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TRABAJO RECEPCIONAL

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

PRESENTA:

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Universidad Pedagógica Nacional

Food around the world

Recipe

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Introduction

This is the introduction of my final project so I think that I need to begin with the importance of learning a second language in this case I will focus on English, because in the world many people choose to learn it, English is one of the most popular language, when you go on vacation you can help tourist to find places or to ask food in any restaurant. English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. Being able to speak English is not just about being able to communicate with native English speakers, it is the most common second language in the world. If you want to speak to someone from another country then the chances are that you will both be speaking English to do this.

Also when you go to the cinema or want to watch an amazing movie, I think that the most popular and the best movies are in English, so you can enjoy them in the original language. Another important use of the language is listening to music, in my opinion I think that this is one of the most important reasons of why I learnt English since little kids, because my parents love the eighties music obviously in English although they do not speak English they love this kind of music, so when I was a child all the day I was exposed to English, because in my kindergarten my teacher spoke in English and when I arrived at home my mom was listening to English music. So I really enjoy to sing in English and I try to identify some basic words.

In addition the best books that I have read were in English so, it is amazing to get in touch with the real version of the stories, as we know some translations have to be suitable for Spanish speaker, so it is not the same idea. Moreover when we see the titles of the movies we can see the difference between the original name and the translation. That's another reason why I think that all the people need to know a second language specially English.

I will include interculturalism, this means developing their own global competencies by first understanding their culture and themselves as a product of that culture. Globally competent

teachers are more effective in establishing inclusive classrooms, and working with students and other teachers from different cultural backgrounds, countries, age groups. Opening up the worldview and perspectives of teachers helps them lead interesting cross-cultural projects and generate a deeper impact in their local community.

Intercultural education is the response to classroom diversity aiming to have a passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and productive dialogue between the different groups. Intercultural education is valuable to all kids in equipping them with skills to participate in an increasingly diverse society. We as teachers require to help students how to survive, or how to introduce them in a global world. (Schooleducationgateway “INTERCULTURAL EDUCATION– The Answer to Diversity in the Classroom (6-day)”

https://www.schooleducationgateway.eu/es/pub/teacher_academy/catalogue/detail.cfm?id=89281)

Nowadays we have an important role in the society, because kids are imitating us, we as teachers need to innovate, be creative, and be mentors, because this generations are alone, their parents work all the day and students are alone at home with their grandparents or with the nannies.

As Mexican culture, students require to get involve in the English culture, because there are some teachers that just teach English, but when students go out to real life, they do not know anything about the culture, they just know the language, but not how to use them, or how to socialize in a respectful way, I mean, they require to know the culture, the festivities of the language that they are learning.

When I was in the university all my teachers focused on that part of the language, we learnt a lot of English, French, and Italian culture, they do not just teach us language, they give us examples about how to be in a social group, without any problem, well that was their goal

with us. I want that my kids, know a little bit about English culture, they are younger and sometimes they do not realize about the importance of the activities that I did in my classroom.

Chapter 1. Philosophy and theory

1.1 My teaching identity and philosophy

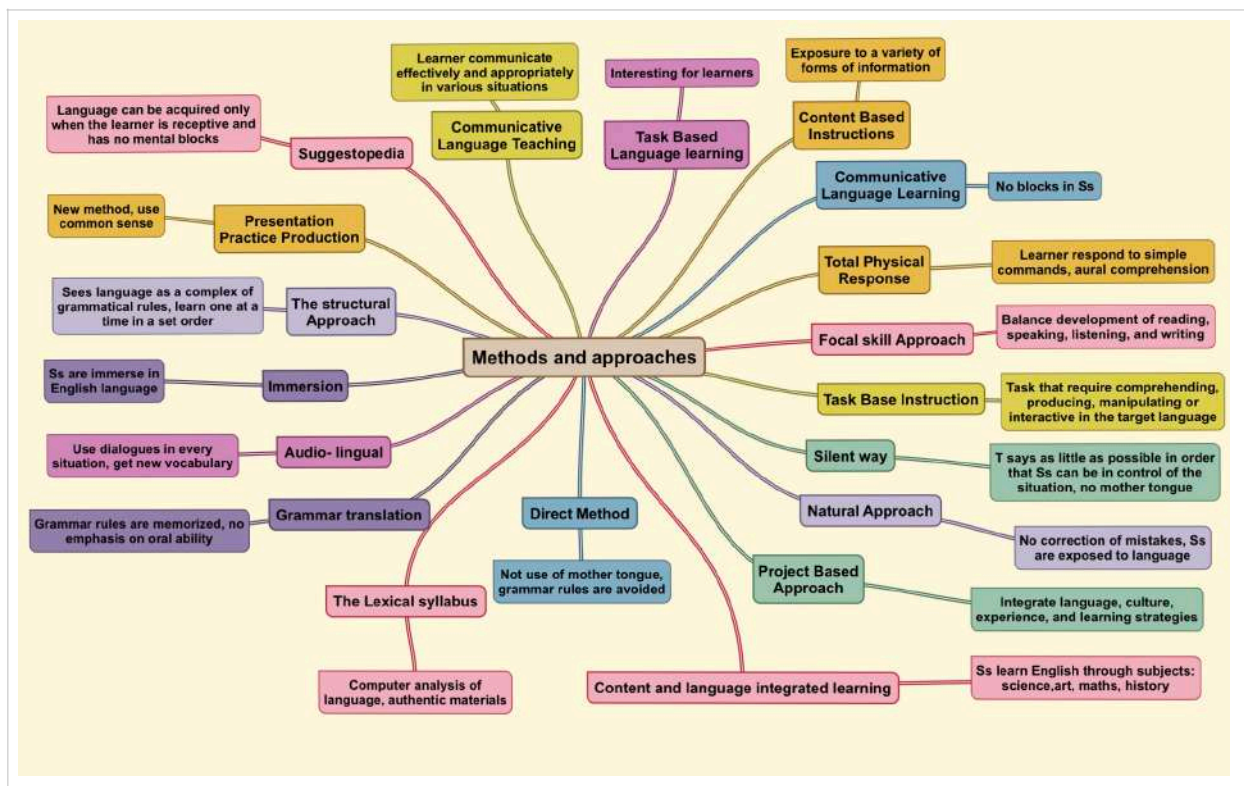
Nowadays after 10 years of experience, I think that teaching is amazing, I love teaching in elementary school, some years ago I was teaching French in junior high school and English in an elementary school, but I prefer teaching English in elementary school. I am not just a teacher, I am a mother, a sister, an aunt, a mediator, an agent of change, a mentor, and a researcher.

According to that, nowadays society had suffered a lot of changes, when I was a child I remember that people respect teachers, if we saw a teacher out of the school it was amazing, and you speak to them in a really polite form. Nowadays, students require those values and respect for teachers, not all of them are polite, they are the image of their fathers, pupils can see that parents do not respect teachers, that is why some of them have really bad behaviors.

Without a doubt I like to read in any language, I speak English, French and Italian, and my life purpose is to learn as much as I can. Teachers never finish to study, they always require to be updated.

When I knew that I had the possibility to study the specialization I felt so happy, I imagine that it will be amazing, that it will be the best experience of my life. Nowadays I finish the specialization and I learnt a lot of things about the language, we read about the most important theories about how to teach, and in addition we got deeper in the importance of language. With all the basis that we reinforce I think I could add some ideas, strategies and new material for the next school year.

I recognize that I use some approaches but I did not know that they existed, I think that this is the most important part that I learnt in the specialization, that is why I decided to make a chart with all the new information.



Based on that I can check that I was not lose when I give my lessons, I always try to do new things, using technology, I want that kids enjoy the English lesson, I make a lot of activities in order to get involve in my class. We watch cartoons, we listen to music, we create art pieces, we make experiments, we play games. Another important point is the motivation of the students, my kids are in second grade, so they always want to know that teacher agrees with their work, I have to tell them that their work is amazing although not always is true, but they are younger and need the approval of an adult.

I think that as teacher, we need to be studying all the time, because sometimes we just forget some details about how to teach English. It is seen that teachers create communities of

knowledge in Facebook, or in some other platforms, I get enroll in some Facebook pages and teachers shared a lot of things, strategies, books, flashcards, and actually they share apps, about how to create videos, or the security in zoom.

I want to create students that have creativity and innovation skills, they need to be critical-thinkers and have to practice their problem-solving skills, and they require to have an excellent communication and collaboration skills, those skills will help them to survive in the real world that they will have in the future.

Undoubtedly I love my work, and I learnt a lot of my kids, I have worked in first, second, third and fourth grade. I always look for different materials and different strategies to get involved all my kids in the activities. Nowadays I am giving lessons to second grade, it is a difficult generation, they do not have limits, and they do not respect authorities and their parents do not matter about their values, and their behaviors. Nowadays I realized that I use some inputs but I did not that the activities that I did were called inputs, now I know the important function that their have in my classroom.

Actually because of the quarantine we can not be in a real classes, so we just work on line, I send my videos, and kids, watch them, we use our platform, they read on line books, they post in the forum, and they work in the book when we are in zoom sessions, but it is just one hour per day, so if they are not able to get in, they have to follow my video in order to understand the directions of the book. I think that it is a good experience for them to work on line, the only bad part is that they are not able to go out. I always tell them that it is really important to know how to use technology, I told them that may be when they will study the high school they will study on line. Nowadays they realize that this situation is real, they just work on line, they speak a lot in English during the zoom sessions, because parents are near them, they follow directions, they participate, and they want to improve.

Thanks of this opportunity I also improve my technological abilities, because I have to send a video each day of the week, and I have to create a creative video, in order to catch their attention, at the beginning it was a hard work I spend some hours to create the video, actually it is not so complicated I get used to create videos, and some of my kids solve the book alone, they just watch the video and answer it by themselves, but most of them just watch the video and do not do the activities because their moms do not help them a little bit. So in zoom sessions we work as if we were in the classroom, in a collaborative way, as whole class we answer the book. With all the things that I am learning in the specialization I can help my students in the process of the language acquisition, this is the process in which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

Most of the years that I have been giving lessons I have to work with the constructivism learning theory, this theory will allow children to, at an early age or a late age, develop the skills and confidence to analyze the world around them, create solutions or support for developing issues, and then justify their words and actions, while encouraging those around them to do the same and respecting the differences in opinions for the contributions that they can make to the whole of the situation. I also work based on values, each term we change the value, and we have to create the environment to explain the value and also to put it in practice, so kids get used to respect people, and try to be emphatic with others.

To sum up at the beginning of my teacher experience I do not like to be a teacher, in my degree we focus on tourism, and on text editing and correctness of style. So I was thinking about those two possibilities to work on, but then I got this good job and I really love teaching.

I also need to focus on collaborative learning , nowadays kids need to know how to work with others, so collaborative learning is an educational approach that involves groups of students working together to solve a problem, complete a task, or create a product. We used to create project in maker lab, based on the topics of the book, actually the idea is that collaborative we

could create can create a speaking project, we can work all together giving ideas or suggestions to the classmates, they created a video base on the lesson plan.

