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**“A REFLECTION ON INFORMED PEDAGOGICAL
PRINCIPLES IN MY TEACHING PRACTICE”**

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

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

Module Three: Final Project

A REFLECTION ON INFORMED PEDAGOGICAL PRINCIPLES IN MY TEACHING PRACTICE

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INTRODUCTION

First language acquisition comes naturally to any human child who is fully immersed in the first language culture and society. No matter how complex a language might be, as pronounced by a linguistic analysis, any person at a young age shows incredible mastery and understanding of the stylistic, syntactical, and other structural complexities of their mother tongue. Children acquire languages inductively and instinctively without explicit grammar lessons or detailed explanations, showing ability to pick out patterns and exceptions and create new utterances in the absence of identical input.

Second language learning, on the other hand, is quite a different process, especially for older age groups. It may take a considerably longer time, conscious effort, complete dedication, and regular practice. Results are, however, varied. Some learners manage to implement effective learning strategies and find the right motivation – the main driving force- to reach the desired fluency and automaticity, while others often give up in the middle or even at the beginning of the journey. How to be successful at learning? How to motivate our students? How to choose and implement efficient strategies? How to turn our classrooms into a safe environment that leads to language acquisition? These are some important questions that need to be asked before planning a lesson.

Lesson planning is a complex yet critical step in an efficient and successful teaching process, and it needs to be tailored to the needs and characteristics of the specific group. No two teachers can implement a lesson plan exactly the same way, because every step and stage would reflect the teacher's personality, beliefs, experience, and knowledge about language and learning, in other words, teaching identity and philosophy. To plan and implement a successful lesson, it is important to know the learners, understand their learning objectives, set smaller attainable goals, include relevant content, use a variety of methods and techniques to facilitate acquisition, and align the assessment tools to the particular group and its learning style.

Selecting the right learning resources and materials is another important aspect that needs to be considered in language teaching. Most language learners are studying English in monolingual groups in their home countries, and as a result, have limited opportunities to encounter the target language used in real communicative contexts. Even though many modern textbooks are designed within a communicative framework, ready-made materials may be inappropriate for the target population. In addition, many activities do not reflect an authentic language use, focusing mostly on language forms. Thus, it is important to introduce learners to written and spoken discourse that contains samples of useful expressions, collocations, lexical items, and

grammatical structures in authentic situations. To increase exposure to the target language, students should also be encouraged to engage with authentic comprehensible materials themselves.

It is easy, however, to get overwhelmed by the abundance of theoretical aspects that need to be considered to ensure successful learning. And oftentimes, theory merely remains sophisticated words written on a piece of paper and quoted by numerous scholars. It is thus crucial to put theory into practice, experimenting with different approaches, recognizing success and failure, learning from mistakes, discarding ineffective techniques, thus building one's very own individualized and personalized bank of knowledge that can be flexibly updated and tapped into when necessary.

Therefore, for this project, I will first analyze the theoretical foundations that have shaped my own views and beliefs about language, learning, and teaching, thus creating my identity as a teacher. I will then present a carefully planned and implemented lesson plan, explaining the rationale behind the chosen methodology, activities, assessment tools, and materials. I will provide a detailed outcome of the lesson, taking a critical stance on the activities that can be considered successful and the ones that need some further consideration and adjustment. Finally, I will make a deep reflection on the whole process of preparing a lesson, from planning, to designing, and to the actual teaching.

CHAPTER 1: PHILOSOPHY AND THEORY

1.1 MY TEACHING IDENTITY AND PHILOSOPHY

English – the lingua franca of education, research, business, and cross-cultural interaction - has been influential throughout my life in a variety of domains, ranging from leisurely pursuits and career choices to personal life. Through continuous exposure and total immersion, I have dived into the intricacies and subtleties of the English language to such an extent that it has replaced my mother tongue as the dominant language in everyday communication and transactions. I am passionate about understanding how languages emerge, evolve, and get transmitted from generation to generation. I find grammar fascinating and I enjoy parsing the language for its distinctive elements. When I am in the classroom, I try to transmit some of this passion to my students, drawing their attention to the unique features of the target language.

Language acquisition is a personalized and individualized experience, with learners continuously looking for new improved strategies to accelerate the learning process. Over the years of teaching

English and learning additional languages myself, I have realized that one of the key principles in language acquisition is 'noticing' – paying conscious attention to the meaning as well as the form of an utterance, what grammatical structures, words, and phrases are used, under what circumstances and in what social contexts, as well as what shades of meaning and connotations are implied. Language is not merely a structure and a set of rules that can be applied to string random words into utterances, but patterns and word combinations that are used as a result of frequent occurrence in written and spoken communication.

Thus, one of my goals in language teaching is to help learners notice and acquire commonly used language patterns and as a result produce more natural, native-like, and authentic speech. I admit that it may be seen as a controversial objective on several levels. What does it mean to sound more authentic? Does it mean that learners should reject their identity and mimic native speakers? Not in the least. Knowing another language is a gift and using it can never overshadow a learner's personality. It is an enriching experience that opens new worlds, broadens the horizon, and offers new insights and perspectives. However, L1, its structures, and patterns can have a strong effect on the target language, making it sound slightly stilted or awkward. Sounding natural therefore means adopting language chunks, word combinations, and other elements that cannot be translated or transferred from one language to another but are simultaneously universal across different varieties of English.

The challenge is to find strategies and design effective tasks that allow learners to notice the gap between their output and authentic language production. Some of the techniques that I have implemented with varying success are using bright colors to highlight the target language, repeated exposure to the same language, and asking learners to find and correct inaccuracies in their own work by comparing it to the original source.

Many teachers would claim that authenticity should not be the primary focus in language teaching, instead the main emphasis should be on achieving smooth communication; however, I would argue that effective communication is predicated on natural language use. Even subtle connotation or pronunciation errors, a wrong word choice, syntax, or collocation can cause occasional breakdowns in communication, uncomfortable silence, serious confusion, or misunderstandings. As language teachers, we understand what our students are trying to communicate; however, when English is used as lingua franca, participants involved in the interaction may be genuinely lost.

Teaching practice is incomplete without a conscious self-evaluation and critical reflection of the underlying beliefs and assumptions about language and learning. As teachers, we should not rely solely on our experience and observation to validate a teaching approach or method, because qualitative research is often subjective and easy to manipulate. Instead, we need more rigorous evidence-based studies based on quantitative data that can be assessed and measured. There is a fair amount of pseudoscience caused by sloppy research that has crept into the field of ELT; therefore, it is essential that we have an open, honest, and profound discussion about widespread beliefs, so that we can discern fact from fiction. We should also be skeptical of the argument from authority; if a so-called expert makes an unsubstantiated claim about the effectiveness of a method, we should require evidence and be cautious if there is none to be found. We need to read the original studies, not somebody's interpretation of the studies, analyze the original data, not somebody else's understanding of the data, and draw relevant conclusions for our teaching context and circumstances, thus, forming informed pedagogical choices for our teaching practice.

1.2 THEORETICAL PRINCIPLES IN ELT

Second language acquisition is a complex process that does not conform to one specific universal model that can be applied in every teaching context but instead must be carefully tailored to the needs and circumstances of a specific group of learners in a particular cultural context. Working environment can be extremely diverse, from multilingual learners in the target country to monolingual classes in language centers or from small homogeneous groups in private schools to large multilevel classes in public universities; thus, teachers need to be creative, flexible, and quick on their feet to maximize learning conditions and facilitate language acquisition.

NATURE OF LANGUAGE

Language is an undeniably complex system containing a range of elements that need to be combined according to the conventions of phonetics, morphology, and syntax. However, it is so much more than merely structures, grammar, and lexis. Language is so central to human experience, that life without it is unimaginable. It is a natural unconscious ability that allows humans to communicate their ideas, opinions, beliefs, discoveries, and experience in a tangible way, through sound waves that are perceived and interpreted by the human brain. One of the

more comprehensive attempts at understanding the nature of language has probably been made by Steven Pinker (1994, p. 4-5):

Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

Language is such a fascinating, sophisticated, and complex phenomenon that only a small portion of it has been analyzed, synthesized, and understood. Even though linguists have made their best attempt at meticulously describing different elements that language comprises, it remains somewhat an enigma. Yet, such detailed analysis is crucial for second language teaching, because second language learning contrary to first language acquisition requires explicit instruction of different elements and their possible or impossible combinations, and practical application with all the intricacies it implies.

