

**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN  
EDUCATIVA**

“Developing the four skills by using technology  
and integrating intercultural competencies in the  
classroom to learn adjectives of manner.”

**TRABAJO RECEPTACIONAL**

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

**PRESENTA:**

**AURORA GRACIELA CANET ALVAREZ.**

**ASESOR: GERNOT POTENGOWSKI.**

**México, DF. a 4 de julio del 2023.**



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE  
INGLÉS COMO LENGUA EXTRANJERA**

**Final Project**

**“Developing the four skills by using technology and integrating intercultural  
competencies in the classroom to learn adjectives of manner.”**

**STUDENT’S NAME:**

**Aurora Graciela Canet Alvarez**

**TUTOR’S NAME:**

**Gernot Potengowski**

**México, City, July 4<sup>th</sup>, 2023.**

## Table of contents

<b>TABLE OF CONTENTS.....</b>	<b>3</b>
<b>INTRODUCTION .....</b>	<b>5</b>
<b>CHAPTER 1: PHILOSOPHY AND THEORY .....</b>	<b>7</b>
1.1    TEACHING CONTEXT IDENTITY AND PHILOSOPHY.....	7
1.1.1 <i>Teaching context</i> .....	7
1.1.2 <i>Teaching identity and philosophy</i> .....	8
1.2    THEORY UNDERLYING MY TEACHING PRACTICE AND IDENTITY .....	11
1.2.1 <i>Language teaching theories I use in my practice to address the social practices of language and the model of communication I use</i> .....	11
1.2.2 <i>My teaching philosophy based on my teaching and learning experience and what I have learned.</i> .....	14
A)    DIFFERENT WAYS TO GUIDE AND EVALUATE WRITING. ....	27
<b>CHAPTER 2: METHODOLOGY AND PRACTICE .....</b>	<b>32</b>
2.1 A PRACTICAL AND USEFUL LESSON PLAN.....	32
<i>LESSON PLAN SESSION 1: READING</i> .....	32
<i>LESSON PLAN SESSION 2: LISTENING</i> .....	35
<i>LESSON PLAN SESSION 3: SPEAKING</i> .....	37
<i>LESSON PLAN SESSION 4: WRITING</i> .....	39
<i>LESSON PLAN SESSION 5: INTERCULTURALITY</i> .....	41
<b>LINK TO THE VIDEO:</b>	
<b><a href="https://drive.google.com/file/d/1ZVIEGVJ1LNOCDYDVJUWQRMWYMFWOVQOC/view?usp=drive_link">HTTPS://DRIVE.GOOGLE.COM/FILE/D/1ZVIEGVJ1LNOCDYDVJUWQRMWYMFWOVQOC/VIEW?USP=DRIVE</a></b> <b>_LINK .....</b>	<b>42</b>
2.2    DESIGNING OF NECESSARY TOOLS TO ASSES/TEST THE PROGRESS OF STUDENTS .....	43
2.2.1 <i>Testing</i> .....	43
2.2.2 <i>Assessing</i> .....	43
2.2.3 <i>Validity</i> .....	45
2.2.4 <i>Formats used when testing</i> .....	45
c) <i>Completion</i> .....	46
2.2.5 <i>Portfolio</i> .....	46
2.2.6 <i>Formats for Testing each session</i> .....	48
2.3    ATTACHED EVIDENCE OF GRAPHICS PHOTOS AND IMAGES .....	54

2.4 EVIDENCE OF MY DESIGNED TOOLS TO ASSESS MY STUDENTS.....	61
2.5 PERFORMING AND RECORDING THE ACTIVITIES.....	62
<i>Extra activities I planned for my students in case we had problems with grammar or vocabulary:.....</i>	<i>63</i>
<i>The video.....</i>	<i>63</i>
<b>CHAPTER 3: EXPERIENCE REPORT .....</b>	<b>64</b>
<b>CHAPTER 4: CONCLUSIONS .....</b>	<b>65</b>
<b>APPENDIXES.....</b>	<b>67</b>
DECLARATION LETTER .....	67
<b>REFERENCES.....</b>	<b>69</b>

## Introduction

In this final project I must reflect on the new acquired knowledge within my teaching practice by designing and implementing a pedagogical intervention project. This project is also a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

In this document, I am presenting some of the content curricula and underlying theories that I worked with in the sessions I planned for this project. I also have taken into consideration the didactic and methodological competences, different types of communication competences in English, the intercultural approach and attitudes and values.

One important thing, for me, in this project was to develop digital competences in my students and myself. So, technology was really important and finding ways to use it appropriately and to learn using new technologies was the challenge for me.

In this project I had to consider everything that you have learned and to put it into practice by designing ways of organizing content. The idea of this is to make learning more meaningful and richer for both. I really enjoyed creating new scenarios in which the students learn the syllabus content, but that also enhances them solving the possible problems that they might face when communicating, and at the same time, to improve the language in use.

In this specialization, we worked on 3 modules. The first module was about theories, principles and approaches regarding learning and language acquisition. In the second module, we worked with approaches and methodology for the four skills: reading, writing, listening, and speaking. Technology and digital competences was something we talked about in this module and, for me it is really important because it is a basis of my project. Finally, in module three we focused on the cultural awareness and Intercultural competences, as well as assessment and testing tools to measure students' development and progress with the aid of digital tools. All this is here, in this final project. The theory behind

my lesson planning is here, but also my lesson planning, the implementation and the outcomes and conclusions related to implementing the lesson planning and all the process my students and I have been through this specialization.

## **Chapter 1: Philosophy and theory**

In this chapter, I am going to talk about my teaching context, my identity and my philosophy as a teacher, and about the theory underlying my teaching practice and identity.

### **1.1 Teaching context identity and philosophy**

This section is going to be divided in two parts. The first one is going to be my teaching context and the second one my identity and philosophy as a teacher.

#### **1.1.1 Teaching context**

The school where I work that I am going to talk about is Centro de Bachillerato Tecnológico industrial y de servicios No. 121 (CBTis No. 121) because I want to develop a project to this school. This semester I have 5 groups. The subject is Inglés IV. The number of students I have go from 39 to 50, depending on the group.

My school is part of the Dirección General de Educación Tecnológica e industrial (DGETi) that is part of the Subsecretaria de Educación Media Superior (SEMS) and it depends on the Federal Government. It offers technical high school in three years. I work in the morning shift. My school has 6 technical offers: human resources administration, electronics, automotive maintenance, industrial maintenance, mechatronics and Programming. I teach all of them because the groups change every semester.

The school is big, it has 20,138 m<sup>2</sup> and it has classrooms, workshops, labs, a library, an audiovisual room, a multiple uses room, many bathrooms, a cafeteria, a football field, a basketball court, a volleyball court, and a roofed civic square. The facilities are in good conditions, and we are more than 100 teachers and about 60 administrative staff.

We have around 1900 students every semester and the students are from 15 to 18 years old. We have the morning and the afternoon shifts. There is another system on Saturdays for older students, but I don't work in that program. We also work with socioemotional programs like Construye-T, tutoring and there is also a security and first aid brigade that help in emergencies in our school, among other activities.

The students are from different parts of the state, some of them are from here, Soledad de Graciano Sánchez, but some others are from little towns that are near here and some others

are from the capital of the state. The students have different backgrounds and their families have pretty different way of living and financial situation vary a lot.

My school address is 320 Av. Constitucion de 1857, Benito Juarez in Soledad de Graciano Sanchez. This municipality is located in San Luis Potosi, it has all the public services, there are many other schools and its next to the capital city because it's part of the metropolitan area.



### **1.1.2 Teaching identity and philosophy**

Wise voices say that childhood is destiny. In my case, that's true. My mum is a retired English teacher. When I was a child, I never thought I would be an English teacher. What I am nowadays was configured in those long days that I spend reading alone in my house because my mum was working. She was a model for me at work, so I always considered a teacher an important person. I had some teachers who I really admired and loved, so the figure of a teacher was always important for me. I also loved studying and was always something important for me as I believe education is transformation, and this will never end during my life. I know that being a good teacher is related to prepare every day to be a better teacher than the day before.

I gave English classes at home since I was 18 years old, but I started working in many institutions in 1999. I am lucky because I have been able to go through many enriching experiences in this teaching adventure. I have worked in different high school schools,



some universities and even in a master's degree. Nowadays, I work at the UASLP, in the DUI (Departamento Universitario de Inglés) and I also work at the Centro de Bachillerato Tecnológico industrial y de servicios No. 121.

I have been able to work as a researcher, prototypes tutor, I had the chance to create a Self-Access Center, and I have been able to be the President and Secretary in the English Academy. Life gave me the chance to be Speaking Examiner at the British Council and I was also able to give some courses to other teacher so I could share my experiences and learn from the teachers I shared this experience with. I have had the opportunity to work in multidisciplinary projects, learning objects and life has blessed me with two master's and a great variety of courses and projects where I worked with people who have been pretty important in my life. In the future, I am looking forward to having the opportunity to be involved in research projects related to teaching English, art and literature.

To conclude who I am as a language teacher, I must say I am a person who loves sharing and learning from students. I really enjoy being a teacher and I really feel happy being who I am. My students are part of my life and everything I have and am is because of them and because of my teachers.

About my teaching identity, at the beginning of the course, I used to avoid the teacher-centered philosophies. Now, I am taking advantage of the good things from it, I have realized that they provide a clear and direct communication of educational outcomes. But I still avoid taking a position of authority because I want my students to find their own ways and to be as independent as they can be. In our educational system, students are guided most of the time and critical and creative thinking is not always promoted. Students are used to be guided and when a teacher uses another way to teach them, they feel the teacher is not doing the right thing. Furthermore, some teachers get mad when students go beyond what is expected or when they do things in a way the he or she didn't expect. I've been through this as a student, and I've seen some colleagues doing so. So I am trying to overcome all these issues to be a better teacher.

I still focus a little bit more in the student-centered approaches that focus less on the academic repetition of content and more on the individual thought process and problem-

solving skills of students. I enjoy a lot this type of activities, I am amazed about what students can do when you let them be involved in their learning processes as the one in charge. It's true some students don't get to this point; but every little step they go further, is unvaluable. And during this course I learned many other strategies and ways of doing things that are useful, interesting and it has been fun and, at the same, more feedback is being provided and students realize their own potential to learn and to improve in the areas they need to do so.

I've been focusing more on the advantages of each approach and get the best from both. I could improve my teaching philosophy by taking advantage of the pros and cons of both positions. For example, the teacher-centered approach, I use now so that the students work in order, to help them having all the important topics and use its strategies to develop their independence and I guide them a little bit more, but I also check myself, in order not to do this long time, because most of the sessions have to be used to do activities. I also started using in flipped classroom again. I also let them work in teams or pairs more often, so they develop their ability to work with other students and to work on all their skills, now I try to balance the time we spend with each skill and I have integrated the intercultural competence. We are doing more communicative activities and it has made the class more dynamic. I have also given more feedback than before.

I am also providing some tools, techniques, and strategies to communicate effectively, this is helping them in their personal relationships and professional fields. I am also enhancing their learning autonomy and their personal interactions at. They have been more active in their learning processes, our classroom is now noisier, but they work more and even some students have difficulties working in teams, I haven't had any students asking for an opportunity to work alone. So things are working for the moment, but I'll be prepared to solve things if something happens.

