

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“Trabajo a distancia integrando habilidades para incrementar el conocimiento cultural y tecnológico en estudiantes de preparatoria”

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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INTRODUCTION

The aim of the present work is to explain the rationale of the lesson plan created to the final project of the students, which integrates the 4 skills and which is based on the textbook currently used by students of level 2 at a Bachelor school of the Universidad de la Salle Bajío Campus Americas in León, Guanajuato. Along with the rationale, it is presented the assessment of each one of the activities as well as the evidence of all the work done by the students. All this information is analyzed to determine how the form, meaning and use are integrated and presented to the student in the sessions. The complete analysis was done according to the information given in the three modules of the Specialization and to the textbook that it is used in the Campus.

To begin the analysis the context of the students will be exposed. La Salle Campus Americas is part of the Universidad de la Salle Bajío, which is one of the most important Universities not only in the City or in the State, but one of the most recognized in the Country and it is well known around the world. Campus Americas was founded more than 20 years ago, and it is a private Bachelor school, with more than 1,000 students in 2 shifts. Although it is a private school, the Campus is located in a vulnerable area of the city, most of the students come from middle-low class families, besides that most of them have their own particular difficulties at home, but something that characterizes students from the Campus is their desire to continue studying in order to have a better life quality. Most of them are students that have a scholarship and that seek to get one at the University Campus to obtain a degree, so they are students willing to learn, they are creative and hard working.

The Language Center of the Campus determined to change the books that are used by students last semester, this is a consequence of the continue efforts that are made at the school to change the methodology used in the classes to a communicative and task-based one. The methodology of the book is communicative and critical thinking.

The present analysis is of the book Impact, by Katherine Stannett, by National Geographic foundation, it is used with a total of 32 students in 1 group of level 2, the lesson that will be analyzed is part of the Unit 8: "See the world". The analysis was done including all the activities, the learning theories, methods and approaches, and the assessment theories seen during the Specialization.

The lesson plan was divided focusing on the 4 skills, to be taught in 7 sessions. In this unit the students talk about traveling abroad, and the different experiences people have when they travel. They read about the itineraries and will learn new vocabulary related to traveling. They will watch a video about a safari trip that students did and will give their opinion about these kind of experiences. They will investigate about their dream city and create an itinerary to an imaginary trip. At the end of the lesson plan, they will read about blogs, look on the web one that they find interesting, create their own blog and present it in a video call.

1.0 PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy

Being born in Mexico City and having studied the first years of my education in public schools, I didn't have any formal contact to the language until I began studying in a private school, that was at the age of 10 when I was in 5th grade of Elementary school, obviously I was behind the rest of my classmates for at least 5 years, but thankfully it was not really shocking for me because the classes were in Spanish, so for me it was easy to catch up with them. Now when I look back I realize that I have always been interested in English, and even though I had very little knowledge at that time, those years helped me a lot in learning grammar structures, irregular verbs and vocabulary that were really useful during my University studies and are still very important when I am teaching. I was in the same school in secondary school so the classes were pretty much with the same structure, teacher-centered, if my memories are correct my teachers mostly used the grammar translation method.

In University the classes were with the teacher leading the class, practicing the 4 main abilities but mainly focused in grammar. In University I remember having teachers from different parts of the world which help me to improve my listening skills, what I remember most about that stage, is having to present oral exams, that were the first time (at least that I remember) that I was forced to produce written and oral. I consider this is when I began losing the fear of expressing myself in other language.

After University I went to the United Kingdom for 6 months, there I lived with a host family and I attended a school for 5 hours per day, that really helped me improving my English level, I think at that point I realized I could think in English and answer without translating to Spanish. I truly believe that being immerse in the culture has been one of the most significant parts of my learning experience, I was not afraid of using the language anymore and I could interact without problem with everybody there. The classes there were very fun, I had 2 excellent teachers with very different personalities, but with both of them I learned a lot. There I had the opportunity of studying with people from other countries, which allowed me to learn a lot about different cultures, accents, traditions, behaviors, etc.

According to Mark K Smith, teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the give. I really liked

this definition because it doesn't mention anything related with knowledge, being a teacher is much more than just transmit knowledge. As teachers we must know our students, we must consider their background, their limitations, their strengths, we have to consider what they find interesting, and when we do, then all the process of transmitting knowledge can be done.

My experience as a teacher began 6 years ago, when I decided to look for a job that allowed me to be with my kids in the afternoon. As I did not have any teaching experience, I studied the Teacher Diploma Course in which I learnt some teaching techniques but mainly gave me a paper to prove knowledge so I could be hired or given the opportunity to teach.

So with no teaching experience I began working in a kinder garden with young kids from 1.5 to 6 years old, in a high school with teenagers between 14 and 18 years and University students, from 17 to 22 years old. At that time the profile of all my students was really different, but I can say that strange mixture of profiles helped me a lot practicing different techniques to accomplish my goals.

Teaching young kids has been one of the most challenging and fun things I have done, there are so many good things that you learn by teaching them. It was excellent to know at the very beginning of my experience that you can learn thru games, songs, activation. This teaching experience really helped me to form my personality as a teacher because I tend to be very relaxed, I act, sing, play a lot with my students, I am not afraid to laugh of myself and I think is because of this.

Reflecting on how would be a better version of my teaching identity and philosophy to cope with our current Mexican Teaching needs, I have to sincerely say that I wouldn't change much about my teaching practice. I am aware that I have a lot of areas of opportunities to improve my teaching practice and that we can always be a better version of ourselves, but we have to recognize our strengths and weaknesses but also pride ourselves for all the hard work that teaching represents.

Sadly, I do not consider that we have a well-established Teaching system, therefore there are a lot of lacks and missing points in the programs and in the things that we are currently required to teach. For example our school is supposed to be preparing our students to be able to face the working life once they finish high school but the reality is that we are not doing it. We prepare them to continue

studying and they do not learn many abilities that can be used in the real world. So from that point of view my teaching practice is not according to what I supposedly have to do but according to the programs and the things that are evaluated. Obviously we do not only prepare our students to pass exams, but the reality is that we are forced to have a low percentage of students failing the subject, so within a month we have to make sure that we complete the program, teach them the best we can following the book and also fulfilling all the other administrative activities that we have to do after work.

I think that a better version of my teaching practice is done day by day, because you can be sure that for me the wellbeing of my students is the most important and therefore I am always willing to learn, to improve, to listen to the critics and learn from them, to recognize when I make mistakes or when I am not doing enough.

But also as educators, we have to be very proud of what we do daily, what we are seeding in the Mexicans that will run the country in the near future, we are preparing our Doctors, Engineers, Architects, Teachers, and the fact that besides all the things that are against us, all the hard work and non-paid work that we have to do, we are willing to keep learning and looking to new strategies to improve our practice is a proof that we are committed with our jobs and with our students.

1.02 Theory underlying your teaching practice and identity

COMMUNICATIVE APPROACH, THE TASK BASED APPROACH AND KOLB'S MODEL OF EXPERIENTIAL LEARNING

APPROACH / METHOD	CLASSROOM APPLICATION
<p>The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.¹</p>	<p>Every time my students produce something oral for me, the most important part is that their classmates and I are able to understand what they are trying to say even if the student has grammar or vocabulary mistakes. For me the most important thing when they are producing is that they are able to communicate their message.</p>
<p>TBL (Task-based learning), or TBLT (Task-based language teaching) is an approach in which learning revolves around the completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of language for genuine communication. In this post, we'll talk about what defines a task, the possible phases of a TBL lesson and give you an example of a TBL lesson.</p> <p>In order for us to understand TBL, we need to define what a task is. According to Willis, tasks can be real-life situations or have a pedagogical purpose. In both cases, a task should:</p> <ul style="list-style-type: none"> - provide opportunities for students to exchange information with a focus on meaning, not a specific form or pattern/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. It might be making a YouTube video tutorial, finding a solution for a problem or writing an email requesting information; - result in an outcome that can be shared with more people; - relate to real world activities. <p>Phases of a TBL lesson</p>	<p>For 2 years now, we have used this approach as part of our teaching practice in the school that I work and in my opinion it has worked pretty well with the students because as they have a "product" the language becomes kind of visible for them.</p> <p>What we do in our school to the TBL is that according to the vocabulary and grammar topics of the partial we create a task. We do the 3 stages of the approach, the first one as a presentation of the topic normally with a reading and a listening and with the comprehension exercises we grade them.</p> <p>Then we explain them what the project is going to be about, all the requirements of the product, form the teams, etc. After that, we normally have a class in which we take the students to the computer lab or let them work on the project so we can supervise their work. After a week students present the project and with this we grade oral.</p> <p>After the presentation we give them the feedback of the project and of their oral</p>

¹ Communicative Language Teaching by Alex Taylor <https://blog.tjtaylor.net/method-communicative/>

<p>The framework of a TBL lesson may vary. It is usually composed of the following phases:</p> <ul style="list-style-type: none"> - Pre-task - Task (which can be sub-divided in different stages) - Post-task ² 	<p>presentation as well as their classmates' opinions.</p>
<p>Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.</p> <div data-bbox="267 821 779 1228" data-label="Diagram"> <pre> graph TD CE["Concrete Experience (doing / having an experience)"] --> RO["Reflective Observation (reviewing / reflecting on the experience)"] RO --> AC["Abstract Conceptualisation (concluding / learning from the experience)"] AC --> AE["Active Experimentation (planning / trying out what you have learned)"] AE --> CE </pre> </div> <p>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.</p> <p>However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own.³</p>	<p>This approach is related with the Bloom's Taxonomy because it shows how the engagement of the student transforms when learning. One of the most important things in this approach is to take students previous experiences, make them reflect about those experiences, and once they are engaged, make them learn from the experience they already have. At the end students produce or try out what they have learnt.</p>

² What is the Task-based learning? By Andraea Zakeime, 2018 <https://www.whatiselt.com/single-post/2018/01/19/What-is-Task-based-learning>

³ Kolb's Learning Styles and Experiential Learning Cycle by Saul McLeod, updated 2017 <https://www.simplypsychology.org/learning-kolb.html>

2.0 METHODOLOGY AND PRACTICE

2.01 A practical and useful lesson plan

PRE-PLANNING CONSIDERATIONS

The group is formed by 32 2nd semester High School students from the Universidad de la Salle Bajío campus Americas in León Guanajuato, which is one of the 5 campuses of the University. It was founded 20 years ago to provide high quality education to the students of the South of the City, who did not have access to the other campuses. Approximately 30% of the students comes from public schools which means that, before getting into the school, they had never had an English class in English, and the ones who did, know little English, mostly vocabulary and few grammar structures. Therefore most of the students are true beginners.

