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TRABAJO RECEPCIONAL

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

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UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPOSAL FOR EDUCATIONAL INTERVENTION A METHODOLOGY TO REDEFINING LEARNING AND TEACHING USING TECHNOLOGY WITH HIGH SCHOOL STUDENTS

DISSERTATION PROJECT

**TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGN
LANGUAGE, ONLINE MODALITY**

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MEXICO CITY, JUNE 13, 2021.

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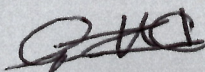
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Introduction

This dissertation project has been developed with the intention to propose a methodology to redefining learning and teaching using technology with post-secondary students. I will present a lesson plan that contains integrated and interrelated activities with an intercultural approach that will be carried out in my virtual English Language classroom. The lesson planning will cover a topic from the syllabus from the Colegio de Bachilleres we are teaching at 2021-A semester. The lesson has a set of intercultural activities that will help teenagers from high school develop cultural awareness in the process of teaching English language alongside the development of life skills known as competencies. The series of activities will exercise reading, writing, listening and speaking using technological tools within the framework of the program in Colegio de Bachilleres.

The acquisition of language skills and life skills known as competencies through the learning process is one of the key features of the core curriculum established by the Reforma Integral de la Educacion Media Superior and is endorsed by the Secretaria de Educación Pública in Mexico. The program of English language in Colegio de Bachilleres has six semesters. We must guide students through to level B2 of the Common European Framework of Reference for Languages.

The strategies in this assignment will provide relevant linguistic communication for post-secondary teachers and students. I will provide English students new learning methodologies using modern technologies with engaging materials to develop the four language skills. I will also give students tools to develop autonomous learning and critical thinking skills, which will promote team work and collaboration.

The dissertation project is based on the methodological principles, concepts, and approaches from the Specialization in English Language and Teaching as a Foreign Language. The innovative methodology used in these strategies ensure students will be qualified to put their knowledge and skills into practice in everyday situations. The materials will pay special attention to the six areas of generic competencies established by the Colegio de Bachilleres.

Finally, taking into account the theories mentioned in the EEAIL program, we must consider lots of elements and put into practice different strategies to strengthen our students' reading, writing, listening and speaking skills in English. For teaching English, we must encourage students to reflect on themselves, both as individuals and as members of local, national, and international communities. We have to make sure that students acquire language skills and life skills for their continued linguistic, cognitive and social development. Students using this approach will develop a full linguistic range and will apply their minds to the generic competencies to become successful learners.

Methodology of the Project

This project consists of a compilation of best practices in working with the four language skills in the language classroom which include reflections on the use of digital resources. The project offers a series of linked activities, the lesson plan presents and practices language in six different sections: through learning vocabulary in context, reading texts, listening to recorded passages, analyzing grammar, and through speaking activities and writing tasks.

The lesson starts with a question that give students an opener into the topic, as well as visuals that will help them engage with the topic.

Reading

The reading task presented in this lesson plan is authentic. This ensures that the learner will be able to understand and benefit from the text he or she might meet in the future. The student is expected to understand the overall message of the text, as well as its purpose and some of the specific language details it displays. The students will use the reading text to understand new words in context, and the grammar section will refer back to the text so that they can analyze language and see how it is used by native speakers.

Listening

Essentially the listening text will serve the same purpose as the reading task. Students will hear language used for oral communication, focus on the overall meaning, and pick out key vocabulary necessary for comprehension. They are expected to infer the meaning behind the words in this lesson plan which is a necessary skill in real life conversations. The listening task will be done in pairs and groups to build confidence and lead naturally on to discussion work.

Vocabulary

The vocabulary section presents words in context or in families to help students remember the new words more easily. Vocabulary sections will include a task that require the students to categorize the language, as well as use it in meaningful practice.

Grammar

The Grammar section will follow the listening task. This is because the section will need it for an inductive approach to grammar. The students are expected to think about the language they have seen or heard and then to make general rules that will help them use the language in different situations in the future. Where there are exceptions, these will be pointed out, and the students will be encouraged to make comparisons between the target language and their own native tongue. Grammar that has to be thought about and figured out is more memorable than grammar that is merely demonstrated. The Grammar section also includes a deductive approach to the learning of the structure. In the activities, students will be asked to complete a table to illustrate the rules and also practice the rules in controlled exercises.

Speaking

This skill is often thought of as the most difficult for language learners in Colegio de Bachilleres, in this lesson plan, speaking will be made easier because the topic in the Reading and Listening section will generate the need to speak in order to express personal ideas and opinions, and the Grammar section will give students a good structural basis for personal expression. During the lesson, students will move on from controlled practice, which gives them confidence, to freer practice.

Writing

The writing task will reinforce the structures and vocabulary initially presented in the Reading and Listening sections, and then analyzed and practiced in the Grammar and Speaking section. Students learn in different ways, and the writing section will help those students who like to keep a written record of their progress. Here, however, not only do the written task will provide repetition of work done in the previous sections, but students are also encouraged to express their own ideas.

1.1 Teaching Philosophy and Professional Identity

What makes a good teacher great? I have heard a lot of answers, with lots of examples. I am going to share some of the most profound answers I have received. I was told a great teacher loves to teach. The answer that followed was a great teacher loves to learn. Finally, great teachers for most people are masters of their subject matter, experts who know about everything, guides, presenters, givers of knowledge. However, we are not pure and simple transmitters of knowledge, we are a means to achieve the development of our students in cognitive, social, and emotional. Based on this premise, I think that the role of the teacher is to act as a facilitator, and work with students to help them find purpose in their lives, while at the same time, to inculcate passion in them for learning and continue exploring beyond the classroom.

