UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Usando la tecnología y los intereses de los estudiantes para aprender *Tag Questions.*

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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Specialization in English Language Learning and Teaching as a Foreign Language

Final Project: Using technology and students' interests to learn tag questions.

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Introduction

This work is a practical proposal of a pedagogical intervention project, and it was implemented in the 4th semester of a public high school in Colima. The pedagogical intervention project takes the linguistic content "tag questions" from the official syllabus and combine it with the topic "hobbies and interests", in that way the students learn to use tag questions to confirm information, and at the same time they talk about their hobbies and interests.

This project is the result of a year of learning in the Specialty of Teaching and Learning English as a Second Language coursed at Universidad Pedagógica Nacional.

The objective of this work is to provide a practical guide to develop learning activities in the fourth semester of public high school with the content of tag questions, which is a hard topic for the students of that level because is the first time they are faced to this content.

In the first part of this work "Philosophy and theory", some beliefs, insights and attitudes about the author are described. The theories that shaped the philosophy of the author are also included.

In the second part "Methodology and practice", the core of this project is presented: the lesson plan. In this section is also included the tool to assess the students (rubric), and evidences of the implementation of the pedagogical intervention project.

In the third part, "Experience report", some insights about the implementation of the project are presented.

In the last part, "Conclusions", a reflection about this amazing journey (the specialty) is presented, mentioning some of the most relevant moments.

1. Philosophy and theory.

1.1 Teaching identity and philosophy.

A classroom is a kind of microsociety, every person contributes with culture, beliefs, behaviors, and knowledge; every person has an identity which outlines his/her personal philosophy.

The teacher's philosophy implies a special importance because he/she influences in an important degree the class behavior, and indirectly the students' behavior even outside the school.

A personal philosophy has many edges or dimensions, these are some dimensions that I have identified in my teaching philosophy:

In the intellectual dimension I try to get good materials for my students, it is a little bit difficult because many of my students do not like the language, I spend a lot of time searching on Internet, trying new apps to create materials, and developing visual materials mainly on PowerPoint.

In the affective dimension I try to always arrive to the classroom (to the videoconference in this time of lockdown) with a smile, but at the same time I like my students to respect the rules and I also follow those rules (for example, not using cell phone in class, except when we must use them for an activity). Because we have too little time for the class, I never talk about my life, feelings, and personal situations, that lack of interaction about personal information might create a gap between the teacher and the students, I have to admit it, I am not a close friend of my students.

In the behavioral dimension I try to behave the same in every single class, I like to try different activities even when I think they will not work in a specific class; I try to get rid of prejudices before to enter to my classroom.

As a teacher I am not scared of 'traditional' methodologies and approaches and I try to take advantage of every technique available, I know that memorization is needed to learn the verbs conjugation, but I also know that the communicative approach is the best to foster learning and social interaction. I use an eclectic approach with techniques from behaviorism and sociocultural theory, I am sure that does not exist the 'universal' methodology to acquire

(or teach) the language, that will always work. I am convinced that the ultimate goal of the UPN specialization is not that we adopt a specific methodology, but to create our own methodology according to our context, taking the best of each theory and adapting them to get the best in our classes.

Situations like those explained by Vygotsky about the Zone of Proximal Development (ZPD) are of paramount importance in learning, because human beings learn better in groups enriching their ideas through social practices in learning, I have used this idea when an advanced student is assigned as tutor or monitor of a less advanced student in the same group.

My teaching environment is unique, I must mention that my school (CBTA 148) is an agronomical school in the outskirts of a town, the school is in the middle of nowhere, the rest of high schools are situated into the cities or towns, but not my school. More than 50% of the students have the dream to become agronomists or veterinarians, and they think that the English language will not be useful or mandatory in college, for this reason they do not dedicate time to learn the language, furthermore many of my students do not like it, and they do not have interactions that require the English language outside the school.

For me, 'good teaching' is a combination of art and science, you cannot become a great teacher immediately after graduating from college (maybe you have the theory, but you need a lot of practice and experience). After years of experience (for this reason I mentioned 'art') definitely you will have some valuable insights about teaching that you could implement in class.

As I mentioned before, 'good teaching' is the result of years of practice, experience, and learning in teaching, is a process that involves motivation, knowledge, gamification, and of course, the practice of the four language skills into the classroom.

When I have to evaluate my students, I try to evaluate the four language skills, but I must confess that the writing skill is the skill that I use less in my evaluation process due to time constraints and the quantity of students.

I have been teaching English for seven years and I have not found the 'magical potion' to motivate my students. I try to use the communicative approach in all my classes, but students, students' parents and even academic authorities have recommended me to use

"traditional methods" like Grammar-translation method and an extensive use of L1, because 'students do not understand you', they said.

If I should mention what my biggest problem as a teacher is, I will say: my students' motivation. It is hard to motivate students who through years in schools learned that English is useless in their present and in their future, my job is to change their minds, but it is a tough task.

I consider myself a persistent and stubborn teacher, I continue trying the communicative approach with special emphasis in speaking, because I am convinced that activities that foster the production of the language, will open their minds to use and appreciate the English language.

My goal as an English teacher is to provide my students with enough materials and opportunities to practice the four language skills, to allow my students to learn from their mistakes, to teach them that making mistakes is a common, inevitable, and effective way to learn a new language, and finally to encourage my students to practice the language outside of the school.

Throughout this specialization, my teaching philosophy has been reshaped, one year ago I was not aware about the students' affective filter, nor the intercultural content that a teacher must include in his/her classes. I have acquired knowledge about teaching English, but most important, I have acquired the habit to reflect about my teaching practice, which is a powerful way to improve continuously my teaching performance.

1.2 Theories underlying my teaching practice and identity.

There is no doubt that every technique, method, or process has a theory behind; reflecting about those theories and their implementation, is an effective way to improve those activities, and the teaching practice is not an exception.

There are many theories that I found relevant to my teaching practice during the specialty, in the following paragraphs I described those that I consider that shaped my renewed teaching practice.

In education, the four pillars of learning (learning to know, learning to do, learning to live together, and learning to be) are still valid more than 50 years later since they were

mentioned for the first time in the Delors report (UNESCO, 2014, pp. 1–2). These pillars are fundamental in the collaborative learning, and I try to keep them in mind when I am teaching and assigning collaborative learning activities.

1.21 Stephen Krashen's Hypothesis

There is no doubt that Stephen Krashen's work is a cornerstone in the development of current's Second Language Acquisition theories.

Krashen (1982) assured that SLA acquisition is a slow process that occurs when conditions are suitable and students are interested and relaxed, it cannot be forced:

> Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply "comprehensible input" in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are "ready", recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. (p.7).

Krashen's SLA theory is divided in five hypotheses: 1) "Acquisition-learning distinction", 2) "Natural order hypothesis", 3) "Monitor hypothesis", 4) "Input hypothesis", and 5) "Affective filter hypothesis" (Krashen, 1982, p. 7).

The first hypothesis (Acquisition-learning distinction) talks about two differentiated processes that take part in the competence development of a second language. *Acquisition* is a subconscious process; language acquirers only want to communicate, and they are not aware of grammar rules or even that they are acquiring the language. *Learning*, the second way to acquire competence, refers to the conscious knowledge of a second language and its rules (Krashen, 1982, p. 10).

Second hypothesis (Natural order hypothesis) is related to acquisition order of grammatical structures. Krashen (1982) assured that "acquisition of grammatical structures proceeds in a predictable order. Acquirers of a given language tend to acquire certain grammatical structures early, and others later." (p. 12).

The third Krashen's hypothesis (Monitor hypothesis) states that acquisition and learning work together, but in very specific ways. Acquisition initiates the utterances in a second

language and is the responsible for fluency. Learning, in the other hand, has only one function: as a Monitor, or editor, is a kind of supervisor or grammar checker (Krashen, 1982, p. 15).

The Input hypothesis talks about the importance of a) acquisition, and b) to challenge the language acquirer. Krashen (1982) defined this hypothesis in the following way:

> The input hypothesis relates to acquisition, not learning. We acquire by understanding language that contains structure a bit beyond our current level of competence (i+1). This is done with the help of context or extra-linguistic information. When communication is successful, when the input is understood and there is enough of it, i+1 will be provided automatically. (pp. 21-22).

According to Krashen (1982), speaking fluency cannot be taught directly, it emerges over time, and the best way to teach speaking is providing comprehensible input (p. 22).

