
UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO
PROPUESTA DE INTERVENCIÓN EDUCATIVA
“THE EARTH AND ITS WONDERS”

TRABAJO RECEPCIONAL

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

PRESENTA:

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NACIONAL
CAMPUS AJUSCO**

***SPECIALIZATION IN ENGLISH LANGUAGE
LEARNING AND TEACHING
(EEAILE)***

**Final Project:
“The Earth and its wonders”**

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Introduction

This project pretends to extend the students' interest for knowing natural wonders. The objective is that students create a Google site in which they write about an amazing place in the world as well as they show the speaking skill.

The topic is description of places, objects or people through the use of adjectives and the comparisons structures, that is a topic that must be cover according to the syllabus of the program for the second semester of the General High School, in Centro de Estudios Tecnológicos Industrial y de Servicios No. 167, "Hermanos Flores Magón" from UEMSTIS (before DGETI), in Mexico City.

Despite the school is in the city, it is a semi-urban zone, where there is only one way that crosses the town, so the transportation is difficult. Due it is in a high zone, the public services are hard to implement by the government. Nowadays, most of the families are different from traditional, however they still respect the traditional families. The population has its own customs which most of the students like to participate and enjoy, such as the "carnivals". Most of the families work in the nopal grown, and students are involved too. Others are farmers or just workers. Few of the parents have finished their studies.

In most of the cases this school has been the last chance to study, because the majority of the students want a Preparatory (UNAM) or Vocational (POLITECNICO), where the high scores are. In some cases students go to school because it is mandatory. This make hard the process of acquiring a language because the student population is variable: we have brilliant students, as well as students that just want to, but they have not developed good habits for studying in previous schools, some others are affected for money while others have serious familiar problems.

Therefore, these students need to be seen, heard or feel that someone cares for them. Their interest are to enjoy, and use the technology through their cell phones.

Teacher applied techniques to achieve students' intake of the language. The reflection about her teaching philosophy takes her to change the old methods or

strategies she used to implement for the ones that she discovered through this speciality with the theories of the different authors immersed in this topic. That's the case of Krashen, Chomsky, Vygotsky, among others that convey us to experience the learning process as a social practice among the interculturality and technology.

Teacher presents a lesson Plan "The earth and its wonders" in which she starts for simple task from the recognition of vocabulary for physical appearance and personality to the construction of a **site** where students passed through diverse exercises of writing, reading, listening and speaking.

Teacher took advantage of the new communication media, mainly the WhatsApp group and students were faced with her fears of recording themselves when speaking and requested to send it by the WhatsApp group, and they needed to break walls, and posted it for all the class. At the beginning they refused, but it was a descriptor in the rubrics, so finally they did it.

Once students have recognized the adjectives and its purpose, teacher explained the use of the comparatives and let students to find its application in a reading text about Colombia. This is an opportunity to talk about the great culture that Mexico has as well. Students must followed the reading by tracking the audio with their forefinger. This, as evidence that they were listening or making an effort for doing it.

Teacher faced problems during the application of the lesson plan: Students were not able to solve the last listening activity and students had troubles with technology among others. These problems were solved in a positive way for the students and for the teacher. Teacher also change her roles, she is not any more the one who knows and has the control of everything. Now, she is free to ask the support for the students who are now responsible of the acquisition of their own knowledge.

The final task was to create a Google site, in which students had to write about different natural landmarks as follows: *The longest mountain range in the world is the Andes. It is 7,000 km long. The amazing fact is that it covers 7 countries to host it.* They searched pictures to illustrate as well as recorded a video where they spoke

about the information they wrote. As it was to expect, this activity conveyed the interculturality and technology immerse.

Teacher recognize the importance of testing her students, however at this stage she just applied rubrics and check list that are explained in the body of this assignment,

The most important aspect that teacher learned was not to limit her students, she learned that the more she challenges her students, the more students will learn.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

Undoubtedly through this time of study, Teaching Philosophy's teacher has become stronger and with the anger of doing the English teacher tasks meaningful for her students. Time back, she just had intuitions for developing activities and despite she did her best, she was in doubt if she was right or wrong.

Nowadays, she has reflected on the multiple theories, concepts, approaches and/or circumstances that involve the teaching and learning processes of a language (The cognitive processes). It might be difficult to put into practice all this rhetorical just in one class. Nevertheless, if we put little bits of these in each class, the language learning will be an enriching process for the learners. The beginning is not easy, it is necessary to break down paradigms, which teachers might have in the deepest of their bones. It is mandatory to face the challenges that technology offers as new ways to communicate and to interact with the students as well as learn from them too.

The context where a teacher work out takes special importance due it gives the path to marking the students' and teacher's development. Both, teacher and students need to be aware about the world surroundings so interculturality now is present in each moment.

Teacher recognize the importance of the use of technologies for the acquisition of the four skills. Despite there is not a special laboratory for English, teacher must adapt it for having the necessary devices for the class. She asks students to help her to carry on and to plug these devices. In this way, she shares with the students the responsibility of the class. This make easier for the teacher to work with the four skills in English, and take advantage for the use of technologies Students offer their help and they like to be useful (This help to break mental blocks because they interact in a different way with the teacher).

Talking about technology, students have accepted to work with it, some of them say this is an easy task. In fact, the activities that the teacher requests to the students are very easy, but with different purposes for example: students need to investigate something **they like**, surfing the net they discover new things of the world (**interculturality**). In addition, their needs for the use of internet will be solved for the different options that the teacher presents like the use of the school computers or the public library. They share the activity with the group, it seems an easy task, but it is difficult for students to do it. Therefore, it is mandatory not just talk about values but to practice them, such as respect, tolerance, responsibility for students to increase their self-esteem. And finally the use of the language, with simple sentences but enriched by the production of the students themselves.

Teacher trust in the capability of the students for developing their own skills, teacher is going to promote the different skills, and students will discover the abilities they have and the ones they need to work on.

Teaching philosophy's teacher resides on the belief that students need to trust in themselves, to give the opportunity to realize that they can manage the English language, but it is necessary to make a little effort to reach it. In this sense, teacher pulls or pushes her students step by step according to the Zone of Proximal Development as Vygotsky proposed (Cherry, 2019), she is always interacting with her students, when starting an activity she goes straight to the low students, those who always have a reason for doing nothing. She asks them what they are going to do. In this sense they are forced to work: from their comfort zone (What can I do) to a different zone (What can I do with help). She tries to overcome the block walls that students have or reduce the level of anxiety, it is mean to work with the affective filters that her students might have (Krashen, 1982)

Teacher wants to finish this part with something she read at the Speciality, she does not remember exactly the words, not where, not even who wrote it, but since then it has been beating in her mind:

“First, you need to win your students’ heart then their minds will be conquered”

1.02 Theory underlying your teaching practice and identity

According to Speciality EEAILE, talking about the theory that support this teaching philosophy is a hard task since multiple disciplines (psychology, linguistics, sociology, cognitive science and so on) are involved on the acquisition of the second language (EEAILE, 2019).

Teacher started her Lesson plan with the bases of Behaviourism (EEAILE, EEAILE, 2019). Due her students’ age is between 15 and 20 years and they have already developed their L1 system, and it is necessary to extend habits referred to the L2. At this age, they have multiple factors that influence in the acquisition of a language. However, teacher stayed besides her students all the classes, driving them to work in order not to lose the track of the classes.

Then comes the Structuralism (Ferdinand de Saussure, beginning of the 20th century) explain that language is integrated by a set of words (syntagms) and a category of words (paradigms), where the sign, signifier and signified of the word takes a meaning by itself (by the isolated words- review of vocabulary, adjectives, in this case) and at the same time takes a different meaning putting together with other words making reference with the **Grammar Translation Method** (applying the adjectives into a small but communicative reading about Henry [Appendix 3]) , in which the learner is asked first to understand most of the words (sign) and second, give sense (signified) to the sentence from its small parts (words) to the completed sentence. It is meant, student gives sense to each sentence, and consequently it becomes a meaningful experience for the student who knew what the text was about.

Teacher started the lesson Plan with a question that convey students to think about their own experience, with this activity teacher reaffirmed that students need

vocabulary to continue with the practice, it is necessary to review basic adjectives so students feel comfortable with the next exercise at the same time that forced their mind, to retrieve the ones that they already know.

