

SPECIALIZATION IN ENGLISH LEARNING TEACHING AS A FOREIGN LANGUAGE:



**FINAL PROJECT :
HOW MUCH SUGAR DO YOU EAT?**

**Tutor: Gabriela Ruiz De la Rosa
Ana Laura Arias Medina**

June 2019

CONTENTS

INTRODUCTION	2
I. THEORETICAL FOUNDATION	
a. Theoretical basis about language, language learning and language teaching of your model	3
b. Teaching philosophy	8
c. Evaluation model	12
II. APPLICATIONS	
a. Lesson planning	14
b. Instruments of learning assessment	15
c. Materials and resources for learning	19
III. DESCRIPTION AND ANALYSIS	
a. Report of the lesson given and critical analysis	23
b. Conclusions	27
BIBLIOGRAPHY	31
APPENDIXES	34

INTRODUCTION

The following document is the representation of what the National Pedagogical University and the Specialty in the Teaching of English as a Foreign Language (EEAILE) have contributed in my training as a teacher and as a person in the teaching field. I consider that it has given me the necessary tools to understand my work, for the first time in a long time I have felt like the student, the one who is evaluated, the center of this educational universe for what the teachers prepare. I understand the use and importance of creating meaningful learning and I can see that goal reflected in the students' progress, where, of course, there is apathy, however, thinking twice before acting is the teaching strategy that makes students involved in reflection and analysis and that are in tune with the class.

How much sugar do you eat? It is the result of research of the Specialty. At the beginning of this project the theory behind the design of the lessons is presented to a wide explanation of the elements regarding language and evaluation. The Development, is part of the application of the planning in the CELEX (Foreign Language Center) located in Cecyt13 "Ricardo Flores Magón" where I teach to young adolescents, in basic and intermediate groups, of 25 average students, which I think is ideal to give the best attention to the students, including the necessary assessment tools for the evaluation of the students' learning process and also the evaluation of the teaching practice. In the final part, a report with the results of the application of the model and a critical analysis.

Remember the quote of EEAILE "You will use English with native speakers of English and with other non-native speakers of English. To communicate competently, you need to know something about the group's culture." (EEAILE, EEAILE, UPN, 2018) All teachers must provoke significant learning that becomes real in the life of the student, it is not enough to get involved only a little, but to spread the passion for teaching, that is the main knowledge the EEAILE taught me.

I. THEORETICAL FOUNDATIONS

a. *Theoretical basis about language, language learning and language teaching of your model*

“Language is a complex object that serves not only communicative, but also cognitive reflection purposes, whereby an individual comprehends the world, integrates him into society” (Salazar & Toledo, 2006)

Several linguists have dealt with the issue of the acquisition of a second language, some as a process similar to the acquisition of the mother tongue (Krashen, 1981) Ellis explains the second language acquisition as "the systematic study of how people acquire a second language ... inside or outside of a classroom." (Ellis, 1997) There are competing and overlapping theories affecting the role of exposure to and / or interaction with input (Gass, 1997) and / or production and / or process of output (Swain, 1985)

As a teacher, I can see there are many multifaceted factors in the classroom that impact upon second language acquisition and influence the role of input and output in SLA which have been investigated. These include, for example, social factors (Elizabeth & Ioup, 1994), environmental factors (Krashen, 1981) and motivational variables (Essays, 2013)

Differences between acquisition and learning

There is an important distinction made by linguists between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules (Lipsky, 2004). This is similar to the way they acquire their first language. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. (Krashen, 1981) The emphasis is on the text of

the communication and not on the form. Young students who are in the process of acquiring English get plenty of “on the job” practice. They readily acquire the language to communicate with classmates.

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly. (Lipsky, 2004)

“You can ask your students, for example, how Tarzan might speak to his animal friends, or how they themselves might speak to some hapless immigrant who knows only a few words of the target language.” (Lipsky, 2004) In the previous image retrieved from the Matt Groening’s series Des-enchanted (chapter 3, season 1) I want to illustrate one simple example about my students that they could have some issues with the language, as when they write first the noun and then the adjective, for example ‘My t-shirt favorite’ instead ‘my favorite t-shirt’ is when they get into the context when they learn the rules (Gass, 1997)

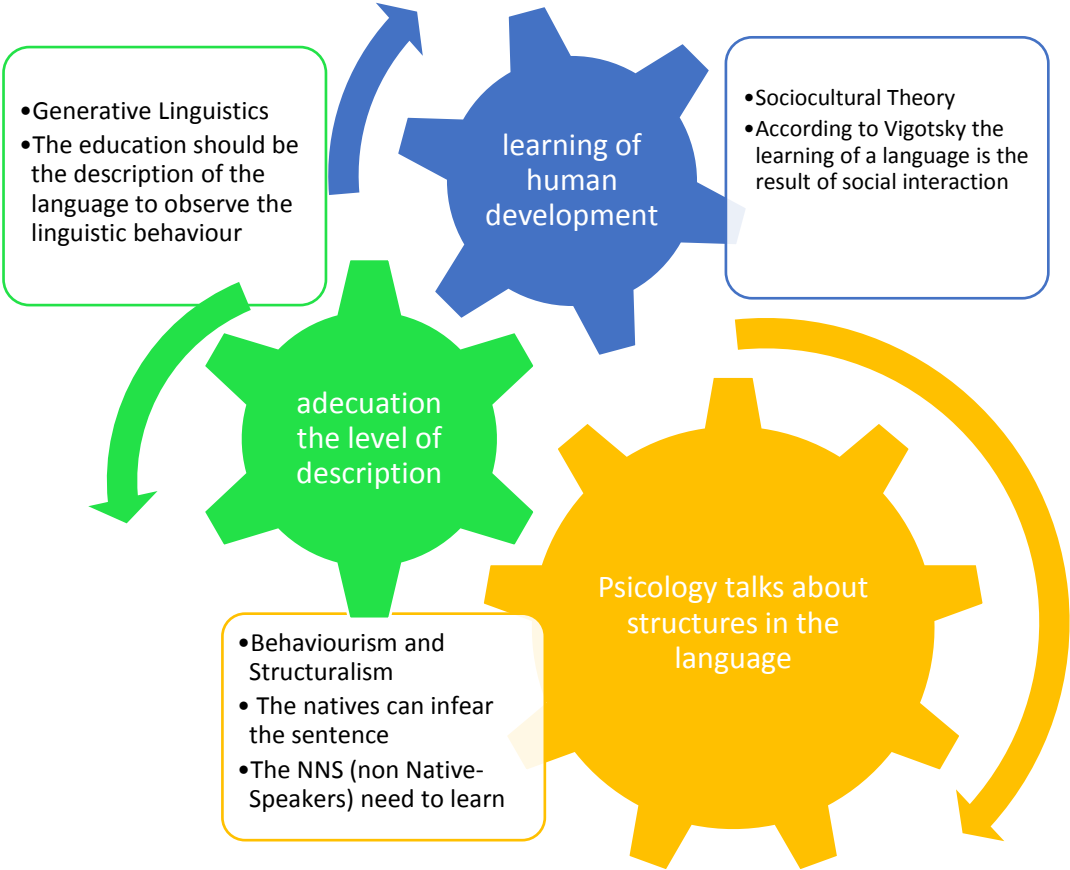
Stephen Krashen’s hypothesis.



