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PROPUESTA DE INTERVENCIÓN EDUCATIVA

CULTURE IS DELICIOUS!

A LINGUA FRANCA APPROACH

TO INTERCULTURALISM

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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México, Ciudad de México a 22 de junio de 2021

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Culture is delicious! A Lingua Franca Approach to Interculturalism

The *Especialización en Enseñanza y Aprendizaje del Inglés como Lengua Extranjera* (EEAILE) (G9, 2020-2021) course has come to an end. It is only sensible to conclude by presenting all the areas of knowledge the specialisation comprises, i.e., content curricula and underlying theories, didactic and methodological competences, different types of communication competence in English and attitudes and values in a project where such learning and insights are reflected.

The programme has presented me with once-in-a-life-time opportunities in a number of ways. Firstly, I have come to improve my writing skills and broaden my English lexicon thanks to the several essays written along the way with a renewed and sincere love for the English language. Secondly, I have rediscovered knowledge acquired in the past and challenge some assumptions regarding theories of language, theories of learning, methodology and teaching practice (TP) techniques. It has significantly shed light over the value of interculturalism as part of the repertoire to be played in my classes on a regular basis. Next, it has helped me become familiar with different teaching contexts where my e-learning classmates have masterfully demonstrated to succeed despite personal, pedagogical, and working conditions. All of which has also inadvertently accomplished additional aims for me as for reflective practice, time management arrangements, self-discipline and self-study commitments.

In this way, the structure that will be followed for this final project comes as follows. I will start by restating my teaching philosophy from a fresher perspective thanks to the insight gained along the three modules of the EEAILE at *Universidad Pedagógica Nacional* (UPN). Here, I will address my conception of education, my teaching philosophy as for educational purposes, learning goals, teaching methods, methods for assessing students' learning, and assessment for teaching. Although this was considered in the project for module one when, honestly, I thought I had it all figured it out, its evolution could not have been foreseen back then. Next, there will be room to for illustrating such teaching standpoint by means of a lesson plan where all the tenets and teaching techniques are applied, and evaluative considerations are considered. All of which will be supported by video-recorded evidence where the most momentous episodes are signaled. Thirdly, assessment procedures will be investigated in terms of design and evidence analysis. In chapter three, the results of the activities contrasted against the expected outcomes and possible solutions will be studied.

Finally, conclusions will be drawn as to the conceptual, methodological, observation, and analysis considerations.

CHAPTER 1: PHILOSOPHY AND THEORY

Education is generally conceived as the transmission of something in an allegedly conservative fashion. It is only natural and instinctive that society is looking for its conservation both at the collective and individual level. Nonetheless, John Dewey (1930) notes that those who received education are those who give it; habits already engendered have a profound influence on their behaviour. It is as if no one can be educated in the true sense until everyone has developed, out of the reach of prejudice, stupidity and apathy. Thus, caution must be exerted against the subjective positivism with which we, teachers, at times teach our learners preventing them from developing the critical thinking which, in turn, makes them reject that which they have not understood in full yet.

In this sense, the true purpose of education is to promote a democratic universality. In Savater's words (2010), which I deeply echo, this means putting human fact – linguistic, rational, artistic... – above its idioms; assess it as a whole before beginning to highlight its local peculiarities; and above all not to exclude anyone a priori from the educational process that enhances and develops it. Universalizing education consists of putting an end to such discriminatory practices: although the most advanced stages of teaching may be selective and favor the specialization of each according to their peculiar vocation, the basic learning of the first years should not be haggled over by anyone nor should it be assumed in advance that it has been "born" for a long time, for little or nothing.

It another sense, Savater (2010) continues, education helps each one of us to come back to our roots, those which set us apart from other animals: the use of language and symbols, the rational disposition, the remembrance of the past and the foresight of the future, the awareness of death, the sense of humor, etc., in short, that which makes us similar, and which is never lacking where there are men. Moreover, cultural diversity is the very way of expressing the common human root, its richness and generosity. However, while we can cultivate the forest, enjoy its fragrances and its multiple flavors, let us not forget the essential similarity that unites at the root the common sense of so many pluralities of forms and nuances.

1.01 Teaching identity and philosophy

It is in the use of language and symbols as well as cultural diversity embedded within them when learning a second language (L2) has now the spotlight. I will, then, first start by addressing my educational purposes and learning goals for my learners.

As regards my educational purposes and learning goals for students, Richard Jenkins (2004, p. 4) claims that "all human identities are by definition *social* identities" (emphasis as in original). Learning an L2 also implies the socially construction of an identity either within a culture, for example, living in the country where the L2 is used, or "outside" that culture, where some kind of orientation to the new culture context will be developed; from which acculturation sprouts (Brown D. 2014, pp. 82, 186-188). That would be my first goal, that learners can develop such transnational languaculture across a lifetime as they move between a variety of contexts, locations and language(s). Secondly, an L2 can help individuals in learning the critical knowledge to make a better distinction between information and disinformation and assist them "[in having] the opportunity to evaluate their and others' cultural value systems and develop a global cultural consciousness that has the potential to enrich their lives" (Kumaravadivelu, 2012, p. 10). Finally, the interwoven nature of culture and language provide language classes with a unique opportunity for participants to "try to wrestle with, and articulate their anxieties about, the complexities of identity formation [in this globalised world]" (Kumaravadivelu, 2012, p. 10), specifically in terms of subtexts where political or cultural backgrounds present them with prejudice or misconceptions regarding power or differences. Through my teaching I thirdly intend not only to "teach the present perfect, but also the power of knowing and caring about the world they live in" (Prodromou, 1992).

For my teaching methodology, based on the rationale above, I strongly believe learners learn best by constructing together a 'dialogic pedagogy'. In other words, language learning evolves out of the conversations mainly centred in what they bring into the classroom; that something becomes the main contents of the lesson and, at once, it distils the lesson as much as possible from extra materials and fosters real communication between the participants in a rather direct route. Hence, in my lessons, learner-centred experienced based activities are customary. Whenever possible, authentic language is introduced. The target language is a vehicle for classroom communication, not just the object of study, yet the use of L1 is not prohibited but used wisely and conveniently. Learners work with language at the discourse level. They must learn about cohesion and coherence. Interaction

between the learner and users of the language is usual. There is collaborative creation of meaning, feedback for learning, comprehensible output, mediation and collaborative dialogue.

In agreement with the teaching practice (TP) outlined before, when it comes to learners' roles it can be said that they are the 'primary resource' – which is why they are mentioned first in this section. They are the inquisitors who should be making all the questions and communicating with one another while helping with the learning process by being the 'better other' as Jerome Bruner would put it when coining the term 'scaffolding' or 'expert' in Vygotsky's ZPD by holding instructional conversations.

As for teacher roles, it is evident I have played the roles of a needs analyst one by assessing initial needs and attempting to determine whether learners have specific learning preferences and strategies as well as learning goals and types of motivation. Also, a counsellor when exemplifying 'an effective communicator seeking to maximise the machine of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback' (Richards & Rodgers, 2014, p. 99). Additionally, a group process manager by organising communicative activities and feedback purveyor at the debriefing of activities; a facilitator and an active participant in the learning community rather than an expert passing on knowledge; a translator and caretaker, for instance in CLL, and a 'better' other or mediator in Dogme.

Finally, for language assessment in practice I have taken a low-stakes position in the sense that there is little, if any, chance that the language test score will have a serious or life-changing consequences. As such, it is primarily "used to gauge readiness, to inform placement in a sequence of lessons, or to measure achievement. Any decision taken can be changed with relative ease; still, effort should be made to ensure the quality of these assessments" (Jamieson & Masucemi, 2017). On the same line, Assessment for Learning (AfL) as a teaching approach that

enable[s] targets to be set for individuals where they are to know what they need to learn

and how far they're progressing towards the desired outcomes and what they still need to

learn to achieve such targets. This means that teachers need to be explicit about intended

learning outcomes, not only in their lesson plans, but also with learners, and provide frequent

opportunities for learners to find out about their progress and future targets (Walker &

White, The different purposes of assessment, 2013).

1.02 Theory underlying your teaching practice and identity

Some of the methodologies and approaches which have aided me in accomplishing such

teaching goals are the Communicative Language Teaching (CLT), Task-based Language Teaching

(TBLT), the Whole Language movement, Community Language Learning, Krashen's Monitor model

and the Dogme ELT philosophy – this last one supporting language and learning theories from all of

the above. The theories underlying the methods and approaches are founded in the Cognitive

Psychology and Constructivism schools of thought, which are, in turn, supported by second language

acquisition learning (SLA).

Therefore, CLT is based on a functional theory of language, which focuses on language as a

means for communication taking as a reference the work of Halliday and complementing Hymes'

view of communicative competence. What is more, Canale and Swain's (1980) communicative

competence dimensions: grammatical (linguistic) competence, sociolinguistic competence, discourse

competence and strategic competence offered a more pedagogical influential analysis. In other

words, knowing how to: use language for a range of different purposes and functions; vary our use of

language according to the setting and the participants (e.g., formal and informal speech); produce &

understand different types of texts, maintain communication despite having limitations in one's

language – e.g., through strategies.

As for TBLT, it also emphasises many of the same procedures, specifically the use of strategies

to effectively convey the desired meanings. For these reasons, some of TBLT proponents present it as

a logical development of CLT. Expanding on this topic, Leaver and Willis (2004, p. 3) comment that

"TBI [task-based instruction] is not monolithic; it does not constitute one single methodology. It is a

multifaceted approach, which can be used creatively with different syllabus types and for different

purposes." Thus, there is room for different interpretations of it as some other proponents

implement the approach only partially and combine it with more traditional classroom activities. The

basic premise of a task-based approach is, in Dave Willis's terms, 'that out of fluency comes accuracy,

and that learning is prompted and refined by the need to communicate' (1990 as cited in Thornbury

& Meddings, 2009).

The Whole Language movement is compatible with both CLT and the Natural Approach (NA) by Stephen Krashen (1981, 1982 as cited in Richards & Rodgers, 2014, Chapters 7, 14) as it shares a philosophical and instructional perspectives concerning humanistic and constructivists schools and the use of language for human communication, more specifically in which there is an interactional realtionship between readers and writers.

Then, Community Language Learning (CLL) views language a social-process and advocates a holistic approach to language learning, since 'true' human learning is both cognitive and affective […] which takes place in a communicative situation where learners are involved in interaction (Richards & Rodgers, 2014, Chapter 17).

For Dogme, a theory of learning is found within interaction itself and mediation through talk, especially shaped in a supported – scaffolded – by the teacher. This philosophy is based on a rich tradition of alternative, progressive and humanist educational principles. It is a recent example of central design, where teaching activities, techniques and methods rather than the elaboration of a detailed language syllabus or specification or learning outcomes is put in the middle of the process. Clark (1987) calls it "progressivism". It is only sensible now to see how this looks in practice next.