Communication is the final result of any language, in that, the goal of any language learner is to be able to express their thoughts, feelings and emotions effectively with others. As a high school English teacher, I believe it is very important to interact with students in an engaging manner, which allows them to foster their communication and critical thinking skills. As a facilitator, I try to bring as much enthusiasm as possible to my class, in my planning, I try to engage students by integrating a variety of authentic materials, innovative methodologies and techniques. The latest reform considers it to be very important that students have the opportunity to work collaboratively. That is to say, we must ask students to collaborate not only with us as teachers, but with the other students by using language in meaningful ways instead of having a class focused on grammar, lecture and mechanical exercises.

I think that there is a problem in education at the moment. For years, teenagers have been praised for their intelligence or good grades. These students desire to outperform others and demonstrate (validate) their ability. They want to get high grades, but they are not necessarily interested in learning on their own. I always try to encourage my students to continue learning. Continuous learning forms a necessary part in acquiring critical thinking skills and discovering new ways of relating to people from different cultures. We must motivate students to work hard, provide them language skills, life skills and teach them different learning strategies. This way, they will be better able at English, they will learn the English language by themselves. We must foster a classroom atmosphere in which learning is a fun and inviting environment. I want students to be excited about discovering language, and to have a desire to practice both in and outside the classroom. Motivation is the most important factor in language acquisition, when we motivate students, they implement their own learning strategies, identify which work for them and that which do not, they become autonomous learners and continue exploring beyond the classroom on their own.

I believe we must redefine learning and teaching using technology. Teaching methods and Approaches depend on the types of students we are teaching. When I teach teenagers, I almost always rely on dialogue and task-based activities that create interaction between students. When I teach 6th semester students, I use sources and authentic materials that motivate them. We need to adopt an identity to tackle with the complexities of the teaching process. We must create a student-centered classroom environment, propose real-life situations, real tasks and design learning materials that suit our students' needs.

There are a lot of variables in a teaching environment such as students' knowledge, skills, and learner needs. So, we must do our best to improve as teachers. This implies, we must keep on working to improve our language skills, as well as continually find ways to improve our teaching strategies, styles and methodologies through courses and workshops as well as peer evaluations with colleagues. Additionally, we need to possess pedagogical knowledge to have empathy for students, we need to transform learners' thinking. Our students' needs should be the main priority. As teachers, we must inspire learners. Our objective is to teach learners how to learn, not

to provide them knowledge. For this reason, our mission is to create an environment that provides all students the opportunity to success.

Recent changes such as school reforms, increasing student diversity in our classrooms and the pandemic are challenges we need to face with. So, we must be able to examine our teaching competencies and adapt to these changes. Within this context, I believe the most important part of teacher excellence goes beyond subject knowledge and didactics. We need to establish a constructive social relationship with our students. Without a good relationship, student learning will remain limited.

I have been working as an English teacher for ten years. I feel my professional identity is more defined. As facilitators, we must be experts on the subject matter, pedagogical experts, and didactical experts. I now believe, as a result of my studies in the EEALE program, it is necessary to explore different theories and approaches to be an effective professional. What we do as facilitators develops our students' professional knowledge and influences in their learning process. In this setting, this is not about the normative associated with my institution. I know, we must be aware of the purpose, goals, and values. But my professional identity is more associated with the real-life day-to-day practice, making sense of the work of teaching. I must keep on working with this process of continuous evolution and adapt to this new normal. We need to combine what we know (curriculum expertise) and the pedagogy we use and put it into practice. Not only, we must focus on pedagogy and its application to the classroom, but also think about our progress and goals to develop our teaching competencies to be effective in paying attention to our students' individual differences.

As I said, learning a second language is a complex process that includes many factors. It is necessary to know some aspects about the learner such as age, scholarship, interests, motivation among other factors. Nunan (1991) states that learning to speak a foreign language could be successful when the learners are involved actively in attempting to communicate. Krashen (1981, 1982) argues that “the opportunities for a comprehensive second language acquisition process are maximized when learners are exposed to language which is just a little beyond their current level of competence”. In the process of learning a second language, we must

integrate technology, research, teaching experience, pedagogy, didactic, autonomy, and freedom to think critically, in order to make the necessary changes in the lesson planning to develop students' life skills.

1.2 Theoretical Foundations

This chapter delineates the theoretical basis used to describe the social and contextual focus of the research, focusing on the development of life skills known as competencies in an effort to teach English as a foreign language in online learning. The Project adopts a holistic approach that looks at the concept of learner autonomy and at L2 learning as a social practice. The theoretical basis draw on some concepts from the Sociocultural Theory and the Interactionist approach combined with competencies and technology; at a micro level, it draws on the Communicative Approach, to analyze everyday situations in online learning.

"What is a Second Language?" (L2). According to Wikipedia a second language is any language that a person uses other than a first or native language. If Spanish is our first language and we learn English, it means that English is a second language, so in this first chapter I will focus on a main conception, the development of life skills known as competencies and reflect on the three schools of thought.

Behaviorism and Structuralism, Generative Linguistics and the Sociocultural Theory. These three approaches are relevant to our teaching practice because they have lots of elements on how English is learned. Although these theories have limitations, they have a big influence on the way language is taught, we must delve back into these approaches because we use a variety of approaches depending on whom we are teaching. In fact, I have used a variety of approaches in the lesson plan for this dissertation. Specific elements of the approaches used for this project are detailed below.

