



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

« The use of technology for developing language skills in my English Teaching »

TRABAJO RECEPCIONAL

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

PRESENTA:

THELMA CRISTEL MARTÍNEZ GRAMILLO

ASESOR: GERNOT RUDOLF POTENGOWSKI

Puebla, Pue. a 04 de julio de 2022



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VIDEO SCRIPTS

Link of the video: <https://www.youtube.com/watch?v=lru3Yhe8UoQ>

Segment	Video concepts
0:01	Presentation

0:10	Wes Rodgers' quote
0:40	School context
0:47	Digital resources
0:52	Main goal
1:05	Theoretical foundations
1:09	Social practice of the language
1:17	Didactic material
1:23	Start of the lesson sequencing
1:28	Session 1 – Activating students' schemata
1:42	Session 2 – Activating previous vocabulary with a hang man game.
2:04	Reading practice
2:35	Session 3 – Students develop micro skills of writing
3:14	Explaining the activity to work with digital resources
3:55	Session 4 – Teaching Intercultural awareness
4:30	Developing listening Pre- listening activity
4:58	Explaining the listening activity
5:15	Go over the listening by parts
5:49	Checking answers
6:00	Use of smart phones
6:15	Session 5 – Developing writing
6:31	Use of digital resources to practice sequence words
6:58	Checking students' comprehension
7:26	Session 6 – Poster elaboration
7:34	Poster's presentation – Oral production of the language
8:24	Assessment tools
8:47	Outcomes
9:04	Conclusions and credits

INTRODUCTION

Recently the use of digital resources to support teaching and learning has increased considerably and nowadays it is indispensable for teachers to know more about the effectively use of technology in the classroom to strengthen students learning experience. In the language learning process, technology plays a very important role for both teachers and students to help them improve their language learning.

Considering the relevance of English language around the world which is perceive as a necessary language for global interaction, and concerning with the lack of students' exposure to this language in elementary public schools in Mexico, it is fundamental for English language teachers to implement different strategies which could facilitate the language learning for students and at the same time help them increase the time practice of the language.

One possible way to help teacher and students to overcome these problems can be through the use of digital resources, tools and practices that can help students to develop their English skills which also facilitate the teaching practices. Different studies suggest that technology enable teachers to adapt classroom activities, thus enhancing the language learning process.

Helping students to improve their English skills implies the analysis of our students' age, interest, level, needs and context, thus the design and/or selection of the digital resources as well as the activities and strategies that will be carry out in the classroom will be based on all these important aspects. All these aspects must be taking into account when planning as well as for the evaluation process.

The present document focuses on the role of using new technologies in learning English as a foreign language, it reports on the results of implementing digital resources in my English Language teaching. The lesson plan it also provided to analyze the sequence of activities and strategies designed to help my students develop language skills with the use of technology. It is also included the link of the video of this lesson to observe how the activities were carried out with the implementation of some digital resources in the classroom. In addition, the design and application of these activities considered the implementation of meaningful task to create opportunities for students to use the knowledge in real life context.

In order to provide support to my teaching practices and planning in this paper , some relevant aspects are included in order to analyze how the language learning process in taking place among my students: first, my teaching philosophy and identity along with the theoretical foundations will be describe, some relevant concepts and theories such as; interculturality and Byram's model of

Intercultural Communicative Competence, the use of technology in the classroom and the students social Interaction are included to provide support of my teaching.

Next, the second chapter of this paper present the description of the application of the activities and the video recording process. The evaluation methods and instruments are as well as the results obtained from the evaluation process.

Then, the third chapter is dedicated to the exposition of the development of the activities, the results obtained and the relevant situations that were face during the development of the activities with my students which include the difficulties that were encountered during the application of the activities.

Finally, in chapter four, the conclusions and reflections of the acquired knowledge during the specialization will be presented.

CHAPTER 1 PHILOSOPHY AND THEORY

1.01: Teaching Identity and philosophy

My teaching philosophy is focused on the student – center learning method. I strongly agree that my students play the most import role in their learning process, they are responsible in great part of their learning and we as teacher can influence in great part this process. I believe that the learning process is different in each individual, so that we as teachers need to evaluate how students learn better, taking into account their needs, interest, level, age and cultural context to implement teaching strategies, materials and provide the necessary conditions and the right activities to help students meet their potentialities and develop the English language skills

I consider that my teaching methods have been reshaped along the specialty and I have acquired new teaching principles as well. Specially I consider this experience guide me to rethinking on the nature of learning English and on the importance of being flexible for adapting alternative views on learning such as the Intercultural Language Teaching and Learning. This perspective guided me to rethinking on my previous point of view about language as and structural system to a more dynamic component which perceives culture as an integrated part of language use.

The importance of culture in language teaching as well as the necessity to expand my students' exposure to the English language, drive me to look for different strategies to help my students on their language learning process. One functional strategy for me, has been the use of technology in my teaching for helping my students developing their language skills and expand their ideas about

their culture and others. I recognize the importance of technology in the English language learning process so that having studied the specialization has resulted highly rewarding and valuable for me.

I now consider that my teaching continues being kind of eclectic but with the integration of additional elements of language such as culture, intercultural and technology, this last one is considered as a useful tool for language teaching and learning. Even though my teaching methods have changed I consider that I still implement elements from the different approaches in my language classroom, which have been useful for me in order to favor my students learning. For instance, I think that all of my activities have a communicative intention which tend to follow the *Communicative Language Teaching* approach. Beyond the English language teaching curricula in basic education in Mexico, which is based on this method, I believe that it is extremely important for teachers to integrate functional and meaningful language into our classes so that it is convenient to foster the use of language in real life situations through social interactions and communicative activities where students can learn with a didactic and dynamic method and at the same time where they can have fun. Developing students' autonomy is also important and necessary for making them responsible for their own learning.

In my teaching practice I tried to use English at all times in order to increase my student's exposure to the target language, nevertheless; I also consider that using the mother tongue is sometimes necessary and helpful specially to address other kind of classroom issues and situations such as discipline, classroom organization for school activities, or even to explain some complex grammar rules. I have sometimes used the *Grammar Translation Method* to have my students making inferences of a reading passage and to relating the content to their own experiences, and especially when I notice that my students are having difficulties to understand the main idea. Most of the time I try to provide my students with comprehensible language input by using pictures, simple language, or just miming to help them understand the meaning of words. In my classes I also integrates the use of technology and a large variety of sources such as; applications, platforms, interactive websites, videos and audios to help my students develop their English skills and to expand their knowledge about cultural diversity, promote the autonomous learning and to facilitate the assessment process.

I recognize that all the knowledge acquired along the specialty in concern with the understanding of theories and approaches and the ways such theories have developed within the field of language education along with the reflection on my teaching practice; which integrates my personal, values, goals, and beliefs about teaching and learning; represent important elements to understand my teaching and language learning, so that, this strengthen the idea in which theory, personal identity and action are closely and integrated in my teaching practice and in certain way could impact on my

students learning. Thus, I believe that it is essential for all teacher to be aware of their teaching philosophy as a means of professional grow which allows for self-reflection of beliefs about teaching and learning English as well as to reflect on different possible methods on teaching and learning which can facilitate students' language acquisition.

I can conclude that some of the most important aspect that describe my teaching philosophy and identity are: students center learning method, social interaction and communication in the classroom, Interculturality and the use of the technology in my classes to support my teaching

1.02: Theoretical foundations

To support my ideas applied in the present project lesson plan three main theoretical concepts have provided the guidance for its development: ***The Byram's model of Intercultural Competence*** which capture the qualities of a competent Intercultural speaker: knowledge, skills, attitudes and dispositions to use the language appropriately according to the context and purposes.

Another theory that guided me in this application was the ***Communicative Competence proposed by Dell Hymes***, he suggested that the social knowledge is also essential to become competent in a language. This model considers both the linguistic competence as well as the social knowledge of the language. In Mexico the actual language curricula reflect a communicative approach.

The third point that guided my lesson was based on the studies and asportations about the use of technology for language teaching and learning. According to some authors, technology provides so many alternatives as making teaching interesting and more productive in terms of advancement.

1.03: Communicative Competence

In the field of second language acquisition and teaching some important authors have trace on the study of this subject. One of the of the most important precursors was the linguistic Noam Chomsky (1956) who introduce the concept of "Linguistic competence" to refer to the linguistic knowledge learned by native speakers of a language. According to him the people acquire their first language (sound, structures and words) in a naturally and unconscious way. Linguistic Competence is also well known as Grammatical Competence to refer to the knowledge of grammar of a language.

In past years language teaching and learning was primarily focused on the linguistic features of the language which were described by Chomsky as the Linguistic Competence of language, however;

some linguistics started arguing about the effectivity of focusing only on teaching the linguistic aspect of the language. Dell Hymes (1972) was one of them, he argued that the social knowledge is also essential to become competent in a language and he proposed the model of Communicative Competence, which integrated both the linguistic competence as well as the social knowledge of the language.