Taking into account Unit 8 “See the World” of the Impact book, in which students learn travel vocabulary, they read about an itinerary to a trip to China and a blog, watch a video of a student trip to Tanzania and listen about UNESCO World Heritage Sites, it was decided to plan a semestral project that included all the abilities and the topics seen during the semester. As the “product” students have to create a blog and it was also determined that students would work in pairs. Due the currently teaching situation most of the work is done by the students in the class hour with the teacher as a monitor or guide just clarifying doubts.

LESSON PLAN

General information

Level: II.

Number of students: 32

Semester: 2nd

Name of the task: My dream city. Grammar focus: future be going to.

Skills developed: reading, writing, listening, and oral.

Author	Aydee Nayeli Martínez González
Educational stage	2nd Semester. High School.
Title of your Lesson plan	My dream city
Learning Objective of the plan / competency	Grammar focus Students will learn and be able to use the grammar structure of future be going to. Intercultural task Students will investigate about their dream city, plan an itinerary, create a blog to present the information and explain all the work in an oral presentation.
Communicative skills considered	Reading / Listening / Writing / Oral Skills
State of the following options	New and recycled grammar topics
Functions	- Express past experiences - Tell future plans - Travel vocabulary
Main Grammar structure	Future be going to
Other grammar structures	Past simple Present simple
Brief description of the plan	The following lesson plan is the one that students are following to complete their semestral event. Students will prepare a blog in which they will present an imaginary previous travel to their dream city which information they investigated. They are also presenting an itinerary of an imaginary trip to the same city. All this information will be presented by the students in their final oral exam by a video call.
Hours of the plan implementation	7 class hours of 50 minutes each
Number of sessions	7
Contents required for the lesson	Impact By National Geographic

Link of the content	https://sites.google.com/a/g.upn.mx/eeaille8_6amartinez/home/sesion-4
EEAILE tutor online	Norma Susana Rivera Herrera

2. Introduction to the lesson			
Step of the lesson	Teacher activities	Students activities	Session number
Before the lesson	<ul style="list-style-type: none"> - Teacher asks students to think on a city they would like to visit if money wasn't a problem. -Teacher requires students to share the name of their dream city and why they chose it. 	<ul style="list-style-type: none"> * Students share the information with their teacher and classmates. 	0
During the lesson	<ul style="list-style-type: none"> - Teacher asks students to investigate the following questions about the city they chose: <ol style="list-style-type: none"> 1. Where is it? 2. What can you do there? 3. Where can you eat? Top 10 attractions. Top 10 restaurants. - Teacher shows a power point presentation with an example of how they have to present the information. 	<ul style="list-style-type: none"> * Students look on the internet for the information about their dream city. * Students copy and paste the information about their city in a word document. * Students send the document to their teacher. 	0

Set the objective or competence of the lesson	- Teacher presents the objective and also shows students a document with the specifications of the semestral event in a video conference.	* Students ask their teacher their doubts about the task.	1
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3. Communicative skills development.

READING

Objective:

*Students will restate the main ideas of the Reading.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1. Vocabulary introduction	<ul style="list-style-type: none"> - Teacher gives students a list of words that are on the reading. - Teacher asks students to make a graphic representation of each word. - In a video conference by teams, teacher asks some students to read the text on page 147 of their book, to check pronunciation and correct important mistakes. - Students are asked by the teacher to underline any word they do not understand. 	<ul style="list-style-type: none"> * Students make drawings of the vocabulary. * Students read the text. * Students ask their teacher about any other word they do not understand 	<p>Impact Book, Unit 8, See the World, Lesson 1.</p> <p>Computer</p>	1	<p>The reading activities programmed in the lesson plan are part of the student's portfolio, which is 20% of the student's final grade.</p> <p>All the activities in the lesson plan are aimed to introduce, present, and immerse the student in the topic of which he will do his project about.</p>

2. Use of vocabulary	- Teacher asks students to answer exercise 4 on page 148, in which they have to use the vocabulary they learnt.	* Students complete the exercise with the given vocabulary.		1	The assessment for both activities, the graphic representation and the fill-in-the blank exercise, was informal and formative due the fact that its main goal is to give student a feedback that can be used to improve his learning.
<p>WRITING</p> <p>Objective:</p> <p>* Students will be able to apply what they have learnt about itineraries and create one.</p> <p>* Students will be able to express the itinerary in sentences using the grammar seen in the unit be going to.</p>					
3. Checking understanding	- Teacher asks students to create a 3 days itinerary to their dream city including the places to visit and restaurants they investigated.	<p>* Students write an itinerary for 3 days indicating the places to visit and eat.</p> <p>* Students create their itinerary in a word document.</p>	Computer	2	The 2 reading activities programmed in the lesson part are part of the student's portfolio which represents 20% of his final grade.

4. Grammar	- Teacher asks students to imagine they are traveling to their dream city and write in a word document 10 sentences using the grammar seen in the unit "be going to", indicating the places "they are going to visit".	* Students write 10 sentences using the itinerary they just created and the grammar seen in the unit "be going to".	Computer	2	Positive feedback in writing is very important, due the fact that, along with speaking, is the skill in which students tend to feel more frustrated with; owing to they have many troubles organizing their ideas. Student receives informal and formative assessment due to their main goal is to give student a feedback that can be used to improve his learning.
5. Feedback	- Teacher gives students feedback indicating the most important mistakes in their writing activities.	* Students check and correct their mistakes.		2	
<p style="text-align: center;">LISTENING</p> <p>Objective</p> <ul style="list-style-type: none"> * Students will identify the vocabulary in a video. * Students will be able to determine if some information is true or false. * Students will demonstrate their understanding of the listening by answering some questions. * Students will learn about UNESCO world heritage sites in the World. 					

6. Vocabulary	<p>- In a video conference teacher ask students what they know about Safaris.</p> <p>- Teacher asks students about the vocabulary of the lesson on page154 and ask them to investigate any word they do not understand.</p>	<p>* Students tell teacher the information they know about safaris.</p> <p>* Students read the vocabulary and investigate any other word they do not understand.</p>	Computer Book	3	<p>The listening activities programmed are part of the student's portfolio.</p> <p>The assessment for the activities was informal and formative due the fact that its main goal is to give student a feedback that can be used to improve his learning.</p>
7. Listening	<p>- Teacher requires students to listen and watch a video called "<i>Student Expedition: Tanzania</i>" and to indicate the words of the vocabulary that was presented previously they hear.</p>	<p>* Students mark the words they hear during the video</p>	Book	3	
8. Listening comprehension	<p>-Teacher asks students to read 5 sentences of the exercise 24 on page 155.</p> <p>-Teacher asks students to listen and watch the video again.</p> <p>- Teacher requires students to decide if they are true or false according to the video.</p>	<p>* Students answer the exercise indicating if the sentences are True or false.</p>	Book	3	

<p>9. Expressing themselves</p>	<p>- Teacher indicates students to answer the following questions:</p> <ol style="list-style-type: none"> 1. Would you like to take part in an expedition like this? 2. Why or why not? 3. Which part of the video looked most interesting or exciting? 4. Which problems or difficulties may you have on this kind of expedition. 5. How do you think a trip to another country might change your life?" 	<p>* Students answer the questions with their honest opinion.</p>	<p>Book Notebook</p>	<p>3 & 4</p>
<p>10. New perspective</p>	<p>- Teacher asks students the meaning of UNESCO. - Teacher asks if they know what does "World Heritage sites" mean. - Teacher plays the listenings on page 151 in which students will learn about UNESCO and 2 World Heritage Sites.</p>	<p>* Students tell the teacher what they know about UNESCO and World Heritage sites. * Students listen about UNESCO.</p>		<p>4</p>

11. Presentation and investigation	<ul style="list-style-type: none"> - Teacher explains students what UNESCO and World Heritage sites mean and shows them some examples. - Teacher requires students to investigate 5 World Heritage sites in Mexico. 	* Students investigate 5 World Heritage sites in Mexico and write them in their notebook.	Notebook	4	
<p>ORAL EXPRESSION</p> <p>Objective: * Students will express their language knowledge about their blog in an oral presentation.</p>					
12. Reading	<ul style="list-style-type: none"> - Teacher asks students to read <i>My Life, My Music, My World, My Blog!</i> That is on page 157 of their book. - Teacher informs the students that they have to look on the internet for a blog they find interesting, and they have to choose a post of the blog, take a screen shot and send it to the teacher. 	<ul style="list-style-type: none"> * Students read the text on page 157. * Students find a blog they find interesting and they choose a post of the blog. * Students take a screen shot of the post and share it with the teacher. 	Book	5	<p>The blog, which is their term project, represents 15% of the final grade of the partial. The assessment is formal, summative and criterion based. The blog is graded with a rubric consisting in checking the following aspects.</p> <ol style="list-style-type: none"> 1. General information about the city.

