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"Amor es todo lo que necesitas": Ejecución de una secuencia didáctica con un sólido marco teórico en Lingüística, Enseñanza-Aprendizaje del Inglés y Pruebas y Evaluación.

"Love is all you need": Implementation of a didactic sequence with a solid theoretical framework in Linguistics, Learning-Teaching English and Testing and Assessment.

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

VICTORIA MOLINA LOPEZ

ASESOR: ROSA MARIA CASTILLO DEL CARMEN

Ciudad de México a 13 de junio de 2021

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Especialización en
Enseñanza y aprendizaje de Inglés como Lengua Extranjera
Specialization in English Language and Teaching as a Foreign Language

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Gratefulness

"I know that you can do all things and that no purpose of yours can be thwarted."
Job 42:2

Thanks to my loved family

My husband Enrique and my children Carla Vitoria and Luis Enrique

My dear parents: José Carlos and Victoria

Thanks to my tutor and Group 5

The reality is that many teachers, including me, are concerned first with learning ways to improve our teaching. That was my main goal to study this Specialty. But as each lesson was being studied, I have learnt not only ways to teach, but more topics related to this profession. For example, all the foundations in teaching English; knowledge theories, approaches, and techniques. Also how to teach or develop every skill; learning about micro and macro skills; and also, I have learnt about other important topics like the importance of the Communicative approach, Motivation, Interculturality and Assessment.

I am thankful for the generosity, patience and fellowship of my tutor,

Rosa María Castillo del Carmen

and

my colleagues in Group 5, Generation 9th: Abril, Diego, Diana, Nathalie, Irving, Sayda, we have been sharing experiences, knowledge and we have been helping each other through these difficult pandemic times.

The author

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CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS
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Final Project

"Love is all you need": Implementation of a didactic sequence with a solid theoretical framework in Linguistics, Learning-Teaching English and Testing and Assessment.

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Ciudad de México, 13th of June 2021.

Final Project
"Love is all you need": Implementation of a didactic sequence with a solid theoretical framework in Linguistics, Learning-Teaching English and Testing and Assessment.

"Love is all you need": Implementation of a didactic sequence with a solid theoretical framework in Linguistics, Learning-Teaching English and Testing and Assessment.

Introduction

"Love is all you need" is the title of a didactic sequence taught to students from the second semester at CBTIS 145, a technological high school, through the e-learning model; synchronous and asynchronous sessions. This didactic sequence, designed to teach the simple past tense, was planned from the begining of the Module 3 of the Especialidad en la Enseñanza y Aprendizaje del Idioma Inglés como Lengua Extranjera (EEAILE), which will be referred to as Specialty. Analysis and application of the theories, hypothesis, principles, concepts and approaches regarding Linguistics, Learning-Teaching English, and Testing and Assessment have been considered not only in the planning but also in the implementation of this educational practice to teach seven multilevel groups of approximately 50 students each one. The work is presented in five main chapters which are briefly described in the next paragraphs.

In Chapter 1 the teaching philosophy and identity is set. This chapter was based on the understanding of the valuable materials of this Specialty. Showing the new teaching principles is the main aim of this chapter.

Chapter 2 is divided into two main sections. Section 2.1. presents subsections for explaining the identification cell of the lesson planning, its outcomes, its structure and its rationale. Every lesson plan includes synchronous and asynchronous work descriptions. Section 2.2 presents the Task-Based Approach Assessment and the principles considered in the selection of the assessing tasks. 2 frameworks are described to evaluate the assessing tasks. The selected assessment models for writing, speaking, listening, reading and student's performance are described in charts in Sections 2.2.3 to Section 2.2.7 respectively. The language assessment tasks presented in these Sections include teacher observation, self-assessment, portfolios (work in Google Classroom), getting points in the Duolingo app, written test and exercises in their digital textbook through the Blinklearning platform (Ticó, A. L. & Ramírez, G. P., 2019), resolving embedded questions in a video in Edpuzzle as part of the pre-reading activities included in an intercultural reading project about Lent.

The intercultural project about Lent is assigned in the lesson plan of Week 3 as an extra activity. This project is the main assessment task planned to evaluate students in the second partial period and includes tasks that help to evaluate writing, speaking, listening and reading. The Table 4.4. (Mckay, P., 2008), included in Appendix 2 of this Report is the framework used to analyse the intercultural project as an assessment task. The analysis is carried out answering the questions contained in 6 main sections which are: 1) General information about the task and the learner group, 2) Characteristics of the setting, 3) Characteristics of the assessment task procedures (rubrics); 4) Characteristics of the input; 5) Characteristics of the expected response, and 6) Relationship between input and response. The analysis, results and a critical reflection of the intercultural project about Lent using Table 4.4 and other experiences are presented in Chapter 3.

Conclusions and Appendixes are presented in Chapters 4 and 5 respectively. Appendix 1 describes the intercultural project about Lent. Appendix 2 contains Table 4.4 and Appendix 3 contains the link to the video 'Start up' that complements this work. In the video, the implementation of the four weeks of work corresponding to the lesson planning explained in this Final Report can be appreciated. Appendix 4 contains a link to access to material corresponding to an didactic intervention presented in the Forum "XXIII Concurso de Prototipos en línea", etapa nacional. 24 May – 8 Jun 2021." This forum is organized by the Dirección General de Educación Tecnológica Industrial y de Servicios DGETI de la Subsecretaría de Educación Media Superior. This didactic intervention would have not been possible if I had not been studying this Specialty and getting the support of my tutor, Teacher Rosa María Castillo del Carmen. References can be found at the end of this Report.

Chapter 1. Philosophy and theory.

This Specialization has provided knowledge, references, information resources, materials, recommendations, ideas, and principles in many topics related to the teaching and learning processes. Discussing with our classmates in the Specialty during every Academic Forum have had contributed with great ideas too. My teaching practices have certainly changed and been reshaped because our values and educational beliefs influence our professionalism as teachers. Self-confidence and critical thinking are now important characteristics in my teaching practice. Working during the last year in the Specialization has been so productive; it has been a transforming experience; it is a milestone in my professional life. The results of studying this Specialty will be reflected in the teaching identity, philosophy, and practice, that will be described in the next sections.

1.1 Teaching identity and philosophy

Teaching Identity

I consider myself task-oriented, responsible, sympathetic, and engaged in both, learning, and teaching. I am a cooperative and comprehensible teacher, but also, I like to push students to do their best and ask for their respect for my person and my work. I firmly believe that being a professional teacher could be emotionally and physically demanding, and because we are our main work resource, it is important to be well organized to consider our behalf. For my student's benefit, I am attentive to innovations, new tools, training, even willing to unlearn and relearn again because I would like to master teaching-learning processes including digital tools for students to get engaged with the English language and use it effectively in their lives. Managing large and multilevel groups has constituted a unique professional development experience. My professional commitment is to be a more effective teacher and a life-long learner because life is a continuous learning process.

Teaching Philosophy

Classrooms in schools are big and alive communities in which, the principal, parents, teachers, and students participate and should contribute to maintaining a positive environment to promote the pedagogic processes, teaching and learning.

My teaching in class, especially talking about large and multilevel groups, starts by making clear my syllabi and the applicable regulations. As emotions have implications in all we do, the socio-emotional skills learning (SEL) takes part at the beginning of my classes as an important part of my rituals; for instance, in 10 minutes I ask learners how they feel or using a mood chart they can identify their emotions in that very moment. I use L2 in my teaching practice with students, inside and outside the classroom. However, in exceptional moments, when it promotes the students' understanding, I use L1 as a tool to teach L2. In my lesson planning, I try integrating the four skills in such a way that our classrooms become truly integrated-skills classrooms. Concerning speaking skills, I do not emphasise, neither native pronunciation nor accent-free pronunciation, but on intelligibility that calls for a focus on suprasegmental features of pronunciation, namely stress, rhythm, and intonation. In addition, I also should provide learners with opportunities to develop other important skills, such as those named 21st-century skills that constitute competencies for future life and jobs.

I combine the official or mandatory syllabus and material at school with other authentic or supplementary material considering the learner's context and interests. I pay attention to selecting those materials and activities, first recognising when students need something different from the materials in the coursebooks, and then by knowing where to find the most appropriate ones. Concerning interculturality, I have learned about the importance of including cultural topics to increase students' motivation.

My classes included mainly warmers to activate the learner's schemata, some minutes to consider the learners' socio-emotional skills, several moments to lead into a particular topic, some presentations and student's practice and production. To teach I use the Eclectic Approach; in addition to the Presentation Practice and Production (PPP) or the Grammar method, I also use the Task-Based Language Teaching (TBLT), and the Communicative Language Teaching (CLT). For engaging students in their learning process, I also consider in my lesson planning Kolb's experiential learning and Bloom's Taxonomy New domain. I have been promoting and encouraging much more collaborative work in the Zone of Proximal Development (ZPD). This is to motivate advanced students and avoid frustration in the less advanced ones. I believe this is especially useful for large and multilevel groups.

Information and Communication Technologies (ICTs) are a powerful tool not only for acquiring a foreign language but to foster learners' acquisition of other skills. It also lets us remotely

manage large groups of students. Classes are more dynamic and fun with digital activities during synchronous and asynchronous sessions. There are advanced apps that offer attractive ways for students' practice. These technological tools facilitate assessment processes too. However, it is important to notice that for students with technological disadvantages, course adaptations should be done. ICTs let me include the use of the game elements, for instance, extra-bonus, time counting, etc. Besides, ICTs also let us design or use games to make students learn, review, or evaluate something; some examples are Quizlet, Kahoot, etc. To assess learners in large groups the use of technology and rubrics are crucial.

Concerning evaluations, I have learned to distinguish between testing (a method) and assessment (a process). About the student's assessment, I do it daily applying formative assessment by reviewing their work in class or the platforms. For the summative assessment, students take a short exam and usually they present their projects which are done in teams. In some situations, I let students decide what they want to do; they must select one of the proposals I present to them. Then I give team feedback and general feedback to the group. In some other cases, I promote co-evaluations and self-evaluations, this is a useful strategy for large groups. When students are actively involved in the revision and evaluation, they can reflect on their learning process and increase their autonomy.

I do not hesitate in investing time in choosing a variety of appropriate assessment tools which allow students the opportunity to demonstrate mastery of the content and allow teachers to accurately measure their proficiency. Certainly, I should know the content and provide feedback to develop and effectively implement assessments in ways that ensure validity and reliability of the instruments and procedures.

We have become online teachers, besides face-to-face ones. While we are waiting for face-to-face classes to be allowed again, we work in the b-learning model; synchronous and asynchronous sessions making use of the Flipped Classroom strategy. But, if we can return to schools for face-to-face sessions, I will continue teaching using technology in the blended model.

1.2 Theory underlying your teaching practice and identity.

The corresponding values and beliefs that I identify with and form my teaching identity, philosophy, and practice and their theoretical basis are detailed in the next paragraphs. These theoretical concepts were learnt through the 12 lessons in Module 1, 12 lessons in Module 2 and the 9 lessons in Module 3 of the Specialty.

1.2.1 Syllabus and discipline.

Talking about discipline, I usually start by making clear my syllabi and the applicable regulations. Inspired by the notably McMurray, D. L. (1998), who has contributed valuable insights beyond classroom management, which go more into teachers and learners' psychology, motivation, and compromise, I would like to cling to all the statements she reflected on facing the task of teaching an EFL class of about 70 students.

a) Values about authority and discipline. I want to assert my authority in a way that feels right to me, keeping in mind that I want to help my students make the most of their time in class.

b) What I want to see happening in my class. I want to foster a secure environment by providing my students with a structure to work and grow in. All of us feel secure because the learning process and results are clear.

c) What kind of results I want and why. I want to show students that I value what they do in class. I would like to see the results of my teaching and their learning. Because all these dynamics are interconnected, I will address my personal views on authority and discipline in the classroom, fostering a learning atmosphere leading to learning and assessment.

1.2.2 Large groups.

Managing large and multilevel groups constitutes a unique professional development experience. (M2U4L12.2, Second Quiz, 2021).

1.2.3 Socio-Emotional Learning (SEL).

Emotions have implications in all we do and nowadays this has been more evident after 15 months of staying at home as the consequences of the COVID-19 pandemic (Learning for

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justice staff, 2020). In my teaching routines, at the beginning of class, I devote some minutes to teach students to recognize their emotions and try to motivate them. Some useful tools can be found in (Yale Centre for Emotional Intelligence: Mood Meter Overview, 2014).

As Browns H.D. (2007) points out, the affective factors are perhaps the most sensitive ones for consideration when teaching teenage learners. Learners whose ages range between 12 and 18, from a psychological perspective, are in a transition period characterized by confusion, self-consciousness, growth, and changing bodies and minds.

1.2.4 English-only policy.

I try to create a confident environment for students to not feel embarrassed when they hear themselves speaking in English with a Mexican accent. Using only English in classes had been a policy for me before this Specialization; currently, I will keep this policy, but now I know using L1 could be advantageous (M2U4L12.2, 2021).

1.2.5 To create a truly integrated skills classroom.

Skills integration means the treatment in the classroom of listening, reading, speaking, writing (and by extension grammar and vocabulary), not as separate pieces of knowledge or as different abilities to be learned individually, but rather as interrelated components of language in use, each of which rests on one, more, or all of the others (M2U4L11.3 and M2U4L12.1).

