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

PRESENTA:

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“Experiences as a college student”

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Specialization in Teaching and Learning of English as a
Foreign Language (EEAILE), Module 3, Unit 2A, Group 2

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June 13th, 2021.

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¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.
http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

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Introduction

As previously seen in the course, the intercultural competence should be intersectional aspect in the planning of teaching a foreign language, especially English, which main purpose to be included in the syllabus of the Mexican educational program is to be used as a lingua franca in the global scenario societies all over the world are moving. This is why it is so important to be able to give context to what students are learning and the real applications it may have in their futures.

The following paper presents a lesson covering all four language skills while developing Intercultural competence and throughout it, it is presented the development of the lesson as well as the set of values and ideas on which the planning work and labor as teacher is based. Through the lesson "College Student Experiences", the learners, who are college students at the moment, are invited to reflect on their personal situation as university students. Authentic materials such as vlogs available in YouTube will be used, as well as a platform specifically designed for educational purposes, like Edublog. The lesson is made of activities focused in activating the students' schemata, specific grammar, the developing of the listening comprehension, and the use of the acquired information to solve problems.

This lesson is a follow-up to the introductory lesson called "High School Experiences," that covered specifically the Intercultural competence, In said lesson, students were expected to share their personal experiences as teenagers during high school with their peers and then put in perspective these experiences by listening to and reading the experiences of people living in other countries. Then, they had to make use of social media to contact someone from another country and exchange experiences with this person. Finally, they presented evidence of this exchange with the class, and gave their final opinions about the experience. Both lessons were applied with a group of students of the Technological Institute of Misantla, currently coursing the fourth semester of the Petroleum Engineering, but only the first one was fully applied while the second one, addressed in this paper, is still in progress at the moment.

My Teaching Philosophy

Our teaching philosophy can be described as the group of beliefs, values and ideas that we project when carrying out our teaching work. These set of beliefs permeates the decisions we make when plan lessons, give classes, interact with students and any other

activity related with our teaching labor. Being this the case, my teaching philosophy has evolved from the moment I started to work with groups, first as an arts teacher having experience only with toddlers. As time passed, I had the opportunity to access to material that taught me more about the teaching labor and I worked with groups of different ages. When I started as an English teacher in an elementary school, I realized it was very different than being an Arts teacher, despite I usually put in practice tools that were more ludic since I was still working with kids. My first challenge, however, came when I started to teach English to college students. It was different, challenging and scary. The way I see the learning of a foreign language at that time, and the way I conceive it at the moment are very different. Throughout this course I have had the opportunity not only to acquire new tools but to rethink my work and role in front of my students. I see language, English specifically, in a very different way. Now I have more tools to build my teaching philosophy in a more specific, precise and realistic ways to achieve my goals.

I stand by my belief that education should be encouraged, that is why I find essential to never discredit the students' performance, but to point out the aspects that can be improved. It has been studied in this course that there is no evaluation without feedback thus is a very important element of it. Now I know that the Affective filter can be harmful for the learners' process and that the teacher should be sensitive about the students' needs; motivation, attitude, confidence and anxiety because they can influence the learning process in both, positive and negative ways (EEAILE, Lesson 5, Module 1, 2021).

Speaking of motivation, I believe students learn when they have a personal reason to do it, this is, when they are intrinsically motivated, and that teachers should contribute to said motivation by helping them to realize the impact of learning the target language can have on their lives. However, now I know that students' motivation can be intrinsic, resultative, integrative or instrumental, so if we as teachers, help them to find their own motivation, it would be easier for students to be engaged with their learning process.

I strongly believe teachers need to be in constant learning and to be able to integrate the TICS in their lessons. This has been particularly important during this year in which the pandemic of COVID-19 forced traditional schools to migrate to a virtual environment, a change for which nor teachers or students were ready and that has made particularly hard the experience of learning.

I still believe that consistency is important for a teacher because it provides a sense of reliance and safety to the students and that confidence is key when it comes to learning.

I want my students to be excited about learning something new, to have fun and realize knowledge is always an opportunity. I want them to feel confident enough to ask any question knowing the class is a safe space for them to try without the fear of failing

My identity as a teacher has notoriously evolved from the moment I started this current course because I have had the opportunity to learn more about my role as a teacher and the theories, approaches, methods and techniques regarding the second language acquisition. Some of these values and ideas have simply got deeper and more articulated and are based on my own experiences learning the language as well as a teacher in front of my students. They are influenced by my own personality, education and preferences when it comes to approaches and theories. As a teacher, I am more interested in the Communicative approach because I think it is a more realistic way to learn and teach. This is because while we do study the grammar and syntax of our own native language in order to acquire correctness and improve our use of the language, a little kid with no knowledge of the formal aspects of the language is perfectly capable to communicate effectively, since he has learned *to communicate* in a language, rather than *the language* itself. That is the reason why I think we, as teachers, should put our emphasis in the acquiring of the language instead of only the learning of it. This switch in the mindset has proved to be very challenging for me because it requires me to rethink my old practices.

Because I have acquired new information and learned new things at the moment, I am trying out new techniques and perspectives while, at the same time, adapting to the new reality due to the current pandemic situation. As a student of a L2 myself, I have felt more comfortable with the Communicative approach not only because it is the approach that worked better for me but because the social factor has always been relevant in my learning. As an Arts student it is impossible to me to conceive the learning experience without taking accountability of the human aspects permeating it.

Experiences as a college student, a lesson plan designed from the Intercultural perspective

This lesson is Performance Based Assessment (TBA) because it is expected the students produce an essay and ultimately a vlog where they put in practice the use of the adjectives and comparisons with superlatives and comparatives, and in this way, they “can show how well they are able to apply content knowledge to critical thinking, problem

solving, and analytical tasks throughout their education” (Stanford University School for Education, 2008).

The Stanford University School of Education (2008) describes a series of steps to build a performance assessment system, that can be used to create a lesson following the PBA.

1. Define the performance outcomes, or learning targets, that the performance tasks will assess.

The outcomes of the lesson were defined as the functions.

- Make comparisons about experiences and routines using comparatives and superlatives.
 - Reflect and analyze the different contexts college students face through the intercultural competence.
2. Task parameters are defined to ensure that the designed performance tasks will measure the desired outcomes.

This was done through the design of the objective.

- Reflect through multimedia material about their experiences as college students, using the given topics, comparatives, superlatives, and connectors, to create a video vlog to present to the class.
3. Development of the common scoring rubrics that will be used to assess the student work.

This was done through the design of different rubrics for each activity of the lesson.

4. Design of content-specific performance tasks, by using a backward-planning tool to ensure alignment with the performance outcomes, specific content standards, or other learning targets.

For this purpose, a worksheet was created, in which it is specified the sequence of activities, guidelines students should follow, activities to develop, and the requirement criteria of the products (essay and video).

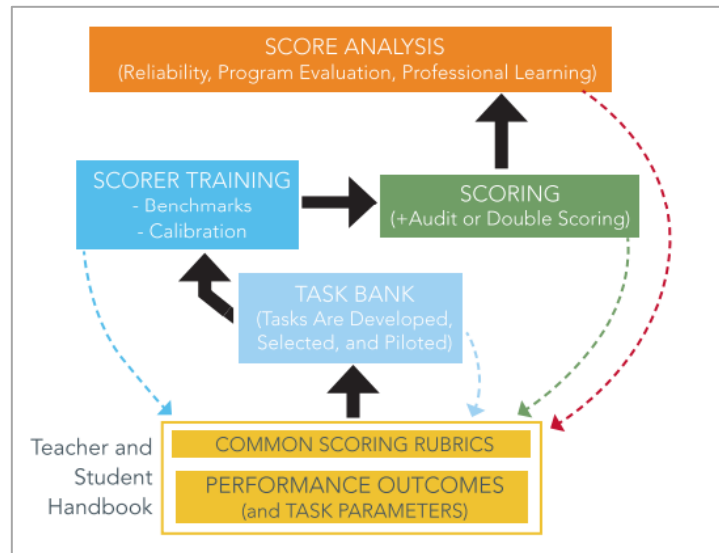


Image 1. Components of a Performance Assessment System (Stanford University, 2008).

The contents studied are part of the syllabus of the fourth level of English of the Technological Institute of Misantla’s course. The main grammar content of the lesson are the Comparatives and Superlatives, and additionally the Present Perfect Simple, Present Simple, Simple Past and Present Perfect Continuous. It was predicted to last a maximum of eight sessions (one hour per session) but then it was modified to ten and the materials¹ for this lesson are the followings.

