
UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
EL DESARROLLO DE HABILIDADES Y TRABAJO
COLABORATIVO EN EL AULA DE INGLÉS**

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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UNIVERSIDAD PEDAGÓGICA NACIONAL

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ESPECIALIZACION EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

(EEAILE)

PROPOSAL FOR EDUCATIONAL INTERVENTION

THE DEVELOPMENT FROM SKILLS AND COLLABORATIVE WORK IN THE ENGLISH CLASSROOM

RECEPTIONAL WORK

TO GET THE DIPLOMA

SPECIALIZATION IN TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

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INTRODUCTION

The Internet has been an indispensable part of globalization for the past decade and will go on for the next century. And in pedagogy, it has established different methods. It bases these on academic research and applied to teach through the global web. Teachers can discover most of the online learning abilities that can enrich student learning through Media. The Internet represents a rich source of information. The abundance of its content can exceed an instructor.

For Douglas Tedford is important in this context to change the way of learning English when the teacher achieves that: "The exploration of a variety of educational technology resources can enrich and speed up the fluency in L2 English. The level of communication and parent involvement help for encouraging student collaboration, learning autonomy, and lifelong learning" (2010).

What other digital resources can teach English for a comprehensible input? How can I get students to communicate in English?

The resources for teaching English through the web are extensive. Today English is considerable information and multiple digital media. The growth of information technology and the development of theories for language learning should go hand in hand to help our students gain better and faster English language.

Since constructivist theory appeared in the world, there have been changes in teaching English to students: "The student memorizes, takes notes, and recites in the traditional way while the teacher is the instructor. The teacher writes on the board and repeats the words in English. This has been a repeating pattern for decades" (Tedford, 2010).

This creates an opportunity for the English teacher to use digital resources and apply theories of Stephen Krashen, and Vygotsky to teach enormous groups in an agile and comprehensible manner in Mexican secondary schools.

Tedford makes a journey through the history of constructivism and the methods in the United States and mentions the years where it is applied. According to that:

"Using original methods to teach English to speakers of other languages - Improving success." (2010)

"Constructivism: Paradigm shift." (2010)

"The shift towards constructivism in US private school education began in the 1940s." (2010)

"The shift towards constructivism in US public school education began in the late 1970s." (2010)

The shift towards constructivism in Mexico public school education began in the late 1990s. (Hernández , 2006).

I moved to revisit the issue and plan the class in a sociocultural constructivist approach: "The input hypothesis only refers to "acquisition," not "learning." "The human being gains language in only one way: understanding or receiving messages understandable information," and students improve and progress in the "natural order," when they receive understandable information L2." (Krashen, 1985.)

How I can work collaboratively with others to learn from the (ZPD) knowledge? What different applications used students regularly on their cell phone? How can they learn new vocabulary faster and more fun? Do these resources help students learn autonomously? What technological tools used to draw all kinds of attractive things? How interesting, involve and affect students positively?

In these questions, I found an incentive to put into practice what I was learning about teaching the English language. How to apply it effectively in the classroom was another concern.

I try to share the answers these questions in document. This helped me improve the teaching and learning of English in my class. As an English teacher, I consider that it is necessary to know the information that students receive on the Internet. This circumstance affects us language teachers, but it helps us to get to know the students better. To get to know the students you have to know what they like to hear, read or see. To reach the hearts of our students, we must appreciate the information they receive daily on their electronic devices.

The English teacher does not know how the students receive the information and how to make a full contribution to them. Therefore, as English teachers, we must investigate the intercultural aspects that can influence our students. Part of Krashen's theory I applied in the lesson plans to aid in teaching English. Using digital resources in the English classroom helps to carry out collaborative work. It helps establish coexistence roles during the session and efficiently evaluate students.

CHAPTER 1 PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

Our goal with students is to guide them on their path to gaining the four English skills autonomously. These resources help develop digital skills. The most commonly found are speaking and listening resources. Using technological resources in each skill to help develop teamwork in the classroom through tasks.

The hardest thing for teachers to apply resources in reading class and design engaging activities.

Using specialized resources in the English classroom is exciting. It helps us to do academic work and students more autonomous in making their learning.

Online resources are excellent for our students, but they require a coach to achieve satisfactory results. However, the use of technologies can be very efficient if we apply theories of teaching English in our classroom. This will help us have a frame of reference for what we want to teach in the English classroom with technology.

Digital education can help make our teaching philosophy more effective. How to make students acquire skills in English with the use of technology? (speak, read, write and listen).

For the successful use of these applications is necessary for the teacher to can create a positive and enthusiastic environment in the classroom (Theory ZERO). The student can feel the opportunity to learn the language in creative ways with digital resources (CALL).

The main constructivism authors apply the theory of zero anxiety and the proximal zone of development in the teaching of languages:

Constructivist theory is effective for language teaching and contradicts everything that had been considered correct in language teaching, which emphasized patterns and memorization. Among the main theorists, we can mention Krashen and Vygotsky.

Krashen engages Vygotsky in his comprehensible input theory. ($i + 1$). Others later spoke of Vygotsky's work as Zone of Proximal Development ZPD. This theory applies to all kinds of learning, but Krashen applied it to the acquisition of languages. In other words, $i + 1$ means that the teacher must introduce the

student to topics that are consciously and preferably of interest to the student (i), and based on i, introduce the concept of competence (1) that he wants the student to learn. (Tedford, 2010)

Vygotsky mentions: "when we understand comprehensible input messages. But what counts when speaking is not what you say. Zero anxiety if anxiety is acute. The student did not motivate if self-esteem is low. We learn languages with comprehensible input and in an environment without anxiety."

To cover this aspect, I designed an activity in which the students speak without fear in talking lines. This is a fluency creation activity (pairs of students talk for 90 seconds, then a line moves to one space, then a repeat). I intend some activities in Kahoot. It helps us to have the vocabulary, grammar, and pronunciation. This takes place within a friendly and competitive environment with music. It is very nice to open Kahoot and start studying the lesson without anxiety or fear.

I have an approach by Vygotsky's theory that helps us create a zero-anxiety (ZERO) environment and in this way, collaborative work can achieve. And in ZPD (Proximal state) theories that help us understand how students learn by being together.

"The Theory of Proximal Zone Development (ZPD). They generate the zone of proximal development in the interaction between the person master (who already knowledge skill) and other person in the process of acquisition. This theory is useful in enormous groups. It is, therefore, evidence of the social character of learning. (Vygotsky).

To cover this aspect, I designed three activities. In which the students had to play and learn together. Again, "the talking line" is the activity more effective in applying this theory for collaborative learning. Another effective activity is activity in Kahoot. And the third example is a listening activity on YouTube. (The violinist.) The students at the end of the class make a banner with the answer.

In these three previous examples, collaborative learning and teamwork are given by applying the Theory of the Proximal Development Zone. (ZPD)

In the classroom, we have to create a positive work environment is so collaborative that carried out. There are digital resources that help collaborative and competitive work. Students can provide the correct answer that they consider and work in teams. Digital tools help them be autonomous and explore what they like online, but they also provide feedback for teamwork and solidarity. Here, try to cover this aspect of the theory by designing the activity. In the Kahoot educational game, I divide the class into 5 groups of 8 people. I name a commander; She or he has the cell phone with Kahoot application. The others take part in the team giving their opinions and answering Kahoot. There is a team assessment in Google-Forms at the end of the class (formative assessment).

Students communicate better with each other. They do the job with more confidence and security among themselves.

In planning a writing class or course, I rely on topics familiar to students, such as favorite movies, video games, sports, comics, music groups, television shows and actors.

When designing engaging activities and applying reading resources on the network, I like to use TED. These activities are useful for reading, speaking and listening comprehension. I don't use it this time. Because students manage the basic level. You could find another interesting topic for teens and expose them.

I have used the internet to send vocabulary, copies of activities, lyrics, and rubrics. I also send them online links where students can study and do multiple grammar and spelling exercises.

That is why I designed some activities for students learning to carry out autonomous. I recommend to students they recognize their vocabulary in Jamboard and take their exams in Google Forms. They can carry with them on their mobile devices to study before class. The teenagers can take their questionnaires after that. The students can carry the listening records on the cellphone and to help to prepare their speaking.

Meanwhile, I try to manage digital resources in most of my classes. I do this by obtaining visual aids, grammar, and quizzes online to speed up and make the class pedagogical and fun. Using Kahoot as an influential activity helps me develop student attention. The funniest part of the class is the ending with a competitive and educational game.

1.02 THEORY UNDERLYING MY TEACHING PRACTICE

Digital resources help us carry out collaborative work. When we have a group of over 30 students, we need to apply unconventional approaches. When students form into groups, they can share knowledge among them. This helps to make the English classroom environment collaborative by applying proximity theory (ZPD). Another important reason to use digital resources is to play and learn meaningfully. Example: Kahoot! Or conduct online questionnaires. Example: Google Forms. It helps us to take online exams in Google Drive. English teachers use digital resources to support teaching. The teacher can use Internet tools to gain academic posters, flashcards, and readings to present them in the English classroom. The most used digital resources are YouTube, Classroom-Google, Forms-Google, Jamboard-Google, Google meet, Wiki, Wordle, and ZOOM. These digital resources help students gain their knowledge autonomously. For example, the didactic games and the platforms for learning the English language (British Council and VOA).

To achieve the goals of all students, the teacher works with the team without spending money individually. The team leader shares the expenses during the activity with the team integrant. Following this collaborative approach, he forms several competitive teams in the classroom. Then, the costs of paying the internet on a cell phone shared by all. (Members of the team are 8 students). The leader of the group has enough cell phone minutes to carry out the activity.

Another important reason I use digital resources is to play and learn meaningfully. Example: Kahoot! Or conduct online questionnaires, (Google Forms) It helps us to take online exams in Google Drive). Hyland (2002) handles his theory of what it relates to the development of writing skills. He mentions that students can start drawing before writing. Later I will talk about multimedia technology as mentioned by the author Suleyman Nihat Sad (Tribhuvan University), where he proposes the use of PowerPoint in the English class to avoid monotony and create debates with the students.