The hypothesis behind this methodology is that learning a language comes through having to communicate real meaning in various cultural contexts alongside the

development of life skills. I examined two main approaches: the Communicative Language Teaching and the Intercultural Approach.

Communicative Language Teaching (CLT) is normally considered as an approach to language teaching (Larsen-Freeman, 2000; Richards and Rodgers, 2001). It is based on the hypothesis that the key function of language use is communication, and its primary goal therefore is for learners to develop communicative competence (Hymes, 1972, Richards and Rodgers, 2001; Ying, 2010). In simple words, the main purpose is to make use of real-life situations that require communication.

CLT mainly focuses on developing language learners' communicative competence (Tsai, 2007). Pei-long (2011) also argues that language teaching should center on communicative proficiency rather than mastery of sentence structures. Therefore, several researchers identify CLT as one of the most influential and effective language teaching methodologies that increase learners' communicative competence (Laio, 2000; Savignon, 2002; Ying, 2010).

According to the EEAILE program in Module 1, Unit 3 Lesson 9, the Communicative Language Teaching is a model with many interpretations and manifestations; it is related to issues such as authenticity, acceptability, and adaptability. It is difficult to set a definition since it is a combined but broadly based, theoretically knowledgeable set of conceptions about the nature of language and of language learning and teaching.

Given the existing English teaching circumstances in Mexico, it is a real challenge to implement completely a CLT approach in our country. Congman Rao (2002) pointed out that certain barriers need to be overcome for the effective implementation of CLT in non-English speaking countries (Burnaby & Sun, 1989; Ellis, 1996; Li, 1998; Rao, 2002).

Bearing the previous ideas in mind, students must learn in terms of communicative competence rather than linguistic competence; the main goal is the ability to use the language appropriately rather than the grammatical knowledge.

This model with some of its elements are the basis for this project. The final aim of this project is to develop communicative competence. The purpose is not to teach students the rules but teach them how to communicate using the language. In the lesson plan, students learn language as they use it to communicate their thoughts. Authentic and meaningful communication are the goals of this online class activities. The activities make emphasis on fluency rather than accuracy, they involve the integration of the four language skills. Students use the language through communicative activities such as games, role-plays, and problem-solving tasks. The class includes the use of authentic materials, as we must give students the opportunity to develop the language as used by native speakers. Above all this, we must adapt our activities to our specific context.

On the other hand, Chlopek (2008) comments that "teaching and learning a foreign language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary and syntax". As a result, just as people acquire their first language and their local culture at the same time, foreign language learners should also gain cultural competence along with linguistic abilities.

Apart from different cultural methods and approaches, our role as teachers in teaching culture is very important. According to Türkan and Celik (2007), although language teaching materials may not include explicit units of the target language's culture and its teaching, it is the language teachers' responsibility to find practical solutions to this problem and to integrate such units into our teaching in one way or another.

The EEAILE program mentions that the lack of understanding of English language culture and cultural differences can be one of the common weaknesses of Mexican EFL students. It is also mentioned that foreign language teaching and learning cannot be performed effectively without an appropriate understanding of its specific culture.

Zhu (2014) makes emphasis on the importance of cultural input in the teaching of a foreign language, to achieve a successful intercultural communication, not only is interaction and negotiation essential, but so is the students' awareness of the cultural

and linguistic differences that exist in the language. Language learners will be exposed to cultural situations after they achieve mastery of the linguistic features of the language.

In Colegio de Bachilleres, there are students of similar cultural backgrounds, but they must be prepared to encounter different situations, for example scholarships as exchange students or job opportunities in different companies.

The following activities that I propose have been designed for culturally homogenous classes. However, many of them can be adapted for multicultural settings. This project integrates different building activities about diverse cultures and developing intercultural awareness. Students will learn about the American culture through various activities.

For example, I begin with my students' own cultural background and the culture that they have direct contact with, the American culture. For example, I present an authentic reading task in such a way that students can cope with a more difficult text, it is essential that intercultural training begin as early as possible. I also ask students to work as a whole group and compare their ideas. They are asked to check the collected information reflectively from an objective point of view, as if through the eyes of the American culture. This is followed by a whole-class discussion during which all students report on what they have found out. For example, students might come up with statements such as: "In the United States, they see the word love different to our culture". We think it is strange, because in Mexico means you cannot say "I love you" to a person who you have been going out for a week".

Having defined what is meant by CLT and Intercultural Approach, let's move on the next point, How Do We Learn a Second Language (L2).? There are three key elements students must be exposed to, the first, comprehensible input, comprehensible output, and private speech. These concepts are important in understanding how our students learn and develop their life skills in the teaching learning process. The following theories will help us better understand how students

acquire a second language. The table below explores the features and differences between acquisition and learning.