1.2 Theory underlying your teaching practice and identity

1.2.1 Approach, method, and procedures

It is necessary to begin with the relation about those three concepts, first an approach is a set of assumptions about the nature of the language, language learning and teaching. Then a method is an overall plan for systematic presentation of language based upon a selected approach. And finally a procedure is the set of specific activities manifested in the classroom that are consisted with a method as a result are in harmony with an approach as well.

According to that teachers require to know a variety of approaches, methods and procedures, in order to integrate a lesson plan, in real life may be the lesson plan will be updating while the class is giving, because teachers have to know their students but sometimes they have troubles along the class, it depends on the topic, and also in their emotions. The topic could be easier but teachers have to know how to introduce the topic, and all the procedures that a class has.

1.2.2 Second language acquisition

Based on Gardner Second language acquisition, or SLA, has two meanings. In a general sense it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which we acquire or pick up a second language. This is mainly a sub-conscious process which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes. So in the classroom we can include the ideas that the teacher can create contexts for communication which facilitate acquisition, there is a natural or-

der of acquisition of language, there are affective filters which inhibit acquisition, especially for adults, and that comprehensible input is very important.

	Time	Representatives	Prediction	Type	SLA
Social interactionism	1980s-up to now	Vigotsky Lantolf Swain Bruner	Everything is first socially learned. ZPD: Zone of proximal development	Socio cultural Theory	Focused on the language learning context. How students use their linguistic environment to build their knowledge of L2 Comprehensible output.

1.2.3 Sociocultural theory

A fundamental role of Vygotsky's theory is social interaction. He has developed a sociocultural approach to development. Vygotsky sees cognitive functions are affected by beliefs and values of the culture in which child develops. He believes that learning occurs through social interactions with other people, he refers to this as being collaborative dialogue.

Children begin to understand actions that others are performing and use it to guide their own performance. Kids learn how to think through their interactions with others, the development occurs as a direct result of contact with the environment. Language emerge through the interaction. We need to learn how to become part of our culture. Another part of the process of socialization is cognitive development. Cognitive development refers to the development of thinking, knowing, perceiving, judging, and reasoning. Children develop these abilities through things occurring around them.

1.2.4 Communicative approach

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

1.2.5 CLIL Content Language Integrated Learning

In the majority of my lessons I use CLIL method, my books use this method and I teach English through subjects. CLIL stands for Content Language Integrated Learning and refers to teaching subjects such as science, history and geography to students through a foreign language. The term CLIL was coined by David Marsh, University of Jyväskylä, Finland (1994): "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language." Base on this methods my kids learn English subconsciously, we have new vocabulary and readings base on the main topics, it could be math, science, art or we call it wise citizen, they get in touch with habits, rules of the society.

1.2.6 Communicative competence

Communicative competence refers to both verbal and nonverbal communication, also refers to knowing the sociolinguistic rules of the target language, I focus on that point, because I want that my kids sound or develop themselves the most natural that they can.

My students will also practice critical cultural awareness. The idea is that they will be opened mind, and curious about what their friends choose for the presentations, they will accept their beliefs, values, and ideas.

1.2.7 Total physical response

Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants

learn their first language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning. I use a lot this method, my kids love to dance or to move, they are seven years old, so they want to move, dance and interact with the world. The idea is to catch the attention to all the kids in the classroom.

1.2.8 The importance of inputs and outputs

Input Learning is the process of learning things from resources, teachers or other people and keeping them in our brain. (Listening, Reading). Some examples of input learning are: memorizing vocabulary, studying grammar rules, reading books, watching movies, videos or cartoons, and listening to music.

Output Learning is the process of using things we learned or memorized. (Speaking, Writing) Output Learning. Some examples can be: to practice writing, with young students, they can practice answering the book, writing sentences, they can speak in English during all their lessons, and sometimes they present some interesting topics, like their favorite animal or dish.

1.2.9 Types of motivation

We need to defined first what motivation is, according to Gardner (1985), motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. Oxford and Shearin (1994) defined motivation as a desire to gain an objective, combined with the energy to work towards that objective. Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors. Motivation is the reasons underlying behavior (Guay et al., 2010).

According to Brown (2000) and Gardner (1985), there are two basic types of motivation: integrative and instrumental. Based on that students require to have almost two of the types of motivations, in order to get involved with the language and with the class.

Purpose \ Source	Intrinsic (Internal)	Extrinsic (External)
Integrative	The learner wishes to learn L2 for personal growth and cultural enrichment.	Someone else (e.g., the learner's parents) wishes the learner to know L2 for an integrative reason.
Instrumental	The learner wishes to achieve more immediate or practical goals using L2 (e.g., for a career).	External power wants the learner to learn L2 for a practical purpose (e.g., a corporation asks its staff to get language training).

1.2.10 Learning styles

The types of learning styles explain the different ways in which students prefer to learn and process material. There are seven learning styles:

Visual learning style: Students prefer information to be presented in graphs and pictures.

Auditory learning style: Students learn by listening, it is better for them to listen all the instructions and the information.

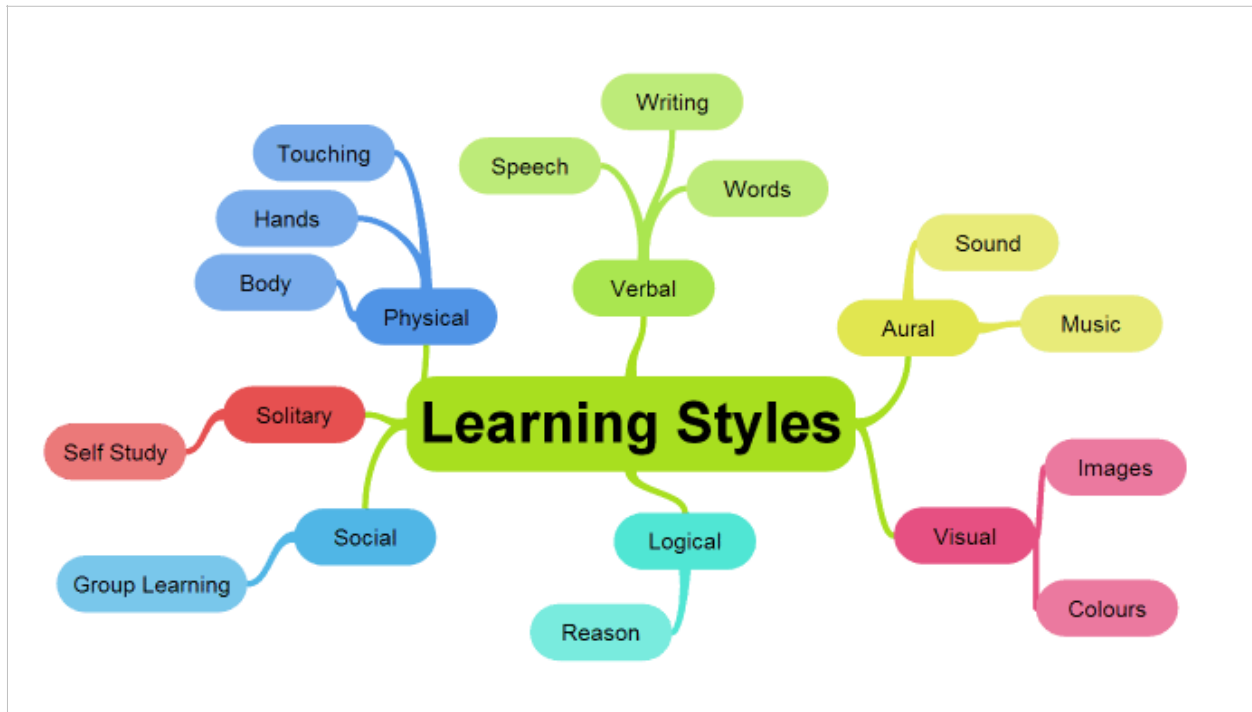
Verbal learning style: students learn well with written information or spoken word, they prefer to present the information that they are learning.

Kinesthetic learning style: Students best learn best through movement and hands-on activities, they love to create projects.

Logical learning style: Students think mathematically and systematically and use reasoning.

Interpersonal learning style: Students work best in groups and through collaboration, they enjoy working with their classmates.

Intrapersonal learning style: Students prefer to tackle tasks on their own and reflect often.



1.2.11 Linguistic competence

Base on Kac (1992) Linguistic competence is the system of linguistic knowledge possessed by native speakers of a language. The term linguistic competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language.

As used by Noam Chomsky (1965) and other linguists, linguistic competence is not an evaluative term. Rather, it refers to the innate linguistic knowledge that allows a person to match sounds and meanings.

In Chomsky's theory, our linguistic competence is our unconscious knowledge of languages and is similar in some ways to [Ferdinand de] Saussure's concept of langue, the organiz-

ing principles of a language. What we actually produce as utterances is similar to Saussure's parole, and is called linguistic performance. The difference between linguistic competence and linguistic performance can be illustrated by slips of the tongue, such as 'noble tons of soil' for 'noble sons of toil'.

1.2.12 Grammatical competence

The mastery of the linguistic code. It is the ability to recognize lexical, morphological, syntactical, and phonological features of a language and to use these features effectively to interpret, encode, and decode words and sentences. The idea is that students use some simple structures correctly, this is one of the most useful competence that students require to develop, because they will speak correctly. Sometimes native speakers have mistakes, but they are so rude with people that are not native speakers.

1.2.13 Communicative competence

Based on Canele (1983) Communicative competence refers to both verbal and nonverbal communication. Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

Intercultural competence

Intercultural competence is quite different from communicative competence. Communicative competence involves two cultures: your own and the one you are learning (the target language culture). Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts.

Intercultural competence is a range of cognitive, affective, and behavioral skills that lead to effective and appropriate communication with people of other cultures. Effective intercultural communication relates to behaviors that culminate with the accomplishment of the desired goals

