UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"Mejora de la concientización cultural y desarrollo de las cuatro habilidades en inglés mediante aprendizaje basado en tareas"

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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UNIVERSIDAD PEDAGÓGICA NACIONAL

ESPECIALIZACIÓN EN LA ENSEÑANZA
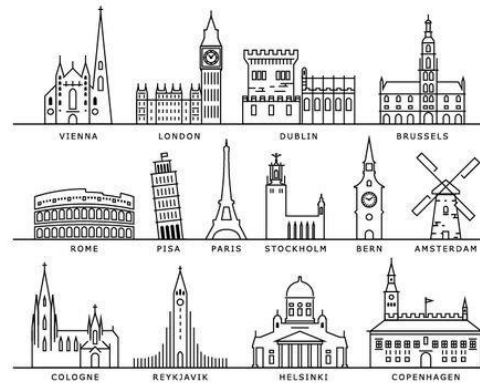Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

Especialización en la Enseñanza y Aprendizaje
de Inglés como Lengua Extranjera

FABIOLA VILLANUEVA DÌAZ

"RAISING CULTURAL AWARENSS AND DEVELOPING THE FOUR SKILLS THROUGH TBL."

Cities and landmarks in the world.

Comparatives and superlatives

VIENNA   LONDON   DUBLIN   BRUSSELS
ROME   PISA   PARIS   STOCKHOLM   BERN   AMSTERDAM
COLOGNE   REYKJAVIK   HELSINKI   COPENHAGEN

TUTOR: ROSA ISELA ÀVILA SÀNCHEZ

MAY 31st, 2020

INTRODUCTION

This specialization has been a long path to travel, I have learnt a lot but also I have to study and dedicate a lot of hours to work on it because it is very demanding. Studying it has helped me to reflect about my practice in order to make changes needed to improve, in addition, it gives tools to refresh or upgrade what you already know; starting with the theories about learning and learning a second language, after that, we explored the different to develop the different skills in English, the different ways to teach them with innovative activities and using technology; in addition, the different methods to evaluate those skills, the third module was dedicated to the multiculturalism which is another aspect that an English teacher needs to take in account always.

The aim of this paper is to show the way I assembled all these topics and applied the knowledge to design a series of classes in order to carry it out, with the purpose of developing on my students the four skills and integrating multiculturalism, all of this through technology.

Those mentioned in the first paragraph were the core topics of the specialization, in the first part of this paper I included the theoretical foundations which are the approaches and methods which my lesson plan is based on. All of us as teachers have our own personality which is reflected in our classes and, we prefer to use one method instead another, in this work I took what I consider goes with my way of teaching, obviously enriched with the knowledge I acquired by this time to design a lesson according with the method that I prefer to use most of the time, including the different skills and multiculturalism. All of these are mentioned in my teaching philosophy, where I also mentioned some conditions and give a wide overview of my teaching environment.

When people start learning English, what they usually really want is to learn how to speak. I have noticed that many of my students want to sound like a native speaker; some of them try to imitate them.

However, the other skills that are reading, writing and listening are also as essential to language learning as speaking. In fact, they can improve their speaking skills through this other. Also, as well as speaking, writing is a productive skill too, where student show their language management.

Reading is important in any language; it helps to imagination when we create or think, when someone reads, people paint those pictures of the story in their mind, in addition, when you read, you are training your body and mind to focus, also you improve your memory. But reading is not only good for the brain; it also helps to develop communicative skills. Of course, reading is a good entertaining activity and something that for us as a teacher is important is a language developer, somebody's literacy skills depends on reading.

On the other hand, listening skills are essential for English students. Commonly listening is the most frequently used.

Furthermore, English is not only communication in the language, or just can understand pieces of reading or songs in English; an important part of it, is also the culture that it has, customs and traditions or just how the daily life in native English spoken countries are, is part of the knowledge of this language students should be aware.

The reason that I have mentioned all this premises is that in the second part of this work it is included a lesson plan that was designed taking into consideration that the skills and multiculturalism mentioned in the previous paragraphs wanted to be developed in my students'.

CHAPTER 1. PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy

1.01.01 My experience with other language

My experiences learning a language begin since I was very young, in the schools that I went I always was taught English, I remember when I was in Elementary school I did not learn a lot, I just learn a bit of vocabulary but I did not understand grammar very well, according to the approaches and methods that I have learnt here, I believe that is because I was not really exposed to the language, teachers used to teach a lot of grammar in a boring way and without a context. In junior and high school, I had two different English classes, one of them was English and in the other that was called "laboratory" I had to practice a little bit more, so I learnt, however, I did not feel very attracted by the language. I studied to be an accountant and it was not until I was working in a company that offered me to pay my English classes that I entered to a language school that liked me a lot, I had really good teachers and I felt motivated, I remember that I used to enjoy my classes, their classes were different to the ones I had before, they were very interactive and it was the first time I felt that I was able to speak English fluently, in fact, nowadays I use some of the activities that my teachers used with me to teach my students. I felt so engaged to the language that I studied all the modules and then the teachers' course. Now I know that intrinsic motivation was decisive in my learning process, apart from the teachers, there were some other aspects that encouraged me to learn English; the first was that I realized that English was an important tool to get a better job, people who speaks English are paid better than the ones that do not do it; moreover, sometimes is mandatory to get a job. Another thing that motivated me was that I love traveling and I started to do it by my own, so I thought it was very important and useful for me to communicate in English so I searched and signed up in different apps such as Duolingo and Tandem.

1.01.02 My teaching experience

After doing my TDC, in 2008 I started to work at CECyT 13 of "Instituto Politècnico Nacional", for me it was a little bit difficult, I had the theory and I had the best teachers in the teacher's course but I didn't have the experience, when I entered I just used to support to the other teachers in the laboratory because the semester had started but the following semester I started to teach first semester students; at the very beginning I remember that was a bit difficult, I used to feel nervous with students but by the time this feeling has disappeared at all, I taught first and second semester for many years but then I was changed to fifth and sixth semester. At the beginning of this scholar year in my school was decided that some teachers would be assigned for one whole generation, so the last term I got back to teach first semester students and this one to second semester students. I also have worked for the CELEX in the same CECyT and are almost the same students of the school and for CELEX in ESIAZ where I taught older students who were studying there but had finished the university and needed a certain English level to have their university diploma.

Teaching is something that I like, that is the reason I have done some courses to improve my English level and my teaching techniques, I got the FCE certification and I have done some courses to get CAE but I have not applied for the exam yet, that is something that I should have done after the courses I took, but to be honest that exam makes me feel nervous. On the other hand, talking about methodology, I took the courses and got the TKT certifications of the 3 different modules, the first one "Language and relative knowledge of the teaching and learning process", module 2 "Class planning and use of didactic resources for teaching a language" and module 3 "Mastering the teaching and learning process".

In order to being well prepared and regarded that I did not studied my major in teaching English (I studied in the University to be an accountant) I did a Master's degree in Education, I have finished it and also graduated, but I am waiting for the paper to prove my studies.

In addition, two years ago, I obtained a scholarship to study a Teachers' Training Course in the University of Texas at Austin where I spend five weeks during summer holiday, this was an enriching experience and some of the techniques but also to improve and practice

English. I have traveled to English speaker countries many times but, I have been to Canada and in the United States many times and I have had the chance to meet people from these countries, and to learn about their culture, but something that has that was a wonderful issue about the trip to Texas was that people that organizes the activities of the scholarship were worried about we had the chance to be with people from all over the world that were there, for example I met people from India, Germany, South Africa, etc. In addition, we had classes of American culture which gave us a better view of their customs.

1.01.03 My teaching context

I would like to give the context where I teach nowadays so I can be understood when I write about some difficulties I have at the moment I teach. I work in a public high school of "Instituto Politécnico Nacional", which is a well-recognized school in the country, the social status of the students is quite varied, and their families are also sometimes made by mother and father or sometimes just one of them, in most of the cases both work. I am teaching the subject "English II" this term, it is the second semester of the high school, I teach in the morning shift.

 My students' age is around 15 years old and they come from different social and economic context, I do not want to be misunderstood, I mention this because this is an issue that have influence in their academic development. For example, those students who comes from a private school, often have a better manage of the language; single mother, widower father, living with their grandparents, parents with a major working in a renamed place, some that just have the enough money to eat, I have students with very different backgrounds.

I have five different groups with about 55 students in each. All my students have a different level that goes from beginners to intermediate, none of them is an advanced student, for example, I have a student which is Mexican but lived in Miami for some time and even he is not an advanced student, he speaks well and fluent but he has a lot or grammatical mistakes. In fact, at the very beginning of the term, they solve an entry test and those who get a grade of nine or more do another exam to exempt the class (the regulation of the Institute says that they have the right to take an exam to exempt the class if they have the competence) and from my 220 students just 4 could exempt. Students are supposed to be taught English in

junior high school, but I have found that they sometimes did not have classes because they did not have a teacher, as a consequence, some of them do not have idea of the language, some others have a little bit more.