Differences between acquisition and learning taking into account different theorists.

| Theory | Language Acquisition | Language Learning |
|--|--|---|
| | <p>Learners acquire language through a subconscious process during which they are unaware of grammatical rules. This happens naturally when they acquire their first language.</p> | <p>Language learning is the result of direct instruction in the rules of language, learners have a conscious knowledge of the new language, and they can talk about knowledge.</p> |
| <p>Structuralism</p> <p>Structuralism (the structuralist tradition originates from the field of linguistics) is a school of linguistics or a theory in which language is seen as a complex structure, this approach to linguistics focuses on the form of the language. In this theory language is seen as a complex structure.</p> | <p>There was no need to refer to the language users. Concerning the study of language in use, structuralism rejected any “mentalist” approach that is, any approach that took account of the user as a creative generator of language.</p> | <p>Structuralism was concerned with describing several aspects of the language including the phonology, syntax, and morphology. It focuses on the grammar, stressing habit formation as a mode of learning, memorization, and repetition drill.</p> |

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| <p>Behaviorism</p> <p>Behaviorism is another school of psychology that bases learning on the interaction between a stimulus and a response. The learner requires multiple stimulus to learn a second language. They learn the language from other human role model through interaction with the environment.</p> | <p>The learners acquire a second language through a process that involves imitation, rewards, and feedback.</p> | <p>Learners after a certain age (7), they already have a fully developed L1 system. In fact, some may have knowledge of more than one language, this means that our students have already learned “habits” that are specific to our language L1. When learners deal with the work of learning another language, they develop a new set of habits that are specific to this language.</p> |
| <p>Generative Linguistics</p> <p>The second school of thought in SLA, generative linguistics, the field of linguistics, argues that language could not be explained as simple responses to stimuli. This theory tried to explain the underlying rules of the NSs’ complex grammar, deep structures and the interpretation of sentences.</p> | <p>According to Chomsky’s formulation, the human being can learn any language because his genetic has given him the ability to acquire any language.</p> | <p>It was Chomsky that identified the fact that if learners are given grammar rules, they can combine the words and create their own sentences (new sentences).</p> |

| | | |
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| <p>Sociocultural Theory</p> <p>A theory of learning and of human development. According to Vygotsky, languages are learned as a result of interactions between social and cognitive factors.</p> | <p>Vygotsky states that the cognitive development of learners focus on the importance of cultural and social context for learning.</p> | <p>Learner's environment plays an important role in the students' learning development. According to Vygotsky the learning process involves three key themes: culture, language, and the “zone of proximal development”.</p> |
|---|--|--|

1.3 Theoretical basis about language, language learning and language teaching

The theoretical basis of this project draws on both Cognitive Interactionist Approach and Sociocultural Perspectives to Second Language Acquisition (SLA).

The interactionist Approach and the Output Hypothesis of SLA had a cognitive interactionist perspective. However, Swain (2000) broadened the definition of output as a communicative cognitive activity mediated by collaborative dialogue. From a sociocultural perspective, learner’s “internal mental activity has its origins in external dialogic activity”. In other words, language learning happens during a collaborative dialogue. It is important then to briefly explain both theories.

The Input Hypothesis (IA) is a group of five hypothesis of second language acquisition developed by Stephen Krashen.

The Input hypothesis

The Monitor hypothesis

The Acquisition-Learning hypothesis

The Affective Filter hypothesis

The Natural Order hypothesis.

The input hypothesis was first published in 1997, Krashen put importance on the comprehensible input CI that language learners are exposed to understanding, spoken and written. Language input is seen as the only mechanism that results in the increase of underlying linguistic competence. Krashen states that language is acquired through exposure to comprehensible input. The Input hypothesis is only concerned with 'acquisition', not 'learning'. For example, students improve when they receive second language 'input' that is one step beyond their current level of linguistic competence. If a student is at a level 'i', then acquisition takes place when he is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. If a student is not able to produce the target language but he can understand that would be the definition of 'Comprehensible input'.

According to Krashen language learning has two distinct processes: acquisition and learning. The first is an unconscious process that involves meaningful interactions in the target language in natural communication settings, the other one is a conscious process that involves receiving information about the target language (form and rules), transforming it into knowledge and storing it in memory. A good example of second language acquisition is when people live abroad for a year or two, often achieving near native fluency while knowing little about the target language forms or rules. They speak the language fluently without having any concept of phonology, nor any idea of what a present continuous tense is, but instinctively they learn to recognize and know how to use the language structures.

These factors led Krashen to believe that input is the most important factor in second language acquisition, while other researchers such as Swain, (1985- 2005) believe that output is as important as input, and it is a central aspect of language learning.

On the contrary, Merrill Swain (1995) argues that just comprehensible input is not enough for second language learning, she said that there are students who are

exposed to the L2 for years and still lack native-like speaking and written skills. These observations led Swain to propose the Output Hypothesis. Swain affirms that “the act of producing language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning” (Swain 2000, p.471). Swain (2000) believes that by creating output, learners are forced into a more deeply mental effort than when receiving input. “Output may stimulate learners to move from the semantic, open-ended, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production”.

Long and Krashen saw comprehensible input as a major factor in second language acquisition. Although comprehensible input plays an important role in Krashen’s input hypothesis and Long’s interaction hypothesis, there is a difference in the ways these two researchers saw comprehensible input. The Interactionist Approach describes the interaction L2 learning relationship as “negotiation for meaning, that triggers interactional adjustments by the native speaker or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (Long, 1996). When learners experience difficulties in communicating, they try to overcome those problems by modifying or restructuring their utterances, what is referred to as negotiation for meaning (Long, 1981).

Susan M. Gass and. Evangeline Marlos Varonis state that the miscommunication that happens between interlocutors can have two origins: misunderstanding and incomplete understanding. Misunderstanding refers to a “simple disparity between the speaker’s and hearer’s semantic analysis of a given utterance” (Gass & Varonis, 1991). In a misunderstanding, interlocutors do not recognize a disparity or do not bother to investigate it, so communication goes on to a different topic or it is terminated all together. Incomplete understanding refers to when “one of more participants perceive that something has gone wrong” (Gass & Varonis, 1991) and try to remediate the problem by negotiating meaning. Such negotiation involves communication strategies which may result in the successful transmission of the intended message or a complete lack of understanding.