CHAPTER 2: METHODOLOGY AND PRACTICE

The Final Project for my 'Documento Recepcional' has been conceived as a teaching sequence of four lessons in a seemingly integrated fashion where intercultural communicative competence (ICC) has been promoted by using English as a lingua franca in conversation-driven activities with peers and foreign visitors. Simultaneously, emergent language, collaborative work, learner independence and learner-centredness (Thornbury & Meddings, Teaching Unplugged, 2009) have all been fostered with positive results according to formative and informal assessment procedures carried out along the sequence by means of observation, checklists, rubrics, and polls (self-assessment) where ICC has also been included without obviating the principles I follow in my TP stated by Ellis & Shintani (2014) or Brown (2014) (see Appendix A).

The lesson plan has the central premise that food is culture – or Culture is Delicious – as the latter permeates human activity both at conscious and unconscious levels. The topic was chosen due to its topicality and universality, especially considering the class' L2 proficiency. The lessons were all

carried out on Zoom, given the current sanitary situation, in an A1 (CEFR) 40-learner class who attend voluntarily because English as a Foreign Language is not a curriculum subject of their major.

2.01 A practical and useful lesson plan

Teaching Sequence Plan

1. Lesson plan identification cell	
Author	Jorge Eduardo Guillén Mendoza
Educational stage	A1
Title of your Lesson plan	The Fabric of Culture
Learning Objective of the plan	By the end of the sequence, learners (Ls) will have considered a number of elements which comprise culture from which food will be highlighted to use English as a Lingua Franca and interact with foreign speakers (teachers) from Russia, Latvia and Brazil to discuss eating habits, traditional meals and times by means of appropriate lexis on food and drinks and syntax to ask and answer questions in present simple.
Communicative skill considered	Integrated skills-based lesson
State of the following options	Introduction and recycling of the topic
Functions	Asking for personal information and exchanging favourite meals and eating times
Main Grammar structure	Present simple in positive, negative and questions
Subsidiary languange	Culture concepts; Food & drink
Brief description of the plan	Firstly, Ls become acquainted with the notion of culture and its fabric. Then, a commonly constructed definition of culture is elicited. The relation between food and culture is made explicit and interaction takes place between Ls and foregin visitors to discuss typical traditional meals and eating habits. Subsequent reading, listening and writing practice finishes up the sequence.
Hours of the plan implementation	Six hours
Number of sessions	Four
Contents required for the lesson	Zoom videoconference platform; Cambridge English Empower A1 interactive book; Mindmeistet mindmap, Google Docs, Google Classroom, Wordwall, Padlet and Flipgrid
Link of the content	https://bit.ly/3gLS3gx , https://mm.tt/1896391110?t=Un33wujXCp https://mm.tt/1872191964?t=E1gdBBvED1

Step of the lesson	Teacher activities	Learner activities	Session Number
Introduction activity	The objectives and steps of the lesson are presented.	Ls are invited to venture meanings for the word	1

Schemata are activated by eliciting ideas (words or phrases) related to the notion of culture.		'fabric' and what the fabric of culture is made of by brainstorming words and phrases they relate to the concept.	
Information processing activity Interaction, collaboration, language emergence and learner independence are promoted by group work and expected exchange of ideas coming from Ls.	Directions on what steps to take in breakout rooms in Zoom are provided and checked by ICQs. The link to *Mindmeister* is given and Ls are reminded of how it works. The mind map serves formative assessment conducted by a simple checklist.	Ls brainstorm their ideas on what culture comprises on a mind map (see Figure 1 and or https://mm.tt/1896391110?t=Un33wujXCp). These are discussed in their groups when being added.	**1**
Vocabulary introduction & 1st practice Further cognitive processes are promoted by means of comparing and contrasting elements.	Ts' mind map is presented, and vocabulary is checked before setting up the discussion. Chat box in Zoom is used to share teamwork regarding the mind maps and lexis used. Formative assessment is carried out by means of an estimating scale of responses. Feedback in plenary is given to pinpoint important words and phrases.	Ls compare their mind map with a second given one (see https://mm.tt/1872191964?t=E1gdBBvED1). Further concepts are elaborated about the same topic based on the structured categories (see Figure 2). Some conclusions about the activity are made.	**1**
2nd practice Language considered is recycled and Ls' independence promoted by setting this practice as homework.	A copy of the presentation is shared in Google Classroom and Ls' definitions of the concept of culture are selected for language study. This is assessed and highlights addressed later in class or via private message over the same platform.	Ls consider five definitions of culture and select the one they feel closest to. Additionally, they add their own ideas to the chosen definition (see Figure 3).	**Before session 2**
Linking stage This is supposed to activate prior	Ls are reminded about the context of culture and how it permeates different aspects	Ls discuss what they had for breakfast before the lesson and guess what the most	**2**

knowledge and motivate Ls to make connections.	of human life, in this case food. At once, this bit will serve as *a pre-reading stage*.	popular breakfast in the UK is by comparison.	
Reading & Grammar work Reading is intended at a literal level of recognition of words where Ls are to remember the meaning of the words in an explicit fashion. Collaborative work in teams fosters the use of linguistic resources available to ask each other about breakfast. Focus on form (explicit grammar) is provided here. However, this is being revisited as it had been considered earlier in the course.	After assumptions have been confirmed, the meaning of unknown words is considered and the specific part of the text where the answer is given highlighted. An example or two to serve instruction modelling is given. A Google Doc is prepared to collect findings in a table. Eventually this helps feedback as a class in assembly and formative assessment purposes.	Ls read the text to confirm their guesses. For a *post-reading* activity Ls are to personalize the contents by exchanging opinions on what they think is the most popular breakfast in Mexico. Ls ask one another and make a note of their answers in a Google Doc collaboratively filled in. This is used to obtain corrective feedback at the end of the activity (see Figure 4).	**2**
Social interaction Once again emergent language and text-driven stage is possible by means of a Google search where Ls can take the topic in question to an intercultural level.	A second time, Mindmeister app is allotted for synchronous work where a number of countries have been arranged. Feedback is once again considered and focus on form is provided as needed. Also, the mind map serves formative assessment by means of a simple checklist similar to the information processing activity stage.	Once again, Ls work together to google information regarding the topic of the number. 1 breakfast in different countries around the world (see Figure 5). Ls are given a link to an asynchronous wordsearch where they are to find vocabulary related to food before lesson 3.	**2**

Activation of schemata / Grammar focus The inner reward system of Ls is addressed by means of confirming answers to a given activity. Focus of form is also considered deductively and formative assessment aids in evaluating the degree of intake of the topic in question.	The answers to the wordsearch are considered as an introductory activity. Then Ls are nominated as to the times when they have the meals of the day, and the structure of present simple questions is elicited. Also, the expression 'What time do you …?' is introduced and practised small groups in breakout rooms.	Ls mention the vocabulary the managed to find in the wordsearch and contrast their answers against the key (see Figure 6). Some express the times when they have the meals of the day and answer concept check questions posed by the T. A bank of questions is collected to be later used.	**3**
1st practice Ls have a chance to put in motion all the lexico-syntactical knowledge they have gathered so far during classes and use their English as lingua franca for real communicative purposes.	Foreign visitors are welcomed and sent to three breakout rooms for ten minutes each and monitoring as well as scaffolding takes place when communication breakdowns occur, especially with Ts who don't share the Ls L1. Evaluation is carried out by reading the responses forms assigned on Classroom (see Figure 7).	Ls ask and answer questions to the visiting foreign Ts regarding their eating habits and mealtimes. However, additional questions about personal information might also be posed. Ls can be nominated if participation is low.	**3**
2nd practice / Writing Ls have a chance to reflect and revisit the contents considered during the lesson. Additionally, interactive communication is promoted by asking Ls to react and comment on their	The assignments are posted on Classroom and monitored. The model of the post is considered in Padlet. Personal assistance is provided when need via PM over the platform or Telegram in the group's chat. Assessment is carried out by a rubric in the case of the poster and an analytic rubric	A post in Padlet about Ls favourite food expands on the topic from a learner-centred perspective (see Figure 8). A poster about the foods and drinks is designed by using suggested apps like Adobe Spark, Canvas or PowerPoint (see Figure 9).	**Before lesson 4**

classmates' posts. Once again learner autonomy and indepence are taken care together with a degree of digital literacies.	in the case of the post in Padlet.		
Pre-Listening / Vocabulary brainstorming Emergent language is highly valued at this stage. This stage and the following one both work for pre-listening purposes.	A brainstorm as to what a Russian cheesecake might be made of is collected in the chat box. A quick survey as to who can cook and likes cheesecakes is carried out.	Ideas, expressions, and single words are spoken out to suggest ingredients for a cheesecake.	**4**
Reading / Social interaction Authentic material is considered and reading for realistic intents may foster a sense of confidence at Ls' current level of language proficiency.	Extensive reading in the form of an info-gap is provided by means of three links to three smaller groups. Links (https://bit.ly/2TQHhwi , https://bit.ly/3upuYE0 , https://bit.ly/3fumjvV) are distributed once teams are formed. Monitoring takes place to prevent the translation of pages. Assessment takes place informally and assistance is given, as necessary.	Teams read the text and help each other with vocabulary as well as procedures. Back in plenary, partners help each other to tell the rest about their recipe and ingredients they found strange or exotic.	**4**
Listening The listening is carried out in a the least interventionist position, by playing it a number of times and allowing collaborative work as well as peer feedback.	The recording is played up to five times with different proceedings in each case (see https://bit.ly/2TR4PkZ and Appendix E). A Google Doc is shared with a table for teams to pour their information (see Figure 10).	The 1st time Ls collect as many words as they can individually. The 2nd time Ls compare their notes and try to reach agreement. The 3rd time Ls watch only he video to try to make a connection between visual aids and auditive resources.	**4**

The listening also comes from an authentic source.	Comments on who is right or wrong are held until the fourth time.	The 4th time Ls watch and listen. They receive comments now. The 5th time the script is read together with the listening.	
Post-Listening / Writing The last stage rounds up the teaching sequence where once again personalisation, autonomy and focus on meaning are central.	A model of a video Ls are to produce is played for illustrative purposes. Assessment on pronunciation and language accuracy is done by a rubric.	A video of 30 to 60 seconds is produced where a typical dish at home is being described on Classroom via Flipgrid (see Figure 11). A short script must accompany the delivery of the video.	**After lesson 4**

2.02 Designing of necessary tools to assess/test the progress of students

Module three, units two to nine in EEAILE deal with the topic of assessment. There is an overview where the differences between assessment and testing are considered, where the latter is clearly pointed out as only part of the former and further characterisations are considered generally. Next, traditional versus performance-based assessment approaches are contrasted and detailed to a certain extent. Once again, important distinctions between testing and assessment for productive and receptive skills as well as alternative assessment suggestions are given. Finally, assessing productive and receptive skills as well as adolescents are dealt with separately and further advice is offered for each camp.

This account supplies proper context for theoretical considerations as to the types of assessment to be used for my lesson sequence. Once my assumptions about language, about learning and about learners have been outlined at the beginning of this paper, the assessment approaches and procedures must also converge with such views.