Not everything is as good as I would like; in my teaching daily life I face some problems. First of all, as I mentioned before, classes are very large, and this carries some other problems; for example, sometimes there are not enough chairs for all the students and it is a waste of time that they have to go to other classrooms to get one, it is a distraction for the class, if they cannot get one, they have to sit on the floor so, how can they learn if they are not comfortable? Apart from the classroom, when we go to the laboratories, computers are not enough for them neither, or there is a computer for them but they do not have internet connection, to solve that problem I have to assign two students for each computer which I do not like because when we go there I usually give them activities with listening. As it could be expected, the attention that I pay to them is less than in smaller groups, grading an activity in the class is difficult because it takes a lot or time, it is also monitoring for example a speaking activity; in fact, those activities sometimes turned in a chaos and back to the pace of the class is not easy. Sadly, even when I give them different activities for different type of intelligences, there are some students that do not engaged with their academic issues, causing problems in the group, when you have a student with discipline problems sometimes cause that some others get distracted and in such large groups this is even more difficult, any way I consider that I have a good group control of discipline, but sometimes I need to make an appointment to solve problems with students' parents, in addition and in general, time is changing the way of education and I believe that many student do not like school anymore, and I have observed that education every generation is worst, they cannot understand what they read, they cannot think in a logical way and believe it or not they do not know how to use the technology. Lack of respect without any doubt the worst problem, I consider that in the classroom is important to create a friendly environment where students feel free to express themselves and ask any question, also I like to develop in them the ability of work in teams but that doesn't mean I am going to accept any disrespectful attitude from the students to me or another classmate.

My classroom has a teacher's desk, a teacher's chair, 55 chairs, a white board, a computer, an overhead projector and a pair of speakers, but even when classrooms are big, are not big

enough for a lot of chairs, the space between lines is very stretch, since the beginning of the scholar year, the school decided to admit more students and now we as teachers have to deal with that, sometimes I have to sit them in my place or on the floor but we have to work with what we have. The school has three laboratories where there is a computer with Internet connection for most of the students, but again, sometimes computers are not enough for the students or they do not have Internet connection, or does not work for any other reason.

The way we asses in the school where I work, is the same for all the teachers of English of first and second semester, that is called "Academia" and we include writing, grammar, speaking, reading and listening assessment, also their everyday work and participations. This way mentioned before is stablished before the term starts for all the members of the "Academia de Inglès I y II"

1.01.04 My teaching philosophy

Before writing my teaching philosophy it is important to say that when I read the first one that I wrote for this specialization has been changed and enriched thanks that since the first assignment we were encouraged to analyze our practice.

My teaching philosophy is that every student is unique, they have different forms to learn and have different type of intelligence, some of them are visual, verbal, aural, physical or logical, or some others are just a mix of some of them, and I would like to provide them with a stimulating and motivating environment taking in account this differences using activities that makes easier for all the students to catch or learn new information. In addition, I am willing that they know themselves, to develop the skills they are best in.

To promote a friendly environment is important for me, classroom must be a place where students feel free to give their opinion and express, especially in a language classroom, they need to feel confident to speak with everyone in the class with no fear that someone is going to mock them. For me respect is really important inside the classroom, from me to students, from them to me and among them, I consider that in the classroom is important to create a friendly environment where students feel free to express themselves and ask any question,

but that doesn't mean I am going to accept any disrespectful attitude from the students to me or another classmate, also I like to develop in them the ability of work in teams.

It is my desire that my students can communicate in English but moreover, that they start to love English and open their eyes to see that there is a world out their country, I would like to be that person that encourage them to use English as a tool to travel and meet people from other countries to see how culture and the life is in other places of the world.

Regarded that motivation is an important part of learning, I like to design my classes with catching and often playful activities where they can develop the skills in English: listening, reading, speaking and writing, always creating a context to make easier their learning. Nowadays I understand that the way of teaching has to change according to the way that our students learn, in this time they like to use technology a lot so I include in my classes activities where they can learn using it.

1.01.05 Challenges during the specialization

I consider that generally speaking I could did the specialization without any big trouble, for me was difficult to do all the activities because of the time, but that I already knew before enroll to it so I organize myself to accomplish all on time.
Besides, it was one assignment where I was on school holiday and I could not carry out my activities until some time later.
In some occasions, I had some trouble with the platform to upload my last assignments, especially when they did some changes on it; honestly I think that the platform is not too friendly with the user.

1.02 Theory underlying my teaching practice and identity.

1.02.01 Input Hypothesis

The Input hypothesis claims the way the learner acquires a second language, but this is concerned with "acquisition" and not with "learning". What this hypothesis suggest is the

learners acquire the second language in the "natural order" when they receive second language input that is only one step beyond their own stage of linguistic competence. The equation that is used to explain this is "i+1" where "i" their stage of linguistic competence and "1" refers to input which is comprehensible to them. (1)

1.02.02 Affective Filter Hypothesis

It suggests that the "affective variables" make easier the L2 acquisition; these variables are motivation, self-confidence, anxiety and personality traits. Obviously, motivation and a good self-confidence help the acquisition of the language. (1)

1.02.03 Output Hypothesis (Merrill Swain)

In this hypothesis learning happens when learners encounter a gap in their linguistic knowledge of L2, in other words, when learners notice a gap, they become conscious of it, so they might be able to modify their output, learning in this process something new in L2. The author of this hypothesis claims that comprehensible output is not the only responsible for all the language acquisition, but, under some conditions, Comprehensible Output facilitates second language learning and enhances input due to the mental processes connected with the production of language.(2)

1.02.04 Interaction Hypothesis (Michael Long)

This theory claims that the second language acquisition is obtained through interaction and communication face to face. Similar than Input Hypothesis, comprehensible input is important in a second language learning and it is increase when learners do a negotiation of meaning, feedback clarification, request or confirmation checks.(2)

(1) Krashen, Stephen D. Second Language Acquisition and Second Language Learning. Prentice-Hall International, 1988.
(2) JALT Publications, (2019, September 26). Retrieved from https://jalt-publications.org/

1.02.05 Motivation

Intrinsic motivation.

In simple word, it is when learners do something because they find it enjoyable and interesting generally, it comes from within, it is an internal process which depends on learners' attitudes towards learning.(3)

Extrinsic motivation.

In this one, learners do something because of external rewards such as awards, good grades and praise or even recognition. People who are extrinsically motivated may not enjoy certain activities but do them to receive the external reward.(3)

1.02.06 Task-based Learning (TBL)

The aim of it in a lesson is the task itself, not grammar or lexis, the purpose of it is to complete a task instead of "learning a structure"; but, to complete a task successfully, students have to use the proper language. In TBL usually there is no "correct answer" or "incorrect answer" for the task, and students complete it using the language they consider proper to use. (4)

TBL approach divides their task-based classes into three stages:

• Stage 1: The pre-task. The teacher introduces the topic and familiarizes students with situations/lexical areas/texts (reading and listening). This introduces the students into the topic to explain the task and set up the activity.

• Stage 2: Students perform the task groups. In this stage, mistakes are not important; the teacher provides support and monitors. The learners focus on communication.

• Stage 3: Students reflect on the language needed to complete the task and how well they did. This is their opportunity to concentrate on accuracy and make sure they solve any doubts or problems they had.

(3) Gardner, (1985, p.10).
(4) Brumfit, Christopher. Communicative methodology in language teaching. Cambridge University Press.

1.02.07 Schema theory

This theory claims that knowledge is organized and categorized, and this influences our cognition and behavior. Different psychologist contributed to this theory, some of the most notable contributors include Bartlett, Piaget and Vygotsky.

What is a schema?

A schema is a bunch of knowledge or memory that is stored in the mind; is a system for categorizing and organizing information and memory. A schema enables us to make generalize situations, people and places. An example of a social schema is stereotypes; when we are exposed to new information we relate it to our existing knowledge (our schemata) and this can improve our comprehension of that information.

This process of relating new information to existing schema influences our processing of new information. If we have an existing stereotype (social schema) about a group of people, we use this schema when we are processing new information and we might tend to focus only on details that are consistent with our schema, since this is cognitively easier. This means that we might focus on and remember details of someone that are consistent with our existing stereotype, which is how stereotypes might be reinforced.

Content schema

It refers to previous general knowledge we have about a particular topic. We use it to make connections to new information in the text. Using content schema can connect old and new information, which can help us understand the message of a text more clearly. The background knowledge that readers bring to the task can include information, ideas, beliefs and values that a reader has.

Formal Schema

Formal schema refers to the knowledge we have about the different organizations of text. For example, letters, essays, newspaper articles, and postcards all have different layout.

Linguistic Schema

Refers to the linguistic information we have stored in our mind in order to decode words and their meanings.

1.02.08 The different types of activities where reading is developed online.

Some of them are very similar that the ones we use but in an online format with different activities for students.

Play Scripts. Read scripts with them to perform.

- Reading online magazines or comics.

Manuals: students follow the instructions to make something, for example a paper flower, etc.

- Poetry: Read it checking the fluency and rhythm

Encyclopaedias and dictionaries: Set a subject and let students read about that.

- Catalogs. Let students read the descriptions and make wish lists

Recipes. Cook with the students and take turns reading the ingredients and instructions.

1.02.09 Writing Activities using technology

The use of technology could be helpful to encourage and motivate the use of writing. There are some aspects that needs to be considered, for example, you must choose activities that can easily be done online, there have to be appropriate to the age and level of the students. Writing activities are important because allow students to express their thoughts and to

support their point of view using English. There are some activities that can be done using technology to promote motivation among students. For example:

WRITING TWEETS

Most of the students are familiar with this application, so it could be a good starting point for a writing exercise. Teacher gives them a topic so they write short tweets about it, and read what their classmates post.