Learning a foreign language in the classroom setting differs greatly from acquiring it through immersion and exposure to the language in different communicative situations. In a controlled environment there are fewer opportunities for learners to experience authentic language. Textbooks often focus on formal registers, avoiding colloquial and casual language altogether. To promote awareness of how language is used in different social and cultural contexts, it is important that learners encounter examples of real-life English. In addition to the more common and traditional phrases, functions, and expressions included in a typical course book, the teacher should introduce learners to more natural language used in everyday interaction. Thus, teaching should include a multitude of language aspects that are crucial for effective communication.

TEACHING APPROACH

Language teaching requires a combination of different techniques and methods that lead to a bigger goal – communicative competence, which includes grammatical, linguistic, sociolinguistic, discourse, intercultural, and strategic knowledge, as well as competence in writing, listening, and reading. While using one method exclusively may not be efficient in every learning context, most methods that aim at developing communicative ability and functional fluency imply the use of Communicative Approach.

Implementing this approach in the classroom begins by setting a clear communicative objective, which can be achieved using the incremental complexity of Bloom's taxonomy, e.g., the students will be able to describe, discuss, explain, express, identify, restate, etc. (Gaddis & Bjork, 2008). By emphasizing what learners can do with the language instead of what learners know about the language, the focus is automatically shifted to the functions of language instead of grammatical structures and forms. Even though the focus on form should not be ignored, to help learners reach native-like proficiency, it should be combined with the focus on meaning through tasks that provoke language and communicative behavior similar to that of authentic interaction.

Thus, learners need opportunities to engage in unguided activities that mimic communication of native speakers in ordinary situations. Such communicative tasks have a number of features: they contain an information gap, they are not reliant on teacher input, they invite negotiation, and they require original content produced by learners (Hedge, 2008, p. 57). In other words, they require meaningful social interaction with its unpredictable nature and with constant collaboration between participants to keep the interaction going. They are challenging and demanding, often requiring learners to step out of their comfort zone, improvise, and use any linguistic means available to achieve the desired outcome. Most importantly, though, such activities ensure that the target language is genuinely required for communication, in other words, the target language is learnt "through communication" and not "for communication" (Ellis, 2003, p. 208).

TEACHING AND LEARNING CONTEXT

To facilitate interaction in the target language, learners need a safe learning environment, which can be created by establishing rapport with the group and demonstrating approachability. Learners are not alone in their struggle to acquire a second language. Most language teachers are non-native speakers who have mastered the target language with all its intricacies and complexities, and thus, can share their experience, past errors, and successes, discuss learning techniques that can be helpful, give tips and advice, and discuss steps that need to be taken to achieve the desired proficiency.

It is important to have informal conversations with learners to discuss their language learning goals, as it raises interest and increases motivation, which may be the main driving force in second language acquisition. Relaxed informal environment may encourage students to share their experience with learning English, their success and failures, what techniques and learning

strategies they find beneficial and useful, what their language learning expectations and objectives are, and how the language learnt in the classroom can be applied in real-life. When learners understand their own learning goals, they can devise concrete steps to reach them, employ strategies that lead to more autonomy, thus facilitating learning.

TEACHER ROLES

In a language classroom, teachers perform a range of functions, depending on the lesson stage, activity, and context. Prior to the lesson, the teacher's role is that of an organizer, planner, needs analyst, and researcher. Lesson planning is unimaginable without setting the objective, which is usually determined by the program, but often emerges as a response to the students' interests or as a necessity to consolidate previous work. Once the main goal is determined, it is important to choose the procedures and techniques that need to be implemented and select resources or design materials that will aid in the process. During the lesson, the teacher's role is to facilitate communication and ensure equal participation, paying careful attention to how the learners respond to the tasks, the challenges that arise, and the breakdowns in communication. Meanwhile, the students act as independent actors and the main contributors of ideas and opinions, developing autonomy, leading the interaction, personalizing the lesson, and determining the outcome.

Whatever role a language teacher takes on during a specific stage in lesson planning or implementation, one of the main characteristics that an efficient ELT professional needs is adaptability. When implementing a lesson plan, teachers can experience a multitude of issues that need to be tackled immediately, communication problems that need to be addressed to avoid misunderstanding, failed didactic sequencing that may need to be readjusted for successful completion of the tasks, and a number of other uncertainties that need to be resolved instantly. Even though such challenges are often unnerving, they are an integral part of teaching, contributing to pedagogical choices and leading to personal growth.

FEEDBACK AND LEARNER ASSESSMENT

Making mistakes is an inevitable and natural part of second language learning. Errors are often a sign of progress and should be expected if learners are encouraged to engage in spontaneous

interaction, experiment with language, attempt to use forms beyond their linguistic competence, and collaborate with others to bridge the information gap. While accuracy is desirable, it is important to remember that accuracy is rather the result of language acquisition not the means for it. It appears naturally through repetitive language use and exposure. Nonetheless, errors should not be ignored, but addressed through constructive and formative feedback.

Giving feedback is an art and not an exact science. In addition to comments on language accuracy, feedback should include information on task achievement, contain encouragement, be clear and concise, and mention strengths as well as weaknesses. To ensure that most points are covered, the teacher can take notes of learner performance, motivation, and language areas that need improvement. If the identified problem areas are minor, they can be addressed immediately, if they require more thorough attention, the lesson plan can be modified accordingly. If feedback is provided in an effective way, it gives learners more control over their learning, improves language output, and enhances motivation (Brookhart, 2008, p.30).

In addition to formative feedback, learners often desire summative feedback expressed as a grade, mark, or percentage. To assess individual competence quantitatively, teachers usually implement a number of tests during the course. Such assessment is usually formal, evaluating learner knowledge or performance under standardized conditions and at regular intervals. Progress, placement, and proficiency are some examples of formal assessment that can be carried out to give learners some sense of achievement (Harris & McCann, 1994). Examination is often a part of the official program and cannot be avoided; however, testing may often get in the way of teaching. A high score in a test does not necessarily equal communicative competence, thus, it is important to bear in mind that the goal of language teaching is to ensure effective communication, not successful completion of a specific test.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.1. LESSON PLAN

Author	Irena Garbunova
Language Level	A2-B1 (Pre-Intermediate)
Educational Stage	1 st Year Undergraduate
Lesson Title	Rules of Etiquette
Lesson Objectives	<p>Communicative Objective: Students will be able to describe, compare, and talk about manners, rules of etiquette, and appropriate behavior in different cultures.</p> <p>Intercultural Objective: Students will be able to synthesize rules of etiquette in different cultures, by analyzing appropriate behavior in their own culture and offering a solution to a hypothetical conflict.</p>
Social Practice of Language	Recognize information about cultural diversity
Learning Environment	Community
Communicative Skills	Speaking / Listening / Reading / Writing
Main Grammar Focus	It is + Adjective + Infinitive
Vocabulary Focus	Adjectives (polite, rude, unacceptable, etc.)
Time	5 hours
Sessions	2 synchronous sessions and 1 asynchronous session
Online Resources	Google Classroom, Zoom, Google Jamboard
Materials	<p>Online article: "13 Strange Etiquette Rules from Around the World"</p> <p>YouTube video: "Cultural conflicts in the family dinner party"</p> <p>Spin the Wheel</p>
Links	<p>https://www.rd.com/list/strange-foreign-etiquette-rules/</p> <p>https://www.youtube.com/watch?v=XmtSbVNnuyQ</p> <p>https://wordwall.net/resource/15335922/etiquette</p> <p>https://wordwall.net/resource/15335922</p>

	https://jamboard.google.com/d/135YIWST2YfpsFEAiL78pA3f473VuKF_Fx8DxyQVmey8/edit?usp=sharing
Handouts	Handout One, Handout Two, Zoom Poll
EAAILE Tutor	Mtra. Elin Emilsson-Ingvarsdóttir

Teaching Sequence	
Lesson Stage	Procedure
Prior to Lesson	Teacher creates handouts and activities in Google Jamboard and uploads them to Google Classroom. Teacher browses the internet for an article on etiquette rules around the world and a YouTube video that features cultural misunderstandings.