Tricia Hedge (2000, pp. 339-342) comments on the steps ELT literature has provided us with based on models for programme development starting with an analysis of student needs and the specification of their communicative competence (see Appendix B). This is based on Munby (1978) where he suggests categories for profiling learners' needs and how to translate them into goals and a syllabus for a course. Consequently, there is a fact-finding stage (for general English courses) from individuals to members of a learning group, to learners in an educational system and to members of a

social group. Each of these perspectives aid in establishing informed goals and objectives to be later accounted for and identifying organizing principles also assessed and evaluated for development as the course progresses.

Thus, the interplay between formative and summative assessment may be also interpreted as norm-referenced, for instance, by means of comparing learners' results in relation to others, and criterion referenced categories, for example, using 'can-do' statements; both concepts considered in module three, unit four of EEAILE. These elements, altogether, build up evaluation validity and reliability to assessing only the abilities in question and doing it so consistently.

Finally, alternative assessment such as computer adaptive mediation, observation, progress grids, learning journals, project work, teacher-developed tasks, peer-assessment and self-assessment are being looked into in terms of assessment of achievement. The latter particularly, "can assist learners to become skilled judges of their own strengths and weaknesses and to set realistic goals for themselves, thus developing their capacity to individual testing" (Bridley, 2001, Research into Self-Assessment).

As presented in my Teaching Philosophy statement before (see Chapter One), Jamieson & Masucemi (2017) deem low-stakes assessments as a wise mechanism to find out about learners' inner syllabi, figure out their progress in a sequence of lessons and measure achievement. Firstly, assessment must match the contents and outcomes considered in the programme. Such evaluation should also inform the learner if there is a gap between his/her present state and a specific learning outcome. What is more, feedback takes prominence when it aids in highlighting such gap. In this sense, even a recast from the teacher or a sign of incorrectness might suffice. Finally, the learner needs to be informed as to how to close such gap "if misunderstading exists, or to move to more challenging material if the content is understood. […] Taken together, the content match, the opportunity to notice a gap, and suggestions for improvement are seen as core principles for low-stakes assessment design" (Jamieson & Masucemi, 2017, p. 293).

For this reason, I have chosen AfL and a performance-based methodology to evaluate whether learning has taken place as planned and adopt a reflective position from it for both remedial work and future professional development to happen. Additionally, Walker & White (2013) consider that "when technology is introduced as a mediational tool in the processes of assessment, it has clear

impacts on the ways that work is shared in the activity, on the culture and rules of the activity, and it sometimes changes the purposes of the activity". Therefore, as with any uses of technology when teaching, the focus should be on the learners' needs, the expected outcomes and the affords or constraints of the learning context. In line with this, sociofomative evaluation (see appendix C), whose origin is Latin American, is

> a diagnostic process, feedback and continuous support to people, teams, organizations and communities so that they learn to solve challenging problems in the context, improve their performance and develop the necessary talent for the knowledge society, through self-evaluation, co-evaluation and hetero-evaluation, based on the elaboration of products (evidence) and indicators (or instruments) that enable metacognition, through collaborative work and complex thinking. (Tobon, 2017, p. 17)

This fits in place for the academic context in question and reaches agreement with the type of assessment practices *Secretaría de Educación Pública* (Secretaría de Educación Pública, 2012a, 2012b) carry out at schools in Mexico.

Consequently, I have decided to produce two estimation scales: one for the vocabulary introduction and first practice stage in my lesson plan, where learners are to demonstrate to be able to identify categories and relate concepts, accordingly, discuss suggestions as a team before making a decision, use English as much as possible and/or a dictionary for such purposes, and make use of the website according to learner training. A second estimation scale at the social interaction stage in class two, for assessing the contents of the mind map described being able to find reliable information on Internet and reference it, discuss suggestions as a team before deciding, use English as much as possible and/or dictionary for such purposes, and organises information and works collaboratively to present information. A checklist for assessing the use of English as a lingua franca for interacting with foreign visitors to the class using vocabulary related to food and questions in present simple about eating habits and mealtimes at first practice stage in lesson three. A holistic rubric for evaluating the production of a poster where learners are to summarise main findings regarding eating habits, mealtimes, and preferences of three foreign visitors using vocabulary for food in present tense in a visually representative and effective fashion. An analytic rubric for a Padlet post about learners' favourite food, eating habits and preferences using the vocabulary in question and present tense at the second practice/writing stage before lesson four. Finally, another holistic rubric for a short video

about eating habits and preferences to be shared with the foreign visitors to a previous lesson and expand learners' ICC.

Firstly, evidence regarding the materials used in class for the most significant activities together with a note about their application will be attached. Then, the evaluative description will be elaborated from a substantiated position.
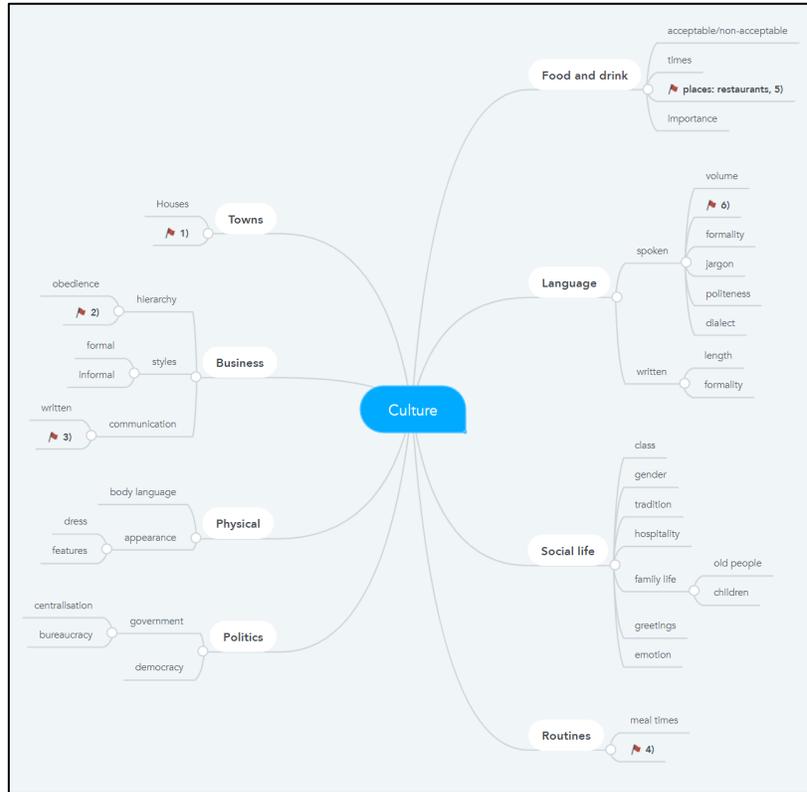
2.03 Attached evidence of graphics, photos, images

Figure 1

Information processing activity
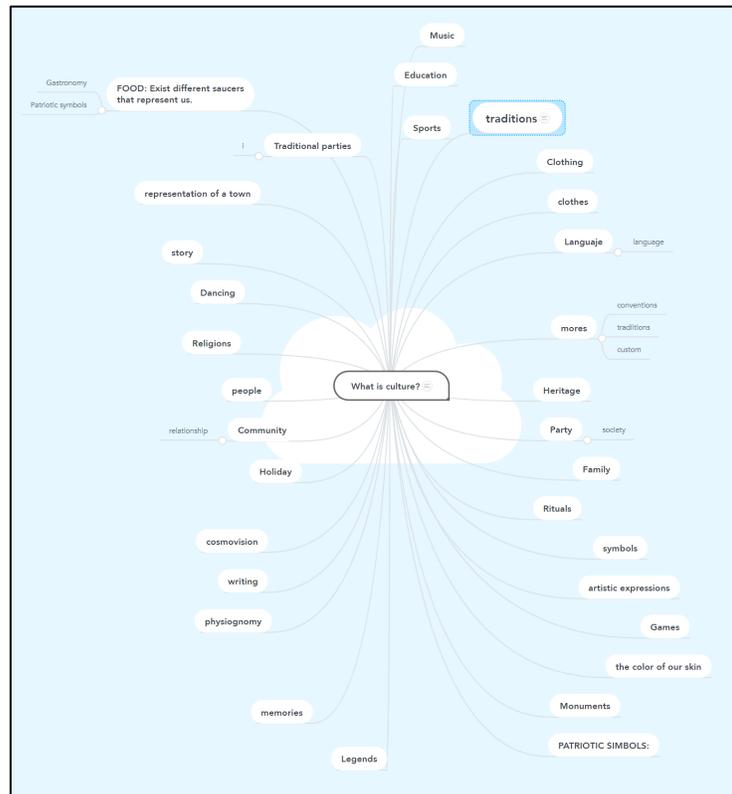
Note. This is the opening stage of the sequence where learners brainstorm culture concepts.

Figure 2

Vocabulary introduction

Note. Learners now contrast their ideas against these and complete the second map in groups

Figure 3

2nd Practice

Note. A personal construction of the definition of the word culture is produced for homework.

Figure 4

Reading and grammar work

(ALTA)	
HERNANDEZ SAGUILAN LUIS ANTONIO	Chilaquiles with huevo tasajo and te
LAGUNA CAMPOS CLAUDIA TATIANA	Green Enchiladas with~~whit~~ bread and coffee~~coffe~~.
LOPEZ MARIN REBECA	~~Meat with~~ salad with meat And fruit water.
LOPEZ MEJIA ABRAHAM	Rice and meat with salad.
MARQUEZ SANCHEZ ALEJANDRA ABIGAIL	Eggs with coffee/tea
MARTINEZ RUFINO ANA KAREN	Smoothie with bread
MYENDIETA ORTEGA GABRIELA JEZAMIN	
MIRANDA REYES DIEGO YAEL	
MORENO MENDIETA CESAR URIEL	The same food of the previous day
OLVERA MUÑOZ JUNIÑO BERNABE	Eggs omelette with mushrooms and cheese and smoothie
PEREZ HERRERA FRANCISCO ABRAHAM	
PEREZ VALDEZ DAYRA VALERIA	Eggs and coffee~~coffe~~
PINTOR GARCIA IÑAQUI	
RAMIREZ ESTEVEZ RAUL	
RAMIREZ SERRALDE MARIANA	Hot cakes. - pancakes
ROBLES MORENO KAREN	Fruit and coffee
ROSAS MORALES FERNANDA ITZEL	Soup rice And chicken with Salad.

Jorge Guillén
11:30 16 Apr
Replace: *"whit"* with *"with"*

Jorge Guillén
11:30 16 Apr
Replace: *"coffe"* with *"coffee"*

Jorge Guillén
11:28 16 Apr
Delete: *"Meat with"*

Jorge Guillén
11:28 16 Apr
Add: *"with meat"*

Jorge Guillén
11:29 16 Apr
Format row: minimum height

Note. Learners interact when trying to find the most popular breakfast in their group after having read about the most popular one in the UK and collect their findings in a shared Google Document.