- Vlog “Yonsei University Rookie Vlog: Honbap George / Lover / Library (연세대 새내기 브이로그: 혼밥 조지기 / 애옹이 / 도서관)”
- Vlog “FIRST DAY OF COLLEGE VLOG: senior year during a pandemic (2020)”
- “Experiences as a college student” worksheet

¹ Yonsei University Rookie Vlog: Honbap George / Lover / Library:

<https://www.youtube.com/watch?v=qSO8mIUgLBQ>

FIRST DAY OF COLLEGE VLOG: senior year during a pandemic (2020):

<https://www.youtube.com/watch?v=Ew07RdqNiDE>

The English Journey: <https://virginiasg.edublogs.org/>

Connectors in English: <https://englishstudypage.com/wp-content/uploads/2018/06/connectors-in-english.jpg>

- “The English Journey” Edublog
- Connectors in English

The lesson has been designed to develop the Intercultural Competence and covers the four skills, and it is formed by the following parts.

- Warm Up (Introduction)
- Darcie’s vlog (Reading-oriented lesson)
- Hannah’s vlog (listening-oriented lesson)
- Essay: Experiences as a college student (Writing-oriented lesson)
- My vlog! (Speaking-oriented lesson)

Each one of these parts, related to a specific skill, is further explained.

Warm Up (Introduction)

The teacher presents the lesson retaking the topic of the experiences -seen previously in the Intercultural competence-oriented lesson- and how these can vary from one people to another. A brief review of the use and grammar of the comparatives and superlatives is given to student, helping themselves with the worksheet. The teacher then warms up the topic about their experiences as college students by offering the following questions.

- *How do you get ready to take your classes at the moment?*
- *How are your college facilities?*
- *How do you organize your activities?*

- *What do you do in your spare time?*

Name: _____ Group: _____

Experiences as a college student

Grammar check! Comparatives and Superlatives

Short Words		Comparatives
Ends with y-er Happ__ Cras__ Laz__		
One syllable and one vowel-double last consonant + er Big__ Wet__		Superlatives
Irregular Bad Worse Good Better Far Farther/Further		
Ends with y-est The happ__ The health__ The laz__		Comparatives
One syllable and one vowel-double last consonant + est The big__ The fit__		
Irregular Bad The worst Good The best Far The farthest/The furthest		Superlatives

Long Words		Comparatives
Add more in front of the adjective (+ than) ____ exciting ____ reliable than ____ elegant than		
Add the most in front of the adjective ____ expensive ____ dangerous ____ exciting		Superlatives

1. Warm Up

- How do you get ready to take your classes at the moment?
- How are your college facilities?

Teacher: Virginia Sánchez González

Image 2. Lesson worksheet page 1

This will help to activate students' schemata, so they will be predisposed to hear specific things, words and verbs related to school, virtual classes, the current pandemic, etc., what in turn can be helpful for their comprehension of the input.

Darcie's vlog (Reading-oriented lesson)

Once the students have shared their answers, the teacher then presents the vocabulary to be used in this task, by asking the students to see if they know the words or can infer their meaning.

- Clumsy
- Vending machine
- Cheap
- Huge
- Speed

Once the meaning has been cleared up, the teacher should present the aspects to consider throughout the lessons.

- Food
- Mobility
- College' Building
- Classes model
- Interactions
- Extra activities
- Emotions

A time is set for students to watch Darcie's vlog about her college in Seoul, South Korea. Students must watch the video and reflect on the following aspects and once they have watched the video, in which they are expected to read (the original language of the video is Korean), students are asked to do the following exercises by using the comparatives and superlatives correctly.

- *What were the three things that caught your attention the most?*
- *Find three different categories to rank what you saw in the video (ex. The most relatable, the scariest, etc.).*

The teacher asks students to check their answers collaboratively, provides feedback in terms of the structure and students should correct any possible mistake. Students are encouraged to reflect on the aspects that influence Darcie's life and experiences, and the teacher gathers the students' opinions. The reading-oriented and listening-oriented lessons are both identified as Constructed response under O'Malley's six characteristics when planning PBA because they are expected to "responding to open-ended questions" (EEAILE, lesson 3, module 3, 2021).

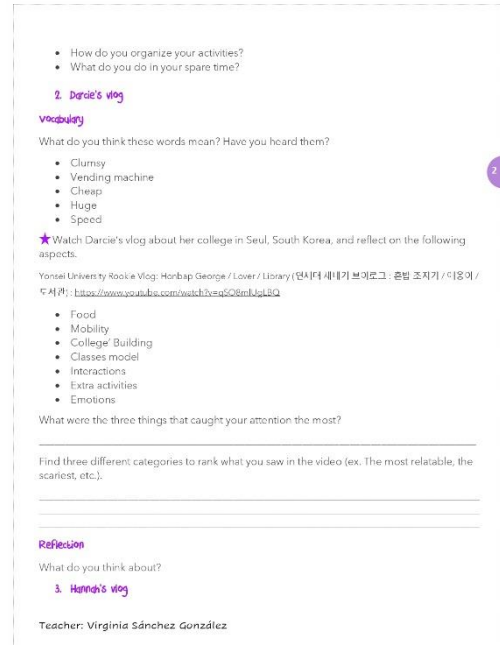


Image 3. Lesson worksheet page 2

Hannah's vlog (listening-oriented lesson)

The teacher presents the new activity and the vocabulary to be used in this, by asking the students to see if they know the words or can infer their meaning. The teacher should provide examples of the use of each one of them.

- Commuter
- Flip-flop
- (To) get carried away
- Barely
- Awkward
- Messy
- Overwhelmed
- Thrilled
- (To) go with the flow
- To figure out
- Unprecedented

Vocabulary

What do you think these words mean? Have you heard them?

- Commuter
- Flip-flop
- (To) get carried away
- Barely
- Awkward
- Messy
- Overwhelmed
- Thrilled
- (To) go with the flow
- To figure out
- Unprecedented

★ Watch Hannah's vlog about her first day of her senior year in college and answer the following questions.

FIRST DAY OF COLLEGE VLOG: senior year during a pandemic (2020)
<https://www.youtube.com/watch?v=Ev0D78dqNDE>

a) What year is Hanna coursing at the moment? How does she feel about it?

b) What model are all her classes using?

c) Can you explain what this model consists of?

d) What has her school done to help the commuter students like her to zoom in to their classes?

e) How was her first in-person class?

f) What was her overall opinion about this school year?

g) What's your own opinion about it? Do you agree with her?

Image 4. Lesson worksheet page 3.

Once the meaning has been cleared up, the teacher should present the questions to be answered, and provide a time for students to watch Hannah's vlog about her returning to college. Once again, the aspects to be analyzed are brought up to light. Then, students watch the video and answer the following questions.

- *What year is Hanna coursing at the moment? How does she feel about it?*
- *What model are all her classes using?*
- *Can you explain what this model consists of?*
- *What has her school done to help the commuter students like her to zoom in to their classes?*
- *How was her first in-person class?*
- *What was her overall opinion about this school year?*
- *What's your own opinion about it? Do you agree with her?*

The teacher checks their students' answers with them and provide feedback only if the students are not able to correct themselves. Final thoughts are shared related to what has been seen in the activity.

Essay: Experiences as a college student (Writing-oriented lesson)

Students are instructed to write a short essay making a comparison between the experiences of Darcie, Hannah's and their own. For this task, students must use the comparatives and superlatives and the criteria is explained at detail to them. The teacher once again offers the aspects to analyze as guidelines. The teacher also provides a comparative chart so students can gather ideas and have something to use at the moment of writing their essays. A review of the connectors is given, as well as one for the main tenses to be used in their essays. Finally, a time is set for the students to deliver the first draft. The essay is expected to be done in two parts. The reviewing of the draft should be done collaboratively in groups of four. Each student will focus in one aspect of the reviewing and the most capable student will be selected to be the monitor. The designation of teams will be done by the teacher. Because this task is expected to be done in two parts and it conveys collaborative work and a learner-centered assessment, it is a Process and Product according to O'Malley's characteristics for the PBA's planning (EEAILE, lesson 3, module 3, 2021).

When the time comes, students must bring their first draft in order for them to work collaboratively with a team assigned by the professor to check their drafts. Each one of the team members will check a specific aspect of the essay. For this, the teacher assigns the most capable student as the monitor, and the rest of the roles must be distributed between the rest of the team.

The function of each one of the roles is explained as it follows.

- Comparisons: Checks that the comparatives and superlatives are correctly used.
- Object pronouns: Verifies that the object pronouns used are the correct ones.
- Accuracy of verbs: that the verbs used describe the action that the author meant.

- Monitor: Gives the global and final review to the essays and asks any particular doubt to the teacher.

