



Universidad Pedagógica Nacional

Especialización en la Enseñanza y Aprendizaje
de inglés como Lengua Extranjera

Proyecto Final

***Cómo promover la conciencia cultural y lograr la
competencia comunicativa en inglés desarrollando
habilidades receptivas y productivas a través de Google
Classroom***

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Grupo: 2IM4

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Final project

How to promote cultural awareness and achieve communicative competence in English developing receptive and productive skills through Google Classroom

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INTRODUCTION

This work represents a final project in which I reflect my acquired knowledge within my teaching practice by designing and implementing a pedagogical intervention plan. In this paper, I am considering what I learned in the specialization and putting into practice designing ways of organizing content so that the learning is more meaningful not just to students but also to me as a teacher. I created new settings for students to be able to adapt to new situations solving possible problems that might arise to avoid breakdowns in communication and to improve the language in use.

The project consists of five chapters. Chapter one: Philosophy and Theory, includes my autobiography in which I briefly write about how my role as a student has influenced my teaching practice. I also mention what I have done to become an English teacher. I describe my teaching context, my roles as a teacher, my students' roles, and my teaching philosophy with my standpoint regarding teaching and learning English as a second language. Chapter two: Methodology and Practice is a section that includes a practical and useful lesson plan following the Task-Based Learning Approach and consolidating the grammar topics of Present and Past Simple as well as Regular and Irregular Verbs in the Past. It is essential to mention that throughout the whole lesson; the intercultural component is always present with the topic of Celebrations around the World. I explain the procedure and expected outcomes on processes and attitudes. I also include the theoretical foundation of tools to assess the progress of students and two rubrics to evaluate productive skills, one for writing and one for speaking, mentioning the rationale behind their design. I analyse the outcomes of assessment tools, and I display several screenshots as evidence of the tools I used in the lesson, such as Google Classroom, Kahoot, Liveworsheets, Blogger, and a webpage to revise grammar. Then, I add the link of a video I created showing the sequence of my lesson as well as a brief explanation about it. Chapter three: Experience Report. In this chapter, I describe my experience, I deeply reflect and analyse the results of carrying out activities from home, because of the coronavirus quarantine, comparing and contrasting the results of the expected outcomes as well as to provide possible solutions. Chapter 4. Conclusions: In this chapter, I look back to what I have done in the specialization and the design of this Final Project considering four main aspects: conceptual, methodology, observation, analysis, and report. Chapter five: Appendixes and APA style references, in the section of appendixes, I present a declaration letter stating that I am the author of this work and in the APA style references, I include the bibliography.

Finally, I consider it very important to mention the main challenges I had to face through the specialization. First of all, the use of digital resources, such as Google Classroom, Google Forms, YouTube, Kahoot, Liveworksheets, and Lyrics Training, among others. Secondly, the interpretation of authors who state the theoretical foundations of teaching and learning a language such as Gardner with the theory of Multiple Intelligences. The Zone of Proximal Development of Vygotsky, and Stephen Krashen with the hypothesis of the Affective Filter, to mention some. Both challenges have made my teaching practice more meaningful since my lessons are more varied and tech-based now. Moreover, my knowledge of theories related to teaching and learning has helped me to become aware of them to plan lessons according to my students' backgrounds, needs, and interests.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy

1.01.01 My autobiography

I will never forget my first English lesson which was in my first day in a state secondary school. I remember the teacher, who was a man in his early sixties, coming in the classroom saying “good afternoon everybody” and about 5 classmates answering in English while the rest of us laughed, I suppose because of nervousness and surprise since we did not understand him. Therefore, the teacher introduced himself in Spanish to our relief.

Since that day I got in love with English, for me was something totally new, I thought English was a different code to talk from Spanish. I really got involved in my English lesson and despite many opposite remarks about the issue I can say that I did learn the basis of English during my three years in secondary school and since then I got intrinsically motivated to learn English so I am an English teacher now.

When I finished secondary school I could not speak or write in English neither understood it very well, I learnt many lists of vocabulary and I also became really good at fill-in-the-blanks exercises related to grammar since the Grammar Translation Method was used to teach English in that school. In high school I learnt reading comprehension strategies. However, it was not until I studied English for about 6 years in different language centres (Harmon Hall, CELE-UNAM, CELEX-IPN and the Anglo) that I developed reading, listening, writing and speaking skills.

After having worked in the field of accountancy for about 10 years I decided to change careers in order to become an English teacher. Therefore, I obtained a diploma in teaching English, which I studied at IPN in the school I work nowadays. When I was about to end my studies there I was invited to work with them, since then I have been working there. Within my career as a teacher and as a part of my continuous development I have taken several courses to improve my performance in this field. I obtained three Cambridge English certificates called Teacher Knowledge Test (TKT): Module 1 Language and Background to Language Learning and Teaching, module 2 Lesson Planning and Use of Resources for Language Teaching, module 3 Managing the Teaching and Learning Process. Furthermore, I got a similar diploma from the Anglo this year, which is named Teacher Training Course.

On the other hand, talking about my level of English I got the First Certificate of English (FCE) about 12 years ago and I have updated the same certificate about 3 years ago.

All in all, I have been studying English for many years and I have been teaching it for about 12 years at CELEX in IPN and about 10 years at a high school from the same institution. Apart from the qualifications mentioned above, I have a specialization about Teaching Competences at High School level which I studied online at UPN. Nowadays, I am studying this specialization but as soon as I finish it, I might start a master's degree in education or I might sit the CAE (Certificate in Advanced English) in order to update my level of English.

1.01.02 My teaching context

My teaching context is set in a high school called CECyT No.13 "Ricardo Flores Magón" from IPN in Mexico City. My classroom has a chair for each student, a teacher's desk and chair, a whiteboard, a computer, an Over Head Projector, and a pair of speakers. Therefore, I am able to play audios, show videos or images whenever necessary. Moreover, there is a laboratory equipped with an OHP, and with computers for students. However, not all computers have an Internet connection.

I give lessons of 1 or 2 hours a day to each of my groups, being 5 hours a week the total. Four hours are taught in the classroom and one in the laboratory. A textbook and a workbook are used to support the lessons as well as a computer and an OHP. In the laboratory, activities are done online in different webpages and in a platform, which belongs to the publishing house of the textbook.

Nowadays, I am teaching to 275 students, who have just started high school. They are divided into 5 groups of 55 students including girls and boys who are on average 15 years old. Because of their age and the fact that many of them did not want to study in this school but in a high school from UNAM, their behaviour is not ideal, as many of them are not willing to respect rules at school neither teachers nor anyone who represents authority. Moreover, these teenagers represent mixed-ability classes since some of them attended private secondary schools and the others went to state schools. Therefore, the former have a better command of the L2 while the latter has a lower level. Besides this, many students are just extrinsically motivated to learn English and do activities if they are going to obtain a summative assessment.

1.01.03 My role as a teacher

As a teacher I have always fulfilled different roles at different stages of the lesson. However, nowadays that I am teaching learners who have just finished secondary school, one of my strongest roles is as a controller since I constantly have to bring the class to order as students tend to get distracted or to misbehave easily. Moreover, I also play the role of a manager when I explain how to do an activity or when I arrange interaction patterns. Some other roles I act as a teacher are also assessor when I mark and give feedback, I also act as a monitor when I assess students' performance and development. Nevertheless, these days I am also acting as a "counsellor" (a role that I used to avoid) with a student who approached me since the beginning of the term. He told me he knew his level of English was not good and that he was afraid of participating in the activities I set, so I started encouraging him to take an active role in every lesson as well as to overcome his fears and his shyness until once he said to me he was feeling more confident not just in my lesson but in all his lessons, so I congratulated him on that and he decided to choose me as his "tutor" (a formal role some teachers fulfil in the school I work to keep track of students' academic development in our institution). Now he talks to me about his problems and I feel satisfied with the results as he has had some noticeable positive changes towards a school he did not want to join. I have taken the role of a "friend" to help this boy to enjoy his stay in the school. Apart from this, my role of a resource or facilitator is also very important since I assist my students when they need to know reliable sources to do research (books, web pages, magazines, etc.) However, I always try to encourage students to learn to do their own research so they do not become over-reliant on me but little by little they acquire a certain degree of autonomy.

On the other hand, I also play some roles outside the classroom. One of them is as a material developer, despite the fact that my students have a text book I sometimes create some board games to practice vocabulary or grammar in order to vary the way to practice new language and sometimes to revise it before exams. Another role I play outside the classroom is as a team member since I work with all the English teachers who teach the same level as mine before the beginning of the term to plan the lessons for the whole semester and at the end of it to evaluate what worked well and which aspects need improvement.

1.01.04 My students' roles

Talking about student's roles, I can say that they as teachers do, play different roles too depending on their mood or the activity they have to take part in. Nonetheless, I have identified the predominant role of my students. Actually, most of them are very sociable, they like talking to each other. Consequently, I consider this to set communicative activities in which little by little they start developing their speaking skill. However, this social role has disadvantages too as students sometimes overuse Spanish during their English lessons and get easily distracted. On the other hand, I have also noticed that some students do not like working with others as they prefer working by themselves and avoid interaction with their classmates, actually some of them ask for permission to go to the bathroom whenever I set an activity in pairs or teams. Furthermore, there are students who play the role of alienated since they do not enjoy getting involved in the lesson and frequently cause discipline problems. Finally, I cannot deny that there are also students whose role is task oriented since they always do the tasks as accurate as possible and never hesitate to ask for help if they think they need it.

1.01.05 My teaching philosophy

*"If a child can't **learn** the way **we** teach, maybe we should **teach** the way **they** learn."*

- Ignacio Estrada

As I believe that a good teacher is not just the one who knows a lot, but the one who knows their students and does their best to help them develop skills for life and not just for academic purposes I am in constant preparation to achieve this goal.

Nowadays, one of my main beliefs relating to teaching is the use of technological devices not just to prepare my lessons but to use them with my students, before this specialization my materials were mostly flashcards to practice vocabulary, worksheets to practice grammar and reading and CDs from the current textbook I use to support my lessons. However, now that I work with teenagers, who are native users of technology and who are not easily engaged in traditional lessons, I needed to change my teaching behaviour regards material. Consequently, I have learned to use some other resources from the Internet, such as the creation of blogs, interactive worksheets, Kahoot, webpages, videos from

YouTube among others which students find more attractive and interesting and which have also given me professional and personal growth.

Among the changes I have done because of this specialization is to have become aware of the importance of preparing lessons without leaving aside the inter-cultural aspect of it. I have learned that teaching English is not just teaching lists of vocabulary, grammar tenses, leading choral repetitions, or asking students to read or listen to something in English just because that is the way to learn to produce English verbally or in a written form. Now, I know that teaching English is the door to be able to learn about other cultures all around the world since English has become the lingua-franca in many places. Therefore, making students aware of this is a must for me as an English teacher.

Since not all students learn in the same way, planning lessons in a variety of ways helps to catch the attention of more students and it also avoids monotony, predictability, and lack of interest of learners. Consequently, Gardner's Multiple Intelligences theory can be very useful when considering what intelligences predominate in a class.⁽³⁾

I also believe that students must be self-confident and not anxious during lessons. Therefore, I always consider this and try to make learners feel relaxed and comfortable being sympathetic and respectful with them no matter the mistakes they make during the learning process. Stephen Krashen's hypothesis of the Affective Filter states that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.⁽¹⁾

I also think that paying attention to the students' learning process rather than their immediate results is important, too. Consequently, I do not always correct students' mistakes when they speak or write to prevent them from getting demotivated or overwhelmed, what I do is to take notes of the most common mistakes to give feedback if I consider it necessary. Apart from that, working in an institution which cares not just for the acquisition of students' knowledge but about the development of abilities and a good attitude for life it is also important to me to promote the self-assessment among students as well as evaluate their performance using reliable rubrics which let them know what their weaknesses and strengths are at the same time that I also obtain information about what I am doing well and where I have the opportunity to improve my teaching to successfully achieve the aim of my lessons.

Since I have to work with large classes, I have changed the way I mostly used to arrange the classroom. At the beginning of my career as a teacher, I was afraid of losing control of the group, so most of the activities were set individually because I thought it was the only way discipline problems would not arise. Nevertheless, now that I learned about the Zone of Proximal Development, I have dared to group students obtaining outstanding outcomes which had allowed me to take advantage of having many students in a lesson as they represent support to my job when stronger students help the weakest and mainly when I need to assess too many students' performance. ⁽⁵⁾

A very important change I have experienced with the study of this specialization is related to the use of the first language (Spanish) in my English lessons. Even though I strongly believe that a first language constitutes a good base to learn a second one I have stopped speaking in Spanish during my lessons, what I do now is to deliver instructions and explanations according to my learners' level and needs without trying to impress them talking in a higher level of English which they could not understand very well. Nowadays that I am working with beginners, I am very careful when I deliver instructions or give explanations. Therefore, I have learned to take advantage of my body language, gestures some techniques using my fingers as well as using many images to convey meaning. I also identify strong students and lead them to help me with students who struggle understanding English.

