



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
TAKING AND MAKING ROOM RESERVATIONS**

TRABAJO RECEPCIONAL

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

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Ciudad de México a 18 de junio de 2020



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**Especialización en la Enseñanza y Aprendizaje de
Inglés como Lengua Extranjera.**

Taking and making room reservations

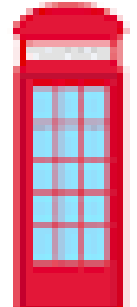
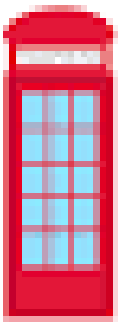
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Introduction

This project called “Taking and making room reservations” is focused on students who are studying the fourth semester of their career in tourism, which is taught at Cecyt 13, a high school from Instituto Politécnico Nacional.

These students have two subjects related to English: English IV, in which they learn grammar structures, vocabulary, etc., and English for Tourism, in which they learn how to use the language for touristic issues. The Lesson Plan was designed for this subject.

This project has four chapters. In chapter one, talks about the Teaching Philosophy and the theories in the teaching practice and all that was learnt during this specialty.

Chapter number contains the Lesson Plan I developed, which was divided in four sections:

1. Listening. To activate schemata and learn new vocabulary and which was developed during session 1.
2. Reading. In which we take into consideration de cultural part during session 2.
3. Writing. Here, students made a CLIL Project and present it during session 3 and 4.
4. Speaking. Where students gather all their knowledge to present a final conversation.

This last ability was settled through session 5 and 6.

Also, the design of assessment tools is presented in this chapter, as well as the evidences obtained during the online classes and the rubric already evaluated.

Chapter number three is a report of the results got during the implementation of this Lesson Plan.

Finally, chapter number talks about the conclusion of all the work done during all the specialty.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

This Project was carried out for students who are studying the fourth semester of tourism at Cecyt 13 “Ricardo Flores Magón from Instituto Politécnico Nacional, which is a High School and I have been teaching here since 2009.

These students need to learn English for different purposes, that in this case is English for Tourism I and which aim is “to prepare the students to develop competencies in establishing and managing conversations in English focused on customer service in hotels and restaurants”, so it is oriented to the use of language.

Teaching English for Specific Purposes involves a restricted use of this language for members of a discursive community who share a common professional field (Asher and Simpson, 1994). Alcaraz (2006) mentions that the teaching of this type of foreign language is not only based on restricted vocabulary, but also requires a different methodology because the teaching materials, the tasks and the motivation will be different. Other authors such as Dudley and St, John (1998) affirm: this type of English focuses on the appropriate language, skills, discourse and gender. In addition, the students have other needs and, for this reason, the proposed activities will be presented in a real and meaningful context for the students' profession because this is how it will allow them to reach the real content or aspect of the language that is intended to be taught.

Now a days we have a lot of theories which explains the processes people use to learn a second language.

One of the authors who have had the greatest influence within the framework of the study of the Second Languages Acquisition, and whom I based my Lesson Plans on, is Stephen Krashen who developed his model in the following five hypotheses:

1. He analysed the difference between “acquisition” and “learning”.
2. The *natural order* hypothesis, which states that language structures are acquired in predictable order.

3. The *monitor* hypothesis that states that conscious learning plays a very limited role in the linguistic performance of the student because it can only be used as mummies or correct.
4. The *comprehensible input* hypothesis, which stipulates that a language is acquired by understanding messages that are slightly above the current level of acquired competence, which is $i + 1$ (input +1).
5. And finally, we have the *emotional filter* hypothesis that states that students who are motivated, self-confident and with low levels of anxiety obtain better results in language learning.

I have seen this through my classes every day since I started planning my classes for this specialty. If my students are motivated and I make them feel comfortable and confident in class, they get much better results. I get this motivation by using Gaming techniques, technology, which is something they manage perfectly, using topic which are interesting for them and task-based activities.

I have been working since last semester with this last technique, I can see that my students really use the language when they have a task to develop. They do not memorize; they use what they have learnt to solve a problem.

Fortunately, my subject which is English for Tourism, works perfectly with this kind of methods and techniques because they are studying something they love, which is tourism, and they apply what they have learnt in other subjects here.

Other theories which I think are important for my teaching philosophy, are the ones stated by Vygotsky.

According to Vygotsky (Cited in Shabani et al, 2010), "the zone of proximal development has a more direct value for the dynamics of intellectual evolution and for the success of instruction than the current level of its development". Vygotsky considers that development and learning are closely linked. And to define precisely the relationship between these two dimensions of the student, it is necessary to determine at least two levels of development: the

first corresponds to the current development, reached by the child alone, and the second to the potential development, reached by the child under the direction and adult help.

The difference between these two levels of development is what Vygotsky (Cited in Shabani et al, 2010) called the "zone of proximal development", which constitutes a privileged place of mediation and transmission and internalization of the associated culture. In addition, it constitutes the place of development of higher mental functions (memory and voluntary attention, reasoning, metacognition), which arise in contact with the community within the framework of collaboration with other people and social experiences. Mediation, which is produced at the social level, should favour the development of the corresponding internalized function in the student.

I have noticed that most of my students feel confident when they work in collaboration with other students. In this part, I can mention that the culture is something very important in my classes. Before studying this specialty, I didn't like or didn't pay much attention to culture, I thought it was not important. However, reading Nazarenko, I understood how important culture for the learning process is.

Nazarenko (2015), mentions that when teaching a foreign language, it is advisable not to force students to learn by heart any specific vocabulary but help them develop frames of studied notions, situations. etc., and pinpoint various correlations and cultural discrepancies between similar frames in both their native and the foreign language. That is why, in the Lesson Plan I developed I asked the students to search for information about holidays and develop their own digital material so everybody in the group can share and see the information and they were able to use this cultural information with the expression and structures we are learning to make a reservation and the do not memorize anything, they use their what they know.

And in a subject where tourism is involved, culture is fundamental to be learnt and taught. It is important that students know how people live and act in different parts of the world so they can sell and offer services to each kind of person according to their need, likes, dislike and the way they live.

Communicative skills are always implemented in discourse, for example, in the moment the students participate in class and when they practice a conversation. When working with

language material, its cultural component should be focused, and linguistic tasks should be complemented with culture-tasks based on the speech and behavioural models of native speakers (Nazarenko, 2015), so, as I said before, students will use the project to make reservations using that cultural point, which is holidays.

At this point, I take into consideration my students' learning styles. It is very important to identify how my students work and understand that not all of them learn in the same, that is the reason why I use different activities for each learning style. I learnt this through Kolb's learning theory (cited in McLeod, 2017), which sets out four distinct learning styles and explains that different people naturally prefer a different learning style. Various factors influence a person's preferred style. For instance, social environment, educational experiences, or the basic cognitive structure of the person.

David Kolb published his learning styles model in 1984 from which he developed his learning style inventory.

1.02 Theory underlying your teaching practice and identity

English for tourism, in addition to promoting the learning of a second language, is designed for practice in real and fictitious situations related to tourism in which they can help a tourist, a passenger, a guest or a diner. Therefore, the communicative dimension of tourism is broader due to its aspect oriented towards the clients who use its services. This aspect has its pedagogical implication in the importance of oral and written skills that must be taken into account in the process of acquiring tourist English. Within the tourism industry, professionals have to deal with clients by phone, face to face or in writing (Alonso, 2006).

According to Mendez (2007), there are three main approaches proposed by various authors, which must be taken into account to teach this type of language, which are:

- Language-focused learning. Where linguistic themes dominate programming.
- Skills-centered approach, which provides students with the skills and strategies necessary to develop in a given situation.

- Learning-center approach, it is considered that it is necessary to learn the conceptual content but it is also considered the appropriate activities for learning the content. Other factors are also taken into account, such as: the student's motivation, interest and attitude to learn (Hutchinson and Waters, 1987).

It is important that students work with materials and activities that they can associate with their knowledge of the world, thus achieving meaningful learning, which is “that which leads to the creation of knowledge structures through the substantive relationship between students’ new information and previous knowledge ”(Díaz-Barriga & Hernández, 2002, p. 39). In order for this learning to be achieved, the teacher creates a motivating educational environment for the student, thus new knowledge is linked to the student's previous experience. In other words, the teacher must introduce the new knowledge in a logical and orderly way, allowing association with one or more antecedents of the cognitive field of the student (Díaz-Barriga & Hernández, 1998).

It is also transcendental that these materials refer to culture, since professionals in the sector have to deal daily with clients from different countries, and they require knowledge about their customs, needs and, as much as possible, about their countries of origin. As well as the own culture to transmit and inform tourists about the aspects of the country that they are curious about (Mendez, 2007). This will help students to be more analytical when comparing a different culture with their own, and also appreciate their own values such as: environmental protection, tolerance and coexistence (Castañeda 2012).

According to the article “*Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School*”, which investigated the reasons why students do not speak English, it was reported that most of the participating students said that the ability of expression Oral is the most difficult to develop and they rarely use the language in class, so the reasons why they do not speak are: shyness, fear of being humiliated and lack of vocabulary. One of the assessment instruments that are most used to assess oral ability are: rubrics, since it is practical, useful and easy for teachers, and there is a certain relationship between what is taught and what is assessed (Pineda, 2014) .

According to a study carried out by Universidad Autonoma de Tlaxcala, two out of three students believe that it is easier to learn new vocabulary through ICT and the Internet. They

also think that learning grammar is more interesting with web tools than in class. Similarly, they prefer to memorize words using websites rather than lists on the board, but still many students considered themselves neutral and there is still some dependence on face-to-face learning. This study concludes that teachers require training in the use of ICTs as a resource to develop student learning skills, in addition to the combination of face-to-face classes; and with ICT it is a strategy to promote autonomous learning and at the same time it allows mediating the correct use of the language (Bonilla, Corona and Cuevas, 2017).

Hymes proposed the concept of "communicative competence" which presents four dimensions:

1. the degree in which something is formally possible (grammatical),
2. the degree in which something is feasible,
3. the degree in which something is appropriate
4. the degree in which something occurs in reality.

Therefore, we can see that concepts such as being appropriate or acceptable are part, as well as being grammatically correct, of communicative competence. Hymes states that competence is the general underlying knowledge and ability to use the language possessed by the speaker-listener. According to this author, speakers consider factors that interfere in communication when they use the language. Depending on different situations, speakers may use different records (Cenoz, 2004).

This concept proposed by Hymes has great strength as an organizing tool in the social sciences and is frequently used in linguistics and psycholinguistics, especially concerning the acquisition of the first and second languages.

Hyme's model of communications that he purposes are the acronym for speaking: Setting and scene, Participant, Ends, Act sequence, Key, Instrumentalities, Norms, and Genre.

According to Hymes and his model of communication and taking the previous listening presented, we have the following:

- **Setting and scene.** A conversation among two people who are a couple, they are talking in a no formal situation at the reception of a hotel where they spent their last holidays.
- **Participants.** Only a couple, one woman and one man.
- **Ends.** To qualify the experience, they got in the hotel they stayed their last holidays. Agree and disagree about the service they had at the hotel and its restaurant.
- **Act sequence.** They check out at the hotel, the receptionist gives them a form to qualify the service, they start talking about the receptionist, and they agree that the attention was good. They talk about the room and how it was. Afterward, they continue talking about breakfast agreeing that it was good quality including the service the staff offered them which they agreed was efficient. Finally, they talk about the restaurant and the meals served there and they agreed it was not good for them, but the waiter was efficient.
- **Key.** It is oral communication and they speak very confident, so they are a couple, they are respectful to each other's ideas and opinions.
- **Instrumentalities.** They speak in an informal register.
- **Norms.** The two people involved in the conversation can interrupt the other and say what they think.
- **Genre.** It is just a conversation between two people, who are a couple, discussing and agreeing about the service they got at the hotel.

These kind of texts are very important to my students because they can see how to use the language they have learned in their other course of English, they also remember and use the vocabulary they have acquired for four semesters and that they do not need to be so formal every time they speak.

In this case, my students can learn conventions by creating their conversations and talking about the real situations they have experienced, for instance, when they have been on holiday.

For students of tourism is really easy to establish communities of practice because they do practices at hotels and restaurants, so they can speak with natives of the language, and at the same time they can negotiate the meaning with them because they are not very advanced in using the language, but they can start learning more and more.

There are several theories that explain the complex processes that allow people to learn a second language. One of these theories is the behaviourism, in which, according to Skinner (1957), all learning takes place through a process of forming behaviour habits based on the stimulus - response - reinforcement mechanism. When a second language is learned, the stimulus is the language which the learner is exposed to; the answer is the student's production and the reinforcement can be presented in the form of approval or correction by the interlocutor (which can be an adult, a native speaker or a teacher), or success or failure in communication. For behaviourists, mastery of a foreign language consists on learning a set of new linguistic habits that may collide with the linguistic habits corresponding to the mother tongue, previously acquired.

Another of the theories is Chomsky's cognitive, which was based on the postulates of generative grammar that strongly clashed with the behavioural perspective. Chomsky argued that the only explanation worthy of the efficiency with which children acquire the mother tongue is that children are born with an innate ability to learn the language, just as it comes to the world with the innate ability to learn. In other words, children have a special ability to discover the grammatical rules that govern language from the linguistic input which they are exposed to. This capacity was called a language acquisition device. These Chomsky theories, initially proposed to explain the acquisition of the mother tongue, were extended to second language learning by Krashen in his monitor model.

One of the authors who have had the greatest influence within the framework of the study of the Second Languages Acquisition is Stephen Krashen who developed his model in the following five hypotheses:

6. He analysed the difference between “acquisition” and “learning”, which are shown in the following table:

Table 1. Differences between acquisition and learning

ACQUISITION	LEARNING
It occurs in an unconscious and spontaneous way	Conscious knowledge of rules It is associated with formal language

It occurs in a natural contact	It focuses on the way
It focuses on the meaning and the form is acquired incidentally	It requires the effort of the apprentice
Produce fluent speech	Searching of linguistic forms
	Communication resources are accessed

7. The *natural order* hypothesis, which states that language structures are acquired in predictable order.
8. The *monitor* hypothesis that states that conscious learning plays a very limited role in the linguistic performance of the student because it can only be used as mummies or correct.
9. The *comprehensible input* hypothesis, which stipulates that a language is acquired by understanding messages that are slightly above the current level of acquired competence, which is $i + 1$ (input +1).
10. And finally, we have the *emotional filter* hypothesis that states that students who are motivated, self-confident and with low levels of anxiety obtain better results in language learning.