Figure 5

Social Interaction

Note. Learners work together in teams to google popular breakfasts in given countries.

Figure 6

Activation of schemata

Note. Wordsearch answers from Wordwall.net to activate schemata.

Figure 7

1st Practice

2. Ask questions and answers to get similar information about three visitors to the class.

Name	Country	Meal times	Food	Others
Priscila	Brazil	Breakfast 6:00 - 7:00 Lunch 12:00 Dinner 20:00	Chocolate and tapioca apon food. Quesadillas and tacos. Mexican food.	Drink: Carpiriña is like a lemonade Favorite food is sushi.
Irena	Latvia	Breakfast 7:00 - 8:00 Lunch 11:00 Dinner 21:00	Crepes, pancakes, chiken, salads	Her favorite breakfast is crepes. She has visited in Mexico the states of Hidalgo, Michoacán and Yucatán.
Elena	Russia	Breakfast 7:00 Lunch 1:00 - 2:00 Dinner 20:00	Selyodka, olivie, okroshka, vinegret, kvas,things like salads, habitual food etc.	She don't drink vodka She would like to eat Frog

Note. Learners use English language as a lingua franca for interviewing foreign visitors about eating habits and mealtimes and a Google Document via Google Classroom to collect their answers.
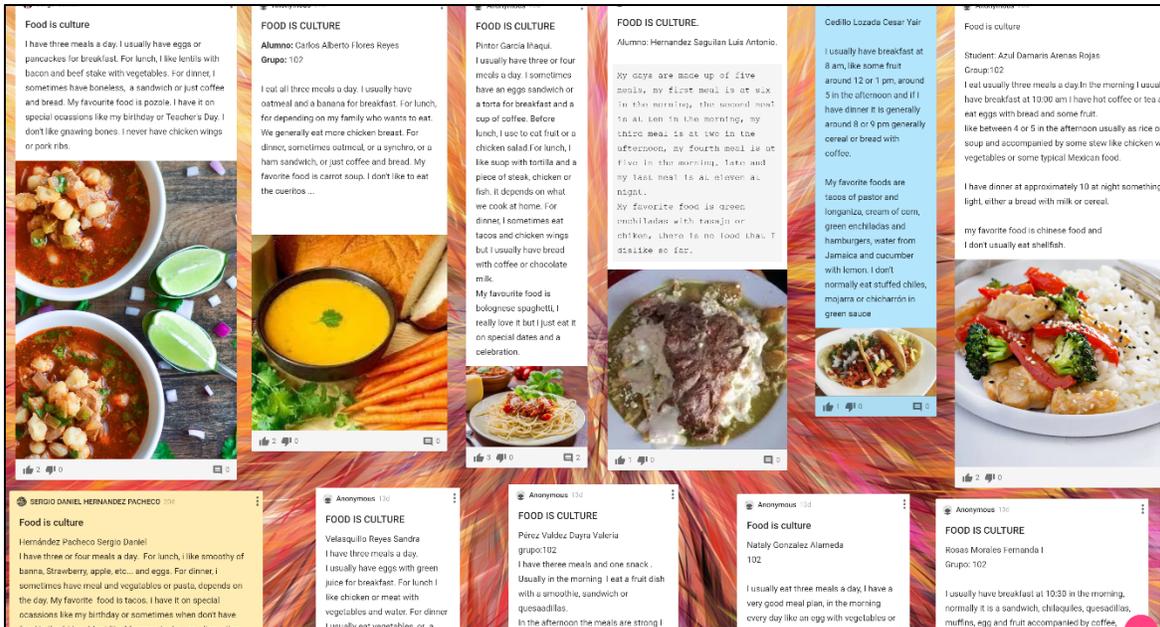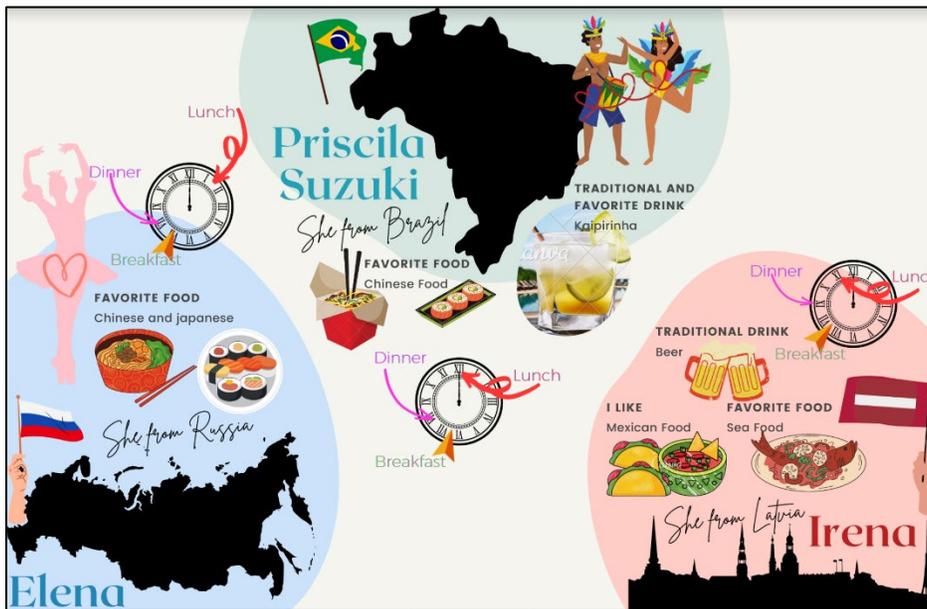
Figure 8

2nd practice / writing

Figure 9

International Poster

Note. Learners had to produce a Padlet post about their favourite meals and times and produce posters using the information collected from the interviews in class.

Figure 10

Collaborative Listening

Note. Learners listen to a cooking procedure from authentic sources and reconstruct the text together in teams.

Figure 11

Post-listening/Writing
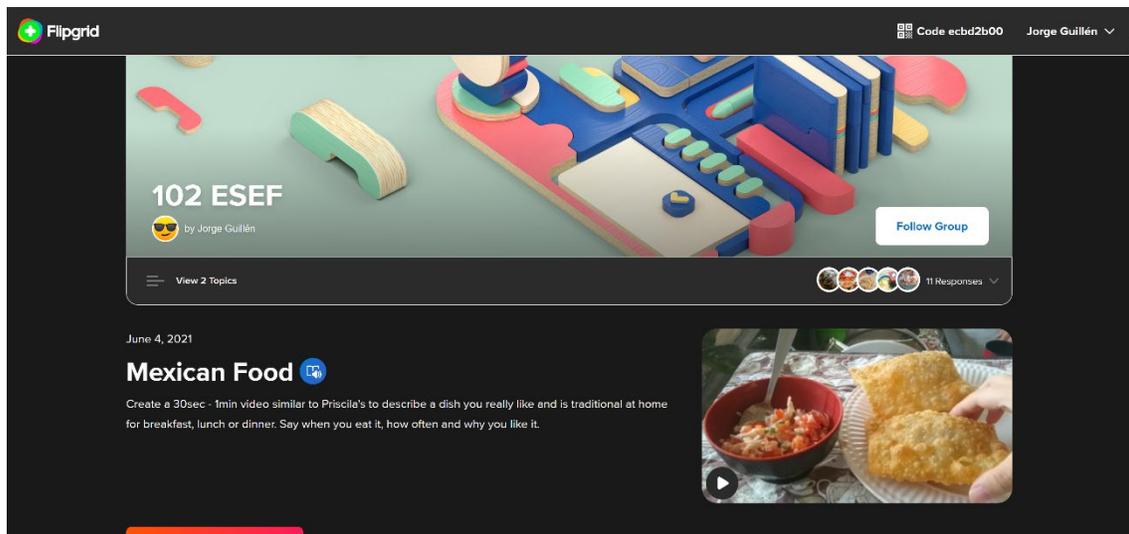
Note. Learners follow a model of a short video to produce a script and a similar video about their own typical dishes at home in Flipgrid.

2.04 Analysis of evidence

In view of the planned sequence and the materials outlined above, it is sensible now to analyse the usefulness of the assessment tools considered for their evaluation.

Tobon (2017) considers estimation scales useful enough for large groups, like mine (with 42 learners) when 'in between' aspects are to be assessed. Despite not being very specific about individual elements, which at times makes feedback difficult, it is based on general degrees or accomplishment levels. In this specific case, with hindsight, I would have omitted the last column of the scale, as only the person who was sharing the screen needed to know how to make use of the website tool in question.

Figure 12

Estimation Scale 1 for Mindmeister map

Note. Assessment becomes challenging with so many participants and limited time to evaluate. Yet Google Sheets and specific customisation makes it clearer for the teacher and learners to determine how precise and effective learners were.

Relating to collaborative work, emergent language, IT skills and teamwork, they all come together to play important roles. Because of this, it must not be forgotten that this is an A1 class where, despite a few more proficient exceptions, learners are barely familiar with English (L2) language and, although Spanish (L1) is not prohibited, L2 use is whispered, signaled, or suggested afterwards.

With this in mind, I have decided to use a second estimation scale, once more, considering the size of the class, and the relative ease of finding intermediate points. The interim objectives of the lesson are made easier thanks to the simple managing of the assessment instrument; however, the last column was not thought out thoroughly considering only one person was to carry out the named task. Regarding finding reliable information on the internet, further training was probably necessary, perhaps by informing students in advance of the expected outcomes or, at least, cautious measurements to be followed (see, for example https://bit.ly/3wJPn8P). For most of the cases it was a first option call, and little consideration to validity facts was granted.

Figure 13

Estimation Scale for Googling number one breakfast on Mindmeister

	Learning Outcome	To google information in teams regarding the topic of the number one breakfast in different countries around the world to share in a mind map			
	Criteria	is able to find reliable information on Internet and reference it	discusses suggestions as a team before making a decision	uses English as much as possible and/or dictionary for such purposes	organises information and works collaboratively to present information
No.	**Name**				
1	AGUILAR MACEDO ILCE LESLIE	GOOD	POOR	EXCELLENT	ENOUGH
2	ALMANZA KING GERARDO ALBERTO	GOOD	ENOUGH	EXCELLENT	ENOUGH
3	ARCE TINOCO LESLIE ANDREA	ENOUGH	GOOD	POOR	GOOD
4	ARTEAGA HERNANDEZ ORLANDO	ENOUGH	POOR	POOR	ENOUGH
5	ARENAS ROJAS AZUL DAMARIS	GOOD	GOOD	POOR	EXCELLENT
6	AVILA GARCIA SAUL	ENOUGH	ENOUGH	GOOD	ENOUGH
7	CANO PATIÑO RICARDO ALEJANDRO	GOOD	EXCELLENT	GOOD	ENOUGH
8	CEDILLO LOZADA CESAR YAIR	GOOD	EXCELLENT	GOOD	GOOD
9	CONTRERAS ALTOS ANA GABRIELA				
10	DE LA CRUZ TALONIA BETSY	ENOUGH	ENOUGH	POOR	ENOUGH
11	ESCOBAR GOMEZ SERGIO ALAN	GOOD	ENOUGH	ENOUGH	

Note. Learners are to find reliable information about breakfast preference for each country and later illustrate their findings on a mind map.