"postulate two distinct types of cognitive structures: (1) those mechanisms that guide 'automatic' language performance... that is, performance... where speed and spontaneity are crucial and the learner has no time to consciously apply linguistic mechanisms... and (2) those mechanisms that guide puzzle- or problem-solving" (Krashen, 1981)

Acquiring a second language for our students can be crucial for learning, because in its adult stage or mature youth already has vices in the mother tongue, how can we hope that these vices do not contaminate the bed of the creation of a new language? In the first place, with the respect that both languages deserve, in other words, there is no absolute comparison between English and Spanish. As teachers we have an obligation to make that clear for our students.

Diagram of the different SLA theories



The grammatical rules will arrive in their moment with the different exercises that they carry out as a practice, for example the drills, complete sentences and play with the vocabulary. “The study of deliberately contrived foreigner talk is of great interest in sociolinguistics, since these stereotypes reveal attitudes and assumptions about “the other,” that is, those from afar who attempt to learn our languages.” (Lipsky, 2004)

Use the information about input, intake, interaction and output to analyze how they might take place in the learning processes.

(Gass, 1997) Input-Interaction-Output Hypothesis views input (in whatever form) as vital to SLA, and describes a process whereby, firstly, 'the learner notices incoming data' in line with individual affective, attitudinal and linguistic filters (apperception stage). The learner then begins the analyses 'comprehended input' before moving on to the 'intake' stage, where the learner begins to form and test hypotheses about the L2.

By the other hand, the 'intake' stage is seen as 'the pivotal stage between input and grammar' and the bridge to the next stage, 'integration', where rules about the target language become strengthened and stored. This process leads to learner output, which, in turn, and is vitally important in this model, leads to modified input in the form of negotiation and native-speaker modification, that is, interaction.

This model of SLA is cyclical and emphasizes the importance of interaction between native and non-native speakers for the reception and production of modified input and output respectively for second language acquisition.

The concepts applied in the teaching practice/classroom.

In daily life, human beings establish routines, the concepts that have been studied in this unit have been applied and without even realizing it. The objective of the subject is that the students obtain a product of learning about a specific topic, ideally it is not done at present through the repetitions; however the teachers, in particular I, support my teaching in the routine. In other words, to create decent environments for learning, from developing the class in a calm and clean environment to the projection of materials that I will use.

To achieve a healthy interaction and coexistence in the classroom, it is necessary to spread an environment of respect, so that there is no interference in the learning channel.

The jokes or the so-called "bullying" currently hinder the teaching process, as it is one of the fundamental motivators for the lack of participation in the classroom, and more in the learning of a foreign language, it is unforgivable that one of our students will make fun of the enunciation or meaning of a concept, by a classmate; on the contrary, a collaborative work is done, to magnify the knowledge among the members of the team.

b. My Teaching Philosophy

'Pick up the trash', line up your row, identify the previous activities, the vocabulary of the day, games with the words, complete statements' are some of the activities that I do daily with my students, so they have in mind that the knowledge is linear, that can be complemented with the previous topics and not just because something was already seen in the exam should be forgotten, if it is forgotten it means that it was not significant for the student, that he will not be able to use it in his daily life, and he is very wrong, that each English class will bring you closer to the desired level.

Before studying this specialty, there were a few times when I stopped to think about the actions that could be applied in the classroom; in my early years as a teacher, I thought, wrongly, that improvisation was one of the teacher's talents, however, with stops on the wall I realized that not only was it more tiring for me to be in front of the group without a plan, but also for the students, who did not find a logical sequence in the imposed activities.

Dictation and writing, neither for the students nor for me was significant, because the context was not considered, only the didactic material imposed by the school, and without linking those concepts to life, surely, they were lost with time.

In several of my works I have affirmed that practice makes perfect. Every day we practice a teaching practice, full of connotations belonging to different individuals. All the groups are different, the schools, the environments, the ages and the interests of each one of the participants. I learned that improvising is not ideal, but it is a reflex response to control learning.

Do not improvise to the void, but know how to handle the ups and downs of our lesson plan, make notes to take into account the activities that the teacher handles better or what are their areas of opportunity, "act to improve" that is my motto.

This specialty combined with my teaching practice, has helped me to build a new philosophy in teaching, learning from the exercise of different theories and methods of teaching in the acquisition of a new language. Separating, as always, the languages, without point of comparison, removing from their comfort zone the apprentices, who see in the English teacher a Google Translator, and should be a guide for the exploration of new concepts and a portal to the reflection and analysis. I am completely convinced that an eclectic philosophy is the crucial opportunity to have the best of each.

“A multicultural society is best served by a culturally responsive curriculum. Schools that acknowledge the diversity of their student population understand the importance of promoting cultural awareness. Teachers who are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they genuinely care about their cultural, emotional, and intellectual needs.” (Lynch, 2015) The author mentions some strategies that could be useful to the teacher in his practice, and I agree:

✓ **Express interest in the ethnic background of your students.**

Motivate students to find and share information about their places of origin, there are some practices that are shown in books, for example Easter traditions, or Halloween, although they do not belong to the Mexican tradition, the function of the teacher is to form part of the cultural enrichment of the classroom, reflect on the differences between cultures and value their own. Also, take the time to learn the proper pronunciation of student names and express interest in the etymology of interesting and diverse names.

✓ **Redirect your role in the classroom from instructor to facilitator.**

Another aspect mentioned by the author, which is worth mentioning is knowing how to share power within the class. Already in previous work I mentioned that the teacher is not a being 'know-it-all', because if he only spoke, he would become a simple expositor and not a teacher. In the culturally diverse classroom, the teacher acts more as a facilitator than as an instructor. It is important to activate the class with reflections, opinions and thoughts of the students that are important for their cultural and social perspective, so they will feel considered in practice.

✓ **Maintain a strict level of sensitivity to language concerns.**

"...In a culturally responsive classroom, diversity of language is celebrated and the level of instructional materials provided to non-native speakers are tailored to their level of English fluency." (Lynch, 2015) There are millions of resources that thanks to technology can be used in the classroom, whether songs, videos, programs, movies, etc., all with the purpose of reflecting on the diversity that surrounds us in this globalized culture, as well as working in the respect inside and outside the class, since all the arguments must be considered equally valid for

everything, maybe they do not agree in the same way of thinking, but there is an equal respect for their peers.