The input hypothesis from Krashen has much in common with Vigotsky's ZPD theory, we can imagine ZPD as i+1 to understand how the learner is expanding his/her language acquisition (See Figure 1 and Figure 3).

In his fourth hypothesis, Krashen (1982) talks a lot about comprehensible input, but What comprehensible input is? The optimal input is comprehensible (understandable), is interesting or relevant (motivates the learner), is not grammatically sequenced (it is not based on grammatical structures) and is in sufficient quantity (pp. 63-72).
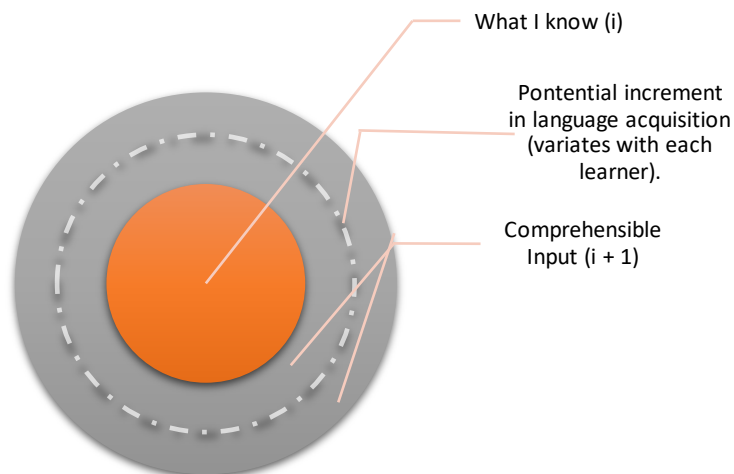

What I know (i)

Pontential increment in language acquisition (variates with each learner).

Comprehensible Input (i + 1)

Figure 1. Input Hypothesis.

The last hypothesis from Krashen is the Affective Filter hypothesis, it states that affective factors affect the process of language acquisition; of course there are a lot of factors that can be catalogued as "affective", but among them, the most relevant are: a) Motivation, b) Self-confidence, and c) Anxiety; mentioning that "…these attitudinal factors relate directly with acquisition and not learning" (Krashen, 1982, pp. 30–31).
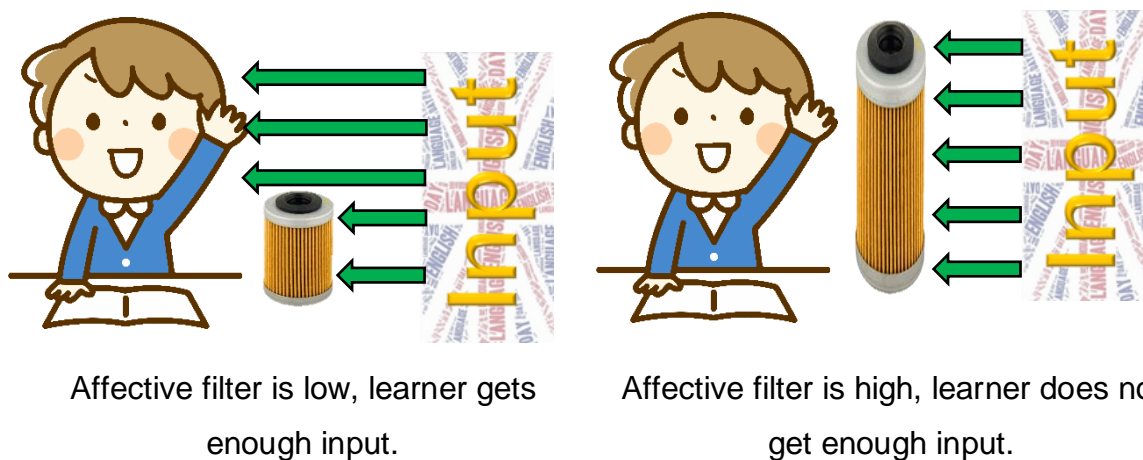

| Affective filter is low, learner gets enough input. | Affective filter is high, learner does not get enough input. |

Figure 2. Affective filter hypothesis.

This hypothesis mentions that if a learner attitude it is not optimal, then his affective filter is high or strong and as a consequence, the input will not reach the part of the brain responsible por language acquisition; on de contrary, a student with attitudes more conducive to SLA will seek and obtain more input, her affective filter will be lower or weaker and she will be more open to input (see **Figure 2**), and it will strike deeper (Krashen, 1982, p. 31).

When I analyzed for the fist time the theories from Stephen Krashen, two specific theories attracted my attention: the input hypothesis and the affective filter hypothesis, in that moment I understood why it was too hard for my students to learn the language. I realized that never before I tried to lower their affective filter (motivating them, increasing their self-confidence, and reducing their anxiety) and that was an obstacle for the language learning activities into the classroom. At the same time, I finally figured out why some activities that I delivered to my students were specially frustrating for them, it was because I did not consider the input hypothesis, the level of my students and the level of the exercise, I thought that if the activity was about the same topic, they will not have problems at all, but that did not happen, because some learning activities were too easy to solve, and other activities were too difficult for them.

After a deep reflection about Krashen's hypothesis, now I carefully review the level of the exercises, to be sure that those exercises are enough challenging, but not too difficult to frustrate my students (i+1). I have been trying to lower the affective filter in my students but that is a hard activity when you almost do not see your students, and the occasional meetings are through a computer or cell phone. I hope in the next semester I will have the opportunity to apply these theories into the classroom when all students and teachers come back to schools.

1.22 Zone of Proximal Development (ZPD).

Lev Semiónovich Vigotsky is one of the most popular psychologists in the history of learning development research. The concept of Zone of Proximal Development was developed by Vigotsky during the late 1920s until his death in 1934 (Shabani et al., 2010, p. 238)

Vigotsky defined the ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer" (Shabani et al., 2010, p. 238).

The Vigotsky's theory was in contradiction with the previous popular behaviorist theory based on Skinner's work. While Skinner assured that learning was an inner process of habit formation enhanced by repetition, and based on stimulus-response, Vigotsky changed the focal point to the cooperative learning, where the process of acquiring knowledge occurs in community.
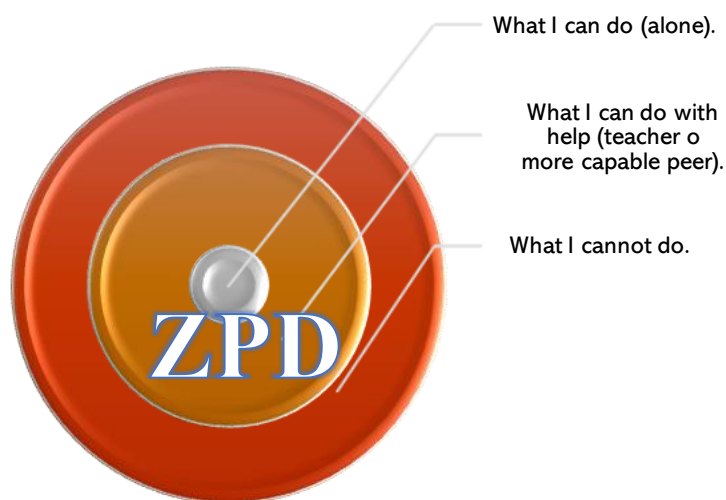

What I can do (alone).

What I can do with help (teacher o more capable peer).

What I cannot do.

ZPD

The main idea behind ZPD is that individual learning is potentialized when the person works in collaboration with others, and in that collaborative work with more skilled people, learners overcome their individual border of learning (Figure 3) without being aware of that (Shabani et al., 2010, p. 238)

The ideal application of Vygotsky's ZPD theory at school, would be to increase progressively the tasks that student should complete, and as a result, the ZPD would increase continuously in a kind of "virtuous circle".

I strongly believe that a person cannot learn at the same level in isolation compared with the collaborative learning that happens when many people is sharing, discussing, and questioning a topic. This is the concept behind Vygotsky's theory, and I have experimented this theory in the specialty. Almost at the end of the activities in the specialty, I had to cancel my WhatsApp account, and I was isolated from my classmates (in the previous months we shared ideas, doubts, and insights through that group and I learned a lot from them); after cancelling my account I felt alone, and I had the opportunity to reflect deeper about the collaborative learning, because I am not a talkative student, but I am a good listener, and in the last months I could not share, nor receive feedback from my classmates, and that was hard.

