

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Improving Multicultural Competence

Through TBL in The ELT Classroom.

Food and Drinks as a Multicultural Element

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

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**“Learning another language
is not only learning different
words for the same things,
but learning another way
to think about things”
Flora Lewis**

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INTRODUCTION

The main aim of the Final Project of the Specialization is to reflect the newly acquired knowledge within the teaching practice by designing and implementing a pedagogical intervention where well-organized contents provide students with meaningful and productive activities to improve their multicultural competencies through TBL approach.

The paper consists of two parts. Chapters 1 and 2: Philosophy and Theory deal with my teaching Identity and discusses the theories underlying my teaching practice throughout the Specialization. Concerning the Theoretical Foundations, it includes a variety of different aspects such as definitions and features of Culture, Intercultural and Communicative Competence, Cross-cultural awareness in the ELT classroom, and Multiculturalism. Chapters 3 to 5 describe and analyze the methodology and practice, as well as the results obtained, including the approaches and material used for the development of this project.

1 Philosophy and Identity. The idea that Teaching is a lifelong process where to acquire new strategies, new ideas, and new philosophies learned from students, colleagues, parents, and the community addresses my Teaching Philosophy and Identity. Amid, there must be a balance between teaching the components of a language in which the essential objective is to facilitate learners to communicate effectively using their second language and incorporating L2 correctly in different multicultural contexts by proving them authentic tasks where they can apply their knowledge practically.

Working with young adults who have different backgrounds demands immersion in the context of what we would like to teach so as to engage the students before making any attempt to teach them new vocabulary, practice the four skills or ask them to become aware of a Multicultural Competence.

The learning process, regarding the acquisition of a second language with this kind of students, should include different approaches and strategies such as, Lexical approach to introduce a new topic; Communicative approach when it comes to improve, speaking skills in real life, so that students can express and communicate any ideas using the target language; but most of all, TBL when activities focus on having students use authentic target language in order to complete meaningful tasks.

2 Methodology and Practice. For this project, the lesson was scheduled to be produced in three sessions of two hours each for basic university students who are studying Philosophy

and Theology. It is important to mention that most of these students come from different cultural strata and background, in fact, for some of them, Spanish is their second language; hence, English would be their third language.

As it is stated in lesson 3 module 3 of our specialization “Our students come from different socioeconomic strata. In Mexico, it is also common to find students with Indigenous backgrounds in the English classroom; many of them may have learned Spanish as a second language. In this scenario, how can intercultural communication be developed and promoted in the classroom? Getting familiar with suitable educational approaches and coherent activities and materials is critical to provide learners with the means to access and analyze different and diverse cultural practices and meanings, whatever their origin. Students should be given opportunities to analyze and reflect on their encounters, to identify and describe conflict areas and, in the light of this, find opportunities to build stronger relationships, or change their own behavior.”

For the class implementation, I used an authentic material taken from the British Council website, framed on an elementary CEFR level A1 reading comprehension “Food around the World”. Printable authentic material and Videos are taken from Richmond’s Personal Best A1 part A Platform, as well as some activities I designed myself to integrate and practice the four skills (listening, writing and speaking). The main topic was "Food and Drinks as a Multicultural Element" divided into three sessions: a) The first one was “Coffee or Tea?” In this lesson, students put into practice listening and speaking skills using technology; b) The second lesson “Food around the World” was implemented to improve their reading comprehension and writing skills as well as to develop intercultural competencies while reviewing previous key vocabulary and talking about their traditions, celebrations and the food they eat; c) The third lesson was their final project in which students performed a Role-Play named "At the Restaurant", planned and organized by them. I only provided the topic and some ideas to be taken into consideration. It’s worth to mention that students put into practice not only the vocabulary and grammar structures learned along with the unit, but also those learned during the whole semester.

Food and drink are two of the most basic needs of human beings. However, as society evolves, food and drink become also a strong cultural aspect. One of the main factors that make Mexican food so irresistible, is that it is a mixture of different cultures. Its distinct blend of spices, seasonings and vibrant colors create a beautiful presentation. Many of the traditional Mexican dishes still represent their deep pre-hispanic origins, making them truly unique. Mexican cuisine also represents diversity and pride from different geographic

territories. Distinct ingredients and cooking styles are used among the different states across the country. Mountainous regions, coastal states, and desert regions all prepare their dishes differently due to the cultural diversity and ingredients available.

I chose the topic based on the idea that food is known as no other medium which can give language learners such insight into another culture as the sharing of food and drinks. Food acts as a celebration of cultural diversity provide students with support in their language learning and builds confidence. The leading role as a teacher is to allow students to learn about each other's culture on an equal footing, so mutual understanding needs to be nurtured.

3 Summary of the Specialization. As it is established in the introductory document, the Specialization has five main axes of Competences to be developed all over the three modules: Content and Concepts, Teaching Competences, Language Skills Development, Attitudes and values towards Language Education, and Digital Competences. All together provide elements through which the participants would acquire the groundwork for a real "paradigm shift" in the knowledge, skills, and abilities, values, and attitudes, as well as improve study strategies to develop their methodologies, tactics in the fields cognitive, technical, and methodological requirements for teaching English.

4 Challenges encountered during the Specialization. Firstly, it is worth to mention that Time Management was my biggest challenge since I found it laborious to organize all the activities such as reading, researching, preparing, planning and executing all the tasks that were demanded by the Specialization. Secondly, balancing my job and personal issues were other difficulties that I pointed out, therefore, sometimes I found it exhausting and stressful. Lastly, Technological issues were a significant challenge when recording and producing the video for the final project due to the lack of resources and knowledge. To solve this, I asked my foster students of Communication to help me with the recording and edition of the video for the given class, as part of their social service. Thus, the edition and quality of the video concerning the audio and resolution were excellent, so that I could be focused on the development of the class implementation and writing the video script.

CHAPTER 1 PHILOSOPHY AND THEORY

1. TEACHING IDENTITY AND PHILOSOPHY

1.01 MY TEACHING AUTOBIOGRAPHY

My name is Angelica Fabiola Velasco Trejo, born in Mexico City and mother of a marvelous piano teacher who is the light of my days. I have been a teacher since I can remember, I started teaching in 1991. I have worked at all levels except middle high schools. I taught twenty-one years in a Kindergarten and three other in First and Second grade Elementary School. Currently, I am a coordinator for the Foreign Languages Department at the Universidad Intercontinental, a high school and undergraduate teacher, and a teacher trainer in said university. In addition, I am a Cambridge Assessment English Speaking Examiner for Main Suite KET and PET.

Besides being a teacher I have two Bachelor's Degrees- I studied Educational Psychology at UPN and Pre-school Education. I was a Behavioral Learning Problems and Speech Therapist for 8 years as well.

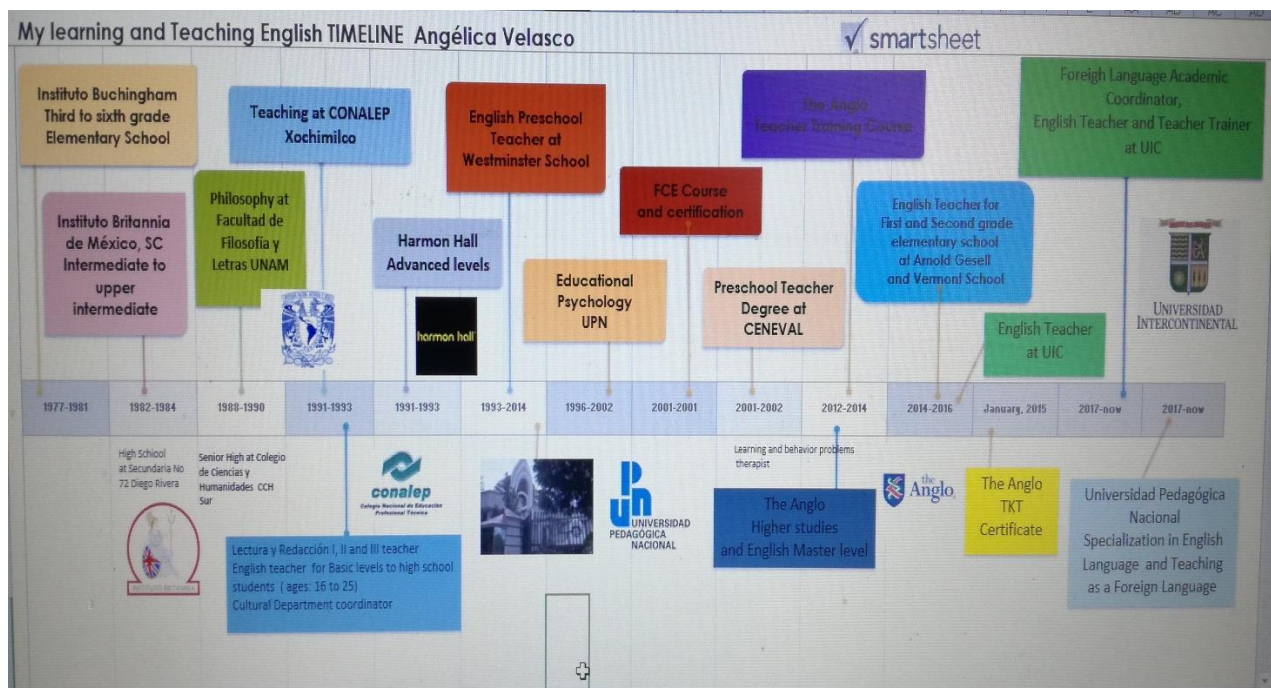


Table 1 My English acquisition and Teaching English Timeline

1.02 MY TEACHING EXPERIENCE

When I started teaching, I didn't know anything about teaching methods, approaches or techniques, because I became a teacher by chance. I remember that my principal told me what to do and how to do it, and I had to follow exactly what she said. Kids had different subjects, math, reading through the phonics system, spelling words and dictation sentences (taken from the reading lesson that we were studying), and vocabulary. The principal was too rigorous, and we taught exclusively English. To be honest, I can't identify the approach or method.

Years later, they changed the principal and the books. Reading, phonics, oral language, listening, and writing skills were taught through a reading program in which every week a different letter of the alphabet was introduced using a story as a guide to develop the mentioned skills as well as vocabulary, critical thinking, phonemic and phonematic awareness. We also had a math program in which children constructively learned math concepts. In addition, we used a book called Kinder Step, these three programs, apparently had different methods, but I reckon that they were based on the Communicative Approach, Task-Based Learning, and Total Physical Response methods.

I worked for 21 years as a preschool teacher at Westminster School. During that time, I got two degrees, the first one was Educational Psychology at UNP, and the second one was Educational Preschool teacher from CENEVAL. After finishing my major, I became a speech and learning problem therapist.

In 2012 I came back to The Anglo I studied the Higher Studies and the English Master levels. I then applied for a scholarship for the Teacher Training Diploma Course which I took from 2013-2014.

I started working as first and second grade teacher at Escuela Arnold Gesell, at that school, we worked with The Content and language Integrated learning approach (CLIL). I loved this approach because it combines teaching with academic knowledge. CLIL incorporates the "Four Cs"

At the same time, I started to work at Universidad Intercontinental. I have taught to undergraduate students intermediate and advance levels, to senior high school students basic and intermediate level, currently I teach to the Teachers in training: Module 3 "Teaching Children" and "Psychopedagogy" subjects.

1.02.1 Approaches

Any Teacher of English as a foreign language should study and comprehend at least some of the many different pedagogical approaches which have, at one time or another, been championed as the most effective means of teaching language proficiency. For instance, approaches such as Communicative Language Teaching, Audiolingualism and Task-Based Learning TBL are frequently referred to by Language-teaching professionals (Manning, 2008).

Instead of adopting a single approach, currently I do try to integrate and combine the different approaches, such as Communicative Approach, Presentation Practice Production, Task-Based Language, and Lexical approach, depending on the characteristics of the lesson, the particular language skills they are focusing on, the level English, or the age group that I'm teaching.