Issues I really have to work on, were assessment, testing and evaluation, that is going to be very important in my project and I think these elements will be an essential aspect of that project. I will work on them in this assignment.

Even I may have a teaching philosophy based in my educational background and my personality and attitudes, I am going to take into consideration that every group is different and find ways to include that in my teaching philosophy. One thing I started doing is creating Google Forms to know information about my students and use it in my classes.

One last thing I am taking into consideration nowadays is to use ITC as a powerful tool. We have many problems at school, the people in charge or the lab don't take care of it. We have old computers, and they don't ask for maintenance. We have Internet problems every day. It has been a real challenge. But students have been willing to work with their teams and use somebody's Internet and we have overcome those problems and almost all the activities have been using ITC.

## **1.2 Theory underlying my teaching practice and identity**

First, I'm going to talk about the theories I use in my practice to address the social practices of language and the model of communication I use.

### **1.2.1 Language teaching theories I use in my practice to address the social practices of language and the model of communication I use.**

#### *1.2.1.1 Schools of thought.*

The schools of thought, according to Cruickshank, Jenkins and Metcalf (2005), are related to the behavioral views. So, they mention that the three schools of thought are: the Cognitive school of thought, the Human school of thought, and the Behavioral school of thought. In their book, in chapter 4, they have this table that I consider really interesting:

Table 1 Schools of taught.

**TABLE 4.1** A Comparison of Cognitive, Humanistic, and Behavioral Views

	<b>Cognitive</b>	<b>Humanistic</b>	<b>Behavioral</b>
<b>Focus</b>	Understanding how we acquire knowledge	Understanding how we develop feelings, attitudes, and values	Understanding how our behavior is modified by our environment
<b>Topics/Themes</b>	Information processing Meaningful learning	Basic needs Affect (emotions, feelings, attitudes, values, predispositions, morals)	Contiguity Classical conditioning Operant conditioning Observational learning
<b>Special Concepts</b>	Attention Short-, long-term memory Linking new and old information Clarity Instructional variety	Self-worth Efficacy	Reinforcement
<b>Some Instructional Approaches that Support Learning</b>	Expository teaching Authentic learning Scaffolding Reciprocal teaching Problem solving	Cooperative learning Inviting school success Values clarification Moral/character education Multiethnic education	Direct instruction Programmed and computer-assisted instruction Mastery learning Precision teaching Applied behavioral analysis

Note: Taken from *The act of teaching*, 4<sup>th</sup> edition by Cruickshank, et. Al. (2005), McGraw-Hill Humanities/Social Sciences/Languages, p.104.

From my personal point of view, I think each of these schools has aspects that are important in an English classroom. In my case, I feel more attracted to the humanistic elements, but I use more the cognitive school when I give classes. I think I am not really into the behavioral one, but it also has useful approaches. All the approaches are useful for me, I think that what I must do is to create a kind of plan where I use some of the approaches for specific purposes in my classes. And using all the approaches will be useful in different moments and will help me in specific situations, that way, my teaching will improve.

#### *1.2.1.2 Language teaching theories.*

When we talk about language teaching theories, we refer to the theories that explain how the learning and teaching processes happen. Some of the most important theories are Behaviorism, Cognitivism, Constructivism, social constructivism, Krashen's monitor and acculturation.

Even, I think I use all of them in some ways, I mean some of their elements. I feel that social constructivism is one of the one I would like to use more. As Lohman (2021) says: “Social constructivism is the view that learning occurs through social interaction and the help of others, often in a group.” This theory was developed by Lev Vygotsky. The author establishes that “... the foundation of this theory is the belief that knowledge is not a copy of an objective reality but is rather the result the mind selecting and making sense of and recreating experiences.” This is really interesting for me, so I try to plan activities where students have to recreate experiences that they can do in groups, interacting with other students. In my lesson planning I used many activities like these and it was great because in the past I had many individual activities and this changes the classroom a lot.

#### *1.2.1.3 Importance of social practices when teaching a second language.*

In lesson 3, we learned that students should develop competences that allows them to use English as they would use it in “real life”. With this purpose, we learned about Communities of Practice, which is something I have heard of many times. I think I even use them a long time ago. And now I think I can integrate this, even more effectively because technology offer many possibilities to establish this Communities of Practice.

Cambridge and Suter (2005) developed a step-by-step guide for designing and cultivating Communities of Practice in higher education that I think is useful for high school students too. So, I will use it to have some activities that are going to be motivating for my students. The authors say that: “... a practical approach to creating communities of practice (CoPs) based on experiences working with corporations, nonprofits, associations, government organizations, and educational institutions.” I learned from this guide that. In the past, I used to work only with other teachers from other schools, here I found many other possibilities and secure spaces for my students. Here technology will be very useful.

#### *1.2.1.4 Communication models.*

In our lessons, we learned about the Jakobson’s model of communication and Hymes’ model of communication. Jakobson’s model is interesting because it establishes the basic elements of communication, but for me, Hymes’ model is really useful to create activities.

Qalyubi (2017) mentions that: “Hymes (1972a) argues that a communication in a speech event is closely related to factors outside the language or called as metalingual such as where, when, who the speaker and his or her opponent, the content of the utterance, the purpose of the speech, the intonation of the speech, are included in the psychological condition of the speaker. All components of that speech then summarized in an acronym of "SPEAKING". All these elements are really interesting and I am going to take them into consideration when I create communicative activities. I ask my students to do these types of activities, but now, I have more tools to create, implement and evaluate them. In the planning, we had one session for speaking and this was very useful.

### **1.2.2 My teaching philosophy based on my teaching and learning experience and what I have learned.**

I think sometimes I do not use the teacher-centered philosophies that provide a clear and direct communication of educational outcomes from a position of authority because I want my students to find their own ways and to be as independent as they can be. But sometimes these philosophies are okay because some students are not used to do things on their own and they need to be trained before doing other types of activities and using strategies to be autonomous. In our educational system, students are guided most of the time and critical and creative thinking is not always promoted. Students are used to be guided and when a teacher uses another way to teach them, they feel the teacher is not doing the right thing. Furthermore, some teachers get mad when students go beyond what is expected or when they do things in a way the he or she didn't expect. I've been through this as a student, and I've seen some colleagues doing so.

Most of the time, I do my best to work with the student-centered approaches that focus less on the academic repetition of content and more on the individual thought process and problem-solving skills of students. I enjoy a lot this type of activities, I am amazed about what students can do when you let them be involved in their learning processes as the one in charge. It's true some students don't get to this point; but every little step they go further, is unvaluable.

I've been thinking about the things I do as a teacher related to these approaches, and I've always believed that balance is always the best option. From now on, I will try to focus more on the advantages of each approach and get the best from both. In order to do so, I have to improve my teaching philosophy.

I can improve my teaching philosophy by taking advantage of the pros and cons of both positions. For example, talking about the teacher-centered approach, I can use it so that the students work in order, to help them having all the important topics and use its strategies to develop their independence. But also, I must make sure that they also develop their ability to work with other students and to work on all their skills. This could be done by having communicative activities and it will make the class more dynamic. I should also be sure I provide activities and feedback to let them express themselves.

On the other hand, talking about the student-centered approach, can be used to help students improving their communicative abilities and teamwork. This will be useful for them, if we give them the tools, techniques and strategies to communicate effectively, this will help them in their personal relationships and professional fields. We can also enhance their learning autonomy and their personal interactions at the same time. This approach also motivates students and they become active in their learning processes. As a teacher, I must understand that an English classroom is noisy, but as long as they are working, it's okay. I also have to be aware that students will be working on their own pace, so different people will be working in different activities of the project. One thing that I have to keep in mind is that some students have difficulties working in teams and they are going to ask for an opportunity to work alone and that may cause some issues. So, I would have to be ready to find ways to solve this type of situations.

Another issue I have to work on is assessment and evaluation, that is going to be very important in my project and I think these elements will be an essential aspect of that project. I still have to work more on how they are going to be, but I am ready to do so.

Other element that I learned from this specialization and that I would use, are the communities, not only the communities of practice, but also the collaborative projects that

help my students work with other subjects, but also, I have to find ways to involve even their families. This last thing I have done only in the final presentations, but I would like to plan something else during the semester.

Even I would have a teaching philosophy based in my educational background and my personality and attitudes, I am going to take into consideration that every group is different and find ways to include that in my teaching philosophy.

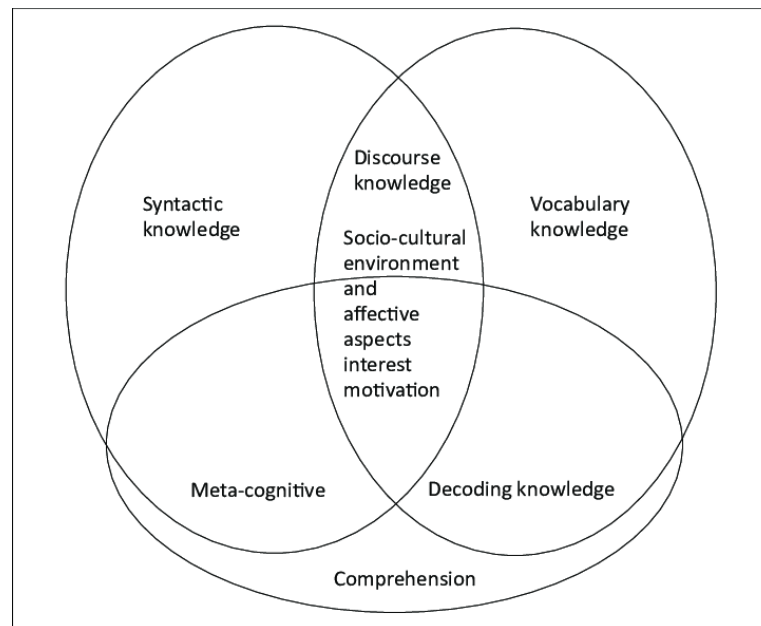
One last thing I will take into consideration nowadays is to use ITC as a powerful tool. With all we've been through the last two years, we have learned a lot about the advantages of using technology and we must change the way we teach every day, as technology and its possibilities also change every day.

### *1.2.2.1 Reading*

#### a) The interactive model of reading

First, I will present an interesting image I found about the interactive model of reading.

#### **Image 1: The interactive model of reading**



Taken from: [https://www.researchgate.net/figure/Interactive-model-of-the-reading-process\\_fig1\\_270027812](https://www.researchgate.net/figure/Interactive-model-of-the-reading-process_fig1_270027812)



This model is very interesting because it has all the aspects we have talked about in the course and its structure seems interesting for me. I think in my lesson plan I covered all the aspects by using different type of activities. The activities are in the links about the activities and in the lesson plan.

b) Schema theory, distinction between content, formal and linguistic schemata

Firstly, I am going to present the definitions we learn from the course, and then I am going to give examples on how I will use them in my lesson plan.

**Content schema:** refers to previous general knowledge we have about a particular topic. We use the knowledge we have about past experiences to make connections to new information in the text. Using content schema can connect old and new information, which can help us understand the message of a text more clearly. The background knowledge that readers bring to the task can include information, ideas, beliefs, and values that a reader has. This type of schema is conceptually-driven and resolves ambiguities between alternative possible interpretations.

