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### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

#### **EXPLORING CRAFTSMANSHIP AND APPLYING THE PASSIVE VOICE WITH CLIL METHODOLOGY**

#### **TRABAJO RECEPTACIONAL**

#### **PARA OBTENER EL DIPLOMA DE**

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

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## ABSTRACT

This lesson plan, titled "How Are Things Made?", is designed for 7th-grade learners aged 12-13 and is implemented under the CLIL (Content and Language Integrated Learning) methodology in a private school setting. The primary objective is to enable students to apply the grammatical structure of the passive voice in English to describe the origin, elaboration, and cultural significance of crafts and cultural objects from various countries. This objective is targeted through a series of five sessions, each lasting 40 minutes.

The lesson plan incorporates specific language functions aimed at describing processes, discussing cultural significance, and explaining the steps involved in crafting. The main grammatical focus is on the passive voice and the simple present tense, supported by a vocabulary set that includes regular and irregular verbs in the simple past, past time expressions, and terms related to countries, materials, and handicrafts.

In the first session, students are introduced to the concept of the passive voice and its application in process descriptions. The session begins with a warm-up where the teacher greets the students and presents the class objectives, followed by a multimedia presentation that includes a short video on the passive voice and examples of its use in process descriptions. The importance of handicrafts around the world is also introduced through another video. Students engage in a guided discussion and group reflection on the cultural significance of craftsmanship, taking notes and participating actively. The session concludes with an assignment for students to research a cultural craft of interest and its elaboration process for the next session.

The second session focuses on exploring craftsmanship and applying the passive voice. It begins with a brief review of the previous session and a warm-up activity. Students then present their research findings on cultural crafts and their processes using the passive voice. This is followed by a practical activity where students create digital infographics in groups using the Canva platform to describe the chosen crafts accurately and precisely. The session concludes with a sharing and comparison of the created infographics, discussing the challenges and learning outcomes of the activity.



In the third session, students deepen their understanding of the cultural importance of craftsmanship through an interactive activity centered on the process of making Mochi. The session starts with a review and warm-up, followed by a video presentation on Mochi making from the National Geographic platform. Students answer comprehension questions and engage in hands-on tasks using dough to create simple crafts related to their researched items. They discuss the crafting process using the passive voice and share their crafted items, reflecting on the challenges faced and the language used during the activity.

The fourth session is designed to develop students' skills in role-playing and crafting arguments. After a warm-up and review of previous activities, students are divided into teams and engage in a ludic discussion where they defend their cultural viewpoints using the passive voice. Each student creates visual aids to support their arguments, and the session includes structured role-play scenarios that emphasize the use of the passive voice. The session concludes with students sharing their experiences and insights gained from the role-play activity.

The final session involves group presentations and a reflective exercise. It begins with a warm-up and review of the previous activities, followed by group presentations of the crafted items, role-play scenarios, and arguments using the passive voice. Peers provide interactive feedback in a "gallery walk" format, where they move around to view and comment on each group's work. The session and the lesson plan conclude with a reflection on the overall learning journey, the application of the passive voice, and the cultural insights gained throughout the sessions.

This lesson plan effectively integrates language learning with cultural education, utilizing interactive and technology-enhanced activities to engage students in the practical application of the passive voice in English. The structured approach and the incorporation of multimedia resources and hands-on tasks foster a comprehensive and engaging learning experience for 7th-grade students.

## CHAPTER 1. Philosophy and theory

### My current teaching context

I teach in a private school called Innova Schools, it is located in Tecámac, Estado de México. The English program is divided in two subjects: English Plus and Reading Dimensions.

I am in charge of 6th and 7th graders, the students are grouped based on their proficiency of the language, most of them come from private schools, so they are middle-upper class families that somehow have the chance to interact with the language. The English program is developed using a 4 integrated skills program that develops the contents and functions according to the CEFR.

At the end of the school year, students are prepared for taking Cambridge certifications: Starters, Movers, Flyers, Preliminary, Key and First certificate.

Certification exams for young English learners serve as valuable tools in assessing language proficiency, facilitating educational opportunities, and promoting academic success. Research and scholarly literature provide insights into the significance of these exams in the context of language acquisition and educational advancement.

Firstly, certification exams offer a standardized and objective measure of English language proficiency, allowing educators, parents, and policymakers to gauge students' linguistic abilities accurately (Cummins, 2000). These exams typically assess listening, speaking, reading, and writing skills, providing a comprehensive evaluation of students' language competencies (Alderson, 2005). Such assessments enable us as Teachers, to identify areas of strength and areas needing improvement, thus informing targeted instructional interventions and support strategies (Spolsky, 2012).

Furthermore, certification exams for young English learners play a crucial role in promoting academic equity and access to educational opportunities (August & Shanahan, 2006). Proficiency

in English is often a prerequisite for admission to specialized programs, schools, or academic tracks, particularly in contexts where English is the medium of instruction (Cummins, 2001).

By demonstrating proficiency through certification exams, students can access a broader range of educational pathways and resources, enhancing their educational outcomes and future prospects (Mahboob, 2010).

Additionally, certification exams contribute to the development of language learning goals and benchmarks within educational systems (Bachman & Palmer, 2010). These exams align with established language proficiency frameworks, such as the Common European Framework of Reference for Languages (CEFR) or the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, providing a common language for discussing and assessing language skills (Council of Europe, 2001; ACTFL, n.d.).