This lesson it has been designed thinking also in the Zone of Proximal Development as a way to help students less capable to achieve the expected outcome since

(Vigotzky) maintains that a student is able to reach their learning goal by completing problem-solving tasks with their teacher or engaging with more competent peers. Vygotsky believed that a student would not be able to reach the same level of learning by working alone. As a student leaves his zone of current development, he travels through the zone of proximal development towards his learning goal. (Kurt, 2020).

This will mean that the less capable student can work to overcome his difficulties by focusing in the most problematic areas for him, and having his peers to help each other.

The teacher should provide a brief review of the aspects the groups are about to check, but encourage students to use any tool available for them (internet, notes, book, etc). Once the first review has finished, students should rewrite their essays and share it with the rest of the class in “The English Journey” Edublog. The students can add any illustrations they want. In order to finalize the task, students should share their conclusions with the class and read the conclusion of their essays to the class, and exchange impressions and opinions about the founds of the group.

Reflection

What do you think about?

A. Essay: Experiences as a college student.

Write a short essay making a comparison between the experiences of Darcie and Hannah's and your own. Don't forget to use the comparatives and superlatives. The essay must be one page in **arial 12**, spaced 1.5. Use these guidelines to help you.

- Food
- Mobility
- College's Building
- Classes model
- Interactions
- Extra activities
- Emotions

★ To help yourself, you can fill the following chart but remember that you are expected to deliver an essay in a paragraphs format. Check the connectors that you studied in the third level ([click here](#)).

	Darcie	Hannah	Me
Food			
Mobility			
College's Building			
Classes model			
Interactions			
Extra activities			
Emotions			

Check the parts of an essay and clear any doubt with your teacher.

Parts of an Essay	
Introduction	Presents the topic that will be discussed and the purpose of the essay.
Body	Develops the main idea and deepens it with supporting ideas. The author presents his/her arguments and develops them.
Conclusion	Summarizes the arguments given in the body and gives the author's final opinion.

Teacher: Virginia Sánchez González

★ Complete the chart for the tenses that you may need for your essays, and how to use them.

Structure:	Present, Simple To state beliefs, facts and routines.
Structure:	Simple Past Completed past actions.
Structure:	Present, Perfect Simple Actions that started in the past but are still true or might happen again.
Structure:	Present, Perfect, Continuous Actions that started in the past and are still happening now. The emphasis is in how long has this action been happening (duration).

First draft

Once you have written your first draft, you'll work collaboratively with your assigned group. Each one of you will check a specific aspect. Please write down the assignation of the roles.

Team:	
Comparisons:	
Object pronouns:	
Accuracy of verbs:	
Monitor:	

Once the first review has finished, you need to rewrite your essay and share it with the rest of the class in “The English Journey” Edublog. Add any illustrations you want!

Edublog Code: TEJ or <https://edublogs.org/?join-in-site-code=83985192ej>

5. My vlog

You must vlog your own experience as a college student. The requirements of the video are the following:

Teacher: Virginia Sánchez González

Image 5. Lesson worksheet pages 4 and 5.

My vlog! (Speaking-oriented lesson)

The teacher presents the last activity and tells students they must vlog their own experiences as college students. The requirements of the video are explained to them.

- 9-10 minutes length.
- Should cover your process as a student from the moment you wake up to when you go to bed (how you get ready for classes, your routines, the distractions you may have, etc.).
- When speaking to the camera, you should speak in English, but the interactions captured will be accepted in your native language.
- You must provide an overall opinion at the end of the video.
- The video must be self-explanatory.

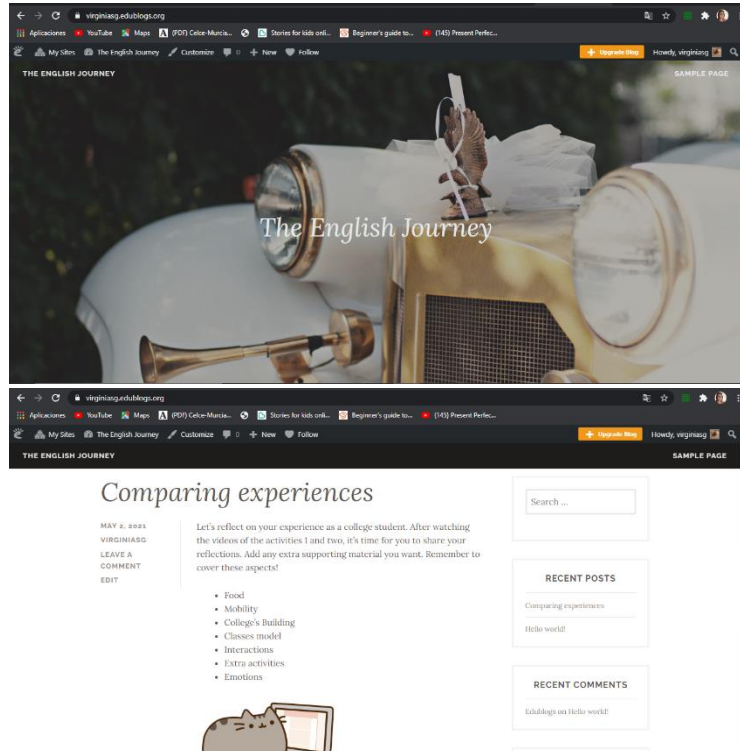


Image 6. Edublog "The English Journey" screenshots.

Students are told they can edit the video with freedom, they just need to make sure that it is adequate for the educational environment. Time is given to them in order to carry out this activity.

Because in this activity students are expected to solve problems by using the language, this is a Higher Order Thinking task according to O'Malley's definitions of the

PBA's characteristics. Both this task, and the essay, can be graded through Observation of product, using a rubric.

Students record and edit their vlog with freedom but they should be reminded to make it adequate for the educational environment. They must share their vlog on the "The English Journey" Edublog and present them to the class. The teacher should provide feedback related to the grammar or pronunciation if necessary. At the end of the presentations, the teacher asks students to reflect on the conclusions they can make from the videos of their classmates and the activity in general. The opinions should be gathered by the teacher.

Updated Lesson Plan

I. Identification cell

LESSON PLAN IDENTIFICATION CELL	
Author	Virginia Sanchez Gonzalez
Educational stage	College
Title of your Lesson plan	“Experiences as a college student”
Learning Objective of the plan/Competency	Reflect through multimedia material about their experiences as college students, using the given topics, comparatives, superlatives, and connectors, to create a video vlog to present to the class.
Communicative skill considered	Reading/Writing/Listening/Speaking/Intercultural Competence
State of the following options	Recycling Topic
Functions	Make comparisons about experiences and routines.
Main Grammar structure	Comparatives and Superlatives Present Perfect Simple
Other Grammar structures	Present Simple Simple Past Present Perfect Continuous
Brief description of the plan	Students watch two different vlogs about college students talking about their experiences to then write an essay comparing these experiences with their own. Finally, they create a vlog of themselves to share their personal experiences as college students as well.
Hours of the plan implementation	10 hours
Number of sessions	10 sessions.
Contents required for the lesson	<ul style="list-style-type: none"> • Vlog “Yonsei University Rookie Vlog: Honbap George / Lover / Library (연세대 새내기 브이로그: 혼밥 조지기 / 애옹이 / 도서관)” • Vlog “FIRST DAY OF COLLEGE VLOG: senior year during a pandemic (2020)” • “Experiences as a college student” worksheet • “The English Journey” Edublog • Connectors in English • Google Documents (Institutional Google account)

Link of the content	<p>Yonsei University Rookie Vlog: Honbap George / Lover / Library (연세대 새내기 브이로그: 혼밥 조지기 / 애옹이 / 도서관): https://www.youtube.com/watch?v=qSO8mIUgLBQ</p> <p>FIRST DAY OF COLLEGE VLOG: senior year during a pandemic (2020): https://www.youtube.com/watch?v=Ew07RdqNiDE</p> <p>“The English Journey” Edublog: https://viriniasg.edublogs.org/</p> <p>Connectors in English: https://englishstudypage.com/wp-content/uploads/2018/06/connectors-in-english.jpg</p>
EEAILE tutor online	Gabriela Ruiz de la Rosa

II. introduction

INTRODUCTION OF THE LESSON

	Description	Teacher’s activities	Students’ activities	Session
Before	The teacher presents the lesson retaking the topic of the experiences and how these can vary from one people to another. The teacher provides a brief review of the use and grammar of the comparatives and superlatives, solving any question regarding this topic.	<ul style="list-style-type: none"> • Provides the material • Presents the lesson • Offers and guides the review of the comparatives and the superlatives • Solves any possible doubt 	<ul style="list-style-type: none"> • Participate actively in the review • Complete the grammar chart in their worksheets 	1

III. Reading activity

READING

Step	Description	Teacher’s activities	Students’ activities	Session
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The Teacher warms up the topic about the experiences as a college student by offering the following questions.