In my lesson plan the content schema is related to the things we know about famous people and the things they do and how they do them because that's what makes them so special. Even we, humans are so different, there are basic things we admire. On the other hand, there are people who may not be famous, even family, that we admire. And this can create interesting interactions among students.

According to the material from the class, **formal schema or rhetorical patterns** refer to the knowledge we have about the different organizations of text (Meyer 1975). For instance, letters, essays, newspaper articles, and postcards all have different organization.

In my lesson plan formal schema is present in different ways, but all the different organizations of text have been used in our classes before, so students know what do to with them and know how they are organized and what each thing means.

In our course, **linguistic schema** refers to the linguistic information we have stored in our mind in order to decode words and their meanings. Examples about linguistic schema are the following: a) verbs are converted into past by using -ed, b) the progressive is formed by

using “be” plus the ending -ing, c) the prefix un- is used to make the opposite of some words like “unhappy,” and so on. This type of linguistic schema is also considered data-driven, or bottom-up. Readers can understand the meaning by using linguistic information.

In my lesson plan linguistic schema is everywhere, we have talked about different elements in different stages of the previous semester and in the one the class was given. Even we have gone through different materials related to this specific topic, some students may not remember that, and I will have to make sure that I help student who need that help. So, in the lesson plan, this is going to be reviewed in the explanation video about how adverbs of manner are formed.

#### c) Strategies for understanding vocabulary

In our course we learned that some strategies for understanding vocabulary are:

- Reflecting upon the word learning task
- Asking questions about words
- Taking context into consideration when determining the meaning of words.

In my lesson plan, I asked questions about words, for example in brainstorming and I also used taking context into consideration when determining the meaning in words, for example in the reading activity.

#### d) The importance of cross-cultural awareness for reading

As we were taught in our course, “Cross-cultural awareness refers to being aware of other cultures when we meet them. (...) it is important to think about some cross-cultural differences in writing styles.” Every culture and language have its own way of expressing thought and manner for organizing its expression. These distinct arrangements can be from tone or punctuation, lists, personal comments, etc. According to the course material, larger considerations are related to the rhetorical conventions of a community.

In my classes, I ask my students to be polite, respectful, to use the correct punctuation and grammar, to communicate assertively and to confirm and ask for information as well as proposing things instead of criticizing their partners ideas.

Also, when writing the first writing activity of the semester, we create a table about the differences when writing in English and in Spanish. In my lesson plan, I considered these elements when creating the assessing tools.

e) The different types of activities where reading is developed on-line.

In my classes, I try to use many online materials, most of the time I try to use something different every then and now. For example, there are many different types of reading activities, so I try to use a different one in each situation. And there ways to make reading fun. For example, when reading, I use mystery pictures, sometimes, after they read and answer some activities, I play the reading so they can listen to it, reinforce what they learn, but also they can check pronunciation, intonation, etc. But one thing I love doing is using interactive stuff related to the reading before and after it. I use Kahoot, Jamboard, Padlet and so on. In this section I want to share a very interesting site I found about Apps and Platforms for teachers. Here I got many ideas. And it's interactive, so you can check the best uses for the Apps and platforms.

**Image 2: Apps and platforms for teachers**



Taken from: <https://view.genial.ly/600caa6d56e45e74763a41f4/horizontal-infographic-review-aplicaciones-para-profesores>

f) The different types of reading exercises

Gordaba, S. (2021) says that the Classification of Reading Skills is: Decoding, Vocabulary Range, Fluency, Language Conventions, Attention and World Knowledge

In my lesson plan I think I used almost all of them in one part or another. She also says that the four reading skills are: Intensive Reading, Extensive Reading, Skimming and Scanning. In my case, I only used intensive reading and skimming and scanning.

Finally, the author mentions that the types of Reading Comprehension are:

**Literal;** refers to the comprehension of basic information within texts that allows you to answer the five Ws (who, what, where, when, and why) of the story or article you are reading.

**Inferential;** based on your literal comprehension of a text, you can predict the unfolding of events in a story or infer meaning from context.

**Applied:** using background knowledge to form an opinion about a text and retell it to others. You can give an answer to any question related to the text you have read.

**Evaluative:** you can judge the text you read based on the author's tone, language, or writing style. Evaluative comprehension gives you the power to read between the lines.

**Lexical:** implies you can infer the meaning of target vocabulary items within texts. While lexical comprehension is often being taught to children, it can also be used to learn a new language. If you want to practice lexical comprehension, you can look up the keywords and phrases before reading a text.

In my lesson plan, I used literal, inferential and lexical in different parts of the lessons.

#### *1.2.2.2 Listening*

a) Skills and subskills in listening

To develop the skills students, need to develop, I used both, interactive listening situations and non-interactive listening situations. In my lesson plan, I had the board game, which is a face-to-face/real conversation so that the students must listen and speak. While they were doing so, they to ask for clarification, repetition, or slower speech from the student who

was speaking. I also had non-interactive listening situations because they listen to the audio activity I created. At the end, I asked them some questions about it. I think that background knowledge and contextual situations were interesting because the information they were exposed to is real.

b) Characteristics of the listener, as well as the listening process

About the types of listeners, I had active listeners that, as we learned, participated fully in the communication process. They were listening attentively, providing feedback, and doing their best to understand and remember messages. They seemed interested in the activities. I also had passive listeners, they did the activity, but they were asking many questions in Spanish to their classmates, but they liked the type of activities. I also had impatient listeners that they were losing focus.

c) Listening strategies

As we learned in the course there are six strategies. They are:

- Bottom-up processing: I think it was used as they have to decode the message. In the same activities Top-down process can be done. They also had pre, while and post listening activities.
- Cognitive strategies: I used them in the listening comprehension activities.
- Listening Fluency: by using bottom-up processes and top-down processes, I promoted listening fluency.
- Metacognitive strategies: I achieved this by having different types of activities and by questioning them in the EdPuzzle activity.
- Spoken Discourse: This was worked by doing speaking activities as the board game.
- Top-down processing: I did this by asking them to create their own questions about the topic in one of the listening activities.

d) Difficulties when teaching listening.

I think all the difficulties learned in the module happened in the classroom because, as we learned listening can be difficult to teach and to acquire because of the listening difficulties. I think clustering affected, also redundancy was a problem in the speaking activities. Even performance variables were not a big problem, a few students hesitate, pause or correct

themselves and that affected students who didn't have this knowledge. Colloquial language; idioms, slangs and reduced forms were not many, but students asked about them. Rate of delivery was one of the things students said was their problem. They said they didn't understand because it was too fast and the activities couldn't be slowed down. Stress, rhythm and intonation are very important for comprehension. But most students are not able to identify them or to understand the meaning of it. As for interaction, they did so in different activities and every student had different responses to the activities. I used materials that helped me develop listening. Using a wide variety of materials enables this development. Finally, I tried to find authentic materials for my activities. It was difficult to find authentic materials that had the exact topic I needed, so I used the information from the net and apps that helped me creating adapted materials from authentic materials.

### *1.2.2.3 Speaking*

#### a) Characteristics of the speaker

About the speaker, as we learned in our courses, we must take into consideration that real conversations are not perfect, there is redundancy, or repeated speech, there is also vacillation or hesitation, pauses and uneven intonation. Also, we must remember that speakers have background knowledge and linguistic knowledge. Students must be aware of this and that's why I used different materials with different voices, so my voice is not the one they always listen to.

#### b) Nature and functions of speaking skill

To be honest, I didn't work this part consciously. I think I did so but was not exactly planned. This is an area that I have to work on. I need to read more about it and check how I can do activities that reinforce this consciously.

### c) Skills and subskills in speaking

Image 3: The 4 speaking skills



Taken from: <https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/>

Fluency, vocabulary, grammar and pronunciation are the skills mentioned and vocabulary and grammar were developed in the different stages of the lesson. But fluency and pronunciation had to be developed in previous sessions.

### d) Compensatory strategies

Communication strategies, co-operation, guessing, paraphrasing and strategic competence are the compensatory strategies. Related to communicative strategies, students used when they had to cope with communication problems. Most students need to work on these strategies, so I'll do that before another listening and speaking. Related to co-operation, most students showed willingness to help each other to maintain the conversation. The guessing strategy was used a lot as they may not know the words, but they were guessing from the visuals and the context. Paraphrasing is a strategy that most students need to work on. Just a few used it. In strategic competence, the students used their abilities to interact and maintain the conversation. Also, non-verbal strategies were important.

### e) Controlled and free speaking practice

In the lesson I included controlled and free speaking practice. Controlled speaking was, for example, in the board game and free in the final activity.

#### 1.2.2.4 Writing

##### a) The micro and macro skills for writing

Micro-skills: From the micro-skills we learned, I consider orthographic patterns (spelling), produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems (e.g., tense, agreement, pluralization), and patterns, and rules.

Macro-skills: From the macro-skills we learned I check use cohesive devices in written discourse, that is, connect ideas effectively; that students appropriately accomplish the communicative functions of written texts according to form and purpose; convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and correctly convey culturally specific references in the context of the written text.

As we were told in our course, all these aspects may seem difficult for our students, but it is also true that they are specific areas that students should work on during the writing process.

##### b) The different types of writing exercises

Models for writing: Article-Summary Paper, Five Paragraph Essay and Summary-response Paper. In this specific lesson plan, I used models for writing about famous people or people we admire.

##### c) Different approaches to teaching writing

We were taught the six approaches when teaching writing. Hyland, according to the course material, defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse.” And the approaches he proposes are:

**1. Language structures:** This refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic or grammatical patterns, and cohesive devices that comprise the essential building blocks of texts. More specifically, the author identifies four stages in the development of writing.



- a) **Familiarization**: Students are taught certain grammar and vocabulary items, usually through a text.
- b) **Controlled writing**: Students practice writing following patterns, and they substitute some ideas. One of the most empowering teaching techniques is known as the discourse frame, where the student observes the key transition phrases that provide the structure unique to a certain genre, and then writes their own text by changing only the characters or objects.
- c) **Guided writing**: Students imitate model texts.
- d) **Free writing**: Students use the patterns they have already learned to write new messages.

In my lesson plan I used guided writing. I presented some model texts and then asked the students to think about similar situations in their own lives and to write a 5-paragraph essay about the topic they choose. Then, in the comic strip, I asked them to focus on language structures.

**2. Discursive structures**: Every culture has its collection of styles for its discourses. Examples are the way to organize an encyclopedia, a prayer, a piece of fashion news, a business letter, a song, a Twitter message, or a fable. Each genre has its way of organizing its ideas, in line with its communicative function. Intermediate and advanced learners need to appreciate the distinctions among these genres and countless others.

In my case I asked a 4-paragraph writing with an introduction paragraph, 2 body of the text paragraphs and a conclusion. I didn't ask for quotations, facts, or statistics. I also asked to use sequence connectors. I also asked to remember the structure of a paragraph where the first sentence should explain the main idea and then supportive ideas and finally a supporting sentence.

**3. Creative expression**: Writing is learned, not taught. Writing can be transformed into a process of self-discovery and a way of sharing personal meaning.