Before this specialization, the approach I used more to teach English to beginners was Presentation Practice Production, which I led through many drills and chunks since I used to think that PPP was the most appropriate method when students have a low level of English. However, now with the study of this specialization, I have dared to try out a lesson based on the Task-Based Learning Approach ⁽⁴⁾ which I have also decided to use it in my final project because the implementation was a success, the outcomes were positive and not just students learned from this lesson but I did, too. Nevertheless, I could notice that students who do not like English or the ones who are reluctant to work could hide among the ones who do the job. For instance, there were some students who took a very active role when having to draw to illustrate their poster but they did not pay any attention to the language which was the main goal of the project.

Finally, I think that the greatest change I have experienced because this specialization is not just the implementation of technology to prepare and give lessons but also the way I assess productive skills. Now through the use of rubrics, I think my students' outcomes will improve considerably. Regarding

the assessment of receptive skills is something I have never considered so difficult to do since I evaluate them with tests in which there is just one right answer, so assessing subjectively is not possible.

Taking everything into consideration, my main goal as a teacher is to teach my students how to communicate in English both verbally and in a written form as well as develop their reading and listening skills not just for academic purposes but for life. When I started teaching, I used to plan lessons without thinking much about my students. What I did was to respect the program of my school and to plan lessons in a way I liked. However, I noticed that not all my students get engaged in my lessons and the boredom of some of them was evident so they did not learn either passed tests. Therefore, through experience and continuous preparation to become a better teacher and to be always up-to-date, I have learned that to achieve the goals of my lessons it is essential to know who my students are, not just their general background but other aspects such as their interests, needs, likes and mainly their age to facilitate and appropriate learning environment.

1.02 Theoretical foundations

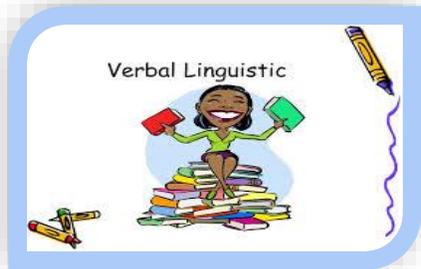
1.02.01 Stephen Krashen's hypothesis of the Affective Filter

This hypothesis accounts for the influence of affective factors on second language acquisition. Affect refers to non-linguistic variables such as motivation, self-confidence, and anxiety. According to the affective filter hypothesis, affect affects acquisition, but not learning, by facilitating or preventing comprehensible input from reaching the language acquisition device. In other words, affective variables such as fear, nervousness, boredom, and resistance to change can affect the acquisition of a second language by preventing information about the second language from reaching the language areas of the mind.

Furthermore, when the affective filter blocks comprehensible input, acquisition fails or occurs to a lesser extent than when the affective filter supports the intake of comprehensible input. The affective filter, therefore, accounts for individual variation in second language acquisition. Second language instruction can and should work to minimize the effects of the affective filter. ⁽²⁾

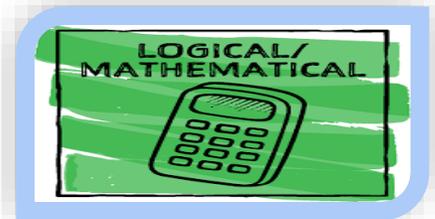
1.02.02 Multiple Intelligences Theory

Theory or view of human intellect, originated in 1983 by Howard Gardner, that every individual has at least seven different autonomous intelligences, i.e., linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, and intrapersonal - more recently, an eighth intelligence (naturalist) has been recognized, and a ninth (existential) is being considered. ⁽³⁾



Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.

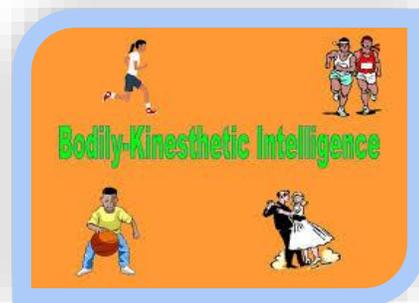
Ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns.



Capacity to think in images and pictures, to visualize accurately and abstractly.

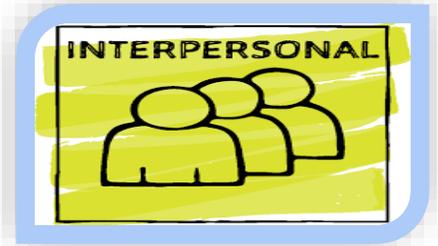


Ability to control one's body movements and to handle objects skilfully.



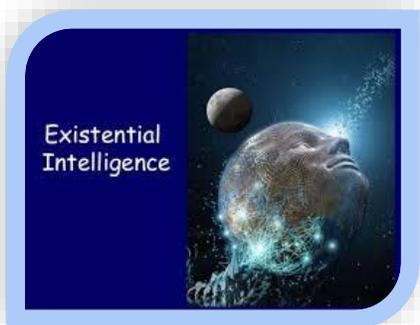
Ability to produce and appreciate rhythm, pitch and timber.

Capacity to detect and respond appropriately to the moods, motivations and desires of others.



Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes.

Ability to recognize and categorize plants, animals and other objects in nature.



Sensitivity and capacity to tackle deep questions about human existence.

1.02.03 The Task Based Learning Approach

This approach pays more attention to the task itself than to grammar or lexis as the aim is to complete the task. The purpose is that learners achieve to communicate their ideas.

Normally, this approach follows three stages:

The pre-stage: the topic is introduced, the task is explained and the activity is set up.

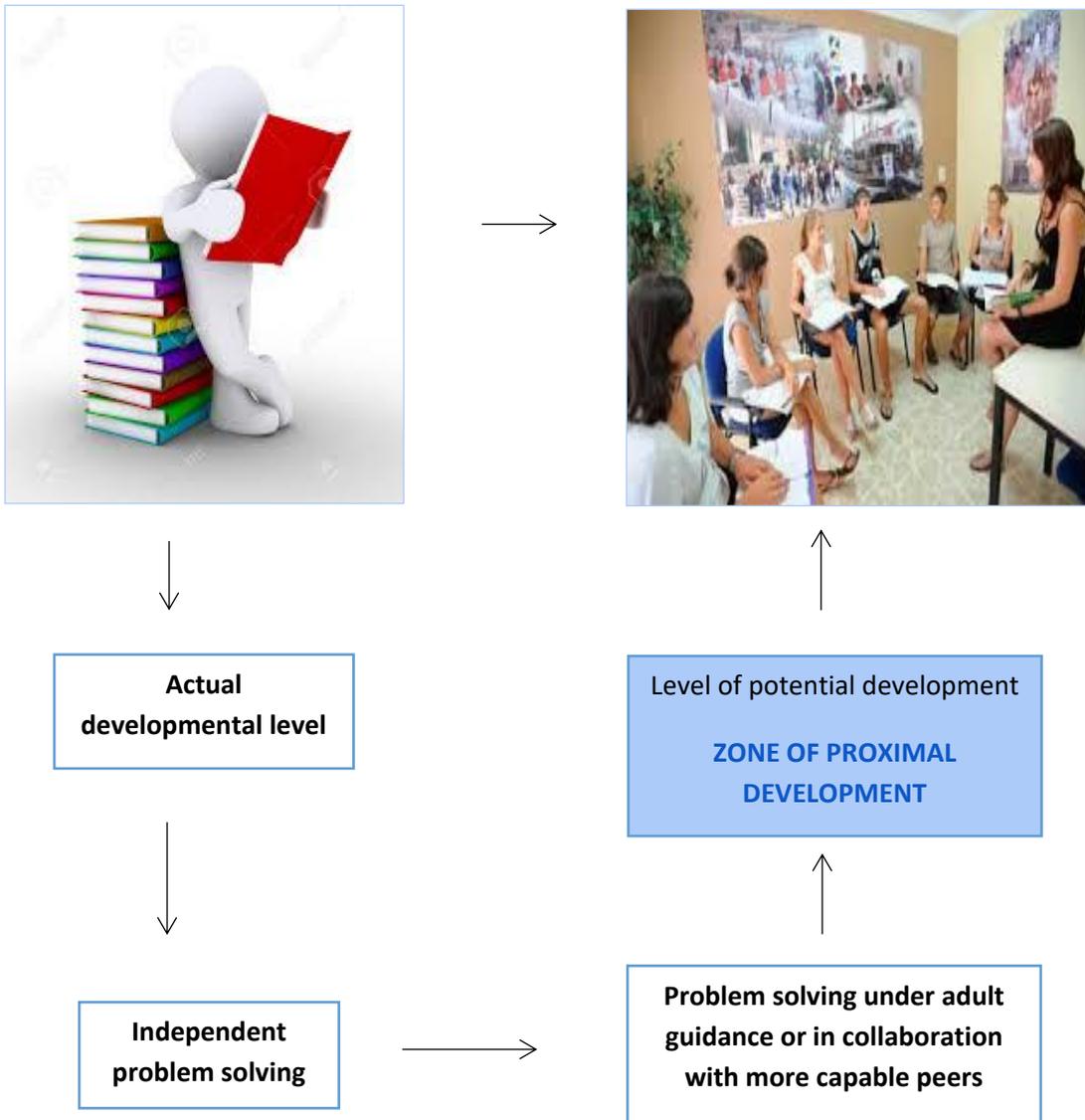
The while-stage: the task is performed in pair or groups. In this stage, mistakes are not very important. However, the teacher provides support and monitors.

The post-stage: In this stage the teacher identifies the common errors and students' particular learning needs. Students are given feedback and reflect on the language they needed to complete the task and how well they did. Then they can concentrate on accuracy and solve doubts or problems they had.

The advantage of TBL over more traditional methods is that it allows students to focus on real communication before doing any serious language analysis. It focuses on students' needs by putting them into authentic communicative situations and allowing them to use all their language resources to deal with them. This draws the learners' attention to what they know how to do, what they don't know how to do, and what they only half know. It makes learners aware of their needs and encourages them to take (some of the) responsibility for their own learning. TBL is good for mixed ability classes; a task can be completed successfully by a weaker or stronger student with more or less accuracy in language production. The important thing is that both learners have had the same communicative experience and are now aware of their own individual learning needs.

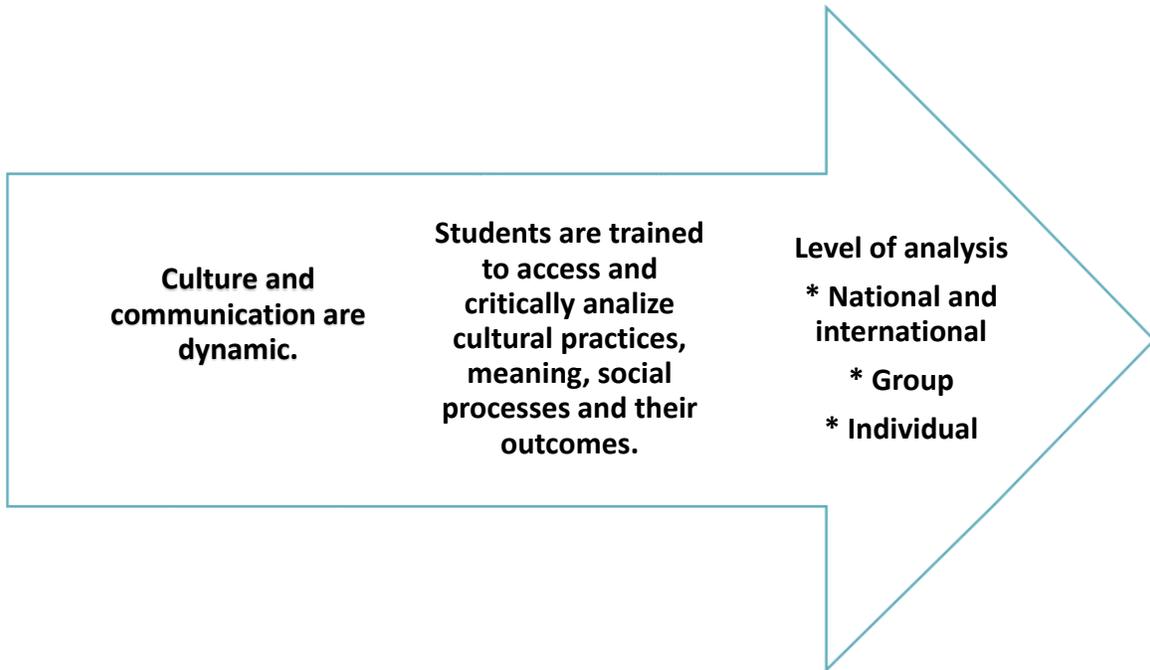
Another advantage of this approach is that learners are exposed to a wide variety of language and not just grammar. Collocations, lexical phrases and expressions, chunks of language, things that often escape the constraints of the traditional syllabus come up naturally in task-based lessons. But this can also be a disadvantage. One of the criticisms of TBL is this randomness. It doesn't often fit in with the course book/syllabus, which tends to present language in neat packages. Some teachers (and learners) also find the move away from an explicit language focus difficult and anarchistic. Many teachers also agree that it is not the best method to use with beginners, since they have very few language resources to draw on to be able to complete meaningful tasks successfully. ⁽⁴⁾

1.02.04 Zone of Proximal Development (Vygotsky)



Vygotsky maintained that the ZPD is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers” ⁽⁵⁾

1.02.05 The Dynamic Process Approach ⁽⁶⁾



1.02.06 The Communicative Approach

The Communicative Approach is based on the idea that learning a language successfully comes through having to communicate real meaning. In the Communicative Approach, the main objective is to present a topic in context as natural as possible.