In other words, for the Grammar Translation Method the tiny parts of a text are important because they conform sentences and sentences make paragraphs which in turn convey to ideas, ideas that generate a text. Using the Grammar Translation Method a partial translation can be done, we can start from the particular to the general. Sometimes it is important to be very specific in getting the idea of the text, in other times it is enough with getting the general idea of the text. We can interlace ideas with ideas and so get the main idea of the text and then it is when the different methods are needed to complement each other, that is the case of the **Communicative Approach**, (EFL, 2019) in which the semantic and communicative elements of language are emphasized more than the grammatical characteristics. Despite the grammar is not the important part it is essential to give sense to what people want to communicate for establishing and maintaining sane relationships, and Communicative approach is focused more in maintaining the social transactions between individuals. (Richards, 2006) Therefore it was useful for the students when they did the dialogue about their family members, in which they had set in clear the difference of two important questions: What does she look like? And what is she like?

The theoretical perspectives about the Communicative approach establish that **Communicative Language Teaching** can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, 2006)

During the development of the lesson plan teacher met with students that were reluctant to work because they simply said they did not understand, but then teacher

encouraged them to try to identify words (Zone of Proximal Development), student answered “no, teacher” then another student gave the answer so the first student say “Ah, ya, ya, ya I caught it, the word means *gruñón*” it is when teacher broke walls and increased positive affective filters for continuing with the activities.

Teacher also supports his teaching practice with Krashen’s Theory: starting with the Contrastive Analysis Hypothesis, she took advantage of the knowledge that students have on their L1 for reaching the L2. She took as example their first language and compare with the L2, in this way, students recognize structural similitudes and differences of the languages and then accept how does L2 works, with no much thinking on reasons or rules for getting, as they does in their L1 (Krashen, 1982).

She is convinced that according to the students’ characteristics and context in which she teaches it is important to take as a model what students have learned because it can serve as a monitor of their production. In other words, by **monitoring** their language production they are able to modify their output (**Monitor Hypothesis**) (EEAILE, 2019). Once the students created their SITE, teacher took the role of student and created her page in order to give an example for the students.

In this sense, teacher likes to expose her learners to materials (introduced by her or given on the text book) that are neither too easy not too cognitively challenging, but at a level that is challenging enough that keeps her learners motivated (EEAILE, 2019) teacher tried always to be attentive to the students, they need to be observed as well as to get a feedback at the moment, this has helped teacher to reduce the levels of anxiety, and raise the levels of motivation, attitude or confidence promoting that students acquire the language once that the positive Affected Filters are high.

Teacher considered that these are part of the Theoretical foundations that supported her lesson plan, however, there are some others that are inherent into her work.

“A different language is a different vision of life”

Federico Fellini

Chapter 2: Methodology and practice

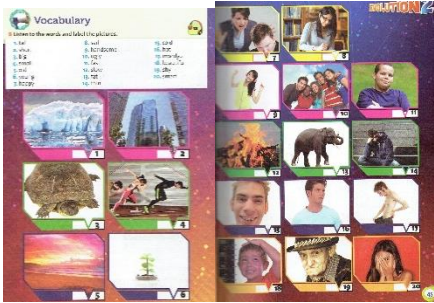
Lesson Plan



1. Lesson plan identification cell.	
Author	Flor Marina Carrillo Villanueva
Educational stage	Second Semester of the General High School, in Centro de Estudios Tecnológicos, Industrial y de Servicios No. 167 "Hermanos Flores Magón" de la UEMSTIS, México City.
Title of your Lesson plan	The Earth and its Wonders!
Learning Objective of the plan	<p>Language Purpose</p> <ul style="list-style-type: none"> Through the use of adjectives and the comparative structures the student develop the skill of describing places, objects or people. <p>Formative-intercultural Purpose</p> <ul style="list-style-type: none"> Spread the students' interest for knowing places, objects or people that stand out for their characteristics. (Guinness records, world records, amazing records, among others).
Communicative skill considered	Listening, Reading, Writing and Speaking
State of the following options	Introduction of the topic
Functions	Identify characteristics of people, places or objects at a personal or global level.
Main Grammar structure	Comparative and Superlative adjectives
Other Grammar structures	Simple Present and possessives
Brief description of the plan	The topic to be considered is the one that follows from the syllabus,

	the activities are proposed by the text book. According to the students' features, interest and necessities, there will be emphasized those that required more attention, such as the integration of a wide vocabulary list of adjectives. Interculturality enriches the activities as well as the use of technologies and the effort to develop the four skills of the English language.
Hours of the plan implementation	9
Number of sessions	3 sessions of 3 hours each.
Materials required for the lesson	Textbooks, audios, interactive games and videos, internet and Google site.
Link of the content of the teacher And the created sites for the students	https://www.youtube.com/watch?v=CRqPXeE52Os UPN_eeaile_The Earth and its wonders https://recordsquines3.wixsite.com/misitio/ https://recordsquines3.wixsite.com/misitio/martinez-chiquil-abdiel https://recordsquines3.wixsite.com/misitio/arturo-tonatihu-ibarra-ortiz https://sites.google.com/site/amazingplacesontheworldtwo/ https://sites.google.com/site/amazingsitiesintheworld/
EEAILE tutor on line	Gabriela Ruíz de la Rosa

1. Lesson development


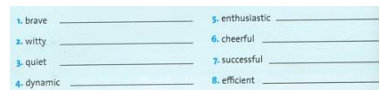
Step of the lesson	Teacher activities	Students activities	Session number
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<p>Activation. Activity 1</p> <p>Before the lesson</p> <p>Share culturality</p>	<p>Teacher requests students to think about the following questions:</p> <ul style="list-style-type: none"> • How would you describe your family members? • What qualities do they have? • What qualities do you have? <p>Teacher asks students to share their answers.</p>	<p>Students think about their families</p> <p>Students answer the questions depending on the turn they have</p>	<p>01</p>
<p>During the lesson. Activity 2</p> <p>Vocabulary</p> <p>Listening</p>	<p>Teacher presents the audio vocabulary.</p> <p>Teacher asks students to label the pictures according to the adjective.</p> <p>Teacher asks students to check in peers the activity. (Appendix 1)</p> <p>https://drive.google.com/file/d/1Mpr14iQxCxarVp5sYF_NRvvtKmfwOCL/view?usp=sharing</p>  <p>Teacher requests students to repeat</p>	<p>Students repeat the vocabulary</p> <p>Students label the pictures</p> <p>Students check the activity</p>	<p>01</p>


<p style="text-align: center;">Activity 3 Culturality</p>	<p>more vocabulary and identify if it refers to a physical appearance or personality. (Appendix 2)</p> 	<p>Students repeat the vocabulary and identify if the word refers to personality they will write it on the lines.</p>	
<p style="text-align: center;">Set the objective or competences of the lesson Activity 4 Reading</p>	<p>Once the students have vocabulary, teacher first presents a reading about Henry then teacher requests to identify the words that describe Henry and finally teacher states the competences of the lesson through this exercise. (Appendix 3)</p> 	<p>Students read the text then they identify the words that describe Henry next they listen to the teacher and finally they catch the objective of the lesson.</p>	01
<p>Information processing activity</p>	<p>Teacher expresses that some activities will be individually, others will be in peers and some others will be in group then she listens to the</p>	<p>Students pay attention to the teacher suggestions and participate into the organization of the class.</p>	01

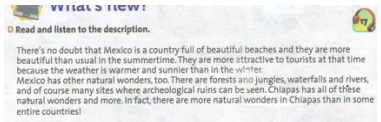
	students' suggestions.		
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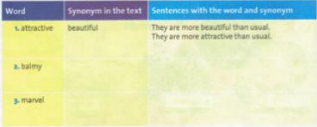

2. Communicative skills development



Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session Number	Evaluation
Vocabulary introduction Activity 5 Listening	Teacher requests students to listen to the audio and repeat the vocabulary about adjectives in group and individually (Appendix 4) https://drive.google.com/file/d/1w00AVjzcasRoOclR0tir7wU5xfjdMk8W/view?usp=sharing 	Students repeat the vocabulary in group and then individually	Audio about adjectives	01	Requirement for the Check List No.1
1st practice. Activity 6 Writing and Listening exercises Activity 7	Teacher requests students to write synonyms for the next adjectives:  Teacher plays the audio for students to complete the	Students write the synonyms for the adjectives Students complete the chart	Text book Audio for	01	Requirement for the Check List No.1 Requirement for the Check List