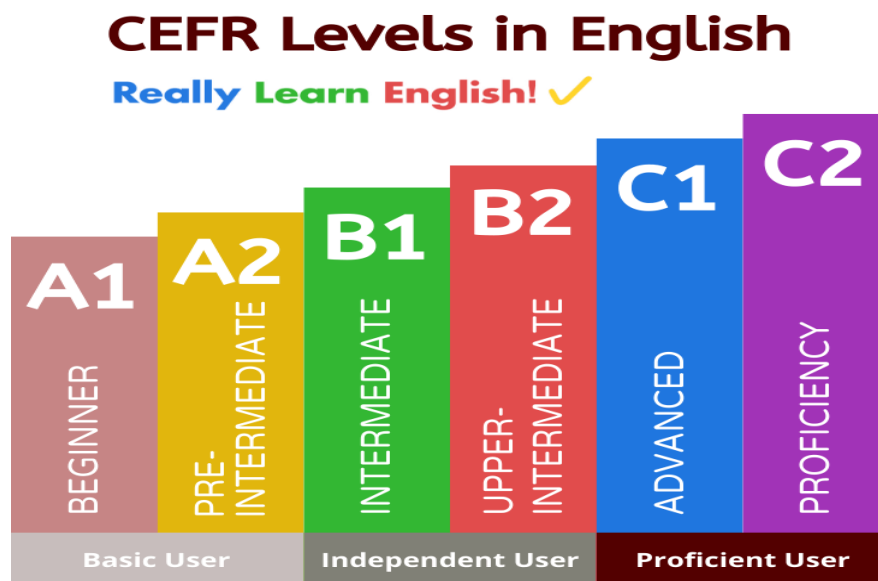


Image retrieved from: <https://school.really-learn-english.com/the-complete-cefr-levels-in-english-guide>

My practice is deeply focused on making students aware of the functions of the language, providing social practices that allow them to identify how the language can be used in different contexts and how it can help them to know and understand other cultures.

I usually work with role-plays, in which students are required to manipulate and use the language system for their own interests and needs. They also have the chance to interact with their classmates and to apply peer correction, which the British Council defines as: “a classroom technique where learners correct each other, rather than the teacher doing this”

The social practices are limitless since students are able to adapt them considering their own likes and needs. I consider that focusing on real communication in the language classroom is a must, otherwise students might not be able to use it effectively in real-life situations.

Another key element is to make students aware of the language variations, such as accents, regional and social dialects, the use of idioms and even slang.

### **My teaching identity**

My name is Brenda Ivonne Rugerio Díaz, I was born in Mexico city, but raised and I currently live in the State of Mexico. I have a degree on Foreign Trade, a Masters on Digital Technology applied in education, a couple of Teacher's courses and several english certifications.

I have been an english teacher, coordinator and trainer for 24 years in several institutions, from Preschool to executive levels in different programs. Nowadays, I teach English to Jr. High student's at a private school and I am a virtual adviser at Prepa en Línea-SEP at the Social Sciences Academy.

When I first started teaching, I worked in an Academy that offered lessons to children, teenagers and adults. I worked both in the facilities and at private companies, Then, I started teaching in an Elementary school where I was in charge of 1st, 3rd and 5th grade.

After 5 years, I entered at Quick Learning Institutes, which their own methodology that focuses a lot on pronunciation and oral production. After several years, I also had the chance to work at Harmon Hall Institutes and in companies training their staff.

Then, I worked at Tecnológico de Monterrey in the Middle School Bilingual program and in a couple of Universities. I have also prepared students for taking certifications such as TOEFL, TOEIC, Cambridge and Trinity. In the last decade, I have been working in private schools teaching, coordinating and training Teachers. That has allowed me to get a 360° perspective of all the elements involved in the teaching-learning process.

### **My Teaching Philosophy**

Since I have been teaching for 24 years, there have been some adjustments and updates in the way I prioritize the dimensions analyzed (cognitive, affective and behavioral). In my early years as a Teacher, my practice focused more on teaching contents, form, meaning and use. That's because the theories, methodologies and assessment I knew were based on a "language system perspective".

As I started interacting with different groups and levels, I was able to broaden my vision, noticing even the psychological and institutional factors that impact the teaching and learning process.

Hence, my practice evolved, incorporating approaches that intend to develop skills using the language as a social practice. At the same time, I became more involved and aware of the affective and behavioral issues that students deal with in scholarized programs.

My strengths are that I have a high capacity to adapt to different teaching environments and I am always willing to learn and apply new strategies.

A weakness may be that sometimes I focus too much on pushing students to reach their highest potential.

Constant reflection has allowed me to incorporate my "own eclectic teaching philosophy", in which I am able to use the elements that better suit my student's needs. Another trait is that I also consider

the humanistic approach (person-centered education) in order to boost my students' motivation and to help them set their own goals.

Since I have always worked in private institutions, most of my students have a middle-high class social and economic status. Luckily, the classrooms I teach in are fully provided with technology, so it has given me the chance to insert digital resources in my lessons. I usually look for resources connected with my student's interests and profiles. This helps to develop a good rapport and also benefits their performance.

My practice connects with the theoretical concepts presented in the unit because I always consider the contents of the program, the language functions, the social practices and communication strategies. I have also developed communities of practice called "Speaking club" sessions where students are able to develop further practice.

### **The latest version of my Teaching Philosophy**

I consider the next elements are crucial in my current teaching identity:

- I have a strong commitment to Lifelong Learning and professional development. I actively seek opportunities to enhance my knowledge, skills, and pedagogical approaches, staying abreast of current research and best practices in education.
- I try to develop a reflective practice, involving ongoing self-assessment, introspection, and professional growth. I continually evaluate my teaching methods, seek feedback, and adapt my practices to meet the evolving needs of their students.
- I try to develop high-quality relationships with my students, I believe it is a critical element of teaching identity. Positive and supportive teacher-student relationships contribute to student engagement, motivation, and academic success.



## The importance of testing and assessment in education

Assessment and testing are integral components of education, serving multifaceted purposes that contribute to student learning, instructional improvement, and educational accountability. Here, I mention some of the key reasons why assessment and testing are crucial in educational contexts. Firstly, assessments provide valuable insights into students' learning progress and achievement levels (Popham, 2008). By measuring students' knowledge, skills, and understanding of course content, assessments help us to identify areas of strength and areas needing improvement, guiding instructional decision-making and individualized support strategies (Black & Wiliam, 1998).

