



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**“Integrating Interculturality through Holidays and Traditions
Around the World”**

TRABAJO RECEPCIONAL

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

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Culiacán, Sinaloa a 19 de junio de 2022.



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Final Project:

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ABSTRACT

Education has been in constant evolution over the past years, learning English is a need nowadays, it is easy to observe how approaches and methods change, also the textbooks and the teachers' performance have to change to respond to the new needs of the students and the new requirements of globalization.

Learning a language is not only learning the grammar or vocabulary, or the pronunciation it is also important to learn its culture, the customs, and traditions to understand better and avoid a cultural shock if you have the opportunity to visit that place one day or interact with a person from this country and it is not only learning about their culture and understand it, it is also being respectful even with their values or ideas that we don't share.

Throughout this year I have learned a lot of new things because I did not study a BA in ELT, I used to do a lot of things in my classes but sometimes the reason behind them, I did not use to know the theoretical foundations of it, now I have understood and reaffirmed that the things that I have done before where the correct ones and some others have improved with the knowledge acquire in the specialization.

My teaching philosophy has improved, for this final project all the knowledge acquired was put into practice with the creation of five lesson plans to develop the four skills using the same topic 'Holidays and Traditions Around the World', a lesson plan for reading, one for listening, another one for writing and one for speaking, and the last one to include to use the knowledge acquired for the students and put in practice the interculturality.

For this technology using different platforms, interculturality and assessment were some of the important aspects considered in the planning, also the profile of the class. During this lesson, students were evaluated using different types of assessment, and with the use of some rubrics, as a final project students made a poster using different digital platforms, in the fifth lesson students had the opportunity to evaluate their own progress.

Finally, I can conclude that this has been a great experience full of learning even though the difficulties that I had to face through this process, it has been a great opportunity to learn from the theory, my tutor, and my classmates, it was interesting to learn about their reality and observe that is similar to the one that I have and take into consideration their experience and the advice that they shared in the different discussion forums.

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INTRODUCTION

This paper is an integration of the knowledge acquired during the three modules of the Specialization in English Language Learning and Teaching (EEAILE) put it into practice with the design and implementation of the project titled "Integrating Interculturality through Holidays and Traditions Around the World" with this project had the opportunity to learn and understand different holidays and traditions around the world, at the same time students had the opportunity to improve their knowledge, learn new vocabulary, develop the four skills, reading, listening, speaking and develop their intercultural competence and the use of the technology in the classroom.

In the first chapter, there is a description of my teaching philosophy and the enrichment that had during this year with the specialization, also the rationale that was taken into consideration and influenced my decisions during the design and planning of the five lessons carried during the project as the Input Hypothesis of Krashen, Vygotsky, Dell Hyme, and Byram.

In the second chapter, there is a description of the class, the teaching context, the number of the students that took the class which was 22, their characteristics, their English level according to the European Common Framework, their skills according to the language, their personality, and tasks that they like to do, also the description of the lesson plans is in this chapter first the reading lesson plan, second, the speaking lesson plan, third the writing plan, fourth the speaking lesson plan and finally the intercultural lesson including the final product of making a poster in this lesson plans the assessment and evaluation used during this project are included and the rubrics used to learn students too.

The third chapter of this paper contains an analysis and the reflection of the results after applying these activities and a contrast to the results of the expected outcomes and possible solutions to the unexpected situations during the development of the five lesson plans.

In the fourth chapter the conclusions and a look back to a year ago when I started in this specialization, the things that I have learned, how the specialization has changed my ideas, and teaching methods, and help me to enrich my teaching philosophy and way to see the English Language Teaching and my knowledge about theories, methods, and approaches.

In the fifth and last chapter shows the appendices where the material used along the five lessons is shown, also the list of references used to elaborate this paper.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 My teaching Identity and Philosophy

Teaching can be considered one of the noblest professions because teachers have a wide range of tools to motivate our students to learn and excel in the future, be agents of change and make a big and positive impact on our society.

Nowadays learning a second language is very important because is a tool that helps to be more successful in the personal and professional field, when learning English is very important to learn and develop the four skills that are reading, listening, speaking, and writing.

In English, skills are divided into two different types: productive skills which are speaking and writing, and receptive skills which are reading and listening. Some of the skills have a close relationship between them, according to Lorena Manaj the skills of reading and writing have a strong relationship between them and both are tools to achieve effective written communication. (Manaj Sadiku, 2015)

When learning a language, the language Acquisition is a very important aspect of the learning English process Noam Chomsky proposed in 1965 that 'all people have an innate biological ability to acquire a language' he also argues that 'language acquisition is an innate structure or function of the human brain'. (Chomsky, 2002)

1.02 Theoretical Foundations Behind my Teaching Practice

I identify myself as a humanistic teacher, I always try to identify the needs of my students, listen to them, take into consideration their questions, interests, thoughts, and desires, and take them into consideration as a whole person, not only as someone that is sitting in the classroom to receive information and memorize it, I always try to promote cooperation in the classroom, in my teaching practice I select monitors that are students that have a higher level of English and they help their classmates when they need it, peer collaboration is a great tool in the classroom and promotes collaboration, students help one each other, each partial students have a project related to the contents learned in class, they have to use their creativity and being authentic to give their personal touch to the project. Also, I try to promote students centered lessons and

consider aspects such as the social, practical, and artistic skills, feelings, self-esteem, goals, and the autonomy of the learner.

Another school of thought that I feel identified with it is the behaviorism in my teaching practice I have implemented with my students, the creation of habits in the classroom before students use to talk at the same time and it was impossible to understand when they wanted to participate, so I push them to raise their hands if they want to participate as a rule control strategy, another thing I have worked with them, is that if they arrive late to the class they have to ask for permission using English to come in, if they do not ask in English they cannot come in. In the case of the students with low grades, I talked to them and propose they participate more in class using English and I would give them some extra points to have a better grade in the next evaluation.

There are a lot of approaches, methods, and techniques related to English teaching each of them has advantages and disadvantages, the good thing about this, is that as teachers we have the opportunity to create a class profile of our groups and identify the characteristics, and needs of our students and use this information to make the correct decisions, select appropriate materials and activities to bring it to our classes with the main purpose of reach our goals and help our students to learn and acquire English as a second language.

During all these years working as an English teacher, I have learned that languages especially English it cannot only be taught using just one method, approach, or technique, most of us were taught using the Grammar-Translation Method nowadays is not the best method to teach but it is still sometimes useful in the classroom, the Direct Method or the Presentation, Practice and Production Approach better known as PPP, but these methods are not the only ones that are useful or that can help us to learn I think that the best method or approach is a combination of all of them.

It is important to take into consideration the characteristics of our learners and the goals that we want to achieve in order to make the best decisions and choose which method or approach can be adequate to reach our goals. Unfortunately, some teachers are still reluctant to change the way that they teach, I can observe this a lot in some of the schools where I have worked especially in the public sector some teachers do not want to take risks and they prefer to stay

in their comfort zone and continue using the Grammar Translation Method which is a little bit obsolete nowadays, this is a really sad and complicated situation because when I have a new class, I have to make them change their minds about being translating all the time to make them try to think and understand in English and try to use the target language to communicate. The Communicative Language Teaching approach tries to help my students to communicate their ideas and make them reflect on different situations in their daily context. The Input Hypothesis of Krashen's theory and The Zone of Proximal Development by Vygotsky, the Total Physical Response better known as TPR (Asher, 1968), Dell Hymes' theory about Communicative Competence and the Intercultural Communicative Competence of Byram's model to link what students are learning with other cultures around the world.

