



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PRÁCTICAS SOCIO-ALIMENTARIAS: ¿DIME
QUE COMES?**

PROPUESTA DE TRABAJO RECEPCIONAL

QUE PARA OBTENER EL TÍTULO DE:

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

PRESENTA:

SALVADOR RUIZ CERRILLO

ASESOR: ALMA DANIELA OTERO SOSA

México, DF. a 22 de junio de 2020



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FINAL PROJECT

“Sociological food practices: Tell me what you eat”

Salvador Ruiz Cerrillo

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DECLARATION

I **Salvador Ruiz Cerrillo**, declare that the following **ASSIGNMENT “Final project: Sociological food practices: Tell me what you eat”**, is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

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The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

¹ EEAIL-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.
http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.”

The “Reglamento General para estudios de posgrado de la UPN” states as follows in the

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor.”²



May 31st 2020

² Reglamento General para estudios de posgrado de la UPN.
<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>

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Introduction

Teaching and Learning English as foreign language requires many individual and inner skills, to develop these characteristics many theories, methods, approaches, techniques, should be developed not only by the teachers but also by the foreign students. The aim of the EEALILE focuses on providing knowledge and competencies to the Mexican English current teachers, this knowledge and development are organized in 3 modules (language acquisition and methodology, language skills and technology and intercultural communication) that were designed according to some curriculum objectives and national educational scopes in order to improve the national scenario of English teaching.

Therefore, this document is the presentation of a project that was applied so as to achieve some of the EEALILE postgraduate skills, like: to establish solid methodological proposals, to develop English social practices, motivation and collaborative learning, ICT's teaching skills, and to improve the linguistic and communicative English skills. The objective of the project was to develop in the student English oral expression skills through the comparative of an intercultural food schema, using specific vocabulary about food, cooking procedures, techniques and types of cuisine.

The project was divided into 3 main stages, that were applied in a period of 3 months approximately. The assessment process was designed in order to use the concept of an *authentic evaluation*, which involves a complex evaluation system, supported by a variety of tools, strategies, methods and contexts. Three main tools were considered at the project (a rubric, an estimative scale and a standardized test), these instruments were design by other authors or by owned.

This document is divided into four chapters: in the first chapter some theoretical background about the teaching philosophy of the author is shown, in the second chapter the complete path of the used methodology is presented, in the third chapter the experience report was made, considering all the expectations, main outcomes

of the teaching practice and research limitations, finally in chapter four general conclusions are exposed.

Finally, it is expected that this module's project could show the total experience of the lesson planning based on a properly methodology, and also supported by the theoretical content of the EEAILE crossed by the proposed educational competencies of the postgraduate student. Some challenges at teaching L2 in Mexico will still remain but this specialization must provide a better Scopus into the national status about learning and teaching English.

Chapter I. Philosophy and theory

This chapter is divided in 2 parts: the identity of the teacher or the author, so a general teaching statement will be shown, then in a second sub-chapter the theoretical foundations of the project based on the EEAILE theoretical framework will be shown, according to the current teaching style of the author.

1.1 Teaching identity and philosophy

Teaching and learning L2 it's a complex linguistic phenomenon, it requires a lot of social, cultural, and anthropological elements, such as methods, techniques, approaches, pedagogic models and many linguistic backgrounds. To learn or construct a knowledge different from our native languages requires not only availability but also a properly channel and environment. As language teachers, we learned how to teach maybe by repeating patterns of our own teachers or also by learning a *lingua franca* abroad, in which our culture mixes with a foreign one In Module 1 of the EEAILE, we learned the basic framework of learning and understanding a foreign language, we acquire the basic elements to understand the way a language could be communicate by many theories, then we intake different methods and approaches that have existed in language Teaching. Through this pathway is how we learned about Language, language acquisition and Teaching.

SLA theories are only theoretical approaches that help to understand how a L2 could be built and used for a foreigner or a native speaker. In a real world, there are so many different contexts and targets in which sociocultural signs and models are applied in order to redefine knowledge and its usage. The analytical exercise of all modules have helped the author to provide a basic theoretical background about linguistics and how languages could be learned and used. Finally, to find an exactly and perfect theory could be impossible considering that all generations of learners have different social, cultural and academic characteristics specially nowadays, that the known *society of knowledge* is influencing all social practices, including the way we communicate.