Approach	Examples
<p>Task-based language learning Where activities focus on having students use authentic target language in order to complete meaningful tasks, i.e. situations they might encounter in the real world and other project-based assignments. Learners use the language they already have to complete the task and there is little correction of errors.</p>	<p>For the M1 final project, I planned an activity in which the main aim was to compare and contrast Mexican and Korean traditions for the celebration of the Day of the Death. Students visited some Ofrendas, wrote some recipes for their traditional food, research information about the meaning of the elements that integrate an Ofrenda, then they cook their traditional cuisine; finally, they displayed a Mexican Ofrenda and a Korean Ofrenda and compared them. For this project, I asked my students to perform a Role-play using food and drinks vocabulary learned along with the unit. Practice ordering and offering food. And talk about their favorite food and drinks.</p>
<p>Lexical Approach Focuses on vocabulary patterns and structures as opposed to a traditional understanding of vocabulary or grammar.</p>	<p>When working with young learners or basic levels, it is useful to teach them lexical chunks in extensive exposure to comprehend input within specific patterns such as "May I go to the bathroom?, Would you like some (juice, cake, coffee, etc.) It is also important to plan lessons around a set of vocabulary rather than planning vocabulary that fits a grammar or skills objectives.</p>

	For this project, to introduce key vocabulary food and drinks, I asked my students to classify food into meals of the day categories, then students use phrases such as: My favorite food is... / I like...or I don't like.../ Would you like a/an/ some...? Yes, please/ no thank you.
Presentation, Practice and Production (PPP). The nature of practice and the methods of practicing are dependent on a strategic sequencing of activities that lead students from successful use in freer, more communicative activities.	In my opinion, PPP is useful for young learner and basic level as well since students are exposed to a new element of language or language use in the presentation phase of the lesson. It is essential to mention that the idea behind the practice activities is to provide instructional scaffolding, and with the right combination and sequence of target activities, students can use the forms correctly and freely with help.
Communicative Approach Communication is not just a goal of language learning, but it is integral to the process in real contexts.	To improve, speaking skills, it is crucial to plan lessons in which the topic provide students the opportunity to talk in real life, and they care about creating the need to communicate and express their opinions on many topics. For this final project students could express their preferences about food and drinks and also talk about their traditions, celebrations and the food and drinks they eat in their local communities.

1.03 MY TEACHING PHILOSOPHY

1.03.1 My perspective on Language, Language Learning and Language Teaching

I started in the teaching profession because it was my ambition to make a difference in my students' lives, just as my favorite teachers had done in mine. Even though I have been teaching English for a long time, I consider that one never stops learning how to approach students, for the reason that a teacher is not just a teacher, but a lifelong learner. Therefore, I must also continue to build my wealth of professional knowledge, by taking additional

courses, attending specialized workshops, conferences, specific training courses, and by following the latest developments in the field of the ESL/EFL studies. This ensures a teacher's professional growth by exchanging ideas and theories with fellow teachers in order to learn new things so that one can provide and teach one's students the most up-to-date information possible with the most recent methods available.

Being part of the Specialization has helped me to learn and acquire different strategies in order to deliver what I know in compelling ways that assist my students to learn better. Additionally, I consider that I have improved substantially and steadily preparing and implementing assessments according to the decisions made regarding the students' conduct and learning needs in a variety of settings.

For me, teaching is one of the most stimulating and satisfying careers available. Due to globalization (especially in regards to social media), people from all around the world can be in touch immediately. Therefore, developing global competencies through English is of utmost importance since it is the most widely used lingua franca in areas such as politics, science, economy, medicine, among others. Not only that, culture and the role of English in multiculturalism, and multilingual education are not the exceptions, as today's didactics to learn a language within its civilization shapes identity in both schools and society. Consequently, I firmly believe efficient pedagogies can help to construct a better world and future.

The reality is, teaching is not for everyone, since you must use a wide range of methodologies to meet the students' different needs. A good teacher demands initiative and encourages their students to use critical thinking, develop decision-making skills, communicative competence, as well as intercultural competence. From my personal experience, I have seen that effective session management requires understanding rules, knowing some basic principles of human psychology- such as the student's motivation, plus common sense and consistency.

I think that to foster learning in the best way possible; teachers need to be enthusiastic about the material being studied to create a pleasant learning environment, even when students are not. Since each lesson is unique, teachers should be aware that in his or her daily practice they can have different roles depending on the stage of the lesson by adapting to the situations to make the learning and the teaching not only useful but as successful possible. Choosing the correct role to match the task is an important consideration. As I have become more experienced, I have been able to take on the appropriate role without needing to overanalyze.

1.03.2 My Role as a Teacher

Concerning my role as a teacher, I firmly believe that a good rapport with my students is built on a strong foundation of mutual understanding, respect, and trust. I am aware that I have an obligation be the first to open the doors of effective communication, since not all students and parents show the same initiative. Having a sincere attitude towards my students and showing interest for both their classwork and their lives is essential when doing this. In addition, it is required to be open to diversity and a wide range of opinions and ideas and must set classroom standards so that the students can respect and trust one another. Gordon Neufeld claims that "Children (students) learn best when they like their teacher and when they think their teacher likes them." Therefore, when both the teacher and students understand each other's goals and points of view, the building blocks of mutual respect are developed.

As teachers, we are in a position of authority, but I do not believe it is constructive to be authoritarian. On the contrary, I am always looking forward to having the opportunity to be friendly, flexible and serve as a confidante for many of my students, but I do not want to cross the line of professionalism according to the school rules. Having taught in different levels, they have considerable differences in age, learning styles, and needs. Nevertheless, in my experience, I have found that there is at least one element they have in common: they love to have fun and enjoy their class.

For instance, I enjoy discussing various subjects with them, such as hypothetical situations, their interests, as well the problems and concerns that are important to them in order to understand how they are feeling and experiencing the activities and lessons, in addition to what we are studying in class. "Research has suggested that teacher-child relationships play a significant role in influencing young children's social and emotional development", according to the Center of The Social Emotional Foundation for Early Learning.

Additionally, it is essential for me to create a classroom atmosphere that is welcoming and accessible; a place that makes students feel comfortable and delighted. A stimulating educational environment where my students can grow physically, mentally, emotionally, and socially by providing them a safe environment where they have the opportunity to practice skills and where they are invited to share their ideas and take risks. The classroom should be kept clean and neat; it also should be well organized, so that students know what to expect. As Marie Kondo claims "Being surrounded by things that bring joy makes you happy" (Kondo, 2014).

Language teaching is not only about teaching the components of a language; I believe that the essential objective of language teaching is to facilitate learners to communicate effectively using their second language. It is crucial for me to guide my students to use L2 correctly in different multicultural contexts. I usually provide them authentic tasks where they can apply their knowledge practically. A student's aspiration to learn is an indispensable prerequisite to comprehend new concepts and skills effectively. Knowing that students have different learning styles and strategies as well as multiple intelligences, teacher's aspirations should be focused on "...taking the students to their highest potential, whatever that potential is, and it's gonna be different depending on the places and students' experiences where they come from." (Jordan, 2014).

1.03.3 Lesson planning and the use of Technology

When planning my lessons, I strive to include structured and realistic learning goals; these help me to monitor the students' progress and provide an insight into their expectations. A careful planning provides me a clear sense of direction and stay on the task as well. Lesson planning must reflect and measure the specifications of the learning objectives. Nowadays, technology is a paramount part of language teaching; hence, teachers ought to enhance their digital skills to decide what they would like to work on and how they can move forward, selecting the adequate digital products for teaching and professional development. Moreover, teachers can expand the use of these products and skills to support learners in communicative language learning. In adopting new technology, be it a CD-ROM a memory stick, a video, the web or other network-based communication technology, Jones and Sato (1998) suggest that we should consider some aspects such as effectiveness in attaining the course goals, cost effectiveness, usefulness for teachers and students and time efficiency. I included a video in my class planning. "Any video's chances of achieving the important goals of motivating students' interest. Providing realistic listening practice, stimulating language use, and heightening student's awareness of particular language points or other aspects of communication can be improved or destroyed by the way in which the teacher introduces the video and the activities which the students carry out in conjunction to viewing." (Stempleski Susan (Richards, 2010)).

My lesson includes the following situations:

- Deliver new information by creating a context and detailed explanations.

- Provide activities to practice skills followed by communicative activities. Making sure that there is enough time to answer their questions and provide corrective feedback when necessary.
- Individual and collaborative activities: games, *videos*, songs, manual exercises, realia, projects among others to strengthen their learning.

Along with my teaching experience, I have observed that a confident learner progresses more quickly than a discouraged one.

To stimulate students' interests, I usually introduce activities that appeal to their personalities and backgrounds; I often raise a topic of general interest to address their intrinsic motivation. I push myself to plan activities carefully so that the lessons are well paced, informative, motivating and challenging. I try to put myself in a students' position and review each activity from their point of view. My personal learning experience helps me to anticipate most of the problem areas, such as struggling with spelling or remembering vocabulary and verb lists. Robert Mehan claims that "When we see something beautiful in a student, let them know. It might take a second to say, but for them it could last a lifetime." In my opinion, teachers' satisfaction comes when our students are able to apply what has been learned in class to their everyday life.

Teaching ESL has contributed with outstanding opportunities for my professional and personal growth. I teach and learn at the same time from my students, co-workers, and parents. My students teach me lessons which I am willing to learn such as their social and cultural backgrounds, psychological issues, and interpersonal communication.

I thoroughly believe that self-reflection is essential for teachers where they can evaluate their own teaching skills. It may be about lesson planning or classroom management; still, it is the best way to shape up their own teaching strategies. By integrating with the reflection in my teaching, I feel that I am capable of adapting to the various needs of my students.

Teaching sometimes has been difficult, but I love it and has not been too overwhelming most of the time. Needless to say, I have made my fair share of mistakes, but in my opinion, the best part of making mistakes is learning from them.

1.03.4 Learning Strategies

Needless to say, "It is of utter importance to utilize language learning strategies –specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-

directed involvement necessary for developing communicative ability. The appropriate use of language learning strategies results in improved L2 proficiency overall, or in specific language skill areas.” (Oxford Rebecca (Richards, 2010)).

Experience has taught me that becoming a good teacher:

- takes time.
- takes practice.
- is an ongoing process.
- teachers must be creative and flexible to make their classes lively and effective.

(Akuoe, 2015)

Throughout my teaching experience, I have strived to meet the following goals

- Promote critical thinking, making-decision skills and creativity.
- Engage the students’ interest and demonstrate the importance of communicative competences.
- Acknowledge, value and assist each student as an individual learner.
- Encourage and motivate my students to learn and love the things they are learning so that they succeed in their future life.

1.03.5 Assessment Methods

Regarding the assessment methods we can divide them into Summative, where the data-gathering at the end of a process, be it a unit of study, a month, a semester or a course is graded and Formative which is not generally graded since it is used to provide students with feedback, it serves the purpose of confirming whether students have attained – or not - certain learning outcomes that are considered essential.

I have always labored at institutions where the preferred methodology to assess students has been the Summative and quantitative.

In my personal opinion, "Teaching is a learning process"; learning from your students, colleagues, parents, and the community. Teaching is a lifelong process where you learn new strategies, new ideas, and new philosophies. Over time my educational opinion has changed, and that is okay because it just means that I have grown and learned new things.

2.THEORETICAL FOUNDATIONS

2.01 What is Culture?

Culture may have different definitions; however, many of them do emphasize similar things. It is accepted the definition of Culture as a complex whole of a society which gives its identity thus knowledge, language, beliefs, values law, customs, cuisine, art, mannerism, behaviors, and all habits and skills acquired by the man not only in the family but also as a member of a society.