✓ **Maintain high expectations for student performance.**

“Given that culturally responsive instruction is a student-centered philosophy, it should come as no surprise that expectations for achievement are determined and assigned individually for each student.” (Lynch, 2015) They say that a good leader congratulates in public and talks about the areas of opportunity in private, this is how ethically a teacher is expected to act in front of the learning process, but also to guide the student to develop their maximum potential.

✓ **Incorporate methods for self-testing.**

Not only does the teacher evaluate, called hetero-evaluation, there must also be co-evaluation among students who make constructive criticisms about their partner's work. Considering that teams work because of the large number of students in the 21st century classrooms. Similarly, to conclude the learning process, the student should learn to self-evaluate, leaving the ego aside, assessing the before and after the learning moment, and collect the knowledge acquired.

✓ **Maintain an “inclusive” curriculum that remains respectful of differences.**

“Schools have the responsibility to teach all students how to synthesize cultural differences into their knowledge base, in order to facilitate students’ personal and professional success in a diverse world.” (Lynch, 2015) A culturally responsive curriculum helps students from a minority ethnic/racial background develop a sense of identity as individuals, as well as proudly identify with their culture group. Teachers can play a big role in helping these students succeed through the establishment of culturally responsive classrooms.

c. Evaluation Model Trying out procedures

Types		Explanation/Examples
Implicit	Visual input enhancement	<p>It is connected to Natural Order. The students will acquire the structures in their moment, it promotes that the students can predict a result, as when the group explains I have a red apple, red apple, a green pear, a green pear. In this simple example, students can infer that first in the sentence there is an article + adjective + noun and the transcription of the rule will not be necessary, but they will naturally infer it (Krashen, 1981)</p> <p>In this section the students will see the topic: the jobs, where they will have to familiarize themselves with the vocabulary types of jobs, contracts, payments and vacations.</p>
	Input flood	<p>Language which is either at or just beyond the speaker. It also has to do with the materials that the teacher prepares for their students, or with the materials that the students own such as their textbook and the publisher, or the level they are managing. In this area the students are working with their book (Lewis-Jones & Puchta, 2015) Think in English of Cambridge education, and they can see some of the examples they show them, where they identify the works they know, the places where they are developed and the type of pay.</p> <p>They should comment on the work that their parents do and on what they would like to obtain when they are older.</p>
	Recasts	<p>Questions about a topic, the good use of the 'question tags' as a means of confirming what you are assuming happens; However, if the student does not feel comfortable with the topic, because they still do not understand it, they should reformulate the question, change the indications, lean on the synonyms so that the student understands the objective to which they must reach.</p> <p>For example Your father is a doctor, isn't he? Your mom isn't a lawyer, is she?</p>

<p>Explicit</p>	<p>Enhancement + feedback</p>	<p>Talk about the results you as a teacher expect of your students, like create writings or just simply speak correctly a brief text, make your own comment about it</p> <p>If we are talking about an explicit environment, or a little more ludic, the students play a kind of fortune-teller who, guess where, to practice with the vocabulary that was provided by the book and digital media, it is time to create statements, comments and opinions about it</p>
	<p>Consciousness-raising</p>	<p>When the student got the knowledge to the conscious level</p> <p>As when you intuit what, it is the function of each job, what your responsibilities would be, if it is related to your dreams and passions or not, and you can expand on it</p>
	<p>Processing instruction</p>	<p>Give more examples like you can see in the real life, like a movie, a new book, etc.</p> <p>In this case, if we are talking about a game, they relate it to the immediate one, the guess who, to surprise your partner with the idea of employment that you could suggest to him to perform in his adult life.</p>
	<p>Metalinguistic task essentialness</p>	<p>The major reason constructivism uses collaboration so extensively is that students learn from their classmates, who have different ideas and experiences. When they share, review, and reflect on their subject together to solve the problem, they can adopt ideas and specific strategies from one another. (Essays, 2013)</p> <p>While constructivism heavily stresses students' own opinions, it also considers integration or collaboration an effective strategy for developing students. In a practical setting, constructivist learning depends upon collaboration among students.</p>

II. APPLICATIONS

a. Lesson Planning

TEACHING SEQUENCE TEMPLATE

1. Lesson plan identification cell.	
Author	ANA LAURA ARIAS MEDINA
Educational stage	Highschool 2nd level A2-B1
Title of your Lesson plan	How much sugar do you eat?
Learning Objective of the plan/Competency	<p>Language purpose</p> <p>Develop in the student the ability to communicate to their environment, their favorite dishes as describe, name and order them in regular situations such as going to a restaurant</p> <p>Formative-intercultural purpose</p> <p>Guide participants to reflect on sugar consumption today, both in young people and adults and make an invitation to make changes in nutrition in order to lead a healthier life</p>
Communicative skill considered	Reading/ Writing/ Listening
State of the following options	<p>Reading: An article How much sugar do you eat? Listening: Video 8 signs that you are eating too much sugar (Bestie, 2018) Writing: a recipe for their favorite dishes</p>
Functions	Talking about food
Main Grammar structure	Countable and uncountable food
Other Grammar structures	a/an/some/any/many/ a lot of
Brief description of the plan	The students will reflect on the quality of the food they eat daily, making a comparison of their regular diet with which an expert could provide them. They will be able to identify a healthy food of a junk food, as well as name it, order it and describe it
Hours of the plan implementation	8 hours

Number of sessions	12 sessions of 40 minutes each
Contents required for the lesson	Food countable and uncountable
Link of the content	https://www.youtube.com/watch?v=L3nn8V1Qijw
EEAILE tutor online	Gabriela Ruiz de la Rosa

b. Instruments of learning assessment

Introduction to the lesson

Step of the lesson	Teacher activities	Students activities	Session number
	<p>Before the lesson: The teacher introduces the topic of the lesson that is talking about food, like 'warm up' the teacher asks the students to stand in front of the board and write a list of words related to sugar</p> <p>During the lesson: the teacher teaches the students a song about countable and uncountable foods, that although originally it was used for preschools, the adolescent students have fun and identify the names of the countable foods of the non-countable ones, at the same time that they express your likes and dislikes about food</p> <p>End of the lesson: students are asked to work in teams</p>	<p>Students participate in a competition to create the longest list of words related to sugar</p> <p>The students sing "I like apples"</p> <p>Students join teams to talk about their favorite dishes</p> <p>The teams present the recipe of their favorite dishes</p> <p>The students act a small scene where they put into practice the vocabulary acquired during the class.</p>	<p>01</p> <p>02</p> <p>03</p> <p>04</p> <p>05</p>
<p>Objectives or competencies of the lesson</p> <p>Students will be able to identify the names of their favorite foods</p>	<p>The teacher explains that in order to finish the Project the students will have to present a small scene where they put into practice the vocabulary</p>	<p>Students read the learning purposes of the lesson, clear doubts and express opinions briefly</p>	<p>01</p>

Identify countable foods of non-countable	The grammatical objective is to know how to use a / an / some / many / any / a lot of		
---	---	--	--

Communicative skills development.

