



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

CHILDHOOD MEMORIES: CULTURAL AWARENESS, A LESSON PLAN

TRABAJO RECEPCIONAL

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

PRESENTA:

ANA ROCÍO GUZMÁN DÍAZ

ASESOR: NORMA SUSANA RIVERA HERRERA

GENERATION 9 2020-2021

México, DF. a 13 de junio de 2021

UNIVERSIDAD PEDAGÓGICA NACIONAL

AJUSCO UNIT

EDUCATIONAL INTERVENTION LESSON PLAN

**CHILDHOOD MEMORIES: CULTURAL AWARENESS, A
LESSON PLAN**

RECEPCIONAL PAPER

**IN ORDER TO OBTAIN THE DIPLOMA FOR
TEACHING AND LEARNING OF ENGLISH AS FOREIGN LANGUAGE
SPECIALIZATION, ONLINE COURSE.**

PRESENTER:

ANA ROCÍO GUZMÁN DÍAZ

ASESOR: NORMA SUSANA RIVERA HERRERA

Mexico, CDMX. June 13th, 2021

**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tests profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	CHILDHOOD MEMORIES: CULTURAL AWARENESS, A LESSON PLAN		
Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, . . .	Tutor(a), Asesor(a) o Director(a):	Norma Susana Rivera Herrera
Nombre completo del(la) autor(a):	Ana Rocío Guzmán Díaz		
Matrícula:	200926064		
Domicilio:	Fuente de Eros mz 3 Lt2 colonia Fuentes del Valle, Tultitlán, Estado de México		
Teléfono:	5571883423		
Correo electrónico:	200926064@g.upn.mx		

Atentamente,
Ciudad de México a 29 de junio de 2021

Ana Rocío Guzmán Díaz

Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional



CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Norma Susana Rivera Herrera
Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado

Table of contents

Content

Declaration letter

Table of contents	4
Chapter 1: Philosophy and theory	6
1.1. Teaching identity and philosophy	6
1.2. Theory underlying your teaching practice and identity	8
Chapter 2: Methodology and practice.....	9
2.1 A practical and useful lesson plan	9
2.1.1 A practical and useful lesson plan for Listening skills	14
2.1.1.1. Objectives.....	14
2.1.1.2. Structure of the lesson and its rationale	14
Listening: Word Map. Objectives: 1) Identify the form of <i>used to</i> . 2) Recognize how people talk about their past	17
2.1.2 A practical and useful lesson plan for Writing skills	23
2.1.2.2 Objectives.....	23
2.1.2.3. Structure of the lesson and its rationale	23
Writing	24
2.1.3 A practical and useful lesson plan for Reading skills.....	29
2.1.3.1. Objectives.....	29
2.1.3.2 Structure of the lesson and its rationale	29
Reading Objective: scan a biographical article for key facts; identify meaning from context	30
2.1.4. A practical and useful lesson plan for Speaking skills	36
2.1.4.2. Objectives.....	36

2.1.4.3. Structure of the lesson and its rationale	36
Speaking	36
2.2. Designing of necessary tool to assess/test the progress of students	40
2.03. Attached evidences	41
2.4. Evidences of designed tool to assess students	45
2.5 Video	50
Chapter 3: Experience report	51
3.1. Experience report for Listening activities	51
Chapter 4: Conclusions	52
4.1. Conceptual aspect	52
4.2. Methodological aspects	53
4.3. Observational aspects	53
4.4. Analysis	54
Chapter 5: Appendixes and Sources	55
5.1. Appendixes	55
5.1.1. Appendix #1	55
5.2. Sources & References	56

Chapter 1: Philosophy and theory

1.1. Teaching identity and philosophy

Good teaching is mostly dedication and no desertion. Expected learning outcomes and context need to be contemplated when designing the course. Then the materials must be adapted to the context. Also, good teaching involves the awareness that I am public server whose mission is to create in the CBT Jaime Keller a socio-emotional safe learning environment where my students will be able to acquire and learn English as second language. I have come to this conclusion after seven years teaching in public schools where I have been asked to teach according to numbers like approbation rates and grades. I am not comfortable with that, but I must be a good teacher under any circumstance.

In order to be a good teacher, I design my activities with authentic material, I use textbooks made by Richards since his methodology is not only systematic but also, can be adequate to my context. I try to mix my classes with plenty of English spoken directions, interactions but it will take a little longer until I get used to speak English all the time and elicit an only English policy in my context. I am also very clear in the way that I am going to assess, so I frequently guarantee the opportune feedback and give opportunity to improve de performance of every learning activity and product.

I plan my classes with formal and informal evaluations. Assessment is formative and summative mostly controlled by analytic rubrics but only intended for few products since I have large monolingual classes, so assessment and feedback are really time consuming. I found that the way I assess provide students with multiple support in their way of improvement and independent self-improvement. Most of students that are only interested on a grade may found an actual functional method to improve their skills by correcting their products or processes when they are indicated on the rubric and the feedback. Also, oral feedback as an informal way of evaluation encourages students during the sessions to develop their skills. I am a good teacher if I give my students the means to develop skills with me and by themselves; therefore, I am functioning as a good teacher.

My students are teenagers who come from all over the valley of Mexico, 85% of them have both parents working and they are not English speakers. 80% of the students have not had English classes before. Most of them do not see English as leverage in their lives and are not willing to invest more

hours to English acquisition. On the other hand, they use a lot of electronic devices and are familiar with English spoken memes. They also like English spoken music and videogames. They like to have good grades.

My students shall start initiating and maintaining simple conversations, understand and follow simple instructions and be willing to correct mistakes in order to improve. Also, they shall appreciate language acquisition as an advantage an opportunity to know the world beyond Huehuetoca.

My goal to improve my own teaching is to carefully plan every class with the 4 skills according to my context. Provide plenty of visual o audiovisual input. Continue giving clear assessment tools and interpretation of them. Language acquisition is a process that involves leadership skills as well as hard planning work in order to create a safe socio emotional environment where students are exposed to comprehensible input through English spoken real and intervened audiovisual materials. As long as the planning schedule (lesson plan activities) activate their cognitive skills and their neuroplasticity, they shall feel engaged to interact with the materials thus achieve the goals. Finally, as a collateral effect but also the result of a clear objective, acquisition happens eventually.

I used to just follow the syllabus whereas the context or the level of the students, adjusting just grades, not teaching process. So, whoever had stronger academic and soft skills abilities would have gotten more benefits from my anachronic teaching. Nowadays, I try to determine a balance according to my context. Before this specialization course, it was easier for me to avoid the work that involves selecting, curing or creating material, authentic or intervened, for the purpose of every lesson. But now, nevertheless this is really time consuming, I find important doing this. So, I try on new strategies, using the technologies of communications to accomplish this.

I also changed the way I assumed input on my classroom because I tend to give a most-orientated Spanish class when I changed my context because it was easier, students felt more comfortable and willing to work (so the assessment and the control group is easier too). Now I feel more committed to make an extra effort in order to make students feel comfortable and engaged on their more English-orientated spoken classes.

I know that I am a good role model, but my students also need a good teacher, I mean, a person who has a method that actually achieves language acquisition. So, I am into this. Gradually.

1.2. Theory underlying your teaching practice and identity

According to my teaching philosophy and all the theories, methods and strategies reviewed during the course. My lesson plan was formulated initially according to Krashen (1982) and Ellis (1997) the **comprehensible input** theory where **an i+1** level of comprehensible input is required not only to select the material but also the order of skills development. So, there will be displayed on the lesson plan homemade English subtitled authentic audiovisuals, mind maps, charts, illustrative images and, on camera, use of gesticulation and mimic.

Therefore, the **Affective Filter Hypothesis** (Krashen, 1982) is also taken in account in order to create the best social-emotional environment with the design of the learning activities. Since Mexican teenager students experience different kinds of **motivations** (Gardner, 1987), then, it is intended to ignite **intrinsic motivation** as well as **instrumental motivation** by letting them know that adding an English spoken label to their resume, this may get them better jobs or just keeping good grades.