				<ul style="list-style-type: none"> 2. 5 photo shopped pictures of the previous trip. 3. Itinerary. 4. All the information is in English. 5. Delivery on time. <p>The oral presentation is their oral exam, which is 20% of their final grade. The assessment is formal, summative and criterion based. The oral expression is graded with a rubric including the following aspects.</p> <ul style="list-style-type: none"> 1. Accuracy. 2. Fluency. 3. Vocabulary. 4. Pronunciation
13. Team formation	<ul style="list-style-type: none"> - Teacher indicates students to form teams of 2 people. - Teacher asks students to present each other their dream city and decide which city they will use to the project. 	<ul style="list-style-type: none"> * Students decide who they are going to work with. * In teams students decide which city they will present in the blog. 	6	

14. Team work	<ul style="list-style-type: none"> - Teacher informs students that they have to create a blog. - Teacher asks students to create 3 posts in the blog: <ol style="list-style-type: none"> 1. including general and interesting information of the city they chose. 2. including photo shopped pictures of them in 5 places of the city. 3. with the itinerary for the future trip. 	<ul style="list-style-type: none"> * Students create a blog to present the city of their dreams. * Students create 3 posts on the blog according to the requirements of the teacher. 	Computer	6	<p>The assessment for both activities was formal, summative, which goal is to evaluate student learning at the end of an instructional unit and criterion based, give the students the feedback of their work is essential.</p>
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15. Oral presentation	<p>- Teacher indicates students that they have to present their semestral project in a video call, in which they will show and explain the blog they created and they have to talk about the following topics:</p> <ul style="list-style-type: none"> * Explain the reasons to choose that city. * Present general and interesting information about the city using simple present. * Describe the places they visited in the previous visit using simple past. * Explain the itinerary they prepare to the following trip to the city using "be going to". 	<ul style="list-style-type: none"> * Students present their blog. * Students narrate their previous trip to their classmates and teacher. * Students expose the itinerary they created to the class. 	Computer Video call	7	
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4. Intercultural component. Most of the activities of the lesson include cultural components. Thru all the steps students are learning, investigating and presenting information about other countries which helps them be more aware of the differences and similarities with their own culture.

5. Evaluation The product of the project (blog) represents 15% of the final grade and will be graded as follows:

- * General and interesting information of the city. 3%

- * 5 Photo shopped pictures with information of the previous trip. 3%
- * 3-days itinerary. 3 %
- * English used in all the website. 3 %
- * Product delivered on time. 3%

The oral exam represents 20% of their final grade and will be graded with the following institutional rubric:

	6	5	3	2	1	0
Accuracy	NO errors	Few errors	Some errors	Many errors	Very poor	Out of topic, spoke very little or nothing.
Fluency	Very fluent	Fluent	Regular	Hesitates	Hesitates a lot	
Vocabulary		Extensive	Adequate	Regular	Limited	
Pronunciation			Excellent	Regular	Poor	

6. Conclusion The conclusion of the project is the final oral presentation of the blog in which students will explain the blog they created and will talk about the required topics.

7. Follow up activities After each team presents their oral exam and blog, the teacher gives each student a feedback of their oral performance and inform them the % obtained of the blog according to the aspects specified above.

RATIONALE OF THE ACTIVITIES

READING.

SKILL OBJECTIVE	ACTIVITIES	RATIONALE BEHIND THE ACTIVITIES
<p>*Students will restate the main ideas of the Reading.</p>	<ul style="list-style-type: none"> * Students make drawings of the vocabulary given. * Students read the text aloud. * Students complete the exercise with the given vocabulary. 	<p>Once students see the images, read the title, and notice the structure of the text their previous knowledge is activated, with their experience they can infer what the text is going to be about.</p> <p>Top-down processing holds that comprehension begins with more global aspects, (the title, the basic idea of each paragraph, etc.) and subsequently, goes into smaller linguistic units. In this way, this type of processing is principally based on the prior knowledge the speaker has and in the communicative situation. To understand a message, we first start from the meaning of a paragraph (or chunk of text), and later turn to the sentences and words that make up the message. Top-down processing, therefore, allows the understanding of an ambiguous text because it activates high level schemas that guide the reading process. In this way, prior knowledge and reader expectations become essential elements in the comprehension process. Thus, when we confront a text, our previous experience guides our comprehension process.⁴</p> <p>"Post reading" exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted. Because the goals of most</p>

⁴ Evidence for Top-Down Processing in Reading Comprehension of Children by Alberto Angosto*, Patricia Sánchez, María Álvarez, Irene Cuevas, and José Antonio León
<https://pdf.sciencedirectassets.com/287547/>

		real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows, second language reading must go beyond detail-eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types. ⁵
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LISTENING

SKILL OBJECTIVE	ACTIVITIES	RATIONALE BEHIND THE ACTIVITIES
<ul style="list-style-type: none"> * Students will identify the vocabulary in a video. * Students will be able to determine if some information is true or false. * Students will demonstrate their understanding of the listening by answering some questions. * Students will learn about UNESCO world heritage sites in the World. 	<ul style="list-style-type: none"> * Students tell teacher the information they know about safaris. * Students read the vocabulary and investigate any other word they do not understand. 	The top down technique is defined by the British Council: "Top-down processing of language happens when someone uses background information to predict the meaning of language they are going to listen to or read. Rather than relying first on the actual words or sounds (bottom up), they develop expectations about what they will hear or read, and confirm or reject these as they listen or read. Top-down processing is thought to be an effective way of processing language; it makes the most of what the person brings to the situation." ⁶
	<ul style="list-style-type: none"> * Students mark the words they hear during the video * Students answer the exercise indicating if the sentences are true or false. * Students answer the questions with their honest opinion. * Students tell the teacher 	Hoven (1999) correlates listening comprehension to visual comprehension and argues that LC and VC are complementary and should both be incorporated in teaching listening and speaking in L2. Technology has evolved and the use of visual media will bridge visual comprehension to listening comprehension to help learners listen to oral input while

⁵ Teaching Reading in a Foreign Language by Barnett, Marva A (1988)
<https://files.eric.ed.gov/fulltext/ED305829.pdf>

⁶ British Council/BBC (ND), Retrieved from
<https://www.teachingenglish.org.uk/article/top-down>

	<p>what they know about UNESCO and World Heritage sites. * Students investigate 5 World Heritage sites in Mexico and write them in their notebook.</p>	<p>negotiating meaning from visual cues. She also makes reference to gestures and body language as a significant part of the visual input learners receive while listening (Hoven, 1999).</p> <p>In the early 1980's, Mezirow, Freire and others stressed that the heart of all learning lies in the way we process experience, in particular, our critical reflection of experience. They spoke of learning as a cycle that begins with experience, continues with reflection and later leads to action, which itself becomes a concrete experience for reflection (Rogers, 1996).speaking in L2. Technology has evolved and the use of visual media will bridge visual comprehension to listening comprehension to help learners listen to oral input while negotiating meaning from visual cues. She also makes reference to gestures and body language as a significant part of the visual input learners receive while listening (Hoven, 1999).⁷</p> <p>Listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message.⁸</p>
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⁷ The Effect of Visual Cues in Listening Comprehension: Pedagogical Implications for Non-Native Speakers of English by Soraya Folley (2015)
https://repository.stcloudstate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1037&context=engl_etds

⁸ Listening: theory and practice in modern foreign language competence by Prof. Larry Vandergrift
<https://www.llas.ac.uk/resources/gpg/67>

WRITING

SKILL OBJECTIVE	ACTIVITIES	RATIONALE BEHIND THE ACTIVITIES
<p>* Students will be able to apply what they have learnt about itineraries and create one.</p> <p>* Students will be able to express the itinerary in sentences using the grammar seen in the unit be going to.</p>	<p>* Students write an itinerary for 3 days indicating the places to visit and eat.</p> <p>* Students create their itinerary in a word document</p>	<p>According to the writing product approach, in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage. A model for such an approach is outlined below:</p> <p>Stage 1. Model texts are read, and then features of the genre are highlighted.</p>
	<p>* Students write 10 sentences using the itinerary they just created and the grammar seen in the unit "be going to".</p>	<p>Stage 2. This consists of controlled practice of the highlighted features, usually in isolation.</p> <p>Stage 3 Organization of ideas. This stage is very important. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.</p>
	<p>* Students check the feedback of the teacher and correct their mistakes.</p>	<p>Stage 4 The end result of the learning process. Students use the skills, structures and vocabulary they have been taught to produce the product; to show what they can do as fluent and competent users of the language.⁹</p>

⁹ Product and process writing: A comparison by Vanessa Steele
<https://www.teachingenglish.org.uk/article/product-process-writing-a-comparison>

SPEAKING

SKILL OBJECTIVE	ACTIVITIES	RATIONALE BEHIND THE ACTIVITIES
<p>* Students will express their language knowledge about their blog in an oral presentation.</p>	<ul style="list-style-type: none"> * Students read the text on page 157. * Students find a blog they find interesting and they choose a post of the blog. * Students take a screen shot of the post and share it with the teacher. * In teams students decide which city they will present in the blog. * Students create a blog to present the city of their dreams. * Students create 3 posts on the blog according to the requirements of the teacher. * Students present their blog. * Students narrate their previous trip to their classmates and teacher. * Students expose to the class the itinerary they created. 	<p>Action-oriented tasks are purposeful acts set in a context that students could face in everyday life in a variety of situations. These tasks are open-ended and complex, requiring a variety of knowledge and skills, and there are many possible paths leading to attaining the specific end goal. To accomplish these action-oriented tasks, students require knowledge of the language and appropriate use of that language within a given cultural and social context. Each of these social tasks consists of acts of speech, or words and groups of words that enable them to communicate for a specific purpose in a real-life interaction.</p> <p>Action-oriented tasks actively involve learners in meaningful communication, are relevant and challenging but feasible, and have identifiable outcomes which are real and practical.</p> <p>Students can track their progress in developing language skills by their ability to carry out realistic tasks.</p> <p>The motivation to communicate is enhanced through having a genuine purpose: “a task to be accomplished, a problem to be resolved, an obligation to be fulfilled, or an objective to be achieved.” rather than their ability to complete grammar quizzes on verbs. Learning how to get something done in English empowers students.¹⁰</p>

¹⁰ A Guide to Reflective Practice for Core French Teachers
http://www.edugains.ca/resourcesFSL/PDF/AGuideToReflectivePractice/Module3_ActionOrientedApproach_English.pdf

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

ASSESSING AND EVALUATING TOOLS

As learning progresses, assessment is used to gather evidence about where the learners are in their learning so that teaching and learning can be adapted to meet learner needs. Assessment is again carried out at the completion of developmental activities or units of work to determine the extent of progress and achievement.

