



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

TEACHING IN THE PANDEMIC

TRABAJO RECEPCIONAL

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

PRESENTA:

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ASESOR: MAESTRA ALMA DELIA GARCIA SALAZAR

México, DF. a 21 de junio de 2020.



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPOSAL FOR EDUCATIONAL INTERVENTION

TEACHING IN THE PANDEMIC

RECEPCIONAL WORK

**TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN TEACHING AND LEARNING OF ENGLISH AS A FOREIGN
LANGUAGE, ONLINE MODALITY**

PRESENTS:

PATRICIA MENESES RAZO

TUTOR: PROFESSOR ALMA DELIA GARCIA SALAZAR

México, DF. a 21 de junio de 2020.



UNIVERSIDAD PEDAGOGICA NACIONAL

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA
(EEAILE)**

PATRICIA MENESES RAZO

GROUP 3IM7

FINAL PROJECT

TEACHING IN THE PANDEMIC

JUNE 21st, 2020.

TUTOR: PROFESSOR ALMA DELIA GARCIA SALAZAR

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Introduction

For this project the teacher chose the last part of the textbook (English in common 1B-unit 10) which uses in everyday classes, the reason is that the students were available to take classes. Besides, it is a good opportunity to show you how the classes are, in this new way to teach (on-line version); also shows that the technological skills form a very important part of the on-line classes.

Let me tell you, although I have on-line classes before this pandemic, it is new for me because now they are many people in each class, so I pretend to teach my students all that I learned in this specialty, which means the best way I have.

First, the teacher gave a brief description of, how the world changes because of the cruel circumstance people pass. Including how teachers do not leave the house, do not wear gloves or face mask, do not have special contact with the disease that attacks people around the world, they are not applauded, or are not call them heroes, but they are also part of the first line of battle in this war against an invisible enemy.

What about teaching during the pandemic, what does a teacher do? How does the teacher learn the uses of technological tools and skills? Many of them must take webinars, so they can know how to use those drills. Besides, the teacher uses the imagination to have ideas and forms how to grade every single student, during the quarter or semester.

Then, what about Intercultural Competence? Nowadays, people move from one country to another, and they need to communicate with people around the world.

How do they do that? Must of the time, they communicate in English, so people know English is a global language, in this context, the teacher can manage culturally forms, events, places, to show students how the world is.

“The linking of language and culture in the foreign language classroom has been the focus of much scholarly inquiry (Kramsch, 1993; Byran, 1989; Liddcoar, 2002; Liddicoat & Scarino, 2013). With increased globalization, migration and immigration there has been a growing recognition for the need for an intercultural focus in language education. While language proficiency lies at the “heart of language studies” (Standards for Foreign Language Learning, 2006 p.3), it is no longer the only aim of language teaching and learning. The Standars (2006) define language goals in terms of the 5 C’s (Communication, Cultures, Connections, Comparisons, and Communities) designed to guide learners toward becoming viable contributors and participants in a linguistically and culturally diverse society” (Digital Commons@University of Nebraska-Lincoln, 2014).

Let’s continue with the use of the four communicative skills of the language.

Learning-teaching these skills are very important, first reading-listening as receptive skills, second writing-speaking as productive skills.

Also mention that according to Krashen’s theory, it is not necessary to use grammar rules consciously to acquire a language, besides it is not necessary to require tedious drills.

Finally, technological skills form part of the English classes, besides of virtual classes, the way students are evaluated, and the outcomes that teacher has for this group of the students, that participate in the on-line classes for this project.

It means, that the teacher has the best complementary tools in the classroom because the teacher needs to motivate the students more than ever.

So if the teacher presents material into the classroom, which represents the new generation of the learning-teaching process, the classes can be much richer in content, and students are going to be more participative than before.

Chapter 1: Philosophy and theory

Concerning my opinion on language, I have always loved and been interested in English. I consider that knowing this language and teaching is part of what defines me. My last two jobs are related to this language. I work as an English teacher at Universidad Tecnológica Fidel Velázquez; it means is very proud to belong to this University. It is because is the second university in Estado de México that send students abroad to take foreign scholarships, because of the students English level, and belong to the university crew is an honor, to teach my students a new language, and see them how they can manage the language every day, is amazing.

Humans from all over the world are going through a cruel circumstance; this also started an endless number of tests, including education, say teachers and professors from face-to-face schools at all levels.

Hopefully, these moments bring back to our classrooms a reflection on timetables, groupings, attendance, co-teaching, or the organization of the curriculum, tasks, and evaluation.

A mean many things are going to change in the world of education after this unprecedented stage, I am not referring to the obvious improvement in the digital competence of our teachers after this slap of digitalization that we have taken.

I refer to many of the teachers, centers, even students who were not digitally and pedagogically prepared to face this challenge. These human beings, who are confined to a quarantine (that is not known when it ends), think and wonder for each idea in their head, to transmit all the knowledge as far as possible.

What about the customary habits, the tasks, the education and strength that they need to advance in the development of the competences and the contents established at the beginning of the cycle school, and of course also with family reconciliation.

And in this context, teachers face the challenge of how to solve the situation today and learn from it to improve future education.

1.1 Educational Coherence, the first of the challenges we face today, that is, to remain faithful to the Educational Project, for which we worked until recently, face to face, day by day, to reach the “Student Profile”. Because the school cannot afford to lose focus in these times, that is why we must see this situation as an opportunity for development and try to promote autonomy, intrinsic motivation, and work habits in our students, and why not? , to the encounter or social care.

1.2 Pedagogical reflection is the second of the challenges, where some topics are especially relevant, and others that appear new. Fundamentally you have to reflect on "what I want to teach", before deciding "how" or "with what".

Reflect that this is the best time to decide which competencies are key to life today and even more key to a future life.

In the short and medium-term, part of the answer to this is to maintain a high level of coordination and teacher planning.

So as not to saturate the students with tasks, but to see what is important, such as coordinating and understanding that a house with children and young people in different stages needs to coordinate equipment, hours, and times of access and completion of tasks.

1.3 Equity, this is a great challenge, which has to be understood because not all students, nor all families, have the same resources at home (connectivity, computers or other devices, ability to track homework, etc.

1.4 Diversity, attention to it, different interests as well as abilities in our students, either because of their learning difficulties or for which many of them have had to live. Technology offers us new possibilities to personalize learning, and this day-to-day situation is giving many lessons in this regard.

1.5 Evaluation, in short, trust our students and from there propose different evaluation and feedback models, since they become more insecure given the lack of direct contact, conversations, and face-to-face moments. It is time to imagine new forms of the evaluation were more than saving the course allow students to advance, these can be self-evaluations, co-evaluations, cooperative evaluations, and fostering individual responsibility for having competency evaluations.

Above all these challenges, the need to understand that students and teachers are human beings, social beings, and that teaching-learning is in interaction with each other, that emotional accompaniment, and in many cases, the benchmark for mutual help is needed today.

Many things are changing in the world of Education, and I am not just referring to the obvious improvement of ICTs, but also the language of each teacher.

The need to rethink ourselves when we return to the classroom, with the desire to see their students and ideas on how to improve quality education.

This allows each student to shape their future autonomously, and empowering all their abilities, trusting themselves, whether at home or in the classroom.

It is not a question of digital competence, nor of age or work situation, they are eager to continue doing our job well, that what we are experiencing can become a positive and permanent change.

For this reason and taking into account my previous assignments, according to my EEAILE's program, we have to know the sociolinguistic norms of English, we could communicate competently when talking with different native speakers around the world if we know something about the group's culture.

Linguistic competence is unconscious (said Chomsky), that is to say, we learned our first language unconsciously, without rules, we learned, sounds, structures, and words.

