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APRENDIZAJE INTEGRADO DE CONTENIDO Y LENGUAJE A TRAVÉS DE UN ENFOQUE CULTURAL MEDIANTE LA IMPLEMENTACIÓN DE LA ENSEÑANZA REMOTA DE EMERGENCIA

TRABAJO RECEPCIONAL

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

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Final Project

Content and Language Integrated Learning across a cultural approach
by implementing Emergency Remote Teaching

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INTRODUCTION

"To teach is to learn twice." - Joseph Joubert

I learned this phrase when I started my career as a teacher, and that there is no better way to explain our work as teachers, teaching is not only about transmitting knowledge, but also about learning from our students, about their needs, their interest, and even their fears, only then can we redirect our teaching practice towards improvement.

The constant professionalization of teachers is closely related to the development of their skills, Le Boterf (200) describes the professional as one who knows how to manage and manage a professional situation, which implies that he knows how to act and react appropriately, knows how to combine resources and adjusting them to a certain context, knows how to transfer, knows how to learn and learns to learn and above all to know how to commit.

This educational intervention aims to make a methodological proposal through an action plan of 6 sessions carried out at the Universidad Autonoma Metropoitana - Iztapalapa which allow ESL students not only develop their language skills, but also to provide the opportunities to put in practice those skills in any professional field in which students will develop, while guaranteeing to continue to provide an educational service to students in the event of any contingency that causes the closure of an educational campus.

The idea of this proposal arises from the need to offer students studying a foreign language the opportunity to link the use of the language with the knowledge acquired in their different careers, Standards (2006) states than “the possession of linguistic knowledge and cultural activities that are part of the study of a foreign language must be a requirement for the life of a citizen in the global village ”, in such a way that within the proposed activities the CLIL methodology is used to achieve this objective.

Likewise, due to the temporary closure of the campus due to the pandemic generated by the SARS COVID-19 virus, this educational project suggests the implementation of an Emergency Remote Teaching, which allows the student's learning process to continue, it is worth mentioning that this proposal for remote education is not only and exclusively applicable to this contingency, but is also suggested as an emergent plan in situations involving the closure of a school for other reasons such as union strikes (a situation faced by the university due to, or closings of, the campus by the educational community: teachers, students or parents as usually happens in schools of basic education, being the use of ICTs the cornerstone of this project since it will not only allow remote learning, but also will value your use in the classroom.

That is why it is expected that with this educational proposal a precedent will be established for a job proposal to carry out not only within the context where I work (public university) but could be applied in other public schools within the three levels of basic education

Chapter 1 Philosophy and Theory

1.1 Identity and teaching philosophy

An aspect that every teacher must always have in mind, is the importance of a constant professional development , since our main objective is shaping those students that invariable will take part in the work field inside the society, and at the same time put in our hands their confidence and disposition of learning a second language, that is why we always have to be one step ahead, according to the Common European Framework, a Second Language Teacher should be 2 levels above referring to this framework comparing to their students, so that, they will have an input according to their needs, and at the same time can accomplish their objectives of an adequate, although our professional development it is not only limited to our use of the language, but also should aim to update our teaching methods according to the changes that new educational models demand, so that the learning process of our students can be carried out more efficient and at the same time they can reach their maximum potential, involving their tastes, needs and context in this learning process.

Personally, this last aspect (professional development) is something in which I have focused during the last years in my professional career, due to my current job that it is not only limited to the teaching practice, but also working with other teachers through workshops or courses that I designed in order to share with my colleges my experiences as a Teacher and the knowledge acquired in terms of methodology.

My first contact with English, was when I was 10 years, when my parents hired a particular English Teacher, it was always my parents´ interest, to develop my ability to communicate and speak using a second language, despite inside the curriculum of the school where I studied included English as a subject, It was with this particular Teacher that I had my first approach of how important is to have the necessary abilities to teach the language, I say this due to the way in which she taught me, and her particular teaching style, which was not necessarily an innovating or out of this word, in fact we

didn´t used a course book, it was basically a Grammar Based Method and sets of specific vocabulary, and with little interaction since my only peer was my brother.

Nevertheless, my interest of learning increased because the way in which I was being taught, It was until I had the opportunity of teaching English in a particular school where I discovered my love for teaching, since then my commitment has always been updated, so I can provide my students not only memorable classes but also with quality that fulfil their needs, I finished my studies of teaching at the Anglo a particular language institute, and start working as a teacher there, a continuous development was always required there so we were invited to take courses in order to certificate our level of proficiency, once I got my CAE certification which only covers the aspect of mastering a second language, however ESL Teachers, must also guarantee a professionalization and updating of their methodology, therefore I focused on having other certifications in teaching so I decided to take the TKT modules of Cambridge and then the ICELT, later on I had the chance of taking a course abroad of methodology at the UTSA (University of Texas at San Antonio).

All these experiences had helped me not only to find better job opportunities but also provide my students better opportunities of learning.

"Who dares to teach must never cease to learn"

Jonh Cotton D.

This quote frames what it means for me to be a Teacher, despite having the necessary tools, knowledge and skills to carry out this work, it is essential to have and follow a professional development plan that allows us to update and improve our skills and knowledge, with the aim of providing our students with the best opportunities for development and thus guaranteeing learning within our classrooms a clear example of this lies in my objective of completing this Specialization in English Teaching Language, which is part of my professional development plan, the same I have been carrying out since I started my professional practice.

At the end of my Preparation Course for English Teachers, at the same time that I started working, I looked for certifications both in my methodology and in my level of English, throughout these 12 years of my professional career I have managed to certify both through International and National certifications, as well as looking for internships in other countries, this not only for a personal matter since we must give ourselves the opportunity to prepare and improve, but also to be able to offer to our students the best opportunities for development by having a qualified Teacher who is committed to their work.

Cunnings (1984) states that “Our teaching must have at its bases a consideration of what our students need to learn”. At the beginning of my professional career, I always used to spend hours planning the stages that my class will cover or the abilities that should be developed in each activity, and focused my classes in knowing and covering all the aspects of the syllabus and the course book used (from lexis to the structures implied as well as the material proposed), my class was based on the Grammar Based Method, which I used for several years to learn a second language, and which in my view at that time was an effective and widely used method among my colleagues and other language institutes, but there were other aspects that I was not considering, and

was the fact of involving my students in our teaching process, which means not only by coming up with dynamic and attractive activities that can be motivating, but providing them with contextualized and functional ones that can foster their linguistic development on the other hand I also used the method called PPP which stands for Presentation Practice and Production, this method was the first I learned as a Teacher, however I stopped using it as the profile of my students changed as I started working with preschoolers and teenagers, and the dynamics presented with my adult students it was not the same, that is to say in a certain way it was not attractive to them.

As I developed my skills as teachers, I became more interested in studying new trends in teaching, that set a precedent for me to adapt my way of teaching to new educational trends.

According to the article “New tendencies in Teaching Foreign Languages in Europe” the big majority of current language programs in European countries pursue mainly the same objectives: the development of a communicative competency of a foreign language where language teaching is considered from the communicative functions it performs, that is, the linguistic forms and what people do with those forms, in real situations (Littlewood, 1998), the development of the 4 skills and the knowing of the socio-cultural context where that second language is spoken, which later I will describe in more detail, since they are the ones that I currently implement and on which my educational project is based.

1.1.1 Challenges faced

A constant training in new technologies and teaching methodologies must be inherent in every teaching practice, the importance of this lies in raising the capacities, abilities and aptitudes of teachers to expand both their participation in a better work and professional environment and therefore improve their style life, as well as indirectly expanding students' opportunities to learn better.

The specialization in teaching the English language by the UPN allows me to develop my methodological skills to implement a didactic, attached to the needs and context of my students, thus allowing to exploit their skills to the fullest, as well as being able to implement an alternative methodology to an established study program.

Among the major challenges faced in this specialty were that while exploring the different methodologies regarding the teaching of a second language, I also had the opportunity to return to concepts and practices that as teachers we forget or ignore, despite knowing or handle these concepts, as is an adequate implementation of activities for foster students' linguistic skills such as reading, writing, speaking, and listening.

In the same way, I achieved a better self-reflection of my teaching practice, which allowed me to better understand the needs of my students and see them as the main factor, putting them at the center of learning, and little by little stop having the role of teacher and become a facilitator within the classroom.

1.2 Theoretical Foundations

“Today's language is not worse than yesterday's. It's more practical. Like the world we live in”.

Noam Chomsky.

From different perspectives the importance of knowing a foreign language has been emphasized, and it has been considered as an indispensable requirement in various fields such as the academicals, and what is more, its management is almost an essential condition for professional success.

But it is important first to define the language and its components: Language is a communication system, free of stimuli. The elements of language, such as: sounds at the level of phonology, words at the level of syntax, are organized in a certain significant order determined by the rules of language. It is also important to define language as a human need, Raymond Hickey states that “the purpose of language is mainly functional", since the beginning of time, the human being tries to generate interactions to understand different points of view, its use can range from conveying information or expressing emotions, but it is also important to mention that there is a strong social component to language.

As a necessity, language in a global society today represents a constant in which it is important to be prepared to promote and collaborate through networks. The world is changing, but in general the language is the same, understanding that it is necessary to generate a community agreement in the models and the search process that can be achieved, this is where the importance of learning a second language lies
Fishman, (2002). Richards et al. (1992: 187) defines international language as "a language in widespread use as a Foreign Language or Second Language, i.e. so to language of international communication "

Talking about language involves considering many perspectives, however when it comes to language learning and language teaching it is important to pay attention to the two main actors in this process: Learner and Teacher.