In my activities I asked my students to talk about a person they admire to express what actions make this person special and how these actions are performed by the person.. They could talk about any person they wanted.

**4. Writing processes:** in our classes, we learned that a priority of teachers is to develop their students' *metacognitive* awareness of their processes, that is, their ability to reflect on the strategies they use to write. They gave us a model of writing processes that they mention is widely accepted by many writing teachers in American colleges and universities. And it is like follows:

1. *Selection of a topic:* by teachers and/or students
2. *Prewriting:* brainstorming, collecting data, note taking, outlining, etc.
3. *Composing:* getting ideas down on paper.
4. *Response to draft:* teacher/peers respond to ideas, organization, and style.
5. *Revising:* reorganizing, style, adjusting to readers, refining ideas.
6. *Response to revisions:* teacher/peers respond to ideas, organization, and style.
7. *Proofreading and editing:* checking for correct form, layout, evidence, etc.
8. *Evaluation:* teacher evaluates progress over the process.
9. *Publishing:* in-class printed versions or presentation, on bulletin boards, websites, etc.
10. *Follow up tasks:* to address weaknesses detected.

In my lesson plan, I used all the first elements of the model. But I didn't publish it nor did follow up tasks to address weaknesses detected, so this is an opportunity to work on in my next lesson plans.

**5. Content:** Writing activities are often organized around social issues which students know something about, and materials and activities can be adapted to students of different proficiency levels by varying the amount of information provided or required.

In this case, I think I always do this. The topics are always something they know well, and the materials and activities are always adapted to the proficiency level of the group and I give them the information they will require.

**6. Genre and contexts of writing:** When we write, we follow certain social conventions for organizing messages because we want our readers to recognize our purpose. Writing instruction begins with the purpose of communication. Genres can be such text types as jokes, anecdotes, advertisements, biographies, menus, tickets, prescriptions, poems, songs, etc. (8)

In my case, I used 4 writing activities: An e-mail, a Facebook publication, a WhatsApp conversation, and an essay. These formats were interesting for them,

**a) Different ways to guide and evaluate writing.**

To evaluate their activities, I took the theoretical part from the course and the theory mentions that there are some Ideas for writing teachers about providing feedback to writing.

1. *The teacher is not the only respondent:* The teacher can use the strategy of peer revision in which students can work in pairs or teams.
2. *Written commentary is not the only option:* Apart from **written commentary**, the teacher can also use oral feedback whether to the entire group or to individual students or electronic feedback.
3. *Teachers do not need to respond to every single problem on every single student draft:* As students might present several writing problems in their writing products, especially beginners. The teachers should focus on one problem at a time.
4. *Feedback should focus on the issues presented by an individual student and his/her paper, not on rigid prescriptions:* the teacher should be aware of this and handle problems based on individual needs.
5. *Teachers should try to avoid “appropriating,” or taking over, a student’s text:* Teachers should avoid making corrections in a student’s texts. He or she just should provide the appropriate feedback and let the student edit it.

6. *Teachers should provide both encouragement and constructive criticism through their feedback:* Try to highlight achievements and encourage them to work on errors or mistakes still displayed.
7. *Teachers should treat their students as individuals and consider written feedback as part of an ongoing conversation with each student.* Current feedback should be based on previous feedback for groups or individual students. Students should perceive feedback as beneficial steps as they grow in their writing skill development.

From these elements I took the option of peer revision in Teams and oral feedback to the entire group. Sometimes I use rubrics, but this time we did a free activity to provide feedback and it was fun. But even it was a free activity, we used the composition profile elements and we talked about content, organization, vocabulary, language use and mechanics.

***Content:*** From it, we checked all the aspects, substantive development of a thesis or main idea, adequacy, and relevance of supporting detail and demonstration of knowledge of subject.

***Organization:*** from it, we talked about logical sequencing and cohesiveness. Next time, I will include fluent expression of ideas; not choppy, main points and supporting detail clearly and succinctly stated and ideas not confused or disconnected.

***Vocabulary:*** we need to take in consideration sophisticated range with effective choice of words and idioms, meaning not obscured by incorrect words. We worked on word choice not limited by lack of vocabulary, and appropriate word register, which is a level of formality appropriate to the topic and the audience.

***Language use:*** we didn't work on use of complex constructions, and in few errors of agreement, tense, number, word order, and function. But we worked on the correct use of articles, pronouns, and prepositions and meaning not obscured by grammatical errors.

***Mechanics:*** we talked about mastery of conventions of spelling, punctuation, and capitalization, we also checked if paragraphing demonstrates coherence of ideas, that handwriting, or font is legible and that there was no obscured meaning by lack of

appropriate punctuation and/or spelling.

Grading writings; Content = 30%, Organization = 20%, Vocabulary = 20%, Language use = 25 % and Mechanics = 5%. And I really liked the Composition Profiles that we checked in class, so I used the composition profiles.

**Image 4 Scoring profile, Jacobs et al.(5).**

COMPOSITION PROFILES				
Student:	Date:	Topic		
SCORE	LEVEL	CRITERIA	COMMENTS	
<b><i>CONTENT</i></b>				
30-27 EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic				
26-22 GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail				
21-17 FAIR TO POOR: limited knowledge of subject; little substance, inadequate development of topic				
16-13 VERY POOR: does not show knowledge of subject; not-substantive; not pertinent; OR not enough to evaluate				
<b><i>ORGANIZATION</i></b>				
20-18 EXCELLENT TO VERY GOOD: fluent expression; ideas clearly/supported; succinct; well-organized; logical sequencing; cohesive				
17-14 GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing				
13-10 FAIR TO POOR: not-fluent, ideas confused or disconnected, lacks logical sequencing and development				
9-7 VERY POOR: does not communicate; no organization; OR not enough to evaluate.				

**VOCABULARY**

20-18 EXCELLENT TO VERY GOOD: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register

17-14 GOOD TO AVERAGE: adequate range; occasional errors of word/idiom form, choice, usage *but meaning not obscured*

13-10 FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; *meaning confused or obscured*

9-7 VERY POOR: essentially translation; little knowledge of English vocabulary, Idioms, word form; OR not enough to evaluate

**LANGUAGE USE**

25-22 EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

21-18 GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*

17-11 FAIR TO POOR: major problems in simple complex/constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; *meaning confused or obscured*

10-5 VERY POOR: virtually no mastery of sentence construction dominated by errors; does not communicate; OR not enough to evaluate

**MECHANICS**

5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing

4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*

3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; *meaning confused or obscured*

2 VERY POOR: no mastery of conventions; dominated by errors of spelling,punctuation, capitalization, paragraphing; handwriting illegible; OR not enough to evaluate

TOTAL  
SCORE

READER

COMMENTS

## Chapter 2: Methodology and practice

### 2.1 A practical and useful lesson plan

**Teacher:** Aurora Graciela Canet Álvarez

**School:** CBTis 121

**Level:** 4<sup>th</sup> semester.

**No. of students:** 43

**Age:** 17– 18 years old.

**Date:** Friday May 2023

**Lesson Objective:** Communicate with others using certain expressions and adverbs of manner to describe actions are in a particular context or situation.

#### LESSON PLAN SESSION 1: READING

TIME	INTERACTION	PROCEDURE	AIM OF ACTIVITIES	RATIONALE BEHIND THE ACTIVITY	STEP TO SUCCEED IN CLASS	MATERIALS USED	SKILLS
10 minutes	Teacher to students and whole class.	<b>Activity 1:</b> The teacher asks students some questions related to the links (example: <a href="https://www.youtube.com/watch?v=7MR6akR9UVo">https://www.youtube.com/watch?v=7MR6akR9UVo</a> ) she gave in the binder to make sure the students understood the topic. The teacher gives the link so that the students can access to Jamboard to create a brainstorm related to adverbs of manner in the interactive board. The students create this Brainstorm in Jamboard, and at the end, the teacher gives oral feedback.	Introduce and present adverbs of manner and vocabulary related to it.	This activity has the purpose of introducing the topic and vocabulary so students are ready to perform the activities that follow.	Activation of higher psychological processes.	Implementation of ICT. In this case we used Jamboard to work collaboratively: <a href="https://jamboard.google.com/d/1P1fmJZU_a6kjVzqUoXuiCYLubd0JWFkd6vhCoqj3hEo">https://jamboard.google.com/d/1P1fmJZU_a6kjVzqUoXuiCYLubd0JWFkd6vhCoqj3hEo</a>	Integrating skills: S, G & W



10 minutes	Teacher to students and whole class.	<b>Activity 2:</b> The teacher reviews the grammar by playing an interactive video. The students watch the video, and the teachers asks questions to students according to the video interaction. The link is: <a href="https://edpuzzle.com/media/636c5cebd09edc4124d289a2">https://edpuzzle.com/media/636c5cebd09edc4124d289a2</a>	Develop cognitive skills and reflective thinking on the students.	The teacher presents the video to reinforce the topic before doing reading activities related to adverbs of manner.	Orientation of students' attention to learn.	Implementation of ICT by using activities from web sites and platforms. In this case Ed puzzle.	Integrating skills: L, G & V
5 minutes	Individual	<b>Activity 3:</b> The teacher asks the students to go to the reading page of the binder and read and highlight the adverbs of manner. Then, everybody checks together.	Practice vocabulary and grammar structures.	This helps students identify the grammar topic in a reading to activate their learning.	Necessary and sufficient practice of what is being learned.	Binder	Integrating skills: R, G & V
20 minutes	Teams	<b>Activity 4:</b> The teacher gives 3 links related to different reading activities. Students answer the reading interactive activities in liveworksheets. The first one is about vocabulary, and the link is: : <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adverbs_of_manner/Vocabulary_-_Adverbs_of_Manner_ux1611036gv">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adverbs_of_manner/Vocabulary_-_Adverbs_of_Manner_ux1611036gv</a>	Develop reading comprehension .	These activities will give the necessary practice of the topic, but at the same time, students will be practicing different reading skills to improve	Necessary and sufficient practice of what is being learned	Implementation of ICT by using activities from web sites and platforms. In this case Liveworksheets.	Integrating skills: R, G & V

		<p>The second one is short reading, where the students answer true or false, the link is:  <a href="https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Adverbs+of+manner/Adverbs+of+manner+reading+if1666875rh">https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Adverbs of manner/Adverbs of manner reading if1666875rh</a></p> <p>The third activity is related to skimming and scanning and that way, students have different ways of practicing their reading skills  <a href="https://www.liveworksheets.com/vp3235087pe">https://www.liveworksheets.com/vp3235087pe</a></p> <p>Each of these activities gives interactive feedback to the students , usually scores, and they take a screenshot of it and those screenshots are part of their portfolio.</p>		<p>their reading.  Examples of these skills are skimming and scanning.</p>			
--	--	--	--	--	--	--	--