Within the approaches when you teach to write, Hyland mentions that: "the creative expression Writing learned, not taught. We can transform writing into a process of self-discovery and a way of sharing personal meaning. Students can express personal experiences

and opinions without pressure. Virtually every act of writing takes creative effort-not only the traditional art forms of poetry and novel (2002) ”.

This concept is a very useful starting point for EFL middle school students in Mexico. To cover this aspect, I designed an activity in which students had to draw their interests or hobbies. I show them an English vocabulary to explain how to say it in English. The students draw before writing. In this way, they mentally activate their prior knowledge of what they like. They base it on their preferences and tastes.

In that session I show the drawings and photographs. I show the hobbies in the photos. At the end of this activity, students can show their drawings, hobbies, or the activity they like to do and how to say it in English. (Bloom, et al. 1956)

I based comprehension reading in the lesson plan on expressing their hobbies and interests. Students like to talk about what they like or don't like. The lesson exercise is completing a profile format to find friends on a website. In the reading comprehension session, I apply the formal schema theory (Meyer 1975). I carried these activities out under the students' prior knowledge. Here, the students are familiar with the realization of their profile on Facebook or on social networks. The students previously knew the filling of profiles and this helped to carry out the activity of the formal Scheme.

I familiarized them with the subject using social networks. For this reason, I chose the topic. Regarding the linguistic scheme; this refers to the linguistic information that we have stored in our minds to decode words and their meanings Singhal, M, (1998). To apply this theory in the comprehension reading of the lesson plan on the interests of the students, the following decoding of meanings used.

a) Verbs are in their simple form and there is no need to convert or add particles. b) In the present simple, take the ending “s” in the third person.

When planning our English class, we take into account the PowerPoint application. We apply these because it is in the classroom and available to English teachers. And we can also use PowerPoint practically and give it the constructivist approach that we need. PowerPoint helps us to work collaboratively and create discussion forums. They are useful when teaching

some skills. They help students to express their opinions in distinct forms of expression (speaking, reading, or writing). Students communicate in pairs, orally, in writing, or in drawings of what they think about the PowerPoint presentation.

The PowerPoint slides activate students' thinking and the ability to understand the language. Its audiovisual effects help them transform English learning into capacity building. The presentations in this program create a positive environment for classroom activities. The program helps group discussion with different topics. It creates a communication link between the students. Multimedia technology fosters positive thinking and communication skills in the student.

To present the reading comprehension lesson, I influence the vocabulary slides in Power-point to create debates. And I also use the idea Suleyman Nihat presents us to create a positive environment in the Classroom:

The utilization of multimedia technology breaks the monotony of traditional class teaching and is enjoyable and stimulating. For example, the use of PowerPoint template activates students' thinking and the capacity to comprehend the language. Its audio and visual effects help them transform English learning into capacity cultivation. It creates a positive environment for classroom activities. The group discussion, subject discussion, and debates can offer more opportunities for communication among students. These may occur between teachers and students too. Multimedia technology encourages students' positive thinking and communication skills in learning the language (Nihat Sad, 2013).

To focus on working with PowerPoint, I use it weekly so that students have an audiovisual experience. I present the text on Jamboard's board, take a photo of it and integrate it into PowerPoint. In this way, I start an activity to brainstorm, discuss and guess the text. After that they can understand each paragraph. I present the slides in such a way that the contents create a communicative experience. PowerPoint makes the class dynamic and gradually presents the contents of the lesson in such a way that the students are always taking part in.

Regarding the evaluation, students use digital tools and actively take part in the review of the answers. Students take the test to get a grade immediately in Google - Forms. We will have grades with averages and charts for each student.

Of the platforms to assign tasks and have a checklist of assignments I have used for Classroom and Google Forms. Google Forms is a tool that allows users to collect information through a personalized survey or questionnaire. It automatically collects and connects the information to a spreadsheet. Forms complete the spreadsheet and supervise test responses. Google-Classroom helps us send our students all the activities for the class. I assess all the students in the class.

Finally, I will insert the intercultural component. Based on the interest and tastes of students in Mexico. Our students bring their cultures with them into our classrooms. Each one is unique and important. How we use them in instruction is up to us:

Students come to us with varied experiences. Even students with little or no education have had experiences. They may not be the same experiences we have had. Their experiences may be with cooking, growing crops, or with livestock. Those rich, hands-on experiences are useful too, and we can all benefit from them.

When we respond as educators to our students' cultures, we understand that cultural differences are assets. We can learn from one another.

Since culture is a huge part of a person's identity, when we include student culture in daily instruction, we teach the whole child. We empower the teenager to capitalize on their uniqueness and individualism. And we foster a love of diversity. (Gonzalez, V., 2018, p.1)

The ability to decide what I like and what I don't like depends on each culture. This helps us understand the way of being of ourselves in contrast to social diversity. There are several ways to learn about and build relationships with other people's cultures. One of them is asking other people about their cultures, customs, and opinions. That is why the phrase "What do you like to do?" It is common during the communication process when you want to know about

people. The subject is interesting to work on in the classroom where the students are many and have several levels of English. It is appropriate to link it to the grammar of tastes and preferences.

Learn to observe and develop a taste for Mexican art and culture. Give training on how to use them in a daily conversation. They learn new vocabulary and learn to use it in the context that what presents them. I guide students to reflect on their tastes for Mexican traditions. They show the cultural value of these tastes and preferences around Mexico. Comparing Mexico regarding the native talents as handicrafts. How the foreigners like it and that exposed around the world?

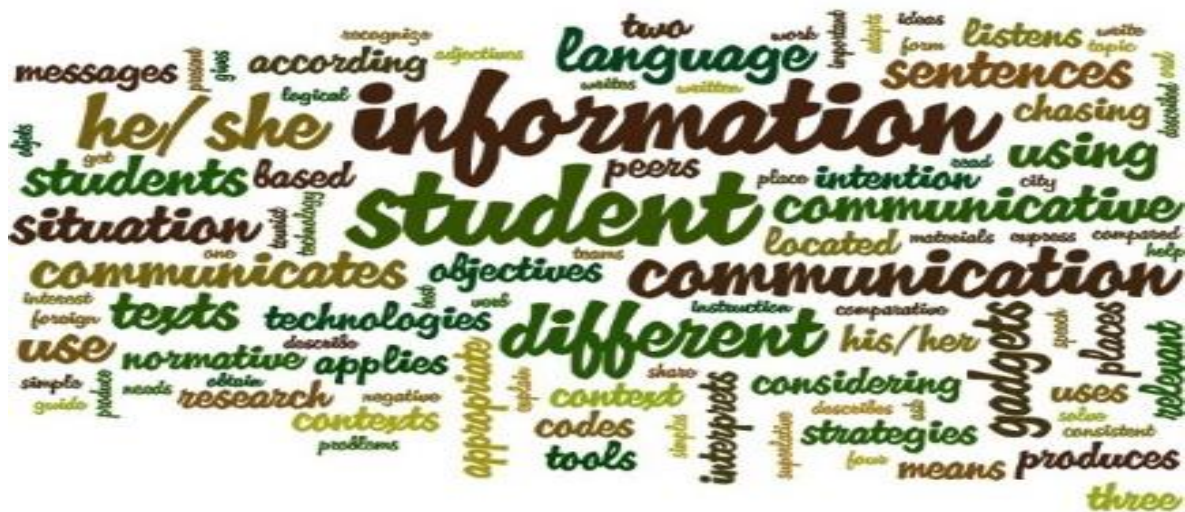
We can say that digital resources are an effective tool for new English teaching. Also, through it, we can test more quickly (example: Google-Forms).

We can have it ready with all the exercise links, with the listening-records, and the documents prepared for that class. Documentation, songs, and evaluations that may be necessary for that session. I did everything using digital resources.

CHAPTER 2 METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON PLAN (FORMAT)

1. Lesson plan identification cell.	
Author	Guillermo Camargo Guzman
Educational stage	First semester of High School. Starter level
Title of your Lesson plan	Hobbies and Interests. What do you like to do?
Learning Objective of the plan/Competency	<p>Language purpose</p> <p>Emits objective information from everyday life using formal and informal ways of speaking, and issues direct and indirect written documents. Identifies interests, things you enjoy, and about favorite hobbies. Express personal opinions and arguments about different and personal activities through time. Issues information about your family and how he can describe someone in your family; inference of new vocabulary and obtaining of specific information for your acquisition of communication skills in the language.</p> <p>Formative-intercultural purpose</p> <p>Guide participants to reflect on the different customs that determine tastes and preferences. The ethnic and cultural plurality in Mexico determines a variety of tastes and preferences. Show your cultural value of our Mexican tastes in the world.</p>
Communicative skill considered	Speaking /Writing/Reading/Listening
State of the following options	The family topic
Functions	<ul style="list-style-type: none"> -Talk about young people that are expressed in YouTube and blogs in English. -What is understood in cultural blogs about the hobbies and interest? -Talking about talents and interest. -Describing the things that people like or dislike. -Real English.
Main Grammar structure	Present simple.
Other Gramar structures	Do, does, don't, doesn't auxiliaries, Conjunction but.
Brief description of the plan	<p>The lesson of hobbies and interests was chosen because there is a variety of tastes around the world.</p> <p>In addition, they have different interests. Regarding In the section on the use of language, exercises were carried out to verify the knowledge of verbs in the present simple and the use of s in third person in conjugations.</p> <p>. The answers given by the teacher are not necessarily the only ones possible, much less in the Reflection part.</p>



NACIONAL teaching sequence template	
Hours of the plan implementation	5-6 hours
Number of sessions	5 sessions, one hour each one.
Contents required for the lesson	Class notes about likes and dislikes.
Link of the content	https://drive.google.com/file/d/1jKdPMg1J7dF6UC6Hkeb2hH8JFhnRwVFN/view?usp=sharing
EEAILE tutor on line	Teacher Alma Delia García Salazar