Moreover, assessments play a pivotal role in promoting learning outcomes and academic success (Shepard, 2000). Well-designed assessments align with learning objectives and instructional goals, providing students with clear expectations and benchmarks for achievement (McMillan, 2018). Assessments also motivate students to engage actively in learning activities, monitor their own progress, and strive for continuous improvement (Hattie & Timperley, 2007).

Additionally, assessments contribute to educational accountability and quality assurance (Stiggins, 2002). Through standardized tests, performance assessments, and evaluations, educational stakeholders, including policymakers, parents, and the public, gain insights into the effectiveness of educational programs, curriculum standards, and teaching practices (Cizek, 2016). Assessment data inform decision-making processes aimed at improving educational outcomes and ensuring equitable access to quality education for all students (Pellegrino, Chudowsky, & Glaser, 2001).

Furthermore, assessments facilitate the identification of students' diverse learning needs and promote inclusive educational practices (Salend, 2011). By assessing students' strengths, challenges, and learning styles, we are able to tailor instruction, accommodations, and support services to meet individualized learning needs and promote academic success for all students (Tomlinson, 2000).

## **The Significance of Personal Teaching Philosophy and Accurate Assessment Tools**

Developing a clear and well-defined personal teaching philosophy is paramount for teachers, as it serves as a guiding compass, shaping instructional practices, student interactions, and overall pedagogical approaches. A robust teaching philosophy rooted in one's beliefs, values, and educational principles not only fosters authenticity and consistency but also enhances the effectiveness of teaching and learning experiences.

In conjunction with a strong teaching philosophy, the utilization of accurate testing and assessment tools is crucial in capturing and recording students' performance, progress, and achievements. These tools provide teachers with valuable insights into students' learning outcomes, strengths, areas for improvement, and mastery of learning objectives. Through systematic assessment practices, we can tailor instructional strategies, provide targeted feedback, and support students' individualized learning needs effectively.

Furthermore, accurate assessment and testing tools contribute to educational accountability, curriculum development, and continuous improvement in teaching practices. They enable teachers, coordinators and academic authorities to make data-informed decisions, evaluate the efficacy of instructional methods, and promote evidence-based teaching strategies that enhance student engagement, motivation, and academic success.

In essence, the synergy between a well-defined personal teaching philosophy and accurate assessment tools is foundational to fostering a dynamic and student-centered learning environment. By aligning instructional beliefs with assessment practices, educators can create meaningful learning experiences, empower student growth, and cultivate a culture of lifelong learning and academic excellence.

## **CHAPTER 2. Methodology and practice**

### **CLIL METHODOLOGY**

The CLIL (Content and Language Integrated Learning) methodology merges the teaching of curriculum content with the learning of a foreign language, providing students with a comprehensive and meaningful learning experience (Marsh & Maljers, 1997). Based on theoretical foundations such as Ausubel's meaningful learning (1963), Swain's output hypothesis (1985), and Coyle's research (2007) on integrated content and language learning, CLIL has become a valuable approach for multilingual and multicultural education.

The CLIL approach is grounded on the idea that integrating content teaching with foreign language learning promotes a deeper understanding of both aspects. According to Ausubel, meaningful learning occurs when new concepts are related to students' prior knowledge. Additionally, Swain argues that active language production, or output, is essential for the development of communicative skills. Coyle, on the other hand, highlights the importance of an authentic connection between language and content for effective learning.

The CLIL methodology offers an excellent opportunity to help fifth-grade primary school students develop the four language skills of English: reading, writing, listening, and speaking. Integrating the reading of texts related to curriculum content in English students to enhance their reading comprehension in the language. They can read texts on natural sciences, history, geography, or other subjects, which helps them expand their vocabulary and comprehend complex concepts while practicing reading in English.

Furthermore, students can practice writing by engaging in activities such as taking notes, summarizing information, writing short essays, or creating reports on the topics studied in English. They can also participate in collaborative writing projects, such as creating a class journal in English or writing stories related to curriculum content.

By using audiovisual materials such as videos, podcasts, or multimedia presentations in English, students have the opportunity to improve their listening comprehension. They can listen to different accents and intonations, as well as practice identifying specific information and understanding the overall content.

Moreover, the CLIL methodology fosters oral interaction in English through class discussions, debates, presentations, and oral expression activities. Students can share their ideas, ask questions, explain concepts, and participate in role-play activities related to the topics studied, which helps them gain confidence and fluency in oral communication in English.

By integrating these activities into the lesson plan according to the CLIL methodology, students have the opportunity to develop their English language skills comprehensively while acquiring knowledge in other subject areas. This provides them with a meaningful learning experience and prepares them to communicate effectively in academic and everyday contexts in English.

The CLIL methodology offers an innovative and effective approach to integrated language and curriculum teaching. By applying CLIL principles such as meaningful learning, language production, and content authenticity, students can acquire not only language skills but also knowledge in various subject areas (Coyle, 2007). The integration of the passive voice in a lesson on the water cycle is just one example of how CLIL can enrich the learning process and promote a deeper and more lasting understanding.

## **Communicative approach, Kolb's experimental learning model and student-centered learning**

The communicative approach proposed by Wilkins and Dell Hymes focuses on the real and meaningful use of language in authentic communicative situations. This perspective closely aligns with the characteristics and strengths of the CLIL method, especially concerning the integration of language skills with curriculum content. As Hymes notes, "language use involves not only knowledge of grammatical rules but also the ability to use them appropriately in real communication contexts" (Hymes, 1972). In the context of CLIL, students not only learn English but also use it to comprehend and communicate concepts in various thematic areas, reflecting an authentic and functional communicative approach.

Regarding Kolb's experimental learning model, it is based on the idea that learning is an active and experiential process that involves reflection on experience, conceptualization, formation of concepts, and practical application of what has been learned. This approach intertwines with CLIL as students actively engage in reading, writing, listening, and speaking activities in English related to curriculum content. Kolb asserts that "learning is the process by which knowledge is created through the transformation of experience" (Kolb, 1984). In the context of CLIL, students acquire both linguistic and thematic knowledge through meaningful and practical experiences.