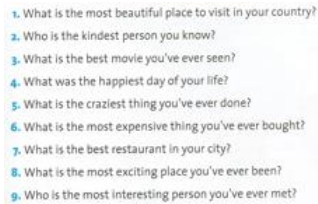
<p>Culturality</p>	<p>chart. (Appendix 5) https://drive.google.com/file/d/1oGNg94KYaihjVH23z-AuO70u05xPC4L8/view?usp=sharing</p> 		<p>completing the chart</p>		<p>No.1</p>
<p>2nd practice or Social: Activity 8 Writing and Speaking</p>	<p>Teacher explains the activity:</p> <ol style="list-style-type: none"> 1. Work with a classmate. 2. Paste a picture of a member of your family 3. Describe him/her. Follow the next questions to guide you: <p><i>Who is he?</i> He is my father <i>What is his name?</i> Josua <i>How do you spell that?</i> J-O-S-H-U-A <i>What is your father like?</i> He is hard working and friendly <i>What does he look like?</i> He is tall He is thin</p>	<p>Students do the activity in a cardboard.</p> <p>Students are aware of the</p>	<p>Cardboard Markers Record devices</p>	<p>For homework</p>	<p>Check List No.2 for the Writing and Rubric No. 1 for the Speaking</p>

<p>Use of the simple present and possessives</p>	<p>He is in his middle 30's Teacher requests students to make the necessary changes to the dialogue in order to be coherent with the person they describe as well as the correct presentation of their speaking production</p>	<p>correct use of the simple present and possessives They practice the pronunciation of the dialogue They record their speaking</p>			
<p>Grammar Focus Activity 9 Reading and Listening Interculturality</p>	<p>Teacher will write on the board comparative sentences taken from the reading. (Appendix 6)</p>  <ul style="list-style-type: none"> ● It is as big as south Africa ● It is the most populous... ● It has the widest... <p>Teacher will explain the comparative and superlative forms.</p>	<p>Students analyze and copy the sentences on their notebooks</p>	<p>Notebook Text book Audios Markers Colours: blue, orange and green</p>	<p>02</p>	<p>Requirement for the Check List No.3</p>

<p>Activity 10</p> <p>Activity 11</p>	<p>Teacher requests students to identify these structures on the reading by marking them.</p> <p>Teacher plays the audio, request students to follow it by pointing with their forefinger</p> <p>https://drive.google.com/file/d/15f9qDypCOT7UAAwweclzzVaCQKkXf2zv/view?usp=sharing</p> <p>Teacher requests students to answer True/False to the reading comprehension statements</p>	<p>Students identify the structures on their text book</p> <p>Students listen to the audio and point with their forefinger</p> <p>Students answer the reading comprehension</p>			<p>Requirement for Check List No. 3</p> <p>Requirement for Check List No. 3</p>
<p>2nd practice or Social interaction</p> <p>Activity 12</p> <p>Reading and Listening</p> <p>Culturality</p>	<p>Teacher plays a Second audio and requests students to follow the reading with their forefinger. (Appendix 7)</p> <p>https://drive.google.com/file/d/1VcnTiSiPxVqkZFQHJivDCL8oykkkwrw8/view?usp=sharing</p>  <p>Teacher plays the audio again and requests students to pay special attention to the words</p>	<p>Students listen to the audio and point with their forefinger</p>	<p>Notebook</p> <p>Text book</p> <p>Audios</p> <p>Markers</p>	<p>02</p>	<p>Requirement for Check List No. 3</p>

<p>Activity 13 Writing</p>	<p>attractive, balmy and marvel.</p> <p>Teacher requests students to find synonyms for that words and then make sentences using them.</p> <p>Teacher requests students to complete the chart with the comparative form (Appendix 8)</p>  <p>Teacher requests students to look at the pictures and complete the sentences. (Appendix 9)</p> 	<p>Students listen again and identify the meaning of the words</p> <p>Students make sentences using the words above.</p> <p>Students complete the sentences</p>			<p>Requirement for Check List No. 3</p>
<p>Activity 14 Writing</p> <p>Activity 15 Speaking</p>	<p>Teacher asks students to look at the people, places or objects and compare them using the words in parenthesis (Appendix 10)</p>	<p>Students make sentences and produce them orally</p>			<p>Requirement for Check List No. 3</p>

<p>Activity 16 Listening Interculturality</p>	 <p>Teacher plays the audio and request students listen to the conversation and fill the blanks. (Appendix 11)</p> <p>https://drive.google.com/file/d/13fbDdXXhWuuOsOLbO1ZASSuj-KyXSbPH/view?usp=sharing</p>  <p>Teacher requests students to complete the next sentences with information from the previous conversation:</p> <ol style="list-style-type: none"> 1.Mandarin is _____ 2.The fastest animal _____ 3. Usain Bolt _____ 4. Xie Qiuping _____ 	<p>Students listen to the conversation and fill the blanks</p> <p>Students make sentences</p>		<p>03</p>	<p>Requirement Check List No. 4</p> <p>Rubric No. 2 for Listening (Filling the gaps)</p> <p>Rubric No. 3 for Writing (Sentences about the reading)</p>
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<p>Summary</p> <p>Activity 18 Writing</p> <p>Activity 19</p> <p>Activity 20 Interculturality</p>	<p>Teacher requests students to complete the chart with the comparative and superlative form of the adjective (Appendix 12)</p>  <p>Teacher requests students to underline the superlative form of the adjectives in the next questions as well as answer them with their personal information (Appendix 13)</p>  <p>Teacher requests students to investigate in the web individually about amazing places in the world in order to create collaboratively a Google site.</p> <p>Teacher names a leader for</p>	<p>Students complete the chart</p> <p>Students underline the structure and answer the questions</p> <p>Students research about the topics and present the information on a Google sites</p> <p>The leader creates the site and help his classmates to</p>	<p>Notebook</p> <p>Text book</p> <p>Computer</p> <p>Internet</p> <p>Cardboard</p> <p>Markers</p>	<p>03</p> <p>04</p>	<p>Requirement Check list No. 4</p> <p>Requirement Check List No. 4</p> <p>Rubric for Interculturality, Writing and Speaking</p>

	<p>being in charge of the creation and organization of the site.</p> <p>Teacher helps the leader to create the site and trains him to help the class.</p>	<p>create their page.</p> <p>Students need to investigate how to upload their video.</p> <p>Everybody helps each other.</p>			
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3. **Intercultural component:** This topic is developed unconsciously during the lesson, when students need to compare two things and they realize that some people prefer something different than others. The lesson closes with an investigation about Records of the World Nature, therefore students will increase the knowledge about the earth where they live.
4. **Evaluation:** Most of the activities are for being developed into the classroom. The teacher must promote students to work by supervising them. The activities will be evaluating according to Check Lists and Rubrics.
5. **Conclusion:** This is a work adapted from the textbook, where the teacher must make the lesson meaningful for the students. Despite this is a basic level of English, all the activities are organized for students characteristics, needs and interest, in the development to them students feel they are improving the language as well as they are practicing the four skills.
6. **Follow up activities:** Students will record the dialogues and will share with the group, the group will give an opinion about their own work. There will be a section of interactive games in order to review the topic of the lesson

2.02 Designing of necessary tools to assess/test the progress of students.

The rationale behind applied in this project were taken from authors proposed by the speciality EEAIL, in the view that they covered the teacher's Teaching Philosophy and teaching practice.

For starting, it is important to highlight the concepts and importance of assessment and testing. It is necessary to assess or test students because they need to be aware of the capabilities they are developing, as well as the points they need to improve in order to be competent with the language. Lord Kelvin stated: "*If you cannot measure it, you cannot improve it*". Therefore, learning language is a matter to improve so it is needed to be assessed or tested to perform day a day. By the other hand, teachers must observe the path of their own work, and realize if they are doing right or what need to strengthen (Huges, 2003). Nowadays, it is not just the student's or teacher's successes or faults, it is both (and also the school and the families must share the responsibility to have a good learning and teaching process).

Brown defines testing as "a method of measuring a person's ability, knowledge, or performance in a given domain" (Brown, 2004). Meanwhile, assessment is an ongoing process where teachers evaluate their learners (it can be incidental or intended) as well as their own practice.

The instruments that this project applied are considering the students' characteristics. Students need to be observed most of the time, they need to be motivated, as well as they need to be provided a self-confidence-building environment. Therefore, teacher was attentive in the activities with almost all the students. That is why the use of Check lists and Rubrics helped the teacher to assess the students in the on-going process.

The instruments of learning assessment were built according to the five principles that Browns states (Brown, 2004): **Practicality**: The check lists used for this lesson Plan were designed to promote the students' work, they were simple but

enough to follow the students' track. **Reliability:** The rubrics were designed to be objective in order to avoid emotional factors. **Validity:** Both the rubrics and the check lists were designed to assess students in the process of acquire or perform the language, each of them had its own characteristics for a specific purpose attending the students' needs. **Authenticity:** The last rubric involved different aspects that were not requested in the descriptors but they were necessary that the students developed in order to present their work: That is, the intercultural and technological ability. **Washback:** The Rubric No. 3 for the writing, was useful to identify the students' weaknesses and strengths. It was the first time teacher uses rubrics for assess students. Therefore, it was useful to reconsider the aspects to be evaluated for the next Rubric for the final activity. In this sense, teacher considered Washback as a positive outcome, and teacher modified the Rubric No.4 to focus on the validity principle.