Principles of the communicative approach:

- Communicative activities are essential. Activities should be presented in a situation or context and have a communicative purpose. Typical activities of this approach are: games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.
- Learners must have constant interaction with and exposure to the target language.
- Development of the four macro-skills, speaking, listening, reading and writing, is integrated from the beginning, since communication integrates the different skills.
- The topics are selected and graded regarding age, needs, level, and students' interest.

- Motivation is central. Teachers should raise students' interest from the beginning of the lesson.
- The role of the teacher is that of a guide, a facilitator or an instructor.
- Trial and error is considered part of the learning process.
- Evaluation concerns not only the learners' accuracy but also their fluency. ⁽⁷⁾

1.02.07 E-Learning

E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning is defined as "learning that is enabled electronically". Typically, e-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-Learning most often takes place in the form of online courses, online degrees, or online programs. ⁽⁸⁾



1.02.08 The development of the receptive and productive skills

The language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviours that language users do in order to be effective in each of the skills.

Language learning is learning to communicate using the target language.

The language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style.

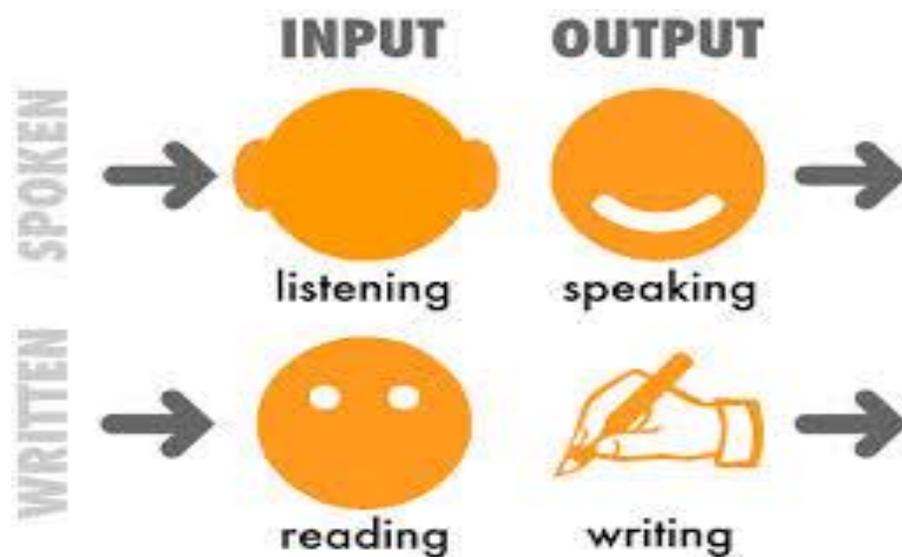
COMMUNICATIVE LANGUAGE TEACHING

Example:

Learners developing the skill of listening need to have the sub-skill of being able to recognise contracted forms in connected speech.

In the classroom:

Learners spend time developing a wide range of sub-skills as they build each of the four skills. Amongst the sub-skills focussed on are scanning and skimming in reading, organisational and editing skills in writing, recognition of connected speech and understanding gist in listening, and pronunciation and intonation in speaking. ⁽⁹⁾



To sum up, chapter 1: Philosophy and Theory include two main topics: My teaching identity and philosophy and the theoretical foundations of my project. The former states my autobiography as a teacher, the context where I work, my role as a teacher, the students' role as beginner learners, and my teaching philosophy as the latter shows my standpoint on Second Language Acquisition and Teaching. This project has made me aware of how my background has influenced my teaching identity and philosophy, which has also changed as my experiences as a teacher increase and my studies to be up-to-date in the field of teaching and learning English takes place.

CHAPTER 2: METHODOLOGY AND PRACTICE

This chapter includes three main topics. Firstly, a practical and useful lesson plan following the Task-Based Learning Approach. The lesson plan starts with a cell that allows identifying the name, time, aim, and target students of the lesson, as well as the topic and skills. Then the plan is divided into three stages: pre, while, and post. The procedure and expected outcomes on processes and attitudes appear in this section, too. Secondly, there is a section dedicated to the assessment in which not just the theoretical foundation is set but also rubrics to evaluate productive skills. Here the rationale behind the designed materials and the analysis of the outcomes of the assessing tools appear. In the last section of this chapter, some screenshots represent the pieces of evidence of the tools I used during the lesson and the URL of a video I recorded summarizing the sequence of the class I implemented.

2.01 A practical and useful lesson plan

IDENTIFICATION CELL	
Author	Claudia Lorena Guzmán Servín.
Educational stage	Second semester of High School.
Title of the lesson plan	Celebrations around the world.
Learning objective of the plan/Competency	<p>Language purpose: Students will develop listening and reading comprehension skills in the English language by identifying regular and irregular verbs in the past, inference of new vocabulary, and obtaining specific information to develop writing and speaking skills in the English language.</p> <p>Intercultural purpose: Students will develop a respectful attitude towards interculturality and the diversity of beliefs, values, ideas, and social practices.</p>
Skills considered	Reading, listening, writing and speaking.
State of the following options	Recycling topic.
Functions	Read and listen about celebrations. Write and talk about celebrations.
Main grammar structure	Present and Past Simple.
Other grammar structures	None.
Brief description of the plan	It is about celebrations around the world. Students practice reading, listening, writing and speaking about the topic. They also do research on the Internet and choose a celebration to write a blog or record a TV report.
Hours of the plan implementation	5 hours approximately.
Number of sessions	5 sessions of 1 hour.
Contents required for the lesson	A text about the Celebration of Columbus Day in the United States.
Link ok the content	https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays_and_celebrations/Columbus_Day_cn25274vm
EEAILE tutor on line	Gernot Rudolf Potengowski

LESSON PLAN – CELEBRATIONS AROUND THE WORLD	
Task 1 Pre-stage	Playing Kahoot and identifying regular and irregular verbs in past.
Time	10 minutes. (Time can vary because students will work from home)
Objectives	To break the ice, to activate students' schemata and to set out instructions.
Rationale behind the task	To prepare students for a new topic and to get the meaning across. To develop the sub-skill of reading and listening for specific information. (Scanning).
Context	The celebration of Columbus Day in the United States.
Language	Past simple, regular and irregular verbs in past, present simple, vocabulary related to celebrations, numbers and dates.
Procedure	Students will answer a quiz about celebrations around the world in Kahoot! The URL is: https://kahoot.it/challenge/04675122?challenge-id=0ff7fd25-2954-4a3b-ba63-518d7fa0b10a_1589649783705 (2 minutes) I will tell students that they are going to read and listen to an audio at the same time about Columbus Day in LIVEWORKSHEETS . The URL is: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays_and_celebrations/Columbus_Day_cn25274vm They will complete a chart with regular and irregular verbs in past they find in the text. (8 minutes)
Skills	Reading when students read the quiz and the text. Writing when students write the verbs. Listening when students listen to the audio.
Interactional patterns	Individual work.
Aids	Computers, worksheet.
Predictable problems	Students might not have Internet connection.
Suggested solutions	I will give more time to do the activities.
Linking activity	Students will listen to the audio again in order to answer a comprehension exercise, a matching exercise about vocabulary and a word search in LIVEWORKSHEETS (Interactive worksheet).

LESSON PLAN – CELEBRATIONS AROUND THE WORLD

Task 2 While-stage	Listening and reading about Columbus Day in the United States.
Time	30 minutes. (Time can vary because students will work from home)
Objectives	To develop listening and reading skills. To increase vocabulary knowledge.
Rationale behind the task	To build up students' knowledge taking into consideration their previous knowledge. To promote autonomous learning.
Context	The celebration of Columbus Day in the United States.
Language	Past Simple. Regular and irregular verbs in past. Present Simple. Vocabulary related to celebrations. Numbers and dates.
Procedure	Students will listen to the audio to answer some comprehension questions in LIVEWORKSHEETS , the URL is: (5 minutes) https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays_and_celebrations/Columbus_Day_cn25274vm Students will read the text and check their answers. (10 minutes) Students will answer a matching exercise related to vocabulary and a word search. (10 minutes) Students will check their answers which are provided automatically by the interactive worksheet. (5 minutes)
Skills	Listening when students listen to the audio. Reading when students read the text.
Interactional patterns	Individual work.
Aids	Computers.
Predictable problems	Students might not have Internet connection.
Suggested solutions	I will give more time to do the activities.
Linking activity	Creating a blog in teams in Blogger . (An application from Google)

Note: Students might do **task 3** or **task 4** depending on their choice. If students decide to **create the blog**, they will work in **teams**, but they will work **individually** if they decide to **record a video**.

LESSON PLAN – CELEBRATIONS AROUND THE WORLD	
Task 3 While-stage	Writing about a celebration around the world. (Blog)
Time	1:30 hours. (Time can vary because students will work from home)
Objectives	To develop writing and reading skills. To increase vocabulary knowledge. To build up new knowledge. To practice the form and meaning of the language. To work collaboratively and meaningfully by sharing ideas, thoughts and knowledge.
Rationale behind the task	To build up students' knowledge taking into consideration their previous knowledge. To promote the use of apps from the Internet for academic purposes. To foster collaborative work.
Context	A celebration around the world.
Language	Past Simple. Regular and irregular verbs in past. Present Simple. Vocabulary related to celebrations. Numbers and dates.
Procedure	Students will work in teams of 5 people to do research about a celebration around the world. (30 minutes) Students will create and illustrate a blog in Blogger about the celebration they chose. (1 hour)
Skills	Reading when students do research. Writing when students write the blog.
Interactional patterns	Team work.
Aids	Computers.
Predictable problems	Students might have some troubles to come to an agreement. Students might misspell some words. Students might misplace some words into a sentence. Students might not know how to create a blog.
Suggested solutions	I will help them if necessary. I will recommend a tutorial from YouTube to learn how to create a blog.
Linking activity	Reading the blogs students created in teams.

LESSON PLAN – CELEBRATIONS AROUND THE WORLD

Task 4 While-stage	Speaking about a celebration around the world. (news TV report)
Time	1:30 horas. (Time can vary because students will work from home)
Objectives	To develop speaking skills. To increase vocabulary knowledge. To build up new knowledge. To promote doing research. To practice the form and meaning of the language.
Rationale behind the task	To build up students' knowledge taking into consideration their previous knowledge. To promote the use of apps from the Internet for academic purposes.
Context	A celebration around the world.
Language	Past Simple. Regular and irregular verbs in past. Present Simple. Vocabulary related to celebrations. Numbers and dates.
Procedure	Students will do research about a celebration individually and prepare a script to record a video. (1 hour) Students will work individually to record a video about the celebration they chose, they will pretend they are a reporter and talk about a celebration saying what, when, how it takes place. (30 minutes)
Skills	Reading when students do research. Speaking when students record their reportage. Writing when they write their report.
Interactional patterns	Individual.
Aids	Computers.
Predictable problems	Students might mispronounce some words.
Suggested solutions	I will take notes of important mistakes to give further feedback.
Linking activity	Reading the blogs students created in teams or listening the reports they recorded individually.