Lesson Stage	Procedure
Session 1 (2 hours) During the Lesson <i>Greeting (whole group activity)</i>	Teacher greets students the usual way (How are you today?) and asks if there is another acceptable way to greet people. Teacher elicits such greetings as “How are you doing?”, “What’s up?” “You alright?” and the respective responses. Learners discuss in what social contexts such greetings are appropriate. Teacher makes sure learners talk about formality, relationship between the participants, and circumstances.
<i>Lead-in (whole group activity)</i>	Teacher introduces the topic of the lesson “Rules of Etiquette”. Teacher asks learners if they have ever been in an embarrassing situation because of inappropriate behavior in a specific situation or if they have witnessed such situations.
<i>Listening for gist (whole group activity)</i>	1 st time listening. Learners watch the video “Cultural conflicts in the family dinner party” (1:26 min). Learners answer some comprehension questions: <ol style="list-style-type: none"> 1. What cultures are represented? 2. What went wrong during the dinner party? 3. What was the host’s reaction?
<i>Vocabulary Focus (whole group activity)</i>	Teacher asks learners to describe their reaction towards the video and the whole situation, using adjectives, thus eliciting some useful vocabulary (e.g., rude, polite, uncomfortable, unacceptable, impolite,

	acceptable, polite, greedy, disapproving, insulting, unpleasant etc.). Teacher writes the adjectives on the whiteboard.
<i>Intensive listening (Individual)</i>	2 nd time listening. Learners watch the video again and write 3-4 sentences in Jamboard using 'It is + Adjective + Infinitive construction', e.g., It's rude to insult someone else's cooking. It's unacceptable to pour more wine before your host.
<i>Speaking (whole group discussion)</i>	Teacher asks learners to discuss if there are any rules concerning eating habits in Mexico.
<i>Discussion (pairs or small groups 2-3 people)</i>	Learners join Breakout Rooms and working in pairs or small groups discuss different questions related to etiquette in Mexico (see Appendix 1). Learners spin the wheel and answer the questions it provides. Learners can eliminate the questions once they have answered them. <ol style="list-style-type: none"> 1. What does it mean to be polite in Mexico? 2. How do people greet one another in Mexico? 3. What are some polite gestures in Mexico? 4. What are some insulting gestures in Mexico? Describe them, don't show. 5. Do people stand close to one another when they talk? When? 6. How do you signal a waiter in Mexico? How should you never signal a waiter? 7. Is it appropriate to point at people? When? 8. How much are you supposed to tip for different services? Waiters? Taxi drivers? Hairdresser? 9. Do you think Mexicans are well mannered compared to other nationalities? 10. Are there any rules of etiquette in Mexico that you would like to change?
<i>Feedback + Wrap-Up (whole group activity)</i>	Learners summarize some of the interesting, unexpected, or strange ideas that were discussed. How do you think some of the rules you discussed may be perceived by other cultures? Why?

Lesson Stage	Procedure
Session 2 (2 hours.) (Synchronous) <i>Lead-in (whole group activity)</i>	Teacher greets learners and asks them if they have ever interacted with people from other countries or have seen such interaction take place either in real life or on TV. Learners share their experience. If learners have little to say, the teacher enquires if learners know anything about

	the rules of etiquette in other countries, e.g., greeting, dinner manners, tipping culture, etc.
<i>Reading for gist (Individual)</i>	Learners skim the article “13 Strange Etiquette Rules from Around the World”. Learners answer the question: What was the most surprising fact about another culture?
<i>Intensive reading (group work 2-3 people)</i>	Working in groups of 2-3 in Breakout Rooms, learners read the article again and sort the information into three categories: similar or same in Mexico; acceptable in Mexico; strange in Mexico (see <i>Appendix 2</i>).
<i>Discussion (whole group speaking activity).</i>	Learners return to the main session, share their charts, and give reasons for their choices. Since there are no correct answers, learners compare their answers and defend their opinions in a friendly discussion.
<i>Wrap-up (whole group activity)</i>	Teacher introduces some rules of etiquette from her country of origin – Latvia and asks learners to guess if these rules are true or false. This activity is carried out as a poll in Zoom (see <i>Appendix 3</i>).

Lesson Stage	Procedure
Session 3 (1 hour) (Asynchronous) <i>Process Writing (First Draft).</i>	Teacher uploads Handout Two to Google Classroom (see <i>Appendix 4</i>). It contains images of people from different countries. Learners are asked to imagine they are meeting these people for an international sports event. Learners should anticipate possible communication problems related to etiquette and write a short response (2 paragraphs). Learners need to discuss their initial reaction and possible solutions to ensure successful communication.
<i>Process Writing (Peer Review)</i>	Learners exchange their writings and comment on the content, task achievement, and possible language problems. Teacher provides learners with a list of points to be considered (see <i>Appendix 5</i>). Learners read the comments, make the necessary changes, and submit their work.
<i>Correction and Feedback</i>	Teacher reads learners’ writings and evaluates them according to the rubrics (see <i>Appendix 6</i>).

2.2. RATIONALE AND EXPECTED OUTCOMES

SESSION ONE

The lesson begins with the teacher eliciting different forms of greeting, which learners may know but do not usually use in a classroom setting. This stage focuses on developing the sociolinguistic competence by helping learners expand their knowledge of formal and informal greetings in a variety of social contexts. Afterwards, the teacher invites learners to discuss the term 'etiquette' and share some personal stories, thus, setting the context for the lesson, activating schemata, and lowering the affective filter by generating interest in the topic (Krashen & Terrel, 1998). Students are more likely to benefit from the learning process if the lesson is relevant and engaging.

The next stage of the session focuses on developing listening subskills – listening for gist followed by reflective intensive listening. The purpose of the first activity is to introduce learners to authentic listening in a controlled classroom environment, thus reducing anxiety. First-time listening is applied through a top-down strategy that allows learners to interpret the topic of the lesson. Even though the recording contains fast unaltered speech that is slightly above learners' current level of comprehension, students do not need to understand every single word to complete the task successfully. In addition, the video is rich in visual stimuli that may enhance listening comprehension.

The teacher then proceeds with an elicitation technique that encourages students to recall passive vocabulary and introduce new words, thus, expanding learners' lexis. To complete the task, learners rely on their reaction and feelings towards the situation depicted in the video. Such personalization allows students to associate the form with the meaning of the new words. To further consolidate the work on form, the teacher writes the new lexis on the whiteboard.

Listening for gist is followed by intensive listening. Learners are invited to watch the video 2-3 times, focusing on the dialogues and monologues. This stage encourages active listening for specific information, thus increasing the exposure to the recording and allowing learners to perceive the details that may have been missed during the first-time listening. Afterwards, students contextualize the target vocabulary by writing meaningful sentences about the video, and thus simultaneously showing comprehension of the recording.

To link the information shared in the video with learners' personal experience, the teacher encourages a short discussion about dining etiquette in Mexico. This activity fosters intercultural awareness, by inviting learners to explore their own culture. By discussing and analyzing a narrow aspect of their cultural identity, learners make a step towards developing intercultural attitudes or '*savoir être*' (Byram, 2001).

To dive even further into the realm of interculturality, learners proceed with discussing a number of topics related to etiquette rules in other domains of everyday life, thus, focusing on two of the five principles of the intercultural model suggested by Byram (2001) – knowledge (*savoir*) and critical cultural awareness (*savoir s'engager*). Asking questions and encouraging students to ask and answer questions about traditions, customs, and beliefs may help raise awareness and adopt a flexible mindset. By engaging in an open-minded discussion, learners employ critical thinking skills in order to analyze and evaluate different views and attitudes.