The check lists applied in the [eseis](#) lessons were used for many reasons: They were not sophisticated, they helped to track the students learning, helped teacher to assess students in every moment, gave the opportunity to evaluate the teacher's activities for continuing or changing them, students felt they were doing right, students got a feedback for their effort or were aware of their faults in the ongoing process giving them the opportunity to work and get a good grade for that day. At the beginning were used as **informal** assessment for the interaction that teacher had with the students but finally they were **formal** because all what students do in class was graded as Brown explains that formal assessment are "systematic, planned sampling techniques constructed to give teacher and student an appraisal of students achievement" (Brown, 2004).

The teacher had been working during the semester with the students so they knew each other. She had always promoted a class of respect and values and it was time to put that in practice. Students had been told they need to speak in order to communicate, and that all the class had the same level of English, so they were not mocking of their classmates as their classmates were respecting them.

INSTRUMENTS OF LEARNING ASSESSMENT

1st SESSION. Requirements. Check List No. 1

Name: _____

	Descriptors	Yes	No
Activity 1	Student was present in the introduction of the topic		
Activity 2	Student labelled the pictures. (Appendix 1)		
Activity 3	Student was attentive and wrote the personality adverbs on the lines. (Appendix 2)		
Activity 4	Student identified the words that describe Henry. (Appendix 3)		
Activity 5	Student repeated the vocabulary indicated individually. (Appendix 4)		
Activity 6	Student wrote the synonyms for the adjectives		
Activity 7 Listening	Student was attentive trying to hear. (Appendix 5)		
	Total		

The outcome that teacher pretends with this Checklist is track the students work. It was useful because helped the student be aware of the work he was developing in class in order to improve the language.

With this, teacher leads the student to the acquisition/learning Dichotomy of Krashen (Krashen, 1982). Students may work because they are conscious or unconscious because they will be rewarded, in any case teacher exposed students to a **comprehensible input**. The outcome is that students will be motivated because with a little effort they did well in class. As teacher expected the affective filters grow in a positive manner providing a confidence-building environment and preparing them for the next activities.

2nd SESSION. Activity 8. Check List No 2. Writing

Descriptors	Possible Points	Your Points
The dialogue is presented in a cardboard	2	
The letter is big enough	2	
Capitalization	2	
Spelling	2	
Originality	2	
Total		

According to her experience teacher pointed out the descriptors that she considered necessities in order to perform the skill. Students needed to be aware of what they are going to work so they make an effort to deliver what it was requested. In this sense, teacher followed a line to grade, not just if it seems nice, has a lot of information or the little effort students done. The check list helped teacher for grading the target of the activity. Teacher applied the 5 principles for testing: Practicality, Reliability, Validity, Authenticity and Washback (Huges, 2003).

The outcome is that students felt guided and they were able to grade themselves, at the same time they got an informal assessment, because it was not necessary that teacher explain what they need to improve, once they see their cardboards on the wall they can infer it.

Name: _____

Rubric No. 1. Speaking

Descriptors				Possible Points	Your Points
1. It is posted in the group	Yes (.5 point)	No (0 point)		.5	
2. On time	Yes (.5 point)	No (0 point)		.5	
3. It shows the dialogue	Clear enough (.5 point)	With difficulty (.3 point)	Not clear (0 point)	.5	
4. Fluency	Speaks with ease (2 point)	Speaks with little pauses (1.5 point)	Speak with long pauses (1 point)	2	
5. Understandable	Easy to understand (No errors) (2 point)	Some words are hard to understand (Few errors) (1.5 point)	Hard to understand (Many errors) (1 point)	2	
6. Loud voice	Easy to hear (2 point)	A little hard to hear (1.5 point)	Cannot be heard (1 point)	2	
7. Participants	Complete names (.5 point)	Incomplete Names (.2 point)	No names (0 point)	.5	
8. Pronunciation	Shows clear evidence of practice (2 point)	Hardly shows evidence of practice (1 point)	Needs more practice (0 point)	2	
Total					

When teacher requested students to upload the video in the WhatsApp group, students expressed they wanted to do it privately, teacher needed to apply the practicality principle, because it was easier for her to watch the videos by the WhatsApp group, so she set a descriptor for this aspect. Students used to deliver their activities after time, they had be aware to do it on time. Teacher needed a script to follow their speaking and for preventing that students recorded with music or low voice so, she added a descriptor for this. Due it was usual that students forgot their names teacher grade it too.

This Rubric No. 1 for Speaking, was applied as a **formative assessment**, teacher selected the content to evaluate in the sense of attending the **validity principle**. She paid special attention to scoring only in the target skill such as if the video is *Fluency, Understandable, Loud voice and of course pronunciation*. However, it was necessary to observe others descriptors such as: *posted in the WhatsApp group, time of delivery and that students write their names correctly*.

Check List No. 3. Requirements

	Descriptors	Yes	No
Activity 9	Student wrote the sentences in his/her notebook		
Activity 10 Listening	Student followed the reading about Colombia with their forefinger or was attentive to the audio		
Activity 11 Listening/Reading	Student answer correctly True/False to the statements		
Activity 12 Listening	Student followed the reading about Mexico with their forefinger or was attentive to the audio. (Appendix 7)		
Activity 13 Writing	Student did the requested sentences		
Activity 14 Speaking	Student completed the sentences. (Appendix 9)		
Total			

The outcome of this Check list helped to identify the students' improvement in their listening skill. "Listening is one of the most important skills to develop in order to acquire English as a second/foreign language" this is as well a process that requires practice (McErlain, 1999). The process that teacher took into consideration was according to Fang: Teacher was aware about the listening process, and play an audio with its script, so student began to recognize familiar words, she continued a listening provoking students find similarities about what they hear and about what they know of the topic. There was also a true/False exercise for checking the understanding of the audio. (Fang, 2008)

Name: _____

3rd SESSION. Check List No. 4. Requirements

	Descriptors	Yes	No
Activity 15	Student read one sentence. (Appendix 10)		
Activity 18	Student completed the chart. (Appendix 12)		
Activity 19	Student underlined the structure in the questions. (Appendix 13)		
Total			

The outcome of this checklist is that students read aloud in order to practice pronunciation and lose the fear by getting used to speak in public. This also check that students put hands on in Superlatives as well as they identify the structure of the questions as well as to answer to these questions with personal information. This checklist provides help the teacher to assess students if is the case they have doubts about the topic.

Activity 16. Rubric No. 2. Listening (Fill the gaps)

Descriptors				Possible points	Your points
Student was attentive to the audio	Student was all the time attentive to the teacher's instructions as well as the audio instructions (1 point)	Student lost a bit of the class (.5 point)	Student did not pay attention (0 point)	1	
Student followed the audio	Student never lost the audio (2 point)	Student lost a part of the audio (1.5 point)	Student lost the audio (1 point)	2	
Student filled the gaps	Student filled almost all the gaps (2 point)	Student filled the half of the gaps (1.5 point)	Student wrote little parts of the gaps (1 point)	2	
Total				5	

The outcome of this rubric is listening, it is a fact that not all the students develop the skill for listening at the same time, but the importance is that they try to do it and start for the beginning, perception, decoding and then prediction and selection (McErlain, 1999).

Activity 17: Rubric No. 3. Writing (Sentences about the reading)

Descriptors				Possible points	Your points
Language use	Correct use of structures (2 point)	Minimal errors in structures (1.5 point)	Some errors in structures (1 point)	2	
Spelling	Correct spelling (2 point)	One or two errors in spelling (1.5 point)	Three or more errors in spelling (1 point)	2	
Capitalization	Correct capitalization (2 point)	One or two errors in capitalization (1.5 point)	Three or more errors in capitalization (1 point)	1	

The outcome of this rubric is for both teacher and students. They need to be aware of the descriptors and pay special attention on the construction of the sentences.