- How do you get ready to take your classes at the moment?
- How are your college facilities?
- How do you organize your activities?
- What do you do in your spare time?

Once the students have shared their answers, the teacher then presents the vocabulary to be used in this activity, by asking the students to see if they know the words or can infer their meaning.

- Clumsy
- Vending machine
- Cheap
- Huge
- Speed

Once the meaning has been cleared up, the teacher should present the questions to be answered and the aspects they must observe.

- Food
- Mobility
- College' Building
- Classes model
- Interactions
- Extra activities
- Emotions

A time is set for students to watch Darcie's vlog about her

- Warms up the topic asking questions.
- Gathers the students' opinions
- Presents the vocabulary
- Provides examples of the use of these words and clears up doubts and questions regarding the vocabulary.
- Gives the instructions of the activity (what students are expected to do) and the aspects they must observe and analyze.
- Sets the time for students to watch the video.

- Participate actively in the brainstorm of the topic.
- Ask any question regarding the vocabulary presented.
- Ask any doubt they have about the instructions of the activity.

	college in Seoul, South Korea.			
Development	<p>Students must watch the video and reflect on the following aspects. Once they have watched the video, in which they are expected to read (the original language is Korean), students are asked to answer the following by using the comparatives and superlatives correctly.</p> <ul style="list-style-type: none"> • What were the three things that caught your attention the most? • Find three different categories to rank what you saw in the video (ex. The most relatable, the scariest, etc.). 		<ul style="list-style-type: none"> • Watch the video. • Analyze the aspects the teacher set up. • Answer the questions of their worksheet. 	
Closing	<p>The teacher asks students to check their answers collaboratively, provides feedback in terms of the structure and students should correct any possible mistake. Students are encouraged to reflect on the aspects that influence Darcie's life and experiences, and the teacher gathers the students' opinions.</p>	<ul style="list-style-type: none"> • Guides the review and provides feedback if necessary. • Encourages students to provide feedback to their peers. • Gathers the students' opinions. 	<ul style="list-style-type: none"> • Actively participate in the feedback and review of the activity. • Share their final opinions and conclusions about what they saw on the video. 	

IV. Listening activity

LISTENING

Step	Description	Teacher's activities	Students' activities	Session
Introduction	<p>The teacher presents the new activity and the vocabulary to be used in this, by asking the students to see if they know the words or can infer their meaning. The teacher should provide examples of the use of each one of them.</p> <ul style="list-style-type: none"> •Commuter •Flip-flop •(To) get carried away •Barely •Awkward •Messy •Overwhelmed •Thrilled •(To) go with the flow •To figure out •Unprecedented <p>Once the meaning has been cleared up, the teacher should present the questions to be answered, and provide a time for students to watch Hannah's vlog about her returning to college.</p>	<ul style="list-style-type: none"> • Presents the activity. • Presents the vocabulary. • Provides examples of the use of these words and clears up doubts and questions regarding the vocabulary. • Gives the instructions of the activity (what students are expected to do) and the aspects they must observe and analyze. • Sets the time for students to watch the video. 	<ul style="list-style-type: none"> • Ask any question regarding the vocabulary presented. • Ask any doubt they have about the instructions of the activity. 	

Development	<p>Students watch the video and ask the following questions.</p> <ul style="list-style-type: none"> • What year is Hanna coursing at the moment? How does she feel about it? • What model are all her classes using? • Can you explain what this model consists of? • What has her school done to help the commuter students like her to zoom in to their classes? • How was her first in-person class? • What was her overall opinion about this school year? • What's your own opinion about it? Do you agree with her? 		<ul style="list-style-type: none"> • Watch the video. • Analyze the aspects the teacher set up. • Answer the questions of their worksheet. 	
Closing	<p>The teacher checks their students' answers with them and provide feedback only if the students are not able to correct themselves. Final thoughts are shared related to what has been seen in the activity.</p>	<ul style="list-style-type: none"> • Guides the review and provides feedback if necessary. • Encourages students to provide feedback to their peers. • Gathers the students' opinions. 	<ul style="list-style-type: none"> • Actively participate in the feedback and review of the activity. • Share their final opinions and conclusions about what they saw on the video. 	

V. Writing activity

WRITING

Step	Description	Teacher's activities	Students' activities	Session
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Introduction	<p>Students are instructed to write a short essay making a comparison between the experiences of Darcie and Hannah's and their own.</p> <p>*They must use the comparatives and superlatives.</p> <p>*The essay must be one page in arial 12, spaced 1.5.</p> <p>The teacher once again offers guidelines to help students to start their activity.</p> <ul style="list-style-type: none"> • Food • Mobility • College's Building • Classes model • Interactions • Extra activities • Emotions <p>To help themselves, students can fill the chart offered in the worksheet but they must remember that they are expected to deliver an essay in a paragraphs format.</p> <p>The teacher should provide a review of the connectors that were studied in the third level, and the main tenses to be used in their essays, and the students need to complete the chart of their worksheet.</p> <p>A time is set for the students to deliver the first draft.</p>	<ul style="list-style-type: none"> • Introduces the tasks to the students and sets the requirements it should have. • Offers guidelines to write the essay. • Provides students with the chart they can use to help themselves. • Offers a review of the tenses students may use in their essays providing examples in context. • Provides a review of the connectors, and the main tenses students may use in the essay. • Explains the parts of the essay to the students. 	<ul style="list-style-type: none"> • Ask any question regarding the topic or the requirements. • Actively participate in the review and complete the charts of their worksheets. 	1
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Development	<p>Once students have written their first draft, they will work collaboratively with a team assigned by the professor to review their essays. Each one of the team members will check a specific aspect of the essay.</p> <p>The teacher assigns the most capable student as the monitor, and the rest of the aspects/roles must be distributed between the rest of the team. These are the functions of each one of the aspects/roles.</p> <p>Comparisons: Checks that the comparatives and superlatives are correctly used.</p> <p>Object pronouns: Verifies that the object pronouns used are the correct ones.</p> <p>Accuracy of verbs: that the verbs used describe the action that the author meant.</p> <p>Monitor: Gives the global and final review to the essays and asks any particular doubt to the teacher.</p> <p>The teacher should provide a brief review of the aspects the groups are about to check, but encourage students to use any tool available for them (internet, notes, book, etc).</p>	<ul style="list-style-type: none"> • Assigns the teams and one monitor per team. • Explains the role that each member of the group is expected to play. • Explain the use of the tool Google Documents where students must develop the activity. • Offers a brief review of the aspects to be verified in the review. • Answers the questions of the monitors. 	<ul style="list-style-type: none"> • Students write their first draft. • Ask any doubt regarding the instructions. • Work collaboratively in the review. • Play the assigned roles. • Rewrite their essays. 	2
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Closing	Once the first review has finished, students should rewrite their essays and share it with the rest of the class in “The English Journey” Edublog. The students can add any illustrations they want. Students should share their conclusions with the class.	<ul style="list-style-type: none"> Guides the presentation of the students’ essays and reading. 	<ul style="list-style-type: none"> Upload their essays to the Edublog. Read the conclusions of their essay in front of the class. 	3
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VI. Speaking

SPEAKING				
Step	Description	Teacher’s activities	Students’ activities	Session

Introduction	<p>The teacher presents the last activity and tells students they must vlog their own experiences as college students. The requirements of the video are explained to them.</p> <ul style="list-style-type: none"> • 9-10 minutes length. • Should cover your process as a student from the moment you wake up to when you go to bed (how you get ready for classes, your routines, the distractions you may have, etc.). • When speaking to the camera, you should speak in English, but the interactions captured will be accepted in your native language. • You must provide an overall opinion at the end of the video. • The video must be self-explanatory. <p>Students are told they can edit the video with freedom, they just need to make sure that it is adequate for the educational environment. Time is given to them in order to carry out this activity.</p>	<ul style="list-style-type: none"> • Presents the last activity. • Sets the requirements of the task. • Sets a time for students to carry out the task. 	<ul style="list-style-type: none"> • Ask any question regarding the activity. 	1
Development	<p>Students record and edit their vlog. They must share it on the “The English Journey” Edublog.</p>		<p>Work on the phrases they may need for the video. Record and edit the irvideo. Upload their video to the Edublog.</p>	

Closing	<p>Students present their vlog in front of the class. The teacher should provide feedback related to the grammar or pronunciation if necessary. At the end of the presentations, the teacher asks students to reflect on the conclusions they can make from the videos of their classmates and the activity in general. The opinions should be gathered by the teacher.</p>	<ul style="list-style-type: none"> • Guides the presentation of the videos. • Gathers students' opinions about the tasks and the shown videos. 	<ul style="list-style-type: none"> • Share the video with the class. • Participate in the group's discussion about the task and the shown videos. 	2
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VII. Evaluation

Since this lesson is formed by four different tasks, the evaluations will be done through different rubrics, discussed in the Assessment tools section.