Moreover, a bit of **modified input** will be seen during the lesson plan such as slower speech (decreased speech rate), changed intonation patterns (louder, more expressive), simplified grammar structures with the purpose of successful comprehensible input settings. This will be seen in most designed activities also in order to achieve gradually a full immersion in the target language.

As an outcome on the lesson plan, it is intended to observe, during the development of the sessions, students grasping some **intake** when they answer or complete sentences or when they write what it is expected to write on the activities, or, when after a pair of weeks students still remember a word or a phrase or a rule.

In this lesson plan, negotiation of meaning is fostered within **interactional conversation** where they are engaged in negotiation of meaning by showing them patterns on how to formulate confirmation checks, reformulations, and recasts with the purpose of build in them strategies when students communicate on English.

Traditional output (Gass, 2003) will be found on this lesson plan since sewing simple texts or confectioning a conversation has within a mouthful of activities where students plan and execute a learning product that evidence his second language skills and gave them a grade.

Chapter 2: Methodology and practice

2.1 A practical and useful lesson plan

The following is the detailed lesson plan that has been designed not only according to my teaching philosophy, the expected learning outcomes stated in the official syllabus that is intended to fulfill, the context but also to the best tailored-context theories, methods and strategies reviewed during the course.

Context for this lesson plan is described as follows. It is designed for 2 heterogeneous large groups of 50 basic users each from no level at all to approximately A2- signed up for English II (3 hours per week). All of them are monolingual. Students are housed on a 15-kilometre radius on an urban location called Santa Teresa III in Huehuetoca, State of Mexico. They attend a public high school called CBT Jaime Keller Huehuetoca. All classes have been attended via Google Meet. 70% of students have internet access at home, all of them have access to internet on their smartphones. Students are on the second term. Students had not been in a previous class with the designer of this lesson plan.

Childhood memories was selected as the topic of this lesson plan. The reason for choosing the topic was that on official syllabus is stated that during the third part of the semester, one of the expected learning outcomes is "To compare the things, I used to do and the way I used to be with those I do now." It is because syllabus is plotted from a Social Practices of Languages approach (SEP, 2006) that is permeated on the syllabus that is been used for these context. Then, that expected learning outcome was transformed into the main objective thus, through every skill stage, this main objective was set to gradual achievement. The grammar focus is the use of "used to".

Four sessions were planned (one per week) since it was strongly recommended by the school authorities to only summon students to a Google Meet session once a week (50 minutes) also in suggested no to assign extra work or homework in order to not put up too much pressure over students.

Author	Ana Rocio Guzmán Díaz	
Educational stage	Level: N/A-A2-	
Title of your Lesson plan	To compare the things, I used to do and the way I used to be with those I do now.	
Learning Objective of the plan/Competency	<p>Learning objective:</p> <ul style="list-style-type: none"> - To develop intercultural competence in order to get involved in two cultures: target language. - To analyse the use of “used to” and “be able to”. Therefore, develop pre-communicative skill. - To reflect on their critical cultural awareness (Model of intercultural awareness) and retrospective of life and share it using the technology. - Linguistic Competency - Socio- linguistic competency - Discourse- competency 	
Communicative skill considered	<ul style="list-style-type: none"> - Listening - Speaking 	<ul style="list-style-type: none"> - Writing - Reading
Functions	Talking about yourself, exchanging personal information, remembering your childhood; asking about someone’s childhood.	
Main Grammar structure	<i>used to</i> for habitual actions.	
Other Grammar structures	Past tense and Speaking- Useful language: adding points, reaching decision, giving opinion, giving reasons.	
Brief description of the plan	In order to ignite curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own. And also the willingness to relativize one’s own values, beliefs, and behaviors, this lesson will encourage students to share the beliefs and traditions performed during Halloween/Día de Muertos.	

Hours of the plan implementation	-Implementation: 4 hours -Online evidence: 1 hour	
Number of sessions	4 sessions (4 online session)	
Contents required for the lesson	<ul style="list-style-type: none"> - Google classroom - Google Meet. - Google Forms - Prezi Video - Videos <ul style="list-style-type: none"> *<i>What's your favourite childhood memory?</i> *EXCLUSIVE! Fifth Harmony Share Some Of Their Craziest Halloween Memories! Perez Hilton: - Interchange 2 pages 4-7. - Jamboard 	<ul style="list-style-type: none"> - Audio recording - Padlet App
Link of the content	<p>Google Classroom: https://classroom.google.com/u/0/c/MjcwMjUxNjIwOTEw</p> <p>Google Meet: https://meet.google.com/lookup/e5ehp75bm7?authuser=0&hs=179</p> <p>Google Forms:</p> <p>*(Reading). 3.3. Reading assessment: https://forms.gle/NbMNopUjbioEoUH3A</p> <p>*(Listening). 3.2. Listening assessment: https://forms.gle/gMhiVDrxfXXnbRiB8</p> <p>Intechange 2A pages 4-7: https://drive.google.com/file/d/1nwj8jW81Dyla7K237gMNCGu-lyU9LbBP/view?usp=sharing</p> <p>Videos</p> <p>*(Listening) <i>What's your favourite childhood memory?:</i></p> <p>https://drive.google.com/file/d/1FkoUTzMVH4ve2UAhsv-PKSk_qpqBJrTM/view?usp=sharing</p>	

	<p>*(Speaking) EXCLUSIVE! Fifth Harmony Share Some Of Their Craziest Halloween Memories! Perez Hilton: https://www.youtube.com/watch?v=rzY8rmJkdjw</p> <p>Jamboard:</p> <p>* (Listening) 3.1. Childhood Memories (Listening): https://jamboard.google.com/d/1vtO4bj203033-a_nb574jjTW7loKifOUxBPPL5unSeg/edit?usp=sharing</p> <p>* (Reading): 3.3. Reading Activity: https://jamboard.google.com/d/14dpctNj4SGz8nJ7E4n5OAteljVyD7DGN1bSR7eLWq9U/edit?usp=sharing</p> <p>* (Speaking) 3.3. Speaking activity: https://jamboard.google.com/d/1cpwBFS2rMxAyKZ0yGdnrwmQh_GRcIFvyILObCxpmnhk/edit?usp=sharing</p> <p>Audios:</p> <p>Listening Activity #1: https://drive.google.com/file/d/19H1ebj4LRS7eLusiLGGexr2BF9u7MU89/view?usp=sharing</p> <p>Listening for Listening Assessment: https://drive.google.com/file/d/116gSMadvXE5YYmctO8SymbWIsAXKliqz/view?usp=sharing</p> <p>Padlet: https://padlet.com/200926064/pm0qddt9a3wmw7cw</p>
EEAILE online tutor	Norma Susana Herrera Rivera

2.1.1 A practical and useful lesson plan for Listening skills

2.1.1.1. Objectives

For this lesson, two objectives were considered 1) Identify the form of *used to*. 2) Listening, to people talk about their past. Since it is planned as the opening of the lesson and listening is a receptive skill (Littlewood, 1987), both objective verbs, that were taken from the Bloom's Taxonomy Digital Planning Verb Chart (appendix #1), are located in the initial cognitive stage that is *remembering*.

2.1.1.2. Structure of the lesson and its rationale

Considering both **bottom-up** and **top-down processing** (Richards, 2008) this session was divided on three phases:

First, in the 1) **Pre-listening stage** where a video called *What's your favourite childhood memory?* It is shown to students. This video is an authentic material (Ross, 2007) that was adapted with big English subtitles to students in order to provide comprehensible input $i+1$. Likewise, students were able to hear real language, like common hesitation marks or real 'mistakes' because they are additionally part of the reality of language. Pauses were made during the projection in order to clarify some of the sayings. It was remarked when people used the phrase *used to*.


After that, a mind map taken from Interchange 2A (Richards, Hull & Proctor, 2017, p. 4) was adapted to a Jamboard environment with the purpose that students interacted with each other as they were following my directions since they could drag in real time the words to their category. During the activity, visual aid was displayed in order to clarify the meaning of the category or the word they were asked to order. This task was requested to complete in order to activate prior knowledge and reviewing key vocabulary. Materials and exercises were adapted to a collaborative Jamboard environment in order to let students interact and perform the activity during the Google Meet session.