According to the Communicative Competence model of Language learning, students learn language for communicative purposes. This model considers some important elements: the context of the situation, the relationship between the speakers and the sociolinguistic rules of the target language.

The model of Communicative Competence changed the language teaching perception of the language which was seen as a structure, to a more communicative perspective which focus on communicating with the language. Nowadays the mode of Communicative Competence is prevalent in Foreign Language education and different authors have emphasized the language skills for communication. In Mexico the actual language curricula reflect a communicative approach and many teaches use the model of Communicative Competence of language acquisition to help students to use the language in real communicative situations.

1.04: Interculturality

It is well known that English is nowadays the most language used to communicate with people around the world. Thanks to the globalization it's nowadays more common and necessary to stablish interaction with people from other countries, so that the English language is seen as the "Lingua franca" or the common language of reference for communication in a cross-cultural context. In order to effectively communicate with people from other places, it's important to maintain effective exchange of information as well as a positive attitude based on respect and understanding.

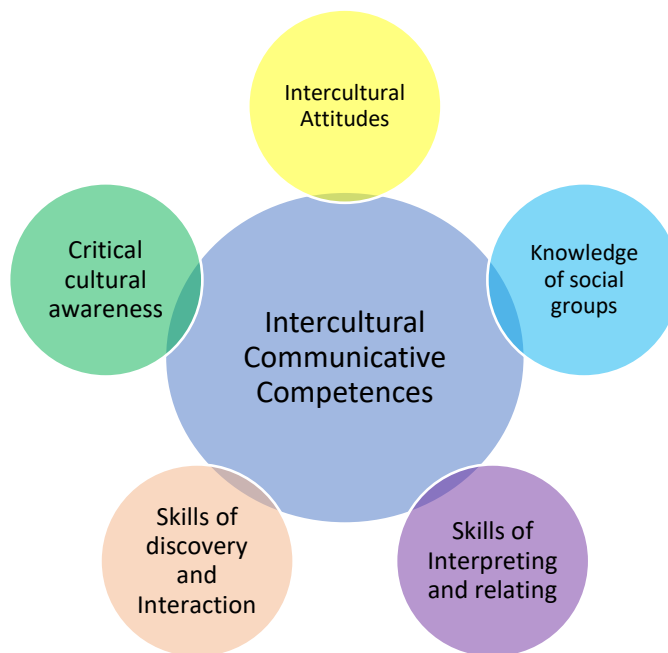
It is very common for second language learners and teachers to focus more on the linguistic aspect of language; grammar, vocabulary and pronunciation and leave aside the knowledge of the social context and culture which are necessary to effectively communicate in a cross- cultural context. Since this perception of language as a tool for communication which enable people to stablish and maintain interpersonal relationships, it is understood that language teaching is not only related to the language learning itself but to the social aspects which involves language. For this reason, the importance for teachers to trace the goals on language teaching and learning in both the linguistic knowledge of language and on acquiring the Intercultural Competence of Language. Teacher one's job is to help students to acquire the necessary competence to effectively communicate in a cross- cultural context.

1.05: Intercultural Communicative Competence

Michael Byram proposed a model of Intercultural Competence in language education, he found lacking in previous theoretical conceptions with the ability to use the language appropriately according to the context and purposes, so he set up to develop a new conceptual model of Intercultural Competence (in 1997).

The Intercultural Communicative Competence (ICC) proposed by Byram capture the qualities of a competent Intercultural speaker: knowledge, skills, attitudes and dispositions to act. According to Byram, an ICC individual interact properly and effectively in a global world when they understand the cultural backgrounds of them and others.

According to Byram (1997) an ICC speaker must possess five main competences; the following diagram shows the Model of competences he proposed.



Base on his model ICC speakers possess **intercultural attitudes** which are related to wiliness and curiosity to learn and understand theirs and other person culture, they are also opened to learn new things, new beliefs and values worlds in order to participate in new relationships. They have **knowledge** of their own and the interlocutor's social groups as well as their product and practices, they are able to **interpret events** from another person's point of view, that is similar to walking in their shoes and seeing the word through their eyes. An ICC speaker also possess the **ability to discover** and acquire new knowledge and cultural practices as well as the ability to use this

knowledge, attitudes and skills into real communicative practices. This ICC speaker also possess a **critical cultural** awareness which concerns to the ability to evaluate critically different perspectives, cultural practices and products in ones and other cultures. Base on this model, ICC individual interact properly and effectively with those from another cultural backgrounds, as a result; understanding culture becomes an integral component of the language teaching and learning.

Although this model may be seen complex, in fact, it is not the teacher's role to change the learner's values but to make them explicit and conscious of their own culture as well as that of others.

1.06: Culture and Intercultural Input in the Language classroom

The notion of culture has been conceptualized into different perspectives, definitions and theories. It is perceived as a highly complex structure which is commonly define as the set of set of beliefs, knowledge, social norms, arts, laws, arts, habits and material traits of a racial, religious or social group. According to the Merriam Webster dictionary the most common definition of this concept is "the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time" (In Merriam-Webster, dictionary, 2022).

Christiansen and Silva (2016) state that language requires an understanding of culture within a specific context, which problematize the notion of culture itself. Duranti (1997) argues that "language is an instrument of action that produces systems of mediation then culture becomes a mediational activity in which language acts as a guide, which allow its users to act in a certain manner and to relate the objects and people in specific ways depending on the context" (Durati 1997).

Traditionally the field of language teaching was focus on the linguistic forms of language, where culture was teaching separately. In recent years the language curricula in Mexico change into a more communicative perspective of the language teaching and learning, and the teachers increase the focus on culture and not only on the grammar of the target language. In the Communicative perspective in the actual English curricula the main goal is to provide students a context in which to practice English and develop their linguistic competences and learn about the sociolinguistic context in which language occurs, in order to participate more appropriate during communicative acts.

In most of the cases the activities that are used in the classroom expose students to cultural topics and intrinsically help them increase their cultural Promoting intercultural awareness is also a must in a diverse society. According to Baker (2015) there is a difference between cultural awareness and intercultural awareness in the context of language teaching, he recalls that "cultural awareness explores the manner in which national conceptions of culture shape Intercultural communication,

while “Intercultural awareness” focuses on the INTER or TRANS cultural dimension where there is no clear language-culture-nation correlation, particularly in global uses of English”. Baker suggest that raising Cultural awareness is not enough, then, promoting intercultural awareness is also a must in a diverse society. Regarding the previous definition of culture that considers language as a form of culture, it is important for teachers to help students develop not only cultural awareness but also intercultural communication to prepare them to live in a global area.

One way of helping students developing their Intercultural competence is through the didactic materials we use in the classroom. For instance, in my classes I try to use the textbook just in few cases, the most of the cases I search for different material on the internet, books from other courses, and magazines that I use in my classes to facilitate the learning outcomes. It is a fact that one on the main source that we have in public school to help students to gain the outcomes is the textbook, which in most it is necessary to adapt the material according the students’ age, needs, level and social context. According to Sayer (2012) some textbooks take into consideration neither students’ sociocultural contexts nor their English proficiency levels. When students’ sociocultural backgrounds are not taken into consideration, teaching language as culture cannot occur. That’s is why I used to select on different source of material when planning a class.

Something that I consider important to help student to develop their intercultural competence is to be prepare as teacher, we must be abreast on the latest trends on language teaching, for instance learning new ways of teaching with technology.

Findings in how culture is teaching in Mexico revel that most of the teachers lessons in Mexico are focus in checking vocabulary or comprehension, and “when cultural differences are addressed, the focus is on topics like holidays, such as Halloween and Day of the Dead. This approach reflects a cognitive view of culture in which the structural aspects of language (e.g., vocabulary about Halloween) are favored over underlying beliefs and norms. In this way, culture is minimized to stereotypes, due either to teachers’ lack of cultural understanding or to the lack of emphasis on culture during teacher training” (Sayer, 2012).

Sayer (2012) states that this method results problematic not only because it addresses culture superficially but also because it does not foster students’ interest in learning about culture on a more critical level. I consider it is important to emphasize the importance of cultural input in language teaching in Mexico and analyze the factors of failure in cultivation and on promoting intercultural communication. So that we can obtain better results and avoid doing wrong teaching practices.

Based on the Byram's model of ICC teachers need opportunities to experience and reflect on culture differences in order to incorporate elements from diverse cultural backgrounds. Tapia Huerta (2007) states that it can be difficult to incorporate elements from diverse cultural backgrounds within a homogeneous group of Mexican teachers who have never been directly exposed to cultures other than their own. This situation may represent a challenge for a teacher to look for training opportunities to incorporate the teaching of culture in the language teaching classroom in Mexico.