- Is also defined in the social sciences as a set of ideas, behaviors, symbols, and social practices learned from generation to generation through life in society (Tailla, 2017).
- Is a cumulative mechanism because of the modifications brought by a generation pass to the next generation, where other aspects that seek to improve the experience of the new generations are transformed, lost and incorporated.
- Each country has its own culture, which influences people lives. It can go beyond the borders, being able to have the same culture in different countries and different cultures in the same region.
- Is a concept that is continually evolving because, over time, it is influenced by new forms of thinking inherent in human development.
- Ensures biological continuity of its members, provides a social structure for reproduction and social support. Meets the psychological and emotional needs of its members. "...It involves a worldview that helps individuals to their place in the world and face major changes and challenges" (Glenn, 2018).
- Is contextual and emerges out of a specific context, environment and history. It is share by a group of people with similar values, beliefs system, concepts of time and space, ideas and religion.
- According to Spencer- Oatey. Culture is learned, not inherited. It derives from one's social environment, not from one's genes. It is learned from the people you interact with as you are socialized. Culture is also taught by the explanations people receive for the natural and human events around them. The people with whom the children interact will praise and encourage particular kinds of behaviors.
- Is dynamic because it changes as a result of contextual factors such as internet, the economy, political and economic forces, environment, technology, among others. Immigration and demographic changes have made the world more diverse.

Culture no matter where is located, shares some basic characteristics:



Table 2 Characteristics of Culture

2.02 Culture and Ethnocentrism

The word ethnocentrism derives from the Greek word *ethnos*, meaning “nation” or “people,” and the English word *center*. A common idiom for ethnocentrism is “tunnel vision.” In this context, ethnocentrism is the view that a particular ethnic group’s system of beliefs and values is morally superior to all others. It is defined as an “exaggerated tendency to think the characteristics of one’s own group or race is superior to those of other groups or races. It is a form of bias, where people tend to immediately judge another culture as 'bad' or 'wrong' based upon their actions, if their values are not aligned with our own beliefs.

The term was coined by William G. Sumner, after having observed people distinguish or discriminate between their in-groups, and other groups.

Ethnocentrism can be witnessed in schools across the world through the curriculum and cultural education reinforcement. Education might cause prejudices and bias against other countries in the future “...Children are taught only the greatness of one country, which might lead them to develop prejudices against other countries. Sometimes, teachers and teaching patterns can also be slightly discriminatory, which leads to ethnocentrism. The students belonging to minority communities can feel sidelined, targeted, or ignored” (Varnekar, s.f.).

Nevertheless, it does not necessarily have to be negative; in fact, it does have its share of advantages, such as:

- Develops love for the nation, culture, traditions, and values.
- Generating pride and self-confidence among the people of a group, about the group, themselves, and each other.

- Defining social standards and the behavior that a group is expected to follow, thus maintaining uniformity among the people.
- Creates feelings of belonging and unity.
- There's not much chance of causing internal conflicts.
- Immunity to external control and influence.

According to Byram’s model of Intercultural Competence, the awareness of Ethnocentrism is an essential part of the foundation of his model. Byram states that when Ethnocentric speakers view their culture as the best, the superiority of their culture is accepted. On the opposite, whether intercultural speakers see all cultures and religions as equally valuable, they have not only cross-cultural attitudes of curiosity and openness, but they develop interested in openly interacting and learning from people from another culture or understanding culture from another person’s point of view.

“Cultural consciousness is a holistic perspective of the culture, that has to be applied to self and the others. There is no a culture that represent the best human experience as well as there is no a culture that represent only the worst” (Ghorbani Shemshadsara, 2012).

Categorization	Stereotypes	Prejudice
<ul style="list-style-type: none"> •It is an important cognitive process that helps us make sense of the world; it helps provide meaning to our lives. 	<ul style="list-style-type: none"> •Are one kind of categorization. •We learn stereotypes in many ways: media, television, magazines and movies are full of stereotypes. •Stereotypes are taught by families and peers, consciously and unconsciously. •Positive and Negative stereotypes can be damaging 	<ul style="list-style-type: none"> •Pre-judgment- and unjustified, typically negative attitude toward an individual or cultural group that is usually based on little or no experience. •Prejudice refers to attitudes, •discrimination refers to actions

Table 3 Categories, Stereotypes and Prejudice

2.02.1 Cross-cultural awareness in the ELT classroom.

Cross-cultural awareness refers to being aware of other cultures when we meet them. It is the capability of understanding back of ourselves and become aware if our cultural value, belief and perception. One is understanding of the differences about people from other places around the world and from other backgrounds.

Cross-cultural awareness can give us better understanding about our own culture and how it is perceived by outsiders. It is important in creating understanding and acceptance of all individuals, as it helps us make sense of different points of view and opinions.

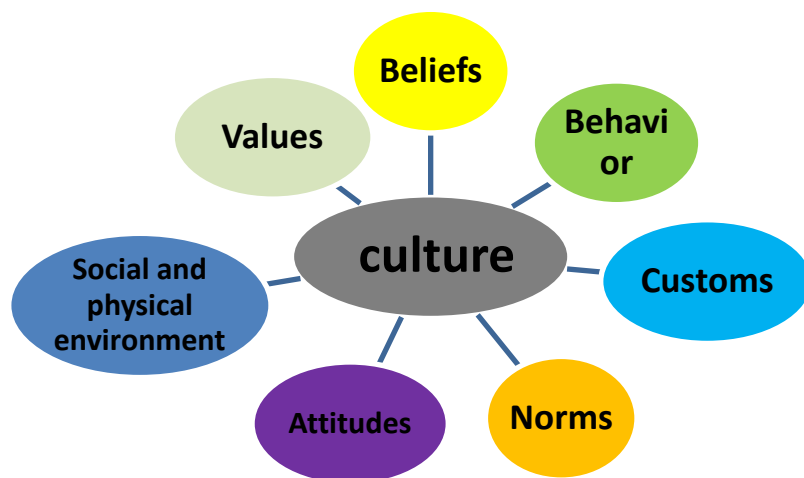


Table 4 Elements of Culture

Impact on Students

- Cultural awareness will prepare our students to become great people.
- Students will get various opportunities to immerse themselves in other perception of the world.
- It will allow students to respect others. They will not generate stereotypes form the misconceptions they have.
- They will become culturally diverse. They will not develop false assumptions about people.

Since every culture has its own cultural norms for conversation, which differ from one culture or another, communication problems may arise among speakers who do not know or share the norms of other culture. "Understanding a language involves not only knowledge of grammar, phonology, and lexis but also a certain features and characteristics of the culture."

(Cakirl, 2006). To solve this, in the target language of ELT classrooms, learners need to know these cultural differences. Therefore, teachers ought to include cross-cultural awareness in their syllabus in which linguistic and extra linguistic aspects are considered, such as the forms of address, greetings, formulas as well as gestures and/or body movements. If language learners are to communicate at a personal level with individuals from other cultural backgrounds, they will need not only to deduce the cultural influences at work in the behavior of others, but also to recognize the profound influence patterns of their own culture exert over their thoughts, their activities, and their forms of linguistic expression. The teaching of the target culture has to serve the development of cross-cultural communication.

While developing cultural awareness in the EFL classroom, it should be kept in mind that the native language is learned along with the ways and attitudes of the social group, and these find expression through the social group. Learning to understand a foreign culture must help students to use words and expressions more skillfully and authentically; to infer levels of language and situationally appropriate; to act naturally with persons of the other culture, while recognizing and accepting their different reactions; and to help speakers of other tongues feel at home in the students' own culture (Ckirl, 2006, cited in (Hussein, 2016)).

Both teachers and students are the two leading agents involved in the complex process of language teaching and learning. English teachers nowadays are faced with several changes in this as in other academic areas. Students who are sitting in class every day, from preschool to higher education, by all adds, have in their minds "bits and pieces of English" that have heard or read in songs, films, cartoons, television shows, videogames, or even in the streets advertisement. New generations live with English; therefore, English teachers are to promote diverse opportunities to use it outside the classroom walls as much as in class, not only to practice language and vocabulary but to introduce them to multicultural and intercultural contexts.

Teaching language and teaching culture is a very complicated matter. Teachers, in their roles as tutors and educators, are all cultural ambassadors and builders of multicultural and intercultural contexts. For many years, culture, as part of the syllabus, has been relegated to a specific section in textbooks or to be the subject of readers. Fortunately, most recent textbooks contain print such as photos, drawing, reading, and dialogues, which can be considered as the subject not just of linguistic exploitation but of intercultural discussion and debate. In addition, they also include technological tools (audio, CDROM and DVD

components and even dedicated websites, Platforms and Apps), which are better avenues to enhance cultural awareness and promote intercultural competence.

To speak a language in a proficient way, one has to be able to think in that language, and thought is compelling. “Languages have strong, inseparable, and complex ties to culture” (Jenkins, 2010). Though English teachers all over the world are focused on making sure their students acquire the linguistic skills needed to advance their nations, L1 language and culture also play an important role in the language classroom. According to Holme (2002), teachers need to be careful not to espouse the view that cultural differences can predict and explain the origins of students’ language errors, or that understanding those differences will immediately facilitate language learning. As a medium to make the teaching of culture relevant, it is paramount to grasp the students’ context and background.

In Mexico, English Language Teaching (ELT), especially in public elementary schools, has undergone a series of major reforms designed to promote communicative competence among students. However, even with an attempt to include the teaching of culture in EFL classrooms, as documented in the Programa Nacional de Inglés en Educación Básica (PNIEB), the English curriculum primarily involves dealing with stereotypes. In consequence, addressing culture in the language classroom is not an easy task. Nevertheless, the fact that the discussion about teaching culture has gained attention among language educators is already a positive step towards incorporating activities that promote cultural awareness and, as a result, intercultural communication.

To learn another culture, it is necessary to comprehend one’s own culture first. The more to which students are exposed, the more chances they have to negotiate meaning across them. Yet, it is not a matter of comparing cultures, but rather of extrapolating the reasons behind beliefs, values, and norms that constitute a particular one. English language teachers should guide their students to go beyond superficial discussions about culture. Moreover, English learners need to understand and respect the cultural diversity that exists in this globalized world (Christiansen, 2016).

2 Intercultural Competence.

There are many terms used to describe this concept of intercultural competence: international competence, global citizenship, intercultural effectiveness, cultural intelligence, cross-cultural competence, and intercultural sensitivity to name just a few. Business may use a term such as “cultural intelligence” or “cross-cultural effectiveness” while in education, there are a wide variety of terms used including both “global competence” and “intercultural competence” as well as “global citizenship” and “global learning.” While there may not need to be consensus on terminology, it is important to recognize that there are indeed many different terms used for the same concept, and regardless the terminology, it is vital to understand how terms are defined, which frameworks are being used, and how these terms are translated into practice in the respective disciplines and subjects so that the academy moves beyond ambiguous, frequently used and lofty terms to substantive, meaningful practice.

Hence, defining the notion of ‘Intercultural competence’ is not an easy undertaking. For Moran (2001) an interculturally competent speaker is one that has the ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships, and carry out tasks with people of these cultures.

Although different opinions exist, Byram’s Model of Intercultural Competence identifies a combination of three components any foreign language speaker should have to be interculturally competent: a) knowledge, b) attitudes and c) skills. Byram. use the term “knowledge” to refer to the awareness of one’s own and the target language cultures as well as awareness of how the perception of other groups is conditioned by our own cultural framework. In order to challenge stereotypes and prejudices about other cultures, foreign language learners should also possess interculturally-oriented “attitudes” of tolerance, respect and openness towards members with different cultural backgrounds as well as the willingness to communicate and establish relationships with them (Byram, 1997; Byram et al., 2002). Finally, “skills” refer to the abilities of interpreting and relating behaviors, norms or beliefs from other cultures with those of our own as well as the abilities to discover and acquire new cultural knowledge (Byram, 1997; Byram et al., 2002). Intercultural skills also include the ability effectively interact in intercultural encounters by taking advantage of such an enhanced overall intercultural awareness (Byram, 1997; Byram et al., 2002). From this new understanding of cultural instruction as an integral part of SLA, it can definitely be concluded that “the intercultural [dimension] is not the same as culture but is a process that

goes beyond the idea of 'knowing a culture'" (Scarino & Liddicoat, 2009, p.19) cited in (Castillo, 2015).