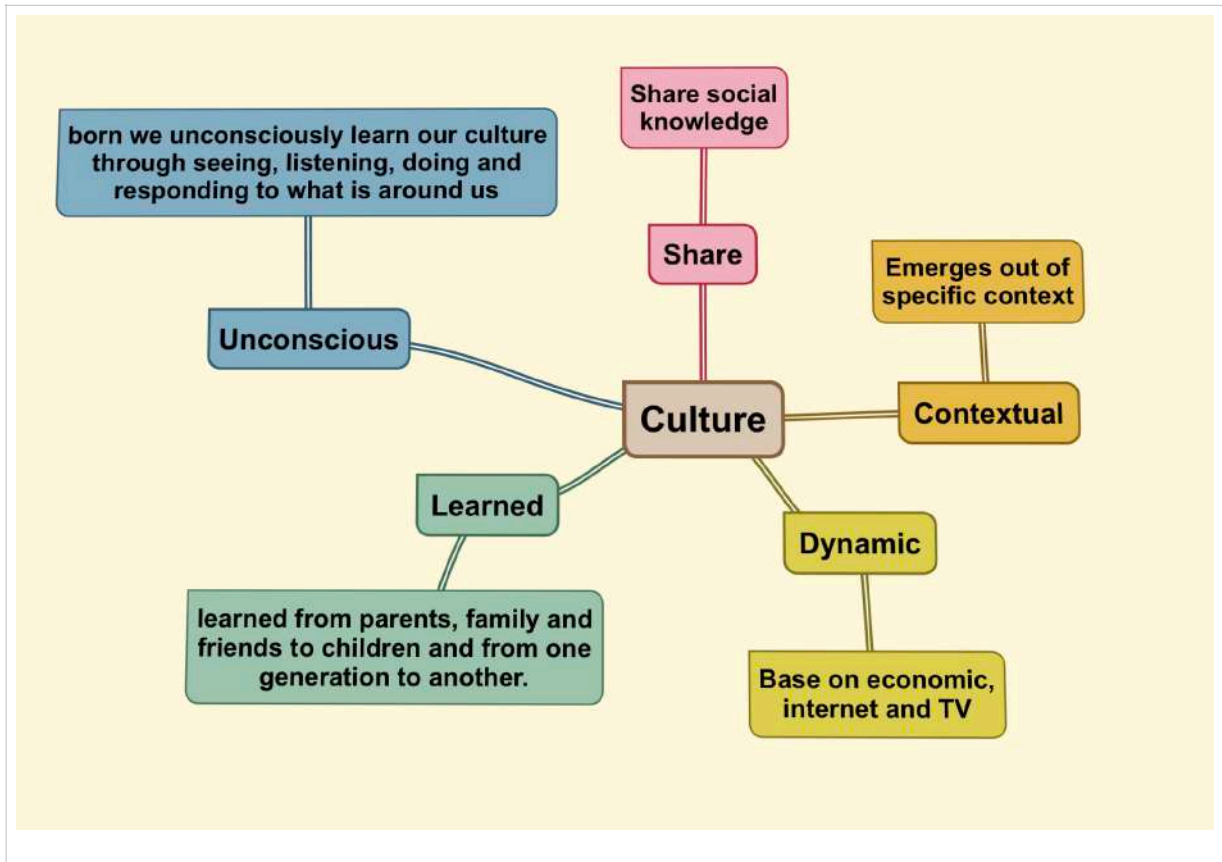
of the interaction and all parties involved in the situation. Appropriate intercultural communication includes behaviors that suit the expectations of a specific culture, the characteristics of the situation, and the level of the relationship between the parties involved in the situation. (Martin & Nakayama, 2010).

Culture

Culture consists of a group of people who share social knowledge, who have similar values and belief systems that enable them to interact successfully with each other. Culture is shared that is why we as teacher also have to share the culture of the country that we are teaching, in this case I share American culture with my students, they do not only know English they have some special events in order to reinforce the most important American festivities. We celebrate Halloween, Thanksgiving, Christmas, Valentine's Day, Saint Patrick's Day, Easter.

According to Martin and Nakayama (1987) we will define culture as shared language, beliefs and values. Those are the five characteristics of culture.

Culture is a social heredity transmitted from one generation to another generation with the accumulation of individual experiences, or a mode of activities differentiating people of one society from another society. Culture as a social process deals with the use of language and communication experienced by people in given circumstances. The following diagram shows us the main aspects about culture.



Based on that, culture is important when students learn a second language, no matter which language is, but students require to know culture in order to understand, some important aspects of the language. Integrating cultural awareness in a foreign language learning program requires teachers to be efficient communicators of target language. The use of cultural knowledge in communication attaches importance to the ways of negotiating meaning embedded in values, customs, and norms. However, teaching cultural practices in target language has not been the objective of language educators in foreign language settings (Kelly, 1969). The practices followed by them focus on the learning of grammatical structures rather than the development of efficiency in communicating language through context.

Culture being an important and integral part of human society deals with the communication of language by the individuals in a variety of situations and circumstances. They tend to

learn more than one language for a number of reasons including academic and professional purposes of life.

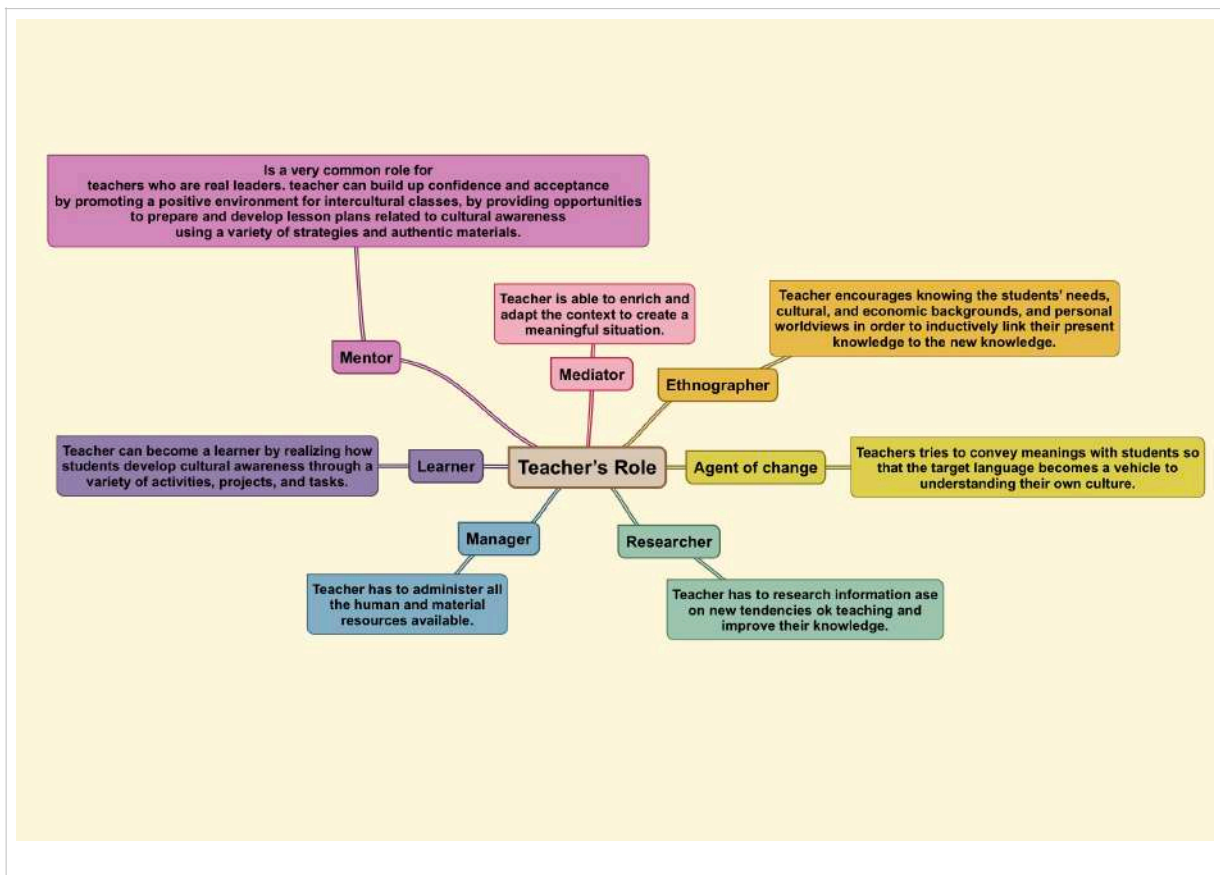
Language and culture are so close that are being identified as synonyms (Scarcella, Oxford, 1992). On the one hand, language is used to express people's cultural thoughts, beliefs and to communicate; on the other hand, culture is embedded in the language. The relationship between language and culture can be summarized by Brown (2000, p.177): "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.

1.2.14 Teacher's role

First, I think that it is important to know what a teacher is, a teacher is a person who works at a school, but in real life, a teacher is the person that help students, he or she is a second father or mother, sometimes they are the only person that students have in real life. Teacher is a mentor, he or she is an inspiration for students, that is why their role is so important in real life. Maybe in society they are not appreciated, but teachers are no just sharing knowledge, nowadays they are agents of change, because of the quarantine teachers become the center of the education, thanks of teachers students can finish the school year.

Teachers are responsible for the acquisition of the knowledge of the new generations, it is an important work, teachers can be: mediators, ethnographers, agents of change, researcher, managers, learners and mentors.

In the 21st century classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future. The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. Teacher can model activities and also give content feedback. The following diagram shows us the most important teacher's role.



Based on this information, in my classes I am also a mom, I have some kids that are alone all the day long, so they make drawings for me, or they used to bring candies or chocolates. Teachers have an important impact in kids, because they are going to follow all of the activities that we do. Students can also eat the same lunch that teachers eat, they pay attention to every single detail that teachers do. It depends on the level you teach, the role that as teacher we can have.

Nowadays education is based on outcomes, this outcomes focus from inputs to outcomes , it means what students know, can do and can apply as a consequence of their learning and that is why the nature of teachers as delivery agents, transmitting knowledge to teachers as facilitators of learning. Spady, William (1994).

1.2.15 Roles of students

Student life is the happiest and the most crucial period in the life of a person. It is not just about attending classes in a course and working hard to attain an appropriate level of mastery of a subject under the guidance of a teacher. Student life is a phase where a person acquires the values of hard work for better grades, discipline, punctuality, teamwork, and strive to become a successful and good human being. The roles of students that I can find in my classroom are (Good and Power 1976) :

Task-oriented: they enjoy school and learning, they have a concrete learning style, many of them are girls that love work and really enjoy the school.

Phantom: they are not noticed in the classroom, they are analytic, I have some shy girls that know the answers but they do not like to participate in the class.

Social: they are communicative, they value more the socializing part, than the academic part. The majority of my kids are social, they speak all the day long and do not matter about finishing the activities, so I have to be walking around the classroom in order to check that they are speaking and working at the same time.

Dependent: they are authority oriented learning, these kids need the support of the teacher, I have some boys with this role, they are all the time asking for support.

Isolated: they avoid working on teams, I have some girls that do not like to work on teams because they said that boys work ugly.

Alienated: they react aggressive against teaching and learning, they create discipline problems. I have just one boy, he is so aggressive so I have to be careful when I talk to him , because the previous school year he beat some teachers.

According to that, those are the roles of a normal situation, nowadays because of the isolation the roles are changed it,because students have different emotions, I have students that are angry in zoom, because their parents are next to them, they did not feel free with parents next to them.

There are some of them that are just playing in zoom, they did not care about the class, they were playing on the desk, playing with the camera, or running all around their houses. Others were just copying the answers, they did not participate, they just copied and copied all the answers. Just a few of students were happy, and participated, they did everything and wanted to be in zoom. Although I made new activities or want to played with all the group, they did not care, they were unpleasant, once we played bingo, and I could see that they were not paying attention to me, so I finished to call all the numbers and they were not paying attention, when I finish I told them that what happened with them, I finished to call all the numbers and no one said Bingo. They just started to laugh and said that they did not pay attention to me.

Those attitudes are disgusting because I made a lot of effort to understand all the situations, to helped them, to find new activities, and the majority of them did not care about anything. That is another reason why do I did not get all the evidences, I had 38 kids, and I think that between 10 and 15 wanted to have lessons, the others just got in zoom because they required, they did not respect my class, and we had a lot of problems with them.

I believe that we as teachers always dream with an ideal students, that cute and beautiful girl that is always paying attention, she works hard, she has amazing doubts, and she wants to learn more and more, she is not laughing at teacher, she is honest, she is discipline, respectful, and follows her dreams. But in real life that does not exist, in all my teaching experience I just

have one girl like that, she was paying attention all the class , and she did all the things that a real student does, she has an excellent education, I mean, she has excellent values, so she is an amazing person. As we can see it is really important to have an excellent education, this will help a lot in a classroom, the idea is that teachers teach knowledge, teachers do not teach good behaviors, and values, this is the objective of a family.