As a teacher, I always try to take into consideration these aspects, I try to motivate my students and make them understand the importance of learning a second language like English and the positive impact that this can have in their future lives and careers.

I believe as a teacher I have a big responsibility, I try to plan my classes all the time taking into consideration different aspects such as the extrinsic and intrinsic motivation of my students, learners' characteristics as learning styles, and learners' needs, the class profile in general, the students' environment and I try to adapt the tasks and activities to situations of their daily life so students can acquire the language and discover its meaning and use as part of in their real life.

Some of the things that I always try to keep simple for students is important to learn the four skills, I don't have to correct all the mistakes of my students, always give positive feedback, have clear aims, and have some possible solutions to unexpected situations, create a comfortable environment for the learning process and the most important don't forget that we are teaching human beings with feelings, problems a lot of things behind them so let's make them feel comfortable in our class.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 Teaching Context Description

For this academic paper, five lesson plans were designed for this project, one lesson per each skill, one to achieve reading, another for writing, one more for speaking and another one for listening, and finally one more to integrate all the skills together, all the lesson plans were designed for classes of 50 minutes. These lessons were designed for the same group, of a high school, since September 2021 classes have been in a hybrid modality, and some students attend the class face to face at school and the other part takes the class via zoom from their houses.

Currently and following the instructions from the Education Department of the State most of the students approximately 95% of the students attend a face to face classes and just some of them are taking the class on zoom. For this project of the specialization, technology was included in the teaching practice, permission was requested but the principal denied it; because the authority wants students in the school to take face-to-face classes, so a group of students was invited to participate in the project, this activity was optional for them and from a group of 52 students only 21 students decided to participate and not all of them attended the classes regularly because they used to be at night at 9:00 Culiacan's city time after they finished with their school classes and extra activities.

The students that attended the class had different English levels according to the Common European Framework of Reference, these students some of them are very motivated and interested in learning English but some others struggle a little with it but they make a big effort to understand and learn. The students that took the classes belong to a group coursing the fourth semester of high school in a public technological high school, located in the city of Culiacan in the State of Sinaloa located in the Northwest of Mexico. The class is conformed of twenty-one students, nine of them are female and twelve of them are male. All of the students are around 16 to 17 years old.

The English level of most of them is A2, but a few of them have a B1 level according to the CEFR, this group is a group from a public high school, and they have classes three times a

week on Wednesday, Thursday, and Friday for 50 minutes, during the pandemic they took online classes and since September 2021 they have been taking hybrid classes fifty percent of the group online and the rest face to face, for the delivery of these five lessons all of them took the class online on zoom. In general que group is quiet and diligent, with no behavioral issues.

Most of the students attend the course regularly, but sometimes they are absent because they do not have access to the internet, most of them prefer to work individually, but if they have to work in pairs or teams they don't have any problem doing it, they collaborate and achieve the aim of the tasks all the time. Their learning styles are mainly visual and aural. Most of the students are engaged and participate easily in class, they are skillful with the use of the language while others struggle a little with the use of the language and are more reserved and shy, some of them require more motivation, but they understand instructions, the tasks and they work during the class, but they don't like to participate often during the lesson.

About their skills, most of them are strong in reading and speaking but need to improve their writing because they haven't had many opportunities to practice, in the case of listening they are good but sometimes they struggle with long listening activities. All the lesson plans were designed based on the topic Holidays and Traditions, as previous work students had a class related to this topic to get familiarized a little be with some of the holidays, and with these five lesson plans they are going to continue working with it.

These five lesson plans are based on the syllabus of the school and most of the materials used for these lessons were designed by me and some others were adapted for the topic and the purpose of the tasks, the main topic of these is Holidays and Traditions and all the skills were covered with these lessons and a fifth lesson where the different skills where put in practice with a final project of a poster presented for the students.

Most of the activities were created on different platforms such as Word wall and Quizizz, both platforms have different options to create activities the subscription of both platforms are paid and they have been very useful during the teaching practice since the pandemic started, also the platform of Mentimeter was used on this one some of the lead-in activities were designed or sometimes the closing activities, another platform that used was YouTube in the case of the listening lesson some audios from here were used and in the speaking lesson a video,

PowerPoint was used to create some materials. And the zoom platform to teach the five different lessons on the platform, with this app, is possible to have different interaction patterns between students even though we are in the online mode, it is important to highlight that during these lessons we did not use any textbook.

In the reality is very difficult to assess students with different tools in normal classes but most of the time informal assessment is implemented with activities as monitoring, immediate oral feedback sometimes delayed feedback according to the activity or purpose of the activity, and writing feedback in some tasks, in the school they ask teachers, to assess students in a formal way, for this, tests are a useful tool, students also made a portfolio about the contents of the course, and extra practice activities in a platform. To assess some of the tasks, some rubrics for assessing some activities were designed, and for some others, students were assessed by monitoring their development during the lesson and providing open class feedback and individual feedback when it was necessary.

2.02 Lesson Plans and Rationale Behind the Activities

In the next table, the lesson plan identification cell is presented, which includes all the general information related to the topic and the lesson plans' characteristics, as it was mentioned at the beginning of the paper these lessons were designed for a group of the fourth semester of high school, they have been previously working with activities to improve their four skills and with grammar related to this lesson to be prepared for this topic of 'Holidays and Traditions Around the World'.

By the end of the lessons, students will have been given chances to develop reading, listening, speaking and writing in the context of holidays and traditions around the world, in order to talk about different activities and traditions from their country and other countries and cultures. Some of the functions that students are going to develop are identifying vocabulary related to the topic, naming different holidays and traditions around the world, saying how he/she celebrates different holidays, writing information about holidays and traditions, reads about holidays and traditions around the world, formulates and answers comprehension questions about holidays and traditions.

1. Lesson plan identification cell.	
Author	Olivia Esmeralda Aispuro Barraza
Educational stage	4 th semester of high school
Title of your Lesson plan	Holidays and Traditions Around the World
Learning Objective (Main aim) of the plan	By the end of the lesson, students will have been given chances to develop reading, listening, speaking and writing in the context of holidays and traditions around the world.
Communicative skill considered	Reading, listening, speaking, and writing.
Functions	<ul style="list-style-type: none"> -Identifies vocabulary related to holidays and traditions. -Names different holidays and traditions around the world. -Says how he/she celebrates different holidays. -Writes information about holidays and traditions. -Reads about holidays and traditions around the world. -Formulates and answers comprehension questions about holidays and traditions.
Main Grammar structure	Simple present tense.
Brief description of the plan	The main objective of these lesson plans, is that students learn about holidays and traditions around the world, in order to talk about different activities and traditions from their country and other countries and cultures.
Time of the plan implementation	4 hours 10 minutes.
Number of sessions	5 sessions
Contents required for the lesson	Mentimeter, Wordwall, Quizizz, You tube videos, Audio materials, Flipgrip
Link of the content	https://www.menti.com/dhtgwthio7 https://wordwall.net/resource/32689366/pre-teach-vocabulary http://www.5minuteenglish.com/oct29.htm https://wordwall.net/resource/32693253/while-reading- https://wordwall.net/resource/32697080/complete-the-sentences-for-specific-information https://wordwall.net/resource/32699051/reading-for-detailed-information https://www.mentimeter.com/app/presentation/583ad4a011fc304c45bf8986f101472f/291b6f4f62c1/edit
EEAILE tutor on line	Gabriela Ruiz de la Rosa

This first lesson plan designed and implemented was the reading lesson plan that is below, the lead in for this activity was to show a picture of a black cat and a pumpkin, students were asked to look at the picture and think for two minutes what was the topic of the lesson, students clicked in a link to go to mentimeter and wrote their ideas about the picture, then their results were shared in a word cloud during this activity, students participate and express their ideas about the picture.