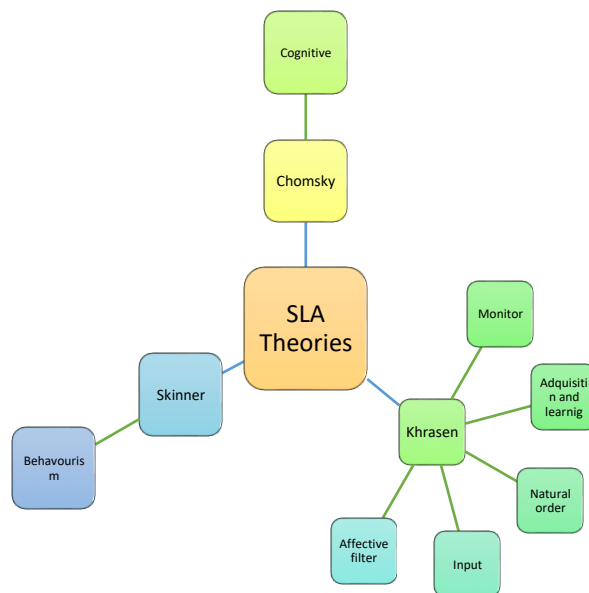


Figure 1. Diagram of SLA theories

According to Vygotsky (1934/1990), "the zone of proximal development has a more direct value for the dynamics of intellectual evolution and for the success of instruction than the current level of its development" (p. 239). Vygotsky considers that development and learning are closely linked. And to define precisely the relationship between these two dimensions of the student, it is necessary to determine at least two levels of development: the first corresponds to the current development, reached by the child alone, and the second to the potential development, reached by the child under the direction and adult help.

The difference between these two levels of development is what Vygotsky (1934/1985) called the "zone of proximal development", which constitutes a privileged place of mediation and transmission and internalization of the associated culture. In addition, it constitutes the place of development of higher mental functions (memory and voluntary attention, reasoning, metacognition), which arise in contact with the community within the framework of collaboration with other people and social experiences. Mediation, which is produced at the social level, should favour the development of the corresponding internalized function in the student.



Figure 2. Zone of proximal development

Input is all the spoken and written forms of language to which students are exposed to; interaction, for example the book and the booklet used in class and the hangouts provided to the students, as well as the listening activities and videos used in class; intake is what my students learn that in this case, can be new vocabulary about holidays and taking room reservations; output is a way of practicing already existing knowledge, when our students can use linguistic structures, for example when they fill in an exercise, they make a speech, they make a role play; and finally we have interaction when students have the opportunity to negotiate communications breakdowns and meaning, students must modify their input.

As mentioned in the previous paragraph, these concepts are applied as follows:

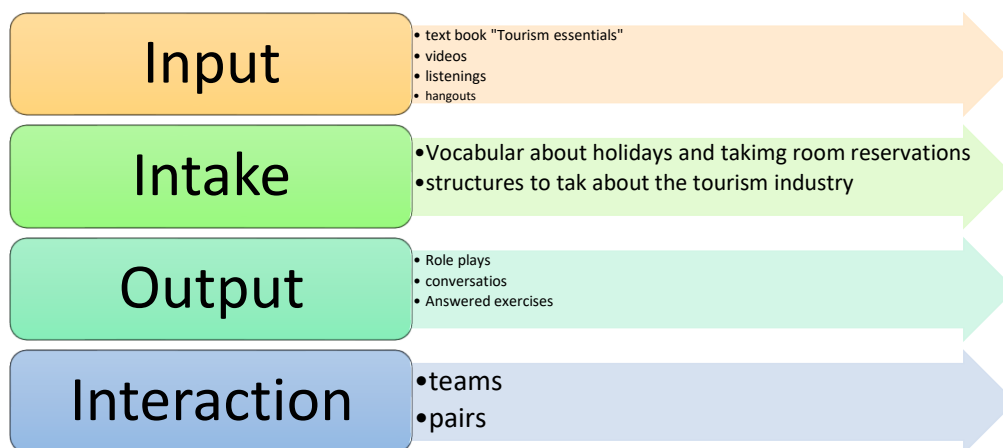


Figure 3. Concepts

It is the first time my students start learning English for tourism and they have different reasons to study English and different kinds of motivation are observed in my classroom:

All of them have instrumental motivation because they want to get a degree as technicians and finish high school. In this case, not all them are very successful in learning English even though is very important for their career. The reward they get is a grade every month: grades for speaking, listening, reading, vocabulary and writing. They are prized with stamps every time they participate in class. And I can say that it is a big motivation for them, they really love stamps.

Most of them are observed to have integrative motivation because they really want to belong to the tourism industry, they want to be certificated, they want to travel and communicate

with people all around the world. These students are doing well in their classes, they are never absent, and I see they really enjoy staying in the classroom. Thus, the intrinsic motivation is observed here, too. Some of these same students, love learning English, are taking extracurricular classes at the Language Centre (CELEX). In this case, I can say that these students are the best in the class, they do not struggle with learning the language and they get the best grades each period.

1.02.01 Teaching methodologies and Approaches

When teaching English, we need to know the difference between approach, method, and technique. An approach, according to the BBC Teaching Knowledge database, is “a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learned. An approach gives rise to methods, the way of teaching something, which uses classroom activities or techniques to help learners learn (2019)”.

Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms in order to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching (Asher and James, 1982 cited in Essays UK, 2018).

And finally, techniques “are the actual moment-to-moment classroom steps that lead to a specified outcome. Every procedure is realized through a series of techniques. They could take the form of an exercise or just any activity that you must do to complete a task. For instance, when using videos” (Rhalmi, 2018).

The teaching methodologies and approaches studied during this Module were:

- The Grammar translation method,
- the Direct Method,
- the Audiolingual Method,
- the Communicative Language Teaching approach, and
- the Task-Based Language Teaching Approach.

In the following mind map, we can see a summary of each of these methods and approaches, highlighting the most important concepts of each one.

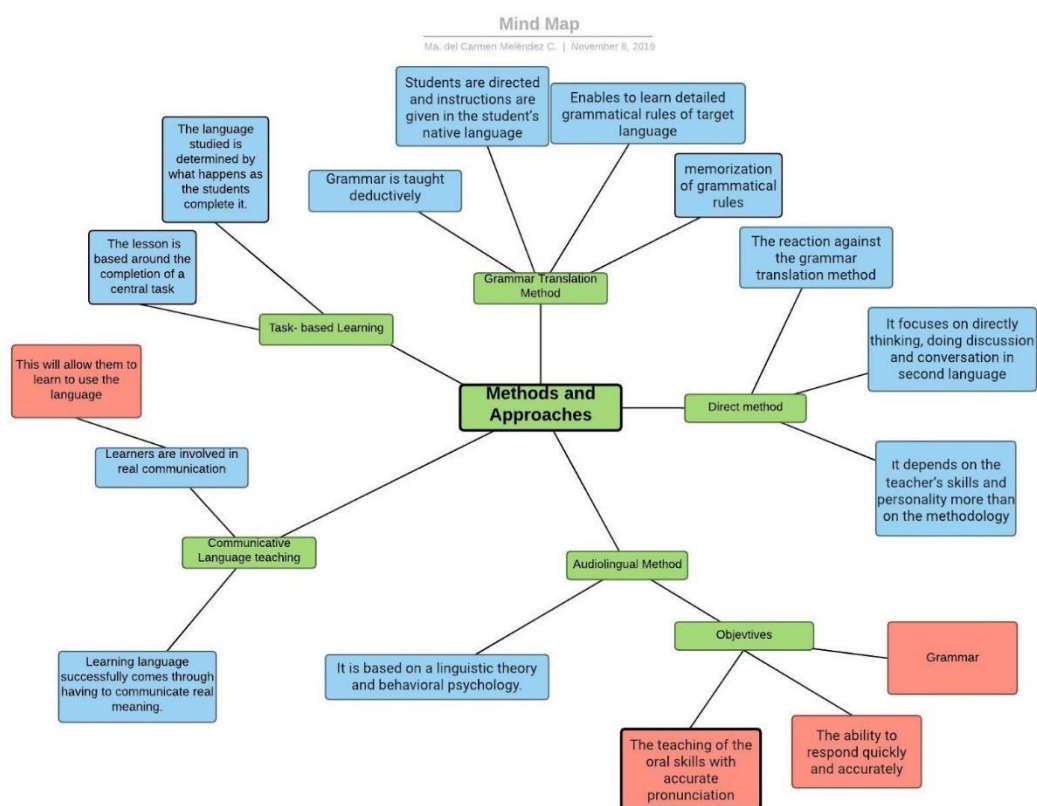


Figure 4. Methods and approaches mind map

The Grammar translation method has a purpose which is to help students read and understand foreign language literature (Larsen-Freeman, 2000). And, it was an easy and efficient way to learn grammar and vocabulary (Mart, 2013). According to Hell, translation in the foreign language learning process promotes understanding. This method has been considered useful for students in second language acquisition because it enriches students' vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and it makes students able to produce good texts through the imitation of the best writers, because translation forces us to notice these details as would escape the attention of a simple reader (Hell, 2009, p. 9).

However, The Grammar-Translation method has been criticized for not giving enough opportunity for students to get involved in the target language (Mart, 2013), but translation holds an important place in language learning, and, in order to let students realize difficulties in language learning, translation is a useful resource so that students can see the similarities and differences between L1 and L2, and they can understand the language system better (Stern, 1992).

I think that providing students accurate translation of an English word will help them understand quickly, and they can acquire the target language easily. Translation makes learning meaningful and better comprehension promotes foreign language proficiency, and in this way, students become active participants in the learning process. Also, the use of translation will contribute to the use of the target language effectively. The Grammar-Translation method is useful because the learning process is clearer, thus accuracy will be acquired by students.

The Direct Method was developed as a response to the Grammar Translation Method, and some of its characteristics are the use of the mother tongue is not permitted, lessons start with dialogues, actions and pictures are used to make meaning clear, grammar and target culture is learned inductively, the teacher must be a native speaker of the language or at least, nativelike proficiency speaker of the language (Celce-Murcia, 2001). I think that the weakness in this method is its assumption that a second language can be learned in exactly the same way as a first, when in fact the conditions under which a second language is learned are very different, for instance, the age of the learner, their needs, their abilities, context, among others.

Richards (cited in Castagnaro, 2006) states that 'Audiolingualism was derived from research on learning associated with behaviourist psychology. Translated into a teaching method, this led to the Audiolingual Method, in which language learning was seen as a process of habit formation and in which target language patterns were presented for memorization and learning through dialogue and drills.'

Some characteristics of this method are drills used to teach structural patterns, set phrases are memorized with a focus on intonation, grammatical explanations are minimum, vocabulary is taught in context, audio-visual aids are used, the focus is on pronunciation and correct responses are positively reinforced immediately (Taylor, 2014).

The Communicative Approach in language teaching is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Communicative language teaching sets as its goal the teaching of communicative competence.

This approach sets as its goal the teaching of communicative competence which includes the following aspects of language: to know how to use language for a range of different purposes and functions, how to vary our use of language according to the setting and the participants, how to produce and understand different types of texts how to maintain communication despite having limitations in one's language knowledge (Richards, 2006).

Richards (2006) also states that our understanding of the processes of second language learning has changed in the last 30 years and the communicative approach is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence and as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production. By memorizing dialogs and performing drills, the chances of making mistakes were minimized. The teacher was the person who controlled learning.

But, in recent years, language learning has been viewed from a very different perspective: there is an interaction between the learner and users of the language, there is also a collaborative creation of meaning. Students create meaningful and purposeful interaction through language and negotiation of meaning as the learner and his or her interlocutor arrive at understanding. There is feedback, students pay attention to the language one hears (the input) and try to incorporate new forms into one's developing communicative competence and they try and experiment with different ways of saying things.

In the case of my classroom, as I said before, I teach English for tourism and my students have a lot of input to learn from, since textbooks to authentic material as webpages related to tourism, and they have to communicate to offer a service to customers from different areas such as hotels, restaurants, airports, travel agencies, etc. They also must know how to solve problems and give solutions to customers.

And finally, we have the Tasked Based Approach which offers an alternative for language teachers. In a task-based lesson, the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages which are pre-task, task, planning, report, analysis and practice.

In order to understand Task-Based Learning, we need to define what a task is. According to Willis (2007), tasks can be real-life situations or have a pedagogical purpose and should provide opportunities for students to exchange information with a focus on meaning, not a specific form or structure; have a clear purpose: learners should know the outcome they are expected to produce when they finish performing the task. The outcome may vary; result in an outcome that can be shared with more people and relate to real-world activities.

According to the British Council, it has 6 phases which are: pre-task, task, planning, report, analysis, and practice.

In the pre-task, the teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and may help the students to recall some language that may be useful for the task.

The second phase, the task, students complete a task in groups using the language resources and the teacher monitors and helps them

In the planning stage, students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups.

Students then report back to the class orally or read the written report they prepared in the previous stage. this is the fourth phase: report

Then we have the analysis phase in which the teacher highlights relevant parts from the text and can also highlight the language that the students used during the report phase for analysis.

Finally, in the practice phase, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The

students then do practice activities to increase their confidence and make a note of useful language.

Other authors only mention three phases of this process which are pre-task, task and post-task.

My students like working with projects and I try to plan some during the semester. These projects are very short because we have to fulfil a program and it is very complicated to do it. In English for tourism, I have made videos and long role-plays. My students also have made short speeches and presentations in which they talk about different topics related to tourism. They have created picture dictionaries using technology and it was project we developed during all the semester.

This is a good approach to work with; however, the times and the programs are against us.