With my students I use the ZPD theory when I assign a 'tutor' (a student with good performance) to a student with low performance, and I also took the ZPD theory as a referent to assign collaborative activities in which students can take advantage of their individual strengths.

1.23 Input, intake, and output.

Gass and Selinker (2008) define Input as "the language which learners were exposed" (p. 304), intake as the part of the input that is internalized by the learner (p. 305); interaction as a process composed by input→output→feedback where language learning is stimulated by communicative pressure and the mechanisms that mediate between the sender and receiver of the message (p. 317).

In the interaction approach, Gass and Selinker (2008) mentioned the interactional modifications that learners must use to ensure the message is understood by the receiver: negotiation, recasts and feedback (among others). These elements are fundamental in the learning of a second language (p. 317).

Regarding the concept of output, to differentiate it from the traditional concept used in Behaviorism, it is redefined as *comprehensible output*; 'comprehensible output' is the need of the learner to be pushed toward the delivery of a message in a coherent, appropriate and precise way (Gass & Selinker, 2008, p. 327).

The main source of input for my students is the English teacher (inside and outside of school), secondary sources of input are Internet (most of the time they use automatic translation if the information is in English), videogames, movies (only few students listen to the original English audio), social networks (famous people that they follow) and that is it.

The main sources of input within my classroom are teacher, classmates, textbook, audios from the textbook's CD, videos from Internet, webpages, and games from Internet. My school has the particularity that the textbook is not imposed by an authority, each teacher decides the textbook he/she is going to use, it is also possible to not use a textbook at all, I am the kind of teacher that every year or couple of years changes the textbook.

Unfortunately, I must recognize that the intake in my students is too low, due to their lack of interest and motivation toward the English language, I have verified that when I tried productive activities in the class, like speaking and writing.

In general, there is a lack of exposure to English language in my students because many of them are farmers and live into ranches, if there is not enough input, intake cannot be increased.

About interaction, I am pretty sure that all the English language interaction that my students have, is only into the school, in the English class.

The comprehensible output that my students produce is quite basic and unusually full of mistakes considering the level that the syllabus has as main goal.

It is evident that if you do not have enough exposure to English language through input, intake will be minimal, and the lack of interaction will generate very little comprehensible output; this is the (sad) situation of my students.

I have never thought before about the amount of intake my students get, I think it is almost impossible to judge the quantity and quality of the intake, but it should be low, due to the lack of motivation and lack of exposure to English language.

Sometimes I try to foster interaction with my students, but there are only a few of them that are motivated enough to continue with the conversation. When I assign them a conversation in pairs, it is difficult for them to complete the activity, they argument "shame" for speaking English in public, and some of them remain quiet.

I encourage my students to speak, but the comprehensible output is also scarce, they do not want to "make a fool" into the classroom, despite I have rules to avoid bullying, it is hard to achieve a high level of participation in these kind of activities in my school's context.

I have detected that my students are prone to use translator in almost every situation they need to produce an English.

1.24 Motivation

There is no doubt that motivation is one of the most important factors in the students' performance when they are learning a new language. Motivation is defined as "an encouragement or effort to do something" (Christianto & Karin, 2019, p. 1).

Ellis (2008, as cited in Christianto & Karin, 2019, pp. 3–4) divides motivation into four types: instrumental, integrative, resultative, and intrinsic; moreover Brown (2007, as cited in Christianto & Karin, 2019, pp. 3–4) adds one more type: extrinsic.

Instrumental motivation refers to the effort committed by the learners in order to pass the examination, get better jobs, or pass the university's entrance test. This motivation is an encouragement to learn a foreign language since it will open better opportunities for them (Christianto & Karin, 2019, p. 4).

Integrative motivation is the desire to know more about the people and the culture related to the English language.

Resultative motivation is obtained through the achievements received by the learners because they have abilities in learning the new language, this kind of motivations is the reason why successful students are motivated to learn more (Christianto & Karin, 2019, p. 4).

Intrinsic motivation is generated by internal factors without explicit rewards, certain attitudes and feelings can lead to intrinsic motivation.

Extrinsic motivation is the opposite of intrinsic one, there must be a tangible or material stimulation such as money, reward, or examination grades (Christianto & Karin, 2019, p. 4).

As I mentioned some pages ago, I think that for a teacher to motivate students is one of the hardest tasks to accomplish when the school is located in a rural environment where the English language is not used outside the school.

I try to motivate my students, but I think that I am losing the battle, I have not found the way to motivate them.

1.25 Communicative Language Teaching.

There is no doubt that the Communicative Approach has been a keystone in language teaching over the world; in Mexico, the immense majority of second language learning programs follow the principles of this theory, at least, the syllabi are based on this approach, but sometimes the implementation into the classroom has some drawbacks when a traditional teacher adapts the activities to his/her personal style of teaching.

According to Cook (2008, p. 248), the Communicative Approach redefines what the student has to learn in terms of communicative competence rather than linguistic competence, the crucial goal is the ability to use the language appropriately rather than 'grammatically'. The previous sentence does not mean that grammar is not important, the idea is that the focus should not be in the grammar knowledge but in the ability to use grammar for a purpose (Cook, 2008, p. 248).

Cook (2008, pp. 248–249) mentioned three techniques that can help to foster the communicative approach into the classroom:

- Information gap exercises. In this kind of exercise, the teacher provides two images (neighborhood maps, photographs, cartoon images, etc.) with slight differences and students are encouraged to discover and describe the differences to a classmate. The point of the activity is that students have to improvise the dialogue using their own resources to achieve the goal.

- Guided role plays. In this activity students should improvise conversations around an issue or topic. Each student assumes a specific role in a specific situation, and he tries to satisfy communicative needs by talking for himself (what is important is what he does with the language).

- Tasks. In this type of exercise, students carry out tasks in the classroom with a definite outcome, frequently there is a linked set of activities or 'task chain' where students must work in small groups or in pairs.

It is easy to imagine that a communicative classroom is very different from a traditional teacher-centered classroom; in a communicative classroom the teacher no longer dominates it, controlling students, rather the teacher takes one step back and leave the responsibility for the activities over to the learners, in this way students are forced to improvise their conversations, learning language by doing (Cook, 2008, p. 249).

The spotlight of a communicative classroom is put on the students, even for activities that are assigned to the teacher, he must do them without being the protagonist, in other words, when the teacher needs to provide some feedback and correction, he/she should do it in a way that does not interrupt the communication between learners and in a way that does not discourage students from keep trying to speak the language.

In the communicative approach students must be trusted to use the language without interference even if they made mistakes, because in enjoyable classes more language is provoked from the students (Cook, 2008, p. 250).

Keith Morrow (cited in Cook, 2008, p. 252) mentioned five tenets of communicative language teaching:

1. Know what you are doing.

2. The whole is more than the sum of the parts.

3. The processes are as important as the forms.

4. To learn it do it.

5. Mistakes are not always a mistake.

Cook (2008, p. 252) states that over time, at least three variants of the communicative style have emerged: a) social communicative, b) information communicative, and c) task-based learning.

It is supposed that talkative students like the communicative approach, but certain passive and shy students do not like to be the protagonists in a conversation, and it is extremely difficult to involve that kind of students in the communicative activities, but forcing them to participate is not an option, because they can hate the language if they associate it to anxious situations.

I have used the communicate approach in class in different ways, I am going to mention two of them:

- Using roleplay in a specific situation, for example, one student act as a salesperson and the other as a customer. The idea is that they use the vocabulary and structures that they learned in class, but without memorizing the dialogues, the goal is to improvise dialogues, to 'create' the language at the moment, which is the real evidence of learning. Another typical scene is when a student takes the role of waiter or waitress and the other of a customer in a restaurant.

- In the pre-task stage, when I present photographs or drawings about the topic of the class, I ask the students to give ideas to recover the previous knowledge, and sometimes if they know enough about the topic, they can share their experiences, if there are contrastive ideas about the topic, even a debate can emerge.

I have not achieved the results that I have expected with the communicative approach, due to the shyness of my students, but I am convinced that the communicative approach is fundamental in the effective language learning.

1.26 Intercultural communication.

Since the early 1990s, the interest in the cultural dimension of foreign language education has been growing steadily (Clouet, 2012, p. 309) and foreign language teachers must be aware of that dimension.