1.2.1 Previous approaches along my teaching practice

As I mentioned before in my professional Identity, mostly my classes followed the ***Grammar Based Method,*** proposed by Michael Lewis in 1993, was based on developments in linguistics spanning the 1980´s and early 90s (Lackman, 2011; Thornbury, 1998), this method uses grammar as the main base, the starting point and foundation, for the development of all language skills - speaking, listening, writing, and reading, despite the fact that this methodology, which by the early 20th century had become the primary method of foreign language teaching in classrooms across Europe and the United States, it is currently widely used especially in language institutes, and even I have to mention that I consider this approach as a good alternative of a methodology to implement in certain classes that involve comparing two structures or when is necessary to analyze the structure and its different meanings.

Despite the fact that as Teacher I had the necessary linguistic skills to be able to clearly explain to my students the grammatical structures some classes did not fulfill their needs at all, I could see that, by the end of an specific course my students were aware of the structures for example how to write them in affirmative, negative or questions, and also the grammatical rules that it use implies, but not necessary of when to use it, I suddenly realized, this is why the field of English language teaching is dynamic and constantly changing, identifying or finding a successful teaching method is a complex process, during this process, less effective methodologies are modified and gradually replaced by those that turn out to be more effective.

1.2.2 Communicative Approach

Educators had observed that language learning was more than memorization of rules, word and phrases, the practices and methodologies that are applied today in current educational models are the result of several years of linguistic research (Nunan, D. 1991)., despite this, using a particular teaching method that can be applied everywhere is not effective due to within each classroom the needs and goals of students vary dramatically, the current educational models aim at the development of the communicative skills of the students, there are various methodologies in teaching a foreign language that meet these needs, “The focus of Communicative approach is the communicative use of language in natural context”. (Larsen-Freeman & Anderson, 2011)

My first approach and adaptation of my way of teaching to these new trends was when I started working at SEP where the program follows a methodology based on Social Practices of the Language, which main focus is to: “get the students into the necessary knowledge to engage in oral and written activities with native and non-native English speakers by means of specific competencies [...] with the idea of satisfy basic communication needs in different every-day, known, and familiar situations.” (SEP 2011, p.95).

In this communicative approach communicative activities are essential. Activities should be presented in a situation or context so students will have the opportunity to relate their previous knowledge about the topic, and at the same time will provide them the confidence enough to interact or take part in the activity, sometimes as teachers we propose communicative activities, we vary the topics, prepare material which in some cases is attractive an expensive, and we even decide the different patterns of interaction, but we don’t consider the context of our students that is a key part.

The Communicative View of Language refers to the semantic and communicative elements of language are emphasized more than the grammatical characteristics,

although these are also included, at the same time refers that the target of language learning is to learn to express communication functions and categories of meaning.

The Interactional View of Language, sees language primarily as the means for establishing and maintaining interpersonal relationships and for performing social transactions between individuals, and the target of language learning in the interactional view is learning to initiate and maintain conversations with other people.

Nunan (1991) emphasized 5 aspects which in a way are reflected in my teaching practice:

1. An emphasis on learning to communicate through interaction in the target language.
2. The use of authentic texts in the learning situation.
3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important elements that contribute to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

This approach is widely used, not only in basic education, but in many language centers since through interaction and despite the fact that the communicative competence is the desired goal, the 4 language skills (speaking, reading writing and listening) can be developed since the directed communicative activities can cover each one of these abilities, adapting to the needs of the students.

The following chart enlist according to my experience some advantages and disadvantages of the communicative approach:

Advantages	Disadvantages
Communicative approach is learner-oriented, and it is based on students' needs and interests	The Communicative approach tends to focus more on fluency but not accuracy
Seeks to use authentic resources. And that is more interesting and motivating for children	It is not easy to carry our activities with large groups
Children acquire grammar rules as a they need	Is good for advanced or intermediate students, with basic students the activities are more controlled

1.2.3 Intercultural Competence

In terms of interaction, there is evidence that supports the view that social interaction plays a significant role in communication and language learning (Rivers, 1981). Therefore, implementing a methodology that encourages collaborative work and student interaction is favorable for parenting to take place. There are several methodologies in teaching a second language with this approach, such as the Experiential Learning Model which in turn follows Constructivist and Sociocultural principles, proposed by Kolb, this model use four stages:

1. Concrete experience. Where the learners get involved in a participatory activity.
2. Reflective observation. -Reflection thought observation of the principal activities.
3. Abstract Conceptualization. Concrete experience to make generalization, which means, students are able to use in other circumstances. Learner's use one may logically extract and specific rules.
4. Active Experimentation. In this stage occurs the plan of concrete experience, as well as the communicative approach whose principles include is founded on two principles: The semantic and communicative elements of language are emphasized more than the grammatical characteristics The target of language learning is to learn to express communication functions and categories of meaning. The target of language learning in the interactional view is learning to initiate and maintain conversations with other people.

On the other hand, the Sociocultural Approach is other current methodology used in many schools which is part of Vygotsky's Sociocultural Theory, which emphasizes the proactive participation of children with the environment that surrounds them, with cognitive development being the result of a collaborative process. Lev Vigotsky argued that children develop their learning through social interaction: they acquire new and better cognitive skills as a logical process of their immersion in a way of life.

The most widespread Sociocultural Communicative Competence Model is that of Byran (1997). This consists of a series of knowledge that we must appropriate, for which the knowledge of the social groups that comprise it and the competence to understand texts and facts of the new culture are needed. It also involves the critical analysis of facts, situations and events to value what is theirs and others, from my own perspective by promoting an intercultural approach, while we integrate the 4 skills (commonly taught in an isolated way), and external motivation and the interaction among our students in a more natural way making can be promoted so that the learning process will be easier and more meaningful.

Working with this approach I identified some advantages and weaknesses:

Advantages	Weaknesses
It can be inclusive of multiple cultural perspectives, helps students learn to respect cultural difference.	Shy, timid or introverted students may struggle, they may not want to talk about their context or culture
It is a student centred	

As teachers, we must adapt and take from the existing methodologies what is most functional for our students and at the same time go according to the educational program with which we work.

The UAM Iztapalapa Language Program follows an Intercultural Approach, and is based (among others) on the following premises:

- Traditional prevailing schemes in the National Educational System which conceive learning a foreign language merely as a technic training focused on the instrumental transition of knowledge and linguistic competencies must be overcame.

- It impossible to dissociate a language education from the cultures which speak that language.

- Learning a foreign language in a university context must be directly related with the objectives and academic priorities of the student, guaranteeing an authentic connection between what is being learned inside a foreign language classroom and the current and future demands of our students

The Program is aligned to the Common European Framework (**Common European Framework** of **Reference** for Languages: Learning, Teaching, Assessment. Cambridge: Cambridge University Press. Council of **Europe** (2001b), includes the use of educational material that ranges from a Course Book (Oxford Touch Stone and View Point) used to cover the formal aspect of the language and lexis, these Course Books are aimed to adults and young learners, aligned to the CEFR, based on familiar and communicative situations, that focuses each unit on the learning of certain grammatical structures by providing a set of phrases and expressions through a “corpus” in each unit in order to solve specific problems which main objective is to encourage students to be independent learners.

And to address the cultural aspect of the Program, in each course is analysed a country which 1st language is English (USA, New Zeeland, UK, Canada) through Literature (Oxford Penguin Readers series complemented by audio-visual material (movies, poems).

However, **there is no mainstream between this Language Program and the different degrees offered in the UAM**, not even between the educational material and the cultural one since they were not specially designed for this program, which is important in order to give sense to what students are learning in their careers and labour fields, therefore it is my interest to search for alternatives that satisfy these needs.

1.2.4 Content and Language Integrated Learning

CLIL stands for Content and Language Integrated Learning first coined by David Marsh in 1994 (Pinkley, 2012); this methodology integrates the teaching content from the curriculum with the teaching of a nonnative language, this combination of curriculum and language, provides the Students with a different parenting experience The use of an additional language is intended to develop the necessary ability to be proficient in that language itself, while contents are being learned alongside.

As Marsh (1994:27) defined it: "CLIL refers to a situation in which the subject matter or part of the subject matter is taught via a foreign language with a two-fold objective: the learning of those contents and the simultaneous learning of a foreign language." Is flexible and there are many different models depending on a range of contextual factors, as well as the amount of class time designated to cover the contents of the curriculum, this means a great advantage within my Educational Proposal since the implementation of this methodology is not limited to be covered in the entire class aspects of the curriculum, this is defined as (Soft-CLIL), and its implementation aims to create a link between the knowledge of my students related to other areas with the formal aspects of the language, at the same time that it gives the opportunity to cover the cultural part of the program of languages.