It has been criticized the usage of different methods, approaches and techniques in teaching L2, in my very small experience (4 years of English teaching) I had to learn different strategies in order to motivate my students and enroll them to go to a ZPD. This has been a real challenge, first, because I work with teenagers, we know that currently teens have different social aspects that the past ones, in this way, many of my students don't have the opportunity to go abroad to English spoken countries, then their socio-cultural vision could be reducing and this could be an odd to them in the way to learn English.

As a teacher I have used many approaches and actually I didn't know that they had names, I almost identified them recently and because of the EEAIL, I have used communicative and task-based, mainly, because of my institutional rules maybe I couldn't experience or practice a Kolb's model with my students, because I consider very difficult to move between 45 and 60 students to one place, it is not well seen by my authorities, so I can do many things but always at school and preferably inside the classroom.

I consider that it doesn't exist a perfect approach, I think that as teachers we have to know all of them and rescue pedagogic elements that can help us to improve not only our results but also our students motivation, which is one the basic elements to consider at teaching a foreign language.

1.2 Theory underlying your teaching practice and identity

This project was support by different aspects of education in general, educational research and also the philosophy of the EEAIL. To clarify some of the theoretical used terms in this task, table 1 was created.

Table 1. Theoretical framework used in the project

EEAILE Module	Theoretical framework
1. Language acquisition and methodology	Sociolinguistics Constructivism Proximal Development Zone
2. Language skills and Technology	Usage of ICT through English Teaching
3. Intercultural communication, Assessment and Integration	Assessment tools: rubrics, standardized exams, estimative scales. Intercommunicative competences Reliability and Validity in assessment tools

Source: owned design

Through the 9 years that I have been Teaching, I think that I have based mainly on Constructivism (Dagar and Yadav, 2016), but at the beginning when I started to teach at a very Young age (23 years), I did it by imitation, doing Teaching practices of my best teachers, but I found out that most of them were based on Behaviorism (Budiman, 2017), with prizes, and punishments. Then, I realized that as a teacher I needed to find and develop my own teaching Philosophy, that I have to construct this academic identity not only by Didactic, but also by skills, strategies, and mainly innovation.

So, in this way I strongly believe that my Language Teaching Philosophy (LTP) is based on 3 dimensions: Epistemology, Didactics and Linguistic competencies, and the 3 of them have been increasing and modifying through my years of experience, vision, academic level but also by the educational organizations where I have worked in all these years. The articulation of these dimensions, allows to show successful teaching practices, and also to assess my own practice as an educational agent. Then, the identity configuration of the teacher is constructed on:

- a) Epistemology: In language teacher education and training contexts, whilst assuming that education is a social science based discipline, an educator or teacher trainer principally deals with at least two epistemologies, or sources

of Knowledge (Balboni, 2006). In languages the object of Knowledge it's not the language itself, the language it's only a cultural sign, a channel in which the social agents (students, teacher) connects with each other and interiorize the object (communication and interaction), then English in this case appears a *lingua franc*, trying to create these relationships and anticipate of what it's called the *ontologies*, or the last goal, then if we continue as teachers to create a deeper reflective system then we must reach or approach to more realistic *Weltanschauung* (Patil,2013) . I have always seen languages as manner to improve our cognitive and metacognitive process, so the subject and the object could be reached and transformed by language itself, because finally we are creating new cognitive processes that may become later in highly brain competencies or skills like critical thinking, self-direction, or creative processes.

- b) Didactics: to develop “an umbrella of strategies” is a must on every teacher everyday, Pedagogy it's so the cornerstone of Didactics, the Didactics become a set of techniques, methods, tools, applications, theories that provide support to your own Teaching practice (Boghian, 2012). Evaluation on the other side it's a very complex phenomenon, because it has become one of the most researched topics in education all around the world, questioning then it's effectiveness, it's categorization, classification, and finally the “Credentialism” that it's a necessity in the current society. Undoubtedly, Evaluation could be a total challenge even for education itself, in L2 we have to evaluate communicative skills, we have to stablish a level of proficiency, but we could not evaluate inner processes such as the real language acquisition, and therefore a real language-interaction.
- c) Linguistic competencies: as teachers we are evaluated to qualify for a teacher position, we need to have a standardized level of the language we are teaching, but sometimes these credentials come only through hundreds of certifications (TOEFL, Cambridge, CENNI, Teacher's Diploma Course,

DTES, etc). But the real linguistic competencies come through the years, the real experiences, and mainly a cultural capital, that is set of many experiences and domains in different teaching areas (Didactics, Pedagogy, Anthropology, Educational curricula, Educational politics, etc). So, as teacher it's also a progressive pathway of becoming more efficient in our practice, and it's not only for the years but also for the interactions that exists among other teachers or educational networks (National and International)

Chapter II. Methodology and practice

The aim of this chapter is to show a didactic planning of a lesson that was applied in order to achieve different communicative skills in English, also some of the expectations before the application will be presented. Then, on a second subchapter, the description of the assessment tools will be shown, on the third subchapter the evidences of the planning are attached to the document.

