



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

ENSEÑANZA DEL IDIOMA INGLÉS BÁSICO ORIENTADO AL
ÁREA DE TURISMO

TRABAJO RECEPCIONAL

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

PRESENTA:

KATYA ALEJANDRA MEJIA OBANDO

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GENERATION 9 2020-2021

Honduras, Tegucigalpa 13 de junio del 2021



UNIVERSIDAD PEDAGOGICA NACIONAL

CAMPO AJUSCO

EDUCATIONAL INTERVENTION PROPOSAL

TEACHING BASIC ENGLISH FOR TOURISM

RECEPTION ASSIGNMENT

TO OBTAIN DIPLOMA OF:

**SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND
LEARNING**

PRESENTS:

KATYA ALEJANDRA MEJIA OBANDO

TUTOR: NORMA SUSANA RIVERA HERRERA

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Tegucigalpa, Honduras June 13th, 2021

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INTRODUCTION

This final project aims to share ideas about language learning and teaching, connect to the content studied on the EEAILE platform. This lesson plan was developed with students from English for Tourism. First, it points out implementing a lesson plan divided into five sessions that show details of the activities planned for the four language skills (reading, speaking, listening, writing) related to international food. Second, it is essential to mention that the educational period in Honduras starts in February, so the execution of the activities was the first academic period of 2021, from February to May. Third, the implementation of those activities was for a university group of students between 18-25 years (young adults). The class's name was English for Tourism (basic level), and the size class was 28 students. Fourth, the application of those activities was via the zoom app, UPNFM Moodle Platform, and Whatsapp. Moreover, the teacher used different digital sources to teach the lessons. The language purposes of the lesson plan are the following: 1. Understand readings and audios that describe international restaurants and dishes by answering different comprehension exercises. 2. Apply intonation and stress rules when they express opinions about the food they prefer to eat. 3. Create a menu that shows international dishes, using vocabulary learned in classes.

The theoretical background behind the lesson plan activities is based on the (1) Communicative Approach; this approach establishes authenticity, acceptability, and adaptability. Those are conceptions that help to understand the nature of language and language learning teaching. In CLT, the teachers' role is to be a facilitator to encourage learners to construct meaning; and the learner's role is to be aware of their strengths and weaknesses and be autonomous. (2) Krashen's theory of Comprehensible Input suggests that language acquisition occurs when learners receive messages they can understand. Therefore, it should be one step beyond the learners' current level (i+1). (3) Meaningful Drills that Brown (2007) explains that class requires precise responses that connect to reality or context. (4) Kramsch (1993), the third culture is a space where students can create, explore, reflect on their own culture, and contrast it with the target language culture. The cultural-INPUT helps students to overcome some stereotypes about the target language and culture.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 Teaching Identity and Philosophy

My name is Katya Alejandra Mejía Obando, I am from Honduras. My mom graduated from Escuela Normal Mixta Pedro Nufio, Tegucigalpa Honduras. She worked for over 32 years in a private school. She was a dedicated teacher to her students, mainly when she taught first graders how to read and write. I admired her for her dedication as a teacher in primary school. So, since I was little, I wanted to study to become a teacher. I looked at the same high school as my mom. After I graduated in 2003, I entered at Universidad Pedagógica Nacional Francisco Morazán (UPNFM), Tegucigalpa, Honduras to study English teaching as my major. I spent four years there, and I graduated in 2007. Lucky me, I had the chance to find a job at a public school in 2009. Since that year, I have been working as an English teacher for 1st to 6th graders. I also work at the UPNFM in the English department. I work as a teacher per hour, so they hire me when they need teachers. It is a great experience, and since I started to study this Especialización, I have tried to apply some theories, and I have learned a lot.

1.02 Theory underlying teaching practice and identity

Teaching a second language is not an easy task; most of the time, teachers follow curricula to achieve a specific outcome, but those outcomes achieve the teachers' responsibility. It is difficult for teachers to comprehensively organize topics, allowing them to understand and acquire the target language. According to Krashen (1981), acquisition involves the exposure to comprehensible Input naturally; modifying the Input that teachers give to students helps them internalize the use and structure of language. Teachers' techniques and activities may vary according to students' goals, levels, and different aspects that affect the acquisition of a second language. An essential activity that I implement in the classroom is a collaborative dialogue that Swain established as "*a dialogue in which speakers are engaged in problem-solving and knowledge-building/co-constructing knowledge.*" Meaning how the students work together to handle their language production and how they solve their communication breakdowns; of course, students need a language supervisor to assess their progress in the target language. I believe that there is no perfect technique or activity that helps teachers reach adequate

communicative competencies. By contrast, many activities work together to aid teachers and students in producing functional communicative competencies.

I concentrate on promoting social practice by implementing various activities, especially listening and speaking skills because I usually teach basic English. For me, my students must comprehend listening first, and then little by little, I push them to interact in the target language. One of my favorite activities with my students is teaching them new vocabulary by showing a written conversation to understand the new words' actual use. Then, they can apply that new Input in their social interaction to develop better English language comprehension. I also like to include song lyrics that plug into the main topic that I am teaching because students can listen to different accents, which helps them familiarize themselves with English. As Brown 1994 explained, teachers should enhance their students' listening skills by using various listening comprehension materials to practice L2 and create proper communication. Moreover, song lyrics assist students with phonetic sounds.