Listening. I can tell that our listening activities are for learning something useful. Working listening activities in online sessions in pairs, trios or teams might be complex because not all students have the optimal conditions to work in that way. To overcome these difficulties, we can assign work for the asynchronous sessions; listening and watching videos with embedded questions is an activity that students like to do in Edpuzzle (www.edpuzzle.com, 2021).

Speaking. English is considered an International Language, there are more learners of English around the world than native speaking English people. Contemporary approaches to pronunciation instruction tend to focus on the development of intelligibility rather than on achieving native-like pronunciation or accent-free pronunciation. Intelligibility calls for a focus

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on suprasegmental features of pronunciation, namely stress, rhythm, and intonation. (Notes of M2U4L10 and Brown, H. D., 2007).

1.2.6   21st-century skills.

In technological high school it is mandatory to promote the development of generic and disciplinary competencies; in addition, considering our globalized world, is also important to provide learners with opportunities to develop other important skills, such as those named 21st-century skills that constitute competencies for future life and jobs: problem solution, collaborative work, researching, managing projects, dealing with emotional situations, use of technology, critical thinking, collaborative work, and use of Information and Communication Technologies (ICTs) are some of them (Batelle for Kids, 2019).

1.2.7 Official and supplemental materials.

Regarding materials used in classrooms, the official textbooks are a great help, but looking for supplementary materials to provide something that is missing in the coursebook, or to give learners extra practice or cultural topics to increase students' motivation (Brown S., 2006), or just bring something to different to our lessons is also valid (Spratt, M., Pulverness, A., and Williams, M., 2011). This is important especially considering the learner's context and interests. Even more, if we focus on the Learner-Centred Instruction as the motivation for Communicative Language Teaching (CLT), then the analysis of learner needs, achieved via surveys or interviews, will help in designing or modification of the curriculum (Nonkukhetkhong, R.B. Baldauf Jr and K. Moni, 2006). As teachers, we should develop critical thinking to improve our teaching practice (Brown, H. D., 2007).

1.2.8 Approaches and methods.

My classes included mainly a warmer, some minutes to SEL, lead-in, some presentations and student's practice and production. I used to teach using the Presentation Practice and Production (PPP) method (Spratt, M., Pulverness, A. and Williams, M. 2011) only, but now I could tell that I teach in an Eclectic Approach (Spratt, M., Pulverness, A. and Williams, M. 2011), this is a combination of methods and techniques used in different approaches. For example, besides the PPP, I also use the Grammar method (Karlsson, F., 2008), the Task-Based Language Teaching (TBLT) (Willis, J. 1998), and the Communicative Language Teaching (CLT) (Sato K., Kleinsasser T. C., 1998) for engaging students in their learning

process also considering Kolb's experiential learning (McLeod, S. 2017) and Bloom's Taxonomy New domain (Clark, D., 1995). After Module 1, I have been promoting and encouraging much more collaborative work in the Zone of Proximal Development (ZPD) of Vygotsky (HHuertaOTR, 2019), a core concept of SCT-mind (Lantolf J. P. & Thorne S., 2006) to motivate advanced students and avoid frustration in the less advanced ones. I believe this is especially useful for large and multilevel groups.

While we are waiting for face-to-face classes to be allowed, we work in the b-learning model that includes synchronous and asynchronous sessions. The Flipped Classroom strategy (Makarczyk, J. and Saluda, S., 2017) is also used. And when we can return to schools for face-to-face sessions, I will continue teaching with the hybrid model.

1.2.9 The use of Information and Communication Technologies (ICTs).

ICTs are important to support teaching and learning. ICTs allow us to discover ways to do what we already do, but more efficiently, more effectively, more interestingly, or in new and innovative ways. What is the most important I have learned about technology, is that using it does not mean that our students will learn more; as teachers, we should consider our students' needs and context to decide if some specific ICTs should be included or not in our classrooms (jegbert, n.d.).

Technology helps in lesson planning, let use and show authentic materials in classes and give assignments to students. They can watch movies, listen to podcasts, read, write to, and speak to in real-time, spelling correction, playing competitive games, etc. Technological tools may function as the 'More Knowledgeable Others (MKO)' when we promote the work in the ZPD (HHuertaOTR, 2019).

Several digital tools with different pedagogical purposes have been used in my classrooms. For instance, I have used Zoom for collaborative work and speaking sessions, PowerPoint to apply the PPP, Google Suit to assign and assess students' work, for communication we use mainly Google Suit in our role as a team at school; Menti, Quizlet, Kahoot, Edpuzzle, are useful tools for some specific aims and moments in class. I have found Quizlet particularly engaging with students. In this current semester, we are working with a digital book in the Blinklearning platform (Ticó, L. & Ramírez, P., 2019).

ICTs can help teachers to work in the student-centred approach. In this approach the focus includes understanding and addressing students' interests; for instance, it means that teachers need to vary their teaching so that student interests are connected to classroom content and tasks. Useful guidelines for the use of educational technology can be found in (jegbert, n. d.). The Triple E Framework Overview is also a good reference to use technology (Kolb L., n.d.).

1.2.9.1 Gamming.

The elements used in games, like counting time, prizes, challenges, surprises, etc, which is named 'gamming', are used in my classrooms. These strategies are also effective in English teaching and work very well with students of all ages. It is possible thanks to ICTs.

1.2.9.2 Learning-based in games.

ITCs make it possible to use learning-based in games. This strategy is applied when teachers use the game to make students learn, review, or evaluate something. Many students have commented that they have enjoyed the activities, especially those related to competition.

1.2.10 Assessment processes and the importance of feedback.

The Task-Based Assessment Approach has been the selected approach to assess students. For designing or selecting the assessment tasks or processes, the principles considered are explained in Section 2.2.2 of this Report.

The use of technology and rubrics is crucial in assessment processes. Also, students can be actively involved in the revision and evaluation process. Their involvement gives them opportunities to reflect on their learning and increase their autonomy. Also, having collaboration from students who do social service can help to deal with large and multilevel groups. Different evaluations ways can be employed, for example, working on tasks or solving problems, learning using games, or gaming.

Chapter 2. Methodology and practice.

2.1 A practical and useful lesson planning.

2.1.1 Identification cell of the lesson planning.

Table 1. Identification cell of the lesson planning.	
Author	Victoria Molina López
Educational stage	Second semester of the Technological High School at CBTIS 145. Working with 7 multilevel groups of around 50 students each. Students in this semester take 3h/week. For the pandemic for COVID-19, we continue in the program "Quédate en casa"; we have 1 hour (h) in synchronous sessions and 2h in asynchronous sessions or autonomous work.
Title of the lesson planning	Unit 3. Love is all we need.
Learning objective of the plan/Competency	**Language main aim.** At the end of this didactic sequence, students will have written, listened, read, and spoken sentences using the simple past tense. **The intercultural main aim.** At the end of the lesson planning, students will have worked on an Intercultural Reading Project about Lent (Appendix 1). As part of this project, students will have answered trigger questions, learnt new vocabulary, watched a video in Edpuzzle and answered the questions embedded on it, read the article about Lent, answered the final questionnaire, prepared a presentation and presented it during the oral presentations session.
Communicative skills considered	Reading/Listening/Writing/Speaking.
Functions	Reading, listening, writing and speaking about past events.
Main Grammar structure	The simple past tense.
Other Grammar structures	Time markers, regular and irregular verbs, Wh-words.
Brief description of the plan	This didactic sequence for the second partial evaluation includes the work of 4 weeks. The first week is for introducing Unit 3, the second week is for developing a reading class. Then the third week is to present the grammar and assign an Intercultural Project about Lent, which was also detailed in the Assignment of M3U1. The fourth week is for an oral presentation of the conclusions of the project.
Digital book in Blinklearning platform	Ticó A. L. & Ramírez G. P., (2019). Plus Factor 2. 2019. Majestic Education 1st Edition. (CEFR Level A1+) (Council of Europe, 2001).

Material / Equipment / Apps	Internet, Laptop, webcam, mouse, speakers, digital board, Google suit (Meet, Classroom, Forms, etc.), YouTube, PowerPoint, Edpuzzle, Kahoot, Blinklearning, and the next websites: https://es.lyricstraining.com/ https://kahoot.com https://kahoot.it/challenge/02c972f9-4319-4216-bde4-65c3bb0eb274_1618375526998?&uid=Vk1M The song about irregular verbs. https://www.youtube.com/watch?v=MA3NFtLc22k&t=192s To teach pronunciation using the International Phonetic Alphabet (IPA) (The EnglishClub, 1997-2021): http://englishclub.com/ For reading in phonemes: https://tophonetics.com/ The lesson about -ed pronunciation on the English Club website: https://www.englishclub.com/pronunciation/-ed.htm Video: "Structuring Past sentences": https://www.youtube.com/watch?v=mwh_IWwwN8Y Video "Simple past": https://www.youtube.com/watch?v=MI3S3kdkofo Socio-Emotional Learning: https://www.youtube.com/watch?v=qj6AIczvDhg
The context at CBTIS 145	Easter Holidays. March 29th - April 9th. Week 7. April 12th – 16th, 2021. Students attended the "XXIII Concurso de Prototipos and IV Concurso de Emprendedores".
Notation	T=Teacher, Ss=Students, Q´s=Questions, A's=Answers, Ss=students, PF2=Plus Factor 2, PB56Ax= Pupil's Book page 56 Activity x, NB=Notebook, HW=homework, (+)=affirmative, (-)=negative, (?)=interrogative.
The nomenclature used to make references to the material in the Specialty	M-Module, U-Unit, L-Lesson. For example, M1U3L1.3 is referring to Module 1, Unit 3 and Lesson 1.3.

2.1.2 Description of outcomes of the lessons.

The general outcomes of the lessons are described in the following paragraphs.

Week 1. Introductory lesson. Students are introduced to the topic of love. This is used to teach the simple past tense in Unit 3 of their digital textbook and according to the corresponding syllabus for the second semester at CBTIS. In the synchronous session, students participate in a brainstorm. They activate their schemata and bring to the class what they already know about the topic. In this lesson, the reading skills and subskills are explained. This lets them be focused on doing the pre-reading activities for the next reading class in the synchronous session during Week 2. Pre-reading activities include learning new vocabulary, singing a song about love on the platform https://es.lyricstraining.com/, and doing a diagnostic evaluation. These activities let students be prepared also to understand the stages of the Intercultural Reading Project on which they will work during Week 3.

At the end of Week 1 students will have:

- worked in a brainstorm about 'love'.
- done a diagnostic evaluation.
- learnt the reading skills and subskills.
- been introduced to the Blink platform to work in their digital book.
- learnt new vocabulary and review verbs in past tense
- done pre-reading activities to be prepared for the next synchronous session in Week 2.

Week 2. Reading lesson. A reading lesson is taught. During the synchronous session, students review some aspects related to phonics using the IPA and learn the 3 main pronunciations for the *-ed* ending of the regular verbs. The website http://www.englishclub.com is used as supplementary material to reinforce this. After, students read a short article about romantic love and find the simple past tense in context; they read for gist and then for specific information to answers the questions that let assess the reading. As pre-reading activities, students have worked in their digital textbook reading aloud some quotes about love and recording them. Students also have worked searching for the meaning of new words in an English-English dictionary. They have learnt a new vocabulary about love and feelings. The post-reading activities are assigned as asynchronous work during this week; they work some exercises in their textbook and produce, in 2 or 3 sentences, their own definition of love.

At the end of Week 2 students will have:

- learnt some aspects about the IPA
- learnt how to pronounce the **–ed** ending of the regular verbs in the past tense.
- read for specific information in an article about romantic love where the simple past tense is in context.
- read for gist
- read for specific information
- answered the questions about the article
- worked in post-reading activities: writing their own definition of love.

Week 3. Grammar session & Intercultural reading project assignment. The main aim of this week is that students learn how to express affirmative, negative and interrogative sentences in the simple past tense. The PPP approach is used to teach this grammar lesson. At the beginning of the synchronous session, the teacher uses a mood chart to lead learners to reflect on their emotions at that moment. As pre-grammar activities, they have played in Kahoot to review irregular verbs. The post-grammar activities include doing some exercises in their digital textbook: writing affirmative, negative and interrogative sentences in the simple past tense, including the use of regular and irregular verbs. In this week students receive the Intercultural Reading Project about Lent assignment and the guidelines to work on it.

Intercultural component. To include this component in the current program for the second semester at CBTIS 145, an Intercultural Reading Project about Lent was designed (Appendix 1) and assigned to students. The topic was in context with their holidays from March 29th to April 9th, so they could use the past tense in a meaningful way.

This generation has started high school online; they have not had the opportunity to meet each other before. Working on this project allows them to interact to search for a team and to be integrated into it. This also implies that to fulfil the requirements of the project, they should interact to organize the work, and then this implies social interdependence among them to deliver the work and learn. This helps to develop on them the intercultural competencies; be in touch with people who can have different beliefs or values. Besides, pushing students to be

connected in these pandemic times, help them to not be isolated, which can benefit their emotional state.

At the end of Week 3 students will have:
- answered questions about their feelings at that moment.
- played in Kahoot to practice irregular verbs.
- learnt how to express affirmative, negative and interrogative sentences in the simple past tense.
- learnt about the use of the auxiliary 'did.'
- review irregular verbs, with special emphasis on the verb To Be.
- written and read aloud sentences in the simple past.
- received instructions (rubric or guidelines) to work in their Intercultural Reading Project about Lent.
- worked in the Intercultural Reading Project.

