



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

# **PROPUESTA DE INTERVENCIÓN EDUCATIVA DESARROLLAR SENSIBILIDAD INTERCULTURAL A TRAVÉS DE LA COMIDA MEXICANA.**

## **TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA  
EXTRANJERA, MODALIDAD EN LÍNEA**

**PRESENTA:**

**CLARITA MARÍA BOHÓN ZÚÑIGA**

**ASESOR: GERNOT RUDOLF POTENGOWSKI**

**México, DF. a 13 de Junio 2021**



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

### **FINAL PROJECT PROPOSAL**

**“To develop Intercultural awareness through Mexican food”.**

### **TRABAJO RECEPCIONAL**

**TO OBTAIN THE DIPLOMA IN  
SPECIALTY IN TEACHING AND LEARNING OF ENGLISH AS SECOND LANGUAGE**

**PRESENTS:**

**CLARITA MARIA BOHON ZUÑIGA**

**TUTOR: GERNOT RUDOLF POTENGOWSKI**

**México, DF. June 13th, 2021.**

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PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD  
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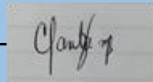
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## INTRODUCTION

The following project is a compendium of the various lessons learned during the three modules of the Specialty in Teaching and Learning English as a Second Language.

This school year was a challenge for all the people who work for the educational systems, specially for the teacher who work with young learners in public elementary schools. It is well known that most of teenagers are able to be in contact, or to communicate with others using technology, however in the case of the students in preschool or the low grades in elementary schools is more difficult, most of them don't have a cellphone for their own, or even if they do, they need to have their parents' assistance when having a zoom class or an assignment.

So, the main challenge presented during this year was that. Through this in the first part it can be seen how the teaching philosophy that each of us has, is changing. It is flexible and adaptable to the needs and changes that society has, as well as learning programs.

It can also be observed how the same experience leads us to forge a personality as teachers, but that this personalization can improve as we continue working in our personal development and our professional improvement.

In this part you can also see how the theories acquired during our years of study and training as English teachers, have been useful tools in which we can base in order to plan our classes, or in order to create or develop our teaching personality. We can see that not only the study programs have had changes, but also our Constitution, which governs our laws has undergone changes in the way in which the school should be considered. Some time ago the constitution said that the school (in Basic Education) must be secular, free and compulsory, but currently in the Article 3<sup>rd</sup> of our Constitution we can see that education should be compulsory, universal, inclusive, free and secular.

After this part we can see the theories in which the English National Program (PRONI) is based on, in the communicative approach and in the task-based learning. However, even when these approaches set the basis for the Program, each teacher leans toward the method or theory that can be more compatible with his or her personality, the contents of the syllabus, the level of students, the context, etc.

In the second chapter, you can find the lesson plan used to develop the project, with a few adjustments for example it is included the last zoom session (the one that was perceived to be the follow up session) in which the students just had to present their final products.

The lesson plan was conformed as follows, 4 regular zoom sessions and an extra one as a follow-up activity.

After this section we can find the assessment. SEP (Secretaria de Educación Pública) considers that the way in which our students must be assessed is following the principles of the formative assessment. In PRONI Sinaloa, during this situation, the coordination of the Program in the state has been sending standardizes Checklists in which they are included all the expected outcomes of the unit, also the different situations that each student could present, or the reasons why he or she doesn't send evidences of their work. Another assessment tool that was used to evaluate students in this project was a rubric designed to assess the oral production. This was made specially for the final project, and it considered the recommendations of giving positive feedback, not focus only in their weaknesses but also in the students' strengths.

Then there comes the experience report. In this section, the way in which the different zoom classes took place is related. You can also find in what way some exercises were simpler than others, how the contents and the lessons went from the easiest to the most difficult, in addition to the fact that during this process it was possible to observe the need to adjust the final product to the level and context of the students.

Finally, there is the section with the conclusions of the project, how it did or didn't work. And a brief explanation of the results obtained by the students.

# CHAPTER 1: PHILOSOPHY AND THEORY

## ***1.01 Teaching identity and philosophy.***

When it comes to talk about teaching identity it is necessary to start from the beginning of this journey called “MyTeaching practice”. It started in 2005, at the beginning the knowledge of anything related to pedagogy or theories about teaching was totally absent, and it was not required to be hired as a teacher. The only thing that a candidate for the job needed to have was a diploma of English language studies, a degree of a Licenciatura, and a lot of willing to work and learn.

The method used to teach in 2005 is very different to the way of teaching now. The framework most commonly used was the PPP (presentation, practice, production), students learned mostly vocabulary and grammar, but now the syllabus is focused on social practices, students learning in environments similar than their real context, and the teachers have to provide them those environments. Grammar is not taught in a deductive way anymore, and the communicative competence is more important than the accuracy.

From then until now there has been a lot of changes in education, but the most important were in the 2011 and 2017, both are based in social competences, a lot of socialization is involved, students are encouraged to work in a collaborative way, and the topics and units are divided by learning environments, beginning with the easiest which is the familiar and community, then literary and ludic and finally educational and academic.

At the beginning of my practice as a teacher in 2005, the name of the program was only Programa de Inglés en Primaria, later in 2009 a new pilot program that included the 3<sup>rd</sup> grade of preschool started, the name of the program changed into Programa Nacional de Inglés en Educación básica (PNIEB), later on, the name change one more time to Unidad de Fomento a los Procesos de Estudio de una Segunda Lengua (inglés), and finally in 2017 the name changed to PRONI (Programa Nacional de Inglés), its current name.

During these 15 years of teaching experience, has changed a lot the behavior of the students, now most of them use a cellphone, or a tablet or any electronic device, is not a



matter of money, most of the students specially from 2018 till now have one, it doesn't really matter the context or the economic resources. This has become a part of every child reality. Perhaps, in the rural area is different but most of the schools in the city students have, or have a family member who has an electronic device. Technology is part of our students' life. And as teachers we can take advantage of this in order to get our students closer to the culture of other countries, making our students aware of the differences between countries, states and cities when talking about traditions.

The changes that the society has faced are not only in a matter of communication and technology but also in the way that the teacher is seen in the schools. Now the English teacher is considered as part of the school community. The teacher can participate in the CTE, in the celebrations, in meetings, etc.

PRONI has been always based in the communicative approach, however, not all the teachers were able to identify what was that supposed to mean, but in 2011 with the first "pilotaje", a syllabus divided by cycles put in context what a communicative approach was, and how to teach according to social practices.

The first workshops for the PNIEB teachers taught, that education now is different than when most of the people who are now teaching studied. The tutors of the workshops used to exemplified the changes comparing the education in 1980 with a bank account where you just put knowledge without making the students to interact, then they talked about the ZPD and explained that in order to become a good teacher or to make our students acquire and not just learn or memorize language they have to interact, socialize and take what they are learning to a meaningful context.

As most of my colleagues our philosophy when teaching is base my classes in the contents on my syllabus, however it is important take into consideration the students' English level, age, context, needs, likes and dislikes. So, from there the teacher can begin planning the lessons, in order to make them interesting and meaningful for the kids.

So, to sum up I can say that not only me but most of the teachers I know have a humanistic philosophy of teaching in which is not only important to focus on the knowledge but in the wellbeing of the students.

During this pandemic situation teachers have been working with the students sending activities that are sent by the coordination of the PRONI, the teacher re-send the activities to the Whatsapp group and the parents send back the evidences of their kids work. Taking advantage of the technology to save the school year.

Besides of working as a teacher also work in the administrative part of the English Program so, I have an active participation in the making of the videos and activities that are sent to all the teachers in the state of Sinaloa.

In Mazatlán, the response of the students that are working with this model is around a 50 percent, but in the rural areas of the state is most difficult to get to them. So maybe the teachers in that zones have more problems to communicate with the parents and students.