The application of these activities in the classroom and some of them via zoom help students communicate at a basic English level. Of course, some students may complain because they don't like to participate. Still, I push them to do it because, as a teacher, I know that the song activity will aim students to practice their pronunciation and listening comprehension skills. Teachers need to push students and give as much INPUT as possible in learning a second language at the beginner level. In that way, students get used to the language that they are learning.

Even though I am an English teacher, sometimes I have to translate to Spanish, and I feel frustrated. However, if I use students' native language, they can comprehend that topic or idea I want them to understand in English. As an English language teacher, I consider myself an **affiliative teacher** because I create close relationships with my students. I like to make a warm environment with them. I work with students who have many economic difficulties, so I want to give them an effective classroom environment in which they feel comfortable learning.

Moreover, I consider myself an **aggressive teacher**, and I believe that students need to accomplish professional goals that will aim them to be active members of society. Therefore, I create an environment where they feel free to ask me questions and participate in class, but I like to make them work a lot. That also implies that I have to be very organized and create situations for students to make them think about their language progress. I push them to do their assignments to fulfill the language competencies. I design activities that cause students to think and solve language tasks.

I usually work with large classes between 25-35 students, and one of the aspects I put on so much effort into is power relationships. I try my best and memorize every student's name because when I call students by their names, they feel important and pay attention to my classes. Also, I try to know everyone's **learning styles** to have active participation. In other words, I have to reinforce my **interactional competence** to have appropriate participation in my interaction with learners and learners among themselves. Power Relations are related to Krashen and his **Affective Filter Theory**. Like **motivation, attitude, confidence, and anxiety, several factors affect** the target language's acquisition. Those factors can influence in positive or negative ways in learners' competencies. Considering that, those factors influence a lot in the way I teach and my students learn. Therefore, it is essential not to forget them to have a successful class. I also believe that knowing learners' preferences guides the teacher to understand how the teacher will teach a specific topic.

Combining the approaches and methods mentioned positively impacts my teaching philosophy because I consider the methods as a checklist to improve interaction with the learners in the target language. I create listening, speaking, reading, and writing activities in which students have to cooperate and build a better environment that helps them increase their target language. An Interactive Situation that points out activities such as face-to-face, honest conversations, and telephone calls or TURN-TAKING.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A practical and helpful lesson plan

I. LESSON PLAN IDENTIFICATION	
Author	Katya Alejandra Mejía Obando
Educational stage	A1 I English for Tourism
Title of your Lesson plan	International Food
Learning Objective of the plan/Competency	<p>Language Purpose: SWBAT:</p> <ol style="list-style-type: none"> 1. Understand readings and audios that describe international restaurants and dishes by answering different comprehension exercises. 2. Apply intonation and stress rules when they express opinions about the food they prefer to eat. 3. Create a menu that shows international dishes, using vocabulary learned in classes. <p>Formative-intercultural purpose</p> <ol style="list-style-type: none"> 1. Guide students to reflect on the culture of countries that speaks English. 2. Know different types of dishes that serve specifically in the United States and the United Kingdom, which are countries whose native language is English—learning English through food.
Communicative skill considered	<p>-Speaking (intonation & stress) - Listening (for specific information)</p> <p>-Writing (elaborate a particular topic) - Reading (scanning)</p>
Functions	Offering and ordering international food through a menu for tourists.
Main Grammar structure	<p>Structure of simple present tense:</p> <p>Affirmative & Negative Sentences</p> <p>Wh-questions</p>

Brief description of the plan	<p>I have been teaching English for Tourism through the zoom application. I also use a PDF editor to share exercises from the classes. Moreover, I create my evaluations and assessments in Moodle Platform from the university (UPNFM). Students prefer to use WhatsApp to share extra information to help them create a WhatsApp group.</p> <p>This lesson plan is developed around food; students connect knowledge between the target language and vocabulary related to food in countries like the USA and England. They also give and compare their Honduran food (Spanish native language) and the food from the target language (English)</p>
Hours of the plan implementation	5 online hours
Number of sessions	5 sessions
EEAILE tutor online	Norma Susana Herrera Rivera

II. INTRODUCTION TO THE LESSON			
Step of the lesson	Teacher activities	Students' activities	Session number
Activation Before the lesson	The teacher requests students to click on the zoom link to start the class.	Students greet the class and express how they feel that day.	01
During the lesson	The teacher welcomes students to the class.	Students practice what they learned in the previous class.	
	The teacher reviews briefly the topics seen in the previous lesson.		