All human beings are intercultural by nature, we are part of the culture, and the culture is part of us, maybe this is the reason why it is difficult to try to define terms like "culture" or "intercultural". An English Language Learner (ELL) is a special intercultural individual, he

brings his own culture to the classroom and he should be open minded to not only learn a new language, but also to adopt (or at least, accept) a set of new conventions, beliefs and behaviors that are part of the people that are native speakers of the target language. Trying to conciliate both worlds is not an easy task, because sometimes those two worlds collide, and the ELL should be enough tolerant to harmonize them.

Learning a language no longer means only acquiring communicative competence (linguistic and sociolinguistic knowledge), but becoming interculturally competent, which means "to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures" (Meyer, 1991, as cited in Clouet, 2012, p. 313). According to Byram (1997, as cited in Clouet, 2012, p. 313), an effective interaction between people from different "cultures" does not only imply an effective interchange of information, but also "the ability to decentre and take up the other's perspective on their own culture, anticipating and where possible, resolving dysfunctions in communication and behavior".

Fantini (2000, as cited in Tran & Duong, 2018, p. 34) has an interesting idea about the Intercultural Competence (IC), he points out that "development of IC is an on-going and lifelong process inasmuch as one is always in the process of 'becoming' and is never completely interculturally competent.".

In our schools (I should say in "our system") is very common that the teachers focus on linguistic skills, and forget to teach "cultural" contents, or sometimes teachers consider that teaching cultural contents is a waste of time, but even with "small" ideas and chunks of language, we can teach important ideas to our students. I remember when I teach to my students of first semester how to ask for permission with "May I go to restroom?", a student told me "Teacher, you are wrong, it is 'bathroom', not 'restroom'", then I explained to them the difference, and I could see how they were struggling with their previous knowledge. Being interculturally competent is about that: to learn new ideas and phrases, struggle with the new and old information, and finally create a new concept or idea that conciliates all of them.

The ultimate goal of Intercultural Communicative Competence is to create a global citizen, that can be capable of interact in almost any situation with people from different cultures.

In words of Keqiang Xu (2016):

With the globalization of the world economy and the popularization of international exchange, the world is becoming a "global village", where people with different colors of skin, using different languages and from different countries as well as different cultural backgrounds are living together just like the "global villagers" (p. 161).

This is a new challenge for teaching English, where solid foundation for language proficiencies is not enough but cross-cultural communicative competency is required (Xu, 2016, p. 161).

Students from foreign countries often have lots of disagreements, misunderstandings, and even culture shocks when they communicate with native speakers of English, those problems are due to the lack of cultural knowledge of the country (cross-cultural communicative competence) whose language is being learned (Xu, 2016, p. 162).

Cultivating students' cross-cultural awareness, and developing their cross-cultural communicative competence, are key factors leading to successful cross-cultural communication in the future (Xu, 2016, p. 162).

Considering the problems mentioned before, it is obvious that the cultivation of cross-cultural awareness needs to become an essential part in foreign language education, furthermore, lots of efforts should be made to integrate cultural elements into language teaching and learning (Xu, 2016, p. 162).

Before I started the specialty, I was not aware about the cross-cultural communicative competence, I did not dedicate time to specific cultural aspects mentioned in the lessons. The module 3 of the specialty opened my eyes (and my mind) to include culture and cross-cultural awareness in my activities. It is hard for me to include cultural activities or cultural topics in my classes because I am not an enthusiast about all kind of manifestations of culture, but I consider myself a tolerant person, and I think that tolerance is one of the most important attitudes to acquire the cross-cultural communicative competence.

Nowadays when I am preparing a lesson plan, I always consider the intercultural content, and how to ingrate that information with the linguistic content and the communicative activities to be developed by my students.

2.   Methodology and practice.

Teaching English in a CBTA is specially challenging because there is not an "official" textbook, but even worst, most of the students do not have economical resources to pay for a textbook. Despite that CBTA is a federal public high school system with more than 300 schools across the country, there are many problems associated with the textbooks and their acquisition. Each semester teachers select the material with total freedom, is a common practice in CBTA 148 that each teacher uses different material even for the same level.

In this situation, the decision of the teachers (academic authorities in the school or in the state are not interested in establishing a standardized system or textbook for all schools) to select material takes on special importance, because we should identify texts that are in line with the syllabus, at the same time they should be relevant for students, but also, they should be cheap or free, otherwise students cannot afford them.

Technology is perhaps the most important tool for an English teacher (indeed for a teacher of any subject); technological tools allow teachers and students to interact, travel, and watch almost everything without moving from their locations. The "new paradigm" of teaching and learning from home is a great opportunity to apply technology to classes, certainly, it is the only safe way to interact with students due to the lockdown. It is a challenging scenario but using technology it is possible to achieve the goals stated in a syllabus.

To implement the proposed lesson (Hobbies and interests), a topic from the syllabus in 4th semester of public high school, namely "tag questions", was used.

In the school where the lesson plan was implemented, the students have a lot of problems to communicate in the English language. They have problems in all the four macro skills, but specially in the productive skills: writing and speaking, this is the reason why those skills are at the end of the lesson plan.

Considering that for the students the productive skills are harder to practice and learn than receptive skills, the lesson plan starts with receptive skills, and ends with the productive skills in the following order: 1) Reading, 2) Listening, 3) Writing, and 4) Speaking.

The common topic throughout the entire lesson is "Hobbies and interests", the topic was chosen because it is relevant for the students to talk about what they enjoy doing in their free time.

In theory, the lesson plan is designed to practice one skill at a time, but in fact, that is impossible, the language macro skills cannot be learned, not evaluated in isolation, there are many moments where more than one skill is practiced, for example, the listening skill is practiced in the four sessions, because the teacher gives oral instructions to all students through a videoconference (Google Meet).

Vocabulary is fundamental to develop the linguistic competence in a second language, according to Sedita (2005, p. 1) "Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts.". Students' vocabulary knowledge in linked strongly to academic success, because students with larger vocabulary can understand new ideas and concepts more quickly than students with limited vocabularies (Sedita, 2005, p. 1). For this reason, vocabulary is taught directly at the beginning of each session, using a dynamic presentation created in PowerPoint, words, pictures, and definitions are presented to reinforce the vocabulary acquisition.

In the first session, reading, writing, and listening skills are integrated. The students must read a text (reading skill), then they answer individually a set of reading comprehension questions (writing), but during all session they are guided by the teacher through oral instructions (listening skill). In the second practice the "reading aloud relay" is implemented, students will read aloud collaboratively, but they do not know in advance when are they going to read (is the decision of the reader to choose the next reader). The learning process takes place in both ways: individually, and collaboratively.

It is important to consider the schema theory in the first lesson, because the students are using their schemata when they read about hobbies and interests. According to Widdowson (1983, as cited in Al-Issa, 2006, p. 41) schemata are seen as cognitive constructs that we use to organize information in our long-term memory. Schemata reflect the experiences, conceptual understanding, attitudes, values, skills and strategies we bring to a text situation (Vacca & Vacca, 1999, as cited in Al-Issa, 2006, p. 41).

In the second session the focus is on the listening skill but writing and speaking are also practiced. The students start with a video quiz with nine questions about hobbies (en.islcollective.com). Considering that "Not being able to get things repeated" is one of the main problems for second language learner (Underwood, 1989, as cited in Yılmaz & Yavuz,

2015, p. 2), the video quiz was selected because it allows students to repeat each segment of audio as many times as they need. For the second practice (social interaction) the teacher talks about his/her hobbies and ask to students to know if they like those activities (listening and speaking skills). As in the previous session, learning process takes place in both ways: individually (answering the video quiz), and collaboratively (asking and answering tag questions).

In the third session the focus is on the writing skill, but listening is also practiced. The students start answering a handout called "My hobbies and interests", but the instructions are given orally by the teacher in the videoconference. The social interaction for the writing skill is accomplished when each student asks some tag questions to different classmates (reading, listening, and speaking skills).

Considering that writing skill is one of the most difficult skills for many ESL learners, teaching writing skills must start with easier exercises and progressively advancing to more complex activities, Rao (2019, pp. 199–201) mentions that teachers have to start the writing tasks from word to sentence, sentence to paragraph, and paragraph to essay levels, of course, this depends of the stage of the students. Following the previous recommendation from Rao, the writing activities in the lesson plan were developed progressively, starting in the first lesson (writing short answers for tag questions).

