieved from: https://www.youtube.com/watch?v=f3AxDtpdCCc
EEAILE tutor on line	Rocío Salgado Perea

June 9th, 2019. Ixmiquilpan, Hgo.

2. Introduction to the Lesson.

“Yummy, Yummy”			
Step of the lesson	Teacher activities	Students activities	Session number
Activation [Describe the activities to activate prior knowledge, create a context and motivate students to take the lesson]	<ul style="list-style-type: none"> • Display some pictures about delicious food to the students and ask them what they think of them, if they have tried it. • Display another picture about unusual food to the student and ask what they think of it, if they have tried it, if they like it. • Elicit students’ answers with the whole class to set a comprehensive overview of the topic. 	<ul style="list-style-type: none"> • Look at the pictures, read and answer the questions based on their personal likes and experiences they have had. • Comment their answer with a partner next to them. • Share your opinions with the whole class plenary (10 min) 	01
Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	<ul style="list-style-type: none"> • To know about students’ likes, experiences and opinions about common and unusual food. • Personalize the topic and then applied the target language to express their likes, experiences and opinions. • Encourage students’ participation. 	<ul style="list-style-type: none"> • Focus on the topic firstly since their own likes, experiences and opinions and then apply the target language to other contexts. • Participate frequently with their classmates with respect before others’ likes, experiences and opinions in a local, national and international context. 	01

3. Communicative skills development

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	<ul style="list-style-type: none"> Lead students to use what they have experienced about the topic and to relate it with the information which is being presented in the video. Ask students to work individually, in pairs or in teams. 	<ul style="list-style-type: none"> Express their likes, experiences and opinions in order to relate and comprehend the information which is presented in the video. Work individually, in pairs or in teams as they are asked. 		01	
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	<ul style="list-style-type: none"> Have the students form a circle with the category delicious food, toss a ball at a student who has to say a dish which they consider is delicious, the next students has to mention some ingredients related with the dish. Continue with the second category “unusual food”, toss the ball at a student who has to mention an unusual dish and the next students have to mention some 	<ul style="list-style-type: none"> The one who catches the ball has to say a dish, then throw the ball and the other student has to say an ingredient. (10 min) In pairs complete the bingo sheets. (10 min) Take one of the dictionaries in the classroom to find out the meaning of the words used in the bingo sheets. Write the words and their definitions in their notebooks. Go with another pair to compare their 	<ul style="list-style-type: none"> Ball Audio about unusual food. Bingo sheets 	01	

	<p>ingredients they consider it needs to be prepared.</p> <ul style="list-style-type: none"> • Play an extract of the video about unusual food. 	<p>definitions to dispel any doubt. (25 min)</p>			
1st practice [Describe the students activities to practice what was presented to them]	<ul style="list-style-type: none"> • Divide the class into 10 groups and allocate a dish to each one. • Ask students to comment what they think it is, and what ingredients they need. • Play the audio and ask students to write what the dish consist on. 	<ul style="list-style-type: none"> • Join to the group and listen carefully to identify the information and take notes about it. (20 minutes) • Comment with your group and write a brief description about the dish. (10 minutes) 	<ul style="list-style-type: none"> • Audio about unusual food. 	02	
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	<ul style="list-style-type: none"> • Regroup the students in teams of four people to share their information about their dish. 	<ul style="list-style-type: none"> • Go with another pair and take turns to share the information about their dish. (05 minutes) 		02	
Summary [Describe how you summarize what was presented on the lesson]	<ul style="list-style-type: none"> • Play the video again and ask students to make a poster about the unusual dish they were allocated. 	<ul style="list-style-type: none"> • Watch the video about unusual food and make a poster about the dish they were allocated. (15 minutes) 		02	

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1st practice [Describe the students activities to practice what was presented to them]	<ul style="list-style-type: none"> • Ask the first 5 teams to paste their poster around the classroom and stand near to it. • Ask the rest of the teams to walk around to check the dishes, ask their name, the country and ingredients. • Monitor students interact in English. 	<ul style="list-style-type: none"> • The first 5 teams paste their poster around the classroom and stand near it to answer their classmates' questions. • The other 5 teams walk around and make questions about name, country and ingredients. • Then change roles, the second 5 teams paste their poster and the first five walk around and make questions. <p>(20 minutes)</p>		03	Checklist
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	<ul style="list-style-type: none"> • Provide a copy of a survey to each student and ask them to interview two of their classmates and register their answers. • Elicits students answers in plenary to compare their information. 	<ul style="list-style-type: none"> • Interview two of their classmates and register their answers. • Share their answers in plenary to compare the information they got. <p>(20 minutes)</p>	Copies of the survey	03	

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1st practice [Describe the students activities to practice what was presented to them]	<ul style="list-style-type: none"> • Ask students join in pairs. • Model the conversation to check pronunciation with the students. • Ask students to read the conversation out loud. • Monitor as they are reading to help with pronunciation if required. • Ask them what they think about the conversation and the pair of friends. 	<ul style="list-style-type: none"> • Join in pairs and listen the teacher modeling to check pronunciation. • Take roles to read the conversation out loud. • Participate with your comments about the dialogue. <p>(10 minutes)</p>	Copies of the conversation	03	
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	<ul style="list-style-type: none"> • Ask students to read again in detail and answer the questions above the dialogue. • Monitor and ask them to compare their answers with another pair. 	<ul style="list-style-type: none"> • Read the dialogue again and answer the questions below. • Join with another pair and compare their answers in oral form. <p>(15 minutes)</p>		04	Rubric
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	<ul style="list-style-type: none"> • Ask students to identify the bold sentences and copy them in their notebook. 	<ul style="list-style-type: none"> • Identify and copy the bold sentences in their notebook. • Listen to the teacher's explanation and make 		04	

	<ul style="list-style-type: none"> • Explain that this form is used to talk about experiences people have had along their life and can have them again. • Highlight the key elements in the sentences. • Have students answer a written exercise from their notebook and check it with the whole class. 	<p>any question they have about the target language.</p> <ul style="list-style-type: none"> • Pay attention to the highlighted elements. • Answer a written exercise from their notebook. • Check your answers with the whole class. <p>(25 minutes)</p>			Checklist
Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1st practice [Describe the students activities to practice what was presented to them]	<ul style="list-style-type: none"> • Group students in 4's. • Provide them the instructions to work their project. • Monitor and feedback when necessary. • Revise 1st and 2nd drafts and feedback about target language if necessary. 	<ul style="list-style-type: none"> • Group in 4's • Read the instructions and clarify any doubt about them. • Work on your first draft and revise it with the teacher. • Attend the teacher's observations and comments and make the required corrections to produce your second draft. • Attend the teacher's observations and 		05/06	Rubric

		produce your final document to deliver it.			
Summary [Describe how you summarize what was presented on the lesson]	<ul style="list-style-type: none"> • Get the students' works back and ask them to collect the other teams' conclusions. • Then have them read the conclusions carefully and make a graphic organizer with the key ideas. 	<ul style="list-style-type: none"> • Revise your work with your team. • Collect the other teams' conclusions. • Get the key ideas and make a graphic organizer which summarizes them. • Every member of the team should have the organizer in their notebook. 		07	

4. Intercultural component

It is inserted through the analysis of unusual food around the world and the conclusions about the differences and diversity in comparison with Mexico.

5. Evaluation

As we are working with a focus in competencies, we will use rubrics.

6. Conclusion

Students will write what they learn through the graphic organizer which summarizes the key points about the diversity and differences.

7. Follow up activities

Students socialize their works and contributions to the topic, every stage is closely monitor by the teacher so that can provide timely feedback

2.01.02 Theoretical foundation

Krashen (1982) states that learning occurs when using the language communicatively. Hymes (1972) for his part, says that the “goal of language teaching is to develop the communicative competence”. For the authors, the development of this competence provides the learner not only the knowledge but also the ability to use the language regarding the purpose. Since this view, it is necessary the teacher selects and includes strategies which can be meaningful and functional to engage the learner in such a way that he feels motivated to use the language and not just to practice mechanical repetitions.

In recent days the community where the students come from, held its traditional fair which promotes a gastronomy show where the inhabitants enjoy delicious and uncommon dishes prepared by themselves. This event was taken into account to select the topic of the lesson considering the importance and interest it has for the students, if it appeals them the activities and tasks could be meaningful and functional to them fostering their use of the language in a communicative way.

As it has been seen, the language should be taught and learn within a holistic and integrated paradigm. To do that, it has to be addressed since three perspectives. The first refers to a structural view, to take into consideration the phonological units, the lexis, the grammar and the like. Along the sessions learners are led to focus on some specific vocabulary and grammar structures to be able to share their ideas.