LESSON PLAN – CELEBRATIONS AROUND THE WORLD

Task 5 Post-stage	Blogs and reportages about a celebration around the world.
Time	40 minutes. (Time can vary because students will work from home)
Objectives	To develop the reading and listening skills. To build up new knowledge. To work collaboratively and learn how to come to an agreement. To promote critical thinking.
Rationale behind the task	To check if students integrated in their text some basic ideas regarding the information they read. To check if students understood how language is used according to the text they read. To check if students are using language accurately.
Context	A celebration around the world.
Language	Past Simple. Regular and irregular verbs in past. Present Simple. Vocabulary related to celebrations. Numbers and dates.
Procedure	Students will read their classmates' blogs and listen to their reports to choose the one they like the most. (30 minutes) Students will vote for their favourite blogs and TV reports. (5 minutes) Students will share their blogs and TV reports with the school community by social networking sites. (5 minutes)
Skills	Reading when students read the blogs. Listening when students listen to the TV reports.
Interactional patterns	Individual work when read the blogs and listen to the TV reports.
Aids	Computers.
Predictable problems	Students might not have Internet access.
Suggested solutions	The publications will be available on the social sites during enough time.
Linking activity	Language analysis.

LESSON PLAN – CELEBRATIONS AROUND THE WORLD

Task 6 Post-stage	Language analysis.
Time	40 minutes. (Time can vary because students will work from home)
Objectives	To consolidate knowledge. To check the language students have learned.
Rationale behind the task	To foster critical thinking analysis. To encourage students to understand the form and use of the language.
Context	Celebrations.
Language	Present Simple. Past Simple. Regular and irregular verbs in past.
Procedure	I will ask students some questions regarding grammar, for instance: What tenses are you using? (10 minutes) When do you use Present and when do you use Past? When do you use the auxiliary verb don't or doesn't? When do you use the auxiliary verb did? How is formed the past of regular verbs? How the spelling of regular and irregular verbs is? I will set some grammar exercises online, URL: (30 minutes) https://avi.cuaed.unam.mx/repositorio/moodle/pluginfile.php/2232/mod_resource/content/15/contenido/index.html
Skills	Reading when students read the exercises. Writing when students write their answers.
Interactional patterns	Individual work when they answer the exercises.
Aids	Computers.
Predictable problems	Students might not have Internet connection. Students might still make some mistakes.
Suggested solutions	I will give more time to answer the exercises. I will explain the grammar rules if necessary. I will give more examples. I will recommend another webpage to practice more.

The intercultural component within the lesson plan

Since stage number one of this lesson, where students are engaged to the class, I insert the intercultural component, based on the Celebration of Columbus Day, which explains the reasons and how this day is celebrated in the United States an English spoken country, which is our neighbour at the North of Mexico. Moreover, from stages two to five, students still working with the intercultural component as they practice reading and listening about the celebration mentioned above as well as doing research on the Internet about famous celebrations around the world. Furthermore, during stage number three, where writing is set, students write a blog about a famous festivity from around the world. Finally, in stage number four, students perform and record a TV news program where they pretend they are reporters who give news about a celebration from another country.

Evaluation of this lesson

The assessment of this lesson includes formative evaluation through activities that are marked automatically by the interactive material used in it such as Kahoot, Liveworksheets, and Web pages allowing students to know their results when they submit their answers, so they have immediate feedback. Moreover, I created two rubrics to evaluate formally the productive skills, writing, and speaking. Therefore, students are in touch with the intercultural component not just through receptive skills listening and reading, but also through productive skills, writing, and speaking.

Conclusion

To conclude this lesson, students will read their classmates' blogs, which were created in teams in Blogger, and they will also listen to their news TV reports, which were recorded individually. After that, students will express orally which blog and TV report were their favourite and say why.

Follow up activities

After reviewing the blogs and news TV reports, I will give feedback to students and encourage them to share their final products with the school's community by Facebook.

2.01.02 Procedure and expected outcomes on processes and attitudes

Pre-stage. The lesson begins with two pre-stage activities. Firstly, students play an interactive game in **Kahoot** where they have to choose one answer out of four about the places some celebrations from different countries occur. I send the URL of the game by **Google Classroom** and students play it from home. Secondly, I tell students that they are going to read and listen to audio at the same time about the celebration of Columbus Day in **LIVEWORKSHEETS**, a site on the Internet where students fill in interactive worksheets and then send them to their teacher. For this activity, I created a table for students to find all the regular and irregular verbs from the text in the past with the purpose to activate students' schemata and remind them how regular verbs are different from irregular ones when they are in the past. Once students complete the table they send it to me by **Google Classroom**.

Talking about the expected outcomes of this stage, I believe that since the lesson starts with a short, exciting game, students will get engaged easily with the new topic: Famous Celebrations around the World. The game is really attractive because it has colourful images and background music. Moreover, players can see their score and their position among other players as soon as they click on the selected answer. They can also see the right reply immediately in case they do not answer correctly and most importantly it can be played from home at the player's own pace. Regarding the second activity of this stage, I send to students the URL of an interactive worksheet in which students can read and listen to the text at the same time to fill in a table with regular and irregular verbs in past. I believed that strong students will identify verbs quickly. However, weak students might need to revise which verbs are in the past tense and the weakest students might have problems identifying which words are verbs in the past. Nonetheless, one advantage of this activity is that students can scan the text as many times as they need to find the verbs.

Despite the fact that these two activities are planned to be done in no more than 10 minutes approximately, the time can vary considerably because students belong to a mixed-ability class and they are not working together to have the support of one another or my immediate help as a teacher.

In conclusion, I expect to have positive outcomes and attitudes from the pre-stage of the lesson since playing online and working with interactive resources on the Internet is something most students like.

While-stage. In this stage, there are three tasks. In the first one, students read and listen to the audio again and answer some comprehension questions in the interactive worksheet about the celebration of Columbus Day in the United States. Furthermore, students complete a matching exercise and a word search related to vocabulary. As soon as students finish answering the exercises, they can check their answers which are provided automatically by the interactive worksheet. When students submit their replies, I received their results by mailbox so I can see how well they did and consider these outcomes for their formative assessment and follow the track of students' activities as they are working from home. In the second task of this stage, students work in teams and research about a celebrity from around the world. Then, with the information they found students create and illustrate a blog in **Blogger** in which they have to mention the name of the celebration, when, who, where and how it is celebrated as well as to include some images of it. In the third activity of this stage, students work individually to record a **video** in which they pretend to be TV reporters giving news about a celebration they previously chose. Students record the video and send it to me by **Google Classroom**.

Taking into consideration not just my students' workload but also mine I decided to give them the freedom to choose between doing activity 3 (writing a blog in teams) or task 4 (recording a news TV report individually). Nevertheless, I will set different activities for them in the future so everybody takes part in activities they have not worked before. That is to say, if they have already produced something orally, then they will have to participate in a written task and vice versa.

Regarding the expected outcomes of the activities of this stage of the lesson, I believe some students will decide to do the writing activity because of their personality they might prefer to have the support of some classmates. On the other hand, some other students might decide to record a video because they like working alone. As a matter of fact, my students have written in my own blogs in teams and they have also recorded videos. However, this is the first time they are going to write a blog. For both tasks, I expect positive result as most students are creative and good at taking the greatest advantages of technological resources.

Both tasks, writing a blog in teams and recording a news TV report individually, were planned to be done in an hour and a half each. However, since students will work from home, they might take longer or shorter depending on their skills, pace, and the resources they have to do it.

Taking everything into consideration, the while-stage of this lesson seems to me very important because here students have the opportunity to express freely not just verbally but in a written way as well as to demonstrate how much they have improved in a second language.

Post-stage. During the last stage of this lesson, there are two tasks, in the first one, students read their classmates' blogs and listen to their news TV reports to choose the one they like the most so in the following-up activities, they can vote for their favourite one and say why they like it. In the second activity, I lead a grammar analysis about Present and Past Simple and give students further practice of them so they can consolidate and command these tenses which sometimes are difficult for them to manage. Finally, in the following-up activities, students share their products by **Blogger** and **Facebook** with the whole community in the school.

Talking about the expected outcomes of the post-stage tasks, I think that students will take an enthusiastic attitude towards the results of their products: the blogs and the news TV reports. I have noticed that most students like seeing their final products and acknowledging the effort of a good job from others. Regarding the second activity of this stage, where I lead a grammar analysis, I believe that it will very useful when students raise awareness of the importance of grammar to express accurately what they want to. Consequently, they will get motivated intrinsically to improve this aspect to have better performance and results in the future. Apart from that, I think that this activity will allow students to consolidate their knowledge about the form and use of the present and past simple that constitutes two main tenses they have to learn during their learning process of the English language. Finally, I think students will be satisfied with their final performance of this lesson, and most importantly, motivated for further improvement.

To sum up, I consider that through planning this lesson based in the Task-Based Learning Approach in a distance modality where both students and the teacher work entirely from home has pushing me to improve my digital skills as well as helping me to change paradigms and grow not just as a teacher but as a person, too. Therefore, I can say, I feel pleased with what I have learned in this specialization, and most importantly motivated to improve my performance as a teacher. I will combine what I did here with what I do when I am face to face with my students in the school laboratory.

2.02 Tools to assess/test the progress of students

2.02.01 Theoretical foundations

Formative and summative assessment ⁽¹⁰⁾

Formative Monitors students to provide on-going feedback for both teacher and students. (low stakes)	Summative Evaluates students learning at the end of an instructional unit by comparing it against some standard or benchmark. (high stakes)
<input type="checkbox"/> Concept maps	<input type="checkbox"/> A midterm exam
<input type="checkbox"/> Classroom polls	<input type="checkbox"/> A final project
<input type="checkbox"/> Turn in a research for early feedback	<input type="checkbox"/> A senior recital

Informal and formal assessment

It is important to remember that the assessment process is ongoing, and that it can be both informal and formal.

Informal assessment refers to a continuous evaluation which is reflected in class work throughout the school year. This type of evaluation is manifested in different ways starting with responses and comments to students in an incidental way and without prior planning. Informal assessment seeks results in students' competence in a task without a formal record of it. Consider these examples as part of the feedback that we can provide to our students: "Good job!" "Well done!" or "😊"

Formal assessment, on the other hand, is linked to processes that have already been planned and prepared by the teacher. Formal assessment includes exercises or specific procedures that as teachers we need in order to enhance the skills and knowledge of our adolescent learners. This type of evaluation consists of planned and systematic techniques that help teachers determine students' achievement.⁽¹¹⁾ Two examples of this type of assessment are the bimonthly exam that is administered by EFL teachers which is linked to the bimonthly syllabus content, as well as the portfolio that our students develop through the school year and that includes different activities built in class. Although there are different purposes for assessment, we know beforehand that there are some tensions between pedagogical assessment that promotes learning and administrative assessment that

seeks to obtain information about the performance of our students. This information is basically for management and accountability purposes. ⁽¹²⁾

Self-Assessment

The goal of implementing self-assessment in a course is to enable students to develop their own judgement. In self-assessment students are expected to assess both process and product of their learning. While the assessment of the product is often the task of the instructor, implementing student assessment in the classroom encourages students to evaluate their own work as well as the process that led them to the final outcome. Moreover, self-assessment facilitates a sense of ownership of one's learning and can lead to greater investment by the student. It enables students to develop transferable skills in other areas of learning that involve group projects and teamwork, critical thinking and problem-solving, as well as leadership roles in the teaching and learning process. ⁽¹³⁾

Peer-Assessment

Peer assessment is a type of collaborative learning technique where students evaluate the work of their peers and have their own evaluated by peers. This dimension of assessment is significantly grounded in theoretical approaches to active learning. Like self-assessment, peer assessment gives learners ownership of learning and focuses on the process of learning as students are able to "share with one another the experiences that they have undertaken." (Brown and Knight, 1994, pg. 52) ⁽¹³⁾

Rubrics

A rubric is a scoring tool that lays out the expectations of a task or assignment across 3 to 5 levels of performance. Rubrics can be used to state standards, instructional goals and objectives for the type of performances that students should be able to achieve while completing a task. Instructors use rubrics to divide assignments or tasks into different component parts, with a detailed description of each component reflecting what constitutes acceptable or unacceptable levels of performance. ⁽¹⁴⁾

Types of rubrics

Analytic or Holistic. In an analytic rubric, each dimension or criterion is evaluated separately, whereas in a holistic rubric, all dimensions are evaluated simultaneously. Although analytic rubrics are good for formative assessments, it takes more time to score tasks compared to holistic rubrics. On the other

hand, scoring can be faster with holistic rubrics, and this type of rubric is also suitable for summative assessments. Nevertheless, holistic rubrics provide a single overall score that fails to provide clear information about where or how improvements can be achieved by the users. Though both types of rubrics can be used for classroom purposes, most educators recommend analytic rubrics for effective assessments. Analytic rubrics focus on one criterion at a time and provide detailed feedback to students about their strengths and weaknesses on each task component, which can be helpful for future improvements. ⁽¹⁴⁾

General or Task-specific. General rubrics are those that instructors can use not only for one particular task but for different types of tasks. General rubrics reflect general rather than task-specific features for the descriptions and criteria of a learning outcome. General rubrics highlight the basic knowledge and skills that students need to acquire to accomplish certain learning outcomes. Hence, general rubrics help students acquire knowledge and skills that will be useful in solving many similar tasks. However, task-specific rubrics are designed for a specific task or assignment. In these rubrics, detailed characteristics of each dimension are given for a specific task; thus, scoring student performance with a task-specific rubric is more reliable and faster. However, unlike general rubrics, task-specific rubrics are not shared with students prior to submitting the grades; hence they do not foster student learning.