2.1 A practical and useful lesson plan

The format used in this section was adapted from the recommended one on the EEAIL platform, some changes were applied with some author purposes:

Date and place: Leon, Guanajuato, 2020.

1. Lesson plan identification cell.	
Author	Salvador Ruiz Cerrillo
Educational stage	High School 4th semester
Title of your Lesson plan	Semester's project: Tell me what you eat
Learning Objective of the plan/Competency	<ul style="list-style-type: none"> o Language purpose : To develop in the student English oral expression skills through the comparative of an intercultural food schema, using specific vocabulary about food, cooking procedures, techniques and types of cuisine. o Intercultural formative purpose: Compare sociological-food practices through collaborative work and creative thinking.
Communicative skill considered	Oral expression/Reading
State of the following options	Vocabulary (Food) Comparatives Reported speech

Functions	<ul style="list-style-type: none"> ● To compare 2 different dishes, flavors, ingredients, preparations. ● To report a recipe ● To compare food production processes
Main Grammar structure	Reported speech Comparatives
Other Grammar structures	Vocabulary Food / cooking techniques/ measures/ scales/ household furniture
Brief description of the plan	<p>My Project is divided into 3 different stages, the first one involves the research of the information and the approach to the information that exists about food in different countries, this task provided a general scenario of how people eat? What do they eat? What kind of food could be meaningful according to the culture of the country? How people usually eat in that country? and finally select a typical breakfast of the chosen country. Then, in stage two, they have to analyze the information and start thinking about: how they could sell that food from other countries in Mexico? What kind of marketing strategies they could use in other to obtain better sells? Could they find all the ingredients and food in our local region? so with these central questions they had to develop a VC conference among them and discuss their Project. On a third stage, the teacher will evaluate their oral expression through an institutional rubric, then the Project itself through an owned design estimative scale and analyze the information.</p>

2. Introduction to the lesson

Step of the lesson	Teacher activities	Students activities	Session number
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<p>Activation</p> <p>Before the lesson</p>	<p>Teacher explain how the team intervention will be.</p> <p>They are going to expose individually their own information</p> <p>After the session the teacher will ask some specific questions about the researched country, ingredients, flavor, dish presentation, etc.</p> <p>During the lesson they will have 10 minutes' maximum to expose their enterprise and their marketing strategies.</p> <p>The project will be evaluated through an estimative scale. (see below)</p> <p>To assess the oral expression we will use the official rubric of oral expression for the Language Center (see below)</p>	<p>Students will research their information through the internet and other sources.</p>	<p>1- 12</p>
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3. Communicative skills development

The project is designed to develop the following skills:

Skill	Procedure	Materials
Reading	<ul style="list-style-type: none"> • The teacher will read the exercise with all the students, then he will clarify the terms in Spanish or by giving examples that are closer to the student's context. • Individually they will answer exercises from their textbooks lesson 7 A • On their notebook they will do a chart where they have to write the term or noun, do a little drawing and then give an example. • The teacher will confirm with them the answers of the exercises and check all the books. 	Text Book (Perspectives 1) Notebook MyELT NatGeo Platform Power point Computer Pojector
Oral Expression	<ul style="list-style-type: none"> • With the vocabulary of lesson 7 A studens must start looking for the breakfast that they will present, they have to look for available ingredients in our country and also, easy cooking techniques. • They will have to gather the information and prepare a presentation in ppt, (THIS PART WAS ALREADY PRESENTED) 	Internet Zoom/whatsapp/teams/skype

	<ul style="list-style-type: none"> • On a second part of the project, now they will have to create an enterprise to sell this food, the marketing strategies and also to establish the price. • For this, they will record a VC in which some questions have to be answered (see above in part 1) 	
Grammar	<ul style="list-style-type: none"> • Students will structure sentences comparing flavors, spices, cooking techniques. • The teacher will explain a short grammar lesson if it's necessary 	Internet Zoom/whatsapp/teams/skype
Listening	<ul style="list-style-type: none"> • During the VC students must listen to their own classmates in order to verify the information and also to have a logical process during the execution of the presentation. • Teacher will be moderating the VC session through TEAMS. 	Internet Zoom/whatsapp/teams/skype

4. Intercultural component: To compare different sociological food patterns between Mexico and other countries

5. Evaluation 2 tools are going to be used: an estimative scale (owned design) and an official rubric for oral expression.