The session ends with learners summarizing the ideas discussed in Breakout Rooms. Students make a deep reflection on their own cultural identity and how it can be perceived by an outsider.

SESSION TWO & THREE

The session begins with a pre-reading activity that aims at activating learners' schemata – “mental representations of typical situations . . . used in discourse processing to predict the contents of the particular situation which the discourse describes” (Cook, 1989, p.69 cited in Hedge, 2000, p. 190). By sharing memorable experience and sociocultural knowledge, students activate their content schemata, which facilitates subsequent reading comprehension.

To encourage skimming instead of intensive reading, it is important to specify the task prior to reading, so that learners understand the purpose of the activity in advance. To answer the teacher's questions, students should be reminded to quickly glance at the photos and subtitles in the article, locate a surprising fact and read the text superficially to understand the main idea.

Skimming is followed by intensive reading, which requires a combination of top-down processing and critical thinking. Such an approach allows the teacher to assess reading comprehension in an authentic way – learners read the article and retrieve relevant information, make judgments based on the previous knowledge, and combine both elements to form a coherent conclusion.

The task creates a clear purpose to reading the text – discovering new information about other cultures and comparing it to one's cultural identity.

To help learners explore the final pillar of the intercultural model -- ability to discover and process new information about other cultures and apply the obtained knowledge in real-life communication, i.e., *savoir apprendre / faire* (Byram, 2001), students write their reflection on a hypothetical situation. This is an unguided creative writing activity implemented as a process approach. To ensure successful completion of the task, learners consult the writing assessment checklist, which is uploaded to Google Classroom together with the instructions.

To evaluate learners' writing, summative assessment is complemented with peer evaluation. In addition to increasing autonomy and fostering collaboration, peer assessment raises an awareness of the fact that a written product has a receiver – audience that interacts with the message, thus helping learners focus on such aspects as clarity, structure, and overall readability of the text.

2.3. ASSESSMENT AND EVALUATION

ASSESSMENT AND TESTING ISSUES

Testing is a part and parcel of any educational program worldwide and is thus the most widely recognized evaluation tool of learner performance. However, it has also received a lot of fair criticism, has gained a rather negative reputation, and has been generally perceived as strenuous and tedious experience. For students, the mere thought of formal assessment provokes considerable fear and anxiety. For teachers, it is a time-consuming undertaking that requires careful analysis, detailed planning, laborious design, and successful implementation, besides such post-assessment activities as marking, collecting data, and giving feedback. In addition to these emotional factors, poor quality tests often produce unreliable results, by assessing only one aspect of language proficiency, usually grammar knowledge, rather than learner performance in real communicative situations, as it is easier to test explicit measurable knowledge rather than implicit competence. Testing is also perceived as an unfair endeavor as it is designed to emphasize the lack of knowledge, not what students have successfully internalized and therefore learnt (Harris & McCann, 1994, p.2-3).

Nonetheless, testing is the most practical and widely accepted instrument of assessing learner knowledge, especially, if all the aspects of high-quality tests are present in the chosen evaluation tool. Reliable test results can provide information about learner competence and performance, expressed as a numeric value or level, and therefore easily interpreted by prestigious universities, potential employers, or scholarship committees. In addition, internationally recognized certifications include detailed descriptors of productive and receptive skills and 'can do' statements that help candidates predict how well they can perform in authentic communicative contexts. Finally, if testing is administered as a diagnostic tool, it can reflect learner strengths and weaknesses, thus allowing the teacher or institution to modify the language program accordingly.

TESTING VS ASSESSMENT

Assessment and testing are often used interchangeably in ELT; however, there are some subtle differences. While similar in nature, testing is a narrower term for "the systematic recording of results contributing to the award of scores and grades" (Green, 2014, p. 233), whereas assessment involves "a whole cycle of inter-related activities" (Green, 2014, p.7). Thus, testing is usually a formal event carried out at a specific point in time, whereas assessment is seen as a continuous process that can be both formal and informal, carried out over a longer period of time, at any point during the course, during the lesson, after the lesson, or even between lessons.

Both assessment and testing can be formative or summative in nature. For example, achievement and proficiency tests are usually summative, in other words, they measure to what extent a learner has accomplished the standards required by the course program and is usually expressed in terms of pass/fail, a percentage, a grade, or a level. Diagnostic and progress tests are usually considered formative, i.e., they help the teacher and learners analyze how successful past learning has been, what needs to be recycled or consolidated before moving on. In other words, "summative assessment audits learning", while "formative assessment informs it" (Green, 2014, p. 14).

PRINCIPLES BEHIND TESTING AND ASSESSMENT

Efficient assessment or testing should include such criteria as reliability, practicality, and validity. A test is considered reliable if it produces consistent results when taken "under the same

conditions and with the same performance by students” (Harris & McCann, 1994, p. 4). Reliability can be increased by providing clear instructions, giving learners enough time, developing detailed rubrics, and ensuring equal assessment conditions for all participants. Practicality refers to the ease or difficulty of administering a test, whereas validity concerns whether “a test ‘actually does measure’ what is intended” (Fulcher & Davidson, 2007, p. 4). To ensure face validity, a test should have some features of formal assessment, such as, structure and time restrictions, whereas for content validity, it is important to include only those items that have been covered during the lesson or course.

ASSESSMENT AND TESTING TOOLS FOR THE PROPOSED LESSON

Vocabulary knowledge is difficult to assess and there are typically two approaches that can be employed – breadth assessment, i.e., vocabulary size or quantity, and depth assessment, i.e., quality of vocabulary knowledge (Read, 2000). During the lesson, vocabulary size is assessed informally through elicitation, by providing learners with oral stimulus to facilitate recall of the target words. The new vocabulary items introduced by the teacher are assessed formally through a discrete item test in the form of multiple-choice questions that require one correct answer thus increasing reliability. Such format is also easy to create, administer, and mark, thus ensuring practicality (McCann & Harris, 1994, p.34). To provide content validity, the test includes only the words covered in class. To facilitate the marking process and to provide immediate feedback, the test is created and implemented online, using Google Forms (*see Appendix 7*).

Speaking as a productive skill can be assessed in a variety of ways: interviews, picture-cued tasks, giving instructions and directions, monologues, oral presentations, paraphrasing, and even translation (Brown, 2004). The setting can be formal with an interlocutor's presence, a high degree of organization, and time restrictions, or informal as a part of regular classroom procedure. During the lesson, speaking is assessed informally through discussions and conversations, focusing on such micro-skills as expressing agreement or disagreement, floor holding, turn taking, and comprehension signals. Focus on these specific facets of communication allows the teacher to assess not only the use of communication strategies, but also some aspects of intercultural competence, which can be evaluated more efficiently using formative rather than summative tools.

Discussions, as a type of formative assessment, provide authenticity and spontaneity that other formats may lack (Brown, 2004, p.175). It also allows the teacher to assess learner performance, thus, increasing predictive validity. Such format is, however, subjective, and thus may lack reliability. To address the issue of reliability, it is important to create clear criteria that address specific areas of learner performance. When assessing speaking in class, teachers often rely on their intuitive judgment, which may help with the overall impression of class performance; however, may not be sufficient to gather more thorough in-depth information for formative feedback. Therefore, it is advisable to use a checklist that allows the teacher to collect reliable and objective data on the criteria in question (see *Appendix 8*).

Reading as a receptive skill can be assessed through a multiple-choice, gap-filling, cloze, or short response task, among others (Brown, 2004). The choice of assessment usually depends on what micro- or macro-skills are being evaluated, as well as on the type of reading strategy being employed, whether the task requires extensive or intensive reading, scanning, or skimming. The reading component of the lesson focuses on skimming followed by intensive reading. To assess reading comprehension, learners are asked to respond to the information provided in the text by filling out a chart (see *Appendix 3*). In order to complete the task, learners need to understand the text, analyze the information, and compare or contrast it to their own beliefs and experience. Thus, in addition to assessing comprehension, such a responsive task triggers a more profound cognitive process and deeper analysis.