Speaking skill is by far the hardest skill for my students, therefore I planned the listening skill as the last activity in my lesson plan.

During the speaking activities the idea is to focus on communication instead of correct pronunciation because excessive corrections to the students can discourage them from speaking.

In the fourth session of the lesson plan, the focus is on the speaking skill, but listening is also practiced. The students start talking about their hobbies and interests (speaking skill), at the end of the speech, the teacher or a classmate asks the student some tag questions about what he/she previously said. In the second practice the students watch a video that includes some questions (www.esleschool.com) and they try to answer them, the teacher will pause and replay the video to give opportunity to students to answer the questions and to review their answers (listening and speaking skills).

2.1 Lesson Plan.

Date & Place: Colima, Col. May 2nd, 2021.

1. **General information.**

1. Lesson plan identification cell.	
Author	Sergio Hernández Gaona
Educational stage	High School, 4th semester.
Title of your Lesson plan	**Hobbies and interests.**
Learning Objective of the plan/Competency	The student will be able to use tag questions to confirm or check information related to hobbies and interests.
Communicative skill considered	Reading/Listening/Writing/Speaking.
State of the following options	Introduction of the topic.
Functions	Use tag questions to confirm information. Use tag questions to check information.
Main Grammar structure	Tag Questions: Present continuous {We|You|They} are…, *aren't* {we|you|they}? {He|She|It} is…, *isn't* {he|she|it}? I am…, *aren't* I? Present simple {We|You|They} *verb*…, **don't** {we|you|they}? {He|She|It} *verb+s* …, **doesn't** {he|she|it}? I *verb* …, **dont't** I? Other tenses (according to the level of the class).
Other Grammarstructures	Questions in different tenses.
Brief description of the plan	Students will use tag questions to confirm or discard information regarding hobbies and interests.
Hours of the plan implementation	4 hours
Number of sessions	4 sessions (one hour each).
Contents required for the lesson	Reading, audio, video, flashcards.

Link of the content	
EEAILE tutor on line	Rocío Salgado Perea.

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Flashcards The teacher will show a group of flashcards in an interactive session (videoconference). First, he will show only some images with a hobby or interest, after a while he will show the text about the name of the activity and a tag question. https://drive.google.com/file/d/1gGcJ9lif0wEOv6ujoathgGh5H0OYGDPo/view?usp=sharing	Flashcards Students listen to the teacher while he presents a group of flashcards (slide presentation). When the images appear, they tell the name of the hobby; when the text appears, they give an individual answer to the tag question.	First 10 minutes
Set the objective or competencies of the lesson	The teacher starts talking about hobbies and interests and how they help us to stay healthy (physically and intellectually), using tag questions to confirm or check information. Finally, the teacher mentions the importance of dedicating leisure time to us.	Students listen to the objective of the lesson and ask questions if they have some.	First 5 minutes

3. Communicative skills development.

Reading					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	The teacher distributes the link to the page "hobbies and interests" (reading exercise) and asks students to read it individually (This can be done before the class).	Students read individually the text. During videoconference, students will participate in group.	Exercise "hobbies and interests": https://en.islcollective.com/english-esl-worksheets/grammar/adverbs-frequency/hobbies-and-interests/frequency/61521	First	None
Vocabulary introduction	Teacher will show some flashcards with the words in the vocabulary. Vocabulary: *hobby, interest, outdoors, jogging, hiking.*	Students review the words included in the vocabulary and try to give a definition or an example of them.	Flashcards: https://drive.google.com/file/d/17GAlY10hPeUJXSXgNkmyttkghvj-Gr_P/view?usp=sharing	First 5 minutes	None
1st practice	The teacher shows and shares the link to the reading comprehension exercise: "Hobbies and interests".	First, students read the text in silence. After reading, each student answers the tag questions.	Exercise "Hobbies and interests": https://drive.google.com/file/d/1r7w48fQhGEM5uVJVS-b7D-zQL6XDnRZf/view?usp=sharing	First 20 minutes	Rubric

Reading					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
2nd practice or Social interaction	The teacher explains to students the rules for the "reading aloud relay": 1. The teacher designates the first students to read. 2. Each student must read at least two lines of text. 3. The student reading designates the next student to read at the moment (relay). 4. The new student starts reading where the previous student finished. The teacher doesn't interrupt students even when they make mistakes; the objective is that students be attentive, and they can hear different accents.	All students (in videoconference) listen to the instructions and they must be attentive because they don't know in advance which student is the next participant.	Reading text "Hobbies and interests": https://drive.google.com/file/d/1r7w48fQhGEM5uVJVS-b7D-zQL6XDnRZf/view?usp=sharing	First 20 minutes	Rubric
GrammarFocus	This is the first time the students face the topic "tag questions", so some teacher guidance will be	Students observe the structure for tag questions and take notes if they need.	Grammar explanation for tag questions: https://www.english	All	None

Reading					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
	required throughout the activities.		club.com/grammar/tag-questions.htm		
Summary	The teacher shared materials (slide presentations and links to webpages) about hobbies and interests, and tag questions, the topics to be used in this lesson plan.	Students learnt about hobbies and interests, and tag questions, they apply that information to their own context.	-----------------	----------	------------

Listening					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	The teacher provides to students with a link to watch a video about hobbies.	Students individually, watch the video provided by the teacher (link), in the mode "watch video without a quiz" In the second practice, all together participate to solve the questions about the video in the "interactive mode".	Video "hobbies conversation": https://en.islcollective.com/video-lessons/hobbies-conversation	Second	None

Listening					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Vocabulary introduction	Teacher will show some flashcards with the words in the vocabulary. Vocabulary: *free time, capoeira, birdwatching.*	Students review the words included in the vocabulary and try to give a definition or an example of them.	Flashcards: https://drive.google.com/file/d/1MmCakW5oU0VWwAougoZN9GSkJTgwE4BA/view?usp=sharing	Second 5 minutes	None
1st practice	The teacher provides students a link with the video exercise (it is the same video but now with 9 questions included in the activity).	1. Students watch the video provided by the teacher (link) and answer the 9 questions included (the results are automatically reported to me, because they need to log in first).	Video quiz "hobbies conversation": https://en.islcollective.com/video-lessons/hobbies-conversation?code=y5rDp4hKUu	Second 30 minutes	Rubric
2nd practice or Social interaction	In videoconference the teacher talks about his hobbies and asks each student about if he/she enjoys that activity (tag questions are used to ask).	During the videoconference, the students listen to the teacher talking about his hobbies. The students answer (orally) the tag questions about their hobbies.	------------------	Second 25 minutes	Rubric
GrammarFocus	This is the first time the students face the topic "tag questions", so some teacher guidance will be required throughout the activities.	Students observe the structure for tag questions and take notes if they need.	Link to grammar explanation for tag questions: https://www.englishclub.com/grammar/tag-questions.htm	All	None

Listening					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Summary	The teacher shared some links with multimedia material (video quiz) about hobbies.	Students watched a video about hobbies, and they answered some tag questions about their hobbies.	------------------	----------	-------------

Writing					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	The teacher distributes the document for the writing exercise "My hobbies and interests"	Students solve individually the exercise. In the second practice, the students ask to their classmates some tag questions about hobbies and interests.	Writing exercise: https://drive.google.com/file/d/1WY9xCJoC4-QiFn8iBHBowMtckOPslvVi/view?usp=sharing	Third	None
Vocabulary introduction	There are not new words of vocabulary, the activity is extremely simple.	No activity	------------------	Third	None
1st practice	The teacher distributes the document for the writing exercise "My hobbies and interests"	Students write the text "My hobbies and interests" and they create 5 tag questions with the names of some classmates.	Writing exercise: https://drive.google.com/file/d/1WY9xCJoC4-QiFn8iBHBowMtckOPslvVi/view?usp=sharing	Third 35 minutes	Rubric
2nd practice or Social interaction	The teacher distributes the document for the writing exercise "Tag	In videoconference, the students take turns to ask one question to a specific classmate, according to the	Writing exercise: https://drive.google.com/file/d/1GGTN8Nt-	Third 25	Rubric