Chapter 2 Methodology and practice

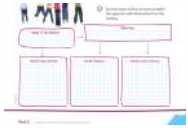
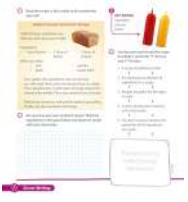







2.1 My lesson plan



Lesson Plan identification		
Teacher: Mariana Almeraya Tapia		
Grade: second grade, elementary school		
Title of my lesson plan: international food. CLIL methodology		
Objective: Ss will recognize through some readings, some details about the culture of 5 counties, then Ss will read and listen some recipes, after that Ss will follow and example of a recipe and write their recipe. Then Ss will identify nationalities and typical food for each country, in science they will recognize flavors, in wise citizen Ss will talk about diversity, respect and empathy. Finally in art Ss will create a pice of art related with the country that they choose.		
Skills considered: reading, listening, writing and speaking		
Main grammar structure: the use of sequence words, first, then, after, last or finally		
Brief description of the plan: I choose this topic because I think that for kids this topic is really interesting although is kind of complicated, because at the end they will create a video and play a role game of chefs. I think that it is fantastic because they will get involve in culture, through reading, listening, writing, speaking, science, wise citizen, and art.		
Hours: 5 real hours in zoom sessions, because of the quarantine, but I answer doubts all the day long, in case we go back to school 12 hours per week.		
Number of sessions: 1 hour per day by zoom, during all the afternoon I will check their doubts by email or platform.		




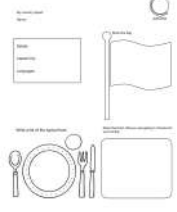

Introduction to the lesson		
Step of the lesson	T activities	Ss activities

Warm up	T will play a video, food around the world. T will ask questions about the food: where are tacos from? Where is sushi from? Where is pizza from?	Ss will try to guess the countries or the nationalities about food. Ss will may know the flavor of the food.
Before the lesson	T will read for kids in awesome reader the story about “ my Brazilian friend” T will ask some questions: Where did Jorge live before? Which language does Jorge speak? Which language Robert and his friends teach to Jorge?	Ss will answer those questions orally just to check if they understand the reading. Ss will get involve in different cultures.
During the lesson	T will read for kids in awesome reader “ Languages around the world” Then in the book T will read the directions and as whole class will answer activity 1 p.240	Ss will create a mind map base on the reading, the main topics are languages and dialects. Ss will complete as whole class the sentences base on the story “Languages around the world”
After the lesson	T will help Ss by mail in case they have doubts.	Ss will send mails to T with their evidences or their doubts.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Recognize some different cultures, nationalities, food, and diversity of the world. Through readings, listenings, writings, songs, pieces of art, and recipes.				
Key word	Mexico France Italy United States Japan tacos croissants pizza pasta hamburger hot dogs sushi onigiri ice cream soda vine first then finally add serve taste mix bake blend cut fridge stove pot bowl blender freezer dish				
Warm up	Sing the memory song “sugar by Maroon 5”	Sing the memory song “sugar by Maroon 5”	Sing the memory song “sugar by Maroon 5”	Sing the memory song “sugar by Maroon 5”	Sing the memory song “sugar by Maroon 5”
Reading: -T will read some parts of the key and Ss will follow the reading, and they will read some parts of it. -T will ask to recognize the vocabulary words in the readings.	<p>Read the key and make a drawing about what did you understand</p>  <p>Key Concept international words</p>	<p>Read the example of the recipe and draw the steps.</p>  <p>FRUIT SALAD</p> <p>Ingredients: A variety of fruits such as: apples, oranges, lemons, strawberries, kiwi, peaches, plums, pears, grapes, mangoes.</p> <p>Directions: 1. Wash and clean all the fruit. 2. Cut the fruit up into bite size pieces. 3. Place all the fruit into a large bowl. 4. Mix all the fruit up. 5. Eat and enjoy!</p>	<p>Read the key and write a brainstorm</p>  <p>Key Concept English language origin.</p>	<p>Read the key and make a mind map about what did you understand</p>  <p>Key Concepts Chinese New Year / lunar calendar</p>	<p>Read the key And use the colors related with Christmas</p>  <p>Key Concepts color / green / Christmas</p>

<p>Writing: - T will help them to complete the activities in the book, then Ss will so wrk in the notebook Ss will copy a recipe to know how to write it. After that Ss will work with controlled guided and free writings related with recipes.</p>	<p>Copy the vocabulary words and make a drawing of each one. T will show and paste flash-cards to check meanings.</p>	<p>Complete this graphic organizer base on “language around the world”</p> 	<p>Read the recipe of this sandwich, the discuss if it is similar to the sandwich that you it, finally write our recipe of sandwich in act 3</p> 	<p>Read what do you need to include in a recipe, then look for an image a dish paste it and write the ingredients that you need.</p> 	<p>Write a recipe of a traditional dish then check the dishes of our classmates and choose one and copy the recipe. Finally in act 4 illustrate your recipe.</p> 
<p>Grammar focus T will write a recipe and Ss will copy and recognize which are the words that they require to use. Then they will complete some recipes, and at the end they will create their own recipe.</p>					
<p>Listening: - T will show some pictures pictures about nationalities and Ss will guess the nationality and the country. -T will play the videos and may be play twice or three times in order they can answer the activities that T ask them. - T will ask them to work in teams in order to check if they have the same answers or different ideas about the videos.</p>	<p>Watch the video about the top ten food in Mexico and write the name of each one and make their drawings.</p> 	<p>Watch the video of Japanese food, choose 3 and write their name and make their drawings.</p> 	<p>Watch the video of Traditional food in USA choose 4 write their names and make the drawings.</p> 	<p>Watch the video of 10 regional dishes of Italy and choose the dishes that you want to taste and draw them.</p> 	<p>Watch the video of Paris food tour and check which dish do you want to taste.</p> 

<p>Speaking: -T will show flashcards about nationalities and food, Ss will choose one and follow the pattern of the book. - T will check that during all the activities Ss speak in English and T will help then to identify the countries. -T will show flashcards with the name of the countries and they will related with the food.</p>	<p>Ss will choose a nationality, base on the book, then Ss will play roles, in teams of 4 Ss will follow the pattern. (I am.... I live in.... and I eat...)</p> 	<p>Ss will answer act 2 in pairs they will read the short sentences and decide where they are from. Then with the same partner Ss will complete act 3 where do they live? And what do they eat? Base on the previous act.</p> 	<p>Ss will create a game in which they have to recognize the country with some examples of the typical food. Ss will have 5 flashcards with some drawings, then Ss will have some clothespins with some images about different kinds of food, Ss will have to put them in the correct flashcard, they will work in teams of 4, Ss will tell us the answers that they have (in Japan people eat sushi, and onigiri)</p>	<p>Ss will choose their country for the recipe and for the project, the project will be their grade of the month. In the notebook Ss will create a mind map about the country with all the information that they know about it. Then Ss will talk about it in the class.</p>	<p>Ss will play bingo, Ss will create the cards, in one they have to write the country and in the other one the typical food of the place. Ss will have to decide the countries and respect the ideas of the partner, the idea is that Ss have different countries. At the end Ss will tell me the sentences that they have in bingo (in Mexico I eat tacos)</p>
<p>Grammar</p>	<p>Ss will write a recipe, they will follow the pattern. Ss will recognize the transitional words. Ss will follow the patterns that they use in speaking part (in _____ people eat _____)(in _____ I eat _____)</p>				
<p>Use of language social interaction</p>	<p>Ss will read in front of the class the recipes that they will write during the week, Ss will show respect and pay attention to the others recipes</p>				
<p>Intercultural component</p>	<p>T will introduce some facts about each country related with food, or with the culture. Why people eat this food, in each country? Some important places in each country, and some landscapes that they can find in each place.</p>				
<p>Evaluation</p>	<p>Ss will create a video, they will choose between 5 countries, and they will have some examples of how to write the recipe and how to talk in front of people. Ss will write their recipe in a creative way, this will be the grade of writing.</p>				
<p>Summary</p>	<p>This is the topic that appears in my book, it is base on CLIL methodology, so I have to related with all the subject, they saw this topic in Spanish, so they know a little bit about it. After a week of work I hope that they will be able to create their recipes, and for the end of this month they will send me, their videos. Ss will be able to recognize the country, the nationality, the steps of a recipe, the vocabulary words, they will write their recipe in a fun way, they will know how to use technology, app iMovie and Kahoot, Ss will know the diversity of some countries, they will practice the respect, and the empathy, when they listen in zoom the examples of their classmates. Ss will connect their previous knowledge to the one. Ss will work base on socio constructivism using the steps, individual moment, collaborative moment, and the construction of new knowledge, base on socializing.</p>				

Homework	<p>Complete the chart with the words in the box, just be careful with the capitalization.- rewrite them using the correct capitalization.</p> 	<p>Imagine you have your own restaurant, your are going to write your ideas in the book, and then in the notebook you are going to create your invitation for people to come and eat there. Be CREATIVE.</p> 	<p>Read the recipe and write different ingredients you could use to make a fruit smoothie.</p> 	<p>Choose your favorite country and complete this activity</p> 	<p>Ss will play a Kahoot that T creates base on the topic.</p> 
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The main objective of the class is that students get in touch with, countries, nationalities, and international food, may be not all the students would be able to achieve this goal. Students worked with 5 countries and they got more familiar with 3, because they speak Spanish, English, and French, so they are familiar with some cultural aspects. In the class we have a Japanese girl, her mom is a native Japanese speaker, so they were really excited about the activity because they can show us a lot of information about Japan.

Teacher began with a reading to introduce the topic, it was a story about a Brazilian boy that arrived to United States of America, and he was in second grade, he did not speak English, so kids try to help them to understand what they are telling him. At the end the Brazilian boy share culture with the American kids, and they could play soccer during the recess. The students answer some activities that the reading provides.

After that students copied and draw the key words in their spelling notebooks, then students begin to work in the book, the book is divided in weeks, and those weeks are divided into

skills, the first skill is witty reading, this is about reading, so that is why they read the story and get in touch with the new vocabulary of the book. During this activities students had some keys, keys are a technological resource, in which students can find information related with the topics that they are learning in the book. Students will find this information in the platform, in the book they just have the name of the keys.

After that students had quick language, this part of the book talks about some grammar points, in this case, students got in touch with transition words, and with some models text about recipes. In this part students answer some graphics organizer that the books provided. Also they have to share a traditional dish of our country or it could be a family traditional dish.

In this section students have some model text, they have some recipes, so the idea is that students read the recipes and identify ingredients and steps, then pupils had some activities, in which they had to complete the recipes, or write just the ingredients, or they were required to complete the sentences, they also used the notebook, they created some notes about the topic.