Foundational principles

Principle 1: Learning and development are continuous, lifelong processes.

Assessment should be ongoing and based on a continuum of learning/development. Learning and development are maximized when opportunities are matched to current readiness, building on what has already been experienced, learned and developed.

Principle 2: Assessment should provide information about where individuals are in their learning and development, and inform practitioners in planning and delivering progressive learning opportunities. Emotions, beliefs and relationships play a crucial role in learning and development

Principle 3: Assessment should build positive attitudes and self-confidence in children, young people and learners by assisting them to see what they have achieved and the progress they are making. Feedback and reflection are important elements of effective learning and development

Principle 4: Assessment should promote further learning and development when combined with constructive feedback and opportunities for reflection. It should enable individuals to see and appreciate the progress that they have made and recognize that they are being successful in their learning. Learning and development is advanced with opportunities, support and engagement within families and in partnership with practitioners

Principle 5: Approaches to assessment should maximize collaboration and sharing of knowledge between families and practitioners, to allow all parties to support and participate in children and young people's learning and development.¹¹

To the summative assessment, the percentages and rubrics are given by the coordination.

Evaluating students is a process which helps both teachers and students to understand the learning stage and progress of the students. It is a tool that teachers use to adapt, modify and improve their performance in the classroom but also to measure students' strengths and weaknesses.

The following charts express the form activities were evaluated.

READING

OBJECTIVE:	PRODUCT	EVALUATION
*Students will restate the main ideas of the Reading.	* Students will make a graphic representation of the new vocabulary and then they will demonstrate their understanding of the vocabulary by completing a fill-in exercise.	<p>The reading activities programmed in the lesson plan are part of the student's portfolio, which is 20% of the student's final grade.</p> <p>All the activities in the lesson plan are aimed to introduce, present, and immerse the student in the topic of which he will do his project about.</p> <p>The assessment for both activities, the graphic representation and the fill-in-the blank exercise, was informal and formative due the fact that its main goal is to give student a feedback that can be used to improve his learning.</p>

WRITING

OBJECTIVE	PRODUCT	EVALUATION

¹¹Assessment, theory and practice within the teaching and learning cycle, Developed by, and adapted in consultation with Professor Geoff Masters, Australian Council for Educational Research
<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-portal.aspx>

<p>* Students will be able to apply what they have learnt about itineraries and create one.</p> <p>* Students will be able to express the itinerary in sentences using the grammar seen in the unit be going to.</p>	<p>* Students will create a 3-days itinerary.</p> <p>* Students will express the information on the itinerary using future be going to.</p>	<p>The 2 reading activities programmed in the lesson part are part of the student's portfolio which represents 20% of his final grade.</p> <p>Positive feedback in writing is very important, due the fact that, along with speaking, is the skill in which students tend to feel more frustrated with, owing to they have many troubles organizing their ideas. Student receives informal and formative assessment due to its main goal is to give student a feedback that can be used to improve his learning.</p>
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LISTENING

OBJECTIVE	PRODUCT	EVALUATION
<p>* Students will identify the vocabulary in a video.</p> <p>* Students will be able to determine if some information is true or false.</p> <p>* Students will demonstrate their understanding of the listening by answering some questions.</p> <p>* Students will learn about UNESCO world heritage sites in the World.</p>	<p>* Students will investigate vocabulary they don't understand.</p> <p>* Students will mark the words they hear in the video.</p> <p>* Students will report if the information in an exercise is true or false</p> <p>* Students will answer some questions with their opinion.</p> <p>* Students will learn about UNESCO.</p> <p>* Students will investigate about 5 world heritage sites in Mexico.</p>	<p>As it is expressed in the lesson plan, the listening was done in the same class but it included 2 different videos. Although the focus of these activities was listening, students are able to practice oral, reading and writing as well. The listening activities programmed are part of the student's portfolio.</p> <p>The assessment for the activities was formative due the fact that its main goal is to give student a feedback that can be used to improve his learning.</p>

SPEAKING

OBJECTIVE	PRODUCT	EVALUATION
<p>* Students will express their language knowledge about their blog in an oral presentation.</p>	<p>* In pairs, students will create a blog including 3 posts of their favorite city:</p> <ul style="list-style-type: none"> - 1 containing general information of the city. - 1 with photo shopped pictures of an imaginary previous trip and, -1 with an itinerary for and imaginary future trip. 	<p>The blog, which is their term project, represents 15% of the final grade of the partial. The assessment is formal, summative and criterion based. The blog is graded with a rubric consisting in checking the following aspects.</p> <ol style="list-style-type: none"> 1. General information about the city. 2. 5 photo shopped pictures of the previous trip. 3. Itinerary. 4. All the information is in English. 5. Delivery on time. <p>The oral presentation is their oral exam, which is 20% of their final grade. The assessment is formal, summative and criterion based. The oral expression is graded with a rubric including the following aspects.</p> <ol style="list-style-type: none"> 1. Accuracy. 2. Fluency. 3. Vocabulary. 4. Pronunciation <p>The assessment for both activities was formal, summative, which goal is to evaluate student learning at the end of an instructional unit and criterion based, give the students the feedback of their work is essential.</p>

RUBRIC OF THE BLOG

DIMENSION	GIVEN %
General information about the city.	3%
5 photo shopped pictures of the previous trip.	3%
Itinerary.	3%
All the information is in English.	3%
Delivery on time.	3%

RUBRIC OF THE SPEAKING

	6	5	3	2	1	0
Accuracy	NO errors	Few errors	Some errors	Many errors	Very poor	Out of topic, spoke very little or nothing.
Fluency	Very fluent	Fluent	Regular	Hesitates	Hesitates a lot	
Vocabulary		Extensive	Adequate	Regular	Limited	
Pronunciation			Excellent	Regular	Poor	

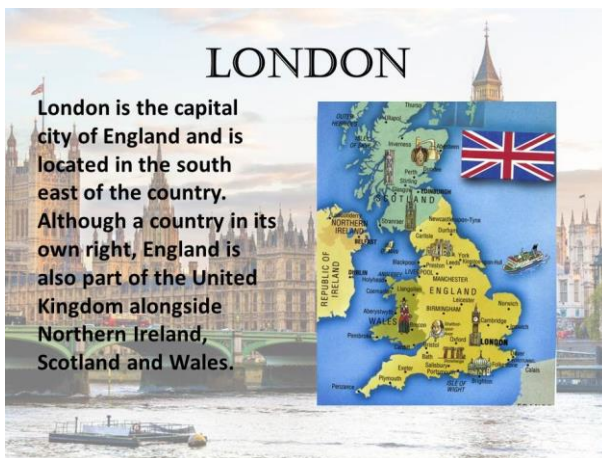
2.03 Attached evidences of the lesson plan

Introduction



Think about the City you would like to visit:
PART 1.
* **Where is it? Location.**
* **What can you do there? Entertainment and places to visit.**
* **Where can you eat? Best restaurants.**

Example of the activity






TOP 10 ATTRACTIONS


1. London Eye
2. Tower of London
3. SEALIFE London Aquarium
4. Science Museum
5. Buckingham Palace
6. Big Ben
7. Warner Bros Studios
8. Madame Tussauds
9. Chelsea stadium
10. Natural History museum

Students work

<p>Andrea <u>Paulina</u> Martínez Gómez</p> <p>Where is it?</p> <ul style="list-style-type: none"> • Paris, <u>Europe</u> <p>In the north of France is the country's capital, one of the most important cities in the history of the French country and of all of Europe. With more than two million inhabitants, it is also one of the most populated capitals on the old continent and one of the most visited destinations in the world thanks to its history, cultural activities, and gastronomy.</p> <div style="text-align: center;">  </div> <p>What can you do there? 1st attractions</p> <ol style="list-style-type: none"> 1. Louvre <u>Museum</u> 2. Eiffel Tower 3. Notre Dame Cathedral 4. Paris Arch of Triumph 	<ol style="list-style-type: none"> 5. avenue of the champs-elysees 6. I am going to eat at two restaurants that are nearby today <u>Sacre</u> Coeur Basilica 7. <u>Orsay's</u> Museum 8. Montmartre 9. Georges pompidou national center of art and culture <p>Where can you eat? Best restaurants</p> <ol style="list-style-type: none"> 1. Epicure Restaurant 2. Le <u>Meurice</u> Restaurant 3. <u>Pré</u> Catelan Restaurant 4. <u>Maxim's's</u> restaurant 5. Le Ciel de Paris 6. <u>Déli-cieux</u> restaurant 7. Le Grand Colbert 8. <u>Bofinger</u> Brasserie 9. Le Restaurant Du <u>Palais</u> Royal 10. La Tour d'Argent
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NEW YORK

New York includes 5 districts that are located where the Hudson River empties into the Atlantic Ocean. At its center is Manhattan, a densely populated district that is among the world's leading commercial, financial, and cultural centers. New York State borders Lake Erie to the west, Lake Ontario to the north, as well as the Niagara River and the Canadian provinces of Ontario and Quebec, to the east by the US states of Vermont, Massachusetts, and Connecticut to the southeast with the Atlantic ocean.