Later, on the 2) **while-listening stage**, students listen to a list of statements where different voices talked about things they used to do but they do not do anymore. Then students were asked to tick or cross the statement according to their own experience (if they relate with the statement, then they write a tick, if they did not, then, they draw a cross) along the listening, also it was done on a collaborative Jamboard environment.

Next, a brief multiple choice listening quiz on Google Forms called *3.2 Listening assessment* was designed and applied in order to observe if students can follow the conversations and obtain some ideas from it. Each of the four conversations was previously discussed, with some hints like what kind of voice students were supposed to listen carefully (man or woman) besides key words. Students are asked to listen to the conversations then select the correct information about the past of the people on each conversation. It was done individually.



Finally, in the 3) **post listening stage**, students were called to discuss what they did on Halloween or Dia de Muertos when they were kids and to retrieve a photo or a drawing from a Halloween or Dia de Muertos memory.



Step of the lesson	Teacher activities	Students activities	Session #
Activation -Before the lesson -During the lesson	<ul style="list-style-type: none"> Teacher (T.) greets their students then mentions the objective of the session to the students. T. Asks about their feelings and reviews briefly the vocabulary (when I was a kid I...) Teacher activates previous knowledge displaying a video (authentic material) called <i>What's your favorite childhood memory?</i> https://drive.google.com/file/d/1FkoUTzMVH4ve2UAhsv-PKSk_qpgBJrTM/view?usp=sharing where a bunch of people are questioned about their childhood memories. 	<ul style="list-style-type: none"> Students (Ss.) watch the video <i>What's your favourite childhood memory?</i> During the Google Meet session. 5 Ss participate expressing their 	01

			<p>feelings..</p> <ul style="list-style-type: none"> • Ss will express childhood memories. 	
<p>Set the objective or competencies of the lesson</p>	<p>Teacher presents the learning purposes of the session that is “To compare the things, I used to do and the way I used to be with those I do now” (SEP, 2019, p. 18). It will be accomplished by the correct use of the form “used to”.</p>	<p>Ss read and share their opinion.</p>	<p>01</p>	

Listening: Word Map.

Objectives: 1) Identify the form of *used to*. 2) Recognize how people talk about their past

Step of the lesson	Teacher activities	Student's activities	Materials	Session #	Evaluation
<p>Information processing activity</p> <p>-Activity 1</p> <p>Pre-communicative activity.</p> <p>Objective: use vocabulary for discussing childhood memories</p>	<p>Teacher displays a word map in Jamboard. Therefore, asks ss. to complete it.</p> 	<p>-Ss manipulate the word map on Jamboard so they order words by categorizing.</p> <p>-Ss familiarize with the vocabulary and compare it to what they have heard on the previous videos.</p> <p>-Ss discuss their answers and confirm if they selected the correct one.</p>	 <p>(Richards, Hull & Proctor, 2017, p. 4)</p> <p>Link to Jamboard: https://jamboard.google.com/d/1vtO4bj203033-anb574jjTW7loKIfOUxBPPL5unSeg/edit?usp=sharing</p>	1	<p>-Informal.</p> <p>-Formative.</p> <p>No evaluation tool, just checking answers and identifying errors.</p>
<p>-Activity 2</p> <p>Listening comprehension skill and Listening for details</p>	<p>-In order to provide comprehensible input, T. points out vocabulary using visual aids like images related to the categories or to the words.</p>	<p>-Students listen to the statements related to childhood memories and pay attention on specific details of every statement according to their context</p> <p>(Richards, Hull & Proctor, 2017,</p>	<p>Link to video of statements “When I was a child”:</p> <p>https://drive.google.com/file/d/19H1ebj4LRS7eLusiLGGexr2BF9u7MU89/view?usp</p>	1-2	<p>Informal & Formative.</p> <p>Formal & Summative with a Multiple</p>

<p>Objective: discuss childhood habits; identify used to in context.</p>	<p>Pets</p>  <p>T displays audio of statements related to childhood memories called "When I was a kid" then ask students to cross or tick if they agree or do not agree with the statement.</p> <p>T. ask student to listen to 4 conversation https://drive.google.com/file/d/116gSMadvXE5YYmctO8SymbWIsAXKliqz/view?usp=sharing , then select the correct answer. Answers will be selected on a Google Form called Listening Assessment.</p>	<p>p. 5)</p>  <p>Students ticks or cross on the Jamboard the ones that are true about them.</p> <p>Students listen to the 4 conversations in Google Meet or in Google Forms then choose the correct answer in Google Forms.</p>	<p>=sharing</p> <p>Link to Jamboard (slide #4) https://jamboard.google.com/d/1vtO4bj203033-a_nb574jjTW7loKIfOUxBPPL5unSeg/edit?usp=sharing</p> <p>Link to Images (visual aids) related to categories or words of the mind map: mind map slides.docx</p> <p>Link to Google Form 3.2. Listening Assessment: https://forms.gle/DJobL7CoAUABsP8i7</p>	<p>Choice Quizz in a Google Form named 3.2. Listening Assessment.</p> <p>Look at Annex #1</p> <p>Interpretation of the Quiz According To CFRE on Annex #2.</p>
--	--	---	---	--

Listen to the conversations. Check (✓) the correct answers. (4 POINTS)

- | | |
|--|---|
| 1. Matt grew up in
<input type="checkbox"/> Argentina.
<input type="checkbox"/> Boston.
<input type="checkbox"/> Washington, D.C. | 3. Kate thinks that there
<input type="checkbox"/> aren't enough safe places to ride.
<input type="checkbox"/> is too much traffic.
<input type="checkbox"/> aren't enough buses. |
| 2. Mia used to
<input type="checkbox"/> play with old toys.
<input type="checkbox"/> collect comic books.
<input type="checkbox"/> watch mysteries. | 4. Olivia can join a car pool by
<input type="checkbox"/> asking a neighbor for a ride.
<input type="checkbox"/> visiting a website.
<input type="checkbox"/> riding to work with Rob. |

	CHILDHOOD MEMORIES	
PLACES _amusement park		POSSESSIONS

3.2. Listening assessment

*Obligatorio

Correo *

Tu dirección de correo electrónico _____

Father's Last Name *

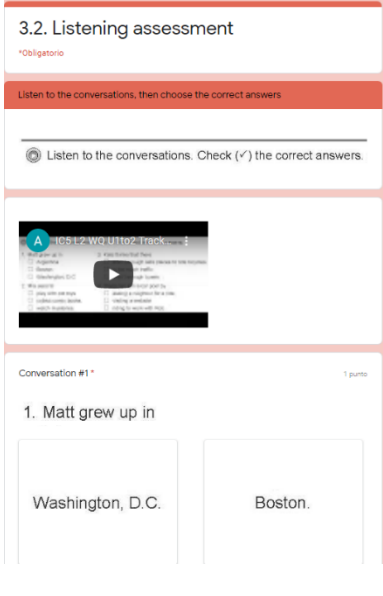
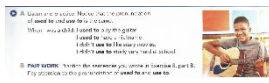
Tu respuesta _____

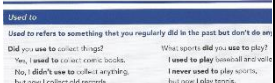
Mother's Last Name *

Tu respuesta _____

Name (s) *

Tu respuesta _____

					
<p>Vocabulary introduction -Activity 1 Presentation</p>	<p>-T. recalls verbs and nouns commonly used to describe childhood memories like <i>grow up, play, watch, middle school, kindergarten, relative, grandparents.</i></p>	<p>-Students express the word choice they would use in order to get familiar when a person expresses their childhood memories</p>	<p>Images that illustrate the verbs or nouns</p>	<p>01</p>	
<p>1st practice Activity 1 Functional communicate activities</p>	<p>T presents some sentences in the listening Used to where childhood memories are described by using <i>used to</i>.</p> <p>T. ask students to notice that the pronunciation of <i>use to</i> and <i>used to</i> is the same.</p>	<p>Ss listen to the audios. Then record their own phrases about child memories concerning Halloween or Día de los Muertos on Padlet.</p>	 <p>(Richards, Hull & Proctor, 2017, p. 6)</p> <p>Audio Padlet environment:</p>	<p>01</p>	