6. Conclusion Analysis will be divided into 2 main categories: Qualitative and Quantitative data

7. Follow up activities The feedback will be at the end of the

semester (May 25th 2020)

The project was planned in 3 stages, in order to consider the principal aspects of module 3 of the EEAILE:

- I. **A sociological food approach to another country:** involves the research of the information and the approach to the information that exists about food in different countries, this task provided a general scenario of how people eat? What do they eat? What kind of food could be meaningful according to the culture of the country? How people usually eat in that country? and finally select a typical breakfast of the chosen country. (ACCOMPLISHED ON FEBRUARY 2020)
- II. **Creation of an enterprise.** they had to analyze the information and start thinking about: how they could sell that food from other countries in Mexico? What kind of marketing strategies they could use in other to obtain better sells? Could they find all the ingredients and food in our local region? so with these central questions they had to develop a VC conference among them and discuss their Project. (ACCOMPLISHED IN MAY 18TH 2020)
- III. **Assessment and evaluation:** the teacher evaluated their oral expression through an institutional rubric, then the Project itself also with an owned design estimative scale, and also standardized exams, then the professor analyzed the information. (PRESENTED ON THE PROJECT)

Four main language skills were measured according to the planning project, the content was selected according to the textbook and the current curriculum, the tools were selected according to the experience of the teacher, trying to use a diversity of them, in order to create an authentic evaluation (Table 2). The rubric was designed by the Language Center of the University, the estimative scale was design by my own, and the exams were designed by teachers from other campus.

2.2 Designing of necessary tools to asses/test the progress of students

The assessment design process, is explained in table 2. The reliability statistical process was obtained through the software SPSS, in which Cronbach´s value was obtained.

Table 2. Language Assessment Design

Language skill	Evaluated content	Assesment tool used
Oral expression	<ul style="list-style-type: none"> ● Accuracy ● Fluency ● Vocabulary ● Pronunciation 	Rubric
	<ul style="list-style-type: none"> ● Being Objective ● Cost process ● Marketing strategies ● Difficulties ● Personal conclusions 	Estimative Scale
Reading	Food vocabulary	Standardized test
Listening	To interact with their own classmates trough their VC	Estimative Scale
Grammar	Comparatives and superlatives	Standardized test
Cultural awareness	Sociological-food practices in each country.	Atlas Ti (Content analysis)

Source: Owned design

Four main language skills were measured according to the planning project, the content was selected according to the textbook and the current curriculum, the tools were selected according to the experience of the teacher, trying to use a diversity of them, in order to create an authentic evaluation. The rubric was designed by the Language Center of the University, the estimative scale was my owned design, and the exams were designed by teachers from other campus.

Table 3. Reliability statistical tests applied to the assessment tools.

Assessment tool	Statistical test	SPSS result	Interpretation
Rubric	Cronbach´s Alpha	0.839	Good internal consistency
Estimative Scale	Cronbach´s Alpha	0.267	Very Low internal consistency
Reading exam		0.303 (p>0.05)	

Grammar exam	Spearman correlation test		Low Positive correlation but non statistically significant
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Source: owned design

Cronbach’s Alpha of each tool was calculated through the usage of SPSS software, the sample size and values are shown in table 3. The Rubric used to evaluate the oral expression and listening skills had a GOOD INTERNAL CONSISTENCY, with a Cronbach of 0.839, that means that’s ~~is~~-objective according to this exploratory approach. Then for the Estimative Scale used for the Project, a VERY LOW CONSISTENCY was obtained (0.267) which means that de design of the evaluation tool should be redone.

To assure the statistical significance of the Reading and Grammar exam, a correlation was made, for this it was determined the statistical behavior of data in order to prove normality with Shapiro-Wilk test ($n < 50$) (Chart 3), according to the SPSS results, the sample has a normal behavior ($p < 0.05$), therefore a correlation parametric test will be chosen, in this case Spearman (Rho). So, the grades of the Grammar exam were correlated with the grades of the Reading exam, the results showed that the relation between grammar and listening exam wasn’t significant ($p > 0.05$) but positive (Rho = 0.303). This statistical analysis suggests that the Grammar Exam was measuring independent skills from the Listening test.