According to the IA, interaction serve as a device where learning takes place, with negotiation being the initial step in learning (Gass & Selinker, 2001). Negotiation is part of perception and consciousness, that is, the process by which learners compare the input with their cognitive knowledge (Smith, 2003). Therefore, interaction offers learners with opportunities to negotiate form and meaning and to “notice the gap” (Schmidt & Frota, 1986) between their production and the target language. When learners perceive difficulties in message comprehensibility, they try to overcome these obstacles by asking, for example, for clarification requests, repetition, or confirmation checks to achieve comprehension.

From a Sociocultural Theory perspective, Swain (2000) argues that collaborative dialogue may bring students’ attention to both form and meaning to build linguistic knowledge. Swain (2005) argues that “the dialogue that students produce collaboratively provides them both with opportunities to use language, and opportunities to reflect on their own language use. Together their jointly constructed performance outstrips their individual competences”.

2.1 Lesson Plan

| | | | | | |
|--------|---|---|-----------------------------|--|--|
| Unit 4 | Topic: Choices Lesson 4: Speed Dating | Grammar: Adverbs of degree (very/really) | Vocabulary: Very, really | Function: Describing people’s physical appearance and personality. | GENERIC COMPETENCIES Me Communicate Think Collaborate Learn Act |
|--------|---|---|-----------------------------|--|--|

| |
|--|
| LESSON PLAN: Warm Up: The lesson starts with a question that give students an opener into the topic, as well as visuals that will help them engage with the topic. What qualities do you look for in a girlfriend/boyfriend? Ask the question what qualities they look for in a girlfriend/boyfriend in the opener and give students time to think about their answer. Have students volunteer some qualities and write some on the interactive board. Ask the class if they think men and women look for the same things. Have a class discussion. |
| INTRODUCTION |

Reading:

A. Have students look at the question **What do you think speed dating is?** Elicit some answers. Students read **the web page** and check if their guesses were correct.

B. Students read the comments made after **a speed dating event** and circle the positive comments and underline the negative ones. Write the two categories on the interactive board and elicit answers. Write the comments under each category.

Comments:

1. I like Peter. He's really handsome, and he's very interesting, too.

2. Karen is nice. She isn't very pretty, but she's really smart and funny.

3. David has beautiful eyes, but I think he's really boring. He talks about soccer all the time!

4. Gillian seems nice, but she's really shy. I'm looking for somebody more outgoing.

5. Hannah's really good-looking, but she isn't very talkative. Maybe she isn't very self-confident.

6. Ian is really great. He's really amusing. And I'm looking for someone who makes me laugh.

C. Have students focus on the interactive board and ask volunteers to participate and write next to each comment whether they are about physical appearance or personality. Ask students to transfer the comments into the table in their SB.

| Physical appearance | Personality |
|---------------------|-------------|
| | |

D. Have students look at the questions and have a class discussion on the topic

Are events like this common in Mexico? What does it tell you about the cultures where this type of event is popular? In which parts of the world wouldn't it be popular and why?

DEVELOPMENT

Grammar

A. Have students focus their attention on the comments still on the interactive board. Ask them to circle true or false for each statement. Choose students to give you the answers and then choose others to correct the false statements.

2. GRAMMAR ADVERBS OF DEGREE: VERY / REALLY

1. The words very and really are used to strengthen the meaning of the adjectives that follow them. T/F

2. Very and really have the same meaning in affirmative sentences. T/F

3. In the negative, we use very, not really. T/F

B. Students individually write sentences about Jason and Sandra. Check answers. Ask volunteers to make sentences using the adverbs of degree with information that is true for them.

Jason: irresponsible (✓✓) generous (X) Jason

Sandra: practical (X) creative (✓✓)

Jason is _____

Sandra is _____

Quiz: Go to Activities 5 and 6 for further practice.

Listening

A. Have students look at the questions before they listen and ask them to focus their attention on finding this information when they listen. Play the audio, then check answers.

1. Do you think Harry and Martha want to see each other again?

2. Which is Harry's comment about the date? Which is Martha's comment?

AUDIOSCRIPT

Harry: Hi. I'm Harry. What's your name?

Martha: Hello. I'm Martha.

Harry: And what do you like doing, Martha?

Martha: Um. well, I like reading, and I love going for long walks. How about you?

Harry: I play baseball. In fact, I'm on the college team. I hate reading, but I like movies. Do you?

Martha: Um .. not really ... well, some movies. I like romantic movies.

Harry: Hm ... romantic movies. How about action movies?

Martha: No ... I don't like them much.

Harry: Oh. I love them! How about sports? What's your favorite sport?

Martha: I don't like sports very much...

Organizer's voice: Time... Move on to the next person, please!

B. Play the audio again while students write the questions asked in the audio. Students add to these questions other questions they would like to ask someone. Students make notes of things they would like to say about themselves.

C. Students work in pairs and act out a conversation using their notes.

CLOSURE

Speaking:

A. Students individually make a short list of things they would like in a girlfriend or boyfriend. Then in small groups they discuss which things are important and which aren't.

B. The group continues to discuss the questions. Students take turns answering the questions, and the others follow up with more questions if necessary.

Would you go to a speed dating event to meet people? Why? Why not? How else can you meet people? How do you usually meet people?