CLIL offers the deployment of language skills which emphasize effective communication and at the same time, this kind of an education, motivates learners to learn languages by using them for real practical purposes (Maldonado 2006), among other advantages of CLIL is that aims to:

1.-Improve learner´s production of the language of curricular subjects

2.- Increases learner´s confidence to the target language

3.- Provides material which develop thinking skills from the start

There are four guiding principles upon which a CLIL programme can be built, and they are called the 4C`s, and a successful CLIL lesson should combine these elements

1. Content: this is the subject or the project theme.

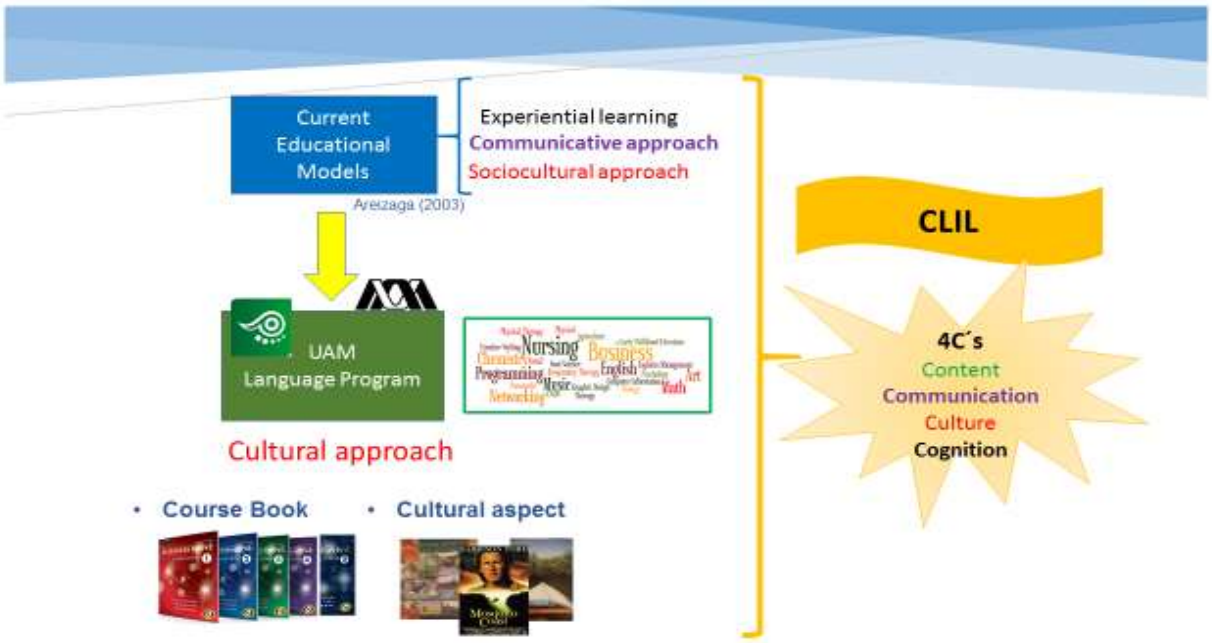
2. Communication: It involves learners in language using in a way which is different from language learning lessons (of course CLIL does involve learners in learning language too but in a different way).

3. Cognition: CLIL is about allowing individuals to construct their own understanding and be challenged – whatever their age or ability. A useful taxonomy to use as a guide for thinking skills is that of Bloom.

4. Culture: Studying through a foreign language is fundamental to fostering international understanding, culture can have wide interpretation – e.g. through pluricultural citizenship.

Implementing CLIL not only improves the competence of the students in this language but also enriches their cognitive development and cultural growth, given that it helps them become integrated into a multilingual and multicultural context. According to Maldonado (2006) there are advantages and disadvantages when using this methodology, some of them are enlisted in the following chart:

Advantages	Disadvantages
Learning is improved through increased motivation and the study of natural language seen in context and real-life situations	there is a problem of training academic staff to be able to teach in English
learners who have been studying content through foreign language find it easier to learn another language because they already acquired important language-learning skills and experience	There is a real problem for assessment of language ability through the content



According to Coyle (2005), In CLIL lesson Language becomes the means of learning content and a conduit for communication and to become effective students must cognitively engage in higher order thinking skills. CLIL encourages and challenges students to build their own understanding.

Considering the theoretical foundations of the different methodologies previously described, the linguistic skills of the students can be widely developed with any of them, however, as teachers we must always be aware of the needs of our students, which are changing according to their proficiency English level or their professional needs require.

Although it is also true that we must also adapt our teaching practice to the approach and program that we manage in our workplace, it is imperative to look for alternatives that fit the profile and needs of our students.

From my own perspective **Content and Language Integrated Learning is a methodology that takes the best of both methodologies** previously described (communicative approach and sociocultural approach) and that works according to the

precepts of the University, this methodology will be the cornerstone of this Educational Project.

Considering the different methodologies mentioned above in which the current Educational Models lay their foundations, it can be established for this Educational Intervention Project that an adequate methodology for teaching English as a foreign language is one which main objective aims to enable students to develop their cognitive abilities, as well as considering an intercultural aspect, through which they will acquire the necessary skills to appreciate their own identity and culture in order to contrast, compare and understand other cultures so they can interact or communicate under any context with people from other countries.

At the same time, the interest of the students should always be present in our classes, putting our students at the center of learning, in order to promote their interest and taste for learning a second language.

It is for all this that the implementation of the Content and Language Integrated Learning (CLIL) methodology which contemplates within the activities under this framework, aspects such as cognition, culture, curriculum content and communication.

Chapter 2 Methodology and Practice

2.1 Lesson Plan

Balancing lesson plans makes classes run more smoothly, and provides more value to students, therefore, we need to choose activities based not just on their content (vocabulary, grammar, etc), but also on the Linguistic Skills (listening, reading, speaking, writing) that we want our students to develop or practice the most, according to the time and the tools available in the case of remote sessions, the apps or educational programs available for the context of the class, will be determinant to stablish the Interaction patterns, and time in which the activities will be developed.

The lessons designed for this project follow a work plan over 6 classes in which the necessary grammatical structures and lexis will be addressed in a final interview with two Mexican origin people, a Master degree student and a ESLTeacher, who are currently living in Canada, so that students can hold a conversation with an specific register (formal) in order obtain information of any kind such as (food, tourism, work, technology or even history) as well as discussing current social situation that young people are facing in Mexico and Canada,

2.1.1 Group profile

This is an Upper intermediate III level which according to CERFR corresponds to a B2, made up of 20 students, 12 women and 8 men, with a good command of the language especially in terms of writing and reading, mainly interested in developing their oral skills; 70% of the students are Masters or Doctorate students who belong to the sociology degree, so the readings, and topics for this educational intervention, will focus on topics related to the socio-cultural aspect of young people in different parts of the world (especially Canada) to be able to contrast and compare the current situation of young Mexicans, while the other 30% of the students belong to other degrees such as

engineering or science but have expressed their desire to emigrate to Canada or the USA and seek a better opportunity for professional development.

2.1 2 Rational behind the activities:

Implementing an Emergency Remote Teaching Strategy:

The Foreign Language program included in the Educational Model offered by the UAM is face-to-face, so it is not preceded by an action plan for remote work, or any platform in which the student and teacher can continue working in the event of a contingency, it is important to highlight that this type of work stoppage derived from the health contingency is not the only one that this University has faced, constant strikes by the University Union affecting the educational process of the students, the last one, at the end of 2018, was extended for 5 months.

The upper intermediate course 3, which corresponds to this action plan, includes the use of educational material that ranges from a student`s book, literary material to audiovisual complementary material to address the cultural aspect that characterizes the English program at UAM Iztapalapa.

The design of the activities proposed in this work plan is to meet the needs of the students to follow their academic training regardless of the distance by using free educational platforms as well as tools that allow teachers and students to have contact.

Despite the fact that students are accustomed to combining the use of these platforms as recreational activities in the classroom, as in the case of Kahoot or Playposit (Annex), they are not familiar with constant work on these tools to carry out their learning process, a clear example is the use of the Moodle educational platform which was set up for this course.

The activities worked so far have allowed them to become familiar with these platforms and explore new study alternatives available on the web, which has made the students

more reflective about self-taught and constant work, initially the approach of the activities meant a challenge for the students since it had to be adapted to the use of the technology known and available to the students.

Students have practiced varied expressions to give their opinions orally in relation to social, cultural and political issues, combining their ideas through different linkers (adding, sequencing, cause and effect, contrasting, etc.), due during the new unit topics to be covered (Unit 9), students will work with more elaborate expressions, such as:

- I know what you piss, but ...
- That´s true .... though.
- Maybe, on the other hand ...
- I don't know / I'm not sure

At the same time, they have worked on activities to develop written texts based on prompts of a specific topic, and have had the opportunity to practice self-evaluation and co-evaluation of their work, through the use of correcting codes.

During this week we will start with the new unit (Unit 9 Tech Savvy?), which aims to introduce students to expressions related to the use of technology and its importance in the workplace, this is why during the last week work was carried out under the cultural context, the situation that young Canadians live after leaving university (Annex 2); The topic "Indirect questions" is also addressed. Likewise, vocabulary as separable phrasal verbs and collocations will be presented to the students.

With the purpose of preparing the video of this assignment, a work plan will be established over 6 days in which elements will be addressed that can be used in an interview with two people of Mexican origin who live or have been in Canada for more 6 months, so that students can obtain information of any kind such as (food, culture, work, etc.)

2.1.3 Materials and Resources for Learning:

Due it is not an online course and obeys a remedial strategy, the traditional material used in teaching practice such as flashcards, handouts, wallcharts, etc. must be adapted to such circumstances, this last, represents an economic advantage for the teacher who, in many cases, invests his or her own resources for the elaboration of the material, another advantage is that the possibility of designing and creating such material in the different technological tools, allows a better impact since it is transformed from something tangible to something interactive, striking and easy to integrate into a registry to form a portfolio of evidence, which the student can integrate.

The remote work strategy must contemplate that the designed materials are always available to the student as a review or consulting, which fosters student's learning process.

The use and design of the materials for this remote teaching strategy means a challenge for both the teacher and the students.

The teacher must develop strategies to improve their technological skills, and be able to select the tool that best suits the needs, context and profile of their students, and at the same time is consistent with the approach to work.

Students must also develop study skills since a remote strategy also refers to the change of routine in terms of schedules, and learning becomes asynchronous, so at certain times you should not only find time to work the exercises arranged on the platforms, if not, you will have the possibility to verify in advance what will be done.