Also in his publication, Dell Hyme asserts that his theory communicative competence, nor only includes grammar, words, and sounds., but also the social knowledge, that is to say, the sociolinguistic between the speakers determine what is said and how it is said. When and how do we use it appropriately?

A big example: During the decades from the 60s to 80s, many students from the U.S went to Europe to study, but they had too many problems to communicate with their classmates even with the teachers. They were upset because of the way to study (it wasn't communicating approach method). Then textbook writers began to write with a communicative approach, which means, instead of studying grammar rules and vocabulary, teachers began to use books with real settings in a real situation. e.g. a restaurant, or department store, using the real questions, "Excuse me, could you bring me the menu?", or "How do I get to the restaurant?", "Can you help me?", so Communicative Competence is knowing the sociolinguistic rules of the target language that one is learning.

The communicative approach that mentions in "a big example", is the role play in a real situation that the students can do, as talking about an add, given an opinion about the book o a story they read, make a conversation, or follow the outcomes from their textbooks, activities they learned from there.

What about Intercultural Competence, nowadays, people move from one country to another, and they need to communicate with people around the world, how do they do that? Must of the time, they communicate in English, so we know English is a global language. Well, it is known as a Lingua Franca (*"a language that is used primarily for communication purposes"*).

For example, Mexican and Chinese businessmen, talk in English, whose culture do they adopt?, Mexican or Chinese?, or perhaps American-because of the English language, well that is intercultural competence –the knowledge about culture-specific information of various countries, so we can communicate effectively in a cultural contexts-.

Then culture is unconscious and learned. In this case, people believe that this culture is the center of the universe, they said it is the correct one, it represents the best and correct way to live, they

judge other people that say the contrary, so those people practicing ethnocentrism. So remember if they perceive themselves as superior, the dangers of stereotyping and prejudice increase.

On the other hand, students bring to the English classroom their ideas, and their own culture.

In this case, the class is forming for many kinds of culture –each one has his own culture-. so the class has different ideas about what they do in their own space, for example, how they do their activities, known as homework or household chores, even daily activities, perhaps for ones are compulsory to wash dishes, but for other ones no, also different socioeconomic strata influences in the intercultural communication.

Also, the teacher brings his culture too, which permits to permeate the classroom setting, because of his input, called activities and materials (e.g. posters, flashcards, realia, or authentic material, like books, magazines, etc.). Therefore, we have to think first to focus on cultural similarities.

The role of the teacher is very important too, they have diverse responsibilities, especially if they deal with multicultural students. Teachers need to be careful and provide accurate information that needs to be prepared that they teach in the classroom, because of the diversity that exists, in terms of socioeconomic status, likes, religion, or needs.

For this, the teacher will be an Agent of Change, teachers have to be sensitive to understanding human diversity, and he must know his students to design tasks or activities, which can facilitate learning culture in a variety of ways.

1.6 Theoretical Basis about Language, Language Learning and Language Teaching of the Model

Including ICT in classes in these times is very important, since without them we would not be able to reach our students, not even with those who have access to them, we are not talking about those who have few or do not have. M-learning is part of e-learning, and in these times its growth is exponential since this is the tool that is needed today in our virtual classes. Students have access to

information where they want and when they want, the teacher is part of this teaching plan and is the first to intervene in it that is why information technology grows day by day in virtual classrooms.

Some of the devices-technology in ICT includes:

- Access to the course, materials through remote devices
- Online digital repositories for lectures, course materials, and digital library
- Online cloud based academic management systems
- Employing the flipped classroom concept
- Making use of handheld computers, tablet computers, audio players, projector devices, etc.

Research through the World has shown that ICT can improve student learning, and also better teaching methods. Besides, the use of technology has a significant impact on students' achievements.

The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

This practice in the online session encourages students the usage of the games through they can learn more, for example, new vocabulary, the new grammar rules (they can practice in online games), also they can practice in a recording role play.

"Technology in language learning within educational centers is not the future, but the present of education. The use of new technology in the classroom has become the perfect complement to mastering or gaining command of a language, and English courses accompanied by technological support are the most effective and attractive to students who want to be successful in their learning" (CAE Team / Blog CAE, Education Solutions, Teacher Tools, Technology, 2014).

The use of technology is very important, but as I mentioned in my previous assignments that any language is difficult and easy to learn. The processes of teaching and learning always convey several

activities in which a teacher pretends teaching, not only tasks had been the best, but some of them had had the outcomes that the teacher wants. Teachers had to work to create the necessary condition for students to learn effectively and reach the desired outcome which the teacher pretends to include a set of high standards for an ESL classroom environment. The four skills, reading, listening, speaking, and writing, should be integrated in an effective way to be successful for the teaching of English.

1.6.1 Reading, Interactive reading (the combination of top-down and bottom-up), is usually a primary ingredient in successful teaching methodology, both processes are important.

“In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says” (Nuttall, 1996, p.17).

Consider a specific example, when you see a newspaper article and make a decision to read it. Once you're reading it, suppose you don't understand a segment or misread something, how strategies do you use for better comprehension? How do you infer a writer's message? We wonder these sorts of questions, and the answer is schema theory, the reader brings information, as knowledge, emotion, experience, and culture – that is schemata (plural) – and it helps us to understand the printed word.

Thus the use of multiple strategies while students are reading, as well pre-reading, while-reading, and post-reading, we have the genres of written language, here some of them:

- Fiction: novels, short stories, drama, poetry
- announcements
- academic writing: short answer test responses, reports, papers, theses, books
- manuals
- Comic strips, cartoons, etc.

Reading comprehension, is the first strategy for most of the learners of L2, in the order, they acquire the reading skills in the best way, also is part of strategies related to the bottom-up procedure, we bear others which enhance the top-down processes, here are some, which we can apply in our classroom techniques.

- Identify the purpose of reading (wh? is a good way to ask by themselves what is the purpose)
- Use efficient silent reading techniques for improving fluency (this technique is for intermediate-to-advanced level students)
- Skim the text for main ideas (remember that the two most valuable reading strategies for learners are skimming and scanning, skimming consists of quickly running one's eyes across a whole text, for its gist)
- Scan the text for specific information (is a quickly searching for some particular piece or pieces of information in a text, looking for names or dates, to find a definition of a key concept)
- Guess when you aren't certain (infer implied meaning "between lines")
- Analyze Vocabulary (if they are suffixes, prefixes, or if they have some roots from other words)

1.6.2 Writing is a productive skill as speaking, which means producing language rather than receiving it, very simply we can say we can produce communication, and if we have something to communicate, one way to do it is writing.

What you wrote the last week, perhaps you had written a shopping list, a birthday card, your diary, some emails, even text messages, or a story. Besides, if you are studying, you have written an essay, all of these concepts are text types, with different degrees of formality, or different layouts, or different levels of complexity of grammar, register and range or vocabulary.

As well, writing involves using writing subskills, related to the accuracy, which is the use of correct forms of language, some of them are:

- spelling correctly
- forming letters correctly

- joining letters together correctly
- writing legibly

Besides, the writing subskills related to communicating our ideas are,

- using appropriate style and register
- the features typical of the text type we are writing
- the usage of appropriate function to express our meaning (narrating, complaining, requesting, thanking, summarizing, concluding)

A writer not only uses these subskills but also goes through stages of writing, these often involve:

- working out what you want to say (developing ideas)
- working out the order in which you want to say it (planning/organizing ideas)
- drafting/writing the first draft (the first version that may be changed)
- editing
- proofreading (checking for mistakes in accuracy and correcting)
- re-drafting (writing a second or final version of your piece of writing)

These stages form part of the writing process.