Wrap Up:

Write the perfect boyfriend/girlfriend list on interactive board and have a class discussion on whether students believe there is a perfect person for them. Ask students what things

are very important for them and what things they could live with in a girlfriend or boyfriend. Discuss.

Writing:

A: Using the perfect boyfriend/girlfriend list write a short website about the ideal boyfriend/girlfriend.

B: Students work in groups of four on designing the web site.

C: Answer the following questions in as much detail as possible.

Describe your ideal boyfriend/girlfriend.

What is the minimum length of time you need to spend with somebody to know whether you are attached to them?

What would turn you off somebody immediately?

Have you ever spent a whole evening on a date with somebody you didn't like?

Would you ever try speed dating? or Online Dating?

Would you consider dating someone you had met over the Internet? Why or why not?

What Makes a Healthy Relationship?

What is an Unhealthy Relationship?

D: Read the websites. Did you learn things you didn't already know? What? Which website did you find the most interesting? Why?

Notes:

The questions in the opener and the Reading section of this lesson develop critical thinking skills. The answers to the questions are not stated, so for students to answer the questions they will need to infer from the text, or they will need to draw conclusions based on the information provided, we must make students aware of the skills they are developing and point out the difference between a question that only assesses comprehension (What do you think speed dating is?)

Giving students the opportunity to use a new structure in situations or contexts that are true for them makes the learning more meaningful. Students will remember the structure better if they use it in a situation or context that they can relate to. Talking about their interests or what is true for them also gives them more to say than when they are asked to talk about someone else or describe a character or person in the book.

2.1 Applications

The lesson plan presents built-in activities that develop generic competencies established by the Colegio de Bachilleres. The lesson plan also provides a step-by-step guide to what to do in the class, including a warm-up and a wrap up activity. The main task will allow the students to use the language they are learning in a realistic way, relevant to their own lives and lifestyles. The competencies presented in the lesson plan focused on six different areas:

Me: In which we give the learner the opportunity to evaluate himself or herself, and his or her place in the world. This generic competence helps the learner to express his/her

emotions accurately and to be able to react to them in a balanced fashion. It is knowing how to accept consequences in the face of a variety of problems.

Communicate: The most important of the competencies for the language learner in Colegio de Bachilleres. It gives the student the strategies needed to express ideas in either a spoken or written situation. Emphasis was placed on the latest technology, like internet web pages, as being the new real world communication network

Think: This competency is an integral part of the grammar section. It refers to the critical thinking and reflection necessary to understand grammar. It is also present in activities where students categorize words or where they build arguments to express their opinions.

Collaborate: This is the ability to work in team situations, to debate problems and negotiate solutions.

Learn: This is also the internalization of grammar. It is the ability to formulate rules once you have understood how grammar works, this ability allows the students to generate further examples. It was presented in the activities and allow the students to bring knowledge from other areas into the learning of the new knowledge.

Act: This is the competency that gives the learner global awareness and encourages him or her to respect the ideas and beliefs of other people without showing prejudice.

2.2 Procedures

The objectives for this lesson were collected into one table that gives a complete overview. The information was divided into six categories:

Contents: The lesson and topic.

Unit 4/ Topic: Choices/ Lesson 4: Speed Dating

Skills and systems: The different skills areas that were focused on in the lesson.

Reading/ Listening/ Speaking/ Writing.

Grammar: The formal elements of English grammar that will be focused on.

Adverbs of degree.

Vocabulary: The words students may need to produce, orally or in written form, during the lesson.

Very/really.

Functions: The areas of communication that students will gain experience in during the lesson.

Describing people's physical appearance and personality.

Generic competencies: Shows which competencies will be focused on in the class.

Me/ Communicate/ Think/ Collaborate/ Learn/ Act.

Outcomes of the Lesson.

By the end of this lesson, students were able to:

- Describe people's physical appearance and personality by using adverbs of degree such as very/really.
- Write sentences by using of the adverbs very/really using appropriate spelling rules.
- Identify main ideas through pictures/ grammar charts/ and reading comprehension.
- Evaluate himself or herself, and his or her place in the world.
- Express his/her emotions accurately and to be able to react to them in a balanced fashion.
- Express their ideas in either a spoken or written situation (e.g., What things are very important for you and what things you could live with in a girlfriend or boyfriend).

- Build arguments to express their opinions.
- Debate problems and negotiate solutions.
- Formulate rules once they have understood how adverbs of degree work and generate further examples.
- Respect the ideas and beliefs of other people without showing prejudice

INTRODUCTION:

The activity I used to open the lesson was a question What do you think speed dating is? And in the reading section I used a web page to compare my students' previous knowledge with new knowledge. The purpose of the questions in the opener and the Reading section of this lesson was to develop my students' critical thinking skills. The effectiveness of this opening was very effective

DEVELOPMENT:

The lesson contained the following sequence, Listening and Grammar. The purpose of sequencing the lesson in this way was the same purpose as the reading task. Students used the heard language for oral communication, focused on the overall meaning, and picked out key vocabulary necessary for comprehension. The students did the listening task, then they went to the grammar section, they needed the listening activity for an inductive approach to grammar. The students were expected to think about the language they saw or heard and then to make general rules that would help them use the language in different situations in the future. The effectiveness of this sequence was very effective.

CLOSURE:

The activities I used to end the lesson were a class discussion on the topic and the design of a web page. The purpose of the first activity was generate the need to speak in order to express personal ideas and opinions. Finally, the writing task reinforced the structures and vocabulary initially presented in the Reading and Listening sections.