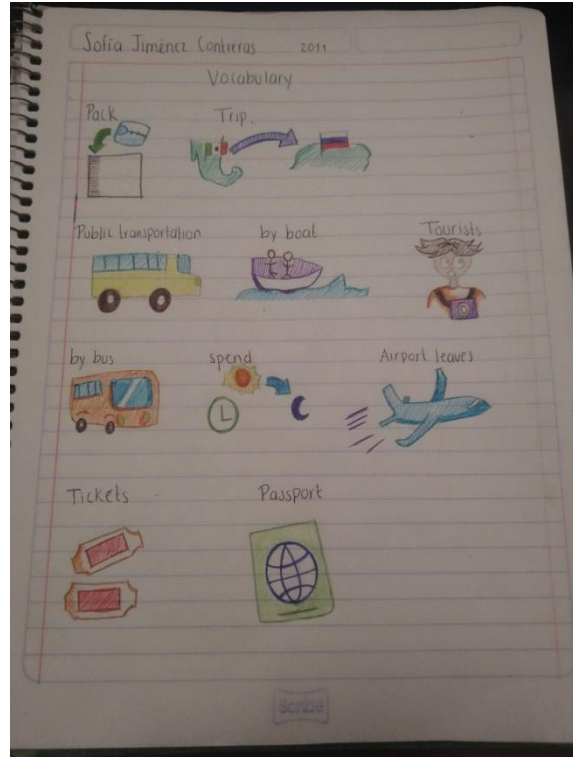
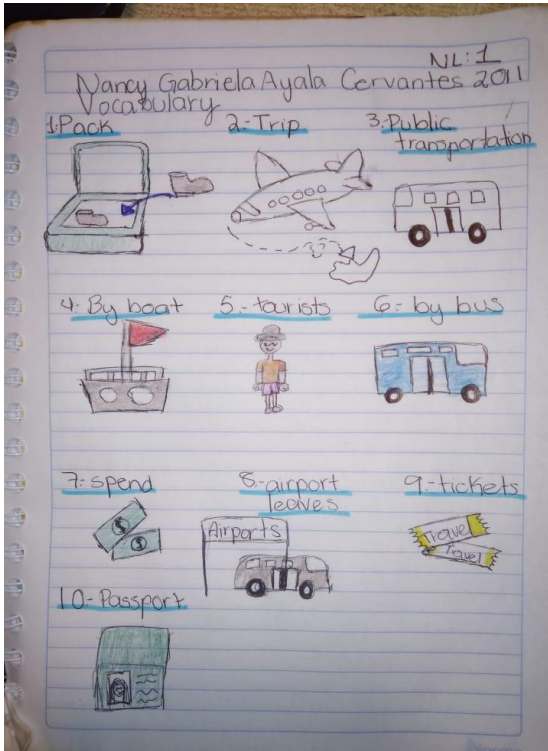
ATRACTIONS

1. STATUE OF LIBERTY
2. CENTRAL PARK
3. TIMES SQUARE
4. EMPIRE STATE BUILDING
5. ROCKEFELLER CENTER
6. BRIDGE BROOKLYN
7. HIGH LINE
8. ONE WORLD TRADE CENTER
9. METROPOLITAN ART MUSEUM
10. BROADWAY THEATER

BEST RESTAURANTS

1. MONROE'S
2. BLUE Y SEAFOOD BAR
3. SAN CARLO OSTERIA PIEMONTE
4. SPICE SYMPHONY
5. BURGER JOINT
6. CLUB A STEAKHOUSE
7. K RICO STEAKHOUSE
8. MAREA
9. BALTHAZAR
10. PETITE BOUCHERIE
11. PICCOLA CUCINA OSTERIA SICILIANA
12. LA BERNARDIN
13. ROYAL 35 STEAKHOUSE
14. OLIO E PIÙ
15. THE MODERN
16. IL PUNTO

1. Vocabulary introduction.



Reading

3 What famous places in China can you name? Discuss.
Then listen and read. **TR: 119**

STUDENT CULTURAL TRIP TO China

September 5-September 14

ITINERARY:

DAY 1
We arrive in Beijing and check into our beautiful old Hutong hotel in Beijing's Dongcheng district.

DAY 2
We join a tour of the Great Wall of China. Make sure you **pack** some comfortable shoes for this part of our trip because we're going to do a lot of hiking today!

DAY 3
In the morning, we visit the Forbidden City. In the afternoon, we travel to the 2008 Beijing Olympic sites. In the evening, we enjoy some traditional Chinese opera at the Lao She Tea House.

DAY 4
We experience China's amazing **public transportation** system when we take the high-speed train to Shanghai. Later, we check into our hotel in the Pudong area of Shanghai.

DAY 5
We travel **by boat** down the Huangpu River in the morning. In the afternoon, we visit the Shanghai Museum.

DAY 6
Today is our chance to buy gifts for our families at the Shanghai Historic District—a very popular shopping area for tourists.

DAY 7
We travel **by bus** to Nanjing. We stay with local families and experience traditional Chinese food and friendship!

DAY 8
We **spend** the day at Nanjing No. 1 Junior Middle School and take part in some classes.

DAY 9
We visit Xuanwu Lake and Jiming Temple. In the evening, we have a goodbye dinner with students from Nanjing No. 1 Junior Middle School.

DAY 10
The bus to the **airport** leaves at 7 a.m., so we have a very early breakfast. It's time to say goodbye to China and begin our journey home!

MOST IMPORTANT THINGS TO PACK:

- Tickets
- Passport
- Comfortable shoes
- Warm clothes
- Spending money (no more than \$30)

2 Learn new words. Listen and repeat. TR: 120

3 Work in pairs. Imagine that this is the itinerary for your school trip to China next week. How do you feel about the trip? Which activities are you looking forward to? Which parts of the trip are you worried about?

2. Use of vocabulary

Therese Camila Mala Alvarez

4 Read and write the words from the list. Make any necessary changes.

airport by leave pack spend tourist trip

Sarah McNair-Landry loves to travel, but she's not like most tourists. She goes on long trips to places like the North and the South Pole, the Gobi Desert, the Sahara, and Greenland. In 2015, she and Erik Boomer spent 120 days in the Canadian Arctic. They left Sarah's home town of Iqualuit in February 2015 and traveled around Baffin Island by dogsled. They packed a lot of food for the journey, including 30 kg (66 lbs.) of chocolate! Baffin Island is the fifth largest island in the world, and Sarah and Erik's journey was 4,000 km (2,500 mi.) long. Sarah's parents did the same trip 25 years earlier.

Sarah McNair-Landry

5 Learn new words. Listen for these words and use them to complete

Read and write the words from the list. Make any necessary changes.

airport by leave pack spend tourist trip

Nancy Ayala Cervantes 2011

Sarah McNair-Landry loves to travel, but she's not like most tourist. She goes on long trips to places like the North and the South Pole, the Gobi Desert, the Sahara, and Greenland. In 2015, she and Erik Boomer spent 120 days in the Canadian Arctic. They left Sarah's home town of Iqualuit in February 2015 and traveled around Baffin Island airport dogsled. They by a lot of food for the journey, including 30 kg (66 lbs.) of chocolate! Baffin Island is the fifth largest island in the world, and Sarah and Erik's journey was 4,000 km (2,500 mi.) long. Sarah's parents did the same trip 25 years earlier.

Nancy Ayala Cervantes 2011

3. Checking understanding

Plan an itinerary for the 3 days

1. Louvre Museum-Epicure Restaurant
2. Eiffel Tower-Le Meurice Restaurant
day 1
3. Notre Dame Cathedral-Pré Catelan Restaurant
4. Paris Arch of Triumph-Maxim's's restaurant
5. avenue of the champs-elysees-Le Ciel de Paris
day 2
6. Palace of Versailles-Déli-cieux restaurant
7. Sacre Coeur Basilica-Le Grand Colbert
8. Orsay's Museum-Bofinger Brasserie
day 3
9. Montmartre-Le Restaurant Du Palais Royal
10. Georges pompidou national center of art and culture-
La Tour d'Argent

NEW YORK

DAY ONE

- STATUE OF LIBERTY + BURGER JOINT
- CENTRAL PARK + K RICO STEAKHOUSE
- TIMES SQUARE + PETITE BOUCHERIE

DAY TWO

- EMPIRE STATE BUILDING + OLIO E PIÙ
- ROCKEFELLER CENTER + IL PUNTO
- BRIDGE BROOKLYN + SAN CARLO OSTERIA PIEMONTE

DAY THREE

- HIGH LINE
- ONE WORLD TRADE CENTER
- METROPOLITAN ART MUSEUM
- ROYAL 35 STEAKHOUSE

4. Writing

1. I am going to visit the Epicure Restaurant and eat at the Epicure Restaurant
2. I am going to go take some photos at the Eiffel Tower
3. I am going to eat at Le Grand Colbert
4. I am going to go record some videos at the avenue of the champs-elysees
5. I am going to go on a tour at Notre Dame Cathedral
6. I am going to rest a little at the Palace of Versailles.
7. I am going to go to go Le Restaurant Du Palais Royal
8. I am going to eat at two restaurants that are nearby today
9. I am going to recreate some photos of the Arc de Triomphe in Paris.
10. I am going to go for a walk around Notre Dame Cathedral



5. Feedback

1. I am going to visit the Epicure Restaurant and eat at the Epicure Restaurant
2. I am going to go take some photos at the Eiffel Tower
3. I am going to eat at Le Grand Colbert
4. I am going to go record some videos at the avenue of the champs-elysees
5. I am going to go on a tour at Notre Dame Cathedral
6. I am going to rest a little at the Palace of Versailles.
7. I am going to go to go Le Restaurant Du Palais Royal
8. I am going to eat at two restaurants that are nearby today
9. I am going to recreate some photos of the Arc de Triomphe in Paris.
10. I am going to go for a walk around Notre Dame Cathedral

Comentario [U1]: Eliminate the verb "go".

Comentario [U2]: Eliminate the verb "go".

Comentario [U3]: "to go" is duplicated.