Nowadays and thanks to the internet and technology, teachers and students have more opportunities to increase and develop their cultural and intercultural knowledge. In this paper some sample activities are mentioned to explain the ways in which I incorporate the teaching of culture in my teaching practice and how the technology can help teachers to expand their and students' cultural and intercultural knowledge.

1.07: Working with culture and Interculturality in my classroom

For me teaching a Second Language means to provide a student's perspective of a whole new world, then, learning English is not just learning the language itself, but about learning its use in different contexts and cultures. It is clear that the relationship between language and culture is not simple, however I think it is necessary to understand it especially because as a teacher we project our own perceptions of culture and develop teaching under our own assumptions. Additionally, it is important to understand the context and backgrounds of the students to implement activities based on their cultural context and materials available.

As a teacher we must guide students into different ways to help them develop their cultural and intercultural competence in the classroom. It is a fact that students in Mexico come from different socioeconomic backgrounds. Thus, I consider that it is crucial for a teacher to get familiar with suitable educational approaches to provide coherent and assessable material and activities for learners with diverse cultural practices and beliefs which allow them to reflect on the importance of learning culture and intercultural competences for communication.

Intercultural teachers play different roles in the classroom mainly related to the responsibilities and activities that we apply. In my case one of the most important roles is to help my students develop their English skills as well as to favor the interculturality in the classroom. Some of the most important roles that I play in the classroom are:

As *mediator* to set the conditions for negotiation of meaning, attitudes and classroom exchanges. I believe that teaching is the ability to help others to learn, so that we as teachers need to help students to develop their English skills by providing and modeling the context that they need to learn a specific structure or topic. It is also important to provide enough and comprehensible input so that the students can intake the information and eventually produce the language. As a *mediator* it is also important to promote respect among students, especially when working with teenagers and large groups, I consider essential to teach them that respect is the magic clue for effective interaction and communication with all people.

As *ethnographer* and *researcher* to identify my students' needs, interest, level, age, backgrounds and cultural context to implement teaching strategies and material within our classes. I use to search and use different strategies and sources that can serve students to better acquire the language and understand different cultural context. Assessing their progress, monitoring the activities and giving effective feedback are also important within my classes.

In the case of implementing strategies and material I believe that creativity is an essential factor for teachers which can increase students' motivation for learning. As English teachers we need to be creative to adapt, implement or invent new activities or material that can help our students to learn. We also need to be in constant learning and looking for different strategies and materials in order to help our students to develop their English skills.

Another role that I assume is an *agent of change*, considering their needs and interest, facilitate them with comprehensible activities (*cultural input*) in the target language in both oral and written form that can help them to develop their language competencies as well as their Intercultural communicative competences. It is also important for me to create comfortable learning environments to increase students' confidence in the language production and to foster awareness to understand new cultures and perspectives. In this sense I consider also very important to promote respect and empathy to avoid prejudice among different cultures. I consider myself also a *manager* of the material resources available, setting, environment, time, activities, planning for different background and styles considering my own teaching experiences. I consider extremely important for teachers to be in constant preparation and learning in order to guide, mentor, motivate, encourage, facilitate information and transmit cultural knowledge within our classes. Moreover, I believe that teachers need to be able to adapt their roles and responsibilities to the requirements of the new global society.

To sum up I consider that teachers must be prepare and abreast on the latest trends on language teaching, thus the importance for teachers to stay up to day with the use and implementation of technological sources in our daily classes. For me, using technology in the classroom have represented a useful tool to help student to practice and increase students' exposure the target language and culture. I think that if the digital sources at school are available at school, teaching with technology might represents an innovative way of language teaching and learning that all teachers should experience.

1.08: The use of technology in my classes

Nowadays the access to internet and technology is continuously increasing in many communities in Mexico. This benefit also represents an opportunity for teacher to prepare themselves and to be up to day with the use of technology and the ways in which it can be implemented in the classroom to help students increase their cultural and intercultural knowledge.

Within my classes I use to adapt the authentic material base on my students needs and I used them for different purposes like practicing listening or reading comprehension, role plays and doing exercises. Using videos or audios to have been especially beneficial for my students to face their lack of exposure to the English outside the classroom and to help them develop their listening and also these activities can represent ideal introductions for discussion in the class. Incorporating the use of online platforms have been also beneficial for my students. The actual pandemic for COVID-19 bring us the opportunity to use different digital sources, to be in touch with students and to transmit classes on distance. One of this opportunity for me was the facilities that the school offered t implement the online platforms to transmit classes and assist students, during the last courses I have use **classroom** and **teams** and I consider these platforms are very useful for teacher which allow us to use different tools and share audios and videos, practice exercises, and applying quizzes or exams. These tools also facilitate the evaluation of the quizzes and exams and they track the progress students make with online activities. By using online platform, we can increase students learning and cultural awareness on different ways of communicating with people with the use of technology. Most websites are gamified platforms that make learning fun and easy. Some other examples of these platforms that I have use in my teaching classes are: The British Council, Live worksheet, ESL activities and Games to Learn English.

Nowadays it is also important for teachers to satay up to day with the use and implementation of technological resources in English classes, as an innovative way of language teaching and learning

in the classroom that allow students to better acquire the target language. The application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement (Patel, 2013).

Technology has been defined by different researchers. According to İŞMAN (2012), it is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment (İŞMAN, 2012). Dockstader (2008) defined technology integration as the use of technology to improve the educational environment. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.

Despite the fact that technology has always been an important part for teaching and learning, It has been clearly observe that during and after the pandemic for COVID – 19, the use of technology and digital resources for teaching and learning increased considerable thus language teaching methods also changed due to this situation. Nowadays many teachers incorporate different *digital learning resources* (applications, software, programs or websites) to engage students in learning activities and support learning goals.

Warschauer (2000a) described two different views about how to integrate technology into the class. First, in the cognitive approach, learners get the opportunity to increase their exposure to language meaningfully and make their own knowledge. Second, in the social approach, learners must be given opportunities for authentic social interactions to practice real life skills. This objective can be obtained through the collaboration of learners in real activities. Moreover, according to Costley (2014) technology have some benefits for teaching and learning. First, learners play an active role, which can help them retain more information. Next, follow -up discussions involve more information where learners can become more independent. Finally, learners can process new learner -based educational materials and their language learning skills can increase (in Reza, 2018).

Another important benefit that teachers can encounter on the use of technology is the application of digital assessment tools, which can simplify the elaboration, checking and giving feedback of test which at the same time results on saving time and paper. Digital assessment tools ease the lives of both teachers and learners: digital instruments are aimed to provide students with fast and fair assessments directly after taking a test (Lin, 2018).

One of the most common digital tools that I use to assess my students is Google forms which is a great tool which allows teachers to create multiple choice questions in the form of a survey and enhance it with images and videos in a few minutes. They can also add collaborators to their Google Forms and work on a survey together. Using digital resources for evaluation can facilitate teachers' job since they help them track on students' progress and provide them with more objective feedback and grade. Moreover, digital assessment can make the learning process more comprehensible and friendlier for students.

As teachers we might take advantage of technology and its several educational purposes such as; helping students to develop their English skills, increasing their exposure to the English language and facilitate the assessment process and making it friendlier for students. Nowadays there are different interactive web pages and digital resources which allow learners to practice English and which can provide instant assessment too. It is the teacher's job to carefully select the suitable application, web page, platform or material according to the lesson goals, students' needs and proficiency English level.

In addition, technology represents a useful educational resource for teacher that can serve both teachers and students to improve their language skills through the application of different activities as well as the use of different platforms and website designed for teaching and learning English. To sum up technology can expand students' language development and contact with English. I consider that if the school context allow English teaches to use technology in the classroom It can be a very powerful strategy as long as it is effectively applied.

1.09: Students social Interaction

Since the idea that communicative acts occur in social interaction, promoting students' social interaction is essential in language learning mainly because through this process students can develop their speaking language skill which has been seen as the main goals of language learning. There are different reasons and benefits to promote social interaction when developing oral practices in the classroom, for instance: Students acquire the knowledge of different elements which take part within social interactions such as: negotiation of meaning, use of social knowledge of the situation, topic and the knowledge about linguistic and pragmatic to produce appropriate utterances; students feel more confident to speak and correct mistakes with their classmates than in front of all the class; Increase language speaking opportunities; students can participate in realistic or life-like speaking situations; students learn from each other.

We can promote social interaction when having students work in pairs or teams, this strategy allows them to construct knowledge in a collaborative way, so students can learn from each other.

Besides the benefits of social interaction in language learning, students enjoy to work in pairs or in teams with their classmates, most of the time they prefer to share their ideas, doubts and they also feel more confident to speak with some peers than with all their classmates.