In my opinion, I can say that there are some links between some methodologies. For me, it is very important that my students learn grammar, that is why part of the Grammar Translation Method was used and then, the structures learned to make a project were used. Here, a link between methods can be established: the tasked-based and the grammar-translation method. A link between the Grammar Translation Method and the Communicative Approach can be made because as it was mentioned before, students need to learn grammar, so they are able to communicate. I am convinced of this because I teach English for Tourism, and the goal of this subject is to communicate but I have seen that if my students do not have basic structures of grammar, they are not able to speak in English.

1.02.02 Kolb's model of Experiential Learning

David Kolb published his learning styles model in 1984 from which he developed his learning style inventory.

Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes (McLeod, 2017).

Kolb's experiential learning style theory is represented by a four-stage learning cycle in which the learner 'touches all the bases'. These stages are concrete experience, reflective observation, abstract conceptualization, and active experimentation.

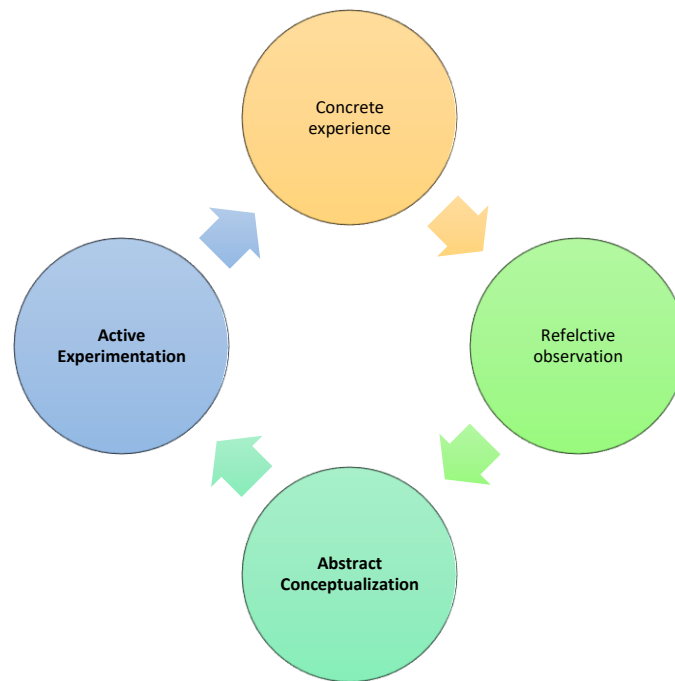


Figure 5. Kolb's diagram

In the concrete experience phase a new experience or situation is encountered, or a reinterpretation of existing experience.

The Reflective Observation of the New Experience is any inconsistencies between experience and understanding.

In the Abstract Conceptualization stage, the reflection gives rise to a new idea or a modification of an existing abstract concept. In other words, the person has learned from their experience.

And finally, in Active Experimentation, the learner applies their ideas to the world around them to see what happens.

Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence (McLeod, 2017).

Kolb's learning theory (cited in McLeod, 2017) sets out four distinct learning styles and explains that different people naturally prefer a different learning style. Various factors influence a person's preferred style. For instance, social environment, educational experiences, or the basic cognitive structure of the person.

These learning styles are diverging, assimilating, converging and accommodating.

The diverging people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints.

Assimilating learners prefer involving a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than a practical opportunity, they are also less focused on people and more interested in ideas and abstract concepts. People with this style are more attracted to logically sound theories than approaches based on practical value.

People with a converging learning style can solve problems, they prefer technical tasks, and are less concerned with people and interpersonal aspects.

And finally, the Accommodating learning style relies on intuition rather than logic. These people use other people's analysis and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans (McLeod, 2017).

I think I have never used this approach in my class, this is new for me, but I try to make my classes so all the learning styles that my students have, are integrated and everybody can work in class.

1.02.03 Roles

First of all, it is important to know what a role is. A role can be defined as the set of actions that are expected or anticipated for a certain setting or task.

We as teachers play a lot of roles inside and outside the classroom. In the last unit, we checked some roles and I identified myself with several of them, for example, curriculum developer: some years ago, I participated to create the new program for English for the IPN, we worked for more than a year to create them. However, because of the strike in 2014 these plans were never applied. Another role that I have played is the “material developer” because I do not like working only with the book, so I create new material, I look for material in the internet and I use them. I make my students create their own material and we use it in class.

This semester I was a counsellor of my students. In this case, I have to look after them, solve certain kinds of academic and personal problems they face in the school and sometimes outside the school. This has been a very difficult semester for me and my students, I have faced problems such as bad grades, bad behaviour, problems with teacher and a pandemic. I have to write report weekly so the people in charge of the tutors make plans to attend these problems. I also have to organise meeting with my students’ parents and inform them their grades and problems they have.

I am part of a team, so the role of a team member is part of my teaching experience. I have one more partner for English for Tourism and we have to agree on how to evaluate, which book to use, what to teach, what kinds of exams students are going to take, etc.

I am also a researcher due to I am doing my master’s degree and my thesis is based on research I am doing with my students who were in the fifth semester. I am creating Lesson Plans whose aim is to make my students speak and make them interested in English for tourism. Thus, they think it is not an important subject.

And finally, I play de role of professional because I am studying this specialization, the master’s degree and I have been to Anupi Congresses twice where I have learned a lot of things. I always try to learn new things and apply them to my classroom.

My students play all the roles we saw during this specialization. I have noticed I have a few *task-oriented* students. They like learning English and they are very good at it. And I can see they do the same in the other subjects. I hope all my students were like this, but it is not the case.

I have one *phantom* student in one of my groups. This girl is excellent in English, but I had not noticed that until the day I told them their grades. She is very quiet, she does not participate in class, but she got excellent marks and when she had to present her speaking exam, she did it wonderfully.

This semester I have a lot of *social* students in my classroom. They cannot stop talking with other students, and sometimes they do not talk about what we are learning. It is a huge problem because they do not pay attention and I must explain three or four times the instructions.

I also have a lot of *dependent* students. These students always ask their partner what they must do, how to do it and never work alone. They also ask me questions and ask for extra classes so they can understand better.

We have to consider these roles our students play so we can plan our classes in a better way, and we involve all of them.

Chapter 2: Methodology and practice

2.01 Lesson Plan

In this chapter, the Lesson Plan which was implemented is presented. The four skills were taken into consideration for the development of the students' abilities.

Listening is a difficult skill for teachers to teach because when students listen to authentic language, there are so many unfamiliar words for them and also, these words are spoken quickly. They say is the most challenging of all skills in English.

I can say that in my classroom I have the three kinds of listeners: Active listeners are the ones who have studied English before and know more about this topic or the ones who loves learning English. Most of them are passive listeners, I have noticed that because they have the correct answers, but they do not like to participate or share the information. And, there are impatient listeners, which are the ones who do not like learning English, or their English level is below the other's.

For this reason, the listening activities we have in English for tourism are short and with interesting topics about tourism.

According to Kolker (2008), we have some theories that are important related to listening. The ones that I use the most are Input Hypothesis and the Conversation Theory because I need my students to speak, and they have to notice the importance of second language listening since it is not possible to fully participate in a conversation and take advantage of conversational feedback without understanding what your classmate is saying (Kolker, 2008).

They are filling a registration form in a hotel, so they are using the bottom -up processing due to the fact they are decoding", that is, constructing a message from sounds, words, and phrases.

Fortunately, nowadays we have access to the internet, and we can find authentic material which can help our students face these problems and get used to different intonation, speed, etc.

There are several models for reading, one that I want to mention is the interactive model. This model, according to Goodman (1981) is the one which has text as input and the output is the meaning got by the reader by interacting with the text selecting the necessary cues from the text.

There is a concept that is very important to mention, which is, schema. Schema is knowledge about the topic that students have acquired through several experiences and are activated when they are reading and help them connect previous experiences to the content of the text.

Taking into consideration this, the activities I designed include the three types of schema: content, because the students know little about tourism when they have travelled and they have studied English and they have the knowledge to communicate in this language, so the linguistic schema is here, too. And in the formal schema because they will read articles, and they know what an article is.

I based this Lesson Plan on the whole-language approach which seeks to incorporate listening, reading, speaking, and writing. In this case, I am going to teach these skills through a content area, which is tourism. I took some ideas and techniques that I thought were useful. These strategies are the ones used by the Cognitive Academic Language Learning Approach (CALLA) (Gu, 2018):

1. Elaboration. Here, students activate their knowledge about a topic, in this case, vocabulary before reading, presentation of present simple and continuous and verb patterns. Also, I asked about holidays and other occasions when travelling.
2. Planning. In here, the students are going to find specific information from the text and then give their opinions after reading the whole text again.
3. Monitoring skills. I will monitor the class asking them what they have understood by asking questions and making them aware of this.
4. Self-evaluation. This will be achieved as a group so everybody knows if they are correct or not and discuss any doubts they can have.

Other strategies I used were:

- Use efficient silent reading techniques for improving fluency, because they are a big class and they are not beginners. The text is not difficult, so they can do it silently. Besides, they will be able to ask any question of vocabulary when everybody has finished, but I will tell them to understand the words they do not know by context.
- Skimming (for main ideas): First, I will ask students to answer an exercise of True or False with their opinion. Then, they will read the text fast to find out if their answers are correct.
- Scanning (for specific information): There is an exercise that asks students for specific information, so it is a good strategy to find that information.
- Using inference and guessing, I will encourage students to take risks when they do not understand by telling them to guess the meaning of words or expressions. And, because they have activated schema before reading, it will help them in trying to guess intelligently.

And finally, they wrote a short timeline about Mexico.

For writing, students made a short report to show the holidays we celebrate in Mexico or in an English-speaking country. This project is got from the page of Helbling (<https://www.helbling-ezone.com/>), and, they worked in teams, so they could work collaboratively and when they present their project, was easier and faster.

The teaching strategies I used in this part of the Lesson Plan were:

- Intensive or controlled. There are exercises where students complete a text using verb patterns or prepositions of time, in this way students are guided to use the topic, then, they will have to write their own sentences but using the vocabulary seen in class. I started this since session number 1 with the listening and writing activities. The same happen when students have to complete some extracts with words from a listening activity. Also, when they are answering the exercises in the reading.
- Self-writing. They will write notes in their notebook about the topics and when they create the timeline.
- Real writing. In this, we can find three types of writing (Brown,2007) but I will use only one:

- Vocational/technical: because they are going to write a short report about holiday in Mexico or an English-speaking country. And a Power Point presentation to show their results.

All these activities were sent to Google Classroom, so all the students had the opportunity to see the projects.

I was working with the speaking during all the semester and in this part of the semester with this Lesson Plan. And with all the activities, finally students had to create a conversation about a reservation between a receptionist and a customer and this reservation has to be the done with the information from the projects in Classroom about holiday destinations and all the vocabulary and functions seen during these sessions. And finally students present that conversation to the group.

Also, some manipulative activities were used in this Lesson Plan, such as reading aloud and some choral repetition for new words.

The ICTs that students used, among others, were:

1. Google Classroom
2. Google Meet
3. Google Hangouts
4. Google Docs
5. Office
6. Computer
7. Internet
8. Android
9. Windows
10. Mobile Phone

Lesson Planning

1. Lesson Plan identification cell.	
Author	María del Carmen Meléndez Castro
Educational stage	High school students of tourism
Title of your Lesson Plan	Making room reservations in Holidays
Learning Objective of the plan	Get students to know how to make and take room reservations.
Communicative skill considered	Reading, writing, speaking, listening.
State of the following options	Introduction of the topic/ <u>Recycling topic</u>
Functions	Expression for taking and making room reservations. Intercultural aim: Holidays around the world.
Main Grammar structure	Present simple and prepositions of time
Other Grammar structures	Abbreviations, family members days of the week.
Brief description of the plan	Students will learn how to book a room during holidays.
Hours of the plan implementation	6
Number of sessions	6
Contents required for the lesson	<u>[Reading/audio/Video/Interactive/Other]</u> Internet.
Link of the content	https://drive.google.com/open?id=1vSu8wGucNHeMN7cNjR8j1cNvjs26Oa5N
EEAILE tutor online	Gabriela Ruiz De La Rosa

2. Introduction to the lesson:

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	The teacher delivers some hangouts to the students to play a game about the members of the family, so students can remember the vocabulary that is going to be used in this lesson. (Appendix 1).	Students try to solve the puzzle in pairs	00

3. Communicative skills development

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction Starter	The teacher asks the students to open their booklet and asks them to identify the types of room in the pictures.	Students discuss and answer the exercise.	Booklet used in class – Appendix 2	1	The students: <ul style="list-style-type: none"> • Work collaboratively • Answer the exercises in their booklet and notebook • Give opinions • Work on time • Discuss Use the vocabulary correctly
Exercise 1	Teacher asks the students to read the sentences and plays the recording .	Students listen to a phone call conversation and answer the questions			
Exercise 2	Teacher checks the answers with the group.	Students participate to say the answers			
		Students listen, complete and			

<p>Practice</p> <p>Language Study Exercise 3</p> <p>Exercise 4</p>	<p>The teacher asks the students to listen the audio again and to complete a screen of Fidelio to make a reservation.</p> <p>Teacher feedback the activity.</p> <p>The teacher divides the students in pairs and asks them to read the script of the dialogue and practice the conversation.</p> <p>The teacher asks for some volunteers to say the conversation.</p> <p>The teacher presents some expressions to learn and some vocabulary to use.</p> <p>The teacher makes a review of the structure and use of the present simple</p>	<p>compare answers with a partner</p> <p>In pairs, students read the script of the dialogue and practice the conversation.</p> <p>Students write questions and answers with information in the booklet.</p> <p>Students write their answers on the board.</p>			<p>The students' sentences:</p> <ul style="list-style-type: none"> • Correct use of grammar and spelling • Ideas • Length • Capitalizations and Punctuation • Content accuracy <p>Students complete the exercises.</p>
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<p>Listening Exercise 5</p>	<p>The teacher explains the use of prepositions of time <i>in, on, at</i>.</p>	<p>Students answer some exercises.</p>			
<p>Exercise 6</p>	<p>Teacher plays the recording Teacher monitors and gives feedback as a group.</p>	<p>Students listen to a voicemail message and put it in the correct order.</p>		2	
<p>Practice</p>	<p>The teacher presents more words to use do the students can memorize and practice them. The teacher cut up the cards an put the heading on the board. Then the teacher gives each student one card and they have to stick it under the correct</p>	<p>The students complete an email with some words. A volunteer read the email and the other students check their answers. Then, as a group, students check if all the words are correct and correct the wrong ones.</p>	<p>Cards – Appendix 3</p>		

	heading as quickly as they can.				
Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Introduction Exercise 1	Teacher reads out the questions about how much students know about Australia, so the students try to guess and write the answers on the board.	Students try to answer the questions.	Book Sure Pre-intermediate – Appendix 4	2	Students answer the exercises
Exercise 2	Teacher asks students to read The history again and answer the questions.	Students read the text to check their answers.			Students 'participation.
Exercise 3	Teacher monitors and feedback the activity.	Students read the text and answer the questions.			
Vocabulary Exercise 4	Teacher asks students to answer the exercise 3 to find place in Australia. Teacher monitors	Students read the text about <i>The Geography and The sights in Australia</i> and answer the exercise in pairs.			