Week 4. Oral presentations of what they have written to answer the final questionnaire.
Only volunteered students participated in oral presentations. Students present in teams their work and conclusions during the synchronous sessions; we expect to have more than 1h for these sessions. We have a guest teacher, Susana Pimentel; she has had the opportunity to work in the United States in the health area supporting immigrants with different religious beliefs. She will close the session by sharing her experience.

At the end of Week 4 students will have:
- presented their work and conclusions in teams during the synchronous sessions
- received immediate meaningful and positive feedback
- done a written exam if they didn't make the oral presentation.

2.1.3 Description of the structure of the lessons and rationale.
The structure of the lesson planning is presented in the next 4 charts. Each chart presents the activities that the teacher and students should do during the synchronous and asynchronous sessions. Some of the asynchronous activities are to do as a preparation for the synchronous sessions (pre-activities), and others are for closing the class (post-activities). The synchronous sessions are conducted by the teacher using a PowerPoint presentation through Google

MEET. In the charts, the material used is mentioned and illustrated. After every chart, the rationale that supports the work for every week can be found.

Table 2. Week 1 Introductory lesson. Session ID in the CBTIS course: Week5. March 15th -19th, 2021		
Synchronous session (1h)		Asynchronous sessions (2h)
Step of the lesson	Teacher & Students activities	Students' activities
Introduction to the simple past tense	*Skills developing:* *Listening* *Speaking*	*Skills developing:* *Reading for specific information* *Pronunciation: reading aloud some quotes and recording them.* *Writing: filling gaps with the correct form of the verb in the past tense.*
Warmer https://es.lyricstraining.com/ Song: All you need is love. by The Beatles	T share the tab with audio corresponding to the website for singing. Ss will complete the song dictating the missing word to the T.	**Ss' evaluation** The work in Blink is used to assess the student's work.
Brainstorming of 'love'.	T elicits students to answer the next question: What does it come to your mind when you read or listen to the word "love"? Some Ss will open the microphones to speak and give their ideas.	**Homework** 1) Diagnostic evaluation (PB42) 2) Break the ice (Pre-teaching vocabulary, PB43)
Teaching reading skills and subskills.	T uses a PowerPoint presentation to teach what reading skills and subskills are. Ss pay attention and take notes.	3) Pre-reading activity of the article "What is love?" Reviewing of verbs in the past tense: In PB44 underline all the words that refer to actions.
Teaching how to use the Blinklearning (Blink) platform.	T uses a PowerPoint presentation and the website http://www.blinklearning.com to teach about the Blink platform. Ss take notes and go to the corresponding website to enter and explore it.	
Resolving troubles	Ss expose some troubles to enter to the Blink platform.	

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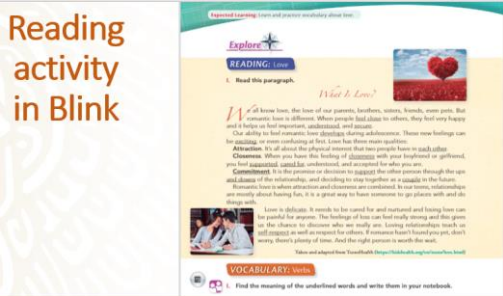
	T resolves the problems or will ask for help from the editor to resolve them.	

The rationale behind the work of Week 1.

- Explaining reading subskills. When students know the purpose is of the reading, they will focus their attention and they have more probabilities to be successful in the main reading activities. If students clearly identify what they are looking for or why they are doing the reading, they will have a better chance of remembering the information than if they read with no purpose at all. (Brown H. D., 2007).

- Reading strategies (Brown H. D., 2007).

- Bottom-Up approach for reading. (Dechant, E., 1991).

- Pronunciation: reading aloud. We should notice that the list of reading skills or subskills does not include reading aloud; the purpose of this is not to get information from a writing text, it takes place mainly in the language classroom where it is often used to check learners' pronunciation or to check their understanding of a text. (M2U1-U2, and H. D. Brown, 2007)

- Content schema, linguistic schema & formal schema (Singhal M., 1998). Activation of the student's schemata. Singing a song is a game that let switch students to the English language and give time for most of them to be joined to the online session.

- Activating previous knowledge. It is also important students remember what they already know or researched about the topic. This activity can help them to connect a topic to what they already know. This will make it easier to understand key information when Ss listen the first time. (Lansford, L. 2014).
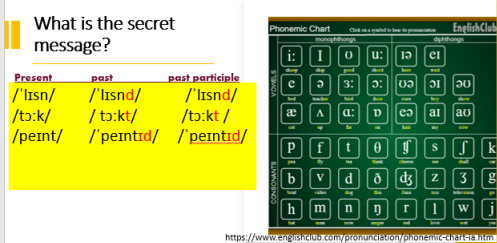
Table 3. Week 2. Reading lesson. Session ID in the CBTIS course: Week 6. March 22nd – 26th, 2021.		
Synchronous session (1h)		Asynchronous sessions (2h)
Step of the lesson	Teacher & Students activities	Students' activities
Main-reading class Reading activity in Blink: PB44 "What is love?" article.	*Skills developing:* *Pronunciation* *Reading for gist* *(skimming) or*	*Skills developing:* *Reading for specific information (in a dictionary)* *Writing short sentences*

		reading for global understanding.	**Ss' evaluation** The work in Blink is used to assess the student's work.
Review of Blink Teaching how to enter and use the platform Blinklearning.		T shows Ss how to go to Blink correctly using the institutional email accounts.	**Pre-reading Activities.** 1) In Blink. In 'Contenido' look for the "VMolinaL_Unit3_The Past Simple" tag. Click on "Song Beatles "All you need is love" (https://es.lyricstraining.com/) Play the game. Complete the song in "MODO ESCRITURA" or "MODO SELECCION" and in the "PRINCIPIANTE" level. Upload evidence to Google Classroom. 2) Activities in Blink: PB43A1. Read aloud some quotes about love and record your reading. PB43A2. Match the meaning of the word or expressions. 3) Activity in Blink: PB44A1. Find the meaning of the underlined words in the article; write them in your notebook. Note: remember to write the word definitions in English. Upload the evidence to Google Classroom.
Warmer Game: reading phonemes. https://www.englishclub.com		T presents to Ss a slide with a secret message in phonemes. Ss have to find out what is the secret message.	
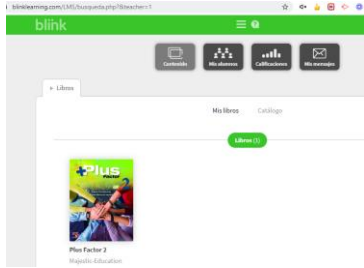
Teaching	T shows a chart of the IPA to teach Ss the sounds. And then explain to them the 3 different sounds for regular verbs: /t/, /id/, /d/. T elicits Ss to repeat sounds and verbs.
Regular verbs pronunciation	
How to Pronounce -ed	
▶ 0:00 / 2:36 ◀)) ⋮	
The **past simple tense** and **past participle** of all regular verbs end in **-ed**. For example:	
work, work**ed**, work**ed**	
In addition, many **adjectives** are made from the past participle and so end in **-ed**. For example:	
I like paint**ed** furniture.	
The question is, **how do we pronounce the -ed?** The answer is, **in 3 ways:**	
• /ɪd/	Ss follow the teacher's instructions to practise pronunciation.
• /t/	
• /d/	
https://www.englishclub.com/pronunciation/-ed.htm	
Reading for gist	T asks Ss to read for gist the article and tell her what this article is about.
	Students read the article in PB44 "What is love?" for global understanding and answer the teacher's Qs.
Read for specific information	T asks Ss to read the Qs in PB44.
	Ss read the questions in PB44A2.
	Students read the article again to answer the questions in A2.
Closing	**Homework**
Post-Reading activities	Activity in Blink: PB44A3.
	Write in your notebook your

		‘own’ definition of love. (Ss could post it in the “TABLON” in your Google Classroom and choose the best).	

The rationale behind the work of Week 2.

- When we engage in reading activities, we use information that is printed on the pages; but, we also use what we already know to create meaning. In other words, the reader’s ability and success with reading is influenced by the reader’s prior knowledge, life experiences in general, attitude towards reading or the topic, and so on (Adams, M. J. & Collins, A. C. 1979).

- How Phonics works. There is a relation between letters and sounds or combination of letters in the English language (Strickland, D. S., 1998). It is important to note that this method works from the bottom up and might help the novice reader from a Hispanic background to realize that English also has certain correspondences between sounds and letters.

- About teaching IPA. Mexican students, who possess a very simple phonetic system in Spanish, don't seem to notice patterns easily since one could argue that anything that is not phonetic is already complicated. Furthermore, Spanish-speaking learners of English have the idea that English pronunciation is completely random and memory is the only way to achieve it. It is not entirely like that, as illustrated by Brown's advice (Brown, H. D. 2007).

- Vocabulary is an important element of reading comprehension. (Brown, H. D. 2007).

- Pre-reading Activities. To activate the previous knowledge and to learn new vocabulary.

- Feedback using Computer-Assisted Language Learning (CALL). If the student does right, he/she will receive positive feedback, if the answer is incorrect; there are further chances to succeed. Working this way, students enjoy learning the language and being assessed by the software at the same time. Examples used in this project: Edpuzzle, Kahoot, Blinklearning, es.lyricstraining.com, and Duolingo.

- Reading skills. Students have more than one opportunity to read the paper and reflect on its content. When people listen or read, we process the information we hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences.

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Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers (M2U3).

Table 4. Week 3. Grammar session & Intercultural reading project about Lent. Session ID in the CBTIS course: Week 8. April 19th-23rd, 2021.		
Synchronous session (1h)		Asynchronous sessions (2h)
Step of the lesson	Teacher & Students activities	Students' activities
Grammar lesson The simple past tense.	*Skills developing:* *Listening, Reading,* *Pronunciation,* *Writing short sentences.*	*Skills developing:* *Reading, Speaking, and* *Writing short sentences* **1) Pre-Grammar lesson activity** Game. Practise the irregular verbs in Kahoot. **2) Production** **Post-Grammar lesson activities** Homework in the Blink platform
<u>Warmer</u> https://www.youtube.com/watch?v=MA3NFtLc22k&t=192s	T play the song "Irregular verbs in one song." Ss listen to the song about irregular verbs.	
<u>Socio-Emotional Learning (SEL)</u> As we continue to navigate the COVID-19 pandemic, we are all weary. Our connections with each other need to be strengthened.	T presents in a slide the mood meter graph and ask Ss about their emotions or feeling in that morning. Ss will answer the question "How do you feel this morning?" using the mood meter graph with emoticons. Ss write in the chat (of Meet) their As. The teacher reads or listen to the A's and motivate Ss to recognize and accept the emotion, to identify the cause of that emotion and work to change circumstances if it is possible, but if not, then change attitude.	PB48 A1-2 Writing (+) sentences. PB49 A3 Writing (-) sentences. PB50 A1-2-3 Writing (-) sentences. PB51 A1 Writing (?) sentences. PB52 A2 (time markers). Writing sentences using time markers. PB52 A3 (Interview a friend by WhatsApp or a family member). PB52 A1 (Wh-Questions: Who, Whose, Why, When, Where, What). Writing sentences using Wh-words.

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Presentation	T presents the video and stops it when it is necessary to elicit Ss for checking Ss' understanding.	
Video: "Structuring Past sentences" https://www.youtube.com/watch?v=mwh_IWwwN8Y	Ss already have done some "pre-grammar activities" related to the past simple in context. Now they listen to the explanation about how to form this. This class contains the "main-grammar activities" to be presented. Ss will listen to how to structure affirmative, negative, and interrogative sentences in the past tense. They will listen in context to how to use the time markers and different regular and irregular verbs.	
Practice Video: "Simple past" https://www.youtube.com/watch?v=MI3S3kdkofo Ss already work on the "main-grammar activities". They should produce simple samples of the new presented language. This is part of the formative assessment.	T presents the video and stops it when it is necessary to elicit Ss for checking Ss' understanding. Ss will watch a video to see how regular and irregular verbs are used in the structuring of past sentences. Ss will have learned about the two forms for using the verb To Be in the past tense. After that, the video presents a section to practice. In this part of the video, the teacher will ask them to write in the chat their sentences which can be (+), (-) or (?).	
Intercultural Reading Project about the Lent (Appendix 1)	T presents and explains the project assignment to Ss.	

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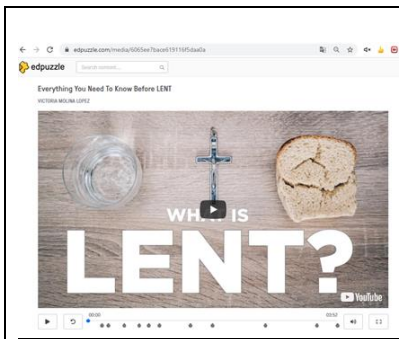
https://edpuzzle.com/media/6065ee7bace619116f5daa0a	1. Pre-reading activities: Individual work: Research and study new vocabulary. Answer trigger Q's Answer embedded Q's in a video about Lent in Edpuzzle. 2. Main-reading activities: Teamwork 3. Post-reading activities: Teamwork 4. Presentation in the class of the main conclusions (about the questions at the end of the reading): Week 9: April 26th – 30th.

The rationale behind the work of Week 3.

- Socio-Emotional Learning (SEL). Ss will have time to reflect on their current emotions; T lead Ss to recognize the emotion, to identify the reason for that feeling, and try to change the circumstances if it is possible, if it is not, then we can try to change our attitude; but if bad emotions overwhelmed us, then we need to ask for help; Ss should look for an adult trustable person.