WRITING EMAILS

Emails are used extensively all around the world, writing them is an effective way of communication that students should write. Before letting them write one, telling students the difference between formal an informal email is important, as well as the outline they need to follow.

USING FACEBOOK TO WRITE ADS

Advertisements are a great example of creative writing, to use technology they can create a Facebook page to do it, first give the students an example of it with some expressions using in them so they can do their own.

COLLABORATIVE WRITING ACTIVITY USING GOOGLE DOCS

Students are asked to write a story together. Each student should write a part of it in Google docs. Then in class they read their stories aloud.

WRITING BLOGS

Blogs are a good way to share personal information or opinions about something to get students known each other, teacher gives them a specific topic for the blog and their classmates reply it saying their opinion about the topic.

1.02.10 Guidelines for developing listening activities

The purpose of the listening activities or tasks should be clear for students. Explaining the aims of a lesson, helps students to focus in just one aspect at the time developing specific goals in less time.

Progression of Listening Comprehension Activities. Following a well-planned progression of activities allows students to use their previous knowledge and to get engaged in the activities being active learners. It is advisable to follow the next stages:

1. Warm-up activity to break the ice, to activate schemata and might be to set the context.
2. Listening comprehension activity to develop the target skill.
3. Controlled practice to make students feel confident and develop the listening skill little by little.
4. Open-ended writing or speaking activity to let produce something freely.

Design and Layout Considerations. Worksheets must be easy to understand by students and examples of the expected kind of answers must be given.

Teaching Methodology Considerations. Variation in methodology and strategies must be done to avoid boredom and to prevent students from getting demotivated.

1.02.11 Technology and listening

Despite the fact that technology can have some disadvantages, it cannot be denied that with its use in our classrooms, it is possible to obtain a great amount of resources to help vary, improve and innovate our lessons. However, it is also important to be conscious that not every school has access to technology or that not all teachers are willing to use it.

For me, the use of Internet results in better motivation among my students who are native users of the latest technologies. They find lessons more attractive when some modern apps are used in them.

1.02.12 EMIC AND ETIC APPROACH
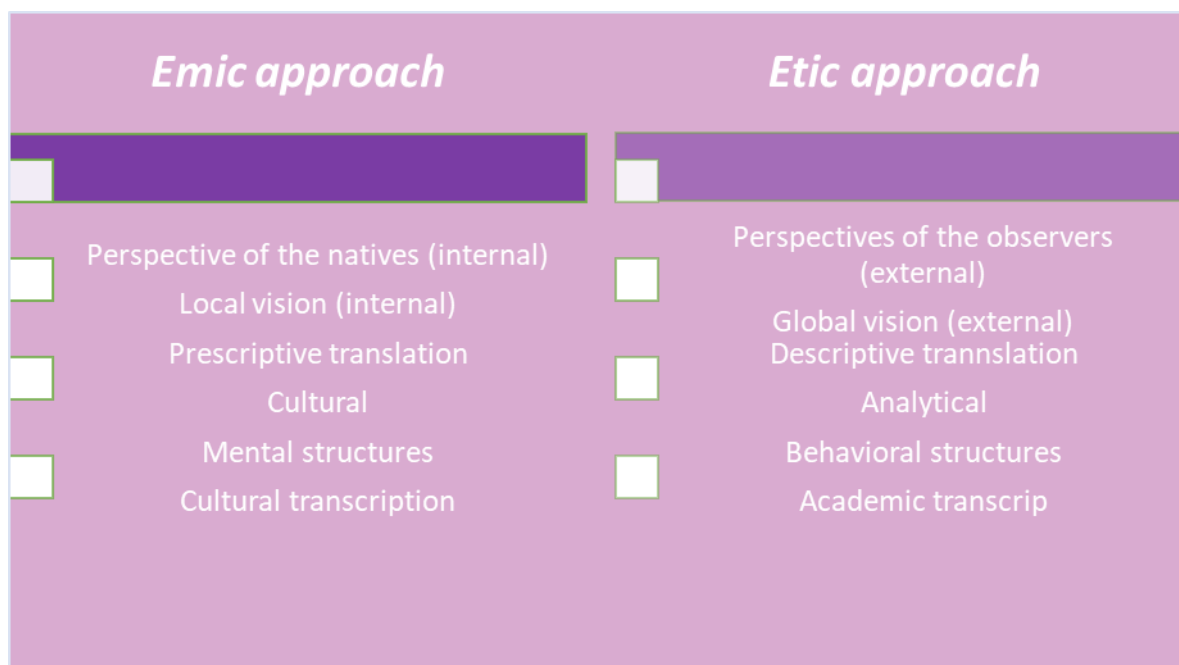
1.02.13 How input, intake, output and interaction are applied in my teaching practice within my classroom

Although I'm teaching in the second level, I try to speak in English in every moment; I use Spanish just when it is absolutely necessary. To make myself understand when I speak I use some tools to make easier students' understanding such as gestures or facial expressions, I

give intonation to my speech, sometimes I have to perform or act something, I do not use drawings too much because I am pretty bad doing them, some other times I have to give them some context so they can get the idea of new vocabulary, I speak more slowly than I normally do. When I am in class, and I give them instructions, they are as short and simple as I can. For example: Listen, take out your books, sit down, make pairs, etc. After giving instructions I ask for comprehension, for example I ask them to repeat what they are going to do.

As I know that students feel more comfortable talking to them sometimes I promote activities where they have to interact with their classmates, such as pair or group work where they have to speak, I always monitor the activities and try not to interrupt them but when is necessary I correct using repetition, or confirmation checks, for example, it happens a lot when I ask them to talk about someone else they use "you" instead of "he/she", they say: "You have 2 children", I always say: really??? Do I have children???!!!!! I didn't know, and then they realize the mistake and correct it. The kind of activities that I usually give them to do in groups are role-plays, sometimes they create their own dialogue based in another, information exchange, descriptions, discussions, surveys, and not very often and activity in a social network, for example to post and comment something on Facebook. There are some games online that I think I can include in my classes; I do not do it and I think an activity like that can catch the attention of students.

1.02.14 Motivation

I will mention some characteristics I have observed in students who are intrinsically motivated in comparison with the ones who just have external motivation during my classes. Students who are motivated to learn English do not only attend lessons enthusiastically but many of them are in touch with it in a variety of ways, for example; they not only listen to music in English but search the lyrics and try to understand the song, they even look up the meaning of the words they do not know. Another activity they do is to find videos in YouTube about topics they are interested in (make up, cars and motorcycles, a sport, etc.) in English. Some others have relatives who live in the United States, so they become interest in traveling and in learning English. I have found that a lot of students learn English by playing video games

which is something they enjoy a lot. In addition, there are students who are aware of the fundamental importance of English in society as it is currently the lingua franca of business, leisure, education, travel, politics, and more. On the other hand, during the term (each bimester) they need to get 10 participations, but if they have more, that is extra grade for them, I give the participations when they answer correctly or when they win a competition or an activity I do, but even though they like to participate and are always trying to get participations, some of them do it just for their grade but they do not care if they really learnt and outside the classroom do not do something extra to learn more which is the difference with those who have inner motivation.

CHAPTER 2. METHODOLOGY AND PRACTICE

2.01 A practical and useful lesson plan

2.01.01 Identification cell

IDENTIFICATION CELL	
Author	Fabiola Villanueva Díaz.
Educational stage	High School. (Second term)
Title of the lesson plan	Famous cities and landmarks in the world.
Learning objective of the plan/Competency	**Intercultural purpose:** Students will develop a respectful attitude towards multiculturalism. **Language purpose:** Students will develop listening and reading comprehension skills in the English language by comparing using adjectives, inference of new vocabulary, and obtaining specific information to develop writing and speaking skills in English.
Skills considered	The four macro-skills: Listening, speaking, reading and writing.
State of the following options	Recycling topic.
Functions	Listen and talk about cities and landmarks in the world. Read and write about cities and landmarks in the world.
Main grammar structure	Comparative and superlative adjectives.
Other grammar structures	Verb to be in Present Simple Tense.
Brief description of the plan	The lesson is about listening to an audio about comparing London and Paris. Students talk to each other to compare two cities they have been to. Students read a worksheet about some famous landmarks in the world. They compare in a written way two different cities they did research about.
Hours of the plan implementation	3 hours approximately.
Number of sessions	3 sessions of 1 hour.
Links ok the content	https://www.youtube.com/watch?v=-Gts0T8bSh4 https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language (ESL)/Comparatives_and_superlatives/Comparatives_and_superlatives_gh184120ck
EEAILE tutor on line	Rosa Isela Avila Sánchez.

2.01.02 Lesson plan Comparative and Superlative Adjectives

Famous cities in the world

TASK 1 Pre-Listening	REVIEWING VOCABULARY
TIME	10 minutes.
OBJECTIVE	Students will revise and reinforce vocabulary.
AIM	To prepare students for the listening activity. To activate schemata.
CONTEXT	Comparison between London and Paris.
LANGUAGE	Vocabulary related to places. Comparative and superlative adjectives.
PROCEDURE **The Fly Swatter Game**	I will write on the board some nouns and adjectives taken from the video. I will give a fly swatter to two students to play the game on the board. I will say aloud the definition of a word and the players have to touch it with the fly swatter, the first student to it will get a point and I will erase the word. I will lead as many rounds of the game with different pairs of students, until there is no word left on the board.
SKILLS	Reading and listening when students identify the words.
INTERACTIONAL PATTERNS	Pairs.
AIDS	Board, markers, eraser, fly swatters.
PREDICTABLE PROBLEMS	Students might not remember or know some words.
SUGGESTED SOLUTIONS	Students will be allowed to look up on the Internet the meaning of the words they do not know or remember, so when taking part in the game they will have the opportunity to win.
LINKING ACTIVITY	I will tell the students that the previous vocabulary is related to the following activity.