Then students had the listening part, in this part students watched some authentic videos, some of them were made by real tourists that traveled all around the world, so the ideas was that students created some brainstorm about the 5 videos, it was a video for each country. Teacher taught them how to use and easy app, this app is shapego, in this app students can create word-clouds, in zoom teacher showed some google wordcloud, in order to students identify that the material that they will create would be real. During the afternoon students sent the evidences. During zoom students took notes about the videos, so they could create their wordclouds.

Finally they had sharp speaking, here students practiced orally the countries, nationalities and typical food that they could find in each one, pupils used some flashcards that teacher created for them. Then in the book students had some model activities in order to reinforce the previous activity, the idea was that they chose a country and practice this model, I am Mariana I live in Mexico and I eat tacos. Students also played a game, the main goal was that they matched

countries with typical food, we practiced this activity in zoom and then they played with their relatives.

Later in zoom students were able to share their recipes, they read the recipe for the first time, so teacher is also able to send a feedback, with this activity students have social interaction, we practice values like respect and tolerance.

In the intercultural component we shared culture, based on all the information and the videos that we saw during the week, students could identify some important places like: Eiffel Tower, Independence Angel, Coliseum, The Fuji Mountain, and the Statue of Liberty.

The final evaluation is a video, in this video students will be chefs, they recorded a recipe with all the steps, and the interesting idea is that students can or should get dressed up as chefs.

To sum up, in real life I did not receive all the evidences because my principal close the school year without any notification, I receive just some evidences, but no one of my students send me a video about Mexican food, I receive recipes about: pizza, hamburger, and some deserts.

Talking about the outcomes, students achieve the majority of the aspects, there are 38 kids, the majority of them recognize all the countries, and nationalities, they had some problems with typical food of each one. And they got closer just with three, because we speak three languages: English, Spanish, and French. Also the weakest students achieve the goal, and send some interesting videos.

Students were so enthusiastic about the topic, also moms got involve in the process, they want to be the best cooker, so they were practicing before they sent to me the videos. Also the kids that have some difficulties with the subject send their videos, they were reading the recipes, but they did the activity.

According to that, students got in touch with an intercultural topic, they shared culture and they developed communicative competences, this means that students got in touch with different point of view, different traditions, and they respect everything. They identify how people live, in this case what do people eat in some countries, how they perceive the world, some of the traditions, and typical places for them. This environment prevent culture shocks, a culture shock is when people do not understand the beliefs or attitudes of a new country, this also can cause a language barrier, this is when people can not communicate with people from a different country. (Pedersen, P. 1995)

For this reason it is important to introduce culture in the classes, moreover it is extremely important that people study a second language, in this case English, because it is a universal language. The contact that students have in the school with English require to be meaningful and real, that is why I choose my topic, and the activities that I create are based on real material.

2.2 The evaluating academic tools.

2.2.1 Speaking

I created this rubric for the video, I sent it by email to their parents, to let them know what they can do in the video. This will be speaking.


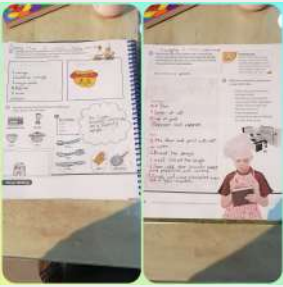
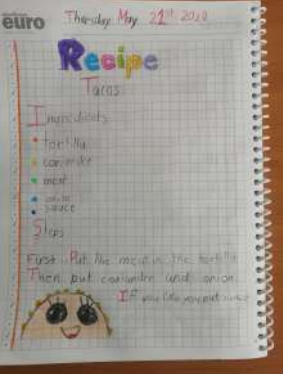

Criteria	2.5	2	1
Voice and pronunciation	student speaks loudly and clearly. Well use, and good pronunciation of key words.	Most of the presentation can be heard and understood. The student mostly have some problems with the pronunciation.	The student speaks too softly to be understood. The students have many problems with the pronunciation and the use of the key words.

Creativity	The contents and way of presenting the student outcomes is really original	The student needs help to get some ideas about how to produce original outcomes.	Student copy ideas from other student because they do not know what attractive contents to include or how to present his work in an original way.
Knowledge	The student has a very good understanding of the subject. They will be a chef for one day, they will cook a recipe. They should say the ingredients and the steps they follow.	The student has fairly good understanding of the subject, omit one or two steps.	The student gave few facts about the recipe.
Respect the deliver day	The video has to be send it on time.	The video deliver 1 or 2 days after the according date.	The video deliver 3 or more days after the according date.

I received the majority of the videos, but I did not receive a video of Mexico, students repeat countries and dishes, but obviously the recipes are different, the school year was closed without a notification, so I consider that they really enjoyed the activity, they were happy in their videos.


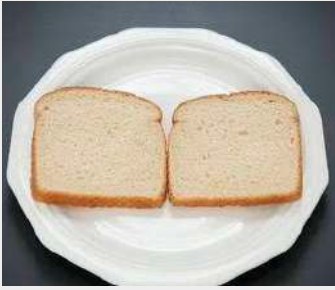

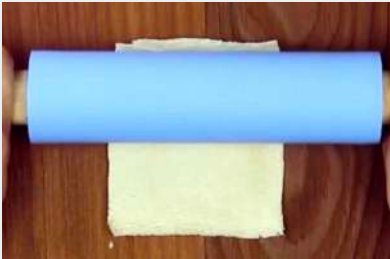
2.2.2 Writing


For writing students write a recipe, in this case the rubric is the next one:

<p>Pre writing</p>	<p>Brainstorm ideas. In this part I taught them how to use and app 'shapego' it was interesting for them to use technology not always pencil and paper. They create word clouds. I showed them some in google, so they got impressed because they did something similar.</p>	<p>T will check that Ss use new vocabulary and the they related with the previous one.</p>	
<p>Writing process</p>	<p>Reading and give feedback. Here we use the book.</p>	<p>T will read all the recipes and give feedback to each Ss</p>	
<p>Post writing</p>	<p>Correct the writing base on the feedback. In the notebook they practice the recipe before they create their drawings.</p>	<p>Ss will correct the recipes and send them back to the T</p>	
<p>Editing process</p>	<p>Editing process focus on mechanics. Final project. In this part they also develop their art senses, they created a drawing base on my examples. It is like a book, when you open the drawing the recipe appears.</p>	<p>T will grade the recipes</p>	

2.2.3 Reading

This is the exercise for reading, it is a text- segment. My students need to write the sentences in the correct order of a recipe. I will show the evidence in the video. They did it correctly because they are working at home, so moms got sure that they did the evidences well.

	Finally, enjoy your apple pie roll
	First, put two slices of bread on a plate.
	Next, spread apple sauce on bread with a spoon and roll it.
	Then cut off the crust and use the roller pin to flat the bread

	<p>Later, sprinkle cinnamon sugar on top</p>
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In this section they did it excellent, took into account that moms were all the time with them, so in real life moms got sure that all the activities that they sent to me were some well. Most of my students consolidate the reading process, because of the quarantine they should read all the answers if the wanted to participate in zoom, so they consolidate this process, they understood the majority of the basis instructions, and in the book we have a similar exercise, they knew what exactly to do, some students told me that it was easiest because they found the transition words, first, second, then, next, later, and finally, it was a clue for them.

Reading is an skill that students required to develop, in this grade, because sometimes when they are in third grade, teachers assume that they read, and in some cases they do not consolidate this process until this school year.

The main objective of reading is that students are able to understand almost the main point of the story, because of their age, they are not going to translate every single word, most of the time I need to explain this point to their parents, because they want that their kids, understood everything, and it is not possible, they know the most common words, in order to be able to work with their books.

2.2.4 Listening

I add the part of respect the deliver time because most of the time parents do not respect the deliver day, kids do the activities in zoom, but I am not able to see if they finish or if they re-

ally follow directions, I play the track three times and they told me that they finish the activities, but I am not sure. Some of them are really distracted so I need to be sure of what they did.

During the afternoon or the morning parents send me the evidences, not all of activities because they are a lot, but they know that I need some evidences, I told them that my coordinator has to check if kids are consolidating the topics. This activity has some common mistakes because of their age, they got confused in some cases in the order of the recipe, they ingredients were ok, just a few mistakes in the steps of the recipe. Parents just send the drawings, not all of them are in all the zoom sessions, so they just send the evidences because kids told them that I need to show the evidences in principal office.

Criteria	2.5	2	1
Recognize the vocabulary	Ss draw the majority of the ingredients of the recipe.	Ss just draw 2 or 3 ingredients	Ss does not draw the ingredients, Ss does not follow directions
Realize which is the country the track is talking about	Ss can identify the country, may be Ss draw the flag or write the name of the county	Ss get distract and omit this step and she/he imagines the county	Ss forget to mention the country
Recognize the steps of the recipe	Ss read the steps and listen to the track and number them base on the track	Ss does not follow directions and just number the steps, but she/he does not pay attention to the track	Ss does not answer this part of the activity
Respect the deliver day of the evidence	Ss send the evidence on time, use colors and do their best.	Ss deliver the activity 1or 2 days late.	Ss send the activity after 3 days of the according date.

I send this step list to my kids, and in zoom session I play the track, so in the first two activities they can draw or write, in the last one, they see the next chart and in their sheet of paper they write just numbers.

Steps	
Finally eat your delicious pizza, tasty pizza	Eventually carefully cut your pizza into slices
Firsts spread the pizza sauce on the pizza base	After that place your pizza into a hot oven
Then cover your pizza with your favorite toppings	
Next sprinkle the cheese all over the pizza	

2.2.5 Grammar, vocabulary and culture

Students worked with this activity, they get got touch with this topic, the evaluating tool is a country report, I created this activity base on our needs. Students wrote the capital city and the language. Then students drew the flag, after that students wrote a list of typical food of that country, then students drew the food that they are going to record in the video, finally students write 5 sentences about something they learnt.

In linguistics, grammar refers also to the study of such rules and this field includes phonology, morphology and syntax, often complemented by phonetics, semantics and pragmatics. The main goal in the grammar part is that students write sentences using present simple. Pupils were in touch with present simple since the beginning of the school year, with the sentences teacher could observe in they really know how to use it.

The majority of the students wrote sentences using a correct grammar structure, teacher could notice that parents helped them to write the sentences.

Vocabulary is the set of words that in this case students were learning in English, so for this activity the goal is that students use the vocabulary words that they were studying during these two weeks.

According to Emitt & Komesaroff (2003), students need to become efficient in using language for a range of purposes, such as following directions, requesting information, entertainment, and self-expression' (p.45).

In general they used most of the vocabulary related with the class, it is seen that they recognized their meanings, this is fantastic because they were working on line.

It requires that teachers are competent in communicating language and underlying values, attitudes, and behaviors followed by people in their cultural setting or context. The teachers imparting cultural knowledge may consider various issues related to learners' linguistic background, attitude, behavior, and the learning style. All of these factors contribute learning as a mental process of involvement in achieving competence in intercultural communication. In zoom sessions they asked about their doubts so they were answering the worksheet with the teacher.

The following image is an example of the evaluating tool.

My country report:

Name:

Details.

Capital City:

Languages:

Write a list of the typical food

Draw the flag

Draw the food, that you are going to choose for your recipe:

Write 5 sentences about the information you learnt

2.2.6 The evaluating formative tools

In this evaluating tool, kids and I will reflect on what they really learn or understand about this week of working, this is the example of the rubric that we answer, I will show the results in a infographic image.