6. **Vocabulary.** Exercise 22.
7. **Listening (video)**
8. **Listening comprehension.** Exercise 24
9. **Expressing themselves.** Exercises 25 and 26.

VIDEO

21 Before you watch, discuss in pairs. Imagine you can take a trip to any country in the world. Which country do you want to go to? Why? What do you want to do there?

22 Read and check. You are going to watch *Student Expedition: Tanzania*. Before you watch, predict which images you will see:

_____ cameras	_____ tents	_____ dancing
_____ stores	_____ computers	_____ singing
_____ elephants	_____ caves	_____ boats
_____ stars		

23 Watch scene 8.1. While you watch, check your predictions from Activity 22.

24 After you watch, work in pairs. Decide if these sentences are true or false. Check the correct answer.

1. The boy thought a trip to Tanzania would change his life. T F
2. The boy believes that he can use his camera to take photos of all the new things he sees in Tanzania. T F
3. The boy thinks that the trip was a typical tourist experience. T F
4. The girl came to Tanzania to learn about a different culture and lifestyle and to improve her photography skills. T F
5. The girl's favorite animal is a lion. T F

25 Work in groups. Would you like to take part in an expedition like this? Why or why not? Which parts of the video looked most interesting or exciting? Think of some problems or difficulties you might have on this kind of expedition.

26 Work in pairs. In the video, one of the students says, "I can honestly say that a part of me is changed because I came to Tanzania." How do you think a trip to another country might change your life?

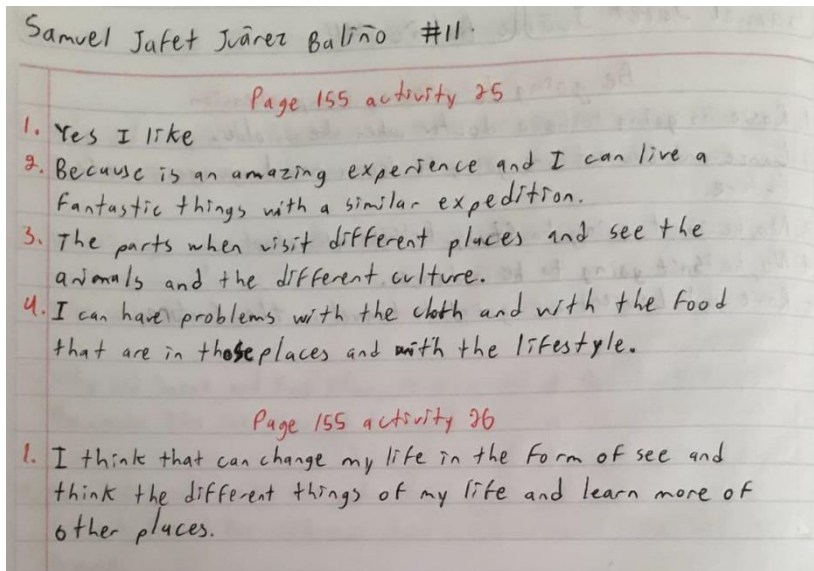
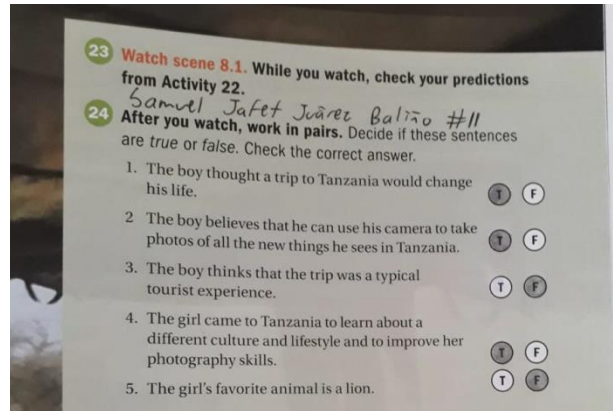
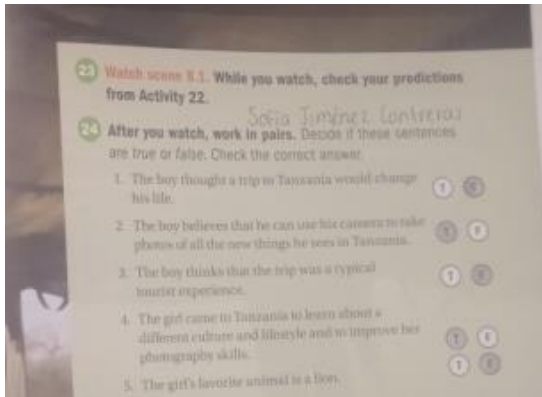
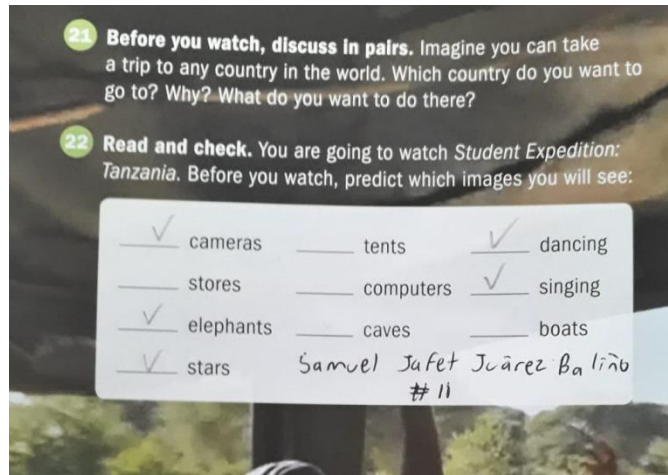
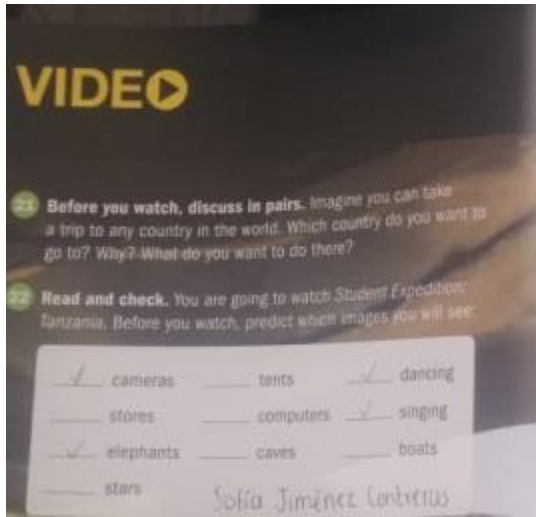
27 Choose an activity.

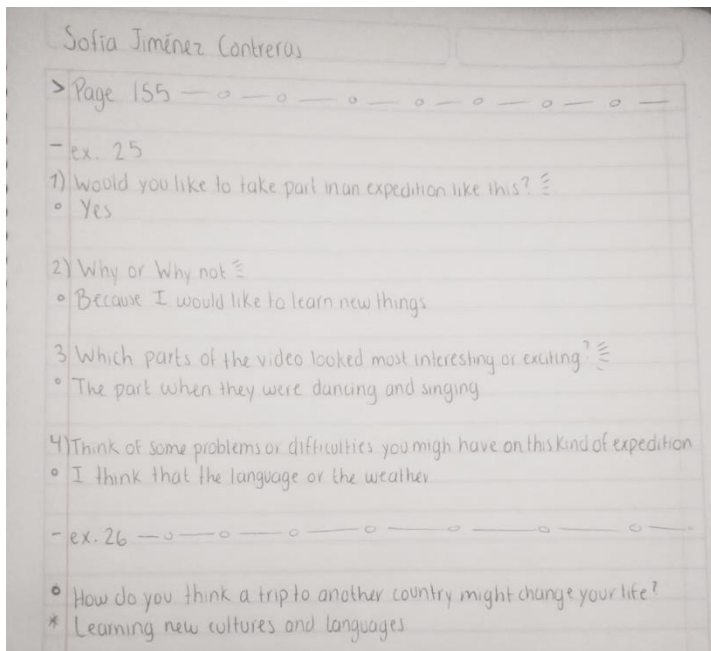
1. **Work independently.** Imagine you are in Tanzania on a National Geographic Student Expedition. Write a postcard home to your family about your activities in the last few days.
2. **Work in pairs.** Find out about a National Geographic Student Expedition to another country. Write a short description of it.
3. **Work in groups.** Prepare a short vacation brochure about Tanzania. Find out about four popular activities for tourists. Find photos to go with your information. Present your brochure to the class.

154

National Geographic Student Expedition, Tanzania 155

Student's work





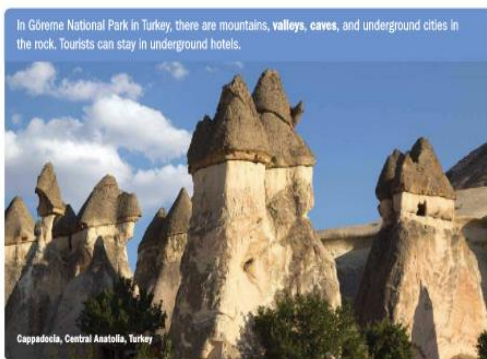
10. New perspective

13 Learn new words. Listen to learn about two UNESCO World Heritage sites: Hå Long Bay and Göreme National Park. Then listen and repeat. **TR: 127 and 128**



Islands of Ha Long Bay, Vietnam

Ha Long Bay in Vietnam is famous for its many small **islands**. Tourists enjoy traveling by boat from one island to another, admiring the beautiful **beaches** and green forests.



Cappadocia, Central Anatolia, Turkey

14 Work in groups. Imagine you can choose one of these three places for your next holiday: San Miguel de Allende, Göreme National Park, or Hå Long Bay. Which place are you going to visit and why? What are you going to do there?