Lastly, the student-centered learning proposed by Jennings and Doyle emphasizes the importance of adapting the teaching-learning process to students' needs, interests, and learning styles. This approach is closely related to CLIL since the CLIL methodology allows for effective customization of learning by integrating the English language with topics and content that are relevant and meaningful to students. As Jennings and Doyle state, "learning is most effective when it focuses on the experiences and needs of the student" (Jennings & Doyle, 1995). In the context of CLIL, students actively participate in constructing their knowledge by interacting with curriculum content in English in a meaningful and personalized manner.

The proposed activities promote the holistic development of intercultural competences defined by Byram by involving students in practical and meaningful experiences that allow them to know, understand, interpret, relate to, and value culture effectively and respectfully.

## **Importance of making errors according to Brown, H. D.**

The fact that students make errors during their learning process is closely related to the CLIL methodology and the proposed teaching approach, especially in the context of acquiring fluency and precision in communicative skills, according to Brown's ideas on language acquisition.

Within the CLIL approach, active and experiential learning is valued, where students engage in meaningful activities that integrate curriculum content and the English language. During this process, it is natural for students to make linguistic errors when applying new grammatical structures or attempting to express complex ideas in English related to the production of handicrafts and the culture of different countries.

According to Brown's ideas on language acquisition, making errors is an integral part of the learning process and reflects students' active attempt to use the language in a more complex and precise manner. Brown (2007) emphasizes that

"errors are indicators of learning evolution and provide opportunities for the development of more advanced communicative skills."

In the CLIL context, errors are considered learning opportunities where students can identify and correct their own linguistic difficulties, improve their understanding of grammatical structures, and expand their vocabulary. Additionally, by facing and overcoming errors, students develop confidence in their ability to communicate in English in real and relevant situations.

The relationship between making errors during the learning process and the CLIL methodology is positive as errors are seen as a natural part of linguistic development and provide opportunities to enhance fluency and precision in communicative skills, aligning with Brown's ideas on language acquisition.



### **The significance of fluency, accuracy, and pronunciation**

These 3 elements define the quality of the speech produced by students. In all the speaking activities, Ss will be motivated to express themselves. At this point, aiming to boost motivation, I will share the premise presented by Brown, (1995): “Fast speech, whether native or non-native, is not necessarily fluent speech: it is okay to speak relatively slowly as long as it is done appropriately”.

I will emphasize that what really matters is listening to Ss ideas, without concerns about fluency, accuracy and pronunciation. Brown, (1995) also mentioned that it is important to encourage students to make errors, by following 3 strategies:

a) explaining native speaker error patterns, (b) minimizing error correction and (c) treating error making as a skill that students must master.

### **Teacher role in the context of CLIL methodology according to Gollnick and Chinn**

The role of the teacher according to Gollnick and Chinn is intrinsically related to the creation of an inclusive and enriching educational environment. As Gollnick and Chinn (2019) mention, cultural diversity in classrooms requires teachers to act as cultural mediators, introducing students to different perspectives and fostering respect for diversity.

Furthermore, according to their ideas about adapting teaching strategies, teachers must identify and address the individual needs of students to maximize their learning (Gollnick & Chinn, 2019). This directly relates to the teacher's role as a formative evaluator and learning facilitator in the CLIL methodology, where personalized teaching is sought to meet the specific needs of each student.

Overall, Gollnick and Chinn's ideas support the teacher's approach in the CLIL methodology, emphasizing the importance of inclusion, adapting teaching strategies, and a student-centered approach to create an effective and enriching educational environment.

## Using multimedia resources to enhance the teaching learning process

To enhance the teaching and learning process within the CLIL methodology and the theoretical approaches we've discussed, multimedia and digital resources can be effectively integrated through various strategies and tools.

**Educational Videos:** Incorporating videos related to the curriculum content in English to improve students' comprehension and vocabulary. For instance, videos showcasing the traditional craftsmanship process in different countries along with their associated cultures. Mayer (2009) emphasizes that "educational videos can enhance learning by presenting visual and auditory information simultaneously, aiding in comprehension and retention of complex concepts" (p. 67).

**Online Learning Platforms:** Utilizing online educational platforms offering interactive resources, practice activities, and assessments in English related to the subject matter. This facilitates autonomous and personalized learning experiences. Warschauer (2010) notes that "online learning platforms offer diverse resources and interactive tools that cater to individual learning styles and promote autonomous learning" (p. 82).

**Infographics and Multimedia Presentations:** Both the teacher and the students may create infographics or multimedia presentations in English summarizing information about the topic, such as statistical data on traditional craftsmanship production across various regions of the world. Lohr (2008) highlights that "infographics and multimedia presentations are effective tools for summarizing complex information and making it visually accessible for learners" (p. 123).

**Podcasts and Interviews:** Integrating English podcasts or interviews with experts in traditional craftsmanship from different countries. This allows students to listen to native speakers and enhance their listening comprehension skills. Godwin-Jones (2018) suggests that "podcasts and interviews with native speakers can improve students' listening skills and exposure to authentic English language use" (p. 56).

**Interactive Resources:** Incorporating online interactive resources like quizzes, crossword puzzles, or fill-in-the-blank activities that encourage participation and active learning in English. Siemens (2008) argues that "interactive resources like quizzes and puzzles promote active learning and engagement, reinforcing learning objectives and language acquisition" (p. 34).

**Educational Social Media:** Encouraging the use of educational social media platforms where students can share information, discuss ideas, and collaborate on projects related to traditional craftsmanship and cultural diversity, all in English. Rheingold (2012) argues that "educational social media platforms enable collaborative learning, knowledge sharing, and cultural exchange, fostering digital citizenship and intercultural competence" (p. 78).

By effectively integrating these multimedia and digital resources into CLIL teaching, it promotes meaningful learning experiences, authentic English language practice, and the development of digital and cultural competencies among students.