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Student activities	Session number	
Activation	Before the lesson	Teacher requests students take to the session information in English about the topic of the reading with their sources searched previously. Teacher takes copies of the readings for his students. The first day of the lesson, teacher writes on the board date, topic and purpose of the class.	Students take to the session information in English about the topic of the reading with their sources searched previously.	00
	During the lesson	Teacher welcomes students to the class. Teacher reviews briefly the topics seen the previous lesson. Teacher checks that students brought the assignment requested the previous session.	Students greet the class and express briefly how they feel that day. Students practice what they learned in the previous class. Students proof they did the assignment requested.	01

NACIONAL teaching sequence template			
Use of Language	Teacher creates the context based on the assignment that the students did and go over the following questions: <ul style="list-style-type: none"> • What do you like to do? What sports, music or dances do you like? • What talents do you like to develop in your daily life? • What do you like to do and what do you not like to do? • Why do not you like it? • What can I learn from the talents or interests of others? • What do you know about Mexican families? • What do you like to enjoy with your family? • What can we learn from each family? 	Students talk about their customs and express their tastes and preferences according to the culture and context where they live. They talk about their families and their members (students from rural areas and urban areas), answer the questions orally and discuss their answers.	
Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	Teacher writes the learning purposes of the lesson and have students read it and comment,	Students read the learning purposes of the lesson, clear doubts and express opinions briefly.	01-intro

3. Communicative skills development.

PROFICIENCY	TEACHING SEQUENCE	TECHNIQUE	RESOURCES	ASSESSMENT
<p>WHILE –ACTIVITY</p> <p>Conversation 1st. practice or Social interaction</p> <p>Conversation 1,2 and 3</p>	<p>reduced, and sound like (Tuh).</p> <p>Teacher say each word with reduced (tuh).</p> <p>Say "cook" Say "(Tuh) cook."</p> <p>To a verb in a sentence, it is often weaker, or reduced, and sound like (Tuh).</p> <p>Teacher say each word with reduced (tuh).</p> <p>Say "cook" Say "(Tuh) cook."</p> <p>Teacher write on the board "What do you like to do?"</p>	<p>Have learners repeat the entire sentence with a partner.</p> <p>TALKING LINE –ACTIVITY The students repeat each line together after teacher.</p>	<p>The lesson 3 Hobbies. White board</p>	<p>Students participation</p> <p>01-spk</p>

<p>To find out who likes and dislikes</p>	<p>The teacher makes the students practice saying this question.</p> <p>The teacher demonstrate with one of the learners.</p> <p>The teacher show, for example: Do you like to play sports? Yes, I like to play sports.</p>	<p>Have learners practice the conversation with a partner while teacher walk around and listen or make corrections. She or he should respond using Do you like to play sports? "I like to _____"</p> <p>Then ask one of the learners, What do you like to do? They use the vocabulary and structures that we just saw in Lesson and Conversation 1,2,3</p> <ul style="list-style-type: none"> • What do you like to do? • Yes ,I really <u>like to dance</u> • No, not <u>really like to dance</u>. <p>Then have students talk to one another to find out who likes and dislikes the listed activities from the vocabulary section.</p> <p>The name of a person who says yes goes on the line. In addition: Do you like to cook? No, I don't like to cook. The</p>	<p>01-spk</p> <p>01-spk</p>	<p>Feedback</p> <p>The teacher corrects the mistakes and pronunciation of each student and observes while conducting the</p>
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NACIONAL		teaching sequence template			
<p>POST-ACTIVITY</p> <ul style="list-style-type: none"> 	<p>conversation between two students.</p> <p>The teacher elicit students to play Kahoot in groups. Participate all the class.</p>	<p>name of a person who says no goes on the line.</p> <p>Have students respond in complete sentences.</p> <p>Students play Kahoot! Game .Have teams of 8 integrants.</p>	<p>https://create.kahoot.it/share/what-do-you-like-doing/60b9fb38-d391-4d4a-82be-76a1d4730ad9</p>	01 SPK	The winning team has extra points for its final qualification.

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>PRE-ACTIVITY-WRITING SESSION2 Kahoot-Activity An activity of recognition of grammatical structures is applied to achieve proficiency in the use of Do and Does, Don't Moreover, Does not.</p>	<p>The teacher provides the Kahoot link and organizes the groups to perform the grammar activity. For this, the group is divided into 8 teams</p>	<p>Students play Kahoot on their cell phones and participate in the game.</p> <p>Students analyze the structures presented, discover their patterns and reflect on the use</p>	<p>https://create.kahoot.it/share/esl-hobbies/4d06cdf6-f1b9-40</p>	02-wri	Students participation

NACIONAL		teaching sequence template			
<p>WRITING-WHILE ACTIVITY-SESSION2 -</p> <ul style="list-style-type: none"> Activity 1 – “GUES THE WORDS” Learners Perform “Guess the word” Grammar focus 	<p>of 5 participants per group. A leader is appointed who is the one who uses the cell phone and writes down the answers he believes in it. Therefore, they keep busy for 5 minutes at the end the winner gets a share. (5 minutes)</p> <p>1. The teacher encourages the student to draw three things that he likes to do and three things that he dislikes. 2. Teacher divide the class into two teams. 3. Teacher gives a vocabulary words to draw.</p>	<p>Students will draw pictures of 3 things they like to do and three things they don't like to do. Students share their drawings.</p> <p>Students participate in the two teams formed in the group. Spend a member on the board and draw a preference provided by the teacher. The other team tries to guess which is the preferred activity that the counting team is drawing. Learners understand the words draw and guess. Have One learner from each team come to the board. As each learner draws, the learner's team try to guess the word.</p>	<p>51-a5e4-97d369c254f2</p>	02wri	

NACIONAL		teaching sequence template			
<p>WRITING-POST-ACTIVITY-SESSION 2</p>	<p>4. The teacher ends the Activity 1.</p> <p>The teacher asks that they take an exam on FORMS-GOOGLE.</p>	<p>The team that guesses correctly first scores a point. Therefore, several students pass until they draw all the preferred activities.</p> <p>Students organize into teams and take the team test on the cell phone that contains data and is available. They take the exam and upload it. At that time, they receive their grade.</p> <p>Students go over their mistakes in the activity guess the .They correct them and clear doubts.</p>	<p>https://docs.google.com/forms/d/e/1FAIpQLSejPXHTWDLvOyOquaKzjIINjy0KJMa3sI_CYZb_ALvCIWLBA/viewform?usp=sf_link</p>	Wri-02	<p>GRADES and SCORES from Multiple choice written exam https://docs.google.com/forms/d/1wYhw8YAmgp_j_I_2D7ZHpxHz7Jl6XwuXl7anZGB56A/edit#responses</p>
<p>WRITING-PREACTIVITY-SESSION 4</p>	<p>The teacher shows the slide show in POWER POINT with the vocabulary and the picture with the profiles of Lizbeth and Alejandro who are fictitious students who will fill in their profile to win friends. In this profile, they</p>	<p>Students write sentences with the vocabulary according to the lesson Reading session 3. . Use of language. Students write the names of people</p>	<p>https://drive.google.com/file/d/1vDIwcu9sVDirki4mC_uG1rv10jrRETgs/view?usp=sharing</p>	04-wri	<p>Students participation</p>

NACIONAL		teaching sequence template			
<p>• Use of language.</p> <p>WRITING –WHILE ACTIVITY SESSION 4</p> <p>• Activity 2</p> <p>WRITING-POST-ACTIVITY Activity 3, in which the reading about Lizbeth and Alejandro was made. Using the simple present and structures: I like to cook fish.)</p> <p>We use the present simple to communicate simple things, things that are always true, or</p>	<p>demonstrate their preferences and tastes. Use of language, which includes Vocabulary and Grammar.</p> <p>The teacher asks them to make a paragraph of 5 sentences of what Lizbeth and Alejandro like. (This activity is the continuation of Reading</p> <p>The teacher encouraged students to make the spoken presentation of the written paragraph about the likes of Lizbeth and Alejandro.</p>	<p>Handwriting practice. Students write a paragraph according to the exercise session 3. The sentences are about what Lizbeth likes and what Alexander likes. Create a paragraph includes present simple clauses.</p> <p>Students present the paragraph and use the dictionary for to complete it.</p> <p>Students introduce themselves in groups and explain the likes of Lizbeth and Alejandro.</p>		<p>04-WRI</p> <p>04-WRI</p>	<p>Evidence Portfolio. Final paragraph. Students create a paragraph in exercise about his /her favorite hobbies from Lizbeth and Alejandro Speaking Rubric.</p>

NACIONAL teaching sequence template

communicate things that happen often or regularly. Feedback Activity	Teacher gives the next class to students a feedback about the mistakes detected in the paragraph, about vocabulary, spelling, structure, etc. He leads them into detecting & correcting the mistakes.				
Summary	Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts.	Students summarize the lesson. Emphasizes important aspects and clear doubts		04-wri	Students participation

Reading					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
READING-Pre-ACTIVITY. SESSION 3 Warm up activity	<ul style="list-style-type: none"> Teacher asks students 	Students brainstorm about the Contents of the reading.		03-rea	Evidence Portfolio.