	<p>The teacher creates the context based on the assignment that the students did and go over the following questions:</p> <p>-What type of food do you prefer to eat? -Do you like Honduran food? -Which is your favorite Honduran dish? -What is your favorite restaurant? -Do you prefer to eat at home or eat out?</p> <p>T shows 6 images about different types of food.</p> <p>T listens carefully to the students' answers.</p> <p>T encourages students to use the target language.</p>	<p>Ss share and listen to their opinions.</p> <p>Ss describe orally details of the images they observe.</p> <p>Ss analyze the names' options and think what the name of each meal is.</p> <p>Ss match each drawing with its correct name orally.</p>	
Competencies of the lesson	Teacher presents the learning purposes of the session. Then, students give their opinion about it.	Ss read and share their opinion.	01

SKILL: READING

OBJECTIVE: SWBAT

1. Identify the main facts of the eight restaurants from the reading "Eating Out."

Step of the lesson	Teacher activities	Students' activities	Session number	Evaluation
Active Prior Knowledge	T shows a chart that marks eight different restaurants.	Ss predict what the reading is going to be about it.	01	
Prediction	T explains what type of dishes those restaurants serve food.	Ss listen carefully and pay attention to the teacher's pronunciation		
Input	T reads the description of 1 st restaurant "Last Day of the Raj"	Ss define the characteristics of the different dishes.		
Reading	T asks the following questions: <ul style="list-style-type: none"> - What type of food do they serve? - What is Raj's restaurant located? - What is the attraction of the restaurant? - What are the most popular dishes? 	Ss discuss and answer the questions about Raj's restaurant orally.		
Discuss				
During Reding	T reads the description of the second and third restaurants T corrects pronunciation when is necessary	Ss read the description of the second, third and fourth restaurant.	02	
Wrap up	T asks the following questions to ensure that			

<p>Comprehensive Skills (Scanning)</p>	<p>students have comprehended that reading.</p> <ul style="list-style-type: none"> - How many restaurants do we find in the reading? - What is your favorite restaurant? Why? <p>T assesses through a worksheet students' reading comprehension exercise.</p> <p>T checks the six answers from the students and gives feedback</p>	<p>Ss share what they have learned about the "Eating Out" reading</p> <p>Ss analyze and say the correct answer for each statement (a volunteer student)</p>	<p>Students complete the reading comprehension assessment about "Eating Out."</p>
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RESOURCES

<https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/food-restaurants>

BRITISH COUNCIL LearnEnglish Teens
Reading skills practice: Food and restaurants – exercises

Do you like eating out? Check out these reviews of the trendiest places to eat and improve your reading skills.

Preparation
Write the correct word in the boxes below the picture.

pizza	steak	hamburger	fish
cappuccino	fruit smoothie	English breakfast	pasta

Eating out

Are you looking for somewhere special to go this weekend? Do you want to try something new? Check out one of these hot restaurants.

Your Local Café
Remember when cafes served full English breakfasts – sausages, beans, fried bread, bacon and eggs – with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like. During the day while you listen to your favourite tunes from the 1950s.

The Lemon Tree
This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

Cherry Bliss
A restaurant that only serves sweet, but hundreds of choices from many countries and in lots of different forms. They serve reasonably priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

Fast food
Fast food doesn't have to be junk food, as this cafe proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.

The Chocolate Box
The owner of this small cafe used to cook all kinds of food, but then she realised she preferred desserts to anything else. If you want meat or fish, don't come here. They only do desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.

Musical Chairs
Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night, except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

BRITISH COUNCIL LearnEnglish Teens

1. Check your understanding: matching
Match the people with the best restaurant for them. Write the restaurant names below.

Your Local Café	The Lemon Tree	Fast Best
The Chocolate Box	Last Days of the Raj	A Taste of Tuscany

- My girlfriend and I are vegetarians. Could you recommend a suitable restaurant for us?
Tom, aged 18
Restaurant: _____
- My friend has a sweet tooth and I want to take her some where special this weekend.
Lucy, aged 16
Restaurant: _____
- My mates and I all love spicy food. Can you recommend somewhere good for us to go tonight?
Dino, aged 21
Restaurant: _____
- I only get 30 minutes off for lunch and I'm in a hurry. Where can I get something quick to eat?
Melissa, aged 27
Restaurant: _____
- Breakfast is the most important meal of the day in my opinion. Do you know anywhere that serves a good breakfast?
Micky, aged 18
Restaurant: _____
- We love Italian food, especially pasta. Everyone loves Italian, don't they? Any good Italian near here?
Momo, aged 22
Restaurant: _____

SKILL: SPEAKING / WRITING

OBJECTIVE: SWBAT

- Express their ideas about American Fast Food, emphasizing intonation and stress in oral questions and answers

Step of the lesson	Teacher activities	Students' activities	Session number	Evaluation
Prior Knowledge activation	<p>T makes a review from the last reading that ss analyzed in classes.</p> <ul style="list-style-type: none"> - Do you remember the name of the eight restaurants? - Tell me the most important details of the restaurant you like. - What was the dish that you like the most? 	<p>Ss give their opinion about the dishes and restaurants' names they studied last class.</p>	03	
Semi-Controlled Practice	<p>T introduces a video about what American Fast Food is. Students must know what the pros and cons of eating Fast Food are.</p> <p>T presents ten questions related to American FAST FOOD.</p> <ul style="list-style-type: none"> - What is fast food? - Do you like Coca-Cola? Why? <p>T answers 5 of 10 questions giving her opinion about American Fast Food.</p>	<p>Ss watch a video about fast food, called "<i>What Fast Food Does to Your Body?</i>"</p> <p>Three students read the questions; T provides feedback on pronunciation when is necessary.</p> <p>Ss listen to the teacher's questions and answers.</p>		