One believes that the initiative taken by the government of Sinaloa in order to create standardized lessons for all the state is positive. The stress level of teachers has dropped, because they just have to resend the activities and get the evidence back. So, considering that the teachers are doing the best they can with the resources that they have.

### ***1.02 Theory underlying your teaching practice and identity.***

The teaching practice is a changing subject, we have seen a lot of new methods, new changes in the educational system that make us as teachers to reconsider the way we teach.

Nowadays in this school year, we have developed technological skills, and we have seen that technology can be a part of our teaching not only in this pandemic but in the daily life in face to face classes. We have also lived changes to the law in which at least in Mexico education is not longer seen just as free, secular and mandatory but also promotes the children's human rights.

(MEXICANOS, 2019) Article 3. of the Political Constitution of the United Mexican States establishes that everyone has the right to receive education and the education provided by the State will tend to develop harmoniously, all the faculties of the human being and will promote in him, at the same time, love for the Homeland, respect for human rights and awareness of international solidarity, in independence and justice. Likewise, that the State will guarantee the quality of compulsory education so that students' educational materials and

methods, school organization, educational infrastructure and the suitability of teachers and students managers ensure the maximum learning achievement of learners.

So, through the Constitution we can see that the bases of education are considered a part of the Mexican law. A teacher is not a transmitter of knowledge. Far from that vision, the new syllabus conceives the teacher more as a professional mediator who plays a fundamental role.

(SEP, 2017) The main function of the teacher is to contribute with their capacities and their experience to the construction of environments that promote the achievement of the expected Learning by the students and a harmonious coexistence among all the members of the school community, in this lies its essence. Consequently, parents and society as a whole must value and respect the social role that teachers play.

In the English Program, specially during this pandemic situation we have discovered that technology is a must exist, is not longer an option. We have been working using the Whatsapp groups, but also some teachers have been developing weekly classes with the students by zoom. Students have been able to be in a face to face class through technology. Besides the zoom classes and the activities sent by Whatsapp, Students have witnessed the importance of technology, since they have been improving their main skills by watching videos, or playing online games. In Sinaloa the coordination of the program acquired some licenses for a platform called Oxford Gear in which the students can learn and practice while they conquer countries. At the end of the “game” they will get a diploma. It has been difficult to make the students to participate in this platform, the response of the students haven’t been the expected one, since most of all the younger students need their parents assistance, so is not easy to dedicate a lot of time to this kind of platforms. But the ones who have used it, have liked it a lot.

Related to this issue we can say that according to the technology in education at distance (Garcia Aretio, 1990) is intended that the student acquire attitudes, interests, values that facilitate the mechanisms to govern himself, which will lead him to take responsibility in permanent learning, make him an active subject in his training and the teacher a guide and promote an independence of judgment.

### *1.03 Theoretical perspectives of the Communicative approach and the Task Based approach in which most of my teaching practice is based on: applications and examples*

#### **The communicative approach**

The communicative approach set the goals to develop a communicative competence. The communicative competence means that the student is going to be able to communicate using the language for different purposes and functions, the student will be also able to identify the register of the language that has to be used either if it formal or informal, identify types of texts and keep a conversation without been limited by the knowledge of the language.

The best way to promote in the students the communicative competence is by the interaction between the learners with the language, and the creation of meaningful and purposeful interactions.

In order to provide examples of the type of activities that we can develop in the classroom based on this approach, it is good to consider that sometimes we have to make a balance between accuracy and fluency, in the communicative approach the focus is most centered in the fluency that is why they are activities that focus on that, however we don't have to leave the accuracy apart. For a fluency activity we can promote a role play where students have to adopt specific roles provided by cards. They will perform an acting and the teacher can be either a part of the role play or just an observer.

If we want to focus in accuracy, students can practice saying dialogues with examples of Wh-question words. A student can monitor his classmates participation.

Another aspect to take into consideration when using the communicative language teaching approach is to distinguish between the three different kinds of practice mechanical, meaningful and communicative.

(C., 2006)... "Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to

practice use of particular grammatical or other items. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop? Where is the café?” etc. The practice is now meaningful because they have to respond according to the location of places on the map. Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc.”

As an example of this approach in the classroom the lesson plans that the teachers use in PRONI have include a lot of drills and substitution drills, because the RASSIAS method has been an important part of our teaching workshops. In my case, I had the opportunity to take the workshop in Dartmouth college with John Rassias, and the experience was very positive. I had also the chance to look at students from other countries learning the language using only the Rassias method in a language summer camp in Kimball Union Academy. Besides I had the opportunity to practice this method in Valle de bravo in a IAPE workshop for teachers and students from Chiapas and Estado de Mexico. I could see that the people who took the two weeks workshop, increased their English level in a considerable way. This was because they were told also to speak only using the English language, so it was totally focused in the communicative approach.

### **The Task Based approach**

Task Based Language Teaching or TBLT has been presented as a logical development of CLT since it follows several of its principles such as; activities that involve real communication, activities in which language is used for carrying out meaningful tasks, and the idea that meaningful language supports the learning process.

The difference relies on TBLT as an approach which emphasizes the use of tasks as the core unit of planning and instruction in language teaching.

According to Richards and Rodger (Richards, 2014) TBLT is defined as “an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes” (Van den Branden 2006).

Compared to other methods, in TBLT language learning is believed to depend on immersing students not merely in comprehensible input but in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication.

The objective of TBL is to design courses at all levels from young learners to adults. The objectives of courses for young learners, however, may be very different from those for older learners. Selection of tasks, according to Long and Crookes (1993), should be based on a careful analysis of the real-world needs of learners. However, in the case of young learners identifiable needs may not be present. In this case the objectives will relate to a more general communicative competence.

Willis (1996) proposes six task types: listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, creative tasks. Jigsaw tasks. Information gap tasks. Problem-solving tasks. Decision-making tasks. Opinion exchange tasks. The learners adopt the roles of group participant, risk taker and monitor.

To sum up I can say that technology plays a very important roll when talking about teaching, it helps to promote the interculturality in our students, making them aware of the different uses and traditions, besides promoting in them the value of respect for other cultures. With technology it is easier to introduce cultural aspects of English speaking countries, students can listen native speakers, learning while playing online, making the learning process more interactive.

## CHAPTER 2: METHODOLOGY AND LESSON PLAN

A lesson plan is a fundamental element for the teacher in the full exercise of his functions as a mediator and facilitator of the educational process. In teaching practice, lesson planning becomes a top-tier activity for education professionals in a practical and utilitarian sense.

This is a task of great importance for educators, since it describes orientation, execution and control as essential conditions that direct the teaching-learning process.

Therefore, it is the planning of classes, the common thread of multiple strategies and actions that take place inside and outside the school.

The lesson plan recovers a notable importance because it becomes the transversal axis that guarantees the teacher the realization of activities in a systemic and systematic way.

For this project the Lesson plan designed was the following one:

### *2.01 A practical and useful lesson plan.*

#### **Lesson plan template for final project**

Date and place: Mazatlan, Sinaloa May 2021

<b>Lesson plan identification cell.</b>	
<b>Author</b>	Clarita María Bohón Zúñiga
<b>Educational stage</b>	Elementary School (4th grade)
<b>Title of your Lesson plan</b>	To develop intercultural awareness through Mexican food.
<b>Subtitle</b>	Sharing and comparing the cultural side of Mexican Gastronomy.
<b>Social practice of the language:</b>	Interpret and compare information given in an image.
<b>Communicative activity:</b>	Processing information.