NACIONAL teaching sequence template

PREDICTION ACTIVITY	What they think the reading will deal with.	The student write 5 words. on a white sheet about the topic in question. They have time to do it in Spanish and English using their dictionary. 7 minutes.			Evidence: A sheet of paper with 5 words in Spanish and English about what the reading is about.
Vocabulary introduction	<ol style="list-style-type: none"> The teacher writes the title of the reading activity on the board. Then ask students to guess what the reading will be about. He also asks them to write five words that would help them guess what the reading is about. The teacher completes this 15-minute activity. <p>The teacher gives the vocabulary for reading.</p>	Students copy the vocabulary from the reading and its meaning.			
READING –WHILE ACTIVITY-SESSION 3 Use of technology to elicit students to read. READING PRACTICE 1	<ol style="list-style-type: none"> The teacher gives copies of the "Lizbeth and Alexander Looking for Friends Activity" to the class. The teacher presents the slides in POWER POINT where the reading is located. <ul style="list-style-type: none"> The teacher makes the student read the instructions, the vocabulary aloud. 	https://drive.google.com/file/d/1mu5ThHmi5HnP0koSk1O2mrGvHdNrPnXs/view?usp=sharing	Reading <i>Lizbeth and Alejandro interests. About Hobbies and interest.</i>	03-rea	Rubric "1" of the reading completed
Out loud reading	<ul style="list-style-type: none"> The teacher makes the student read the instructions, the vocabulary aloud. 	Students watch the PowerPoint presentation and write the words they don't understand.	(Reading Level 5)		
SCAN ACTIVITY part 1	3)				

NACIONAL		teaching	sequence	template
<p>SCAN ACTIVITY PART 2</p> <p>READING-POST-ACTIVITY SESSION 3</p>	<ul style="list-style-type: none"> The teacher asks them to search the hobbies and interest text "What do you like to do?" Ask them to identify the verbs that describe hobbies that are practiced in conversation 1. They write it in their notebooks. <p>The teacher organizes a discussion for the whole group.</p>	<p>A. Students identify verbs that are used for things they like and things they dislike (use the verb like or likes depending on the person). They learn to distinguish how much they like it.</p> <p>B. learn to use the phrase: What do you like to do? I like to + VERB. I do not LIKE + VERB because It is BORING.</p> <p>Students read and/or explain the paragraphs. They ask and search the meaning of the remained unknown words, so they can explain them or give examples with them.</p> <p>Students brainstorm about the Contents of the reading. However, the participation will be in teams of 8 people. The assigned person will give the answer of the whole group.</p> <p>Students explain with their own words the paragraphs read. When they finish, others can add information to enrich the explanation.</p>	03-rea	Student's participation in groups.
Listening				

NACIONAL		teaching	sequence	template	
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>PREACTIVITY LISTENING SESSION 5</p> <p>Listening Focus</p> <ul style="list-style-type: none"> Before the activity Meaning of the words used in the interview with the violinist Lindsay. Translation of commonly used words and slang In Jam board. 	<p>1. Teacher expose students to new vocabulary of a violinist-YouTube.</p> <p>2. Teacher expose the script of the listen activity and underline the words with major significance and sense in the script.</p> <p>3. Teacher Ask students to write the vocabulary and its meaning in Spanish.</p>	<p>Students watch the Jamboard slides about the preferences, tastes, and interests. Students write all the words that have sense for to understand the message of the pictures.</p> <p>Student give a brainstorming of words that found them and the meaning. REAL ENGLISH</p> <p>Students try to guess what the video was about on YouTube before posting it.</p>	<p>Jam board- Google slides</p> <p>Vocabulary</p> <p>https://jamboard.google.com/d/1mUuGdRqEWoZaI91a21h2od_tohPbat825Kueg4_1xEU/edit?usp=sharing</p>	02 -lis	Students participation
<p>WHILE ACTIVITY. LISTENING SESSION 5</p> <ul style="list-style-type: none"> Listening activity 	<p>1. Teacher writes the general idea of the video used structures. He asks students to <i>discover</i> the patterns.</p>	<p>Students listen first time to the violinist Lindsey Starly and write all the words that have sense for them. They correct them and clear doubts.</p> <p style="text-align: right;">0:00-0:10</p>	<p>Video mp4 or audio mp3 from</p>	05-lis	Multiple-choice assessment.

NACIONAL		teaching sequence template			
Put the video for listening activity.	2. The video is put on a screen and played three times so that the student can catch the message and answer a question that summarizes the entire video. 1. Discuss the question. Then watch the video segment (0:00 - 0:10) 2 or 3 times.	<p>First. Students write some words that have significance for to understand the video message</p> <p>Second. Students listen the record the second time, discover their order and put in perfect use.</p> <p>Third. Students listen to the record a third time; take time to write the answer.</p> <p>Students try to solve the question. What does Lindsay like to do?</p> <p>The answer is : "Lindsay is a violinist and she likes to play the violin". Students make a strip of paper with the answer to what the violinist likes to do.</p> <p>They use strips of colored paper or their notebook and write the answer in large letters. They keep it folded in their notebook.</p>	Lindsey Starley – violinist-YouTube. https://www.youtube.com/watch?v=dwkaC8rgsA	05-lis	Students participation in activity Evidence portfolio Students create a strip of paper or banner with a phrase that answers and synthesizes listening to the violinist
POST-ACTIVITY LISTENING SESSION 5	3. Teacher ask learners to answer the question. What does Lindsay like to do? The teacher asks students to make a paper banner with the answer to the question asked.				
• Comprehension activity	Teacher gives students a feedback about the mistakes detected in the listening activity and put the sentences in				
Feedback					

NACIONAL		teaching sequence template			
	correct order. Explain about vocabulary, pronunciation, structure, etc. He leads them into detecting & correcting the mistakes by themselves.				say that she likes to do.

4. Intercultural component. The freest activities in this lesson, where oral and written communication are the focus, the teacher will insert the intercultural component, based on the interest and tastes of students in Mexico, which reflect, among other things, an important part of the interculturality. Comparing Mexico with respect to the indigenous talents that foreigners like and that are exposed around the world. As an example we have Amalia Hernandez with her folkloric ballet and Frida Kahlo with her customs.

5. **Evaluation** Being that this lesson is immersed in Competencies, based on a rubric, it will be marked the evident development in students' categorized in Knowledge, Abilities and attitudes. See further information about this in the theoretical foundations.

6. **Conclusion** The Conclusion will be divided in two categories: language & personal development, according to the purposes of the lesson (Language & formative-intercultural). Therefore, student will verbalize what they learned and how they did it, but also they will state what they can and will apply in their own lives related to the reading.

7. **Follow up activities** after the teacher reviews his students' writings and gives them a feedback; students make a final version of their products, which the teacher publish on a blog, inviting the school community to read them.

2.02 DESCRIPTION OF THE STRUCTURE OF LESSON PLAN AND RATIONALE

Lesson plan: interests and hobbies.

Learning outcome: the students identify interests, things that they enjoy. And all about their favorite diversions. They write and read texts, speak and listening in Present Simple.

Class approach: language purpose: write a basic text expressing personal opinions.

Total time: 60 minutes each session of the lesson. Total of 5 sessions.

Materials list: rubrics, slide projector, computer, internet, MP3 format file in USB, recorder, speakers, one cell phone for each group, board, markers, academic poster, reading sheet, worksheets, sheets of white paper for drawing and color pencils.

Learning objectives: write an elementary text to express personal opinions. Identify preferred daily activity or hobby in the simple present tense. Use them in daily activities. Observe the rules for the construction of sentences in the present simple, affirmative, and negative for the 3rd. Person. New vocabulary inference. Getting specific information for the acquisition of communication skills. Use in writing, speak, read, and listen to the expression: What do you like to do?

It is common during the communication process when you want to know about people. The subject is interesting to work on in the classroom where the students are many. And they have several levels of English. It is appropriate to link it to the grammar of tastes and preferences. This topic is part of the syllabus. I designed it for first-semester public high school students.

The topics covered refer to get skills (such as speaking, writing, reading, and listening) and the topic related to the socio-cultural aspects of the students. Students worked collaboratively in the classroom with the technological tools and digital resources available at the school.

Use drawings, sketches, voice recording, academic posters, and PowerPoint.

I organize the lesson into two parts and five sections. The complete lesson contains five sessions of 60 minutes each. The specific aim is to learn from the expression related to preferences and tastes. It relates the vocabulary to interests and hobbies. Use of the present simple in plural and singular. The first part comprises sections 1, 2, and 4 with speaking and writing skills. The second part includes sections 3 and 5 with the comprehension of reading and listening experiences. I divide each part of the lesson into a previous exercise, while the activity and the subsequent or post activity.

PART 1. Session 1 works on speaking ability and Session 2 and Session 4 work in writing. Session 1. Talking. In the Talking-Lines activity, students practice the structure with sentences. The students practice the phrase: What do you like to do? Here they work in pairs. Students line up in two rows facing each other (pairs of students speak 90 seconds). Then one line moves space. This is a time for assessing with a rubric (evaluation informal). I designed a rubric for the evaluation in pairs. I carry the subsequent activity out with a Kahoot. Here students work in small groups of six people where Kahoot perform a competition. Pre activity 1. Vocabulary in Jamboard slides.

While activity 1. Dialogue to practice oral communication. I invite students to repeat their personal experiences regarding what they like and what they don't like.

Post activity 1. Kahoot game. Complete the sentence. Do you like to_____?

SESSION 2. WRITING. Draw and guess activity. I teach students the words to draw and guess.

1) Have learners draw pictures of three things they like to do and three things they don't like to do in the space provided. Then have them share what they drew with a partner. Ask a few learners to share with the class.

2) Divide the class into two teams. As one learned from each team, come to the board. Give each team a vocabulary word to draw. As each learner draws, the learner's team tries to guess the word. The team that guesses first scores a point. Keep the score until I have done all or most of the words.

Pre activity 2. Kahoot. (Interactive Game.)

While activity 2. Drawing.

Post activity 2. Quiz. (Google-Forms.)

SESSION 4. WRITING. Text in Wordle: It gives us a good visual representation of the keywords for our topic (hobbies and interests).

Activity 4. Tell students to form teams of eight people. Photo slides in Power-point with item 1 and item 2 placed near the hobbies. Explain that you will give the teams 10 minutes to say as many sentences about hobbies and interests in Item 1 as they can. The partners will alternate

the team says the first sentence. Team B says the second, and so on. Students must count how many they say. After 10 minutes, stop the students. Explain that the goals are to say more sentences for item 2. After 10 minutes, follow up to see how many sentences they formed. Ask each team leader to give a sentence to write on the board and discuss it.

Pre activity 4. Power point-Jamboard slides. Vocabulary flash cards.

While activity 4. Handwriting practice. Paragraph.

Post activity 4. Exhibition of written works.

SECOND PART. The second part works with reading and listening. Session 3 and session 4.

SESSION 3. READING.