⁽¹⁴⁾

2.02.02 Rubric to assess writing

Student(s) name(s):

1. _____
2. _____
3. _____
4. _____
5. _____

MECHANICS	Excellent to Very good	Good to Average	Fair to poor	Very Poor
Spelling				
Punctuation				
Capitalization				
Paragraphing				
GRAMMAR				

Comments:

MECHANICS

20-17 Excellent to very good: Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.

16-12 Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

11-7 Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured.

6-3 Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.

GRAMMAR

20-17 Excellent to very good: High level of English grammar.

16-12 Good to average: Clear use of English grammar.

11-7 Fair to poor: Grammar is not strong and expressions are not complex enough.

6-3 Very poor: Very weak grammar and expressions.

2.02.03 Rubric to assess speaking

USE OF ENGLISH	Makes too many grammar mistakes so communication is not achieved. Poor command even of basic structures. Uses limited vocabulary to a degree that impedes communication. 0 points.	Makes few grammar mistakes but most of the time communication is accomplished. Only uses basic structures. However, makes herself/himself understood. Uses limited vocabulary but enough to communicate. 3 points.	Makes no grammar mistakes or at least they do not prevent communication. Shows a good command of several structures and the use of vocabulary allows to express ideas clearly throughout the audio. 4 points.
FLUENCY	Pauses more than actual speech. Only reads. 0 points.	Hesitates a bit and there are some unnatural pauses. Seems to be reading at some points. 3 points.	Does not hesitate. Pauses are made only when convenient. There is no reading at all. Volume is well audible and the message is really clear. 4 points.
PRONUNCIATION	Poor pronunciation, with lots of mistakes and communication is not achieved. 0 points.	Some pronunciation mistakes but most of the times communication can be achieved. 3 points.	Has no pronunciation mistakes or at least they do not stop communication. 4 points.
TASK ACHIEVEMENT	The task is not achieved. The recording lasted less than 40 seconds, and none of the topic is covered. 0 points.	The task is partially achieved. The recording is either shorter or longer than 40-60 seconds. Only some of the topic is covered. 3 points.	Fully achieves the task. The entire topic is covered. The recording lasted from 40-60 seconds. 4 points.
USE OF REGULAR AND IRREGULAR VERBS	Uses regular and irregular verbs in less than 3 times in an incorrect way. 0 points.	Only uses regular and irregular verbs 3 times in a correct way. 3 points.	Uses regular and irregular verbs at least 5 times in a correct way. 4 points.

2.02.04 Rationale behind the designed materials (rubrics)

As a teacher, I have the need and the obligation of assessing students' performance. For me, this process has always been stressful for different reasons. One of them is the fact that most of the times I work with large classes so evaluating students becomes in a time-consuming activity which impedes timely feedback because, by the time I finish marking my students' work, I am already teaching a different topic, then breaking the process of teaching and learning worsens the process. Another reason, which makes the process of assessing difficult for me, is that my students' grades are not as good as I have always expected. After having reflected on this issue and because of this specialization, I have become aware of how useful assessment tools can be not just for teachers, but for students, too. For this reason, I created two rubrics, one of them for writing and the other for speaking. I think these assessment tools will facilitate the process of evaluation and contribute meaningfully to the improvement of students' understanding and performance in productive skills; writing and speaking, which might be more difficult to evaluate than receptive; reading, and listening.

I believe that the use of rubrics has many advantages. For me, the greatest one is that I will be able to decrease subjectivity and add transparency to the assessment. Another advantage is that if I give an assignment to students at the same time that I give them the rubric, students' understanding will improve considerably as well as their performance since they will know in advance what I expect from them. One other advantage of using rubrics is that I will be able to evaluate faster and give timely feedback, which will allow students to know their strengths and weaknesses so they can improve in the future.

2.02.05 Analysis of the outcomes of the assessment tools

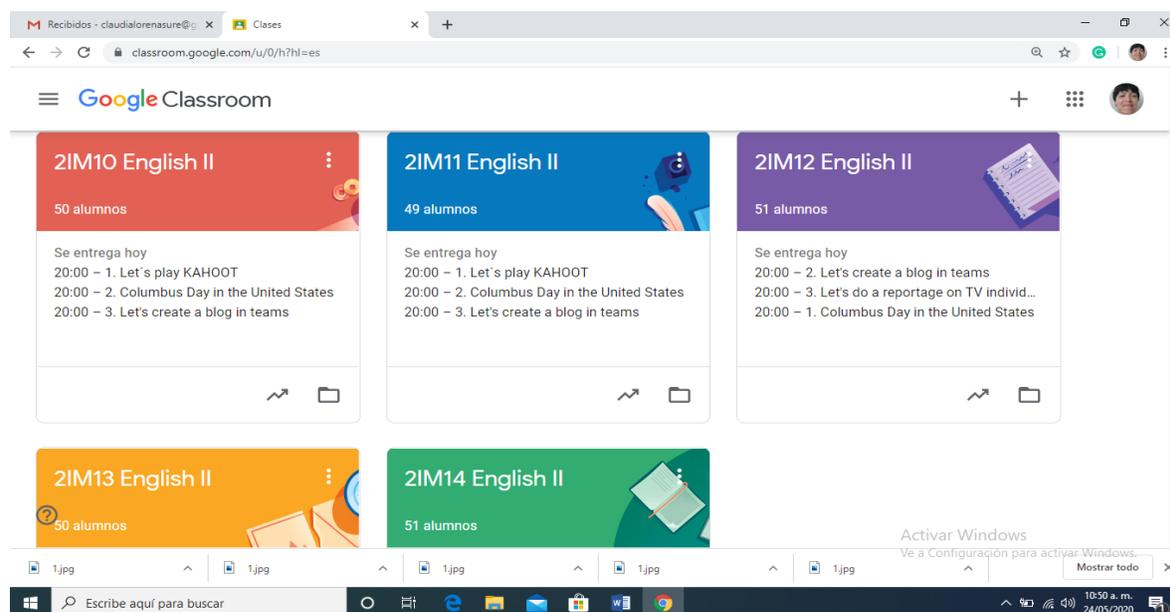
I created a rubric to evaluate writing and another to evaluate speaking. The outcomes of using them to consider my students' development and progress in productive skills were successful. First of all, using a rubric to evaluate blogs which written collaboratively represented a great advantage to me as I did not have to mark student by student. However, I could not identify the progress of every single one. Perhaps not everybody took part in the production of the blog as they worked from home. Then, to solve this issue, I might have to consider other pieces of writing done individually to obtain a final grade for writing and be able to know how well or poorly they did. Talking about speaking, I spent more time evaluating the videos, as their production was individual. However, contrary to writing, I could see the development and progress of every single student who recorded the video. In general, the students'

performance was successful as most of them achieve to communicate verbally and in a written form. I believe that the creation and implementation of these rubrics constituted a change in the process of my formal and summative assessment since I could save time and give timely and fairer feedback. Besides this, something I have to modify is the moment of the delivery of rubrics to students. On this occasion, I did not give them before creating their products. If I had done it, the performance might have been better. Additionally, I assessed some activities in a formative way, such as the quiz in Kahoot and the interactive worksheet in LIVEWORKSHEETS. For me, the best advantage of both platforms is that they mark students' replies automatically as well as I can see how well or poorly they did faster so the time saved can be used to prepare remedial work, and give timely feedback.

2.03 Evidences

2.03.01 Images of the tools used in this lesson

2.03.01.01 Google Classroom – Virtual classroom created by me



Recibidos - claudialorensure@... x Trabajo de clase de 2IM11 Engli... x multiculturalidad - Búsqueda de... x +

classroom.google.com/u/0/w/NTUyNzAyODcxMjVa/t/all?hl=es

2IM11 English II Tablón Trabajo de clase Personas Calificaciones

+ Crear Google Calendar Carpeta de Drive de la clase

Todos los temas

CELEBRATIONS AROUND THE WORLD

1. Let's play KAHOOT Fecha de entrega: 20:00
2. Columbus Day in the United States Fecha de entrega: 20:00
3. Let's create a blog in teams Fecha de entrega: 20:00
4. Let's do a reportage on TV individually Fecha de entrega: 20:00
5. GRAMMAR - Regular and irregular verbs i... Fecha de entrega: 16 may.

10:39 a. m. 24/05/2020

4. Let's do a reportage on TV in... x +

classroom.google.com/u/0/c/NTUyNzAyODcxMjVa/a/MTAzMTISNjUyMDA2/submissions/by-status/and-sort-first-name/all?hl=es

2IM11 English II Instrucciones Trabajo de los alumnos

Enviar 100 puntos

Todos los alumnos

Ordenar por estado de entrega

Tarea entregada

<input type="checkbox"/>	alisson hernandez "Hola Buenos Dias Maestra, L...	___/100
<input type="checkbox"/>	Ana Paula	___/100
<input type="checkbox"/>	Axel Plata "Soy De La Vega Plata Axel Ur...	___/100
<input type="checkbox"/>	David Arriaga	___/100

Han presentado la tarea Asignadas

Todas

alisson hernandez Hernandez Fernandez... Tarea entregada	Ana Paula reportage on TV_Rupit... Tarea entregada	Axel Plata XiaoYing_Video_1590... Tarea entregada	David Arriaga InShot_20200521_142... Tarea entregada
Denzel Santuario TV Reportage (Celebra... Tarea entregada	Eslly Angerame Orozco XiaoYing_Video_1590... Tarea entregada	Frida Sánchez Roldán SÁNCHEZ_ROLDÁN_F... Tarea entregada	Gullén Vazquez Miguel Eduardo ACTIVIDAD 4 GUILLE... Tarea entregada

10:51 a. m. 24/05/2020

The screenshot shows a Google Classroom interface for a course titled "2IM11 English II". The page is viewed from the "Trabajo de clase" (Classwork) tab. On the left sidebar, there are sections for "CELEBRATIONS AR...", "UNIT 10", "UNIT 8", "Writing", and "Reading and Listeni...". The main content area displays three assignments:

- 1. Let's play KAHOOT (Due date: 20:00)
- 2. Columbus Day in the United States (Due date: 20:00)
- 3. Let's create a blog in teams (Due date: 20:00)

Assignment 3 is expanded, showing the following instructions:

1. Work in teams of 5 students.
2. Do research about a celebration around the world. (what's the celebration, where and when it is celebrated).
3. Create a blog in Blogger an app from Google. (Write from 60 to 80 words and include a picture).
4. Send the link of your blog and a screenshot of it.

A note below the instructions says: "Note: Watch the video about creating a blog." Below the note is a video thumbnail titled "Como crear un BLOG en..." with a duration of 3 minutes. To the right of the instructions, there is a progress indicator showing 19 students have submitted the task and 30 are assigned.

The Windows taskbar at the bottom shows the search bar with the text "Escribe aquí para buscar" and the system tray with the time 10:46 a.m. on 24/05/2020.

2.03.01.02 KAHOOT - Free game-learning platform (game created by me)

The screenshot shows the Kahoot! website interface. The top navigation bar is purple with the Kahoot! logo and a plus sign. Below the navigation bar, there are links for "Kahoots (1)", "Create new", and "Organize into folders". The main content area features a quiz card for "CELEBRATIONS around the world" with the subtitle "FESTIVITIES AROUND THE WORLD". The quiz is created by "Claudia_LorenaGuzman" and was created 22 days ago, with 1 play. The card also indicates it has "5 Questions" and is "Visible to everyone". A green play button is visible in the bottom right corner of the quiz card. The Windows taskbar at the bottom shows the search bar with the text "Escribe aquí para buscar" and the system tray with the time 11:34 a.m. on 24/05/2020.

Kahoot! create.kahoot.it/user-reports/challenge/e42e54cf-ae46-45c7-b3c6-84f40677fcc1/0ff7fd25-2954-4a3b-ba63-518d7fa0b10a/1589649783705/questions?tab=all&...

Question	Type	Correct/Incorrect
1.  China	Multiple choice	7 / 91
2.  The Running of the Bulls is celebrated in _____	Quiz	91% (4 / 91)
3.  Yi Peng is celebrated in _____	Quiz	58% (32 / 55)
4.  Oktoberfest is celebrated in _____	Quiz	71% (11 / 15)
5.  St Patrick's Day is celebrated in _____	Quiz	88% (71 / 80)

Activar Windows
Ve a Configuración para activar Windows.