The second makes reference to a functional meaning, it has to respond to a purpose, a need either making invitations, requesting, giving an opinion or apologizing, to say some. The third is related with the interaction, since the language is the means which makes possible conversational exchanges where the speaker and the listener negotiate and convey meaning. Carrera & Mazarella (2001) based on Vytgosky’s sociocultural theory, point that there are several mental processes which are activated in the interaction with other people in different contexts and it is mediated by the language. In the planning the emphasis fails to communicative activities where students socialize their likes about food, ingredients, unusual food they know, and experiences they have had with this kind of food; integrating the four skills with interaction patterns in pairs, triads, individual, whole class, or the like.

Talking about social interaction makes the teacher aware about the controversy or conflicts that can be brought because the cultural diversity that exists within a class itself not to say around the world. This fact sets the necessity to develop a cultural awareness and intercultural skills in order to make sure the class is culturally inclusive at the same time that the learner is developing their competence to participate effectively in an every time greater and greater intercultural society.

For this project it has been considered the definition provided by Martin and Nakayama (2010) who say that culture is "...shared language, beliefs and values". Therefore, this lesson is planned to foster an atmosphere where the students can have an encounter with their own and others' culture at the same time they learn English. Hymes (1971) refers that the teacher should overcome the merely teaching of grammar, sounds and words so that can be inclusive to the social knowledge where the language is permeated by the cultural background of a person, community and country.

The topic to be worked in this project is about unusual food around the world, where students reflect about others' customs, likes or preferences not in a judgmental way but with an open minded attitude, to understand that being different is not a synonym of being bad or wrong, for the contrary, it is a great opportunity to learn through the curiosity to see the world, to have a wider perspective to reflect and be empathic, to understand and tolerate the others, or to resolve a situation in different manners.

2.01.03 Procedure of the activities

The lesson is planned looking for an integration of the four skills to engage all the students in the use of language with a communicative purpose. Harmer (2007) states that integrating English language skills is a natural process that facilitates teachers to "provide maximum learning opportunities for the different students in classes". Being exposed to authentic language challenges the teacher and the learner to be aware that English is not just another subject to be approved, but the means to communicate what they want to be known. Through all these activities is pretended to help students become gradually into good listeners, speakers, readers and writers; since one enhances the development of the other.

Listening

Listening as any other skill needs instructional attention since there several difficulties that learners can face when hearing authentic language, some of them are when they listen to an English native speaker because they have to recognize words and have to do it very quickly. Another common problem is to

develop a mental block which can occur when students are trying hard, they cannot get any idea or word from the listening. If the teacher does not care about these facts, the student could believe he is not good enough to understand spoken English, provoking a sense of discouragement and frustration (Beare, 2004).

To avoid such frustration and discouragement, and develop the listening skills, it has been included the use of the processes Bottom-up and Top-down.

As it is known, Top-down refers to the “use of background knowledge or previous information of a specific topic in order to understand the meaning of a message”, that is why the first step is to look at some pictures in order to encourage student to make predictions about what is coming, what are their assumptions and to activate prior knowledge of the topic; at the same time he is helped to build his “listening fluency”, since he first provide own ideas from his cultural background and get into the topic. With Bottom-up process the listener attends to data in the incoming speech: sound, words, clauses and make a combination of them (decode) to understand the spoken language. As in the activity where he has to listen and get information about a specific dish, recognizing the country it is from, some ingredients, and so on.

Yet, listening demands the listener careful attention since the comprehension of the message depends on processing the sounds first, it is essential they are provided the more context to get the better succeed by reducing the stress or anxiety they feel when do not know what is coming.

In this class students are led to predict the content guided for some visuals about delicious and not common food, they are asked to share their ideas of their own accord avoiding direct questions to not make them get nervous but trying –the teacher- at the same time, to motivate the participation of those students who do not dare to speak.

Previous vocabulary about some dishes students already know is recycle by tossing a ball so that the students feel relaxed, get some fun and recover some knowledge about food.

After, students are involved in a non-interactive listening situation, they listen a kind of documental about unusual food, while listening students get some new vocabulary by playing bingo, it is expected they use the visual material to recognize the sound and match it in the bingo sheet. Meskill (1996) states that adding the visual component changes the listening task providing visual cues and re-creating a more authentic communicative act.

Regarding Bottom-up strategies, students have to get specific information about the dish they were allocated, such as: name, country, and some ingredients. Then they use this information to create a poster about it.

Speaking

AS the other three skills, speaking requires to be oriented to the topic, which is, to activate their schemata (cultural, linguistic and formal) through some simple activities, in the lesson their schemata is activated through some simple questions about food. Students answer the questions in plenary, they are allowed to revise their previous notes in order to feel confident to share their knowledge and ideas. Many students tend to feel afraid to speak because they think they are unable to pronounce correctly, to reduce the threat the teacher can build a safe environment through for example, a “Buzz group” (Harmer, 2007) which is a small group where the learner can have the chance to talk, to experiment with the sounds, and to interact before being asked to speak in front of the class.

After students have participated in the plenary, half of them are requested to paste their poster around the classroom while the others walk to see them and make questions about the name of the dish, the ingredients and country. This way the teacher tries to provide the space and time where the student gets some confidence to share their ideas and use the language with purpose, and, even in some cases encourage the peer correction in pronunciation and stress.

After this, students have a transactional talk where they have to interview two of their classmates about specific points of the unusual dishes which were exposed. They are expected to understand and be understood when making the questions and listening the answers to register in their notebooks, the role of the teacher in this point is to monitor students’ development and help them just in case of necessary, encouraging to ask for clarification if they do not comprehend something, or to negotiate meaning.

Reading

Anderson (1999) defines reading as “an active fluent process which involves the reader and the reading material in building meaning”, this means that to have success in the process is necessary to take into account the reader prior knowledge, their life experience, and the attitude towards the topic.

The lesson plan follows the interactive model of reading, which combines both, the Bottom-up and the Top-down decoding and the schema theory.

To reactivate the student schemata the teacher starts asking what of the food they have tried along the week have liked them more and why. They have two or three minutes to answer in plenary. This activity pretends to get them in context and help them to remember their learnings in the previous activities involving their Top-down reasoning.

To understand the required vocabulary in the reading they read for a gist and identify ten words that seem kind difficult to them to understand, they can use a monolingual dictionary to get the definition and then share their findings with a pair in order to clarify doubts. If they still have problems they can ask to the teacher who will not translate the word into Spanish but provide an explanation using verbal and non-verbal elements, and use the word in a sentence. Asking questions about words is a useful strategy to get meaning (Zimmerman, 2009).

To reduce stress because of reading, the teachers models the conversation and then ask for a pair of students to model for the rest of the class, this way is pretended to help them feel more confident to read out loud. The teacher has to monitor in order to support the students who struggle with pronunciation.

After pair reading students comment with the whole class what is the main idea about the reading in order to revise if they have comprehend the purpose of the information –which has an intercultural emphasis-. Then the learner makes a second reading in detail to get specific information in order to answer a brief questionnaire.

Through the reading it is introduce the target language of the Present Perfect Tense, so students have to copy the sentences in bold in their notebooks and pay attention to the teacher’s explanation. They consolidate the grammar point by answering a written exercise.

Writing

Hyland (2002) defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse”, meanwhile Weigle (2002) says that “learning to write involves a specialized version of language that is already known by the students”. If the students do not have certain domain of language how can they express their ideas in a writing form? In the teacher’s experience it can be said that unfortunately students have a lot of problems to communicate clearly in a writing form even in their own language.

Based on the students’ level the lesson is planned to take them into a gradual process. It has been followed the Language Structure approach proposed by Hyland (2002). It has started with

familiarization, where students are taught the Present Perfect tense through a text. The student continues working with *Guided writing*, imitating sentences seen in the previous stage where it has been highlighted the use of simple sentence structure: subject-verb-complement. Finally, they use the patterns they have already known to work on a project about creating a new dish, they have to covered certain points, but it is still privileged the simple sentence structure.

For this final process, the teacher is called to support by reviewing the process and providing timely feedback so that the student can continue revising for correct form and adjusting their ideas or information.

It is expected students progress over the process and are able to produce a coherent and cohesive document about a new unusual dish.

2.02 Tools to assess the progress of students

Brown (2004) says that assessment is “an ongoing process that encompasses a much wider domain [than testing]”. Along the interaction we have with our students we assess them informally by telling how they are doing, recognizing their progresses no matter if they are too little in order to encourage and keep them on focus.

On the other hand, as the author has mentioned, formal assessment is “systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement”. The instruments we use in formal assessment are two checklists and two rubrics.

Throughout the informal and formal assessment we want to get information about how they are doing in the process (formative assessment) to provide timely feedback to the student so they know what are their learnings and what they have to do to get the goal. Also the information provides us key points to reflect about how the strategies are working and make the adjustments in case of necessary.

At the end of the topic we plan an activity to illustrate what the learner achieved within a cultural emphasis.