<p><b>Environment:</b></p> <p><b>Product:</b></p> <p><b>Achievements:</b></p>	<p>Educational and academic</p> <p>Poster with information of Mexican gastronomy.</p> <ul style="list-style-type: none"> <li>• Explores illustrated texts on ingredients of Mexican gastronomy.</li> <li>• Interprets written information in illustrated texts.</li> <li>• Writes sentences describing information for infographics.</li> </ul>
<p><b>Communicative skill considered</b></p>	<p>Reading, writing, listening and speaking</p>
<p><b>State of the following options</b></p>	<p>Introducing a new topic</p>
<p><b>Functions</b></p>	<ul style="list-style-type: none"> <li>• Identifies the relationship between the information written and the visual support.</li> <li>• Listens to the reading of reading information and establishes the relationship between this and the visual information.</li> <li>• Asks and answers comprehension questions.</li> </ul>
<p><b>Main Grammar structure</b></p>	<p>Simple present</p>
<p><b>Other Grammar structures</b></p>	<p>Present continuous</p>
<p><b>Brief description of the plan</b></p>	<p>This topic was chosen in order to follow the contents of the syllabus “Aprendizajes Clave 2017” in which the National English Program is based.</p>



<b>Hours of the plan implementation</b>	6
<b>Number of sessions</b>	4 online classes (40 minutes per class) 2 hrs with communication using whatsapp sending additional and complementary tasks. Asking students to research some topics related to the unit.
<b>Contents required for the lesson</b>	Practice the present continuous and the present simple, listening and making sentences describing and comparing typical food in the Mexican country.
<b>EEAILE tutor on line</b>	<b>Gernot Rudolf Potengowski</b>

### Introduction to the Lesson

<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Session number</b>
INTRODUCTION Before the lesson	The teacher will ask students to make a brief investigation of the typical food in our city. Teacher will bring material to introduce the different typical food in Mexico.	Students can bring cut outs to the class or drawings, to talk about the food they found.	(asynchronous session) 1 hr

<p>During the lesson</p>	<p>The teacher welcomes students to the class.</p> <p>3 min</p> <p>Teacher reviews briefly the topics seen the previous lesson.</p> <p>7 min</p> <p>Teacher checks that students brought the homework requested the previous session.</p> <p>5 min</p> <p>Teacher sets the environment needed to talk about interculturality using as a base the different kind of food, promoting in students the value of respect for the</p>	<p>Students say the date, greet the class and express briefly how are they feeling at that moment.</p> <p>Students show their cut outs and talk about them.</p> <p>Students ask questions to their classmates, about what of all the options is their favorite.</p> <p>Students talk about their dishes, answer the questions orally and</p>	<p>01</p>
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	<p>differences in the costumes among the regions.</p> <p>15 min</p> <p>Teacher asks questions to students to create a context:</p> <p>What is the name of the food?</p> <p>What is it based on?</p> <p>Have you ever tasted it?</p> <p>What are the ingredients?</p> <p>Is it popular in your family?</p> <p>10 min</p>	<p>discuss their answers.</p>	
<p>Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]</p>	<p>Teacher explains students the purposes of the unit. Then teacher will write the achievements that the students have to develop and the final product.</p>	<p>Students ask question to clarify doubts, then the teacher asks them to write the achievements.</p>	<p>01</p>

**Communicative skills development.**

<b>READING/ SPEAKING/ LISTENING/WRITING</b>					
<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Assessment</b>
<p><b>Vocabulary introduction</b></p> <p><b>Inferring vocabulary.</b></p>	<ul style="list-style-type: none"> <li>Teacher shows students images about food of different countries and asks the students if they can infer where do they come from. With this activity Students will identify that each country has a different dish which makes them aware of the importance of interculturality, since here in Mexico they</li> </ul>	<p>Students look at the pictures, then they brainstorm ideas about the countries that the food comes from. Then they read the questions in the slide and answer them orally. Student's express their ideas and their likes or dislikes.</p>	<p>Power point presentation</p> <p>Videos</p> <p>Notebooks</p> <p>Zoom session</p>	02	<p>Monitoring</p> <p>Observation</p> <p>PRONI checklist</p>

	<p>can taste those dishes.</p> <ul style="list-style-type: none"> <li>Teacher shows students in a slide the next questions:</li> </ul> <p>1. What is your favorite food from other countries? 2. What's your favorite Mexican food?</p> <p>15 min</p>				
<p><b>Reading and answering questions (Top bottom approach processing information)</b></p>	<p>Teacher show a slide with an infographic about the main ingredients of Mexican food. Teacher reads the description of the ingredients promoting in students to develop the listening skill. Then teacher asks students to read aloud.</p>	<p>Students listen the pronunciation of the ingredients and read the description aloud. Students can participate individually in order to practice reading aloud. After this students answer the</p>	<p>Power point presentation Notebooks Zoom session (Material for the teacher: page 104 Book Go English 4)</p>	02	<p>Student's participation PRONI checklist</p>

	15 min	<p>next questions in their notebooks developing the writing skill:</p> <ul style="list-style-type: none"> <li>-What is this text about?</li> <li>-Where can you find this type of information?</li> <li>-Who is it useful for?</li> </ul>			
<b>Closure</b>	<p>Teacher talks about the cultures that influenced the Mexican Gastronomy (Mayan, Spanish). To activate the intercultural awareness in students.</p> <p>10 min</p>	<p>Students listen to the teacher and recognize the ingredients mentioned (like the corn which is based in mayan culture and it represents the basis of our food). Students develop their listening skill.</p>	Power point presentation		<p>Student's participation</p> <p>PRONI checklist</p>

READING/ LISTENING/ WRITING/ SPEAKING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<b>Identifying elements of the infographic</b>	<ul style="list-style-type: none"> <li>Teacher presents different examples of infographics, and points at the different elements in it. Then teacher asks students to make a list of the elements.</li> </ul> 10 min	Students identify the elements of the infographics and make a list individually of the different elements	Power point presentation  Videos  Notebooks  Zoom session	03	Observation  Student's participation  PRONI checklist
<b>Guided practice and production</b>	Teacher shows an example of the text of an infographic about guacamole, and asks them to make the drawings needed to complete the infographic. (this text was sent in advance for students to print it before the lesson)	Students take out their worksheet and draw the images about guacamole.	Power point presentation  Notebooks  Zoom session  (Material for the teacher: page 110 Book Go English 4)	03	Observation  Student's participation

<p><b>Grammar focus (simple present)</b></p>	<p>Teacher explains to students that guacamole is the most eaten dish during the superbowl in the USA (for students to learn the interculturality of Mexican food) 10 min</p> <p>Teacher shows students a picture of “tacos” and asks them to write an infographic with the information they know about the dish. Teacher gives to students a brief review of the simple present. 10 min</p>	<p>Students work in teams and look at the picture and in teams decide the information that they are going to write in the infographic. This infographic is going to be made in their notebooks.</p>			
<p><b>Closure</b></p>	<p>Teacher will ask students to share their infographics 10 min</p>	<p>Students will share their infographics and</p>		<p>03</p>	<p>Observation Student's participation</p>



		compare their ideas with their classmates ideas.			PRONI checklist
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LISTENING/ WRITING/ READING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Pre listening	<ul style="list-style-type: none"> <li>Teacher presents a video about traditional food. <a href="https://www.youtube.com/watch?v=jMtOC8WIZmk">https://www.youtube.com/watch?v=jMtOC8WIZmk</a> 7 min</li> </ul>	Students will look and listen to the video presented in order to identify the pronunciation of the food.	Videos  Power point presentation  Notebooks Zoom session	04	PRONI checklist
<b>While Listening</b>	<ul style="list-style-type: none"> <li>Teacher will dictate some words related to the food vocabulary, in order to get students into context. 8 min</li> </ul>	Students will write the food dictated by the teacher in their notebooks to practice spelling.	Power point presentation  Notebooks Zoom session	04	Students' spelling  PRONI checklist