Assessing **writing** is a time-consuming process that requires error correction, marking, and giving constructive feedback to learners. As the final step of the lesson, learners are asked to write a response to a hypothetical situation, which is implemented as an extensive free writing activity. To encourage collaboration, increase motivation, and promote autonomy, learners' writings are first evaluated through peer assessment. To decrease subjectivity and increase reliability, students use a checklist that focuses on content, task achievement, and clarity of the message (see *Appendix 5*). Learners are also encouraged to provide feedback for their peers (see *Appendix 12*), so that they can improve on their writing before submitting the final draft. Other important aspects of writing, such as, grammatical accuracy and the use of structures are assessed by the teacher using explicit rubrics that include a holistic scale on writing ability (see *Appendix 6*).

CHAPTER 3. REPORT AND ANALYSIS

3.1 PRINCIPLES OF LESSON EVALUATION

Similar to learner assessment, lesson evaluation can be formative, summative, and illuminative (Richards, 2001). Formative evaluation focuses on drawing out the strengths and weaknesses of the lesson, by analyzing the chosen teaching approach, the underlying techniques, and the appropriateness of the materials; reflecting on the classroom procedures, pacing, and timing; and collecting information on learner performance and motivation. Such evaluation can be carried out through self-reflection or peer observation.

Illuminative evaluation “seeks to provide a deeper understanding of the processes of teaching and learning that occur in the program without necessarily seeking to change the course in any way as a result” (Richards, 2001, p. 289). It looks at such aspects as learner-learner and teacher-learner interaction, class dynamics, individual and group participation, error correction techniques, and clarity of teacher instructions.

Summative evaluation focuses on the effectiveness and efficiency of the lesson by collecting objective data from student test results, measuring achievement of the expected outcomes, and analyzing the ease or difficulty of implementing the lesson (Richards, 2001).

3.2 FORMATIVE EVALUATION OF THE LESSON

The proposed lesson plan was implemented within the framework of the Sociocultural learning theory, applying the main principles of Communicative Approach. Most classroom techniques focused on creating information gap activities and meaningful communicative tasks consistent with Task-Based Learning. However, to ensure that the central grammar points and work on lexis received equal attention parallel to the main four skills, I employed a more flexible and current approach to Task-Based Learning, by including some “conscious raising activities” and “pedagogic tasks” (Richards & Rogers, 2001:236). Task-based approach can be quite challenging to implement, as it is difficult to predict the amount of assistance learners may need to complete a specific task. In addition, communicative tasks that encourage spontaneous interaction, can generate considerable amounts of emergent language that needs careful scaffolding. However,

such an approach proves to be beneficial for the learning process, as it creates a meaningful communicative context conducive to spontaneous interaction.

Learners were able to complete most communicative tasks successfully, relying on their linguistic competence to facilitate discussion. To avoid communication breakdowns, some learners managed to employ such compensation strategies as paraphrasing, use of synonyms, gestures, and facial expression, approximating the message, and peer assistance. When a coping strategy was not immediately available, some weaker students resorted to using L1; however, such use was sporadic and constituted separate words or short phrases.

In order to increase motivation and keep learners interested in exploring the topic of the lesson, the chosen materials need to “deliver authenticity” (Lansford, 2006, p. 59), thus, preference should be given to spoken and written discourse that includes samples of authentic language. There are numerous benefits to introducing real-world English into the classroom. Understanding unscripted spontaneous speech characteristic of natural communication is a true motivation booster. It gives learners meaningful experience with natural language used by ordinary people in the real world. It also shows learners that language learnt in the classroom has a practical application.

The authentic materials chosen for this lesson were slightly above learners’ current level of competence, thus, providing comprehensible input, necessary for language acquisition. The images included in the article helped learners with both skimming and intensive reading. Through visual aids and the immediate context, students were able to deduce the meaning of a number of unknown words, e.g., ‘port’, ‘doorway’, and ‘brag’ among others. The pedagogic task that focused on practicing the chosen grammar structure helped learners consolidate the previously elicited adjectives, which subsequently assisted with listening and reading comprehension, as learners encountered and recognized the target lexis.

The pacing and timing of the lesson were generally appropriate; however, at the end of the lesson some weaker learners commented that the discussion phase could have been longer, as they struggled to express themselves and as a result did not have an opportunity to answer all the questions. Stronger students managed to complete the tasks within the set time limits. To resolve this issue, more time can be allocated to the discussion phase or fewer questions can be assigned to lower levels.

3.3 ILLUMINATIVE EVALUATION OF THE LESSON

Task-Based Language Teaching requires the teacher to relinquish her role as an authority figure and instead become an advisor and facilitator who helps learners maximize their potential, draw out the existing knowledge, and motivate students to experiment with the available linguistic resources. An experienced language teacher is supposed to identify and close the gap between the knowledge students possess and that, which they still need to assimilate. Meanwhile, learners are encouraged to become active, motivated, and autonomous participants responsible for their own learning.

The implemented lesson gave learners an opportunity to share their experience and talk about their cultural identity. As learners were invited to discuss a number of subjects of their interest and draw on their expertise, their motivation increased, while anxiety dropped considerably. By implementing communicative activities that require personalization and “involve students’ feelings, opinions, desires, reactions, ideas and experience” (Krashen & Teller, 1998, p. 100), I managed to lower the affective filter, thus creating a safe and positive learning environment conducive to language acquisition. I have to emphasize though, that achieving this effect is not a one-time event, instead, it requires building rapport through teacher-learner interaction, listening and responding to student concerns, observing and analyzing group dynamics, and adjusting the course program in accordance with the particular group’s interests.

Based on my previous experience, I paired learners according to their levels, leaving a narrow knowledge gap to create the Zone of Proximal Development – “the distance between a learner’s current ability to independently solve problems and the level of potential development present when guided by more capable persons” (Vanpatten & Benati, 2015, p.82). Such pairing proved to be especially beneficial during the intensive reading stage, which required collaboration and discussion to fill out the reading comprehension chart – a task, which may have been too complex to complete individually. In addition, separating learners into similar-proficiency groups encouraged equal participation between stronger and weaker learners, thus preventing dominance of more advanced levels.

3.4 SUMMATIVE EVALUATION OF THE LESSON

One way of assessing the effectiveness of a lesson is by measuring “the mastery of objectives” (Richards, 2001, p. 292). The implemented lesson had two main goals, which can be combined into one interculturally communicative objective – *the ability to synthesize and understand the*

rules of etiquette across cultures through the process of discussion, comparison, contrast, and practical application. The extent to which the proposed objectives were achieved, was assessed by the teacher observing learner interaction during pair work and group discussions. On most occasions, learners managed to show initiative and contribute to the development of the topic with original ideas and opinions. They listened to their peers attentively, adding new information and making comments consistent with the topic. During the feedback sessions, which involved whole group participation, students showed an attempt at defending their position on the different subtopics of etiquette that were previously discussed. To facilitate such negotiation of meaning for future sessions, it is important to implement a separate lesson on expressing opinion and giving reason, including useful phrases, collocations, and grammatical structures.

It is difficult to assess intercultural competence in a quantifiable way; however, the filled-out reading comprehension charts (*see Appendix 9*) show that learners managed to understand and synthesize the information provided in the article. In addition, the results of the Zoom poll (*see Appendix 10*) carried out at the end of the lesson, indicate that students were able to assimilate the newly acquired knowledge and apply it to interpret and understand the attitudes and behaviors of a different culture, in this case, Latvian, thus demonstrating ‘*savoir comprendre*’ of the intercultural model (Byram, 2001).

The quantifiable data (*see Appendix 11*), collected from the results of the discrete item test, suggest that acquisition of the new lexis was predominantly successful, with only two vocabulary items (*greedy* and *impertinent*) causing some misunderstandings. Thus, it is advisable to revisit and consolidate the meaning and use of these adjectives in the future lessons.