	T. ask students to record their own phrases on Padlet talking about child memories concerning Halloween or Día de los Muertos.			
2nd practice or Social interaction Activity 1	T monitors ss' work. Ask students to comment voice posts in the Padlet environment. Gives advice to those who are not coping with the activity due to technological issues, soft skills abilities or grammar issues. T focuses on those students who have different learning styles.	Students focus on peer audios posts on Padlet environment and like or comment them.	Padlet environment: https://padlet.com/200926064/pm0qddt9a3wmmw7cw	03
Grammar Focus Activity 1 Provide feedback and ask for clarification	T. shows some questions about childhood memories. Explains how is normally told something that was regularly performed in the past, but it is not anymore. T says to students to focus on the structure that speakers are using in the audio. Expressions that they use, collocations and idioms.	SS. reflect on the use of <i>used to</i> with the purpose of referring to something that was regularly done in the past. SS. reflect on the structure that speakers are using in the audio. Expressions that they use, collocations and idioms.	Grammar focus chart GRAMMAR FOCUS  (Richards, Hull & Proctor, 2017, p. 5)	03

<p>Summary Activity 1 Listening comprehension</p>	<p>Teacher elicits the importance of focusing on key words and how to justify answers having a clear idea of it. The script helps them to clarify or confirm their answer.</p>	<p>Ss reflect on the importance of develop the ability of focus on key words and what they know about this part of the listening test.</p>	<p>Script of the 4 conversations Units 1–2 [Track 2] A Listen to the conversations. Check the correct answers. 1. MATT: Hi. I'm your new neighbor, Matt Hogan. I just moved the building. CARLY: Nice to meet you, Matt. I'm Carly Baker. Are you from around here? MATT: No. I'm not from Boston. I'm actually from Washington, D.C. CARLY: Oh, were you born there? MATT: No. I was born in Argentina, but I grew up in Washington, D.C. CARLY: Really? Do you speak Spanish? MATT: Unfortunately, no. I was only a baby when my family Argentina and moved to the States.</p>	<p>03</p>	
<p>Activity 2 Post-listening and integrated skills</p>	<p>Teacher enhances student's awareness on how teens have different beliefs and traditions and how Mexicans have added American traditions.</p>	<p>Students reflect on they interculturality</p>		<p>03</p>	

2.1.2 A practical and useful lesson plan for Writing skills

2.1.2.2 Objectives

Create a paragraph about a childhood memory (related to Halloween or Día de Muertos) with *used to*.

2.1.2.3. Structure of the lesson and its rationale


First, teacher has already asked students to have in hand a photo or a drawing of a Halloween or a Dia de Muertos memories which is asked to post on a Padlet environment.

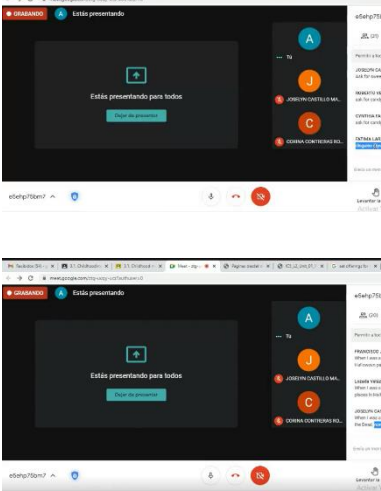

Then teacher is expected to set an **imitative writing** performance (Brown, 2007) based on a **Real Writing Model** (Brown, 2007) where students are expected to create a brief postcard with a childhood memory related to Halloween or Dia de Muertos. This strategy was chosen because this category is targeted for beginning students who are only able to write simple words, sentences, or dictations. The purpose here, according to Brown (2007), is to make students familiar with “the conventions of the orthographic code” (i.e., spelling conventions and patterns). In addition, because it is needed significant specific information like a photo or a drawing of a pleasant childhood memory, this requirement shall activate a **happy filter** during the activity.

So the technique was performed as follows: 1) teacher asks students to choose a verb that depicts the memory related to Halloween or Dia the Muertos, in the imitative writing performance, the verb chosen was *set the offering* and highlight it with color red. Then, teacher asked students to write their own verb on the Google Meet Chat so teacher can confirm or reorientate the word choice. Later, teacher writes a time expression *When I was a kid...* but shows how to change according to their needs: *When I was a child/ When I was a little girl/ When I was a little Yesenia*, etcetera. Teacher uses color orange to highlight it. Teacher adds the phrase *used to* in color green. Teacher points out the collocations in order to obtain a sentence that depict a childhood memory related to Halloween or Dia de Muertos.

for a short memory that will be used as the text of a postcard. Then a real writing (Brown, 2007) task was set in order to combine their photo or drawing with a voice track to create a personal real writing (Brown, 2007) sample like a postcard on Padlet. Here, the grammar focus is introduced along the activity.

Writing					
Objective: Create a paragraph about childhood memory related to Halloween or Dia de Muertos with <i>used to</i>.					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>Information processing activity</p> <p>Before the lesson</p> <p>Activity 1</p> <p>-Critical cultural awareness</p> <p>-Real writing (Personal) (Brown, 2007)</p>	<ul style="list-style-type: none"> Teacher requests students to get involve of the topic through critical cultural awareness in order to evaluate critically and based on explicit criteria, perspectives, practices and products in one’s own and other cultures and countries. (Bryam, 2002). In this case, they will approach through their experiences in Dia de los Muertos or Halloween. T provides students with a guided demonstration strategy (T. demonstrates the stages on writing while composing her own paragraph) in order to develop micro skills and 	<ul style="list-style-type: none"> Ss. retrieve a childhood memory related to Dia de Muertos or Halloween by posting, on a Padlet environment, a photo or drawing of themselves during that celebration, when they were children. Ss. Pay attention to teacher’s demonstrations of how to prepare a paragraph where a childhood memory is retrieved. 	<p>Padlet environment: https://padlet.com/200926064/pm0qddt9a3wmw7cw</p> <p>Word document where the processes is going to be shown. Different colours are used.</p>		<p>Informal.</p> <p>-Formative.</p> <p>No evaluation tool, just checking answers and identifying errors.</p>

	<p>schemata when writing a paragraph about a childhood memory using <i>used to</i>.</p> 				
<p>Activity 2 Intercultural attitudes -Text functions</p>	<p>Teacher asks students to write a postcard with a photo or a picture of a Halloween or Día de Muertos celebrations during their childhood. Students should describe what they used to do as a child.</p> <p>Teacher ask students to upload their postcard on a Padlet</p>	<p>Ss. write a paragraph about a childhood memory using <i>used to</i>. Paragraph shall have a significant, positive and direct effect on the reflection about a childhood memory of a past Halloween or Día de los Muertos celebration.</p>	<p>A photo or a drawing for the post card.</p> <p>A text processor.</p> <p>Padlet environment: https://padlet.com/200926064/pm0qddt9a3wmw7cw</p>		<p>Rubric for Writing Activity #2</p> <p>(Adapted from O'Malley & Valdez, 1996)</p>

	environment.				
Vocabulary introduction Activity 1 Asking questions about words (Zimmerman , C., 2009)	<p>T asks students to identify 1) the verb that describe the action that will be described on the postcard. Teacher shows them by displaying related illustrations. 2) the tradition (Halloween or Dia de muertos), 3) Time expression (When I was younger/ 8/ a child/ a little girl...) 4) <i>used to</i>.</p> <p>T. also encourages students to use dictionaries or other sources to select the most suitable verb.</p> <p>T. uses the chat to collect and solve common doubts during the task. like word choice, linkers or connectors that they will use in their postcard.</p>	<p>Students follows the teacher pattern to create their postcard and post their draft on the chat in order to ask for feedback to the teacher.</p> 	<p>Illustrations of verbs related to commonly actions described on Dia de Muertos or Halloween like ask for candy, set an offering, etc...</p> 		
Activity 2 Schema	T activates learners' schemata. With the word: impact. With the new information and the words that are familiar for them.	Students will post on Padlet all synonyms related to this word and possible schema of their own postcard.	Padlet environment: https://padlet.com/200926064/pm0qddt9a3wmw7cw		
1st practice [Activity 2 Cultural and	Teacher elicits some problems and possible solutions when students have to structure a postcard.	Students compare in a postcard the things they used to do and the way they used	Padlet environment: https://padlet.com/200926064/pm0qddt9		