11:29 a.m. 24/03/2020

Password reset - claudialorena: x Kahoot! create.kahoot.it/user-reports/challenge/e42e54cf-ae46-45c7-b3c6-84f40677fcc1/0ff7fd25-2954-4a3b-ba63-518d7fa0b10a/1589649783705/

Kahoot! Home Discover Kahoots Reports Upgrade now Create

Summary **Players (99)** Questions (5) Hosted by Claudia_LorenaGuzman

Invite more players!
Invite players by sharing the URL or game PIN. Players can join this challenge up until the deadline.

99 players (Max. 100 players)

Game PIN: **04675122**

<https://kahoot.it/challenge/046751...> [Copy URL](#)

Other ways to share

[Share](#) [Facebook](#) [Twitter](#) [Email](#) [WhatsApp](#)

[Change deadline](#) [End now](#)

[Play challenge yourself](#)

Difficult questions 0

Great job! No one found any questions too challenging.

Need help 6

cristian marcel 20%

Evi 20%

Valeria Yáñez 20%

Didn't finish 8

Alexis Gutiérrez 5

Váleria Estéada d'ows 5

cristian marcel 2

11:21 a.m. 24/03/2020

Kahoot! create.kahoot.it/user-reports/challenge/e42e54cf-ae46-45c7-b3c6-84f40677fcc1/0ff7fd25-2954-4a3b-ba63-518d7fa0b10a/1589649783705/players?tab=all&sortBy=r...

Kahoot! Home Discover Kahoots Reports Upgrade now Create

Nickname	Rank	Correct answers	Unanswered	Final score
Emiliano Ocampo	68	80%	—	4 200
Bryan Benz	69	80%	—	4 200
Ana Rupit	70	80%	—	4 200
Daniel Martínez	71	80%	—	4 200
Diego G	72	80%	—	4 200
Uriel Avila	73	80%	—	4 200
Espinosa Paula	74	80%	—	4 200
Brisa Domínguez	75	80%	—	4 200
Lesly Gutiérrez	76	60%	—	3 300
Itzel Rodríguez	77	60%	—	3 300
Vale Estrada	78	60%	—	3 300

Activar Windows
Ve a Configuración para activar Windows.

https://create.kahoot.it/kahoots/my-kahoots

Escribe aquí para buscar

11:27 a. m. 24/05/2020

2.03.01.03 LIVEWORKSHEETS – Interactive worksheets

Columbus Day - Ficha interactiva

es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays_and_celebrations/Columbus_Day_cn25274vm

LIVEWORKSHEETS Buscar fichas interactivas Búsqueda avanzada English - Español

Inicio Sobre este sitio Fichas interactivas Crea fichas interactivas Crea cuadernos interactivos Comunidad Ayuda

Acceso alumnos Claudia_Guzman_710417

Live worksheets > Inglés > English as a Second Language (ESL) > Holidays and celebrations > Columbus Day

Columbus Day

The first chapter of British and American Festivities (Clemen D. B. Gina) on Columbus Day. Text with audio, matching words with definitions, comprehension questions and a wordsearch

ID: 25274
Idioma: Inglés
Asignatura: English as a Second Language (ESL)
Curso/nivel: Pre-intermediate
Edad: 12+
Tema principal: Holidays and celebrations
Otros contenidos: American Festivals, Reading comprehension, Festivities

[Añadir a mis cuadernos \(22\)](#)
[Insertar en mi web o blog](#)
[Añadir a Google Classroom](#)
[Compartir por Whatsapp](#)
[Añadir a mis favoritos \(21\)](#)
[¿Cómo se hizo?](#)

Enlaza a esta ficha: <https://es.liveworksheets.com/cn25274vm> Copiar Personalizar enlace

Click on the link if you want to listen as you read.

Columbus Day

The second Monday of October is Columbus Day! This festivity is celebrated only in the United States of America. Why?

During Christopher Columbus' time people thought the world was flat. Columbus was born in Genoa, a beautiful Italian city on the north-west coast. For many years he watched ships leave the port of Genoa. He noticed that these ships seemed to go under the horizon. He was convinced that the world was round, but no one believed him. He wanted to reach the East by sailing to the West. Queen

Activar Windows
Ve a Configuración para activar Windows.

Escribe aquí para buscar

11:58 a. m. 24/05/2020

Columbus Day - Ficha interactiva x +

es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays_and_celebrations/Columbus_Day_cn25274vm

Answer the following questions

- When is Columbus Day celebrated?
- Where is it celebrated?
- What did people think about the world in Columbus' days?
- Where was Columbus born?
- What was Columbus convinced of?

LIVEWORKSHEETS

Activar Windows
 Ve a Configuración para activar Windows.

Escribe aquí para buscar

11:56 a. m.
 24/05/2020

Columbus Day - Ficha interactiva x +

es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays_and_celebrations/Columbus_Day_cn25274vm

Match the words with what they mean. Write the number of the word next to the correct definition.

1. port	<input type="checkbox"/>	to go down or rest on the knees or a knee.
2. horizon	<input type="checkbox" value="5"/>	a person who investigates unknown places.
3. navigator	<input type="checkbox"/>	travel over the sea on ship
4. voyage	<input type="checkbox"/>	the line between the sky and the earth
5. explorer	<input type="checkbox" value="7"/>	many people walking up and down a street with bands
6. exploration	<input type="checkbox"/>	playing music on floats.
7. parade	<input type="checkbox" value="9"/>	people from many different cultures and countries
8. elect	<input type="checkbox"/>	to choose by voting
9. multi-cultural	<input type="checkbox" value="7"/>	a play on stage
10. re-enactment	<input type="checkbox"/>	an explorer skilled in steering a ship
11. kneel	<input type="checkbox" value="1"/>	a city, town, or other place where ships load or unload.
	<input type="checkbox"/>	the investigation of unknown regions or places

Activar Windows
 Ve a Configuración para activar Windows.

Escribe aquí para buscar

11:54 a. m.
 24/05/2020

Columbus Day - Ficha interactiva

es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays_and_celebrations/Columbus_Day_cn25274vm

elect	J	U	T	E	L	E	C	T	H	K	S	C	C	J	K	P	K
exploration	O	K	E	G	N	E	V	D	K	S	H	O	R	I	Z	O	N
explorer	E	N	S	U	V	I	B	M	R	X	Q	V	T	G	I	L	Q
floats	U	E	Z	A	Q	V	L	X	V	Z	I	B	I	H	V	L	
horizon	Q	E	G	Z	G	K	Z	E	D	Q	O	P	T	H	L	U	F
kneel	W	L	G	J	H	F	R	E	E	N	A	C	T	M	E	N	T
multicultural	Y	M	U	L	T	I	C	U	L	T	U	R	A	L	V	D	Q
navigator	P	P	E	G	C	U	E	X	P	L	O	R	A	T	I	O	N
port	R	C	Z	P	Y	X	A	S	E	H	P	N	L	C	C	U	M
reenactment	R	H	E	X	G	S	V	E	X	F	U	L	F	V	M	C	F
voyage	C	X	X	K	K	S	I	Y	P	D	G	P	L	V	Y	U	K
	F	Z	I	L	X	T	G	F	L	U	N	O	O	T	J	N	K
	K	Z	E	K	O	M	A	U	O	W	X	R	A	J	I	R	Y
	I	J	J	A	D	M	T	B	R	I	B	T	T	U	J	Z	B
	H	A	P	R	Z	D	O	Q	E	S	W	M	S	R	W	U	H
	Q	X	K	Y	H	L	R	A	R	V	X	G	A	D	O	X	E

LIVEWORKSHEETS

Activar Windows
Ve a Configuración para activar Windows.

Escribe aquí para buscar

11:51 a.m.
24/03/2020

PAST SIMPLE Reading and List... | PAST SIMPLE Reading and List... | Reading and Listening (verb to... | Recibidos - claudialorenasur... | Live Worksheets - Aquí puede...

No es seguro | es.liveworksheets.com/studentsanswers.asp



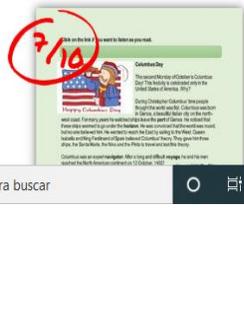
Columbus Day
por Guillen Vazquez Miguel Eduardo (3/28/2020)
English II - English
Nota: 8/10
Editar Eliminar
30 días restantes



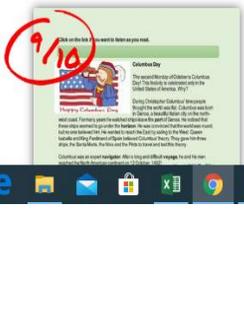
Columbus Day
por Gutiérrez Gutiérrez Leely Citlaly (3/28/2020)
English II - English
Nota: 8/10
Editar Eliminar
30 días restantes



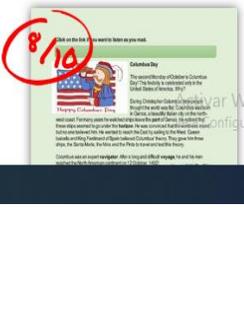
Columbus Day
por Angerame Orozco Esly Quetzali (3/28/2020)
English II - English
Nota: 6/10
Editar Eliminar
30 días restantes



Columbus Day
por Guillen Vazquez Miguel Eduardo (3/28/2020)
English II - English
Nota: 7/10
Editar Eliminar
30 días restantes



Columbus Day
por Gutiérrez Gutiérrez Leely Citlaly (3/28/2020)
English II - English
Nota: 9/10
Editar Eliminar
30 días restantes

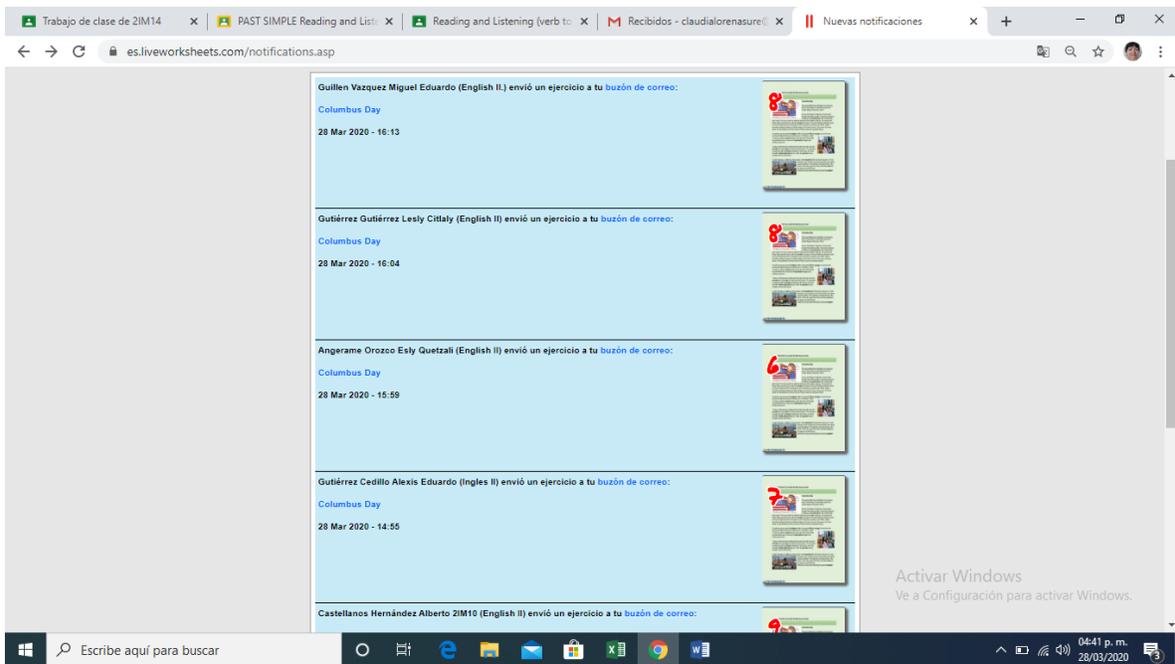


Columbus Day
por Angerame Orozco Esly Quetzali (3/28/2020)
English II - English
Nota: 8/10
Editar Eliminar
30 días restantes