In the warm-up, we make assumptions about all the things that high school youth may like, and how it may be necessary to know what they prefer if you want to have a recent friend. Vocabulary. I show the photos in the Power Point slides. The student identifies activities that describe their predilections and tastes. I invite students to think about interpreting, and I only present the title. Students exchange ideas. Here we use strategies like skimming, scanning, prediction, and keyword identification. I suggest the grammatical structure through some examples of recorded sentences. They regain their previous knowledge of the present simple. (Use auxiliaries do or does.) I guide students during Reading. As they read, students receive the material (Worksheet) from a reading designed for A1 teens: "Lizbeth and Alexander" are teens who express their choices in a written example from their Personal Profile.

Pre activity 3. Power Point slides. Prediction titles. While activity 3. Power point. Reading comprehension. Post activity 3. Discussion.

SESSION 5. LISTENING. I present to students the video of a famous violinist on YouTube (Lindsey Stirling). While they hear and see video on YouTube they fill a quiz of 5 questions. (Heading 5 points.) The students create a portfolio. They deliver a paper strip as an evaluation tool.

Pre activity 5. Power Point slides. Vocabulary. While activity 5. Video in YouTube and quiz.

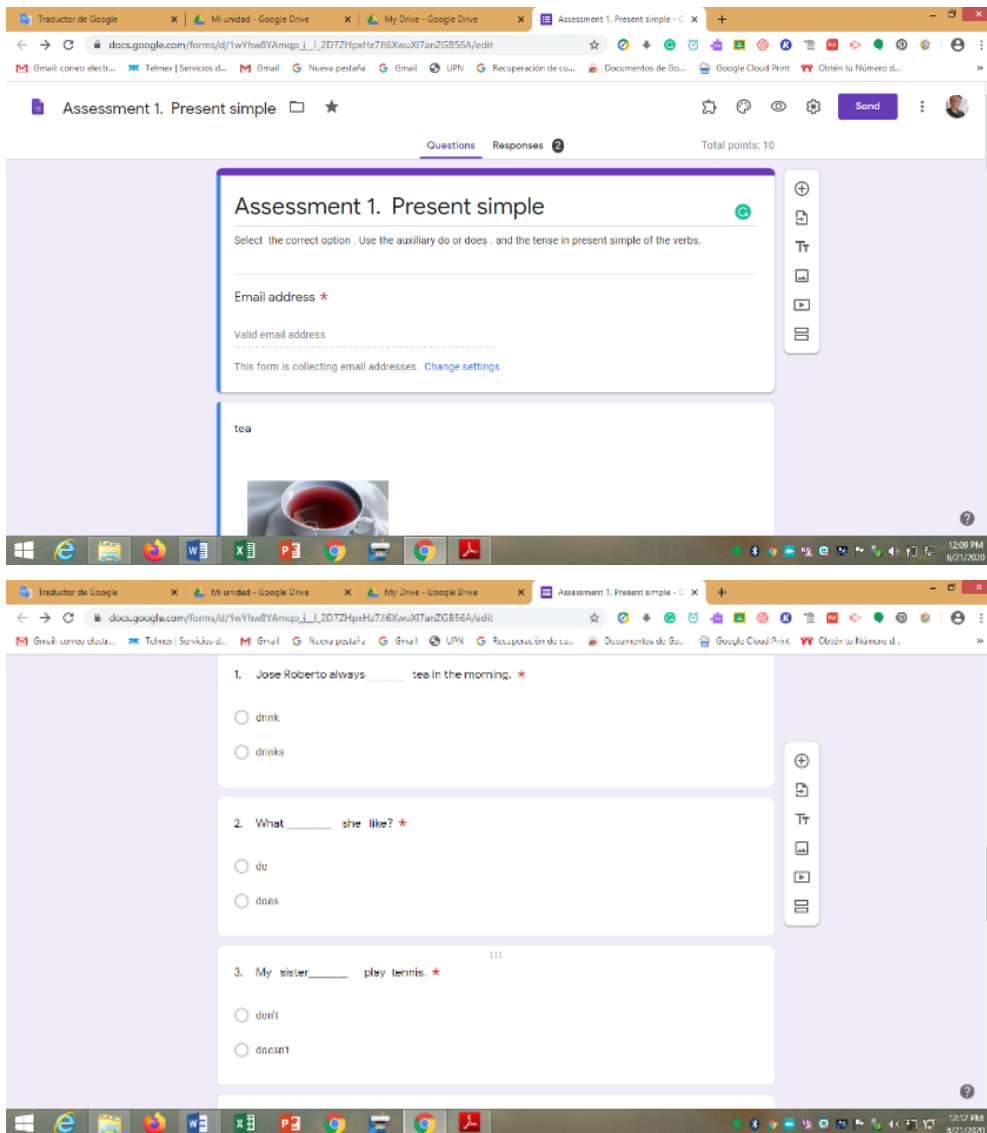
Post activity 5. Students create a banner. Reflection on talents of each student. What do you like to do? (Personal values and use for daily life.

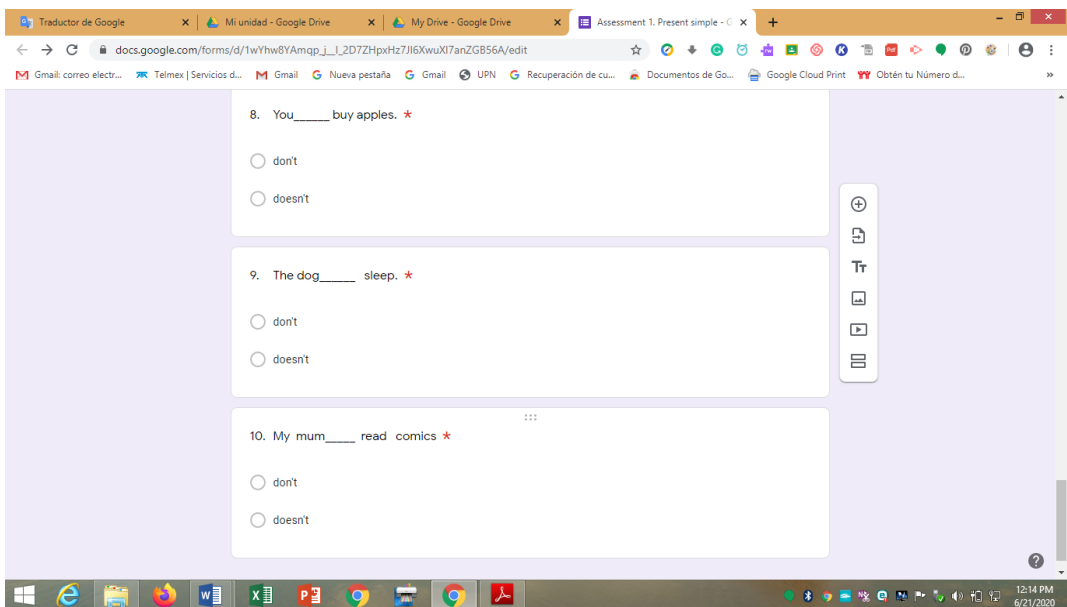
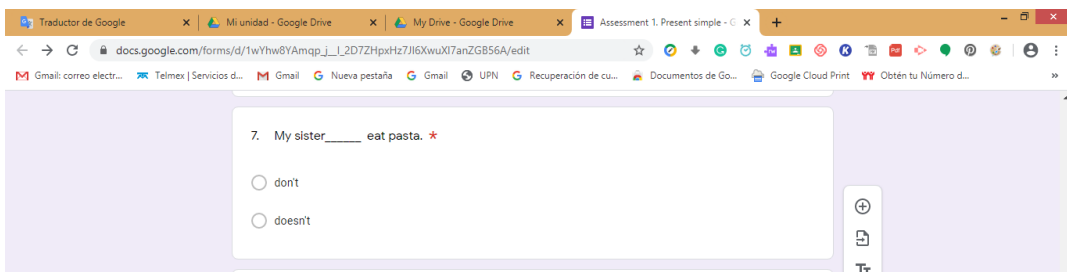
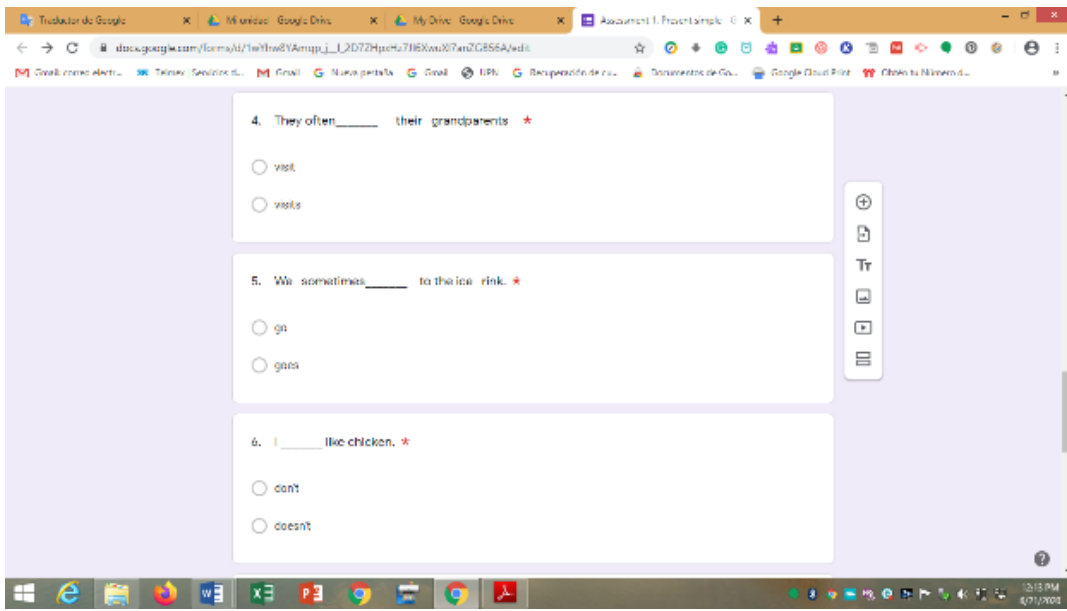
CHAPTER 3 DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS.