2.2 Applications and Procedure

2.2.1 General outcomes

General outcomes per session:	
Session	**Outcome**
1	To practice a set of varied **expressions in order to give their opinion** orally related to social, cultural and political issues. (I know what you say, but ... / That´s true, though. / Maybe, on the other hand ... I don't know / I'm not sure)
2	To use those expressions, in order to **combined ideas through different linkers** (adding, sequencing, cause and effect, contrasting, etc.)
3	To **develop written texts** based on prompts of a specific topic, **to practice self-evaluation and co-evaluation** of their work, through the use of correcting codes.
4	To learn expressions related to the use of technology and analyse its importance in the work field, all **above by contextualizing the situation that young Canadians live after leaving University**
5	To address **"Indirect questions" and use them in different contexts** for example asking for help or information, or having a conversation under in forma circumstances.
6	**To hold a final online meeting** and give students the opportunity of using all the grammatical and lexical aspects learned in a real conversation, readings taken from other resources were included in the class in order to support data discussed

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2.2.1 Procedure

Place & Date: Mexico City May 2020

1. Lesson plan identification cell.	
Author	Jorge Luis Morales Rojas
Educational Stage	University Master Degree and PHD Students Level Upper intermediate III (B2 CEFR)
Title of your Lesson Plan	Listen to us “problems of today´s youth” (Mexico and other countries)
Learning Objective of the Plan	**Language purpose:** To develop in the student, the ability to analyze lexis (word transformation), in order to create sentences as well as the identification of different connecting words and their use (linkers) that allow them to establish more complex ideas with the aim of creating a text. To develop in the student, the ability to understand informative texts from other countries, compare and contrast the information obtained with the current situation in their country and establish a formal conversation with unknown people on topics of interest **Intercultural purpose** Guide students to the reflection and analysis of the current problematics (cultural, social, economic) experienced by young people Be able to request information regarding the culture, traditions, way of life and socio-cultural situation of a foreign country to compare it with one's own

Communicative Skill Considered	Listening / Speaking / Reading / Writing
State of the Following Options	Recycling topic
Functions	Using the gerund as the subject of the sentence Using Should, must, ought to use in context to express changes or actions to be followed Expression to give opinion: (I know what you piss, but ... / That´s true .... though. / Maybe, on the other hand ... / I don't know / I'm not sure)
Other Grammar Structures	Lexis word transformation (adjectives, nouns) Linkers and use (Example. Adding, sequencing, illustrating, cause and effect, summary, comparing.) Separable phrasal verbs, and collocations related to technology Use direct questions to ask for information or help in a polite way
Brief Description of the Plan	By reading two types of texts, patterns of use of the gerund as a noun will be established, at the same time the structure (paragraphs and distribution) as well as the structure of ideas (connectors) of mentioned texts will be analyzed in order to establish the current problems faced by young people in their country
Hours of the plan implementation	24 hours
Number of sessions	6 sessions of 4 hours each
Contents required for the lesson	An adapted text (Appendix), Factual text (Appendix), visuals (Appendix), audio material, power point presentation and online resources.
Link of the video and materials	https://drive.google.com/drive/folders/1fwLXBQsfrV8el2YC_J-Er83EF1RUXIGW?usp=sharing
EEAILE tutor	Gernot Rudolf Potengowski

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2. Introduction to each lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activate prior knowledge	Teacher asks the following question: "What do young people need to be successful in life?" Teachers writes some sentences on the board related to the topic: "Problems of today´s youth" e.g. Students are well prepared _____ they can't find good jobs Young people are more interested in spending their time in social media _____ having good technological abilities Teacher checks with students the possible answers and review the concept of linkers	Students class as a whole comment give their opinion Students by working in pairs, will find out the missing word Students give their answers and correct if necessary Students give their answers and correct if necessary	**1**

Review previous topic “Problems of today´s youth”	Teachers asks students questions about the topic covered during the previous class (likers and vocabulary referring to the topic) Teacher set the different uses of linkers: (Adding, Sequencing, Illustrating, Cause and effect, Summary, etc.)	Students enlist linkers that they know or were commented during the previous class As a brainstorm students give 1 linker for each use or category	2
Activating prior knowledge about types of texts	Teacher shows pictures in a power point presentation of different texts and ask them to relate them to the appropriate description: 1.- Descriptive 2.- Narrative 3.- Expository 4.- Persuasive	Students work in pairs so that they can find out the correct answer Students give their answers and correct if possible Students brain storm ideas related to the heading assigned	3
Reviewing previous concepts	Teacher and students play a kahoot in order to review some phrasal verbs learnt in the previous units. Students are asked to create	Students class as a whole students play kahoot and check the meaning of the phrasal verb Students give their answers and	4

	sentences with those phrasal verbs	correct if necessary	
Review previous topic “Problems of today´s youth”	Teachers asks students questions about the topic covered during the previous class (likers and vocabulary referring to the topic)	Students talk about the problems that young people or even adults face in the laborer field when they are not tech savvy	5
Activating prior knowledge about vocabulary and expression learnt	Teacher plays an interactive game with students to review the vocabulary and the expressions	Students have some minutes to read a text take notes and create their own questions related to the text and topics of interest	6

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3. Communicative skills development.

Reading

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Lead in activity exploring the text.	Teacher will ask students to explore the text provided (Appendix 1) and ask them: "What can you see in the pictures?" (Appendix 2) "what would the text be about or related to"	Students explore the text, will take a look to the pictures and the heading, they will brainstorm what will the text refers to.	Text (Appendix 1), picture (Appendix 2) and Audio	1	Students´ answers.
Reading for gist	Teacher asks them to read the text (reading for gist)	Students notice there are missing parts or extracts, will read to text and in pairs comment what does to text refer to.	Text (Appendix 1)	1	Students´ answers.
Detailed reading	Teacher asks students to read it again after playing the audio with the information missing and are asked to create a mind map which includes the problematics mentioned in the text	Students read for detailed information and in teams, create their mind map and share it with the other teams	Mind meinster APP	1	Students´ product

Reading predict topic Skim and Scan	Teacher draws students 'attention to the new text (Appendix 5) Students are asked to read it and answer the questions	Students try to relate the topic, picture to the previous topics covered Students read and answer the questions, share their answers and correct if necessary	Text (Appendix 5)	3 3	Students´ answers. Students´ answers.
Wrap up activity	Students are asked to read the paragraphs created by the other teams.	Students read the paragraphs created by the other teams and correct them by using the correcting code or add points of view if necessary.	Paragraphs created by students	4	Correction code and edited text
Introduction	Students are asked to read a text about young people who live in UK who are worried about their future Students are asked to find similarities and differences between their country and what is found in the text	Students read the text, and ask for un know words, if necessary Students create a list and determine the differences and similarities	Graphic organizer in jamboard	6 6	Rubric speaking

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Note: All resources are in Dropbox: https://drive.google.com/drive/folders/1fwLXBQsfrV8el2YC_J-Er83EF1RUXIGW?usp=sharing

Writing

Step of the lesson	Teacher activities	Students activities	Materials	Session	Evaluation
Creating sentences	After reading the text and analyzing the vocabulary included Students are asked to write sentences using the words	individually, students create their sentences, share them and correct them if necessary	Exercise (Appendix 3)	1	Students´ sentences
	After working the different uses for the linkers, the teacher assigns two cards to the students which are related to the topic addressed, so that the students can create more complex sentences using the appropriate linker.	Participants create small paragraphs with the words formed by using linkers	Cards (Appendix 4)	2	Student´s paragraphs
	Teacher asks students to create a Venn diagram in order to show the common problematics of young people in the United States (Appendix 1) Canada (Appendix 5) and their country Students are asked to enlist	Students by working in teams create their diagram Students share it with the other teams	Zoom blackboard	3	Students´ Venn diagram

	different solutions for the problematics exposed, by creating sentences (using the gerund and modal verbs)	The students individually create their solutions using the indicated structures	Zoom blackboard	3	Sentences using the gerund as the subject of the sentence Using Should, must, ought to use in context to express changes or actions to be followed
Creating a paragraph	By using prompts teacher will ask students to develop a paragraph using the vocabulary, linking words, expressions learned Teacher asks students to exchange paragraphs and correct them	Students uses the prompt to develop a paragraph in a collaborative way Students exchange paragraphs and by using the correction code (Evaluation 2) indicate the mistakes found, as well as add more ideas to be included in the		4	Paragraphs (Evaluation 2)

		paragraph			
Wrap up	Teacher asks students to think about the possible questions they will ask during the interview Students are asked to share their questions	Students create a list of 5 questions including 2 where they ask about cultural things, and 2 about social problems Students share their questions ans their peers correct them or enrich it	Jamboard presentation	5	Formative assessment, kahoot results

Note: All resources are in Dropbox: https://drive.google.com/drive/folders/1fwLXBQsfrV8el2YC_J-Er83EF1RUXIGW?usp=sharing

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Listening

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Listening for specific information	Teacher asks students to listen to the audio and complete the gaps with the missing information Teacher let students compare their answers, and play the audio again Teacher checks with students their answers	Student´s listen to the audio and complete the missing information Students compare their answers and listen to the audio again	Text and Audio	1 1 1	Students´ answers.
	Teacher plays a video related to Top 10 Problems Facing Our Youth Today	Students watch the video and write down the problematic they heard	Top 10 Problems Facing Our Youth Today Video	2	Students comprehension

Beginning	Teacher asks students to look at the picture Teacher brainstorm ideas referring to the situation of the conversation. ¿Where is the woman? ¿What is she doing ther?	Students wat the video and answer the questions Students share their ideas	Questioner	5	Platform results