2.03.1 Byram's Model of Intercultural Competence



Table 5 Components of Intercultural Competence

2.03.2 The Role of Intercultural Competence in Teaching

EFL/ESL education needs to consider the effect of Intercultural encounters additionally to language fluency. When teachers and students do not understand other culture's roots, communication cannot be conducted appropriately.

In the ever-changing world, Intercultural competence can be developed in different ways through different types of education.

- Informal education means the lifelong process whereby every individual acquires attitudes, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience and conversation (family, peer group, neighbors, encounters, library, mass media, work, play, etc.).
- Non-formal education means any planned program of education designed to improve a range of skills and competences outside the formal educational setting, and throughout lifelong learning.
- Formal education means the structured education and training system that runs from pre-primary and primary through secondary school and on to higher education. It takes place, as a rule, at general or vocational educational institutions and usually leads to certification.

Each type of education involves a relationship between a 'facilitator of learning' and 'learners'. In informal learning there are, for example, parents and children, or adults learning together, such as artists, professionals in the media, religious, spiritual or community leaders, work colleagues or fellow students absorbing from each other; in non-formal education there are, for example, youth workers and young people or trainers and adults; in formal education there are teachers/lecturers and pupils/students.

"Developing intercultural competence through education is a powerful tool for achieving intercultural understanding, appreciation and respect. It can help people to develop the competence which students need for engaging in meaningful intercultural dialogue and for living in harmony with those who are perceived to have different cultural affiliations from themselves" (Byram, 2013).

The advancement of contemporary countries and multiculturalism are linked too, with changes in educational politics. The introduction of intercultural principles in education is a result of standard processes of modern societies' democratization, requirements for law and respect of human rights and liberties, the process of globalization and the economic, technological, and cultural connection among peoples and countries. An integral part of

national identity is culture, i.e., cultural identity. Multiculturalism is a fundamental organic part of every multinational human community appreciating veneration, supporting connection, and cultural independence.

For many countries in the world, multicultural education is a subject of critical thinking. Those countries try to include in their constitutions and educational law the basic ideas about multicultural education based on United Nation's and UNESCO's official documents. There are many different modalities for achieving equality and multiculturalism in school, just as the many distinctive cultures, of numerous ethnical groups and countries. Bilingualism and bicultural education, as forms of multiculturalism in education, unite the two functions of education: on one side, preserving of minorities' identity by adoption of their mother language and culture, and on the other hand, efficient passage language and culture, and on the other side, efficient adoption of majority's language and culture by integration of minorities in economic and social life in a community (Barakoska, 2013).

2.03.3 Communicative Competence

Communicative or sociolinguistic competence focuses on learning the language but also learning the culture of the target language, particularly as the culture relates to personal interactions. In a classroom where the teacher used a communicative competence model, students would study the socially appropriate way to speak and write in specific contexts. Students would also study grammar and other structural components of language, but it would be grammar in a specific context. According to Hymes (1972) It includes four areas of knowledge and skills: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.



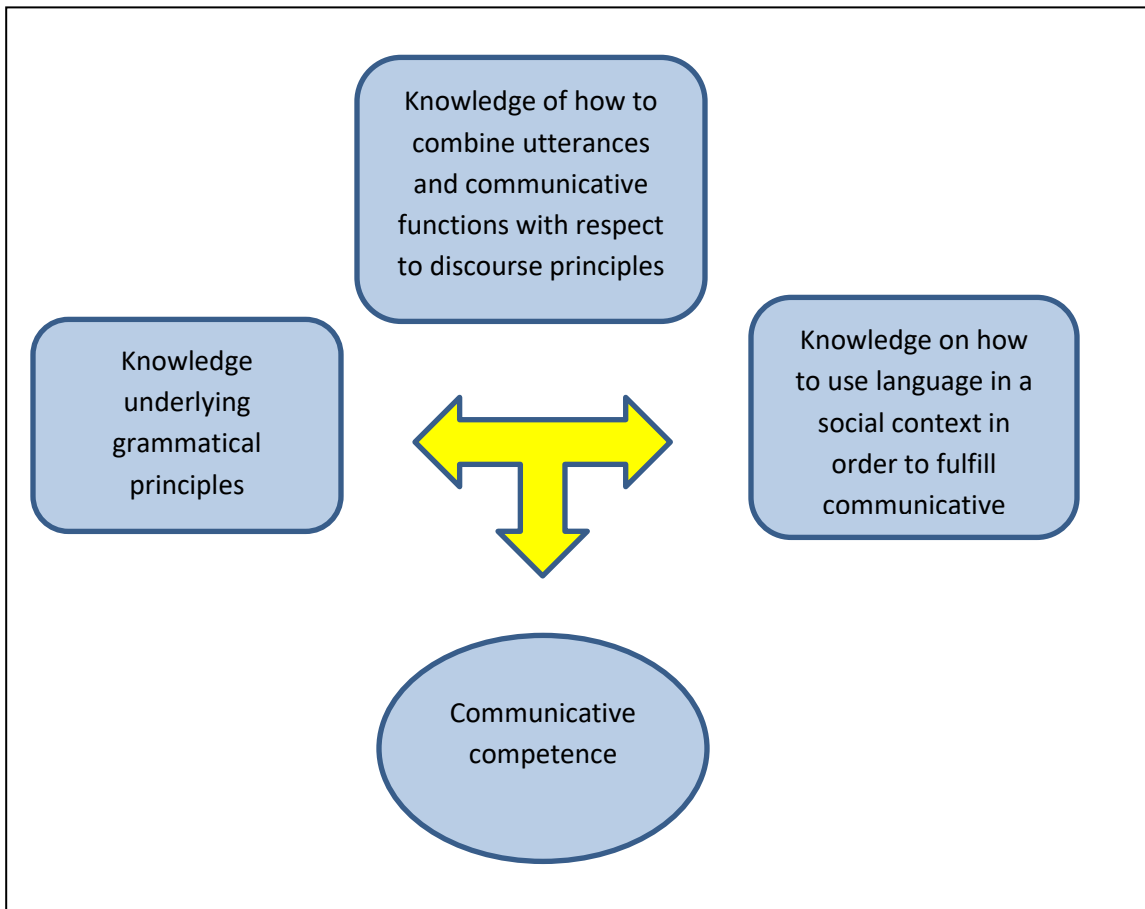


Table 6 Communicative Competence (Hymes, 1972)

2.04. Multiculturalism in Mexico

Multiculturalism refers to the cultural diversities that come from the existence of two or more groups in a society where people's views and practices generate a personal sense of a collective identity.

Mexican culture is a hugely different domain that encompasses vast diverseness in identity. The variety of influences throughout Mexican history, from the ancient Mayan and Aztec civilizations to the domineering European presence, has come to shape and define the enthralling country it is today.

The culture in Mexico is a product of blending indigenous practices and traditions with the Spanish colonial presence that had such a profound impact on all life aspects. As a result, Mexican culture is expressed through art and literature, music, clothing, architecture, language, religion, holidays and celebrations, and food.

Family is one of the most critical elements in Mexican society. Especially outside of cities, families are typically large, and Mexicans are very conscious of their responsibilities to immediate family members and extended families such as cousins and even close friends. Hosting parties at their homes play a large part of Mexican life, and making visitors feel comfortable is a large part of the values and customs of the country.

2.04.2 Food as a Multicultural Element

A quotation states the following: "Tell me what you eat, and I shall tell you what you are". Inspired by this quote, we can deduce the vast importance and influence that food has on humanity. Food can be described as a way of living, a process that enables others to experience their background culture, traditions, and emotions. It is directly interconnected with our cultural traditions. Also, the foods people chose to eat, the way they eat, the meals they need, the method of preparing and cooking a meal are all an association with cultural schema and customs. It is said that on an individual level, people grow up eating the food of their cultures. It becomes a part of their identity. Many of us associate food from our childhood with warm feelings and good memories, and it ties us to our families, holding an exceptional and personal value for us.

Many cultures are centered around food; Mexican is not the exception. It plays a huge role, not only by helping shape identity but also as a critical element in many of its traditions. It

also represents the role of love in Mexico, since a breakfast or family meal is one of the high values of Mexicans.

Mexican cuisine is primarily a fusion of indigenous cooking with European, mainly Spanish, adding different elements to their original diet which consisted of corn, bean, and chili peppers. Europeans introduced a large number of other ingredients, such as meat from domestic animals (pork, chicken, beef, goat, and sheep), as well as dairy products like cheese and various herbs and species. Mexican people have unique dishes for special occasions. A few examples are: Rosca for Día de Reyes, Menudo for hangovers, tamales for Candelaria day, Chile en Nogada for National Holidays, Romeritos and Codfish for Christmas, Cabrito for weddings and christenings, and many more original and adapted dishes for original and adapted traditions throughout the country.

CHAPTER 2 METHODOLOGY AND PRACTICE

1. Lesson plan identification	
Student's name:	Angélica Fabiola Velasco Trejo
Title of your Lesson plan	Tea or Coffee?
Number of Students:	13
Level of English:	Elementary A1
Age:	Philosophy Undergraduate students
Learning Objective of the plan/Competency:	<p>Aim: By the end of the lesson students will be able to develop awareness of different eating habits in different countries. And talk about their favorite cafés.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify vocabulary for days and times of day. • Identify food and drink vocabulary and express likes and dislikes. • Identify different kinds of food and drinks that people enjoy in cafés. • Identify detailed information in a conversation between two people who are interviewing people from different cities about what they like to eat and drink in a Café; as well as answer specific questions to improve their listening skills. • Identify detailed information in a text to answer specific questions to improve their listening comprehension skills.
Communicative skill considered:	Integrated skills: Listening and Speaking
Patterns of interaction:	Individual, pair, and teamwork.
Approaches:	Lexical approach, Communicative approach
Vocabulary:	Days and times day: Monday, Tuesday, Wednesday, Thursday, Friday; the weekend, today, tomorrow, yesterday, morning, afternoon, evening and night. Food and drinks.
Functions	Giving and asking for opinion, Agreeing and disagreeing with and opinion, Expressing likes/dislikes and preferences, making suggestions.
Main Grammar structure	Simple present He / She / It

Number of sessions	1 session of 2 hours class
Contents required for the lesson	Richmond Platform, Personal Best A1 unit 3B
Follow up activities:	Ss answer vocabulary exercise U3A platform class material Ss answer their Student's book activities p.26 listening 3.8
Assessment: Formal and informal Not rubric needed	Formal assessment for Listening comprehension graded on the platform. Listening: listen and complete the gap sentences, Multiple choice questions. Informal assessment for Speaking: Responding to prompts/functions, discuss and giving a short presentation, fluency, pronunciation, vocabulary range and use of language appropriately.
Link of the content	https://richmondip.com/courses/toni-204/course_modules/class-materials
EEAILE tutor on line	Gernot Potengowski