It is a fact that English is not present in many of the learners' social environments so that, promoting social interaction in the classroom is crucial to learn a language. The school is in most of the cases the only place where students may have the opportunity to practice and learn the English language thus the importance for teachers to promote social interaction between students and to create the necessary conditions to foster oral communicative situations.

Communicative Language Teaching methods emphasized the use of language in real life situations and social interactions. The English language Teaching Curricula in Basic Education in Mexico is based on the CLT approach so that social practices of the language are integrated to achieve the language competences in a socio- functional context.

In the present lesson plan all activities were developed within the framework of the program Nueva Escuela Mexicana (NEM) 2017, In the following classes the social practice of the language was: *To produce instructions to face a natural emergency*. Notwithstanding that this social practice of the language gives more emphasis on reading and writing, It is important to mention that all the skills were taken into account and integrated on the activities in order to help students to become all-round users of the language.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01: Application of the activities and video recording

The lesson plan integrates a series of activities and strategies designed to help my students develop their language skills with the use of technology, it was developed within the framework of the program Nueva Escuela Mexicana (NEM) 2017, which recalls the social practice of the language, that this case was focused on *producing instructions to face a natural emergency*.

The activities were carried out at a Public secondary school with elementary level students. In last months and due to the degree of COVID infections the school return to the face to face attendance. The groups are from 42 to 45 students per group.

On the development of this lesson different material and digital sources were use, all of them were upload to my groups on the educative platform TEAMS that was implemented by the SEP and also the activities were sent via whatsapp for my student to easily access to the activities and websites that are previously share for them to practice the English skills. The lesson is composed by the integration of six session classes which were carried out with my students. The organization of the activities followed the next order.

In the first session I brainstormed students' previous knowledge about "natural disasters" and ask them some questions about this topic. To teach this vocabulary I used and adapted an activity from the **live worksheets** web site (see appendix A. image 2), then the link of the activity was share with students via Teams and Whatsapp for them to practice the vocabulary about natural emergencies.

Live worksheets is a web site designed to create our traditional pdf, doc or jpg activities into interactives and self-correcting exercises, or we can use the ones that have been share by other teachers. This site has been really useful for me and my students since they can complete the exercise online and send their answers to me easily. These activities motivate students on the practice and English learning, teachers save time checking and the environments also gets benefits since no more paper is use in photocopies.

In this activity I projects the activity for students to observe the graphic symbols, then I explained the cultural note about international language of graphic symbols, some questions related to this were discussed with the class in order to foster intercultural awareness on my students.

In the second class a hangman game was use to brainstorm previous vocabulary related to natural disaster. Then I ask my students to work in the live worksheet that was previously sent for them to practice. I also project the activity and elicit student's participation on the answers. The skill worked on this class was reading, students work on an instruction manual of what to do in case of a flood. To complete this activity students were asked to look at the instructions and pictures and answer the questions. During this activity I monitor and gave help when necessary. To check students answers and comprehension on the reading I ask different volunteers to read their answers out lout. Sometimes when my students participate in oral practices, it is necessary to repeat what they say in order for them to listen to pronunciation and intonation of words and sentences.

At the beginning of the third class I play with my students "The sentence game" I use sentences from the previous classes and I wrote the half of these sentences on the board and asked students to complete them. Then I projected the live worksheet on what to do in case of an earthquake. Different

students participated on the reading of the vocabulary and they classified them according to the things they have to do during an earthquake and the things they don't.

To promote social interaction amount in the classroom, students were asked to work with a partner to compare their answers and make any necessary corrections. to check students' comprehension of the activity I say different sentences of the activity in random and ask my students to stand up if they had to do the action in case of an earthquake and to sit down if they do not.

For the fourth class I prepared a chant for students to practice and improve their pronunciation. By made some flashcards related to natural emergencies and paste them in rows to show the order of the chant. I set up the rhythm of the chant with finger clicks and claps. I repeat the chant several times with students. In this activity I noticed that my students enjoy singing and almost all my students participated enthusiastic with the chant.

During this class students also practiced listening about emergency instructions in case of poisoning. The listening was taken from a textbook also the same grade and level of my students First, I activated students' previous knowledge with some questions about what to do in case of an emergency and who they call. Students participated with different answers. Then, I explained that Emergency numbers around the world are useful in case of an emergency. With this activity I intended to foster my student' intercultural awareness. Students showed interest in this activity and actively participated in the questions. Most of the time when I say something students check their comprehension by repeating what I say but in Spanish. I understand this process is natural and part of their language learning, even though I encourage them to use English, it is comprehensible because they are beginners.

Before the listening I asked my students to look at the pictures and make predictions on what the listening will be about, I elicit answer of my students. Then I went over the questions as a class discussed any doubt the vocabulary and make students understand the questions and answers. After that I played the audio once and ask my students to answer the questions. Most of the times during listening activities it is necessary to play the audio several times and go over the listening by parts in order to help my students to understand the listening.

The last class of this lesson was for students' elaboration of their poster about what to do in case of a natural emergency. The organization of teams, the topics and the materials were previously sent via Whatsapp, so that they use the class to prepare their posters and to present it with the class. Before starting with the elaboration of their posters, I explained the rubric and the aspect that were consider to assess their poster and presentation. Some questions and doubts were clarified. Students

were out loud to use different material to accomplish this activity: notebooks, books and smartphones. During this process I monitored my students work at all time and offered help when necessary.

The session classes were recorded and edited in a vide in order to observe how the activities were carried out in my classroom. The video stated the six lesson classes which were edited taking into account the most significant aspects of my lesson as well as the outcomes and conclusions. In the development of this work different material and digital sources were use, all of them were upload to the educative platform TEAM that was implemented by the SEP and sent via whatsapp for my student to easily access to the activities and websites that are previously share for them to practice the English skills.

Link of the video: <https://www.youtube.com/watch?v=lru3Yhe8UoQ>

2. 02 Evaluation

In the present lesson, four main assessment tools were used to assess my students' progress and development, one of these tools was a digital tool which is integrated in the website of the activities which were selected based on the goals for this lesson and on my students' level.

The fist tool I used was a rubric to assess students' completion of activities I create a rubric (see appendix 1, rubric 1) that students copied on their notebooks for self-assessment, which gave students a level of development (according to the number or correct answers on the matching vocabulary related to natural disasters. The rubric was projected for students and explained the description of each level of achievement and then ask students to draw the correct face on their job according to the number of correct answers they get.

The second assessment tool was digital and corresponds to the *live worksheet* web site. The link of the activity was share with my students to practice the vocabulary. This web page also gives students their final grade according to the number of correct answers. I think this web site is very helpful for teacher and students to faster grade students' activities.

The other assessment tool that I used in this lesson was a rubric for self-assessment (see appendix 1, rubric 2) on the formative aspects of their learning. Students' self- evaluate their progress at the end of the lesson. This kind of evaluation help students to reflect on their own learning, their achievements and difficulties as well as on the possible ways for future improvement which can help them recognize the areas of improvement before the final test.

The last rubric was for the presentation of the students' poster on what to do in case on an earthquake. The elaboration of this rubric took into account the students' needs and characteristic as well as the elements of achievements for the present social practice of the language of this lesson (see appendix 1 Rubric 3). This rubric was sent via whatsapp to my students' group and it was presented on the classes and discuss the elements that would be consider for the elaboration and presentation of their product.

The use of different assessing tools in the classroom as well as the integration of formative and summative assessment have helped my students and me to obtain fairer and more accurate results on the students' performance and development in their learning.

CHAPTER 3: EXPERIENCE REPORT

3.01: Analysis of the development of the activities

Some of the most relevant situations that I have face during the lesson development were the following: First, my students use of Spanish; when my students participate it is very common to use Spanish when they do not know how to say a word in English. Here my intervention is really important for helping them to say the word in English. Sometimes students use Spanish because they have little notion about the vocabulary, I have also noticed that they feel afraid to mis pronounce words, so that the promoting a positive classroom environment is also essential to help them gain confident to participate in oral language productions.

Next, team working; When working in teams' students use Spanish to share their ideas and clarify their doubts and I think this situation is understandable because of their English level. It is well known that all students have their own personalities and some of them are very shy to speak and they feel afraid to commit mistakes. It is also very common that introverted students tend to speak less than extroverted students. I have noticed that students who have taken English classes before fell more confident to participate in oral activities in the classroom than students who had never taken English classes before. The most of the times they don't want to speak or participate in dialogues or any oral activity.

To manage with this situation, I used to place socially competent students with shy students to help them learn how to interact with different types of people. I also praise my students and give them

positive feedback for interacting with their peers in a positive manner. Regroup students is another strategy that I use to give them the opportunity to interact with different classmates.