Note: All resources are in Dropbox: https://drive.google.com/drive/folders/1fwLXBQsfrV8el2YC_J-Er83EF1RUXIGW?usp=sharing

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Speaking

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Input	Teacher asks the following question: "What do young people need to be successful in life?"	Students class as a whole comment give their opinion	None	1	Students´ production
	Teacher projects the video Top 10 Problems Facing Our Youth Today Teachers asks students to share their solutions	Students watch the video take note about the problems they heard about and give possible solutions for those problems	Top 10 Problems Facing Our Youth Today Video https://bit.ly/2yz8FF7	2	Rubric assessing speaking (Evaluation 1)
	After asking students to create a Venn diagram (written stage), Students comment their different points of view about current young problems Students are asked to enlist different solutions for the problematics	Students are asked to give their points of views Students share their solutions to	Zoom blackboard	3	Pronunciation, diction

	exposed, by creating sentences (using the gerund) and share their solutions proposed	the different problematics			
	Teacher asks students to read a text with some common problems of young English people Teacher introduces the 2 guest that will interact with the participants	Students read the text and give their points of view and tell if the situation is similar to Mexico Students interact in the interview Students share their questions previously worked and choose 2 during the interview Students take turns to ask guess about any type of information they want to get	Zoom	6	Students feedback Rubric

Note: All resources are in Dropbox: https://drive.google.com/drive/folders/1fwLXBQsfrV8el2YC_J-Er83EF1RUXIGW?usp=sharing

4. Intercultural component: Through these series of activities, students have the possibility of working with real texts related to a social problem faced by the youth of Canada, so that, they can contrast that situation with its context, at the same time, based on their experience and knowledge in the topic, they can write a descriptive text describing based on the same topic and possibly provide alternatives or solutions that can be implemented.

The experience of facing a real interview with people who are living in the USA or Canada, and know the context of those countries, but at the same time speak their same language, was an experience that let students know about the characteristics of other countries while contrast the problematics and culture of their own.

5. Evaluation: CLIL methodology contemplates different ways of evaluating the activities and achievements of the students for such evaluation purposes, different instruments were chosen which are indicated in the class plan and attached, the analysis of the assessment instruments is discussed in chapter 3

6. Follow up activities: Based on the work done and the product obtained, as a follow-up activity, a discussion or debate circle can be held in which the various solutions to contextualized problems related to youth are exposed, as seen in the video (part 3) conclusion, the students were satisfied and with very good comments about the activity, at the same time they propose that this type of activities can be carried out more often, since they do not always have the opportunity to interact with other people outside the classroom and especially from other countries, a clear advantage provided by remote work.

2.3 Evidence

As explained in the point 2.1.3 “Materials and resources for Learning” , the implementation of this didactic intervention shows two scenarios, the first belongs to the activities carried out inside the classroom covering the sociocultural approach, through the CLIL methodology, where students are shown working the cultural aspect through oral presentations on topics related to the Canadian culture, or collaborative work creating concept maps through the use of mobile devices and the Mind Meinster application, while the second part of this strategy contemplates the adaptation of the material, activities and methodology to a remote strategy due to the stoppage of work due to the eventuality of the pandemic so that the use of technology becomes more evident and new applications are used such as the Zoom application for video conferences or Dropbox for the activities repository,

The use of technology is involved in both stages, however, as will be analyzed later in the evaluation art, the usefulness of some of them will become more remarkable since they will not only serve to carry out the activities, but also as an instrument of evaluation.

2.3.1 Evidences of activities

Activities inside the classroom

Cultural aspect

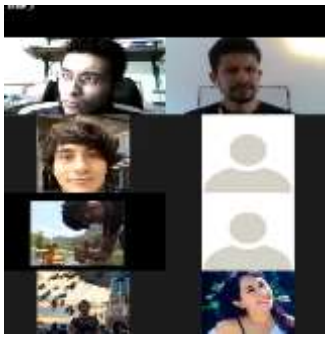
Collaborative work

Using Apps

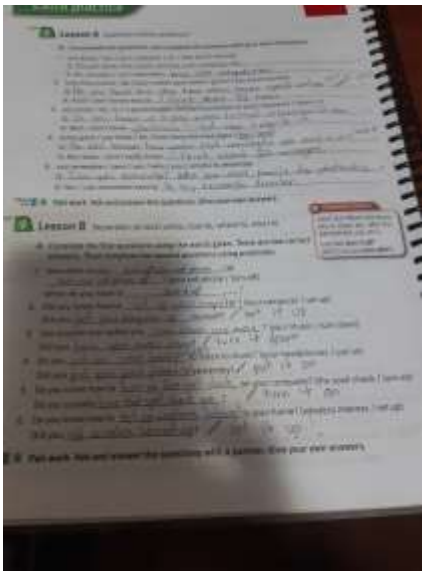
Remote emergency strategy:

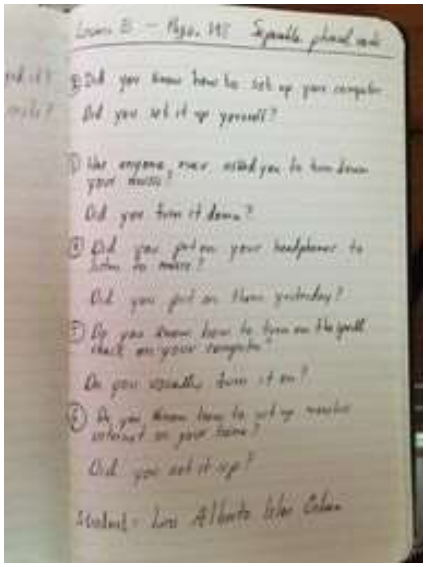
Remote sessions

Zoom



Evidences of tasks sent and stored in a cloud



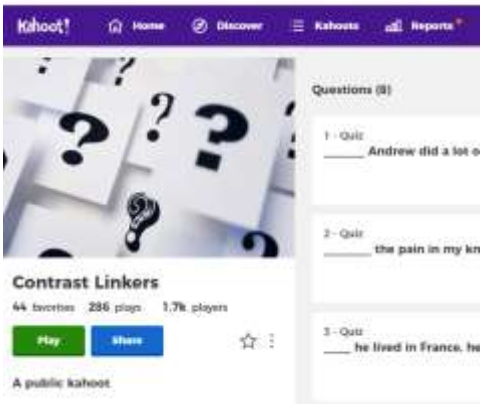


Collaborative work online

Mindmeinster

Academic platform

Using technology



2.3.2 Video

The video carried out for this purpose particularly shows evidence of the closure of this educational project (session 6), this activity is carried out through the ZOOM platform for videoconferences with the students and two guests who currently live abroad and know aspects of the Canadian culture, as well as the economic and social situation of both the USA and Canada

In the first part of the video the students are reminded of the previous work done up to that day, structures, vocabulary and readings worked on.

During the second part of the video, the presentation to the students of the guests with whom the students will interact during the interview is carried out, as well as the purpose of the interview.

As a closing to the activity, the feedback is shown in the third part of the video, in which the students have the opportunity to give their point of view about the interview and how they felt during it.

Time min	Stage		Description
00:39 02:22	**RATIONAL BEHIND THE ACTIVITIES**		Reason for proposing the activities (educational model worked) and activities covered previous the video
02:23 03:17	**(Preparation)**	**INTRODUCING PARTICIPANTS**	Students read a text (see Appendix class 6) Guest (Fernanda Nieto y Pablo Vega) are introduced to the students
03:18 03:51		**CONTEXTUALIZATION**	Teacher set the topic and summarize participants the context in that young people are currently living (job, opportunities, lifestyle)
03:52 11:54	**(Interaction)**	**CULTURE**	Students ask guests different questions in order to get information about Canadian culture
		SOCIAL PROBLEMS	Students and guest talk about current problematics that young people face, such as work education and opportunities that Mexican young people have to emigrate
11:55 13:04	**CONCLUSIONS**	**FINAL COMMENTS AND STUDENTS´FEEDBACK**	Teacher and students give their point of view about the activity .
13:05		**CONCLUSIONS**	Final comments about the project

This video is available by accessing the following link:
https://drive.google.com/drive/folders/1fwLXBQsfrV8el2YC_J-Er83EF1RUXIGW?usp=sharing

3 Design of Assessment and/or Testing tools for activities

3.1 Rationale behind of the Assessing and/or Testing tool

Educational evaluation is the systematic process of documenting and using empirical data on knowledge, ability, attitudes, and beliefs to refine programs and improve student learning.

As teachers we must always consider the evaluation process as a training process, which is closely linked to planning, the evidence collected in each activity as well as the verification that students are achieving the expected learning, this results or evidence from the evaluation, directly influence our subsequent activities.

The evaluation methods or instruments are according to the type of activity proposed, approach or methodology followed, including the stage within the learning process in which this instrument is to be implemented, so it is important to have knowledge as teachers of the different instruments traditional assessment considers the following formats:

- Multiple – choice tests: the format is popular for its characteristics one correct answer and fast-check format, but it is very vulnerable when students know how to take this type of test. This format tests focus on language recognition but not on language production (Kuhlman, N., 2008 and Huges, 2008).
- True / false: common and traditional assessment is mostly used to assess reading comprehension, grammar and vocabulary using two possible answers (true or false).

- Completion: exams in which students need to complete a statement, it has several options so the ambiguity should be as minimized as possible.
- Cloze: are usually designed to assess predictability of language such as in grammar and made up of a sentence or a small paragraph designed based on students' vocabulary level.
- Dictation: a common way to conduct it is that teacher reads vocabulary list or small text aloud and students write down what they listen, and it is commonly used for listening comprehension, grammar and punctuation (Kuhlman, N., 2008).