**CODES FOR SKILLS:** L: Listening R: Reading S: Speaking W: Writing G: Grammar V: Vocabulary

**LESSON PLAN SESSION 2: LISTENING**

<b>TIME</b>	<b>INTERACTION</b>	<b>PROCEDURE</b>	<b>AIM OF ACTIVITIES</b>	<b>RATIONALE BEHIND THE ACTIVITY</b>	<b>STEP TO SUCCEED IN CLASS</b>	<b>MATERIALS USED</b>	<b>SKILLS</b>
5 minutes	Whole class	<p><b>Activity 1:</b> The teacher reviews grammar by using an interactive game. The link is:  <a href="https://eslkidsworld.com/Interactive%20games/Grammar%20Games/Adverbs/adverbs-of-manner-football-game.html">https://eslkidsworld.com/Interactive%20games/Grammar%20Games/Adverbs/adverbs-of-manner-football-game.html</a></p>	Review adverbs of manner.	The activity gets the students attention, helps them remember the grammar and prepares them for the following activities.	Activation of higher psychological processes.	Implementation of ICT by using activities from web sites and platforms. In this case ESL Kids World.	Integrating skills: V & G
10 minutes	Individual	<p><b>Activity 2:</b> With the purpose of the students can listen and comprehend the topic, they will do an interactive individual activity  <a href="https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_33_adverbs.html">https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_33_adverbs.html</a></p>	Develop listening comprehension .	I used a non-interactive listening, it has a n audio and the idea is that	Necessary and sufficient practice of what is being learned.	Implementation of ICT by using activities from web sites and platforms, in this case is the Learn American English on line and it has an audio.	Integrating skills: L, G & V

10 minutes	Whole class	<p><b>Activity 3:</b> With the purpose of the students can infer some of the meaning of the expressions and for evaluating listening comprehension they're going to work in the listening activity (PodCastle).</p> <p><a href="https://podcastle.ai/editor/player/63fad29bafc93744075065d8">https://podcastle.ai/editor/player/63fad29bafc93744075065d8</a></p>	Develop listening comprehension and cognitive skills and reflective thinking on the students.	It is an audio, created by the teacher, where the teacher asks questions about it to check comprehension and grammar.	Necessary and sufficient practice of what is being learned.	Implementation of ICT by using activities from web sites and platforms. In this case, PodCastle.	Integrating skills: L, G & V
15 minutes	Teams	<p><b>Activity 4:</b> The students choose one of the videos about people that the teacher is going to present and in teams they will choose one person and they will write 4 questions they may want to ask him or her using adverbs of manner and they will watch the video, listen to the information and find answers for their questions. The videos are from YouTube. And each Team, at the end, shares their questions and answers.</p>	Practice vocabulary, listening, writing and grammar structures.	The activity is an interactive listening. It's to practice what we are learning, but also helps students to be active as they think about the questions and choose the person.	Activation of higher psychological processes	Implementation of ICT by using activities from web sites and platforms. In this case are videos from YouTube.	Integrating skills: L, G, W & V

**CODES FOR SKILLS:** L: Listening R: Reading S: Speaking W: Writing G: Grammar V: Vocabulary

### LESSON PLAN SESSION 3: SPEAKING

TIME	INTERACTION	PROCEDURE	AIM OF ACTIVITIES	RATIONALE BEHIND THE ACTIVITY	STEP TO SUCCEED IN CLASS	MATERIALS USED	SKILLS
10 minutes	Whole class	<p><b>Activity 1:</b> The students play the roulette, guided by the teacher, and create sentences using the adverb they get. The link is <a href="https://wordwall.net/es/resource/2098022/adverbs-of-manner">https://wordwall.net/es/resource/2098022/adverbs-of-manner</a> At the end, teacher gives feedback.</p>	Practice grammar, vocabulary and speaking,	It's a controlled speaking activity to activate students and review grammar and the structure of sentences.	Necessary and sufficient practice of what is being learned.	Implementation of ICT by using activities from web sites and platforms. In this case Word Wall-	Integrating skills: S, V & G
20 minutes	Teams	<p><b>Activity 2:</b> The students are going to play a board game to practice the topic. It's in their binder, but it was taken from: <a href="https://en.islcollective.com/english-esl-worksheets/speaking-practice/board-game/adverbs/adverbs-of-manner-board-game/111267">https://en.islcollective.com/english-esl-worksheets/speaking-practice/board-game/adverbs/adverbs-of-manner-board-game/111267</a> At the end, teacher gives feedback.</p>	Develop cognitive skills. Practice grammar and speaking,	It's a controlled speaking activity to activate students and review grammar and the structure of sentences.	Development of social interdependence among members of a group. Time for information processing	Implementation of ICT by using activities from web sites and platforms. But we also use the binder because the game is printed there.	Integrating skills: S, G & V

20 minutes	Whole class	<b>Activity 3:</b> To wrap up this lesson, the teacher asks students about people they admire and how that person does things. The students create a Brainstorm by using Jamboard. At the end, teacher gives feedback.	Develop cognitive skills. Develop critical thinking. Practice grammar, vocabulary and speaking,	It's a free speaking activity to help students review the topic and be ready for the following session.	Development of social interdependence among members of a group.	Implementation of ICT by using activities from web sites and platforms. In this case, Jamboard to write some ideas.	Integrating skills: V, G & S
------------	-------------	--	---	---	---	---	---------------------------------

**CODES FOR SKILLS:** L: Listening R: Reading S: Speaking W: Writing G: Grammar V: Vocabulary

### LESSON PLAN SESSION 4: WRITING

TIME	INTERACTION	PROCEDURE	AIM OF ACTIVITIES	RATIONALE BEHIND THE ACTIVITY	STEP TO SUCCEED IN CLASS	MATERIALS USED	SKILLS
15 minutes	Tams	<b>Activity 1:</b> The teacher asks questions about different types of writing and then asks the students to write an e-mail in their e-mail account about a recent holiday, using 7 adverbs of manner or more. At the end, they will take a screenshot and it's going to be part of their portfolio. They will use the assessment tool to assess another team's e-mail.	Practice writing, grammar, and vocabulary.	In this session the content and formal schemata are used. Content schemata is related to the topics like concerts or tv series. Formal	Time for information processing and a activation of higher psychological processes through all the session.	Implementation of ICT by using activities from web sites and platforms. E-mail in this specific activity-	Integrating skills: W, V & G
15 minutes	Teams	<b>Activity 2:</b> The students are going to write a post in their Facebook account about a concert, a film or TV series they have watched, using 7 adverbs of manner or more. At the end, they will take a screenshot and it's going to be part of their portfolio. They will use the assessment tool to assess another team's post.	Practice writing, grammar, and vocabulary.	schemata is related to the formats. They will practice different writing formats to be ready for the unit test.		Implementation of ICT by using activities from web sites and platforms. Facebook in this specific activity-	Integrating skills: W, V & G

15 minutes	Pairs	<b>Activity 3:</b> The students are going to write a dialogue in their WhatsApp using 7 adverbs of manner or more. The topic here is free. At the end, they will take a screenshot and it's going to be part of their portfolio. They will use the assessment tool to assess another team's WhatsApp conversation.	Practice writing, grammar, and vocabulary.			WhatsApp.	Integrating skills: W, V & G
------------	-------	--	--	--	--	-----------	---------------------------------

**HOMEWORK 1:** Individually, students write an essay and then, based in it, they create a short presentation, using a model. The presentation is about people they admire, and they will use 10 or more adverbs of manner to talk about that person's life. In this activity the content and formal schemata is used. Spelling, cohesive devices, paragraph structure and some other micro and macro skills are important here.

**HOMEWORK 2:** Students answer a short Google Form that will help the teacher in the nest sessions. Link: <https://docs.google.com/forms/d/1ruzbpKgcllvItVcSk21OfjrjgeCnndTLfV8seNITx2Hg/edit>

**CODES FOR SKILLS:** L: Listening R: Reading S: Speaking W: Writing G: Grammar V: Vocabulary



**LESSON PLAN SESSION 5: INTERCULTURALITY.**

<b>TIME</b>	<b>INTERACTION</b>	<b>PROCEDURE</b>	<b>AIM OF ACTIVITIES</b>	<b>RATIONALE BEHIND THE ACTIVITY</b>	<b>STEP TO SUCCEED IN CLASS</b>	<b>MATERIALS USED</b>	<b>SKILLS</b>
10 minutes	Teacher to students Student to student	<b>Activity 1:</b> The students create a brainstorm related to their ideas about the cultures that speak English, based on the teachers' instructions. This time, we are using Padlet. The teacher gives feedback at the end of the activity.	To present the topic and find out what the student's ideas are.	Student's self-awareness of their cultural ideas.	Activation of higher psychological processes.	Implementation of ICT For example: Padlet.	Integrating skills: V, S & W
15 minutes	Teams	<b>Activity 2:</b> The students are going to answer a quiz about different cultures and then will check their answers. At the end, they will talk about similarities they find in the different cultures we talked about. And the teacher will give feedback after that. The link for the quiz is: <a href="https://symondsresearch.com/intercultural-communication-activity/">https://symondsresearch.com/intercultural-communication-activity/</a>	Practice speaking, interculturality and vocabulary.	The students are going to identify similarities among cultures and learning about culture in other countries to develop their intercultural competence	Activation of higher psychological processes.	Implementation of ICT by using activities from web sites. In this case, the quiz.	Integrating skills: V & S
15 minutes	Teams	<b>Activity 3:</b> The students are going to create a collage, digital or handmade about cultures that speak English and the symbols they are interested in. They are going to write sentences	Practice writing, grammar, and vocabulary.	The students are going to identify symbols from cultures that	Activation of higher psychological processes.	The digital or printed materials they will use to	Integrating skills: W, V & G

		using the adverbs of manner. The sentences are going to be related to what they did in their collage. They will present it and the teacher will give feedback.		speaking English to learn about culture in other countries to develop their intercultural competence		create their collage.	
--	--	--	--	--	--	-----------------------	--

**CODES FOR SKILLS:** L: Listening R: Reading S: Speaking W: Writing G: Grammar V: Vocabulary

**Link to the video:**

[https://drive.google.com/file/d/1ZViegvj1LNOcdydVjUWqrMWYmFwovQOC/view?usp=drive\\_link](https://drive.google.com/file/d/1ZViegvj1LNOcdydVjUWqrMWYmFwovQOC/view?usp=drive_link)

## **2.2 Designing of necessary tools to asses/test the progress of students**

First, I'm going to talk about the theory that helped me design and choose the assessing tools I used with each of my activities. Then I'll present a chart with the activities and the way I assessed them.

As we learned in our course, testing and assessing our students help us know how we are doing, identify our strengths and weaknesses, and modify our course of action to succeed in our teaching and learning professional development. We also learn some important elements, which are: practicality, reliability, validity, authenticity and washback.

### **2.2.1 Testing**

Testing provides a confidence-building environment if our students are successful in tests and to us, teachers, we can keep track our specific goals. In our course we learned that Brown makes a distinction between testing and assessment. Testing is to use an instrument that will require the learners to do something. They measure learners' ability. These abilities can be very specific or very general. An essay-type test measures multiple competencies, while a quiz tests specific things, In my case we will test adjectives of manner, but I will do that when I finish the other section of this unit. The syllabus I am following is divided into 3 units and 2 sections each. So, I didn't test in this assignment because I have t finish the other section and testing is going to be on June 19<sup>th</sup>. I'm going to take all this into consideration and I'm going to have a test with the 5 sections, one is going to be about vocabulary and the other 4 sections are going to be one for each skill: reading, listening and writing and an oral test based on the speaking criteria for students who are A2.