Conducting interviews with international L2 speakers was intended to be the most relevant activity of all the teaching sequence. Learners are pushed against using their somewhat limited English resources against real interactional purposes with authentic users of L2, whose L1 is not English either but are much more proficient in its mastery, considering they are also English teachers. This promoted participation and facilitated participation to a greater extent when teachers nominated learners directly and interaction was somewhat natural but also nudged to some degree.

Additionally, conditioning and validation formats (in Google sheets) made it much easier for both learner and teacher to keep track of results and expected outcomes in terms of color coding. In this way, color coding and response validation place emphasis on important considerations regarding learner performance.

Figure 14

Checklist Social interaction

No.	Learning Outcome / Name	To use English as a lingua franca for interacting with foreign visitors to the class suing vocabulary related to food and questions in present simple about eating habits and mealtimes.		
	Criteria	Makes questions to the visitors	Uses English for communicative purposes	Completed his/her assignment table
1	AGUILAR MACEDO ILCE LESLIE	YES	YES	YES
2	ALMANZA KING GERARDO ALBERTO	YES	YES	YES
3	ARCE TINOCO LESLIE ANDREA	YES	NO	NO
4	ARTEAGA HERNANDEZ ORLANDO	NO	NO	YES
5	ARENAS ROJAS AZUL DAMARIS	YES	YES	YES
6	AVILA GARCIA SAUL	YES	YES	YES
7	CANO PATIÑO RICARDO ALEJANDRO	YES	YES	YES
8	CEDILLO LOZADA CESAR YAIR	YES	YES	YES
9	CONTRERAS ALTOS ANA GABRIELA	YES	NO	YES
10	DE LA CRUZ TALONIA BETSY			
11	ESCOBAR GOMEZ SERGIO ALAN	YES	NO	YES

Note. The three indicators proved convenient enough to keep track of learners' activities as only two of them were used in synchronously and the third one on the far right was completed asynchronously.

From this point onwards, assessment was asynchronous and less hectic because learners had plenty of time to carefully plan, design and complete their products, and their teacher had much more time for evaluative purposes.

For this activity, a holistic rubric was deemed the most appropriate. SEP (2012) regards it as "an assessment instrument based on a series of indicators that allow locating the degree of development of knowledge, skills and attitudes or values, on a certain scale" (p. 51). They are focused on assessing evidence in a general or global way, without analyzing each indicator separately. Tobon (2017) depicts them as very useful in evaluating final products or when learners do not require much information to improve their performance. However, they do not provide specific information to improve evidence.

In this respect, it served its function as the balance between language use and visual considerations was fairly balanced, and it was a point of entry of such products for the learners in question. It must be pointed out that, despite only about half of the class submitted their assignment, the ones who did so yielded more than expected results.

Figure 15

Rubric for assessing a poster with intercultural findings

Points	**Learning outcome:** to summarise main findings regarding eating habits, mealtimes and preferences of three foreign visitors using vocabulary for food in present tense			
	Visual distribution	Color use	Focus & Language Use	General presentation
9-10	The appropriate use of negative and positive space creates an appropriate sentiment for the topic. Objects are positioned to create the best effect	Colors in the poster work well together and create a strong and consistent message. The selection of colors is appropriate to the theme and the objects are not exaggerated and if they are, it is to emphasise a point.	There is a clear and well focused subject. The main idea is highlighted and supported with detailed information. Grammar & vocabulary are correct and naturally used.	The selection of the font used was attractive. The poster was delivered cleanly in digital format.
6-8	The poster seems to have too much background or to be overloaded, the right balance is not struck	The use of color in general is fine but it is not as strong or as coordinated as it could be. It seems that there was some attempt to choose the color.	The main idea is somewhat clear, more supporting information is needed. There are a few mistakes with grammar or vocabulary which do not deviate attention.	The typography used does not allow a correct visualization of the information although the delivery was in the established format.
1-5	The poster appears to be unfinished, has a lot of empty space, or there is not enough balance between foreground and background	The choice of colors is inappropriate and distracting	The main idea is not clear. There seems to be little information collected and messy. Vocabulary or grammatical errors diminish the content impact.	The use of fonts was abused and the delivery was not given in the way pre-established by the teacher.

Note. Learners were given the chance to produce a poster using resources of their own choice. The criteria were based on common considerations regarding visual productions such as infographics and posters but at once personalised and suited to its context.

For the assessment of a post in Padlet based on personal preferences about dishes and eating habits, learners' assessment was much more specific as the aim of personalising and narrowing the topic came in agreement with those of an analytic rubric.

Tobon (2017), again, describes these as instruments that focus on evaluating each one of the indicators evidence through domain levels and descriptors. Descriptors provide timely information to determine the level of performance in each indicator. On the one hand, they are considered very useful when students require of a lot feedback to perform and improve their evidence. On the other, sometimes it is difficult to apply this methodology when there are many evidences or products and they are not very tangible.

In this case, despite looking somewhat complex and being based on an upgraded estimation scale, the instrument helped very emphatically to become familiar with the level of development most of my learners have reached, and be more attentive as well as thorough in terms of feedback provision for writing skills. The latter was perhaps the least catered for in the sequence due to the theoretical shortage of language mastery present in the group. Nonetheless, when considering the evience at hand, a more developed status seems to be opposite to such an assumption.

Figure 16

Analytic Rubric for Padlet Post

Learning outcome	To produce a Padlet post about their favourite food as well as eating habits and times using vocabulary for food in present tense									
Criteria	Written language conventions are present			Comments/Reactions to others' promote social exchanges			Media elements for illustrative purposes			
Aspects under observation	1. Capital and lower cases are used appropriately			4. Interactions are positive and respectful			7. Posts include media elements			
	2. Correct Spelling			5. Adjacency pairs are evident			8. Images or videos are illustrative enough and suitable for the context			
	3. Grammar & Vocabulary are right			6. Interactions take place for more than one post			9. Illustrations create a positive attractive impact for the post			
Estimating scale										
Achievement Criteria	Accomplishment level						Value			
Well-accomplished	8 to 9						YES			
Accomplished	6 to 7						YES			
In process	4 to 5						YES			
Support is necessary	1 to 3						YES			
Not done	0						All aspects NO			

No.	NAME	Accomplishment level									Score
		1	2	3	4	5	6	7	8	9	
1	AGUILAR MACEDO ILCE LESLIE	YES	NO	NO	YES	YES	NO	YES	YES	YES	6
2	ALMANZA KING GERARDO ALBERTO	NO	NO	YES	YES	YES	NO	NO	NO	YES	4

Note. The three criteria are subdivided into three aspects under observation, each of which is to be considered when assessing the product and determine whether it is present on the post or not.

Finally, for the last assessment tool devised for the evaluation of a short video where learners describe a traditional dish at home to be later shared with the foreign visitors, several similar instruments were considered and compared. The same were rather too extensive or complex for the purposes intended. In this regard, while design and delivery conditions are determinant for its appreciation, it was the contents, language use and oral skills the key elements under scrutiny.

As such, a holistic rubric was a fine choice considering the wholeness of the product and its ultimate purpose, which was to inform the target audience about a traditional Mexican dish in a regular home.

Figure 17

Short Video Rubric Assessment

Learning outcome: to produce a short video about eating habits and preferences to be shared with the foreign visitors to a previous lesson and expand their ICC			
Criteria	**Not enough**	**Enough**	**Accomplished**	**Exceeds expectations**
Poits	**1-5**	**6**	**7-8**	**9-10**
Content & Organisation	Content not related to task. Ideas are disconnected from each other.	Content is describes a typical dish at home. Ideas are connected to an extent.	Content is describes a typical dish at home. Ideas are clear and connected.	Content is describes a typical dish at home. Ideas are clear and coherent as a whole.
Design	Visual elements are blurry and poorly illustrative or distracting.	Visual elements are on focus and illustrative.	Visual elements are on focus and illustrative. Additional effects are used.	Visual elements are on focus and illustrative. Additional effects and sounds are used.
Language Use	Grammar and vocabulary are used with great difficulty and prevent communication of ideas.	Grammar and vocabulary are used with difficulty.	Grammar and vocabulary are used generally correctly.	Grammar and vocabulary are used correctly.
Oral presentation	Pronunciation is poorly intelligible and hesitations become too distracting.	Pronunciation is intelligible despite difficulties.	Pronunciation is intelligible with a few difficulties.	Pronunciation is intelligible, natural and fluent.

Note. Learners' videos could be recorded with a mobile phone or any other device they deemed appropriate.

Only 17 learners submitted their videos, but once again, the ones who did send theirs were all graded at an enough or even accomplished level. This might also be put down to the fact that the suggested app, Flipgrid, makes it simple and highly convenient for users to submit works of the kind.

All in all, the tools described have produced the desired results when being used synchronously and asynchronously. This aspect was particularly appreciated when listening to learners' exchanges or interacting while using L2 as lingua franca at the same. In the end, low-stakes assessment for learning has been carried out satisfactorily and with favourable outcomes as learners were able to see the match between the contents and the assessed, to mind the learning-gap by attending to the delay feedback either via Google Classroom, in plenary in classes or individual comments, especially for those in need of more support.

2.05 Record of performance

Neil Postman once wondered 'What is the problem to which this technology is a solution?' (2000, as cited in Thornbury & Meddings, 2009). Despite advocating a materials-light approach among other principles in my TP, the answer to that question is COVID-19 pandemic. Nonetheless, for teaching purposes, I have tried to use technology only in an informed fashion as a means rather than an end.

VLC media player works fine for reproducing media. It is an open-code source which makes it fast and light for electronic processes. It is ideal to handle Zoom recordings, for example, where specific locations can be easily spotted to be later edited. That was the first step, to make a note of significant moments in each class.

As for my presentations, *Google Slides* in combination with *Slidesgo.com* templates make these more visually attractive and there are themes for almost every topic. I prefer using Google Slides as the integration with Chrome when sharing screen does not demand switching apps or sharing new screens all the time. Swapping tabs with *Control + Tab* key makes it easy to go to *Jamboard*, *Google Docs* or any tab opened in *Google*.

For this final project, some of the apps I used were *Mindmeister* for promoting the collaborative creation of mind maps synchronously in real time. For assessment purposes the rubric feature in *Google Classroom* and its integration to *Google Forms* with automatic grading when using closed questions simplifies this quite considerably. Additionally, *Padlet* desktop allows for the collaborative creation of posters, bulletin boards or the kind. In here, learners have a chance to locate media of all kinds to personalise learning and make it more meaningful and memorable. Additionally, the breakout rooms feature in *Zoom* is essential to foster group work and use of English for communicative purposes – something I find extremely important in combination with the use of the chat box.