<p>Meaningful Drills</p>	<p>T makes five pairs of students and explains that one student has to make a question and the other student has to answer in every couple.</p> <p><i>Student A: Do you like Coca – Cola? Why?</i> <i>Student B: Yes, I do. Because it is delicious.</i></p>	<p>Ss practice their intonation and stress when they ask and answer the questions provided by the teacher.</p>	<p>Students apply intonation and stress while asking and answering questions. T follows a simple rubric to assess the activity.</p>
<p>Formative Assessment</p>	<p>T asks the following questions:</p> <ul style="list-style-type: none"> - What do you think about eating fast food? - Do we have fast-food in Honduras? <p>Examples</p> <ul style="list-style-type: none"> - What fast food do you prefer to eat, American or Honduran? 	<p>Ss answer the teacher's questions correctly.</p>	

RESOURCES

TOPICS DISCUSSION
FAST FOOD
 Student 'A'

• Discuss the questions below with your partner.

1. What is 'fast food'?
2. Which fast food restaurant do you NOT like? Why?
3. Do you think most of your classmates like fast food? Why? / Why not?
4. Are there any fast food restaurants near your school?
5. Are you going to eat at a fast food restaurant soon?
6. Why do so many people eat fast food?
7. Which is better: McDonald's or KFC? Why?
8. Can you think of ten restaurants that DON'T serve fast food?
9. Do you like coca-cola? Why? / Why not?
10. There should be more fast food restaurants in your town. Do you agree?



VIDEO: "**What Fast Food Does to Your Body?**"
<https://www.youtube.com/watch?v=2FDbP0ubUfU>

SAMPLE PRONUNCIATION CHECKLIST		
	YES	Needs Practice / Examples
Did the speaker use pause appropriately?		
Were keywords stressed?		
Did the speaker use correct stress in words and word groups?		
Was the pitch range wide enough to make the most important key words easy to hear?		
Did the speaker's intonation clearly indicate finished and unfinished information?		
Was the pitch range wide enough to make the speaker sound interesting?		

SKILL: LISTENING

OBJECTIVE: SWBAT

1. Improve listening for specific information through a conversation between two British people.

Step of the lesson	Teacher activities	Students' activities	Session number	Evaluation
Background Knowledge	T shows food images from The UK. <ul style="list-style-type: none"> - Is there any healthy food? - What kind of meat do you see? - Have you tried any of that type of food? 	Ss observe food images from the UK and answer the teacher's questions.	03	
Advance Organizer		Ss compare England and American Fast Food. (previous class)		
Recognition of isolated words	T shows food images without labels.	Ss label each food image with its correct names. Ss say their answers orally. T corrects if necessary.		
Input	T plays audio that demonstrates a conversation between two British people.	Ss listen carefully to the audio conversation three times.	04	
Recognition of Phrase Boundaries	T shares the reading about the audio conversation. (At this level, Ss are false beginners)	Students say orally keywords they listen to in the audio conversation. Ss listen to the audio conversation a fourth time. This time students listen to and read the dialogue.		
Listening for the gist	T presents a listening comprehension exercise	Ss read the statements from the exercise and		

<p>True Listening</p>	<p>attached to the previous audio. (attachment 1)</p> <p>T applies a multiple-choice exercise.</p>	<p>mark the correct box related to the audio conversation.</p> <p>Students answer the multiple-choice exercise while listening to the audio about the conversation between two British people.</p>	<p>Students work in attachment s 1 & 2 for assessing listening for specific information</p>
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RESOURCES



To download the audio file copy and paste this audio file link or scan the QR code:
https://drive.google.com/file/d/1YusTMOUMgRRRT0_o_Igrod_YG4e-pOKU/view?usp=sharing



Script

JAKE Hi, Sue. I'm happy you could meet me for lunch. It's great to see you!

SUE Hi, Jake! Thanks for inviting me. I'm so hungry! Is this a good restaurant?

JAKE Well, I love it. There are so many delicious items.

SUE Oh, yes? So what should I order?

JAKE Let's see.... umm...

SUE I know! I can have the lamb with vegetables. I love lamb and I love vegetables.

JAKE Oh, that's a good idea...but I don't know about the vegetables. I never eat vegetables because I don't like them.

SUE Jake, you should eat vegetables --they're good for you. So what are you having?

JAKE Seafood. I love seafood with noodles. Or should I have a pizza.

SUE I know pizza is your favourite, but you eat it all the time. Have the seafood and noodles.

JAKE OK. What do you want for dessert?

SUE I don't know. I don't usually eat dessert.

JAKE But there are so many delicious things here! The chocolate pudding is great. It's my favourite dessert. The apple cake is very good.

SUE No, I don't like pudding and I don't eat cake. I prefer Fruit and yoghurt with honey.