### **Conclusions about the Lesson plan with the CLIL Methodology**

The development of the lesson plan considering the Communicative Language Teaching (CLT) approach and Content and Language Integrated Learning (CLIL) methodologies reflects a comprehensive and student-centered instructional design. By integrating communicative language teaching principles with CLIL strategies, the lesson plan emphasizes meaningful language use in authentic contexts while promoting content learning and cultural understanding. In this case is being aware and explaining the origin, elaboration, and cultural importance of crafts and cultural objects representative of different countries using the grammatical structure of the passive voice.

The lesson plan prioritizes student engagement and active participation through communicative activities such as reflections, discussions, and collaborative projects. This aligns with the communicative approach's focus on real-life communication and language use.

The plan effectively integrates language learning with content learning by incorporating tasks and activities that require students to apply language skills (reading, writing, speaking, listening) in the

context of exploring cultural artifacts and traditional craftsmanship. This integration is a fundamental aspect of CLIL methodologies.

Through the use of multimedia resources, interactive platforms, and real-world tasks, the lesson plan provides opportunities for students to use English authentically in discussing cultural topics, expressing opinions, and presenting information. This supports the communicative approach's goal of developing learners' communicative competence.

By exploring cultural aspects related to traditional craftsmanship from different countries, the lesson plan promotes intercultural awareness, empathy, and understanding among students. This aligns with the cultural component of CLIL methodologies, which emphasizes the exploration of diverse cultural perspectives.

The inclusion of multimedia resources, digital tools, and interactive activities enhances multimodal learning experiences, catering to different learning styles and preferences. This multimodal approach is beneficial for language acquisition and content comprehension within the CLIL framework.

In conclusion, the development of the lesson plan demonstrates a synergistic integration of the communicative approach and CLIL methodologies, fostering a rich learning environment that encompasses language development, content exploration, cultural understanding, and multimodal learning experiences.

## LESSON PLAN

ENGLISH PLUS 7 <sup>TH</sup> GRADE	
Teacher	Brenda Ivonne Rugerio Díaz
Educational stage	7 <sup>th</sup> grade learners, 12-13 years old
Title of the Lesson plan	How are things made?
Learning Objective of the plan	By the end of the 5 sessions, students will be able to apply the grammatical structure of the passive voice in English to explain the origin, elaboration, and cultural importance of crafts and cultural objects representative of different countries.
Main Grammar structure	Passive voice and simple present.
Vocabulary	Regular and irregular verbs in simple past & past time expressions. Countries, materials, handcrafts.
Brief description of the plan	Ss will review the passive voice and they will practice using it in listening, speaking and writing activities, along with Technology.
Hours /sessions of the plan implementation	5 sessions -40 minutes each one.
Link of the digital contents	<p>The Passive to Describe Process</p> <p><a href="https://youtu.be/bPtpwQZrq6l?feature=shared">https://youtu.be/bPtpwQZrq6l?feature=shared</a></p> <p>Introduce the importance of handicrafts around the world.</p> <p><a href="https://youtu.be/mOWNNtn8Ynw?feature=shared">https://youtu.be/mOWNNtn8Ynw?feature=shared</a></p> <p>Platform to create an infographic <a href="https://www.canva.com/">https://www.canva.com/</a></p> <p>National Geographic platform, digital book</p> <p><a href="https://learn.eltnql.com/cpt-online?groupId=8f07cff8-fc10-4465-a120-194d94c4232a&amp;courseId=6250482e-14ae-4803-a21d-ac01cf510857">https://learn.eltnql.com/cpt-online?groupId=8f07cff8-fc10-4465-a120-194d94c4232a&amp;courseId=6250482e-14ae-4803-a21d-ac01cf510857</a></p>

## OBJECTIVE : Introduction to the Passive Voice and Cultural Artistry

### MATERIALS NEEDED:

Projector and screen for the videos.

Paper and pencil for note-taking during the discussion.

Step of the lesson	Teacher activities	Students activities	S1
Warm-up (10 minutes)			
Greetings and welcome.	Presentation of the class objective.	Ss express how they feel today.	
Development (30 minutes)			
Multimedia presentation	Short video on the passive voice in English and examples of its application in process description <a href="https://youtu.be/bPtpwQZrq6I?feature=shared">https://youtu.be/bPtpwQZrq6I?feature=shared</a>	Students pay attention on how the passive voice structure is formed and used. They may take notes.	
Guided discussion	Introduce the importance of handicrafts around the world. <a href="https://youtu.be/mOWNNtn8Ynw?feature=shared">https://youtu.be/mOWNNtn8Ynw?feature=shared</a>		
	Assignment Task	Group reflection on the importance of craftsmanship in different cultures and how the passive voice can be useful in describing it.	
Closure (5 minutes)		Research a cultural craft of interest and its elaboration process for the next session.	



**OBJECTIVE : Exploring Craftsmanship and Applying the Passive Voice**

**MATERIALS NEEDED:**

Devices with Internet access for research.

Online platform for infographic creation, Canva. Ss will log in using their institutional accounts.

Step of the lesson	Teacher activities	Students activities	S 2
<p>Review and Warm-up (10 minutes)</p> <p>Development (30 minutes)</p> <p>Research presentations</p> <p>Practical activity with technology integration</p> <p>Closure</p>	<p>Brief review of the previous session and objectives for the day.</p> <p>The Teacher assigns turns for students to share their findings in plenary.</p> <p>The Teacher assigns the groups and provides the laptops to each group.</p>	<p>Ss express how they feel today.</p> <p>Ss participate sharing what they remember from the last session.</p> <p>Students share their findings on cultural crafts and their processes using the passive voice.</p> <p>Creation of digital infographics in groups describing the chosen craft using the passive voice correctly and precisely.</p> <p><a href="https://www.canva.com/">https://www.canva.com/</a></p> <p>Share and compare the created infographics and discuss the challenges and learning during the activity.</p>	

**OBJECTIVE:** Deepening Cultural Importance of Craftsmanship, and learning how mochi is done.

**MATERIALS NEEDED:**

Projector and screen for sharing the digital resources.