TASK 2 While-Listening	COMPARING CITIES
TIME	30 minutes
OBJECTIVE	Students will be provided with information about different countries. Students will reinforce grammar and vocabulary. Students will find specific information from the audio.
AIM	To practice listening comprehension.
CONTEXT	Comparison between London and Paris.
LANGUAGE	Vocabulary about places. Comparative and superlative adjectives.
PROCEDURE	Students will read some comprehension questions about a listening exercise they will answer. Students will listen to the audio in YouTube: https://www.youtube.com/watch?v=-Gts0T8bSh4 Students will answer a true and false exercise. I will elicit some students to share their answers with the whole group.
SKILLS	Listening when they listen to the audio. Reading when they read the question and the subtitles. Speaking when they share the answers.
INTERACTIONAL PATTERNS	Individual work and group work.
AIDS	Computer, headphones, handout, pencil.
PREDICTABLE PROBLEMS	Some students might not answer all the questions.
SUGGESTED SOLUTIONS	Students will be allowed to compare their answers with their classmates and listen to the audio again if necessary.
LINKING ACTIVITY	I will tell students that they are going to compare two cities or places in a similar way than in the video.

TASK 3 Post-Listening	DESCRIBING AND COMPARING CITIES
TIME	15 minutes
OBJECTIVE	Students will speak about different cities. Students will develop fluency.
AIM	To use comparative and superlative adjectives.
CONTEXT	Places students have visited.
LANGUAGE	Comparative and superlative adjectives.
PROCEDURE	Students will find on the Internet some images of a city or place they have been to. Students will work in pairs to describe and compare the places.
SKILLS	Speaking when they describe the images. Listening when they listen to their classmates.
INTERACTIONAL PATTERNS	Individual work. Pair work.
AIDS	Computer.
PREDICTABLE PROBLEMS	Students might have some trouble to express what they want.
SUGGESTED SOLUTIONS	I will encourage them to paraphrase their ideas. I will help them if necessary.
LINKING ACTIVITY	I will ask students to watch a video in YouTube as a piece of homework: https://www.youtube.com/watch?v=A-dgLmKkRFM The video is about famous landmarks around the world.

2.01.03 Lesson plan Comparative and Superlative Adjectives

Famous landmarks in the world

TASK 1 Pre-Reading	IDENTIFYING FAMOUS LANDMARKS AROUND THE WORLD
TIME	10 minutes
OBJECTIVE	Teacher will activate students' schemata. Teacher will engage student to the topic.
AIM	To listen to the English language in real context.
CONTEXT	Famous landmarks in the world.
LANGUAGE	Nouns related to places. Comparative and superlative Adjectives.
PROCEDURE **Kahoot quiz**	I will ask students to mention the landmarks they watch in the YouTube Video as homework and I will encourage them to mention more landmarks they know. Students will answer a **Kahoot quiz** I created about some landmarks in the world. The link is: https://create.kahoot.it/details/6c8cc21a-1266-494e-b3b5-fa4f4fedf320
SKILLS	Reading when they read the questions (quiz). Speaking when they discuss about the right answers.
INTERACTIONAL PATTERNS	Individual work. Pair work.
AIDS	Computer, headphones, mobile phones.
PREDICTABLE PROBLEMS	It might not be enough computers for all students.
SUGGESTED SOLUTIONS	Students will be allowed to use their mobile phones. Students will be allowed to work with a classmate.
LINKING ACTIVITY	Students will answer some interactive worksheets on the Internet (LIVEWORKSHEETS).

TASK 2 While-Reading	IDENTIFYING SOME FAMOUS LANDMARKS AROUND THE WORLD
TIME	15 minutes
OBJECTIVE	Teacher will activate students' schemata. Teacher will engage student to the topic.
AIM	To listen English in a real context.
CONTEXT	Famous landmarks in the world.
LANGUAGE	Numbers and dates. Comparative and superlative Adjectives.
PROCEDURE	Students will answer a matching exercise in an interactive worksheet, the link is: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language(ESL)/Comparatives_and_superlatives/Comparatives_and_superlatives_gh184120ck Students will answer a grammar exercise in the same interactive worksheet. Students will compare their answers in pairs. I will elicit some students to share their answers with the whole group.
SKILLS	Reading when they answer the exercises. Speaking when they compare and share their answers.
INTERACTIONAL PATTERNS	Individual work. Pair work. Whole group.
AIDS	Computer.
PREDICTABLE PROBLEMS	It might not be enough computers for all students.
SUGGESTED SOLUTIONS	Students will be allowed to use their mobile phones. Students will be allowed to work with a classmate.
LINKING ACTIVITY	Students will do research on the Internet about a famous landmark in the world different from the ones they have already worked with.

TASK 3 Post-Reading	DOING RESEARCH ABOUT FAMOUS LANDMARKS AROUND THE WORLD
TIME	30 minutes
OBJECTIVE	Students will develop the skills of reading and speaking. Students will reinforce and consolidate topics.
AIM	To write about a famous landmark.
CONTEXT	Famous landmarks in the world.
LANGUAGE	Nouns related to places. Numbers and dates. Comparative and superlative Adjectives.
PROCEDURE	Students will work in teams of 5 to do research about 3 famous landmarks in the world different from the ones they have already worked with. Students will find images on the Internet about the landmarks they chose. Students will create a flipchart to describe and compare the landmarks.
SKILLS	Reading when they do research. Speaking when they discuss about the landmarks. Writing when they create the flipcharts.
INTERACTIONAL PATTERNS	Team work.
AIDS	Computer, pencil colors, glue, pairs of scissors, flipcharts.
PREDICTABLE PROBLEMS	Students might not remember or know a word they want to use.
SUGGESTED SOLUTIONS	Students will be allowed to look up unknown words in a dictionary. I will help them if necessary.
LINKING ACTIVITY	Students will display their flipcharts around the classroom.

TASK 4 Post-Reading	FLIPCHARTS ABOUT FAMOUS LANDMARKS AROUND THE WORLD
TIME	30 minutes
OBJECTIVE	Students will develop the skills of reading and speaking. Students will reinforce and consolidate topics.
AIM	To write about a famous landmark.
CONTEXT	Famous landmarks in the world.
LANGUAGE	Nouns related to places. Numbers and dates. Comparative and superlative Adjectives.
PROCEDURE	Students will put their flipcharts on the walls of the classroom. Students will read their classmates flipcharts and choose the one they like the most. (It cannot be theirs). Students will decide with their team which work is the best. Students will share verbally with the whole group why they like the flipchart they chose.
SKILLS	Reading when they read the flipcharts. Speaking when they discuss about which is the best work and support their decision. Listening when they listen to each other.
INTERACTIONAL PATTERNS	Team work. Individual work.
AIDS	Glue, flipcharts.
PREDICTABLE PROBLEMS	Students might not understand all the information in the flipcharts.
SUGGESTED SOLUTIONS	I will ask students to paraphrase what they wrote. I will help them if necessary.
LINKING ACTIVITY	Language analysis.

TASK 5 Post-Reading	LANGUAGE ANALYSIS
TIME	30 minutes
OBJECTIVE	Students will consolidate knowledge. Teacher will test students' knowledge.
AIM	To develop the writing skill.
CONTEXT	Famous landmarks in the world.
LANGUAGE	Nouns related to places. Numbers and dates. Comparative and superlative Adjectives.
PROCEDURE	I will ask students some questions about comparison, such as: How do you compare two things? How do you compare more than two things? What happens to short adjectives? What happens to long adjectives? Are all adjectives regular? Which adjectives are irregular? Students will answer some grammar exercises about comparison. Students will compare their answers in pairs. Some students will share their answer with the whole group.
SKILLS	Reading when they read the exercises. Speaking when they compare and share their answers. Listening when they listen to each other.
INTERACTIONAL PATTERNS	Individual work. Pair work. Whole group.
AIDS	Workbook.
PREDICTABLE PROBLEMS	Students might still have some trouble to compare accurately.
SUGGESTED SOLUTIONS	I will explain the rules again and give some examples. I will recommend some Webpages to practice the topic.

2.01.04 Procedure of learning activities

As it is known, in the whole world we have been living a situation that has made the world change the way of living, at least for some months, education and teaching matters is not the exception. Originally my lesson plan was thought to be done in the classroom, and I had to change or adapt some activities for my students to be done virtually; but the good part was that it was not a big change due to some of my activities since the very beginning were planned using technology.

Since the quarantine started I had to learn about the platforms or software we can use to teach, I have read or watched some tutorials and take some courses.

In the lessons shown, I used classroom to communicate with students, through it I give instructions, I send the tasks to be done and I check what they send; in addition, I created a chat in WhatsApp to have faster and easier communication when they have questions or doubt about the tasks they have to do.

When I designed my Google classroom I tried to give the instructions as short and clear as I could. I numbered the activities, so my students can follow the correct sequence of the classes to have a better understanding.