- 'Familiarization'. To learn how to write, teachers teach language structures: This refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic or grammatical patterns, and cohesive devices that comprise the essential building blocks of texts. More specifically, (Hyland K., 2002) identifies four stages in the development of writing. The first of them is the 'Familiarization' where students are taught certain grammar and vocabulary items, usually through a text.

- Post-Grammar activities. These are used to evaluate students. Blink makes the summative evaluation automatically and open answers should be graded by the teacher directly.

- Feedback using Computer-Assisted Language Learning (CALL). If the student does right, he/she will receive positive feedback, if the answer is incorrect; there are further

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chances to succeed. Working this way, students enjoy learning the language and being assessed by the software at the same time. Examples used in this project: Edpuzzle, Kahoot, Blinklearning, es.lyricstraining.com, and Duolingo.

The Intercultural Reading Project about Lent (Appendix 1).

This project is divided into 3 main parts. Pre-Reading Activities to work individually, the Main-Reading Activities and Post-Reading Activities to work in teams. The Pre-Reading Activities include learning new vocabulary, answering 5 trigger questions about Lent and working in a video in Edpuzzle that will be used to assess them and it is shown in Appendix 1. The Main-Reading Activities include the reading of the paper and answer 10 questions about the reading and also are trigger questions to reflect about our religious beliefs and how we react before people who think differently from us. As post-reading activities students should present orally the answers to those questions.

The rationale behind the Intercultural Reading Project about Lent.

- Meaningful context. If readers are given a text which is not culturally or socially relevant to their previous experiences, or if readers cannot activate schemata, they may encounter some difficulties while reading a text. Carrell & Eisterhold Carrell (1983), argue that "one of the most obvious reasons why a particular schema may fail to exist for a reader is that the schema is culturally specific and is not part of a particular reader's cultural background." (Carrell & Eisterhold Carrell, 1983, p.p. 80).

- Cultural and real-world topics. The topic in the project, Lent, was intentionally chosen to motivate Ss to continue studying with a good attitude towards the language. (Brown, S. 2006).

- Successful readers engage in several cognitive processes. Carlos Sánchez Lozano (2004) argues that reading has three stages: 1) Decoding, 2) Making inferences and 3) Critical reading.

- As teachers, our role is to help learners develop their reading strategies (Chamot and O'Malley, 1994). For example, activating the students' prior knowledge and cultural context; it can be done through discussing, drawing, diagramming, showing movies, videos, etc., and doing this (activating schema) is crucial in helping students make connections between new and old information. By making students aware that they

already possess information about the topic (in a sense, they are 'experts' about their own life experience), they may become more motivated to try to understand the text.

- As teachers, our role is to help learners develop their reading strategies (Chamot and O'Malley, 1994). Another example: Teaching reading and writing together: Create activities that require writing through different media and for different purposes: to tell a story, to share an experience, to summarize information, to persuade a person, to show the sequence of activities, etc. Your students can then use what they have written and read it for the purposes described above, thus making reading more meaningful for students.

- Evaluation of Ss' individual work. Ss uploaded to Google Classroom their individual work corresponding to the Pre-Reading activities of the Project.

- Evaluation of Ss' teamwork. Ss uploaded to Google Classroom their teamwork corresponding to the Main-Reading and Post-Reading activities of the Project.

- Pre-reading Activities. Ss should work in a video about Lent in Edpuzzle. Ss have more than one opportunity to listen to the audio, so they can identify sounds, words, phrases, or even for advanced Ss, to comprehend the complete conversation. Ss can play the audio as many times as they require. When people listen or read, we process the information we hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences. Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers (M2U3).

- Intercultural attitudes (savoir être, M3U1) Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviours. Ability to "decentre".

- Working in teams helps also to develop intercultural competence (Byram M., Gribkova B., & Starkey H., 2002). Students will work in teams to share what they think and how they lived the past Lent season. They will realize that others think and act like them, but also others can have different beliefs and acting ways, and we should be opened and curious at the same time we should be respectful.

- Ss organize their teams, which is also intercultural competence. This implies social interdependence among members of a group to work and learn.

- Awareness of ethnocentrism is an important part of Byram's model of intercultural competence. (Byram M., 1997).

- About questions. Questions give them guides for the task and, at the same time, provide a learning structure for a procedural genre. (Mckay P., 2008)

Table 5. Week 4. Oral presentations. Session ID in the CBTIS course: Week 9, April 26th-30th, 2021. Evaluation week.		
Synchronous session (1h30 -2h30)		Asynchronous sessions (2h)
Step of the lesson	Teacher & Students activities	Students' activities
Presentation of the conclusions of the Intercultural Project about LENT.	*Skills developing:* *Listening* *Reading*	*Skills developing:* *Reading* *Writing*
Team's presentations	T invites another Teacher who had had the opportunity to work supporting immigrants in the U.S. with different religious beliefs. She will close the session by talking about her experience. T welcomes Ss and gives the guidelines for presentations. Then asks them who is ready to present. T assess and gives immediate **feedback** to Ss who present their Conclusions of the Project. Volunteered Ss present their project conclusions and receive immediate feedback from teachers in this class. Ss listen to an expert speaker at the end of the session talking about Lent.	Students who did not present their Conclusions of the Project must do a written text. Ss should be sure they have delivered all their assignments in Google Classroom (Portfolio) because this is the evaluation week.

The rationale behind the work of Week 4.

- Intelligibility. Contemporary approaches to pronunciation instruction tend to focus on the development of intelligibility rather than on achieving native-like pronunciation. Emphasis on intelligibility, over the accent-free pronunciation, calls for a focus on suprasegmental features of pronunciation, namely stress, rhythm, and intonation. (Brown, H. D., 2007).

- As teachers, our role is to help learners develop their reading strategies (Chamot and O'Malley, 1994). Another example: Assessing students' progress in reading & involving students in self-evaluation.

- Students listen to a more experienced teacher talking about the same topic as it is recommended in Task-Based Learning Teaching (Willis, J. 1998).

- Evaluation of Ss' participation. The presentation was assessed. But this activity was not compulsory. The idea was to create a relaxed environment to present (Diane, 2015).

- Feedback in speaking. During the project presentation teacher decides on what aspects of the speaking skill to evaluate. Those aspects can be evaluated within a holistic rubric or focusing on one aspect (analytic rubric). As a result of such assessment, feedback will help students identify areas that need further practice. In this particular case, the micro-skills considered are for less advanced Ss: Produce chunks of the language of different lengths and for more advanced Ss: Produce English stress patterns. The macro skills considered for more advanced Ss: Accomplish appropriately communicative functions according to situations, participants, and goals (in a basic way). (Brown H. D., 2004).

2.2 Designing tools to assess the progress of students.

2.2.1 Theoretical foundation. Explanation of the assessing tools.

The principles and approaches, on which the different assessment processes used in the lesson planning of this Report are based are the following:

(1) The National Standards for Quality Online Teaching, NSQ-OT (QM & VLLA, 2021).

(2) The Task-Based Assessment Approach, TBAA. (Mckay, P., 2008, pp. 98).

(3) The First-Based principles to guide the selection of assessment tasks and procedures (Mckay P., 2008, pp. 109).

In addition, there are useful frameworks to analyse the assessing tools before we decide to select them. These are:

1) The framework of 'usefulness' (First-Base Approach to Assessment, FBAA) (Mckay P., 2008, pp. 113).
2) The framework to analyse individual tasks (Table 4.4, Mckay, p. 2008, pp. 136).

A brief description of each one of them can be found in the next Sections.

2.2.1.1 National Standards for Quality Online Teaching, NSQ-OT.

The principle G1 refers that the online teacher chooses appropriate assessment tools which allow students the opportunity to demonstrate mastery of the content. In our case, a variety of formative assessment tools are included: auto-graded assessments in Blink, student projects, live presentations, singing songs, recording readings.

The principle G2 refers that the online teacher employs pedagogy and content knowledge to develop and effectively implement assessments in ways that ensure validity and reliability of the instruments and procedures. In other words, the online teacher uses his or her content knowledge to verify that assessments align with the content and are, therefore, valid measurements of student performance. In other words:

- The use of pedagogy and knowledge of content is evident in teacher-provided feedback.
- The online teacher ensures that assessments are aligned with content objectives.
- The online teacher previews assessments for accuracy and relevancy to content.
- The online teacher keeps a list of questions that most students miss or misinterpret (in our case the digital workbook presented some editorial mistakes), and revises or removes them.

Principle G4 says that the online teacher implements a variety of assessments that accurately measure learner proficiency. In this case, the online teacher can apply authentic assessments as part of the evaluation process, assess learner knowledge in a forum beyond traditional assessments, and monitor the academic integrity of assessments.

2.2.1.2 The Task-Based Assessment Approach, TBAA.

The TBAA gives teachers information about the learner's ability to use language in communicative ways. Language use tasks are goal-oriented, meaning that the learner knows

what is to be achieved in the task, and they are specific to a particular situation. Language use tasks can involve listening, speaking, reading, or writing and may entail a combination of these activities. Language use tasks can take place in a very simple and supported way, or in a more extended, complex, and independent way. It does not necessarily expect creative language use in language use tasks to be accurate, wide in vocabulary use or appropriate, but it is expected to see growth in these features as experience grows. Language assessment tasks may stand alone or may be part of an assessment procedure consisting of assessment across several tasks. For example, teacher observation, portfolios, and self-assessment (Mckay P., 2008, pp. 98, 100, 109).

2.2.1.3 First-Base Principles, FBP, to guide the selection of assessment tasks and procedures.

Six principles need to be considered for selecting the Language Assessment Tasks (Table 6). Although these principles were written for kids aged from 5 to 13, we can apply these principles for learners in high school with the corresponding considerations; physical, mental, social maturity or interests and motivations, between others (Mckay P., 2008, pp. 109).

Table 6. First-Base Principles to guide the selection of assessment tasks and procedures.

Code	Principles
FBP1.	Select tasks and procedures to suit the characteristics of your learners.
FBP2.	Assess the learners' most relevant abilities for language use.
FBP3.	Make assessment choices that ensure that assessment is valid and reliable and has a positive impact.
FBP4.	'Bias for best' but maintain high expectations.
FBP5.	Engage learners intellectually.
FBP6.	Draw from multiple sources of information.

2.2.1.4 Frameworks to analyse assessment tasks and procedures systematically for selection.

The assessment field provides us with frameworks and tools to look more closely at the tasks and procedures we use in an assessment to make sure they are valid and fair, or 'useful'. This section describes components of assessment frameworks that can be used as an additional tool by teachers and assessors to check their selection and design of assessment tasks and procedures (Mckay, P., 2008, pp.112).

2.2.1.4.1 The framework of 'usefulness'

The framework of 'usefulness' is a **First-Base Approach to Assessment (FBAA)** used in formal assessment situations. A 'useful' assessment procedure is therefore one that (to varying degrees) is characterized by the presence of all of these qualities, each prioritized to be as high as possible but in balance with the whole. Teachers and assessors can use the checklist provided to evaluate their assessment procedures. Evaluation can be done most effectively in group discussions in which teachers come together to talk about each of the qualities. Bachman and Palmer (1996) suggest that the following questions (Table 7) should be asked about assessment tasks and procedures (Mckay, P., 2008, pp.113).

Table 7. Questions that should be asked about assessment tasks and procedures.

Code	Questions	Notes
Usefulness-Q1.	To what extent are results *reliable?*	To what extent would the learner get the same results if another teacher or assessor were to assess their work, or if they were to assess it in the same way again the next day?
Usefulness-Q2.	To what extent is there *construct validity*?	To what extent are the interpretations that teachers and assessors make on the basis of an assessment meaningful and appropriate?
Usefulness-Q3.	To what extent is the assessment task *authentic*?	To what extent does the assessment task reflect the kind of language learners use in the classroom, or need in situations outside the classroom?
Usefulness-Q4.	To what extent is the assessment task *interactive*?	To what extent is the student's language ability involved in accomplishing the task?
Usefulness-Q5.	To what extent is the assessment *practical*?	Are there sufficient resources for the task to work in the assessment situation, and with young learners?
Usefulness-Q6.	To what extent is *the impact* of the assessment *positive*?	On the learners? On ourselves as teachers? On parents? On society?

Each question is dealing with a particular quality of 'usefulness'. It is not possible to say that a procedure is absolute, that is, that it is 'reliable' or 'authentic' but rather the quality is described in terms of degree (Mckay, P. 2008, 113).

2.2.1.4.2 A framework to analyse individual tasks.

Having considered some broader guiding questions about assessment tasks and procedures, we can now look at specific questions about individual tasks and check their characteristics. Is

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the task authentic, that is, does it reflect a real-life task that learners are preparing for? Is it a suitable and fair task for all learners? If the task is suitable for most learners, are there some learners who might need additional support if we use this task? The following framework, presented in full in a checklist in Appendix 2, guides teachers through a close analysis of the characteristics of a task so that they can check exactly what is happening in the task and how it might influence the learners' performance. Analysing tasks in this way takes time. If a summative assessment is required with a clear reading of each learner's abilities, then it is worth taking time to apply the framework to the assessment tasks during the task selection process. The categories of task characteristics considered in this Framework (Table 4.4, Mckay P., 2008, pp. 136) are as follows (Table 8).

Table 8. Categories of task characteristics considered in the Framework Table 4.4.