Writing					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
questionnaire".		answer, they will fill (or not) the chart in the questionnaire.	zCDZIcm3Mh_2quXXqSTv22St/view?usp=sharing	minutes	
GrammarFocus	This is the first time the students face the topic "tag questions", so some teacher guidance will be required throughout the activities.	Students observe the structure for tag questions and take notes if they need.	Link to grammar explanation for tag questions: https://www.englishclub.com/grammar/tag-questions.htm	All	None
Summary	The teacher asked students to write about their hobbies and interests, to create some tag questions, and to ask some tag questions to their classmates.	Students analyzed how to create tag questions about hobbies and interests and how to interact using tag questions.	------------------	----------	------------

Speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity.	The teacher asks students to talk about their hobbies and interests in the videoconference. In the second practice,	During the videoconference, each student (it depends on the time available) talks about his/her hobbies and interests, at the end, the student answers the questions made by the teacher or a classmate.	Video activity: https://www.esleschool.com/pre-a1-hobbies/	Fourth	None

Speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
	the teacher shows a video with some questions that students must answer.	In the second practice, the students answer the questions that appear in the video activity.			
Vocabulary introduction	Teacher will show some flashcards with the words in the vocabulary. Vocabulary: *sailing, flying a kite.*	Students review the words included in the vocabulary and try to give a definition or an example of them.	Flashcards: https://drive.google.com/file/d/1qoHhITij2VUbWrAKXq2c2223XwWs2oXo/view?usp=sharing	Fourth 5 minutes	None
1st practice	The teacher asks students to talk about their hobbies and interests in the videoconference. At the end, the teacher or another classmate asks a pair of tag questions.	Each student talks about their hobbies and interests. At the end, the student answers the tag questions made by a classmate or by the teacher.	------------------	Fourth 45 minutes	Rubric
2nd practice or Social interaction	The teacher shows to students a video about hobbies, the video includes some questions that must be answered orally.	Some students are encouraged to answer the questions presented in the video. If the student makes a mistake another student points the mistake and gives a correct answer.	Video activity: https://www.esleschool.com/pre-a1-hobbies/	Fourth 15 minutes	Rubric

Speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
GrammarFocus	This is the first time the students face the topic "tag questions", so some teacher guidance will be required throughout the activities.	Students observe the structure for tag questions and take notes if they need.	Link to grammar explanation for tag questions: https://www.englishclub.com/grammar/tag-questions.htm	All	None
Summary	The teacher encourages students to speak (almost all the students fear public speaking)	Students talk about their hobbies and interests, answer tag questions, and answer the questions in the video activity.	-----------------	----------	------------

4. **Intercultural component.**

The intercultural component is incorporated through a slide presentation about "National sports in different countries" (https://drive.google.com/file/d/19heTP9RDHDfLKNQUZ2xbBTibjwaxTeJj/view?usp=sharing). This presentation is not mentioned in the lesson plan because in that way it can be used in any session, when the teacher has the time to do it. It is better if it is presented in the first two sessions.

5. **Evaluation.**

See next section.

2.2 Tool to assess/test the progress of students.

A rubric was designed from scratch (I did not use a web page, or a rubric proposed in the syllabus) to assess the four language skills and to keep track of the performance of the students through this topic.

Rubric to assess the activities integrated in the lesson plan

Student's name: _____ Group: _____ Date: _____

CRITERIA	LEVELS			VALUE
	3. Excellent	**2. Satisfactory**	**1. Weak**	
Reading 1st practice "Hobbies and interests". Reading comprehension	The student answered at least 7 tag questions and he/she sent the result (picture) to be graded in Google Classroom. Minor mistakes are allowed **12.5 points**	The student answered between 2 and 6 tag questions and he/she sent the result (picture) to be graded in Google Classroom. **8 points**	The student did not send the picture to be graded or he/she answered less than 2 tag questions. **0 points**	
Reading 2nd practice "Hobbies and interests". Reading aloud relay.	The student read at least two lines of text, without hesitation, he/she might have some pronunciation mistakes. **12.5 points**	The selected student was not attentive when it was his/her turn during the reading, or he/she read less than 2 lines of text. He/she might have some problems with the pronunciation. **8 points**	The selected student refused to read the text. **0 points**	
Listening 1st practice "Hobbies conversation" Listening comprehension	The student answered all the questions (9) and at least 6 are correct. **12.5 points**	The student answered no more than 5 questions, or he/she answered all of them (9), but only less than 6 are correct. **8 points**	The student did not answer the exercise. **0 points**	
Listening 2nd practice Listening comprehension	The student answered correctly at least one tag question. Minor mistakes are allowed.	The student answered at least one tag question, but there were important problems in the answer.	The student did not participate in the activity.	

CRITERIA	LEVELS			VALUE
	3. Excellent	**2. Satisfactory**	**1. Weak**	
	12.5 points	**10 points**	**0 points**	
Writing 1st practice "My hobbies and interests" Printed exercise	The student wrote at least 5 lines of text and he/she created at least 4 tag questions with names of his/her classmates. He/she sent the picture to Google Classroom.	The student wrote less than 5 lines of text and/or he/she created less than 3 tag questions with names of his/her classmates. He/she sent the picture to Google Classroom.	The student did not send the picture of the activity to be graded (Google Classroom), or it is empty.	
	12.5 points	**8 points**	**0 points**	
Writing 2nd practice "Tag questionnaire"	The student filled at least 70% of the questionnaire and sent the picture to be graded.	The student filled between 20% and 60% of the questionnaire and sent the picture to be graded.	The student did not send the picture of the activity, or the activity was empty.	
	12.5 points	**8 points**	**0 points**	
Speaking 1st practice "My hobbies and interests" Public speaking.	The student mentioned his/her hobbies or interests and he/she answered at least one tag question. Some pronunciation mistakes are allowed.	The student started mentioning his/her hobbies or interests, but he/she didn't finish.	The student did not participate in the activity.	
	12.5 points	**8 points**	**0 points**	
Speaking 2nd practice "Do you know your classmates?" Pair work.	The student answered at least one tag question correctly.	The student asked at least one tag question, but his/her answers were not correct.	The student did not participate in the activity.	
	12.5 points	**8 points**	**0 points**	

Rubrics are a common assessment tool nowadays, they are used widely to assess students in different levels and in different subjects but, what a rubric is? According to Andrade (2000, as cited in Silva, 2007, p. 136) a rubric is "a scoring tool that lists the criteria for a piece of work, and articulates gradations of quality for each criterion, from excellent to poor".

Rubrics are so popular these days because they are easy to use, provide feedback to the students, and a carefully designed rubric avoids subjectivity in grading.

Throughout the third module of the specialization at UPN, we have learnt that a carefully designed rubric is one of the most accurate tools to assess and evaluate students, this is why I chose a rubric for the assessment process in the proposed lesson plan.

The rubric and adequate feedback should help to keep track of students' performance. The rubric is used as a tool in the summative assessment, but feedback and interaction teacher-student and among peers is an important part of the formative assessment in every single class.

Regarding institutional grading requirements, fortunately there is not any constraint or special requirement about grading in the school where the lesson plan was implemented, the teachers have a lot of freedom concerning the design and implementation of assessment tools; the only recommendation made to teachers is to use assessment tools based on competencies like rubrics, checklists, practice reports, observation guides, rating scales, portfolios, among other instruments.

The main complaint about the assessment process (and throughout the class in general) comes from students or students' parents, who argue that the class is extremely hard because "all the class is in English", unfortunately the school's principal has the same idea.

2.3 Evidence of the pedagogical intervention project.

In this section, several evidences are presented, they are real evidences from outstanding students. In some cases a list of a whole group is presented.
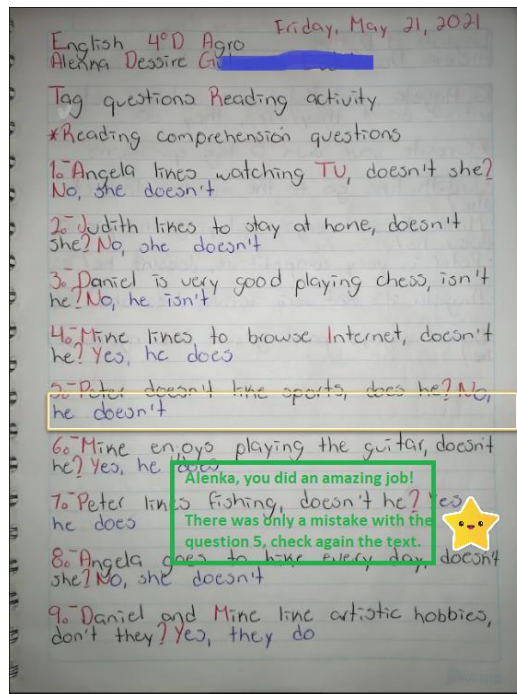
Figure 4. Evidence of the reading comprehension activity.