I designed the lesson plan following Task Based Learning approach, I like many features about it, I consider that language is used in a more natural way provided that students are given always context and have a much more varied exposure to language, in addition, it promotes real communication development, and it is not very teacher centred which encourages self-learning.

I planned three sessions, the first one is to check "Famous cities in the world" and the other two sessions are for "Famous landmarks around the world".

TBL divides the session in stages, and it is what I did in mine; I started my sessions with a pre-stage; in the first session it was a pre-listening and the other one a pre-reading. The very first session I opened the topic with some questions and a game to introduce the topic and

might help the students to recall some language that may be useful for the task, in this case adjectives, some of them they will hear in the listening that is the following activity. For the second session I activated students' previous knowledge with a video and Kahoot challenge which they did without any problem.

The second stage of TBL is the task, in this case, the first session was a listening and the session of landmarks a reading, and students' had to answer a listening/reading comprehension exercise.

Following the same approach, the next stage is the post (listening and reading). In this stage students produce language and as I mention before, real language, in this case they spoke about their own experiences, they talked about cities and landmarks they have been or at least have heard. In the first session they talk about a place they have been in a video, for that, students first search some images about that place and record their voice talking about it. For the other one, previously they have to make some research about a landmark and then write about it.

To finish I tested if they used accurately the adjectives and their comparatives and superlatives through some questions that I wrote in Google Classroom and an exercise, they send the screenshots with their results but as it was online, and they can check their results immediately

It was my intention to develop the four macro-skills in English (listening, reading, writing and listening) in these sessions, the Internet has a wide variety of resources that a teacher can take advantage of, letting us building classes with different interesting and motivation activities for students, moreover, if you cannot find an activity as you want, you can create one such as in Kahoot, your own worksheet or even a video; I searched carefully my material before gave the resources to my class. Creating my own material was also a challenge but I think it was my favourite part, I like to learn new things and more if they are related with technology (I think I am millennial jeje), as well, I enjoyed a lot doing my video.

Furthermore, multiculturalism should have been included in my classes, how did I do it? First of all, I had to keep in mind that all the work I would do was for my students, so chose a part

of the syllabus I am checking at work, that is the reason I chose comparative and superlative adjectives; also I can match it perfectly with multiculturalism. What did I do secondly? I figured out the topic that could match comparatives and superlatives with multiculturalism and I thought that "cities and landmarks" was perfect; they learn and spoke about other places and landmarks without paying attention, I was asking during the sessions questions such as, what landmark in Mexico can you name?   Do you know a landmark in any other part of the world? Have you travel to another city? What did you like about that place?   etc. But multiculturalism was all the sessions long, for example, the first video was a comparison between Paris and London, it talks about how they are different in population, which is largest, which has a better education or universities, their main cities, etc., then they had to talk about a city that they know, as a result, they could notice the difference between that city and the ones from the video, it is worth to mention that all of them talk about a city from Mexico. When it was the session of landmarks, they first knew different landmarks around the world through a video, then they played a Kahoot where they could think about different of them around the world, and then read about some others in an interactive worksheet, that was not the only thing they do, they did research about one landmark in a different part of the world (not Mexico) and   wrote about that, sharing why did they choose that landmark so cultural awareness was achieved too in the sessions.

The expectations that I have with this sessions are that students use comparatives and superlative adjectives accurately, in addition, I want that they use the correct form it in each, but more over; I want that my students are able to speak about different places and cities where they have been, and that they use their knowledge to compare different places around the world.

Apart from that I want to create in them interest about places that they do not know, doing some research about other cities and landmarks around the world.

I want that students enjoy the lessons and that is why I searched carefully different tools on the Internet, trying that most of the activities were playful and motivating for them.

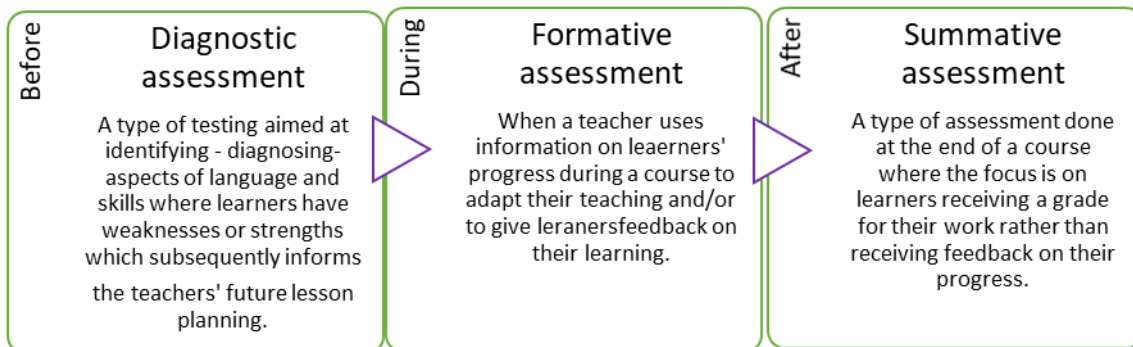## 2.02 Designing tools to assess/test the progress of students

2.02.01 Informal and formal assessment

<u>Informal assessment</u> refers to a continuous evaluation which is reflected in class work throughout the school year. This type of evaluation is manifested in different ways starting with responses and comments to students in an incidental way and without prior planning. Informal assessment seeks results in students' competence in a task without a formal record of it. Consider these examples as part of the feedback that we can provide to our students: *"Good job!" "Well done!"* or *"☺"*

<u>Formal assessment</u>, on the other hand, is linked to processes that have already been planned and prepared by the teacher. Formal assessment includes exercises or specific procedures that as teachers we need in order to enhance the skills and knowledge of our adolescent learners. This type of evaluation consists of planned and systematic techniques that help teachers determine students' achievement.

Two examples of this type of assessment are the bimonthly exam that is administered by EFL teachers which is linked to the bimonthly syllabus content, as well as the portfolio that our students develop through the school year and that includes different activities built in class. Although there are different purposes for assessment, we know beforehand that there are some tensions between pedagogical assessment that promotes learning and administrative assessment that seeks to obtain information about the performance of our students. This information is basically for management and accountability purposes.

2.02.02 Diagnostic, formative and summative assessment

Before | **Diagnostic assessment**
A type of testing aimed at identifying - diagnosing- aspects of language and skills where learners have weaknesses or strengths which subsequently informs the teachers' future lesson planning.

During | **Formative assessment**
When a teacher uses information on leaerners' progress during a course to adapt their teaching and/or to give leranersfeedback on their learning.

After | **Summative assessment**
A type of assessment done at the end of a course where the focus is on learners receiving a grade for their work rather than receiving feedback on their progress.

2.02.03 Self and Peer – Assessment

Self-assessment is a kind of assessment in which students monitor their own learning. By providing learners with the skills needed to independently monitor their learning, teachers enable them to take greater responsibility for their learning. Students can be given opportunities to listen to good and poor performance and asked to describe characteristics of good performance. The primary foundation of self-assessment is the students' learning autonomy, and this is considered as the key to successful learning. The ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of external prod, and to independently monitor that pursuit are all keys to success. Developing intrinsic motivation that comes from a self-propelled desire to excel is at the top of the list of successful acquisition of any set of skills (Brown, 2004: 270).

Peer-assessment is a kind of assessment in which students are asked to rate their friends' performance as well as their functioning as a group. Peer-assessment can be done as a part of oral performance. When a student is performing something in front of the class, the other students are asked to fill in a rating scale and to give some comment. By doing this, the students can be more attentive and critical to other student's performance. According to Brown (2004: 270), peer-assessment is based on cooperative learning principles, and it is an arm of a plethora of tasks and procedures within the domain learner-centred and collaborative education.

An example of a self-assessment checklist is the following:

STUDENT'S NAME: _____**DATE:** _____

INSTRUCTIONS: Choose the grade you think you deserve.   **FINAL GRADE:** ____ **/25**

1) I can produce all English sounds accurately   5   4   3   2   1
2) I can place stress on syllable in words accurately   5   4   3   2   1
3) I can place stress on words in sentences accurately   5   4   3   2   1
4) I can use accurate intonation for various utterances   5   4   3   2   1
5) I can read aloud a passage/dialogue fluently   5   4   3   2   1

COMMENTS:

2.02.04 Rubrics

A common rubric can set expectations for students. Teachers may create rubrics in order to organize their expectations for students as well as to organize the scoring for particular assignments. A simple rubric includes criteria, levels of performance, scores, and descriptors. Rubrics can be **holistic** or **analytic**. Holistic rubrics provide a single score based on an overall impression of a student's performance on a task. Holistic rubrics are good for quick scoring and provide an overview of students' performance, but unfortunately do not provide details in the feedback. Analytical rubrics provide specific feedback. Analytical rubrics are good for providing detailed feedback and can be more consistent across students and graders, but is time consuming for the graders. Both types of rubrics, holistic and analytical, can enhance student learning, but to maximize consistency of scoring and feedback for students, analytical rubrics should be used. Though analytic rubrics are more time consuming for the teacher, analytic rubrics are important for students because of the detailed feedback that they get and the consistency for scoring between teachers and students.

2.02.05 Rating scales

It is another instrument that allows teachers the degree of the skills that the student has reached. It provides a range of a student performance level. The rating scale sets the criteria through three or four descriptions of the aspects or frequency of a student work.

Teachers use rating scales to record observations of a student task, and it helps a student to know his/her strengths or what he needs to improve.