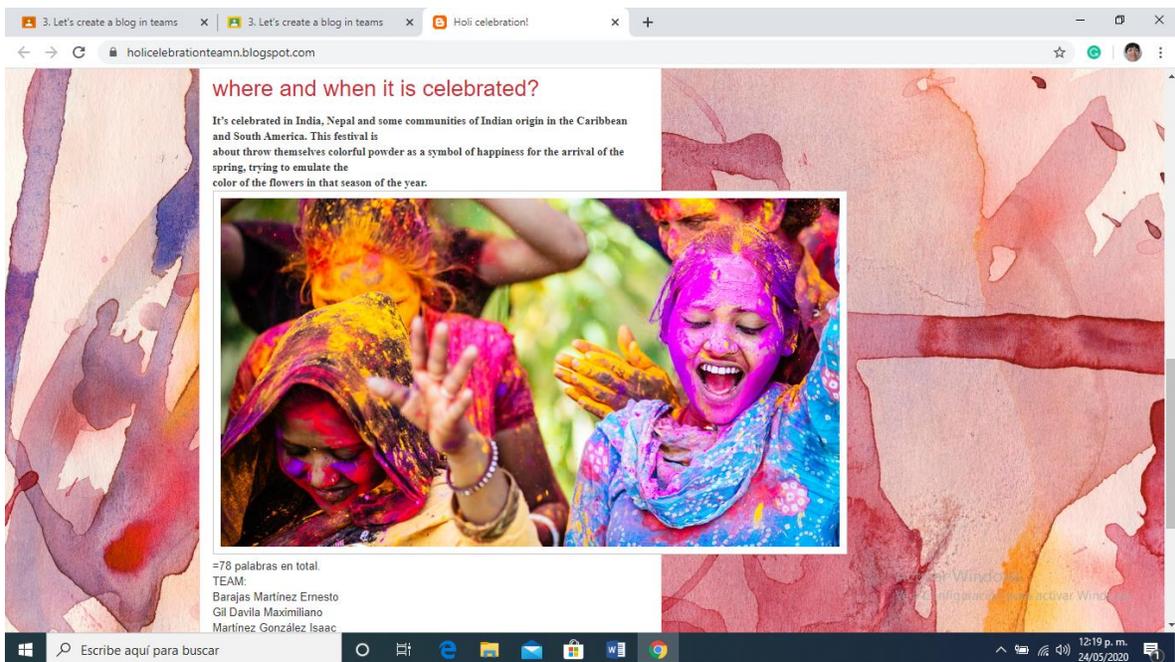
Activar Windows
Ve a Configuración para activar Windows.

Escribe aquí para buscar

04:30 p.m.
28/03/2020



2.03.01.04 BLOGGER –Blogs created by my students



3. Let's create a blog in teams x 3. Let's create a blog in teams x Equipo 6 2IM11

equipoumizumi6.blogspot.com/2020/05/celebration-yi-peng-yi-peng-fes-tival.html?m=1

mayo 22, 2020

Celebration Yi Peng

Yi peng Festival in Chiang Mai is celebrated on the fool moon of the twelfth lunar month every year, which normally means mid-way through november, but this can vary.

People release floating lanterns in to the sky. The act of releasing the lantern and krathong symbolizes letting go of all ills and misfortunes in the previous year, and Buddhists also believe that if you make a wish when you set off lantern, it will come true (but only if you do good deeds the following year).



Activar Windows
Ve a Configuración para activar Windows.

Escribe aquí para buscar

12:06 p. m.
24/05/2020

3. Let's create a blog in teams x 3. Let's create a blog in teams x Gossip Kids CECyT 13

gossipkids13.blogspot.com/p/sanfermines-of-pamplona-in-sp-ain-under.html

Gossip Kids CECyT 13

Sanfermines of Pamplona

In **Spain**, under the hot sun of July in the city of Pamplona, Seville is celebrated the unique festivity of "San Fermin" which lasts from July 6 to 14. But why does it exist?.



This celebration commemorates the religious acts of San Fermin (the "Patron Saint of San Pamplona") and the running of the bulls, this running is the main focus of this celebration.

The festivity begin with the "Chupinazo" from the balcony of the city hall of Pamplona and from there the party continues with chocolate an churros, the giants, the running of the bulls and the "fires".

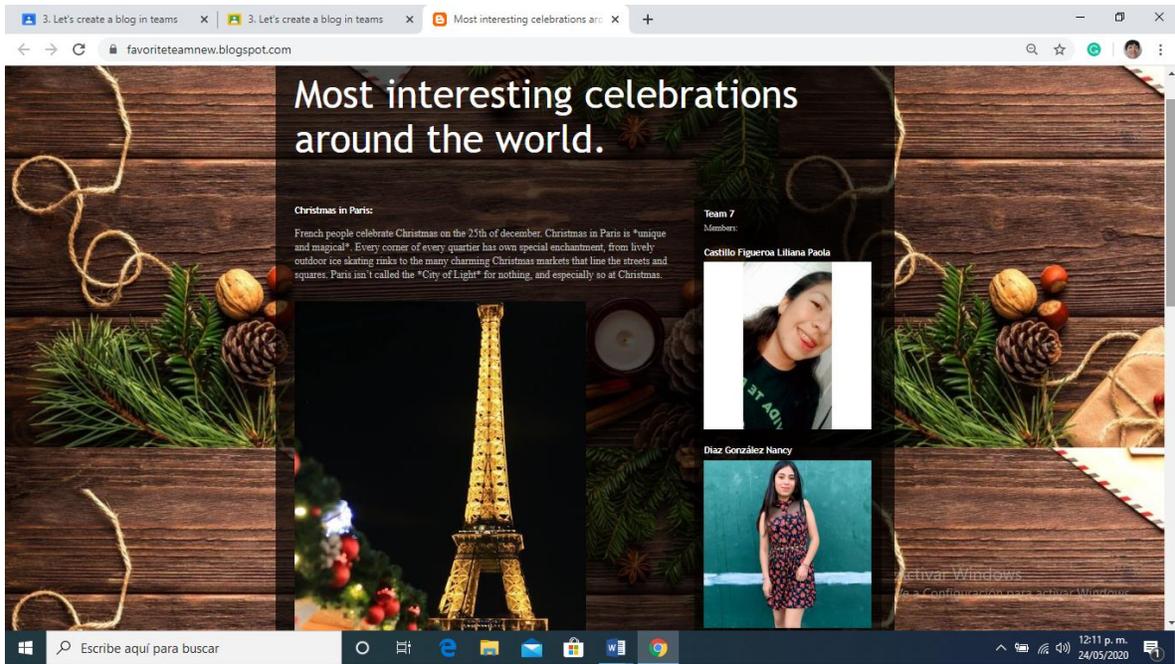
Acerca de mi
Equipo 5 Grupo 2IM11
Ver mi perfil completo

Created by:
-Avila Flores Uriel
-Pastrana Perez Jimena Paola
-Rivera Morales Alice Isbel
-Santuario Fernández Denzel Enrique
-Trejo Fernández Jimena

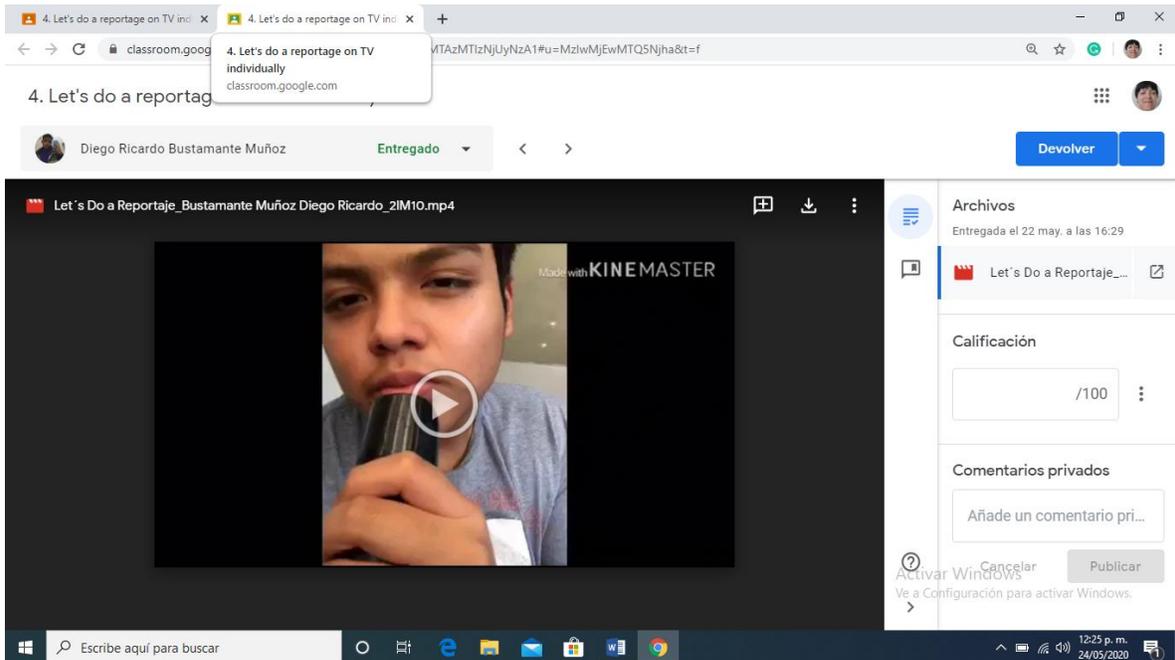
Activar Windows
Ve a Configuración para activar Windows.

Escribe aquí para buscar

12:08 p. m.
24/05/2020



2.03.01.05 VIDEOS - Recorded by students



4. Let's do a reportage on TV individually

Ana Paula Entregado

Devolver



Entregada el 19 may. a las 16:12

reportage on TV_Ru...

Calificación

/100

Comentarios privados

Añade un comentario p...

Activar Windows
Cancelar
Publicar
Ve a Configuración para activar Windows.

Escribe aquí para buscar

12:31 p. m.
24/05/2020

4. Let's do a reportage on TV individually

Ivonne Hernandez Entregado

Devolver



Hernández_Pérez_2IM10_HD 720p.mp4

Archivos

Entregada el 22 may. a las 22:36

Hernández_Pérez_...

Calificación

/100

Comentarios privados

Añade un comentario p...

Activar Windows
Cancelar
Publicar
Ve a Configuración para activar Windows.

Escribe aquí para buscar

12:28 p. m.
24/05/2020

4. Let's do a reportage on TV individually

Frida Sánchez Roldán Entregado

SÁNCHEZ_ROLDÁN_FRIDA_2IM11_ACT.4[1].mp4

Archivos
Entregada el 19 may. a las 13:07

SÁNCHEZ_ROLDÁN...

Calificación
/100

Comentarios privados

2.03.01.06 A worsheet created by me

Regular and Irregular verbs in Past Simple - Word (Error de activación de productos)

The celebration of Columbus Day in the United States

Instructions: Complete the chart with Regular and Irregular Verbs in Past Simple.

Regular verbs	Irregular verbs
1	1
2	2
3	3
4	
5	
6	
7	
8	

Activar Windows
Ve a Configuración para activar Windows.

2.03.01.07 Englisch-hilfen.de – A webpage to practice grammar

The screenshot shows a web browser window with the URL https://www.english-hilfen.de/en/exercises/tenses/simple_past_simple_present.htm. The page title is "Simple Past → Simple Present – Exercise 1". The left sidebar contains a navigation menu under "GRAMMAR & VOCABULARY" with categories like Grammar Explanations, Grammar Exercises, Adjectives/Adverbs, Articles, Conditional sentences - if, Gerund and Infinitive, Modal Auxiliaries, Modals, Nouns, Participles, Passive Voice, and Phrasal Verbs. The main content area is titled "Advertisements" and features a task: "Task No. 4539: Rewrite the sentences using the verbs in bold in the Simple Present." An example is provided: "EXAMPLE: Noah **liked** orange juice." Below it is an input field. The answer is shown as "ANSWER: Noah **likes** orange juice." A sidebar on the right asks "Do you need help?" with a link to "English Tenses". The Windows taskbar at the bottom shows the time as 10:19 a.m. on 25/05/2020.

The screenshot shows the same website after the exercise is completed. The page title remains "Simple Past → Simple Present – Exercise 1". The left sidebar is identical to the previous screenshot. The main content area now displays "Your results" and states: "You answered 6 tasks out of 10 correctly. That is 60%." A list of tasks is shown with feedback: 1. "We **played** volleyball." with the correct answer "We **play** volleyball." 2. "James **wrote** articles." with the correct answer "James **write** articles." and a "CLUE" button. A tooltip for the clue explains: "The Simple Present of James write is: James **writes**. Add -s to the **infinitive** of the irregular verb. (James → 3rd person singular)". 3. "James **wrote** articles." with the correct answer "James **write** articles." The Windows taskbar at the bottom shows the time as 10:16 a.m. on 25/05/2020.