The activities we in the lessons have a logical sequence so that the skills (receptive and productive) can be developed within a frame of authentic communication. Authentic communication is related to the

effective use of the language to express ideas, opinions, and understandings between the people who interact.

-

- The first instrument which is a listening-speaking **checklist** pretends to verify the comprehension of an unusual dish, recognizing the name, country it is from and some of the main ingredients so they can have a wide idea of the diversity that exist around the world in order to make a further reflection about the richness this diversity provides to human beings within a frame of respect (Appendix 6A).

It considers different aspects to provide a full idea about listening comprehension in authentic situations with an intercultural emphasis.

The checklist was applied one time and includes four aspects which are:

Understanding – addresses the comprehension of the information besides providing the answer that correspond to the questions done by their classmates in the interaction.

Verbal questions: focus on the understanding when asking-answering in oral form.

Grammar and vocabulary: refers to the proper use of English, vocabulary and grammar.

Fluency/pronunciation: consists in being understood when speaking, without hesitation in order to follow the sequence and keeping the interlocutor's interest in the interaction.

- The second instrument is a **reading rubric**. It pretends to verify the comprehension about the intention and stance of the speakers before unusual food from their own and other countries. (Appendix 6B)

It considers different aspects that pretend to provide a full or close idea about reading comprehension but not just in terms of reproducing or repeating the same information but an analysis linked to their own experiences with food diversity.

The rubric was applied one time and includes four aspects to evaluate which are:

Comprehension: this aspect addresses the comprehension of the topic besides providing the answer that corresponds to each question.

Form: focuses on the use of complete sentences in the provided answers.

Grammar: refers to the proper use of English, spelling and grammar.

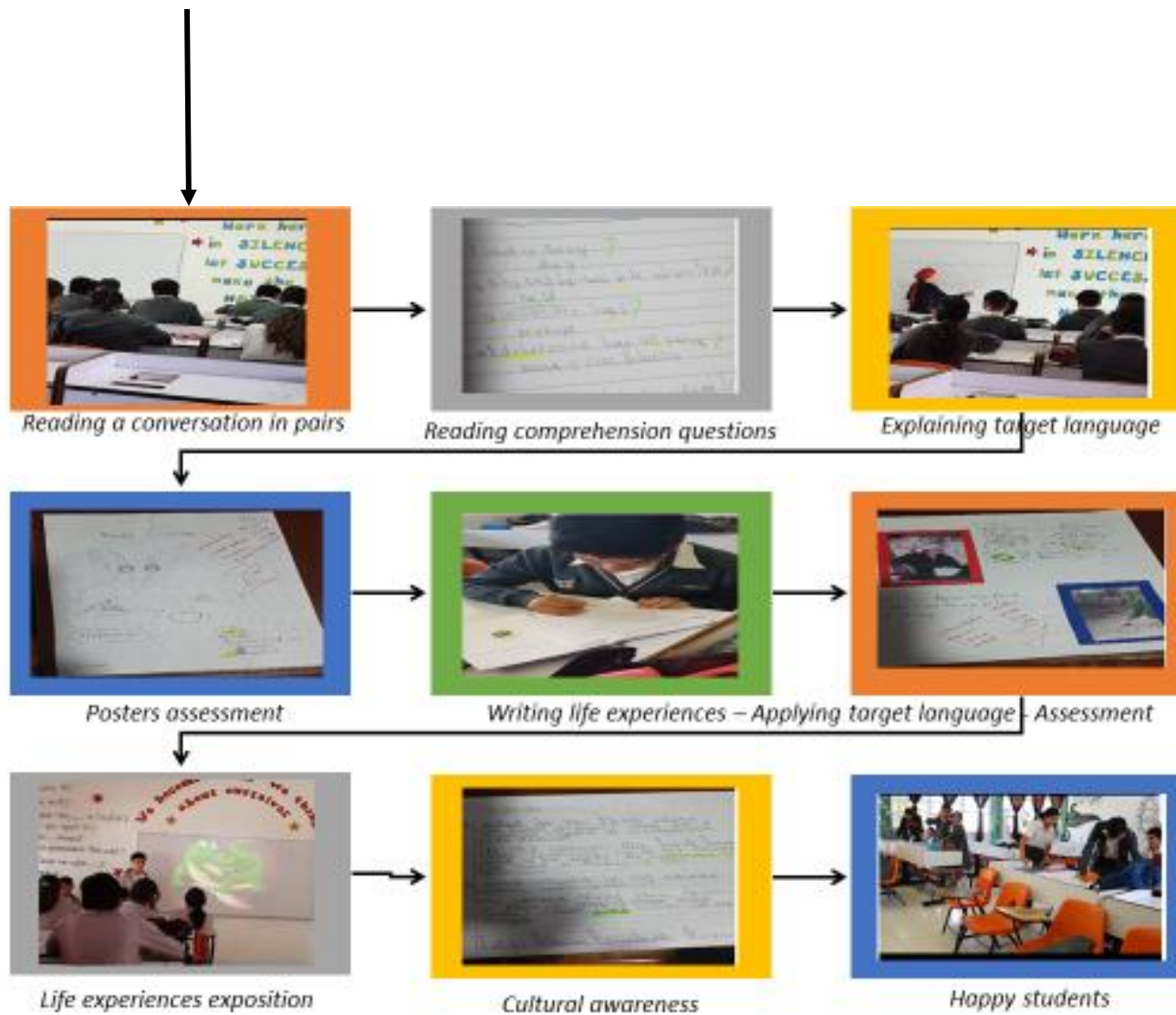
Detail: consists in the level of detail, if they are relevant and connected with the reading.

- The third instrument is a **writing checklist** and it is proposed to verify the application of the target language in a different situational context (Appendix 6C). It includes four aspects:
Sentence structure: use of complete sentences to provide information about personal experiences.
Grammar: refers to the proper use of English, spelling and Present Perfect tense.
Spelling: words correctly spelled.
Pictures: personalize the topic in order to become meaningful and functional.
- The fourth instrument is a **project rubric**, planned to take the students into a reflective process about cultural awareness through the creation of a new unusual dish, so they can understand that being different does not mean bad, unmoral, or abnormal and become able to get an open stance before the diversity that surrounds them.
It includes five aspects:
Content, refers to the inclusion of the 9 steps described in the Appendix 5.
Mechanics, addresses the punctuation and spelling.
Grammar, proper use of the language, grammar and Present Perfect tense.
Cultural awareness, consists in the reflection and likely change before the diversity.
Creativity, related to the ability to produce something new in a contextualized situation.

2.03 Evidences

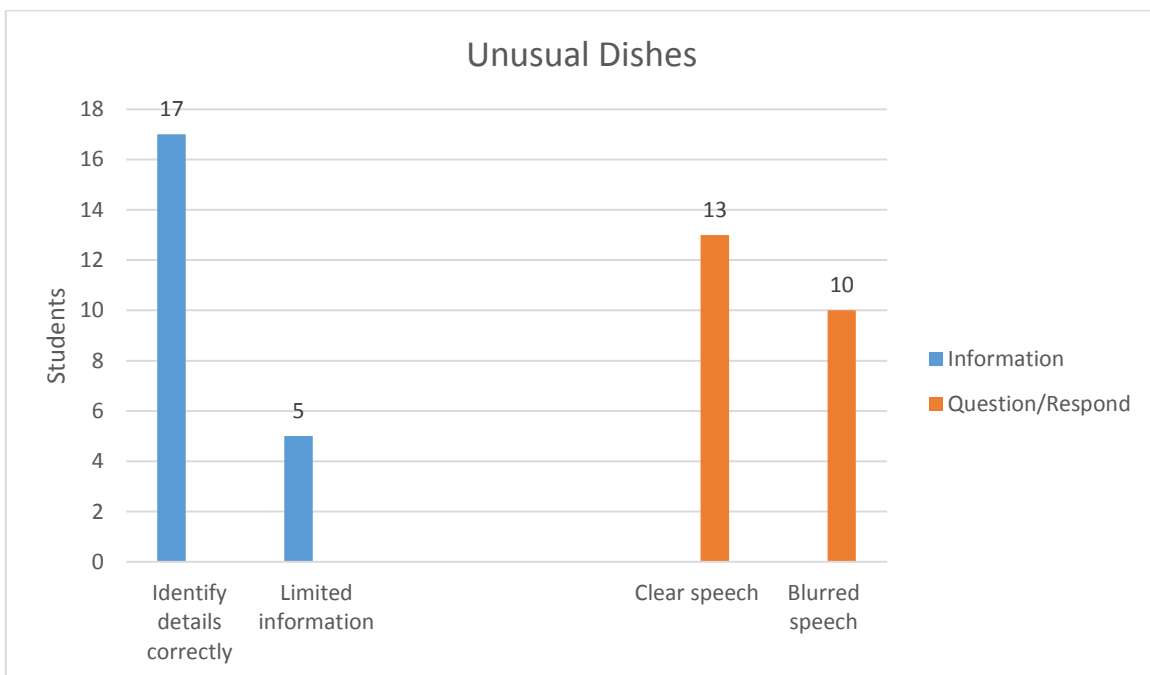
The next pictures are pretended to show the flow of strategies and activities done by the students along the five sessions.