What I have used for my video recording is an editor called *Wondershare Filmora X*. This software allows for trimming, cutting, bookmarking and applying special effects to a production. Layers can be added as well as audio effects to fade in and out and titles of a variety of kinds pop in and out to make the edition more dynamic and enjoyable. It is also possible to add music in the

background and video transitions so that the cuts are less abrupt and look more organic. All of this is made highly intuitively and reasonably fast. As can be seen in the following link: https://bit.ly/2T7kvjq

Finally, it is an undeniable fact as Chapelle & Sauro (2017) state that for the many diverse learners, the use of computer technology for all facets of second language learning has dramatically increased as the reach of the internet continues to spread, providing access to social media, reference materials, online instruction, and [much] more in this time and age. The implications for language teachers, learners, materials developers, and researchers are extensive (p. 1).

CHAPTER 3: EXPERIENCE REPORT

The video making process for this final project made it a lot more objective to trace back my teaching procedures and results. From a more optimistic perspective, COVID-19 pandemic, has provided us, teachers, with unique opportunities for the shift of paradigms on the learners' and teaching sides like the implementation of more tools to promote collaboration, cooperation in class, but also, on the teacher's part, self-monitoring in an unintrusive fashion is now more feasible than ever thanks to the facilities video conference platforms, like *Zoom* or *Google Meet*, offer at the click of a button and, of course, with previous consent of the class participants. Self-monitoring and self-observation have been widely acknowledged as "a systematic approach to the observation, evaluation, and management of one's own behavior in order to achieve a better understanding and control over the behavior" (Armstrong & Frith, 1984; Koziol & Burns, 1985 as cited in Richards & Farrell, 2005, p. 34).

Particularly, Richard and Farrell's depiction (2005) of this technique resonated with my discoveries as an ELT professional:

Although teachers usually feel that they have a good understanding of how they approach

their teaching and the kind of teacher they are, when given a chance to review a video

recording or a transcript of a lesson, they are often surprised, and sometimes even shocked,

at the gap between their subjective perceptions and "objective" reality. (p. 36)

Consequently, the following pages will focus on reflecting and analysing the results of the activities carried in each lesson of the sequence and comparing these against expected outcomes.

3.01 Session 1

There were four stages in the first of the lessons. For the introductory activity, despite the word 'fabric' is placed on C1 of the Common European Framework of Reference (CEFR) learners according to English Profile the CEFR for English (https://www.englishprofile.org/wordlists/evp), it was expected the couple of B2 learners could venture a guess and all of them were also invited to use a dictionary or even Google Translator for looking up the meaning of the word, considering it was central to the beginning of the lesson sequence. Despite some hesitations, learners managed to provide translations in Spanish, however, it was necessary, in the end, to elaborate on its metaphorical application for introducing the central topic the lesson: 'The fabric of culture,' which came to prove that despite scaffolding, the semantic level of such abstract concept was a bit too high for everyone. I should have chosen a more suitable term instead.

For the second stage, the information processing activity, learners were first primed on aspects related to culture by making use of the chat box. In here, some learners typed words and expressions that come to mind when thinking of the word 'culture'. Next, the website application named *Mindmeister* was addressed and some learner training on how it works was provided. Instruction checking questions (ICQs) were made to verify instructions were clear as to how to collaborate on the creation of the mind map as a whole class split in mini groups. This stage worked as expected since it was anticipated some learners were to use dictionaries or the kind, but more proficient ones would simply explain their suggestions to their peers. However, it was not very clear who would share screen and collect answers and sometimes did not manage to contribute to the mind map but only discussed their ideas. In this regard, further modelling and exemplifying might have helped.

For Vocabulary introduction and 1st practice stage, it became noticeable the overuse of L1. Despite favouring it for a number of reasons, I must be more judicious and work harder to use L2 for communicative purposes as much as possible before offering a translation or switching back to it. Additionally, my time management could have been improved since I took rather too long to check their options in assembly. This also increased my teacher-talking-time (TTT) by far and could have made some learners lose interest. Perhaps, it would have been more effective to use a Google Doc where such options were shared and contrasted in real time, which could have been presented by some volunteers themselves. Additionally, a number of teams did not follow the branch about food

and drink > places: restaurants … (see Figure 2), for which instructions delivery could have been improved.

For the fourth stage – second practice – time was not enough to exemplify and study the five definitions of culture from which to choose and/or adapt one on their own (see Figure 3). This was partly due to the extended feedback sessions in plenary for the second and third activities, and partly because to technical difficulties I started to experience when sharing screen. On the other hand, surprising results took place when learners submitted (for homework via Google Classroom) properly written definitions in most cases or with close attempts to more complex structures and vocabulary.

3.02 Session 2

For the second session, the concept of culture was addressed again and a direct link to the topic of food was pointed. The question of 'Have you had breakfast yet?' was introduced in a deductive manner, however, it could have been elicited by means of naming typical food for breakfast in our community. This would have been more learner-centred and prompted vocabulary from previous lessons more naturally.

Learners were asked to suggest possible options for breakfast in the UK. Then, they read a short text where to confirm their guesses. After answers and unknown vocabulary were considered, learners were to find out the most popular breakfast dish in the class. A collaboratively edited Google document was used for these purposes (see Figure 4). In teams, learners were to interview each other asking questions like 'Have you had breakfast yet?' or 'What did you have (for breakfast)?' However, it was disappointing to see only a few learners were using their English for the task or not even communicating. Once again, the reasons can be attributed my overuse of L1 in some lessons, the feeling absence of real communicative purposes for the task when sharing the same L1, a feeling of unease on their part, or as Thornbury (2013) would put it: "There are at least three likely sources of learner reticence: a social-cultural one, a psychological one, and a linguistic one". Also worth remembering is Krashen's silent period hypothesis and as a necessary period where learning is taking place even if not observable. Finally, it may be wise to heed Thonbury's (2013) controversial advice that "allowing learners to use their L1 in the interests of promoting talk and a sense of community may well be a necessary stage in the transition from a monolingual (L1) through a bilingual (L1 and L2)

to finally a monolingual (L2) culture again." Something very similar happened in the last stage, where learners had to work collaboratively to search for traditional dishes in other countries (see Figure 5).

3.02 Session 3

Session three was started by recalling the wordsearch with vocabulary about food (see Figure 6) on Wordwall, which was also intended as a warm-up for this lesson. There is an inductive approach to eliciting meals of the day and their times by presenting pictures and guiding questions, as well as concept check questions, which eventually serve to informally assess the degree of familiarity with the syntax involved in preparation for interviewing others making use of questions in present tense.

For the second stage, learners suggest other questions from previous lessons to be put together in a single document as a bank of questions, e.g. *What's your name? How do you spell that? Where are you from? Are you from …? In the morning, do you have breakfast? In the evening, do you eat a big meal? What time do you have breakfast / lunch / dinner? What do you usually have for breakfast / lunch / dinner? What's a typical dish in your country? What's a traditional drink in your country? What's your favourite food?* etc.

At 1st practice stage, the most important activity of the teaching sequence is finally carried out. Three foreign teachers from Russia, Brazil and Latvia enter the Zoom room and after being introduced and delivering instructions, the class is divided into three smaller groups where they have the chance to interact with each teacher for ten minutes, asking and answering a few of the questions themselves. The answers and evidence of classwork were placed on a Google Document via Google Classroom and distributed to each learner (see Figure 7). Elena Giuliana, from Russia, even prepared some slides to show typical dishes from Russia and described these to the class in her room. It was indeed rewarding to see how even the shyest of less participative learners volunteered to make a question or interact with the teachers. On their part, the three teachers were very friendly, helpful, supportive, and welcoming, which aided in creating instant rapport.

Back in plenary, more questioning and further interaction took place and time was too short for building the conversations. In this particular case, the most proficient learners had a unique opportunity to use their more extensive linguistic resources, which, at once, set an example for their peers and the 'more able others' subtly encouraged them to keep attending their lessons and growing their still limited linguistic repertoire.

For the last activity, learners were provided a model for a Padlet post (see Figures 8 and 9) and a poster to collect their findings in the interactions with Elena, Priscila and Irena so that interculturalism was evidently displayed in similar works of their own. Assessment rubrics were presented and explained, too. The final results were accomplished with very favourable results in terms of criteria indicated in the rubric (see Figure 16).

3.04 Session 4

The last of the sessions dealt more directly with receptive skills. For the pre-listening / vocabulary brainstorming stage, the topic of Russian cheesecakes was introduced as a coherent succession of ideas developed from the previous lesson; typical ingredients were elicited, and learners were asked whether they liked cheesecakes or knew how to bake them. Here, they gave evidence of how much they have grown their lexicon on food as several suggested specific accurate words and spellings, which was a pleasant surprise.

For the second stage, 'extensive' reading in the sense of "reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure" (Richards & Farrell, 2005, p. 212) and in the form of three recipes specifically chosen for being simplified yet authentic texts. Learners were asked to mine the text for unknown vocabulary and become familiar with the procedure to be later shared in plenary. Willis & Willis (2007) describe this 'mining' process as one "whereby learners scan input for language which might be useful as output at a later stage, is often known as 'mining' But this is quite different from a teacher-imposed focus on form. First there is no isolation of a particular form which learners will then feel obliged to use in the discussion which follows. If they believe the form is useful and they can indeed use it, then they may choose to do so." Once again in assembly, learners wrote in the chat box the spelling of (exotic) ingredients and shared their meanings. However, they did not manage to remember the recipe preparation itself in any of the three groups, which was not completely unexpected as the cognitive load in combination with amount of lexicon to handle presented them with a rather strenuous activity. Nonetheless, the focus was not on cooking verbs or procedures, thus, this was not addressed emphatically at any point.

After these pre-listening stages, learners were given the chance to hear the recording (see Appendix D) a minimum of five times if necessary, following Field's (2008) non-interventionist format

where the teacher intervention and number of replays should be treated as continua adjusting it to the levels of the class.

This methodology paid dividends when learners had to complete a collaborative Google document (see Figure10) where notes on the audio were taken for an eventual collaborative reconstruction of the text. It was only necessary to play the recording four times and the fifth time was merely a confirmation of their reconstruct. However, technological issues made it too difficult to stick to planned times, still the results were satisfactory and language lexis and structures were attended only after they had become very much familiar with the text and its meaning.

Finally, for the post-listening activity, learners were assigned to write a script for a similar video and its later production via Flipgrid.com (see Figure 17) as it is a free educational platform where such video projects can be made in a highly intuitive way. The videos were to be shared with the foreign teacher visitors later as a token of appreciation for their availability and time, but also for academic purposes. In this case, despite only eleven of them used the platform, others sent the video directly via Google Classroom and the results were again favourable and effective.

CHAPTER 4: CONCLUSIONS

With the hindsight of time, the conclusions drawn from this course will now be pointed out. There will be room to discuss the conceptual considerations regards, language and language use; methodology and teaching skills; intercultural communication; observation and analysis procedures and a final report of experiences in terms of personal and professional development.