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Sing a song "I like apples"	The students sing a song "I like apples" identify the countable foods of non-accountants	Pizarrón y plumones	02	
Vocabulary introduction	The teacher presents a dialogue that they read in chorus	Students become familiar with the vocabulary.		03	
1st practice	The teacher shows the vocabulary and asks the group to pronounce correctly	Students listen and pronounce the vocabulary presented by the teacher			
2nd practice or Social interaction	The teacher shows the students the video 8 signs you're eating too much sugar	Students reflect on their diet, whether it is healthy or junk	Video 8 signs you're eating too much sugar		
Grammar Focus	The teacher corrects grammatical errors both in pronunciation and in the structure of the sentence	Students produce simple statements to implement the vocabulary of the class			Students must show attention to the practice, speak only in English during class, reflect on the video and discuss the same
Summary	The teacher rates the students' intonation and pronunciation	Students strive to correct their pronunciation and to comply with the grammatical structure			Students must show attention to the practice, speak only in English during class, reflect on the video and discuss the same

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	<p>The teacher asks the group a series of questions:</p> <p>How much sugar do you eat?</p> <p>How healthy is your diet?</p> <p>What is your favorite dish?</p>	<p>The students answer how much sugar they consume per day</p> <p>How healthy is your diet?</p> <p>What's your favourite food?</p> <p>What is your favorite restaurant?</p>	Video 8 signs you're eating too much sugar	04	
Vocabulary introduction	The use of a / an / any / some / any / a lot of	The students elaborate simple sentences with the vocabulary			
1st practice	The teacher invites the students to play tic tac toe with the vocabulary of the class	Students must form a statement with the word that is in the box in which they want to mark with X or O	Blackboard and markers	05	Check the structure of the sentence
2nd practice or Social interaction	The teacher asks the students to expose the use of vocabulary with a small scene performed in a restaurant	Students in teams think of situations in which they can test this vocabulary and act a scene on how to order food in a restaurant			
Grammar Focus	The teacher emphasizes the mistakes that students may have in practice	The students act a small scene			
Summary	The teacher asks that the students act and that they listen to the dialogues of their classmates in the form of co-evaluation	Students show the scene and students verify that the vocabulary has been used correctly with the help of the teacher		06	

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher instructs students to read about obesity	Students read and answer the questions inscribed in the book	Book: Jetstream elementary	07	
Vocabulary introduction	Show the vocabulary a / an / some / any / many / a lot of and its correct grammatical uses	Students read the grammar rules written in their textbook			
1st practice	Show students the grammatical structure found in the textbook	Students identify the grammar rule there is - singular There are - plural		08	
2nd practice or Social interaction	The teacher asks the students to respond to activities in their book	Students put into practice what is written in their book			
Grammar Focus	The teacher requests that the students underline there is for singular and there are for plural	Students look for statements in the text that comply with the registered vocabulary			
Summary	The teacher asks students to work in teams to co-evaluate their progress	The students identify the errors indicated by the teacher and correct in a group manner			Students identify the structure of the sentence with the idea of using it in a real context
Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	With the vocabulary of the class the teacher asks the students to make a survey about the type of feeding	Students answer the survey	Book Elementary jetstream	09	
Vocabulary introduction	The teacher explains what her regular diet is with the students	Students compare the diets they follow daily			

	and asks them to write a paper about what they eat on the day				
1st practice	The teacher asks students to describe the procedure for making their favorite food	Students write step by step how to make their favorite food	Color sheets markers	10	
2nd practice or Social interaction	The teacher asks students to think of a situation where that vocabulary is put to the test	Students write a dialogue with the correct use of vocabulary		11	
Grammar Focus	The teacher insists on the correct use of there is there, many, some, a lot of	Students write sentences using vocabulary			
Summary	The teacher qualifies that the recipe is well written and that they respect the grammar rules	Students self-assess their performance during the lesson		12	The students show their recipe to their classmates, they also describe the moments when they consume a certain type of food and how it makes them feel

c. Materials and resources for learning

INDICATORS / EVALUATION STANDARDS	EVALUATION INSTRUMENT	ASSOCIATED KEY COMPETITION	LEVEL 1	LEVEL 2	LEVEL 3
<p>1. It uses information critically, it obtains it from different media and can use it and transmit it using different media.</p> <p>CCLM.1. It extracts specific information in written texts from social</p>	<p>Portfolio Observation Oral presentation Surveys</p>	<p>CCLM: Communication in the mother tongue</p> <p>CCLE: Communication in a foreign language</p>	<p>He does not know how to look for information.</p>	<p>Search, select and interpret information</p>	<p>Search, select and interpret information You are able to discriminate. It uses this information to form an</p>

<p>fields close to the students' experience. CCLM..2. Identify the purpose in written texts of social fields close to the students' experience. CCLM.3. Identify the general topic and secondary themes CCLM.4. Narrate, explain, explain, summarize and comment, on paper using the appropriate register. CCLE.1. The student expresses orally and in writing in English the difference between food and nutrition. CCLE.2. - Organize ideas clearly in English CCLE.3. - Link the statements in coherent linear sequences in English</p>		<p>SIEE: Sense of initiative and entrepreneurial spirit AA: Learning to learn</p>			<p>opinion of its own, to express itself with precision and to argue about problems related to the natural environment and health.</p>
<p>2. Select data and information to find solutions or to carry out a small project on any topic of interest related to the curriculum corresponding to your level.</p> <p>CCLM.3 - Identify the general theme and secondary themes CCLM.4 - Narrate, explain, explain, summarize and comment on paper using the appropriate register. CCLM.5. - Respect grammar and spelling rules.</p>	<p>Digital portfolio Observation Questionnaire Oral presentation</p>	<p>CCLM: Communication in the mother tongue CD: Digital competence</p>	<p>He is not able to perform with the help of a script, field practices.</p>	<p>He is able to perform, with the help of a script, field practices.</p>	<p>He is able to perform with the help of a script, field practices, assessing their execution and interpreting the results.</p>

<p>CCLM6. - Plan and revise your texts before delivering them.</p> <p>CCLME.3. - Plan and revise your texts before delivering them.</p> <p>CD.4. It narrates, it exposes, it explains, it summarizes and it comments, in digital support using the suitable registry.</p>					
<p>3. Discriminate the nutrition process of the feeding.</p> <p>CMCT.1. The student knows the difference between food and nutrition.</p> <p>CCLM..2. Identify the purpose in written texts of social fields close to the students' experience.</p> <p>CCLM.3 - Narrate, explain, explain, summarize and comment on paper using the appropriate register.</p> <p>CCLE.4. The student expresses orally and in writing in English the difference between food and nutrition.</p>	<p>Portfolio</p> <p>Questionnaire</p> <p>Debate about the exposed video</p>	<p>CCLM: Communication in the mother tongue.</p> <p>CCLE: Communication in a foreign language</p>	<p>He does not understand the terms nutrition or food.</p>	<p>He understands what nutrition is, but confuses it with food. Understands what is nutrition, but confuses it with nutrition</p>	<p>Understand both terms and understand the difference between the two.</p>
<p>4. Relate each nutrient with the function it plays in the organism.</p> <p>CMCT.9. The student will know the different metabolic needs according to the physiological state, age and activity of the individual.</p>	<p>Questionnaire</p> <p>Debate</p> <p>Oral presentation</p> <p>Digital portfolio</p>	<p>CCLE: Communication in a foreign language</p>	<p>He does not know the nutrients or the function they perform in the organism.</p>	<p>Know the nutrients but not the function they perform in the body.</p>	<p>Know the nutrients and relate them to the function that plays in the body.</p>