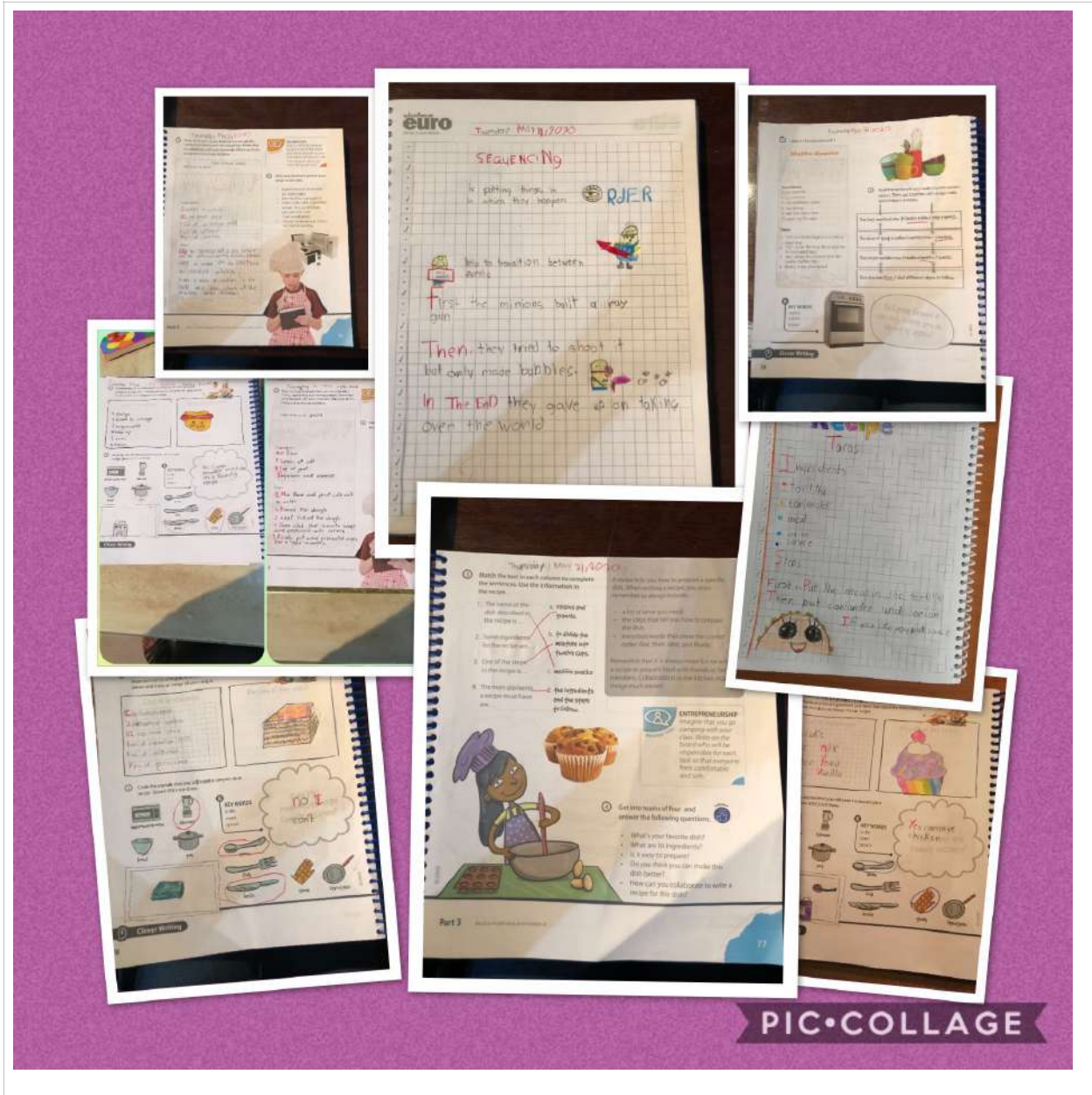
I think that in this case because of their age, sometimes they just answer, and do not realize the importance of this process, formative assessment is a valuable tool that enables instruc-

tors to provide immediate and ongoing feedback to improve student learning (Shute, 2008). Formative assessment can involve providing feedback following an assessment, misunderstandings and help them correct their errors. This formative feedback is crucial for improving knowledge, skills, and understanding, and is also a significant factor in motivating student learning.

Can I...	According to me	According to my teacher
Answer comprehension exercise about the story		
Identify the parts of a recipe		
Read a model text and analyze it		
Write a recipe to prepare my favorite snack, revise and rewrite it		
Write a recipe to prepare a traditional dish, revise, and rewrite it		
Follow directions in a listening activity		
Identify diverse traditions from around the world		
Identify countries, nationalities and typical food of each one		

The method allows teachers to check their learners' progress as well as the effectiveness of their own practice, thus allowing for self assessment of the student. So practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, this help teachers to make decisions about the next steps to follow.

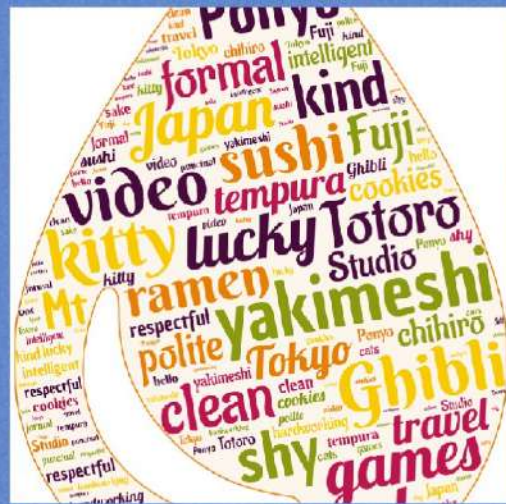
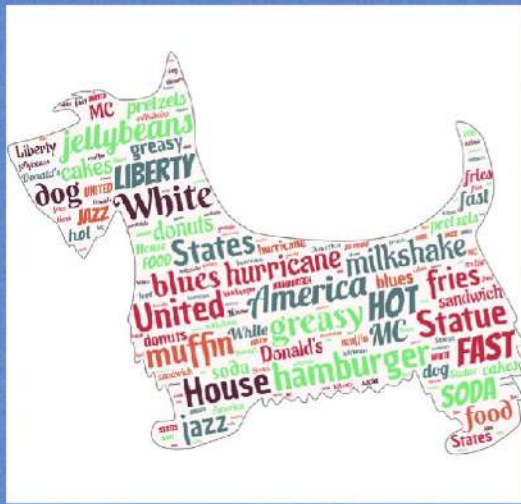
2.3 Evidences of lesson



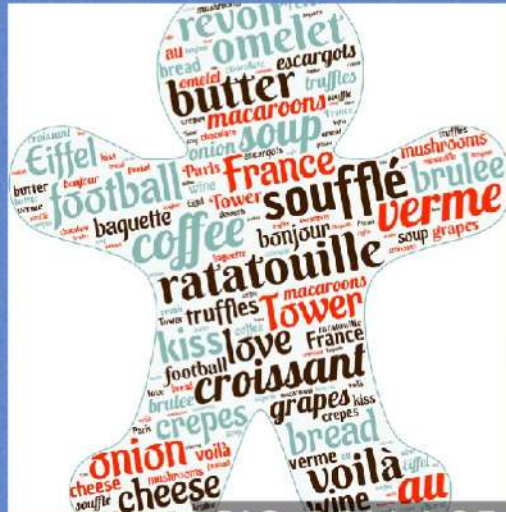


Recipes

PIC•COLLAGE



EAT
WELL
TRAVEL
OFTEN



PIC·COLLAGE

TEACHER'S MATERIAL



PIC•COLLAGE



Italian food



PIC•COLLAGE



French food

PIC•COLLAGE

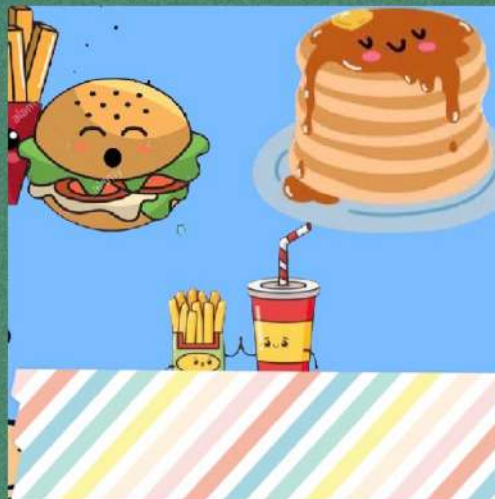


Japanese food

JAPAN
Sushi and Sake



American food



PIC•COLLAGE

Internationalisms exist in many languages. They are easy to identify. They share the same pronunciation and spelling. With internationalisms, you can expand your vocabulary easily.

Word Treasure

hospital Japanese languages

Key

Kindergarten Plaza Karaoke Sushi

Sushi comes from Japanese, too. It has the same spelling both in English and Spanish. Do you like sushi?

Kindergarten Plaza Karaoke Sushi

Plaza comes from the Spanish language. It refers to an open public space. Let's meet at the plaza!

Keys

Kindergarten Plaza Karaoke Sushi

Karaoke is a Japanese word. At a karaoke, boys and girls sing songs and read the lyrics on a screen.

Kindergarten Plaza Karaoke Sushi

Kindergarten comes from the German language! Kindergarten means "child's garden."

Think about the word pizza. You can use this word in English, in Spanish, in French, and in Italian. Japanese, Swedish, and Hungarian. Pizzas do not exist in some countries. When the first pizzas were made, we just started using that word. Amazing, isn't it?

International words or internationalisms are words from other languages. You can call them loanwords, too. They are adopted with little or no modification at all. Unlike cognates, international words are not translated—they pass on to the new language often like they were in the original language. Do you know how to say ambulancia in English? How about hospital?

Key

With Reading: Common Words in the World

Common Words in the World

Every year, you make new friends. Sometimes, they use new, fun words; maybe they are talking about something unusual. Then, you start using those words. That is perfectly normal. Did you learn any new expressions lately? Do you know what they refer to?

English speakers use many words from other languages. Over the years, the English language adopted them so that people can talk about foreign objects. Did you know that there are some international words that are similar in many languages?



Recipes

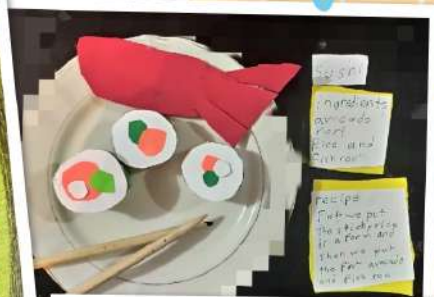
PIC•COLLAGE

WORK OF ART

French bread

Ingredients

- 3 slices of white bread
- 1 egg
- 1 cup of liquid milk
- 1 spoon of sugar
- vanilla
- Butter
- fruit to decorate



4 finally we put lettuce and sauce on our taco.