Then, the use of digital sources; I have notice that using whatsapp is more effective for my students to do a homework that to upload it to the team platform. Students' development in the English language is slow even though I try to foster autonomous learning on my students it is necessary for students to develop habits to study individually and in the case of elementary students the parents support is vital for students' education.

In general terms I can report that the most of my students show a positive attitude towards leaning about their culture and others. The most of them actively participate in all the activities that were carried out in the classroom and when working with other classmates they show respectful to share and listen to their classmates' ideas. I have observed that enjoy working in teams mainly because they like to share their ideas and doubts with their classmates.

The results obtained from the application of the activities exceed expectations about my students' development. Considering that the most of my students felt shy and nervous to speak in English and even thought; some of them used to refused to participate in speaking activities mainly because they were afraid to mispronunciation, however; at the end of the activity I was surprised to see how they collaborated with their teams on the poster elaboration and presentation. It was really rewarding to see how they did their best to present their posters with their teams in from of their classmates.

CHAPTER 4 CONCLUSIONS

From the application of the lesson plan I can conclude that including different of activities and the use of digital resources in my classes increase my students' participation in oral practices of the language and the most of them actively participate in all the activities that were carried out in the classroom with a positive attitude towards leaning. They showed interest about their culture and others. When working with other classmates and teams they show themselves respectful to share and listen to their classmates' ideas. I also consider that the use of technology helped my student to expand their language development and contact with English. Nevertheless, the use of technology in the classroom depends I great part on the school context and the availability to use it in the classroom, considering the internet as the main source for the implementation of most of the digital sources.

I recognize the importance of technology in the English language learning process so that having studied the specialization has resulted highly rewarding and valuable for me. I also consider that the knowledge acquired during this period guided me on the implementation of different methods and practices for helping my students in their English language process such as the use of technology in my classes to support my teaching.

I can conclude that along the specialty I have enrich and develop my levels of professionalism, self-development as well as pedagogical issues related to my teaching, my students, my methodologies, my personal learning, my beliefs and values among others. I believe that preparing myself will for sure positively impact on my students learning and classroom environment. This experience also motivated me to be in constant learning but the most important of all was that I developed my identity as an EFL professional.

LESSON PLAN

Nombre del Profesor (a)	Profa. Thelma Cristel Martínez Gramillo
Subject	ENGLISH
Syllabus	Aprendizajes Clave para la Educación Integral (2017).
Educational stage	Secondary, second grade. Level beginning
Title of the lesson plan	What to do in an Emergency.
Learning Achievements	Learn more words to increase vocabulary. Know elements of an emergency manual. Write instruction sequence. Edit an instruction manual. Present an instruction manual.
Social learning Environment	Formative and Academic
Social Practice of the Language	Understand and write instructions.
Specific activities	Understand and compose instructions about facing an environmental emergency.
Communicative skills consider	Reading, Writing, Listening, Speaking
Plataforma Virtual a Utilizar	Teams
Modalidad Educativa	Presencial 100%
Number of sessions	6 sessions (50 minutes each sesión)

<p>School context</p>	<p>The school is located in Puebla city, it is double schedule school with a total of 1407 students. The most of students live near the school so that the attendance and punctuality is favorable. Insecurity is one of the main problems that has affected the context. Due to this problem the afternoon schedule starts in the morning at 10:30am, so that the school attends the two schedules almost at the same time. To face this situation, the students change classrooms after each module in order to optimize the school spaces and classrooms. All classrooms are equipped with internet, computer, projector and computer speakers.</p> <p>In the last months, and due to the decrease of COVID infections the school returned to the face to face attendance. So that current modalities to attend students; face to face and hybrid simultaneously change to only the face to face modality. With this modality the groups are larger with 42- 45 students per group. The platforms that were used to attend students on the virtually are still used but less often.</p>
<p>Students' background</p>	<p>Most of the 80% of students haven't had English classes before the Secondary, so that their English proficiency level is in most of the cases elementary. Base on the diagnostic test applied at the beginning of the course, which show that the majority of the students are beginners, the contend of the English syllabus were analyzed and adapted to attend the students' needs. Another important situation to consider is the students' lack contact with the English outside the school. The most of them have never face real life situations to use English beyond school.</p>

CLASS 1 COMUNICATIVE SKILL DEVELOPMENT: Reading and writing

CLASS	PRE- ACTIVITIES 20 MINUTES	WHILE ACTIVITIES 25 MINUTES	POST- ACTIVITIES 15 MINUTES	MATERIALS	EVALUATION
CLASS 1	<p>Welcome students to the class. Ask them about how they feel. Write on the board the following heading: Natural Emergencies. Form groups of four. Ask students to write all the words they can think related to the heading. Have a volunteer from each group write the words on the board. Correct any spelling mistakes.</p>	<p>Student work with the photocopy of the activity, (previously send to the Whatsapp group). https://es.liveworksheets.com/t/o1246577ou (See appendix A) Have student look at the images and write the name of the emergencies. Then direct their attention to the signs. Ask them: What are these signs for? Then have students work in pairs. Ask them to take turns to discuss the questions and their answers.</p> <ol style="list-style-type: none"> 1. How do you react when there is an emergency? 2. Who should read this type of information? 3. What type of emergencies does the extract include? <p>Have students work individually and ask them to go to the next page, https://es.liveworksheets.com/vj1267430yg See appendix B) and look at the images and fill</p>	<p>Project the activity for the class and have some volunteers read their answers out loud to check. Finally share with students the cultural note.</p> <p>Cultural note <i>There is an international language of graphical symbols. There are different international symbols. For example: fire alarm call point, emergency exit, evacuation assembly point, general warning signs, etc. Graphical symbols are vital to give information when written words are not adequate. An international organization provides people all over the world with a coherent set of graphical symbols to help overcome language and other barriers. These symbols convey important messages about health and safety related warnings, prohibitions, and mandatory actions, among other things.</i></p> <p>Ask students to complete page 41 and 42 on their books as homework (see appendixes C and D).</p>	<p>Blackboard markets Photocopies Internet Projector Students' notebook Pencils Students book</p>	<p>Student, participation with a check list.</p> <p>Students peer evaluation of the development on the activities. (see Appendix B, rubric 1).</p>

		in the blank to complete the information.	Explain students that the link of the activity will be send to the Whatsapp group and Teams platform for students to practice.		
CLASS 2 COMUNICATIVE SKILL DEVELOPMENT: Reading and writing					
CLASS 2	<p>Welcome students to the class.</p> <p>Explain students that they are going to play Hangman. Tell them they have to choose words related to natural and home chemical emergencies (earthquake, flood, hurricane, fire, etc.).</p> <p>Then have students open their book at page 41 (see appendix C and D) to check their homework. Have different volunteers to participate and discuss the answer with the class.</p>	<p>Give students and extract of What to do in case of and flood (See appendix E). Point to the pictures and have students describe each of them.</p> <p>Make sure they understand the meaning of flood, throw away, dirty flood water. Then, have students match the instructions to the pictures. After that, ask them to compare their answers with a partner.</p> <p>Check answers as a class by asking the whole group to read the answers out loud. Then, have students discuss if they have ever been in a similar emergency and have them share their experience.</p>	<p>Ask students how the text components are arranged. Write on the board the following questions and have students work in pairs, look at the instructions and pictures in the activity and answer the questions.</p> <ol style="list-style-type: none"> 1. Why is What to do in case of a flood in bold type? 2. Why are <i>always</i> and <i>never</i> in italics? 3. What does the word <i>if</i> means in the sentence: "If you come to flood water, turn around and go another way!" 4. What does the exclamation mark at the end of the sentence mean? 5. What do the word <i>first</i>, <i>then</i>, and <i>finally</i> indicate? <p>Students copy the questions on their notebooks and discuss the answers in pairs.</p> <p>Walk around the classroom and give help where necessary. Have students compare their answers with a partner. Check answers as</p>	<p>Blackboard markets Photocopies Students' notebook Pencils Students book</p>	<p>Student, participation with a check list.</p> <p>Students auto-evaluation of their development on the activities. (see Appendix B, rubric 1).</p>