	<p>Teacher asks students to answer exercise 4.</p> <p>Teacher plays the audio so the students can check their answers.</p> <p>Teacher asks students to write a timeline about one place in México.</p>	<p>Students match the Australian words with the English British words to check vocabulary.</p> <p>Students work in pairs and write the timeline in their notebooks.</p>			
Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Introduction	<p>Teacher asks the students about their favourite Holiday destinations and why like them.</p> <p>In the lab, the teacher asks the students to develop the following project in teams of 5 (taken from Helbling e-zone platform):</p>	<p>Students answer the questions and discuss the culture, the places and the activities they can do in those destinations.</p>	<p>Computer Internet connection</p>	3	<p>Teamwork</p> <p>Presentation</p> <p>Report</p>

<p>Presentation of the project</p>	<p>Write a project about the sort of holidays and destinations that are popular in your country or in other English-speaking countries. Find out about places people like to go. Research facts on the net and look at surveys. Use the ideas and questions below as a guide.</p>	<p>Students work in teams and do their research</p>			
<p>Project development</p>	<p>•Popular holiday destinations Which towns are popular holiday destinations in your country or in the country you chose? Which resorts are popular? Which are the most popular holiday destinations? Why do people like these places? What is special about them? What celebrations do they</p>				

<p>Presentation of the project</p>	<p>have? Look at Tourist Board brochures and publicity about your country or the one you chose. How is it shown?</p> <ul style="list-style-type: none"> •What do people look for in a holiday destination? •What do people do on holiday? •Where do people usually stay? 	<p>With the information they found, students must write a short report and prepare a Power Point Presentation, which they show their findings and they are going to present that the following class.</p> <p>Students upload their report and presentation to Google Classroom, so everybody in the class can see it.</p> <p>Students present their presentation to the group.</p>		<p>4</p>	
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	Teacher gives feedback				
Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Introduction Vocabulary practice	The students and the teacher play a Kahoot! In order to practice the holidays un different parts of the world.	The students and the teacher play a Kahoot! In order to practice the holidays un different parts of the world.		5	The students: <ul style="list-style-type: none"> • Work collaboratively • Answer the exercises in their book and notebook • Give opinions • Work on time • Discuss • Use the vocabulary correctly • Work in teams • Correct pronunciation
Preparation	The teacher asks students to prepare a conversation between a receptionist and a customer and this reservation has to be the done with the information from the projects in Classroom about holiday destinations.	In pairs, students are going to prepare and write a conversation between a receptionist and a customer following the instructions provided by the book	Booklet – Appendix 2		
Development	The teacher monitors and answers any questions and helps				Rubric – appendix 5

Presentation	students with the conversations. Teacher gives feedback	Students present their conversation to the class.		6	
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4. Intercultural component.

In the reading and writing activities the teacher introduces the intercultural aspect when students talk about Australia and holidays in Mexico or around the world in English speaking countries.

5. Evaluation

The objective will be evaluated through a series of activities which will help students improve their four skill and the linguistic, grammatical, and intercultural competences.

6. Conclusion

Students will have learnt how to take and make a reservation in a hotel taking into consideration the tourists' needs, likes and cultural background for their holidays.

7. Follow up activities

Student will watch some videos in Helbling e-zone about cultural aspects such as: eating habits, education, etc in different countries.

2.02 Tools to assess the progress of students.

During all this course two kinds of evaluations was considered: formative and summative assessment.

Formative assessment is usually ongoing and informal and provides teachers with information related to their students' progress. In this type of assessment, the teacher has to make decisions as the students move on; also the teacher can analyse the strengths and weaknesses of students. It is also a self-reflective process which provides feedback for the teacher and the students in order to improve the learning process. One of its aims is to seek knowledge and understanding rather than scores (Brown, 2004).

Summative assessment is an evaluation at the end of a period of time that helps teachers determine the students' progress in their process of language acquisition. It also includes gathering and interpreting evidence of student learning at a particular moment in time, and it also tests overall ability. In our case, the summative evaluation occurs every six weeks, and the results obtained through eighteen weeks will provide the final grade (O'Malley, et al, 1996).

Assessment in this school and classes is a continuous process. There are two types of methods that are used: the scoring method and scoring rubrics.

The scoring method is useful to observe the criteria by which students' responses and procedures are evaluated. As students are learning a language, the activities used were linked to the evaluation and promote the use of the language itself involve interaction and authenticity.

Scoring rubrics are a very useful format for the evaluation process. These rubrics provide an adequate framework for using the scoring method, as they contain the criteria that are being used to assess, and the guidelines on how to score. This is why it is important for students to have a rubric before they start working, so they know what will be evaluated. Also, these tools must be related to the skills and tasks that are going to be assessed.

Writing requires a long process where drafting is essential and is expected to fulfil a more systematic and accurate process with the purpose of conveying meaning to certain

audiences. The writer has more time to analyse his/her ideas and do the necessary changes. Language knowledge and *strategic competence*, function as a basis to design both holistic and analytic rubrics.

To evaluate the writing skill, analytic rubrics were used because they focused on specific aspects of writing domain: organization, mechanics and composition.

O'Malley and Valdez Pierce (1996) highlight that some easy ways for eliciting speech are picture-cued descriptions or stories, radio broadcasts, video clips, information-gap activities, improvisations, oral reports, and debates. That is why, in the Lesson Plan some information-gap activities, pictures descriptions an stories and information-gap were used during the formative assessment of speaking.

For this reason, a rubric with a clear criteria to assess the speaking skill is relevant to help the teacher and students to be evaluated with their final conversation about taking reservations. Speaking is a spontaneous productive skill in which there is no time to correct mistakes; although, it has the advantage to use meta-linguistic aspects during the performing speech.

The tools created to evaluate writing and speaking are shown below. There is an extra rubric which will help students only to notice their development in the speaking skill, but it is merely formative.


Cecyt 13 "Ricardo Flores Magón"

Rubric - Written Report About Holidays

English for tourism I

Group: _____

Students' names:

 Total points: _____ / 28				
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Spelling	Contains no evidence of words spelled correctly with regular short vowel patterns and most common long vowel words.	Contains little evidence of words spelled correctly with regular short vowel patterns and most common long vowel words.	Contains some evidence of words spelled correctly with regular short vowel patterns and most common long vowel words.	Contains evidence of words spelled correctly with regular short vowel patterns and most common long vowel words.
Legibility & Spacing	Contains no legible writing or use of spacing between letters, words and sentences appropriately.	Contains little legible writing and use of spacing between letters, words and sentences appropriately.	Contains some legible writing and use of spacing between letters, words and sentences appropriately.	Contains legible writing and use of spacing between letters, words and sentences appropriately.
Grammar	Poor use of grammar. Meaning is often unclear. Many errors.	Adequate use of grammar. Meaning is sometimes unclear. Some errors still present.	Good use of grammar. Meaning is mostly clearly conveyed. A few errors still present.	Excellent use of grammar. Meaning is crystal clear. Very few errors present.
Organization	Poor organization of ideas. No paragraphs and sentence marker errors.	Little organization of ideas. Paragraphs and sentence markers were used, but with some errors.	Good organization of ideas. Good use of paragraphs and sentence markers.	Excellent organization of ideas. Excellent use of paragraphs and sentence markers.
Content & Development	Content is incomplete. Major points are not clear and /or persuasive.	Content is not comprehensive and /or persuasive. Major points are addressed, but not well supported.	Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Research is adequate, timely and addresses course concepts.	Information is creative, clear and concise. Information added above what was taught in class or required for assignment.


			Content and purpose of the writing are clear.	
Organization & Structure	Organization and structure detract from the message of the writer. Paragraphs are disjointed and lack transition of thoughts.	Structure of the paper is not easy to follow. Paragraph transitions need improvement.	Structure of the paper is somewhat clear and easy to follow. Paragraph transitions are present and logical but need a few adjustments to maintain the flow of thought throughout the paper.	Structure of the paper is clear and easy to follow. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper.
Task Completion	Information was either missing, not needed or off task.	Task was completed, but could be better. Some information is needed and some was on-task.	Task was completed well. Most of the information was needed and on-task.	Task was completed very well. All of the information was needed and on-task.

Comments:

Cecyt 13 “Ricardo Flores Magón”
Rubric - Presentation – Formative Assessment
English for tourism I

Group: _____

Students’ names:

				
	Above Level	Solidly At Level	Somewhat At Level	Below Level/Out of Range
Content	The presentation includes all information relevant to the topic in an organized fashion.	Paper includes most relevant information; information is organized.	Does not have all of the relevant information of the paper. Information is disorganized.	The paper is lacking in elements required. There are many gaps in information presented.
Work quality/Group Participation	The work done exceeds all expectations. The effort put into this task is the best it can be by the learner.	Work is done with good effort that shows the capability of the learner. It is evident that time was put into this project.	Work is done with fair effort, but the quality is not what the learner is capable of. It is evident that the work was rushed or not given appropriate time and attention.	Work is done with little effort, shows lack of quality, and may be incomplete. It is evident little time was spent on the final product.
Visual Aid	The visual aid has an element of creativity and style. Information is presented in a clear manner with full understanding of the subject.	The visual aid is clear and logical and contains facts with very few mistakes. Information is clear with fair understanding of the subject.	The visual aid shows some understanding of the subject matter, but contains errors. It lacks style, neatness and clarity.	The visual aid does not reveal a clear understanding of the subject matter and there are many errors. It lacks neatness and clarity.
Presentation	The student is well-prepared, presents the information clearly, and displays a complete understanding of the information. Few or no errors in conventions	The student presents the information clearly and displays a reasonable understanding of their information. Minimal errors - errors do not impact communication	The information presented is not clearly displayed consistently throughout the project. Errors have a minimal impact on communication	Not enough preparation was done for the presentation of the information. It therefore lacks the expected elements. Many errors that may interfere with communication


Comments:

Cecyt 13 "Ricardo Flores Magón"

Rubric - Conversation

English for tourism I

Student's name: _____ Group: _____

		Total points: _____ /28			
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts	
Pronunciation	Mispronounces most words. Responses are difficult to understand.	Many pronunciation mistakes that often interfere with understanding the message. Occasionally self-corrects.	Some pronunciation mistakes that occasionally interfere with understanding the message. Hears and self-corrects most mispronunciations.	Few pronunciation mistakes. Occasional mispronunciations do not interfere with understanding the message. Hears and self-corrects mispronunciations.	
Grammar	Limited use of basic grammar concepts. Frequent errors impede understanding of message.	Fair use of basic grammar concepts at or below appropriate level. Uses simple sentences. Errors affect understanding of message.	Good use of grammar concepts appropriate to level. Less evidence of complex patterns and idioms. Errors are not serious and do not impede comprehension.	Excellent use of grammar concepts appropriate to level. Some evidence of difficult, complex patterns and idioms. Makes infrequent errors.	
Fluency/Comfort	Speech is very slow and very halting. Difficult for a listener to perceive continuity in utterances and speaker may not be able to continue.	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is smooth and at a fairly natural speed.	
Vocabulary Usage	Limited variety of vocabulary and frequent errors in word choice impede comprehension.	Little variety of vocabulary. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions.	Some variety of vocabulary, including specific vocabulary from the unit/class. Some expressions distinctly non-native but understandable. Limited evidence	Good command and variety of vocabulary. Uses specific vocabulary from the unit or class appropriately. Good command of idiomatic expressions.	

			of idiomatic expressions.	
Content	The content was very weak and basic and do not use any cultural aspect. The examples and details were obvious and/or confusing.	The content was not as strong or creative. The details and examples were general and do not use any cultural aspect.	Students used the topic "making room reservations". The topic was fairly compelling and ambitious. Student illustrated it with some specific details and examples. The cultural aspect was used.	The content was interesting and creative. The presenter used the topic "making room reservations" in a compelling, ambitious way as well as the cultural aspect. Student illustrated it with specific examples and details. The topic
Comprehension	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Background knowledge	Student was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Student showed decent background knowledge of class material, making his/her responses incomplete.	Student displayed well knowledge of class information and topics.	Student presented excellent background knowledge from class topics and was able to add more information in their response.

Comments:

2.03 Evidences

For the introduction of the lesson, students complete a Family following some clues to do it and whose aim was to remember vocabulary about family members. That is the first evidence.

The screenshot shows a videoconference interface. At the top, the title bar reads "Bautista Patricio Kamila Desirée 4IM14 está presentando". The main window displays a family tree diagram and a table of clues. The table contains the following clues:

7. Margi's brother in law is Jack	17. Miriam is Betty's mother
8. Mike's grandmother is Miriam	18. Dora and Gianni are siblings
9. Mike's aunt is Pippa	19. Miriam's great-granddaughter is Margi
10. Peter is Miriam's son	20. Gianni is a mechanic

The family tree diagram shows the following structure:

- Tommaso and Miriam are the parents of Sally, Peter, and Pippa.
- Sally is married to Carlos (accountant).
- Peter is married to Monia (electrician).
- Pippa is married to Mike (mechanic).
- Monia and Mike are the parents of John, Anne, and Dora.
- John and Anne are the parents of Harry and Betty.
- Dora and Gianni are the parents of Rosa, Paola, Margi, Jack, and Chris.