Name: _____

Activity 20. Rubric No. 4. Interculturality, Writing and Speaking

Descriptors				Possible Points	Your Points	
Death time	On time (.5 point)	After time (0 point)		.5		
Language use	Correct use of structures (1 point)	Minimal errors in structures (.5 point)	Some errors in structures (0 point)	1		
Mechanics:	Correct spelling (1 point)	One or two errors in spelling (.5 point)	Three or more errors in spelling (0 point)	1		
	Spelling	Correct capitalization (1 point)	One or two errors in capitalization (.5 point)	Three or more errors in capitalization (0 point)	1	
	Capitalization	Appropriate use of fonts: Size, style, colour (1 point)	Enough use of fonts (.5 point)	Simple use of fonts (0 point)	1	
Originality	Each statement has a picture to describe it (1 point)	Use of pictures (.5 point)	Isolated pictures (0 point)	1		
Pictures						

Fluency	Speaks with ease (1 point)	Speaks with little pauses (.5 point)	Speak with long pauses (0 point)	1	
Understandable	Easy to understand (No errors) (1 point)	Some words are hard to understand (Few errors) (.5 point)	Hard to understand (Many errors) (0 point)	1	
Loud voice	Easy to hear (.5 point)	A little hard to hear (.3 point)	Cannot be heard (0 point)	.5	
Pronunciation	Shows clear evidence of practice (1 point)	Hardly shows evidence of practice (.5 point)	Needs more practice (0 point)	1	
Technology	Appropriate use of technology (1 point)	Some problems in the use of technology (.5 point)	Difficulty in the use of technology (0 point)	1	
Total				10	

The Rubric No. 4, encompassed different aspects to be assessed: writing, reading and speaking. It involved others elements to be considered. The goal was to create a site in GOOGLE. According to the different roles of a teacher, she became a researcher as well as a learner because she let a student to be the manager of the page in order to organize the class and give suggestions for improving the site. In this sense, teacher appeared as a student as well as a model about what is expected the students do.

In this activity, students needed to use **technology** to investigate about a topic. There was necessary to read for get just the required information. They looked for different pictures that describe the places that let students to know more about **other cultures**, landscapes from the other side of the world. They watched too many images of the wonders that the nature has and they chose just a very few of them to present in their work. These two aspects are scored in the rubric as Pictures and Technology.


2.03 Evidences of development of the Lesson Plan



Students revived knowledge by listening activities

STUDENTS DIFFERENTIATED PHYSICAL APPEARANCE AND PERSONALITY ADJECTIVES, (they go i + 1 in the knowledge of adjectives (Krasenh))

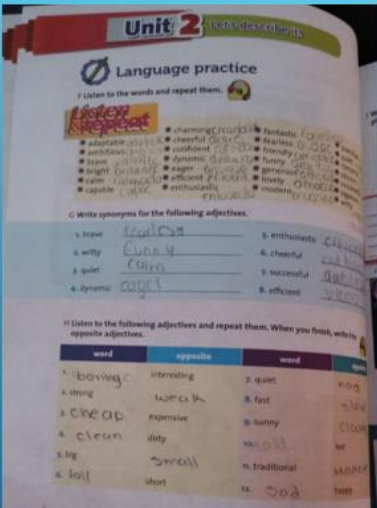
Students identified the adjectives in a Reading about Henry



Students worked with more adjectives in order to become familiar with them:

- ❖ they listened and repeated,
- ❖ wrote synonyms,
- ❖ listened and wrote

In this exercise teacher applied the System of the language:
Form: adjectives
Meaning: descriptors
Use: Describing Henry



word	opposite	word	opposite
1. boring	interesting	2. quiet	noisy
3. strong	weak	4. fast	slow
5. cheap	expensive	6. sunny	cloudy
7. clean	dirty	8. cold	hot
9. big	small	10. traditional	modern
11. tall	short	12. old	young

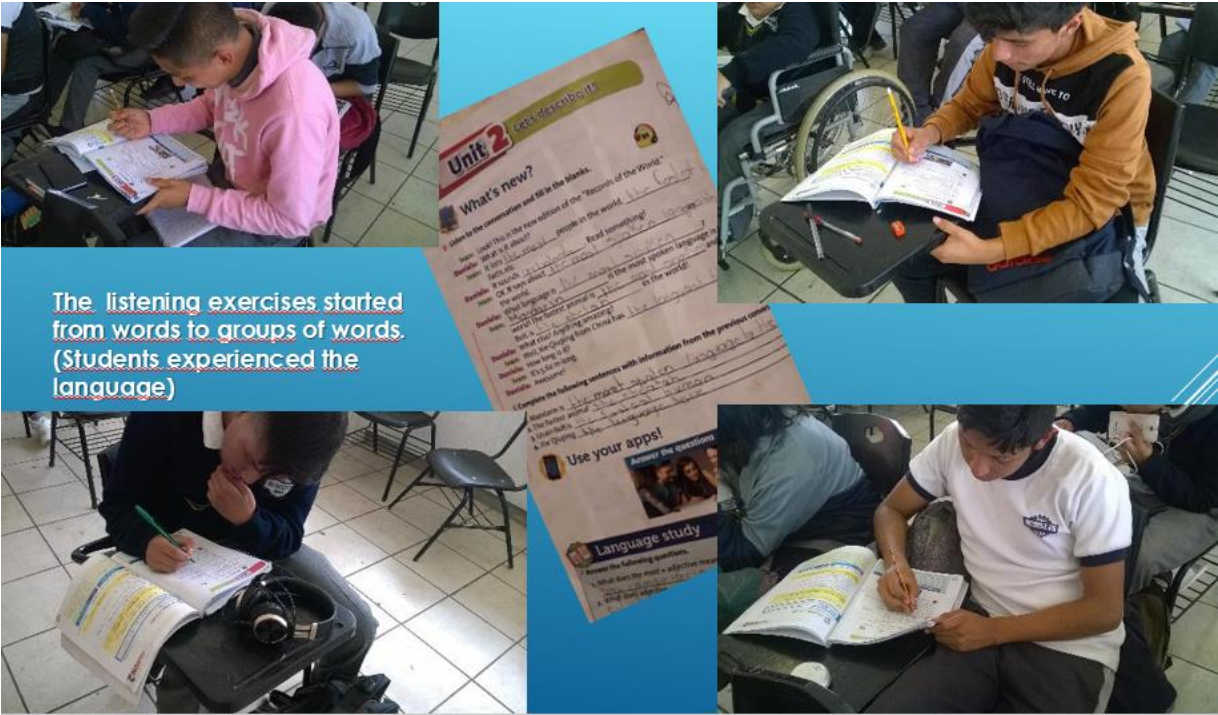
- Drafts of the writing “Describing a member of my family”
- In peers students gave feedback
- Preparing for the Speaking dialogue and
- Using the questions:
 What does she look like?
 What is she like?

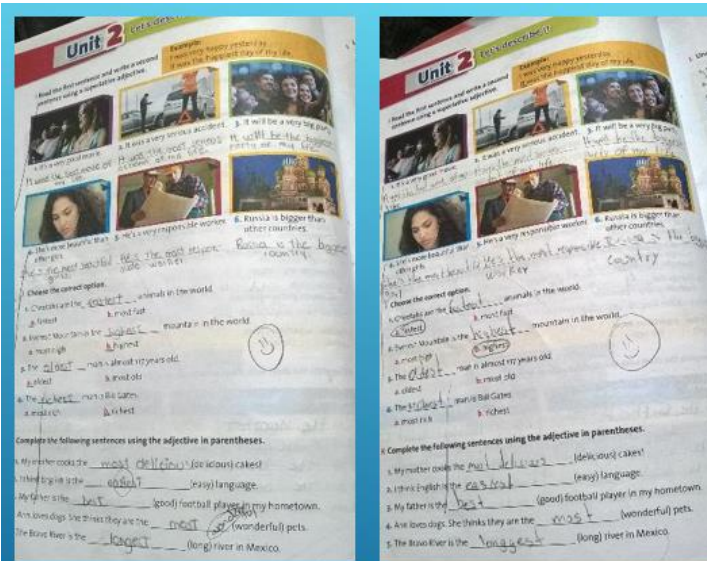
A video that shows the Speaking activity

Teacher applied a Reading to identify the comparative structure (Function of the language)

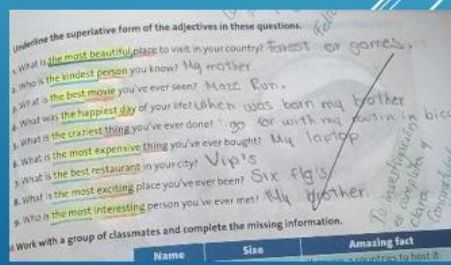
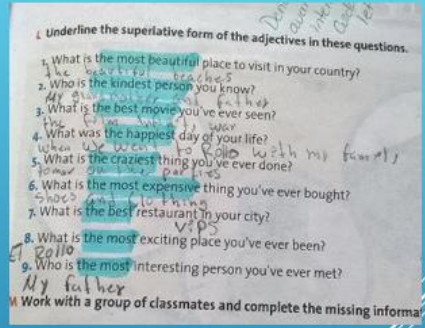
as my dog
 my as my dog

My cat is as big as my dog
 My cat is as screaming as my dog
 Your nephew is taller than you
 Your nephew is more confident than my sister
 Michael Phelps is the tallest swimmer in U.S.A.
 Michael Phelps is the most expensive swimmer in the world





Students used Superlatives for sharing part of their experience



Students created sentences using Superlatives and solved exercises to consolidate the knowledge

AMAZING PLACES ON THE WORLD

CARRILLO VILLANUEVA FLOR MARINA

- Página principal
 Edna Daquelin Perez
 Rosette
 HERNANDEZ
 MORALES EVELYN
 Alanis Reyes Pérez
 Alejandro Garcia
 Castillo
 ALFREDO
 GONZALEZ
 ARROYO
 Brandon Flores
 Hernandez
 CABRERA MOLINA
 ANGEL DAVID

The longest mountain range in the world

Name: _____

The longest mountain range in the world is The Andes



size:
Its size is 7,000 km long

Amazing fact:
It covers 7 countries to host it:
Argentina, Bolivia, Chile, Ecuador, Colombia, Peru and part of Venezuela

- ❖ Teacher requested students to **create a site**.
- ❖ She did her page so students had an **example to follow**.
- ❖ She took advantage of the **technologies** and **communicated with students by WhatsApp**.
- ❖ She named a leader to be in charge of the site and to invite his classmates to **collaborate in it**.