Then a pre-teach of vocabulary with the words that students might struggle was designed the activity was presented and a word wall link was shared with the students, they completed a matching activity, and then I provided open class feedback to reinforce students understanding for assess this activity the results obtained from the word wall activity and the student's participation, were taking into consideration, then a gist activity was presented students read a paragraph of the reading quickly, then they clicked on a word wall link and chose the correct title for the reading, after they answered I send them to breakout rooms to share their answers with their classmates, in this activity the assessment was done with the students understanding using the result of the activity that the platform provides and their participation during the task.

For the while stage, two different activities were designed; one for specific information where a word wall link was shared with students to fill in the blanks with the correct information from the reading to complete the task, and the result of the activity was a good tool to assess the performance of the students during this activity and provide open class feedback at the end of the activity. The second activity during this stage was a task for detailed information, students completed a true and false task in the word wall platform, the result of this activity helped me to access the students understanding of the reading. For both activities before the open class feedback, I promoted peer correction between students in the breakout rooms.

For the post-activity students put into practice the vocabulary that they learned during the lesson, students were asked how do they usually celebrate Halloween then a Mentimeter ink was shared with them and asked them to write how do they celebrate this holiday after they wrote their answers, students were sent to breakout rooms to share with their classmates their answers and after that, they came back to the main session and the results of their answers were presented in a word cloud and students participate and express their opinion, the assessment of this activity was made using their answers and their participation during the last part of the task.

Reading Lesson Plan				
Step of the lesson	Teacher Activities	Students activities	Materials	Evaluation
<p>Introduction activity (Pre)</p> <p>Lead-in: To engage students and activate their schemata.</p>	<p>T greets students and invites them to look at the picture on the screen of a black cat and a pumpkin (Appendix 1). (T > Ls) T gives students two minutes to click on this link https://www.menti.com/dhtgwthio7 and write their ideas related to the picture. (Ls > Ls)</p> <p>T asks students ICQs: Are you going to write? Is individual or in pairs? How much time do you have? (T > Ls)</p> <p>Then T shows the word cloud with the answers and elicits students to say what the class will be about. (Ls > T)</p>	<p>Students greet the teacher. (Ls > T)</p> <p>Ss look at the picture on the board and then click on the link and go to Mentimeter to share their answers.</p> <p>Ss look at the cloud word with the ideas and answers of their classmates. (Ls > Ls)</p> <p>Students tell the teacher what they think will be the lesson about. (Ls > T)</p>	<p>Internet</p> <p>Zoom</p> <p>Computer</p> <p>Mentimeter</p>	<p>Students' participation</p>
<p>Pre-teach: To provide the key vocabulary for the competition of the task.</p>	<p>T presents the task and asks Ss' to click on the next link (T > Ls) https://wordwall.net/resource/32689366/pre-teach-vocabulary T presents the activity and gives instructions to students to complete the task and match the pictures and the words.</p> <p>After Ss complete the task. T sends Ss' to breakout rooms in pairs and Ss' compare their answer with their partner. (T > Ls) (Ls > Ls)</p> <p>Ss' come back to the main session and check the activity with the teacher. T provides OCFB. (Ls > T)</p>	<p>Ss click on the link and go to word wall to complete the task.</p> <p>Then they go to breakout rooms with a classmate and compare their answers. (Ls > Ls)</p> <p>Ss come back to the main session and participate and provide the answers to the teacher (Ls > T)</p> <p>T provides OCFB at the end of the task. (T > Ls)</p>	<p>Word wall</p> <p>Pictures of the vocabulary</p>	<p>Result of the word wall activity and students' participation</p>
<p>Pre – Reading activity</p> <p>Gist activity to provide an initial familiarity with the reading.</p>	<p>T gives instructions and presents the next task, T invites Ss' to click on the link https://wordwall.net/resource/32693253/while-reading-T asks students to read the first paragraph on the screen quickly and choose from the options a title to the text. (T > Ls)</p> <p>T asks students for ICQs. T elicits from students the correct answer to the task and gives OCFB. (Ls > T)</p> <p>T gives visual feedback by writing the correct title on the screen. (T > Ls)</p>	<p>Ss read the paragraph quickly and try to get the main idea to choose the correct title.</p> <p>Ss choose the correct title and then share their answers with the rest of the class. (Ls > Ls)</p>	<p>Reading</p> <p>Word wall</p>	<p>Result of the word wall activity.</p> <p>Students' participation and immediate feedback after the activity.</p>
<p>While-Reading</p> <p>To understand the reading in a more specific way.</p>	<p>T projects the reading on the screen and asks students to read it again carefully. T gives some time to the SS' and then T shares a link https://wordwall.net/resource/32697080/complete-the-sentences-for-specific-information and gives instructions to students. (T > Ls)</p> <p>T asks students to click on the link and work individually and scan through the text in order to fill in the blanks and complete the task. T asks students for ICQs. (T > Ls)</p> <p>T elicits from students the correct answers and provides OCFB. (Ls > T)</p>	<p>Ss' read the paragraph again carefully.</p> <p>Ss' click on the link and complete the task.</p> <p>Ss share their answers with the rest of the class. (Ls > Ls)</p>	<p>Word wall</p>	<p>Students' participation.</p> <p>Results of the word wall activity</p> <p>Teachers feedback.</p>

<p>Students develop a more detailed understanding of the reading.</p>	<p>T presents the task and gives instructions to students. (T > Ls) T asks Ss to click on the link https://wordwall.net/resource/32699051/reading-for-detailed-information</p> <p>T asks students to work individually and according to the information from the text complete a True and False task. (T > Ls)</p> <p>T asks students for ICQs after Ss complete the task.</p> <p>T asks Ss to share their answers. (T > Ls)</p> <p>T elicits from students the correct answers and provides OCFB. (Ls > T)</p>	<p>Ss pay attention to the teachers' instruction.</p> <p>Ss click on the link and complete the task.</p> <p>Ss share their answers with the rest of the class.</p>	<p>Word wall</p>	<p>Students' results of the true and false task on the word wall.</p>
<p>Post- Reading Students put into practice the vocabulary that they learned during the lesson.</p>	<p>T presents the next task. T sets instructions, T asks students to click on the link (T > Ls) https://www.mentimeter.com/app/presentation/583ad4a011fc304c45bf8986f101472f/291b6f4f62c1/edit</p> <p>and write how they celebrate Halloween. T asks ICQs. (T > Ls)</p> <p>T sends SS to break-out rooms to share with a classmate how they celebrate Halloween.</p> <p>T asks students to share their answers with the rest of the class, one by one. (T > Ls)</p>	<p>Students pay attention to the teachers' explanations and answer ICQs about the task.</p> <p>Students click on the link and answer the question.</p> <p>Students share their answers with a classmate and then with the rest of the class and receive OCFB from the teacher. (Ls > T)</p>	<p>Mentimeter</p>	<p>Students' written work and participation.</p>

For the listening lesson plan that is below, the lesson started greeting students and asking about their weekends after that students were invited to click on a word wall link this was the lead-in activity where students played a memory game about holidays, and students were invited to complete the task after they finished they were sent to breakout rooms with their classmates so they can, shared their results and discuss their ideas to guess about the topic of the lesson, then students worked with a pre-teach of vocabulary, the activity was explained and a word wall link was shared with the students, they completed a matching activity when they finished they share their results in break-out rooms and then they received open class feedback from the teacher, to assess this activity the results obtained from the word wall activity and the student's participation were used.