			<p>a class by asking volunteers to read the questions and answers out loud.</p> <p>Share with students the following link</p> <p>https://es.liveworksheets.com/ka1755548im of what to do in case of an earthquake. (see appendix F). and ask them to complete the activity as homework and take a picture of their result.</p> <p>The link will be send to the Whatsapp group and Teams platform for students to practice.</p>		
CLASS 3 COMUNICATIVE SKILL DEVELOPMENT: Speaking and writing					
CLASS 3	<p>The teacher previously prepares a set of sentences from previous classes for students to complete.</p> <ol style="list-style-type: none"> 1. Do not use... 2. Stay away from windows and ... 3. Stock And supplies 4. Do not ... out of the building during the strong shaking. 5. Cover under a ... <p>Divide the class into two teams. Explain to your students that they are going to</p>	<p>Open the link that was previously share with student as homework and project it for the class to check the answers (see appendix F).</p> <p>Explain students that they had to read the safety tips and classify them according to the things you have to do during an earthquake and the things you don't.</p> <p>Have different students read the vocabulary from each square and discuss its meaning.</p>	<p>Ask students to work with a partner. Have them compare their answers and make any necessary corrections. Walk around the classroom and make sure their answers are correct.</p> <p>To confirm understanding discuss with students the following questions:</p> <p>What happened to the boy? What are they doing? Where are they? Do you think they are doing the right thing? Why? Why not?</p>	<p>Blackboard markets Photocopies Students' notebook Pencils Students book</p>	<p>Student, participation with a check list.</p> <p>Students auto-evaluation of their own development on the activities. (see Appendix B, rubric 1).</p>

<p>play The Sentence Game. Tell them that you are going to write half a sentence on the board and they are going to complete it. Write the first half of the sentences you prepared one by one. Have members of each team take turns to come up to the board, read a sentence each and complete it. The student who completes the sentence correctly gets a point for his team.</p>	<p>Then say the vocabulary of the word in random and ask students to stand up if they have to DO that action and to sit down if they DON'T have to do the action.</p> <p>To recognize the organization of an instruction manual, give each student a photocopy of "What to do in case of a fire" and "Venomous bites and stings" (see appendix G), have them read the instructions and number them. Ask students to look at the pictures and read each of the statements. Elicit the connectors of sequence (first, after that, etc.) and have students identify them. After that, ask students to number the instructions.</p> <p>Have students number the instructions.</p>			
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CLASS 4 - COMUNICATIVE SKILL DEVELOPMENT: Listening

CLASS 4	<p>Explain students that they are going to say a chant. Elicit the words related to natural emergencies (earthquakes, fire, floods and hurricanes). Paste the flashcards or cutouts on the board in rows to show the order of the chant. Click your fingers and set up the rhythm of the chant. Repeat the chant with the students once or twice: Earthquake - earthquake - hurricane - floods; hurricanes - chemical emergencies - fire. This activity can help students to improve their pronunciation.</p>	<p>Write on the board the following questions: What do you do in case of an emergency? Who do you call? Elicit answers from different students. Give each student a photocopy of the listening activity and explain they will listen to a recording of emergency instructions and answer the questions. First go over the questions as a class. Discuss any doubt about the vocabulary and make sure students understand the questions and answers. Play the audio (see appendix H) and ask students to answer them. Ask students to find key words that can help them answer the questions. You may have to play the track more than once. Check answers as a class by asking different students to read the answers out loud.</p>	<p>After they finish drawing, let them present their drawings to the class. Share with students the next cultural note. Share with students the following link to complete the exercises as homework (see appendix I) about writing instruction of environmental emergencies.</p> <p>Cultural note</p> <p><i>“Every country in the world has a special emergency number. In the United States and Canada, it is 911, in the United Kingdom it is 999, in Australia it is 000, in the countries of the European Union it is 112, in Mexico it is 080. Dialing those numbers is an immediate way to contact local emergency services (law enforcement, fire or medical). This emergency service is a team of professional men and women who are on call 24 hours a day, 7 days a week, 365 days a year”</i></p> <p>These people are trained to assist in getting emergency help to you as quickly as possible</p>	<p>Blackboard markets Photocopies Computer speaker track Internet Projector Students’ notebook Pencils Students book</p>	<p>Student, participation with a check list.</p> <p>Students Self-evaluation of their development on the activities. (see Appendix B, rubric 1).</p>
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CLASS 5 - COMUNICATIVE SKILL DEVELOPMENT: Speaking and writing

CLASS 5	<p>Write on the board "Sequence words and ask students to say which sequence words do they remember. Explain them that these words are use to order events.</p> <p>Have students mention the sequence words they remember. (FIRST, THEN, NEXT, AFTER THAT AND FINALLY) Then write on the board the following sentences:</p> <p>_____ I brush my teeth and wash my face.</p> <p>_____ I eat breakfast.</p> <p>_____ I get dressed and brush my hair.</p> <p>_____ I take a shower.</p> <p>_____ I go to school.</p> <p>Explain students that they will write the correct sequence word in each sentence according to the order they do the activities.</p> <p>Have different students to participate and say their sentences.</p>	<p>Project the activity that was for homework (see appendix I). And have different volunteers to participate and check the answer with the class.</p> <p>Project with students the following activity "What to do in case of an earthquake? (see appendix J) https://es.liveworksheets.com/oo1632405jx (previously send to the Whatsapp group). Have students take out their copies and, ask them look at the images and have different volunteers read the sentences. Then ask them to order the instructions using the correct sequence words.</p>	<p>To check the answers, have different students read the answers.</p> <p>Write on the board the definition of CONECTORS: <i>a connector is a word that is used to join words or sentences, sequence words show the order in which ideas are presented</i> and give students time to copy it.</p> <p>Divide students into teams and give them time to discuss on the emergency they would like to choose to work with the poster of their final product.</p> <p>Ask students to bring cardboard, colors and different and cuts for include them in their poster.</p>	<p>Blackboard markets Photocopies Computer internet Students' notebook Pencils Students book</p>	<p>Student, participation with a check list.</p> <p>Students auto-evaluation of their development on the activities. (see Appendix B, rubric 1).</p>
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CLASS 6 - COMUNICATIVE SKILL DEVELOPMENT: Speaking and writing

CLASS 6	<p>Describe a picture in detail and ask your students to draw everything you say: There are many houses, most of the windows are broken ... And there are ... Then, have students name the natural emergency it represents.</p> <p>Divide students into teams of four. Explain that they are going to prepare an instruction poster to face an environmental emergency in their community</p> <p>Write on the board the elements that you are going to take in consideration when presenting the task (See appendix J).</p>	<p>Explain that each student has to look for information about what to do in case of the environmental emergency they have chosen.</p> <p>they have to select the most relevant points in the information, and make notes in their notebooks. Remind your students that they can use their dictionaries if they need to look up the meaning of unknown words.</p> <p>Explain that they have to make a list of the actions they need to perform to make the instruction manual and then distribute those actions among their group.</p> <p>Ask them to include these points in their instruction manual. Have students write the information and tell them not to forget to use sequence</p> <p>Walk around the classroom and give help where necessary. Clarify any grammar or spelling</p>	<p>Have students presents their posters.</p> <p>Before the presentation remind students the aspects of the rubric that will be taken into account for the evaluation of their poster and presentation.</p> <p>After the presentation leave some minutes for students to answer their self-assessment of their own work. Project the rubric for students to copy it on their notebook and let them answer it individually.</p>	<p>Blackboard markets Cardboard Colors Cuts Glue and scissors. Dictionary Students notebook</p>	<p>Student, participation</p> <p>Final product presentation. Rubric.</p> <p>Self- assessment Rubric.</p>
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		doubts. Have students check spelling and punctuation. Check their sentences and make corrections if necessary.			
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FEEDBACK:	Students receive feedback after each activity. When they participate in oral exchanges and doing writing compositions.
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EVALUACIÓN:	The evaluation is global, continuous and formative. See the instruments of learning assessment (APPENDIX1)
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Intercultural component:	In the present lesson two main intercultural notes were integrated: One related to the <i>international language of graphical symbols</i> and their importance to help people overcome language and barriers were discuss among students, the other note was about the Emergency numbers around the world.
Evaluation	In order to collect evidence on students' achievement, knowledge, abilities and attitudes, some rubrics and digital evaluation resources were implemented. See further information about this in the theoretical foundations and on the assessment part of this assignment.
Concussion	The application of different activities as well as the use of different platforms and website designed for teaching and learning English can expand students' language development and contact with English.
Follow up activities:	After the students present their poster to their classmates and they receive feedback, students make a final version of their posters and share the evidence of their work on a collaborative google document.

APPENDIX 1 INSTRUMENTS OF LEARNING ASSESSMENT

RUBRIC 1

RUBRIC TO IDENTIFY VOCABULARY			
<p>4 (all the elements)</p> 	<p>3 (10 elements)</p> 	<p>2 (8 elements)</p> 	<p>1 (less than 5)</p> 
You were able to correctly write and match all the emergencies.	You were able to write and match most of the emergencies.	You were able to write and match some of the emergencies	You did not write or match the emergencies.

RUBRIC 2

Rubric for the self - assessment.

I LEARN...	Very well	Well	Need help
I did all my work and share my ideas.			
I listen to my classmates' ideas and treated them with respect.			
I helped my team solve problems			
I am satisfied with my work.			