11. Presentation and investigation



The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity. This is embodied in an international treaty called the Convention concerning the Protection of the World Cultural and Natural Heritage, adopted by UNESCO in 1972.

World Heritage

Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage are both irreplaceable sources of life and inspiration.

Places as unique and diverse as the wilds of East Africa's Serengeti, the Pyramids of Egypt, the Great Barrier Reef in Australia and the Baroque cathedrals of Latin America make up our world's heritage.

What makes the concept of World Heritage exceptional is its universal application. World Heritage sites belong to all the peoples of the world, irrespective of the territory on which they are located.

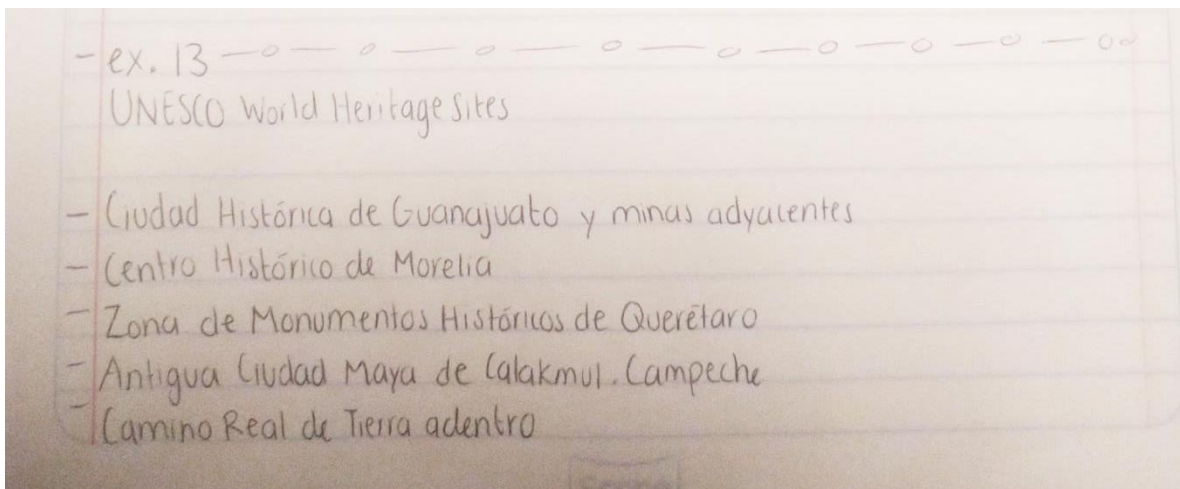
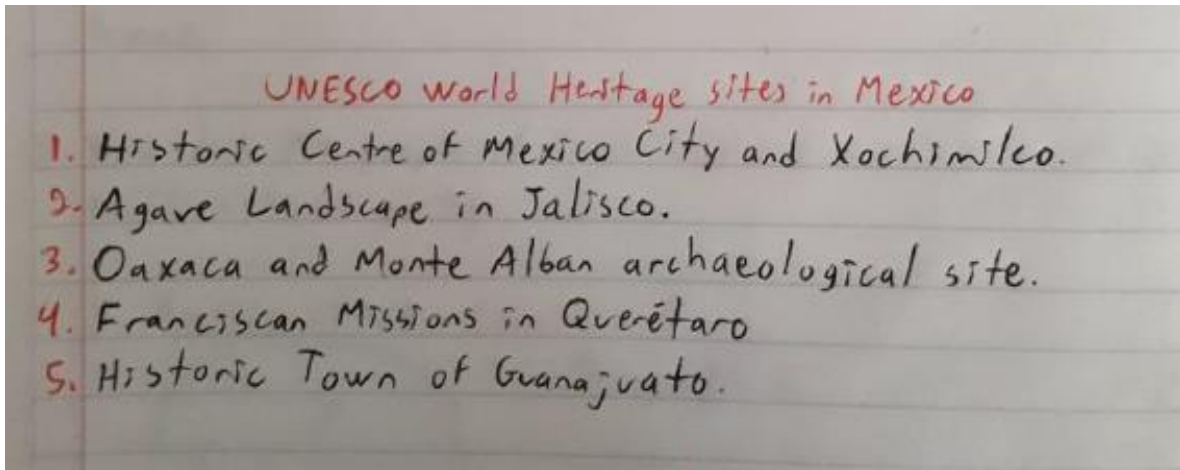
Chan Chan Archaeological Zone



Old City of Jerusalem and its Walls



Students' investigation.



12. Reading

- 31 Read the model.** Work in pairs to identify and underline these four things: the title of the blog post, the date of the blog post, the information about the blogger, and the request for comments.

My Life, My Music, My World, My Blog!

December 12, 2016

About me: I'm Mateo. I'm from Córdoba and I love music, soccer, and empanadas!

My Staycation

Every summer vacation our family goes away for a week or two. Sometimes we visit friends in the mountains, or we go to the beach. Sometimes we travel to other countries. This year, we're going to do something completely different. We're going to have a *staycation*. We're planning to stay at home and explore all the exciting things right here in Córdoba, Argentina.

On Monday, we're going to visit the Paseo del Buen Pastor. We're planning to look at some modern art and listen to some music. On Tuesday, we're going on a picnic at Parque Sarmiento and in the evening my sister's hoping to take a tango lesson. (I'm not so sure about that plan!)

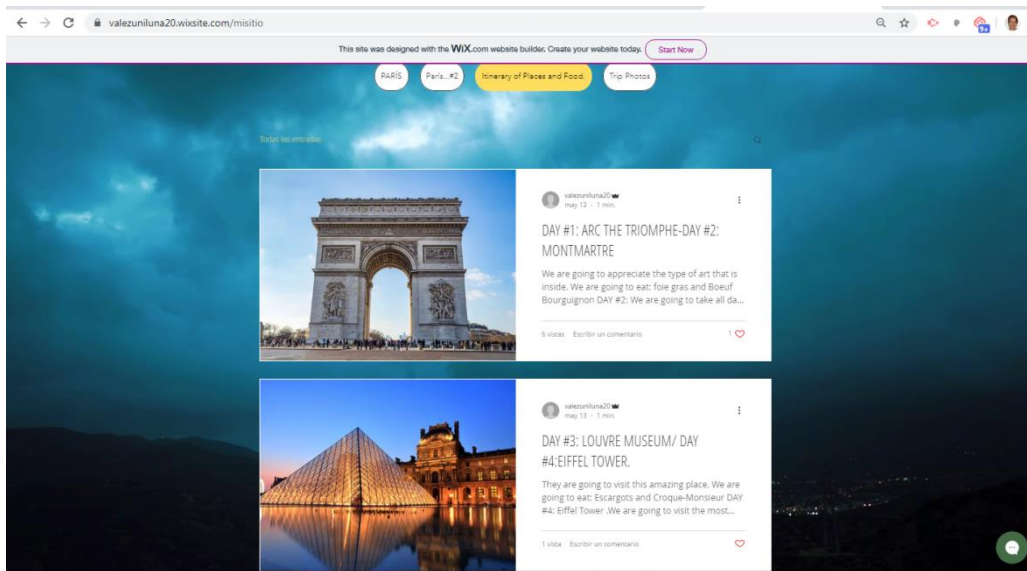
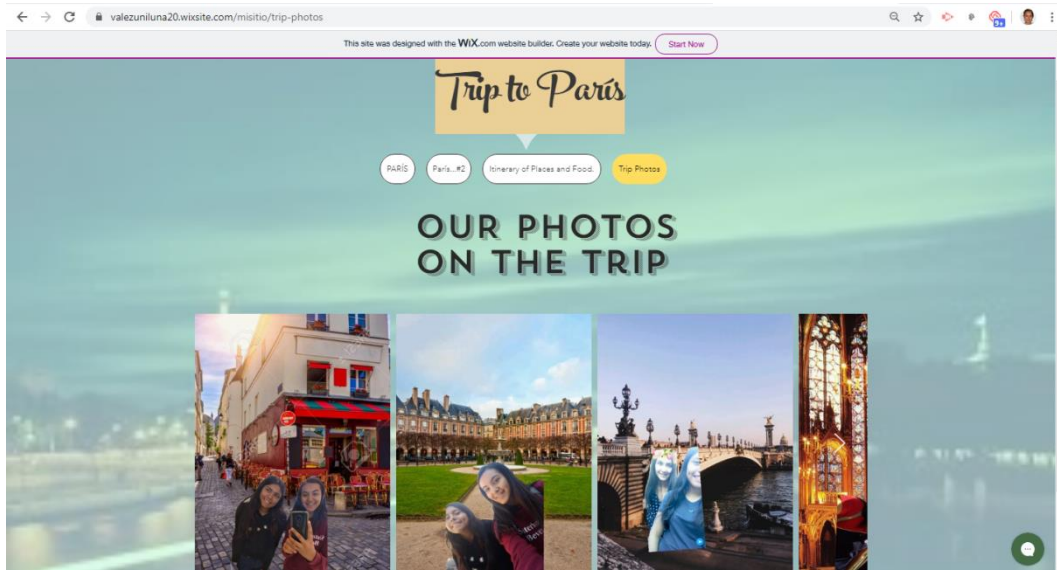
On Wednesday, we're planning to take a day trip to a small town near Córdoba called Cosquín. We're going to listen to some folk music there. After that . . . I don't know yet. But there's so much to do in my own city, I think a staycation is a great idea!

What do you think of our staycation plans? Please comment below!



13. Team formation

14. Blogs



BLOGS' LINKS

<https://valezuniluna20.wixsite.com/misitio/paris-2>

<https://03358509.wixsite.com/semestraventms>

<https://donitas2300.wixsite.com/two-travelers>

<https://pau29martinez.wixsite.com/misitio-2>

<https://samacami011.wixsite.com/misitio>

2.04 Assessment

The reading, listening and writing activities programmed in the lesson plan are part of the student's portfolio, which is 20% of the student's final grade. All the activities in the lesson plan are aimed to introduce, present, and immerse the student in the topic of which he will do his project about.