JAKE Fruit and yoghurt?

SUE You should try it -- it's healthy and delicious!


JAKE I don't think so. I don't like yoghurt. Well, let's order.


<https://en.islcollective.com/english-esl-worksheets/vocabulary/food/what-i-menu/94459>


[LISTENING - WHAT I LIKE IN THE MENU.mp3 - Google Drive](#)


What I Like in the Menu


1. Listen to Jake and Sue choosing food at a restaurant. Write the names below this food.

















(attachment 1)

2. Listen to Jake and Sue again. Tick (✓) the correct options.


	Jake			Sue		
	likes	doesn't like	we don't know	likes	doesn't like	we don't know
lamb with vegetables		✓		✓		
seafood with noodles	✓					✓
pizza	✓					✓
chocolate pudding		✓			✓	
yoghurt and honey				✓		

(attachment 2)

3. Now answer these questions about this conversation. Underline the right person.

Who...

1. ... invites?	Jake / <u>Sue</u>
2. ... is hungry?	Jake / <u>Sue</u>
3. ... loves lamb with vegetables?	<u>Jake</u> / Sue
4. ... never eats vegetables?	Jake / <u>Sue</u>
5. ... eats pizza all the time?	<u>Jake</u> / Sue
6. ... orders seafood and noodles?	Jake / <u>Sue</u>
7. ... doesn't usually eat dessert?	Jake / <u>Sue</u>
8. ... prefers Fruit?	Jake / <u>Sue</u>



<p>Intercultural Competence</p> <p>Summative Evaluation</p>	<ul style="list-style-type: none"> - Stanley cooks Japanese food on Wednesday. - Stanley doesn't cook Russian food. <p>T divided the class into six groups, and students elaborate a menu, they have to choose between the topics:</p> <ul style="list-style-type: none"> - American Fast Food - British Food - Honduran food <p>T explains the written rubrics to evaluate the assignment.</p>	<p>Ss have to present the first draft before the final one.</p>	<p>Ss elaborate a elaborate a menu following the rubric presented in class.</p>
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RESOURCES

VIDEO:

<https://www.youtube.com/watch?v=F6ntTTg2wag>

WRITING A MENU				
RUBRIC				
Aspect	Excellent 20 pts	Good 15 pts	Fair 10 pts	Poor 5 pts
Restaurant's Name	Restaurant name is in is displayed neatly and in a way that is attractive to the customer. The name shows creativity and is easy to locate.	Restaurant name is displayed in a way that is somewhat neat and attractive to the customer. The name is somewhat easy to locate.	Restaurant name is displayed the name has grammar problems. It is displayed but is not neat or very attractive to the customer. The name is hard to locate.	Restaurant name is in displayed. It is displayed but is not neat or very attractive to the customer. The name is extremely hard to locate.
Menu Sections	Menu has all 4 required section headings which are clearly labeled headings, easily identified and have no spelling errors.	Menu has all required section headings but not easily identified. The headings have no spelling errors.	Menu has most of the required section headings. The headings are not easily identified and contain spelling errors.	Menu has few of the required section headings. The headings are not easily identified and may contain spelling errors or are in English.
Pictures	Drawings are included in the menu. They are in color and would be attractive to the customer. Time and effort have been clearly invested.	Fewer drawings are included in the menu, or are drawn out sloppily. Shows some effort.	3 or fewer pictures are included in the menu, or are drawn in pencil and shows little effort.	2 or fewer pictures are included in the menu, or are drawn in pencil and shows minimal effort.
Creativity/Effort	Clear evidence of effort put forth. Menu is extremely neat, organized, colorful, and very creative. The menu is very attractive.	There is evidence of effort. Menu is neat, colorful, organized, and creative. The menu is attractive.	There is some evidence of effort, menu is organized but not neat or creative or it may be creative, but not neat or organized.	There is little to no effort, and menu is not organized, neat or creative. The menu is unattractive.

2.02 Rationale behind the activities

III. RATIONALE BEHIND THE ACTIVITIES

R E A D I N G

The reading comprehension process takes time to become successful in this skill. In reading activities, the teacher has to be aware that this time is for the students. Moreover, the teacher presented an adequate INPUT for their level. Krashen (1981) suggests that language acquisition occurs when learners receive messages they can understand (**comprehensible Input**).

Comprehensible Input should be one step beyond the learners' current level (i+1). The use of comprehensible Input allowed the students to **make inferences**. That means that students used previous knowledge and life experiences to comprehend the text.

The students connect previous experiences to the content of a text. Carrell (1984) Schema can be classified into three types: linguistic Schema, content schema, and formal Schema (Zhao & Zhu, 2012). In this section, reading, of the class, **Content Schema** was the type of schema applied. Using content schema, students can connect old and new information. This type of Content Schema is also considered data-driven or **top-down**. Chamot & Malley (1994) explain that the top-down emphasizes what the reader brings to the text. This approach forces the students to use meaning and grammatical cues to identify unknown words and extract meaning from the context (EEAILE, 2020).