Alternative Assessment:

Ghaith (2002) proposed an alternative assessment approach based on cooperative learning, it is based on the "principles of positive interdependence, individual accountability, face-to-face interaction, interpersonal skills, and group skills as means to achieving individual and group goals", "it provides opportunities for continuous improvement and possibilities for assessing individual and group outcomes in a supportive and stress-reduce environment" and assessment involves students "correcting individual quizzes and homework".

Learner-Centered Assessment:

It is other interesting perspective, in which assessment include heightened learner motivation and responsibility and involves to help students to identify their own strengths and weaknesses. Coombe, C., and Kinney (1999) describe three steps referring:

1. Evaluation and current assessment practices, where teacher determines how learner-centered his or her current practices are.
2. Identify areas in listening assessment in which students can be involved.
3. Develop, pilot and include learner centered listening assessment activities into normal classroom routine.

Rubric is a useful assessment tool and it is applied for different purposes:

- Speaking assessment. Include elements as: pronunciation, fluency, word choice, usage and ideas or meaning (O'Malley, J., 1996).
- Writing assessment. O'Malley, J., proposed an analytic rubric which focus on specific aspects and in writing domain, it is focused merely on organization. Rubric might be adapted to the specific language level and what students are able to produce.
- Language knowledge. It includes grammatical, textual, functional and sociolinguistic aspects of knowledge.
- Assessing Vocabulary. Beck, I. L., McKeown, M. G. (2002) identify three types of vocabulary to be considered when selecting words that we want to incorporate in the vocabulary of students
- Assessing grammar. The purpose is to properly measure useful grammatical skills of our students. It includes understanding of form, function and use in grammar. Assessment tools provide formative and summative evaluation.

On the other hand, it is important have into consideration:

- Informal assessment: continuous evaluation which is reflected in class work, it is manifested in different ways starting with responses and comments to students in an incidental way and without prior planning.
- Formal assessment: is linked to processes that have already been planned and prepared by the teacher. It includes exercises or specific procedures needed to enhance students' skills and knowledge.

The recognition of these facts brings us a little closer to a definition of what a "proficient speaker" is. It is the basis for the technical terms of mastery, proficiency, competency, and skill.

3.2 Real evidences of having worked the assessment and/or testing tools

As it is an emerging distance intervention, it is important to consider that the evaluation process will be adapted to the conditions in which the students are being worked on, which implies a challenge for both the student and the teacher, since within the classroom it is usually carried out Formal assessment through standardized tests, for example in the case of a language centre, this instrument applies to all groups at the same level or even the same publishers provide assessments that are commonly used because the course corpus follows a book of text, such is the case of the UAM, however this educational intervention not only involves putting into practice the CLIL methodology in a cultural approach, which represents considering the different types of assessment instruments that the methodology itself contemplates, we must also remember that the purpose of this intervention adaptation to a remote strategy so the instruments of both approaches it must also adapt to the technological possibilities available to the students

During this educational intervention, the contents of the book and the cultural aspects covered by the different activities were the basis for considering the evaluation and the instrument to design

Educational platforms such as Socrative allow teachers to carry out the formal assessment at a distance since it not only gives us the opportunity to put the instrument (exam) online and make it available for students to answer when possible, but also allows us put different versions of the same test and modify the order of the items, schedule the time for it to be available as well as a systematization of the results and a printable version of their exam, in case that we have return to classrooms and have to show evidence of evaluations.

Working through apps or online games within the classroom is commonly managed with students to provide that dynamism and attraction to learn in a fun way, however when working on a remote strategy, not only free platforms that offer dynamism should be considered, but also the ones that provide us with the opportunity to keep a record or portfolio of evidence of the work done as well as the goal achieved in an specific activity, for such purposes as a formative evaluation Kahoot tool was also used since it allows us to provide consolidation exercises with students and obtain their performance in a database.

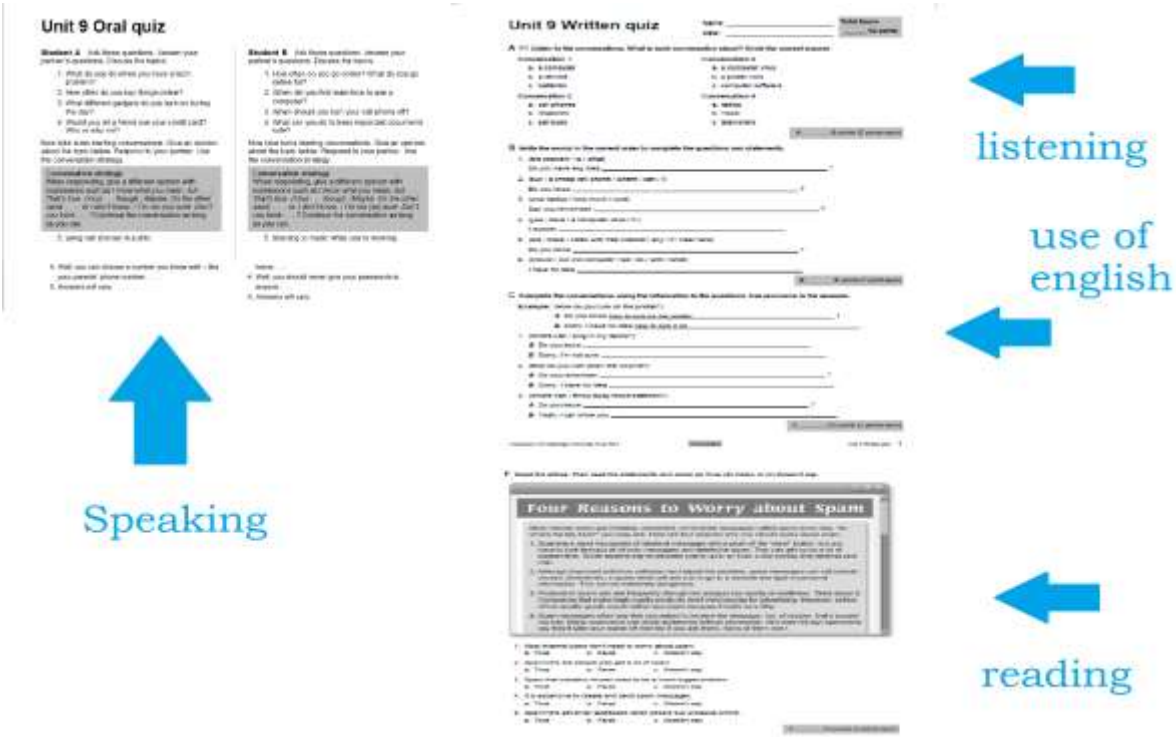
The formative evaluation can be carried out at any stage of the class, so the exercises delivered by the students also serve this purpose, Dropbox and other sites that function as virtual clouds, give students the opportunity to upload the evidence of the assigned works.

On the other hand, CLIL methodology contemplates different ways of evaluating the activities and achievements of the students for such evaluation purposes, different instruments were chosen which are indicated in the class plan and attached, but for this assignments as the main and final activity was an online conversation with unknown people, the rubric designed for evaluation speaking throughout a CLIL methodology was used for this purpose

Additional to the following evidences shown, the different rubrics for the skills worked with the students along the activities, inside the classroom or during the remote intervention, can be found in the Appendixes.