Dough

Step of the lesson	Teacher activities	Students activities	S 3
Review and Warm-up (10 minutes)	Recap of the previous session and objectives for the day.	Ss express how they feel today.	
Development (30 minutes) Learning How Mochi is made	Project the video  <a href="https://learn.eltngl.com/cpt-online?groupId=8f07cff8-fc10-4465-a120-194d94c4232a&amp;courseId=6250482e-14ae-4803-a21d-ac01cf510857">https://learn.eltngl.com/cpt-online?groupId=8f07cff8-fc10-4465-a120-194d94c4232a&amp;courseId=6250482e-14ae-4803-a21d-ac01cf510857</a>	Ss participate sharing what they remember from the last session.  Ss will watch the video and then, they will answer the comprehension questions and exercises	
Hands-On Task	Provide materials (dough) for a simple craft related to the researched crafts		
Group discussion	Preparation for a structured role-play activity in the next session.	Students work in groups to create the craft while discussing the process using the passive voice.	
Closure		Share and compare the crafted items. Discuss challenges faced and language	

used during the  
activity.

**OBJECTIVE:** Students will develop a Role-Play and Crafting Arguments

**MATERIALS NEEDED:**

Pieces of paper, colors, markers to create the visual aids.

Step of the lesson	Teacher activities	Students activities	S 4
Review and Warm-up (10 minutes)	Review of previous activities and present the objectives for the day.	Ss express how they feel today.	
Development (30 minutes)	Reminder of the debate and objectives of the session.	Ss participate sharing what they remember from the last session.	
Ludic Debate	Divide the class into teams.	Each team represents a cultural aspect related to craftsmanship. They engage in a friendly debate using the passive voice to defend their cultural viewpoint.	
Hands-On Prep	The teacher monitors Ss progress, helping and correcting whenever it's needed.	Each student creates visual aids (posters, charts) using the passive voice to support their role-play arguments.	
Structured role-play.		Students enact scenarios related to cultural craftsmanship, emphasizing the passive voice in their dialogues.	
Closure			

		Students share their experiences and insights gained from the role-play activity.	
<p><b>OBJECTIVE : Final Presentations and Reflection</b></p> <p><b>MATERIALS NEEDED:</b></p> <p>Interactive whiteboard or projector</p> <p>Slides or multimedia presentation</p> <p>Crafted items, posters and visual aids created by the students.</p>			
Step of the lesson	Teacher activities	Students activities	S 5
<p>Review and Warm-up (10 minutes)</p> <p>Groups presentations</p> <p>Interactive Feedback</p> <p>Closure</p>	Review of previous activities and objectives for the day.	<p>Ss express how they feel today.</p> <p>Ss participate sharing what they remember from the last session.</p> <p>Each group presents their crafted items, role-play scenarios, and arguments using the passive voice effectively.</p> <p>Peers provide feedback using a "gallery walk" format, where they move around to view and comment on each group's work.</p> <p>Students reflect on the overall learning journey, the application of the passive voice, and the</p>	

		cultural insights gained.	
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## Materials and evidence

Here is the link of the digital portfolio, it includes evidences of the students' work in class as well as the final products.

<https://drive.google.com/drive/folders/1n8xbbkBfSnpzMcLh--DniW6EVQGSa9oC?usp=sharing>

## Assessment Tools

1. **Self-Assessment for Feelings Expression:** Students will complete a self-assessment form where they express how they feel today using emoticons or descriptive words. Example: "I feel happy 😊 because..."

*This can be used for the warm-up activity of every session.*



The form is titled "Emoji Self-Assessment". Below the title, it says "Choose the emoji(s) that describe how you feel:". There are eight emoji options in a row, each with a checkbox below it: a happy face, a grinning face with big eyes, a sad face, a face with a hand over its mouth, an angry face, a face with a sweat drop, a face with wide-open eyes, and a face with a downward-pointing mouth. Below the emojis, it says "This is because..." followed by four horizontal lines for writing.

Image retrieved from: <https://www.twinkl.com.sg/resource/t2-p-257-emoji-self-assessment-activity-sheet>

2. **Guided Discussion Evaluation:** Observation and anecdotal notes can be used to assess student participation, contribution to discussions, critical thinking, and understanding of the topic.

I will use a checklist with criteria like active listening, asking thoughtful questions, contributing relevant insights, and respectful communication.

*This will be used for every speaking activity performed individually or in teams.*



### 3. Recall from Last Sessions Assessment Tool:

Kahoot games that includes questions about the passive voice structure

<https://create.kahoot.it/share/active-passive-voice/68a79a67-d3a5-44b6-a6c7-0cd90716aafc>

### 4. Digital Infographic and visual aids rubric

I will use a rubric specifically for evaluating the digital infographics created by each group.

Criteria	Excellent	Good	Fair	Needs improvement
<i>Visual appeal</i>				
<i>Clarity of information</i>				
<i>Creativity</i>				
<i>Use of passive voice describing the chosen craft elaboration process.</i>				

### 5. Peer Evaluation Form: By using this peer evaluation form, students can provide feedback to their group members on their contributions to the infographic creation process

Criteria	Feedback, suggestions
Teamwork	
Communication	
Creativity	
Adherence to task instructions	

6. **Self-Reflection Journal:** Students will write a brief self-reflection in their journals or on a digital platform, summarizing what they learned from the activities in each session, what challenges they faced, and how they can apply their learning in the future.
  
7. **Reflection Exit Tickets:** I will provide students with exit tickets where they reflect on what they learned about the importance of craftsmanship and how the passive voice can be used to describe it. I will ask them to write/ say a brief response or draw a picture representing their understanding.
  
8. **Multimedia Presentation Rubric:** Students will use this rubric to assess the multimedia presentation.