CONCLUSIONS

Lesson planning is a meticulous process that begins with choosing the right approach and its ensuing methodology, classroom procedures, techniques, and activities. The appropriateness of the chosen method depends on many factors, such as learners’ age, personality, interests, motivating factors, and classroom environment, but most importantly, the underlying goal of language acquisition. While communicative competence is the desired outcome of language acquisition, teachers should not assume that is the only or primary objective, as some students may study languages with a different purpose in mind. Thus, it is crucial to conduct a needs analysis prior to designing, adapting, or implementing a course.

To determine the teaching context and the learning goals of my particular group, I designed a custom-made needs analysis questionnaire, which aimed at identifying students' reasons for learning the language, their preferred learning styles, as well as proficiency and knowledge objectives. The collected data prioritized speaking skills and lexical competence, instrumental motivation, and pair work with a preference for authentic task completion. It also revealed that all learners understand and accept the importance of English as lingua franca in a modern globalized and diverse world. In order to meet these needs, the English course has been implemented within the theoretical principles of Communicative Language Teaching, as it has the following characteristics: a clearly defined communicative outcome, focus on meaningful interaction, authentic language use, and equal representation of all four skills.

Unfortunately, many learners may not recognize the effectiveness of the proposed teaching approach or may be skeptical due to past negative experience or even failure; therefore, it is important to dedicate some time to debunking popular language myths and substitute them with reliable facts. I usually invite learners to talk about their language learning expectations, discuss efficient learning techniques, and share their past success, thus, helping them gain some insights into the complexity and intricacies of second language acquisition.

The classroom environment is another significant factor that affects language learning; thus, it is important to create a safe atmosphere that instills confidence. Communicating in the target language is often a nerve-wracking experience that causes anxiety and may affect learners' self-esteem; therefore, it is important to establish rapport with the group by demonstrating approachability, promoting equality, and offering support. Building a strong classroom community that fosters collaboration takes time; however, it is a necessary step towards a positive and creative atmosphere and a lowered affective filter.

Once the right approach is matched to learner needs and psychological barriers are removed, it is necessary to proceed with selection of materials and tasks that lead to achieving the established communicative objectives. A textbook is a popular choice, as it provides a reliable and easy-to-follow structure, contains comprehensible input tailored to learners' level, and covers a wide range of interesting and engaging topics. It is, however, important to choose a coursebook that offers opportunities to interact with the language in a meaningful way, focuses on all four basic skills, introduces functional language, and contains elements of authentic spoken and written English that can serve as language models. Even though the textbook used at my institution meets all of the above criteria, I prefer to supplement lessons with authentic articles, audios, and videos, as

understanding real-world language gives students an enormous sense of achievement, thus, increasing intrinsic motivation.

Communicative competence comprises competence and performance; thus, in addition to the systematic aspects of language, a language course should target the main four skills and their sub-skills. An effective lesson with the focus on skill development has the following characteristics: it creates an information gap that requires meaningful social interaction, it encourages equal student participation, and it is dependent on learner knowledge, experience, and input.

When designing a lesson plan, I try to include tasks that target multiple skills through purposeful and meaningful interaction that contains elements of authentic language use. I analyse the context, think of the target structures, and predict the emergent language that may arise during the chosen activity. Through peer observation and material analysis, I have realized that setting the right context is paramount to encouraging natural language use. Learners need to be reminded of the register and formality of a particular social situation to avoid causing communication breakdowns or other misunderstandings.

Communicative ability has become a well-established goal and a desirable outcome in language instruction, with Communicative Language Teaching being the world-wide accepted methodology in the classroom. English knowledge is a tool that serves a multitude of purposes, bringing people together, allowing exchange of ideas, and fostering mutual understanding. A controlled classroom environment may not be an ideal context for second language acquisition; however, by implementing the right techniques, setting clear objectives, and encouraging collaboration between the learners and the teacher, language learning may become a rewarding and unforgettable experience that can facilitate spontaneous authentic interaction in the real world.

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APPENDIX 1: QUESTIONS

Drag wheel to spin



Spin It

APPENDIX 2: READING COMPREHENSION CHART

Instructions:

Read the article again. Analyse the information, and through discussion with your partner, sort it out into three categories. Which rules of etiquette are the same or similar in Mexico? Which rules of etiquette are acceptable in Mexico? Which rules of etiquette would be considered rude, strange, or even unacceptable in Mexico?

Rules of Etiquette	Same or similar	Acceptable	Rude, strange, or unacceptable
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

APPENDIX 3: ZOOM POLL

The screenshot shows a Zoom poll window titled "Polls" with a green header bar. The poll is titled "Etiquette in Latvia" and is currently "in Progress" with a timer showing 0:23. A status bar indicates "Attendees are now viewing questions" and "0 of 0 (0%) voted". The poll contains five multiple-choice questions, each with "True" and "False" options, all showing "(0/0) 0%". At the bottom, there is a blue "End Polling" button.

Etiquette in Latvia in Progress 0:23

Attendees are now viewing questions 0 of 0 (0%) voted

1. You should never shake hands with a Latvian when standing on the threshold (at the door). (Multiple choice)

True	(0/0) 0%
False	(0/0) 0%

2. You should never give an odd number of flowers to a Latvian. (Multiple choice)

True	(0/0) 0%
False	(0/0) 0%

3. Latvians don't usually greet one another more than once on the same day. (Multiple choice)

True	(0/0) 0%
False	(0/0) 0%

4. Being more than 5 minutes late is considered rude. (Multiple choice)

True	(0/0) 0%
False	(0/0) 0%

5. Latvians greet one another with a hug and one kiss on the cheek. (Multiple choice)

True	(0/0) 0%
False	(0/0) 0%

End Polling

APPENDIX 4: HANDOUT TWO



<https://stock.adobe.com/es/images/composit-with-different-people-from-all-over-the-world/221556395>

Imagine you are meeting these people for an international sports event. What possible communication problems related to etiquette may occur? How would you react? Describe the possible situation and offer a solution. Write at least 2 paragraphs.

APPENDIX 5: PEER ASSESSMENT CHECKLIST

Instructions:

Assess your partner's work according to the following checklist. Make sure you add comments to help your partner improve on their work.

Criteria	Yes	No	Comments / Suggestions
All the ideas are expressed in a clear way.			
All the ideas are relevant to the topic.			
The student answered all the questions required in the task.			
The student described a possible communication problem.			
The student offered a solution to the possible communication problem.			
The student described his feelings and/or his reaction to the hypothetical scenario.			
Student's writing has a positive impact on the reader.			

APPENDIX 6: WRITING RUBRICS

Holistic Evaluation Rubric: Writing

Mark	Content	Communicative Achievement	Organization	Language
3	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organized and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control.
2	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times
0	Content is totally irrelevant. Target reader is not informed.	Performance below Mark 1.		

Cambridge Assessment English. *Assessing writing for Cambridge English Qualifications: A guide for teachers*. Available from <https://www.cambridgeenglish.org/images/231794-cambridge-english-assessing-writing-performance-at-level-b1.pdf>

APPENDIX 7: VOCABULARY TEST

<https://forms.gle/ZsfYnjpg3H3k8qFs6>

Match the adjectives with their meaning.

* 7 puntos

knowledgeable greedy impertinent generous clumsy ignorant polite

very rude or disrespectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
willing to give or to share	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wanting more than you need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
having or showing good manners or respect for other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intelligent and well informed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lacking skill or grace in movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
having little or no knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Atrás Siguiente Página 2 de 4

Choose the correct word.