	<ul style="list-style-type: none"> <li>Teacher reads aloud the general description of tamales (what are they, what are they filled of, the perfect time to eat them) 5 min</li> <li>Teacher presents the day of “La Candelaria” (February 2<sup>nd</sup> ) and explains to students that it is a tradition in Mexico that the person who got the “baby Jesus” in the rosca de reyes on January has to buy the tamales. 15 min</li> </ul>	<p>Students will listen to the information carefully and they will answer in their notebooks the next questions:</p> <p>What are tamales made of? How are tamales made? What are typical days to eat tamales?</p>	(Material for the teacher: page 107 and 108 Book Go English 4)		
<b>Post Listening</b>	<p>Teacher asks students to make an infographic about a Mexican dish (related to a celebration)</p> <p>Teacher gives students the following options: Day of the dead (bread). Mexican independence</p>	<p>Students present their final products to the rest of their classmates (this activity will be done</p>	<p>Power point presentation Notebooks Zoom session</p>	04 And asynchronous session 1 hr (to make	Students’ participation

	<p>day (Chiles en nogada). Day of the Candelaria (tamales). Lent and easter (fish or pickled stuffed chili peppers) 5 min Explanation 1 – 2 hours asynchronous</p>	<p>in teams and students will practice writing, listening, reading and speaking) The presentation will be presented in another session as a follow up activity</p>		the poster)	
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LISTENING/ WRITING/ READING					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Warm up	<ul style="list-style-type: none"> <li>Teacher draws a hangman on the board and students have to guess the hidden typical food</li> </ul> <p>7 min</p>	Students say letters from the alphabet in order to guess the words.	<p>Videos</p> <p>Power point presentation</p> <p>Notebooks</p> <p>Zoom session</p>	FOLLOW UP SESSION	PRONICHECKLIST

<b>Present ation</b>	<ul style="list-style-type: none"> <li>Students read aloud their posters.</li> </ul> <p>30 min</p>	<p>Students show their drawings and read aloud their posters. The rest of the students remains in silence to respect each other turns</p>	<p>Power point presentation Notebooks Zoom session</p>	<p>FOLLO W UP SESSIO N</p>	<p>Studen t's spellin g  PRONI checkli st  Rubric s for the oral product ion</p>
<b>Closure</b>	<p>Teacher gives positive feedback to students</p>	<p>Students receive their feedbacks and encourage the other students to participate.</p>	<p>Power point presentation Notebooks Zoom session</p>	<p>FOLLO W UP SESSIO N</p>	<p>Studen ts' particip ation</p>

This lesson plan was organized by sessions, instead of by skills because not all the students participated in all the sessions, it is a reality in the situation of the public

elementary schools, students are not constant, so the lesson plan had to be designed by promoting the development of the 4 skills in every class.

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

Assessment is an essential part of learning since it helps students with their learning. Students may decide whether or not they acknowledge the course content and at the same time they can see how they are doing in class. Students may be motivated by assessments. Students who are aware that they are performing poorly can begin to work harder.

Assessment aids teachers in the same way as it aids students. Teachers should measure their own teaching effectiveness on a regular basis. Teachers will use assessment to ensure that students understand what they need to know to achieve the course's learning goals.

(Brown, 2004) According to Brown there is a distinction between assessment and testing. Testing is defined as “a method of measuring a person’s ability, knowledge or performance in a given domain” and assessment is defined as an “ongoing process that encompasses a much wider domain than testing”.

There are some principles that we must follow when testing, a test must be practical, valid, authentic, reliable and washback, and assessment can be formative and summative.

In PRONI the evaluation promoted is the formative assessment.

(Secretaría de Educación Pública (SEP), 2017) Currently, evaluation plays a key role in the educational process to improve students' learning and teachers' pedagogical practice, especially when it is done systematically and articulated with teaching and learning. From this perspective, evaluation promotes reflections and a better understanding of learning by enabling teachers, students, and the school community to actively contribute to the learning process, and to the quality of education.

This is the formative approach to evaluation and it is considered as such when it is carried out with the purpose of obtaining information so that each of the actors involved can make decisions that lead to the fulfillment of educational purposes.

For teachers, the articulation of assessment with their daily practice represents a means to know the learning process of their students and to identify the type of support they require to achieve the expected learning through new learning opportunities. The information gathered in the evaluations and feedback provides them with a reflection of the relevance and pertinence of their didactic interventions and allows them to generate a criterion to make modifications that address the difficulties and obstacles to learning, as well as to enhance the students' Strengths, which is a key factor in their learning process, strengths of the students, which improves the quality of their pedagogical practice.

For the students, the formative approach of the evaluation allows them to know their abilities for learning and the difficulties to do it in an optimal way. In other words, with the results from the evaluations, students obtain the necessary information to make decisions about their learning process in order to create - with the help of their teachers, parents or tutors, and even their peers - the strategies that will allow them to learn more and better. The possibility for students to develop a committed approach to their learning is one of the goals of education.

The possibility for students to develop a posture committed to their learning is one of the goals of education, and to this end, the feedback they receive as part of the evaluation process, as well as the metacognition activities, should be a positive experience.

With the results of internal learning assessments, school authorities obtain information about the progress made in the implementation of the curriculum and in the education of their students. By having this information during the school year, they have the possibility of creating measures to strengthen progress and face difficulties, or requesting external support to generate more adequate strategies, more appropriate strategies. This information also makes it possible to focus support and distribute responsibilities among school authorities, teachers, parents, and students so that each one, from his or her own sphere, can make decisions and act accordingly.

Finally, formative assessment communicates to parents or guardians the progress of their children's learning and can provide them with concrete guidelines to support the school's process, either by following up on their children's progress or by providing them with a piece of more detailed information about their children's progress.

The formative evaluation communicates to parents or guardians the progress of their children's learning and can provide them with concrete guidance to support the school process, either by following up on the activities indicated by the teachers or simply accompanying their children and recognizing their achievements, as the case may be.

In order for the evaluation to unfold the aforementioned potentialities, it is necessary to diversify them. This implies including several moments and types of evaluation in order to make decisions before accreditation deadlines are imposed. Therefore, diagnostic, process, and summative evaluations must be systematic and combined with hetero-evaluations, co-evaluations and self-evaluations in accordance with the learning and approaches of each subject, as well as with the grades and educational levels involved.

This requires a variety of assessment strategies and instruments in order, on the one hand, to obtain evidence of various kinds and to know more precisely the learning and needs of the students and, on the other hand, to ensure that the assessment process is fair. This implies considering the learning to be assessed on the basis that there is no instrument that values knowledge, skills, attitudes, and values at the same time since the strategy or instrument must be adapted to the object of learning in order to obtain information on the progress achieved by the students. Consequently, the assessment of learning in the classroom and the school requires planning that articulates it with teaching and learning in a systematic way in order to contribute to the purpose of education: to achieve the maximum learning achievement of all basic education students.

(Ulker, 2017) Speaking assessment is usually reported as an overall mark on bands scales or score points, in order to provide valid, reliable and consistent results of assessment, that show the learners' speaking achievement/level (Council of Europe, 2014). Assessment scales for speaking skills generally may be distinguished between holistic and analytic. The holistic method of assessment is used to assess learners' performance as a whole, without judging the component parts (criteria) separately (Mertler, 2001). This assessment is normally used when judgment needs to be performed very quickly. It may be more appropriate for formative assessment to assess students' work very quickly, where it can be difficult to evaluate students' performance on a set of criteria. Holistic scoring is time saving, however, it does not provide specific feedback for improvement and may cause the difficulties scoring students' work spanning varying levels.

The analytical method is used to judge students' performance first assessing individual parts separately, then the results of individual scores are summed to calculate a final total score. Analytical assessment rubric consists of two parts - criteria and scales (weight). This method of assessment provides useful information for students and teachers about areas of strength and weakness.

So considering this explanation, the method used to design the rubric for the speaking skill is the analytical method.