VIII. Conclusion

It is expected to apply this lesson plan for the third unit of the fourth level of English with the same group to whom the teacher has previously worked. For their characteristics, it is expected that playing with the competition may bring better results. There aren't follow up activities for this lesson plan at the moment.

Assessment tools

The lesson "Experiences as a college student" is expected to cover the four skills of language while developing the intercultural competence. To achieve this, students must reflect about their own experiences as college students and compare them with people from other countries to find similarities and differences to reflect on them. As was previously mentioned, this lesson is a follow-up to the introductory lesson called "High School Experiences," that covered specifically the Intercultural competence.

This lesson is currently being applied with a group of students of the Technological Institute of Misantla, that courses the fourth semester of the Petroleum Engineering, and consists of four activities.

- Reading-oriented activity: Darcie's vlog!
- Listening-oriented activity: Hannah's vlog!
- Writing-oriented activity: Essay Experiences as a college student
- Speaking-oriented activity: My vlog!

The decision made regarding the assessment tools is based in the necessity of having a tool to have a summative evaluation of students' performance as the institution requires, and in order to help the teacher to be objective in the assessment. On the other hand, as a formative assessment, that has to be given continuously during the developing of the lesson, students must answer a self-assessment in order to gain awareness of their learning process. This is why it has been decided to use rubrics to fulfill these goals.

The warm up of the lesson consist of the reviewing of the main grammar content that is seen throughout it and the teacher should solve any possible doubt questions. Then, students' schemata are activated through a series of questions related to their life as college students, in order to help them to be ready for the following activities (*Image 6*). The benefits of doing this kind of process have been studied when -specifically- reading in a foreign language.

In order to achieve schema activation, inquirers utilized methods of asking questions related to the above formal schemata or asking students to complete skeleton outlines of the structures of the text. As a result, students were encouraged to process text in a metacognitive manner. (Man and Young, 2005).

Students should collaboratively participate to answer these questions and their answers should be gathered by the teacher in a Google Jamboard that then should be saved by the students. Once the brainstorming regarding the topic has finished, the new activity related to reading is presented.

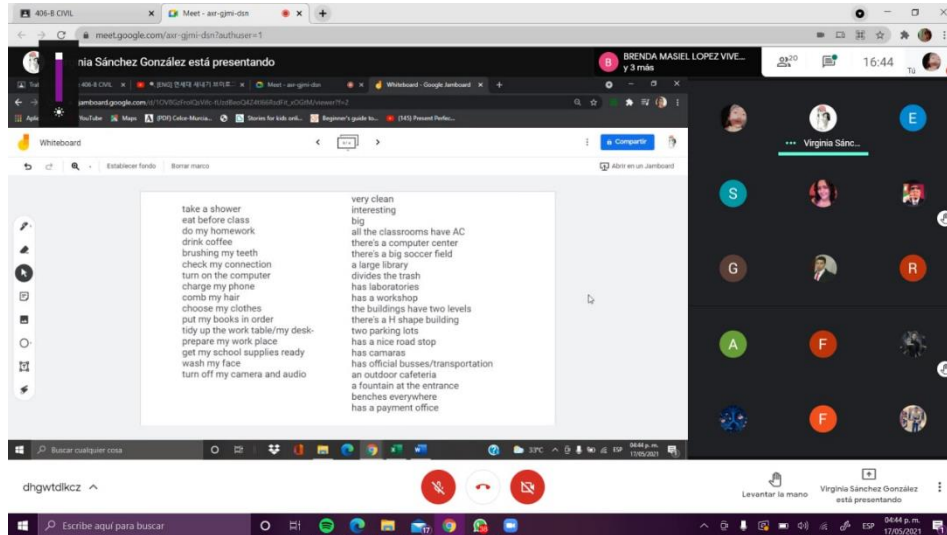


Image 7. Screenshot Google Jamboard.

Reading and Listening activity

The reading-oriented activity, Darcie's vlog!, and the listening-oriented activity, Hannah's vlog!, share the tool to be assessed. Perceived as receptive skills, the reading and listening activities will be assessed through a rubric (*Image 7*) as a means to provide summative assessment, while providing students through the development of the lesson the formative assessment. The same rubric can be applied to both activities but they will be evaluated separately. Since both activities need the introduction of specific vocabulary before giving students the authentic materials as input, it is necessary to specify how the selection and assessment of it is done.

The vocabulary provided by students in these two activities can be categorized as unknown and acquainted because some words can be recognized by students after looking at them while others are completely new. They were put in context when offered and students were told that they will see and use these words throughout all the activities.

Based on this criterion, the dimension of the vocabulary assessment is the Selective-comprehensive that "has as its aim the range of vocabulary to be included in the assessment, either because of its importance, use or meaningfulness" (EEAILE Lesson 8, 2021).

Good (10)	Regular (8)	Not good (5)
Generates answers using the grammar of the comparatives and superlatives in a correct way.	Sometimes generates answers using the grammar of the comparatives and superlatives in a correct way.	Hardly ever generates answers using the grammar of the comparatives and superlatives in a correct way.
Identifies the answers through the material.	Sometimes identifies the answers through the material.	Hardly ever identifies the answers through the material.

Image 8. Rubric for the activities Darcie's vlog! and Hannah's vlog!

Reading-oriented activity: Darcie's vlog!

The second activity once the warm up has finished is the reading-oriented one, called "Darcie's vlog!" and which corresponds to watch a video about a Korean college student. Since the audio of the video is in Korean, they are expected to read the subtitles given by the author of the video to understand what it is said. The vocabulary that is used in the first video is presented and put in context. This vocabulary can be categorized as unknown and acquainted because some words can be recognized by students after looking at them while others are completely new, and as selective-comprehensive.

A series of guiding aspects on which the students should pay their attention when watching the videos is presented.

- Food
- Mobility
- College' Building
- Classes model
- Interactions
- Extra activities
- Emotions

These guiding aspects will be retaken throughout the lesson to shape their reflections. After watching the videos, students are expected to exchange opinions with their classmates and answer the questions on their lesson worksheets.

Listening-oriented activity: Hannah's vlog!

The third activity is the listening-oriented one, called "Hannah's vlog!" and which corresponds to watch a video about a US college student. The vocabulary used in this activity can also be categorized as unknown and acquainted for the same reasons, and as selective-comprehensive. It is presented, once again, put in context. The same guiding

aspects are once again reminded to students and they proceed to watch the video. Students exchange opinions with their classmates and answer the questions on their lesson worksheets.

Writing activity

The designed writing activity is the Essay “Experiences as a college student” in which students must use all the previous reflections and the collaborative work in order to accomplish the desirable outcome. Writing, as a productive skill will receive formative and summative assessment through a rubric (*Image 8*). In this case, the process is very important because it requires students to be capable to reflect and analyze their own performance in the process. The teacher should provide students with continuous feedback through the collaborative work in the reviewing of the draft (the post writing stage).

	Good (10)	Regular (8)	Not good (5)
States a clear main idea			
Develops the idea using supporting ideas			
The sentences are well articulated and are logical between them.			
States his final thoughts with clearness			
The visuals used were strongly related with the topic.			

Image 9. Rubric for the Writing-oriented activity: Essay "Experiences as a college student".

Writing-oriented activity: Essay Experiences as a college student

Students are expected to write an essay, about their own experiences as college students, establishing a comparison between theirs and Darcie and Hannah’s. They are expected to work collaboratively on the review of the first draft of their essays. Some tools offered to students by the teacher in order to facilitate their writing process are a

comparison chart, an explanation of the parts of the essay, a review of the tenses they might use, and a list of connectors.

The writing stages are taken into consideration in the planning, establishing specific activities for each one of them.

Pre-writing

Students must fill the chart comparison offered to them as well as going back to the Jamboard of the warm up stage. They can use these elements to have ideas and as a way to brainstorm the arguments to develop in their essays.

Writing

In this stage, students are expected to work individually in the writing of their first draft, and looking for pictures they would like to add when publishing it.

Post-writing

In this stage, students are expected to work collaboratively to review their essays. This collaborative work is carried out in groups of four, in which each student is responsible for supervising a unique aspect in the essays, such as Comparisons, Object pronouns and Accuracy of verbs. one of them will act as Monitor and will be in charge of the final review, as well as solving any final doubt with the teacher. This collaborative work will be done through the tool of Google documents because this will allow the teacher to see each one of the team's members contributions.