Bon Appetite

♥

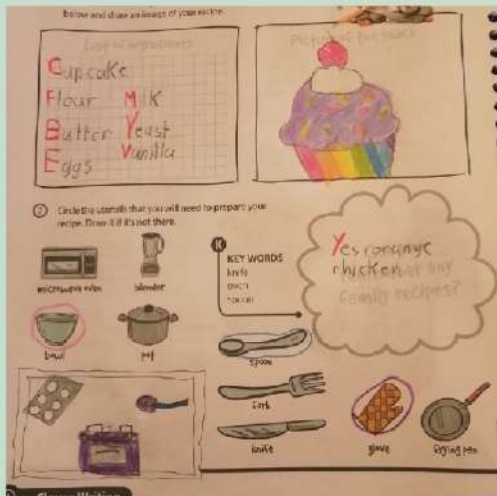


Recipes

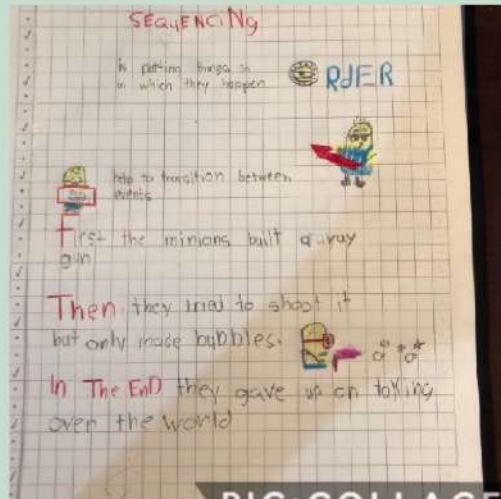
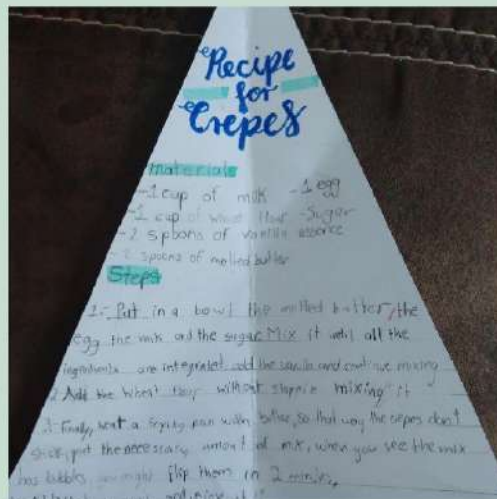
PIC•COLLAGE

2.4 Show evidences of your designed tool to assess your students.

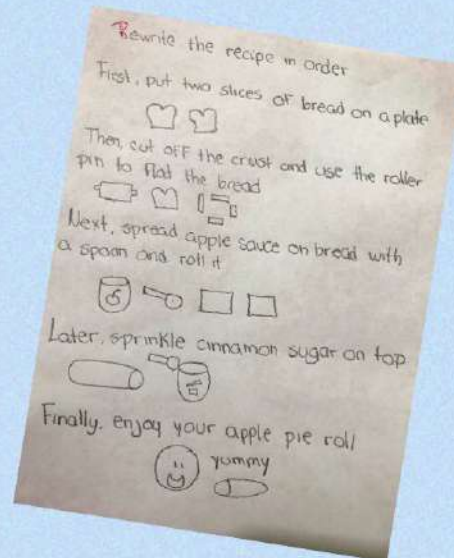
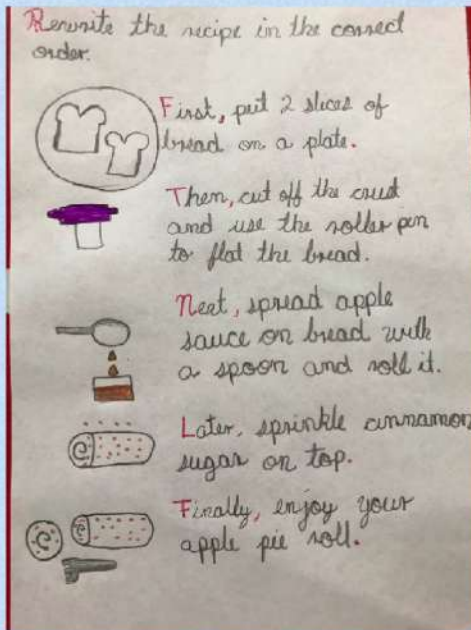




live LAUGH love Writing

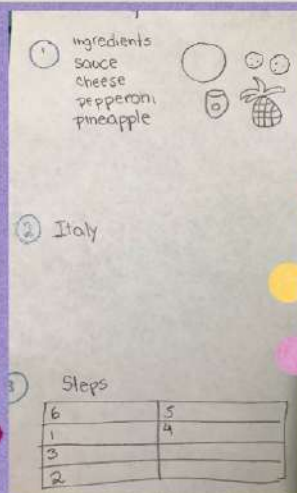


Reading evidences

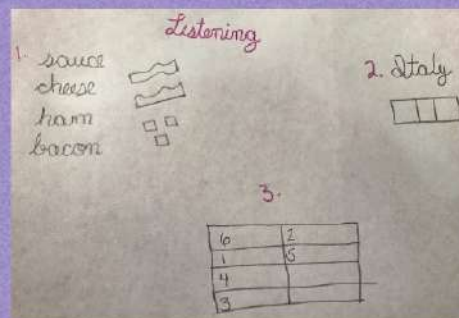


Text segment

Listening testing tool



Evidences

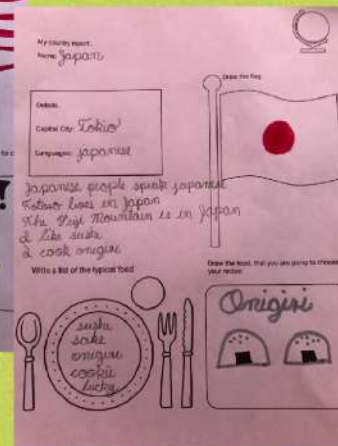
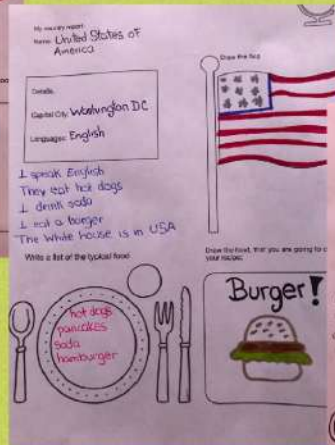
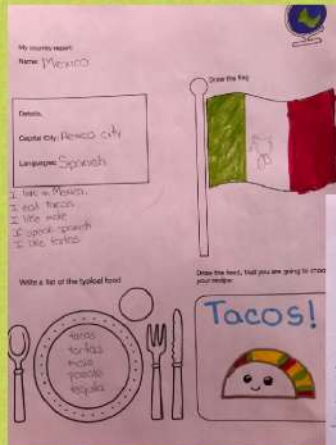


How to make a pizza

First spread the pizza sauce on the pizza base.
Next sprinkle the cheese all over the pizza.
Then cover your pizza with your favorite/favourite toppings.
After that place your pizza into a hot oven.
Eventually carefully cut your pizza into slices.
Finally eat your delicious, tasty pizza.

Grammar

Culture



Vocabulary

PIC•COLLAGE

FORMATIVE TOOLS

Results



1 IDENTIFY PARTS OF RECIPES

In total I have 38 kids, base on themselves 30 kids understood this part



2 READ A MODEL TEXT AND ANALYZE IT

Jus 30 of my kids can identify and analyze a recipe and follow the pattern



3 WRITE A RECIPE ABOUT THEIR FAVORITE SNACK

38 of my kids send their evidences of their recipe, not all of them follow the instructions about how it should looks like, but they send the recipe



4 FOLLOW A LISTENING ACTIVITY

Just 25 of the 38 students got all the answers correct in this activity, they others have some details in some questions



5 IDENTIFY TRADITIONS AROUND THE WORLD

30 of my kids show interest and identify the flash cards for each country



6 IDENTIFY COUNTRIES, FOOD, NATIONALITIES

Just 30 of my students can do that, 8 of them are lost in this part because they did not get in to all Zoom classes.



7 COMPREHENSION EXERCISE OF THE STORY

They are able to identify some details about the story. 30 of them are able to answer alone the questions.

Survey's results

Can L.	According to me	According to my teacher
Answer comprehension exercise about the story		
Identify the parts of a recipe		
Read a model text and analyze it		
Write a recipe to prepare my favorite snack, revise and rewrite it		
Write a recipe to prepare a traditional dish, revise, and rewrite it		
Follow directions in a listening activity		
Identify diverse traditions from around the world		
Identify countries, nationalities and typical food of each one		



PIC•COLLAGE

2.5 Recording the activities

2.5.1 Links of videos

Evidences

https://drive.google.com/file/d/1ZacrWNPFjgsC1_0-Oj0trbBwWA6kZTJt/view?usp=drivesdk

I created this video with some of the evidences that my students sent them to me, I added the song sugar, because was our memory song, they learnt the song and it help them to improve their fluency. They obtained new vocabulary, and they are in touch with authentic material.

Lesson

<https://drive.google.com/file/d/1jlpOovh6MxIwN6tnU2hwbfZXjBno748p/view?usp=drivesdk>

This is just an example of how I create my videos, I uploaded I afternoon before, students watched it and try to answer the activities that they can, during zoom lessons, we check all the answers and I explained the topic.

Vocabulary

https://drive.google.com/file/d/1n1eAeJWsCj0OexRfivdfN0_n_ius_meK/view?usp=drivesdk

I created an specific video with new vocabulary, this help them to identify countries and typical food.

2.6 Links of the final evidences chef's video

2.6.1 Italy

https://drive.google.com/file/d/1R8N6_J9X7H2F5W21TFnE4RRMCjH5WTH5/view?usp=drivesdk

This boy is one of my best students, he loves to speak, and he is creative, I like his video, Just the volume of the video is not enough, but I can listen the recipe.

2.6.2 Japan

<https://drive.google.com/file/d/1XGPa5HqYeSWB3Yaac-u2lpInJdcy86nm/view?usp=drivesdk>

He is one of my weakest students, as you can see he has language problems, he can not pronounce as well as he can, so sometimes I have problems to understand exactly what he wants.

2.6.3 Pancakes

<https://drive.google.com/file/d/1IBFLgtIxgoRLv6Bp-hYbVRRoZeCpEkcs/view?usp=drivesdk>

She is a good student, she is creative and talkative, in the video at the beginning she is shy. She suffers some cooking problems, it at the end the recipe is ok.

2.6.4 Pasta

<https://drive.google.com/file/d/1lowrsuToDUCLU3N9OX87TReyiwEX-FSK/view?usp=drivesdk>

This girl send two videos, she told me that she had enough time to practice, and her mom accept to send both videos. In this one she cooks pasta, she is an amazing student, in the classroom is so shy, I have to be there if I want that she participated, she is smart but she does not like to talk in front of people.

2.6.5 USA

https://drive.google.com/file/d/1GMLuUk3TK8F9SbEIZrh2puR5GQMT1_D8/view?usp=drivesdk

She is the same girl of the previous one (pasta) she enjoys to create the video, at the end she taste her hamburger.