2.04 Tools analysis

Regarding the gotten results, the listening-speaking checklist was useful to assess the listening comprehension and the speaking practice, since it focuses in rescuing the most important elements of the unusual dishes mention in the video, such as name, ingredients and country it comes from. From a group of twenty three students, seventeen could identify the required elements, but it was necessary to play the video more times than the planned since the speaker had not a good sound quality and this makes a little hard for students to understand what was being said. Meanwhile, five students had hard problems to comprehend the required information, they just drew the picture and wrote the name. It is considered that it could be due to they were attending a meeting in the principal's office and arrived 20 minutes late to the class. This fact made them feel lost because did not know what the listening was going to be about and had not worked the previous vocabulary activity, so the information they heard was incomprehensible for them and the only information they could catch was the picture and name because the visual aid they had in the video.

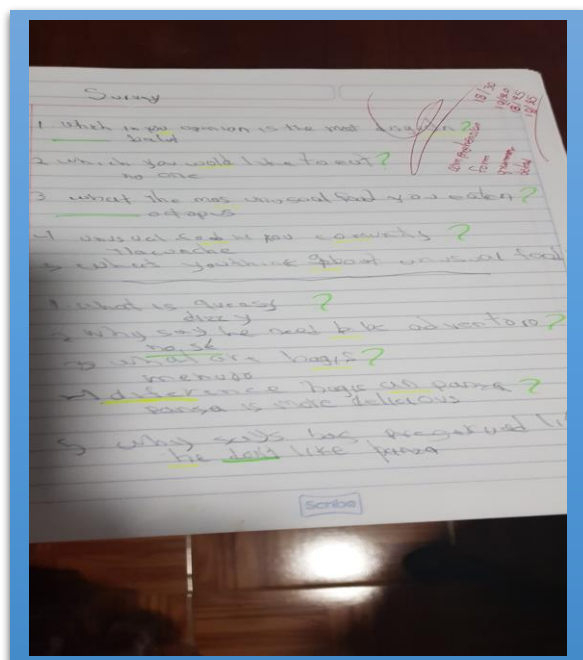


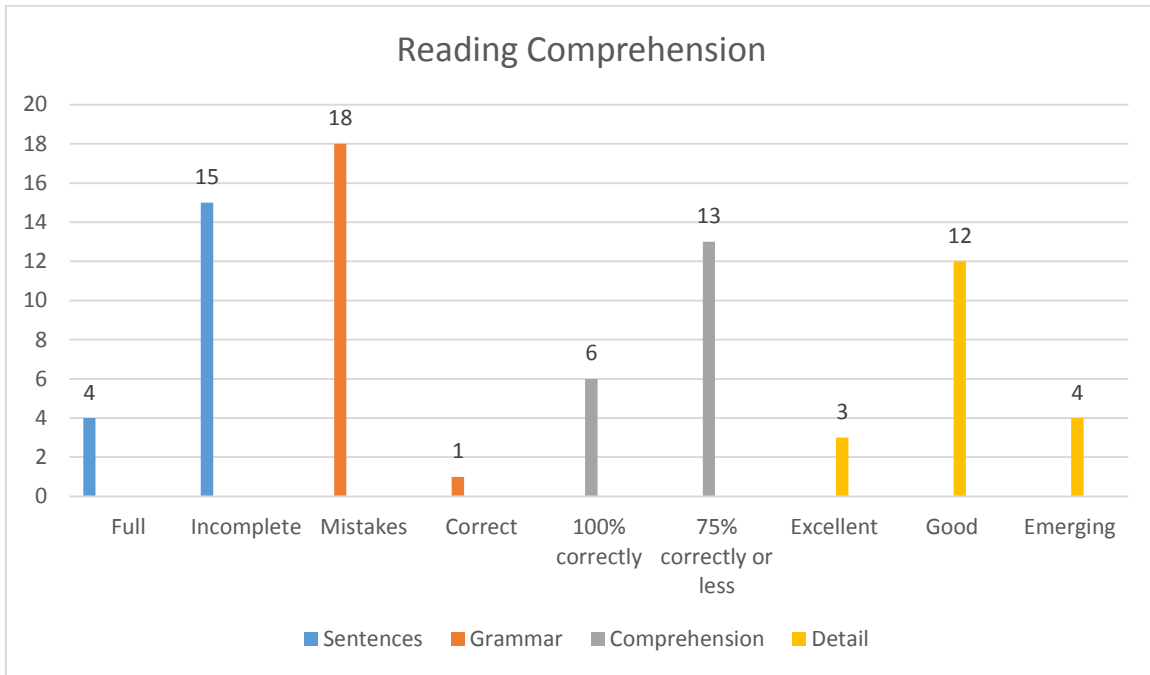
On the other hand, the instrument was very useful since it makes possible to assess if the student speech was coherent in terms of pronunciation and language use, using the simple sentence structure

to ask and answer. Unfortunately, once more it is seen that speaking is one of the biggest barriers learners find difficult to overcome. In addition, the fact of being recorded made them felt nervous and worried because how they pronounce and this cause they had more problem to speak and in consequence that the receiver could not understand at all what was being asked.

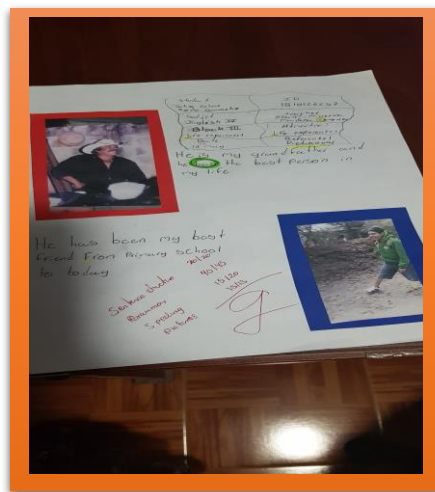
Regarding the teacher's experience, it can be said that the instrument was useful since it allowed to assess what was projected, nevertheless it is consider a change of activity, since the organization hurries the teacher to run from one side to another, so it is considered to make an adjustment by encouraging the pair assessment.

The reading rubric made possible to appreciate the students' performance, since it includes clear indicators related to comprehension about the information they read, at the same time it emphasis the use of language in terms of grammar structure, vocabulary, syntax and spelling. Even though the instructions to provide full answers, most of the students did not follow the form of complete sentences but in terms of content they comprehended the question and provided a coherent answer. In terms of grammar only one student had the 100% correct use of language, the rest had a problem either grammar or spelling. In detail, four students demonstrated a full connection with the reading, twelve a good connection and four just showed an attempt but did not connect with it. Just nineteen students did the activities, four of them could not conclude in the class and even they were given a chance to deliver in the next session, they did not.

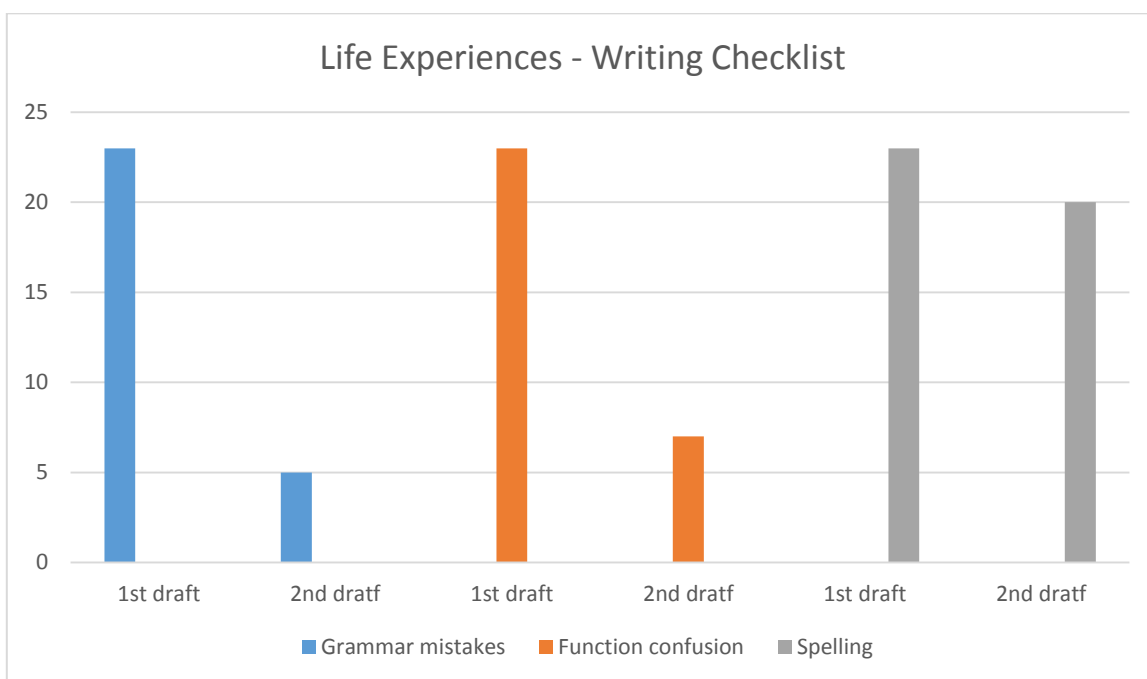




In order to lead the student to the application of the target language in a different context or situation, and to practice a guide writing before the free one, they made a short document about the five most relevant or exciting things they have lived along this year. The writing check list for this activity was suitable to assess if the student had understood the function and form of the Present Perfect tense, as well as the sentence structure form.