English Tenses

englisch-hilfen.de/en/grammar/english_tenses.htm

learning tenses in english

Pronouns

Quantifiers

Questions

Reported Speech

Sentences

Tenses

Various

Verbs

ALL Explanations

Grammar Exercises

Vocabulary Explanations

Vocabulary Exercises

TESTS & EXAMS

Complex Tests

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Simple Present or Present Simple	<ul style="list-style-type: none"> every day sometimes always often usually seldom never first ... then 	<ul style="list-style-type: none"> something happens repeatedly how often something happens one action follows another things in general with the following verbs (to love, to hate, to think, etc.) future meaning: timetables, programmes 	infinitive (he/she/it) + -s	I work.	I don't work.	Do I work?
		He works.		He doesn't work.	Does he work?	
		I go.		I don't go.	Do I go?	
		He goes.		He doesn't go.	Does he go?	
Present	<ul style="list-style-type: none"> now 	<ul style="list-style-type: none"> something is happening at the same time of speaking or around it 	to be	I'm working.	I'm not working.	Am I working?

Windows taskbar: Escribe aquí para buscar, 10:09 a. m., 25/05/2020

Diagram of the Simple Past

englisch-hilfen.de/en/grammar/simple_past_diagram.htm

Modal Auxiliaries, Modals

Nouns

Participles

Passive Voice

Phrasal Verbs

Prepositions

Pronouns

Quantifiers

Questions

Reported Speech

Sentences

Tenses

Various

Verbs

ALL Explanations

Grammar Exercises

Vocabulary Explanations

Vocabulary Exercises

TESTS & EXAMS

Complex Tests

Tests

A diagram to visualize the Simple Past

1. We use the *Simple Past* when we talk about something which started and finished in the past.

Simple Past

2. We use the *Simple Past* to describe a series of actions in the past.

Simple Past

3. We use the *Simple Past* (red) together with the *Past Progressive* (grey). The action in the *Simple Past* interrupted the action in the *Past Progressive* (the one which was in progress).

Simple Past

Explanation

[Simple Past \(Summary\)](#)

[be, do, have and irregular verbs in the Simple Past](#)

[Diagram of the Simple Past](#)

[Form of the Simple Past](#)

[Pronunciation of -ed](#)

[Questions in the Simple Past](#)

[Short/contracted and long forms in the Simple Past](#)

Exercises

[Complex Test - Simple Past](#)

[Exercises - Simple Past](#)

[Exercises - Irregular verbs](#)

Activar Windows
Ve a Configuración para activar Windows.

Windows taskbar: Escribe aquí para buscar, 10:30 a. m., 25/05/2020

2.03.02 A video of my lesson (URL)

<https://drive.google.com/file/d/1tZn1m8BZaTBr6mcEJ6lvG4cKoaSEOZK5/view?usp=sharing>

2.03.03 A brief explanation of my video

I recorded my four-skills lesson in a video using the editor of videos of Windows. First of all, I introduce it mentioning the name of my final project and lesson plan, the approach I used, and the grammar and vocabulary topics revised. Secondly, I present the sequence of the activities organized in three stages: pre, while, and post. In this section of the video, the images are video screenshots of my students performing interactive activities online, such as playing Kahoot and working on an interactive word search. Thirdly, I present a summary surfing my lesson from its beginning to its end through Google Classroom, giving a brief idea of how my students worked being from home in this platform. Finally, I show the assessment tools I created to evaluate writing and speaking skills. The video has some subtitles which help the viewer to see where a stage begins and ends as well as the background music, which makes the video more attractive. Below, there is a chart that shows the structure of my video.

<i>Lesson plan – Celebrations around the World</i>			
<i>Time</i>	<i>Stage</i>	<i>Activity</i>	<i>Methodological remark</i>
00:18	Introduction	Topic of the project, approach, integrations of four skills: listening, reading, writing and speaking.	
00:45	Pre-stage	Playing Kahoot – answering a quiz.	Engagement of students.
		Identifying regular and irregular verbs in past in an interactive worksheet.	Activation of students' schemata.

1:48	While-stage	Listening and reading a text to answer a questionnaire, a matching exercise and a wordsearch about vocabulary.	Listening and reading for specific information.
		Writing a blog in Blogger.	Developing researching and summarising skills. Developing writing skills. Building up new knowledge. Developing collaborative work.
		Recording a video.	Developing researching skills. Developing speaking skills. Building up new knowledge. Developing autonomous work.
3:25	Post-stage	Reading blogs and watching videos. Grammar Analysis.	Promoting peer and self-assessment. Promoting critical thinking. Reinforcing and consolidating grammar topics.
3:40	Summary	Surfing through my virtual classroom in Google Classroom.	
5:57	Assessment tools	Rubrics to evaluate productive skills: writing and speaking.	

CHAPTER 3: EXPERIENCE REPORT

3.01.01 Report of the lesson given and critical analysis

Pre-stage. Regarding the use of Kahoot, which I assigned to open this lesson, I can say that the results exceeded my expectations. I thought the game was going to be attractive for students, but I did not expect that it was going to be that successful that it was going to reach the limit of participants so quickly. It is the first time since I am working from home that an activity is done by all the students. For me, this is advantageous as I am planning to use it again in the future because the platform gives automated results and the creation of the game is not a time-consuming activity, then I can use it not just as an attractive activity to engage students at the beginning of a lesson but to test them in an

exciting way preventing them from getting stressed. Another advantage of this modality is that the platform offers reports of the answers classifying them as follows: Difficult questions, Need help, and Didn't finish, then this information allows me to take immediate action such as remedial work and give early feedback. Moreover, I can revise how well each student did. One other advantage of this is that Kahoot is a free-game learning platform. Finally, the greatest advantage of this game is that it is colourful and it has background music which is always attractive to young students.

Talking about the second activity of this stage, where students had to read and listen to a text to fill in a chart with regular and irregular verbs in the past tense, I can say that my expectations were partially achieved since most students found verbs in past as well as classified them in regular and irregular ones correctly. However, some students filled in the table with the right verbs, but in the present tense. Therefore, in the future, I do not just have to write clear instructions, which I think I did, but I have to write some examples down, which I forgot to do. Moreover, contrary to my expectations, nobody struggled to identify verbs from other kinds of words.

While-stage. Regarding the outcomes of the first task of this stage, where students have to work with an interactive worksheet to read and listen to a text about the celebration of Columbus Day in the United States, I can say that most students did well and nobody failed. They answered three exercises which were marked automatically and sent to me by mailbox as soon as students submitted their replies. I think that having the grades of too many students just when they have just answered it is a great advantage. However, one of the exercises was a questionnaire with open questions which is not marked correctly by the system if students do not write their answers exactly in the same way the replies are programmed in the computer. Therefore, in the future, I will not choose interactive worksheets with open questions or I might create and try my worksheets before assigning them to students. On the other hand, the other two exercises, the matching exercise, and the word search were marked well.

Talking about the second activity of this stage, the creation of a blog in teams, I have to admit that I was surprised by what my students did. All their blogs have lived up my expectations, they are eye-catching and most importantly they include the basic information which was required. Nonetheless, I think that some students cheated on this task since they included the names of some classmates who have never done an activity before during this quarantine in Google Classroom, then this might be one

of the disadvantages of being working from home since it is not easy to have evidence of everybody working on the activities. Regarding the use of language in this writing task, I noticed students have the skill of researching on the Internet and selecting the information they need. However, I believe that most of them did not write their sentences, they just copied and pasted the information for their blogs. Therefore, I might need to ask students to read and write a comment on their classmates' blogs to see who and how they are involved in the activity. Moreover, in the post-stage activity in which I will lead a grammar analysis, I can use their blogs to elicit from them examples of sentences that appear in the present and past tense to make them aware of their accurate use and form.

Regarding the third activity of this stage, in which students have to record a video individually, I am satisfied with what they did. Even though they belong to a mixed- ability class, the ones who took part in this activity did well. Nonetheless, some students did not follow the instructions of the activity such as respecting the duration of their video or others read during their performance. Right now, that I am writing this critical analysis of my lesson, I have just realized the mistake I did. Although I created a rubric to assess this task, I did not let my students know it before recording their video. Had I done it in advance, fewer students would have made such mistakes. Therefore, in the future, I will give students the rubric before they do the activities.

Post-stage. Concerning the last stage of this lesson, where students read their classmates' blogs and listen to their news TV reports to choose the one they like the most to write a comment about them, the results were successful since they could explain briefly and accurately what they read and listened to. This activity let me notice the progress of students in writing. I also could identify some common mistakes so I could give further feedback. I think that some students might use translators to do the task. However, they could express their ideas without breakdowns in communication. About the second activity, in which I led a grammar analysis about Present and Past Simple, the results were positive in most of the cases. Nonetheless, some students still having problems using the tenses accurately, so for them, I recommended some online exercises in which they could practice both tenses, Present and Past Simple, separately until they could manage to distinguish the differences between them.

To sum up, students took an enthusiastic attitude towards the results of their products: the blogs and the news TV reports. Most students liked seeing their final products and acknowledged the effort of a

well-done job from others. Regarding the grammar analysis, it was useful for students as this activity lets students raise awareness of the importance of grammar to express what they want accurately.

CHAPTER 4: CONCLUSIONS

This work summarises what I did throughout the whole specialization. I reflected deeply on how my experience as a student of English and my previous practice as an English teacher constituted the base of my teaching philosophy. Nevertheless, the study of this specialization has made me change my standpoint noticeably. Before, I was not aware of the importance of the inclusion of the intercultural component in lessons as I am now. I used to believe that teaching grammar, vocabulary lists, and leading choral repetitions was enough when teaching beginners. Nowadays, I teach grammar using a discovery technique, so students discover the form and usage through meaningful texts, both written and oral, in which the intercultural component is always present. Besides, the way I use technology to support my lessons has also changed since I stopped using PowerPoint Presentations to present the grammar form of tenses deductively. Now, I have added interactive activities and games online to engage students in my lessons and to activate their previous knowledge. I have also changed the way I used to work in the laboratory where students used to work individually, nowadays, I have started to group students so they can help each other taking advantage of the Zone of Proximal Development. The creation of rubrics to assess productive skills is also something useful I have implemented recently with positive results as I am less stressed having better control of my students' performance and progress.

The theoretical foundations of my lessons are the following: Stephen Krashen's hypothesis of the Affective Filter since the more relaxed students are better they can learn. Therefore, I try to make my students feel calm in a respectful environment in which a positive rapport is always present. Gardner's Multiple Intelligences Theory is also included in this work since I consider knowing the predominant intelligence in a group helps planning lessons according to how they can learn. Task-Based Learning represents the approach I used in my lesson plan looking for the students' use of language freer than through controlled or semi-control practices in the classroom and giving them the opportunity of using what they learn in the school in a real situation outside. The Zone of Proximal Development is also present in my lessons as I work with large and heterogeneous groups in which the promotion of

teamwork leads to the support among them. The Dynamic Process Approach leads students to access and critically analyse cultural practices, meaning, social processes, and their outcomes. The Communicative Approach helps students to develop the ability to communicate verbally and in a written way and to face any difficulty when a breakdown in communication occurs. E-Learning is essential in my lesson because of the coronavirus quarantine pushed me to implement it by creating virtual classrooms and work from home. Finally, the development of receptive and productive skills in my project is vital since I want my students to understand English through receptive skills and to produce it through writing and speaking.

Concerning methodology and practice, I structured a four-skills lesson plan following a pre, while, and post-stage method in which I include an identification cell describing the main characteristics of it. In the section of procedures and expected outcomes and attitudes, I reflect on what I think the results might have been during the trying out of processes. In the part of tools to assess the progress of students, I mention the theoretical foundation of it defining formative, summative, formal, informal, self and peer assessment as all of these concepts appear in my evaluation process as well as the definition of a rubric and the types of them. I also present the rubrics I created to assess writing and speaking skills. Finally, I explain the rationale behind these rubrics and the analysis of the outcomes of the assessing tools.

There is a section in which I display pieces of evidence of my teaching practice working from home. The shreds of evidence are screenshots of Google Classroom, KAHOOT, LIVEWORKSHEETS, Blogger, videos, a worksheet, and a webpage. I also include an URL of a video in which I recorded and summarised the sequence of my lesson plus a brief explanation of it.

In the experience report section, I describe the lesson given and make a critical analysis of it by comparing the expected outcomes with the results I obtained and provided solutions for possible problems.

Taking everything into consideration, I admit this specialization has given me not just growth as a teacher but also as a person. Having had the opportunity to work with many colleagues whose teaching settings are sometimes very different from mine has also helped me to broaden my views about teaching students with a variety of backgrounds.

CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES

APPENDIXES



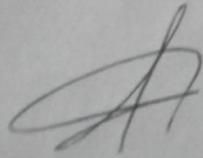
UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I *Claudia Lorena Guzmán Servín*, declare that the following Assignment (*Module 3, Final Project*) is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature:



Date: 21st June 2020.

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