social influences on schema -Writing instruction (Carrel, p. L. Eisterhold, J.C., 1983)		to be with those they do now. Particularly Día de Muertos or Halloween.	a3wmw7cw		
Activity 2 Real and free writing (Hyland, K. 2002)	T asks students to upload their post card to Padlet.	SS upload their postcard to Padlet environment.			
2nd practice or Social Activity 1 & 2 reflection	T monitors the activity to make sure students generate ideas but guide them. Suggest them that every exercise has to be done with rules of respect. Respecting ideas and preferences of their own classmates. T asks students to comment on others student's postcards.	Students comment on posted postcard on Padlet..			
Grammar Focus Activity 1 Language structures (Hyland, K.	Teacher explains the main points of the use of give an opinion and the use of phrases like "I used to do that too". "Oh, that0s really great".	Students comment posted postcards with friendly real messages.			

2002)					
<p>Summary Activity 1 Process of model writing instruction</p>	<p>Teacher elicits some problems and possible solutions when students have to structure a postcard:</p>	<p>Students compare and point out on the importance of this rule.</p> <ul style="list-style-type: none"> -Prewrite in class the body of the paragraph. Verbs, time expression and adverbs of time had to be carefully chosen. - Write a draft. -Teacher revise style and refer ss' ideas. -students edit and correct form and layout. 			

2.1.3 A practical and useful lesson plan for Reading skills

2.1.3.1. Objectives



For this lesson plan, two objectives were chosen: 1) scan a biographical article for key facts; 2) identify meaning from context.

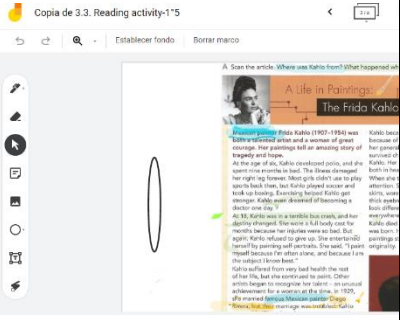

2.1.3.2 Structure of the lesson and its rationale

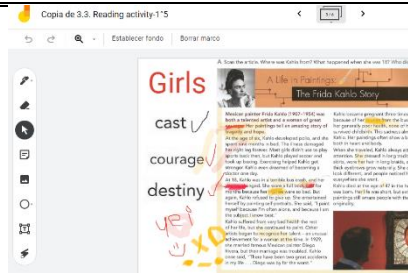
Content schema (Meyer, 1975) is activated by the teacher with questions like What is your favorite painter? This elicits common vocabulary words related to the topic. In this first part, the question was set on a Jamboard environment, the students were requested to post their answers in the first slide. After, in the text *A life in paintings: The Frida Kahlo Story* students are asked to scan in order to extract the following information: Where was Kahlo from? What happened when she was 18? Who did she marry? Teacher illuminates with different colour each question with the intention that students use the same colour to highlight that information after scanning the text. Then, students are asked to circle the words *courage, tragedy, destiny, cast, recognize* and *injury* in the reading. Teacher asks girls to use red colour while boys use yellow. After that, students are required to try to match these words with their definition. This exercise is chosen because it uses the **interactive reading model** (Goodman, 1981) which combines the characteristics from both bottom-up and top-down decoding. An interactive model is one which has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text as necessary. This exercise was adapted to a Jamboard environment in order to work interactively. Students are asked to read again, later, ask 6 questions about the reading. Students are asked to write a short comparison between their story and Frida's story. Teacher insists in the grammar focus (*used to*).

Reading

Objective: scan a biographical article for key facts; identify meaning from context

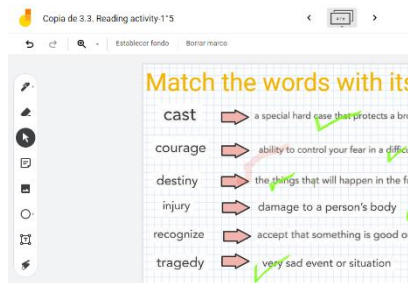
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>Information processing activity</p> <p>Activity 1</p> <p>Interactive model (Goodman, 1981)</p> <p>reading: Scanning</p> <p>Content/Formal Schema (Meyer, 1975)</p> <p>-Integrated skills</p>	<p>Teacher asks students who their favourite painters are. Or the name of a female painter. T. Ask students to write in a Jamboard environment their favourite painter.</p>  <p>Teacher asks to students to scan the text A life in paintings: The Frida Kahlo Story for the following information Where was Kahlo from? What happened when she was 18? Who did she marry?</p>	<p>Ss discuss about the topic, then write their favourite painter on Jamboard.</p> <p>Ss. scan the text then highlight with the required colour the information asked.</p>	 <p>(Richards, Hull & Proctor, 2017, p. 7)</p> <p>Jamboard environment: https://jamboard.google.com/d/1KkUdAQulrmlJE40x91AQk-Bi47rOp_YPjARoY_KgJQw/edit?usp=sharing</p>	<p style="text-align: center;">1</p>	<p>-Informal.</p> <p>-Formative.</p> <p>No evaluation tool, just checking answers and identifying errors.</p>


	<p>T. highlights the information that is meant to be scanned with different colours. T. ask Ss. to highlight with the same colour the information required on the text.</p> 				
<p>Vocabulary introduction Activity 1</p>	<p>T asks students questions to elicit common vocabulary words relate to the topic.</p> <p>T asks students to circle in Jamboard the following word (courage, tragedy, destiny, cast, recognize, injury) in the reading and try to match with their definition.</p>	<p>Ss look for the words then highlight them. Girls use red, boy use yellow.</p>	<p>(Richards, Hull & Proctor, 2017, p. 7)</p> 	<p>1</p>	<p>-Informal. -Formative. No evaluation tool, just checking answers and identifying errors.</p>



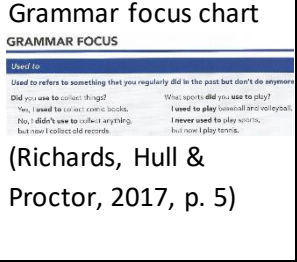
T. encourage them to circle or highlight any words they can't guess from the context of the article.

T. ask students to match the definition of the previous color highlighted words without using the dictionary but the context of the Reading.



<p>Activity 2 SQ3R (Survey, Question, Read, Read aloud, review)</p>	<p>T asks students to read the article, think on the title and predict or infer about the vocabulary they will read there.</p> <p>Finally, T. ask students to answer the following questions from the text. T. ask to accomplish this on a Google Form.</p> <ol style="list-style-type: none"> 1. What did Kahlo do to get healthier after her childhood illness? 2. Why did Kahlo start painting? 3. Why did Kahlo often do self-portraits? 4. What did Kahlo compare her marriage to? 5. Why couldn't Kahlo have children? 6. What was unusual about Kahlo 's appearance? 	<p>In pairs will share their unknown words and answers the 6 questions about the text in Google Forms.</p>	 <p>(Richards, Hull & Proctor, 2017, p. 7)</p>	<p>1-2</p>	<p>Assessment tools for Reading</p> <p>C Answer the questions.</p> <ol style="list-style-type: none"> 1. What did Kahlo do to get healthier after her childhood illness? 2. Why did Kahlo start painting? 3. Why did Kahlo often do self-portraits?
---	---	--	---	------------	--