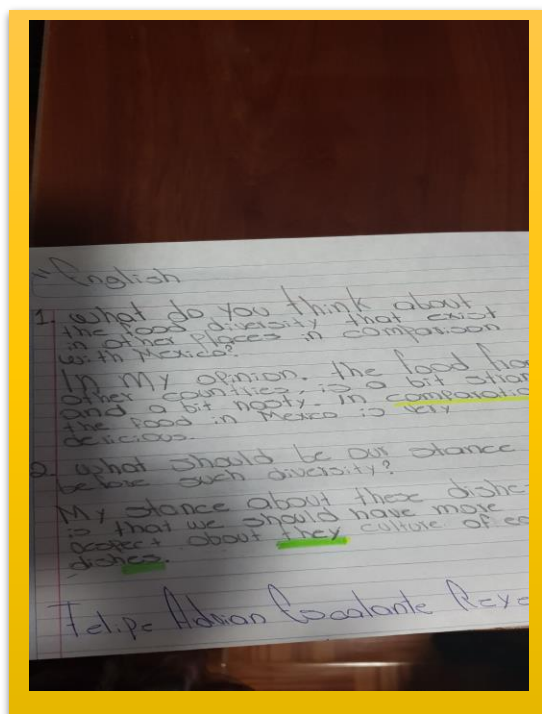
This activity was assessed following the process, students were working along two classes where they produce the first draft which was gone over by the teacher who gave the appropriate feedback highlighting spelling, grammar and vocabulary mistakes using a color code. Most of the students progressed as they had to analyze the highlighted points and made the necessary corrections. The instrument let the teacher to see that most of the problems were about the function of the Present Perfect, since students wanted to use it as if it were a past tense. It was necessary to provide a second explanation for the whole class. The final products were very good, most of the students focused on experiences from this year and some for their whole life. Also, most of them still have problems with spelling, even in their own language it has been quite difficult for them to overcome this situation.



The final project about creating a new dish was not possible to perform due to lack of time. In the institution the groups of four semester have missed several classes either Integrated Projects Revision or Exposition, socioemotional abilities conferences, participation in different event and so on. So it was necessary to change the activity. It was worked just the final point of the project requirements which

was about the student's stance before the cultural diversity that exist around the world in relation with unusual food.

The activity was considered in terms of the student's reflection and the grammar use. It was not taken as an evaluating activity, just as a self-reflection tasks.



2.05 Video

It was recorded a video to display or to show how were developed the strategies proposed in the lesson plan, it is available in the link <https://youtu.be/oKW8jx2IJy4>. The content of the video is described as follows:

The main aim of what it is done in the classroom, is to help learners to communicate in a meaningful and functional way through the use of the target language. In this line, the lesson planning was done focused on the development of the four communicative skills throughout diverse activities which were pretended to provide the appropriate scaffolding so that the student could be infused to create and construct or re-construct their own utterances either written or spoken.

The activities were done as they had been planned with an intercultural frame. The class started introducing the students to the topic throughout a simple question “Have you ever tried some unusual or not common food?” in order to arise the interest and personalize the topic.



It was also questioned what delicious food they had tried in order to clarify or make the difference between the two types of food, since an intercultural view but with a non-judgmental attitude but with an open perspective about the differences that exist between people from all over the world and how these differences contribute in one or another way to enrich people. Both questions were supported with visual material in order to cover all the students’ learning styles. The topic arose the interest of the students and they had an enthusiastic participation as it is shown in the recorded video.



Once it was already caught the students’ attention, it was introduced some vocabulary through a listening activity by playing bingo, some students were a little confused about what “bingo” was but when the teacher mentioned it was something similar to the lottery they caught the idea and could play. Unfortunately, as it has been mentioned before, the listening level was too challenging for the students, since it was developed by a native speaker, so it was quite difficult to follow the speaking pace and caught the words to be filled in the bingo sheet. To solve this it was necessary to project the video in order to provide visual support. This contributed to get the idea and the students could catch half of the words.



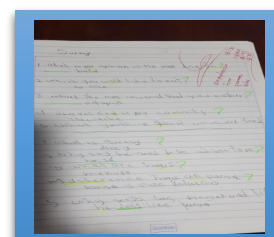
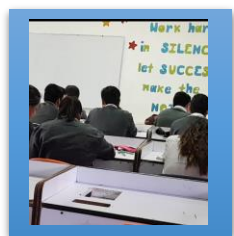
After the vocabulary activity, the video was played again but now with the purpose to students get specific information about the dish they had been allocated. This activity was done in pairs in order to support, to convey and negotiate meaning through the pair interaction.

As the listening skill is directly linked with the speaking one, once the students had checked their information and made their posters, they pasted them around the classroom and took turns to interview one each other about the dish they were presenting, the ingredients and the country it came from.

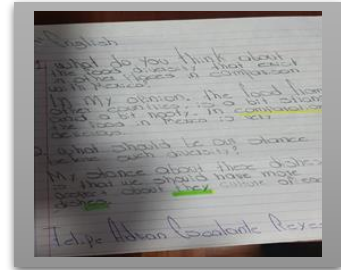
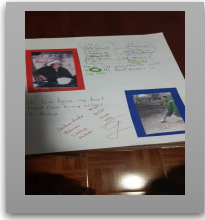


This activity was very good for them, even some students were nervous to speak in front of the camera which made some of them struggled with pronunciation even with basic words.

The reading activity was developed throughout a conversation which makes a comparison and pointed to some differences and similarities that exist between a Mexican and a Scottish dish in order to appreciate the cultural connection that is sometimes ignored by people. This activity was also used to introduce the target language point of “Present perfect” tense to talk about experiences they have had along their lives, it was focused first regarding food to later make an application about other aspects of their lives. Even the students had worked with present perfect inductively in the previous activities, it was quite confusing for them to understand the difference with the “Past simple” tense, to solve this it was necessary to make a contrastive analysis with their L1 as it has been stated by Krashen (1982). To assess their reading comprehension, the students have to answer a little five question survey and interact with their classmates.



Finally, and as the reading skill is directly linked with writing, after they have already worked with the typical and unusual food from Mexico and Scotland, they applied their knowledge expressing the relevant experiences they have lived along this year through units of discourse (Hyland, 2002) and prepare an exposition about it; and to conclude, they answer two questions about their stance or point of view before the cultural differences related to food.



It is essential to mention that according to Brown (2004) the assessment was done in a formal (using some instruments as rubrics and checklists) and informal way (observation, talks, comments) since it is considered an “ongoing process”, and it was useful to plan further adjustments with the other groups.

Chapter 3: Experience report

3.01 Listening skill

The whole lesson plan has an emphasis on the intercultural

For the listening activity it was used authentic material from the Internet, a documental video about unusual food around the world which provides information about the country, name and ingredients of the dish.

Based on the attitude and reaction, it can be said that students appealed the topic and felt interested in it. Something that has been observed along teacher's experiences is that many of the students enjoy talking about themselves, about their families and communities, even –in some cases- about very personal and private issues. To activate their schemata it was used one of the easy ways commented by O'Malley and Valdez (1996): a set of pictures; through them and the first question about what delicious and unusual food they have tried, students got engaged and in some groups they interacted with the teacher asking "what about you teacher?" "If I bring you some shamues, would you tried them?" "No? Why not?" They are very delicious". This first activation was a key to a short interactive listening-speaking where they could ask and be attentive to the answers in order to understand and communicate. McDonough & Shawn (2003) state that "external stimuli are required, as well as personal experiences and background knowledge, and contextual situations that support the complex process of listening.