Following the recommendations of the syllabus the main assessment used for this unit was a checklist (the official checklist used for the teachers to evaluate in PRONI, that can be found attached in the appendixes section).

Using a checklist as a mean to assess is a good opportunity for students to be part of their own progress. Checklists are assessment tools that set out specific criteria, which educators and students may use to measure professional growth and progress. Checklists can be used with students from preschool to high school and for every subject. Checklists set out skills, attitudes, strategies, and behaviors for evaluation and offer ways to systematically organize information about a student or group of students.

The Purpose of Checklists are: To provide tools for systematically recording observations; to provide students with tools that they can use for self-evaluation; to provide examples of criteria for students at the beginning of a project or learning activity; to document the development of the skills, strategies, attitudes, and behaviors that are necessary for effective learning; and to identify students' learning needs by summarizing learning to date.

During this school-year teachers from PRONI Sinaloa have been assessing the students with the evidences sent from the parents using the Whatsapp, and using the official checklists sent by the coordination of the program. As it is stated in the book written by Brown, "Language Assessment Principles and classroom practices" the Portfolio considers these two aspects so, another assessment tool that most of the teachers are using, receiving and keeping evidences besides the checklist, is the Portfolio.

In order to assess students' speaking skill, there were used rubrics. Considering their age and English level. The activity developed in order to assess the speaking skill was more than anything a read aloud task, even when reading aloud is not consider like using the language



in a real situation, I decided to go for this type of tasks since students are in 4<sup>th</sup> grade in elementary school and they have not the resources or the opportunity to use the language in real context.

### 2.03 Evidences of the designed tools

In the appendixes section can be found the evidences sent by the students as well as the material used, and the link for the edited video .

#### OFFICIAL PRONI CHECKLIST

#### Lista de Cotejo para Evaluación de Aprendizaje en Casa: Mayo 2021

#### PRONI Sinaloa

Nombre del Docente:	CLARITA MARIA BOHON ZUÑIGA
Escuela:	LIC. BENITO JUAREZ
CCT:	25DPR0234U
Grado:	4to de Primaria
Total de alumnos que atiendes en este grado:	33

Ambiente Social de Aprendizaje:	Académico y de Formación
Producto:	Infografía sobre gastronomía mexicana.

Datos del Alumno	Didáctica General	Aprendizajes Esperados	Valoración
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										Pro me dio Se ma nal	
N o .	Nombre del alumno	El alu mn o en vía evi de nci a del tra baj o en ca sa en tie mp o y for ma .	Si es alumno No envía evidencia del trabajo en casa, menciona r la razón:	Se observa que el alumno sigue las instruccio nes indicadas en el trabajo.	Explora textos ilustrados sobre ingredient es de la gastrono mía mexicana.		Interpret a la informac ión escrita en textos ilustrado s.		Escribe enuncia dos que describa n informac ión para infografí as.		
					Nive l de	Calif icaci	Niv el	Cali fica	Niv el	Cali fica	

					prog reso	ón sem anal	de pro gre so	ció n se ma nal	de pro gre so	ció n se ma nal	
1	ALVARADO PADILLA MANUEL SEBASTIAN	A ve ce s	Se desconoce	A veces	Inter medi o	9	Inte rme dio	9	Inte rme dio	9	9
2	AUDEVES CAMACHO JOSÉ MANUEL	Sí		Sí	Ava nzad o	10	Ava nza do	10	Ava nza do	10	10
3	BARRÓN GUZMÁN ABRIL LUCÍA	Sí		Sí	Ava nzad o	10	Ava nza do	10	Ava nza do	10	10
4	BLANCO FLORES EVA DANIELA	A ve ce s	Se desconoce	A veces	Inter medi o	9	Inte rme dio	9	Inte rme dio	9	9
5	BUSTOS MORALES DRACKO	Sí		Sí	Ava nzad o	10	Ava nza do	10	Ava nza do	10	10
6	ESQUIVEL JONATHAN MANUEL	No	Se desconoce	No							#iD IV/ 0!
7	GASPAR SANTIESTEB AN JUAN FRANCISCO	Sí		Sí	Ava nzad o	10	Ava nza do	10	Ava nza do	10	10

8	GUTIÉRREZ ITURBIDE DESIREE	Sí		Sí	Ava nza do	10	Ava nza do	10	Ava nza do	10	10
9	GUTIÉRREZ ITURBIDE MIA ZOE	Sí		Sí	Ava nza do	10	Ava nza do	10	Ava nza do	10	10
1 0	HERNÁNDEZ GONZALEZ SOFIA B.	No	Se desconoce	No							#iD IV/ 0!
1 1	HERNANDEZ LOPEZ AZUL ANAHÍ	A ve ce s	Se desconoce	A veces	Inter medi o	9	Inte rme dio	9	Inte rme dio	9	9
1 2	KELLY HERNANDEZ JORGE EMILIO	Sí		Sí	Ava nza do	10	Ava nza do	10	Ava nza do	10	10
1 3	LEAL VALDEZ CLARISSA PAOLA	Sí		Sí	Ava nza do	10	Ava nza do	10	Ava nza do	10	10
1 4	LIZÁRRAGA TIZNADO LUNA DANITZA	Sí		Sí	Ava nza do	10	Ava nza do	10	Ava nza do	10	10
1 5	LOAIZA SICAEROS LIGIA YOLANDA	No	Se desconoce	No							#iD IV/ 0!
1 6	LOERA MEDINA ROBERTO IGNACIO	A ve ce s	Se desconoce	A veces	Inter medi o	9	Inte rme dio	9	Inte rme dio	9	9

17	MOLINA CARDENAS IAN	A ve ce s	Se desconoce	A veces	Inter medi o	9	Inte rme dio	9	Inte rme dio	9	9
18	MONDRAGÓN JORDAN DYLAN EMILIANO		Se desconoce	No							#iD IV/ 0!
19	MUÑOZ MALDONADO THEO	A ve ce s	Se desconoce	A veces	Inter medi o	9	Inte rme dio	9	Inte rme dio	9	9
20	CASILLAS PADILLA MARÍA REGINA			Sí	Ava nzad o	10	Ava nza do	10	Ava nza do	10	10
21	PALOMARES REDON JESUS S.		Se desconoce	No							#iD IV/ 0!
22	PAYAN BRISBIESCA JOSHUA		Se desconoce	No							#iD IV/ 0!
23	RAMÍREZ MAYA JUDÁ			Sí	Ava nzad o	10	Ava nza do	10	Ava nza do	10	10
24	RODRÍGUEZ HERRERA AMALLA D.		Se desconoce	No							#iD IV/ 0!
25	SALAS PACHECO YARETZI GUADALUPE			Sí	Ava nzad o	10	Ava nza do	10	Ava nza do	10	10

2	SARMIENTO OSUNA DANIEL				Ava nzad o	10	Ava nza do	10	Ava nza do	10	<b>10</b>
6	ALEJANDRO	Sí		Sí							
2	SCHOBER CASTILLO JESUS		Se desconoce	No							<b>#iD IV/ 0!</b>
7	EMMANUEL	No									
2	TIRADO MONTERO ADRIANA	A ve ce s	No tiene tiempo por saturación de otras actividade s		Inter medi o	9	Inte rme dio	9	Inte rme dio	9	<b>9</b>
8	CAMILA			A veces							
2	TORAL GARCÍA		Se desconoce	No							<b>#iD IV/ 0!</b>
9	XIMENA	No									
3	VALDÉZ TIRADO JESÚS				Ava nzad o	10	Ava nza do	10	Ava nza do	10	<b>10</b>
0	RODOLFO	Sí		Sí							
3	VALDÉZ TIRADO SWEETY				Ava nzad o	10	Ava nza do	10	Ava nza do	10	<b>10</b>
3	ALLISON	Sí		Sí							
3	VALERIA		Se desconoce	No							<b>#iD IV/ 0!</b>
2	SOPHIA	No									
3	VILLAVICENC IO REASH VICTOR				Ava nzad o	10	Ava nza do	10	Ava nza do	10	<b>10</b>
3	DANIEL	Sí		Sí							

3										#iD IV/ 0!
4										#iD IV/ 0!
3										#iD IV/ 0!
5										#iD IV/ 0!