<p>CMCT.10. The student differentiates the different nutrients that make up the food of his diet.</p>					
<p>5. Design healthy nutritional habits, through the elaboration of balanced diets, using tables with different food groups with the main nutrients present in them and their caloric value.</p> <p>CMCT.12. The student differentiates a healthy diet from a non-healthy diet because of its composition in foods and nutrients.</p> <p>CMCT.13. The student will recognize the importance of the Mediterranean diet as a healthy eating habit.</p> <p>CS.1. The student will make composition / s of texts from everyday life and social relations in areas next to the student experience, such as consultations on diet in the town / city / community; questions about the eating habits of your neighbors.</p> <p>CS.2. Composition of texts of the media, especially chronicles, destined to a printed or digital support, audio or video.</p>	<p>Questionnaire Debate Oral presentation Digital portfolio</p>	<p>CCLE: Communication in a foreign language</p> <p>CS: Social and civic competence</p> <p>AA: Learn to learn</p>	<p>He is not able to conduct a survey related to the eating habits of his community</p>	<p>Is able to make and present a summary with the results of the surveys</p>	<p>Make and present a small scene with the inscribed vocabulary</p>

<p>CS.3. Interest in writing composition as a source of information and learning, as a way of communicating own experiences and knowledge, and how way to regulate behavior.</p> <p>AA.1. Understand oral and written discourses in the various contexts of social and cultural activity on food.</p>					
---	--	--	--	--	--

III. DESCRIPTION AND ANALYSIS
Follow up activities

a. Report of lesson given and critical analysis

The students supported themselves in an orderly manner, although realistically the apathy is still latent in this generation, the students were motivated by their classmates who do not want to lose qualification and push the others to reach the level of performance they require, so I still believe blindly that learning by playing is the best way to learn. The teacher makes a feedback with the students showing in the first instance their regular diet, what are the areas of improvement in the subject of food. Students also share in plenary what is their style of daily feeding.

In the first part of the activity the students must get the previous concepts about the topic, in this case about the jobs. Krashen believes that there are two ways of developing knowledge of a second language. The linguist sustained that **acquisition** is a subconscious and **incidental** process. The teacher listens to and corrects grammatical structure errors such as the phonetics of each of the

students in order to verify that the result issued by students is fairly like that of digital audio.

Apprentices pick up language implicitly by being visible to it. **Learning**, in contrast, is a conscious and intentional process. In other words, in the case of learning, language development is an explicit process. (Krashen, 1981) So in this case the student is get into an incidental process because unconsciously she is acquiring new vocabulary and is exposed to create something with the same.

“Learning is the process whereby knowledge is created through the transformation of experience” (McLeod S. A., 2017).

In previous modules, Kolb was mentioned as the theorist who spoke of learning through experience; In four steps, have, reflect, conclude and apply what you have learned in a social context, that is, assess the meaningful learning for your reality. In this case, students show evidence of their work and learning through flipcharts endowed with personal information.

The planning applied in the classroom is listed below, along with the expected learning at the end of the session, degree of progress and centralization in the areas of student opportunity.

(EEAILE, EEAILE, UPN, 2018) By monitoring their language production, they can modify their output. But the monitor cannot always be used. In his original proposal, Krashen suggested that two conditions must be met: 1) focus on form, and 2) knowledge of the grammatical rule. A third condition has since been added, namely 3) time.

The teacher guides students to write simple sentences that meet the exposed grammatical meaning, so, the students with the help of their classmates, and teacher, could complete the chart about the topic, they are observing the part of grammar here to create their sentences in a limited time. Get an output from the input, the materials provided by the school as the new technologies could be a tool to support the knowledge in case the student does not have the book, he will not

have any pretext for not working because the information is in the blackboard to the reach of everyone.

Learners who do well will continue to work hard, those who do not will be discouraged and try less hard. Hermann based on a study he conducted in the 1980's proposed the resultative hypothesis which claims that "learners who do well are more likely to develop motivational intensity and to be active in the classroom" (EEAILE, EEAILE, UPN, 2018)

Now in 2019 the students can develop the activity through a game and they have fun, it is part of the motivation to finish the activity that is based in their books and topics, resulting from their level, that yes, I think we can approximate to the level of the student, thru the ECI or diagnostic exams, but is not 100% real because we need to see the behavior of the student and the way he/she develop the activities or his attitude in front of the class. The students must get a product thanks of the development of the previous activities.

Individual learning styles are hard to cater to.

Undoubtedly in a big class, individual learning styles will be problematic to address but personalization can be attained through an acceptable setting of tasks and doings; task-based and collaborative activities lend themselves to accommodating differing learning styles. Because everyone is an individual with his own expectations and goals in life.

"As Chomsky explains, human language allows us to express an infinity of ideas, information and emotions. Consequently, language is a social construction that does not stop evolving. The society is setting the guidelines on the norms and common uses of the language, both in its oral and written versions." (PsicologiaYMente, 2019). Perhaps that is why it is common for infants to have such success in learning new languages, they are like sponges, they refer to the same object and sometimes they use one language and sometimes they use the other in the process of discerning the difference in their learning.

“Education should contribute to every person's complete development - mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality. Jacques Delors – UNESCO” (EEAILE, EEAILE, UPN, 2018) The communication skills are developed inside and outside the classroom, so that they adapt to the context of the school, in the books you can see examples of dialogues that are far from the usefulness of the students.

The English that is taught in Mexico it is mostly British, and although it is the cradle of the origin of the English language, the proximity of our students is with American English and if they travel at any time and talk with a native, they take the risk of having phrases outdated, not according to their age, as is shown in their books.

“Cross-Cultural Perspectives In the United States, young people are often encouraged to develop a strong sense of identity, to “know who they are,” to be independent and self-reliant, which reflects an emphasis on the cultural value of individualism.” (PbWorks, 2015) Adolescence, as the name implies in Spanish, means to suffer, lack of something, in this case, character, brand, own signal that gives an individual identity. On the other hand, this may not be the case in other cultures and cities.