1. It's _____ to show your tongue at people.

- polite
- rude
- greedy
- clumsy

2. You are _____! You've spilled my coffee!

- polite
- ignorant
- impertinent
- clumsy

3. She is very _____ about plants.

- polite
- knowledgeable
- embarrassing
- greedy

4. He's not hungry; he's just _____.

- ignorant
- impertinent
- embarrassing
- greedy

5. He's _____ of other people's feelings.

- childish
- considerate
- clumsy
- impertinent

6. She is very _____ about her own country. She doesn't know anything.

- childish
- polite
- ignorant
- impertinent

7. She's been very _____ with her time. *

- greedy
- impertinent
- ignorant

1 punto

1 punto

1 punto

1 punto

APPENDIX 8: SPEAKING RUBRICS

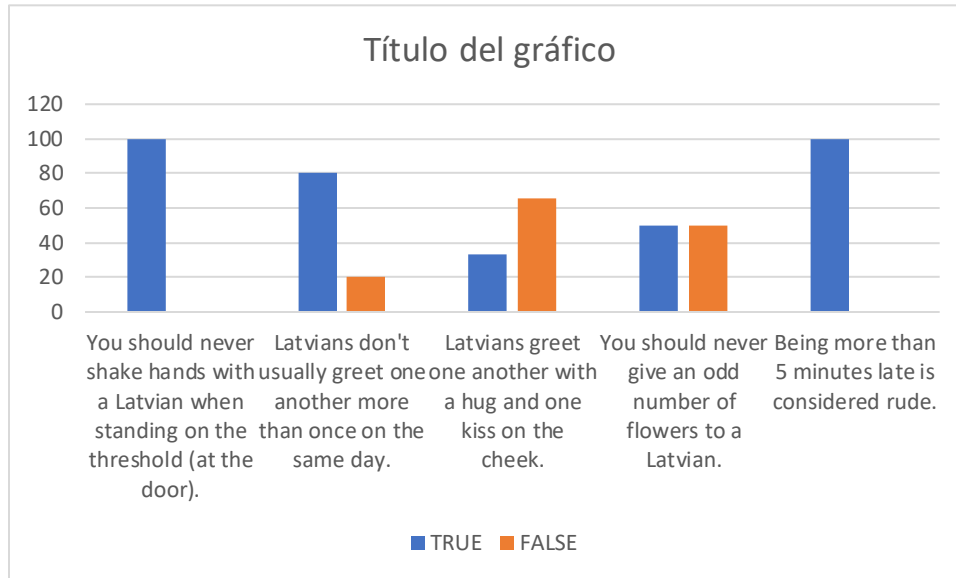
Evaluation Rubric: Oral Discussion

Aspect	Proficient 3 points	Partially proficient 2 points	Satisfactory 1 point
Contribution to the topic	The student showed initiative and contributed to the development of the topic with original ideas and opinions.	The student made little effort to contribute to the topic or contributed only when invited by the peers.	The student made virtually no effort to contribute to the topic and/or seemed indifferent.
Inquiring	The students asked many questions thus showing interest in his/her peers.	The student asked a couple of questions.	The student asked only one question.
Responding	The student gave a long and well-thought response to the questions asked by his/her peers thus contributing to the discussion.	The student gave a short response to the questions asked by his/her peers.	The student gave one-word answers.
Turn taking and holding the floor	The student understood the concept of turn-taking, holding the floor when necessary and allowing his/her peers to provide a longer response.	The student showed some skills in holding the floor and turn-taking.	The student did not demonstrate understanding of turn—taking.
Relevance to the topic	The student made comments consistent with the topic and prompted further discussion.	The student made some comments related to the topic with slight deviation.	The student deviated from the topic.
Body language	The student used body language and facial expressions to send cues of comprehension, agreement, disagreement, and otherwise signal interest in the discussion.	The student used some gestures and facial expressions to signal comprehension and interest in the discussion.	The student did not use facial expressions or gestures to signal interest in the discussion and/or appeared indifferent.
Negotiation of meaning	The student while providing information rich in content and expressing his/her opinions firmly, listened to other students, asked relevant questions, and showed interest in understanding different or opposing viewpoints.	The student showed some interest in understanding or accepting different viewpoints.	The student showed hardly any interest in understanding or accepting other viewpoints and/or arriving to a common conclusion.

APPENDIX 9: COMPLETED READING COMPREHENSION CHARTS

Rules of Etiquette	Same or similar	Acceptable	Rude, strange, or unacceptable
1			Shake hands before you enter
2.	Don't intentionally turn your back to people		
3.	Let the man lead the way into a restaurant		
4.			Put down the Parmesan
5.		Don't eat with your left hand	
6.			Pass the port to your left
7.			Don't use your hands to eat

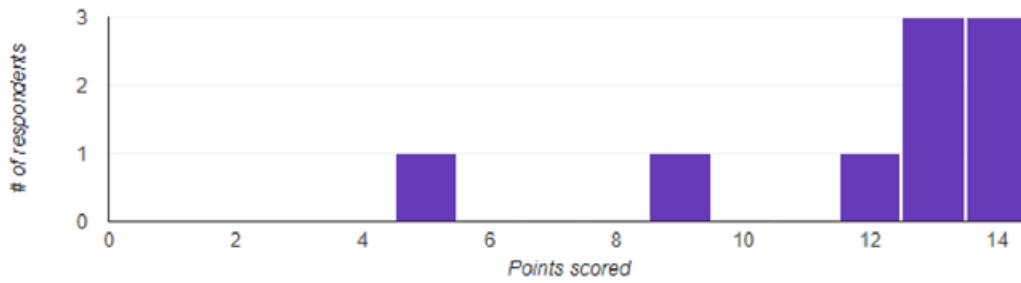
APPENDIX 10: ZOOM POLL RESULTS



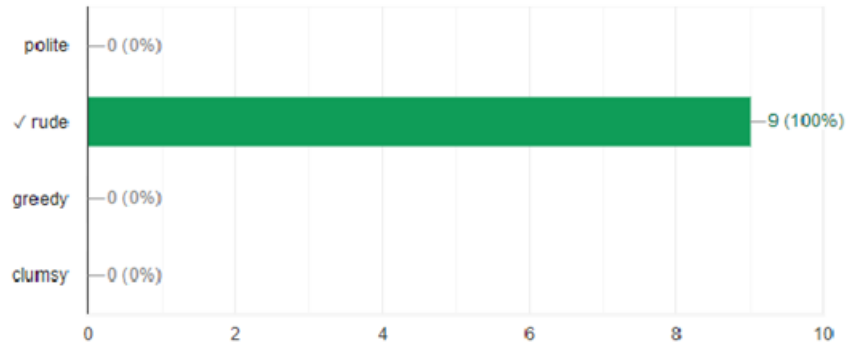
APPENDIX 11: VOCABULARY TEST RESULTS

Average 11.89 / 14 points	Median 13 / 14 points	Range 5 - 14 points
-------------------------------------	---------------------------------	-------------------------------

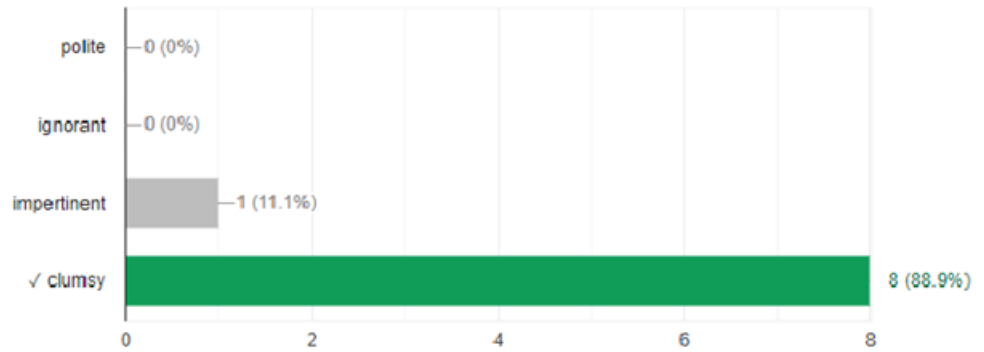
Total points distribution



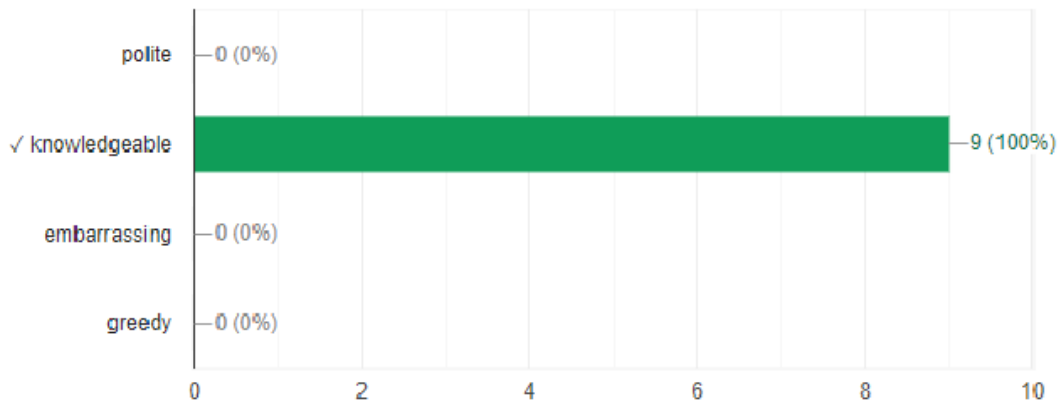
1. It's _____ to show your tongue at people.