1.6.3 Listening, as I mentioned in my previous assignment, has the process of receiving and interpreting verbal messages. Although learners considering it is one of the most difficult skills they want to understand every word they listen to. For that, I consider it is the most important to acquire an L2.

The input that teachers include in everyday class can be through videos, TV shows, series, video calls, or peer/teacher talks, so I considerer the communicative approach here is huge.

To be a good listener requires more effort, for that reason, we take in count the next three steps:

- Receiving – not distracted.
- Waiting – don`'t think about the response, and don`'t interrupt the other person.
- Understanding – not only with the tone of voice but also through any non-verbal communication if you`re face to face.

English learners can use these skills or strategies, if the situation may be out of the listener's hands, (it means if they don't understand at all).

- **Predicting content.** - Skimming the question in a listening test, and try to predict the sort of information you need to listen out for, perhaps the question beginning "Who...?" probably you need to listen to a specific person.
- **Listening for gist.** – That means we need to listen for content words, so we can find the topic.
- **Detecting signposts.** – To understand what the speaker is talking about, existing words that link ideas, those are signposts and help us follow what we're listening to.
- **Listening for details.** - underline or mark the important words and take into consideration what kind of detail you need to identify in the listening practice.
- **Inferring meaning.**- using clues and prior knowledge about the situation you are hearing, for example, a conversation,

A: Karla, did you clean your bedroom?

B: I did, mom, but the dog make a massy there.

A: That's a terrible excuse. You don't go out with your friends if you don't clean your bedroom.

We can infer that this is a conversation between a mother and her daughter.

1.6.4 Speaking, finally less but not the least macro skill, it is a productive skill, it means that involve producing language rather than receiving it, for that reason, it is easy for to learners can communicate through speech with other people.

When we speak, we usually do some of the following things,

- ❖ pronounce words
- ❖ answer questions
- ❖ use intonation
- ❖ take part in discussions
- ❖ smile
- ❖ sometimes plan what we will say
- ❖ ask for and give information
- ❖ use grammar and vocabulary
- ❖ use word and sentence stress

- ❖ tell stories
- ❖ hesitate
- ❖ interrupt other speakers
- ❖ paraphrase, i.e. find other ways of saying things
- ❖ start speaking when someone else stops

However, the thing we can't do is planning what we will say, perhaps we make prepared speeches or presentations, with the several subskills that speaking involves some of them are:

- making use of grammar, vocabulary, and functions
- making use of the register to speak appropriately
- using features of connected speech
- using body language
- producing different text types
- oral fluency (with little hesitation, repetition or self-correction)
- using interactive strategies

To understand that SLA is concerned with the cognitive and social factors, we must keep in mind how students learn languages.

Many teachers are faced with the challenge of teaching students to read and write in English when they have a first language that is not English (Piller & Skillings, 2005).

So the integration in activities such as pair work or group activity, are given opportunities to improve students speaking, these activities make them less afraid of speaking in front of listeners; and what about listening, to have the input through listening to news, documentary, and dialogues improves their pronunciation.

The integration is also very demanding of teachers (Jing, 2006), the teacher has to keep in mind the varied needs and capabilities of the learners, motivation, and participation alive.

Of course, using an integrative approach in a communicative classroom requires that a teacher improve his effort when choosing material and designing activities, this is in comparison with the traditional English teaching.

This leads us to the need for a teaching model that would help the teachers make the learners proficient and effective users of the English Language.

ISP (Integration of (four) Skills for Proficiency) Model

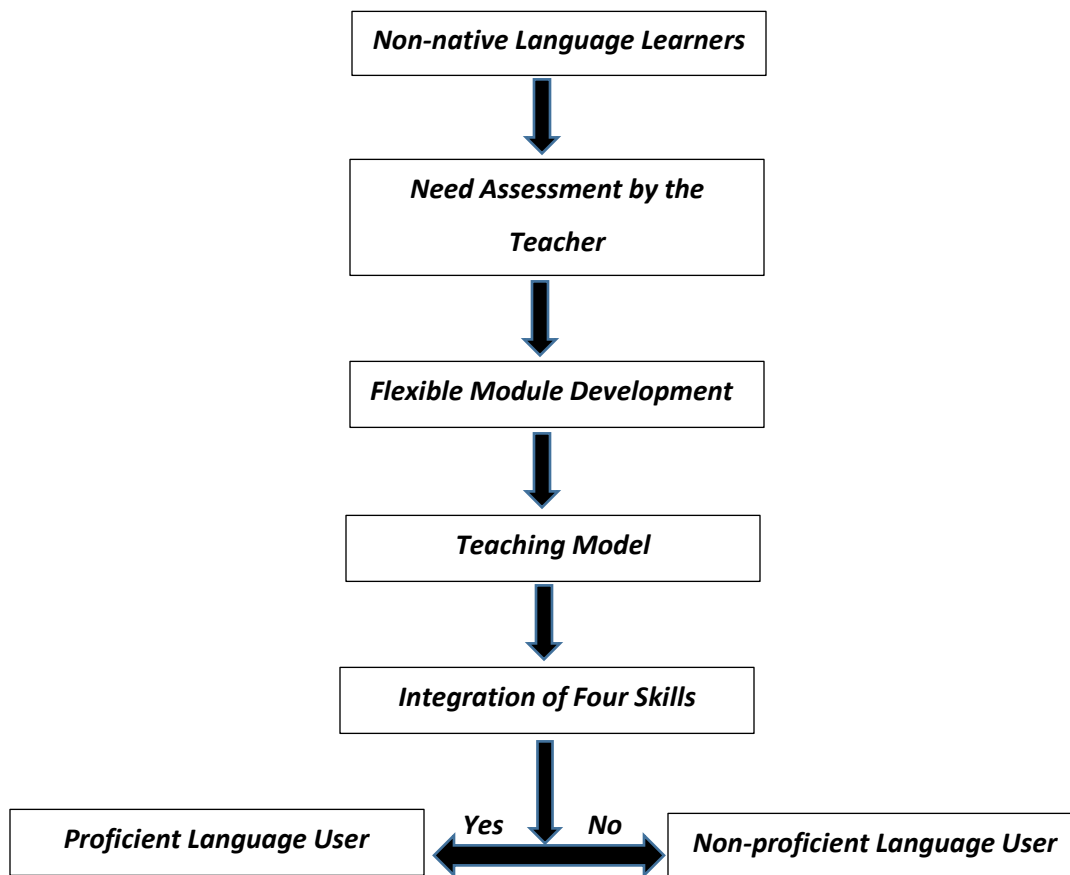


Figure 1. This figure shows us how the process to acquire a Second Language is. Akram Aneela. (2010) International Journal of Arts and Sciences. Web 19 Jun. 2020. Retrieved from: http://www.openaccesslibrary.org/images/PRV127_Aneela_Akram.pdf

Our purpose is to communicate meaning and we do all these things to achieve this, but the reality is that we have constantly in mind the person in front of us, and we wish they understand that we want to say.

Chapter 2: Methodology and Practice

Intercultural communication, intercultural competences, target culture, student's culture, culture in general, what do we have to know about culture? Well, as teachers, we study how to teach the language, but through the years and our experience, we know that acquiring and learning about our learners' culture is very important.

How we teach, how we prepare the classes, how to choose authentic material, or when the teacher takes on the role of an agent of change, indicates that the teacher is deeply in the cultural theme.

Now, because of the big challenge, that the teacher has, the use of the ICT in the classroom is very important, because the teacher needs to adequate his educational program and it is very necessary to manage some of the devices, so he can teach in the best way he found.

In this case the use of tools, as "Google classroom", "Meet online sessions", "Prezi", "Kahoot", "Quizlet", "educaplay", "liveworksheets", "textbook platform", etc., are very useful for a teacher, so he can give better e-classes.