Defining culture is a very ambitious project. Since antiquity the human being has called culture what it produces with art "Culture referred to during the Middle Ages the" cultivation of the land ", and therefore we can think that this concept becomes extensive in terms of" cultivating "a land own, although in this case, no longer physically, as is the land, if not symbolically, with the development of art for example. Cultivate the intellect, the spirit, the attachment of one with his land, his community, what is his own, or feels it as such. " (DefinicionMX, 2017).

From this concept derive its consequences: the culture of elite or high culture, which began with the Enlightenment of the fifteenth century where literature, music

and art in general was reserved to be gestated and enjoyed by members of the upper social classes. As a result of this, popular culture emerged, impelled in the medieval era, with the appearance of carnival, street performances or outdoors, and that little by little began to be inserted also in the same areas of high culture (music, literature...), with a high critical degree about social relations and the role of the popular or lower classes. Undoubtedly, the invention of the printing press was a trigger for literature not only circumscribed to the cultural elite.

Finally, the massive culture, which is linked, yes, to the mass media. Although not only these. While the emergence of graphic journalism, film, radio and television is where the massive is gaining strength to delineate their own languages, such as the spontaneity of radio or the supremacy of the visual on television, also books, movies and music have reached an imposing mass, through the cultural industry.

b. Conclusion

How to learn about globalization?

Visiting or living in a foreign country influences the learning techniques of students, whether self-taught or students who want to learn the correct grammatical structure. Citing Kramsch "the discourse perspective is that discourse systems (including that of culture, gender, profession, religion, the workplace, or the classroom) are multiple, intersect with each other and sometimes contradict each other, as a reflection of the multiplicity and scope of identities that people bring along to bring about through interactions." (Kramsch, 2016)

One of the basic needs of the human being is to feed, and that in our globalized society to be in a foreign country should be very useful to know the name of multiple foods with the aim of not dying of starvation far from the beloved tacos.

In the same way, the social interrelation that the students have with the language at the moment of putting the vocabulary into practice is very enriching, so that they can describe how the dishes are really prepared in Mexico, that the tacos of the United States are not at all similar to those Mexicans are accustomed to; However, the fast food of the Americans is also a weak point for every human being.

“Cross-cultural psychologist Alan Roland (1988) has identified three universal aspects of identity present in all individuals: (1) an individualized identity, (2) a familial identity, and (3) a spiritual identity. Cultural groups usually emphasize one or two of these dimensions and downplay the other(s)” (PbWorks, 2015) And this theory of Roland can be seen put into practice in the roles that adolescent society plays today, 1 as the way in which the adolescent sees himself as the "I", in the 2 in the way in which it relates and takes care of its reputation, or it sets the pattern of its acts and consequences and the 3 could be understood by the punishment or reward as it is identified with their religious beliefs.

And now the final reflection, why is it important to talk about culture? Because learning a foreign language, as English is the consequence of living in a globalized world, that demands having an immediate idea of what the speaker is saying, and that is part of the strategies provided by learning English, the social language, in addition to that in Mexico, due to its proximity to the USA, it handles a huge number of anglicisms that many times even the Hispanics who use them do not know the meaning or its relation with the other language; for example; checar – check; parkear – parking; etc.

However, learning styles are not the whole of universality; “There are severe methodological limitations on what can be known about universals in general. No one can really know the conditions in all societies, so that any statement about universality is based on some sort of sampling. In most cases this sampling has not been rigorous. Furthermore, the precision with which a real or alleged universal has been described often leaves much to be desired, in part because the original reports

or descriptions were provided by different observers and sometimes at widely spaced intervals in time.” (Brown, 1991)

The human condition has evolved, requires constant updating depending on the time and space in which the practice is located, the study plans have changed, according to the results shown in the graduation profiles of each student, in case they meet the requirements to relieve of the level of learning of which they are, also depending on the social context in which students develop.

There are reasons to argue that the number of universals is greater, because its discovery and verification has divided its path in two directions. On the one hand, anthropologists have shown more interest in differences than in the common but refuse to address the evolution of the human mind. On the other hand, psychologists, although focusing on the human mind, have rarely sought intercultural validity for their findings. While it is not feasible to test all psychological findings in intercultural settings, Brown's paper argued that research focusing on those characteristics of the mind that were placed there by natural selection is feasible.

“Evolutionary psychology is the framework in which this research can be and is being carried out. The knowledge about human nature that results from this research in turn provides information about the motivation, origin or character of a wide variety of human activities, and about the details, as well as the universals of human culture.” (Brown, 1991)

The teaching exercise is awarded to the teacher with the learning of the students in useful signifiers to perform in their daily life

“The innovative approach devised by the series editors will make this series very attractive to students, teacher educators, and even to a general readership, wanting to explore and understand the field of applied linguistics. The volumes in this series take as their starting point the everyday professional problems and issues that applied linguists seek to illuminate. The volumes are authoritatively written, using an engaging “back-to-front” structure that moves from practical interests to the

conceptual bases and theories that underpin applications of practice.” Anne Burns, Aston University, UK, University of New South Wales, Australia (Kramsch, 2016)

The role of teachers should be to provoke reflection, it would be easier to meditate on the differences and similarities in the grammar rules of each language, but many times, we must recognize that it is easier to fall into stereotypes than to use a diagnostic test like start tool, and this will be the teacher's biggest mistake, because he would not know where to direct his students or which are the most effective strategies for each group, as in previous research I mentioned the kinesthetic, visual or auditory character of the student.

Daily you can learn from the students, returning this teaching process in a mechanism that feeds back and enriches the pace of each class. It could be the same topic, but it works differently from one group to another, since the abilities and abilities of each student are different, as well as the disposition of each one of the participants in this communicative cycle of teaching and learning.