Editing

Students must check all the corrections done by their team and then rewrite their essay. They must publish their essays on the class blog, adding any illustrations they want, in order to enrich their work.

Speaking activity

The designed speaking activity is "My vlog!" in which students must record a video that captures their lives as college students, taking into account the specific circumstances they are facing due the COVID-19 pandemic. This activity is very independent because it relies mostly in the students' performance. As speaking is another productive skill, but in a very independent process, it will receive summative assessment through a rubric (*Image*

9) and when students present their work to the class, their peers should comment in their work and the teacher can also provide feedback if necessary.

	Good (10)	Regular (8)	Not good (5)
Complies with the requirements			
The grammar for the comparatives and superlatives was correctly used.			
Reflects respectfully about the similarities and differences between him and other people.			
Shows analysis of the contexts and circumstances.			

Image 10. Rubric for the Speaking-oriented activity: My vlog!

Speaking-oriented activity: My vlog!

Finally, students can start the process of recording their own vlog about their life as college students and the requirements for such video are explained. It can be helpful to brainstorm vocabulary they may need for their videos. A time must be established for them to present the final product to the class, which must also be shared on the blog. In this stage, students are expected to comment on their peer videos and give feedback.

Self-assessment

As a closing, it has been designed a rubric that must be given to students after the final expositions of their videos. The teacher should explain to students that the rating they give themselves in the self-assessment will not affect their grades but it will help them to be aware of their learning process. They should be encouraged to answer it with honesty because it is the only way the tool will help them to learn about themselves.

Reading

	Ease	Moderate ease	Moderate difficulty	Troubled
I understood the words seen in the vocabulary and recognized them in context.				
I was able to create categories based on what I saw in the video.				
I kept my mind opened to what was shown in the video.				

Listening

	Ease	Moderate ease	Moderate difficulty	Troubled
I recognized the words seen in the vocabulary.				
I was able to find the required information.				
I kept my mind opened to what was shown in the video.				

Writing

	Ease	Moderate ease	Moderate difficulty	Troubled
I used the previous notes and notes to build my essay.				
I had a clear idea about what I wanted to share in my essay.				
I checked the aspect that was assigned to me in my partners' essays using all the available tools.				
I rewrote my essay based on all the corrections my team marked and checked it on my own before posting it.				
I selected and used pictures to support my essay when I posted it.				
I commented my classmates' essays in the class blog.				

Speaking

	Ease	Moderate ease	Moderate difficulty	Troubled
I prepared the vocabulary that I might need for my video.				
I recorded the video following the required criteria.				
I edited my video following criteria.				

I commented about my classmates' vlogs.				
When commenting my classmates' vlogs, I was able to communicate successfully my core ideas.				
I received my classmates' feedback about my work open-minded.				

Outcomes

Despite for this course a single group was chosen as the sample group, the lesson was applied to five groups, all on them from the same level and similar settings but from different engineerings. The fact that this lesson was applied to so many groups gave the opportunity to observe the outcomes in a bigger dimension though it represented for the teacher the challenge of more groups to supervise and more activities to check and grade. These outcomes are presented by activity in order to be clearer.

Darcie's vlog! (Reading-oriented activity)

It was observed that some students had troubles by creating their comparisons and ranking things they saw in the video using the comparatives and superlatives, but this activity became easier for them in the following activities.

Most students were able to catch the vocabulary presented and to understand the core information of the video, these results were pushed by two main reasons; the first one was that the vocabulary was reviewed before playing the video to them, and the focus was put in the context the words can be used; the second was that they also could rely on what they were seeing and not only reading.

Hannah's vlog! (Listening-oriented activity)

In this activity, the understanding of the vocabulary was more complicated to students because they needed to pay attention to the intonation and pronunciation of the vlogger. Despite they were able to understand the core information of the video, they could catch the words of the vocabulary to which they were more familiarized, which means they did not necessarily identify the same words.

In the second watch of the video, and after carefully reading the questions of their worksheets, most students were able to find the required information, with only few having questions or misunderstanding some words.

Essay: Experiences as a college student (Writing-oriented activity)

The writing activity were held through Google Documents, which proved to be a helpful tool to supervise and to keep track of students' work. Some highlights in the observations done through the activity were that some students developed a clear point of view and most of them selected pictures that were relevant for their essays, which was important for the activity since it was one the requirements. It was also noted that some of them had troubles developing a clear point of view and making a deep analysis about the issue presented

The aspects that can be improved is the way the collaborative work was held because it was not as efficient as wished, some teams had problems with their partners and in general despite the teams tried to follow their roles as indicated (checking the aspect it was assigned), they faced difficulties by doing so, and when the teacher checked their essays there were many mistakes to correct. This situation, in turn, caused the revision to be too time-consuming for the Teacher, that had to check the process and then check again the final products in order to grade them.

Logistic must also be improved because in the posting stage there were five groups posting in the same blog, so it was needed to implement categories to see all the activities done by one group.

My vlog! (Speaking-oriented activity)

The activity proved to be very challenging to students because it was a very independent process and it needed previous work to the recording, the recording itself and then the editing process. At the same time, some of them showed very excited about the activity since they are used to follow vlogs and are related to the influencers culture.

When students delivered their videos, it was observed that a majority of them were very creative in the edition and content, that they enjoyed talking about themselves and despite having some mistakes in the pronunciation, they put much attention to the grammar and correctness of their utterances.

An unexpected outcome of the activity was that students had issues uploading their videos on the platform and some had to find strategies to solve the problem (like uploading directly to YouTube and post the link), but some did not so it was needed to provide solutions to them, like posting the Drive link or creating an assignment on Classroom. The necessity of categories was also evident in this stage but was solved with anticipation.

It's important to mention that there was a group that needed some adaptations because they were not willing to record themselves and it would not be ethically correct to force them nor the institution would allow it, so they created an animated video and recorded their voices.

On the other hand, the focus of the teacher was on the product as a result of the process and not in the product on its own, which means the students' attitude and commitment towards work was taken into account. Despite this speaking activity does not have space for students to practice their negotiation of meaning, etc., however, it has proved to develop other important aspects of the language as well as contributing to their learning process, motivation, and self-confidence.

Conclusions

It is concluded that the planning of a lesson that covers the four skills allows to play with the use of more than one at a time since the skills in terms of activities are sometimes blended and it is hard to disassociate one of the others. In this paper, it was presented a lesson that had as a main objective to develop the ability of the students to analyze situations, contexts and circumstances to state comparisons. In order to do that, students need to be provided with the tools to do this. These tools are the grammar for the comparatives and superlatives, the introduction of the vocabulary, the review of the most common verbs to do it, and some guidelines for their analysis. The lesson, which is divided in four different activities, is oriented to each one of the language skills.

- Warm Up (Introduction)

Focused in activating the students' schemata.

- Darcie's vlog (Reading-oriented lesson)

Focused on the grammar of the comparatives and superlatives, what in turn requires a Constructed response.

- Hannah's vlog (listening-oriented lesson)

This activity is focused on the developing of the listening comprehension, since students are expected to listen and answer questions with the information given by the video, and it also requires a Constructed response.

- Essay: Experiences as a college student (Writing-oriented lesson)

A process and product activity, focused on the use of all the information previously worked.

- My vlog! (Speaking-oriented lesson)

Students will be given a problem they must solve: the creation of a vlog about their life as college students, using once again all the information they have gathered till this moment. Because of this, this task is a Higher Order Thinking according with O'Malley's characteristics.

Through the application of this lesson, it was observed that while with the time I have acquired more tools and knowledge that have improved my abilities when it comes to planning, sometimes it is still difficult to know how the activities should be assess because our personal criteria will always be part of it and it is important to work in the validity of the assessments. It is equally important to engage in the planning of authentic activities, this is, situations that help students to acquire the language, providing comprehensible input that does not put stress in the students, yet it challenges them. There is still a long way to go, but it is very clear that it has been less hard to understand the steps of the process of planning.

Changes and additions to this lesson were adapted because some aspects were not seen while developing and in fact, there were some issues regarding these aspects, for example, in the use of Google Documents as a tool to see each one of the teams' contributions, there were groups in which some of the team members do not connect regularly. Other difficulty that presented in the process was that a group did not feel comfortable sharing personal information with the class. As expected, the lesson was adapted in terms of the students' needs.

What students have learnt through this lesson is how to use the comparatives and superlatives (through exercises with real information), new vocabulary (by presenting it in context and being related to the topic), the way to state an opinion (by using connectors), the reasoning behind the use of the tenses, and how context modify someone's experiences, by analyzing their peers' context and their own.