On the next activity, the activity was presented and the audio was played for the students, they listened to the audio and then click on the link provided by the teacher and they completed a task on word wall, after they finished they compared their answers with a classmate and then

come back to the main session and check the task with the teacher the results of the task and the students' participation were part of the assessment of this activity. During the second stage of the lesson, a second listening was presented to the students before played the audio instructions were set, after students listened to the audio a link to the Quizizz platform was shared with them to go to the activity, and they went to the platform and answered some listening comprehension questions about the listening when they finished they discussed their answers with some classmates then on the main session they said their answers to the teacher and received open class feedback to assess this activity the result of the platform and the participation of the students were used.

A second activity during this stage, with the purpose that students identified more detailed information about the listening so they went to the word wall platform and completed a task where they had to categorize information that they listened to in the audio, their participation to check their understanding and the results of the platform were used to assess the activity, for the final stage of this lesson, instructions were set and students were asked to click on the link to go to Mentimeter and answer a question, after all, students answered the question the results were presented in a bar graph and asked for some volunteers to share about their answer this final stage was assessed with the students' participation.

Listening Lesson Plan				
Step of the lesson	Teacher Activities	Students activities	Materials	Evaluation
Introduction activity (Pre)	T greets students and ask about their weekends. (T > Ls) T invites Ss' to click on this link https://wordwall.net/es/resource/32779142 and complete the task. (T > Ls)	Students greet the teacher. Ss answer the questions of the teacher and then click on the link and go to Word wall then they go to break-out rooms and share their answers with a classmate. (Ls > Ls)	Internet Zoom Computer Word wall	Result of the word wall activity Students' participation
Lead-in: To engage students and activate their schemata.	After Ss finish, they come back to the main session and T asks what they think is going to be the lesson about, Ss answer and T presents the topic. (Ls > T)	Ss say to the teacher what they think is going to be the lesson about. (Ls > T)		
Pre-teach: To provide the key vocabulary for the competition of the task.	T presents the task and asks Ss to click on the next link (T > Ls) https://wordwall.net/es/resource/32750686 T presents the activity and gives instructions to students to complete the task and match the words with the concepts. After Ss complete the task. T sends Ss to break out rooms in pairs and Ss compare their answer with their partner. (Ls > Ls)	Ss click on the link and go to word wall to complete the task. Then they go to breakout rooms with a classmate and compare their answers. (Ls > Ls) Ss come back to the main session and participate and provide the answers to the teacher, T provides OCFB at the end of the task. (Ls > T)	Word wall Pictures of the vocabulary	Result of the word wall activity and students' participation

<p>Pre – Listening activity Gist activity to provide an initial familiarity with the listening.</p>	<p>Ss come back to the main session and check the activity with the teacher. T provides OCFB. (T > Ls)</p> <p>T presents the next task and gives instructions. Then T plays the audio and asks Ss to listen carefully because they are going to complete a task after the listening. After Ss listen T Invites Ss to click on the link https://wordwall.net/es/resource/33286750 After Ss finish, task T sends Ss to breakout rooms so they can share their answers. (T > Ls) Then Ss come back to the main session and T elicits from students the correct answers to the task and T gives OCFB. (Ls > T) (T > Ls)</p>	<p>Students listen to the conversation carefully and complete the task. Ss go to break-out rooms to share their answers with a classmate. (Ls > Ls)</p> <p>Ss come back to the main session and share their answers with the rest of the class. (Ls > Ls) (Ls > T) Ss receive OCFB from the teacher. (T > Ls)</p>	<p>Listening 1 Audio</p> <p>Word wall</p>	<p>Result of the word wall activity. Students' participation and immediate feedback after the activity.</p>
<p>While-Listening To understand the listening in a more specific way.</p>	<p>T presents the task and gives instructions. Then T plays the audio and asks Ss to listen carefully because they are going to complete a task after the listening. (T > Ls) After Ss' listen T invites Ss' to click on the link https://quizizz.com/admin/quiz/628ab3c4272a9a001d28daa5 after Ss finish the task T sends Ss to breakout rooms so they can share their answers. (Ls > Ls) Then Ss' come back to the main session and T elicits from students the correct answer to the task and gives OCFB. (Ls > T) (T > Ls)</p>	<p>Students listen to the conversation audio. Ss click on the link and complete the task. Ss share their answers with the rest of the class. (Ls > Ls) (Ls > T) Ss receive OCFB from the teacher. (T > Ls)</p>	<p>Listening 2 audio</p> <p>Word wall</p>	<p>Students' participation. Results of the word wall activity Teachers feedback.</p>
<p>Students develop a more detailed understanding of listening.</p>	<p>T presents the task and gives instructions to students. (T > Ls) T asks Ss to click on the link https://wordwall.net/es/resource/32780408 T asks students to work individually and according to what they head categorize the information. (T > Ls) T sends Ss to breakout rooms and asks Ss to share their answers. (T > Ls) Ss come back to the main session. T elicits from students the correct answers and provides OCFB. (Ls > T) (T > Ls)</p>	<p>Ss click on the link and go to word wall to complete the task. Then they go to breakout rooms with a classmate and compare their answers. (Ls > Ls)</p> <p>Ss come back to the main session and participate and provide the answers to the teacher, T provides OCFB at the end of the task. (Ls > T) (T > Ls)</p>	<p>Word wall activity</p> <p>Word wall</p>	<p>Students' results of the true and false task on the word wall.</p>
<p>Post- Listening Students put into practice the vocabulary that they learned during the lesson.</p>	<p>T presents the next task. T sets instructions, T asks students to click on the link https://www.menti.com/f5scshtwdo and answer the question. (T > Ls) T shows the results to the class, T invites SS' to share with the class about their favorite holiday and explain why is the favorite. (Ls > Ls) (Ls > T)</p>	<p>Students pay attention to the teachers' explanations. Students click on the link and answer the survey. Students share their answers with the rest of the class and receive OCFB from the teacher. (Ls > Ls) (Ls > T)</p>	<p>Mentimeter survey</p>	<p>Students' participation.</p>

The third lesson of this project was a speaking lesson plan as a lead-in for this class the lesson started telling the students about last vacations and told them about a really nice place called 'Navidalia' after that a video about this place was showed to students, after they saw the video, they were sent to breakout rooms to discuss what they thought it would be the class about, when they come back to the main session some students volunteer and mentioned that the topic of the class will be about Christmas or Holidays around the world because in the video they showed Christmas celebration in different places.

Then the first activity was presented and a conversation between a boy and a girl, then asked for volunteers to role-play the conversation, two students volunteered when they finished a link was shared with the class, they went to word wall and complete a task with some comprehension questions about the reading. When they finished I send them to breakout rooms to compare their answers with a classmate then they came back to the main session and shared their answers with the rest of the class, then open class feedback was provided, to assess this activity the results of the platform and the student's participation were used. For the second stage of the lesson, the task was presented and students were sent to breakout rooms to share with their classmates their traditions during Christmas, during this stage of the lesson different breakout rooms were visited to monitor the activity as part of the assessment of this activity.

For the last stage of this lesson, the task was presented and explained to the students, also an example was showed to them then a code was provided to go to the Flip grip platform and record their own mini video talking about their favorite holiday and the traditions during this holiday. To have a clear idea about the activity a guide with some important points to follow to make their videos were provided to students, after they finished they went to the platform again to see the videos of some of their classmates and write a comment to provide some feedback, this activity was assessed using a speaking rubric according to the students' performance.