### Rubrics to assess the oral production

Rubrics to assess the Student's oral participation (Speaking)

CRITERIA	EXCELLENT	VERY GOOD	GOOD	NEEDS IMPROVEMENT
Pronunciation	Pronounces the words correctly. The stress and rhythm <u>is</u> correct	Pronounces most of the words correctly (making just 1 or 2 mistakes)	Makes mistakes in the pronunciation of words but the stress and rhythm <u>is</u> correct	Makes mistakes in pronunciation and in rhythm and stress
Content	The content is appropriate.	The content is appropriate but occasionally changes it	Exposes the content but there are some missing details	The presentation lacks of content
Material	The material is adequate for the presentation, uses the support of images to present his/her topic	Uses material to support the presentation, but is not enough.	Uses only one image to support the presentation	Doesn't have visual support

## 2.04 Link for the edited video and Video Script

<https://youtu.be/0pKED9gkjvo>

*Link for the final version of the video*

[https://youtu.be/jgSFe\\_OZht4](https://youtu.be/jgSFe_OZht4)

### Video script

STAGE /TIME MARK	ACTIVITY
Presentation Min 00:09	Project presentation
Material Min 0:52	Material used during the sessions (synchronous and asynchronous)
Theoretical basis of the project Min 1:16	The theories in which most of the English Program is based on are: The monitor Model by Krashen, the task based learning and the communicative approach.
Session 1 Min 1:35	Student's awareness of typical food in their city <ul style="list-style-type: none"><li>• Activation of previous knowledge with daily routines.</li><li>• Identifying typical food from our city</li></ul>
Session 2 Min 2:14	Vocabulary introduction Inferring vocabulary by looking at some images <ul style="list-style-type: none"><li>• Identifying food from other countries</li></ul>
Reading comprehension / reading aloud Min 3:12	Students read aloud and answer comprehension questions (Top-down reading processing)



Reading aloud (Mexican food influences) Min 4:19	Students read aloud information
Session 3 Min 6:01	Identifying elements of the infographic
Guided practice and production Min 6:32	Students made a “poster” in their notebooks with text about guacamole and the pictures related to it.
Session 4 (Listening skill) Min 6:52	Pre-listening (watch a video) While listening word dictation
Reading and post reading activities Min 7:21	Students practice the scanning for specific information answering comprehension questions.
Follow up activity Min 7:32	Warm up (hang man to introduce the topic) (Min 8:12)
Students’ presentations Min 8:18	Students read aloud their posters about the food and its relation to a particular important date in the Mexican culture.
Assessment Min 9:20	PRONI checklist Speaking rubrics
References Min: 9:48	

## CHAPTER 3: EXPERIENCE REPORT

During the application of the lesson plans previously presented in this project, there were a lot of situations and factors that led to a change in what would be the final product of the unit. The main problem that arose in the application of the planning was the fact of having to record the sessions. Parents were reluctant, some did grant permission for their children to participate in the classes but the average participation decreased significantly. Since the regular attendance of the weekly English classes is approximately 30% of the students of the group (Of a total of 33 students, approximately in each class the attendance of 9-12 students is registered), during the classes that would be recorded this attendance went from 9-12 students to 4-6 students. Too low, but still the development of the lessons was achieved.

In the first session in which the students were going to be part of what is typical food not only in our country but in their own city. There were no problems. the students achieved the expected objectives of the session.

Most of the lesson plans and the development of the lessons are based in the natural approach, in the monitor Model of Krashen. According to Krashen we acquire language when we understand what people say to us and when we understand what we read.

Krashen makes an important distinction between language acquisition and language learning. He defines language acquisition as a natural process and the best example is the way that children engage in that process at home. This acquisition process takes place through receiving and understanding messages, building a listening vocabulary and slowly attempting verbal production. Language learning, is the result of studying vocabulary, grammar, etc.

Stephen Krashen proposes the use of comprehensible input to be sure that students understand everything that has been taught. When teachers provide a lot of input, students can feel overwhelming which affects their disposition to understand.

As teachers we have to be sure that the message we are giving is being understood by our students, so if we need to use body language, or realia, or visual aids, let's use it.

Krashen wrote 5 hypothesis to guide English language teaching:

1. The acquisition- learning hypothesis.

2. The monitor hypothesis
3. The natural order hypothesis
4. The input hypothesis
5. The affective filter hypothesis.

(Ordoñez Suarez, 2015)The acquisition – learning hypothesis explains the differences between acquiring and learning, it says that acquisition is learning something in a natural way, a natural process, just like when a baby is learning how to speak, and the learning hypothesis is more focused on memorizing grammar, vocabulary, etc.

In the monitor hypothesis, the learner needs 3 conditions (time, focus on form and knowledge of rules), the teachers have to concentrate on the communicative aspect and not only on the rules. But we have to give our students time to develop the language, and knowledge about the grammar that they are acquiring.

The natural order hypothesis states that students have to be taught in a predictable order. That is why most of the syllabus and programs consider the basic at the beginning of the school year.

The input hypothesis. What learners understand of the target language. How are going to get to them.

The affective filter hypothesis. As teachers we have to be aware of creating a safe environment where mistakes are not used to make a classmate feel ashamed but as an opportunity to learn.

Teacher provides comprehensible input for students. Challenging them following the I + 1 method, just giving them a little bit more than what they already know. Enough to challenge them but not that much that can frustrate them.

The New Mexican School establishes that the education has to set the student at the center of the learning process, so this model is very related to that. The education now must be effective, universal, inclusive, humanist, student's centered.

In this sessions students were exposed to these 5 hypothesis, specially the affective filter, trying to reduce the level of stress in them, to motivate the students to participate collaborative with their classmates.

In the second lesson, the students were aware of the typical food from other countries, and they were also aware of the interculturality of the food, students were able to notice that it doesn't matter where you are at, you can find food from almost any part of the world. As an example, they saw an image of sushi and could see that even if it is from another country they can eat it here in Mazatlán. In this session, the students were able to practice their reading skills and also speaking. As beginners, most of the oral activities are based on reading aloud exercises, so in all the sessions they developed this subskill.

In lesson number three students became aware of the elements of an infographic, this lesson in theory was like a regular lesson, however, the topic was too high for them. The expected objective was for the students to produce an infographic, with all the necessary elements, however this product turned out to have a too high level for the real level that the students handle. So we had to low down the grade of difficulty of the production.

In the last session scheduled, students were able to develop more than anything their listening skill, they had a dictation related to the topic, but as in lesson number 3, this dictation was at their level (only words).

In lessons 3 and 4 students read a text and answered comprehension questions following the top-bottom approach.

(EEAILE, 2021) According to this approach, readers can comprehend a given reading passage even if they do not recognize every single word. This distinction is important to remember: When we read (even in our first language), we do not usually know every word.

Finally, and as a follow-up activity, students were able to present their posters, in another session. As a teacher, I can say that the results were not the expected ones. Students didn't create a poster like that, they just did a drawing and wrote some sentences describing the food they chose to be presented. But in order to accomplish the recommendations from the school and the PRONI coordination, I tried to be empathic with them, understanding that some of them are not able to buy material or even to go out to a stationary to get white cardboard or white sheets of paper. Almost for sure in a regular situation, with the appropriate conditions to develop the classess, the resukts would be better than the ones obtained, however it is time to adapt the teaching process in order to carry out the school year using what most the teachers have at hand that is technology.