Criteria	Excellent	Good	Fair	Needs improvement
<i>Visual appeal</i>				
<i>Organization of content</i>				
<i>Accuracy</i>				
<i>Delivery</i>				

## CHAPTER 3. Results report and final reflection

### Overview of the Lesson Plan

Our lesson plan focused on introducing 7th-grade students to the passive voice in English and exploring the cultural significance of craftsmanship. The plan was divided into multiple sessions, each with specific objectives and activities designed to engage students in both language learning and cultural appreciation.

### Reflection on the Advantages of the Activities Designed

The integration of diverse activities in our lesson plan presents several notable advantages that contribute significantly to the learning outcomes for 7th-grade students.

Firstly, the use of interactive learning strategies, such as group discussions and expositions is pivotal. These activities promote teamwork, communication, and critical thinking among students. According to Johnson, Johnson, and Smith (1998), "cooperative learning promotes higher achievement than competitive or individualistic learning" (p. 15). By engaging in collaborative tasks, students actively participate in the learning process, which enhances their understanding and retention of the passive voice. If you pay attention to the evidence shared in the video, students were always working in groups, the furniture has been arranged for that purpose.

Secondly, the incorporation of multimedia resources offers a dynamic and engaging approach to teaching grammar. Utilizing videos to demonstrate the passive voice and its application in real-world contexts caters to various learning styles and keeps students engaged. As Mayer (2009) notes, "multimedia presentations can significantly enhance the effectiveness of teaching complex concepts" (p. 52). This approach helps students grasp abstract grammar rules through concrete examples and visual aids.

The inclusion of hands-on activities, such as creating crafts and digital infographics, provides students with practical applications of the passive voice. Hands-on learning is shown to be highly effective in improving student engagement and understanding. Kolb (1984) emphasizes that "learning is the process whereby knowledge is created through the transformation of experience"

(p. 41). By actively participating in these tasks, students can apply grammatical structures in meaningful and memorable ways.

Furthermore, technology integration in the classroom, particularly through the use of digital tools like Canva, enhances digital literacy and fosters creativity. According to Harris and Hofer (2009), "effective technology integration involves the use of digital tools to support curricular goals and enhance student learning experiences" (p. 99). This not only prepares students for future technological demands but also encourages them to present information innovatively and effectively.

Cultural appreciation is another critical advantage of the lesson plan. Researching and presenting on cultural crafts broadens students' cultural horizons and fosters an appreciation for global diversity. This activity provides a meaningful context for practicing the passive voice, making language learning more relevant and engaging. Banks and Banks (2004) argue that "multicultural education helps students develop a positive self-concept and an understanding of cultural diversity" (p. 23).

Lastly, the use of varied assessment methods ensures a comprehensive evaluation of student learning. Multiple forms of assessment, including quizzes, presentations, and role-plays, cater to different learning styles and provide a well-rounded understanding of student progress. Black and Wiliam (1998) state that "diverse assessment practices can better capture the range of student learning and provide a more complete picture of their understanding" (p. 12).

Reflecting on the development of my lesson plan, it is evident that the activities designed offer numerous benefits in terms of engagement, skill development, and comprehensive understanding. While there are challenges associated with each activity, thoughtful planning and execution can mitigate these disadvantages. Overall, the lesson plan is well-suited to help 7th graders develop a robust understanding of the passive voice while also fostering an appreciation for cultural craftsmanship. The activities promote active learning, critical thinking, and the development of essential skills that will benefit students throughout their academic journey and beyond.

## Positive Impact of CLIL Methodology

The integration of Content and Language Integrated Learning (CLIL) methodology further enhances the effectiveness of this lesson plan. CLIL involves teaching subjects such as science, history, or art in a foreign language, thereby promoting dual-focused learning aims: the learning of content and the simultaneous learning of a foreign language.

One of the primary benefits of CLIL is increased student engagement and motivation. By integrating content that is relevant and interesting, such as cultural craftsmanship, students are more likely to be motivated to learn both the subject matter and the language. Coyle, Hood, and Marsh (2010) state that "CLIL can increase learners' motivation through the use of meaningful and contextualized language" (p. 12). This dual-focus approach makes learning more dynamic and relevant to students' real-world experiences.

I could clearly see that happening while the students were creating the handcraft and the infographic, they focused on the names of the materials and tools used as well as the steps of the process, some of them even commented "Today I learned a lot about how to handle certain materials and how to solve situations related to the elaboration process" and that is linked with the development of Higher-Order Thinking Skills.

CLIL promotes the development of higher-order thinking skills, such as analysis, synthesis, and evaluation, as students must apply language skills to understand and produce content knowledge. The hands-on activities and presentations designed in the lesson plan require students to use critical thinking and problem-solving skills actively. According to Dalton-Puffer (2007), "CLIL fosters cognitive development through the integration of content learning and language acquisition, encouraging students to think critically and creatively" (p. 24).

By using the target language in various contexts and for different purposes, students can improve their overall language proficiency. The lesson plan's activities, which involve using the passive voice to describe processes and cultural artifacts, help students practice and internalize complex language structures. This aligns with the CLIL approach, which emphasizes the importance of language as a tool for learning and communication. Mehisto, Marsh, and Frigols (2008) highlight that "CLIL enhances language skills as students use the target language purposefully and contextually" (p. 38).

Integrating cultural content through CLIL not only enhances language learning but also fosters intercultural awareness and competence. Students learn about different cultures and their crafts, promoting an appreciation for diversity and global citizenship. This aspect of the lesson plan helps students develop empathy and a broader worldview, which are crucial skills in today's interconnected world. As Coyle et al. (2010) assert, "CLIL provides opportunities for students to engage with cultural content, fostering intercultural understanding and competence" (p. 45).

Finally, The CLIL methodology emphasizes practical application and real-world relevance, making learning more meaningful for students. The lesson plan's activities, such as creating digital infographics and crafting cultural items, provide students with tangible outcomes that demonstrate their learning. This approach aligns with the CLIL principle of learning through doing, which helps students retain knowledge more effectively. Marsh (2002) notes that "CLIL bridges the gap between theoretical knowledge and practical application, making learning more relevant and lasting" (p. 19).