As a teacher, through this specialization I have acquired theoretical support for my teaching decisions, that helps to give coherence to the sequence of the lessons, I also

have learnt to work with the schema theory so I can avoid starting my lessons out of the blue and confuse students, I have learnt how to deliver a proper planning and that the teaching labor requires time and hard work. Some challenges I have faced during the specialization and my labor as a teacher are related to the online model that education has at the moment. To start with, unstable connection from teacher and students creates multiple complications, the online model is very time-consuming when it comes to grading, checking homework and creating online materials for students, which in turn, can evidence logistic issues, and the most important aspect that is the mental health, since this has been a hard year for everyone.

Despite all this challenges, I am very grateful for all the things I have learn throughout the specialization and the development I have achieved as a teacher. I noticed that my confidence and ability to write have improved, for which I am very excited. I have realized I enjoy working through projects because despite being a lot of previous work, it is an easier process at the moment to be held with students.

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Appendixes

Worksheet

Name: _____ Group: _____

Experiences as a college student

Grammar check! Comparatives and Superlatives

Short Words	
Ends with y-ier Happ___ Craz___ Laz___	Comparatives
One syllable and one vowel-double last consonant + er Big___ Wet___	
Irregular Bad-Worse Good-Better Far-Farther/Further	Superlatives
Ends with y-est The happ___ The health___ The laz___	
One syllable and one vowel-double last consonant + est The big___ The fit___	
Irregular Bad-The worst Good-The best Far-The farthest/The furthest	

Long Words	
Add more in front of the adjective (+ than) ____ exciting ____ relatable than ____ elegant than	Comparatives
Add the most in front of the adjective ____ expensive ____ dangerous ____ exciting	Superlatives

1. Warm Up

- How do you get ready to take your classes at the moment?
- How are your college facilities?

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- How do you organize your activities?
- What do you do in your spare time?

2. Darcie's vlog

Vocabulary

What do you think these words mean? Have you heard them?

- Clumsy
- Vending machine
- Cheap
- Huge
- Speed

★ Watch Darcie's vlog about her college in Seoul, South Korea, and reflect on the following aspects.

Yonsei University Rookie Vlog: Honbap George / Lover / Library (연세대 새내기 브이로그 : 혼밥 조지기 / 애옹이 / 도서관) : <https://www.youtube.com/watch?v=qSO8mIUgLBQ>

- Food
- Mobility
- College' Building
- Classes model
- Interactions
- Extra activities
- Emotions

What were the three things that caught your attention the most?

Find three different categories to rank what you saw in the video (ex. The most relatable, the scariest, etc.).

Reflection

What do you think about?

3. Hannah's vlog

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vocabulary

What do you think these words mean? Have you heard them?

- Commuter
- Flip-flop
- (To) get carried away
- Barely
- Awkward
- Messy
- Overwhelmed
- Thrilled
- (To) go with the flow
- To figure out
- Unprecedented

★ Watch Hannah's vlog about her first day of her senior year in college and answer the following questions.

FIRST DAY OF COLLEGE VLOG: senior year during a pandemic (2020):
<https://www.youtube.com/watch?v=Ew07RdqNiDE>

a) What year is Hanna coursing at the moment? How does she feel about it?

b) What model are all her classes using?

c) Can you explain what this model consists of?

d) What has her school done to help the commuter students like her to zoom in to their classes?

e) How was her first in-person class?

f) What was her overall opinion about this school year?

g) What's your own opinion about it? Do you agree with her?

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Reflection

What do you think about?

4. Essay: Experiences as a college student

Write a short essay making a comparison between the experiences of Darcie and Hannah's and your own. Don't forget to use the comparatives and superlatives. The essay must be one page in arial 12, spaced 1.5. Use these guidelines to help you.

- Food
- Mobility
- College's Building
- Classes model
- Interactions
- Extra activities
- Emotions

★ To help yourself, you can fill the following chart but remember that you are expected to deliver an essay in a paragraphs format. Check the connectors that you studied in the third level ([click here](#)).

	Darcie	Hannah	Me
Food			
Mobility			
College's Building			
Classes model			
Interactions			
Extra activities			
Emotions			

Check the parts of an essay and clear any doubt with your teacher.

Parts of an Essay	
Introduction	Presents the topic that will be discussed and the purpose of the essay.
Body	Develops the main idea and deepens it with supporting ideas. The author presents his/her arguments and develops them.
Conclusion	Summarizes the arguments given in the body and gives the author's final opinion.

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★ Complete the chart for the tenses that you may need for your essays, and how to use them.

Structure:	Present Simple To state beliefs, facts and routines.
Structure:	Simple Past Completed past actions.
Structure:	Present Perfect Simple Actions that started in the past but are still true or might happen again.
Structure:	Present Perfect Continuous Actions that started in the past and are still happening now. The emphasis is in how long has this action been happening (duration).

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First draft

Once you have written your first draft, you'll work collaboratively with your assigned group. Each one of you will check a specific aspect. Please write down the assignation of the roles.

Team:	
Comparisons:	
Object pronouns:	
Accuracy of verbs:	
Monitor:	

Once the first review has finished, you need to rewrite your essay and share it with the rest of the class in "The English Journey" Edublog. Add any illustrations you want!

Edublog Code: TEJ or <https://edublogs.org/?join-invite-code=8358519-tej>

5. My vlog!

You must vlog your own experience as a college student. The requirements of the video are the following.

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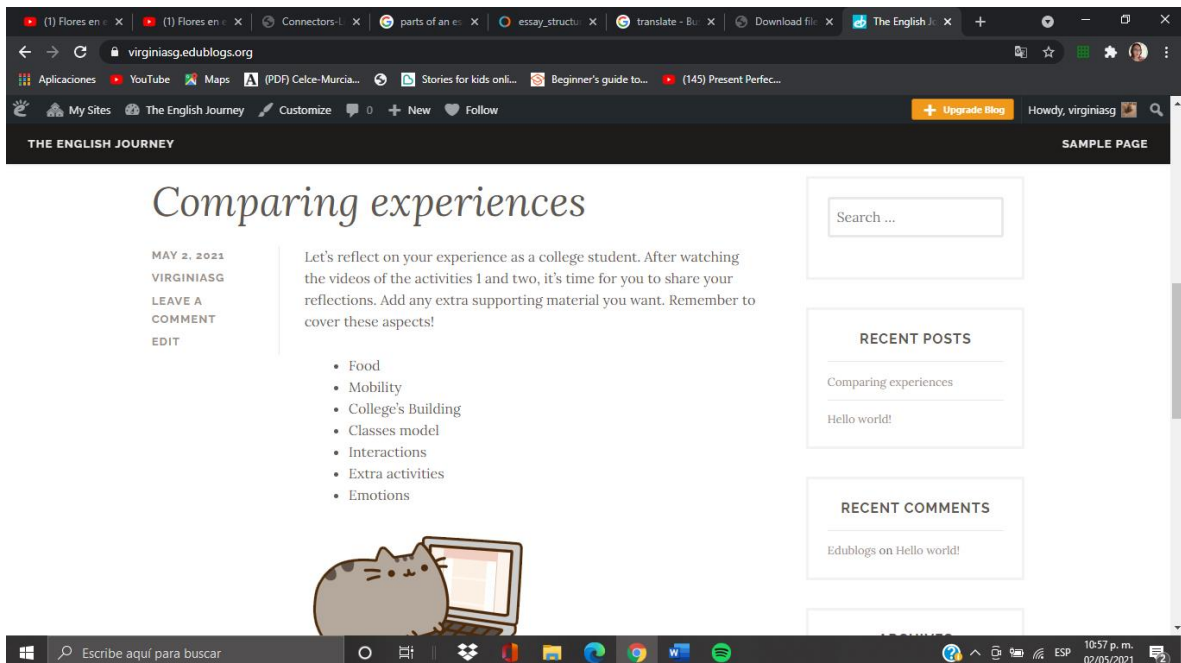
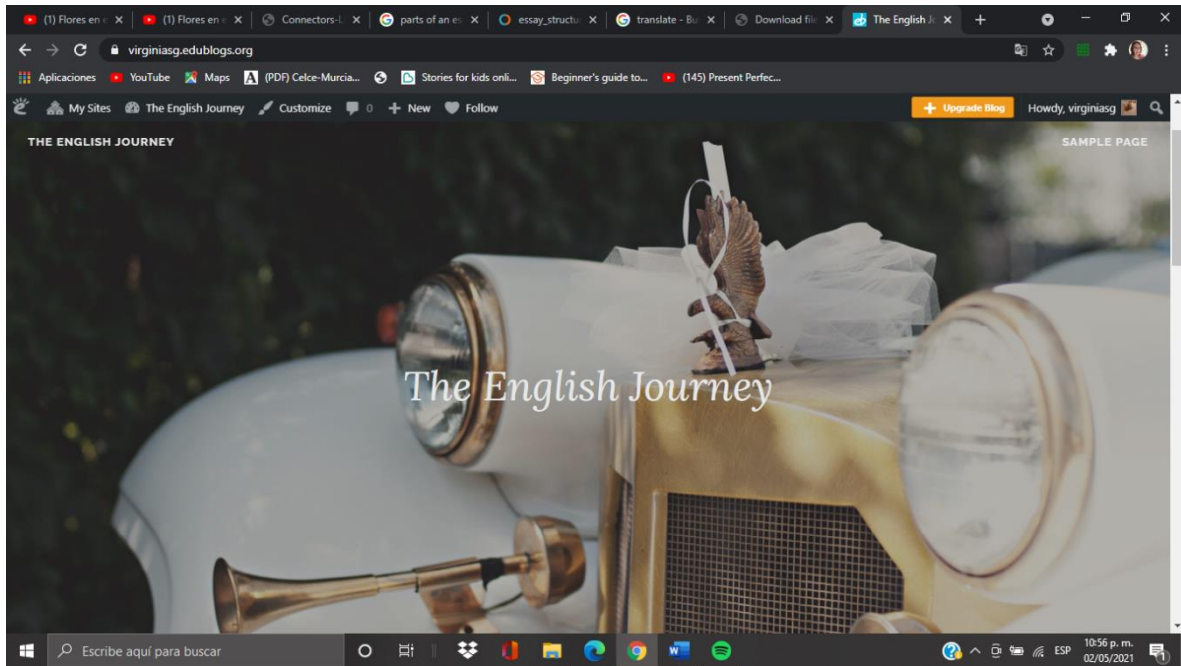
- 9-10 minutes length.
- Should cover your process as a student from the moment you wake up to when you go to bed (how you get ready for classes, your routines, the distractions you may have, etc.).
- When speaking to the camera, you should speak in English, but the interactions captured will be accepted in your native language.
- You must provide an overall opinion at the end of the video.
- The video must be self-explanatory.