In order to assess this project, were used two different assesment tools, the first was the checklist sent by PRONI, in order to consider the achievements of the unit, which turn out to be very useful. Students did achieve what the checklist expected too. And the second assessment tool were rubrics to assess the oral productions, here the result was very different, because even when students did their best, the level in which they are according to the criteria is needs improvement.

Another important aspect that is necessary to be hihlighted is that throug technology students become more aware of the importance of the interculturality. As a society we live in a globalized world and students need to know that they are a very important part of the globalization. Through this project students were able to identify the importance of the Mexican food and how this connects us to the rest of the world, besides they could understand that in Mexico food is not only to be eaten but also is part of the culture itself. Mexicans live the traditional celebrations in a very particular way, every holiday, every special day, is related to a particular kind of dish. And these celebrations make part of our mexican culture.

So the most important aspects learned by the students during this project were: The relationship between the mexican culture and its gastronomy, and the awarenes of the intercultural part of the Mexican food, students were able to recognize that even if they are in another country, they can eat Mexican food, but also even when they are living here in Mexico they can eat traditional food from other countries like Sushi from Japan.

## CHAPTER 4: CONCLUSIONS

This school year led all the teachers to a new path, in which technology became a very important part of the teaching life. Most of the teachers around the world should develop skills that maybe they were not even able to know they had, but the necessity of carrying out the classes, promote the education and the learning process among the students, take them to the way of the technological education.

In PRONI (The National English Program in basic Education), the curricula and teaching methods and approaches had to be adapted to the at distance situation considering the students as the center of the learning process. We were told that we had to carry out activities and tasks that were not too stressful for the students and their parents, because as most of us know, a lot of parents either work or don't have the level of English needed to explain a complicated activity, so the activities sent were reduced to an activity (worksheet) and a video per week. Even when the exercises were adapted to the situation, the topics stood the same.

During this Specialty the students like myself, had the opportunity to improve our professional development, learning theories, methods and approaches in order to facilitate the students' learning process.

Through the project was highlighted the communicative approach, the monitor model by Krashen's, when reading and listening most of the exercises were based in the top down approach and the most important was that as a teacher I tried to give the students the confident to feel out of stress (promoting the affecting filter).

The methodology used to carry out this activity, was having 4 zoom sessions and an extra session as a follow up activity, during the lessons students were able to identify the different Mexican food, its relationship with the Mexican culture, but also to compare it with food from other countries understanding that the food has a global nationality, that is the intercultural part of the gastronomy allows the people from every country to get to know and taste food from any other place.

Students practice their reading aloud, their reading comprehension answering questions related to the text that they had previously read. Besides students developed their writing process by guided tasks and independent tasks.

Throughout this process, it was observed that the number of students who attended classes, while they were being recorded, dropped considerably, and on some occasions the students who entered the first session did not enter the second and returned to the second session. third session and so on. But even with these inconveniences the project could be carried out.

At the beginning of the project, the intention was that the students as a final product would design an infographic on some typical Mexican dish, relating it to the Mexican culture through a celebration, however this turned out to be almost impossible, the elements that an infographic should have far exceeded the level of English of the 4th grade students, so it was decided to make a change of the final product, in class number 3, for an activity that would be easier for them, that would not cause them frustration, thus putting into practice the Krashen's input hypothesis.

Making an analysis of this project it is clear to me that the project worked, that is, the results (at the level of expected learning and objectives) were achieved by most of the students, however, this project also served to highlight the need to introduce more the students in the area of the reading aloud, thereby promoting oral production and the ability to speak, so that later, and autonomously and independently, they are able to communicate, read a story, perhaps participate in some activity such as storytelling, to make reading more fluid, or to participate in a sketch or play, or simply improvise a dialogue or role play

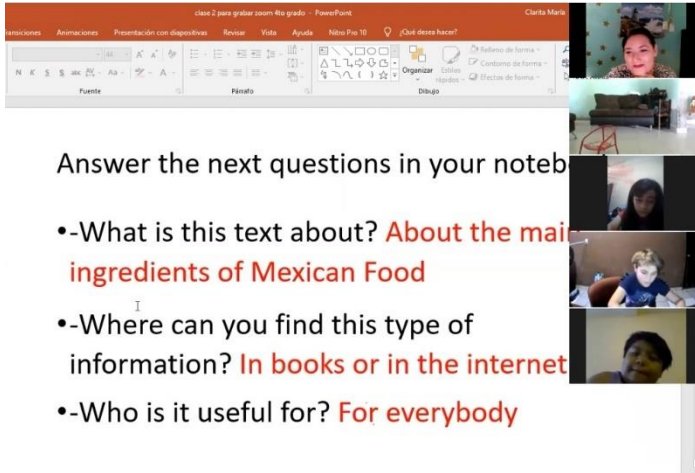
The report of the results of this project show us that from the six students who attended the follow up session, presenting their final product, two of them made the poster in Spanish, and explained it in Spanish. One didn't do anything and the other 3 students according to the rubrics used to evaluate the oral performance get the level of "needs improvement" in the pronunciation criteria, this result was because the three of them made mistakes in the pronunciation and rhythm, in the content criteria they get a good grade, the content was appropriate, even when one of them just made three sentences. And the material got the good grade, for all the students, all of them used visual support made and colored by themselves, however and respecting the humanist side of education as teachers we have been asked to consider the pandemic situation and the economic level of the students, not

demanding to have printed worksheets, or material that has to be bought in a stationary if they can't do it.



# APPENDIXES

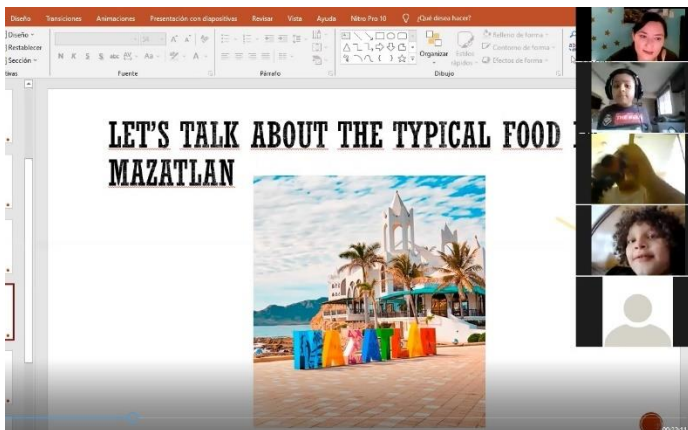
## Evidences from the sessions



class 2 para grabar zoom 8to grado - PowerPoint - Clara María

Answer the next questions in your notebook

- What is this text about? **About the main ingredients of Mexican Food**
- Where can you find this type of information? **In books or in the internet**
- Who is it useful for? **For everybody**



Dashboard - Tareas - Animaciones - Presentación con dispositivos - Revisar - Vista - Ayuda - Nitro Pro 10 - ¿Qué desea hacer?