Rubric

	3.5	2	1	0.5	0.3	0
Accuracy	NO errors	Few errors	Some errors	Many errors	Very poor	Out of topic, spoke very little or nothing.
Fluency	Very fluent	Fluent	Regular	Hesitates	Hesitates a lot	
Vocabulary		Extensive	Adequate	Regular	Limited	
Pronunciation			Excellent	Regular	Poor	

Chart 1. Statistics of Reliability of Oral Expression and Listening Rubric

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of elements
.839	.840	3

Source: adapted from SPSS (21st version)

Estimative Scale

Dimension	Given Percentage
1. Students will explain with accuracy and being objective.	3%
2. Students will explain how the Price was estimated, and what conditions were implied into the cost process.	3%
3. Students will explain clearly their marketing strategies.	3%
4. Students will explain at least 3 difficulties	3%
5. Each member of the team expose their own conclusions.	3%
SCORE	15%

Chart 2. Statistics of Reliability of Project's Estimative Scale

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of elements
.267	.079	3

Source: adapted from SPSS (21st version)

Chart 3. Normality Tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistical	gl	Sig.	Statistical	gl	Sig.
GRAMMA R	.150	36	.039	.934	36	.034

a. Significance correction of Lilliefors

Chart 4. Correlations

		GRAMMA R	READ
GRAMMA R	Pearson Correlation	1	.303
	Sig. (bilateral)		.072
	N	36	36
READ	Pearson Correlation	.303	1
	Sig. (bilateral)	.072	
	N	36	36

As a conclusion manner, in this first exploratory research, the rubric showed a very good reliability, but not for the estimative scale, also, the exams measures their own skills, because of it's statistical correlation value.

2.3 Attached evidences of (graphics, photos, images)

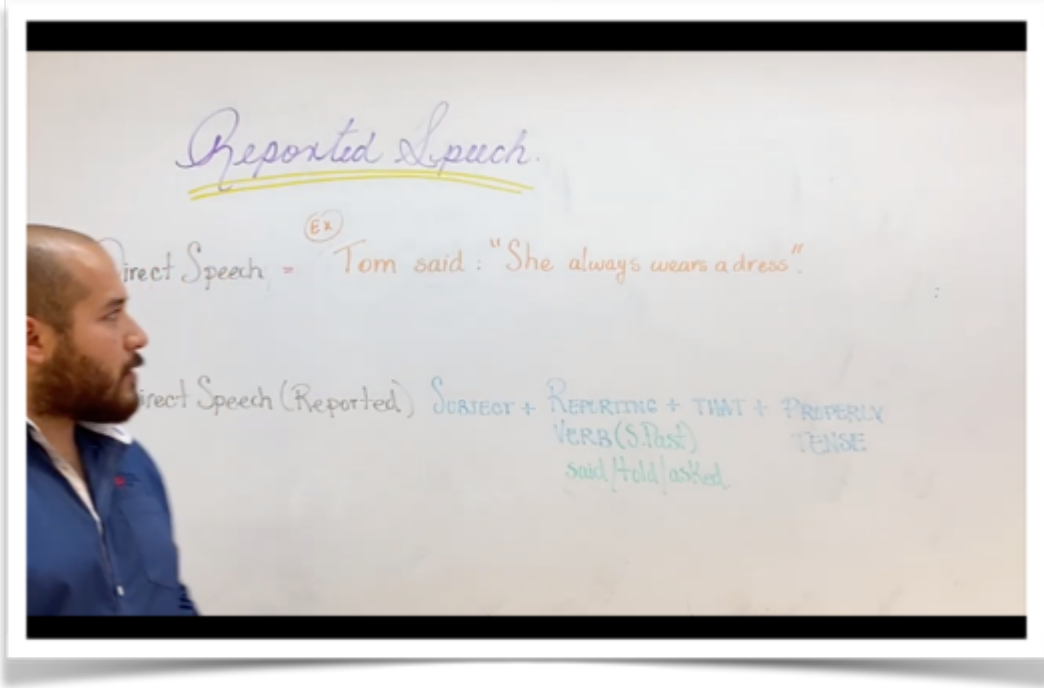
Images and photos



source: owned image



source: owned image



source: owned image



source: owned image

Evidences of videos:

- 1.- https://drive.google.com/file/d/1G_L-M29jSxHpn3Q0Eu3mv-ZnsjJUfVc/view
- 2.- https://drive.google.com/file/d/1G_L-M29jSxHpn3Q0Eu3mv-ZnsjJUfVc/view
- 3.- <https://www.youtube.com/watch?v=TAwa0JS9hUA&feature=youtu.be>
- 4.- https://www.youtube.com/watch?v=bK2_Ac8zPU&feature=youtu.be
- 5.- https://drive.google.com/file/d/1nWzJsGNNMbGzQ3TANWU8lsGE_Holchfs/view
- 6.- <https://drive.google.com/file/d/1GnHR0LyouQpAsn7JaoP0SNf6ZRQVu7Xg/view>
- 7.- <https://www.youtube.com/watch?v=VJWOjSa2tQg&feature=share>
- 8.- <https://drive.google.com/file/d/1dMdXtlByBJU2u3GhuPsKyfhsWofOAK5/view>

2.4 Evidences of assesment tools

The results of the assesment process is shown on the table above.

Table 4. Results of the assesment process

Student	ORAL EXAM				SEMESTER PROJECT					FINAL PROJECT	TOTAL ORAL EXAM	R y L	% R y L	GRAMMAR	% GRAMMAR
	ACCURACY	FLUENCY	VOCABULARY	PRONUNCIATION	1 (3%)	2 (3%)	3 (3%)	4 (3%)	5 (3%)						
1	5	4	4	3	3	3	3	3	3	15	16	19	19	17	8.5
2	5	5	5	4	3	3	3	3	3	15	19	20	20	16	8
3	5	4	4	3	3	3	3	3	3	15	16	21	21	16	8
4	5	4	3	2	3	3	3	3	3	15	14	23	23	16	8
5	5	3	4	3	3	3	3	3	3	15	15	18	18	27	13.5
6	5	4	3	3	3	3	3	3	3	15	15	17	17	22	11
7	5	5	5	4	3	3	3	3	3	15	19	15	15	21	10.5
8	5	4	3	3	3	3	3	3	3	15	15	18	18	20	10
9	5	5	5	5	3	3	3	3	3	15	20	21	21	20	10
10	5	5	4	4	3	3	3	3	3	15	18	19	19	23	11.5
11	5	5	4	4	3	3	3	3	3	15	18	23	23	20	10

12	5	3	5	3	3	3	3	3	3	15	16	13	13	8	4
13	5	4	5	4	3	3	3	3	3	15	18	11	11	7	3.5
14	5	4	4	4	3	3	3	3	3	15	17	10	10	14	7
15	5	5	4	4	3	3	3	3	3	15	18	15	15	24	12
16	5	4	4	3	3	3	3	3	3	15	16	20	20	16	8
17	5	3	3	3	3	3	3	3	3	15	14	8	8	14	7
18	5	4	3	3	3	3	3	3	3	15	15	9	9	14	7
19	5	5	5	4	3	3	3	3	3	15	19	18	18	24	12
20	5	3	3	3	3	3	3	3	3	15	14	24	24	15	7.5
21	5	5	5	5	3	3	3	3	3	15	20	20	20	20	10
22	5	3	3	3	3	3	3	3	3	15	14	22	22	9	4.5
23	5	5	5	5	3	3	3	3	3	15	20	23	23	26	13
24	5	4	5	4	3	3	3	3	3	15	18	23	23	22	11
25	5	4	4	3	3	3	3	3	3	15	16	16	16	17	8.5
26	5	5	4	4	3	3	3	3	3	15	18	21	21	24	12
27	5	4	4	4	3	3	3	3	3	15	17	23	23	25	12.5
28	5	5	4	4	3	3	3	3	3	15	18	18	18	23	11.5
29	5	4	3	3	3	3	3	3	3	15	15	22	22	25	12.5

Source: owned design.

The language assessment is a new field on the domain of linguistics, therefore to provide tests and tools that possess reliability and validity are necessary in order to obtain an authentic evaluation. Results from the reliability of the tools that were used on the project, data from 36 students were analyzed in order to obtain a first exploratory statistical value of Reliability with the obtainment of it's Cronbach's Alpha.