Categories of task characteristics	Notes
1. Characteristics of the setting	The physical characteristics of the setting: places, people involved, noise, etc.
2. Characteristics of the assessment task procedures (rubrics)	The instructions that are used in an assessment task are a component of the characteristics of assessment task procedures. The way that instructions are given, the length and difficulty of the task are some variables that characterize the task. The structure of the task is another element in this category of characteristics, for example the number and length of parts in the task, the sequencing of parts, and time allotted to each task. Methods of judging performance; the criteria for correctness and the nature of the procedures for scoring are included in this set of characteristics.
3. Characteristics of the input	The input is the material contained in an assessment task that learners are expected to process in some way and to which they are expected to respond.
4. Characteristics of the expected response	The expected response is the response we are trying to elicit from learners. We are trying to elicit a response through the instructions we have given, the task we have designed and the input we have provided. The actual response may be different from the expected response, as learners may respond differently because they have misunderstood something in the instructions, or may choose to do something in a different way. The characteristics of the expected response may be described in terms of format, type of response, and degree of speededness. The format of the response may be analysed.
5. Relationship between input and response	In the checklist in Table 4.4 (see Appendix 2), these characteristics are presented as questions that teachers can ask as they analyse tasks.

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In the next sections, the evaluations models for the main skills will be presented. In the design of all of them, the approaches and principles reviewed were taken into consideration.

2.2.2 Evaluation models for writing

Table 9. Evaluation model for writing

Approaches	TBAA and FBAA			
Principles	NSQ-OT Principles G1, G2 and G4. FBP1, FBP2, FBP3, FBP4, FBP5, FBP6. Usefulness-Q1, Q2, Q3, Q3, Q4, Q5, and Q6.			
Testing tool(s) (Rubrics, tests, etc.)	Materials and/or resources/technology	This model helps Ss to be aware of their weak and strong areas?	Feedback	Is it summative or formative, or both, and is it informal or formal assessment?
Unit 3 Test	Blink platform (digital book)	Yes	Immediate feedback (CALL)	Summative Formal
Write in the chat what during the live session	Live session in Meet. Presenting videos on Youtube: https://www.youtube.com/watch?v=mwh_IWwwN8Y https://www.youtube.com/watch?v=MI3S3kdkofo	Yes	Immediate feedback by the teacher and the video (CALL)	Formative & Summative (considered as participation in class)
Post-reading activities. Project: Intercultural project about the Lent (Portfolio: evidence in the Google Classroom)				
Questionnaire (10 Q's)	Answering final Q's.	Yes	Immediate feedback after oral presentations and posterior feedback by the teacher after reviewing the portfolios.	Summative Formal Rational behind. The questions give them guides for the task and, at the same time, provide a learning structure for a procedural genre (Mckay P., 2008).

The work in Blink is auto valuable and gives students three trials to answer correctly before they can see the correct answers. Although, it is important to mention that we have detected some editorial errors in the digital book. In those cases, as teachers, we can return the activity to students in order they can get a fair grade for their work or directly we can correct the student's grades cancelling those constructs to have a valid and reliable instrument for assessment.

2.2.3 Evaluation model for speaking

Table 10. Evaluation model for speaking

Approaches	TBAA and FBAA			
Principles	NSQ-OT Principles G1, G2 and G4. FBP1, FBP2, FBP3, FBP4, FBP5, FBP6. Usefulness-Q1, Q2, Q3, Q3, Q4, Q5, and Q6.			
Testing tool(s) (Rubrics, tests, etc.)	Materials and/or resources/technology	This model helps Ss to be aware of their weak and strong areas?	Feedback	Is it summative or formative assessment or both?
Recording readings & Answering personal Q's	Blinklearning	Yes	Posterior feedback by the teacher	Formative Summative
Post-reading activities. Project: Intercultural project about the Lent (Portfolio: evidence in the Google Meet recordings)				
Speaking rubric pointing out the specific Micro skills and Macro skills.	Live session in Meet. Oral Presentation of the post-reading Q's and conclusions of the project.	Yes	Immediate feedback by the teacher.	Formative Summative Formal

Working with multilevel groups, the speaking rubric is focusing on only in the next specific aspects in the Micro-Skills and Macro-Skills defined by Brown H. D., (2004):

Micro skills:

Less advanced Ss: Produce chunks of the language of different lengths.

More advanced Ss: Produce English stress patterns.

Macro skills:

More advanced Ss: Accomplish appropriately communicative functions according to situations, participants, and goals (in a basic way).

2.2.4 Evaluation model for listening

The activities listed here were used not only for assessment but also for teaching.

Table 11. Evaluation model for listening

Approaches	TBAA and FBAA			
Principles	NSQ-OT Principles G1, G2 and G4. FBP1, FBP2, FBP3, FBP4, FBP5, FBP6. Usefulness-Q1, Q2, Q3, Q3, Q4, Q5, and Q6.			
Testing tool(s) (Rubrics, tests, etc.)	Materials and/or resources/technology	This model helps Ss to be aware of their weak and strong areas?	Feedback	Is it summative or formative assessment or both?
Listening activities	Blinklearning	Yes	Immediate feedback (CALL)	Formative & Summative Formal
Pre-reading Activities. Project: Intercultural project about the Lent (Portfolio: evidence in the Google Classroom)				
Filling gaps in a song	Song: All you need is love by The Beatles. https://es.lyricstraining.com	Yes	Immediate feedback (CALL)	Formative Informal (without a formal record of it)
Video in with embedded Q's	Edpuzzle https://edpuzzle.com/media/6065ee7bace619116f5daa0a	Yes	Immediate feedback (CALL)	Formative & Summative Formal

2.2.5 Evaluation model for reading

Table 12. Evaluation model for reading

Approaches	TBAA and FBAA			
Principles	NSQ-OT Principles G1, G2 and G4. FBP1, FBP2, FBP3, FBP4, FBP5, FBP6. Usefulness-Q1, Q2, Q3, Q3, Q4, Q5, and Q6.			
Testing tool(s) (Rubrics, tests, etc.)	Materials and/or resources/technology	This model helps Ss to be aware of their weak and strong areas?	Feedback	Is it summative or formative assessment or both?
Reading classes: pre, main and post activities. Unit 3 Test	Blinklearning	Yes	Immediate feedback (CALL) and posterior feedback by the teacher.	Formative Summative Formal
Game to practice irregular verbs	Kahoot game	Yes	Immediate feedback (CALL)	Formative Informal (without a formal record of it)
Main-reading activities. Project: Intercultural project about the Lent (Portfolio: evidence in the Google Classroom)				
Questionnaire	Reading material about Lent. (See Appendix 1)	Yes	Posterior feedback by the teacher	Formative Summative Formal

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2.2.6 Evaluation at CBTIS

At CBTIS there are 3 partial periods of evaluation during which the authorities at schools inform about the student's performance. The activities included in the lesson planning presented in this report are considered to obtain final grades for the second partial evaluation. In general terms, two general scenarios will be considered (Table 13) and the itemization is presented in a worksheet in Figure 1.

Table 13. Two general scenarios for the summative assessment in the second partial evaluation.

Activities	Scenario 1	Scenario 2
Duolingo (Autonomous free practice selected by each student)	10%	10%
Portfolio: Google Classroom tasks	20%	20%
Participation in class: Chat in Meet Session (Grammar Lesson)	10%	10%
Workbook through the Blinklearning platform	15%	15%
Intercultural reading project Individual work: Answering trigger questions and vocabulary	10%	10%
Individual work: video in Edpuzzle about Lent with embedded Qs	15%	15%
Teamwork. Written work: Answering the final questionnaire and preparing a presentation. Oral work: presentations.	20%	————
Blink: written exam (PB55) Only for Ss who do not want to present their conclusions of the project.	-----	20%
Final grade	100%	100%

Figure 1. Worksheets used to assess students' work during the second partial period.

Duolingo		Google Classroom tasks	W8 - Participation in class	Intercultural Reading Project		Digital workbook		Exam (only if Ss didn't present their Project in Class)	Final Grade
EXP>=3000		3 main tasks (10/task)	The Simple Past_PPP Ch	Individual work (pre-readi	Post-Readin	PF2U3 Blink (evidence can		PF2U3 Blink	
19May2021		Beatles' song: All you ne	Writing + - ? Sentences	Q's&vocab	Edpuzzle (LENT	Presentation	Exercises (PB42	Deberes (F	Test Unit 3	
EXP	10%	20%	10%	10%	15%	20%	7.5%	7.5%	20%	

At CBTIS we do not give a specific grade for each skill; we assess the general student's performance delivering a general average which is obtained through the assessment of students' work done along several weeks, usually 5 weeks.

Chapter 3. Experience report.

3.1 Analysis of the Intercultural Reading Project using the Framework for individual tasks.

The evaluation models presented in the last sections, 2.2.2 to 2.2.5, are embedded in the lesson planning presented in Chapter 2 and some of them were also used as teaching resources. These tasks were selected considering the principles that already has been described in section 2.2.1. The intercultural project about Lent is also embedded in the teaching didactic sequence, it is indicated in Week 3 as an extra activity. This project is the main assessment task planned to evaluate students in the second partial period and includes tasks that help to evaluate writing, speaking, listening and reading, as it is described in every evaluation model. In the next paragraphs, the framework in Appendix 2 will be used to analyse this assessing instrument. Potential failures or improvement opportunities are commented on after this analysis.

Table 14. Analysis of the Intercultural Project through the framework in Appendix 2.

Template for checking task characteristics for young learners.
Task title
Intercultural Reading Project about Lent.
Task characteristics
Intercultural Reading Project about Lent (See Appendix 1) (3 h). A. Pre-Reading activities (60 min). Asynchronous session. Individual work: 1. Answering trigger questions. 2. Vocabulary section (40 words). Writing the meaning in English. 3. Answering Q's embedded in a video in Edpuzzle. B. Main-Reading activities (60 min). Asynchronous session. Teamwork. 1. Reading about Lent: "How Holy Week is Celebrated Around the World" This consist of 7 pages with big pictures. 2. Answering the final questionnaire and 3. Preparing a presentation of those answers. C. Post-Reading activities. (60 min). Teamwork. The synchronous session with a guest teacher. 1. Oral presentations.
Description of the learner group
Students aged from 15-16. CEFR A1+. They are in the second semester of high school that has been online all the time. This is a multilevel group and there are 50 students, but the average attendance to the synchronous sessions is variable from 20-35 Ss. Usually, students do not open their cameras during the living sessions and not all speak when they are asked about something. Unit 3 is evaluated, it is concerning the simple past tense.
1) Characteristics of the setting
Physical characteristics

Are there distractions in the environment? Yes, students will work at home for the individual tasks, probably they can find distractions in the environment.

Is the setting familiar or unfamiliar? The setting and the topic are familiar; they will work at home and they already enjoyed 2 holidays weeks (March 29th- April 9th, 2021) due to the Holy Week celebration.

Participants
- How many participants are there? Students should be in teams of 3 people.
- Who are the other participants? During Oral presentations, we will have a guest teacher.
- Will the participants intimidate the student or cause a less successful performance? Yes, that is probable for some less advanced students. But also they can feel motivated when listening to the guest. Advanced students can talk with the guest too.

Time of task
Is the time of the assessment likely to influence the student's performance? (e.g., just before home time)
No, every student will choose the best moment for working on his/her project.

2) Characteristics of the assessment task procedures (rubrics)

Instructions
The instructions are in the target language, but sometimes in Spanish. The instructions are visual, are short at the appropriate level. There is visual support; some characteristics are highlighted, for example, in the trigger questions 'Wh' is blue.

The instructions clearly state that the tasks should be done in their notebooks, but many students can ask for doing it in an electronic document. No examples are provided in the instructions.

Structure
The general structure has three distinguishable main parts, Pre-Reading, Main-Reading and Post-Reading activities. Pre-Reading includes 3 tasks. Main-Reading, just the reading of 7 pages and the questionnaire. (2 tasks). Post-Reading includes oral presentations. (1 task). The sequence is clearly stated, but students can omit the main reading if they wanted to do so, and go directly to the final questionnaire.

All the parts of the procedure are important. There are 6 tasks in the procedure. The task structure is familiar for students because we had reading classes before in which they had learnt that a reading session includes pre, main and post-reading activities. Ss know this sequence.

The cognitive and social demand of the task is considered at the level appropriate to the age of the learners.

Concerning the student's attention span, there is no problem. They should select the best time at home to work on the individual assignments, and also they should select their teammates and organize with them for working on the corresponding stages of the project.

Time allotment
Students will have one week to work on this project. Time is long enough for all to attempt every task.
But for oral presentations, a synchronous session of 2 hours (or more) is required.

Scoring method
The task is judged as correct if the instructions are followed and the questions with a single correct answer are answered correctly.

A. Pre-Reading activities. Individual work.
- Answering trigger questions. The 5 Q's have only one correct answer.
- Vocabulary section (40 words). The task is correct is the meaning of all the 40 words is written in English.
- Answering Q's embedded in a video in Edpuzzle. Edpuzzle works under the principles of CALL, so provides a grade and feedback immediately.

B. Main-Reading activities. Teamwork.
We grade this task with the questionnaire in the Post-Reading section.

C. Post-Reading activities. Teamwork.
1. Answering a questionnaire of 10 Q's. There are open questions that can be answered with short answers like 'Yes' or 'no'.
2. Oral presentation of the answers to that questionnaire (Synchronous session). A guest teacher will be in oral presentations. There are shy or less advanced students, who can choose do not to present and do a written exam instead. To grade oral presentations the next will be considered:
Micro skills:
- Less advanced Ss: Produce chunks of the language of different lengths.
- More advanced Ss: Produce English stress patterns.
Macro skills:
- More advanced Ss: Accomplish appropriately communicative functions according to situations, participants, and goals (in a basic way).