Then, to interact with students who sometimes are not interested in the class is tired. They need to know more about the culture between all the classmates, so I try to integrate them, encourage them, and see how they get into the class when they stay in class, is very gratifying.

To do this assignment, let me think that my students are the best part of my life, they motivate me, to give them the best of me... For me, all of this is food to my outcomes!

2.1 Lesson Plan

Here is the link: [ASSESSMENT 2B LESSON PLAN PATRICIA MENESES.docx](#)

Here is the link from google drive:

<https://drive.google.com/open?id=1La7xn6rpim8jvncDj7y8X9GzeU75pgJe>

LESSON PLAN

ENGLISH IN COMMON - UNIT 10 - LESSON 1

Date & Place Edo. De México., June 21st 2020.

1. Lesson plan identification cell.	
Author	Patricia Meneses Razo
Educational stage	Tercer Cuatrimestre de Nivel Superior, Nivel Básico
Title of your Lesson plan	Past and Future Events
Learning Objective of the plan/Competency	<p>Language purpose</p> <ul style="list-style-type: none"> The student develops listening comprehension skills, in a simple narration of past events, as well as speaking about the news in the media or an event in a magazine article, in English at a basic level, by identifying and understanding regular and irregular verbs in the past tense; adding new vocabulary and the reinforcement of vocabulary seen, as well as the acquisition of specific information, for the use and obtaining of communication skills in the English language. <p>Formative-intercultural purpose</p> <ul style="list-style-type: none"> Guide participants to use grammar in past events, speaking about them in a usual way in everyday life.
Communicative skill considered	Reading/writing – Listening/speaking
State of the following options	Introduction to the topic and Recycling topic
Functions	Talk about past and future events.
Main Grammar structure	Simple past
Other Grammar structures	Verbs endings -ed
Brief description of the plan	In this section the students of the 3rd semester of the Fidel Velázquez Technological University will be welcomed, showing the teaching plan for their group, a review with the vocabulary of verbs will be done, the grammar of the simple past will be presented in the affirmative form with regular verbs, the pronunciation form of regular verbs with the ending –ed will also be presented, and students will be described in a forum, the way of expressing the past and how grammar is used with an essay on an article that talks about “The History of the Mona Lisa”.

Hours of the plan implementation	5
Number of sessions	2 (online sessions) of 1 hr and 3 hours working by themselves
Contents required for the lesson	Reading/audio/Interactive book/Web on-line session/Web games/Foro.
Link of the content	<p>Prezzi Presentation: https://prezi.com/view/WYdUVobZnyPd54tEFcZP/</p> <p>Lesson Test: https://es.liveworksheets.com/qu699530ed</p> <p>Quizlet: https://quizlet.com/mx/507022442/eic-unit-10-warm-up-diagram/</p> <p>Kahoot: https://create.kahoot.it/details/e9fbe19e-1edd-475f-851a-45a762d9b451</p> <p>Video class:</p> <p>Link of the video: https://www.youtube.com/watch?v=wwVv49dtycc&feature=youtu.be</p>
EEAILE tutor on line	Alma Delia Garcia Salazar

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	<p>The teacher requests students to take to the session their books EIC 1B, also gives directions by Google Classroom about the class.</p> <p>The teacher prepares Quizlet and Kahoot sessions with information about verbs, and lesson test (simple past).</p> <p>The teacher prepares online session, tasks, and forum in Google Classroom</p>	Students open their devices so they can take the online session, and take to the session their books.	0
During the lesson	<p>The teacher welcomes students to the class.</p> <p>Prezi Presentation: https://prezi.com/view/WYdUVobZnyPd54tEFcZP/</p>	Students greet the class and express briefly how they feel that day, and how they feel because of the online session, and because of the health	01

	<p>The teacher explains Syllabus and Calendar of the activities during the lesson, answers questions about them.</p> <p>SYLLABUS - ENGLISH 3rd QUARTER 2020-2.docx</p> <p>CALENDAR- ENGLISH 3rd QUARTER 2020-2.docx</p> <p>The teacher creates the context based on the assignment into the textbook, that the students follow and did,</p> <ul style="list-style-type: none"> • Grammar points (simple past: regular and irregular verbs • Pronunciation: simple past: –ed endings <p>also make students follow directions so they can do the activities in their textbook,</p> <ol style="list-style-type: none"> 1. Reading: “The Story of Mona lisa” (Part 1) 2. Listening: “The Story of Mona lisa” (Part 2) 3. Speaking: “The Story of Mona lisa” (Last part), besides give an opinion on the forum. <p>Besides students have to answer the workbook Lesson 1 as practice.</p>	<p>contingency situation.</p> <p>Students ask about Syllabus and Calendar.</p> <p>Students proof they did the assignment requested on their textbook, sending a pdf file with their signed pages, to Google Classroom platform, and online practices.</p>	
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<p>At the end of the Unit</p>	<p>The teacher creates an interactive test of the unit, following the word exam that the textbook has.</p> <p>Lesson Test of the Unit:</p> <p>https://es.liveworksheets.com/qu699530ed</p>	<p>Students must follow the link of the lesson test, and answer it.</p>	
<p>Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson</p>	<p>The teacher explains that when students finish the activities from their book, they have to sign the page and take a picture and paste in a word page then translate to a pdf file and sent it in the Google Classroom tasks.</p>	<p>Students learn and practice the verbs online, and they are ready to answer the book.</p>	<p>01</p>

3. Communicative skills development. [You can freely change the order of the steps and/or leave blanks the ones not applying for a particular skill.]

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Warm-up	The teacher presents Warm-up activity, in this case, presents verbs, explains also the use of Kahoot and Quizlet, and creates the links for games (as break ice activity).	Students play in Kahoot and Quizlet games.	<ul style="list-style-type: none"> • Book • Active book • Pc or laptop • Internet connection 	01	Exercise Warm-up completed
Vocabulary introduction	<p>The teacher presents regular verbs.</p> <ol style="list-style-type: none"> 1. Win 2. Arrests 3. Get 4. Meet 5. Lose 6. Steals 7. Find 8. Break 9. Stay 10. Move <p>In Kahoot and Quizlet, here the links:</p> <p>Quizlet:</p>	Students play in Kahoot and Quizlet games.	<ul style="list-style-type: none"> • Pc or Laptop • Internet connection 	01	Exercise vocabulary introduction completed

	https://quizlet.com/mx/507022442/eic-unit-10-warm-up-diagram/ Kahoot: https://create.kahoot.it/details/e9fbe19e-1edd-475f-851a-45a762d9b451				
1st practice	The teacher gives Kahoot and Quizlet links: Quizlet: https://quizlet.com/mx/507022442/eic-unit-10-warm-up-diagram/ Kahoot: https://create.kahoot.it/details/e9fbe19e-1edd-475f-851a-45a762d9b451	Students play in Kahoot and Quizlet games, they infer the new vocabulary.	<ul style="list-style-type: none"> • Pc or Laptop • Internet connection 	01	Exercise 1 st practice completed
2nd practice or Social interaction	The teacher goes to the active book EIC 1B, Unit 10, page 99, and explains the activities:	Students have to follow the instructions of the exercise on their book and	<ul style="list-style-type: none"> • Book • Pc or Laptop • Internet connection 	01	Exercise 2 nd practice completed