The non-interactive listening activity to introduce the vocabulary was not as successful as it was expected. Besides the problem with the equipment, the presenter in the video was a native speaker and it was quite difficult for students to recognize words by hearing them, they said the presenter spoke too fast. It was necessary to play the video more times than the programmed so that they could comprehend. In this view it is required the teacher revises the material carefully taking into consideration the students' level and in case, re-work the material or look for something more suitable to the learners.

One of the biggest problems that was observed in the session is that more than half of the students are impatient listeners, they tried to focus but got distracted easily which made they feel overwhelmed because could not catch anything in the first times. If it is true that this situation could be part of the

student's characteristics, it is also true that the kind of material also influences the student's attitude before the listening task since if he does not understand anything, he can lose the interest and digress his attention. That is why it is fundamental to pay especial attention on the material selected to perform this skill.

After several times and with the visual aid the learners were able to comprehend specific information about the unusual dishes and could make their posters. It was required more time than the programmed.

3.02 Speaking skill

People engage into a conversation because they have a specific purpose, conversation is intentional. The students have a transactional conversation, since they interchanged information about the dishes. Along this process it was observed that even some of the learners are very skillful to talk, this time facing some basic problems as mispronouncing some easy words. When they were asked about it, mentioned that the "intruder camera" made them feel nervous and insecure. This is a serious problem because they are supposed to be learning into a communicative approach which means they develop the necessary abilities and knowledge to interact with anybody, not only in the comfort zone of the classroom, but with people from other places who required to communicate in a second language. If a camera made them feel insecure, what a foreigner could cause on them? Even this drawback, students could hold the quasi-communicative activity characterized because it takes the form of semi-fixed exchanges since the interaction was about "what dish is this?", "where it comes from?", "what ingredients are used?", and so on. The speech of some of them (13) was clear and were able to exchange the information.

Something which has changed in this session is the teacher's role to support the students' process. Before it was common that the teacher focused in language accuracy, when the students were interacting the teacher tends to correct them if they mispronounced a word or had a grammar mistake believing it was better to point out the mistakes immediately in order to internalize them and correct the error. But this attitude provoked the students get inhibited and keep quiet. Now the teacher listens, and provides the support if required by the students. While monitoring takes notes and then provides a general feedback in order to not shame somebody in particular. Comeau (1987) comments that some of teacher techniques can be intimidating, so it is important for teachers to foster a supportive environment within the classroom.

3.03 Reading skill

One of the common obstacles it is faced with students is the reluctance to read and if they feel the content has no relation with their life this reluctance increases much more. The schema is developed through experiences in the life, the learner can understand better a topic because it is related with his life. Carrell and Eisterhold (1983) set the example:

“The dish was exquisite, and the tiny crickets were a delicious plus”

“The sauce was prepared with tomato, garlic, onion and a maguey worm”

The author says that to understand these sentences the reader needs to have knowledge of Mexican culture, not just the ability to decode the symbols.

The reading conversation students worked is contextualized within a cultural emphasis in unusual dishes around the world, as it has been activated and worked in the previous sessions, at this moment the student has been enabled to address the conversation ensuring a high comprehension level.

Regarding the vocabulary, it has been experienced a better understating when the student looks for the meaning himself instead of just using the teacher as a provider. As it was required they look for the definitions of the words using a monolingual dictionary, they had the necessity to comment with a partner in order to clarify some concepts which was not understandable for them at all, this activity allowed not just to acquire the vocabulary but to interact with their classmates, making possible the learning through the social interaction as Vytgosky has pointed.

In the reading comprehension question activity, there were no problems with the first, third and fourth questions since they are about specific information spread in the conversation. Thirteen students get 75% correct answers. The second and fifth questions need the student interpret the information, comprehend the whole context and provide detailed points based on their comprehension. It was in these two questions where the thirteen students struggle a little. Some of them simply answered “no se”.

In the teacher’s experience, it was decided to use a conversation since it seems that the fact it is divided in lines for each speaker facilitates the comprehension for the student in comparison with full text about a topic. This format appealed to them and as they were already in context, it was quite easy for

them to get into the reading and work in pairs helped them to interact and comment about other dishes and their similar around the world.

Regarding the target language (Present Perfect) it was not too difficult for them to understand its function and form, after some exercises, they applied this language in a different situational context (Appendix 9), to verify their understanding.

3.04 Writing skill

This plan was worked under the Language Structure approach proposed by Hyland (2002). As it was the final lesson from this project, students already knew the basis of the topic and had acquired some of the vocabulary, grammar within an intercultural emphasis to apply in this stage.

They had already familiarized with the grammar of Present Perfect seen in the reading activities. Also, had guided writing then imitating some sentences in the conversation by completing an exercise in their notebooks. They used the patterns they had already acquired to talk about the life experiences they had had along this year. During the writing it was observed the progress they got as they went through the drafting process. They have important advances in their writing in terms of grammar and spelling. In the use of the target language they confused a little and were using the Present Perfect as past simple tense, it was necessary to explain the point again in order to clarify how this tense is used. It was even required to use the L1 to not let anybody with doubts. It was a little hard they get the point but finally most of them got it.

The final project to be worked was not possible due to the time factor since the students have been involved in a series of activities which have caused they missed several classes of English but as the goal of all this plan was to make conscious about the cultural diversity related with unusual food around the world, students answer some questions which was not to evaluate but to get some evidence about the learning that the students reached throughout the development of every activity. (Appendix 10)

It can be said that the objective was achieved in an 85%, since students answered the questions making a brief but important reflection about how we have to react before the small or big differences that exist from one place to another.

Since this view it is mandatory to say that the biggest problems related with writing are about spelling and punctuation. So, it will be demanding to plan a strategy to work and overcome these weaknesses.

Chapter 4: Conclusions

Retaking the question used at the beginning of this work: “What do you teach when you teach English”.

It can be said that throughout the Specialty it has been revealed the weaknesses and the strengths the author has as an English Teacher.

It has been shown the areas which were below grade level such as theory foundation to support and base what it is done within the classroom.

The process has been very hard since a timing perspective. It is now clearer that sometimes it is not possible to take up so much time to planning due to lack of time and how this fact influences the quality of work that is done with the learners.

This experience has widen the reason why some students feel disinterested or unmotivated to learn a second language, the reluctance is more a matter of form than of content, which is, maybe the student really wants or needs to learn a second language, but the strategies used limited and restrict the acquisition and learning of the language.

The revised and cited literature in these three modules proposes different ways to address the students’ needs such as the communicative approach (Krashen, 1982 & Hymes, 1972); the social learning of Vitgosky (Carella & Mazarella, 2001); the intercultural dimension (Byram, 2002); the assessment principles (Brown, 2004) and the like. If it is true that every teacher has their own way and philosophy to address the language, it should not be ignored the different approaches that help to encouraged the development of the communicative skills within a cultural framework.

One of the biggest weaknesses that has been revealed is the lack of involvement to include the use of technology useful to help and support struggling learners with material and activities which are not only entertaining and funny in some cases, but also represent a great opportunity for the student to expand their learning and knowledge about the language. This is a concert that keeps in the teacher’s mind and leads her to make a commitment in order to explore several options and evaluate the most useful ones for her students’ needs, even though they are still conditioned to the school facilities.

Regardless of how many approaches can be known, the point is to know them and take the elements that best fit into the students learning styles. Centering the process in the student must not be limited to the theory but put into practice to promote the deepest and most meaningful and functional learnings.

In this line, planning must be done looking for an integration of the four skills to foster the maximum learning opportunities for the diversity of students that coexist in a class. On the other hand, being exposed to authentic language challenges the teacher to care about the level and in case of necessary to grade the material in order to not discourage the students because the input is too high for them but taking into consideration what Swain explains about the output hypothesis of $i + 1$.

Assessment cannot be unconnected with all the teaching –learning process, since it is an essential part of itself. Learning outcomes must lead the content of the indicators which will be used to assess the four skills and will provide a clear idea to the student about what it is expected from him. Tools designing is so significant to avoid ambiguity and to provide valid information so that either the student or the teacher can make the needed adjustments to their work and performance

It has been learnt that the teacher's commitment should go beyond covering the content of the syllabus or learning just the mechanics of a language; it is required to encompass a specific purpose to make it meaningful and functional for the students so that they can later communicate assertively. This way, the teacher is responsible to provide the most suitable scaffolding to take the student into the growth of every of the four skills.

Learning a second language is not an easy issue for many students, we have to change since the dimension we see it, just as a subject to be approved, as a subject to learn some isolated words or phrases, or as an opportunity to see the world since a social perspective where we need one each other, where we need to understand and to be understood, where we need to really know how to communicate.

Finally, as a student of this program this learner may say it has been an awesome experience. Each lesson put in a portion of how to improve professionally as a teacher, but also as a person, as a human being, which is incredible valuable.