Cronbach's Alpha of each tool was calculated through the usage of SPSS software, the sample size and values are shown in table 5. The Rubric used to evaluate the oral expression and listening skills had a GOOD INTERNAL CONSISTENCY, with a Cronbach of 0.839, that means that's is objective according to this exploratory approach. Then for the Estimative Scale used for the Project, a VERY LOW CONSISTENCY was obtained (0.267) which means that de design of the evaluation tool should be redone. (Table 5)

Table 5. Reliability statistical tests applied to the assessment tools.

Assessment tool	Statistical test	SPSS result	Interpretation
Rubric	Cronbach´s Alpha	0.839	Good internal consistency
Estimative Scale	Cronbach´s Alpha	0.267	Very Low internal consistency
Reading exam	Spearman correlation test	0.303 (p>0.05)	Low Positive correlation but non statistically significant
Grammar exam			

Source: owned design

The results showed that one of the tools (rubric) has a very good consistency (Cronbach´s Alpha = 0.839), and it does not exist a significant statistical relation between the applied exams (Grammar and Reading). One of the assessment tools (estimative scale) presented a very low consistency (Cronbach´s Alpha = 0.267) so it requires a new item design

Chapter III. Experience report

In this chapter a deeply analysis about the expectations and results will be shown, also it has been considered some proposals to improve or achieve better results. For this purpose, a table to compare the expectations with the main outcomes was made (table 6)

Table 6. Comparison between the expectations and main outcomes

Expectations	Outcomes	Observations
Students wont have a good level of pronunciation according to CEFR (A2)	Most of the students don't have a level of pronunciation according to their level (A1 CEFR).	According to the assessment tool (rubric), this task wasn't quite good, so, the results were consistent. Probably, this should be an opportunity area to improve on the students. They should be working in pronunciation exercises.
Students will use average marketing strategies	They proposed interesting marketing practices to deliver their food, real ones: like Rappi, Sin delantal, Uber eats, also web sites.	Their approach to a real scenario was a very good accomplishment about the task, so the students really researched in the real world different options so as to achieve their project.
It was thought that students would proposed very different breakfast,	70% of them chose food that is very similar to a Mexican breakfast and	At evaluating the intercultural competence, it was very difficult to

like exotic dishes or complex preparations.	are part of our sociological-food practices like: fried eggs, bacon, sausages, pancakes, fruit.	unify the information into main categories. The results could be due to the age of participants and even to their cultural background, so they selected typical breakfast dishes that could be very similar in Mexico.
	Only a few chose other non local ingredients (like spices, regional food)	The cost of preparation was an important factor to consider at choosing their dishes.
The average of the students will be the half of the total value from the rubric (10/20)	Mean value for oral expression and listening: 16.82/20	This communicative skill should be improving through other teaching strategies, like singing, watching movies, listening to music in English.
70% of the students will accomplished the main purpose of the project.	100% got 15/15 on the project, according to the criteria of the estimative scale.	The projects of the students were really innovative and also very real according to their social context.
Grammar will be the lowest grade for them	Mean value of Grammar test: 9.39/15	Grammar has been always a challenge for most of our students, so the focus of the evaluation might be

		changed so as to achieve a better general grade.
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Source: owned design

According to the information that is shown on the table, some weaknesses and challenges were identified:

- 1.- The validation of assessment tools is a very complex process, so I think that I should increase the statistical sample (Number of students) in order to define a more reliable level of validity.
- 2.- It has been hard for me to work virtual with my students because I had to be very clear at the instructional design, so I think that I should be more prepared on the field of digital instructional design.
- 3.- I tried to work with always with action-based focus, but maybe to include other ones could be better, so as they could achieve better grades in their exams and certifications.
- 4.- As part of the limitations of this project I consider that the sample size could be an important factor to appraise in a future application, so the results could be extrapolating to other student's contexts.
- 5.- Another situation was the time, I consider that maybe 3 months could not be enough for them to really show a change on the way they work with their English, also to have better approaches to L2.

Main Outcomes of the activities

- Most of the students does not have a level of pronunciation according to their level (A1 CEFR).
- They proposed interesting marketing practices to deliver their food, real ones: like Rappi, El delantal, Uber eats, also web sites.
- 70% of them chose food that is very similar to a Mexican breakfast and are part of our sociological-food practices like: fried eggs, bacon, sausages, pancakes, fruit.
- Only a few chose other non local ingredients (like spices, regional food)

- Mean value for oral expression and listening: 16.82/20
- 100% got 15/15 on the project, according to the criteria of the estimative scale.
- Mean value of Grammar test: 9.39/15

Chapter IV. Conclusions

The experience of studying this specialization was totally a challenge, I think it was because I wasn't trained to taught languages. My bachelor's formation was in Health Sciences (Nutrition) but I hardly believe that the EEALIE provided me a lot of theoretical background about my teaching practice, also it helps me to evaluate my own English skills, mainly at writing.