Topic	Task
<p>Introduce the topic:</p> <p>Time: 20 minutes</p> <p>Material: The Cure's song Days of the week, Friday I'm in Love song worksheet. Computer, speakers</p> <p>Language: Days of the week, doesn't, don't, I'm, it's.</p>	<p>Warm-up:</p> <p>T. activates previews knowledge by reviewing "Days of the week" and "times day vocabulary learned in the previews lesson.</p> <p>Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday; today, tomorrow, yesterday, morning, afternoon, evening and night; and meals of the day:</p> <p>T. asks Ss to mention the Days of the week and ask volunteers to write them on the board. Then, T. asks Ss to talk about their daily activities.</p> <p>T. monitors the activity and corrects pronunciation when necessary.</p> <p>T. sets a pre-listening task, focusing gist listening skill to establish the context. T. asks Ss if they know The Cure's song "Friday I'm in Love", and hands them in a worksheet (handout 1) Ss listen to the song and in pairs fill in the blanks to complete the song. T. plays the recording a second or even a third time if necessary. The class checks the answers and sing the song.</p> <p>T. follows and Interactive Approach to develop listening comprehension skills, such as listening for specific information</p>

	by recognizing individual key words (Top-down processing); listening again to confirm (Bottom-up processing).
<p>Introduce the topic of: "Tea or coffee"</p> <p>Time: 10 minutes Time: 0 minutes</p> <p>Vocabulary: Drinks, fruit, pizza, desserts, main courses</p> <p>Skills: Listening, speaking.</p> <p>Material: Personal Best Book, Richmond Platform Unit 3B Video</p> <p>Food connections game worksheets.</p> <p>Time:20 minutes</p>	<p>Pre-listening</p> <p>T. organizes an activity oriented towards motivating students to remember pre-teach key vocabulary.</p> <p>T. divides the board in the sections, Then, puts Ss into 3 teams of 5 students each and gives them 2 minutes to write on the worksheet as many words of food and drinks as they can remember. Next check all together which group wrote the most words correctly.</p> <p>T. elicits What's your favorite Café? What food and drink do you like to have there?</p> <p>T. asks students to turn on their computers and look for Richmond Personal Best Book Platform, unit 3 Video 3 part 1, before playing the video explains the task: Some of the speakers are British and use British English forms: crisps = potato chips; biscuits = cookies; chips = French fries. T. explains that they are going to watch a video in which there is a conversation between two reporters who are interviewing people from different cities about what they like to eat and drink in a Café; and they have to pay attentions to specific information in order to improve their listening skills.</p> <p>While-listening</p> <p>T. plays the Video part 1 "Coffee or Tea" checks comprehension and vocabulary, plays the video again; Ss answer the questions by choosing the correct options. T. plays the Video part 2, Ss answer the questions by choosing the correct options. Check answers, plays the videos again, pausing for Ss to hear why is each answer correct or incorrect.</p> <p>T. explains that it is important to identify detailed information in a conversation as well as answer specific questions to practice and improve their listening skills.</p> <p>T. ask a student to read the instructions. Video episode 1 "Coffee or Tea". Listen to Ethan a Learning Curve presenter located in New York, who is talking about coffee and tea around the world. Video episode 2 Kate a Learning Curve reporter who is talking to different people in London about what they like to eat and drink.</p> <p>Post- listening</p> <p>Ss sets a matching game in pairs. T. explains the game. Ss take turns choosing two items from the resource worksheet that are connected. Then they make a sentence to say how they are connected. For example, if they choose bread and sandwich, the connection might be You use bread in a sandwich. If they choose ice cream and cheese, the sentence might be Ice cream has milk in</p>

	<p>it and cheese has milk in it. Ss score a point for each pair of food and drink items that they can connect. They can use items more than once. The winner in each group is the student with the most points. T. set a time limit for Ss to play the game and monitor. At the end of the game, go through the items on the resource sheet and elicit some of the connections that Ss made.</p> <p>https://cdn-richmondvle-unity-prod.avallain.net/system/uploads/content/file/c34bc8ee-d1e7-4d0e-930f-37c1386201fb/PB_AmE_A1_PCM_3A_V.pdf?version=1532103616</p>
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Class implementation

To implement this class, two different text materials were contrived in order to practice pre-teach keywords: Handout 1 “Friday I’m in Love” from The Cure’s song (fill in the gaps activity); Handout 2 “Food and drinks timetable” (completing table activity). Besides, authentic printed material from Personal Best Level A1, Richmond Platform and their coursebook unit 3 section B. The class were planned for 2 hours session with fifteen undergraduate A1 level students. The class was implemented in the language laboratory in order to get access to audio and online activities.

Warm-up:

1 As an introductory activity to the topic we focus on pre-teach key vocabulary from the audio and to encourage them to activate their prior knowledge, I divided the board into three sections:

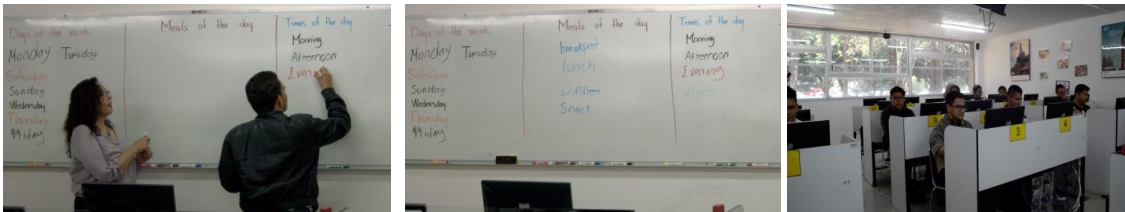
- a) Days of the week
- b) Times of the day
- c) Meals of the day

I elicited the key vocabulary from each section, Ss mentioned and wrote them on the board, then we checked the correct spelling orally and pronunciation (micro skills: stress patterns and intonational contours).

Lead-in:

After reviewing the vocabulary, I asked the Ss if they knew the song “Friday I’m in Love” by The Cure, none of them had heard it. Then I explained to them that they were going to listen to a song, and they had to fill in the gaps to complete it. I played the audio three times so that Ss could fulfill the task successfully, moving from general to more detailed listening

(bottom-up processing). “It is fair to play the recording multiple times as long as students have an active task to perform as they listen, even if the task is to complete their answers. For example, students could listen a first time to answer a general question, listen again to complete a table and then listen while following along with the transcript to check their answers” (Piekarowicz, 2014).



Pre-listening stage

To introduce the topic, (Raising expectations, triggering ‘schemata’). I previously displayed on the walls the pre-teach key vocabulary: food and drinks pictures. To check concepts, I asked my students to identify them, then, work in teams of five members (patterns of interactions) to complete the timetable worksheet (handout 2) The task consisted on: mingling around the room and write as many words as they can remember in five minutes. On that stage, my role as a teacher was an observer and monitor by providing the Ss with the requested information.

To practice speaking I asked Ss to talk about their favorite Café, and what food and drink do they like to have there?

“Pre-listening stage is a good moment to present the pronunciation of proper names in the text if unfamiliar to learners and review or teach any vocabulary that is essential to the upcoming task. Students should also get time to read questions or other activity prompts before they listen”. (Piekarowicz, 2014)



While-listening stage

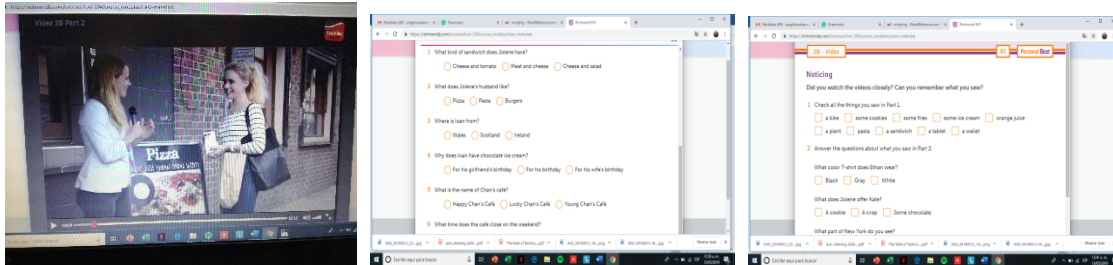
As a while listening activity (guiding 'comprehension'), we used an authentic video. I asked Ss to turn on their computer and get access to the Personal Best A1, Richmond Platform. Ss looked at the unit 3B video class material board. Before playing the video part 1 "Coffee or Tea," I explained the task: in this episode for Learning Curve, Ethan, a show presenter located in New York. Talks about Cafés a kind of restaurant in which people drink coffee or tea, and people preferences towards drinking coffee or tea at a Café or home in different places all around the world. First, I asked Ss to listen to watch and listen to the video to identify the general content and context. I made it clear that they do not have to understand every word, but only the main idea, topic, and setting (listening for gist). I played the video a second time so that Ss pay attention and find out specific details and pieces of key information (listening for specific information) allowing them time to read the questions and different options. Then they answered the questions below. Ss requested to watch the video a third time to entails understanding since the recording was long and complicated for them. After watching the video, we check vocabulary, and comprehension by explaining the context. (non-interactive listening).



Once we finished watching the first part of the video, I explained the task: in this episode, some of the speakers are British and use British English forms. Kate, a Learning Curve reporter located in London. Talks to people about what they like to eat and drink. Previously I pre-tech the following key vocabulary from the video: take away/ take out (a meal you buy to eat at home, at school, or the office providing some examples); Back to you in London (means. You continue with the show in London now). Crisp-potato chips, biscuits-cookies, chips-French fries.

We repeated the listening strategies to fulfill the activity successfully. Finally, we checked answers and comprehension; each student read a question and compared the responses with each other exercise. When they were answering the questions, I noticed that it was difficult for them to complete the information required by themselves; therefore, I helped

them by reading the text and answering the questions altogether, but I did not tell them whether their answers were correct. Lastly, we did a brief discussion concerning the recording to check their comprehension. It is essential to mention that the Richmond Platform provides feedback with the purpose that Ss can check their responses and be able to correct them (Semi-reciprocal listening).

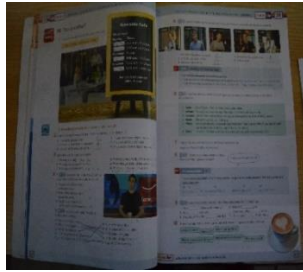
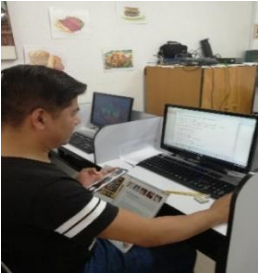


When developing listening strategies, it is essential that students have a clear purpose of locating the important part of the audio, so that they are expected to respond while checking their understanding through question-answer tasks or discussion and clarification in written or oral form.

While receiving feedback Ss were able to identify that most of their mistakes were about comprehension. Students felt motivated because they noticed that their listening skills have been improving, but at the same time, they were aware that learning the key vocabulary enhancing their listening comprehension is still needed. As a mean of reinforcement these activities the Ss themselves asked whether they could complete their student’s book to grasp the understanding of video more appropriately.

Gabriel Díaz mention that listening does not merely consist of taking things from the text, but also bringing the listener’s personal contribution to it. In this sense, comprehension is achieved through the interplay of prior knowledge and expectations on the part of the listener that is confirmed or challenged by the information in the text. (Díaz, 2016).



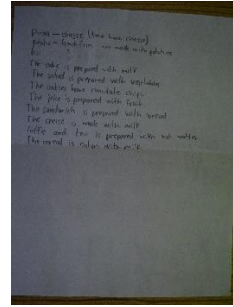


Post-listening stage

As a post-listening, I included an authentic material from the Personal Best resources as an integrating vocabulary game named: “Food Connections” in which Ss used the acquired vocabulary actively by using an adequate number of lexical words in order to accomplish pragmatic purposes (speaking micro skills). I provided them with a worksheet (handout 3). In pairs, Ss took turns to choose two items that are connected; they make a sentence to say how they are related. For instance, if they decided bread and sandwich, the connection might be “You have bread in a sandwich.” if they chose ice-cream and milk the relationship might be “Ice-cream has milk.” Ss write some sentences and explain them to their partner. They can use items more than once or connect more than two pieces. Ss compare their favorite food and drinks in their groups and find out if they like the same thing. Ss produce reduced forms of sentences (micro skills). This activity was meaningful and useful for them, hence let them express their ideas, and activate their previous knowledge in a fun and motivating way.

During the post-listening stage Ss can do activities based on the information from the listening. Activities usually involve a personal response to the information using their anecdotes and opinions. Teachers should take language from the recording and use it as the basis for the grammar or vocabulary presentation.

As a final activity, five volunteers read out loud their sentences (responsive speaking skills). For the speaking activities I chose the TBL approach which leads to language learning, and the division between topics and tasks became better established. “In this view, topics provide the motivation that will make students speak in real time” (Díaz, 2016).



Assessment

To evaluate the Listening comprehension, I used formal assessment through the Personal Best Unit 3 Richmond Platform which gives their work a grade (content validity). An advantage of quantitative evaluation could be that there is no judgment involved in their marking and the results are accurate. This information is useful for both teachers and students to decide whereas students need to do more work in specific areas and to provide feedback on their strengths and difficulties.