RUBRIC 3 Rubric for the final product: Presentation of the Environmental emergency poster

RUBRIC TO EVALUATE ORAL PRESENTATION				
Aspects to evaluate	4 Excellent	3 - Good	2 – Fair	1 – Needs improvement
The poster contains the necessary information.	It contains all the necessary information.	It contains most of the necessary information.	It contains few of the necessary information.	It doesn't contains the necessary information.
The poster is clear and easy to understand.	All the information is clear and easy to understand.	Most of the information is clear and easy to understand.	Few of the information is clear and easy to understand.	The information is not clear.
The words on the poster are spelled correctly.	All the words are spelled correctly.	Most of the words are spelled correctly.	Few words are spelled correctly.	None word is spelled correctly.
The sentences on the poster are written correctly. (grammar)	All sentences are written correctly.	Most of the sentences are written correctly.	Few sentences are written correctly.	None sentence is written correctly.
The student can clearly express his or her ideas.	The students express all the ideas clearly.	The students express most of the ideas clearly.	The students express few ideas clearly.	The students didn't express his ideas clearly.
Organization of content. The student's sentences of the poster follows a logic sequence, and use sequence words.	All the sentences follow a logic sequence and use sequence words.	Most of the sentences follows a logic sequence and use sequence words.	Few of the sentences follows a logic sequence and use sequence words.	None of the sentences follows a logic sequence and use sequence words.
The student shows confidence and positive attitude in his or her presentation	All the time the student shows confidence and positive attitude in his or her presentation.	Most of the time the student shows confidence and positive attitude in his or her presentation.	The student rarely shows confidence and positive attitude in his or her presentation.	The student didn't show confidence neither positive attitude in his or her presentation

The student's tone of voice is adequate.	All the time the student's tone of voice was adequate.	Most of the time the student's tone of voice was adequate.	The student rarely used adequate tone of voice.	The student didn't use adequate tone of voice.
The students use clear artwork (images or drawings) to support his or her poster.	All images and /or drawings are clear	Most of the images and drawings are clear.	Few of the images and drawings are clear.	It doesn't contain images or drawings. None of the images or drawings are clear.
The student show respect and positive attitude toward his classmates during the elaboration of the poster.	The student all the time show respect and positive attitude during the elaboration of the poster.	The student few times show respect and positive attitude during the elaboration of the poster.	The student rarely showed respect and positive attitude during the elaboration of the poster.	The student didn't show respect and positive attitude during the elaboration of the poster.
TOTAL POINTS				

APPENDIX A MATERIALS AND RESOURCES FOR LEARNING

Write the name of the emergencies.

















1. Air pollution 2. Venomous Bites 3. Earthquake 4. Chemical accidents 5. Volcano eruption
6. Hurricane 7. Flood 8. Fire

Number the signs and match with their meanings.



1. Do not use the elevator ()
2. Use the stairs ()
3. Cover under a table or a desk ()
4. Call your local emergency service ()
5. Help disabled people if you can ()

- A. Llama a tu servicio local de emergencia.
B. Ayuda a las personas discapacitadas si puedes.
C. Usa las escaleras.
D. No uses el elevador.
E. Cúbrete debajo de la mesa o un escritorio

APPENDIX B

Fill in the blanks to complete the instructions. Look at the images.

heavy objects – elevators – fire – food –
home – run – others – vehicle



1. Do not use _____.



2. Stay away from windows, mirrors and _____.



3. Use the _____ extinguisher.



4. Help the _____.



5. Protect your _____.



6. Do not _____ out of the building during strong shaking.



7. Abandon your _____.



8. Stock _____ and supplies.

This activity was taken from <https://es.liveworksheets.com/vj1267430yg>

APPENDIX C

Unit 3 Lesson 1 Environmental Emergencies

Discover

What are instructions for?

1 Read about environmental emergencies and in pairs discuss the ones you have experienced in your community.

Environmental emergencies are sudden disasters or accidents from natural, technological or human factors, or a combination of these that cause serious environmental damage and the loss of human lives and property.

They can be:

1. Technological or industrial accidents caused by dangerous materials like oil spills, chemical accidents, toxic-waste dumping and water pollution.
2. Sudden natural disasters with negative impacts on human life and on the environment. Some examples are: fires, floods, hurricanes, earthquakes, volcano eruptions, blizzards, thunderstorms, heat waves and tsunamis.

2 Work in pairs. Label the pictures with words from the text in Activity 1 and discuss which ones show technological or industrial accidents and which ones natural disasters.



3 Discuss with your classmates: Do you know what to do in case of any of the emergencies above?

Assessing and Evaluating Learning

Achievements

- Select and review instruction sheets.
- Read and understand instruction sheets.
- Write and edit instruction sheets.

Comprehension and Fluency of Instructions / Practice Activities to prepare an environmental emergency.

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APPENDIX D

Lesson 1

4 Listen to and read the following page of an emergency manual. What natural disaster can it refer to?

- > Listen to the radio to find out what areas are affected, what roads are safe, where to go and what to do if the local emergency team asks you to leave your home.
- > Keep your emergency kit close at hand, in a backpack or suitcase with wheels.
- > If you need to evacuate:
- > Leave your home when you are advised to do so by local emergency authorities.
- > Take your emergency kit with you.
- > Follow the routes specified by officials. Don't take shortcuts. They could lead you to a blocked or dangerous area.

5 Complete the sentences with the correct options.

1. The manual is about ...
 - a) a technological device
 - b) an environmental emergency
 - c) a medical emergency
2. The purpose of the manual is to know...
 - a) how to prevent an environmental emergency
 - b) what to do in case of an environmental emergency
 - c) when to leave in case of a natural disaster
3. The manual is for...
 - a) children
 - b) professionals
 - c) the general public

6 Check the pictures that correspond to the instructions above and discuss the questions below in pairs.

- > Have you ever experienced an environmental emergency like a flood, an earthquake, etc.?
- > What did you and your family do?
- > What recent environmental emergency have you heard of or experienced?

Glossary

shortcut: (n) a route that leads from one place to another and is quicker and more direct than the usual route.

Activities and Exercises Worksheet

7 Look at the pictures below and discuss in pairs: What type of emergency is it?

8 Read and match the pictures with the correct instructions below.

a

c

e

b

d

f

If you are indoors:

- _____ Stay inside and drop under heavy furniture such as a table, desk or bed when the shaking starts. Hold on to the object you are under.
- _____ Cover your head to prevent being hit by falling objects.
- _____ Stay away from windows, and shelves with heavy objects.
- _____ Avoid elevators and use the stairs.

If you are outdoors:

- _____ Stay outside and do not get close to buildings or walls. This is the reason why many people get hurt.
- _____ Take cover in a place where you won't be trampled.

9 Work in pairs. Read these other instructions in case of an earthquake and arrange them in a bulleted list in your notebook. Classify them under the following subheadings: **If you are outdoors / If you are in a vehicle / If you are indoors.**

Listen to your car radio for instructions from emergency officials. Stay at least 10 meters away from downed power lines to avoid injury. Stop driving and park at the side of the street. Walk away from windows, bookcases, tall furniture and light fixtures. If you are on a bus, stay in your seat until the bus stops. Stay away from the coastline because earthquakes can cause tsunamis. Stay away from doorways because doors may slam shut and cause injuries.

Glossary

shelves: (n) long, flat boards fixed horizontally, usually against a wall to store objects on it.

trample: (v) to step heavily on something or someone, causing damage or injury.

Unit 3 · Environmental Emergencies

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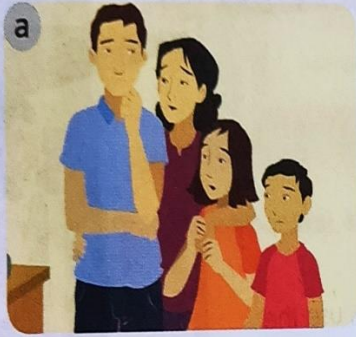
Inspecciones y seguimiento de actividades / Sigue instrucciones en caso de emergencias