	<p>The screenshot shows a reading assessment interface. At the top, it says '3rd Reading assessment' and '10'. The main content is a text passage titled 'The Frida Kahlo Story'. Below the text, there is a question: 'What did Kahlo do to get healthier after her childhood illness?'. The text passage discusses Frida Kahlo's life, her childhood illness, and her recovery through traditional Mexican medicine.</p>				
<p>1st practice Activity 1 -Functional communicative activity</p>	<p>Teacher gives students strategies to predict and scan the text and approach them how to do it.</p>	<p>Students will scan the text and make their predictions, then share with a partner and highlight the main ideas.</p>	<p>Jamboard environment: https://jamboard.google.com/d/1KkUdAQulrmljE40x91AQk-Bi47r0p_YPjARoY_KgJQw/edit?usp=sharing</p>	<p>1</p>	
<p>Activity 2 -Skills integration</p>	<p>Teacher elicits students to write a comparison between their story and Frida's story.</p>	<p>After having read the text students will write their own phrase or sentence using the grammar structure: <i>used to</i>.</p>	<p>Jamboard environment: https://jamboard.google.com/d/1KkUdAQulrmljE40x91AQk-Bi47r0p_YPjARoY_KgJQw/edit?usp=sharing</p>	<p>1</p>	
<p>2nd practice or Social Activity 1 & 2 Reflection</p>	<p>T monitors the activity to make sure students generate ideas but guide them. Suggest them that every exercise must be done with rules of respect. Respecting ideas and preferences form people around the world and their own</p>	<p>Students will give their answers and opinion but always with respect and using the respective vocabulary and grammar structure.</p>		<p>2</p>	

	classmates. T allows students to participate as much as possible.				
Grammar Focus Feedback	Teacher presents a video or explains the main points of the use of: used to. Then writes an example about how to do it.	Students compare and point out on the importance of this rule.	 <p>Grammar focus chart GRAMMAR FOCUS Used to Used to refers to something that you regularly did in the past but don't do anymore. Did you use to collect things? What sports did you use to play? Yes, I used to collect comic books. I used to play baseball and volleyball. No, I didn't use to collect anything. I never used to play sports, but now I collect old records. I now play tennis.</p> <p>(Richards, Hull & Proctor, 2017, p. 5)</p>	2	
Summary Self-evaluation, or assessing how well one has achieved the purpose set for reading as a leisure activity.	Teacher asks students to self-evaluate their purpose of reading.	SS self-evaluate their reading comprehension by comparing their score in the activity #2 with the CFER chart adapted to the class. Desirable level is A2. Look at the Assessment tools for Reading.	Assessment tools for Reading	2	

2.1.4. A practical and useful lesson plan for Speaking skills


2.1.4.2. Objectives

For this lesson plan, there chosen only one objective: Discuss childhood memories.

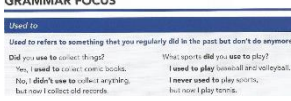
2.1.4.3. Structure of the lesson and its rationale

As Liitlewood (1987) stated, speaking is a productive skill while listening is a receptive skill, afterwards, since integrated skills shall be encouraged (Brown, 2007), students are elicited to listen and watch to the video Interview with a group of teenagers that talk about their craziest Halloween memories. Then, in pairs students are asked to comment what they saw. Afterwards, students are asked to add a question to a previous list of question about childhood memories. Afterwards, teacher reviews briefly the pronunciation of *used to* in a track. Finally, as a strategy to elicit speech in students (O’Malley & Valdez, 1996) the interview is performed with the list where students have added a question before. This should be done in pairs.

Speaking. Objective: Discuss childhood memories.					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Pre-communicative activities	Teacher elicits students to listen to the video Interview called EXCLUSIVE! Fifth Harmony Share Some Of Their Craziest Halloween Memories! Perez Hilton: were a group of	Students (Ss) listen to the video interview, then pay attention to how	EXCLUSIVE! Fifth Harmony Share Some Of Their Craziest Halloween Memories!	1	-Informal. -Formative. No evaluation

<p>Activity 1</p> <p>Productive skill: Speaking.</p> <p>Receptive skill: listening (Littlewood, 1987)</p>	<p>American influencers teenager talk about their childhood Halloween memories. Video is subtitled in English and the speed has been slowed down. After, teacher assists on negotiations and construction of meaning.</p>  <p>T pushes students to pay attention on linguistic point.</p>	<p>childhood memories are discussed.</p>	<p> Perez Hilton: https://www.youtube.com/watch?v=rzY8rmJkdjw</p>		<p>tool, just checking answers and identifying errors.</p>
<p>Activity 2</p> <p>Integrated skills</p> <p>Strategy: Interview with students. (O'Malley & Valdez</p>	<p>Teacher ask students to add a questions to the list. The question has to be related to Halloween or Día de los Muertos. This is exemplified and adapted to an Jamboard environment.</p> <ol style="list-style-type: none"> 1. What's your favorite childhood memory? 2. What sports or games did you use to play when you were younger? 3. Did you use to have a nickname? 4. Where did you use to spend your vacations? 5. Is your taste in food different now? 6. _____ <p>T. ask students to interview each other using the questions list and the question they have</p>	<p>-Ss. Add a question related to Halloween or Día de Muertos to the list then reflect about their own answers.</p> <p>Ss. Make the list question to a classmate.</p>	<p>1. What's your favorite childhood memory? 2. What sports or games did you use to play when you were younger? 3. Did you use to have a nickname? 4. Where did you use to spend your vacations? 5. Is your taste in food different now? 6. _____</p> <p>(Richards, Hull & Proctor, 2017, p. 6)</p>	<p>1</p>	<p>Rubric for Speaking Activity #2 (Kuhlman, 2008)</p>

1996). (Brown, 2007)	formulated. T pushes students to pay attention on linguistic point: <i>used to</i> when making or answering the questions.				
Vocabulary introduction 1st practice Activities 1 and 2 Reflect on the use of the language	T shares the useful language list with students in order to start and maintain an interview with their peers using the previous question list. "Hi classmate, may I make you some questions/ and interview" "Yeah, sure/ Go ahead" "Can you repeat? Did you mean...?" "Oh, really?/ I used to do the same"	Students review the expressions and ask for clarification.	Chart with useful language list. "Hi classmate, may I make you some questions/ and interview" "Yeah, sure/ Go ahead" "Can you repeat? Did you mean...?" "Oh, really?/ I used to do the same"	1	Student participation in English.
2nd practice or Social interaction (Bygate, 1987) Activities 1 and 2	T monitors the activity to make sure students generate ideas but guide them. Suggest them that every exercise has to be done with rules of respect. Respecting ideas and preferences form people around the world and their own classmates. T allows students to participate as much as possible.	Students will give their answers and opinion but always with respect and using the respective vocabulary and grammar structure.	Google Classroom environment. Activated microphone.	1	Student participation in English.

<p>Grammar Focus</p>	<p>Teacher explains the main points of the use of: <i>used to</i>. Then writes an example about how to do it.</p>	<p>Students compare and point out on the importance of this rule.</p>	<p>GRAMMAR FOCUS  (Richards, Hull & Proctor, 2017, p. 5)</p>	<p>02</p>	<p>No evaluation</p>
<p>Summary Activity 1</p>	<p>Teacher gives feedback to the students</p>	<p>Students reflect about their performance during the activity.</p>		<p>02</p>	<p>No evaluation.</p>

2.2. Designing of necessary tool to assess/test the progress of students

Evaluation is informal during the opening part of the lesson, but it becomes formal during the development of the session. That is when 2 quizzes (multiple choice and open answer) are set and solved in order to confirm the conscious learning or development of a skill. Those have a summative feature. Also 2 analytic rubrics are handled for a formative evaluation.

For the **productive skills**, macro and micro skills —for speaking and writing—were selected in consonance with the objective of the lesson. So, from the way both interconnect in the evidence of the task (make an interview or write a postcard), this interconnection pointed out the characteristics of how the descriptors of the criteria were formulated.

Also, a simple task was selected in order to first, select a viable **speech eliciting strategy** according to the CBT Jaime Keller context then, a task where students can evidence their skills. Besides, English II timetable can be fitted to the **observation of process** of 4 stages (O'Malley & Valdez, 1996) and, finally, a handful of alternative assessment procedures were contemplated since this skill will not be observed directly on a classroom but through Google Classroom. That is why an interview, and a real writing task were chosen as activities to develop and assess the productive skills.