2.02.06 Evaluation of the lessons I designed

As we know, all the activities that students do are assessable, but it does not mean that all the assessment is numbers and grades.
In fact, I want to mention that I do the summative evaluation generally at the end of the bimester, just a few activities count as part of it, and the other activities are assessed in an informal way, we call that "evaluaciòn continua". As an agreement of the academy we evaluate the four skills, also we do a grammar exam and we sum the work of the students' along the bimester.

The tasks of these sessions were evaluated in the following way:

The pre-stages that were a game and a Kahoot were assessed in an informal way, those activities were done to activate students' interest, but in both exercises their answers were marked as correct or incorrect and they can see their mistakes and the correct answer, I used that information not to give a mark but to know if they remember adjectives or how much they know about landmarks around the world.

After they sent their results I revise them in order to check what are their mistakes or how many they made, and if the activity was according to the level of the class and give them feedback or explain if they have questions or doubts.

For the productive skills that are writing and speaking I used rubrics to evaluate them, and in this case I gave them a grade according to the rubric which is going to be part of the bimester total.

The following is the rubric I will use for my speaking task:

CRITERIA		
Excellent **4 - 5 points**	**Acceptable** **2 - 3 points**	**Not acceptable** **0 – 1 points**
Use of English		
No grammar mistakes. Good command of several structures. Good command of vocabulary. Express ideas clearly.	Few grammar mistakes. Use only basic structures. Vocabulary is limited. Ideas can be expressed.	Too many grammar mistakes. Communication is not achieved. Poor command of structures. Vocabulary is limited. Communication is not achieved.
Clarity and Fluency		
No hesitation. Pauses when necessary. No reading. Volume is ok. Message really clear.	Some hesitation. Unnatural pauses. Reading at some points.	Many pauses. Reading too much.
Pronunciation		
No pronunciation mistakes, if some communication is achieved.	Some pronunciation mistakes but communication is achieved.	Poor pronunciation. Communication is not achieved.
Task accomplishment		
Task fully accomplished. The entire topic was covered.	Task partially accomplished. No all of the topic was covered.	The task was not accomplished. None of the topic was covered.
Use of comparative and superlative adjectives		
Use of comparative and superlative adjectives at least 5 times in a correct way.	Use of comparative and superlative adjectives at least 3 times in a correct way.	Use of comparative and superlative adjectives in less than 3 times in an incorrect way.

Writing activity check list is the following:

Student(s) name(s):_____

MECHANICS	Excellent to Very good	Good to Average	Fair to poor	Very Poor
Spelling				
Punctuation				
Capitalization				
Paragraphing				
GRAMMAR				

Comments:
_____
_____
_____
_____

MECHANICS
20-17 Excellent to very good: Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
16-12 Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
11-7 Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured.
6-3 Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.
GRAMMAR
20-17 Excellent to very good: High level of English grammar.
16-12 Good to average: Clear use of English grammar.
11-7 Fair to poor: Grammar is not strong and expressions are not complex enough.
6-3   Very poor: Very weak grammar and expressions.

To sum up and check understanding, first I post some questions like if I were in the classroom, and then they had to solve and exercise that again, it was marked when they finished doing it. This exercise does not have grade but it is perfect for me and they to know if students' understood the topic.

2.02.07 Rationale behind the material designed to assess

I decided to use rubrics to assess productive skills, first of all because when I gave them the activities to do, I also showed them the rubrics, so they know what they are going to be evaluated and they pay attention on those aspects if they want to have a good grade.

I consider that rubrics are the best way to assess the skills mentioned before due to they are objective and very punctual, that means that are not open to interpretation. In addition, I can measure in terms of numbers according to the performance of the students, which means I can have a summative assessment.

The most important aspect of using a rubric is that as they are very punctual, at the moment of giving feedback, students are able to know exactly what they need to improve or work on.

2.03 Lesson evidences

PRE-LISTENING

GAME Adjectives

https://www.eslgamesplus.com/adjectives-antonyms-opposites-esl-vocabulary-crocodile-board-game/

YouTube VIDEO Comparison between London and Paris

https://www.youtube.com/watch?v=-Gts0T8bSh4
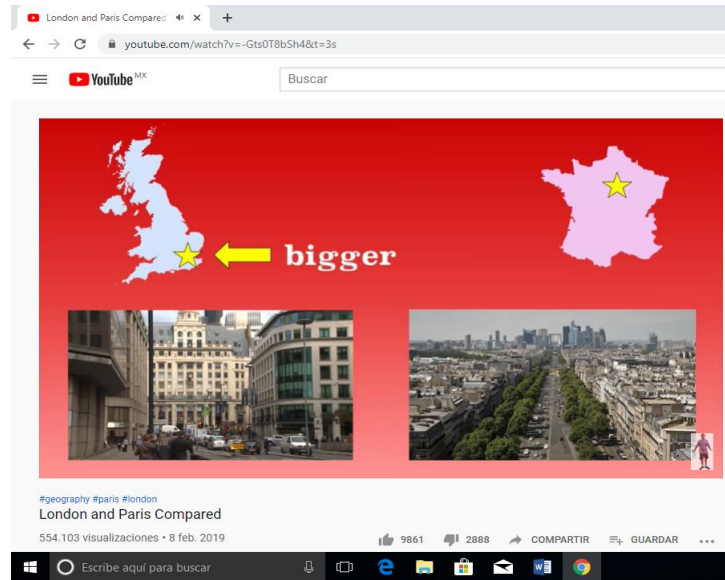
LISTENING COMPREHENSION

Google forms

STUDENTS' PRESENTATIONS

PREPARING STUDENTS FOR THE NEXT ACTIVITY THROUGH A LISTENING

YouTube VIDEO Famous Landmarks in the world

https://www.youtube.com/watch?v=A-dgLmKkRFM

PRE-READING

KAHOOT Famous landmarks in the world

https://create.kahoot.it/details/6c8cc21a-1266-494e-b3b5-fa4f4fedf320
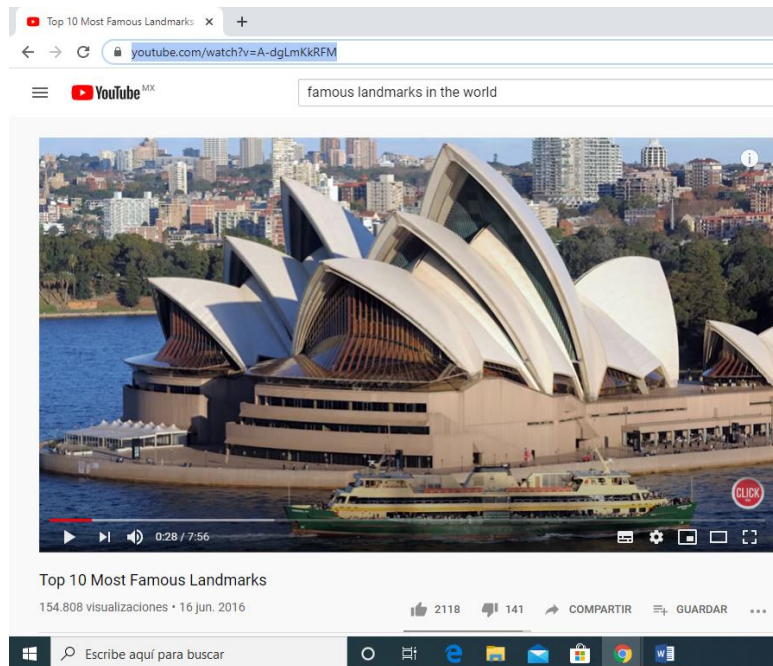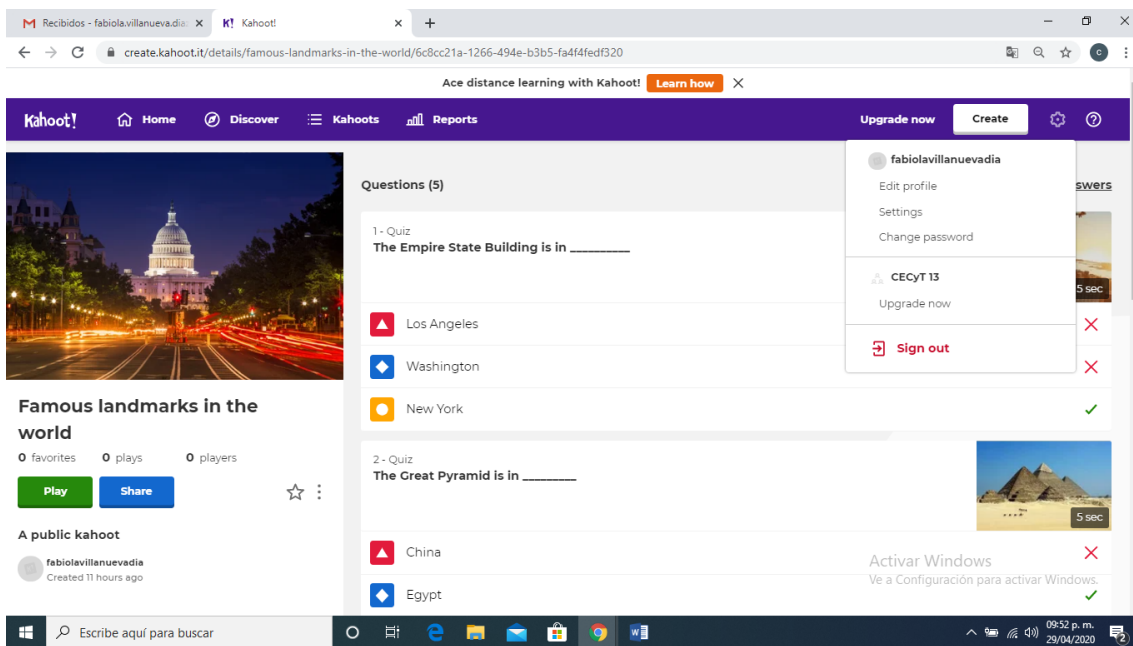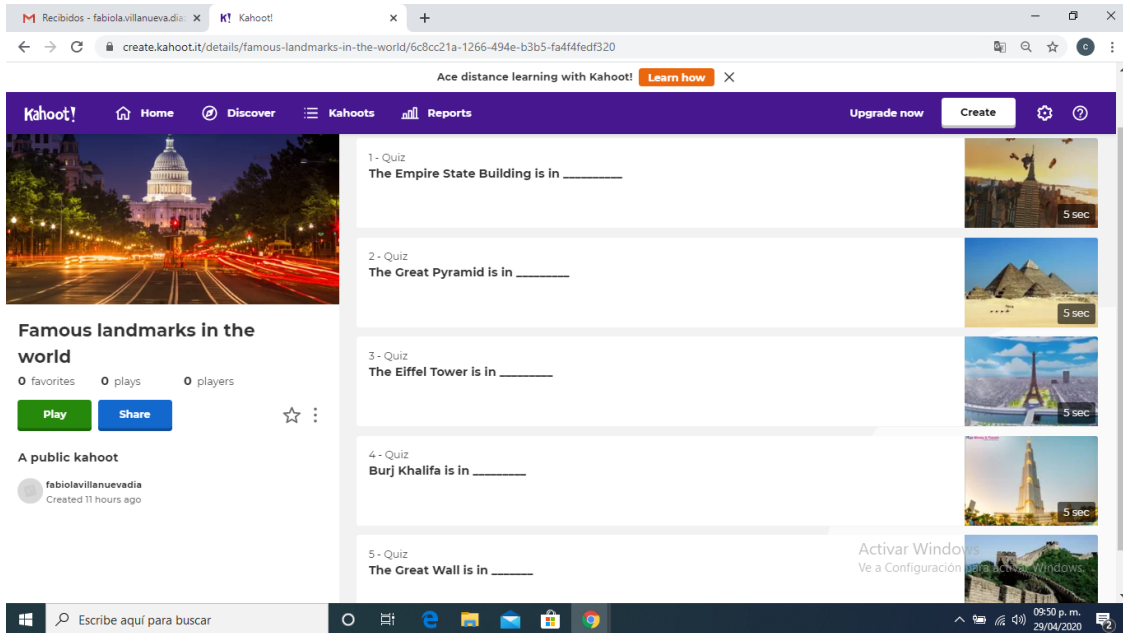
LIVEWORKSHEETS Comparison among famous landmarks in the world