Unit 3

43

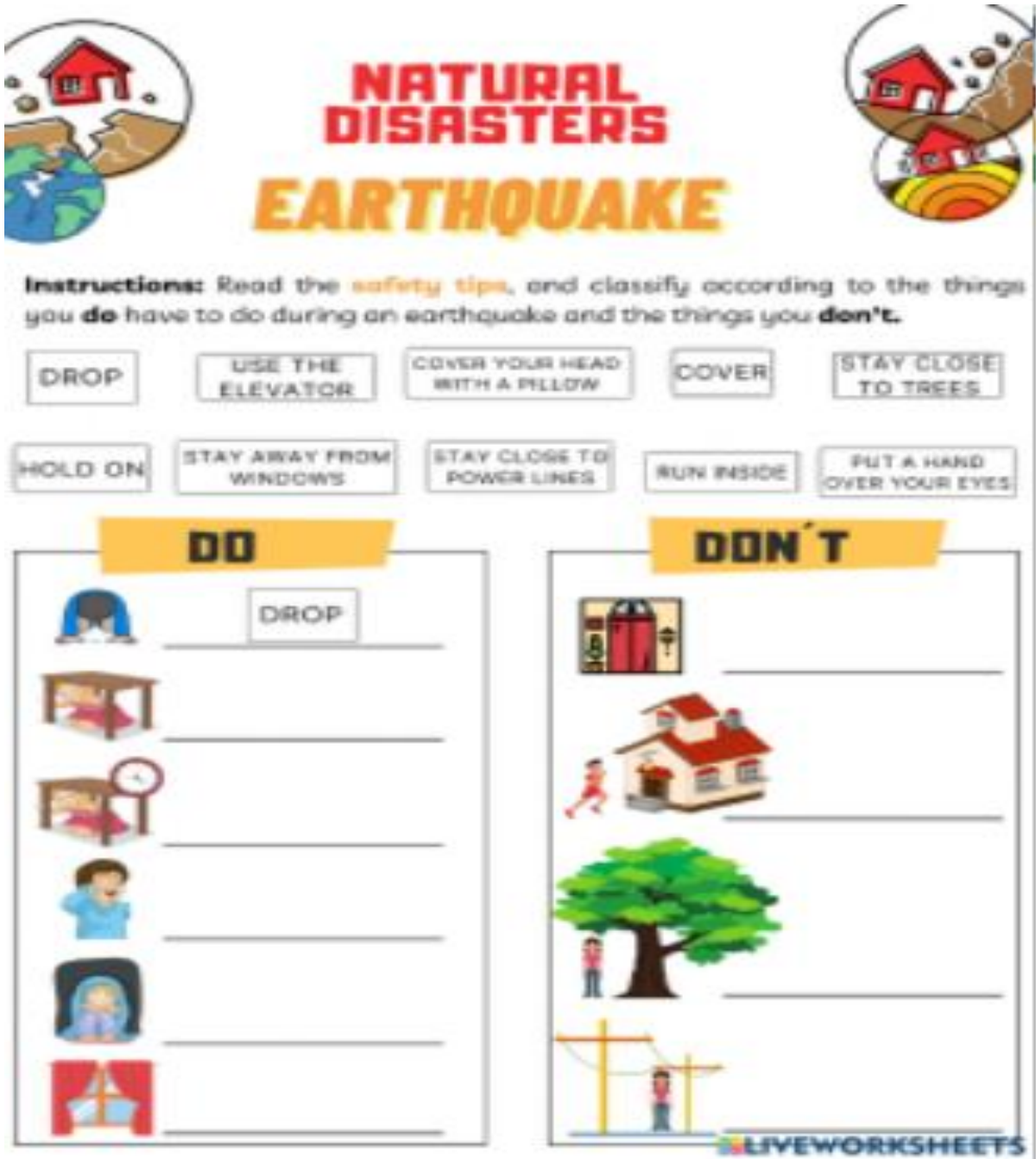
5 Match the instructions to the pictures.

What To Do in Case of A Flood



- ___ 1 If you are in a vehicle, and it is safe to get out, leave the car and move to higher ground.
- ___ 2 Finally, after the flood, throw away food that has come into contact with dirty flood water.
- ___ 3 If a flood happens, always move to higher ground and stay away from flood water.
- ___ 4 First, turn on the radio and listen for emergency information.
- ___ 5 If you come to flood water, turn around and go another way! You should never try to walk, swim, or drive through flood water.
- ___ 6 Then, prepare to escape if necessary.

APPENDIX F




NATURAL DISASTERS
EARTHQUAKE


Instructions: Read the **safety tips**, and classify according to the things you **do** have to do during an earthquake and the things you **don't**.


DROP **USE THE ELEVATOR** **COVER YOUR HEAD WITH A PILLOW** **COVER** **STAY CLOSE TO TREES**


HOLD ON **STAY AWAY FROM WINDOWS** **STAY CLOSE TO POWER LINES** **RUN INSIDE** **PUT A HAND OVER YOUR EYES**


DO **DON'T**


 **DROP** _____


 _____


 _____


 _____


 _____

 _____

 _____

 _____

 _____

 _____

LIVWORKSHEETS


Activity taken from : <https://es.liveworksheets.com/ka1755548im>

APPENDIX G

10 Read the instructions for another emergency and number them.


What to Do in Case of Fire

If you cannot follow your escape routes because there is smoke, heat, or flames, stay in the room with the door closed.




a

Next, hang a sheet outside the window to show firefighters where you are.




b

Finally, wait in front of the window for the firefighters to rescue you.



c

First, open the window.




d

After that, cover the areas around the door with tape, towels, or sheets to keep smoke out of the room.


12 Look at the pictures from a different manual. Write the instructions in the box under the correct pictures.


Venomous Bites and Stings

- Once the person's arm is raised, give a pain reliever like aspirin.
- First, put a tourniquet on the arm or leg above the sting.
- Finally, take the victim to the hospital.
- Then, put an ice cube on the area of the sting to cool it.
- Next, raise the arm or leg above the heart.




a







b



c



d



e

For more information on poisoning go to page 141.

13 Number the instructions in Activity 12 in the correct order.

14 Compare your answers with a partner.

Activities taken from : All ready, second grade, page 42- 43.

APPENDIX H

2 Listen to a recording of emergency instructions and answer the questions.

- 1 How is the listener probably receiving the instructions?
 - a) on the phone
 - b) in person
- 2 How does the speaker indicate the different steps in the instructions?
 - a) with numbers
 - b) with sequence words
- 3 How many different steps does the speaker give?
 - a) four
 - b) five
- 4 Does the speaker give extra information with some of the steps?
 - a) yes
 - b) no
- 5 What happens at the end of the recording?
 - a) A person comes on the line.
 - b) There is another recording.



08 Lesson 2 / Activity 2 / Page 44

Listen to a recording of emergency instructions and answer the questions.

Man: You have reached the Poison Control Center Emergency hotline. Press the number corresponding to your emergency:

- 1 snake bite
- 2 insect sting
- 3 poisoning
- 4 skin contact with a chemical
- 5 burns

Please stay on the line. Poisoning is a serious emergency, and a poison control expert will assist you. Be prepared to give the following information when the expert comes on the line:

- First, give your name, address, and phone number.
- Then, tell the expert who took the poison. Give the age of the person and the symptoms they have. For example, is the person conscious or unconscious? Is the person hot or cold? Is the person vomiting or coughing?
- Next, tell the expert what the poison or medicine was, when the person ingested it, and how much they ingested.
- Finally, give the expert the information that is on the container of the poison. It is important to give the name of the substance and the ingredients.

Dr. Martin: Hello, this is Dr. Martin. I'm going to ask you some questions. After that, if necessary, we will send an EMS unit to your house. OK, first, ...

APPENDIX I

Lesson 2 | Unit 2

3 Listen again and complete the sentences with words from the box.

Then Next After that Finally First


1 _____, give your name, address, and phone number.

2 _____, tell the expert who took the poison.

3 _____, tell the expert what the poison or medicine was.

4 _____, give the expert the information that is on the container of the poison.






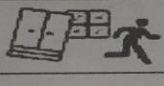


5 Hello. This is Dr. Martin. I'm going to ask you some questions. _____, if necessary, we will send an EMS unit to your house.



Activities taken from: All ready, second grade, page 42- 43.

APPENDIX I

ACTIVITY 3: Write 4 instructions to face an environmental emergency. (Escribe 4 instrucciones para enfrentar una emergencia ambiental)

Case #1 What to do in case of Hurricane	Case #2 What to do in case of Earthquake	
		<p>Example: Case #1</p> <p><i>First, <u>store</u> food before the hurricane.</i></p> <p><i>Next, <u>listen</u> to local news.</i></p> <p><i>Then, <u>keep</u> your family close.</i></p> <p><i>Finally, <u>plan</u> an evacuation route.</i></p> <p>Case #2</p> <hr/> <hr/> <hr/> <hr/>
		
		
		

APPENDIX J

Name: _____ Teacher: ITZEL

Date: _____

WHAT TO DO IN CASE OF EARTHQUAKE

LOOK AT THE IMAGE AND ORDER THE INSTRUCTIONS USING FIRST, NEXT, THEN, AFTER THAT, FINALLY

- DROP, COVER AND HOLD ON
- STAY CALM
- HELP OTHERS
- STAY AWAY FROM OBJECTS THAT COULD FALL
- DO NOT USE ELEVATOR AND USE STAIRS

LIVEWORKSHEETS

Activity taken from: <https://es.liveworksheets.com/oo1632405jx>

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What to do in case of an emergency, live worksheets

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What to do in case of an earthquake, live worksheets

<https://es.liveworksheets.com/oo1632405jx>