In Figure 4, an evidence of the reading comprehension activity is presented, the student had problems with the Internet connection and she decided to realize the activity in her notebook and then she uploaded the pictures (two pictures were uploaded, but only one of them is presented here) to Google Classroom. This student is one of the best students in that group and she has a good attitude toward English learning activities.
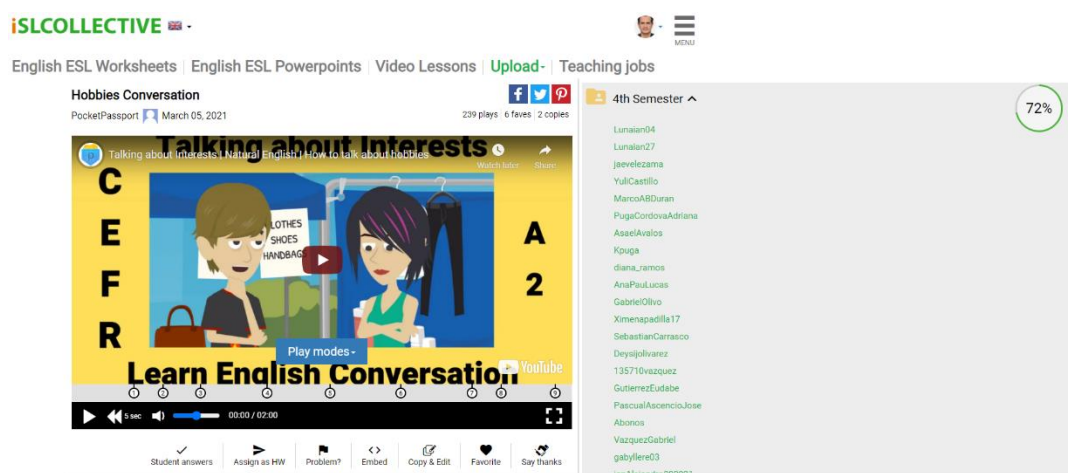
Figure 5. Evidence of the listening activity (group).

In Figure 5, the evidence of the listening activity is presented, the image was edited to show at the same time the title of the webpage, the activity (video quiz), and the list of users that completed the activity (to the right). The average provided by the web page is 72%, but it is not correct, because one questions was not correctly graded, so the real average was over 80%, which is a good result considering the level of the students, moreover the listening skill is one of the most difficult skill for them.

Figure 6. Evidence of the learning activity (specific student).

In Figure 6, there is the evidence of the listening activity for a specific student, this student is a committed student, the English language is not easy for her, but she tries to complete all the activities on time. This activity was created in the web page en.islcollective.com, the page allows a teacher to create groups of students, share a link for the students to join it, and assign exercises to them; the teacher can create the exercises from scratch, or select exercises created for other teachers. One powerful feature of this page is the possibility to review the results of the video quiz individually, which is great to provide feedback to the students.
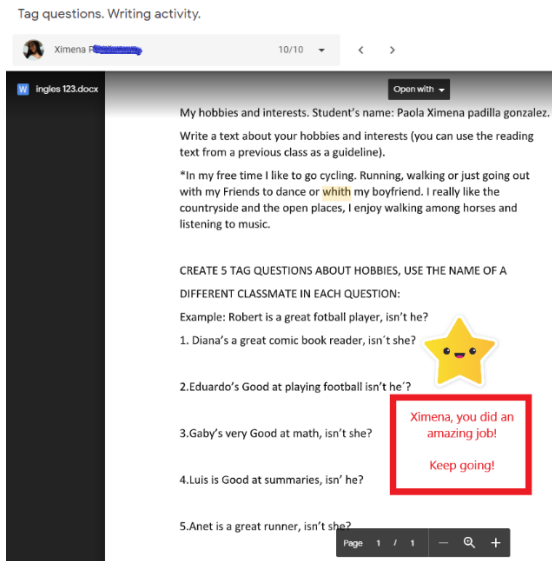
Figure 7. Evidence of the writing activity.

In Figure 7, the evidence of the writing activity is presented, this evidence belongs to a good student, she has a good attitude toward the English language, but she has problems with her Internet connection.
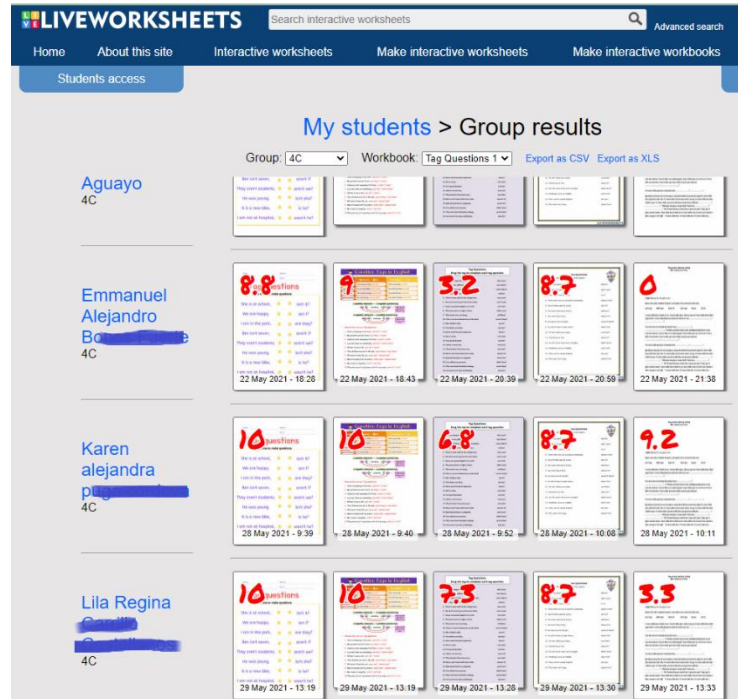
Figure 8. Workbook assigned to students in liveworksheets.com

In Figure 8, the results from a group of students in liveworksheets.com is shown, the web page allows the teacher to create groups, share a link for the students to join it, and assign workbooks to them; the teacher can create the exercises from scratch and include them to the workbook, or select exercises created for other teachers. The main advantage is that the exercises are interactive, and solved exercises are graded automatically, which is awesome for large groups of students, the teacher can also set the number of attempts that will be available for the student. This activity was not planned originally in the lesson plan and was included when the videoconferences were virtually cancelled by the academic authorities of the school (in the next section: 2.4 Evidence of the assessment tool., there are further details about the message of the authorities that result in almost total absence of students to the videoconferences).

Figure 9. Evidence of the speaking activity.

In Figure 9, an evidence of the speaking activity is presented. This activity was not proposed in the original lesson plan, it was included to replace the initial speaking activity with social practice which was cancelled when the students left the videoconferences. The student

recorded a video of at least one minute, where he/she and other person talk about anything, but they must use tag questions. The video showed in the picture was successfully uploaded to Google Classroom, for that reason the rubric is also shown in the image, other students had problems to upload the video, some of them sent me the video through Telegram, other student uploaded the video to YouTube and he send me the link, but only a few students completed this activity.

2.4 Evidence of the assessment tool.

Unfortunately, the rubric could not be implemented due to the problems with the videoconferences (the social practices included in the lesson plan could not be implemented). Some weeks before the activities included in the lesson plan were implemented, the academic authorities of the school informed to the students' parents that "videoconferences were not mandatory, they will not be considered in grading, and the attendance was voluntary", since that moment, 80% of the students that were attending each week abandoned that activity. The authorities justified they decision explaining that many students had problems with the internet connectivity, the lack of devices at home, and the anxiety provoked by the videoconferences.

2.5 Final project dissertation video.

https://youtu.be/V7TrdDZdZyE

3. Experience report.

The results were disappointing, firstly, 60% of the students did not participate in the learning activities for the third assessment. This problem cannot be considered a result or failure of the lesson plan implemented, but a result of the pandemic (similar statistics were obtained with teachers from other subjects). Some students were forced to get a job due to the economical problems in their families, some students had some relatives infected with Covid-19 and the dynamic into the family was so complicated and they did not have the time to dedicate it to the school, another group of students live in rural areas and the internet connection is not reliable, and that condition complicated their participation in the learning activities.