On the right side of the videoconference, three participants are visible in a vertical stack:

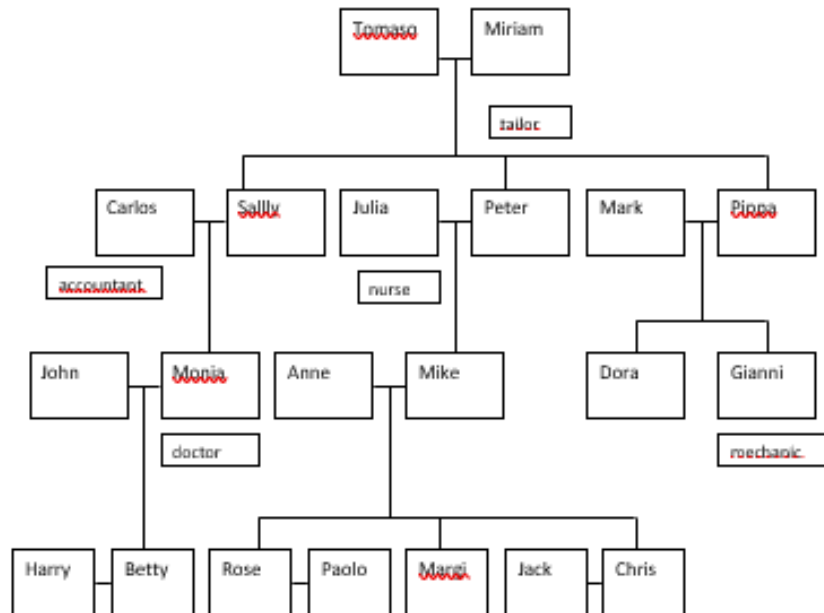
- Sarahi Yaneli Saldaña Perez 4IM14
- Paola Rocha Cruz 4IM14
- Bautista Patricio Kamila Desirée 4IM14

Picture 1. Family Tree. Videoconference

The De Giorgio's Family Tree

Here are the clues...

1. Paolo's great grandfather is Tomaso	11. Paolo is Peter's grandson
2. Sally's husband Carlos is an accountant	12. John is Carlos' son in law
3. Anne and Michael have 3 children	13. Peter's wife Julia is a nurse
4. Tomaso's wife is a tailor	14. John's son in law is Harry
5. Anne's youngest daughter is Chris	15. Mark is Piopa's husband
6. Chris' sister in law is Rose	16. Monia is a doctor
7. Margi's brother in law is Jack	17. Monia is Betty's mother
8. Mike's grandmother is Miriam	18. Dora and Gianni are siblings
9. Mike's aunt is Piopa	19. Miriam's great grand-daughter is Margi
10. Peter is Miriam's son	20. Gianni is a mechanic



Picture 2. Family Tree

In the part of the lesson where Listening was worked, the evidence was the exercise of the booklet answered:

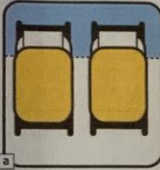
8

Taking room reservations


- **Handle enquiries**
Does the hotel have a restaurant?
- **Take a room reservation**
Yes, we have a double room available.
- **Take down guest details**
Do you have a contact number?
- **Write an email of confirmation**
We confirm your reservation of a double room.

Starter
Match the words to the pictures.

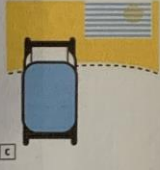
- 1 b double room
- 2 c single room
- 3 d suite
- 4 a twin room




a



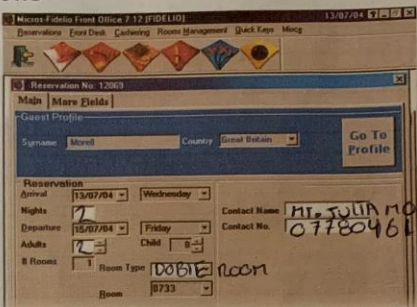
b



c



d



2 Listen again and complete the five white boxes on the screen.

Turn to the Listening script on page 66 and practise the dialogue with a partner. Take turns to be the caller and the receptionist.

Language study

Expressions to learn

I'd like to book a room, please.	C
Do you have a double room for next Wednesday?	C
How many nights is it for?	S
Yes, we have a double room available.	S
Would you like me to book you a table?	S
Do you have a contact number?	S
Could you send an email or fax to confirm your reservation?	S

New words to use

adjoining	breakfast	family	suite
arrive	children	husband	twin (room)
bath	daughter	sauna	wife
booking	departure	single (room)	

Wordlist page 97

Structures to practise
Do, Does
Use *Do* and *Does* to make questions in the Present Simple.
Example *Do you have a parking space?*
Does the hotel have a sauna?

27

Picture 3. Booklet page 27

Use *do/doesn't, does/doesn't* in short answers.
 Example Does the hotel have a sauna?
 Yes, it does./No, it doesn't.

Language review page 76
 3 Make questions and short answers using these words.

3 MAKE QUESTIONS AND SHORT ANSWERS USING THESE WORDS

1. DO YOU SERVE AFTERNOON TEA?
 NO WE DON'T

2. DO YOU HAVE A PARKING SPACE?
 YES I DO

3. DO YOU HAVE A TWIN ROOM?
 YES I DO

4. DOES THE HOTEL HAVE A SAUNA?
 NO, IT DOESN'T

5. DOES THE BAR OPEN AT LUNCHTIME?
 YES IT DOES

Example A Does the bank close on Mondays?
 (Sundays)
 B No, it closes on Sundays.

1 the restaurant close / Sundays? (Mondays)
 2 the exchange bureau open / 9.00? (yes)
 3 the shops close / the weekend? (no)
 4 the summer season start / July? (June)
 5 you serve tea / the afternoon? (yes)
 6 the hotel serve dinner / 7.00-11.00? (7.00-10.00)

Practise the questions and answers with a partner.

T. 8 ■ Listening Checking and confirming
 HR 5 Listen to the voicemail message. Put the message in the correct order.

- 6 Thank you, goodbye.
- 4 We arrive in Düsseldorf at 6.00 p.m. on the 18th.
- 7 I'd like to make a room reservation for five nights from the 18th to the 22nd of June.
- 5 Please reserve us a parking space and a table for four for dinner at 7.30.
- 1 Hello. This is Steven Dickson from Edinburgh, UK.
- 2 I'd like a double room for me and my wife, and an adjoining twin room for my two daughters.

4 MAKE A QUESTIONS AND ANSWERS USING THE CORRECT PREPOSITION

- DOES THE RESTAURANT CLOSE ON SUNDAYS? NO IT CLOSSES ON MONDAYS

- DOES THE EXCHANGE BUREAU OPEN AT 9.00? YES, IT DOES

- DOES THE SHOPS CLOSE AT THE WEEKEND? NO, IT DOESN'T

- DOES THE SUMMER SEASON START ON JULY? NO, IT STARTS ON JUNE

- DO YOU SERVE TEA IN THE AFTERNOON? YES, I DO

- DOES THE HOTEL SERVE DINNER FROM 7.00-11.00? NO, IT SERVES IT FROM 7.00-10.00

6 Complete the email confirmation. Use these words.

table	7.30	twin
reserved	confirm	car park

From: hotel@sonotel.de
 To: steven.dickson@aol.com
 Subject: Confirmation

Dear Mr Dickson
 We confirm your reservation of a double and adjoining twin room for five nights from 18 to 22 June. A parking space is reserved in the hotel car park and a table for four is reserved in the restaurant for dinner at 7.30.
 We look forward to seeing you and your family on Monday 18 June.

Regards
 Trudi Fischer
 Reservations

Activity

Work with a partner. Student A's information is here. Student B's information is on page 60.
 You work at reception in the Sonotel Hotel. Take this phone reservation. Remember to ask for confirmation in writing.

- all rooms have air-conditioning
- bathrooms have baths not showers
- there is a car park, an exchange bureau, and shops

Example Good morning, Sonotel Hotel. Can I help you?
 A2 Call the Mercury Hotel. Book a twin room for the night of 27 May for you, and your five-year-old daughter. Find out if the rooms have showers and air-conditioning, and if the hotel has a restaurant. If so, book a table for two at 7.30 p.m. Your name is Francis/Frances Lyon and you will arrive at about 7.00 p.m. Your mobile is 0778 468291.
 Example Good morning, I'd like to book ...

More words to use

Days of the week	Family members	Email abbreviations
Monday	brother	as soon as possible asap
Tuesday	children	at @
Wednesday	daughter	confirm cfm
Thursday	father	for the attention of attn
Friday	husband	please pls
Saturday	mother	regarding re
Sunday	sister	regards rgds
	son	telephone tel
	wife	

Picture 4. Booklet page 28

For the reading part in the Lesson Plan, students read about Australia and check the cultural aspect, so they worked with a pair of hangouts:

Culture All about Australia Heritage

1a Work in pairs. Try to complete the sentences below.

SO HOW MUCH DO YOU KNOW ABOUT AUSTRALIA?

You can work with a friend, but you can't look up the answers!

- The capital city is...
- The three biggest cities are...
- The population is...
- The currency is...
- Europeans discovered it in...
- Australia became an independent nation in...
- The Olympic Games were held in Sydney in...

Answers - Activity 1a

- Canberra
- Sydney, Melbourne and Brisbane
- 22.68 million
- Australian Dollar
- 1606
- 1901
- 2000

2 Read *The History* again and answer the questions.

1. How long have the Aborigines lived in Australia?
2. Why did the British originally settle in Australia?
3. Why did many more immigrants arrive in the 1850s?
4. What was the British name for Uluru?
5. Why was the election of Neville Bonner significant?
6. How has the ethnic mix changed since the 1980s?

Answers - Activity 2

1. For about 50 to 60 thousand years
2. British criminals were sent there
3. Because gold was discovered
4. Ayers Rock
5. He was the first senator in parliament
6. More immigrants came from Asia

EXPERIENCE

The only country in the world that covers a whole continent

The History

The discovery of gold started a gold rush. Thousands of new immigrants arrived. European communities continued to drive Aborigines off their land.

Dutch explorers arrived the first Europeans to discover Australia.

Europeans saw Uluru (which they called 'Ayer's Rock') for the first time.

The Sydney Harbour Bridge opened.

Immigration from Asia increased.

50-60,000 YEARS AGO	1606	1788	1851	1868	1873	1901	1932	1971	1981	2000
Aboriginal people arrived. They were nomadic hunters and moved across the continent.										
	Dutch explorers arrived the first Europeans to discover Australia.									
		The British sent criminals to settle the east coast. Conflicts with the Aboriginal population soon began.								
			Britain transported convicts for the first time.							
				Europeans saw Uluru (which they called 'Ayer's Rock') for the first time.						
					The Sydney Harbour Bridge opened.					
						Australia became a nation, the Commonwealth of Australia.				
							Immigration from Asia increased.			
								Neville Bonner became the first Aboriginal senator in parliament.		
									Sydney held the Olympic Games.	

THE SYDNEY HARBOUR BRIDGE

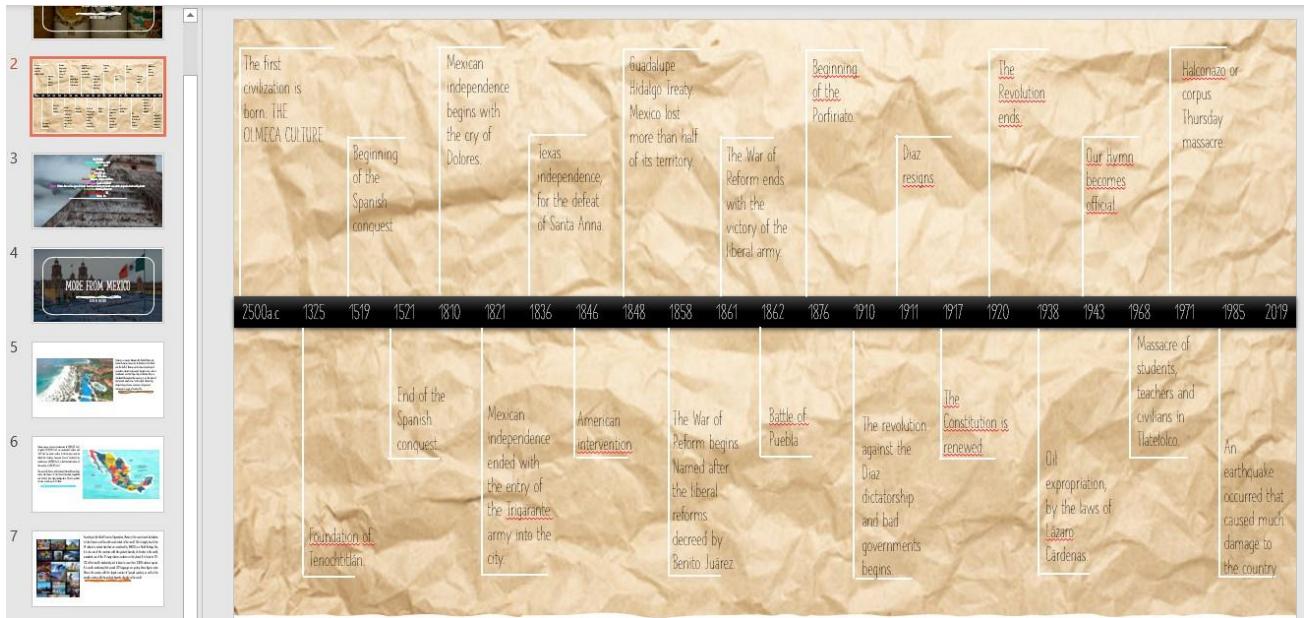
THE SYDNEY HARBOUR BRIDGE

WEST AUSTRALIA

Perth

Picture 5. Hangout - All about Australia

And they also wrote a timeline about Mexico. This is the result:



Picture 6. Timeline

For the writing part, students did a Content and Language Integrated Learning (CLIL) and they delivered a written text and presented their results to the group through a PPT and Google Meet.


tourist dates

Students' names:
Hernández Celia Daniela
Rocha Cruz Paola
Velázquez Meza Ángel Andrey


Group: 4EM14

DAY OF THE DEAD - 2 OF NOVEMBER

This date is highly sought after for its great cultural appeal in addition to the Mexican traditions that are celebrated on November 1 and 2. stories and legends attract tourists to visit our magical villages and traditional cities. Mexican gastronomy plays an important role in being recognized worldwide as one of the best gastronomy international tourists enjoy exotic Mexican food and its different flavors. This date leaves an economic spill of 3,918 million of pesos in the tourism industry. The most visited places are Michoacan, Puebla and CDMX




THE GUELAGUETZA



La Guelaguetza is one of the most important Festivals in Mexico and is celebrated every year during the month of July in the state of Oaxaca. Guelaguetza is a word in Zapotec that means sharing, offering or present, so this party is about sharing. This celebration has its origins in pre-Hispanic times, when the Zapotec indigenous people dedicated their prayers and dances to the gods, mainly to the goddess Centéotl, the Goddess of Corn. The festivity ended with the sacrifice of a maiden in the same place where it is still being celebrated, in Cerro del Fortín, in Oaxaca.