4.01 Conceptual considerations

Thanks to EEAILE, module one, awareness of the nature of language was raised. The most noticeable considerations about the arbitrary nature of language, for me, had to do with how it can be both a hindrance and a bliss. On the one hand, if we reflect on how "second language learners must, therefore, learn each new word individually as it's generally impossible to guess the meaning of an unfamiliar word — even when given clues to the word's meaning" (Nordquist, 2020). On the other, signs representing universal abstract concepts. For example, the signifier 'dog' in English refers to an animal with four legs and a tail, often kept as a pet or trained for work. If languages were not arbitrary, it would mean that England, Finland, Russia, Bulgaria and Hungary have different dogs or

that English have some special technique of growing 'pineapples' that seems to be unknown anywhere else or that French and Germans live on different planets.

Moreover, the different currents of language research from historic linguistics to structuralism to generative linguistics to sociolinguistics to functional linguistics to pragmatics, and further language in use perspectives have all accounted for a gradual yet more comprehensive understanding of its conceptualisation. Its nature and purpose as well as the evolution of its teaching approaches have certainly all been informed by the different schools of thought in a rather "cyclical nature" (Brown & Lee, 2015, pág. 17). Now, I am in a more favourable position of discussing what language is and how to distinguish between its system and use by analysing some graded and ungraded samples of modern English language teaching materials as more accurate references.

On top of that, prompting reflection from the module one and retaking it now in the Final Project about our teacher philosophy elicited considerations on Continuing Professional Development (CPD). This enables us as teachers and educators to constantly explore new teaching and learning avenues. It encourages revisiting, reformulating, reconsidering, or reconstructing our teaching principles and beliefs. What is more, it also humbles us as teaching professionals when putting our assumptions and expected outcomes to the test or under scrutiny, or simply we are able to increase our knowledge base.

4.02 Methodology

While it is commonly agreed that SLA principles should inform our TP to a greater extent, it is the same relevant to consider that the gargantuan number of theories, models, hypothesis, and principles is sometimes strenuous to keep abreast. Nonetheless, recent literature and course on pedagogical practices based on such precepts, undoubtedly, do us a service. The principles outlined in Appendix A, for instance, are a staple of such advances and the starting point from implication to application.

In this regard, I have been able to reflect on what language learning entails, and different approaches of SLA research such as Krashen's Model, Vygotsky and the SCT, and Interactional Models that have shaped current understandings about language learning. Now I better understand the pivotal role of the input-interaction-output loop in L2 acquisition/learning process play and come to grips with some the differences between these two tenets.

Furthermore, I am better aware now of how individual learner differences, among which different types of motivation stand out, affect the teaching-learning process. I have been able to become much more familiar with the process of interpretation and production in SEP Secondary curriculum; the text-based-instruction (TBI) principles and theories, the rationale behind its popularity as well as some caveats on its straightforward application, and how Communicative Competence has more than one model beginning with Canale and Swain in the 1980s, then Bachman in 1990, Larsen-Freeman in 1991, Littlewood in 2011 and even the CEFR with its updated view in 2018.

By and large, the importance of input has been addressed and evidence of effectiveness has been provided that when it comes from learners' themselves either in open class or even better in pair or group work. Thornbury and Meddings state (2009):

> We can think of language emergence as operating at two levels. On the one hand, language emerges out of interpersonal classroom activity. Given a good dynamic and sufficient incentive, learners engage collaboratively in the production of language output. That is one reason for foregrounding conversation. On the other hand, as the learners engage in these classroom processes, their internal language system (or interlanguage) responds and develops in mysterious ways: learners produce language that they weren't necessarily taught, and sometimes show unexpected quantum leaps in their development. In this intrapersonal sense, language also emerges.

A final point on this aspect must be made to emphasise that these are the second language acquisition and research tenets I try to stick to, which support the teaching principles behind the methodology that I enacted throughout the specialisation course.

4.03 Observation

By planning, designing, implementing, and reflecting on the different assignments in modules one, two and three a learning loop and pattern was created. It was imperative to start from a theoretical stand so that the foundation of my principles and beliefs was informed and supported by second language research evidence. The process went on to the more practical side of pedagogy and English Language Teaching (ELT) afterwards.

In this sense, there was scrutiny of how materials were organised in terms of current categorisations such as language functions, situations, grammar, etc., and how their topics are integrated while distinguishing between language form, meaning and use – in module one, assignment one. Following, language skills were brought into the spotlight in a rather plausible combination, i.e., reading and writing in agreement with Bazerman's more recent (2013) declaration that "reading and writing are indivisible…" Our reading schemas develop in tandem with our writing schemas" (p. xi).

On an even perhaps more interesting note – in module two, assignment three – the sub-skills/product to listening development was contrasted against a process approach in an attempt to both describe current listening practices and point out the pros and cons of a comprehension approach (CA) and some rationale behind such analysis. These considerations were perfect foil for module two project, where I put forward how learning an L2 can change how people view reality and how they see the world around them when the new language enters into their lives and transforms them, in terms of perceptions, attitudes, beliefs, aspirations and values. This paved the way for the implementation of some activities where the four skills were developed in my practicum heeding the lessons strategies and suggestions for more effective results in terms of learning.

For this module and final project, the notion of interculturalism was, by far, the newest and most challenging of them all. Byram's (2020) model of Intercultural Communicative competence (ICC) was an eye-opener. I first had to notice to what extent I was truly paying only a lip service to such a notion, to which I had to admit my efforts were minimum; yet the topic had profound effects on my career soon after that. By then, I was already involved in a community of practice interested in the Dogme philosophy previously mentioned. A spin-off surged thanks to a dear friend colleague from Russia and me who joined forces together in starting a project named 'the Bridges project' where learners from around the world, colleagues from Mexico and different corners of the world too, come together every three weeks and hold a session to discuss universal topics such as habits, entertainment, food, etc. Its mission, as stated in its recently opened Facebook page is "to help English learners to practise English in an engaging and meaningful way, to find out more about the world and cultures using the English language as a means of communication. We break barriers and build bridges across the world bringing cultures closer and making meaningful connections" (Bridges Project, 2021).

Secondly, assessment was probably another Achilles' tendon. Despite always being aware of assessment issues, summative evaluation has been customary in my career since its very beginning and the culture of Assessment for Learning / Formative assessment has been addressed from a rather baseline level. Thus, developing assessment tools for a low-stake position was both enlightening and practical for my learners, as intended, as well as for academic purposes. At the same time, practicality, reliability, validity and authenticity principles – considered in module three, lesson four – were considered when designing the assessment tools implemented in the teaching sequence (described in chapter two). Their washback effect was both cumulative and remarkable for teacher and learner feedback purposes because the two targets were informed appropriately regarding the strengths and areas of opportunity to work on.

4.04 Analysis

The careful study of the steps outlined throughout the course and, especially, for this final project were both laborious and fulfilling in regards its final outcomes. This should be evident given the fact that my original intents – stated in my letter of application for this course – expressed my desire to make use of my Technological Pedagogical and Content Knowledge (TPACK) (Koehler & Mishra, 2009) as well as adaptive expertise, where my academic understanding together with my study skills would broaden to a greater extent so as to facilitate any future research either for a master's degree or even a doctorate eventually. This facet has been accomplished, for good or not, in a number of ways, for example, when personal and professional life came to a halt more often than not in order to complete assignments and delve deeper into the knowledge and reflections implicit in the tasks. As a teacher trainer, I was already familiar with most of the contents in modules one and two, however, my comfort zone was shaken by module three, when interculturalism became a guiding axis for my lesson planning and reflective practices on formative assessment were questioned as well.

Additionally, the detailed considerations for the writing of the assignments did not make it less challenging when informing my TP, however, it seems the old adage 'practice makes perfect' since in this case, I managed to gain fulfilment as essays grew in size, level of commitment and socio-cognitive reward. The online meetings held during the course with my tutor and e-learning classmates were encouraging and educational, too. The exchange of experiences, difficulties,

accomplishments, and points of view about ELT and their varied contexts were refreshing and concurrently exemplary.

Ultimately, even though a comprehensive system of analysis and record of action research is still in progress, the discipline, APA referencing – for which I even purchased the 7th edition APA Publication Manual – and feeling of commitment have all been instilled as part of my professional identity and Continuing Professional Identity (CPD). Fortunately, I consider I have come to follow, Pak's (1987, p. 4 as cited in Richards & Farrell, 2005) advice on self-monitoring when he lists a number of areas to focus on when reviewing videos of learners' performance "such as language use (e.g., fluency, accuracy, appropriateness, register, pronunciation), interactional skills (e.g., opening/closing conversations, turn taking, initiating interruptions, changing topics), as well as general features of the lesson (e.g., student involvement in the lesson, rapport among students and between teacher and students, student talking time, main areas of difficulty)."

4.05 Report

On the last part of this work, I will refer to the reporting itself of the procedures involved for this final project. Initially, the progressive development marked in assignments 2A and 2B for module three aided in organising information referring to how our teacher identity was improved for the past year, how the EEALIE programme contributed to it and the lesson sequence to be followed. Together with this, there was a suggested calendar to follow so as to keep tutors informed of the progress and let them know whether assistance was needed. My tutor's constant support and guidance has been an unparalleled opportunity to make the most the course in optimal balance with my professional experience. It was thanks to this aspect, honestly, that I was strongly motivated to thrive on stress, lack of time and personal issues.

For the collection of the information, the making of the evidence in mp4 format pushed the agenda and enhanced not only my report organisation exponentially but also my reflection processes. This is mainly conforming to the fact that "a videotape of a lesson provides a very different account of a lesson than an audiotape. The audio record captures everything that one can hear about the lesson, but the video allows the teacher to observe how he or she interacts with the students. It provides an opportunity to observe a great deal of student-to-student interaction that one normally would not have an opportunity to notice" (Richards & Farrell, 2005, pp. 46-47). It also implied having a number

of versions of the same document to compare and contrast, but more importantly, to improve the one before, i.e., assignment module three 2A would be a first version of assignment 2B, and this would be an interim version of this final work.

At long last, reaching this part of my course and final project has represented a whole year of struggling with an unprecedented situation like COVID-19 for which I could only try to make the best of it in terms of professional development with online classes, training, and personal time investment. On a final note, I would like to encourage the potential readers of this work to find the self-will within yourselves to continue despite the hurdles ahead.