### **2.2.2 Assessing**

I assessed each activity. In this part I will talk about the different aspects I took into consideration when I was deciding how to asses and then I present a chart with each activity, how I assessed it and which of the following elements I took into consideration.

*a) Informal and Formal*

Informal forms of assessments: praising, oral feedback, learning strategies, day-to-day student-teacher interaction and all the informal, but process-oriented assessment. Formal assessments: techniques that give teacher and student an appraisal of student achievement. All tests are formal assessments; but not all formal assessments are tests.

*b) Formative vs. summative*

Formative assessment is to evaluate students in the process of acquiring the language. The key word here is process. Formative evaluation is about the students' current level of performance and current abilities to inform future learning. Feedback on their performance is basic and it's at the end of the course, in my case after each unit. Summative assessment is done every day and I will show that in the chart.

*c) Norm-based vs. Criterion-based*

Norm-based tests are implemented to test students against each other when we are interested in ranking students instead of determining student competence of specific skills. Criterion-based testing is designed to give individual learners some feedback or grades with respect to target language structures taught in a class. Teacher devises instruments that focus on the course curriculum. In my case, I only use criterion-based when testing or assessing.

*d) Objective vs. Subjective Scoring*

- **Objective Scoring:** clear correct answers, fast, reliable, usually little feedback and less authentic.
- **Subjective scoring:** requires a rater/scorer to make subjective determinations, slow, expensive, more opportunities for feedback and washback, it can be more authentic.

In my case, I used both scoring. In each activity, in the chat, I say which one is used.

*e) Analytic vs. Holistic Scoring.*

- **Analytic scoring:** a score that classifies specific skill areas.
- **Holistic scoring** –Using one non-specific score for an integrated skills item.

In my case, I used both scoring. In each activity, in the chat, I say which one is used.

### 2.2.3 Validity

The concept of test validity has different components: namely construct validity, content validity, criterion-related validity, and face validity.

#### *a) Construct validity*

In the chart I state if the activity measures a general construct like reading or specific constructs like adjectives of manner awareness.

#### *b) Content validity*

In the chart I mention if the items test the targeted skill, if the selection of items is appropriate for the skills (important skills have more items), if the items are at the level, which mean not easy, but nor difficult for the level. When implementing the final test, I must make sure that the test items are representative of all the skills or structures in question. In this type of validity, I have to make sure that what is being tested is what has been taught in the classroom.

#### *c) Criterion-related validity*

When I have the results of the test that's going to be on the 19<sup>th</sup>, I'll check if the test gives similar results as the ones I got during the assessments.

To conclude this section, I must remember that there are a wide variety of factors that are related to success, like: motivation, background knowledge, situations students' go through, even their age.

#### *d) Face validity*

Concerns a test actually looking like a test.

### 2.2.4 Formats used when testing.

Even I am not going to use formal testing in these sessions, I will have some activities that won't be part of the grading, but that will be scored and that the format is like the ones I am going to mention.

#### *a) Multiple-Choice*

This format is fast check, it saves a lot of time and in the activities I have, the platform gives the score. This is a way to instruct then beforehand so that when they take the

computer-task test, they do well. This format tests focus on language recognition only, and not on language production and each item must have 3-5 possible answers.

*b) True/false*

This assessment format is mostly used to assess reading comprehension, grammar, and vocabulary. Something to take into consideration is that the students have a fifty percent chance to succeed, even they may just be guessing. But as these activities are just activities to practice and have no impact on the students' grades, I think is okay to use it. And maybe I asked further information to check if they really undertood.

*c) Completion*

Examples of this format can be fill-in-the-blanks and short answers. In this format, ambiguity should be as minimized as possible.

*d) Cloze*

This format is used for grammar and/or vocabulary assessment and are usually made up of a sentence or a small paragraph. The first sentence is left intact, thereafter every "nth" word is systematically (every fifth, seventh, or ninth word. The test should include a word bank out of which words can only be used once.

*e) Dictation*

Dictation format is mostly focused on assessing students' ability to understand the spoken language.

### **2.2.5 Portfolio**

A portfolio is defined as a purposeful collection of student works that exhibits to the student (and/ or others) the student's efforts, progress or achievement in a given area to show language growth, and it could be related to an overall growth, and/or to discrete aspects of language, e.g. pronunciation or an specific skill.

When using portfolios, the suggestion of the module was to follow the four steps: the planning stage, the information gathering stage, the analyzing and interpreting stage and the decision reporting stage.

*a) Planning stage*

Teachers and students should decide on specific goals for portfolios, like who is going to be used by, what pieces of information should be selected and included in a portfolio and how to the pieces of information will be collected, their characteristics, and the frequency of collection.

*b) Gathering stage*

This step is related to collect the pieces of information according to the quadrants: observation of process and product. Another quadrant to take into consideration is classroom measures, that must include homework assignments, exercises done individually or in team, quizzes, bimonthly tests, etc. It's related to pieces of information developed within the classroom setting. Finally, decontextualized measures. I didn't use this last quadrant.

*c) The analyzing and interpreting stage*

Usually, we do this on the 5<sup>th</sup> semester.

*d) The decision reporting stage*

At the end of the 5<sup>th</sup> semester, we create an exposition, and we invite students, teachers, parents, and school authorities to it. There we have a presentation where they have included their most important piece of information in the portfolio. They create it in Power Pont. They also compare (comparison) their first activities (usually from the 3<sup>rd</sup> semester and the final ones from the 5<sup>th</sup>). They also write a brief self-reflection and evaluation (integration) about their language progress. To evaluate portfolios, we had interactive, evaluation, self-evaluation, peer evaluation, and some other pieces were evaluated by me.

## 2.2.6 Formats for Testing each session

### a) Reading session

PROCEDURE	ASSESSMENT
<p><b>Activity 1:</b> The teacher asks students some questions related to the links (example: <a href="https://www.youtube.com/watch?v=7MR6akR9UVo">https://www.youtube.com/watch?v=7MR6akR9UVo</a>) she gave in the binder to make sure the students understood the topic. The teacher gives the link so that the students can access to Jamboard to create a brainstorm related to adverbs of manner in the interactive board. The students create this Brainstormin Jamboard, and at the end, the teacher gives oral feedback.</p>	<p>The assessment is at the end, is giving feedback, so it's informal, criterion-based, and subjective.</p>
<p><b>Activity 2:</b> The teacher reviews the grammar by playing an interactive video. The students watch the video, and the teachers asks questions to students according to the video interaction. The link is: <a href="https://edpuzzle.com/media/636c5cebd09edc4124d289a2">https://edpuzzle.com/media/636c5cebd09edc4124d289a2</a></p>	<p>The assessment is the questions and the feedback. It's informal, criterion-based, and subjective.</p>
<p><b>Activity 3:</b> The teacher asks the students to go to the reading page of the binder and read and highlight the adverbs of manner. Then, everybody checks together.</p>	<p>The assessment is when they check together. It's informal, criterion-based, and objective.</p>
<p>Activity 4: The teacher gives 3 links related to different reading activities. Students answer the reading interactive activities in liveworksheets. The first one is about vocabulary, and the link is: : <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adverbs_of_manner/Vocabulary_-_Adverbs_of_Manner_ux1611036gv">https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Adverbs of manner/Vocabulary - Adverbs of Manner ux1611036gv</a></p>	<p>It's a completion activity, the assessment is the score given by the interactive activity. It's formal, criterion based, the scoring is objective and analytical.</p>
<p>The second one is short reading, where the students answer true or false, the link is: <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adverbs_of_manner/Adverbs_of_manner_reading_if1666875rh">https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Adverbs of manner/Adverbs of manner reading if1666875rh</a></p>	<p>It's a True or False activity, the assessment is the score given by the interactive activity. It's formal, criterion based, the scoring is objective and analytical.</p>
<p>The third activity is related to skimming and scanning and that way, students have different ways of practicing their reading skills <a href="https://www.liveworksheets.com/vp3235087pe">https://www.liveworksheets.com/vp3235087pe</a> Each of these activities gives interactive feedback to the students, usually scores, and they take a screenshot of it and those screenshots are part of their portfolio.</p>	<p>It's a completion activity and a multiple choice activity, the assessment is the score given by the interactive activity. It's formal, criterion based, the scoring is objective and analytical.</p>



a) *Listening session*

PROCEDURE	ASSESSMENT
<p><b>Activity 1:</b> The teacher reviews grammar by using an interactive game. The link is:  <a href="https://eslkidsworld.com/Interactive%20games/Grammar%20Games/Adverbs/adverbs-of-manner-football-game.html">https://eslkidsworld.com/Interactive%20games/Grammar%20Games/Adverbs/adverbs-of-manner-football-game.html</a></p> <p><b>Activity 2:</b> With the purpose of the students can listen and comprehend the topic, they will do an interactive individual activity  <a href="https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_33_adverbs.html">https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_33_adverbs.html</a></p> <p><b>Activity 3:</b> With the purpose of the students can infer some of the meaning of the expressions and for evaluating listening comprehension they're going to work in the listening activity (PodCastle).  <a href="https://podcastle.ai/editor/player/63fad29bafc93744075065d8">https://podcastle.ai/editor/player/63fad29bafc93744075065d8</a></p> <p><b>Activity 4:</b> The students choose one of the videos about people that the teacher is going to present and in teams they will choose one person and they will write 4 questions they may want to ask him or her using adverbs of manner and they will watch the video, listen to the information and find answers for their questions. The videos are from YouTube. And each Team, at the end, shares their questions and answers.</p>	<p>The assessment is during the activity, and at the end is giving feedback, It's informal, criterion-based, and objective during the activity and subjective when giving feedback.</p> <p>It's a competition activity, based on an audio, the assessment is the score given by the interactive activity. It's formal, criterion based, the scoring is objective and analytical</p> <p>The assessment is the questions that the teacher asks about the audio and the feedback. It's informal, criterion-based, and subjective.</p> <p>The assessment is when they check together. It's informal, criterion-based, holistic and subjective.</p> <p>.</p>

b) *Speaking session*

PROCEDURE	ASSESSMENT
<p><b>Activity 1:</b> The students play the roulette, guided by the teacher, and create sentences using the adverb they get. The link is <a href="https://wordwall.net/es/resource/2098022/adverbs-of-manner">https://wordwall.net/es/resource/2098022/adverbs-of-manner</a> At the end, teacher gives feedback.</p>	<p>The assessment is at the end, it is giving feedback, so it's informal, criterion-based, and subjective.</p>
<p><b>Activity 2:</b> The students are going to play a board game to practice the topic. It's in their binder, but it was taken from: <a href="https://en.islcollective.com/english-esl-worksheets/speaking-practice/board-game/adverbs/adverbs-of-manner-board-game/111267">https://en.islcollective.com/english-esl-worksheets/speaking-practice/board-game/adverbs/adverbs-of-manner-board-game/111267</a> At the end, teacher gives feedback.</p>	<p>The assessment is the teacher feedback at the end. It's informal, criterion-based, and subjective.</p>
<p><b>Activity 3:</b> To wrap up this lesson, the teacher asks students about people they admire and how that person does things. The students create a Brainstorm by using Jamboard. At the end, teacher gives feedback.</p>	<p>The assessment is at the end, is giving feedback, so it's informal, criterion-based, and subjective.</p>

c) *Writing session*

To assess writing I used two formats. The first one was used to assess the activities at the classroom and the second one for the essay the do as homework. The following is the format used in class:

**For the writing activities I created the following chart to assess their activities. It is a formal assessment, summative, criterion based, the scoring is objective and analytical.**

	Criteria	Possible points	Grade
<b>Layout</b>	<ul style="list-style-type: none"> <li>The format of the writing is the one asked. E-mail, Post, formal letter, etc.</li> </ul>	1	
<b>Task competition</b>	<ul style="list-style-type: none"> <li>The text has the paragraphs, lines or number of words stablished.</li> <li>The text is about the topic.</li> <li>The text fulfills other requirements.</li> </ul>	3	
<b>Grammar and use of English</b>	<ul style="list-style-type: none"> <li>Use of the appropriate tense for the task.</li> <li>The structure of the sentence is accurate.</li> <li>The text shows appropriacy.</li> </ul>	3	
<b>Spelling and vocabulary</b>	<ul style="list-style-type: none"> <li>The vocabulary is related to the topic.</li> <li>The vocabulary shows the level that the student must have at this semester, which is A2.</li> <li>Spelling.</li> </ul>	3	

The other format to assess the essay the student's did for homework was used by a peer to provide feedback. It is The Composition Profiles, which is a scoring profile from Jacobs.