The effectiveness of this closure was very effective. The activities in my lesson plan were done in two sessions.

2.3 Evidences

List the adjectives in the comments in Exercise 1B in the correct columns.

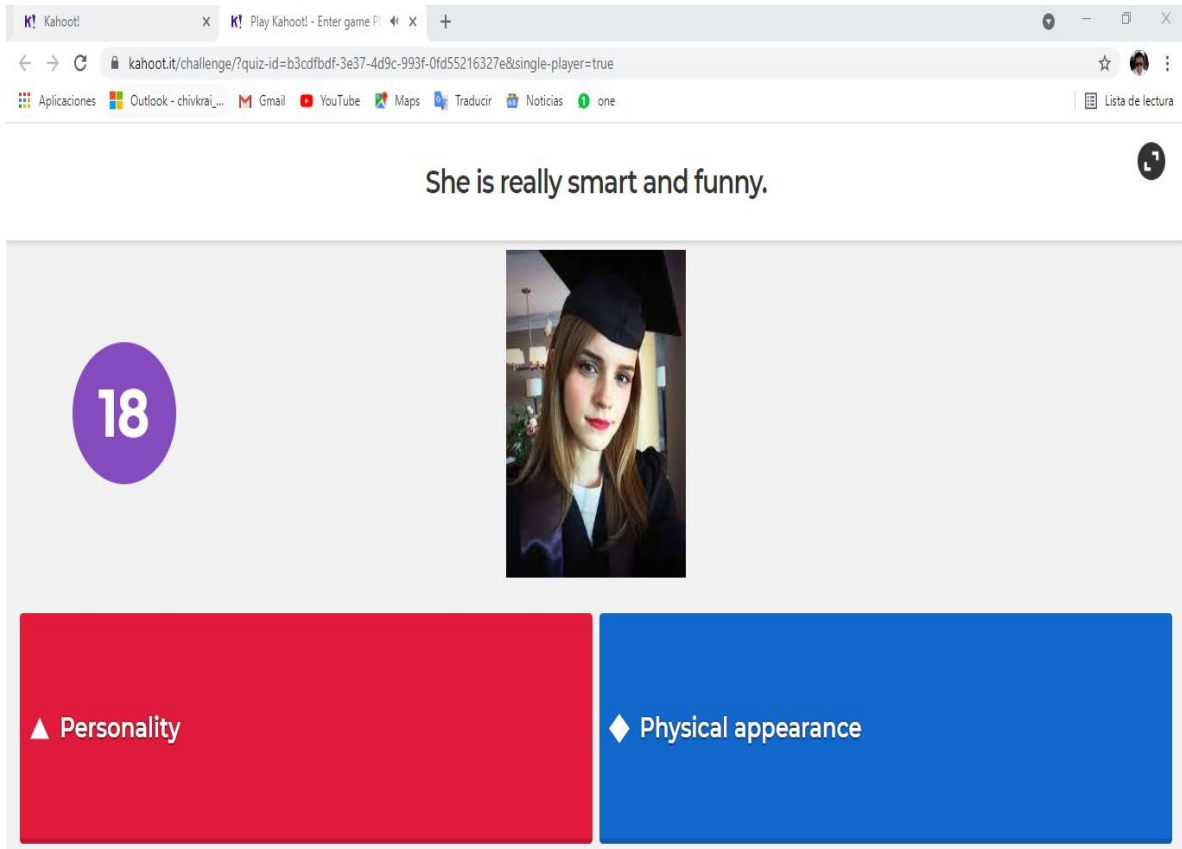
| Physical appearance | Personality |
|---------------------------------------|---|
| He's <u>really handsome</u> . | He's very interesting. |
| She isn't very pretty. | Karen is nice. |
| David has beautiful eyes. | She's <u>really smart</u> and funny. |
| Gillian seems nice. | He's <u>really boring</u> . He talks about soccer all the time! |
| Hannah's <u>really good-looking</u> . | She's <u>really shy</u> . |
| | I'm looking for somebody more outgoing. |
| | She isn't very talkative. |
| | Maybe she isn't very self-confident. |
| | Ian is <u>really great</u> . |
| | He's really amusing. |
| | I'm looking for someone who makes me laugh. |

Adverbs od degree (PL 12 2021A GRUPO_ 256 INGLES II)

Read the comments in Exercise 1B again and circle T (True) or F (False)

Hi GUILLERMO SAID, when you submit this form, the owner will be able to see your name and email address.

- The words very and really are used to strengthen the meaning of the adjectives that follow them.
 - T
 - F
- Very and really have the same meaning in affirmative sentences



Kahoot! Play Kahoot! - Enter game P...
kahoot.it/challenge/?quiz-id=b3cdfbdf-3e37-4d9c-993f-0fd55216327e&single-player=true
Aplicaciones Outlook - chivkrai... Gmail YouTube Maps Traducir Noticias one Lista de lectura

She is really smart and funny.

18

Personality Physical appearance

Video of the lesson plan

<https://drive.google.com/file/d/1kjb2ruxmzQGspVRIKHk90c2yFmdyTZ45/view?usp=sharing>

3.1 Design of assessment and or Testing tools for activities

Rubrics are the tools used by the English Academy in Colegio de Bachilleres for assessing post-secondary students. Rubrics provide consistent feedback to students and help decrease overall grading time.