Example of the site and links to Access to them

The World Desert is located in the south west of Iran.

The hottest desert in the world

Name: _____

The hottest desert in the world is: The desert Dasht-e Lut.

Amazing fact:

A NASA satellite documented surface temperatures in the Dasht-e-Lut of up to 71° C, the highest temperature ever documented on the surface of the Earth.

<https://recordsguines3.wixsite.com/misitio/>

Instruments for learning assessment

These are the links for the sites created and worked by students and teacher

<https://recordsguines3.wixsite.com/misitio/>

<https://recordsguines3.wixsite.com/misitio/martinez-chiquil-abdiel>

<https://recordsguines3.wixsite.com/misitio/arturo-tonatihu-ibarra-ortiz>
<https://sites.google.com/site/amazingplacesontheworldtwo/>
<https://sites.google.com/site/amazingsitiesintheworld/>

2.04 Evidences of the tools designed to assess the students.

INSTRUMENTS OF LEARNING ASSESSMENT

Name: Martinez Chiquil Abdiel

1st SESSION. Requirements. Check List No. 1

	Descriptors	Yes	No
Activity 1	Student was present in the introduction of the topic	✓	
Activity 2	Student labelled the pictures. (Appendix 1)	✓	
Activity 3	Student was attentive and wrote the personality adverbs on the lines. (Appendix 2)	✓	
Activity 4	Student identified the words that describe Henry. (Appendix 3)	✓	
Activity 5	Student repeated the vocabulary indicated individually. (Appendix 4)	✓	
Activity 6	Student wrote the synonyms for the adjectives	✓	
Activity 7 Listening	Student was attentive trying to hear. (Appendix 5)	✓	
	Total	10	

arturo

2nd SESSION. Activity 8. Check List No 2. Writing

Descriptors	Possible Points	Your Points
The dialogue is presented in a cardboard	2	2
The letter is big enough	2	1
Capitalization	2	2
Spelling	2	2
Originality	2	2
Total		9

Arturo

Check list No.1 and No. 2 helped the teacher to track the process of the students.

Students helped the teacher to do it. Teacher considers they were good tools

because the majority of the class was committed to work.

Name: Martinez Chiquil Abdiel

Rubric No. 1. Speaking

Descriptors				Possible Points	Your Points
1. It is posted in the group	Yes (1 point)	No (.5 point)		1	1
2. On time	Yes (1 point)	No (0 point)		1	1
3. It shows the dialogue	Clear enough (1 point)	With difficulty (.5 point)	Not clear (0 point)	1	—
4. Fluency	Speaks with ease (2 point)	Speaks with little pauses (1.5 point)	Speak with long pauses (1 point)	2	2
5. Understandable	Easy to understand (No errors) (2 point)	Some words are hard to understand (Few errors) (1.5 point)	Hard to understand (Many errors) (1 point)	2	2
6. Loud voice	Easy to hear (2 point)	A little hard to hear (1.5 point)	Cannot be heard (1 point)	2	2
7. Participants	Complete names (1 point)	Incomplete Names (.5 point)	No names (0 point)	1	1
Total				10	9

This is the first Rubric that teacher applied, she considered that was quite good in the sense that was easy to apply and helped to encourage students to work. However, she recognized there were easy descriptors like *posted in the group*, *on time* and *participants* and she needed to add another one like *pronunciation*, in order to enrich validity to the tool and get better results in the students learning. The next image shows the grades of the students and the comments that teacher gave to them as an informal but a punctual feedback

Descriptor	1	2	3	4	5	6	7	Observations	
Sergio Armando Calzada L	8	1	1	-	1.5	1.5	2	1	Introduction in Spanish
Vázquez Retana Fernando	8	1	1	-	1.5	1.5	2	1	She → che
Karen Gutierrez Hernández	7	1	1	-	1.5	1	2	1	M _L mother → he is name
Ricardo Jiménez Olivares	8	1	1	-	2	1.5	2	1	Go is she
Urtado Ochoa Esteban	7	1	1	-	2	1	1	1	He's my father - her name is
Ibarra Cruz Arturo T.	9	1	1	-	2	2	2	1	Good
Balderrama Soria Erik	7	1	1	-	1.5	1.5	1.5	1	he -
Martínez Chiguil Abdiel	9	1	1	-	2	2	2	1	Good
Torres Arista Victor Manuel	8	1	1	-	1.5	2	2	1	Good for your name
Jiménez Díaz Joshua	8	1	1	-	1.5	1.5	2	1	his bedroom
Pineda Sánchez Andrea	8	1	1	-	1.5	1.5	1.5	1	She
Medina Suárez Edgar Ulises	8	1	1	-	1.5	1.5	2	1	Why alone?
González López Francisco	7	1	1	-	1.5	1	1	1	Who is she? He is my grandfather
Ordóñez Flores Moctezuma	6	1	1	-	1.5	1	1	1	Name. Needs practice
Barrios Juárez M. Guadalupe	7	1	1	-	1	1.5	2	1	Make an effort
Posada Alvarado Maribel	6	1	1	-	1.5	1	1	1	Needs practice
Rincon Hernández Laura Y.	6	1	1	-	1.5	1	1	1	You were playing
Pérez Andrade Leonardo	9	1	1	-	2	2	2	1	Chinese Hair / Brown complexion?
Vera Andrade Odeth	9	1	1	-	2	2	2	1	Chinese hair / Brown complexion?

In the Group On time Dialogue Fluency Understandable Loud/Voice Name

Check List No. 3. Requirements

Activity	Descriptors	Yes	No
Activity 9	Student wrote the sentences in his/her notebook	✓	
Activity 10 Listening	Student followed the reading about Colombia with their forefinger or was attentive to the audio	✓	
Activity 11 Listening/Reading	Student answer correctly True/False to the statements	✓	
Activity 12 Listening	Student followed the reading about Mexico with their forefinger or was attentive to the audio. (Appendix 7)	✓	
Activity 13 Writing	Student made the requested sentences	✓	
Activity 14 Speaking	Student complete the sentences. (Appendix 9)	✓	
Total		10	

Erik

Name: Martínez Chiguil Abdiel

3rd SESSION. Check List No. 4. Requirements

Activity	Descriptors	Yes	No
Activity 15	Student read one sentence. (Appendix 10)	✓	
Activity 18	Student completed the chart. (Appendix 12)	✓	
Activity 19	Student underlined the structure in the questions. (Appendix 13)	✓	
Total		10	

Arturo

Check list No.3 and No.4 followed the students' process and helped the teacher to assess them in an informal way during the on-going process. It was useful

to the teacher and students because they checked their peers' development and this tools become **formal** when they tick the format.

Activity 16. Rubric No. 2. Listening (Fill the gaps)

Descriptors				Possible points	Your points
Student was attentive to the audio	Student was all the time attentive to the teacher's instructions as well as the audio instructions (1 point)	Student lost a bit of the class (.5 point)	Student did not pay attention (0 point)	1	1
Student followed the audio	Student never lost the audio (2 point)	Student lost a part of the audio (1.5 point)	Student lost the audio (1 point)	2	2
Student filled the gaps	Student filled almost all the gaps (2 point)	Student filled the half of the gaps (1.5 point)	Student wrote little parts of the gaps (1 point)	2	1.5
Total				5	4.5

Arturo

Activity 17: Rubric No. 3. Writing (Sentences about the reading)

Descriptors				Possible points	Your points
Language use	Correct use of structures (2 point)	Minimal errors in structures (1.5 point)	Some errors in structures (1 point)	2	2
Spelling	Correct spelling (2 point)	One or two errors in spelling (1.5 point)	Three or more errors in spelling (1 point)	2	2
Capitalization	Correct capitalization (2 point)	One or two errors in capitalization (1.5 point)	Three or more errors in capitalization (1 point)	1	1

Total 5

Arturo

The Rubrics above were useful, teacher encourage students to make an effort for hearing and writing and the most important in both was the attitude that students had, because it is easy to cheat teacher, but if they were following the script with their forefinger, that meant they were paying attention, and if they got lost, teacher could help them immediately to find the path.