3.01 DESIGNED TOOL TO ASSESS MY STUDENTS (photos)

Assessment 1. PRESENT SIMPLE MULTIPLE CHOICE ASSESSMENT IN GOOGLE FORMS

https://docs.google.com/forms/d/e/1FAIpQLSejPXHtWDLvOyOquaKzIjIINjy0KJMa3sl_CYZbALvCIWLBA/viewform?usp=sf_link





3.02 TOOLS TO ASSESS. FINAL EXAM. FORMAL FACE TO FACE EVALUATION.

Assessment 1. Present simple. Multiple choice assessment in google Forms.

https://docs.google.com/forms/d/e/1FAIpQLSejPXHtWDLvOyOquaKzIjIINjy0KJMa3sl_CYZbALvCIWLBA/viewform?usp=sf_link

HEAD OF L2 LANGUAGE ASSESSMENT CRITERIA

Teacher's name: _____

Student's name: _____

Period: 2020-A

Group: _____

Date: JUN 18, 2020

EVALUATION CRITERIA				GRADE CRITERIA	
EVALU ATON	COMPETENCE	OBJECTIVE	EXERCISE TYPE	PERCENTAGE	GRADE
DEPARTMENTAL	Reading Comprehension	I. To discern among information. II.To identify specific information III.To recognize information in a text	I. Open Questions (5 marks)	10%	
	Writing Production	I. Identify phrases used to express what I like to do and what I don't like to do. II. Identify the vocabulary to express Hobbies. III. Identify words to create empathy because he doesn't like it either.	Guided Writing	10%	
	Use of English	I. To identify the correct option II.To complete with the correct verb III.To match the halves IV.To identify the adjective V.To identify the correct order of a sentence	I. Multiple choice(8marks) II.Multiple Choice (5marks) III.Completion (7marks)	10%	
	Listening Comprehension	I. To identify the image according to the audio II. To recognize the missing part III.To recognize the information given.	I. Completion (1 marks) II. Multiple choice(2marks)	10%	
	Speaking Production	Hobbies. She/he explains why he likes to do them every day. And she/he talks about the things she/he doesn't like.	Why don't you like shopping? A direct question of why you don't like something.	10%	
CONTINUOUS (portfolio)	Portfolio	To collect evidences where the learning progress can be shown in the conceptual, attitudinal and procedural areas. As a portfolio they will compile verbs and grammar exercises.	Worksheets as evidence of continuous work in each skill. The final delivery will be some cards with all the grammar parts and will make an exposition of a moderately complex sentence. evidence	30%	

	Project	I.	The rooms of their houses will measure.	I. Makes a plan of her/his home using a power point presentation in English describing location, existence of objects or physical places. 2.Evaluation activities	20%	
		II.	They will measure the furniture of their houses			
		III.	They will draw a floor plan of your house with rooms and furniture			
		IV.	They will write the name of each room in English.			
		V.	They will make a power point presentation with the data obtained from their home.			
Total					100%	

READING COMPREHENSION TEST


<http://drive.google.com/file/d/1mu5ThHmi5HnP0koSk1O2mrGvHdNrpNxs/view?usp=sharing>

READING COMPREHENSION

DIRECTIONS. Read the text and answer the following questions. (2 point each)

1. Lizbeth has no boyfriend. Alejandro has no girlfriend. They decide to enroll in the agency of "Lonely Hearts" contacts.

Read the personal details and answers to the questions of the Registration form.

<p>PERSONAL DETAILS</p> <p>Surname: Perez Dominguez</p> <p>First name: Lizbeth</p> <p>Age: 18</p> <p>Occupation: student</p> <p>Likes/interests: dancing, aerobics, swimming, jazz.</p> <p>Food: salads, vegetables and fruit.</p> <p>Drink: beer, brandy.</p> <p>Colors: pink, blue</p> <p>Dislikes: rock music, cats and dogs, football and baseball</p>		<p>PERSONAL DETAILS</p> <p>Surname: Rosales Gonzalez</p> <p>First name: Alejandro</p> <p>Age: 14</p> <p>Occupation: student</p> <p>Likes/interests: bachata music, soccer, videogames, bikes.</p> <p>Food: meet and fish.</p> <p>Drink: fruit juices and soft drinks.</p> <p>Colors: black and yellow.</p> <p>Dislikes: pop music, dancing, museums and cinemas.</p>	
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1. _____
2. _____

B. Write three other sentences with things comparing Lizbeth's likes and Alejandro preferences as in the example:

Sheila likes jazz, but Alejandro likes bachata music.

1. _____ but _____.
2. _____ but _____.
3. _____ but _____.

_____ / out

WRITING PRODUCTION DIRECTIONS

30-40 words

2.0 WRITING. Task A. Describe your likes and dislikes. Write a few lines (30-40 words) about the things you like to do usually during the weekend. Include information regarding the hobbies or sports you like the most.

I. Identify phrases used to express what I like to do and what I don't like to do.



II. Identify the vocabulary to express hobbies.



III. Identify words to create empathy because you don't like it either.

RUBRIC FOR WRITING PRODUCTION

CRITERIA					OBSERVATIONS
	1	2	3	4	
Appropriacy of register	1	2	3	4	
Range of vocabulary & structure	1	2	3	4	
Coherence, cohesion & Organization	1	2	3	4	
Task achievement	1	2	3	4	
Spelling & punctuation	1	2	3	4	
Total					

USE OF ENGLISH

3.0 Circle on the correct option. Use the auxiliary **do** or **does**. And the tense in present simple of the verbs.

1. What _____ (**do**/ does) she like?
2. I _____ (don't/ **doesn't**) like chicken.
3. Jose Roberto always _____ (**drink**/ drinks) tea in the morning.
4. My sister _____ (**don't**/ doesn't) like to play tennis.
5. They often _____ (**visit**/ visits) their grandparents at weekends.
6. We sometimes _____ (go/**goes**) to the ice rink.
7. My sister _____ (**don't**/ doesn't) like to eat pasta.
8. You _____ (don't/**doesn't**) buy apples.
9. The dog _____ **don't**/ doesn't) like to sleep.
10. My mum _____ (don't/ **doesn't**) like to read comics.

_____ / out of 10

RECORD AND VIDEO FOR THE LISTENING TEST

VIDEO: <https://www.youtube.com/watch?v=G8J4vaXGIh4>

MP3 FILE:

https://drive.google.com/file/d/1V_YM0mGkjyzHCI_XcyR7A1W1qrdsiUV_/view?usp=sharing

LISTENING COMPREHENSION



4. Listening https://www.youtube.com/watch?v=dwkaC8rg_sA

What do Lindsay Sterlay like to do?

5. Choose the correct answer from this multiple choice about Lyndsay Sterlay.

1. Lindsay Sterlay is a famous _____.
- a. singer b. pianist c. violinist
2. She likes the _____.
- a. pianos b. harps c. guitars _____ / out of 02

RUBRIC FOR LISTENING

CRITERIA	1	2	3	4	OBSERVATIONS
1. Information process (the message)	1	2	3	4	
2. Vocabulary	1	2	3	4	
3. Listening Process	1	2	3	4	
4. Achievement of the task	1	2	3	4	
Total					

RUBRIC SPEAKING PRODUCTION

- 4.0** A direct question. **Why don't you like shopping?**
Then talk about of why you don't like something with a partner.

Present simple

Background Clear frame

SIMPLE PRESENT TENSE (Presente Simple)			
MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO	
I play To juego	Do I play? ¿Juego yo?	I do not play	Yo no juego
You play Tu juegas	Do you play? ¿Juegas tú?	You do not play	Tu no juegas
He plays Él juega	Does he play? ¿Juega él?	He does not play	Él no juega
She plays Ella juega	Does she play? ¿Juega ella?	She does not play	Ella no juega
It plays Ella juega	Does it play? ¿Juega él/ella?	It does not play	El/ella no juega
We play Nosotros jugamos	Do we play? ¿Juegan nosotros?	We do not play	Nosotros no jugamos
You play Vosotros jugáis	Do you play? ¿Juegan vosotros?	You do not play	Vosotros no jugáis
They play Ellos juegan	Do they play? ¿Juegan ellos?	They do not play	Ellos no juegan

Do I like to play videogames? Do you like to play videogames? Does he like to play video games?

I don't like to eat vegetables. You don't like to eat vegetables. He doesn't like to eat vegetables.

likes

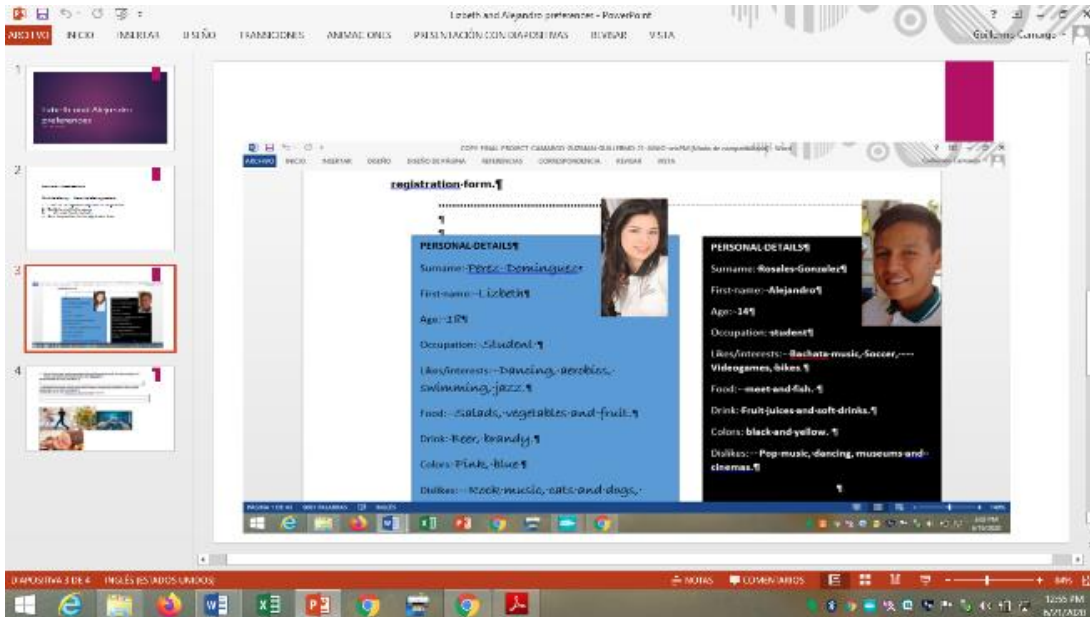
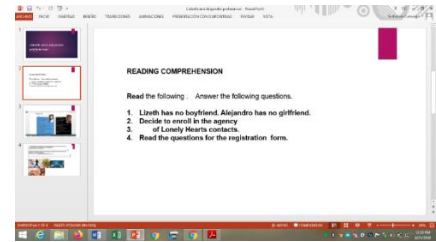
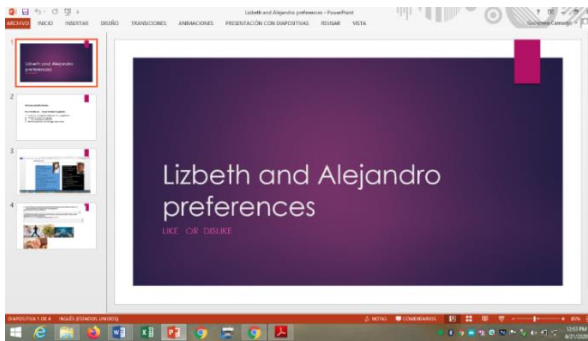
Do Does