Moreover, the teacher also implemented the reading strategy of **scanning**, which means read to search for specific information. Therefore, students had to read quickly and find keywords that aimed to answer the questions from the reading comprehension exercise.

At some point in the class, the teacher translated some clues that helped students get the idea of the reading. The teacher also motivated students to download an **online dictionary**, preference Webster Dictionary, that allowed them to search the meaning of any word. But, as Schmitt (2005) explains, students need to create their glossary or vocabulary cards besides having access to a dictionary. That will make the students' active use of the words more effectively.

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Integrating *reading* and *speaking* activities activate students' background and encourage them to produce more of their learning. Brown (2007) talks about skills integration; he explains that real language integration gets students to perceive the relationship among several skills (EEAILE, 2021). Brown also explains that the integration of two or more skills has positive effects on motivation.

Suprasegmental: Stress and Intonation

Practicing those suprasegmental aspects in the classroom is essential for students to have enough examples of saying phrases and sentences in the target language. As (EEAILE 2021) mentions, using stress patterns graphically aims to improve their oral skills. Every time students and teacher performed a short conversation, the teacher tried to exaggerate the intonation and stress partners to understand that they needed to work on that pronunciation aspect. According to Brown (2007), using meaningful drills in class requires precise responses that connect to reality or context. Doing the exercises of answering questions in online courses was difficult because the teacher couldn't see all the students' faces and expressions. Still, students did it, and the teacher provided feedback where necessary.

At the end of the speaking session, the teacher emphasized an ***informal assessment***. Brown (2004) points out that it is process-oriented and interaction between the teacher and student. The teacher implemented the informal assessment in every online session, which was helpful for students' improvement.

Even if they don't understand everything or don't give complete ideas, they try their best and answer in the class, and they become ***active listeners***. The teacher corrected their pronunciation when necessary, which helped them improve in the target language and practice new vocabulary—giving ***meaningful support*** to a student by pushing students to exchange their answers orally and with different classmates. In that way, they support themselves and receive feedback when it needs it.

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According to Kolker (2008), students phases stages of listening:

1. Students get used to identify the target language they studied. (**Recognition of the target language**).
2. Students recognized the words by remembering the audio from previous classes and answered some questions linked to the last topic in the pre-listening stages. (**Recognition of isolated words**).
3. Students identified phrases, sentence structures even though they couldn't understand every detail of what was being said. (**Recognition of phrase boundaries**).
4. Every time students finished listening to the audio. The teacher makes one or two questions to give them ideas about the audio's development. The questions help them to have a better understanding of what is going on. (**Listening for gist**).
5. The audio link connects with topics that students studied before (**True listening**).

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In this last session, the teacher decided to assign a presentation in which students had to create an assignment that complement topics studied during the five sessions. In this final class, the teacher decided to start with the **top-down approach**. The students had to process a video in their minds and remember the topics and grammatical points they have studied during previous classes. Applying the top-down approach, students also reflect the use of grammatical cues. They could identify how they can use simple present tenses, wh-questions: y/n questions, and suprasegmental features, among other topics.

Since students had to write a menu, the teacher follows what Brown (2007) points out about teaching writing, mainly **imitative or writing down**. That approach establishes that for beginner students to write simple words, sentences, or dictations. This approach aims students to feel familiar with terms. The teacher also considers what Hyland (2002) divides the practice of **language structure** into four stages of Writing.

1. **Familiarization**: students received a review of the topics they learned in previous classes.
2. **Controlled Writing**: students had to focus on a specific type of Writing, which was to write a role play emphasizing food.
3. **Guided Writing**: based on what they saw in the video presented in class, students had to follow that model to do their own role-play
4. **Free Writing**: students use the patterns they have already learned to write the conversation.

Cultural Input during the previous session's teacher showed material related to food from American and England, but she didn't forget the students' culture (Honduran). The cultural-INPUT helps students to overcome some stereotypes about the target language and culture. Zhu. H (2010) points out that cultural Input is essential to emphasize the importance of culture in teaching a foreign language because it helps cultivate students' intercultural communication capacity (EEAILE, 2021). According to Kramsch (1993), **the third culture** is a space where students can create, explore, reflect on their own culture, and contrast it with the target language culture (EEAILE, 2021). Moreover, students read information about the target culture and create a short presentation about International food they studied in the week.

2.03 Tools to assess the progress of the students.

SAMPLE PRONUNCIATION CHECKLIST		
	YES	Needs Practice / Examples
Did the speaker use pause appropriately?		
Were keywords stressed?		
Did the speaker use correct stress in words and word groups?		
Was the pitch range wide enough to make the most important key words easy to hear?		
Did the speaker's intonation clearly indicate finished and unfinished information?		
Was the pitch range wide enough to make the speaker sound interesting?		

2.03.1 Speaking rubric to assess students.

Brown (2004) defined assessment as an ongoing process that encompasses a much broader domain. That means teachers are constantly evaluating/assessing their learners. In this case, the teacher decided to use a simple speaking rubric to assess **stress** and **intonation** when learners practice questions and answers related to international food. That activity was based on **meaningful oral drills** that require precise responses. It also has some connection to reality or context. According to Brown (2007), a drill is a technique that focuses on a minimal number of language (grammatical or phonological) – simple repetition of exercises. By integrating all available resources, teachers can effectively help students develop their listening comprehension and improve their speaking abilities. In addition, this type of **assessment is formative** since the teacher is observing the learners' progress in acquiring the language. As Brown (2004) points out, the formative assessment seeks knowledge rather than a summative evaluation (score).