Name: Martinez Chiquil Abdiel.

Activity 20. Rubric No. 4. Interculturality, Writing and Speaking

Descriptors				Possible Points	Your Points
Death time	On time (.5 point)	After time (0 point)		.5	.5
Language use	Correct use of structures (1 point)	Minimal errors in structures (.5 point)	Some errors in structures (0 point)	1	1
Mechanics:	Correct spelling (1 point)	One or two errors in spelling (.5 point)	Three or more errors in spelling (0 point)	1	1
	Spelling				
	Capitalization	Correct capitalization (1 point)	One or two errors in capitalization (.5 point)	Three or more errors in capitalization (0 point)	1
Originality	Appropriate use of fonts: Size, style, colour (1 point)	Enough use of fonts (.5 point)	Simple use of fonts (0 point)	1	1
Pictures	Each statement has a picture to describe it (1 point)	Use of pictures (.5 point)	Isolated pictures (0 point)	1	1
Fluency	Speaks with ease (1 point)	Speaks with little pauses (.5 point)	Speak with long pauses (0 point)	1	
Understandable	Easy to understand (No errors) (1 point)	Some words are hard to understand (Few errors) (.5 point)	Hard to understand (Many errors) (0 point)	1	
Loud voice	Easy to hear (.5 point)	A little hard to hear (.3 point)	Cannot be heard (0 point)	.5	
Pronunciation	Shows clear evidence of practice (1 point)	Hardly shows evidence of practice (.5 point)	Needs more practice (0 point)	1	
Technology	Appropriate use of technology (1 point)	Some problems in the use of technology (.5 point)	Difficulty in the use of technology (0 point)	1	
Total				10	

This was the last rubric that teacher applied, teacher considered it was completely useful, because she retake the descriptors she applied in the rubrics before and modified the weighting she gave to some of them and also add *Pronunciation, technology and pictures*, in order to include and be aware of **interculturality** and

technology that were implicit all the time in the development of the creation of the sites.

The next picture shows how teacher assessed students, and the observations she did when were necessary.

	Best Time		Language		Spelling		Capitalization		Originality		Pictures		Fluency		Understandible		Lead Verbs		Pronunciation		Technology		
	1	2	3	4	5	6	7	8	9	10	11												
Carlos García Corella	.5	-	-	OK	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	I can't see your information.
Martínez Chiguil Abdiel	.5	1	1	1	1	1	1	1	1	1	.5	1	1	.5	1	1							Pay attention in the names Uruguay
Barrios Juárez M. Gpe	.5	1	.5	.5	-	.5							OK										Upper and lower case
Dela Paz Ysidro Christian	.5	1	.5	.5	.5	.5																	In the world
Azucena Lobaco	.5	1	1	1	1	1																	Format to the text
Calzada Lozada Sergio	.5	1	1	.5	.5	1	1	1	.5	1	1												Largest It's located
Cruz Rosales Mauricio	.5	.5	.5	.5	.5	.5																	Miss map of location
González López Francis	.5	1	.5	1	-	1																	Desert Antartida?? - OK.
Pesada Alvarado Manbel	.5	1	1	.5	.5	1																	
Palma Vázquez Angel	.5	1	.5	.5	.5	.5																	
Ibarra Arturo Tonatihu	.5	1	1	1	1	.5	1	1	.5	1	1	.5	1	1									Practice?? where is located in the world
Ordoñez Flores Mectzuma	.5	1	1	1	.5	1	.5	.5	.5	.5	1												
Torres Arista Victor Manuel	.5	1	.5	-	-	.5																	
Gutiérrez Hernández Karen	-	-	-	-	-	-																	Your topic was lake not desert
Jiménez Olivares Juan	.5	1	1	1	.5	.5	1	.5	.5	1	1												Located in the world
Vázquez Retana Fernando	.5	1	1	1	1	1	1	.5	.5	.5	1												His name is
Jiménez Díaz Joshua Alexis	-	1	.5	.5	.5	1																	the hottest deser_ in the world
Godby Becerril Samara	-	-	-	-	-	-																	Just have the title
Aguilar Tecla Ivan	-	-	-	OK	-	-																	The largest ocean in the world

2.05 A video that shows teacher giving class as an application of her lesson plan.

The next link takes you to the video where teacher shows portions of each step of the lesson as well as the interaction that she had with her students:

<https://www.youtube.com/watch?v=CRqPXeE52Os>

UPN_eaile_The Earth and its wonders



Chapter 3: Experience Report

Teacher results were amazing, as it was to expect when a class has a lesson plan. This convey different activities such as organize, prepare and effectiveness of the time. This was a new experience since teacher introduce communicative language in speaking, writing, listening and reading.

The challenge seemed be hard since the students had low English level. The activities in class did not represent great difficulties as the commons, motivate students to work in order to increase the major **intake** possible on each one of them. And the reading and writing were something they are used to do, as teacher was all the time assessing them and working with them, so it was not a great problem. But the big problems will soon appear.

They did not want to speak, because they imagined it was very difficult and that teacher wanted an excellent pronunciation. However, what teacher pretended was that they dare to do it. But they were afraid of doing bad and that classmates mocked of them. Once that a peer of classmates dared to do it, the majority of the students did. Teacher just pointed out the descriptors to take in consideration in order to get a nice experience. The dialogue was written by them and talked about a member of their family so it was quite easy.

Students dealt with technology, it is supposed that everybody knows how to send a video by the WhatsApp group, however, not all of them had their phones to do it, so students and teacher looked for possible solutions as to borrow it from a family or from their peers.

Teacher decided to implement the lesson plan with all her groups, but it was too complicated for herself, so she decided to guide just the leaders of each group and let them the control of their group. Students needed to face with technology

again. Most of the work was done by WhatsApp communication, because at school there are not the devices or connection for doing it. The complications were that not all were in the WhatsApp group or did not have telephones, so they look for a partner to be in contact to share the information and deliver their work.

Teacher needed to learn how Google sites works, so students did. In this sense, she asked the leaders to investigate more about it to help her. One of the leaders proposed to create the site in a different way, teacher accepted and he had the total control of the site. He and a classmate more were studying for two days in order to create a web page. It was new for the teacher, “trust on her students”. Students organized and finally they did well, they were very proud of their work. They taught their peers and also helped the teacher with lazy students.

About the development of the Listening activities were quite well, but for the last one, students faced hard to hear. Students needed to complete the gaps by listening group of words. The audio was too quickly so, teacher realized the activity was complicated for the students, then she decided to write in a mixed way the missing group of words on the board, so students could manage the activity, keeping the same objective: Listening, avoiding frustration in both: teacher and students.

Teacher noticed that speaking about interculturality was not difficult as she has thought, because interculturality was immersed during the development of the whole lesson, students shared their family’s characteristics and in their participation they let the class saw a little about their own context. Students search in the net and saw different wonders of the world, they expressed they did not image how big those places were, and not even where they were located. They confessed that once they had discovered these places they got into the net to surf for more.

Teacher convinced herself that students are going to work in class as much as she does in preparing the class.

Chapter 4: Conclusions

For teacher was amazing to realize that exist a wide group of researchers in different disciplines that are working for the purpose of communicating between different languages and that above all they rescue the culture that each country has and highlight the interculturality for the sake of the human being that convey for the health of the planet.

Teacher is committed in applying methodology in all of her classes, she learnt that for getting a great experience on her students is necessary to use different approaches in order to cover the variety learning styles that exist among her students. In this case, she liked to work with the Communicative Language Teaching; when requested her students to make a dialogue of their family, as well as when in classes she brought some introductory questions for activating the students' background and students were encouraged to share more about the experiences and this helped to create positive environments in the class. Teacher is aware of the characteristics of the students and tries to go beyond their knowledge (ZPD) and also when the students were requested speak and do it the best possible because it was going to be recorded and seen for their peers.

Among other outcomes that teacher is really fascinated, was with the topic of assessment, in which teacher found sense in how to grade the four skills of the English language. She worked on this topic and managed to create a rubric that helped her to evaluate students with an objective way. She could give an effectiveness feedback in all moment to her students. She could talk with her students about testing with no fear from students, and in the case she was asked to handle extra work she requested the same task, no matter to be done latter, but had all the descriptors to be evaluated in the righteous for all the students.