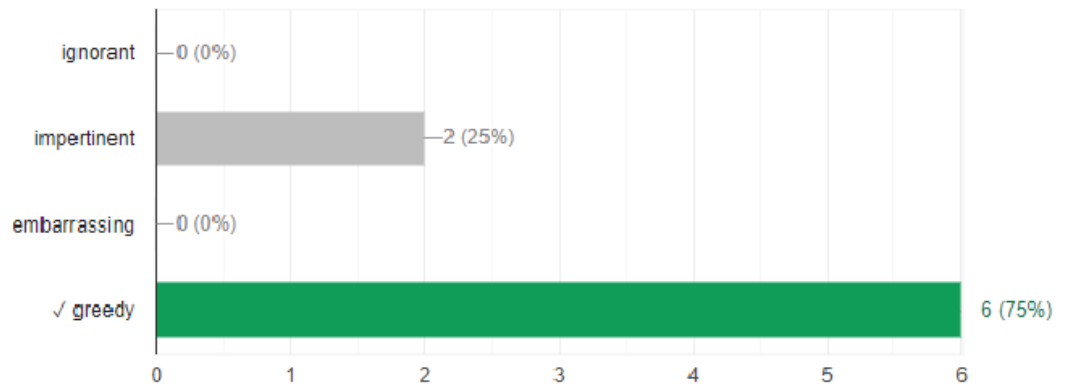
2. You are _____! You've spilled my coffee!



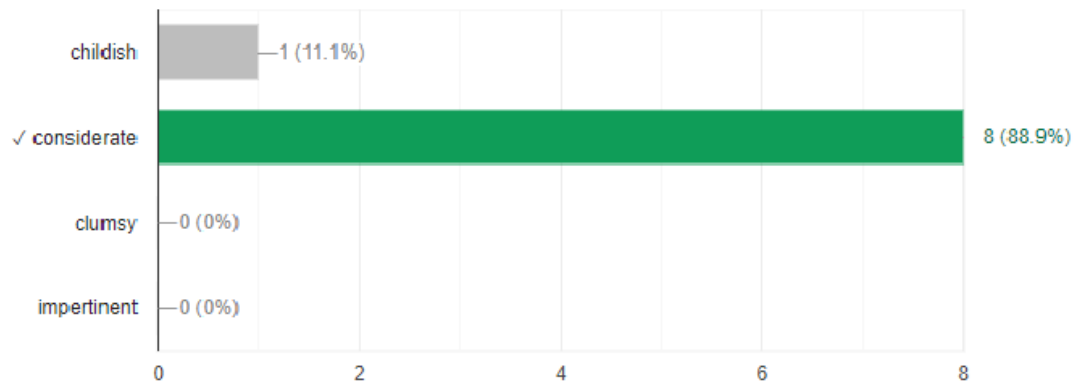
3. She is very _____ about plants.



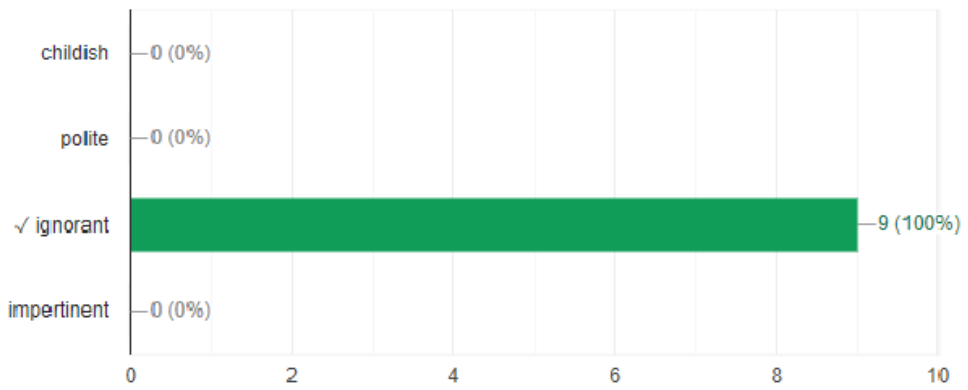
4. He's not hungry; he's just _____.



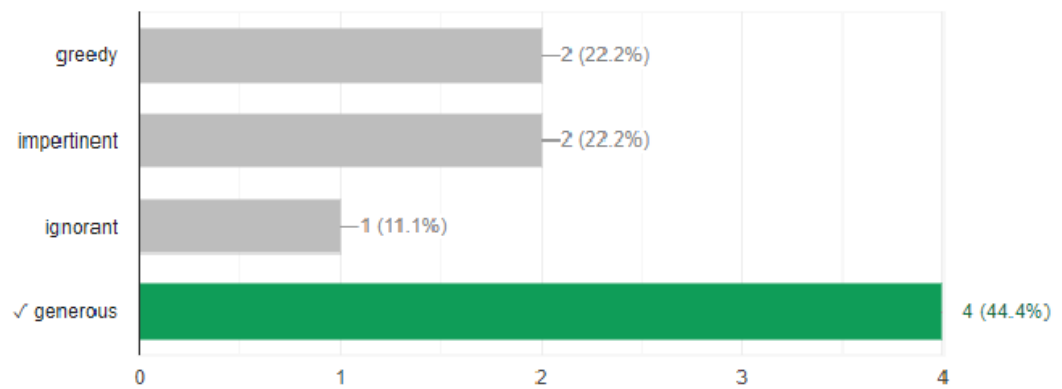
5. He's _____ of other people's feelings.



6. She is very _____ about her own country. She doesn't know anything.



7. She's been very _____ with her time.



APPENDIX 12: STUDENT SAMPLE AND PEER FEEDBACK



Imagine you are meeting these people for an international sports event. What possible communication problems related to etiquette may occur? How would you react? Describe the possible situation and offer a solution. Write at least 2 paragraphs.

I think the first problem we'll have could be related to accent with those whose first language is not english because neither is mine.

Then I'll probably be scared of doing something normal for me but disrespectful for them, especially with the ones that I don't know enough of their culture about, like I wouldn't even know how to greet them because I could only say hi! But what if it's disrespectful for them to not shake hands, or what if I shake hands and it's disrespectful for them to touch someone you barely know.

If I'm ever in a situation like that I will only say hi and slightly bow to them with a smile while looking them in the eyes.

Peer Feedback

Instructions:

Assess your partner's work according to the following checklist. Make sure you add comments to help your partner improve on their work.

Criteria	Yes	No	Comments/ Suggestions
All the ideas are expressed in a clear way.		No	You should think what you can do if there are problems with the communication (verbal or corporal)
All the ideas are relevant to the topic.	Yes		All the ideas are relevant but there are more ideas which are important.
The student answered all the questions required in the task.		No	There aren't any suggestions or alternatives if you can't understand the other person.
The student described a possible communication problem.	Yes		There are some communication problems, and you should think of possible solutions.
The student offered a solution to the possible communication problem.		No	The student only thought about communication problems. It's important to know different alternatives.
The student described his feelings and/or his reaction to the hypothetical scenario.	Yes		Everybody has different feelings, so it's important to show what our personal feelings are.
Student's writing has a positive impact on the reader.	Yes		Yes because the student gave some communications problems and it makes you think.