You can edit the video with freedom, just make sure is adequate for the educational environment. Share it on the ["The English Journey" Edublog](#).

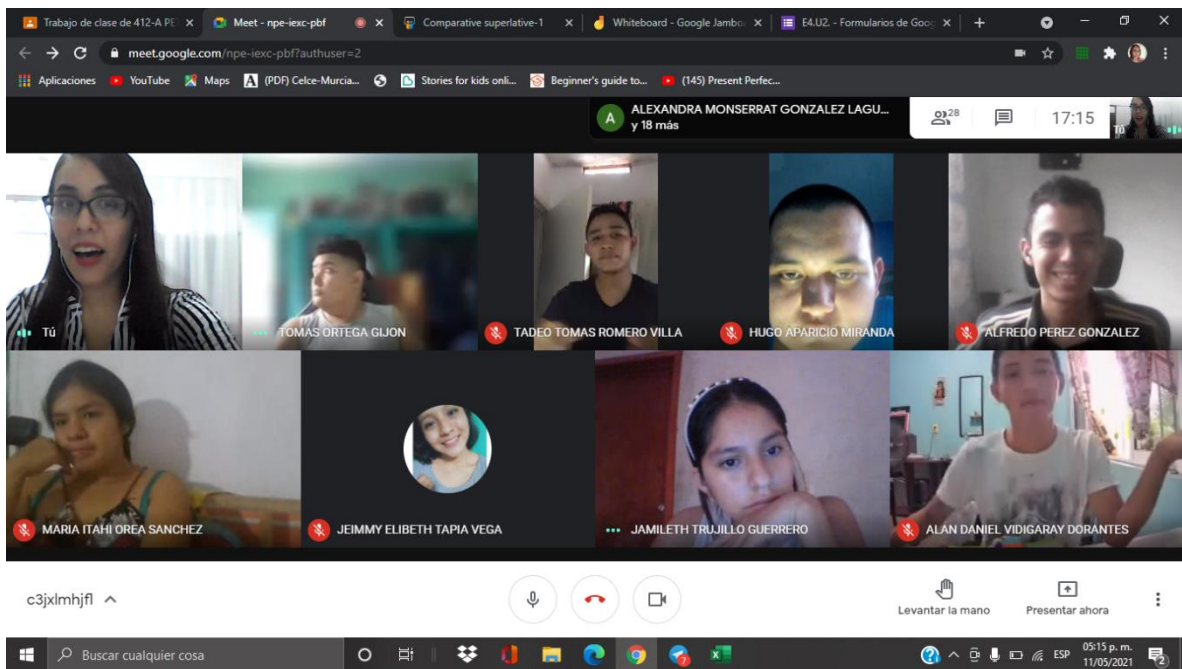
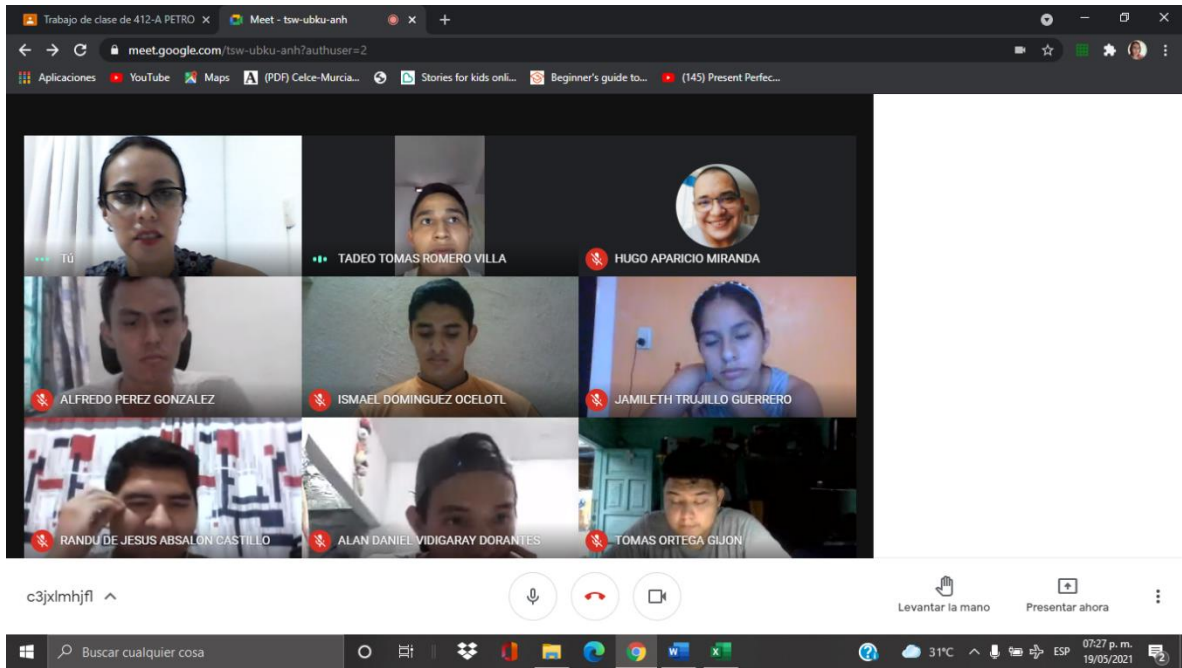
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Screenshots of the blog



Screenshots of the classes



The screenshot shows a Google Meet interface. At the top, the browser address bar displays 'meet.google.com/axr-gjmi-dsn?authuser=1'. The Meet header shows 'nia Sánchez González está presentando' and 'BRENDA MASIEL LOPEZ VIVE... y 3 más'. The time is 16:44 on a Tuesday. The main content is a Jamboard whiteboard with two columns of text:

take a shower	very clean
eat before class	interesting
do my homework	big
drink coffee	all the classrooms have AC
brushing my teeth	there's a computer center
check my connection	there's a big soccer field
turn on the computer	a large library
charge my phone	divides the trash
comb my hair	has laboratories
choose my clothes	has a workshop
put my books in order	the buildings have two levels
tidy up the work table/my desk	there's a H shape building
prepare my work place	two parking lots
get my school supplies ready	has a nice road stop
wash my face	has cameras
turn off my camera and audio	has official busses/transportation
	an outdoor cafeteria
	a fountain at the entrance
	benches everywhere
	has a payment office

The right sidebar shows a grid of participant avatars, with 'Virginia Sánc...' highlighted. The bottom of the screen shows the Windows taskbar with the search bar 'Escribe aquí para buscar' and the system tray displaying '04:44 p.m. 17/05/2021'.