Learners do not know previously what the criteria are and how the scores will be given.

3) Characteristics of the input
Format
• The input is presented in written English and I have explained it in class with visual aids.
• The learner is familiar with the form in which the activity is presented.
• Learners have experienced Lent in their family environment or they have heard about it at least.
• The format and input raise the interest of the student and encourage the student to participate in the task.
• In some parts of the main reading there are phrases in Spanish. But instructions for the tasks are given in English.
• Students have been studying the simple past tense. They have to study new vocabulary to understand the main reading. It also has other advanced structures for them that they can find difficult to understand, and extra support should be required.
• The input is made up of extended reading of 7 pages that includes big photographs.
• Ss will have time to process the information in the input.
• The input is delivered in a pdf document in their corresponding Google Classroom.
• Students can draw meaning from the context (from pictures, graphs, objects, the environment) in the reading (pdf document).

The language of the input
• The teacher is not present at the time students are working on the individual assessment tasks. Neither she is present when students read the pdf document. The teacher provides support with explanations during oral presentations.
• Concerning pragmatic characteristics, the register used in the input is neutral.
• Instructions do not indicate if academic language should be used.
• The input includes cultural references and facts concerning Lent.
• The topic being discussed is how Lent is celebrated around the world, personal beliefs and respect to other's beliefs.

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4) Characteristics of the expected response
Format
• The expected responses included work in the 4 skills.
• The expected response is to be in the target language. (Some students can deliver written work in Spanish)
• In their responses student should use the simple past tense. They have been practising it.
• The expected response to be made up of sentences and short paragraphs. (But, some Students can answer the questionnaires with very short answers, without doing the corresponding research about the topic.)
• In general, students have an idea about this religious topic (The Lent).
• Relevant language has been taught and learned about the past simple: structuring affirmative, negative, and interrogative sentences, also the Wh- words, and time markers.
• Learners can support what they say in basic ways.
• The format of the task, specifically the main reading, is probably long. But it is considered at the appropriate level of cognitive and social maturity.

Language of the expected response
• What is expected from most of the students is the use of the target language; the simple past tense to write affirmative, negative and interrogative sentences, besides the use of the new vocabulary, Wh-words and time markers.
• What is expected from students is that they write honest answers about their beliefs and the different opinions from others (cultural background).
• The topic to be discussed is Lent and its different celebrations around the world.

5) Relationship between input and response

• It is expected that the students give complete answers and not simple and short answers. If it is necessary, they do some research to answer properly each question.
• Some questions are adaptive (the next question is adapted based on the response the learner makes).
• Students have to process a lot of input. It is expected that the student process the response based primarily on the information in the input, but also Ss should require to look for further information.

Potential failures or improvement opportunities detected in Table 14.

The analysis made in Table 14 reveals that even in such seemingly simple assessment activities, where the teacher was catering well to the social, cognitive and language needs of learners, weak points in the planned task have emerged.

In section 1) Characteristics of the setting, potential troubles could be that some students felt intimidated by the guest or felt afraid to make mistakes in their presentations; this was resolved given the opportunity to choose to do the oral presentation or a written exam.

In section 2) Characteristics of the assessment task procedures (rubrics), potential problems detected were that instructions neither included examples nor the option of working on an electronic document. There were a lot of student's questions about it.

During the explanations to do this project, L1 was used much time; to avoid this it is necessary to give short and clear instructions in L2 to improve understanding. About the structure of the project, it is necessary to be sure that students do the reading and some additional research. To improve this characteristic, we can emphasize the importance of the reading or do it in a synchronous session, or even ask for evidence of their teamwork doing the reading; highlighting the sections in which they found the answers to the final questions or even recording a short video.

Concerning time allotment for oral presentations more than two hours were required in some groups. We could resolve this if, previous to the oral session, students post their work in their Tablón in Google Classroom and do co-evaluation. Concerning the scoring method, it was not known by the students previously; they need to be informed how their work will be evaluated. Another potential trouble detected was the 40 new words that students had to learn to understand the reading. Probably some of them could be taught in class. Concerning post-reading activities, many students answer the open questions with a simple 'yes' or 'not' and they did not research the topic. We can improve the questionnaires by making research questions instead of 'googlable' questions or questions that can be answered by a simple 'yes' or 'no'.

In section 3) Characteristics of the input, the improvements opportunities include presenting the material in a more attractive way to raise the interest of students; we can include a story or give them the option to choose a specific country to do the research. The register and the use of academic language were not indicated in the instructions. Even though the attended groups were multilevel, the official level of this course was A1+ and the less advanced students needed extra support to understand advanced structures in the main reading, they also found too long the reading.

In section 4) Characteristics of the expected response some situations to analyse are the following. Some students worked individually and answered the final questionnaire in Spanish or using the Google Translator app. To prevent this, we can emphasize the use of short simple sentences in the past simple tense.

Being creative to design the activities to teach the language and to assess the students' work takes time and is not automatic. As we grow in experience it can be less demanding, but in my opinion, this is another of the most challenging parts of the teaching profession. Many times I was confused because the instruments used to teach were the instruments for assessment too. So I stopped and reflected again and again. Assessment is a continuous improvement process. If we do not get good results or the expected results with some specific tasks, then we can read or research about the topic to improve that task or we can ask colleagues or we can choose other tasks.

Using technology

Referring to the use of technology, it is essential not only because in these pandemic times we are teaching online, but because of the practical and usefulness of dealing with large groups not only in the teaching process but in the assessment process too. My grading process was aided by various technological tools, as Edpuzzle and Blink, that besides give immediate feedback to students. Some students have expressed they liked Edpuzzle, but also I have received their complaints about the severe or strict ways that Blink uses to grade their works; Blink was pushing them to be careful with punctuation marks, spelling and the correct use of capital and lower case letters.

Indeed some families are struggling to provide their children with the minimal equipment required to work online and with technological tools. In cases where access to technology is not possible, essential knowledge booklets are provided for students to print and work on them. Those booklets are used also as assessing tools to grade students in technological disadvantages.

3.2 Reflection on how and what students have learnt.

Reflecting on the work that students have done during this lesson planning of 4 weeks, they have had several opportunities to learn about the simple past tense through different techniques and approaches used in class, such as the PPP and TBLT approaches. They have had several opportunities to put into practice the four main skills, with special emphasis on reading due to the Intercultural Reading Project.

During every class, students were led to activate their schemata and to bring into classes their previous knowledge. They were provided with a relaxed environment to work and the activities were according to their ZPD, context and interests. During these four weeks of work, they received general meaningful feedback that let them be aware of their strengths and weaknesses. The use of the target language in classes was our goal, but sometimes L1 was used as a tool to teach L2 or give instructions. They have played and sung to review vocabulary. They have watched videos to practice listening for gist and specific information. They have played in Kahoot and sung a song. They also have been exposed to authentic audiovisual material working in Edpuzzle. In this activity, most students invested from 4 to 10 min to finish the activity. They could re-watch the video as many times as they required, to answer the embedded questions on the video.

Concerning speaking activities, students learnt that we are not called to speak as native people or without any accent at all. I taught them that having our Mexican accent is fine while we can develop intelligibility. Listening to their readings or speech recordings on the Blinklearning platform was satisfactory. This is one of the most important characteristics of this digital book; it lets them record their voices. To provide feedback to all students, we devoted some time in class to do a self-evaluation of some activities in the digital book.

For the informal way that students are used to writing, it was frustrating for them the severe way in which their written exercises were automatically graded by the Blinklearning platform. But this was one of the main things they learnt; to use properly the capital and lower case letters, the punctuation marks, the capitalization of proper nouns, and to write complete answers with the correct structure.

Student's work in the Intercultural Reading Project about Lent

Activities in the assessing project about Lent were planned as part of the summative assessment (academic) to evaluate the second partial period. The project was assigned to seven groups of around 50 students. In this project, the questions in the pre-reading and post-reading activities were used as rubrics. Students were benefited from them because they focused their attention, they knew with anticipation what is expected from them.

Oral presentations. The performance during the oral presentations of each group was remarkably different. For instance, in one of the groups, only 2 students participated presenting their work individually. In other groups, we had sessions that lasted more than 2 h for listening to all the teams who wanted to participate. Some teams only read the answers to their questions, other students tried to complement their answers spontaneously.

During the oral presentations, students had the opportunity to listen to a more expert teacher. Only more confident students participated, and although the teacher pushed and motivated and waited patiently, many students didn't want to present or they didn't prepare their work properly. Many students read their answers, only the most advanced students, that have been exposed to L2 before high school, could improvise and maintain short conversations with the guest teacher. However, this opportunity was motivating for the rest of the students who also were practising listening. The guest teacher gave them positive feedback and some practical and useful recommendations to advance in the acquisition of L2.

Written work. Talking about their written work, some works were bad done answering simply 'yes' or 'no' without any care or interest in research about the topic. In contrast, other works were excellent. We had the opportunity to provide immediate positive meaningful feedback after each presentation or writing comments about their work on the Google Classroom platform.

The Intercultural Reading Project effectively reflected a real-life situation about religious beliefs and allowed students to be aware and reflect on ethnocentrism. They have learnt interculturality basis and developed awareness of ethnocentrism. In their written work about Lent, I could read several honest and good answers. They expressed their respect for other beliefs and they do not tend to be ethnocentric.

Having classes online, let students also develop other skills like the use of ICTs, work collaboratively, solving problems. We can say that the main aims of the lesson planning have been achieved, students have accomplished the main aims of this lesson planning pointed out in Table 1. They have learnt to work in teams even when we continue through these pandemic times. They have practised the four main skills every week.

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3.3 Students' Performance

On the other hand, performance assessment refers to assessment that 'involves either the observation of behaviour in the real world or a simulation of a real-life activity (Weigle, 2002). Performance assessments give learners opportunities to use the language for real purposes, and in real or realistic situations, and assess their attempts to do so successfully. Teachers can observe and evaluate the performance as a whole (Mckay P., 2008 pp. 98). The principles of performance assessment also stretch beyond assessment into the teaching and learning process. The assumptions and characteristics of performance assessment summarized by Jalongo (2000, p. 287) have been used to analyse the students' performance in this educative practice. The results are presented in Table 15.

Table 15. Student's performance

Evaluation of Student's Performance
• During the oral presentations of the post-reading activity (Questionnaire answers), in a Meet synchronous session in the presence of a guest teacher, some students were active participants other were passive subjects. But none student opened his/her camera. Advanced students spoke and interchanged some ideas with the guest. • Evaluation and guidance occur simultaneously only in synchronous sessions. • • Processes, as well as products, are evaluated. • • I celebrate and stimulate the participation and achievements of my students. • • During the 4 weeks evidence of their tasks were collected, but not always indicators of their performance were used. I take notes in my notebook about the facts I observe in the classroom or their written messages. But it is difficult to observe them during these pandemic times. Besides we attend large groups. • • Through observation and listening to them, we can plan instruction better, improve classroom practice. • • Only 2 parents are guardians in Google Classroom and participate actively in their children's assessment. But the rest of the parents are not involved in this process. We need to improve in this aspect. The work done during the 4 weeks included several tasks, which was good for multilevel groups because the different ways of assessment ensure that all students have the opportunity to show their performance.

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Chapter 4. Conclusions.

☐ **Conceptual**

As it was stated in my teaching philosophy at the beginning, working during the last year in the Specialty has been so productive; it has been a transforming experience; it is a milestone in my professional life. The results of studying this Specialty have been reflected in my teaching identity, philosophy, and practice. We have been provided with solid resources that can be consulted at any time during the exercise of our profession. For instance, we can evaluate what materials or ICTs we are going to use and give the rationale behind each decision.

☐ **Methodology**

This Specialty and the development of the final project during the last Module 3, has trained us to internalize the processes of designing our lesson plans and assessments processes. Critical and reflective thinking is an important skill that I have learnt to develop. We can plan our classes considering many aspects such as students' needs, interests, context, background, the material that will be used, the methodologies or techniques to teach, the assessment tools, the interculturality, the communicative approach, etc.

Studying this Specialty has let me been aware of my strengths and weaknesses in my teaching practice. But certainly, my self-confidence has increased. This Specialty has given us tools to deal with almost all kinds of situations in classrooms. For example, deal with discipline, motivation, student's learning styles, teaching different skills and subskills, the English-only policy, intelligibility, large and multilevel groups, between other topics.

☐ **Observation**

We have been able to advance in the development of the three main competencies in English (M3U1L1): 1) Linguistic competence, which focuses on learning the language itself without considering any type of culture. 2) Communicative or sociolinguistic competence that focuses on learning the language but also learning the culture of the target language, particularly as the culture relates to personal interactions. 3) Intercultural competence and its assumptions, for example, that English has become a lingua franca and then cultures of all people in an interaction are important.

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☐ **Analysis**

Reflecting on the challenges that have been faced in this Specialty, being creative in designing teaching and assessment instruments is the most challenging activity for me in this profession. Also assessing around 350 students daily or weekly or every 5 weeks for giving them grades three times per semester are big challenges too. To cope with these, I will continue using technology and including more self-evaluation and co-evaluation.

☐ **Report**

The kind of work that we have to do during the Specialty let us work individually and collaboratively with others teachers. This enriches our learning experiences. The Colloquium was such a valuable favourable experience. It has let us see the way that our colleagues see this profession. The way they perceive or resolve the issues that probably we can be facing or we will face too. In addition, we received feedback to improve our dissertation project and report.