To evaluate Speaking I used informal evaluation. One way to give correction and provide feedback in speaking activities is to note specific mistakes and tell Ss about them after the activity to avoid interrupting them while they are speaking. According to the activity, I make Ss to pause and correct their mistakes, as long as, this does not interfere with the lesson. Sometimes a nonverbal cue can work as a reminder as well, Ss can correct themselves quickly and continue with the activity,

To assess qualitatively, it is necessary to use assessment criteria due to the skills and subskills. For instance, speaking sub-skills include fluency, using the language accurately and appropriately, pronunciation, vocabulary range, interactive strategies, and discourse organization. In order to get better criteria, teachers might use checklists, rubrics, scales, or observation reports.

2. Lesson plan identification

Student's name:	Angélica Fabiola Velasco Trejo
Title of your Lesson plan	Food around the World
Number of Students:	13
Level of English:	Elementary A1
Age:	Philosophy Undergraduate students
Learning Objective of the plan/Competency:	<p>Aim: By the end of the lesson students will be able to express likes and dislikes and develop the learner's awareness of healthy and junk food.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify food and drink vocabulary and express likes and dislikes. • To continue building on food vocabulary by learning describing words for food. • Name a range of food items. • Ask about other people's preferences: Do you like...? • Identify detailed information in a text to answer specific questions to improve their reading comprehension skills. • To practice reading for specific information. • Write a blog about a celebration or festival in students' country and the food people eat to celebrate it. • Identify and use the correct punctuation.
Communicative skill considered:	Integrated skills: Reading and Writing
Approaches	Communicative approach, Task-based learn
Vocabulary:	Traditional dishes from different countries, Flags: Mexico, The UK, India, Ethiopia, Japan; and China.
Functions:	Giving opinions, Agreeing and disagreeing with and opinion, Expressing likes/dislikes and interests.
Main Grammar structure	Simple present He / She / It Linkers: and, but / Punctuation
Number of sessions	1 sessions of 2 hours class
Contents required for the lesson	Reading worksheets 1,2, and 3 British Council Writing forum Richmond Platform
Patterns of interaction	Individual, pair and teamwork.
Following up activities	Ss answer writing exercise U3C platform class material.

	Ss answer their Student's book activities p.31 writing: "What's your favorite Festival". Workbook p.18
Assessment Formal and informal Not rubric needed	Formal assessment Reading comprehension: Fill in the gaps, Multiple choice questions. Open comprehension questions. Writing graded on the platform. (Story writing). Informal assessment for Speaking: Responding to prompts/functions, fluency, pronunciation, vocabulary range and use of language appropriately.
Link of the content	https://richmondlp.com/courses/toni-204/course_modules/forum https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Unit%203_Food%20around%20the%20world.pdf
EEAILE tutor on line	Gernot Potengowski

Topic	Task
<p>Introduce the topic: Time: 20 minutes</p> <p>Material: Flags, pictures of traditional food: The dishes are: Chinese stir fry, Japanese sushi, British fish and chips, Mexican fajitas, Ethiopian injera and Indian curry.</p> <p>Language: China, The UK, Mexico, India, Ethiopia Japan.</p>	<p>Activate Prior knowledge: T. activates previews knowledge by reviewing previews vocabulary. T. displays the key vocabulary pictures on the wall and draws Ss attention to them and elicits the words. Corrects pronunciation when necessary. T. asks Ss to work in pairs to complete the vocabulary exercises 3 and 4 on their workbooks.</p> <p>Lead-in: T. displays on the board some countries' flags: The UK, Mexico, India, Ethiopia, China, Japan. Traditional Dishes pictures of different countries T. elicits the countries' flags names and Ss what they already know about these countries. T. shows some pictures of traditional dishes of different countries, then asks Ss to name any of the food and the ingredients of the various dishes if possible. Ss match the pictures of food with the country. Ss discuss about more international food they know. T. monitors the activity and corrects pronunciation when necessary.</p>
<p>Introduce the topic of:</p>	<p>Pre-reading T. hands in a worksheet with pictures of the previews dishes and a short descriptions of the food and drink.</p>

<p>“Traditional dishes”</p> <p>Time: 10 minutes</p> <p>Skills: Reading, speaking and writing.</p> <p>Material: British Council worksheets 2, Food around the World.</p> <p>Reading: Food diaries worksheet 3</p> <p>Time:20 minutes</p>	<p>T. ask Ss to read the descriptions individually and match the descriptions with the photographs and countries. Then compare their answers with the partner next to them.</p> <p>T. encourage Ss to practice nationality vocabulary by asking questions such as: ‘Is Sushi Chinese?’</p> <p>Elicit the answer: ‘No, it’s Japanese’.</p> <p>T. reads the descriptions on Worksheet 2 aloud again, so that Ss can check pronunciation. Then, asks Ss to underline all the food words they can find.</p> <p>T. asks Ss to draw a table on a sheet of paper with the following headings: fruit and vegetables, dairy food, meat, drinks, sweet food and other food. Ss work in teams to fill in the boxes with words which go under each heading.</p> <p>T. encourage Ss to tell you what their likes and dislikes from the food mentioned on Worksheet 2. For example: ‘<i>I like fish, but I don’t like rice</i>’.</p> <p>T.</p> <p>While-reading</p> <p>T. draws Ss attention on the photographs on Worksheet 3. Explains that they are going to read information about two people Rafael and Amrita.</p> <p>Ask for volunteers to read the food diaries aloud. If necessary, read the diaries aloud to your learner to check pronunciation.</p> <p>Ss discuss about which diet they prefer.</p> <p>T. checks unknown vocabulary or grammar structures.</p> <p>Post- reading</p> <p>Check reading comprehension:</p> <p>T. ask Ss questions about what they have just read. For example:</p> <ol style="list-style-type: none"> 1. <i>Why doesn’t Rafael have breakfast?</i> 2. <i>What does Rafael usually have for lunch?</i> 3. <i>Why does Rafael have a late dinner?</i> 4. <i>Why does Amrita sometimes make pancakes and jam for breakfast?</i> 5. <i>What does Amrita usually have for lunch?</i>
<p>Introduce the topic of:</p> <p>“Special Meals”</p> <p>Time: 10 minutes</p> <p>Vocabulary:</p>	<p>Lead-in:</p> <p>T. puts Ss in groups to discuss festivals and celebrations in their country and what people eat. T. monitors and helps with vocabulary if necessary and gets feedback on Ss discussions.</p> <p>Read the blog example on their student’s book p. 78. Then read the preparation questions to organize their ideas.</p>

<p>Time: 20 minutes</p> <p>Skills: Reading, speaking and writing.</p> <p>Material: Personal Best Student's book p. 78</p>	<p>Ss write their blog about their favorite celebration or festival in their country. T. draws their attention to use punctuation, spelling, and grammar structures learned through the unit. Then, Ss upload their blog on the Forum platform.</p>
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Class implementation

To implement this lesson, I decided to use an Integrated Approach to expand the previews class. We used an authentic material from The British Council, named "Food around the World," which integrates food as a multicultural element.

The class was planned for 2 hours session with thirteen undergraduate A1 level students. The activities were specially designed to incorporate two language skills simultaneously reading and writing, I planned some situations that allowed for well-rounded development and progress in all areas of language learning.

To activate prior knowledge, I display some food and drinks pre-teach vocabulary pictures on the wall. Encourage Ss to mention each one bringing to bear the differences between American and British English and correcting pronunciation as needed. "Learner need to meet the same words again and again as they advance in their language learning. In this way, their memory of them will be consolidated, and they will know about the word" (Spratt, 2011). Afterward, I asked them to work in pairs and answer on their workbook exercises 3 in which they had unscrambled the words to fill in the gaps (reading subskill); and exercise 4 in which they had to complete a crossword to get more practice (extension activities). It is essential to mention that this activity not only helped them to review the pre-teach key vocabulary but to link up with the intercultural competence through the diversity of the same language but in different regions. DDT replies to Barry Tomalin, on his article: Making Culture happen in the English Language classroom "It seems to me that the intercultural content... makes cognitive or conceptual demands of the learners, as the materials are essentially concerned with the intercultural contextualization of the target language and with the cultural concepts covered" (Tomalin, 2008).



Lead-in

At beginner levels teachers should teach general words to categories first, then gradually introduce different items from that category. To engage Ss to the topic I divided the board, on the right section I display food pictures (dishes from different countries). *The dishes are: Chinese stir fry, Japanese sushi, British fish and chips, Mexican fajitas, Ethiopian injera and Indian curry.* On the left side of the board I display some flags from the countries related to the dishes; *The UK, Mexico, India, Ethiopia, China, and Japan.*

Next, I drew Ss attention to the flags and asked them to identify each one. Then, I drew their attention to the dishes and encouraged Ss to name any of the foods in the pictures. Eliciting the names of the food, and the ingredients of the various dishes wherever possible (receptive vocabulary). Ss matched the pictures of food both with their names and their countries. In order to provide multiple exposures to the words that will be used for reading and writing productions. These activities were meaningful and useful for them since the topics let them talk about their interests, favorite dishes, and traditions from their original towns. While learning a second language, the influence of the culture of that language is inevitable.

This insightful activity was planned to raise the consciousness of the topic and activate Ss general and linguistic knowledge. Nevertheless, while checking concepts, interference between L1 and L2 occurred when SS expressed the phonemes of the vowels. For instance, I elicited the name of the flag's country giving them clue words "it starts with E", a student shouted out "Italy", Next, I wrote the letter E below the flag, and a student asked "what is the two word" instead of "which is the second letter". While learning a second language, the influence of the culture of that language is inevitable. It is relevant to mention that this is an A1 level learners' group. Therefore, it is noticeable that Ss made a great effort by trying to communicate, building up their fluency and confidence



First, as a Pre-reading activity (Raising expectations, triggering 'schemata') I provide them a matching exercise to match the information from the traditional dishes short text to their images, using different patterns of interactions, first, they read the text individually, then, Ss compare their answers (collaborative learning pair work). Finally, some Ss volunteered to read aloud the text. I correct pronunciation by modeling words and sentences stress (Scaffolding strategy).

While- reading stage

As a while reading activity (Guiding 'comprehension', we used the scanning technique to find a particular piece of information. Encouraging my student to read from top to down of the text quickly to find the key vocabulary (food and drinks) and highlight them. Next, they read to text it silently looking at the pictures to predict what the text was about. When finishing reading the text, we talked about their ideas and answered questions. When developing reading strategies, it is crucial that students have a clear purpose so that they can locate the most significant parts of a text.

Post-reading stage

As a post activity, I drew Ss attention to the highlighted words and ask them to classify them: healthy food and Junk food. I divided the board into the two categories, Ss volunteered to write the words. We checked spelling and the correct categorization. I asked Ss to use the vocabulary learned in simple sentences to contextualized and show the meaning of words.

Writing

To introduce the writing activity, I asked Ss to open their books on page 30, drew their attention to the pictures to identify the holidays celebrated in four different countries: Thanksgiving, USA; Carnival, Italy; Chinese New Year, China; and Maslenitsa, Russia. Discuss the importance of each holiday, when and where do they celebrate them and what do people eat as well. Then Ss talk about their festival celebrations and traditions from their

original towns. “In order to make English learning a holistic experience, it is important that culture and local context are integrated so the learner has a more comprehensive grasp of the language” (Regmi).

When developing writing strategies, it is important to provide guidance and positive feedback in order to student feel free to express their ideas. “Often, and specially in basic levels, students will encounter both product and process writing leading up to their assignments. After all, the aim is to provide them with enough information to produce an appropriate text, while helping the to learn how to approach writing in general. The instructions that students receive should be reflected in the grading criteria” (Piekarowicz, 2014).

As a final product, I asked my students to write blog in which they had to write a text They wrote it in a word file and attached it into the Forum section of unit 3 Richmond Platform. “A language cannot exist in vacuum. It has to express some objective function when utterances are made, or some text is written. When we do make use of language, the production made is generally about what we know or what we have experienced. What we know and experience mostly confines within the local setting that we have grown up and where we are residing. Thus, local context becomes inseparable from the use of language” (Regmi)

To asses them, I planned a simple rubric to guide them in their performance. This rubric take into consideration how do they organized their ideas, in paragraphs, the use language including grammar and vocabulary, spelling, punctuation, and the structure of the text. In addition, Ss are graded through the Richmond Platform.