Speaking Lesson Plan				
Step of the lesson	Teacher Activities	Students activities	Materials	Evaluation
Introduction activity (Pre)	T greets students and ask about their day. (T > Ls)	Students greet the teacher.	Internet Zoom	Students' participation
Lead-in: To engage students and activate their schemata.	T tells Ss about her last vacations and tells them about a really nice place that she visited called 'Navidalia'. T presents a video of the about this place https://www.youtube.com/watch?v=TK8TMZHuk3g and asks Ss What's the topic of the class? (T > Ls)	Ss look at the video (T > Ls) and answer the questions and say what they think the class will be about. (Ls > T)	Computer YouTube video	
Presentation – Speaking activity Gist activity to provide an initial familiarity with the speaking.	T invites Ss' to look to a conversation on the screen and asks for two volunteers to read it aloud. (T > Ls) After Ss finish with the conversation, they click on the link: https://wordwall.net/es/resource/33290358 Ss complete the activity, T sends Ss to breakout rooms and they share their answers with a classmate (Ls > Ls). Then they come back to the main session. T elicits the answers from Ss (Ls > T) T provides OCFB. (T > Ls)	Ss listen to the teacher and volunteer. (T > Ls) Ss role-play a conversation (Ls > Ls) Ss listen to the conversation (Ls > Ls) Ss click on the link and complete the task. Ss go to the breakout room and share their answers with a classmate (Ls > Ls)	Power point presentation Word wall	Students' participation and the result of the word wall activity
Practice- Speaking To put in practice what they have learn.	T presents the task. (T > Ls) T asks Ss to go to breakout rooms and ask their classmate about his/her traditions that they have during Christmas. (T > Ls) (Ls > Ls) Ss come back to the main session and share their answers with the rest of the class. T provides OCFB. (T > Ls)	Ss go to breakout rooms with a classmate and compare their answers. (Ls > Ls) Ss come back to the main session and participate and share their traditions with the rest of their classmates. (Ls > Ls) T provides OCFB at the end of the task. (T > Ls)	Power point	Students' participation and teacher's monitoring.
Production- Speaking Students put into practice the vocabulary that they learned during the lesson.	T presents the task and explains to Ss about the activity and shows an example. (T > Ls) T provides a code fad3b15 Ss click on the link https://info.flipgrid.com/ and introduce the code to record their videos. (T > Ls) (Ls > T) Then Ss come back to the main session and T shows some of their videos. (T > Ls)	Ss listen to the T explanation about the activity. Ss click on the link and introduce the code. (Ls > T) Ss read the instructions and record their videos. Ss look at their classmates' videos and write a comment (Ls > Ls)	Flip grid platform	Students' participation. Rubric about speaking.

The fourth lesson of the project was a lesson plan designed for writing students were greeted and then presented the lead-in activity, students were invited to look at the screen, a word wall activity with mysterious boxes was shown and asked for some volunteers, they took turns and chose a box and they had to guess the holiday-related to the picture, if the students made a mistake immediate feedback was provided.

Then the next task was presented the next task, a text was shared with the students and asked for volunteers to read it aloud, after they finished with the reading a link to the platform live worksheets was shared there, and students answered some comprehension questions about the task when they finished they were sent to breakout rooms to give them the opportunity to check their answers with a classmate when they finished they came back to the main session and then the teacher elicited the answers from students and provide them feedback about the activity.

On the next task a text was shared with them and, they had to guess the type of text after they guess the type of text, students were invited to identify the different parts of the text that was an email, they completed the activity and were sent to breakout rooms where they shared their answers with their classmates then they came to the main room and they shared their answers with the class open class feedback was provided at the end of the activity.

For the final activity of this lesson, students were asked to write their own e-mail, a checklist was provided to help them to check their work and to understand the things that they had to achieve during this activity, and a checklist to assess this activity was used.

Writing Lesson Plan				
Step of the lesson	Teacher Activities	Students activities	Materials	Evaluation
Introduction activity (Pre)	T greets students and introduce the topic (T > Ls)	Students greet the teacher.	Internet Zoom	Students' participation
Lead-in: To engage students and set the context of the lesson.	T presents the activity and shares the screen https://wordwall.net/es/resource/32973491 Ss look at the screen and participate. Ss select a box and guess the holiday. (Ls > T) T provides OCFB. (T > Ls)	Ss look at the screen (T > Ls) and participate in the activity they select a box and guess the holiday. (Ls > T)	Computer Word wall	

<p>Gist activity Gist activity to skim the reading in order to identify the type of text. OCFB: to confirm the answer.</p>	<p>T invites Ss' to read the text on the screen and asks for two volunteers to read it aloud. (T > Ls) After Ss finish to read the text, Ss click on the link: https://es.liveworksheets.com/xl2632885by Ss complete the activity, T sends Ss to breakout rooms and they share their answers with a classmate (Ls > Ls). Then they come back to the main session. T elicits the answers from Ss (Ls > T) T provides OCFB. (T > Ls) T presents an e-mail and explains the task and asks what kind of document is it? (T > Ls) Ss read the text and answer the question (T > Ls) (Ls > T) T elicits the answer from Ss. (Ls > T) T provides OCFB. (T > Ls)</p>	<p>Ss listen to the teacher and volunteer. (T > Ls) Ss click on the link and complete the task. Ss go to the breakout room and share their answers with a classmate (Ls > Ls) Ss look at the screen and read carefully the text and answer the T question (Ls > T) T provides OCFB at the end of the task. (T > Ls)</p>	<p>Power point presentation Live worksheets Power point Power point</p>	<p>Students' participation Teacher's monitoring and the result of the task. Students' participation Students' participation. Students' participation and a checklist.</p>
<p>Content input To identify the layout and contents of the text.</p>	<p>T presents the tasks and explains to Ss about the activity (T > Ls) Ss take turns and provides the answers to the teacher. (Ls > T) T writes the answers on the screen and provides OCFB. (T > Ls)</p>	<p>Ss listen to the T explanation about the activity. (T > Ls) Ss complete the task, take turns, and says the answers to the teacher. (Ls > T)</p>	<p>Power point</p>	<p>Students' participation.</p>
<p>Writing task Ss write individually about their favorite holiday, following the model.</p>	<p>T explains the task and invites Ss to write an e-mail talking about their favorite holiday and the traditions that they have during this holiday. (T > Ls) T provides the rubric that is a checklist so students can check their work before they send their e-mails (T > Ls) (Ls > T) Then Ss send their e-mail to the teacher and the teacher provides individual feedback. (Ls > T) (T > Ls)</p>	<p>Ss listen to the T explanation about the activity. (T > Ls) Ss write their own e-mail and with the checklist provided by the teacher they check if their e-mail has all the elements and then they sent them to the teacher. (Ls > T)</p>		<p>Students' participation and a checklist.</p>

For the fifth lesson plan, a poster was presented to the students and, the instructions were set to explain to them that they have to make a poster to put into practice all the things that they learned during this week, then an example of a poster was shown to them and students were invited to read and identified the different elements in the poster.

After they have cleared all this the task was presented where they had to fill with information for their own poster, how to fill the chart was shown to them, and then some examples so they can have a clearer idea about how they have to do it when they finished filling the chart, they were invited to work individually on their own poster when they finished with their posters,

students volunteered to present their posters, some students presented their posters and their posters were assessed by using a checklist to see if they followed all the instructions gave it to them at the end of the presentations, a self-evaluation chart was shared with them so they can evaluate their own progress during this five lessons.