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives_and_superlatives/Comparatives_and_superlatives_gh184120ck

Complete with the comparative or superlative form of the adjective.
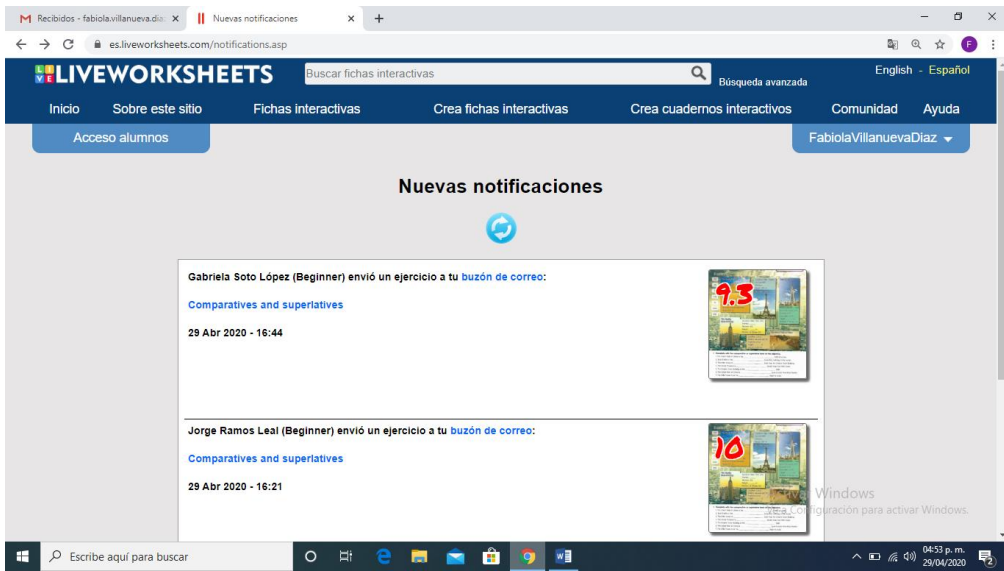
1. The Great Wall of China is the _____oldest_____ (old) structure.
2. Burj Khalifa is the _most beautiful_ _____ (beautiful) building in the world.
3. The Eiffel Tower is _____older_____ (old) than the Empire State Building.
4. The Great Pyramid is _____shorter_____ (short) than the Eiffel Tower.
5. The Empire State Building is the _____tallest_____ (tall).
6. The Great Wall of China is _____more spectacular_____ (spectacular) than Burj Khalifa.
7. The Eiffel Tower took the _____list_____ (less) to build.

POST-READING

Writing

Pregunta   Respuestas de los alumnos

7. Landmarks

Fabiola Villanueva • 18 may. (Editado: 27 may.)

1 punto

Choose one landmark, it could be at any part of the world; make some research about on te net and it and write a small paragraph (around 60 words) of it.

1 comentario de la clase

Diego Arias 27 may.
Roman Colosseum.
Is one of the New 7 Wonders of the Wold since 2007, it's located in the center of the city of Rome. Finish building at 1st century and used to present fights as warriors vs warriors or warriors vs animals, to test the strongest warriors. It's considered a UNESCO World Heritage Site since 1980.

Agregar un comentario de la clase...

EXERCISE comparative and superlative

2.04 Assessment evidence

2.04.01 Speaking assessment

Task: Cities

Student's name: Gonzàlez Reyes Fàtima

Group: 2IM2

Grade: 18 points

CRITERIA		
Excellent **4 points**	**Acceptable** **3-2 points**	**Not acceptable** **0 – 1 points**
Use of English		
No grammar mistakes. Good command of several structures. Good command of vocabulary. Express ideas clearly.	Few grammar mistakes. Use only basic structures. Vocabulary is limited. Ideas can be expressed.	Too many grammar mistakes. Communication is not achieved. Poor command of structures. Vocabulary is limited. Communication is not achieved.
Clarity and Fluency		
No hesitation. Pauses when necessary. No reading. Volume is ok. Message really clear.	Some hesitation. Unnatural pauses. Reading at some points.	Many pauses. Reading too much.
Pronunciation		
No pronunciation mistakes, if some communication is achieved.	Some pronunciation mistakes but communication is achieved.	Poor pronunciation. Communication is not achieved.
Task accomplishment		
Task fully accomplished. The entire topic was covered.	Task partially accomplished. No all of the topic was covered.	The task was not accomplished. None of the topic was covered.
Use of comparative and superlative adjectives		
Use of comparative and superlative adjectives at least 5 times in a correct way.	Use of comparative and superlative adjectives at least 3 times in a correct way.	Use of comparative and superlative adjectives in less than 3 times in an incorrect way.

Fabiola Villanueva ▸ 1 alumno
17 may. (Editado: 17:41)

3. Now, you will find on the Internet some images of a city or place they have been to. Paste them on a Word or PPT. It is your turn to describe them!!! Send a short video describing the place that you chose.

Calificaciòn speaking Citi...
Word

2.04.02 Writing assessment

Christopher Memnon 1/1

Calificada (Ver historial)

The Sumidero Canyon is located in a national park of the same name in the state of Chiapas, in southern Mexico. My mom tells me histories about it when she was younger (21) and keeps telling me we have to go there, It's truly amazing and I wish someday I will travel there by myself or with my friends to have a country-side adventure.

2 respuestas

Fabiola Villanueva 20 may.
I strongly recommend you that place, I've already visited and it is gorgeous. Is your mom from Chiapas?

Christopher Memnon 21 may.
Hahaha, no she is not teacher, but she used to travel a lot when she was younger and really, thanks for the recommendation, I'm looking for an aventure for vacations and maybe that's the place for me!

Task: Landmarks

Student's name: Memnon Peña Christopher

Group: 2IM5

Grade: 100 points

MECHANICS	Excellent to Very good	Good to Average	Fair to poor	Very Poor
Spelling	X			
Punctuation	X			
Capitalization	X			
Paragraphing	X			
GRAMMAR	X			

Comments:
I like the way you express yourself. You are natural and spontaneous, also I like that you continue with the conversation. Nice job!

MECHANICS
20-17 Excellent to very good: Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
16-12 Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
11-7 Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured.