WRITING A MENU				
RUBRIC				
Aspect	Excellent 20 pts	Good 15 pts	Fair 10 pts	Poor 5 pts
Restaurant's Name	The restaurant's name is displayed neatly and in a way that is attractive to the customer. The name shows creativity and is easy to locate.	The restaurant's name is displayed in a way that is somewhat neat and attractive to the customer. The name is somewhat easy to locate.	Restaurant name is displayed the name has grammar problems. It is displayed but is not neat or very attractive to the customer. The name is hard to locate.	The restaurant's name is on display. It is displayed but is not neat or very attractive to the customer. The name is extremely hard to locate.
Menu Sections	The menu has all four required section headings, which are clearly labeled headings, easily identified, and have no spelling errors.	The menu has all required section headings but is not easily identified. The headings have no spelling errors.	The menu has most of the required section headings. The headings are not easily identified and contain spelling errors.	The menu has a few of the required section headings. The headings are not easily identified and may contain spelling errors or are in English.
Pictures	Drawings are included in the menu. They are in color and would be attractive to the customer. Time and effort have been clearly invested.	Fewer drawings are included in the menu or are drawn out sloppily. It shows some effort.	Three or fewer pictures are included in the menu or are drawn in pencil and show little effort.	Two or fewer pictures are included in the menu or are drawn in pencil and show minimal effort.
Creativity/Effort	The evidence is clear of effort put forth. The menu is elegant, organized, colorful, and very creative. The menu is very attractive.	There is evidence of effort. Menu is neat, colorful, organized, and creative. The menu is attractive.	There is some evidence of effort, the menu is organized but not neat or creative, or it may be creative, but not neat or organized.	There is little to no effort, and the menu is not organized, neat, or creative. The menu is unattractive.

2.03.2 Writing rubrics to assess students

The rubric presented is a **writing rubric** on a scale of 4 aspects. This rubric can be related to the scale from Jenkins (2009) that shows the most assessed in Writing. In parenthesis is a short explanation of the relationship between the teacher adapts and Jenkins.

- Restaurant's Name (**Content**)
- Menu Sections (**Organization**)
- Pictures (**Vocabulary**)
- Creativity/Effort (**Language Use**)

This rubric also helps students **to check their peers' work**. It is a simple list that allowed students to check their peers' assignments. Some students didn't like that some partners check their assignments because they didn't feel comfortable. By doing this activity, students improve a lot in their writing tasks. They presented it to their classmates to edit it

and rewrite it again to give a final version. According to Ferris (2007), related to responding to students' writing process, he mentions that teachers are not the only respondent. Using peer revision, students can work in pairs or teams and provide positive feedback.

Moreover, Jacobs (1981) mentions the scoring profile. He said that a **scoring profile** is helpful to assess students' writing products. If the students see the rubric, they will have a clearer sense of expectation of the writing task. O'Malley & Pierce (1996) explain that teachers need to adapt according to students' particular contexts.

2.04 Students' Evidence

In this section, some assignments are presented by the students. Evidence (1) shows the questions in which students had to work in stress and intonation. Students practiced with the teacher first and then in couples. Since the class was online, it took time to develop the speaking activity. At some point in the class, the teacher exaggerated how she expressed her opinions to emphasize stress and intonation in questions and answers. Evidence (2, 3 & 4) demonstrates how students created their menus. They expressed they felt hungry when they were designing their menu. They also mentioned they had to search for certain dishes from countries in which the native language is English, for example, the USA, the UK, and Australia. On the other hand, they also have to look for the translation of some Honduran dishes.

TOPICS DISCUSSION
FAST FOOD

Student 'A'

- *Discuss the questions below with your partner.*

1. What is 'fast food'?
2. Which fast food restaurant do you NOT like? Why?
3. Do you think most of your classmates like fast food? Why? / Why not?
4. Are there any fast food restaurants near your school?
5. Are you going to eat at a fast food restaurant soon?
6. Why do so many people eat fast food?
7. Which is better: McDonald's or KFC? Why?
8. Can you think of ten restaurants that DON'T serve fast food?
9. Do you like coca-cola? Why? / Why not?
10. There should be more fast food restaurants in your town. Do you agree?