Final Lesson Plan				
Step of the lesson	Teacher Activities	Students activities	Materials	Evaluation
Introduction activity (Pre)	T greets students and introduce the topic (T > Ls)	Students greet the teacher.	Internet Zoom	
Lead-in: To engage students and set the context of the lesson.	T presents the activity and shares the screen with a poster of a Holiday. T says students that they are going to work with a poster about their favorite holiday. (T > Ls)	Ss look at the screen (T > Ls) and asks questions to the teacher. (Ls > T)	Computer A poster	Students' participation
Presentation stage Ss listen to the teacher and understand the objective of the lesson	T invites Ss to look at the poster on the screen and asks Ss to volunteers to read it aloud. (T > Ls) T explains the Ss that they are going to do a poster about their favorite holiday. T asks Ss ICQs. (T > Ls)	Ss listen to the teacher and volunteer. (T > Ls) Ss listen to the teachers' explanation and answer ICQs from the teacher (Ls > T)	Powerpoint presentation Live worksheets	Students' participation
Practice stage Ss fill in the chart with the most relevant information for their posters.	T presents the tasks a chart to include the most relevant information to make their posters and explains to Ss about the activity (T > Ls) T shows some examples of how to fill in the chart to put in order their ideas and make their work easier. (T > Ls) T answers Ss' questions about the activity and provides OCFB. (T > Ls)	Ss look at the screen and fill in the chart that the teacher provided them. (Ls > T) T provides OCFB at the end of the task. (T > Ls)	Powerpoint	Students' participation Teacher's monitoring
Production Stage Ss individually make their posters about their favorite holiday, following the model.	T asks students to work individually and work on their own posters following all the recommendations and using the information of the last activity. (T > Ls) T provides the rubric which is a checklist so students can check their work before presenting their posters. (T > Ls) (Ls > T) Then T asks for volunteers to present their posters and provides OCFB (Ls > T) (T > Ls)	Ss listen to the T explanation about the activity. (T > Ls) Ss work on their posters and then when they finish they present their poster to the rest of the class. (Ls > T)	Powerpoint Canva	Students' participation. Checklist. Self-assessment checklist.

2.03 Assessment tools

According to Brown, assessment is an ongoing process that includes a much-extended domain when a student gives a comment, answers a question, or tries a new word or phrase the teacher assesses the students' performance in an unconscious way, teachers never stop assessing students in the different steps of the lesson in an unconscious or conscious way. (Brown, 2004)

To assess the different activities during all the five lessons formal assessment and informal assessment were used. The informal assessment was presented in the activities where the participation of the students was taken into consideration as in some activities of Mentimeter and PowerPoint presentations.

In the case of the activities presented in word wall, quizzes, and, live worksheets they can be considered formal assessments because the platform shows the development of each student as the number of the correct answers that each student got.

Performance-based assessment according to O'Malley and Pierce requests students to perform tasks including the construction of a product, the demonstration of applications of knowledge, or the construction of a response, oral reports, writing samples, and individual projects are examples of this. (O'Malley & Valdez Pierce, 1996)

For the activity of the writing lesson, the e-mail was assessed using a check-list as a rubric to see if the students included all the aspects that the teacher mentioned, in the case of the speaking lesson plan a speaking rubric to check the students' development during their oral presentation and in the case of the fifth lesson in the poster to a checklist to guide them and to check if they included all the aspects and finally a self-check to see how they evaluated their own performance at the end of the fifth lesson.

2.04 Evidence of the Assessment Instruments

At the beginning of each lesson the diagnostic assessment was included to identify the previous knowledge of the students related to the topic, on the different activities for specific or detailed information as fill in the blanks, true and false, categorized, chose the correct option and others formative assessment was presented. In the case of the writing, speaking, and poster some specific rubrics were used as part of a formal assessment.

Speaking Assessment

The student followed the instructions.	1 2 3
The student use grammar from the unit correctly.	1 2 3
The student use appropriate vocabulary from the unit.	1 2 3
It is easy to understand the student.	1 2 3
The student express himself/herself fluently.	1 2 3

Checklist for the e-mail

Criteria	Yes	No
You have written the name of the holiday.	✓	
The student use grammar from the unit correctly.	✓	
The student use appropriate vocabulary from the unit.	✓	
It is easy to understand the student.	✓	
The student express himself/herself fluently.	✓	

SELF-EVALUATION.

Statement	Regular	Good	Excellent
I identify different holidays and traditions around the world.			✓
I can write sentences using the simple present tense.			✓
I have a more clear idea about the traditions around the world.		✓	
I can use technology to create a poster about a specific topic.			✓
I can give a presentation in English about a topic.		✓	

2.05 Lesson Plan Video Application

A video was created as part of the assignment 2B, the video is a general description of the procedure and the activities implemented during the application of the five lessons designed for this final project. The video describes the class profile and the teaching context, the main objectives of the project, the skills considered for the lesson plans designed.

The video includes important parts of the five different lesson plans, some parts of the students' videos and their development during the speaking lesson plan, students' work part of the writing lesson and some of the posters designed for the students in the final lesson plan and the rubrics used to assess their general performance in the speaking, writing and the fifth lesson plan and a self-assessment provided to them at the end of the five lessons to help them to assess their own development.

To access the video uploaded on Google Drive, copy the link and paste the link into your browser.

<https://drive.google.com/file/d/1qfh7C13Y-3Cn0TLViURlcXGIICRLEZx2/view?usp=sharing>

Go to www.menti.com and use the code 4772 3094

What do you think is going to be the lesson about?

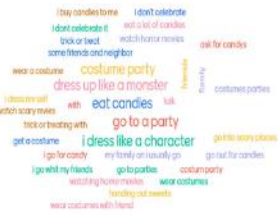


Halloween has _____ a changed throughout history



Go to www.menti.com and use the code 4772 3094

How do you celebrate Halloween?



1:27

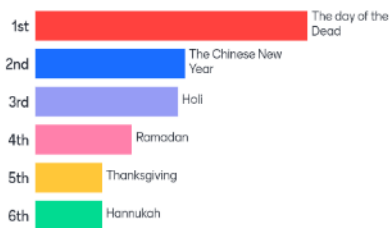


Native Americans	the first people to live in North America.	<input type="text"/>	words spoken to God to ask for something, give thanks, or share a thought.
Muslims	people who practice the religion of Islam which is based on the teachings of Muhammad.	<input type="text"/>	ways of doing something that have been used for a very long time.
Jewish	having to do with the religion of Judaism, which is based on teaching of the Torah and Talmud.	<input type="text"/>	holes in the ground where dead people are buried.
Decorate	to add colors or ornaments to something so it is more attractive.	<input type="text"/>	the season when crops are gathered after they finish growing.
Ornaments	small objects used to decorate.	<input type="text"/>	having to do with the main religion.
Celebrate	to do something special for a holiday or other event.	<input type="text"/>	having to do with the Christian religion, which is based on the teachings of Jesus Christ.



Go to www.menti.com and use the code 5221 4317

What is the most interesting holiday?



My favorite Holiday!



2 responses · 3 views · 0 comments · 0 hours of discussion

I am excited to learn with you on Flipgrid! Explore the Flipgrid camera features - including drawing, stickers, screen recording, stitching, timing, and more - and share your creation. In your video, share:

- Introduce yourself!
- What is your favorite holiday?
- When is that holiday celebrated?
- What kind of holiday is it?
- Do you celebrate that holiday with your family or with your friends?
- Is gift giving part of that holiday?
- What do you like the most about that holiday?

Click the buttons with the book and speaker to access the Immersive Reader and transform this text!