	<p>1a Students have to read the verbs in the box. Ask them to complete the sentences with verbs from the box.</p> <ol style="list-style-type: none"> 1. Lose 2. Steals 3. Stay 4. Win 5. Get 6. Find 7. Arrests 8. Move 9. Break 10. Meet <p>1b After students finished the activity, they will listen to check their answers.</p> <p>1c Elicit from the class which sentence matches which photo. Then ask students to describe what they can see in each photo.</p> <p>what students have to do in their book, (page 99 of the active book).</p>	<p>answer page 99, after that, they deliver on the established date, on Google Classroom.</p>			
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<p>Grammar</p> <p>Focus:</p> <p>Simple past</p>	<p>The teacher presents Simple past, in Prezi presentation,</p> <p>https://prezi.com/view/WYdUVobZnyPd54tEFcZP/</p> <ul style="list-style-type: none"> • affirmative, negative, and questions • regular verbs –ed endings • pronunciation –ed endings <p>Besides, The teacher presents in active book EIC 1B lesson 1, presents the activities that students have to do in their books.</p> <p>2a/b Ask students to underline all the verbs. Elicit them in the order they appear in the story. Elicit which ones refer to the past and which ones to present.</p> <ul style="list-style-type: none"> • Present: every day, 15,000 people <u>visit</u> the Louvre museum in Paris. Most of them <u>want</u> to see the “Mona Lisa”. But what <u>is</u> the story of this painting? • Past: the artist <u>was</u>, of course, Leonardo da Vinci. He <u>started</u> the painting in 1503, and he <u>finished</u> it about four years later. Leonardo <u>was</u> Italian, but in 1516 he <u>moved</u> to France with the painting. The 	<p>Students have to follow the instructions of the exercises on their book and answer them, after that, they deliver on the established date and form, on Google Classroom.</p> <p>2a/b Students identify the regular and irregular verbs</p>	<ul style="list-style-type: none"> • Book • Pc or Laptop • Internet connection • Prezzi presentation 	<p>01</p> <p>01</p>	<p>Exercise of grammar point completed</p>
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<p>Pronunciation</p>	<p>king of France <u>liked</u> it, and the “Mona Lisa” <u>stayed</u> in France.</p> <p>3 Ask students to complete the sentences in the Active Grammar box individually.</p> <p>4 Give students a few minutes to complete the paragraphs individually, they review the answers by asking individual students to read aloud the sentences.</p> <p>Answers: 2. Asked, 3. Started, 4. Finished, 5. Lived, 6. Played, 7. Moved, 8. Worked, 9, moved</p> <p>Pronunciation:</p> <p>The teacher presents pronunciation rules in the Prezi presentation, also presents a list of verbs in which students have to mention every sound of – ed endings.</p>	<p>on the story in the past tense.</p> <p>3 students identify the correct words in the Active Grammar box.</p> <p>4 students can fill in with the correct verb on the sentences.</p> <p>Students do exercise on the list of verbs. Also, complete the book task.</p>	<ul style="list-style-type: none"> • Book • Pc or Laptop • Internet connection • liveworsheets 		<p>Exercise of Pronunciation completed</p>
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<p style="text-align: center;">Reading</p>	<p>after that the teacher go to Active book page 101 act 5a, also ask students to go to their book, and explains:</p> <p>5a asks students to read the verbs in the box. Then play audio 2.39 item by item and ask them to listen carefully to how the past forms are pronounced and repeat them.</p> <p>5b/c asks students to complete the exercise. Elicit the answers, play audio 2.4, and check answers.</p> <p>Reading:</p> <p>The teacher explains what students have to do in Prezi presentation and go to Active book platform lesson 1 page 100 activity 1,</p> <p>1 ask students to read the story as you read it to them, after finish ask students to complete the information, then elicit answers from the class.</p>	<p>1 Students complete the exercise.</p>	<ul style="list-style-type: none"> • Book • Pc or Laptop • Internet connection • Textbook EIC-1B lesson 2 		<p>Exercise of Reading completed</p>
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	<p>The teacher explains what students have to do in Prezi presentation and go to Active book platform lesson 1 page 101 activity 9,</p> <p>9 Read the questions to the class and ask students to write down their ideas on the forum “Google Classroom” and reply at least one of their classmates,</p> <p>Answers: 1. Vincenzo Perugia was the thief, 2. It was in his apartment, 3. He walked out of the Louvre with the painting under his coat.</p>	<p>9 Students write on the forum what they think about the reading, and complete a classmate’s work.</p>			
End of the Unit	<p>The teacher creates an interactive test of the unit, following the word exam that the textbook has.</p> <p>Lesson Test of the Unit: https://es.liveworksheets.com/qu699530ed</p>	<p>Students must follow the link of the lesson test, and answer it.</p>	<ul style="list-style-type: none"> • Pc or Laptop • Internet connection • Exam on es.liveworksheets.com 	01	Exercise of assessing and testing complete
Summary	<p>The teacher elicits the important points of the lesson since it started. Emphasizes important aspects like grammar, pronunciation, not only</p>	<p>Students feel enthusiastic about how</p>		01	Students participation

	clear doubts but also encourages to students the correct use of the verbs, meanwhile, they see on the articles and reading the correct use of them.	they work on the lesson, clear doubts, and give and good opinion about the lesson.			
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4. **Intercultural component** In this lesson the intercultural component, based on “The History of Monalisa”, is presented by the author of the book. Although this is a textbook lesson, the teacher prepares extra task so students can practice their pronunciation, grammar point, and vocabulary
5. **Evaluation** Based on the explanation on the EEAIL platform, my evaluation is based on traditional assessment, based on a rubric, and in a test, and how students develop their knowledge, abilities, and attitudes.
6. **Conclusion** The conclusion will be about the purpose of the lesson (simple past) so students can manage the correct spelling and usage of the tense, giving the best opinion they have about historic literature.
7. **Follow up activities** After the teacher reviews his students’ writings and gives them feedback on the forum, encourage them to continue to write and give opinions about other readings on magazines, books, or web news, and paste the comments on it.

2.2 Evaluation Model

To evaluate students in e-classes is sometimes very tired, and very difficult if the teacher does not know how to do it.

Several authors explain that traditional assessments, do not measure the capacity that students have, assess can cause high anxiety levels, and students can lose the interest in which they have been learned. For that reason, teachers must use an authentic evaluation tool, beyond pencil and paper, most at this time.

The use of authentic evaluations offers relevant tests not only for students but also for the teacher.

“Assessment”, when teachers hear that word, they usually think of the tests or quizzes, which students take at the end of the unit. However, effective evaluations go beyond testing and assessing final grades.

“Effective assessments must monitor student learning and progress and identify students' strengths and weaknesses to obtain evidence about what students know and can do, to monitor the effectiveness of teaching, and to assist teachers. To plan and modify teaching according to the needs of the students” (Stiggins, Arter, Chappuis, and Chappuis, 2007).

The virtual classes at this time are extremely hard, first because of the knowledge that the teacher has on managing the technological tools, second because they are also new for students the time also influences.

That is why it is important to evaluate not only the final achievement at the end of the quarter (summative evaluation) but also the progress during it (formative assessments). Formative assessments show whether students understand explanations of class, including the texts used, and used daily the learned language to communicate effectively with.

In this piece of work, I work with informal, formal and alternative assessment, as I am describing a series of sessions that took place during the course, not only at the beginning, but also at the end of it, but in which I evaluated students' knowledge, performance and skills regarding the use of the language, focusing on a specific grammar topic, and group work.