**Scoring profile, Jacobs et al.(5).**

COMPOSITION PROFILES

Student:	Date:	Topic		
SCORE	LEVEL	CRITERIA	COMMENTS	

***CONTENT***

30-27 EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic  
 26-22 GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail  
 21-17 FAIR TO POOR: limited knowledge of subject; little substance, inadequate development of topic  
 16-13 VERY POOR: does not show knowledge of subject; not-substantive; not pertinent; OR not enough to evaluate

***ORGANIZATION***

20-18 EXCELLENT TO VERY GOOD: fluent expression; ideas clearly/supported; succinct; well-organized; logical sequencing; cohesive  
 17-14 GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing  
 13-10 FAIR TO POOR: not-fluent, ideas confused or disconnected, lacks logical sequencing and development  
 9-7 VERY POOR: does not communicate; no organization; OR not enough to evaluate.

***VOCABULARY***

20-18 EXCELLENT TO VERY GOOD: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register  
 17-14 GOOD TO AVERAGE: adequate range; occasional errors of word/idiom form, choice, usage *but meaning not obscured*  
 13-10 FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; *meaning confused or obscured*  
 9-7 VERY POOR: essentially translation; little knowledge of English vocabulary, Idioms, word form; OR not enough to evaluate

**LANGUAGE USE**

25-22 EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

21-18 GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*

17-11 FAIR TO POOR: major problems in simple complex/constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; *meaning confused or obscured*

10-5 VERY POOR: virtually no mastery of sentence construction dominated by errors; does not communicate; OR not enough to evaluate

**MECHANICS**

5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing

4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*

3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; *meaning confused or obscured*

2 VERY POOR: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; OR not enough to evaluate

TOTAL  
SCORE

READER

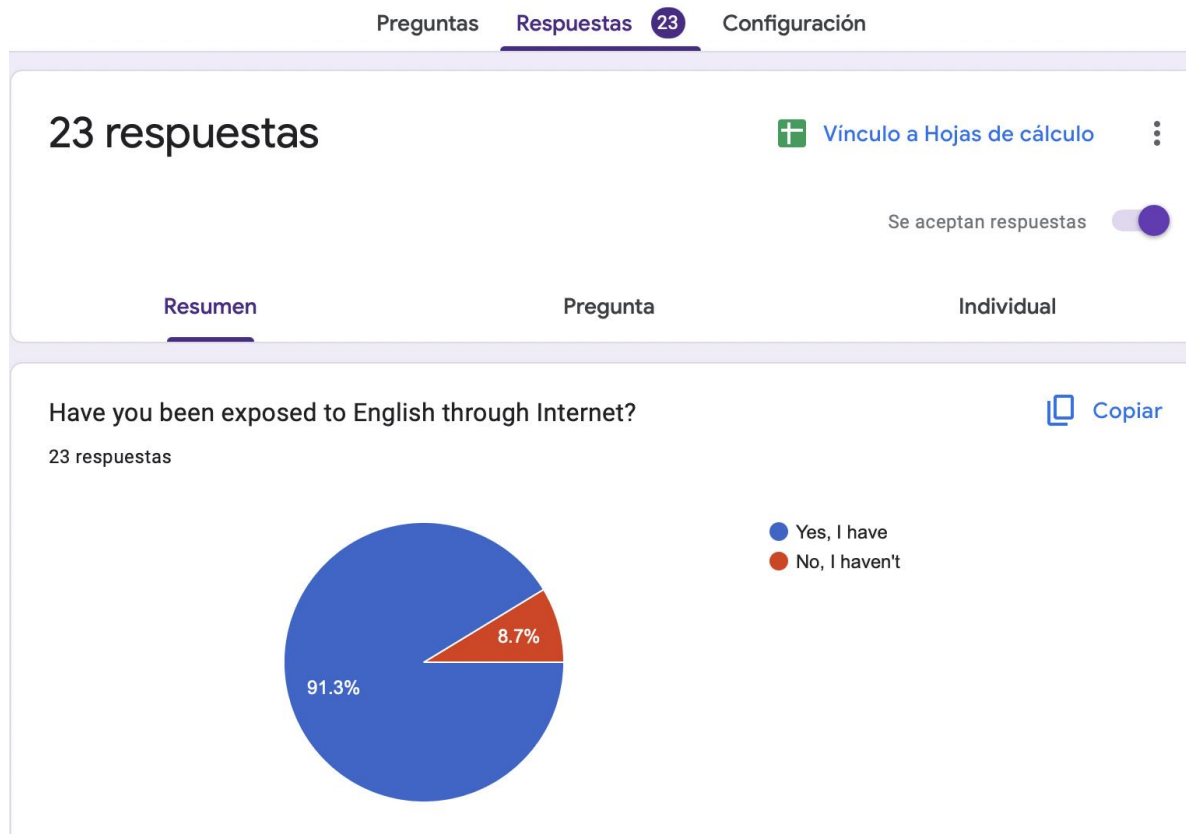
COMMENTS

d) *Interculturality session*

PROCEDURE	ASSESSMENT
<p><b>Activity 1:</b> The students create a brainstorm related to their ideas about the cultures that speak English, based on the teachers' instructions. This time, we are using Padlet. The teacher gives feedback at the end of the activity.</p>	<p>The assessment is at the end, it is giving feedback, so it's informal, criterion-based, and subjective.</p>
<p><b>Activity 2:</b> The students are going to answer a quiz about different cultures and then will check their answers. At the end, they will talk about similarities they find in the different cultures we talked about. And the teacher will give feedback after that. The link for the quiz is:  <a href="https://symondsresearch.com/intercultural-communication-activity/">https://symondsresearch.com/intercultural-communication-activity/</a></p>	<p>The assessment is the teacher feedback at the end. It's informal, criterion-based, and subjective.</p>
<p><b>Activity 3:</b> The students are going to create a collage, digital or handmade about cultures that speak English and the symbols they are interested in. They are going to write sentences using the adverbs of manner. The sentences are going to be related to what they did in their collage. They will present it and the teacher will give feedback.</p>	<p>The assessment is at the end, is giving feedback, so it's informal, criterion-based, and subjective.</p>

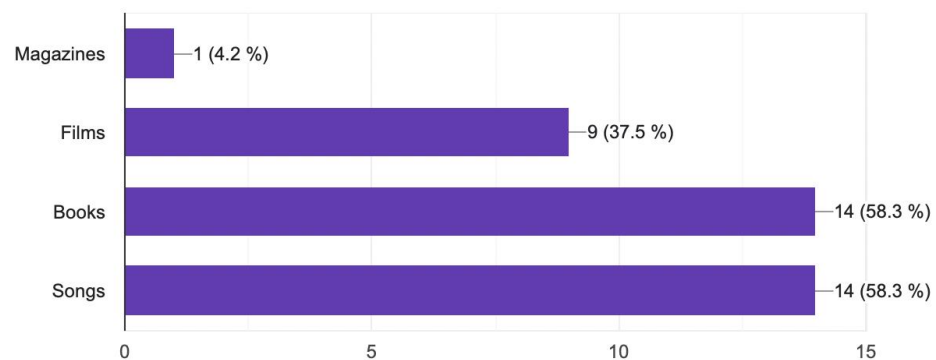
### 2.3 Attached evidence of graphics photos and images

To get information about this I create a Google Form and these are the answers of one of my groups:



Check all the options related to materials you have used and that they were in English [Copiar](#)

24 respuestas



What kind of information did you find there?
School, SPORT, Wrestling
music and soccer
Songs
School and sports
School and sports
Videogames
Scool
Sports and films
a little of everything
Scool
School
School
Scool
I use it for school
School and sports
Texts, images and sounds
Players,first , because , but, so
i like
School and sports
Phrases, audios and documents
Soccer
The Best video the all time a kanye with Taylor Swift
Más que nada sobre las investigaciones o trabajos que se hacen en clases
Englsh información
Investigaciones de tareas
Música investigación

A teacher from my school helped me observing one of my sessions. The teacher filled in a format I had and It's here.

**Peer Observation Checklist**

Faculty member being observed Grace Canet Course English IV  
 Observer Karla Ontiveros Date 29/MAY

	Observed?	Comments
Instructor clearly communicates the purpose of class session and instructional activities.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Instructor uses concrete examples and illustrations that clarify the material.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Instructor uses a variety of activities to ensure all students are engaged.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Instructor challenges students to think analytically.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Instructor uses activities in class to determine whether students understand course material.	<input type="radio"/> Yes <input type="radio"/> No	Sometimes.
Instructor fosters student-to-student interaction.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Instructor links new material to previously learned concepts.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Instructor uses visuals and handouts where appropriate to accompany verbal presentation.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Instructor requires students to be active (e.g., completing a task, applying concepts, or engaging in discussion instead of passively listening).	<input checked="" type="radio"/> Yes <input type="radio"/> No	



Students are comfortable asking questions.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Students actively participate in class activities and discussion.	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Students are able to connect course material to other relevant topics.	<input checked="" type="radio"/> Yes <input type="radio"/> No	

Additional Comments/Observations:

The class was dynamic.  
Clear examples.  
Students had fun  
students understood.  
Students speak some Spanish.