6-3 Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.
GRAMMAR
20-17 Excellent to very good: High level of English grammar.
16-12 Good to average: Clear use of English grammar.
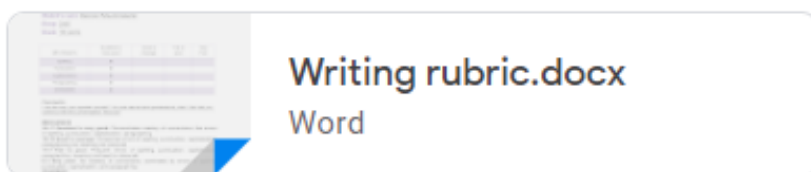**11-7 Fair to poor:** Grammar is not strong and expressions are not complex enough.
6-3 Very poor: Very weak grammar and expressions.

Fabiola Villanueva ▶ 1 alumno
20:15

Writing mark

Writing rubric.docx
Word

2.04.03 Do the tools I designed to assess work?

I designed my tools for assessment in the form that I thought they would be useful for me and for my students. Generally speaking I can say that they worked, but when I used to assess my students I noticed that there are some issues that I can improve.

The rubric I used for speaking worked for me very well, it is very specific and I think that I covered all the aspects that I needed to take in account to give a good feedback to my students.

The problem was the second instrument that I made, after using it with my students I noticed that it was not well designed, the reason is that the mechanics that I wrote are not understandable, in fact when I was grading them I got lost in the points that I had to give to their task. What I propose to have a rating scale easier and clearer for me and my students which provides better information about their work is the following:

MECHANICS	Excellent to Very good 4	Good to Average 3	Fair to Poor 2	Very Poor 1
Spelling	X			
Punctuation	X			
Capitalization	X			
Paragraphing	X			
Use of grammar	X			

Comments:_____

Excellent to very good: Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing, high level of English grammar.
Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured, clear use of English grammar.
Fair: Frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured, grammar is not strong and expressions are not complex enough.
Poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing, weak grammar and expressions.

2.05 VIDEO OF MY CLASS.

2.05.01 Video script

Scene	Time	Description
Presentation	00:01	Giving information about the presenter and the video.
About the lesson	00:15	Informing how the lesson was done.
Objective	00:20	Informing the objective of the lesson.
Before the lesson starts	00:29	Informing what had to be done to carry out the lesson.
Greeting students	00:46	Saying hello to the students and giving general instructions.
Interaction	00:54	A talk to my students though the platform to know their point of view about the city where they live.
Pre-listening	00:57	Activation of previous knowledge through an adjectives game.
Listening	1:20	Students watch a video in YouTube with a comparison of London and Paris.

Listening comprehension	1:35	Students answer a true or false exercise in Google forms about the previous listening.
Communicative task	1:53	A sample of a student PPT with pictures of a place they chose to talk about that city.
Video	2:58	Students watch a video in YouTube about different landmarks in the world to prepare for the next activities.
A bit more of interaction	3:04	A talk with the students about landmarks.
Pre-reading	3:13	A Kahoot quiz to trigger students' interest.
Reading	3:36	Interactive worksheet with a reading and its comprehension exercise.
Research and write	4:01	Students writing about a landmark they chose and research about.
Checking understanding	4:13	Students reflect on the topic checked and answer a grammar exercise.

2.05.02 Video link

In this URL there is the video of my class: https://drive.google.com/file/d/190cORgI_kfn5XIwEoAaA8tIsMgOnGBUc/view?usp=sharing

CHAPTER 3. EXPERIENCE REPORT

Even when this was a totally different class I consider that I had good results. I am used to implement some technological tools to teach because in the school where I work once a week there is a class in the labs, however it is different because we just give some exercises to do, and in this time I had to design well-structured lessons for my students, in addition I had to include the four skills and multiculturalism in it.

For the students was different too, that is the reason that at the beginning of the first lesson they seems not to be sure of what they needed to do. At first they did not answer the questions I wrote in Google Classroom with the link of the game, I think it might be because they did not know if they had to answer them in the platform or it was just a way of mine to

introduce the topic, but when the first student answered, the others started to post their answers, it helped because in the following activities where they have questions they answered them faster without hesitation.

Students report that the YouTube video they were asked to see was a little bit difficult for them, they say that the person that was speaking fast but something that helped them to accomplish the task was that they were familiarized with the vocabulary used in the video, that is the importance of the warm up activities, not only to trigger the interest of students but introduced them to the topic. Another action that was helpful for them was to have read the questions before they listen, so they were alert to listen to that information, in addition, the video has some writing issues that helped them to know when to pay attention.

Even though when the results in the listening were not excellent I am very satisfied, they got different grades, not bad (7, 8, 9 or 10 answers) correct but that means that they did not cheat, the video was a YouTube so they can activate the subtitles, the video has some text and I think that it helped them to understand, that kind of videos are great, especially for students of their level. In the reading I worked with an interactive worksheet which is a different way students do a reading, the results were the same, not perfect but good.

With both tasks I could realize that I achieved successfully my aim that was that they were able to speak about different cities and landmarks around the world.

To finish make some questions, I wanted that they reflect about the answers and with them show if they understand the topic, I did this because the activity which closes the lessons is a comparative and superlative grammar exercise; the information that I have after they answered these questions is that in general they understand what adjectives are, they know the difference between comparative and superlative, in the structure and in the use, but as always, there are still some students that do not identify adjectives even when they could do the exercise correctly.

Generally speaking, I consider that the class had good results, most of the students cooperated, I mean, they had good attitude towards the class and show will to do the activities and did the tasks, some of them did it just minutes after I posted them, some others

late days, but I cannot be too rigid, some of my students reported that there is just one computer in their houses and their family needs to use it too, some others that they have poor Internet connection, etc., for all of they did it at their own pace; but I observed that there were some activities they did faster than other, for example, they late more delivering their speaking task, it might be because they wanted to did it as well as possible and rehearsed it before recording it. More interactive activities such as the game or Kahoot were done almost immediately after I posted them.

Always there are some aspects that can be improved, in this case, for this lesson, and for my next virtual lesson definitely I need to promote interaction among my students in a better form, I do it very well when I have face to face classes, but to be honest I find it a bit difficult in a virtual form, I tried to encourage them to discuss, they always answered the questions that I posted but when I replied them with another question or my opinion, just a few continued the conversation.

Regarding to the material I chose, I believe that was the adequate for the lessons, the expected outcomes and the results were the same, students enjoyed to have activities from different resources, which motivated them to do them without delay.

CHAPTER 4: CONCLUSION

Along this specialization I could reinforce and acquire knowledge to improve my professional practice, this project is the consolidation of all what we checked, being the core topics of it the four skills in English, the use of technology in teaching practice and including multiculturalism in classes. In the introduction I mentioned what is the structure of this work.

Studying before different concepts, the different theories and how learners acquire a second language was important because I could identify what works better for me, so I can use them not in an empiric form, but in an conscious way in order to structure my lessons according to them.

In addition, it was interesting for me to do this project because I had to inform myself about different activities using technology for my students which is something that they enjoy, and I enjoy too, this kind of activities are a different way of teaching that in many times is new for students, turning them more enthusiastic towards the class.

I really feel motivated because apart from the strategies to asses, I learn to give a better feedback or create a rubric in a better form, I learn to use some web pages or applications to teach in a more playful way; for example, I prepared an activity using Kahoot, I had never used it before and I realized that is something easy to use which could be funny and entertaining for the students, in the past, a couple of times I had used a blog and I already knew how does it work, in my experience, I sometimes use Facebook and I know that students like, now I have more ideas to use e-mail or Google to teach. Moreover, I found various links where students can read different material, they have plenty readings and of different styles, such as tales, etc., but also I have ideas to work with news pages or newspaper pages in the future, more if we continue working in the distance.

When I designed the classes, we were already in quarantine, but supposedly we were about to back, so originally I thought I would teach face to face, anyway, as I mentioned, I included a lot the use of technology in it, due to is a core topic in this specialization, so when we were told to teach trough the distance I have not to change a lot my classes.

In general, I can say that I feel satisfied with the results of my class, I noticed that students enjoyed the class, especially because I know they like found interesting because there were activities from different resources that are interactive for them.

The first inconvenience was that not all the students have a good internet connection or sometimes they have to share one computer for all the family, which makes that they delay sending their activities, although I gave them a good period of time to do each.

Apart from that I consider that I need to promote the interaction in the students in a better way, that is something that I do very well in my classroom, but in a virtual class is different, and to be honest, I believe that I did not managed totally well.
Despite these troubles, my conclusion is that the results were satisfying.

In addition, there was another aspect of this project that for me was really an entertaining and enriching experience, I have always found the topic of multiculturalism deeply interesting, and it is something that I like to share with my students, I always enjoy when they listen to me sharing my experience travelling to other countries and they also share theirs, as well as learning about different cultures, to see what do we have in common and also what do we like about our culture. This time I could not tell them my experiences but I tried to transmit or at least trigger their interest into other places of the world.

To have done this work was truly helpful due to is a guide for my next lessons, I just need to pay attention on what I need to improve and work on it, doing an analysis of the outcomes is always useful for it, which is something that I did not realize before; now I have the tools to make better lessons, however, teaching is an activity that demands permanent innovation, so, the changes that I am doing in my professional practice since I started to study the specialization are just the beginning of constant improvement in my job.

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DECLARE LETTER

UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I Fabiola Villanueva Díaz, declare that the following Final Project is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature:

Date: June 21st, 2020