The content has been very interesting, by analyzing the provided information it has been learned a great deal about approaches, theories, assessment, authentic material, technological support, social interaction, cultural awareness and the like, which are to be applied in the own life and professional praxis. The level of the content has been challenging balanced in order to push the student to think more critically and analytically about what learning a second language involves. The assignments have been relevant and contributed to own improvement in real situations since they have to be put into practice. Additionally, the exposure to the target language throughout the course has greatly contributed to increase the level domain of it.

In a humble point of view, the only aspect that would need to be adjusted is the delivery activities planning; since it was a little hard to work on some activities and the final project almost at the same time that the schools are closing the semester.

All these achievements would not have been possible without the wonderful people who walked with this class along the program. Thanks a lot to Miss Rossy Salgado, a tutor who really does her best. She spends the time and energy to improve and make sure that all her students have a great learning experience. Miss Daniela Otero, as a Coordinator and substitute tutor it has been invaluable to work with her. Miss Gaby and Miss Rossy López, such amazing substitute tutors; this class would have felt lost without their accurate accompanying. And thanks a lot to all the ones who are behind the process and with their work make possible that common people like this learner can become an outstanding achiever in teaching a second language.

It has been an enjoyable time, teaching and learning are two of the most worthwhile experiences.

Chapter 5: APA style references and Appendixes

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5.02 Appendixes

Appendix 1 - Unusual Food

Unusual Food Around the World





Appendix 2 - Bingo sheets

yolk	delicacy	maggots
defecated	feces	quicklime
larvae	testicles	connoisseurs
civet	flattened	critters

Appendix 3

Survey

1. Which dish in your opinion is the most disgusting?
2. If you had to eat one of these dishes for your next meal, which would you choose?
3. What is the most unusual food you have eaten?
4. What are the best and the worst meals you have had?
5. What are some unusual foods in your community or country?
6. What do you think about the unusual food people eat in other countries and in Mexico?

Appendix 4

Reading

Loi: When I was over in Oaxaca recently, the thought of eating grasshoppers made feel a little queasy. But once I dared to try them, I loved them. **Have you ever tried** a grasshopper?

Michael: **No, I haven't. I have never eaten any food that jumps.**

Loi: Oh, come on! **We have already talked about it** before, you need to try some adventurous things in your life.

Michael: Eehhh, no thank you. I really don't want to taste such a strange flavor.

Loi: How you know is a strange flavor if **you have never eaten** it?

Michael: I just know it.

Loi: What about if you lived in Scotland? You would eat some weirder food than grasshoppers.

Michael: Like what?

Loi: The Haggis for instance.

Michael: What's that?

Loi: is a dish, made from the parts of a sheep many people would throw away. The heart, lungs and liver are mixed together with onion, spices and oatmeal, then put inside a sheep's stomach and boiled for three hours.

Michael: My grandparents cook something like that. **They have prepared a dish** called "panza" for many years, it is very similar to the one you mention.

Loi: Do you like it?

Michael: I don't know. **I have helped them to prepare it** but **I have not eaten it**. I prefer to eat just vegetables and fruit.

Loi: What a pity! **You have lost the pleasure to taste these delicacies.**

Michael: I don't think so, I think **I have preserved my life**, ja-ja-ja.

Answer the questions:

1. What is another word you can use to express the same idea like “queasy”?
2. Why do you think Loi says Michael needs to be more adventurous?
3. What are the haggis?
4. What is the difference between the haggis and the “panza” from Mexico?
5. Why Michael says she has preserved her life?

Appendix 5

Project

Group work (4)

You are a chef who works in a famous restaurant but in the last months there have been just a few affluence of people; so your boss decided to make some changes in the menu and ask you to create a new and unusual dish which doesn't exist in other restaurants, it is mandatory to be exotic and use ingredients out of common.

Consider the following:

- a) Name of the dish
- b) Which ingredients and quantities the dish will need
- c) Explanation about the positives of using such ingredients
- d) What will be the cost
- e) What will be the slogan to advertise your dish
- f) How it will look
- g) Write a conclusion about the importance of the diversity that exist in your country and around the world related to unusual dishes and what stance people should adopt before such differences.

Write a document where you explain in detail the before information, it is mandatory to use present perfect and other grammar and vocabulary you require.

Appendix 6

Assessment Instruments

6A

Listening and Speaking Checklist			
Aspect	Description	%	Comments
Understanding	The student shows good understanding of the vocabulary and information, by drawing their picture and information about the country and some of the ingredients.	35	
Verbal questions	Understands the questions and provide full responses.	20	
Grammar and vocabulary	Use appropriate sentence structures and word order,	30	
Fluency/ Pronunciation	Pronounces in a comprehensible way following the natural flow.	15	

6B

Reading Comprehension Question Rubric				
Criteria	Novice	Apprentice	Proficient	Distinguished
Comprehension 30	Student did not complete assignment and/or did not answer more than half of questions correctly.	Student answered at least half of the comprehension questions correctly.	Student answered 75% of comprehension questions correctly. Student comprehends main idea of the reading.	Student answered all (100%) comprehension questions correctly. Student fully demonstrates comprehension of main idea from the reading.
Form 20	Student did not answer any of the questions in complete sentences.	Student answered at least half of the comprehension questions in complete sentences.	Student answered at least 75% of the questions in complete sentences.	Student answered all questions in complete sentences.
Grammar 25	There are numerous spelling or grammar errors, making the answer impossible to understand.	There are numerous spelling or grammatical errors, making the answer difficult to understand.	A few spelling or grammar mistakes are evident, but do not diminish the meaning of the answer.	Proper use of English spelling and grammar is employed consistently throughout the assignment.
Detail 25	The level of detail in each question is poor and shows not connection with the reading.	The level of detail in each question is emerging. Attempts to engage the text are made.	The level of detail in each question is good. The student show some connection with the reading-	The level of detail in each question is excellent. Student has connected fully with the reading.

6C

Writing Checklist			
Aspect	Description	%	Comments
Sentence structure	Use correct sentence structure.	20	
Grammar	Present perfect is used correctly to talk about life experiences.	45	
Spelling	All words are spelled correctly.	20	
Pictures	Use suitable pictures to represent their life experiences.	15	

6D

Rubric for Team Project				
Aspect	Distinguished	Proficient	Attentive	Novice
Content	Include the total (8) requirements of the assignment.	Include only 7 of the 8 requirements of the assignment.	Include only 6 of the 8 requirements of the assignment.	Include five or less of the 8 requirements of the assignment.
Mechanics	Capitalization and punctuation are fully correct.	Capitalization and punctuation are correct, there are no more than two error.	Capitalization and punctuation are regular, there are three to four errors.	Capitalization and punctuation are regular, there are more than five errors.
Grammar and vocabulary	Grammar and vocabulary are fully well used.	Grammar and vocabulary are well used. There is one error.	Grammar and vocabulary have 2 or 3 errors.	Grammar and vocabulary have more than 4 errors.
Cultural awareness	Recognize the unique qualities and their impact in the others with a respectful attitude.	Recognize partial qualities and is not able at all to interact with people who are different.	Believe that differences are not a problem but does not seem to be comfortable with such differences.	Fails to recognize that differences between cultures and is not open to interact with that diversity.
Creativity	Exceptionally unique and original work, demonstrates outstanding achievement toward the assignment.	Mostly original, show average achievement toward the assignment.	Some manipulation of existed ideas, low achievement toward the assignment.	Use ideas which already exist and lack of achievement toward the assignment.