The assessment of those activities was informal and formative due the fact that its main goal is to give student a feedback that can be used to improve his learning.

The blog, which is their term project, represents 15% of the final grade of the partial. The assessment is formal, summative and criterion based. The blog is graded with a rubric consisting in checking the following aspects.

1. General information about the city.
2. 5 photo shopped pictures of the previous trip.
3. Itinerary.
4. All the information is in English.
5. Delivery on time.

The oral presentation is their oral exam, which is 20% of their final grade. The assessment is formal, summative and criterion based. The oral expression is graded with a rubric including the following aspects.

1. Accuracy.
2. Fluency.

3. Vocabulary.

4. Pronunciation

The assessment for both activities was formal, summative, which goal is to evaluate student learning at the end of an instructional unit and criterion based, give the students the feedback of their work is essential.

The following charts show the students' grades in the oral exam, they also contain some notes the teacher includes to remember the most important mistakes of the students during their performance.

The screenshot shows a Microsoft Excel spreadsheet with two main tables. The first table is a rubric for an oral exam, and the second table is a student performance record.

	6	5	3	2	1	0
Accuracy	NO errors	Few errors	Some errors	Many errors	Very poor	Out of topic, spoke very little or nothing.
Fluency	Very fluent	Fluent	Regular	Hesitates	Hesitates a lot	
Vocabulary		Extensive	Adequate	Regular	Limited	
Pronunciation			Excellent	Regular	Poor	

NO.	TEAM	order		ACCURACY	FLUENCY	VOCABULARY	PRONUNCIATION	GRADE	LINK	NOTES
13	16	1	Lopez Diaz Hugo Maximiliano	5	6	5	3	19	https://pau4681.wixsite.com/misitio	good, clear, fluent,
25	16	1	Romero Jimenez Cynthia Guadalupe	4	5	4	2	15	https://pau4681.wixsite.com/misitio	some pronunciation and grammar mistakes, reading.
24	11	2	Rodríguez Urbina Naidelyn Salem	5	6	5	3	19	https://valezunilun20.wixsite.com/misitio/paris2	it was clear, just few grammar mistakes
32	11	2	Zuñiga Luna Cleo Valeria Dalay	5	6	5	3	19	https://valezunilun20.wixsite.com/misitio/paris2	it was clear, just few grammar mistakes
6	10	3	Huerta Aleman Daniela	5	6	5	3	19	https://ximenajg31200.wixsite.com/misitio	clear, fluent, some grammar mistakes
12	10	3	Juárez Guevara Ximena Guadalupe	5	6	5	3	19	https://ximenajg31200.wixsite.com/misitio	the information was ok, clear, few mistakes
18	14	4	Luna Ramírez Santiago	6	6	5	3	20	https://09358609.wixsite.com/semesbraleventos	it was good, fluent, clear
22	14	4	Mata Santos Miguel Angel	6	6	5	2	19	https://09358609.wixsite.com/semesbraleventos	some pronunciation mistakes, but the information was clear
27	2	5	Rosas Pérez Leonardo Daniel	5	6	5	3	19	https://donitas230	few grammar mistakes, very rich Chinese food, delicious,

	6	5	3	2	1	0	
Accuracy	NO errors	Few errors	Some errors	Many errors	Very poor	Out of topic, spoke very little or nothing.	
Fluency	Very fluent	Fluent	Regular	Hesitates	Hesitates a lot		
Vocabulary		Extensive	Adequate	Regular	Limited		
Pronunciation			Excellent	Regular	Poor		

NO.	TEAM	order		ACCURACY	FLUENCY	VOCABULARY	PRONUNCIATION	GRADE	LINK	NOTES
19	5	11	Martínez Gómez Andrea Paulina	6	6	5	3	20	isitio:2	good, fluent, well presented information
2	6	12	Barajas Alvarez Renata	6	6	5	3	20	https://samacamil11.wixsite.com/misitio	good, clear, fluent,
29	6	12	tapia hernandez samanta camila	6	6	5	3	20		good grammar, fluent, clear
15	15	13	Luna Hernandez Regina	5	6	6	3	20	https://sofiavazquez638.wixsite.com/california	few grammar mistakes fluent
31	15	13	Vázquez Ramírez Sofia	6	5	6	3	20		clear fluent good pronunciation
4	12	14	Hinojosa Delgado Olga Anette	5	6	4	2	17	https://samuelib390.wixsite.com/parisblog	some ideas wer not clear, pronunciation mistakes, grammar and vocabulary mistakes
11	12	14	JUAREZ BALIÑO SAMUEL JAFET	6	6	5	3	20		clear and complete. Good pronunciation
3	8	15	Hernández Muñoz Angela	5	6	5	3	19	https://anzealahm09.wixsite.com/habanaangelaazu	some grammar mistakes but it was clear
5	8	15	Horta León Mildred Azul	5	6	4	3	18		reading, fluent, clear, good pronunciation

This chart shows the grades of the blogs. There are some notes in some of the cells in which students can know the reason of their grade.

SEMESTRAL EVENT BLOG										
NO.	TEAM	order		GENERAL INFORMATION	5 PHOTO SHOPPED PICTURES	ITINERARY AT LEAST 5 NEW PLACES	ENGLISH IN ALL THE BLOG	POSTED ON TIME	GRADE	LINK
13	16	1	Lopez Diaz Hugo Maximiliano	1.5	3	3	3	3	13.5	https://pau4681.wixsite.com/misitio-1
25	16	1	Romero Jimenez Cynthia Guadalupe	1.5	3	3	3	3	13.5	
24	11	2	Rodriguez Urbina Naidelyn Salem	3	3	3	3	3	15	https://valezuniluna20.wixsite.com/misitio/paris-2
32	11	2	Zuñiga Luna Cielo Valeria Dalay	3	3	3	3	3	15	
6	10	3	Huerta Aleman Daniela	1.5	2	1	3	3	10.5	https://ximenaj311200.wixsite.com/misitio
12	10	3	Juárez Guevara Ximena Guadalupe	1.5	2	1	3	3	10.5	
16	14	4	Luna Ramírez Santiago	3	3	3	3	3	15	https://03358509.wixsite.com/semestraleventms
22	14	4	Mata Santos Miguel Angel	3	3	3	3	3	15	
27	2	5	Rosas Pérez Leonardo Daniel	3	3	3	3	3	15	
28	2	5	Segura Gomez Rafael	3	3	3	3	3	15	https://donitas2300.wixsite.com/two-travelers
10	13	6	Jimenez Vega Mimma Atenea	0	1.5	0	3	3	7.5	http://anitamaylen10.wixsite.com/webste-1
20	13	6	MARTINEZ TRUJILLO ANA PAOLA	0	1.5	0	3	3	7.5	
1	9	7	Ayala Cervantes Nancy Gabriela	1.5	3	3	3	3	13.5	https://nancy0115.wixsite.com/traveltocancn-1
18	9	7	Manrique Saldaña Emiliano	1.5	3	3	3	3	13.5	
23	4	8	Rodriguez Martinez Abigail	3	1	3	3	3	13	

2.05 Video

The following video shows the explanation of the lesson plan, includes all the activities and students results, as well as the oral presentation of a team.

<https://www.loom.com/share/c784aa577d5e401e8c4746d9bab5b5a0>

3.0 EXPERIENCE REPORT

OUTCOME OF THE ACTIVITIES

Even though all the situation we are living students were always willing to learn, work and do all the activities, which at the end, was reflected in the quality of the projects. Students were interested in every stage of the lesson plan.

They were very enthusiastic and their final projects were well done, although the grammar focus was not correctly done in all the projects, but for me that is the least important, because the whole process was really meaningful for them. They expressed that felt very proud of their projects and they performed better in the speaking exam, the fluency and accuracy improved significantly, it might have been due they were talking about something they worked on for several lessons and was interesting for them.

The most significant outcomes were:

- Students were motivated all the time.
- They handed in assignments on time.
- They were willing to listen the feedback of the activities.
- They worked well in teams even if the work was remote.
- They were very proud with their blogs.
- The oral presentations were better than in previous partials.
- The students improved their results in grammar exam.
- Students expressed they enjoyed doing the activities and the final project.

4.0 CONCLUSION

The whole experience of the Specialization has been a real challenge since the beginning, mainly due the fact it was online, managing the time to read, and work along with all the rest of the activities I have to do was very difficult, but fortunately I managed to get to the end.

One of the most challenging issues I had to deal with were all the theories, methods and approaches that were completely new for me. It was a lot of information and few time to understand and investigate it. But even if I didn't know the names of the theories I was using them in my classes, so it was revealing to learn their names.

Regarding the last lesson plan, fortunately for me, the term event planned to the level perfectly matched the last unit of the book, so the whole process was easy to do and natural because all the activities were taken from the book. The only thing I had to do, was changing the order of some activities to an order that was better from my point of view, and I also included some extra materials and presentations to complement the book.

The most difficult and time consuming part, as always, is assessing the students, and it was even more difficult due the situation we are currently living. I always try to motivate my students with positive phrases and it was very difficult to do in the same way thru a computer, but when grading the activities on teams I always tried to include motivational phrases.

I consider the task-based approach one of the most effective ones to assess students as they use the language in a more realistic way and they create meaningful products. We have worked with that approach for almost 2 years with very good results both in grades and in students' performance.

This specialization motivates me to keep preparing myself, to become a better teacher and to be more aware of all the methods and approaches I use when planning my classes. It has definitely been difficult, but all the hard work is worth.

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UNIVERSIDAD PEDAGÓGICA NACIONAL

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DECLARATION

I Aydee Nayeli Martínez González declare that the following “Trabajo a distancia integrando habilidades para incrementar el conocimiento cultural y tecnológico en estudiantes de preparatoria” is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature. _____



Date: June 21st, 2020.