Evidence (1)

RESTAURANT 

KOALA

APPETIZERS

- MEAT PIE \$10.00
- CHIKO ROLL \$10.00
- DUMPLINGS OF \$10.00
- CHIKEN CURRY \$10.00
- OYSTERS \$20.00



MAIN DISH



- BEETROOT BURGER \$25.00
- MEAT OF ALLIGATOR \$40.00
- BARRAMUNDI \$35.00
- FISH AND CHIPS \$38.00
- KANGAROO \$45.00
- BRUNCH \$28.00
- EMU BURGER \$40.00
- STEAKS OF FISH SAN PEDRO \$38.00
- SAUSAGE ROLLS \$25.00
- SCALLOPS \$40.00

Evidence (2)



CATRACHAS DELICACIES
KITCHEN 504
+504 32232922

MAIN COURSES		ENTRANCE	
Olanchano Covered	L.90.00	Catrachas	L.15.00
Fried fish	150.00	Anaphre	200.00
Roast	100.00	Tamales pisques	15.00
Sea food soup	280.00	Green tamales	15.00
Yuca with chicharron	75.00		
Baleadas simple	20.00		
chuco chicken	80.00		
DRINKS		DESSERTS	
Horchata drink	L.15.00	Torrejas	L.35.00
Nance drink	15.00	Donuts in honey	25.00
Pozol drink	30.00	Corn atole	15.00
Mora drink	20.00	squash in honey	25.00

Evidence (3)

EYMI RESTAURANT MENU

STARTERS

PIGSKINS IN A BLANKET	\$7.49
GRIDIRON WAFFLE BITES	\$7.99
SUPER MOZZARELLA STICKS	\$6.49
WINNER CHICKEN WIENERS	\$8.49
SOUP AND SALAD BOWL	\$6.49

FRESH OFF THE GRILL

FLAME-GRILLED BURGER	\$7.99
OB'S SUPER BURGER	\$9.99
REF'S CHOICE PORK RIBS	\$14.99
CHAMPION SKIRT STEAK	\$15.99
LEAN AND MEAN VEGAN SAUSAGES	\$10.49

SIDES & FAVES

CHEESE & BACON FRIES	\$5.49
FAN FAVE LOBSTER ROLLS	\$11.99
TUNA POTATO SALAD	\$7.49
RICE PILAF	\$4.99
SPICED CORN ON THE COB	\$3.99

ASK YOUR SERVER FOR OUR DAILY SPECIALS



Evidence (4)

2.05 Performing and recording the activities

In the following link, you will find a video in which the teacher shows some sections of all the activities implemented in the lesson plan above.

https://drive.google.com/file/d/1IFtC74BbNIE_knPI-5FVpfHeYPN7TcRm/view?usp=sharing

CHAPTER 3: EXPERIENCE REPORT

- Creating effective lesson plans is a hard duty to do. For the development of this lesson plan, the teacher in charge had to ask for some help to experience teachers from the English department at the UPNFM to develop the goals of the lesson plan applied. Considering teachers who have many teaching years aim the new teachers to connect the theory with the practical classes. Mrs. Clara Chavez is an English teacher that contributes to the final Writing of the project.
- Another aspect that helps the teacher developed this lesson plan is to explain the main instructions of the classes in Spanish and English. At the beginning of the academic period, the teacher tried to do her style, just English, but students felt frustrated, and the teacher too. So, as the teacher was reading some relevant terms in the Specialization, she understood that she had to adapt to what students needed, even though the students had low English proficiency levels. Then, after students felt comfortable asking questions in Spanish to comprehend the target language, the teacher started seeing some advances in their performance.

CHAPTER 4: FINAL THOUGHTS

4.01 Conclusions

- Analyzing every activity that teachers create in their lesson plans is a hard duty to do. You have to be conscious of what you have learned during your experience as a teacher and a Specialization student. I didn't realize that a lesson plan of different sessions can take many profound theoretical definitions. Working with a selected book by an expert is much easier than creating my activities. Even though I didn't follow a book, I took the time to read and understand every step behind each activity I had to implement in my class.

- I apply a diagnostic test to discover what students like, especially what they want to watch and listen to in L2. Fran 2008 explains that teachers need to include listening activities that determine which information will be fresh and familiar. Teachers need to monitor the process for the listeners. At the beginning of the English course, I implemented a diagnostic test to know the students' taste in various topics, such as music and extra activities. I took into account the students' backgrounds.

- I created listening, speaking, reading, and writing activities in which students had to cooperate and built a better environment that helped them increase their target language. It was an Interactive Listening Situation that points out activities such as face-to-face, real conversations, and telephone calls or TURN-TAKING.

- I enjoyed reading this module because we sometimes forget that we are teaching a target culture. Teachers or administrators carefully choose the textbook or material that students will use during an academic period. Most of the time, we concentrate on teaching grammatical rules, vocabulary, sentences & question structures, etc., and we forget details as teaching culture of the target language. Maybe it is something that we assumed that students would learn automatically. Furthermore, teachers need to consider approaches, methodologies, techniques, & strategies that help them teach the culture of the language they show to L2 students. For example, Peterson and Coltrane

(2003) examine that students can know what is appropriate to say to whom and what context—identifying beliefs and values represented by the various forms and usages of language (EEAILE, 2021).

- We need to be conscious that there is a social-cultural factor. Therefore, we have to understand differences and help learners construct knowledge by taking their backgrounds into account. Moreover, as teachers, we need to adapt the material we use to aid students in producing more than just correct grammatical sentences. Finally, we need to be careful to distinguish cultural representations and provide more culturally accurate information.

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