3. Lesson plan identification

Student's name:	Angélica Fabiola Velasco Trejo
Title of your Lesson plan	At the restaurant
Number of Students:	13
Level of English:	Elementary A1
Age:	Philosophy Undergraduate students
Learning Objective of the plan/Competency:	<p>Aim: By the end of the lesson students will be able to perform a Role-play using food and drinks vocabulary learned along the unit. Practice ordering and offering food. And talk about their favorite food and drinks.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify food and drink vocabulary and express likes and dislikes. • Identify different kinds of food and drinks that people enjoy in a restaurant. • Identify vocabulary about restaurants. • Identify day times: breakfast, lunch, dinner. • To continue building on food vocabulary by learning describing words for food • To practice reading and listening for specific information. • To gain fluency in speaking about national food.
Communicative skill considered:	Integrated skills: Listening and Speaking
Vocabulary:	Days and times day: Monday, Tuesday, Wednesday, Thursday, Friday; the weekend, today, tomorrow, yesterday, morning, afternoon, evening and night. Food and drinks. Breakfast, lunch, dinner, menu. Jobs, colors, numbers, nationalities and countries, telling the time.
Functions:	Ordering at a Restaurant, Expressing likes and dislikes, Greetings, Giving opinion, Asking-offering for food, Requesting, Thanking.
Main Grammar structure	Simple present He / She / It / I, Quantifiers, Adjectives of quality and quantity, numbers, telling the time, singular and plural, Demonstratives: this/that, these/those.

Number of sessions	1 sessions of 2 hours class
Contents required for the lesson	Classroom / Setting of a Restaurant
EEAILE tutor on line	Gernot Potengowski

Topic	Task
<p>Introduce the topic: "At the Restaurant" Time: 20 minutes per team. Assessment 20 minutes</p> <p>Material: Restaurant supplies,</p> <p>Language: Food and drinks vocabulary,</p>	<p>Final project: Role play "At the Restaurant"</p> <p>Ss will display restaurant supplies such as tables, chairs, table clothes, placemats, glasses, jars, forks, spoons, knives, napkins, dishes. (realia)</p> <p>Ss will play different roles such as waiters, and clients in a restaurant.</p> <p>Ss will ask and give information about food and drinks.</p> <p>Use of Grammar structures learned in previews lessons Use of Functions learned in previews lessons Use of Vocabulary learned in previews lessons</p> <p>Assessment: co-evaluation, self-evaluation and overall evaluation (Oral Evaluation Rubric)</p>

Final Project. Role-Play "At the Restaurant"

For this Final Project students performed a role-play named "At the Restaurant".

Ss are divided into teams of four or five members in each. Students then create their own restaurant menu by thinking of a name for their restaurant and writing it at the top of the menu.

Ss create their own dialogues employing and putting into practice the grammatical structures and key vocabulary previously seen.

Ss set up the classroom using realia, so each table acts as a restaurant.

Each team performed meal of the day: Team 1 Breakfast; Team 2 Lunch; Team 3 Dinner.

The students use their own dialogues between customers and waiters.

Afterwards, students role-play ordering food and drink in a restaurant using the dialogue and the menu they have created.

The teacher asked them to assess themselves using co-evaluation and self-evaluation. At the end of the class Ss selected the best piece of work and feedback was provided by the teacher.

It worth to mention that use of culture-based activities in the ELT classroom promotes learners to be engage and get familiar with the target language and material which should be designed according to their level of English, age, values, and necessities. In consequence, students would be motivated and immerse on the topic. “The use of role-play in EFL classrooms can help students to overcome cultural “fatigue,” and it promotes the process of cross-cultural dialogues, while, at the same time, it provides opportunities for oral communication. Numerous other techniques—readings, films, simulation, games, culture assimilators, culture capsules and culturagrams can be used for language teacher to assist them in the process of acculturation in the classroom. (Chastain, 1988, cited in (Hussein, 2016)).

Team 1 “Role-play Breakfast”



Team 2 “Role-play Lunch”



Team 3 "Role-play Dinner"



Assessment: co-evaluation and self-evaluation



Assessment and Evaluation Rubrics



DIRECCIÓN ACADÉMICA DE LENGUAS
EXTRANJERAS Y MULTICULTURALIDAD
ORAL EVALUATION RUBRIC

Teacher:	Angélica Fabiola Velasco Trejo
Group:	IN204
Classroom:	ASIA202
Schedule:	Thursday 12:00-14:00

Topic: "Role-Play "At the Restaurant"

Rating Scale:

POINTS	Oral expression
25	Very good non-native speaker
20	Competent speaker
10	Marginal speaker
5	Extremely limited speaker
0	Non-speaker

Co evaluation	Students from the class will vote for an assignment: 0-5 points to the team's presentation.	Material & presentation	Teacher will assign 0-10 points.
Auto evaluation	The team will assign 0-5 to their own presentation, performance, individual and team work.	Extra material	Teacher will assign 0-5 points.

Final Grades:

	TEAM 1	TEAM 2	TEAM 3
Oral Expression	20	25	20
Coevaluation	5	5	5
Autoevaluation	4	5	4
Material & Presentation	10	10	10
Extra material	10	10	10
Total of exposition	49	55	49

Members of the team

Team 1 "Breakfast" Héctor García, Francisco López Navarro, Antonio Morales, David Navarro Velázquez,
Team 2 "Lunch" David Israel Fuertes Melgar, Arturo Monroy, Julián Muñoz Puente, Geovanny Velram
Team 3 "Dinner" Juan Diego López Pérez, José Rodolfo Pérez Molina, José Ángel Rodríguez, Juan José Rojas Mújica, Emilio Valencia Cabrera



DIRECCIÓN ACADÉMICA DE LENGUAS
EXTRANJERAS Y MULTICULTURALIDAD
WRITING RUBRIC

Rubric of Writing				
Student	ASPECT: VOCABULARY			
	EXCELLENT TO VERY GOOD: sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register	GOOD TO AVERAGE: adequate range; occasional errors of word/ idiom form, choice, usage <i>but</i> meaning not obscured	FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; <i>meaning confused or obscured</i>	VERY POOR: essentially translation; little knowledge of English vocabulary, Idioms, word form; OR not enough to evaluate
Student's name				
Comments:				

Speaking Assessment Rubric

Writing Assessment Rubric

The screenshot shows a web interface for a course named 'Richmond'. The user is logged in as 'Angélica Velasco'. The interface includes navigation tabs for 'DOWNLOAD REPORT', 'SELF-STUDY', 'ASSIGNMENT SCORES', 'TEST SCORES', and 'AVERAGE SCORES'. The 'ASSIGNMENT SCORES' tab is active, displaying a table of student performance.

Sort	Last name ^	Self-study avg.	Assignment avg.	Tests avg.	Combined avg.
	David Israel Fuertes Melgar	87 %	87 %	82 %	85 %
	Héctor García	93 %	91 %	—	92 %
	Francisco López Navarro	85 %	94 %	—	89 %
	Juan Diego López Pérez	91 %	84 %	95 %	90 %
	Arturo Monroy	74 %	—	—	74 %
	Antonio Morales	87 %	86 %	55 %	76 %
	Julián Muñoz Puente	41 %	63 %	54 %	52 %
	David Navarro Velázquez	83 %	—	—	83 %
	José Rodolfo Pérez Molina	93 %	100 %	91 %	94 %
	José Ángel Rodríguez	88 %	94 %	—	91 %
	Juan Jose Rojas Mújica	81 %	—	—	81 %

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Formal Assessment: Richmond's Personal Best Platform overall scores

Video Final Project: The Topic of Food and Drinks as a Multicultural Element in the ELT Classroom

https://www.youtube.com/watch?v=Meft_ONLk9o&feature=youtu.be

Video Script

Time Mark	Stage	Activity	Methodological Remark
0:14 1:01	Start of class 1 Meals of the day (Vocabulary warm up)	Warm-up: Identify the key vocabulary for days of the week, times of day, meals of the day.	Activate Prior Knowledge learned in previous lessons. Teacher elicits the key vocabulary from each section.
1:20 2:07 2:24	Listening exercise: The Cure – Friday I’m in Love	Lead-in to the listening part of the class: Students will listen to a song with words and concepts from the previous section of the class, and will identify specific information in the lyrics of the song.	Teacher sets Pre-Listening task, focusing initially on gist listening to establish context. Teacher plays the audio 3 times, so that students can fulfill the task successfully, moving from general, to more detailed listening (bottom-up processing) Teacher checks vocabulary and comprehension (semi-reciprocal listening).
2:47 2:26	Video listening exercise Interviews	Main listening exercise of the class: students will identify detailed information in a conversation between two persons being interviewed. Also, they will identify different kinds of food and drinks that people enjoy in cafés.	Teacher activates students’ schemata to make connections between the prior knowledge and the audio text. Students listen to the audio followed by a task that requires students to process the audio text using both top-down and bottom-up skills.
3:42 3:52 4:10 4:24	Start of class 2 Food Around The World	Lead in: Images of flags and food are displayed on the board, and students are asked to match each other. Also, they’re asked to tell what they know about these dishes, and discuss about more regional food they know.	Students develop Intercultural Competence while reviewing previous vocabulary. Fill in the gaps by using pair work activity (Reading sub-skill) Students using collaborative learning (pair work). Teacher raises consciousness of the topic and activates students’ general and linguistic knowledge. Interference

			between L1 and L2 occurred when expressing the Phonemes of the vowels. Encouragement and support from others. Teacher sets a matching activity (Intensive reading)
7:52 8:22 8:39 9:21	Reading Comprehension: Raphael and Amrita	Students are assigned to read about two persons and their eating habits. They identify different foods, and they pronunciation is reviewed. Finally, they are asked to separate junk food from healthy food.	Teacher corrects pronunciation by modeling words and sentences stress (scaffolding strategy). Reading for details. Student reads aloud the text to check pronunciation and understanding. Students classify key vocabulary used in the previous reading.
9:32	Class 2 conclusion Book exercises and food traditions	Students read about international traditions that involve food from different regions, and are asked questions from each of these different celebrations.	Teacher draws students' attention to the pictures and encourages them to speculate on how people celebrate each holiday.
10:14	Class 3 Final Project Set up	Students are told about the criteria, and key points to evaluate in their final project	Teacher explains the final project task (insightful role-play activity)
10:42 10:52 11:17 11:32 11:48 12:13 13:08 13:28 14:12	Role-Play "At the Restaurant"	Using the knowledge from the last two classes, students role-play an scenario where they pretend to be waiters and customers from a restaurant, and interact using the vocabulary learned.	Team #1 Performing meals of the day (Breakfast) Students using language functions (ordering at the restaurant) Expressing likes and dislikes Team #2 Performing meals of the day (Lunch) Students using functions (Greetings) Students using functions (offering food) Students practice the use of quantifiers. Team #3 Performing meals of the day (Dinner) Language function (Greeting) Language function (Requesting) Students talking about places. Language function Agreeing.

14:30	Evaluation	Students evaluate themselves, and each other on their performance.	Assessing students (coevaluation)
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CHAPTER 3 EXPERIENCE REPORT

At the time of planning my lesson, I chose a topic that students were interested in, so, they had a lot to talk about. I think it was very helpful to have the students practice using different patterns of interaction such as individual, pair and teamwork before speaking to the whole class to take away some of the anxiety that is always present when speaking a foreign language. I was most interested in fluency and getting students talking than in exactness. From their responses, I could then focus on accuracy where they fell short, such as certain grammar principles and key vocabulary.

I designed some the printed material and the pictures to illustrate the key vocabulary needed. The audio material was taken from the real soundtrack of The Cure's song "Friday I'm in Love. On the other hand, the "Learning Curve" videos were taken from Personal Best Richmond Platform as well as some printable resources. First the reading activities I used authentic material taken from The British Council Website.