EASTER - 5 OF APRIL TO 11 OF APRIL

By this date, religion is one of the most important things, people's faith makes national and international tourists reach different places in the country to tour its religious sites. In the city of Mexico the delegate is Iztapalapa. The celebration of Via Crucis has international fame. Economic pillo of about 20 million pesos. The most visited places are Michoacan, Taxco and CDMX.




CITY OF INDEPENDENCE - 5 OF SEPTEMBER:

The story around this day is the main tourist attraction of this date, the museums, the historic center of the city of Mexico and the different states of the country become incredible tourist attractions for foreign tourists. Last year 3,041, 069 international tourists arrived. This celebration left an economic spill of 8,695 million pesos. The most visited places are Acapulco, Puerto Vallarta and CDMX. Mexican gastronomy is one of the main tourist attractions.



JANUARY 21: MARIACHI DAY IN MEXICO.



Unesco recognized mariachi as intangible heritage of humanity, therefore on January 21, the Mariachi Day is celebrated in Mexico. According to UNESCO: "Mariachi is traditional music and a fundamental element of


Picture 7. CLIL 1

Mexican culture through which values, heritage, history and different indigenous languages are transmitted" and for this reason it recognizes them as Intangible Heritage of Humanity.

This date is very important for Mexico, since one of the most important representatives of Mexican culture and for which Mexico is recognized, is the mariachi, since thanks to this date large numbers of tourists and locals gather in the area of Garibaldi, one of the most important focal points of the mariachi gathering.

MAY 23: INTERNATIONAL DAY OF THE SEA TURTLE

Since 2000, every May 23rd, the International Day of the Sea Turtle has been celebrated, whose objective is to make people aware of the care that these animals deserve, increase respect and knowledge for turtles, as well as motivate human action to the care and survival of the species.



In Mexico, turtles spawn and feed in the Pacific and Atlantic oceans. Our country has a great wealth of marine species.


In fact, several travel agencies and the same hotels offer packages to tourists to be able to go to the coast on this day, so that they can release turtles and different types of handicraft sales, also publicize the gastronomy of the area. It is a great type of ecotourism and is expected to gain more strength in the coming years.

NOVEMBER 15 TO 18: INTERNATIONAL BALLOON FESTIVAL.

It is usually a hot air balloon festival that has a wide variety of activities, in which crowds of people gather to appreciate the views, fly over a balloon or simply take photos for Instagram.

It has concerts in the first days, to later continue with the launch of the balloons and give an unforgettable show.


More than 2,500 balloons from all over the world participate and it is one of the festivals that attract the most tourists, thus counting on the presence of up to 5 million visitors, who clearly benefit tourism in Mexico.



NATIONAL DAY OF GASTRONOMY

November 16 is the National Day of Mexican Gastronomy. Mexican gastronomy was declared by UNESCO as Intangible Cultural Heritage of Humanity in 2010, for its history, national identity, creativity, diversity and significance.

In this annual fair the best dishes of Mexico are shown, each state carries its best and most representative dish. Tourists visit it for its gastronomic diversity and discover new flavors



Picture 8. CLIL 2

NATIONAL FESTIVAL OF ARTISAN DOLL



The Main Square of Amealco de Bonfil, Qro. In it they found: a doll making workshop, sale of Mexican snacks, exhibition of pieces participating in the 7th National Artisan Doll Contest and much more...

This edition will include the participation of affected exhibitors from states such as Puebla,

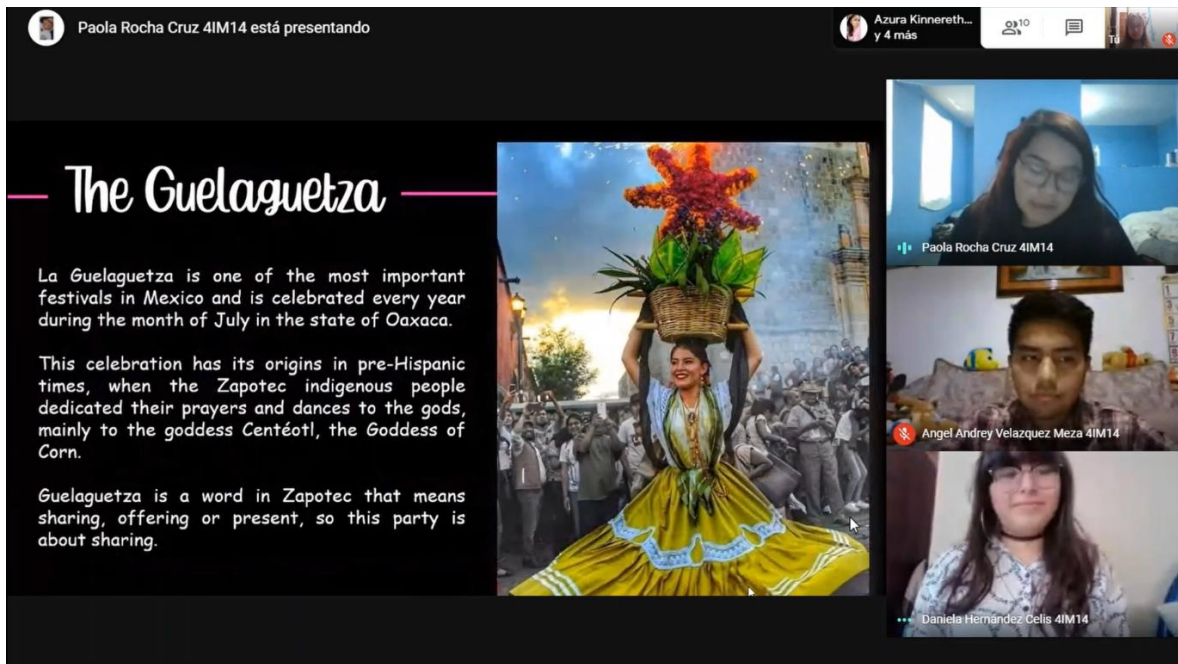
Guanajuato, Michoacán, Chihuahua, Chiapas, Guerrero, Jalisco, Veracruz, Sonora, Edo de México, Nayarit and Oaxaca; as well as the countries: Libya, Ecuador, Turkey, Chile, El Salvador, among others.

Picture 9. CLIL 3

And the Power Point presentation is this one:



Picture 10. CLIL PPT Presentation



Picture 11. CLIL oral presentation

Finally, the students presented the conversation between a guest and a receptionist to make and take a reservation.



Picture 12. Final conversation

2.04 Assessment evidences

As it was mentioned before, some of the activities were pure formative, but the activities that were evaluated with rubrics were the writing and the final conversation. Also the PPT presentation was evaluates with a rubric, but in a formative way.

The rubrics that were used to assess the students were sent to the students before they start working so they could see what aspect were going to be evaluated.

Using rubrics, have made the way of assessing easier for the teacher and for the students because students can improve their performance by knowing clearly what is expected of them, there is greater precision, reliability and objectivity when qualifying them.

The rubrics I used, made my students know what is most important to be assessed and it served as a guide in the process to complete the tasks: the conversation, the presentation and the writing and I could give immediate feedback.

By using rubrics the students knew the maximum level of performance they could achieve and how to achieve it and also, these rubrics promoted critical thinking.

Students could reflect on their performance and identify patterns, strengths, and weaknesses.

Finally, these rubrics gave me important information about the success of my instruction.

Cecyt 13 "Ricardo Flores Magón"
Rubric - Written Report About Holidays
English for tourism I

Group: 4IM14

Students' names:

Hernández Celis Daniela

Rocha Cruz Paola

Velázquez Meza Ángel Andrey

		Total points: <u>24 / 28</u>			
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts	
Spelling	Contains no evidence of words spelled correctly with regular short vowel patterns and most common long vowel words.	Contains little evidence of words spelled correctly with regular short vowel patterns and most common long vowel words.	Contains some evidence of words spelled correctly with regular short vowel patterns and most common long vowel words.	Contains evidence of words spelled correctly with regular short vowel patterns and most common long vowel words.	
Legibility & Spacing	Contains no legible writing or use of spacing between letters, words and sentences appropriately.	Contains little legible writing and use of spacing between letters, words and sentences appropriately.	Contains some legible writing and use of spacing between letters, words and sentences appropriately.	Contains legible writing and use of spacing between letters, words and sentences appropriately.	
Grammar	Poor use of grammar. Meaning is often unclear. Many errors.	Adequate use of grammar. Meaning is sometimes unclear. Some errors still present.	Good use of grammar. Meaning is mostly clearly conveyed. A few errors still present.	Excellent use of grammar. Meaning is crystal clear. Very few errors present.	
Organization	Poor organization of ideas. No paragraphs and sentence marker errors.	Little organization of ideas. Paragraphs and sentence markers were used, but with some errors.	Good organization of ideas. Good use of paragraphs and sentence markers.	Excellent organization of ideas. Excellent use of paragraphs and sentence markers.	
Content & Development	Content is incomplete. Major points are not clear and /or persuasive.	Content is not comprehensive and /or persuasive. Major points are addressed, but not well supported.	Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Research is adequate, timely and addresses course concepts.	Information is creative, clear and concise. Information added above what was taught in class or required for assignment.	
			Content and purpose of the writing are clear.		
Organization & Structure	Organization and structure detract from the message of the writer. Paragraphs are disjointed and lack transition of thoughts.	Structure of the paper is not easy to follow. Paragraph transitions need improvement.	Structure of the paper is somewhat clear and easy to follow. Paragraph transitions are present and logical but need a few adjustments to maintain the flow of thought throughout the paper.	Structure of the paper is clear and easy to follow. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper.	
Task Completion	Information was either missing, not needed or off task.	Task was completed, but could be better. Some information is needed and some was on-task.	Task was completed well. Most of the information was needed and on-task.	Task was completed very well. All of the information was needed and on-task.	

Comments:

Well done! You mentioned some holidays which are famous and other which are not. Just please check your grammar and some spelling mistakes you have. Nice job!

Picture 13. Rubric for writing

Cecyt 13 "Ricardo Flores Magón"
Rubric - Presentation – Formative Assessment


Group: 4IM14

Students' names: Hernández Celis

Daniela

Rocha Cruz Paola

Velázquez Meza Ángel Andrey

				
	Above Level	Solidly At Level	Somewhat At Level	Below Level/Out of Range
Content	The presentation includes all information relevant to the topic in an organized fashion.	Paper includes most relevant information; information is organized.	Does not have all of the relevant information of the paper. Information is disorganized.	The paper is lacking in elements required. There are many gaps in information presented.
Work quality/Group Participation	The work done exceeds all expectations. The effort put into this task is the best it can be by the learner.	Work is done with good effort that shows the capability of the learner. It is evident that time was put into this project.	Work is done with fair effort, but the quality is not what the learner is capable of. It is evident that the work was rushed or not given appropriate time and attention.	Work is done with little effort, shows lack of quality, and may be incomplete. It is evident little time was spent on the final product.
Visual Aid	The visual aid has an element of creativity and style. Information is presented in a clear manner with full understanding of the subject.	The visual aid is clear and logical and contains facts with very few mistakes. Information is clear with fair understanding of the subject.	The visual aid shows some understanding of the subject matter, but contains errors. It lacks style, neatness and clarity.	The visual aid does not reveal a clear understanding of the subject matter and there are many errors. It lacks neatness and clarity.
Presentation	The student is well-prepared, presents the information clearly, and displays a complete understanding of the information. Few or no errors in conventions	The student presents the information clearly and displays a reasonable understanding of their information. Minimal errors - errors do not impact communication	The information presented is not clearly displayed consistently throughout the project. Errors have a minimal impact on communication	Not enough preparation was done for the presentation of the information. It therefore lacks the expected elements. Many errors that may interfere with communication

Comments:

You are such a great team, please keep working like this. Nice job!

Picture 14. Formative rubric

Cecyt 13 "Ricardo Flores Magón"
Rubric - Conversation

Student's name: Kamila Desiré Bautista_Patricia Group: 4m14

Total points: 27 /28

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Pronunciation	Mispronounces most words. Responses are difficult to understand.	Many pronunciation mistakes that often interfere with understanding the message. Occasionally self-corrects.	Some pronunciation mistakes that occasionally interfere with understanding the message. Hears and self-corrects most mispronunciations.	Few pronunciation mistakes. Occasional mispronunciations do not interfere with understanding the message. Hears and self-corrects mispronunciations.
Grammar	Limited use of basic grammar concepts. Frequent errors impede understanding of message.	Fair use of basic grammar concepts at or below appropriate level. Uses simple sentences. Errors affect understanding of message.	Good use of grammar concepts appropriate to level. Less evidence of complex patterns and idioms. Errors are not serious and do not impede comprehension.	Excellent use of grammar concepts appropriate to level. Some evidence of difficult, complex patterns and idioms. Makes infrequent errors.
Fluency/Comfort	Speech is very slow and very halting. Difficult for a listener to perceive continuity in utterances and speaker may not be able to continue.	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by repeating and zoning for words.	Speech is smooth and at a fairly natural speed.
Vocabulary Usage	Limited variety of vocabulary and frequent errors in word choice impede comprehension.	Little variety of vocabulary. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions.	Some variety of vocabulary, including specific vocabulary from the unit/class. Some expressions distinctly non-native but understandable. Limited evidence of idiomatic expressions.	Good command and variety of vocabulary. Uses specific vocabulary from the unit or class appropriately. Good command of idiomatic expressions.