Analytic rubrics were chosen to assess the development of skills because, as O'Malley and Valdez (1996) have stated, this kind of tool can help teachers to assess specific aspects of the writing and speaking domains. For the criteria to assess the model of Kuhlman (2008) and O'Malley and Valdez (1996) rubrics were adapted to the expected learning outcomes formulated on the syllabus and to the learning objective of this lesson that is “compare the things, I used to do and the way I used to be with those I do now.” (SEP, 2019, p.18) that will be accomplished once students learn how to use the phrase *used to* when they describe a childhood memory and compare it to what they do nowadays.

On the other hand, for receptive skills although an analytic rubric was also used, the criteria was taken from the descriptor stated on the CEFR.

2.3. Attached evidences



A Complete the word map. Add two more words of your own to each category. Then compare with a partner.

✓ amusement park

beach

cat

collect comic books

fish

play video games

playground

stickers

teddy bear

toy cars

turtle

watch cartoons

PETS

PLACES

amusement park

HOBBIES

POSSESSIONS

3.1. Childhood memories (Listening)

Feedback form
Home memo

🖋️

🗑️

👁️

📄

📌

🕒

🔍

PETS

turtle

fish

cat

mouse

dog

monkey

dog

duck

PLACES

amusement park

playground

beach

zoo

well

spa

Woods

fair

HOBBIES

play video games

watch cartoons

collect comic books

practice any sport

Read books

play games

jump rope

watch movies

POSSESSIONS

toy cars

teddy bear

stickers

Doll

tents

point

the permission

Pets



- 1. "When I was a kid, I never used to play sports, but now I like to keep fit."
- 2. "I used to go out with friends a lot, but now I don't have any free time."
- 3. "When I was younger, I didn't use to collect anything, but now I do."
- 4. "I didn't use to be a good student, but now I love to study and learn new things."
- 5. "I never used to follow politics, but now I read the news online every morning."
- 6. "I used to be really neat and organized, but now I'm very messy."
- 7. "I used to care a lot about my appearance. Now, I'm too busy to care about how I look."



 Listen to the conversations. Check (✓) the correct answers. (4 POINTS)

1. Matt grew up in

- Argentina.
- Boston.
- Washington, D.C.

3. Kate thinks that there


- aren't enough safe places to ride bicycles.
- is too much traffic.
- aren't enough buses.

2. Mia used to

- play with old toys.
- collect comic books.
- watch mysteries.

4. Olivia can join a car pool by

- asking a neighbor for a ride.
- visiting a website.
- riding to work with Rob.

		
RACES		POSSESSIONS
..amusement park		
3.2. Listening assessment		
*Obligatorio		
Correo *		
Tu dirección de correo electrónico _____		
Father's Last Name *		
Tu respuesta _____		
Mother's Last Name *		
Tu respuesta _____		
Name (s) *		
Tu respuesta _____		

2.4. Evidences of designed tool to assess students

PLACES

amusement park

POSSESSIONS

CHILDHOOD MEMORIES

3.2. Listening assessment

*Obligatorio

Correo *

Tu dirección de correo electrónico

Father's Last Name *

Tu respuesta

Mother's Last Name *

Tu respuesta

Name (s) *

Tu respuesta

Siguiente

Página 1 de 2

Nunca envíes contraseñas a través de Formularios de Google.

Conversation #4 *

1 punto

4. Olivia can join a car pool by

asking a neighbor for a ride.

riding to work with Rob.

visiting a website.

asking a neighbor for a ride.

riding to work with Rob.

visiting a website.

Enviame una copia de mis respuestas.

Atrás Enviar

Página 2 de 2

Nunca envíes contraseñas a través de Formularios de Google.

reCAPTCHA

3.2. Listening assessment

*Obligatorio

Listen to the conversations, then choose the correct answers

Listen to the conversations. Check (✓) the correct answers.



Conversation #1 *

1 punto

1. Matt grew up in

Washington, D.C.

Argentina.

Washington, D.C.

Argentina.

Boston.

Conversation #2 *

1 punto

2. Mia used to

collect comic books.

play with old toys.

collect comic books.

play with old toys.

watch mysteries.

watch mysteries.

Conversation #3 * 1 punto

3. Kate thinks that there

aren't enough safe places to ride bicycles.

aren't enough safe places to ride bicycles.

aren't enough buses.

aren't enough buses.

is too much traffic.

is too much traffic.

3.2. Listening assessment Enviar

Preguntas **Respuestas 32** Puntos totales: 20

Estadísticas

Normal
10.87/20 puntos

Valor medio
10/20 puntos

Intervalo
0-20 puntos

Distribución de las puntuaciones totales

Puntuación obtenida	Número de estudiantes
0	1
5	19
10	13
15	6
20	12

Puntuaciones Publicar puntuaciones

Usuario	Puntuación	Fecha
sece050913hdfra5@btgem.mx	5	3 jun 14:41
muga050209mmcriba6@btgem.mx	20	3 jun 14:41
rega050701mmcyra3@btgem.mx	5	3 jun 14:42
vallesquinom@gmail.com	5	3 jun 14:42
ehf051002mmclla4@btgem.mx	20	3 jun 14:48
teac050905hmcivra0@btgem.mx	5	3 jun 16:06
more050826hmcirdna1@btgem.com	5	3 jun 16:06

Figure 1. Overall results for 3.1. Listening assessment

Table 1 Interpretation of Listening Assessment (Adapted from Council of Europe, 2020, pp. 48-52)

Interpretation of 3.2. Listening Assessment		
Criteria	Score from Listening Assessment	CFRE Level
Can't follow an English spoken speech even if it is very slow and carefully articulated.	0	N/A
Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5	A1
Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	10-15	A2
Can understand the main points of statements and simpler recorded material about familiar subjects delivered relatively slowly and clearly	20	B1

Analytic rubric for Postcard				
Criteria	Skill developed	Skill in progress	Needs further feedback	No evidence
Organization	Student develops a logical paragraph about a childhood memory of Halloween or Día de muertos with <i>used to</i> .	S. begins to write a paragraph about a childhood memory of Halloween or Día de muertos with <i>used to</i> .by organizing ideas.	S. writes simple sentences/phrases about a childhood memory of Halloween or Día de muertos with <i>used to</i> .	S. use single words, phrases.
Mechanics	S. shows effective use of capitalization, punctuation, spelling and formatting.	S. shows mostly effective use of mechanics; errors do not detract from meaning.	S. shows some errors with spelling and punctuation that detract from meaning.	S. misspells even simple words; little formatting evident.
Composition	S. focus on the central idea (describe a childhood memory related to Halloween or Dia de Muertos with <i>used to</i>) with an organized and elaborated paragraph.	S. writes a central idea (describe a childhood memory related to Halloween or Dia de Muertos) but not as evenly elaborated and with some digressions	S. doesn't focus on an idea, sketchy elaboration, and many digressions.	no clear idea, little or no elaboration, many digressions.

Interpretation of 3.3. Reading Assessment results		
Criteria	Score from Reading Assessment	CFRE Level
Can't understand the topic of the text.	0 points (0 correct answers)	N/A
Can understand short, illustrated narratives about everyday activities described in simple words. Can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content.	3-6 points (1-2 correct answers)	A1
Can understand short narratives and descriptions of someone's life composed in simple language. Can understand much of the information provided in a short description of a person (e.g. a celebrity).	9-15 points (3-5 correct answers)	A2
Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language	18 points (6 correct answers)	B1

Analytic Rubric for Interview			
Criteria	Skill developed	Skill in construction	No evidence
Pronunciation	Student (S) is easy to understand and makes few errors.	S makes many errors in pronunciation but can be understood.	Speech is very difficult to understand , or student responds in L1.
Fluency	S can effectively communicate during an interview	S can generally communicate during an interview.	S. can't communicate.
Vocabulary	S uses appropriate words or phrases to express meaning.	S uses words or phrases to express simple meanings.	S speaks using unrelated words.
Usage	S makes minor errors in grammar and structure and can be understood.	S makes major or frequent mistakes in grammar and structure but it is possible to understand.	S makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/ Meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors.	S responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary.