CHAPTER 5: APPENDIXES AND REFERENCES

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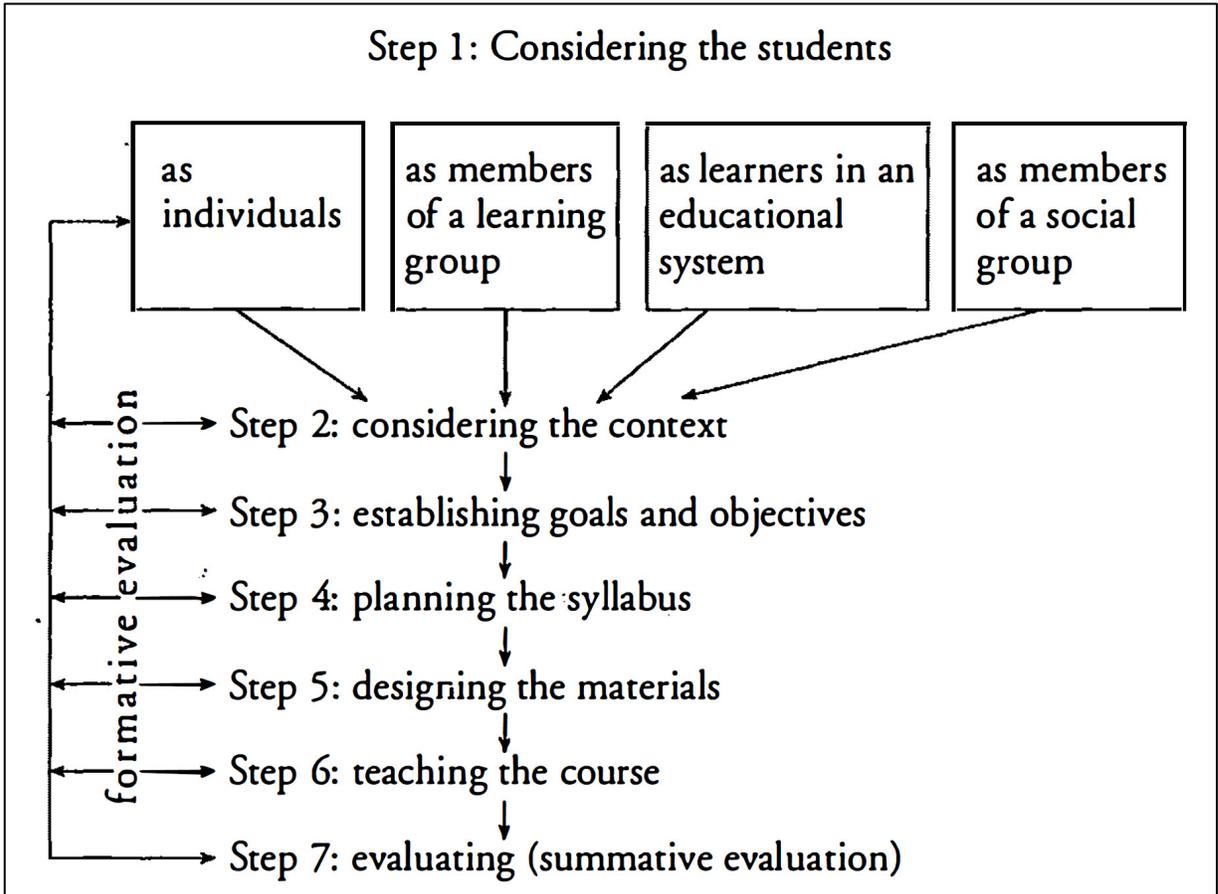
APPENDIX A, Principled eclecticism

Most of the principles I try to apply in my teaching practice (TP):

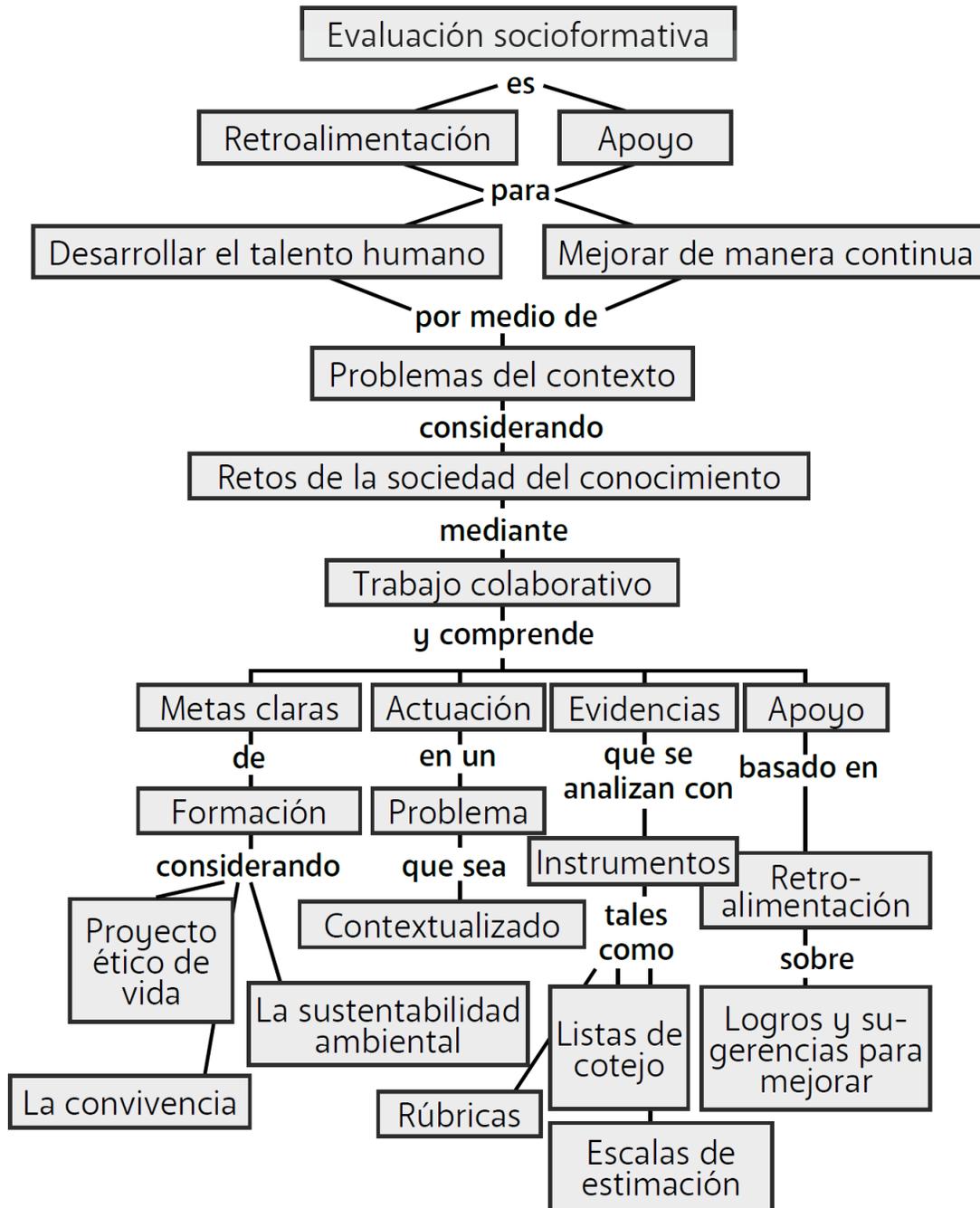| Ellis & Shintani (2014)	Brown & Lee (2015)	Thornbury & Meddings (2009)
1. Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence	1. Automaticity	1. Materials-mediated teaching is the 'scenic' route to learning, but the direct route is located in the interactivity between teachers and learners, and between the learners themselves.
2. Instruction needs to ensure that learners focus on meaning	2. Transfer	
3. Instruction needs to ensure that learners also focus on form	3. Reward	
4. Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge	4. Self-regulation	2. The content most likely to engage learners and to trigger learning processes is that which is already there, supplied by 'the people in the room'.
	5. Identity and investment	
	6. Interaction	3. Learning is a social and dialogic process, where knowledge is co-constructed rather than 'transmitted' or 'imported' from teacher/coursebook to learner.
5. Instruction needs to take into account the order and sequence of acquisition	7. Language culture	
	8. Agency	4. Learning can be mediated through talk, especially talk that is shaped and supported (ie scaffolded) by the teacher.
6. Successful instructed language learning requires extensive L2 input		5. Rather than being acquired, language (including grammar) emerges: it is an organic process that occurs given the right conditions.
7. Successful instructed language learning also requires opportunities for output		6. The teacher's primary function, apart from promoting the kind of

8. The opportunity to interact in the L2 is central to developing L2 proficiency
9. Instruction needs to take account of individual differences in learners
10. Instruction needs to take account of the fact that there is a subjective aspect to learning a new language
11. In assessing learners' L2 proficiency it is important to examine free as well as controlled production

classroom dynamic, which is conducive to a dialogic and emergent pedagogy, is to optimize language learning affordances, by, for example, directing attention to features of the emergent language.
7. Providing space for the learner's voice means accepting that the learner's beliefs, knowledge, experiences, concerns, and desires are valid content in the language classroom.
8. Freeing the classroom from third-party, imported materials empowers both teachers and learners.
9. Texts, when used, should have relevance for the learner, in both their learning and using contexts.
10. Teachers and learners need to unpack the ideological baggage associated with English Language Teaching materials – to become critical users of such texts.

Step 1: Considering the students

| as individuals | as members of a learning group | as learners in an educational system | as members of a social group |

formative evaluation

Step 2: considering the context

Step 3: establishing goals and objectives

Step 4: planning the syllabus

Step 5: designing the materials

Step 6: teaching the course

Step 7: evaluating (summative evaluation)

APPENDIX C, Socio-formative evaluation axes

APPENDIX D, Non-interventionist format for a listening lesson

Pre-set questions

First play
Learners note down what they understand.

Second play
Learners check their understanding. They discuss it in pairs. Where pairs disagree, they try to reach agreement.
Teacher: no comment except where widespread and serious misunderstanding.

Third play
Pairs check to see who is right.
Pairs present their understanding to the whole class. Teacher summarises, without commenting on correctness.

Fourth play
Class checks to see who is right.
Teacher comments.

Fifth play
Class listens with a transcript.
Teacher answers any questions.

APPENDIX E, Listening script "Small Russian Cheesecakes"

Today, we'll cook uh… cheesecakes. Uh… we need uh… about 100gr of cottage cheese, two eggs, coconut oil, it's something like sugar, liquid sugar, uh… it's vanilla. It's rice flour and raisins.

In a large bowl mix together all ingredients, flour, eggs, vanilla sugar and raisins. Then mix it together. Add coconut oil in our shape. We will cook it in an oven. It's more healthy. We do small balls of with wet hands, by using one hand… Something like that… That's what we've got. Put it into heated oven on about thirty or forty minutes. After twenty minutes, we need to turn over our cheesecakes.

Mmm… it's beautiful, beautiful. I want to it eat all. What we have after forty minutes, it's a masterpiece.

We can serve our cheesecakes with jams, um fruits, and powdered sugar. Also, you can use, uh, mint leaves. Bon 'appetite.

APPENDIX F, Declaration Letter

DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
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Atentamente,
Ciudad de México a 22 **de** junio **de** 2021 **.**

Jorge Eduardo Guillén Mendoza

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