In the last February 2021, with the collaboration of my tutor, Teacher Rosa María Castillo del Carmen, who was as my technical assessor, a didactic intervention was prepared. It is titled *"Enseñanza del inglés en ambientes escolares con grupos numerosos y multinivel, empleando el modelo híbrido, el enfoque comunicativo y el método basado en tareas"* (see Appendix 5). It was submitted in the "XXIII Concurso Nacional de Prototipos y IV Concurso de Emprendedores en línea" organized by the Dirección General de Educación Tecnológica Industrial y de Servicios (DGETI). The event was carried out this year from May 24th to June 8th Previously in the state stage, the work obtained 90.6. Theories, techniques, approaches, learnt in the Specialty were put into practice. In fact, reflecting on this, it would not be possible to do this didactic intervention if I had not been studying the Specialization.

Chapter 5. Appendixes.

5.1. Appendix 1. Intercultural Reading Project

<div style="background-color:#FDEFC9">

Pre-Reading Activities
Asynchronous session (60min) / Individual work

</div>

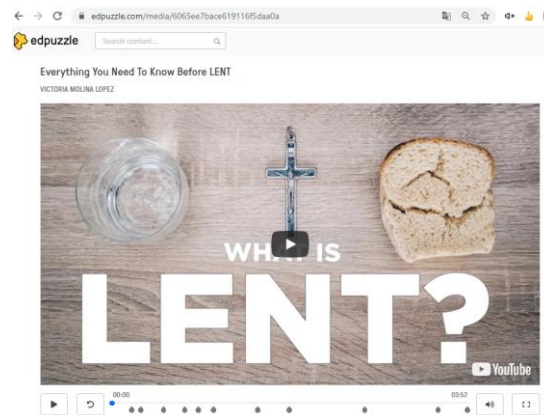**1) Answer these questions in your notebook.**

1) *What is Lent?*
2) *Who is honoured during Lent? Why?*
3) *When is Lent celebrated?*
4) *Where is Lent celebrated?*
5) *Why do we celebrate Lent?*

2) Search the meaning of the next words. Write their definitions in English in your notebook or a word document.

Lent	fasting	spare	easter eggs
parade	ash	performance	Easter Sunday
heritage	almsgiving	martyr	commandments
Holy Thursday	holy	penance	Lenten
Good Friday	pilgrimage	pray	Lenten dishes
Holy Week	mix	Ash Wednesday	rosary
homesick	motive	repentance	parishioner
God	sacrifice	forty-day season	prayer
tradition	gratitude	church	sin
fast	carpet	egg	devil

3) Watch the video in Edpuzzle and answer the embedded questions in it.

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https://edpuzzle.com/media/6065ee7bace619116f5daa0a

Some of the designed embedded questions are the following

MULTIPLE CHOICE QUESTION

Select 'True' or 'False'.

Christians all over the world celebrated Lent the past days. This year Lent started on Wednesday, February 17th. The Ash Wednesday.

☐ True

☐ False

Rewatch   Skip   Submit

MULTIPLE CHOICE QUESTION

Select 'True' or 'False'.

Ash Wednesday is called in México "Miércoles de ceniza" and it is the beginning of the Christmas season.

☐ True

☐ False

Rewatch   Skip   Submit

MULTIPLE CHOICE QUESTION

Answer 'True' or 'False'.

Lent is a period of 400 days before Easter.

☐ False

☐ True

Rewatch   Skip   Submit

MULTIPLE CHOICE QUESTION

Answer 'True' or 'False'.

Easter is Jesuschrist's resurrection celebration.

☐ True

☐ False

Rewatch   Skip   Submit

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MULTIPLE CHOICE QUESTION

Answer 'True' or 'False'.

Lent appears in the Bible.

- [ ] True
- [ ] False

Rewatch   Skip   Submit

MULTIPLE CHOICE QUESTION

Is Lent founded in biblical principles?

- [ ] Yes, it is.
- [ ] No, it is not.

Rewatch   Skip   Submit

MULTIPLE CHOICE QUESTION

Answer 'True' or 'False'.

According to the Bible, Moses and Jesus also fasted 40 days.

- [ ] False
- [ ] True

Rewatch   Skip   Submit

MULTIPLE CHOICE QUESTION

Select 'True' or 'False'.

Fasting, praying, or giving something up, are the focus of many believers during Lent.

- [ ] True
- [ ] False

Rewatch   Skip   Submit

MULTIPLE CHOICE QUESTION

Select 'True' or 'False'.

When people fast from social media or TV in the season of Lent, they are removing distraction or creating more room so that they can truly pursue God and his goodness.

- [ ] False
- [ ] True

Rewatch   Skip   Submit

MULTIPLE CHOICE QUESTION

Do you agree with the content of this video?

- [ ] Yes, I do.
- [ ] No, I do not. But I respect these ideas and principles.
- [ ] No, I do not. And I fight against it always I can.

Rewatch   Skip   Submit
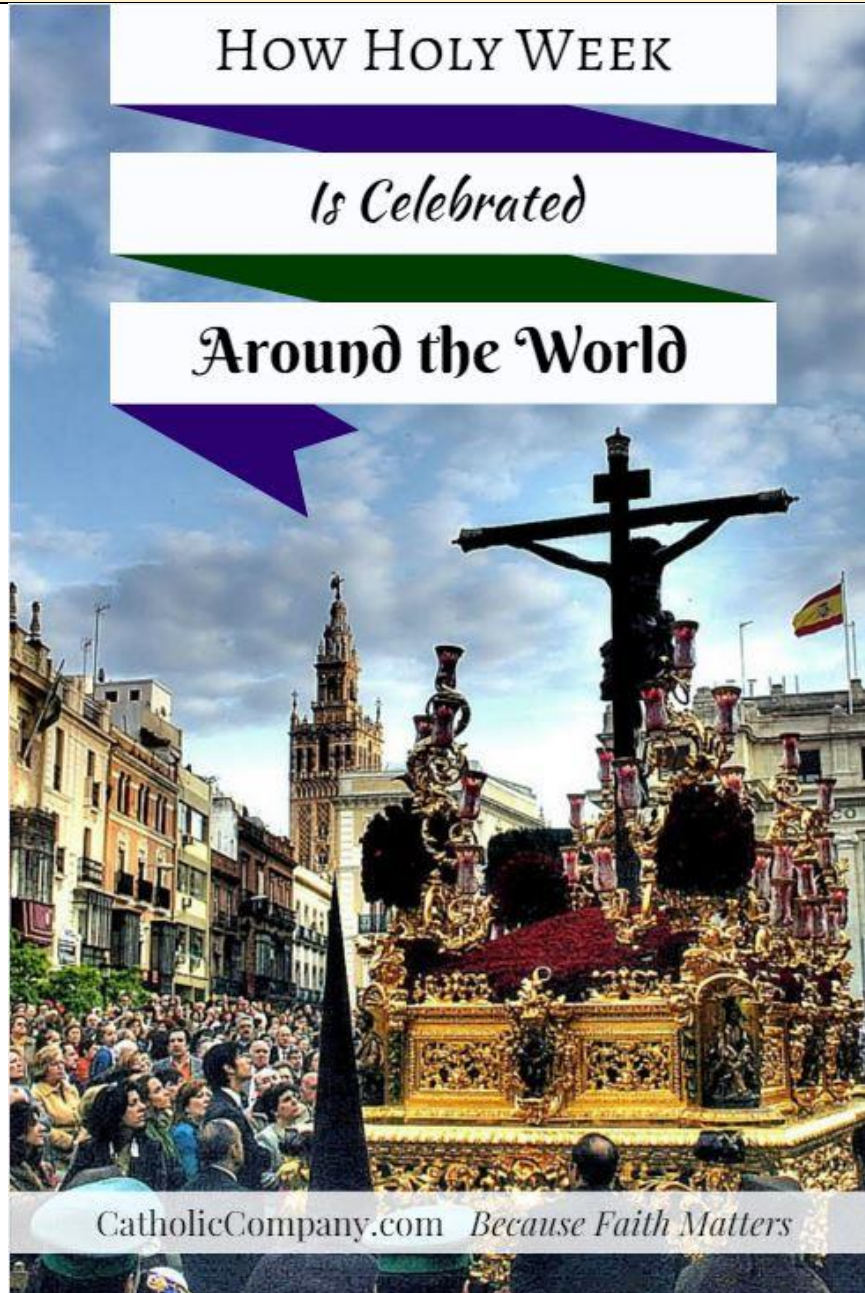
[How Holy Week is Celebrated Around the World](https://www.catholiccompany.com/magazine/holy-week-celebrations-around-world-6031)

Apr 07, 2017, by [Veronica Mena](https://www.catholiccompany.com/magazine/holy-week-celebrations-around-world-6031)

https://www.catholiccompany.com/magazine/holy-week-celebrations-around-world-6031

What's so interesting about watching scenes of violence and death in parades or movies during Holy Week? Well, that is a legitimate question that non-Christians might ask themselves. But there is a good answer.

Since we live in an era when customs and traditions have faded and tend to lose their meaning, it's good to remind ourselves that, concluding the spiritual preparation of Lent, Holy Week is the annual commemoration of the Passion of Christ. It's not just another religious tradition. We aren't *celebrating* the fact that the Son of God suffered and died, but Catholics are recognizing and honouring His sacrifice, accompanying Him spiritually and physically, as if we had been there with Him, two thousand years ago.

In other words, Holy Week is when Christians observe the anniversary of the last days of Jesus' life on earth—His passion, death, and resurrection—with a special love and gratitude that involves meditating in a deeper way on the great price He paid for our sins.

HOLY WEEK TRADITIONS

Customs and traditions vary from place to place, and Christians commemorate Holy Week in different ways. I was curious as to why some countries (Spain, the Philippines, Portugal, and many places in Latin America) appear to express greater fervour at the close of Lent.

Procesión del Encuentro - The Encounter Procession in Valladolid, Spain.
Image Source: www.elnortedecastilla.es

This is because they share a common heritage: Catholicism was the official religion in Spain, and Spanish missionaries brought Catholicism to the Americas and the Philippines. If, like me, you grew up in one of these countries but no longer live there, you might miss all of the religious celebrations, and even get homesick when the Lenten season arrives.

For Many Countries, Lent is a Religious Holiday

In some countries, there was a time when you didn't even listen to contemporary music on the radio during Lent, to help you maintain a spiritual frame of mind. School is suspended for two weeks from Palm Sunday to Easter; not for Spring Break, but in observance of the holiest time of year. That lets people easily participate in church activities (even if some choose to go to the beach instead.)

My grandmother didn't let me run, jump, or play songs and things like that during Holy Week; and if I were to do one of these things on Good Friday, it would make me a sinner! Those are the beliefs in some countries, and that is why some businesses are closed beginning on Holy Thursday. Times have changed, and some people have fallen away from their Catholic faith, but these spiritual traditions have survived as evidence that God is eternal.

There are many ways that Catholics express their faith as a community, so let's get familiar with some of these wonderful Catholic customs and traditions that are practised annually during Holy Week.

Processions in the Streets

There are many processions during Holy Week: The Palm Sunday procession, the Procession of Silence, the *Via Crucis* on Good Friday, the encounter of Jesus and Mary on Easter, and more. This video below gives a glimpse of the fervour in Sevilla, Spain:
 https://www.youtube.com/watch?v=37M6Ryo0BSs.

A procession is a way to represent the life of Christ to every person on the street. If there is one religious observance in which you can see, in a particularly vivid way how Catholics honour Jesus' love for us, it is through the processions. They are a powerful way to express eternal gratitude for the sacrifice of our Lord.

If you want to live Holy Week to the fullest, cities in Spain and Latin America are good places to go on a pilgrimage.

Colourful Carpets

The streets of various cities are filled with vibrant colours thanks to the beautiful sawdust carpets placed there temporarily for the Holy Week processions.

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Lent Procession with carpets in Guatemala. *Alfombras* are even more amazing in person! Image source: palasantour.com

These ornate carpets (called *alfombras*) show the devotion and faith of Catholics who dedicate this work and effort to receive the blessing of the holy images that process into their neighbourhoods. This tradition evokes the triumphal entry of Jesus into Jerusalem on Palm Sunday, when people spread their coats on the ground and waved palm branches to receive Him, which is the way kings were received.

But the connotation is not only religious. This is a fusion of both religion and culture, dating from the pre-Columbian era. The carpet motifs also include indigenous designs, animals, and flowers, depending on the custom of each country. So it is interesting to see the mix of Catholic and cultural traditions beautifully represented through these carpets.

Solemn Music

"Perdona a tu pueblo, Señor" (Spare Your People, Lord) is probably the most popular Lenten song in Spanish-speaking countries. I have often heard it and can remember it since my childhood. It is normally sung during the Procession of Silence, the *Via Crucis,* and during Mass.

You may have heard this song before, but in Latin, in which it's called *Parce Domine.* The song's refrain calls upon God's mercy. In English it goes like this:

"Spare your people, Lord, Spare your people for eternity, Be not angry with us, Lord."

Good Friday Performance of the *Via Crucis*

A performance of the *Via Crucis* in Balmaseda, Spain.
Image source: http://balmasedatxoko.blogspot.com

Good Friday is a holy day for everybody. In some places around the world, businesses are closed, making it easy to take to the streets and participate in religious activities. One of the most popular of these is the live performance of the *Via Crucis*, or Way of the Cross, also known as the Stations of the Cross.