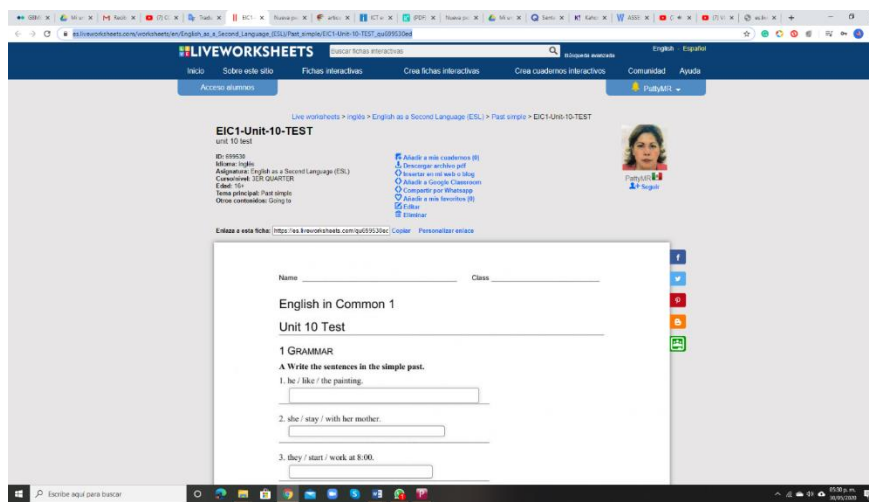
Talking about the theoretical foundations I considered to decide on the strategies and instruments that would be used to assess my students' progress and performance.

I am taking into account O'Malley (1996) Performance-Based Assessment approach, as I strongly agree with the idea that it demands from the student to "construct" something and make it "visible" either in a written or an oral format, based on these characteristics: constructed response, higher-order thinking, and "process and product".

In the part of formal assessment, I have considered Brown's (2004) concept that indicates that formal assessment is "Systematic, planned, sampling techniques constructed to give teacher and student an appraisal of student achievement" and I share this idea as I think it is much better to emphasize what students can do instead of saying what they did wrong.

2.2.1 Link to test:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Past_simple/EI-C1-Unit-10-TEST_qu699530ed](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/EI-C1-Unit-10-TEST_qu699530ed)



The screenshot shows a web browser displaying a live worksheet on the Liveworksheets platform. The page title is "EIC1-Unit-10-TEST" and the subject is "English in Common 1 Unit 10 Test". The worksheet content includes a grammar section titled "1 GRAMMAR" with the instruction "A. Write the sentences in the simple past." and three numbered sentences to be completed:

1. he / like / the painting.
2. she / stay / with her mother.
3. they / start / work at 8:00.

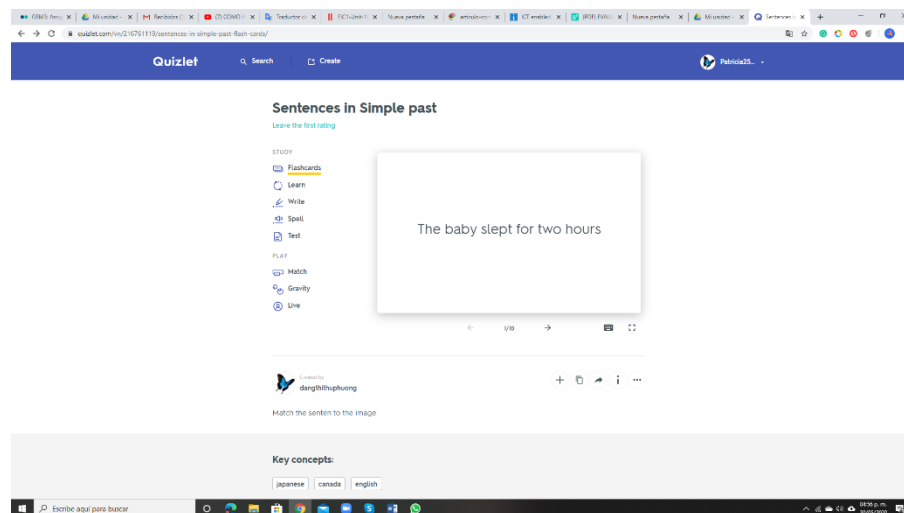
Each sentence has a text input field for the student's answer. The worksheet also features a header with navigation options and a sidebar with social media sharing icons.

2.2.2 Applications

In this process, practices in Kahoot and Quizlet were used, in turn, practices in live worksheets were also used, this to verify the learning of the students, both in the grammar of simple past, and idiomatic future (going to), in the same way, the use of regular verbs in the past with the ending -ed, and irregular verbs, and the how they use large numbers.

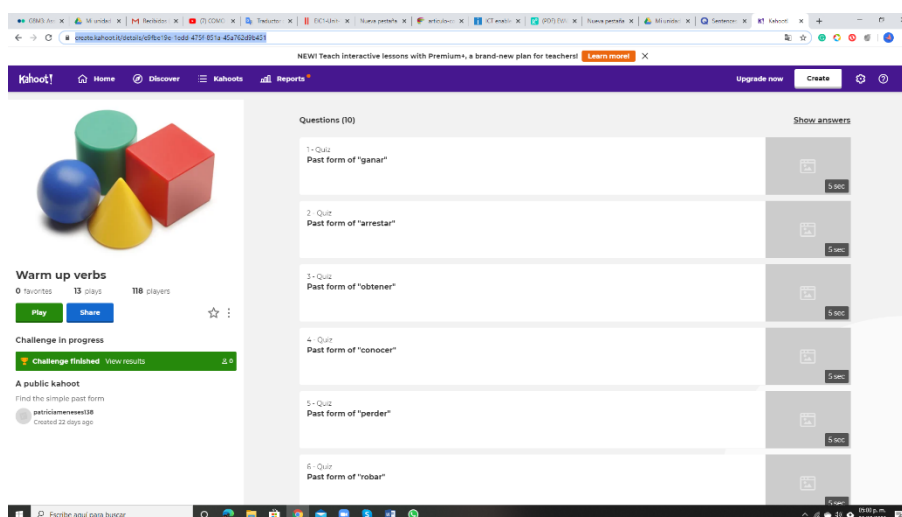
2.2.3 Instruments of Learning Assessments

Practice on Quizlet: <https://quizlet.com/vn/216761119/sentences-in-simple-past-flash-cards/>



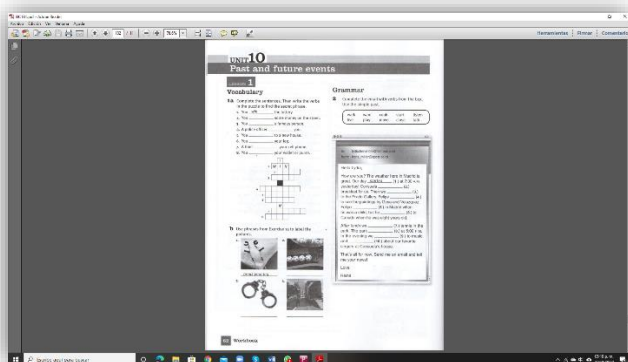
Kahoot, practice verbs:

<https://create.kahoot.it/details/e9fbc19e-1edd-475f-851a-45a762d9b451>



2.3 Materials and Resources for Learning

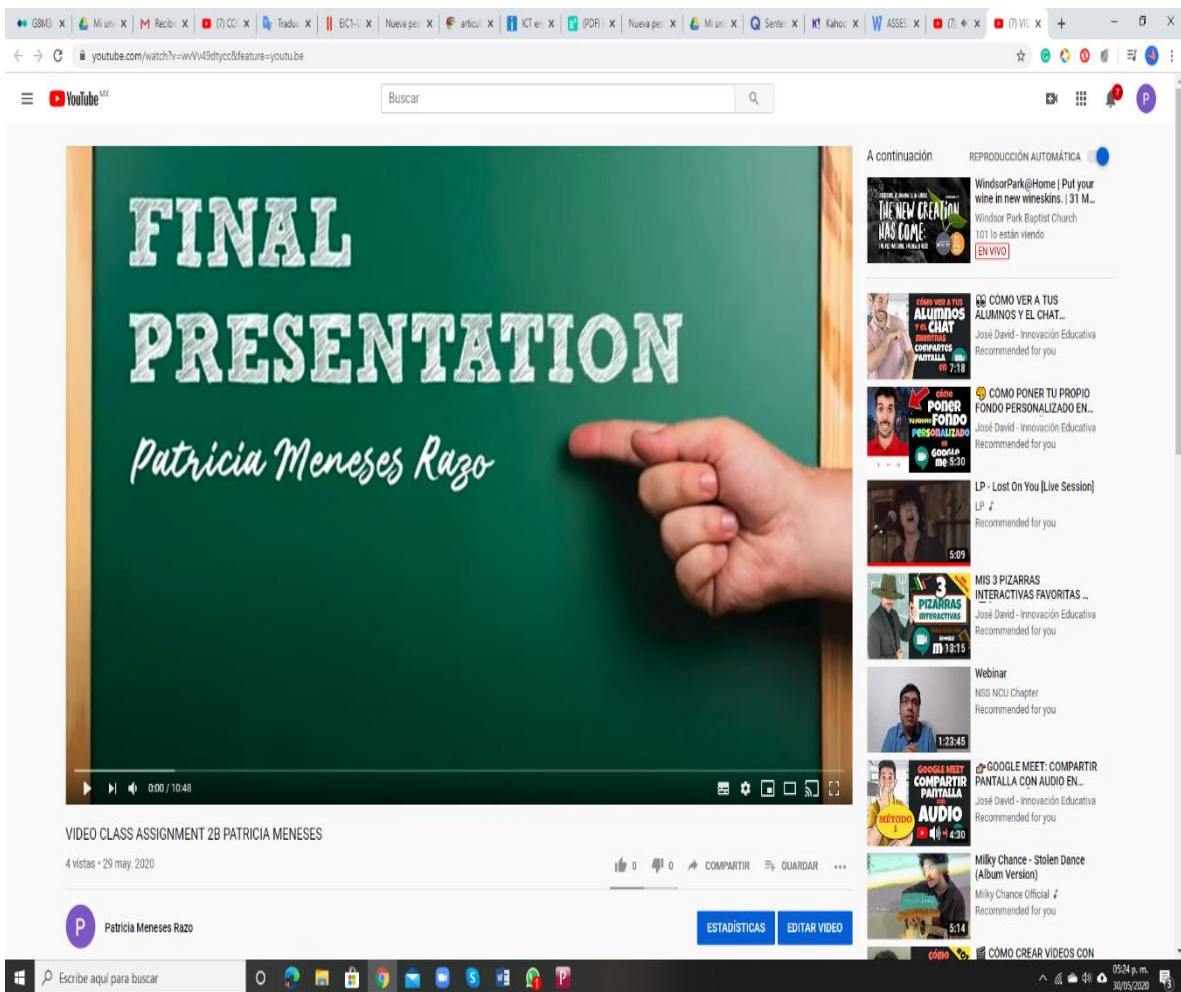
For this purpose, unit 10 of the English in Common 1B textbook, second edition, includes the same unit workbook, and the same lessons were used. This textbook includes simple past practices, idiomatic future (going to) practices, verb practices, regular and irregular, long number practices, past reading practices "The Story of Mona Lisa", as well as speaking practice. This was evaluated with an interactive exam, from the same unit.



2.3.1 Video Class

Link of the video: <https://www.youtube.com/watch?v=wwVv49dtycc&feature=youtu.be>

This video presents the video class of my assignment 2b, which is the presentation of the class for the students of the 3rd quarter at University, and it is about past events, and future plans, the use of simple past and going to

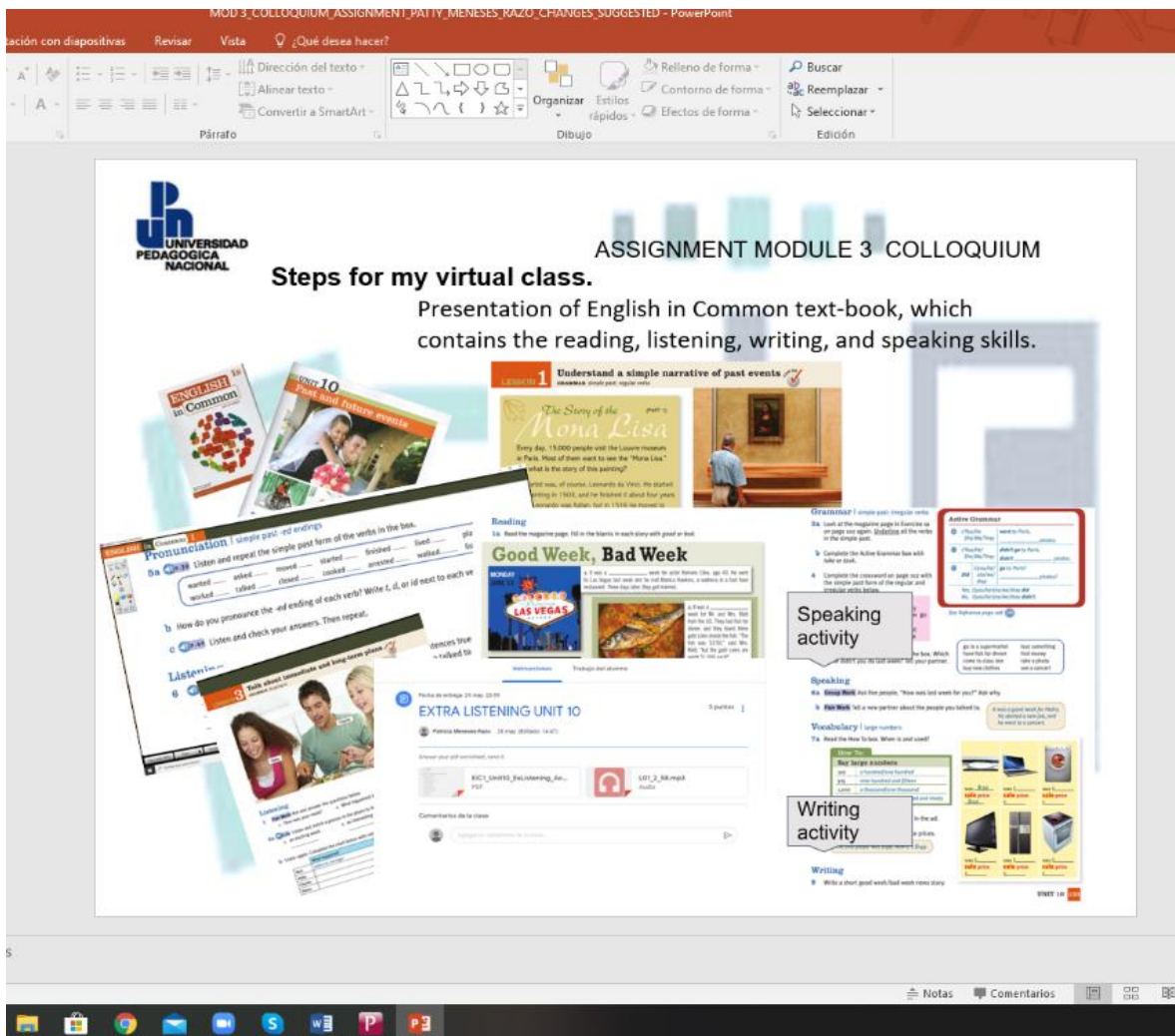


Chapter 3: Experience Report

3.1 Description

This class presents to students of 3rd quarter of university, their textbook is about past events, and future plans. The grammar presented here is simple past tense, with regular verbs ending –ed, and irregular verbs, also is presented going to, and large numbers. Students at the end of the unit can describe past events in magazines, and newspaper ads, for reading they practice with “The Story of Monalisa”, and for writing, they practice giving their opinion about a good or bad week, and their future plans about next vacations.