The hardest module for me was the first one, too many new terms for me, even when I have a Master's degree in Education, but to learn about teaching languages methods and approaches was totally new for me, I strongly believe that now I could support my practice in more professional manner.

I've identified many of my opportunity areas as a teacher of L2, thanks to the forums, and feedbacks through the different assignments, also the VC's were really meaningful to share different contexts and appreciations with my classmates.

Through the realization of the last project I noticed that the domain of language assessment is still a challenge to all of us, sometimes we believe that our evaluation designs are totally objective and clear but it results in a very common mistake. Therefore, to design authentic evaluation processes is still an obstacle to evaluate the level of academic performance in our students, we should include a variety of assesment tools, evaluation methods and contexts.

Credentialism, is a new way of Capitalism, in which sometimes certifying some specific language level couldn't be a real interaction between the culture, communicative skills and interaction. So, this forsaken gap, that exists between school's vision and student's needs, should be taken by teachers nowadays, in order to change the scope of teaching and learning English in the 21st century.

The best professor knows and understands learners, how they develop and learn. I know that students actively construct and transform their own knowledge based on past experiences and cultural background. Students do not all learn in the same way or at the same rate, so as a teacher we should plan learning experiences that will both challenge and allow every student to think and grow.

Finally, the EEAILE helped me to improve my teaching practice and also the way I learned English, to be more critical at approaching a foreign student to English, it was not easy, it required a lot of personal commitment and mainly strong desire to persevere and achieve each task, I'm not a native speaker so, it has been really a challenge for me to appropriate the intercultural competence in each activity in my class. I hope that this Specialization could be taken by all the English teachers in Mexico as part of a national strategy to improve the educational level in our country.

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Final Project

Purpose

Reflect your new acquired knowledge within your teaching practice by designing and implementing a pedagogical intervention project. which is a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

The final Project must be a compilation of all the areas of knowledge in which the specialization is conformed.

- Content curricula and underlying theories
- Didactic and methodological competences
- Different types of communication competences in English
- Attitudes and values

FINAL PROJECT ASSESSMENT	
FINAL PROJECT	"Sociological food practices: Tell me what you eat"
STUDENT'S NAME	Salvador Ruíz Cerrillo
FINAL PROJECT ASSESSOR	Alma Daniela Otero Sosa
Introduction	Well explained , on topic
1. Identity and teaching philosophy	Identity and teaching context well addressed Teaching philosophy well explained Deepen in teaching philosophy
1.2 Theoretical foundations	Excellently well addressed Explained in detail main concepts

1.3 Theoretical basis about language, language learning and language teaching of your model	On topic In accordance to teaching context According to circumstances
2. Lesson plan	Well -designed interactive activities Good use of technological components Well organised Addresses all the skills properly Culture permeates all the lesson plan Interculturality well addressed. Strong intercultural competences
2.1 Applications	Well carried out in accordance to the purpose of the lesson Well use of text book} Very nice use of online applications
2.2 Procedures	Carried online successfully Well commend of online activities
2.3 Evidences (images, graphics, photos, etc)	Very clear an in accordance to the lesson plan
A video that shows the application of your lesson plan	Clear evidence of carrying out the whole lesson plan on line Students seem to be committed and engaged
3. Design of Assessment tools	Nice Rubric design for the productive activities Good assessing tools for extra activities Nice rubric regarding receptive skills
3.1 Testing tools for activities	Good assessing tools for extra activities
3.2 Rationale behind the Assessing and/or Testing tool	On topic, well explained according to the purpose of the activities. Useful to assess students productive skills

3.3 Evidences of having worked the assessment and/or testing tools (images, photos, diagrams, graphics, etc)	Presented
4.1 Report and analysis	Deep analysis on a Whole Language Approach Nice experience reported Main purposes achieved
5. Conclusions	Very well done
6. Appendices	Presented
Instruments of learning assessment (rubrics, tests and others)	Presented
Evidences of materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.)	presented
7. References APA style	Well use of APA style
Formal Cover page in Spanish for Posgrado Committee	Present with all the requirements
Second cover in English. Showing your identity in accordance to the title of your Project	Nice cover design
Format and writing style	As required