In Italy, for example, the Holy Father will lead the Way of the Cross in the Colosseum on Good Friday, in the same location where so many of the first Christians were martyred. The crucifixion of Jesus is re-enacted to commemorate what took place two thousand years ago. Many local parishioners volunteer to be part of this important performance.

Pilgrimages

Scala Santa or "Sacred Stairs" in Rome, Italy.
Image source: http://ivarfjeld.com

In Italy, during the forty-day season of Lent, some Catholics make a pilgrimage to basilicas all over the city, visiting one church each day.

This practice is the easiest to follow in Rome because you can find a church in almost every corner and you don't need a car to get around.

In the U.S. it would be more difficult unless you lived in old cities with several Catholic churches very close to each other. When pilgrims visit certain holy places, they even walk on their knees to experience pain and offer it up to Jesus.

There is also a tradition of the Seven Churches Visitation, or *Visita Iglesia*. This takes place after the Mass of the Lord's Supper on Holy Thursday, when the Blessed Sacrament is removed from the tabernacle at the main altar and placed in an Altar of Repose for Good Friday into Holy Saturday. The faithful go on a "mini pilgrimage" to pay a short visit to the Blessed Sacrament at its altar of repose in seven nearby Catholic churches from Holy Thursday night through the morning of Good Friday.

This custom originated with Saint Philip Neri in Rome, who would go with his companions to visit the four Major Basilicas and three Minor ones during Holy Week. They would pack a picnic lunch for the day and sing litanies as they travelled from church to church.

Easter Eggs

Easter Eggs. Image Source: http://www.taringa.net

Even though Easter customs vary around the world, the decorating of Easter eggs is common in many countries. While this tradition is stronger in Europe, there are also countries (like Mexico and Central America) where the fun with Easter eggs is that they came filled with confetti and people break them on top of each other's heads—at least, that was something I got to experience!

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What does Easter have to do with eggs? For the early Christians, eggs were a symbol of the resurrection and eternal life in Christ. In fact, Saint Mary Magdalene used the egg to preach the Gospel to the Roman Emperor.

In the early days of Christianity, hen or duck eggs were painted, and each colour had a meaning:

Red = the blood of Christ
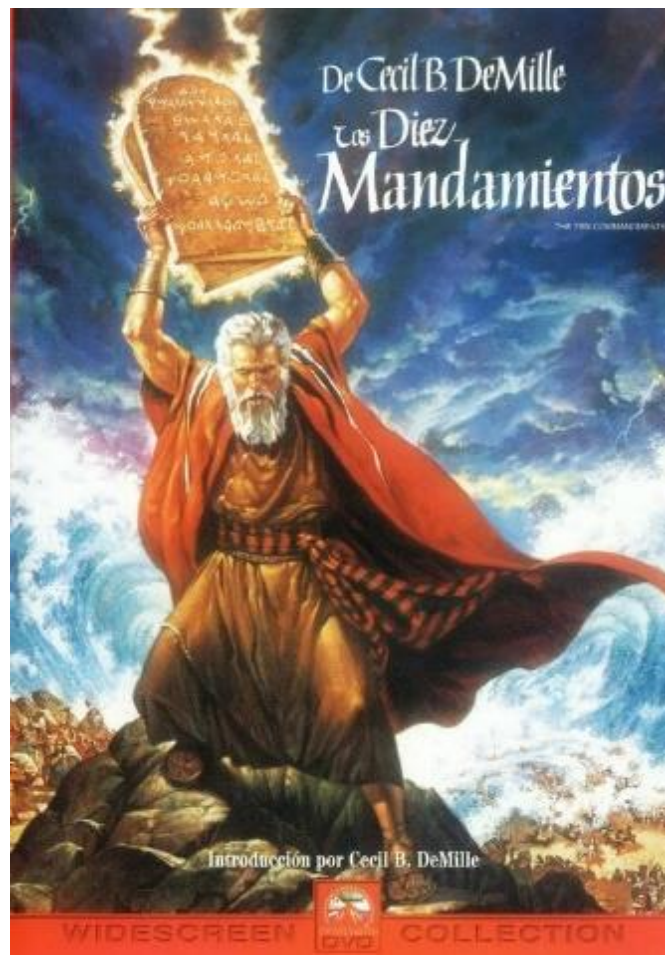Ivory = the shroud
Green = rebirth
Blue = the peace of the Easter season
Yellow = the early light of the day of resurrection
Purple = the passion of Christ (colour of Lent)

Christian Movies

The Ten Commandments

The *Ten Commandments* is the first Christian movie that I saw, and it still remains one of my favourites.

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For many Latin American families, it is a tradition to choose a Christian movie to watch at night for a special family time, especially the classics. Even in the U.S. you will find *The Passion of the Christ* aired on major networks during Holy Week.

Special Lenten Dishes

Some favourite (and delicious!) traditional Lenten dishes. From left to right: *capirotada, jocotes*, *Pescado seco*, *Fanesca* soup, *Mona de Pascua* (pastry), and *torrijas* or *torrejas*

Why do people eat particular foods just for Lent? They don't seem to require much sacrifice, because these dishes are delicious!

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We all understand why we abstain from eating meat on specific days during Lent, to put forth an effort to attain greater communion with Christ. Eating a lot of *bacalao* (cod fish), which can be prepared in many ways, is a must-have staple during Lent.

Lent can be a sweet season, too. The *capirotada* is a traditional Lenten dessert in Mexico. It is bread pudding with fruit and is prepared in many different ways. The ingredients have a symbolic meaning: the bread represents the Body of Christ, the syrup stands for His blood, the cloves symbolize the nails on the cross, the cinnamon sticks symbolize the wood of the cross, and the melted cheese represents the Holy Shroud.

Another sweet treat is the *torrejas* or *torrijas*, which are like French toast, made with *dulce de panela* (a special whole cane sugar), cinnamon, cloves, nutmeg, and so forth.

Celebrating Semana Santa (Holy week) in Quito, Ecuador

GET THE MOST OUT OF HOLY WEEK

For those who are not able to go out and follow the processions and all the religious activities, there are still ways to meditate and feel closer to God during Holy Week, such as praying the rosary (especially

the Sorrowful Mysteries). And there are other ways to pray and meditate, too, such as these <u>3 Unique Ways to Meditate on the Passion of Christ</u>**.**

Reflection and discussion about the Lent

In a PowerPoint presentation write the answers to the following questions.

1) *List the countries that celebrate Lent and were mentioned in this paper.*
2) *Did you know that all those countries also celebrate Lent?*
3) *Did you know that other people around the world share the same beliefs as you?*
4) *How do you feel about more people around the world believe the same things as you?*
5) *Did everyone in your team celebrate Lent this year?*
6) *Do you know which cities celebrate Lent with processions or carpets in Mexico and the U.S.?*
7) *Did you experience any of these Holy Week traditions this year? What did you do?*
8) *Did you watch a favourite Christian movie or read a book or prepare some meals?*
9) *What do you think about people who do not celebrate Lent?*
10) *Do you get angry with people with other beliefs? Why?*
11)

Post-Reading Activities
Synchronous session. Teamwork (60min)

Oral presentations of the answers to the final questionnaire

Every team will present their answers to the last 10 questions in the next synchronous session.

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5.2 Appendix 2. Table 4.4. Template for checking task characteristics for young learners (Mckay P., 2008, pages 136-139)

Table 4.4 Template for checking task characteristics for young learners. (adapted from Bachman and Palmer, 1996, pp. 49–50)	
Task characteristics Description of the learner group: Task title:	Yes/No and comments
1) Characteristics of the setting *Physical characteristics* Are there distractions in the environment? Is the setting familiar or unfamiliar? *Participants* How many participants are there? Who are the other participants? Will the participants intimidate the student or cause a less successful performance? *Time of task* Is the time of the assessment likely to influence the student's performance? (e.g., just before home time) **2) Characteristics of the assessment task procedures (rubrics)** *Instructions* Are the instructions in the student's native language or the target language? Are they aural or visual? Is the language at an appropriate level? Are the instructions conceptually appropriate for the age group? Is visual support given? Are examples provided? Other? *Structure* How many parts or activities are there? How long are the instructions? Are the different parts of the procedure clearly distinguished from one another? Is there a fixed or variable sequence in the procedure? Do the parts of the procedure differ in importance? How many activities or items are there in the procedure? Is the task structure familiar (Do learners know what is expected)? Are the cognitive and social demands of the task at the level appropriate to the age of the learners?	

What are the demands on the student's attention span, on the length of time he or she has to sit still?
Is there any variation of physical requirements to ease demands?
Other?

Time allotment
How much time is allotted?
Will the activity be limited in time so that not all learners are expected to complete it or will it be long enough for all to attempt every task?
Other?

Scoring method
How will the task be judged as correct?
Will an objective score be used (i.e., will there be a single correct answer)? Or will rating scales be used?
Are all responses marked by the same teacher or assessor?
If different teachers or assessors are used, are they involved in checking their decisions together so that the scores are comparable?
Will the learners know what the criteria are and how the scores will be given? How will this be done?
Other?

3) Characteristics of the input

Format
• How is the input presented? In language form (written or spoken)?
Or in non-language form (aural or visual including gestures, pictures, graphs, etc.)? Or both?
• Is the learner familiar with the form in which the activity is presented?
• To what extent are the format of the task and the language of the input appropriate to the cognitive and social maturity level of the student?
• What are the demands on the student's attention span, on the length of time he or she has to sit still? Is there any variation of physical requirements to ease demand?
• Will the format and input raise the interest of the student and encourage the student to participate in the task?
• Is the language of the input the learner's native language, the target language or both?
Have the vocabulary, structures and genres been taught and practised in different contexts?
Have they been taught or revised recently?
• Is the input made up of single words, phrases, sentences, or extended discourse?
• Is the input an item (a chunk of language or non-language information) or a prompt (an instruction)?
• How fast does the student have to process the information in the input?
• Is the input delivered 'live' e.g. by the teacher in the classroom, or is it 'reproduced' e.g. via an audiotape or by both means?
• To what extent can learners draw meaning from the context (from pictures, graphs, objects, the environment)?
• Other?

The language of the input
• To what extent is the language supported with teacher's explanations, with pictures, charts, and realia? To what degree are the teacher's explanations stressing meaning through painting, stress, repetition, gestures, and facial expressions?

• What is the nature of the organization characteristics of the language – the vocabulary, syntax, phonology (sound system) and graphology (writing system)?
• What is the nature of the pragmatic characteristics (what functions are being met, in the input? What dialect or language variety is being used? What register? (e.g., is the language formal or informal?)
• Is academic language being used?
• Is the language natural?
• Are there cultural references and figurative language in the input?
• What is the topic being discussed (personal, cultural, academic)?
• Other?

4) Characteristics of the expected response

Format

• Is the expected response aural, visual or both?
• What are the demands on the student's attention span, on the length of time he or she has to sit still? Is there any variation of physical requirements to ease demands?
• How is the response to be produced – in language form (written or spoken), or in non-language form (aural or visual including gestures, pictures, graphs, etc.)? Or both? Are fine motor skills required (e.g., to write or draw)?
• Is the expected response to be in the student's native language or his target language or both?
• To what extent is the student familiar with the type of response required (e.g., use of familiar actions and routines)? Has the student practised this test many times?
• Is the expected response to be made up of single words, phrases, sentences, or extended discourse?
• What are the demands on the student's attention span? Are fine motor skills required (to write or draw)?
• To what extent is the student familiar with the type of response required (e.g., use of familiar actions, familiar routines)?
• To what extent has relevant language been taught and learned?
• Have they been taught or revised recently?
• To what degree can the learners support what they say and do with reference to the context?
• To what extent is the format of the task at the appropriate level of cognitive and social maturity?
• Other?

Language of the expected response

• What is the nature of the organization characteristics of the language – the vocabulary, syntax, phonology (sound system) and graphology (writing system)?
• What is the nature of the pragmatic characteristics (what functions are being met in the expected response)?
• What dialect or language variety or register is to be used?
• Is the language expected natural?
• Are cultural references and figurative language expected?
• What is the topic being discussed (personal, cultural, academic)?
• Other?

5) Relationship between input and response	
• Will the student be expected to give a one-off response (non-reciprocal), or will there be some processing of the input in relation to further information or feedback given (reciprocal)? • Is the task adaptive (the task/the next question is adapted on the basis of the response the learner makes)? • Does the student have to process a lot of input, or a limited amount of input? Will the student be expected to process the response based primarily on the information in the input, or will he or she be required to draw on further information from the context or from his or her own topical knowledge? • Other?	

5.3 Appendix 3. Link to the video "Start-up".

The video that shows different relevant moments of the application of the lesson planning presented in this assignment can be watched in the next link:

https://drive.google.com/drive/folders/1VVCW-m_UtEdsesur-byJYzYwhdjl6Hel?usp=sharing

5.4 Appendix 4. Link to the dissertation video.

The dissertation video that shows the new acquired knowledge within the teaching practice by designing and implementing a pedagogical intervention project can be watched in the next link:

https://drive.google.com/drive/folders/1VVCW-m_UtEdsesur-byJYzYwhdjl6Hel?usp=sharing

5.5 Appendix 5. Link to the material delivered for the "XXIII Concurso de Prototipos en línea", etapa nacional. 24 may – 8 Jun, 2021.

In the next link, you can access the material delivered for the national stage contest "XXIII Concurso de Prototipos en línea", etapa nacional. 24 may – 8 Jun, 2021.

https://drive.google.com/drive/folders/1Na9vrcnyG7Wtg9YJjBUmVUkVwAN10KcT?usp=sharing

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