These activities they realize on “Google classroom”, and with different web tools.



Chapter 4: Conclusions

Now it is time to share my wonderful experience with my students. Studying the Specialization in Teaching and Learning English as a Second Language is a wonderful experience. Knowing that we can invent ourselves every day as teachers to give an excellent class is truly gratifying, not only for the fact of giving a class but for the way I know how to teach that class. The knowledge that I learn and acquire is truly inexpensive.

Look at my students when they are interested in the subject, I and they are convinced that the study of formal grammar is essential for second language acquisition, and I am skillful enough to present explanations in the target language so that my dear students understand.

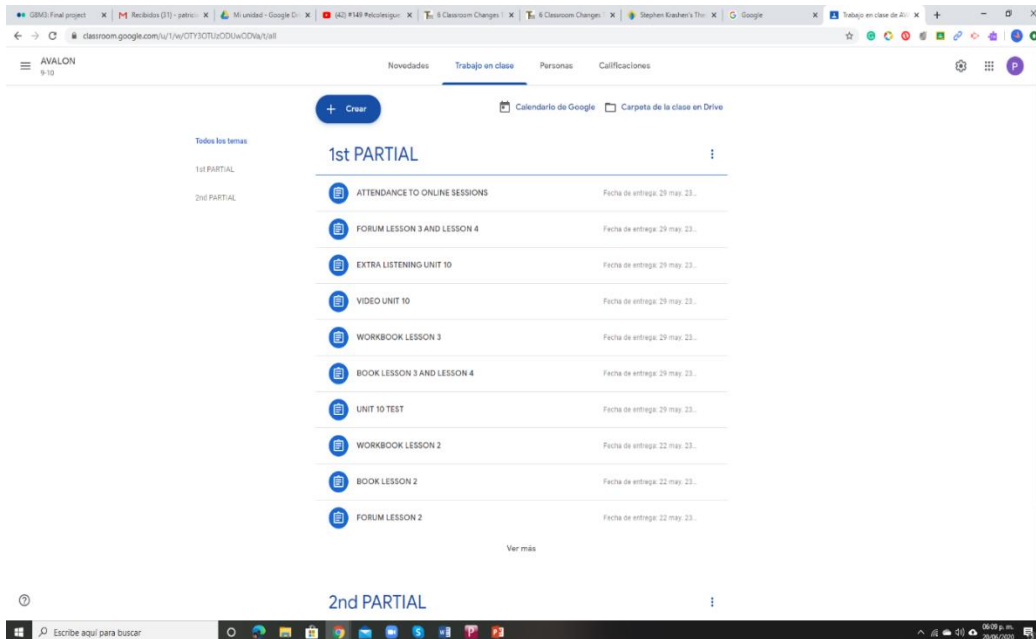
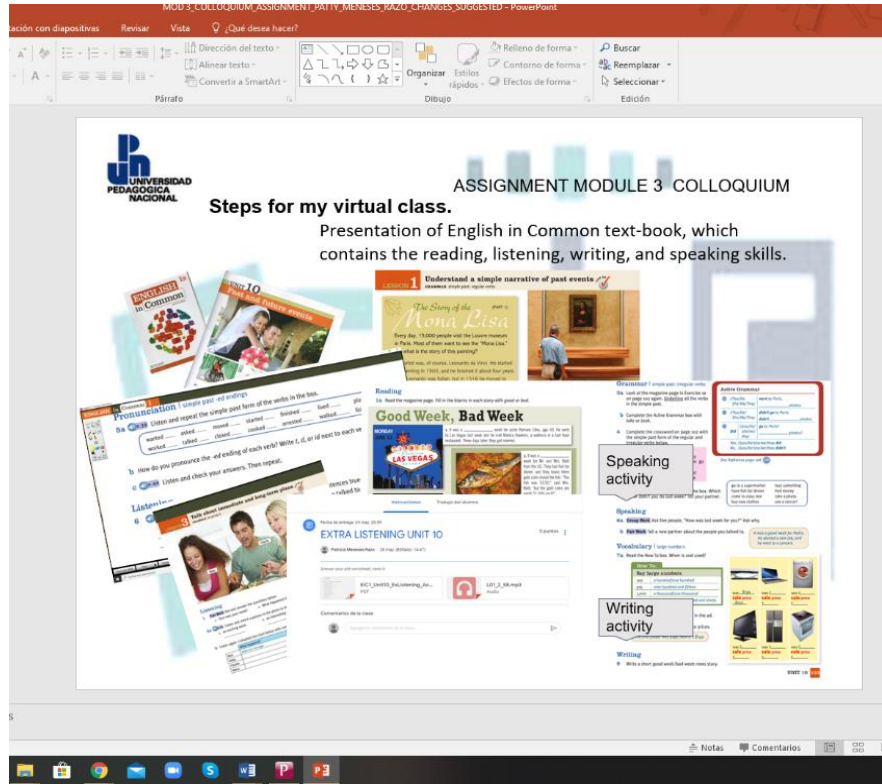
To know that according to Krashen, the study of the structure of the language can have general educational advantages and values that high schools and colleges may want to include in their language programs. On the other hand, when Brown's Theory taught me how reading as input is very important. Moreover, the output in my speaking with my classmates is better than before.

To share with you, how my online sessions are an unforgettable experience, with all of the authentic material that I had to prepare for then and now for my amazing classes. How the students want to participate in it. In addition, although this is a challenge, the experience and the capacity that my students have -so they can do the task- is excellent.

This experience was very useful, also very hard and we have many challenges, but my outcomes will be a reality, I learned a lot about Specialty, from now on I have implemented what I have learned in my classroom even while being on-line classes.

Chapter 5: Appendix and APA style references

5.1 Appendix from EIC 1B-Textbook, on Google Classroom



Appendix 1. shows the total task from 1st Partial – Unit 10 – EIC1B.

The screenshots illustrate the workflow of a Google Classroom assignment. The first image shows the assignment page for 'LESSON 1 AND WORKBOOK LESSON 1' assigned by Patricia Meneses Razo on May 12, 2020. The second image shows the submission grid, where 17 students have completed the assignment. The third image shows a student's submission, which includes a worksheet with a reading passage about Van Gogh's early life and a matching exercise. The student has handwritten answers in blue ink.

Communication

4 Read the article. Then match the events to the dates.

This is a painting by Paul Gauguin. His full name was Eugène Henri Paul Gauguin. He was born in Paris on June 7, 1874. His family moved to Peru in 1879. In 1895 Gauguin moved back to France with his mother. Many people wonder: Was he friendly with Vincent Van Gogh? It's an interesting question. He lived with Van Gogh for three months in 1890. But Gauguin didn't like Van Gogh and he didn't like Van Gogh's paintings. Gauguin moved to Tahiti, in 1891, his wife and children moved in Europe. Gauguin didn't want to live in Europe, and he loved art from other countries. He worked in Tahiti, but it wasn't easy. He wasn't rich, he was very ill, and the police in Tahiti even arrested him! He died in 1903.

Events

1. Gauguin was born

2. Gauguin moved to Peru

3. Gauguin moved back to France

4. Gauguin lived with Van Gogh

5. Gauguin moved to Tahiti

6. Gauguin died

Dates

1. 1875

2. 1903

3. 1898

4. 1895

5. 1891

6. 1849

Appendix 2, shows the task in which students realize it.

5.2 References and Bibliography

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