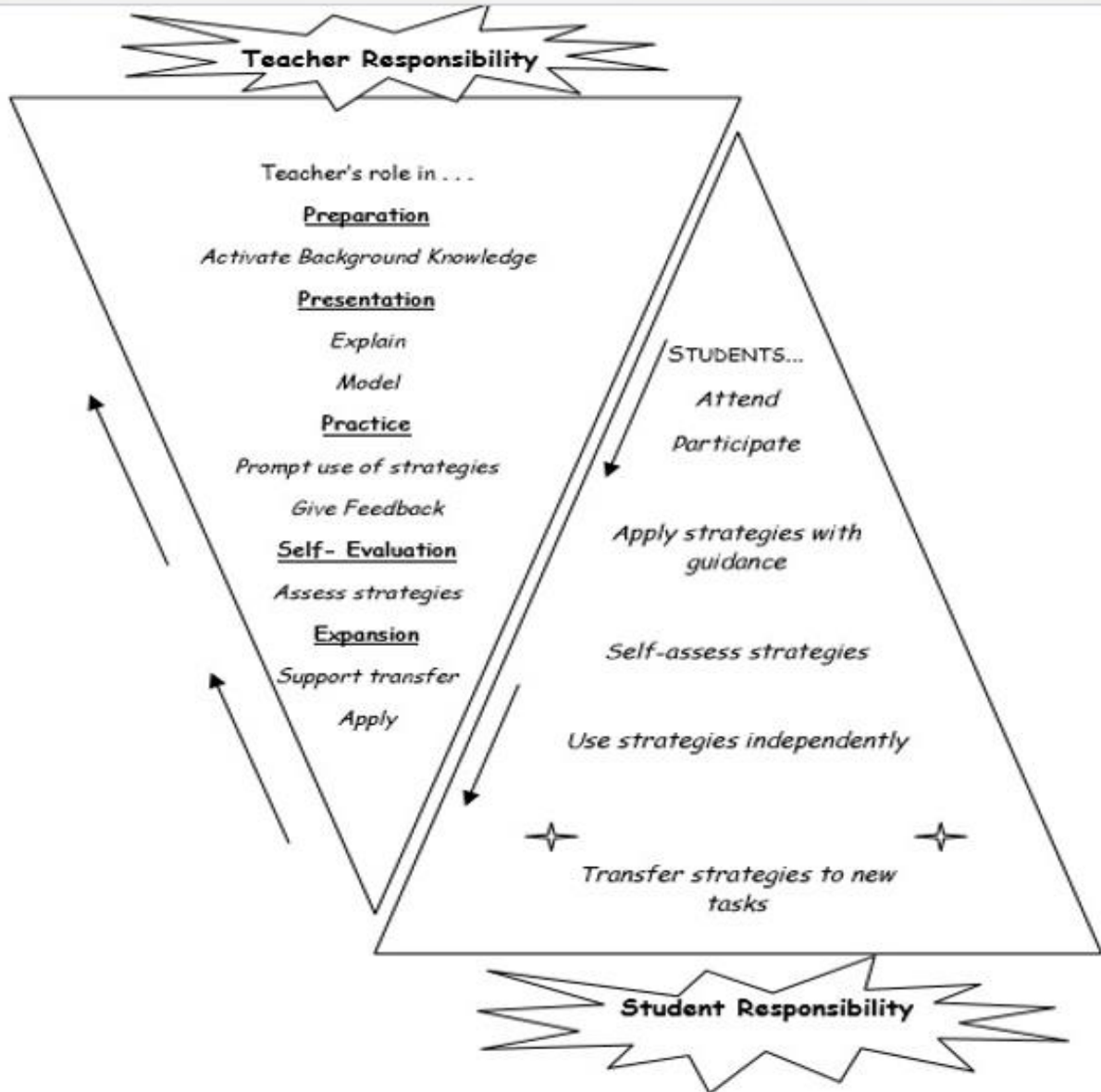
BIBLIOGRAFÍA

- Bestie. (2018, august 2). Retrieved from
<https://www.youtube.com/watch?v=L3nn8V1Qijw>
- Brown, D. E. (1991). *Human Universals, Human Nature, Human Culture* . New York, USA: McGraw-Hill. Retrieved from
<http://humiliationstudies.org/documents/BrownUniversalsDaedalus.pdf>
- DefinicionMX. (2017, february 3). *Editorial Definición MX*. Retrieved from
<https://definicion.mx/cultura-elitista/>
- EEAILE. (2018). *EEAILE, UPN*. Retrieved from
<http://eeaile.cealupn.net/mod/scorm/player.php>
- EEAILE. (2018). *EEAILE, UPN*. Retrieved from EEAILE, UPN:
<http://eeaile.cealupn.net/mod/book/view.php?id=1329&chapterid=2965>
- Elizabeth, B., & loup, G. (1994). *Cambridge core*. Retrieved from Cambridge University Press: https://www.cambridge.org/core/services/aop-cambridge-core/content/view/9536459BD62CE74EABCD924E75DC4FC6/S0272263100012596a.pdf/reexamining_the_critical_period_hypothesis.pdf
- Ellis, R. (1997). *Second Language Acquisition*. USA: Oxford, University Press.
- Essays, U. (2013, November). *UK Essays*. Retrieved from UK Essays web site:
<https://www.ukessays.com/essays/english-language/the-importance-of-motivation-and-sla-english-language-essay.php>
- Gass, S. (1997). *Input, Interaction and the Second Language Learner*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Hou. (2018, april 9th). *eduhup.com*. Retrieved from
<https://eduhup.com/blog/importance-cultural-awareness-teachers-and-staff>
- Kramersch, C. &. (2016). *Language, Culture and Language Teaching*. In G. Hall (Ed.), *Routledge Handbook of English Language Teaching (pp.38-50)* . London: Routledge.

- Krashen, S. (1981). *Second Language Acquisition* . California: Pergamon Press Inc.
- Lewis-Jones, P., & Puchta, H. &. (2015). *THINK*. UK: Cambridge University Press.
- Lipsky, J. M. (2004). "Me want cookie": foreigner talk as monster talk. The Pennsylvania State University, Pennsylvania , USA. Retrieved from <http://www.personal.psu.edu/users/j/m/jml34/monster.pdf>
- Lynch, M. (2015, august 22). *theadvocate.org*. Retrieved from <https://www.theadvocate.org/6-ways-teachers-can-foster-cultural-awareness-in-the-classroom/>
- McLeod, S. (2018). *Simply Psicology*. Retrieved from Simply Psicology Web Site : <https://simplypsychology.org/Zone-of-Proximal-Development.html>
- McLeod, S. A. (2017, October 24). Retrieved from Simplypsychology.org: <https://www.simplypsychology.org/learning-kolb.html>
- Motteram, G. (2013). *Innovations in learning technologies for English language teaching*. London: British Council.
- PbWorks. (2015). *Communication Process Sample, Chapter 5*. Retrieved from http://lc2015.pbworks.com/w/file/fetch/105870690/sample_chapter_5.pdf
- PsicologiaYMente. (2019). Retrieved from <https://psicologiaymente.com/desarrollo/teoria-desarrollo-lenguaje-noam-chomsky>
- Salazar, W., & Toledo, R. (2006). *English 1*. mexico: Santillana Integral.
- Swain, M. (1985). *Communicative competence: some roles of comprehensible input and comprehensible output in its development*, in Gass, S. and Madden, C. (eds.). Rowley, MA: Newbury House Publishers, Inc.
- Vigotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. USA: Cambridge, MA: Harvard University Press.
- Wood, M. (2003). *Report on intercultural language learning* . Australia: Commonwealth.