Content	The content was very weak and basic and do not use any cultural aspect. The examples and details were obvious and/or confusing.	The content was not as strong or creative. The details and examples were general and do not use any cultural aspect.	Students used the topic "making room reservations". The topic was fairly compelling and ambitious. Student illustrated it with some specific details and examples. The cultural aspect was used.	The content was interesting and creative. The presenter used the topic "making room reservations" in a compelling, ambitious way as well as the cultural aspect. Student illustrated it with specific examples and details. The topic
Comprehension	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Background knowledge	Student was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Student showed decent background knowledge of class material, making his/her responses incomplete.	Student displayed well knowledge of class information and topics.	Student presented excellent background knowledge from class topics and was able to add more information in their response.

Comments:

Kamila, you worked perfectly. You used the vocabulary learnt during this topic and you joined perfectly the topic from the writing to your speaking. Well done @

Picture 15. Rubric for the final conversation

2.05 Video

The Lesson Plan was designed to be implemented at school, however, due to the fact we are living a COVID-19 pandemic that was impossible. Nevertheless, I could do it through online sessions and the result are following in the video, whose link is:

<https://youtu.be/dodZG4nDnQ4>

Chapter 3: Experience Report

The implementation of this Lesson Plan was at the end of the semester and at this stage, students have a wide range of vocabulary and grammar structures to develop the activities effectively.

There were some changes, the sessions were taken online through Google Meet due to the pandemic we are living these days, and the activities were adapted a little bit.

Two of the skills, writing and speaking, were evaluated with a grade for the third period of evaluation.

These are the outcomes for the implementation of this Lesson Plan:

The games that were played during the session were very helpful for students to recall old vocabulary and practice new words. Games, are an effective strategy to learn a language because students feel confident and relax and it is something they like doing.

The activities done to practice listening, were related to the topic: *Taking room reservations*, and students learnt through different exercises proposed by their booklet how to take reservations, prepositions of time and the use and structure of the present simple.

The culture competence played an important role in this Lesson Plan, due to the fact students did not know anything about Australia, and they learnt something about this by reading some texts and answering comprehension exercises to check their understanding and by comparing Mexican culture to Australian culture by doing a time line. It was seen that students were interested in learning things about different cultures and about their own.

Doing a project in teams, as proposed in the Lesson Plan, made students be more respectful, be confident, learn significantly, work collaboratively, be more self-sufficient and be more tolerant. The writing skill were evaluated with this project through a rubric. Writing was a skill which was practiced since the activities in module two, and these activities help students to do well in this assessment activity. Also, speaking was evaluated but in a formative way, so students could see their progress: they display a Power Presentation with the result of their research to the group, and, in this way, they practiced the speaking skill.

Finally, the conversation they did using all what they had learnt during these six sessions showed me that they really were using the language: they used the vocabulary learnt, the structures practiced and the cultural aspect they researched in the project. They could gather all the information in a single conversation, which was a success.

The use of the different materials during these sessions, such as the textbook, the booklet and hangouts made students not to feel bored and see different uses of the language.

Chapter 4: Conclusions

Studying this specialty has made me realize that it is important that we, as teachers, are always updating ourselves in order to provide our students with meaningful education that responds to their needs and the needs of the world in which they live. Planning our classes considering our students' needs, make the teaching and learning process easier, and help students develop their skills adequately.

The pandemic experienced in this period caused many details to be changed in the Lesson Plan, in which both teachers and students had to stop going to schools and take classes online and our way of teaching and learning changed. However, with the use of Information and Communication Technologies, taking classes remotely was easy and effective, because despite the distance, students and teachers were always connected through platforms such as Google Classroom and Google Meet.

Learning from authors like Krashen and Kolb opened up my picture of all that I could achieve by using their methodologies and approaches, so these methodologies used in this Lesson Plan helped students get better use of the language, to effectively develop their four skills and to learn new vocabulary about the world of tourism.

Culture, which we often forget to take into account, played a very important role in the development of students' abilities, since as tourism students they must be very close to the different cultures of the world and must understand that each one of these cultures are different from us and they deserve our respect and admiration, but that despite being different cultures, they also have characteristics similar to ours: festivities, history, places of interest, among others.

This lesson was a success even though it was implemented by Google Meet and online. It is seen that both teacher and students can adapt themselves to the circumstance.

The technology and all the gadgets and applications we have nowadays are a very useful tool these days, without them, these activities couldn't be done. Fortunately, the most of students can access to the internet and to a computer, which make learning easier.

Using the formative and summative assessment was a good idea to evaluate students, because they could see their mistakes and have control of their learning process when working in class or at home.

Using rubrics was a good idea because the evaluation is clearer and more objective. It is very important for students to know what will be evaluated so they can be ready in the moment they present their projects.

Implementing this lesson plan, made my teaching process more satisfactory because I saw my students really enjoyed the classes and felt more confident with all the tools that were provided and they really reached the objective: use the language in the tourism industry.

Appendixes

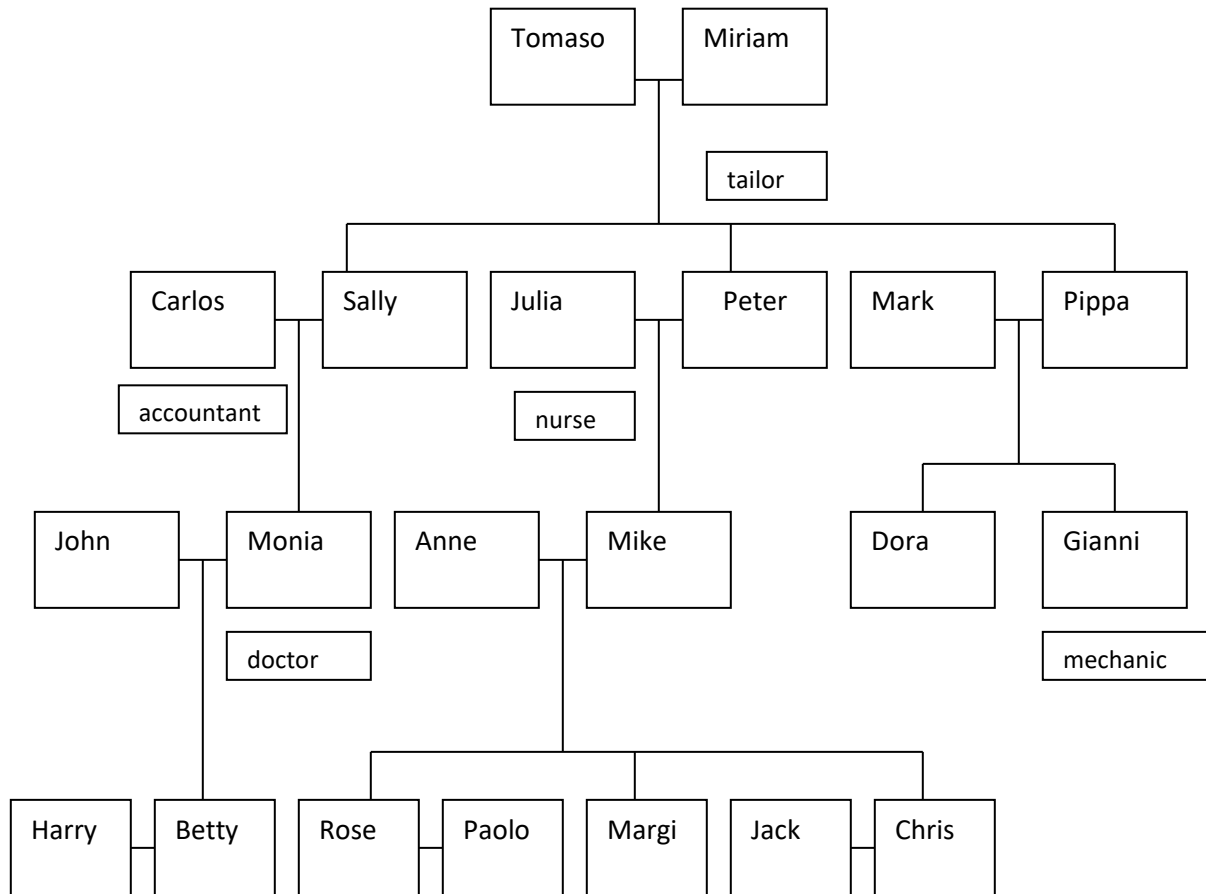
Appendix 1 – Family tree

Family Tree

This exercise can be done as a group activity or it can be done on an individual basis or in pairs. I think that working in pairs would be far easier and more fun. The exercise involves questions about family and the jobs family members have.

The De Giorgio's Family Tree

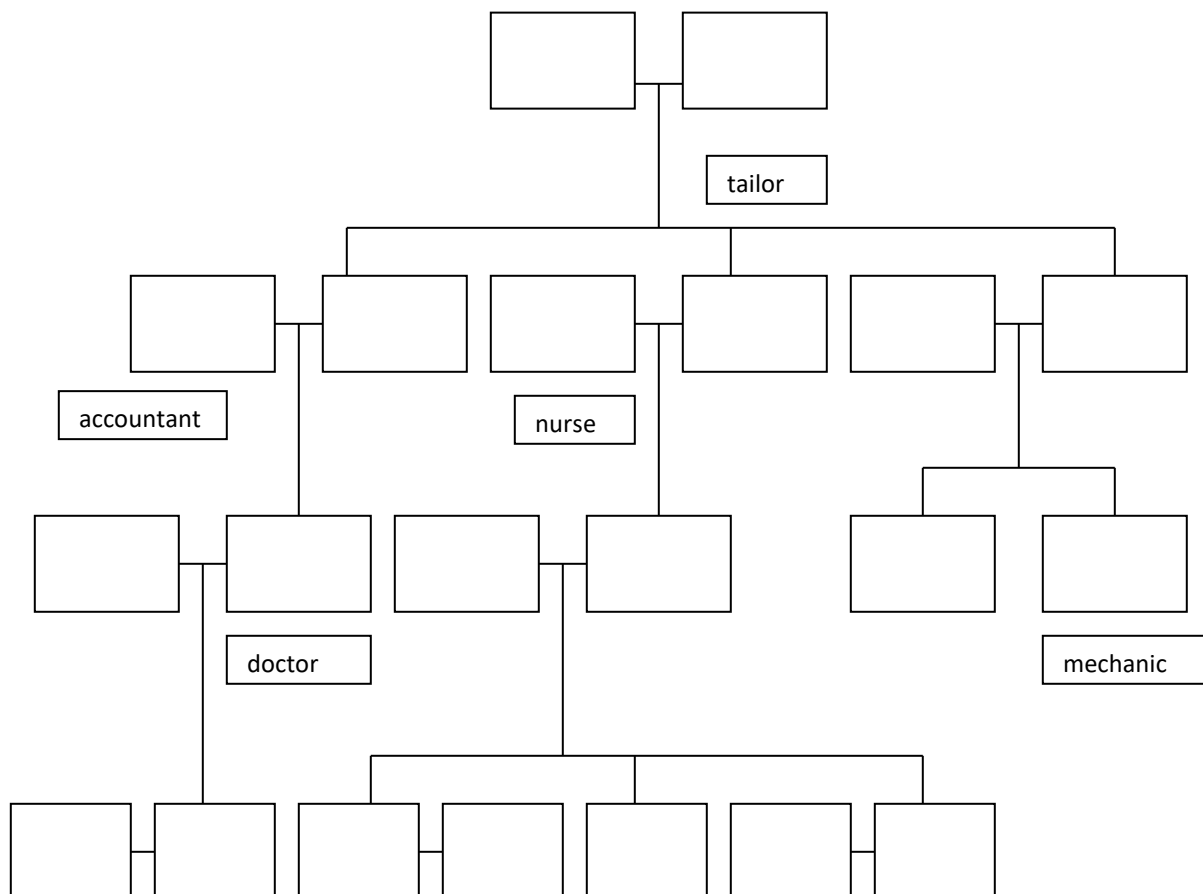
Master copy answer sheet



The De Giorgio's Family Tree

Here are the clues...

1. Paolo's great grandfather is Tomaso	11. Paolo is Peter's grandson
2. Sally's husband Carlos is an accountant	12. John is Carlos' son in law
3. Anne and Michael have 3 children	13. Peter's wife Julia is a nurse
4. Tomaso's wife is a tailor	14. John's son in law is Harry
5. Anne's youngest daughter is Chris	15. Mark is Pippa's husband
6. Chris' sister in law is Rose	16. Monia is a doctor
7. Margi's brother in law is Jack	17. Monia is Betty's mother
8. Mike's grandmother is Miriam	18. Dora and Gianni are siblings
9. Mike's aunt is Pippa	19. Miriam's great grand-daughter is Margi
10. Peter is Miriam's son	20. Gianni is a mechanic



Appendix 2- Booklet

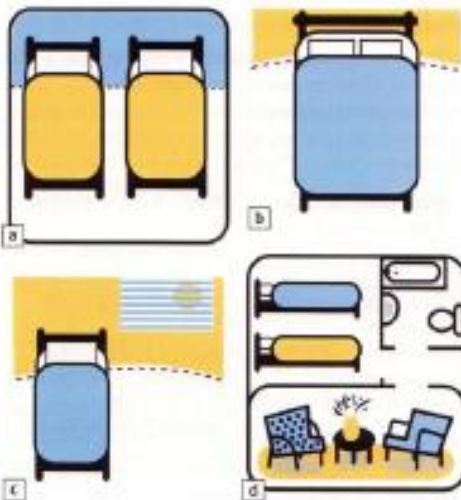
3 Taking room reservations

- **Handle enquiries**
Does the hotel have a restaurant?
- **Take a room reservation**
Yes, we have a double room available.
- **Take down guest details**
Do you have a contact number?
- **Write an email of confirmation**
We confirm your reservation of a double room.