I like to play videogames you like to play video games he likes to play videogames

3.04 SPEAKING PRODUCTION WORDLE.



3.05 PRESENTATION FOR THE READING COMPREHENSION TEST



<http://drive.google.com/file/d/1mu5ThHmi5HnP0koSk1O2mrGvHdNrpNxs/view?usp=sharing>

3.06 PRESENTATION FOR THE LISTENING TEST

vocabulario-listening 2/2

Background Clear frame

I'm into the pianos in
Me gustan los pianos

I'm a violinist.
Soy una violinista.

I'm a songwriter.

I wasn't like I have always been a very optimistic up heat person
optimistic up

when I first came to college.
cuando llegué a la universidad

I was trying to figure out who am I
En un momento que estaba tratando de descubrir

quien soy?

heat person
animado

I started to find most of my value
Conseguí a encontrar la mejor parte de mí valor (como persona)

in the fact that I was thin.
en el hecho de que yo era delgada.

vocabulario-listening 1/2

Background Clear frame

I'm into the pianos in. My name is Lindsey Stirling I'm a violinist I'm a YouTuber I'm a songwriter.

I wasn't like I have always been a very optimistic up heat person when I first came to college.

it was a happy it was a time that I was trying to figure out who am I what makes me special

and I started to find most of my value in the fact that I was thin.

vocabulario listening 2/2

Background Clear frame

Me gustan los pianos

Soy una violinista.

Soy un músico.

optimistic up

cuando llegué a la universidad

En un momento que estaba tratando de descubrir

quien soy?

animado

heat person

no no había pensado siempre alguien muy optimista cuando llegué a la universidad.

optimistic up

when I first came to college.

cuando llegué a la universidad

I started to find most of my value

Comencé a encontrar la mayor parte de mi valor / como persona

in the fact that I was thin.

en el hecho de que yo era delgada.

"LINDSEY STIRLING: EXCLUSIVE INTERVIEW" Subtitulada

n.l.

YouTube fue abierto fueron los que lo hicieron posible, lo amo absolutamente

2:47 / 5:22

<https://www.youtube.com/watch?v=G8J4vaXGIh4>

MP3 FILE:

https://drive.google.com/file/d/1V_YM0mGkijyzHCI_XcyR7A1W1qrdsiUV_/view?usp=sharing

3.07 SPEAKING PRODUCTION RUBRIC.

FINAL-PROJECT-CAMARGO-GUZMAN-GUILLERMO-21-JUNIO-seisPM (Autoguardado) [Modo de compatibilidad] - Word

ARCHIVO INICIO INSERTAR DISEÑO DISEÑO DE PÁGINA REFERENCIAS CORRESPONDENCIA REVISAR VISTA Guillermo Camargo

SPEAKING PRODUCTION

To talk about your favorite hobbie.

CRITERIA	1	2	3	4	OBSERVATIONS
Discourse management					
Grammar and vocabulary					
Pronunciation and intonation					
Interactive communication					
Achievement of the task					

53

PÁGINA 53 DE 54 6771 PALABRAS INGLÉS (ESTADOS UNIDOS) 1:12 PM 6/21/2020

3.08 LISTENING RUBRIC

Teacher ask these questions	0	1	2	3
“Tell me everything you remember about the story”	There is no answer or an inaccurate answer, even after giving 3 instructions to help him.	Remember only 1-2 things about the story after motivating him to remember 3 things	Remember 2-3 things in the story.	Remember all the story.
What is the problem in the story? How did Lindsay solve the problem?	No response or inaccurate response, even other rewarding and motivating.	He shared a feeling that Lindsay could have had but could not say why.	He shared a feeling that Lindsay could have had and told him why.	He shared one or more feelings that Lindsay could have had and induced good reasons why.
What new things did you learn from the history?	No response or inaccurate response, even other responses and indications.	Answer only part of the question with beyond the information.	The answer is almost complete with only a few missing parts.	Complete and accurate answer.
How do you think Lindsay feel in the story? Why?	No response or inaccurate response, even after motivating.	He shared only part of something new learned, even after rewarding and motivating.	He shared new things learned from history.	He shared two or more things learned from history.
What else are you thinking or wondering about this story? Write student’s response here.				
Notes.				

Out of _____/12

3.09 SPEAKING RUBRIC

SPEAKING PRODUCTION

4. To talk about your favorite Food.

CRITERIA					OBSERVATIONS
A. Discourse management	1	2	3	4	
B. Grammar and vocabulary	1	2	3	4	
C. Pronunciation and intonation	1	2	3	4	
D. Interactive communication	1	2	3	4	
E. Achievement of the task	1	2	3	4	
Total	20				

Out of _____/20

3.10 WRITING RUBRIC

CRITERIA	1	2	3	4	OBSERVATIONS
1. Appropriacy of register	1	2	3	4	
2. Range of vocabulary & structure	1	2	3	4	
3. Coherence, cohesion & Organization	1	2	3	4	
4. Task achievement	1	2	3	4	
5. Spelling & punctuation	1	2	3	4	
Total					

Out of _____ / 10

3.11 EVIDENCES PORTFOLIO.



Banner with the answer: Lindsay likes to play the violin

3.12 B. Evidence portfolios

Timestamp	Email Address	Score	1. Jose Roberto always_	2. What _____ she	3. My sister _____	4. They often _____	5. We sometimes _____	6. I _____ like chicken.	7. _____
5/28/2020 10:33:0	bustosyanezjosecarlos@t	2 / 10	drink	does	don't	visits	go	don't	dc
5/28/2020 10:33:2	angelica.gulpio99@gmail	3 / 10	drinks	do	don't	visits	go	don't	dc

EXAMS RESULTS GRAPH

3.13 RATIONALE AND ANALYSIS OF MY DESIGNED TOOL TO ASSESS MY STUDENTS

SESSION 1. The students should speak while in session, and it will affect the participation of the students. I analyze the pronunciation of the speech with a rubric during the conversation activity or “talking line”. I motivate students to take part in Kahoot! (Socio-cultural constructivism) The winning Kahoot team will earn extra points for their final qualification.

SESSION 2. Writing. (Pre-activity) participation in Kahoot (game graded). While-activity. I grade evidence portfolio: Three drawings of the things they prefer. Three pictures of things they don't like. Verify the six drawings with the English text below each drawing (Verbs). End of session 2.

I assessing the students with an exam in Google-Forms.

https://docs.google.com/forms/d/e/1FAIpQLSejPXHtWDLvOyOquaKzIjIINjy0KJMa3sI_CYZb_ALvCIWLBA/viewform?usp=sf_link

Session 4. Writing. The professor shows the slides in PowerPoint with the vocabulary of the likes and preferences of Alejandro and Lizbeth. In while activity. Writing Rubric. The teacher tests the paragraph about Alexander and Lizbeth. Students generate a portfolio of evidence. Post-activity. Rubric to speak. They explain the paragraph with a speaking rubric. The teacher checks the oral participation.

Session 3. Reading. Comprehension activity. Predicting what the reading will be. (Writing work evidence). I assessing the students produce a Portfolio of evidence with the sheets of the students. I check the prediction strategies, scan, and underline their reading sheet. Reading comprehension. While activity. Post-activity reading (quiz with 5 questions.) A questionnaire for each group.

Session 5. Listening activity. They perform video prediction. I brainstorm about the video. I rate it with the participation of the students. The evidence portfolio is a banner (strip of paper) with a phrase to answer the question: What does Lindsay Starly like to do?

3.14 ANALYSIS OF TEST RESULTS

Evaluation instruments. I carried out the evaluations, taking into account the topics seen in class. It was the four integrated skills, but with a rubric each. The written assessment is

evidence in a document about the skills that taught. In the written exams I attach a cover page where the competences and each evaluation criterion described. Also in this instrument, the exercises that placed to test and I mention their value of each one.

The percentages for each skill I wrote right here. It is a very complete criterion assessment that it allows a more solid evaluation. As for the exam, the teacher has four skills. I designed a cover. It structures and tests the percentage of each skill. Having title ready, we only add the specific results in each rubric. This way helps to assess the students. There are two aspects. On the one hand, digital tools help teachers with online assessments. The student can take the exam whenever they want. It is an advantage for students making it at home on their computers.

The exams I applied to the groups under my charge were a success because I followed a method. I took two axes in account for the evaluations. First, I will define instructions to the students. This way the student answer and has no doubts. The second issue is that I use evaluation quantitatively through a rubric. Students often claim they don't know how well or they performed on the course. They ask me for clearer grades. Students prefer a number than a qualitatively grade. This helps me test them when passing grades into the school's grading.