¡Diseño! ¡Restablecer! ¡Sección -

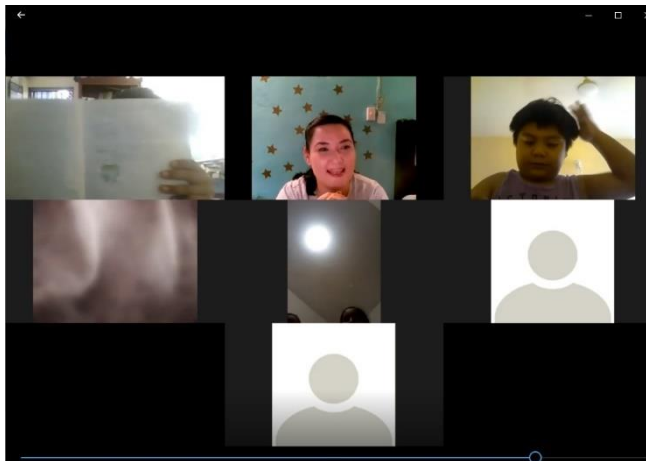
Fuente - Párrafo - Dibujos

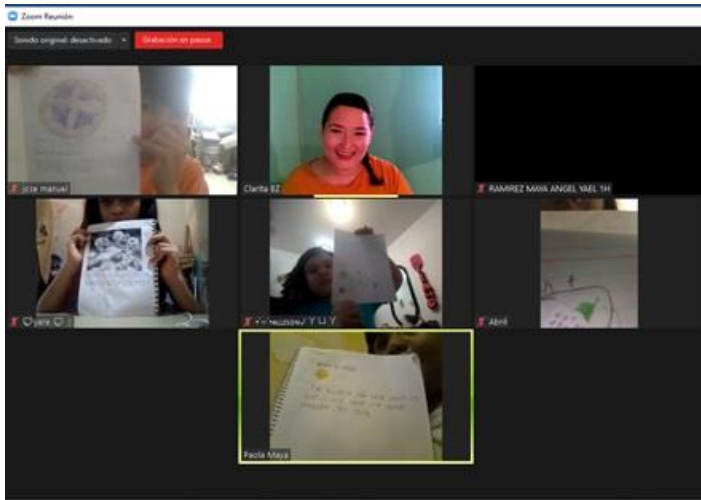
LET'S TALK ABOUT THE TYPICAL FOOD  
MAZATLAN

06/03/11

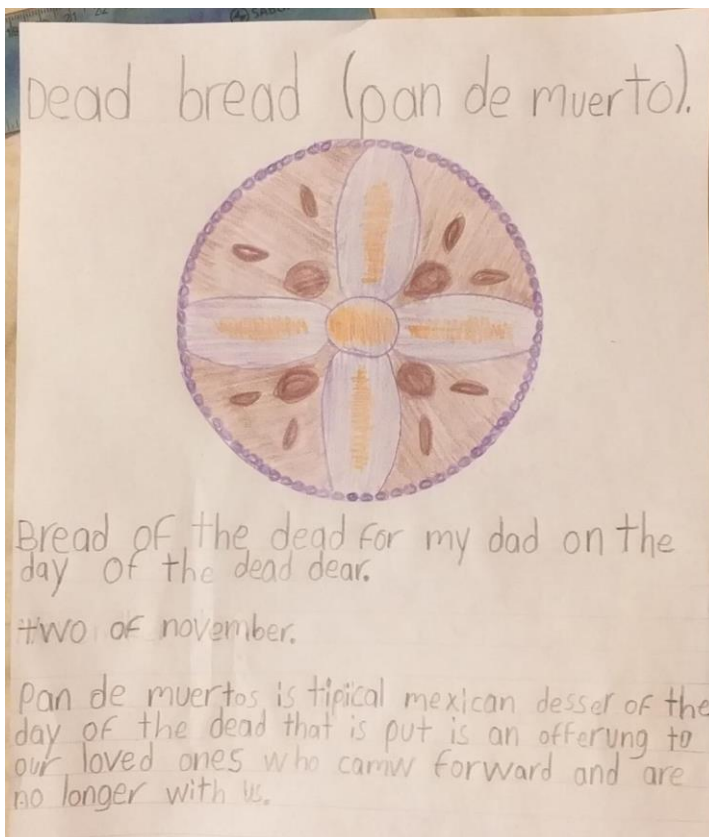
Examples of infographics

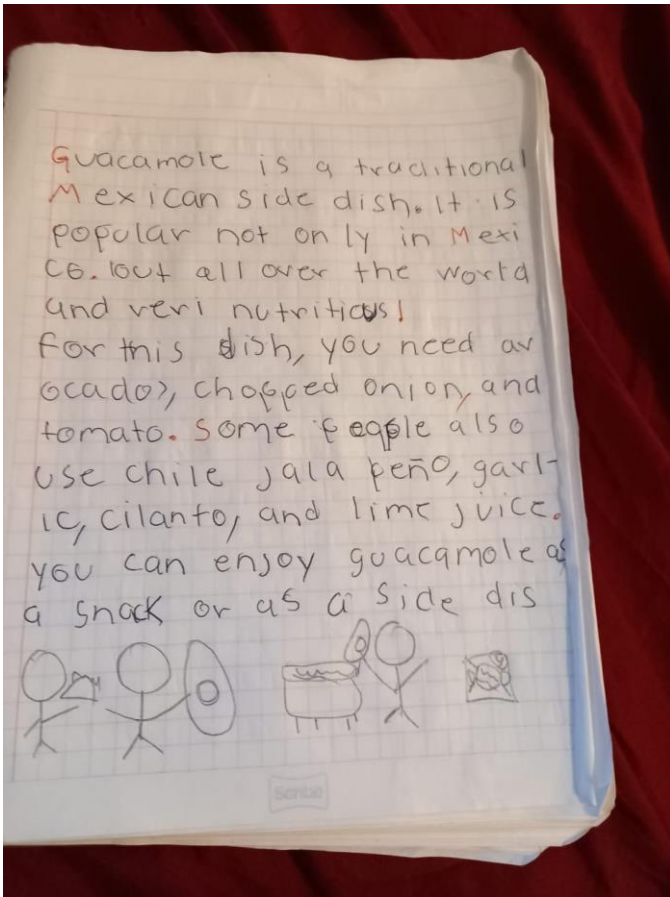
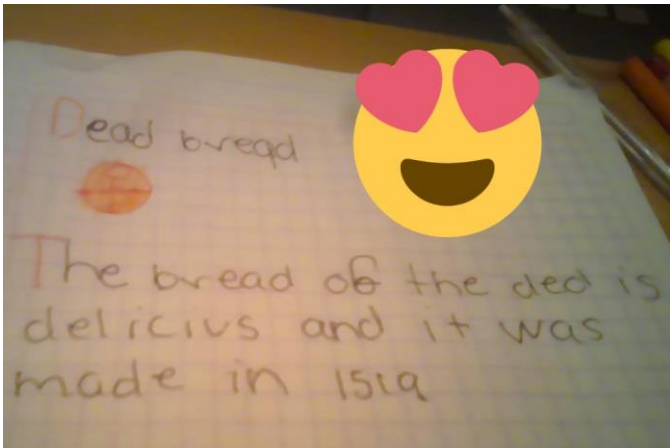
Let's see an infographic about Mexican Food ingredients







*Evidences of students' work*





Inglés

1. Sushi 

2. Pozole 

1 About the main ingredients of Mexican food

2 In books or in the internet

3 For every body

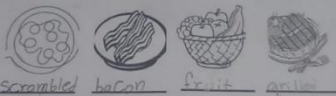
SINALOA SECRETARÍA DE EDUCACIÓN PÚBLICA Y CULTURA

Activity 1  
4th Grade


Name: Desiree Gutierrez Lopez

Instructions: Match the words to the pictures.

scrambled eggs   sauces   spices   bacon  
grilled meat   beans   fruit   vegetables



scrambled eggs   bacon   fruit   grilled meat



vegetables   beans   spices   sauces

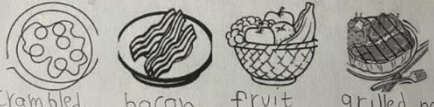
SINALOA SECRETARÍA DE EDUCACIÓN PÚBLICA Y CULTURA

Activity 1  
4th Grade


Name: Daniel Alejandro Sarmiento Osuna   Date: Tuesday, May 4th 2021

Instructions: Match the words to the pictures.

scrambled eggs   sauces   spices   bacon  
grilled meat   beans   fruit   vegetables



scrambled eggs   bacon   fruit   grilled meat



vegetables   beans   spices   sauces

Martes 4 de mayo de 2021

Inglés



scrambled eggs   bacon   fruit



vegetables   beans   spices   sauces



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