Starter

Match the words to the pictures.

- 1 double room
- 2 single room
- 3 suite
- 4 twin room



- 2 Listen again and complete the five white boxes on the screen.
Turn to the Listening script on page 66 and practise the dialogue with a partner. Take turns to be the caller and the receptionist.

Language study

1 Expressions to learn

- | | |
|---|---|
| I'd like to book a room, please. | C |
| Do you have a double room for next Wednesday? | C |
| How many nights is it for? | S |
| Yes, we have a double room available. | S |
| Would you like me to book you a table? | S |
| Do you have a contact number? | S |
| Could you send an email or fax to confirm your reservation? | S |

2 New words to use

adjoining	breakfast	family	suite
arrive	children	husband	twin (room)
bath	daughter	sauna	wife
booking	departure	single (room)	

→ Wordlist page 97

Structures to practise

Do, Does

Use *Do* and *Does* to make questions in the Present Simple.

Example: *Do you have a parking space?*
Does the hotel have a sauna?

Listening Taking a reservation

- 1 Listen to the phone call and circle the correct answer.
 - 1 Do Mr and Mrs Morell want to book a room for Tuesday night? Yes/No
 - 2 Does the room cost 225 euros per night? Yes/No
 - 3 Does the hotel have a restaurant? Yes/No
 - 4 Do they want to book a table for seven o'clock? Yes/No
 - 5 Does Mrs Morell have a mobile phone? Yes/No

8 | Unit 3 Taking room reservations

Use *do/don't, does/doesn't* in short answers.

Example *Does the hotel have a sauna?*
Yes, it does./No, it doesn't.

➔ Language review page 76

3 Make questions and short answers using these words.

Do	serve lunch/dinner/afternoon tea? have a parking space/swimming pool/sauna? have a double room/twin room/single room?
Does	the hotel have a sauna/restaurant? the bar open at lunchtime/in the evening?

Practise the questions and short answers with a partner.

Example A *Do you serve dinner?*
 B *Yes, we do./No, we don't.*

Prepositions of time

Look at these examples.

*on Monday, on 1st September,
 at 8.30, at 15.00, at the weekend, at Christmas,
 in two weeks, in September, in 2005, in spring,
 in the evening, from 12.00 to 3.00, from 2001 to 2004*

4 Make questions and answers using the correct preposition.

Example A *Does the bank close on Mondays?*
(Sundays)
 B *No, it closes on Sundays.*

- the restaurant close / Sundays? (Mondays)
- the exchange bureau open / 9.00? (yes)
- the shops close / the weekend? (no)
- the summer season start / July? (June)
- you serve tea / the afternoon? (yes)
- the hotel serve dinner / 7.00–11.00? (7.00–10.00)

Practise the questions and answers with a partner.

Listening Checking and confirming

5 Listen to the voicemail message. Put the message in the correct order.

- Thank you, goodbye.
- We arrive in Düsseldorf at 6.00 p.m. on the 18th.
- I'd like to make a room reservation for five nights from the 18th to the 22nd of June.
- Please reserve us a parking space and a table for four for dinner at 7.30.
- Hello. This is Steven Dickson from Edinburgh, UK.
- I'd like a double room for me and my wife, and an adjoining twin room for my two daughters.

6 Complete the email confirmation. Use these words.

table	7.30	twin
reserved	confirm	car park



Activity

Work with a partner. Student A's information is here. Student B's information is on page 60.

A1 You work at reception in the Sonotel Hotel. Take this phone reservation. Remember to ask for confirmation in writing.

- all rooms have air-conditioning
- bathrooms have baths not showers
- there is a car park, an exchange bureau, and shops

Example *Good morning, Sonotel Hotel. Can I help you?*

A2 Call the Mercury Hotel. Book a twin room for the night of 27 May for you, and your five-year-old daughter. Find out if the rooms have showers and air-conditioning, and if the hotel has a restaurant. If so, book a table for two at 7.30 p.m. Your name is Francis/Frances Lyon and you will arrive at about 7.00 p.m. Your mobile is 0778 468291.

Example *Good morning, I'd like to book ...*

More words to use

Days of the week	Family members	Email abbreviations
Monday	brother	as soon as possible
Tuesday	children	at @
Wednesday	daughter	confirm cfm
Thursday	father	for the attention of attn
Friday	husband	please pls
Saturday	mother	regarding re
Sunday	sister	regards rgds
	son	telephone tel
	wife	

From Unit 3, page 9

B1 Call the Sonotel Hotel. Book a double room for tonight. Find out if the rooms have air-conditioning and a shower or bath in the bathrooms. Find out if the hotel has a swimming pool, an exchange bureau, and a car park. If so, book a parking space. Your name is Mr/Mrs Pappadopolous and your mobile is 0778 569232.

Example *Good morning, I'd like to book ...*

B2 You work at reception in the Mercury Hotel. Take this phone reservation. Remember to ask for confirmation in writing.

- all rooms have air-conditioning, and Internet access
- all bathrooms have baths and showers
- there is a private car park and restaurant

Example *Good morning, Mercury Hotel. Can I help you?*

Listening 1:

https://drive.google.com/open?id=1CCILq7VMoKBUTSh1mzP3Aou_ItCeXXlr

Listening 2:

<https://drive.google.com/open?id=1-hDVv9-9Izbf2efTUNu0R8ibHjasNg4x>

Appendix 3 – Card game

3 Taking room reservations

Days of the week	Family members	Email abbreviations
Monday	brother	asap
Tuesday	children	@
Wednesday	daughter	attn
Thursday	father	pls
Friday	mother	re
Saturday	sister	rgds
Sunday	son	tel

Appendix 4 – Book. Sure Pre-intermediate

Culture All about Australia

Heritage

1a Work in pairs. Try to complete the sentences below.

SO HOW MUCH DO YOU KNOW ABOUT AUSTRALIA?

You can work with a friend, but you can't look up the answers!

- The capital city is...
- The three biggest cities are...
- The population is...
- The currency is...
- Europeans discovered it in...
- Australia became an independent nation in...
- The Olympic Games were held in Sydney in...

1b Read *The Essentials* and *The History* quickly and check your answers.

2 Read *The History* again and answer the questions.

- 1 How long have the Aborigines lived in Australia?
- 2 Why did the British originally settle in Australia?
- 3 Why did many more immigrants arrive in the 1850s?
- 4 What was the British name for Uluru?
- 5 Why was the election of Neville Bonner significant?
- 6 How has the ethnic mix changed since the 1980s?

THE AUSTRALIAN EXPERIENCE

The only country in the world that covers a whole continent

The Essentials

OFFICIAL NAME Commonwealth of Australia
FORM OF GOVERNMENT Federal parliamentary democracy
CAPITAL Canberra
AREA 7,692,024 sq km (the world's sixth largest country)
POPULATION 22.68 million
ETHNIC MIX About 25% of population were born in different countries (e.g. the UK, Europe, China, Vietnam, the Middle East and North Africa)
OFFICIAL LANGUAGE English
CLIMATE Hot and tropical in the north, hot and dry in the centre, cooler and wetter in the south
LARGEST CITIES Sydney, Melbourne, Brisbane
POPULATION IN URBAN AREAS 85%
CURRENCY Australian dollar

The History

50-60,000 YEARS AGO	1606	1788	1851	1868	1873	1901	1932	1971	1981	2000
Aboriginal people arrived. They were nomadic hunters and moved across the continent	Dutch explorers arrived, the first Europeans to discover Australia	The British sent criminals to settle the east coast. Conflicts with the Aboriginal population soon began	The discovery of gold started a gold rush. Thousands of new immigrants arrived. European communities continued to drive Aborigines off their land	Britain transported convicts for the last time	Europeans saw Uluru (which they called 'Ayer's Rock') for the first time	Australia became a nation, the Commonwealth of Australia	The Sydney Harbour Bridge opened	Neville Bonner became the first Aboriginal senator in parliament	Immigration from Asia increased	Sydney the Olympic Games

Culture CAPSULE

Read *The Geography* and *The Sights* and find the following:

- 1 a sacred place
- 2 the largest structure made by living creatures
- 3 the name of a wild dog
- 4 the name of a huge, hot desert area
- 5 the three oceans that surround Australia
- 6 a large sandy island
- 7 the real name for the 'Coathanger'
- 8 the name of an Aboriginal tribe

4 CD3.34 Match the Australian words with the British English words. Then listen and check.

- | | |
|---------------|---------|
| 1 arvo | 6 footy |
| 2 bush | 7 Oz |
| 3 drongo | 8 mate |
| 4 barbie | 9 beaut |
| 5 fair dinkum | 10 pom |

- a) countryside
- b) person from the UK
- c) cool, beautiful
- d) Australia
- e) barbecue
- f) football (or rugby)
- g) friend
- h) afternoon
- i) an idiot
- j) honest or true

5 **COMPETENCE ZONE** Write a guide to New Zealand. Use the article as a model.

- Use the Internet to find information.
- Divide your guide into these sections:
 - The essentials
 - The history
 - The geography
 - The sights
- Use photos and maps to illustrate your guide.

The Geography

The Sights

THE OUTBACK is a vast, hot, dry desert area in the heart of the continent. It covers several thousand kilometres from north to south and east to west. It includes grasslands, mountains and beautiful beaches.

Off the north-east coast, the **GREAT BARRIER REEF** is more than 2,300 kilometres long and has more than 400 different types of coral. The perfect location for snorkelling and scuba diving.

It is the world's largest structure made by living things.

ULURU rises above the red, dry earth of Northern Territory, 348 metres high and two kilometres long. It is the single biggest block of stone in the world. For the rock's traditional owners, the Anangu people, Uluru is a sacred site. It became a World Heritage Site in 1987.

Meanwhile, **FRASER ISLAND** is the world's biggest sand island – and that makes it a popular holiday destination.

It is home to the dingo, an endangered species of wild dog only found in Australia.

In the man-made world, the **SYDNEY HARBOUR BRIDGE** is the international symbol of Australia. Nicknamed the 'Coathanger', it carries trains, cars, bicycles and pedestrians. It takes 15 to 20 minutes to walk its 1,149 metre length. If you want to paint it, you'll need 273,000 litres of paint!

THE GREAT BARRIER REEF

THE OUTBACK


Listening:

<https://drive.google.com/file/d/1SFTn-Nd3urk6-VNTnjoyWD4TrIm7ULMO/view?usp=sharing>

Appendix 5 – Rubric

Cecyt 13 “Ricardo Flores Magón” Rubric - Presentation – Formative Assessment English for tourism I

Student’s name: _____ Group: _____

		Total points: _____ /28			
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts	
Pronunciation	Mispronounces most words. Responses are difficult to understand.	Many pronunciation mistakes that often interfere with understanding the message. Occasionally self-corrects.	Some pronunciation mistakes that occasionally interfere with understanding the message. Hears and self-corrects most mispronunciations.	Few pronunciation mistakes. Occasional mispronunciations do not interfere with understanding the message. Hears and self-corrects mispronunciations.	
Grammar	Limited use of basic grammar concepts. Frequent errors impede understanding of message.	Fair use of basic grammar concepts at or below appropriate level. Uses simple sentences. Errors affect understanding of message.	Good use of grammar concepts appropriate to level. Less evidence of complex patterns and idioms. Errors are not serious and do not impede comprehension.	Excellent use of grammar concepts appropriate to level. Some evidence of difficult, complex patterns and idioms. Makes infrequent errors.	
Fluency/Comfort	Speech is very slow and very halting. Difficult for a listener to perceive continuity in utterances and speaker may not be able to continue.	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is smooth and at a fairly natural speed.	
Vocabulary Usage	Limited variety of vocabulary and frequent errors in word choice impede comprehension.	Little variety of vocabulary. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of	Some variety of vocabulary, including specific vocabulary from the unit/class. Some expressions distinctly non-native but understandable.	Good command and variety of vocabulary. Uses specific vocabulary from the unit or class appropriately. Good command of idiomatic expressions.	

		idiomatic expressions.	Limited evidence of idiomatic expressions.	
Content	The content was very weak and basic and do not use any cultural aspect. The examples and details were obvious and/or confusing.	The content was not as strong or creative. The details and examples were general and do not use any cultural aspect.	Students used the topic "making room reservations". The topic was fairly compelling and ambitious. Student illustrated it with some specific details and examples. The cultural aspect was used.	The content was interesting and creative. The presenter used the topic "making room reservations" in a compelling, ambitious way as well as the cultural aspect. Student illustrated it with specific examples and details. The topic
Comprehension	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Background knowledge	Student was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Student showed decent background knowledge of class material, making his/her responses incomplete.	Student displayed well knowledge of class information and topics.	Student presented excellent background knowledge from class topics and was able to add more information in their response.

Comments:

Appendix 6- Kahoot

The screenshot shows a web browser window with the Kahoot! website. The page title is "Duplicate of Holidays". The quiz is categorized as "A private kahoot" and was created by "carmen_mc" 3 hours ago. The quiz contains 15 questions. The first four questions are visible:

- 1 - Quiz: Turkey day is... (10 sec)
- 2 - Quiz: Which day is do you get MULTIPLE presents? (10 sec)
- 3 - Quiz: Which holiday has the most songs to it? (10 sec)
- 4 - Quiz: Whats your favorite holiday? (10 sec)

The page features a "Play" button and a "Show answers" link. The background image shows "HAPPY HOLIDAYS" with colorful bokeh lights.

The screenshot shows a web browser window with the Kahoot! website. The page title is "Duplicate of Holidays". The quiz is categorized as "A private kahoot" and was created by "carmen_mc" 3 hours ago. The quiz contains 12 questions. The first four questions are visible:

- 1 - Quiz: What holiday is this? (20 sec)
- 2 - Quiz: What holiday is this? (20 sec)
- 3 - Quiz: What holiday is this? (20 sec)
- 4 - Quiz: What holiday is this? (20 sec)

The page features a "Play" button and a "Show answers" link. The background image shows a person in a patriotic costume and a person wearing a patriotic hat.

Note: It is not possible to share the link due to the fact a user is needed to this Kahoot! To be shared.

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