CHAPTER 4. EXPERIENCE REPORT

4.01 VIDEO

<https://drive.google.com/file/d/12Wt2ycpOkkDcHcRs2dlbW7CRyVtIK30e/view?usp=sharing>

This video, you will find the most significant tasks moved out in the sessions. I got these exercises out according to the earlier Class Plan. I designed these materials to apply in the classroom at each session. It implements an introduction, objectives, presentation, an initiation to the vocabulary, and open to the activation. The classes have this remote range because of the confinement that lifted out in our country.

Solve problem of not being the classroom. The teacher used Zoom and Google Meet platforms. I did the class in this way. I present the pictures of my students.

To illustrate the activities, I performed the activities; I show the photos. Talking is the first social practice (exercise is a conversation). Students created a placard with the written response.

The solver is to the question; What does Lindsay like to do? (The famous violinist on YouTube). It is the explain to the seek. They respond to a reading comprehension exercise. It is the second social practice.

The student performs a test and ends with a group discussion. They complement by a speech rubric. After these practices of social interaction; we focus and do the grammar. I explain the present simple in the affirmative, negative and interrogative form. Work on the third person singular rule added to the "s". Digital resources support an assessment. It is more practical and faster way. The teenagers made their evaluations on the Google Forms. The teacher can give feedback to the classroom. They resolved the questionnaires out in groups. It has the help and they teach each one another. That increases their learning in the proximal zone (ZPD). To answer, they aid each other. They take the same exam but share their knowledge. Social interaction is working when solving their quiz. The video contains the moments most memorable of the lesson.

4.02 EXPERIENCE REPORT. THE RESULTS.

I presented the present simple and use of its grammatical and auxiliary rules. I consider that the expectations are very satisfactory. The students had a righteous conduct and had excellent evidence results. They fulfilled the communicative goal.

Speaking, the students met their communicative goal. When they writing it perceived that they did not heed the grammar rule. It is something that students find it difficult to do. I can compare it with the best tested or easiest to test activities. The students aren't shy with each other. They speak without problems. On platforms, they did it very well. In writing their expression costs more work. Although I gave them vocabulary before the session, I sent them flashcards by email. They played Kahoot, but they were wrong. When they highlight a paragraph, they are wrong and misspelled. Reading is where they have to understand what is slapping into letters. Rather than what I have planned with photos. When they speak they can express themselves, but when they write they are wrong. They could make the banner, although sometimes they are wrong in grammar.

Students talk among themselves. When a team does, they do with more confidence and security among them. We become the more autonomous and independent. They work together.

But, in the evaluations carried out on the Google Forms my students got lower marks at the medium level. They had not reached a high knowledge of Grammar. They did not understand the grammar rule to make the present simple in the 3rd. Person of the singular. In the speech, they discussed the practice on the Zoom platform. The students performed the practice on the platform and understood how to answer. In the most formal form of evaluation, they were wrong.

4.03 SOLUTIONS

My recommendation to improve the class is the student uses the dictionary. The teacher teaches them its correct use. It can be a physical or in cell phone. To illustrate for what they have precise grammatical rules. Let them understand as an “s” added in the third individual singular. They accept an auxiliary verb in the third person singular. When the question asked.

Expose them on enormous signs with the grammar rules, play more games. We describe them do as an auxiliary verb and solve errors. Don't forget. The auxiliary **do** is for everybody and **does** for third person singular.

He did not contemplate working virtual platforms in teaching. By running a platform as a Google-meet, I can see not every student will get a good internet reception or device. They will fail in their transmission and they will not attend the class. Solution a better internet and devices.

CHAPTER 5 CONCLUSIONS.

So, we can conclude that the work of technologies helps instruct activity. In the listening since the students prefer to run a computer program to study the pronunciation.

The evaluations are continuous and they help in the perception of progress the student has during the course. The application in the classroom of these theories and solutions will always be useful in the repeated employment of language. Each group and generation has its own ideas. The English teacher is in unbroken learning of new techniques. The methods relate in teaching English as a second language to know better students. We used the constructivist theory in our classrooms. It is good to share it with other teachers and to join the efforts to improve teaching English.

In the philosophy of education, the teacher wins with these ideas. The application in class makes everything work in the classroom. The teaching of English should alert to new technologies. These alternative theories help teachers apply better strategies to students. Krashen's theory and others that are similar it says pairing only occurs with a contribution of knowledge by the tutor or by technological means. The professor must take into account these tools for the best performance of their product. This is a reflection on the daily practice of the teacher of English. When the student has no tension, as Krashen says, he will pay attention. The teenagers will attend and gain the input we are providing.

In conclusion, I say that the system that best suits Mexican programs does not exist. That is why we have to change our way of teaching and start by bringing our students closer to listening in the classroom. These are exercises that do not come in our textbooks, but is in a series of activities like the ones I have presented in this work. If you visualize them so that the student can practice all the skills.

Put in a word, it is clearer to explain everything you learned. It has been very important. The method he uses to complete my project. It is a basis of the theory of constructivism. I had many experiences in this specialization. I learned to organize my Plan lesson with digital resources.

CHAPTER 6 APPENDIXES

6.01 BIBLIOGRAPHY

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6.02 LEARNING OUTCOMES



Colegio Nacional de Educación Profesional Técnica
ORGANISMO PÚBLICO DESCENTRALIZADO DEL ESTADO

Learning Unit (Central content)	Expected learning outcomes	Learning outcome	Socioemotional skills (HSE)*
2 Location of objects and specific locations in her/his environment 30 hours	<ul style="list-style-type: none"> Students describe their bedrooms by using indefinite articles and vocabulary related to furniture. Students talk about things that can be found in their bedrooms by using three sentences with <i>there is</i> and three others using <i>there are</i>. In the sentences they also make use of adjectives, colors, and prepositions of place to say where things are. Students use the structures <i>there is not</i> and <i>there are not</i> to talk about things that cannot be found in their classroom. 	2.1 Locates places and objects in his/her immediate environment using prepositions of place. 6 hours	Dimension Know yourself HSE data sheets
	<ul style="list-style-type: none"> With help of the family tree they created before, students write ten yes/no questions by using present simple to know about the other students' relatives. By using present simple, students write five affirmative sentences and five negative sentences. Students work in teams to use verb to be in present simple and adjectives to describe three gadgets. Students write four sentences (two comparative sentences in negative form and two superlative sentences) that help them to explain which of the three gadgets described is the one that best adapts to their needs. 	2.2 Writes simple texts where objects are compared using information technology to research a topic. 18 hours	

*Note: The socio-emotional skills will be developed in the Pedagogical guide of the module.

Learning outcome	2.2 Writes simple texts where objects are compared using information technology to research a topic	18 hours	
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"> With help of the family tree they created before, students write ten yes/no questions by using present simple to know about the other students' relatives. By using present simple, students write five affirmative sentences and five negative sentences. Students work in teams to use verb to be in present simple and adjectives to describe three gadgets. Students write four sentences (two comparative sentences in negative form and two superlative sentences) that help them to explain which of the three gadgets described is the one that best adapts to their needs. 	<p>2.2.1. Makes a plan of her/his home, using a Power Point presentation in English, describing location, existence of objects and physical spaces.</p> <p>Evidence of learning</p> <ul style="list-style-type: none"> Presentation with the plan of her/his home 	30%	<p>A. Expression of personal appreciation related to activities and objects.</p> <ul style="list-style-type: none"> Use of present simple. <ul style="list-style-type: none"> Plural Singular Rules of use of verbs in present Use of auxiliary verb for present simple in affirmative and negative form. <ul style="list-style-type: none"> Do Does Don't Doesn't Vocabulary related to preferences, tastes and interests. Use of <i>collocations</i> related with emotions and feelings. <p>B. Description of routines</p> <ul style="list-style-type: none"> Use of frequency adverbs. <ul style="list-style-type: none"> Always Usually Frequently Often Sometimes Rarely Hardly ever

Expected learning outcome	Learning outcome	Generic Competencies	Attribute	Disciplinary Competencies
<p>Students work in teams to use verb to be in present simple and adjectives to describe three gadgets.</p> <p>Students write four sentences (two comparative sentences in negative form and two superlative sentences) that help them to explain which of the three gadgets described the one that best adapts to their needs.</p>	2.2 Writes simple texts where objects are compared using information technology to research a topic	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	<p>4.2 The student applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing.</p> <p>4.5 The student uses information and communication technologies to obtain information and express ideas.</p>	<p>C4. Produces texts based on the normative use of the language, considering the intention and communicative situation.</p> <p>C11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p> <p>C12 The student uses information and communication technologies to do research, solve problems, produce materials and share information</p>
Students read a tourist guide of a city and recognize the most important places to ask information about them.	2.3 Describes places of interest and gives instruction to get to a place.	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.2 The student applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing.	C4. Produces texts based on the normative use of the language, considering the intention and communicative situation.

6.05 EVIDENCE PORTFOLIO



PORTFOLIO OF EVIDENCE

PRODUCTIVE COMMUNICATION IN ENGLISH

YAMMER: HUIX198_CP1N03

NAME: _____

P.T.B: _____ GROUP: _____

TEACHER: Guillermo Camargo Guzman

<p>MISSION We are an educational institution of upper middle level, with a cutting-edge model, oriented to the training of professional technical high school graduates, to contribute to the integral development of society.</p>	<p>VISION We are a leading institution in integral, innovative and sustainable training; and in training and certification, recognized for its leadership and competitiveness.</p>
<p>POLITICS In the CONALEP State of Mexico we are committed to the training of high-level technical-professional professionals, based on civic, ethical, institutional and integral human development values, to meet the requirements of our clients and continuously improve the effectiveness of the System of Quality management.</p>	<p>VALUES</p> <ol style="list-style-type: none"> 1. Respect for the person. 2. Cooperation 3. Commitment to society. 4. Quality 5. Responsibility 6. Positive mind 7. Communication
<p>COMPETENCY 4.4: He/She communicates in a second language on daily situations.</p>	<p>COMPETENCY It communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>