Appendix 7

4103

Kopi Luwak

9

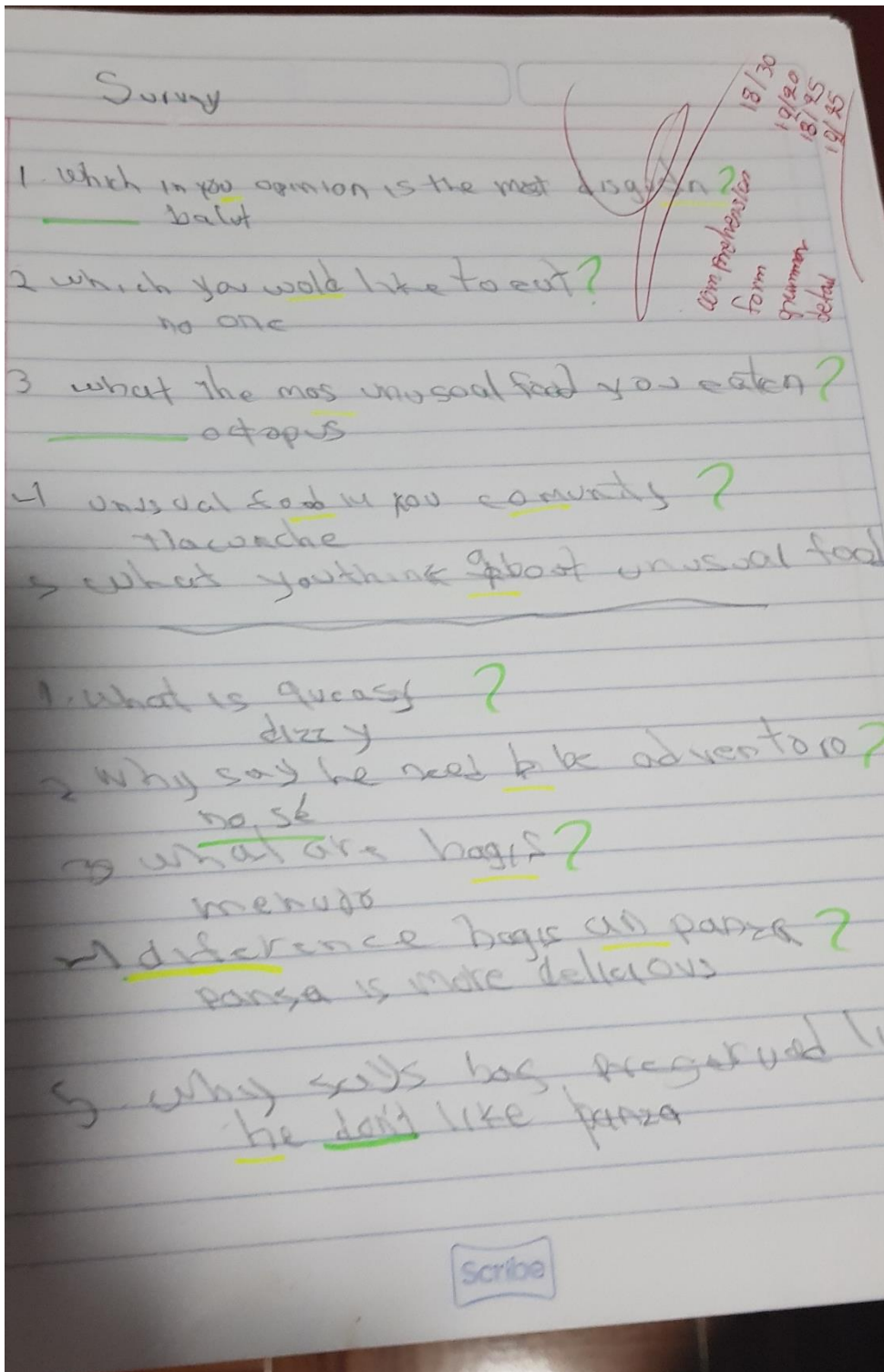
Understanding 19/35
Verbal questions 20/20
Grammar 20/30
Fluency/Prone: 12/15

Indonesia

Coffee
Seeds
fermented in
stomach
defecated

Sinal

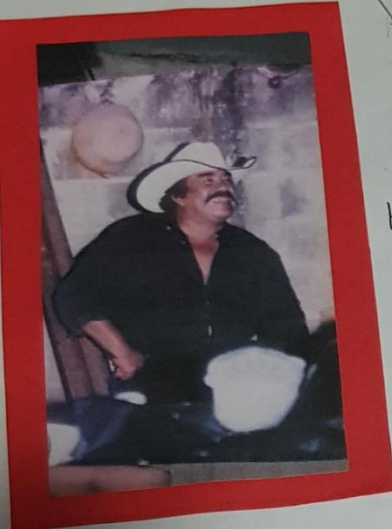
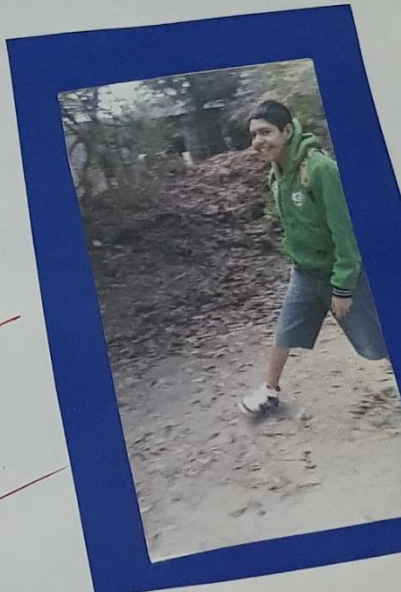
Appendix 8



Appendix 9

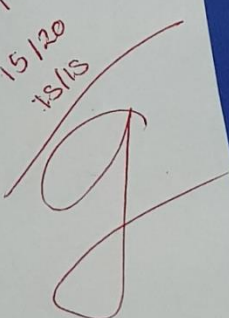
Student Joho Cesar Oseda Cunaicho	ID 1810126257
Subject English IV	Teacher Minerva Mendoza <u>Oronca</u>
Block III Life experient	Activities Life experient
Date 14 May	Referential Dictionaries

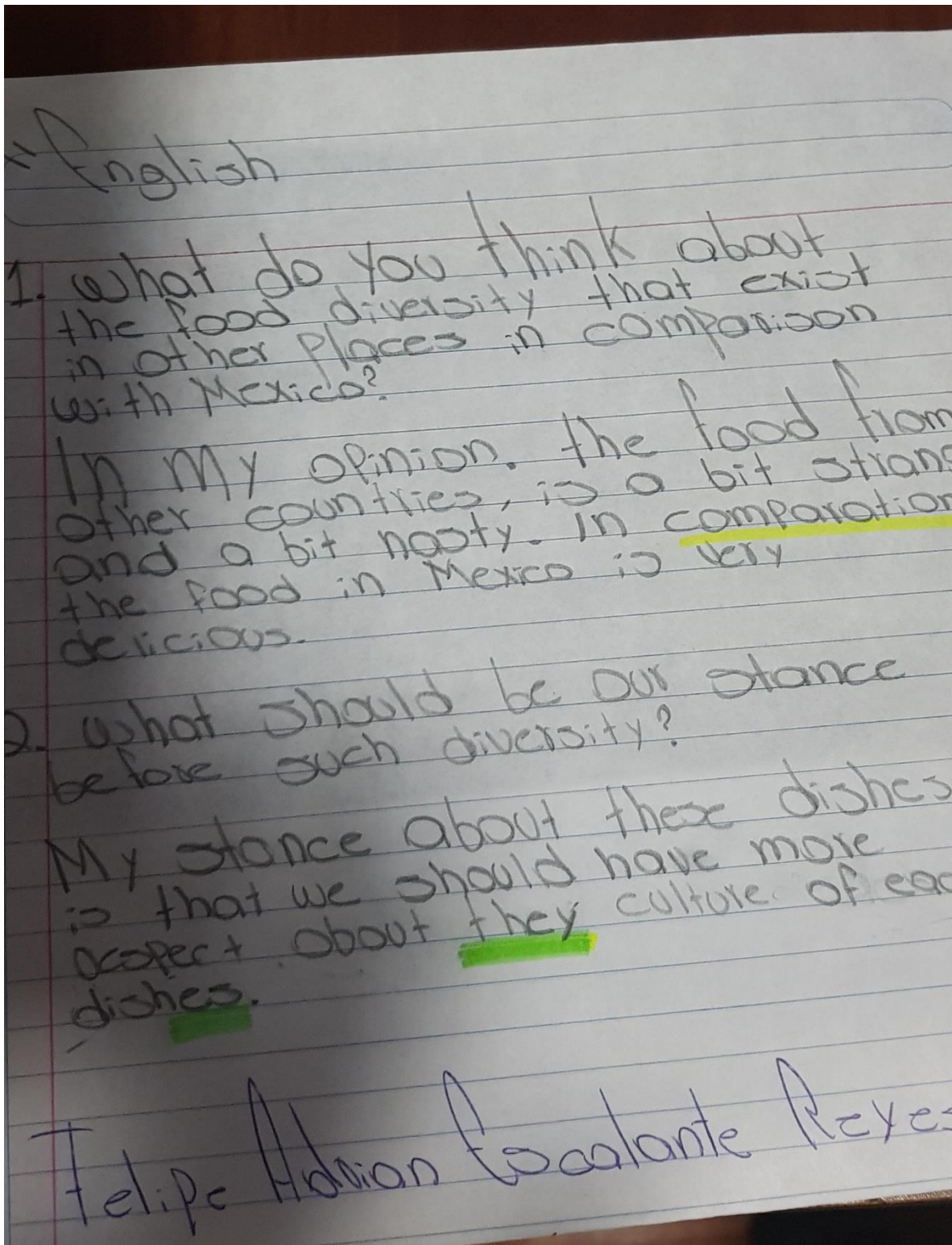
He is my grandfather and he has the best person in my life.

He has been my best friend from Primary school to today

Sentence structure 20/20
 Grammar 40/45
 Spelling 15/20
 Pictures 15/15





Appendix 11

Video URL

<https://youtu.be/oKW8jx2IJy4>