Considering only the students that participated in the learning activities, the results were not what I expected, the content (tag questions) was extremely difficult to my students (I should mention that most of my students consider that English is not an important subject, and most of the time they give priority to other subjects, and they leave English to the end of their list of priorities). Most of the students had problems identifying the tense in the tag question. I could identify a lot of problems as well with the use of auxiliaries (do, does, did, has, have).

To be fair with the students, we must take into consideration that those students have been working at home for 15 months, thanks to the efforts of teachers, because the educative policies implemented by the federal authorities in high school have been ineffective.

Perhaps in urban areas where all students and teachers have high speed internet connections and the students have enough abilities in the use of intelligent devices and computer programs and applications, the online approach can be effective, but in rural areas, with many telecommunication problems that approach is condemned to fail.

Unfortunately I can provide a solution to improve the outcomes, because the main problem was not the lesson plan, nor the students, but the lockdown to the pandemic and the lack of high-speed connections in rural areas.

4.   Conclusions.

When I started this specialty, I did not imagine the huge amount of learning that I would acquire. The teaching of English as a second language has completely changed since I got my degree as an English teacher.

Certainly, I already knew some theories and approaches that I learned from different courses, but not in the perspective of English teaching.

During this year I faced many challenges, the biggest of them was the pandemic, but time management, online teaching, and accurate students' assessment were of significant importance.

Making a deep reflection about my teaching practice, I have grown as a teacher, I have incorporated important skills when I should plan a lesson. Before I applied for the specialty, the

lesson plans that I created did not incorporate the cross-cultural awareness competence, now the cultural component is a fundamental part in my planning activities.

There are many problems that I must find the solution, for example, how to effectively motivate mis students to learn English, how to change their attitude toward the English language, the integrated skills approach is also a challenge for me, and I should continue learning about it to be proficient in its use.

The students' autonomy is another pending issue in my classes, my students are so dependent of me, I must find the way to make them independent. "A teacher is one who makes himself progressively unnecessary."— Thomas Carruthers.

5.   Appendixes and references

5.1 Material created to implement the lesson plan

To implement the proposed lesson plan, different software was used, mainly Microsoft Word and PowerPoint, some material was created from scratch, and some was based on information taken from Internet, but adapted for the lesson.

All the PowerPoint slides are dynamic, and the text is presented after the participation of the students, unfortunately the animations cannot be executed in a printed document.

Figure 1. Slide presentation used in the activation (pre-reading activity) to foster the participation of the students and to recall prior knowledge.

Figure 2. Slide presentation used to foster the intercultural component.
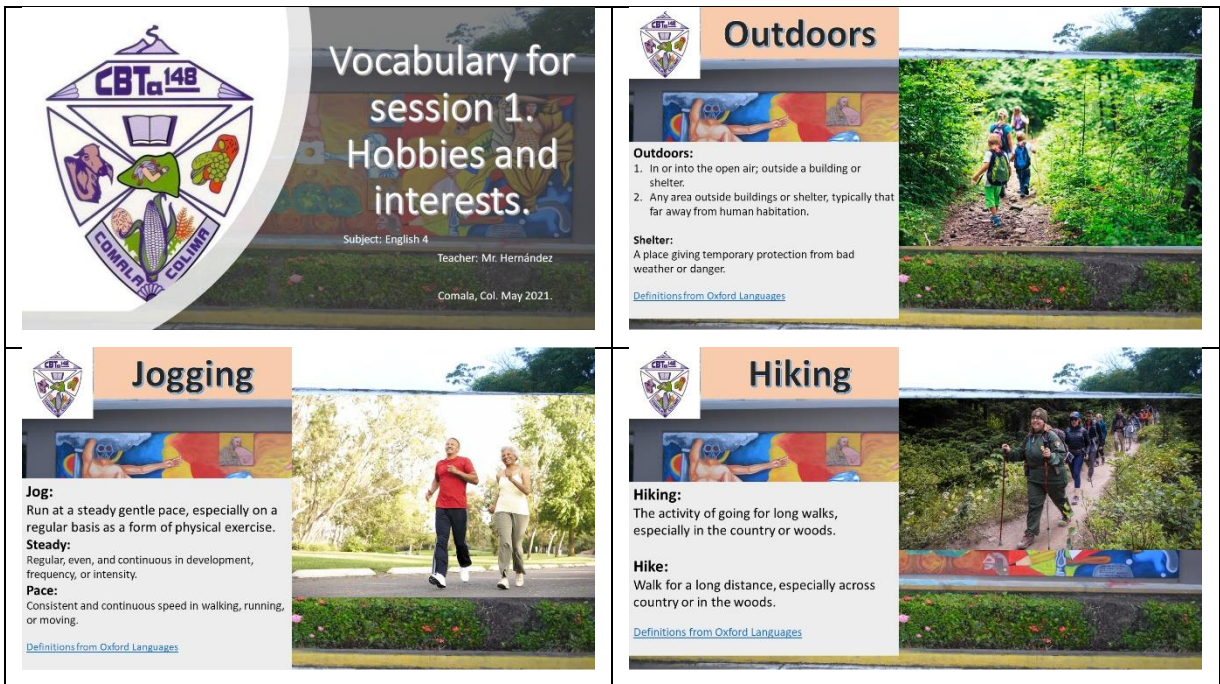
Figure 3. Slide presentation used to introduce the vocabulary for the reading skill activity (lesson 1).

Figure 4. Document adapted to foster the reading skill (lesson 1).

Figure 5. Slide presentation used to introduce the vocabulary for the listening skill activity

(lesson 2).

My hobbies and interests. Student's name: _____

Write a text about your hobbies and interests (you can use the reading text from a previous class as a guideline).

CREATE 5 TAG QUESTIONS ABOUT HOBBIES, USE THE NAME OF A DIFFERENT CLASSMATE IN EACH QUESTION:

Example: Robert is a great soccer player, isn't he?

1.
2.
3.
4.
5.

Figure 6. Document created to foster the writing skill, individual activity (lesson 3).

TEACH THIS
ESL / EFL RESOURCES

QUESTION TAGS
Tag Questionnaire

Tag questions	Names	More information
1. You love soccer, ...?		
2. You like K-pop music, ...?		
3. You didn't study English yesterday, ...?		
4. You don't like handball, ...?		
5. You are going to exercise today, ...?		
6. You can play basketball, ...?		
7. You can't ride a bike, ...?		
8. The teacher likes photography, ...?		
9. You can't speak three languages, ...?		
10. Everybody in this group love English, ...?		
11. You haven't played baseball, ...?		
12. You like dancing, ...?		
13. You ....?		
14. You ....?		

Adapted from the document: https://www.teach-this.com/images/resources/tag-questionnaire.pdf

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Figure 7. Document adapted to foster the writing skill, social activity (lesson 3).
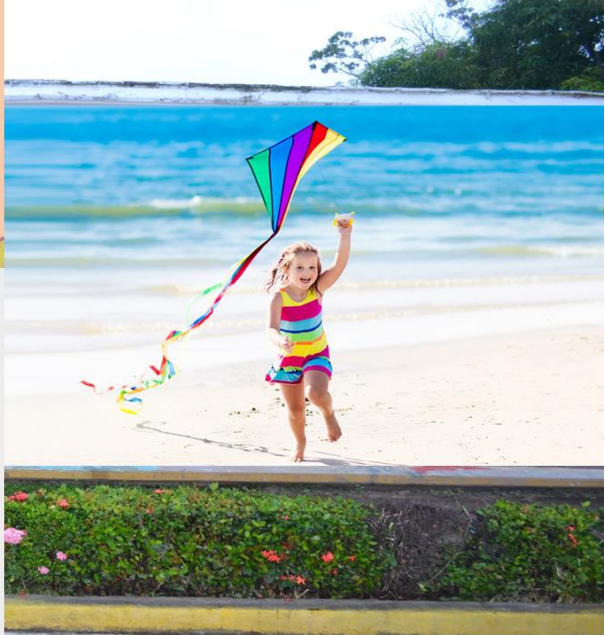
Figure 5. Slide presentation used to introduce the vocabulary for the listening skill activity (lesson 2).

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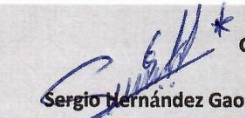
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