Chapter 3 Experience Report

In this chapter, the main goal is focus on the results that I obtained with the lesson plan, the objective was that students were able to identify countries, nationalities, and international food, the they read recipes and identify the type of text and analyzed it, base on the previous knowledge students would be able to write a recipe with all the vocabulary that they learnt, using the countries, nationalities likes and dislike about food.

According to that, students were able to answer all the activities mentioned it before, the majority of them answer the book, and the extra activities without any complication, they like the authentic material I mean the videos, so they could connect all the information that we learnt, through CLIL methodology they could get in touch with a lot of topics, but all of them are related, this methodology helped them to understood the topic with a different perspective, they read some models writing, and at the end they realized that our main topic was the recipe and that this was relate with international food.

Because of the isolation our course did not finish as we wanted, supposedly we will finish the course on July 17, then the principal told us June 26, and final on June 10 he closed the school year and my project have not fished, just a few children sent me the final part of our work, I have some videos, they created amazing videos, they looked fine dressed up as chefs. At the beginning I think that it will we kind of complicated for them to get in touch with the topic, but they were so enthusiastic. We have a background of our rhythm of work, they have to work, not because I want, because we have a lot of extra activities, and extra curricular classes, so when we were at school, we were always running, we have art, French, P.E class, yoga, psychomotricity, “emotional skills”, maker lab, and obviously Spanish, so there were some days in which we were running through all the school. That is why they have a good rhythm of work, they focus on the topics, try to pay attention and do their best in order to be able to do all the activities all the day.

Some of them really love English so they created amazing activities, some of the weakest students are working excellent because they are having extra help at home. The dynamic of the class is the next one: they see the video during the afternoon and do the activities of the day, the majority of the kids do that, so in zoom sessions, I explain the topic, and we just check answers, one of my groups is doing excellent, but the other is complicated because they do not respect turns, they want to play, so kids that work, need to wait until the others do the activities.

Base on that, they achieve some goals, they recognize a recipe, the information that has to be part of it, they realize the countries, nationalities, typical food of each one and, some of them recognize some important places of the countries. Not all my students, the weakest has some troubles with countries, nationalities and food. But they do the recipe and like to drawing so their homework was very creative maybe the recipes are basics but they make an effort in the presentation.

During the next weeks, we will get deeper in culture, I just have a Japanese girl, and she is so enthusiastic, she wants to speak all the zoom sessions about the things that she can find in Japan, and things that does not exist in Mexico.

Thanks of the quarantine we know how to use some new apps, they work with nearpod, shapego, iMovie, InShot, keynote, flyer Maker, B126, and canva, some of the are easiest but because of their age I think those apps will help them to improve their homework.

A CLIL lesson is not a language lesson neither, is it a subject lesson transmitted in a foreign language. According to the 4Cs curriculum (Coyle 1999), a successful CLIL lesson should combine some of this elements:

Content - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

Communication - Using language to learn whilst learning to use language

Cognition - Developing thinking skills which link concept formation (abstract and concrete), understanding and language

Culture - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

Listening is a normal input activity, vital for language learning.

Reading, using meaningful material, is the major source of input.

Speaking focuses on fluency. Accuracy is seen as subordinate.

Writing is a series of lexical activities through which grammar is recycled.

According to that, students are learning unconsciously most of the elements of the language, the goal is that when students finish the elementary school, they will be able to pass a certification in a natural way.

To help students to improve their communicative competence, it is important to provide a variety of practice activities. Activities that focus on the development of fluency are a vital part of a communicative class, students can communicate meaningful information, real ideas that are happening in the world.

Base on that students played role-plays, learners are given an imaginary situation and are asked to perform a different role or act as themselves in a particular scenario. In this cas students were chefs, they imagined that have a TV program.Role-plays enable learners to imagine themselves in realistic situations in which they need to use English in real life. They are also fun and motivating for some learners.

Chapter 4 Conclusions

During this project I learnt a lot of things, including, methods, techniques, approaches, and some other aspects, that I could forget during my 10 years of experience. It was an amazing experience to work with teachers for the Mexican republic, it is important to know how other teachers work, and how is the real life in the other states of Mexico. According to that, I think that nowadays it is complicated to be a teacher, because parents and society do not take into account all the effort that we make in every single class. At this point we as teachers also need to have motivation, we need someone that support us, and help us to deal with all the external problems that we have when we are teaching.

All the materials and methodologies that I learnt are amazing it could give us a new perspective of how we can have a variety in our class. This is useful because if we combined some methodologies like total physical response, in which the idea is that students learnt through movement or following oral directions, with CLIL in which we focus on teaching subjects in English not to teach English, with communicative approach, in which the main goal is that students speak real English, we can obtain an excellent lesson. It is important to use authentic materials because students get in touch with authentic use of the language, they can identify different accents, and they get new vocabulary.

It is necessary to include the four skills in lesson plans, students require inputs and outputs, pupils need to improve four skills at the same time, that is why sometimes students just improve two skills, I mean, just inputs like writing and speaking, and it is also really important to improve the outputs like reading and listening.

The benefits of CLIL are related with cultural awareness, language competence, preparation for both study and working life, and increased motivation.

Due to that, Second Language Acquisition, it is the process of learning any language after the first language, according to that, English is our second language, it is necessary being active-

ly involved in the learning environment, the student needs to be in contact with the target language through normal daily routines. Students work correctly most of them are visuals and kinesthetic, I created my visual aids, and try to add activities in which they can use their hands, they drew their dishes, and drew some ingredients in the reading and listening part.

The book has a variety of activities, they drew, wrote, listened to real tracks, and read specific parts of the recipes. We combined art, science, wise citizen with the four skills. Thanks of that students have a holistic knowledge, it is meaningful and real, because international food is an interesting topic, although they are not going to travel right now, this is general culture for them.

I think it is important to analyze that teachers require support of someone, society has to value the important role of teachers in world. Students are going to learn through all their life's, may be not at the first time, but during all their life as students they will improve. Students should reinforce the topics, they are not going to speak English just with the 3 hours a day in the school, it is extremely important that they are in touch with language as much as they can.

Culture is an essential part of any language, you can not speak another language without culture, you can have problems in real life, for example if you travel to United States and you do not know about the differences between American English and British you could have some breakdowns, or people is not going to help you, because most of them want that you use just American English. This is just an example, but there are many other things that you can suffer in when you are in a real situation, it is not the same to speak in an English classroom, that to face in a real situation with a native speaker.

Students must be provided with the necessary linguistic, communicative and intercultural skills to reflect on and portray their own society, to express themselves, and to present their own culture in the target language.

The best things that I learnt in this year, I reinforce some methods and approaches, and I get in touch with new methodologies, I hope that when the isolation finish I would be able to put them in practice, in online lessons is more difficult to see the result with new methods.

I also learnt that we as teachers, feel nervous like our students, it is complicated to present a topic in front of people, even if they are teachers or not. When we feel nervous, we forget the words in English. In addition we deliver with some technical problems, and we have to be respect and support our classmates. Their topics were amazing, each one have a different point of view of their reality about teaching, some of us have the same vocabulary but the perspective of the lesson was completely different. It was interesting to listen to them during the colloquiums. Teachers adapted to the circumstances, because in the majority of our projects we need to modify something in order to could present our evidences.

In a short future I want to look for a master degree base on teaching, it could be how to teach a second language, not just focus in English, because I speak 4 languages, so it could be amazing if I have the methodology to teach not just in English.

The experience in the specialty was rewarding, I learnt a lot, I meet new people and I improve my technological knowledge. I hope to find something related with languages in order to continue improving my knowledge.

Chapter 5 APA references and Appendixes.

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5.2 Appendixes

Key
Lines of Research
Did you know that China does not celebrate New Year's Eve on December 31?

Research the Chinese New Year.

#KeyConcepts
Chinese New Year / lunar calendar

Key
Lines of Research
Do you know how languages originated?

Research the origins of the English language.

#KeyConcept
English language origin.

Key
Lines of research
How do you say banana in Spanish? Did you know that some words are international? What do you think this means?

Research international words.

#KeyConcept
international words

Key
Lines of Research
Do you think holidays are colorful? Do you know the different colors associated with celebrations such as Christmas?

Research the colors of Christmas.

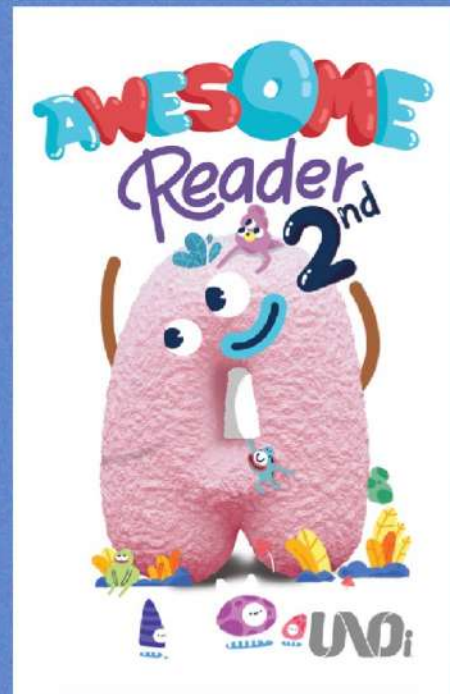
#KeyConcepts
colors / green / Christmas

Keys **PIC•COLLAGE**



Reading book





Ready
for
new
Adventures



2 Get into pairs. Then, read what each child says and decide where they are from. Write the number of each child next to their country.

1. 	2. 	3. 	4. 
I am Maxime. I speak French. The Eiffel Tower is an important monument in my country.	I am George. I speak English. Big Ben is an important monument in my country.	I am Giovanni. I speak Italian. The Tower of Pisa is an important monument in my country.	I am Lucia. I speak Spanish. The Alcala Gate is an important monument in my country.
() Spain	() Italy	() France	() England

3 Use what you have learned to complete the table.

	Where do they live?	What do they eat?
		
		

TEAM UP!
Get into teams, go to **Country Flyer**, and follow the instructions.

KEY
Lines of Research
Do you know how languages originated?
Research the origins of the English language.
Why do you think English is so common?

4 Get into teams of three and follow the instructions.

- Cut 10 white cardboard squares of 5cm x 5cm to make cards for the game.
- On one card, write the name of a country; on another, write something typical from this place.
- Mix the cards and lay them face down on the desk.
- Flip over one card and then another. If the information in both cards matches, take the pair and make a sentence with it.

Values

Part 1

wise Citizens

What makes countries different?



I am Keitona. I live in Japan. I eat sushi and go to school six days a week.

Around the world, there is a large diversity of **customs, traditions,** and ways of living. People dress in different ways and eat different food. They might speak a different **language,** too. Each country has its own richness and value. We need to respect every country because we are all part of the same world.



ART
Which tradition from your country is your favorite? Is this tradition represented artistically? Research how art and this tradition are connected.

I am Pierre. I live in France. I eat cheese soufflé and croissants.

I am Viktor. I live in Russia. I eat bliny and I love to play Skittles.

WORK IT OUT!
Do the activity **Find the Difference** using what you've learned.

KEY WORDS
customs
language
tradition

1 Look at the picture and answer the questions.

- Where do people eat bliny?
 - Russia
 - France
 - Japan
- Where is Pierre from?
 - France
 - Japan
 - India
- Where do children go to school six days a week?
 - India
 - Japan
 - France