2 Responses

	Name	Date	Comments
<input type="checkbox"/>	SANTIAGO NICOLAS L	May 23, 2022	2 views
<input type="checkbox"/>	#51 ZAVALA LÓPEZ DANNA PAOLA	May 23, 2022	1 view



CHAPTER 3: EXPERIENCE REPORT

3.01 Analysis and Reflection

For this final project five lesson plans of 50 minutes each lesson, were designed all of the lessons were developed correctly, students behaved as their normally do in their classes without any behavioral issues they participated during the lessons.

The lesson plans were completely designed for students centered lessons, including different kinds of interactions patterns all the time, promoting peer correction, reducing Teacher's Talking Time (TTT) and promoting to increase the Students Talking Time (STT), different platforms as Mentimeter, Word Wall, Quizizz, Live Worksheets, Flip grid, Canva and power point were used during this lessons.

All the objectives planned at the beginning of the planning were achieved without problems. A possible problem taking into consideration during these lessons was to be afraid that students did not show up because the class was very late and they might be tired but at the end, this was not a problem because most of them attend the class regularly and participated constantly.

It was easy to observe at the end that students understand the topic because during the different activities they answered the tasks in the correct form, in the comprehension questions their answers were correct, their participations were accurate too, and at the end on their posters presentations they followed the instructions gave it to them, they used the correct grammar, and I noticed that it is easy for them to follow instructions when they have a model to follow, or a checklist or rubric to follow and they don't get lost to the objective or final product that they have to achieve.

CHAPTER 4: CONCLUSIONS

It has been a long way to arrive to this stage, during all this year I have reinforced the previous knowledge that I used to have before I started to study this specialization and I have learned a lot of new things, as theories, methodology, methods, approaches, I have to admit that at the beginning it was not easy to choose the topic because I had to make a correct decision and chose a topic that were attractive for the students and that let me plan five different lesson and activities to achieve the four skills and the interculturality part, I have to admit that I was a little be afraid that students might get bored with the same topic and they did not want to participate in the other lessons because as I mentioned at the beginning this group was formed by volunteers students and the class was very late at that time they used to be tired after their days, but I considered that I took the correct decisions while I was planning and designing the different materials for each task and lesson, students participate during all the lessons, they made a great effort and they also produced really good final products at the ends of each lesson specially in the case of the speaking, writing and interculturality lessons.

The idea of 'Holidays and Traditions Around the World' came because in an activity of the textbook during this semester there was a small article about different activities around the world and I noticed that students were very interested during this tasks and they made some comparisons with the activities that they do in Mexico, so I found an opportunity to create a connection with the topic selected and make it interested for the students.

During the design and planning of the lessons, the theories, methodologies and approaches learned during all this year in the specialization, at this point the Input Hypothesis from Krashen, ZPD from Vygotsky, Communicative competence from Hyme, and the Model of Intercultural Competence from Byram were taking in to consideration to plan and design the activities for this project. During this project I designed to work with the receptive skills and then with the productive skills I think it was a good decision I really enjoyed seeing the amazing products that the students made in these lessons.

This specialization let me a lot knowledge as I mentioned at the beginning I do not have a BA in ELT, I have a master degree and a PhD in education but they are completely different to the

things that I learned here, I also have an ICELT Certification and on this one I learned a lot of things but to be honest my knowledge about theories, methods and approaches and other things related to English Language Teaching (ELT) I acquired it in this specialization, personally it has been a very difficult year dealing with a lot of things, but there are good things too, my teaching philosophy was enriched I still believe that education is the most powerful weapon that we have to make our world better, the opportunity to reaffirm that the things that I have done are correct and reinforce and work on some areas of opportunity that I have, I am grateful for this year of knowledge for the opportunity that I have to be part of this program and, to my tutor because without her guidance and support it was not possible to achieve this goal.

CHAPTER 5: APPENDICES AND REFERENCES

1. Letter of Authenticity

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DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
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Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Especialización en Enseñanza y Aprendizaje de	Tutor(a), Asesor(a) o Director(a):	Gabriela Ruiz de la Rosa.
Nombre completo del(la) autor(a):	Olivia Esmeralda Aispuro Barraza		
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Teléfono:	6671600956		
Correo electrónico:	210926237@g.upn.mx		

Atentamente,
Ciudad de México a 19 de junio de 2022

Olivia Esmeralda Aispuro Barraza 
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

2. Lead-in Reading Lesson Plan, student's answers.

Go to www.menti.com and use the code 4772 3094.

What do you think is going to be the lesson about?

festivities
halloween
holidays traditions
future
countries

Press S to show image



3. Pre-teach Vocabulary of the Reading Lesson Plan, the result of the activity made in class.

Tabla de clasificación

Opciones ▾

Rango	Nombre y apellido	Puntuación	Hora
1.º	Hannia	4	9.0
2.º	Angel	4	10.9
3.º	Felipe	4	12.5
4.º	Israel	4	13.9
5.º	Hanna	4	14.2

4. While Reading activity, the result of the activity made in class.

Leaderboard

Opciones ▾

Rank	Name	Score	Time
1st	Felipe	1	1.1
2nd	Alexander	1	3.9
3rd	Ana Luisa	1	7.2
4th	Estefi	1	24.1
5th	Hanna	1	39.3

5. Sentences for Specific Information, the result of the activity made in class.

Leaderboard

Opciones ▾

Rank	Name	Score	Time
1st	Felipe	5	13.5
2nd	Naomii	5	23.0
3rd	Hanna	4	42.5
4th	Estefi	4	43.8
5th	Ana	4	55.7





















9. Pre-teach of Vocabulary Listening Lesson Plan, the result of the activity made in class.

Rango	Nombre y apellido	Puntuación	Hora
1.º	Isra	12	1:45
2.º	Felipe	12	1:53
3.º	Lenin	12	2:28
4.º	santi	12	3:01
5.º	Jose Luis uwu	9	1:56

10. While Activity Listening Lesson Plan, the result of the activity made in class.

Rango	Nombre y apellido	Puntuación
1.º	Hannia	693
2.º	Israel	640
3.º	Naomi	595
4.º	Ana Luisa	566
5.º	Angel	545

11. Listening in a specific way, result of the activity in the quizizz platform.

	Angel		67% Accuracy	8950 Score	 Email to Parent	
	Hannia		60% Accuracy	8440 Score	 Email to Parent	
	Naomi		60% Accuracy	8270 Score	 Email to Parent	
	Israel		60% Accuracy	8260 Score	 Email to Parent	
	Alexander		60% Accuracy	8260 Score	 Email to Parent	

12. Listening in a more detailed way activity answered by students.

1:36

The Chinese New Year

People put good-luck sayings in their homes.

Young people receive money wrapped in red paper.

Holi

Is a time to laugh and play.

People build bonfires during this holiday.

The Day of the Dead

People clean up the graves of loved ones.

People leave gifts for loved ones who have died.

☰
🔊
⌵

13. Post Listening Lesson Plan, students' opinion.



14. Lead-in Speaking Lesson Plan



15. Results of the Gist Activity for Speaking



16. Practice Speaking Lesson Plan



17. Production Stage on the Speaking Lesson Plan.

My favorite Holiday!

2 responses • 3 views • 0 comments • 0 hours of discussion

I am excited to learn with you on Flipgrid! Explore the Flipgrid camera features - including drawing, stickers, screen recording, stitching, trimming, and more - and share your creation.