Besides that, before we started each lesson, I reminded students that they may not understand every word, and that it is ok, encouraging them to focus on the information required for the task.

Keeping a balance between types of activities is important, since they ensure coherence and consistency for language teaching. While planning the lesson I took the time to identify the amount of teacher-talk, for this reason I organized the activities in order to provide more opportunities and the majority of time to produce and practice the language in a safe environment.

The sequencing of these lessons helped the students to be more successful. I think that starting by activating their previews knowledge by display some food and drinks pre-teach vocabulary pictures on the wall, providing engaging activities and discussions was a good idea. Furthermore, I really liked the way the speaking skill was approached. I think that many times people do not think about how much goes into speaking because they feel comfortable talking in their native language and do not think about the long process that it takes for people to put words together. The idea to make students practice in pairs before sharing

their ideas with the whole class gives them enough practice to speak without pausing as much as they would do if it was their first time. It also calms them down because they can gather ideas from their classmates if they do not have their opinion set.

In my opinion, it is relevant to have enough balance between accuracy and fluency. Both are important, but depending on the needs of the students, it might be more appropriate to focus on one than the other. Any of the activities that were performed along the classes could be adapted to focus more on accuracy or fluency depending on the situation.

To evaluate Ss I used formal and informal assessment according to the complexity of the lesson, their level of English and their capacity to grasp the language.

At Universidad Intercontinental, where I work at, we use quantitative assessment by integrating, progress tests, summative test in which, each skill: reading, speaking, writing, listening and use of English get 15 percent, resulting in the 75% of their grade. And the continual evaluation includes a portfolio, and workshops: technology activities, video, and speaking presentations, resulting in the 25% of their grade

In my opinion, The Personal Best material by Richmond is well balanced since it includes not only the teaching of ELT language and skills, but it provides intercultural competences and the use of Technology tools. The textbook contains printed and online additional resources, audios, CDROM components, an App application and even a Platform.

It is important to mention that the students whom I taught the class to are not my regular students since I am the Foreign Language Coordinator. Thus, Miss Toni who is the tutor of this group observed my performance all along the three classes. So, I asked for her feedback, and she kindly provided the following comments.

“She managed to get all the students involved and made willing and eager participants out of them. Even when instructions in L2 were difficult for Ss to understand because of their limited vocabulary, she avoided using L1 (until absolutely necessary) using mime and paraphrasing until she made sure Ss knew what was expected of them. The activities she had planned were interesting and challenging, keeping the Ss involved in every part of the process. After explaining the activity and making sure everyone understood, she supervised their work pacing and being attentive to answer their questions and meet their needs. The sequence of activities she had prepared kept the Ss busy and entertained, making the class very enjoyable. The progress they made throughout Ms. Ange’s lessons allowed them to consolidate

knowledge and understand concepts seen beforehand, preparing them well to present their final projects with confidence” Maria Antonieta Espinosa tutor of the IN204 English basic level class.

To sum up, I feel that the topic was correspondent to the Ss level of English. The student could express their opinion on it. It did not seem to be too easy or too hard. These sequenced activities helped my students to develop fluency since I did not interrupt them to correct their mistakes. This way they were not afraid of making mistakes, and I provided the necessary feedback.

In my opinion, students were able to comprehend and fulfill the aim of the lesson, since they were capable to understand and accomplish the tasks successfully. The Role-Play was extremedly well organised and everybody enjoyed it. Ss also expressed not only they had understood but that they had had fun as well. Role-Play was extremedly well organised and everybody enjoyed it. Ss also expressed not only they had understood but that they had had fun as well.

CHAPTER 4 CONCLUSIONS

To conclude this paper, it is crucial to point out the importance of reflecting on what we teach when designing lessons. Since each group of students is unique, teachers should be aware of the necessity to incorporate diverse activities in which the four skills are developed. It is also, indispensable that teachers take into consideration that in his or her daily practice they can have different roles depending on the stage of the lesson by adapting to the situations to make the learning and the teaching not only useful but as successful possible.

Regarding technology, we can say that there are several advantages whenever it is included in the lessons. There is no doubt that technology offers teachers and learners a vast amount of materials and communication possibilities to enhance their language teaching and learning. Teachers should be prepared with professional skills which include pedagogical and technical skill because the more enthusiastic and more knowledgeable language teachers are, the more successfully they can implement Internet in the language classroom. Learners can only benefit from technology-based activities provided that these activities are relevant to their needs and interest.

The relationship between language and culture is not simple, but it is important to understand, especially because teachers will form perceptions about language based on their understanding of this relationship. Additionally, depending on the teaching context in Mexico, it is crucial to understand the context and backgrounds of the students. In this way, the teaching of culture can be made relevant to their lives and needs.

The texts recommended in the Specialization can be used by language teachers as tools and ideas to engage students in a more in-depth dialogue about the importance of learning culture and about how it should be incorporated in ELT classroom.

When improving multicultural competences, it is vital to be aware that we help our students distinguish between the cultural norms, beliefs, or habits of the majority within the speech community and the individual or group deviations from some of these norms. Students should be enabled to discuss their native culture with their peers at the same time that they are provided with real experiential content. Additionally, while discussing the teaching of intercultural awareness as a skill, we have to consider several issues, such as the curriculum, the materials, and the methodology. The challenge would be to initiate a debate on what and how to teach to help develop students as international citizens of the world, using English and other languages as their lingua franca.

Regarding technology, we can say that there are several advantages whenever it is included in the lessons. There is no doubt that technology offers teachers and learners a vast amount of materials and communication possibilities to enhance their language teaching and learning. Teachers should be prepared with professional skills which include pedagogical and technical skill because the more enthusiastic and more knowledgeable language teachers are, the more successfully they can implement Internet in the language classroom. Learners can only benefit from technology-based activities provided that these activities are relevant to their needs and interest.

To my point of view, being part of the Specialization, was a great experience. Having met my classmates allowed me to learn from them. Video conferences, academic discussion, the colloquium, and all the activities along the specialization became invaluable experiences to interchange ideas, and also to improve my teaching practice and philosophy.

Concerning Mr. Gernot, he is an extraordinary teacher without his guidance expertise advice and support. It could not have been possible to succeed along the Specialization. He was always willing to clarify our doubt and to encourage us to improve and reflect on our teaching practice, strategies and methodologies implemented in our lessons.

Summing up, the Specialization provides elements through which the participants would acquire the groundwork for a real "paradigm shift" in the knowledge, skills, and abilities, values, and attitudes, as well as improve study strategies to develop their methodologies, tactics in the fields cognitive, technical, and methodological requirements for teaching English.

CHAPTER 5 APPENDICES AND REFERENCES

App 1: Food and Drinks models



App 2 Class 1 “Coffe or Tea?”



Crisp - potato chips



Chips - French fries



Biscuits - cookies

App 3 Class 2 “Food around the World”



Chinese Stir Fry



Japanese Sushi



British Fish and Chips



Ethiopian Injera

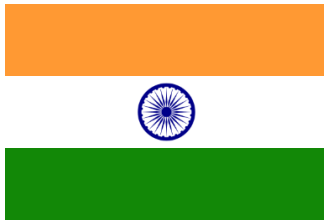


Mexican Fajitas



Indian Curry

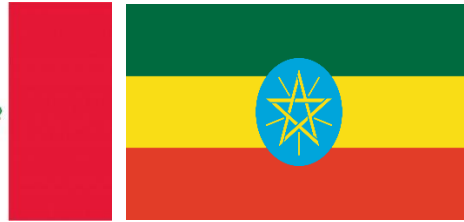
App 3 Flags Class 2 “Food around the World”



India



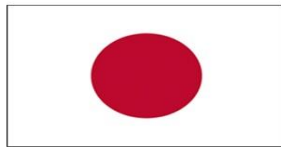
Mexico



Ethiopia



China



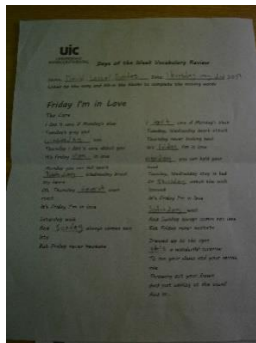
Japan



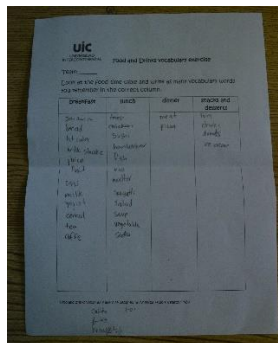
The UK

Handouts

Class 1 “Coffe or Tea?”



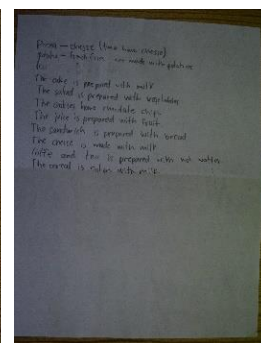
Song: Friday I'm in Love



Food and Drinks classifying exercise

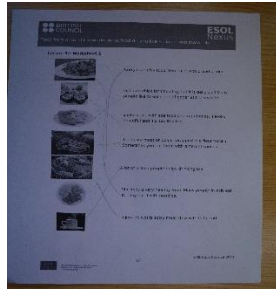


Food and Drinks connections

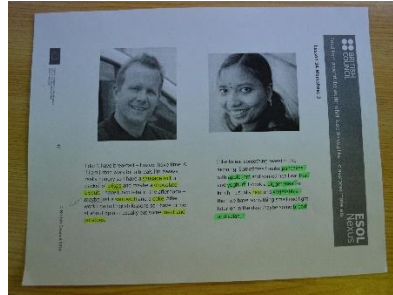


Food and Drinks sentences

Class 2 “Food around the World”



Matching exercise



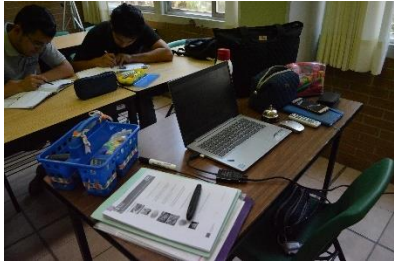
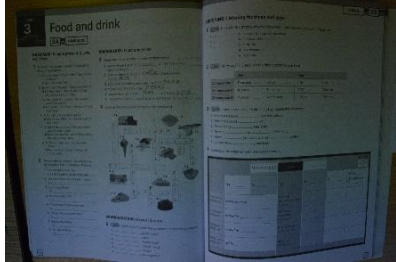
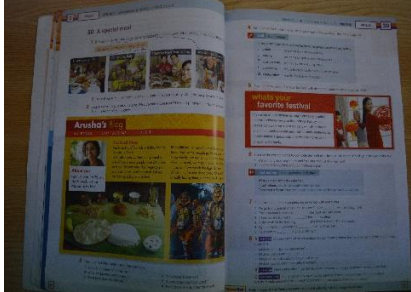
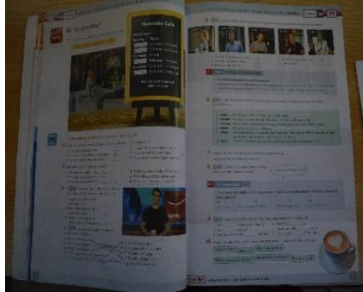
Reading comprehension exercise

Class 3 Role-Play “At the Restaurant” Menus



Authentic Material

Personal Best Student's Book



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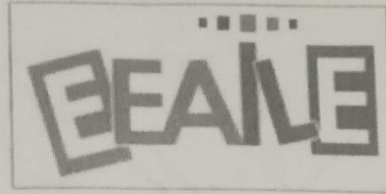
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ESPECIALIZACIÓN EN LA ENSEÑANZA Y APRENDIZAJE DEL
INGLÉS COMO LENGUA EXTRANJERA

I **Angélica Fabiola Velasco Trejo** declare that the following Final Project “Improving Multicultural Competence through TBL in the ELT Classroom. Food and Drinks as Multicultural Element” is entirely my own work and that is written in my own words and not those copied directly from any source, except from those properly acknowledged

Signature

Angélica Fabiola Velasco Trejo

Date of submission

June 9^h, 2019