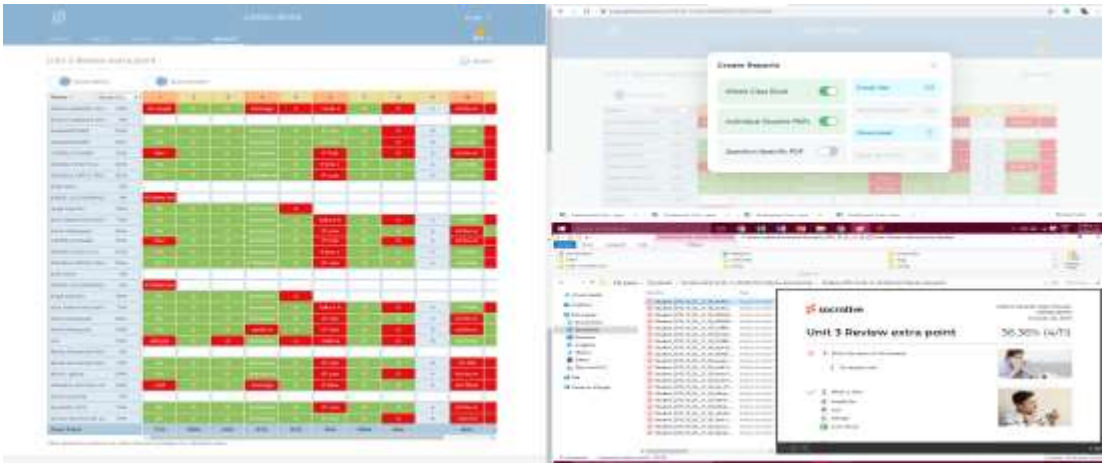
Inside the classroom

Standardized assessment instrument

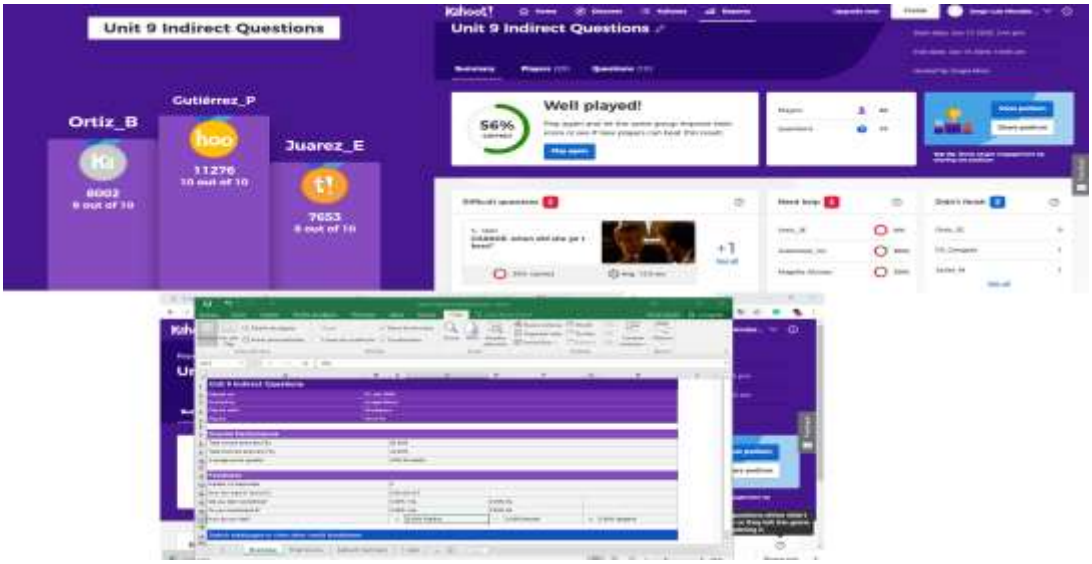


Evaluation adapted due an Emergency Remote Teaching

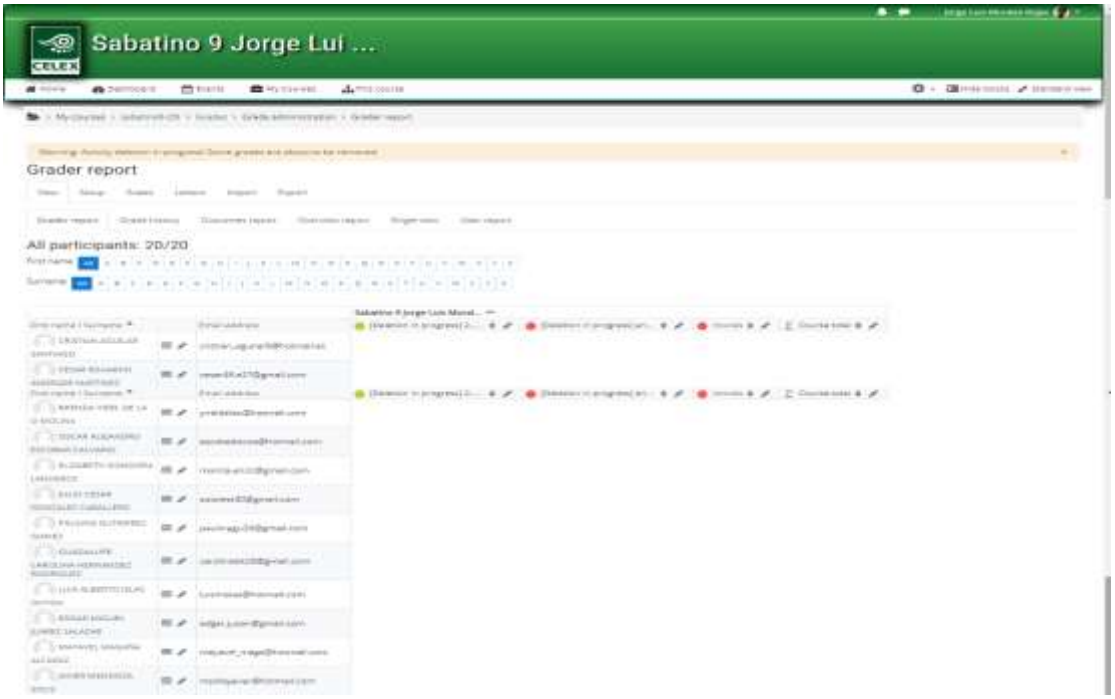
Socrative evaluation report



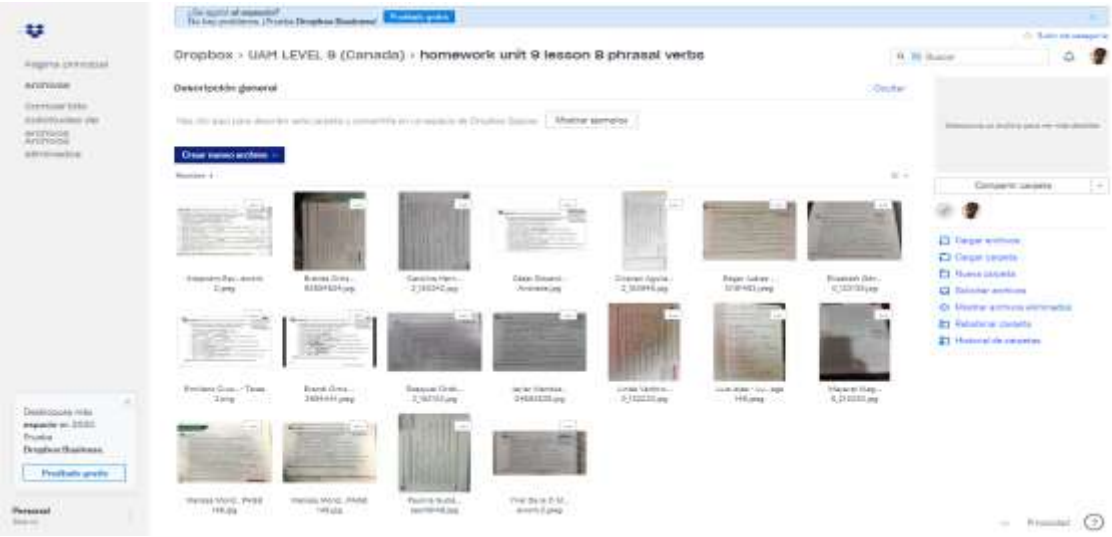
Kahoot evaluation report



Platform evaluation report



Dropbox portfolio of evidence per student



4.1 Report and analysis

Through this project, my students not only developed and put into practice their linguistic skills through the use of technology, but also encouraged self-evaluation and reflection of their own learning processes, since one of the advantages of working remotely is that since you are not forced to follow each of the contents of the books, you can look for other sources of information or didactic resources that could be more significant for them.

At the same time through the implementation of this educational strategy, I confirmed the benefits of the CLIL methodology across a cultural context, in such a way that the academic tastes and interests of the students are considered for the development of the

activities, generating more interest in the students towards learning a second language, since the application of their knowledge in a real context was more plausible

Regarding the challenges faced in the project we can mention that according to my research, there is no previous work that talks about the implementation of CLIL through an online course or remote classes, therefore the designed activities were tested and modified as presented.

As mentioned above, the UAM English Program was not designed to be taught online, so at first it took time and a lot of work to find the ideal technological tool to adapt the available material Course book and cultural material to cover the contents.
Students were faced to a real situation with some minutes to prepare their questions and read information provided, so that the conversation was under more natural circumstances
According to students' opinion reflected in the video "It was a great opportunity and showed willingness to have this type of exercises again, another advantage of the remote sessions.

Starting from the point of view that teaching a language as a foreign language implies not only teaching grammatical structures and vocabulary, but also presenting the student with cultural components that are different, according to the context where the teaching-learning process takes, according to Andoni Arroyo (2002: 17) "knowledge of cultural competence is essential to be able to truly learn a foreign language" and for this "it seems evident that there is a need to unite communication and culture ", because of this it is necessary to bear in mind the different aspects to consider when planning the activities or tasks for the class, due to this, is important to present a final analysis in which the main challenges and solutions derived from this are listed didactic intervention.

Challenge:

The first challenge faced was related to the modification of a study plan initially intended for face-to-face classes, to an emerging remote methodology, so the adaptation and adaptation of activities to educational platforms involved more time (planning and preparation) than is usually the case. It is an important aspect to consider the number of groups attended by the teacher.

Solution:

To make this transformation process more efficient (not only for the teacher, but also for the student), it is necessary to look for digital tools that are easy to understand and handle, that allow asynchronous work so that the time allocated to teleconferences is used. maximum for students to interact with their peers and the teacher.

Challenge:

By diversifying the activities in the different platforms, the collection of evidence, feedback and evaluation derived from these, also in practice increases the workload of the teacher and on the other hand represents the student a challenge to follow a record of the exercises and activities to deliver.

Solution:

Currently there are different educational platforms that allow the teacher to keep track not only of which students delivered the work, but also provide the teachers with a report, feedback and mark of students' performance, for this reason when carrying out the respective modifications of activities, tools such as Kahoot, Socrative should be considered, so that the student evidence portfolio can be easily collected.

Challenges:

As teachers we must be able to adapt and produce materials that are suitable for our students, organized around communicative functions and conceptual categories, and that expose them to situations and contexts of everyday life where the language that is learned must be used.

The greatest challenge faced is to design communicative activities in which students can exploit and develop this ability (speaking), however, due to being an emerging remote work, the time for student-student interaction is reduced compared to a face to face or even an online course.

While in an online course, technological instruments can be implemented within the platforms arranged for students to develop the different subskills (diction, pronunciation and fluency).

Solutions:

Based on the fact that when working under the sociocultural approach framed by the CLIL methodology, there is the advantage of including in the activities of the class various topics, not necessarily those included in the textbook, which tend not to be related to the context in which the students live.

Likewise, another of the great advantages of an emerging remote work, lies in the fact of working at different schedules, which gives the opportunity to meet with students in small groups either to propose special speaking activities, such as reading circles, or discussion.