## Gamebord

# ADVERBS of MANNER

## Board game



## Interculturality activity

**English Language Cultural Symbols.****Rusia-Pakistán-Bahamas**

1. In Rusia there is a wonderfully beautiful river
2. The multi-colored domed castle is carefully located un Rusia
3. The country of two face Pakistán is danguerously ugly
4. The river un Pakistán city is beautifully blue
5. Tourism un the Bahamas is especially unique
6. One of the Best Hotels in the Bahamas More quiitly

**Blanco Guzmán Pamela Lizbeth**

**Galván Rodríguez Ares**

**Gaytan Sustaita Naomy**

**Hernández Ramírez Selena**

**Martínez Narvaez Alejandro**

**ENGLAND**

- in the 1970s the beatles were very successful worldwide
- The Big Ben clock is a very iconic structure of England.
- England's public telephones are much loved for their vintage design
- the band Queen was a worldwide success for its famous songs and melodies
- Stonehenge is a very touristic place in the United Kingdom (England) that was built around the year 3100 BC.
- Tower bridge united in england is a very famous place that is well recognized for its beautiful structure

· **Integrantes:**

- Cardona venegas Héctor
- garcía ruiz Luis Ernesto
- Carmona Rodríguez Adrian



## 2.4 Evidence of my designed tools to assess my students

To assess writing I used two formats. The first one was used to assess the activities at the classroom and the second one for the essay the do as homework. The following is the format used in class:

**For the writing activities I created the following chart to assess their activities. It is a formal assessment, summative, criterion based, the scoring is objective and analytical.**

	Criteria	Possible points	Grade
<b>Layout</b>	<ul style="list-style-type: none"> <li>The format of the writing is the one asked. E-mail, Post, formal letter, etc.</li> </ul>	1	
<b>Task competition</b>	<ul style="list-style-type: none"> <li>The text has the paragraphs, lines or number of words stablished.</li> <li>The text is about the topic.</li> <li>The text fulfills other requirements.</li> </ul>	3	
<b>Grammar and use of English</b>	<ul style="list-style-type: none"> <li>Use of the appropriate tense for the task.</li> <li>The structure of the sentence is accurate.</li> <li>The text shows appropriacy.</li> </ul>	3	
<b>Spelling and vocabulary</b>	<ul style="list-style-type: none"> <li>The vocabulary is related to the topic.</li> <li>The vocabulary shows the level that the student must have at this semester, which is A2.</li> <li>Spelling.</li> </ul>	3	

The other format to assess the essay the student's did for homework was used by a peer to provide feedback. It is The Composition Profiles, which is a scoring profile from Jacobs. It's in previous sections.



## 2.5 Performing and recording the activities

Performing the activities was nice. The reading activities are something they enjoyed and are kind of easy for them, Writing is also something we do on a regular basis, so even not all the students are good at it, most of them can do the activities and they specially like when writing WhatsApp messages because they work together. The outcomes in the writing session were good quality tasks in the activities we did in the classroom because we have done those formats before. In the essay there were very different from student to student. So, I have to find ways to help students that need improvement, for them, I am giving personal feedback and according to that, We will plan.

Regrading to listening, it's difficult for them, but as they were using interesting materials, they were paying attention and they were trying to find out what was going on. They asked question among their partners and were willing to try to guess what the materials said. I found, some months ago, an interesting webpage to work on listening comprehension. I'll use it with my students once a week.

Talking about speaking, students feel differently about it. Some talk a lot, even they are not right, some talk a little and ask for help with the vocabulary they don't know, and some other students don't speak. This skill us something I really have to work on because each student is different. But I'll try to find ways to help them giving them general feedback and personal extra activities.

The intercultural activities were interesting, and I found out that students are really interested in the topic.

Recording the activities was not difficult, but the problem was editing the video because I has a lot of trouble with it. I'm not sure what the problem was, according to theory, everything was okay.

Talking about myself, I learned new ways of creating scenarios that let students learn in new ways and I am willing and eager to continue this way the next semester.

### **Link to the video:**

[https://drive.google.com/file/d/1ZViegj1LNOCdydVjUWqrMWYmFwovQOC/view?usp=drive\\_link](https://drive.google.com/file/d/1ZViegj1LNOCdydVjUWqrMWYmFwovQOC/view?usp=drive_link)

**Extra activities I planned for my students in case we had problems with grammar or vocabulary:**

[https://www.youtube.com/watch?v=iWx50r-b\\_Xs](https://www.youtube.com/watch?v=iWx50r-b_Xs)

<https://www.youtube.com/watch?v=RBMJvFMdtec>

<https://www.youtube.com/watch?v=VmTFEz0yfnU>

<https://www.youtube.com/watch?v=9PgFbTK2jUI><https://www.eslgamesplus.com/adverbs-ly-game-spin/>

<https://learnenglishkids.britishcouncil.org/grammar-practice/adverbs>

**The video**

The video that I created has parts of each of the five sessions I designed, it shows the materials, the students' performance, and even the students' feelings. It is edited, no longer than 10 min) and has portions of each step of the lesson (Activation or introduction, objective presentation, vocabulary introduction, information processing activity, 1st practice, 2nd practice or social interaction, grammar focus, summary, the development and outcome, the conclusion & follow up activities) with the highlights of the most memorable moments of the lesson as it was asked.

**Link to the video:**

[https://drive.google.com/file/d/1ZViegvj1LNOCdydVjUWqrMWYmFwovQOC/view?usp=drive\\_link](https://drive.google.com/file/d/1ZViegvj1LNOCdydVjUWqrMWYmFwovQOC/view?usp=drive_link)

### **Chapter 3: Experience report**

Carrying out the activities was pretty exciting. Each group reacted differently, but to be honest, I had a better response than I expected. Starting with the fact that the school has been having problems with the Internet, I thought students wouldn't like the idea of using their own Internet, but they were happy and sharing it. Sometimes, even their cell phones had problems connecting, but they didn't give up and they worked with other teams that had no problems, when this happened.

I was also really surprised that some students who have trouble learning with their textbooks were really interested in the digital activities and they were working harder than usual and, at the end of the activities, they showed they really learned when participating in the close up activities.

Just a few students didn't show a better understanding of the lessons by using interactive activities and videos. But, in the 5 groups I can say that one group was excellent, every one showed an improvement and interest. In three groups I just had 3 students that didn't perform better by using technology. Even 3 from these 9 students have a good level of English, but they didn't commit. In the last group, some students didn't even show up to class, so I couldn't see if using technology would be better for them.

To conclude, I can say the experience went even better than I expected and the students and myself felt that technology makes them feel motivated, they make a great effort to participate and I see them enjoying the class more than before. A boy and a girl from one group, at the end of the sessions, came to my desk and asked me if I had chosen their group to be their teacher next semester. I said yes and they ran to their place and hug themselves happily. It was nice to see them happy and I also feel happy when teaching their group. I learned a lot from the experience and I feel I'm doing things better than before. The experience was awesome.



## Chapter 4: Conclusions

Doing this project was interesting because I used tools to improve my classes. There are many ideas and apps that I am using now to create materials that I like sharing with my students. I learned about those tools in another course I'm taking, but it's the first time I use them, and I also created materials with them.

All the skills activities were important, and students enjoyed them. But, the most interesting for me was the intercultural competence. We had fun and the activities were enriching. After doing this, I am willing to do more activities like these and I will use this assignment to do my final project because we, the students and I enjoyed these activities.

I also designed ways of assessing and testing and it was good to use some of the materials, we worked with during this specialization because I hadn't work with them before and, for me, it was a great experience. For students was a new way of understanding their own performance.

When assessing, I started with the idea of the quotation: "On assessment: measure what you value instead of valuing only what you can measure." From Andy Hargreaves. While I was designing the assessing and testing tools, I tried to keep this ideas in mind as much as I could. And I feel the result of doing so is something that worked for me.

I must say the process was nice to follow because, for example, stating my identity and philosophy as a teacher helped me realizing what is important for me, and that helped me designing the appropriate tools and so on. I enjoyed this process and I feel that every day I am closer to reach the goals I have for myself as a teacher, but at the same time I learn more and I see all the things I can do to continue improving.

Carrying out the activities was pretty exciting. Each group reacted differently, but to be honest, I had a better response than I expected. Starting with the fact that the school has been having problems with the Internet, I thought students wouldn't like the idea of using their own Internet, but they were happy and sharing it. I was also really surprised that some students who have trouble learning with their textbooks were really interested in the digital activities and they were working harder than usual, and at the end of the activities, they showed they really learned when participating in the close-up activities.

To conclude, my students learned new ways of learning English, they were exposed to new materials and ways of looking at the target language and even ways to evaluate that we hadn't use before. They seem excited and I feel they realized that learning a language is important and has to do with their real life in many ways.

I can also say that I learned a lot. I feel I can do things differently now. The specialization was something that helped me analyze the way I teach, and I have more ideas, materials and ways to teach. During the specialization I went through different difficult family situations and a new job that takes long time. I thought I would have to quit, but with my tutor's help, I could manage many situations and that also has helped me to be a better teacher in many ways. I really appreciate everything the specialization has given me.

## Appendixes

### DECLARATION LETTER

I declare that the following *Assignment: “Meaningful Testing and Assessing tools” from Module 3.* is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unacceptable in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at [http://eeaile.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaile\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm](http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm) “Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfjb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”<sup>1</sup>

#### *Definitions and Examples*

*The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.*

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. *The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole*

---

<sup>1</sup> EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.

[http://eeaile.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaile\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdf](http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf)

*or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.”*

The “Reglamento General para estudios de posgrado de la UPN” states as follows in the *TITULO QUINTO: De las sanciones y recursos.*

*CAPITULO 1. De las sanciones*

*III. Baja definitiva en los siguientes casos:*

*d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor.”<sup>2</sup>*

**Word counting 5500-6000 words (Introduction, body and conclusions)**

**Note: In all tasks the word count excludes footnotes, bibliography/references and**

---

<sup>2</sup> Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>

## References

- Brown, H. Douglas. (2004). *Language assessment: principles and classroom practices*. New York: Pearson/Longman.
- Brown, H.D. (2007). *Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains: Pearson-Longman.
- Cambridge, D. and Suter, V., (2005). *Community of Practice Design Guide: A Step-by-Step Guide for Designing & Cultivating Communities of Practice in Higher Education*. Taken from: <https://library.educause.edu/resources/2005/1/community-of-practice-design-guide-a-stepbystep-guide-for-designing-cultivating-communities-of-practice-in-higher-education>
- Cruickshank, D., Jenkins, D.B., and Metcalf K.K. (2005). *The act of teaching, 4<sup>th</sup> edition*, McGraw-Hill Humanities/Social Sciences/Languages, p.104.
- Hyland, K. (2002). *Second Language Writing. Chapter 1, Writing and Teaching Writing*. (pp. 1-30). City University of Hong Kong. Cambridge University Press.
- Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: CUP, p.8.
- Lohman, L. (2021): *Social Constructivism: Theory, Benefits, Techniques & Examples*. Taken from: <https://study.com/learn/lesson/social-constructivism-theory-examples.html>
- Qalyubi, I. (2017). *The implementation of Hymes "SPEAKING" theory on ethnography of communication*. Taken from: <http://digilib.iain-palangkaraya.ac.id/938/1/2.%20Imam%20Qalyubi%2013-24.pdf>
- Okebukola, Foluso & Owolabi, Tunde & Onafowokan, Beatrice. (2013). An assessment of the reading motivation skills of Nigerian primary school teachers: Implications for language and science education. *Reading & Writing*. 4. 10.4102/rw.v4i1.33.
- O'Malley, J. M. & Valdez Pierce, L. (1996). Authentic assessment for English language learners: Practical approaches for teachers. In Kuhlman, N. (Ed.) *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.