Teacher observed that their students become more secure about the skills, they did not comment about if teacher gave a grade according to the teacher's mood. Teacher assessed her students most of the time, this worked because the confidence in students grew up. At the beginning, teacher was who walked among the chairs asking if they have doubts, at the end of this period of time, students asked her to get close to check their work.

For the teacher it was a nice experience, she felt comfortable when assessing her students and also when graded them. Unfortunately, the combination of teaching and learning was a bit difficult for her, but at the end she could applied different strategies that worked out for the benefit of the students. She learnt from the students as well. It was too much **input** for the teacher and it was mandatory to give **outputs** immediately. Now that she reflects, their vision of teaching is completely different, she could say that for the less **intake** she has gotten, she is in much more enriched than at the beginning.

She knows that teaching is a complex task, but the more engaging she create her lesson plans, the more effectiveness will be for her students. Thanks

"You are the bows from which your children as living arrows are sent forth"

Khalil Gibran

Chapter 5: Appendixes and APA style references.


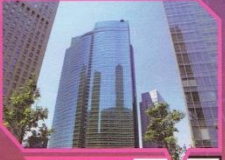
5.01 Appendixes




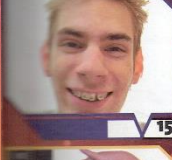
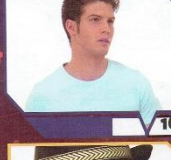

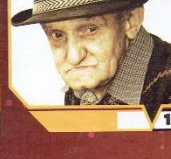

Appendix 1: Vocabulary

Vocabulary

B Listen to the words and label the pictures.

1. tall	8. sad	15. cold
2. short	9. handsome	16. hot
3. big	10. ugly	17. moody
4. small	11. fast	18. beautiful
5. old	12. slow	19. shy
6. young	13. fat	20. smart
7. happy	14. thin	

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Appendix 2: Vocabulary Physical Appearance or Personality

big pretty brave modern

sick lovely cheerful punctual

dynamic generous fearless ambitious fat witty tall

modern romantic


confident

expensive successful sincere quiet old

<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p>	<p>9. _____</p> <p>10. _____</p> <p>11. _____</p> <p>12. _____</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p>
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Appendix 3: Reading describing Henry

What's new?
 Now read the description and circle all the words that describe Henry.



Henry is a retired doctor. He's 65 years old but he's active and healthy. He does exercise every day. He's easygoing and cares about his family. He's friendly and happy.

Write the words you circled.

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Appendix 4: Listening to vocabulary

F Listen to the words and repeat them.



Listen & repeat

- * adaptable
- * charming
- * fantastic
- * punctual
- * ambitious
- * cheerful
- * fearless
- * quiet
- * brave
- * confident
- * friendly
- * romantic
- * bright
- * dynamic
- * funny
- * sincere
- * calm
- * eager
- * generous
- * successful
- * capable
- * efficient
- * lovely
- * vigorous
- * enthusiastic
- * modern
- * witty

Appendix 5: Listen and complete the chart

word	opposite	word	opposites
1.	interesting	7. quiet	
2. strong		8. fast	
3.	expensive	9. sunny	
4.	dirty	10.	hot
5. big		11. traditional	
6.	short	12.	happy

Appendix 6: Reading



Colombia is a beautiful country. It's as big as South Africa.

It is the most populous Spanish nation in South America. Colombia exports the finest coffee in the world and it's the second most important country in the exportation of flowers, it has the widest variety of orchids! Santiago de Cali (better known as Cali) is more famous than other cities for its Salsa clubs. Salsa dancing is more common than walking late at night!

The tourists who go to the Chicamocha Canyon can enjoy one of the longest tourist cable-car system in the world: 6.3 km. long! Bogota has an average temperature of 14.5°C. The driest months are December, January, July and August.

For many people, the best soccer player and the most famous player is Carlos "Pibe" Valderrama; however, James Rodriguez is now, the most expensive Colombian soccer player ever: 80 million euros! He is the most successful and popular celebrity nowadays!

Appendix 7: Second Reading

 **What's New?** 

D Read and listen to the description.

There's no doubt that Mexico is a country full of beautiful beaches and they are more beautiful than usual in the summertime. They are more attractive to tourists at that time because the weather is warmer and sunnier than in the winter.

Mexico has other natural wonders, too. There are forests and jungles, waterfalls and rivers, and of course many sites where archeological ruins can be seen. Chiapas has all of these natural wonders and more. In fact, there are more natural wonders in Chiapas than in some entire countries!

Appendix 8: Write sentences

Word	Synonym in the text	Sentences with the word and synonym
1. attractive	beautiful	They are more beautiful than usual. They are more attractive than usual.
2. balmy		
3. marvel		

Appendix 9: Complete the sentences using comparatives

Example:
Mexican food is more (delicious) delicious than pizza.



1 She is _____ than her sister. (pretty)



2 A toothache _____ a headache. (bad)



3 Girls _____ boys. (romantic)



4 English _____ German. (easy)

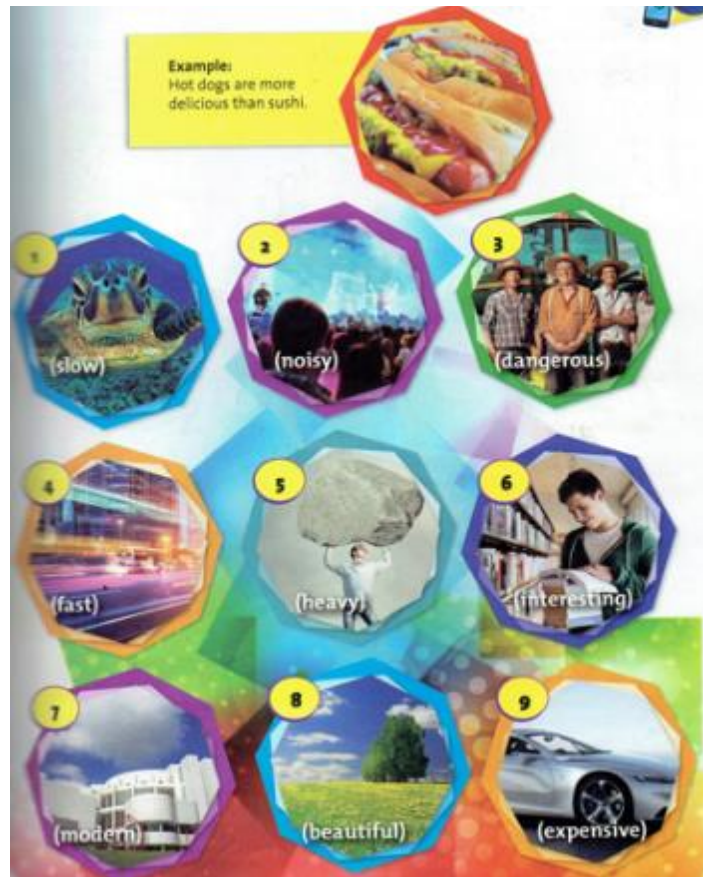


5 Your house _____ mine. (big)



6 Mexican people _____ than other people. (warm-hearted)

Appendix 10: Make sentences using the pictures



Appendix 11: Listening Records of the word

D Listen to the conversation and fill in the blanks.

Ivan: Look! This is the new edition of the "Records of the World".

Daniela: What is it about?

Ivan: It lists _____ people in the world, _____ facts, etc.

Daniela: It sounds _____. Read something!

Ivan: Ok, it says about _____ in the world.

Daniela: What language is _____?

Ivan: _____ is the most spoken language in the world! The fastest animal is _____ and Usain Bolt is _____ in the world!

Daniela: What else? Anything amazing?

Ivan: Well, Xie Qiping from China has _____.

Daniela: How long is it?

Ivan: It's 5.62 m long.

Daniela: Awesome!

Appendix 12: Complete the chart with the comparative and superlative

Adjective	Superlative adjective	Adjective	Superlative adjective
1. far	_____	6. beautiful	_____
2. attractive	_____	7. slow	_____
3. big	_____	8. bad	_____
4. good	_____	9. expensive	_____
5. noisy	_____	10. tall	_____

Appendix 13: Identify the comparative and answer the questions

1. What is the most beautiful place to visit in your country?
2. Who is the kindest person you know?
3. What is the best movie you've ever seen?
4. What was the happiest day of your life?
5. What is the craziest thing you've ever done?
6. What is the most expensive thing you've ever bought?
7. What is the best restaurant in your city?
8. What is the most exciting place you've ever been?
9. Who is the most interesting person you've ever met?

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