## Reflection on the Disadvantages of the Activities Designed

While the activities in our lesson plan offer numerous advantages, they also present several challenges that need to be addressed to ensure effective learning outcomes.

Firstly, group projects can sometimes lead to unequal participation among students. This actually happened in my sessions, some students dominated the activities, while others contributed minimally. This resulted in an imbalanced learning experience and made it difficult to assess individual student performance accurately. Johnson and Johnson (2009) highlight that "the primary challenge of cooperative learning is ensuring equal participation and accountability among group members" (p. 367).

To address the issue of unequal participation in group projects, several strategies can be implemented to ensure a more balanced and inclusive learning experience. These strategies focus on enhancing individual accountability, promoting active participation, and providing clear roles and expectations for each student.

1. A good solution might be to assign specific roles to each group member (e.g., leader, recorder, presenter, researcher) to ensure that every student has a defined task. This can help distribute the workload evenly and clarify individual contributions.
2. I can also rotate roles regularly to give each student the opportunity to develop different skills and experience various aspects of the project.
3. I might implement peer evaluation where students assess each other's contributions. This can motivate students to participate actively and fairly.
4. I can also require individual reflection reports or journals where students document their contributions and learning experiences throughout the project.
5. Use progress check-ins or milestones to track each student's contribution regularly.
6. I can also assign a different leader in each team, trying to foster an inclusive classroom environment where all students feel valued and supported.
7. Encourage quieter students to share their ideas and ensure that dominant students understand the importance of equitable participation.



Time management was another critical issue, particularly with hands-on activities and technology integration. These activities were time-consuming and took longer than expected, reducing the time for the presentations. Ensuring that all students complete tasks within the allotted time can be challenging. Additionally, preparing and executing these activities requires meticulous planning to avoid disruptions. According to Berliner (1985), "effective classroom management requires careful planning and time allocation to ensure instructional activities are completed as intended" (p. 77).

Here, I suggest 3 strategies to enhance the time management in my sessions:

1. Clearly outline the objectives of each activity and set specific deadlines for each phase of the project. This helps students stay focused and aware of the time constraints.
2. Break down the activity into smaller, manageable tasks with individual deadlines to ensure steady progress.
3. Create a detailed schedule for each session, including time allocations for each activity and share this schedule with students at the beginning of the lesson to set expectations.
4. Use a visible timer or clock in the classroom to help students keep track of the time remaining for each activity.
5. Implement countdown timers for specific activities to create a sense of urgency and keep students on task.

Public speaking activities, such as debates and presentations, can be intimidating for shy students or those with anxiety about speaking in front of others. This can affect their performance and engagement in these activities. Horwitz, Horwitz, and Cope (1986) found that "communication apprehension can significantly impede students' willingness to participate in speaking activities, thereby affecting their language learning outcomes" (p. 126).

To address the issue of public speaking anxiety in students, I can implement some strategies to create a supportive and encouraging environment that helps alleviate fears and promotes confidence, focusing on gradually building students' speaking skills, providing support and feedback, and creating a classroom culture that values effort and improvement.

I have noticed that scaffolding plays an important role in this skill, for example:

Start with low-stakes speaking activities such as small group discussions or paired dialogues to build confidence. In some cases it may even have to be narrowed down to simple sentences. Then, gradually I can increase the difficulty of speaking tasks, moving from small groups to larger groups, and eventually to whole-class presentations.

Another key element is to foster a classroom culture that emphasizes respect, support, and positive feedback. This can be achieved by encouraging students to listen attentively and provide constructive feedback to their peers.

In order to promote this, it is necessary to establish clear guidelines for respectful and supportive behavior during presentations and debates.

I can also provide multiple opportunities for students to practice public speaking in a low-pressure environment. Use activities such as practice presentations, peer reviews, and rehearsal sessions.

The use role-playing and simulations can also help students become more comfortable with speaking in front of others.

Lastly, managing varied assessment methods can be time-consuming and requires careful alignment with learning objectives. While diverse assessment practices can capture a wide range of student learning, they also demand significant time and effort from educators to design, implement, and grade. Black and Wiliam (1998) emphasize that "effective assessment requires a balance between formative and summative approaches, each aligned with clear learning objectives" (p. 23).

## General conclusions

Creating an effective lesson plan for 7th graders requires careful selection of methodology, materials, and tasks. The use of the Content and Language Integrated Learning (CLIL) methodology is particularly beneficial as it enhances engagement and motivation by integrating language learning with subject content. This dual focus not only helps maintain students' interest but also promotes higher-order thinking skills, thereby enhancing cognitive development. CLIL also aids in developing language proficiency in a natural and meaningful context and fosters cultural awareness by incorporating cultural content into lessons.

Selecting adequate materials is equally important. Relevant and authentic materials increase engagement and expose students to real-life language use, enhancing their practical language skills. Well-chosen materials provide the right balance of support and challenge, catering to different learning styles and needs, and ensuring that all students have access to supportive resources. Interactive and multimedia materials can make learning more dynamic and reinforce retention through multi-sensory engagement.

Moreover, designing appropriate tasks is crucial for integrating various skills and promoting active learning. Effective tasks encourage participation and collaboration, helping students develop critical thinking and problem-solving skills. They also cater to different ability levels, ensuring all students are appropriately challenged and supported. Additionally, well-designed tasks allow for ongoing assessment and feedback, helping teachers and students identify strengths and areas for improvement.

In conclusion, selecting an appropriate methodology, materials, and tasks is essential in creating a lesson plan that meets the developmental needs of 7th graders. The CLIL methodology, with its emphasis on language and content, alongside well-chosen materials and thoughtfully designed tasks, created a rich and supportive learning environment that prepares students for future academic success.

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## APPENDIX

Link of the video

**<https://drive.google.com/file/d/1MAgAP84ScFqUOPlt6vuQpJgID-LZWXF/view?usp=sharing>**