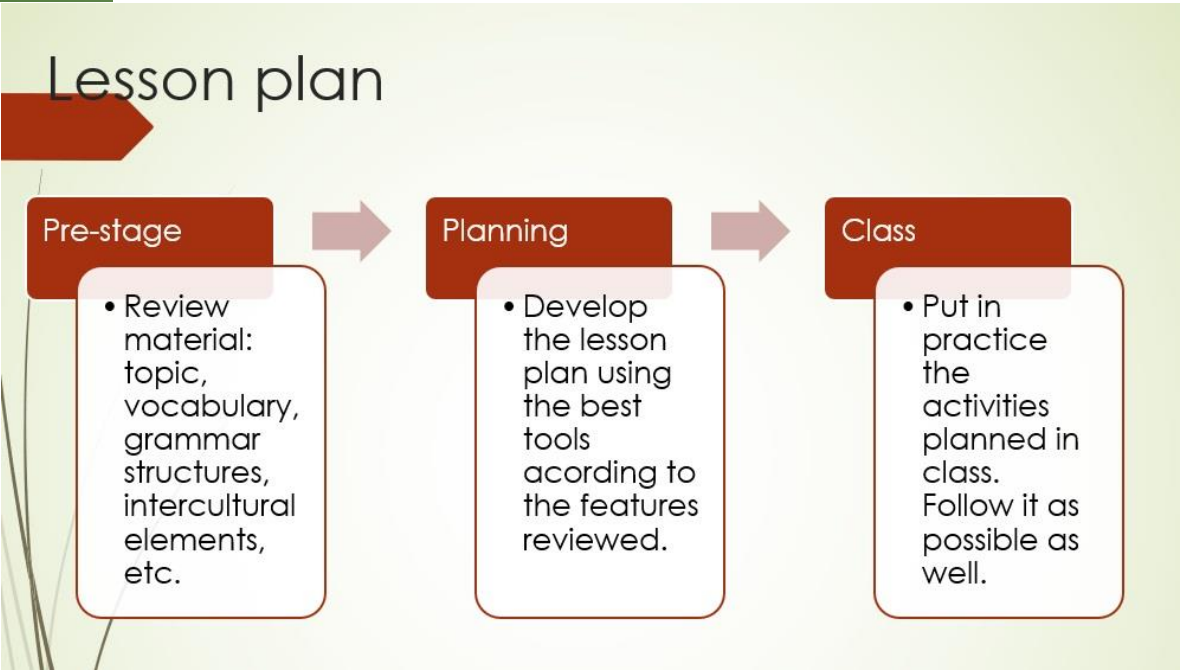
APPENDIXES

Language learning

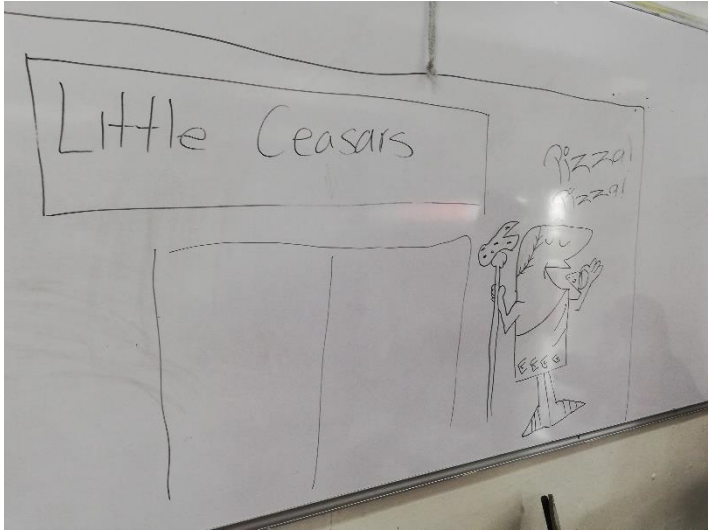
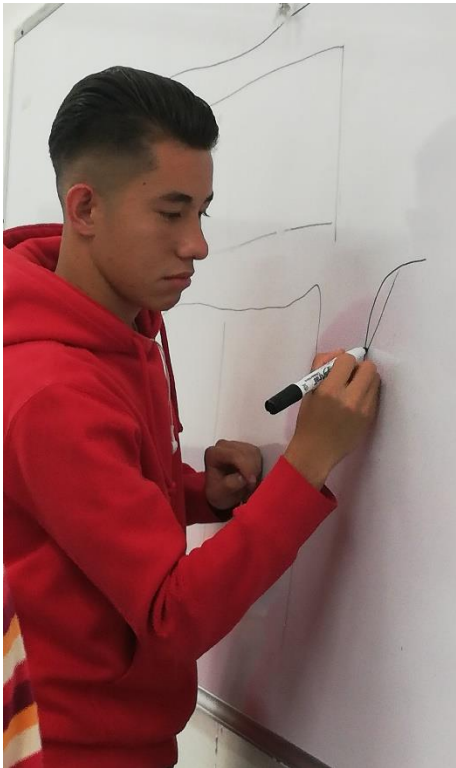


Adapted from Chamot, A. U., Barnhardt, S., El-Dinary, P. B., & Robbins, J. (1999). *The Learning Strategies Handbook*. White Plains, NY: Addison Wesley Longman.

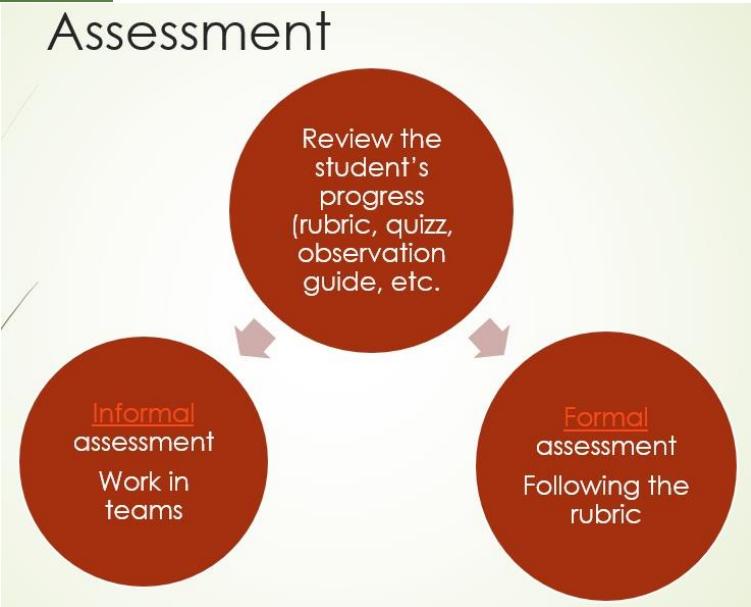
This is one of the schemas that explains what are the functions of the teacher and the students to transfer the knowledge in the class



This is one of the tools of the class, without this, the class is impossible.



The students develop their creativity to talk about the topic



The kind of assessment the student needs is not the one who persecute him, otherwise, is the one that challenge him.

I can work individually, but because of the high number of students is easier to evaluate in teams, so they are obligate to couch each other.

MY FAVORITE FOOD

RUBRIC ASSESSMENT

ASPECT	😊	☹️
• He knows the vocabulary		
• He knows the structure to create sentences		
• He got information about types of food (reading)		
• He uses the information to speak about his favorite food (speaking)		
• He wrote a procedure to make a dish (writing)		
Total		

The simple rubric with the knowledges expected