However, it is necessary to establish agreements with the students for these sessions.

During this particular course, in addition to these conversation sessions, an interview with people living abroad (Canada and the United States) was proposed as a closing activity within this didactic intervention project, which apart from reinforcing the themes proposed in the work plan encourages students to face different types of challenges that are not always found in the classroom.

5. Conclusions

As teachers we always look for ways to be updated and in constant professional development and at the same time of our skills, one of the main reasons is to have better job opportunities, however this constant update should not be limited to an economic aspect It must also be focused on providing a quality service to our students, who have put in our hands their time and willingness and even their resources to develop their language skills.

For this reason, the reflection of our teaching practice should not only be limited to whether or not we feel in a particular workplace (which, incidentally, it is important to mention that we should enjoy what we do), but should also be focused on how effective is our didactic intervention and what achievements are our students achieving with our way of teaching.

Regardless of the educational model that is followed in our workplaces, as the main actors in an educational process we must have a clear overview of what students are looking for and what their current learning needs are or what specific language skills they want. to develop.

For this it is necessary to know our students and the context in which they live, understand the diversity that prevails in each of the classrooms, as well as the tools we have, to make a plan tailored to them.

This diversity and context will be the cornerstone of the adjustments that our teaching practice must have, we can start by understanding what moves or motivates them to learn, then understand how they learn, their tastes, learning styles, etc., in order to establish a correct methodology that is in accordance with them and later a work plan with activities focused on these needs and obtaining from them the best disposition,

attention and interest necessary, which are fundamental pieces also to achieve ideal learning, that is to say, our only a good result It will be obtained if there is the willingness of both participants in the learning process, on the one hand the teacher understood what the student requires and on the other the response of the student to the teacher's job proposal, and to understand these factors it is important to have reliable instruments for evaluating the learning process as well as promoting self-reflection of our or work done and extend it to our students.

Having had the opportunity to take this specialization not only brought me back to the foundations of teaching by reminding me of different theories of learning, but also helped me return to the fundamentals of my own teaching practice, which is through self-reflection of my way of teaching and why I do it this way through the elaboration of my teaching philosophy, I think that sometimes the experience and routine in which we fall makes us lose that sensitivity of turning to see the student as fundamental axis on which our teaching practice should be based or even propose activities to develop their language skills (listening, reading, writing and speaking) in an "automatic" way or just to cover those aspects that our textbook includes, and little by little we are moving away from the background of these activities the importance of proposing an input that is attractive to students as we can fully exploit the post stage , realize that speaking activities can be controlled or semi-controlled to provide a better learning experience.

As a teacher I consider myself innovative in the implementation of ICTs in the classroom and I always try to stay ahead to propose attractive activities to students, this work gave me the opportunity to put into practice that use of technologies not only to make more meaningful or attractive my class, but to respond to a need for my students to continue their learning process by implementing a remote strategy, as well as to realize to what extent it is effective and the pros and cons that this entails.

Undoubtedly I would like to say that through this educational proposal a precedent is set as a work to carry out not only within the context where I work (public university) but could be applied in other public schools within the three levels of basic education since it involves bringing together a cultural model used in many private schools, and which can be put into practice in order to continue with the education in the event of a contingency that prevents the disruption of a school.

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Appendix 1 Evaluation

Rubric to Assess Writing

Performance				
Criteria	**Need to Improve**	**Could Do Better**	**Good Work!**	**Outstanding!**
Quantity	Write less than half-page most sessions.	Write less than a page but more than a half-page most sessions.	Write at least a page on most sessions.	Write more than a page every session.
Capitalization	Does not know when to use the capitals.	Gets confused as to when use the capitals.	Sometimes forgets the usage of capitals.	Perfect in the use of capitals whenever required.
Spelling	Does not have the knowledge of spellings of common words.	Gets confused with the spellings but tries to learn it.	Knows the spellings but sometimes makes/commits silly mistakes.	Has the knowledge of all the spellings and its appropriate usage.
Punctuation	Des not know the use age of punctuations.	Uses the punctuations wherever he/she likes,	Make few mistakes while writing punctuations.	Exactly uses the punctuations without any mistakes.
Grammar	Does not know the concepts of grammar.	Knows only the basic grammar and tries to learn more.	The grammar knowledge is known but sometimes it is incorrect.	Excellent grammar skills. Does not make mistakes with respect to sentence formation and tenses.
Writing Process				
Steps	**Need to Improve**	**Could Do Better**	**Good Work!**	**Outstanding!**
Planning /Brainstorming	No or limited key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Few key words/ideas were recorded and organized on paper/organizer but lacked parts to support this piece of writing.	Numerous key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Detailed ideas were listed and highly organized on paper/organizer to support this piece of writing.
First Draft/ Rough Copy	No or limited key words/ideas were used from planning stage. No or weak organization and structure in first draft.	Few key words/ideas were used from planning stage. Beginning to show organization and structure in first draft.	Numerous key words/ideas were used from planning stage. Most of first draft is organized and structured.	All key words/ideas were used from planning stage. Additional ideas were used too. First draft is highly organized and structured.
Revise	No or limited key words/ideas were added, deleted or rearranged in first draft. Details aren't specific and clear.	Few key words/ideas were added, deleted or rearranged in first draft. Details are beginning to be specific and clear.	Adequate key words/ideas were added, deleted or rearranged in first draft. Most details are specific and clear.	Numerous key words/ideas were added, deleted or rearranged in first draft. Details are specific and clear.
Edit	No or little attention to: sentence structure spelling punctuation capitalization	Some attention to: sentence structure spelling punctuation capitalization	Adequate attention to: sentence structure spelling punctuation capitalization	Full attention to: sentence structure spelling punctuation capitalization
Final Copy	The final copy wasn't written correctly. Sentence fluency is poor.	Parts of the final copy were written correctly. Sentence fluency is strong in some parts.	Most of the final copy was written correctly. Sentence fluency is strong in most parts.	The final copy was written correctly. Sentence fluency is strong throughout.

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Box 6.3a: Correction code

Example of correction code

Code	Meaning	Example
☺	Well-written section: apt and clear	The French Revolution started in 1789.
V	Vocabulary: find a different word for this	The revelation started in 1789.
T	Correct the tense	The revolution has started in 1789.
WO	Change the word order	The revolution in 1789 started.
WP	wrong phrase	The revolution of France.
Sp	Try spelling this again	The revalution started in 1789.
P	Correct the punctuation	The Revolution started in 1789
S	Style is a problem	The revolution kicked off in 1789.
^	Put in the missing word	The revolution started 1789.
X	There is an extra word	The revolution started in the 1789.
?	Meaning is unclear	The revolution which started was 1789.
/	Split word or sentence up	The Frenchrevoluation started in 1789.

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Student Self-Assessment Tool

No knowledge					Expert knowledge
0	1	2	3	4	5
I have never seen the word before.	I have seen the word but am not sure what it means.	I understand the word when I see or hear it in a sentence.	I have tried to use this word, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word with confidence, both in speaking and writing.

Student self-assessment tool (Zimmerman, 2009)

Rubric to Assess Reading

Outstanding!	Demonstrates an excellent to very good understanding o the text and its relationships. Very good at identifying main ideas, supporting detail and specific information. Almost no problems in understanding inferences. No difficulty in recognizing vocabulary and structures.
Good Work!	Satisfactory understanding of the text and its relationships. Good at identifying main ideas, supporting details and specific information. Few problems in understanding inferences. Little difficulty in recognizing vocabulary ad structures.
Could Do Better	Fair understanding of the text and its relationships. Still able to identify main ideas, supporting details and specific information. Difficulty in recognizing vocabulary and structures.
Need to Improve	Fails to understand the text and its relationships. Unable to identify main ideas, supporting details and specific information. Many difficulties in recognizing vocabulary and structures.

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Rubric to Assess Speaking

Criteria	5 points	3 points	1 point
Pronunciation/ Diction	Student(s) is easy to understand and makes few errors.	Student(s) makes many errors in pronunciation but can be understood.	Student(s) us very difficult to understand or responds L1.
Fluency	Student(s) can effectively communicate in different contexts.	Student(s) can generally communicate in most situations.	Student(s) cannot communicate effectively in any situation.
Word Choice	Student(s) uses appropriate words to express meaning.	Student(s) uses words or phrases to express simple meanings.	Student(s) speaks using unrelated words.
Usage	Student(s) makes minor errors in grammar and structure and can be understood.	Student(s) makes major or frequent mistakes in grammar and structure but it is possible to understand.	Student(s) makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/Meaning	Student(s) with connected vocabulary and language to express ideas. Response contains few errors.	Student(s) responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary

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Box 6.7c: Jigsaw rubric – assessing speaking

Complete rubric oral presentation

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Understands a bit of the topic.
Comprehension	Able to answer all or almost all questions posed by classmates about the topic.	Able to answer most questions posed by classmates about the topic.	Able to answer a few questions posed by classmates about the topic.	Unable to answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary that is appropriate for the audience and related to the subject. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary that is appropriate for the audience. Includes one or two words that might be new to most of the audience, but does not define them.	Uses vocabulary that is appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses simple words that everyone understands or over-complicated specialised words which no-one can follow.
Speaks clearly	Speaks clearly and distinctly all (95%–100%) the time, and does not mispronounce any words.	Speaks clearly and distinctly all (95–100%) the time; mispronounces fewer than five words.	Speaks clearly and distinctly most (85–94%) of the time. Mispronounces more than five words.	Often mumbles or cannot be understood AND/ OR mispronounces words.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

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