2.5 Video

Link to the video:

<https://drive.google.com/file/d/1QMbnNVjIHjN2JIMFA7UIZyQSWbcSWb2C/view?usp=sharing>

Chapter 3: Experience report

When carrying out the activities it was observed that students were engaged with the activities in a general good disposition. It was necessary to destinate one precious session to make them familiar to the Jamboard environment and the Padlet environment although this was stated and required as a regular work tool from the beginning of the term, nevertheless, students learn quickly how to install it and interact with it. Besides, students showed different engagement speed rates even if roughly only half of the group (22 at their best) attended to the synchronic class. This was expected since the group is heterogeneous. Activities took from 1 minute to 10 minutes to observe the initial response. It was due to speed connection, speed of the electronic device and directions understanding. The complete development of the activities also took from 5 minutes to 20 minutes. In consequence, the 50 minutes per session were rapidly run out. Learning process was slowed because instead of 3 hours a week, there was only one, once a week. As a result of, a brief but time-consuming review of the previous session was necessary as means to syntonize students' attention and activate their prior knowledge when starting a class. Hence, lessons shall contemplate two or three expected learning objectives in order to achieve as much as possible during the schedule assigned to English II.

3.1. Experience report for Listening activities

Listening activities results demonstrated that i+1 comprehensible input was intelligible for all students who attended the synchronous session because none of them got 0 correct answers. Of an attendance of approximately 22 students per session, only 12 were engaged actively on the real-time interactive session due to device limitation or lack of interest. In the case of Students who did the exercise in an asynchronous mode, only 1 got a 0. Only 50% of students from the 2 groups did the activity (52 students). There is no data from the absent students. 12 students (23%) got all 4-listening questions correct, 6 students (11.5%) got 3 listening correct answers, 14 students (27%) got 2 listening correct answers and 19 students (36.5%) got 1 listening correct answer. According to my chart, students who performed this activity have an A1 level in the listening skill. Since the conversations used the form *used to* and the conversation implied that students had to listen and understand when someone is talking about his/her past, then the two objectives of the lesson were achieved (1) Identify the form of *used to*. 2) Listening to people talk about their past). Here, the

attendance has to be fostered in order to make sure that all of the students can achieve the goal of the lesson.

Chapter 4: Conclusions

4.1. Conceptual aspect

Several concepts were considered for this lesson plan, in order to clarify the teacher philosophy and methodology such as learning as a conscious and planned intention to appropriate a skill that has hints of unconscious acquisition features. In this lesson plan **both, bottom-up and top-down processing** (Richards, 2008), were considered for the listening skill activities. This plan was designed under the perspective of linguistic and pragmatic competences but also an adapted set to enhance Social Practices of Language.

For the writing activities, teacher set an **imitative writing** performance (Brown, 2007) for a short memory that was used as the text of a postcard. Then a real writing (Brown, 2007) task was set in order to combine their photo or drawing with a voice track to create a personal real writing (Brown, 2007) sample like a postcard on Padlet. Real writing technique is observed when writing for real purposes, that is because students require the use of specific authentic personal information like photos or drawings from a memory related to Halloween or Dia de Muertos.

For the reading activities the **interactive reading model** was used since it combines both bottom-up and top-down decoding approaches. Text is seen as input and has meaning extracted by the reader as output by interacting with the text. Also, content schema concepts are used because they guide activities with the intention of activate previous general knowledge about a topic. This knowledge is used to make connections to new information in the text *A life in paintings: The Frida Kahlo story*. Moreover, formal schema or rhetorical patterns were explained to student with the objective of refer the knowledge they have about the different organizations of text. Additionally, content schema (Meyer, 1975) is activated by the teacher with questions like What is your favorite painter? Because this elicits common vocabulary words related to the topic.

For the speaking activities integrated skills were encouraged (Brown, 2007) as well as an interview, which is a strategy to elicit speech in students (O'Malley & Valdez, 1996).

4.2. Methodological aspects

The listening session was divided on three phases: a pre-listening stage where a video was shown then a mind map was asked to complete in order to activate prior knowledge and reviewing key vocabulary. Materials and exercises were adapted to a collaborative Jamboard environment in order to let students interact and perform the activity during the Google Meet session. After, on the while-listening stage, students listened to a list of statements then tick or cross the statement according to their own experience, also it was done on a collaborative Jamboard environment. Finally, a brief listening quiz was applied where the students were asked to listen to the conversations then select the correct information about the past of the people on each conversation. It was done individually on a Google Form Quiz.

Content schema (Meyer, 1975) is activated by the teacher with questions like What is your favorite painter? This elicits common vocabulary words related to the topic. After, the text *A life in paintings: The Frida Kahlo Story* is asked to scan in order to extract the following information: Where was Kahlo from? What happened when she was 18? Who did she marry? Then, students are asked to circle the words *courage, tragedy, destiny, cast, recognize* and *injury* in the reading and try to match with their definition. This exercise is adapted to a Jamboard environment in order to work interactively. Students are asked to read again, later, ask 6 questions about the reading. Students are asked to write a short comparison between their story and Frida's story. Teacher insists in the grammar focus (*used to*).

During the speaking activity the construction and performance of an interview was the main course of it. In this task a list is given where students have to add a question, the proceed to make the interview with a classmate. This should be done in pairs.

4.3. Observational aspects

Most of factual student performance was able to be observed due to the characteristics of the classes because the responses could be seen in an oral, written or procedure (drag, use a color, etcetera) way. Similarly, the no-response or the difficulties of understanding could be seen like when students only imitate what teacher does but not what directions are asking like this could be seen in the listening activity Statements.

Performance could also be observed and assess with the evaluation tool which provide information about the effectiveness of the educational intervention but since there were no diagnostic test applied specifically to each skill, it is only accurate to evaluate if they achieve the objective or the expected learning outcome but not the increase or development of former level of skill or knowledge.



4.4. Analysis

As it was stated in the previous incise, student's difficulty to attend synchronous classes, to use their device for real-time interactive activities or that are not willing to play and follow the recorded session should be considered to amend this lesson plan. As well as the necessity to apply a diagnostic evaluation that allows teacher to know the advance of the most challenged students and to set a correct n+1 input. Visual aids and all modified input should be kept, as well as the use of authentic material. This lesson plan is likely to not be applied anymore since the return to school is imminent, and the activities had to be adapted to the new setting.

Chapter 5: Appendixes and Sources

5.1. Appendixes

5.1.1. Appendix #1

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

 **teachthought**
WE GROW TEACHERS

126 Bloom's Digital Taxonomy Verbs For Digital Learning

5.2. Sources & References

Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Brown, H.D. (2007). *Teaching Writing*. in *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains: Pearson-Longman. pp. 399-402.

Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: a practical introduction for teachers*.

Ellis, R. (1997). *SLA research and language teaching*. Oxford: Oxford University Press.

Gass, S. (2003). Input and interaction. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition*. Malden, MA: Blackwell publishing.(p.227)

Gardner, R. C., Lalonde, R. N., Moorcroft, R., & Evers, F. T. (1987). Second language attrition: The role of motivation and use. *Journal of Language and Social Psychology*, 6, 29-47.

Goodman, K. (1981). "Letter to the editors." *Reading Research Quarterly*.

Hymes, D.H. (1971). *On communicative competence*. Philadelphia: University of Pennsylvania Press

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Institute of English.

O'Malley, J. Michael & Valdez Pierce, Lorraine (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. In Natalie Kuhlman (Ed.) *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

O'Malley and Valdez Pierce's, cited by Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

Richards, J. C., Hull, J., & Proctor, S. (2017). *Interchange 2A.: student's book 1*. Fifth Edition. Cambridge: Cambridge University Press.

Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. New York, Cambridge University Press (☹ <http://eeai.e.upnvirtual.edu.mx/mod/book/view.php?id=2402&chapterid=5148>)

Secretaría de Educación Básica (2006). Secundaria. Programas de Estudio 2006. Lengua Extranjera Inglés. México. SEP, p. 23