In your video, share:

- 🗣️ Introduce yourself.
- 🗓️ What is your favorite holiday?
- 📅 When is that holiday celebrated?
- 🏠 What kind of holiday is it?
- 👨‍👩‍👧‍👦 Do you celebrate that holiday with you family or with your friends?
- 🎁 Is gift giving part of that holiday?
- 👉 What do you like the most about that holiday?

Click the button with the book and speaker to access the Immersive Reader and transform this text!

2 Responses

<input type="checkbox"/>	Name	Date	Comments
<input type="checkbox"/>	SANTIAGO NICOLAS L 2 views	May 23, 2022	-
<input type="checkbox"/>	#51 ZAVALA LÓPEZ DANNA PAOLA 1 view	May 23, 2022	-



18. Assessment Rubric for the Video of the Production Stage on the Speaking Lesson Plan

Speaking Assessment	
The student followed the instructions.	1 2 3
The student use grammar from the unit correctly.	1 2 3
The student use appropriate vocabulary from the unit.	1 2 3
It is easy to understand the student.	1 2 3
The student express himself/herself fluently.	1 2 3

19. Lead-in activity for the Writing Lesson Plan



20. Presentation activity for the Writing Lesson Plan

Holiday Celebrations and Traditions

My favourite holiday celebration is Christmas. My family and I have many traditions for this. We always decorate our home and Christmas tree at the start of December. We love deco together. I always get to put our Christmas star at the top of the tree. We also go to the ma year to take pictures with Santa. My mom prints our Santa pictures and sends them as ca family for Christmas.

On Christmas Eve, my family attends church for a special mass. When we get home, we b cookies with mom to leave out for Santa before we go to bed. On Christmas Day, we wake to open our presents. Then later that day, we dress up in our new fancy Christmas clothes to dinner at our grandma's house. I like this tradition because we get to spend time with all of our family and enjoy special Christmas food.

21. Teacher monitoring the breakout rooms in the Writing Lesson Plan



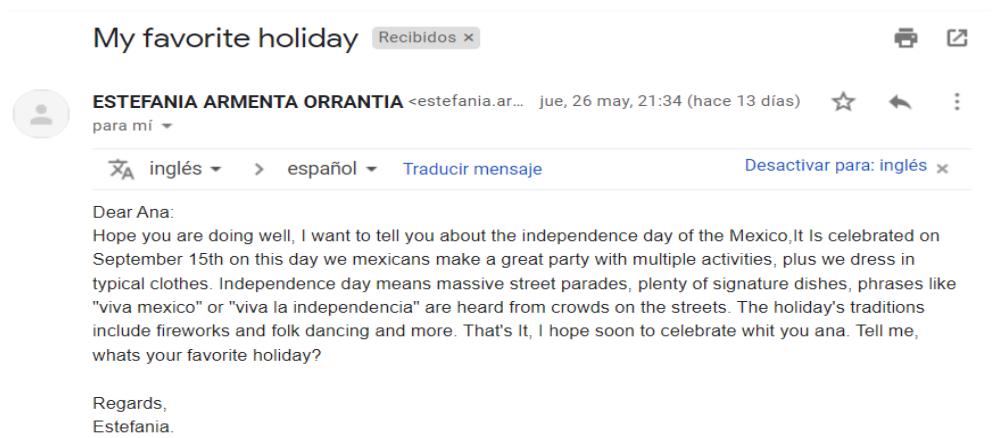
21.- Feedback on activity 1 of the writing lesson plan.

A screenshot of a Zoom meeting. The main window shows a Google Docs document titled "Ejercicio de Holiday Celebration". The document contains two multiple-choice questions. Question 2 asks "What are some of the traditions the kids do this holiday?" with options: a. Decorating Christmas tree, b. Going to church on Christmas Eve, c. Baking cookies for Santa, and d. All of the above. Question 3 asks "What do they do for Christmas Day?" with options: a. Dress up in Christmas clothes, b. open presents, c. have dinner with family, and d. all of the above. To the right of the document is a vertical video gallery showing three participants: Yan Rosales Lopez, M. Amador - Elizabeth Elena Alejandra, and ONGA.

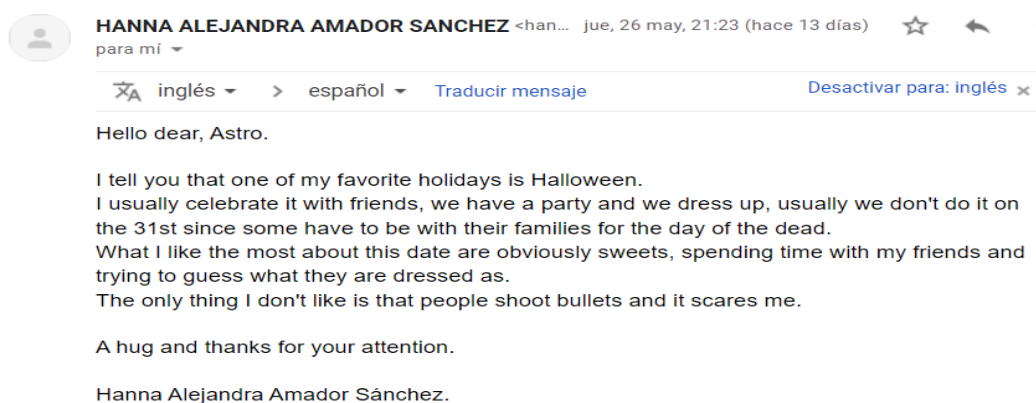
22. – Teacher Presenting an Example of the Final Product of the Writing Lesson Plan.

A screenshot of a Zoom meeting. The main window shows an email draft titled "My favorite holiday" addressed to "teacherolivia01@gmail.com". The email content reads: "My favorite holiday", "Dear Olivia,", "Hope you are doing well, I'm very happy because we are going to celebrate Easter. Let me tell you more about this, Easter is a religious holiday, it celebrates the belief in the resurrection of Jesus Christ. Easter falls on a different date each year. This year is going to be On Sunday April 17th. I really like this holiday because we always have an Easter egg hunt, sometimes we have parades and we eat candies and chocolate eggs. Tell me, what's your favorite holiday? and how do you celebrate it?", "Regards,", "Esmeralda." Below the email is a blue "Enviar" button. To the right of the email is a vertical video gallery showing five participants: Olivia, M. Amador - Elizabeth Elena Alejandra, Yan Rosales Lopez, M. Amador - Elizabeth Elena Alejandra, and ONGA.

23. Example of an E-mail written by a Student 1



24. - Example of an E-mail written by a student 2



25. Fifth Lesson Plan Presentation of the Task

Complete the chart. Then make the poster.

Title of the poster	'My favorite Holiday'
Name of the Holiday	'Children's Day'
Date of the celebration	'April 30th'
Information that you want to include	'I celebrate...'
Traditions during this holiday	'Children have a big party'
Ideas of pictures that you want to include	'Children celebrating'

26.- Students' Poster Presentation 1



27.- Students' Poster Presentation 2



28.- Students' Poster Presentation 3



29.- Students' Poster Presentation 4

Merry Christmas

Christmas

IT IS CELEBRATING
THE 25TH OF DECEMBER.

BECAUSE CHRISTMAS IS AN ANNUAL
FESTIVAL COMMEMORATING THE BIRTH OF
JESUS CHRIST, OBSERVED PRIMARILY ON
DECEMBER 25 AS A RELIGIOUS AND
CULTURAL CELEBRATION AMONG BILLIONS OF
PEOPLE AROUND THE WORLD.

Olivia A...

09. Amador Sánchez Hanna Alejandra

05. Armarita Orlandia Estefanía

44. Rosales Lopez Iran

Ibarra GuBierrez Luis Felipe

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