What is the meaning of rubric? Formally defined, a rubric is a “coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria” (Brookhart, 2013). In short, rubrics distinguish between levels of student performance on a given activity.

More broadly, a rubric is an evaluation tool that has three distinguishing features: evaluative criteria, quality definitions, and a scoring strategy (Popham, 2000).

Assessments with Rubrics

Reading Skills

| Reading | Excellent | Good | Needs Improvement | Unacceptable |
|----------------|---|---|---|---|
| Comprehension | Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message. | Uses the text, general background knowledge, or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude. | Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text. | Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates. |
| Genres | Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of texts. | Articulates distinctions among genres and their characteristic conventions. | Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally. | Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways. |
| Interpretation | Provides evidence not only that she or he can read by using an | Articulates an understanding of the multiple ways of reading and the range of | Demonstrates that s/he can read purposefully, choosing among | Can identify purpose(s) for reading, relying on an external authority such as |

| | | | | |
|----------------------|--|--|---|---|
| | appropriate epistemological lens that he or she can also engage in reading as part of a continuing dialogue within and beyond a community of readers. | interpretive strategies particular to one's discipline(s) or in each community of readers. | interpretive strategies depending on the purpose of the Reading. | an instructor for clarification of the task. |
| Analysis | Evaluates strategies for relating ideas, text structure, or other textual features to build knowledge or insight within and across texts and disciplines. | Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text. | Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text. | Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks. |
| Relationship to Text | Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences. | Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions. | Engages texts with the intention and expectation of building topical and world knowledge. | Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit. |

Listening Skills.

| Listening | Excellent | Good | Needs Improvement | Unacceptable |
|------------------------|---|---|--|--|
| General understanding. | The student showed a very good general understanding of all vocabulary and information, completing all the questions. | The student showed a good general understanding of the vocabulary and information, with most questions completed. | While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions. | Student did not understand enough vocabulary or information to answer the questions. |
| Listening for details. | The student included all the specific information and details in his/her answers. | The student was able to include most specific information and details in his/her answers. | Although the student showed a limited ability to listen for details, specific information was occasionally included. | Student was unable to grasp specific details when listening and did not include them in the answers. |
| Accuracy of answers. | The content was always accurate and related to the information given. | Answers were mostly accurate and related to the information given, with an only a few errors. | The student included a small amount of information; however, a lot was left out or was not accurate. | The student's answers were mostly left out or unrelated to the information given. |
| Ability to focus. | The student was able to concentrate fully and listen very attentively throughout the assessment. | The student was mostly attentive and usually able to listen with good concentration. | The student found it difficult to concentrate on the listening task but was able to attend occasionally. | The student was not able to concentrate on the listening task and was easily distracted and inattentive. |

Speaking Skills.

| Speaking | Excellent | Good | Needs Improvement | Unacceptable |
|----------------------------|---|---|---|---|
| Fluency | Hardly any unnatural pauses; sounds easy. | Some smoothness shown, uses short phrases or word clusters. | Some pausing, but I can understand what you mean. | A lot of pausing and hesitation. Several starts and restarts. |
| Pronunciation | Only small problems with stress and intonation. Pronunciation in no way impedes comprehension. | Easy to understand pronunciation most of the time. Stress and intonation are often unnatural, but meaning is usually clear. | Difficult because of pronunciation. Stress and intonation are usually, unnatural. | Very difficult to understand because of pronunciation. Stress and intonation are unnatural. |
| Grammar | Small mistakes made in complex sentences, but the meaning is always clear. Can self-correct and rephrase to show meaning. | Simple structures are used without mistakes; Can also use complex structures, but makes occasional errors. | Uses very basic sentence patterns; makes frequent errors which can cause confusion. | Often uses single words or broken sentences; many grammar mistakes cause confusion. |
| Active Conversation Skills | Responds fully, asks effective follow-up questions and is able to build on others' ideas. | Responds to partner and attempts to ask questions, but mostly just asks for general opinions. | Some limited responses to partners. | Very little active listening. |
| Development and Support | Answers are to the point. Provide | Answers are to the point. However, | Limited amount of information given. | Very little information given; not on the |

| | | | | |
|--|---|---------------------------------------|--|-----------------------------|
| | enough information to support the answer. | supporting information is not enough. | | right topic; not connected. |
|--|---|---------------------------------------|--|-----------------------------|

Writing Skills.

| Writing | Excellent | Good | Needs Improvement | Unacceptable |
|-------------------------------------|--|--|---|---|
| Quality of Writing and Proofreading | Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. | Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. | Written responses include some grammatical, spelling or punctuation errors that distract the reader. | Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication. |
| Grammar | Writer makes minimal errors in verb tense, word form, word choice, spelling, or capitalization. | The writer makes some errors in grammar. | Writer makes more serious and repeated errors in grammar. | Serious grammar errors in most areas of the writing. Limited ability to control grammar in writing. |
| Content and Creativity | Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up- | Postings present a specific viewpoint that is substantiated by supporting examples and links to websites or documents, but not all links | Postings present a specific viewpoint but lack supporting examples or links to websites or documents, but not all links enhance the | Postings present no specific viewpoint and no supporting examples or links to websites or documents are provided, or the links selected are |

| | | | | |
|----------------------|---|---|---|--|
| | to-date websites or documents that enhance the information presented. | enhance the information presented. | information presented. | of poor quality and do not add any value to the information presented. |
| Development of Ideas | Paragraphs are clearly developed with clear topic sentences and adequate supporting ideas. | One paragraph is lacking adequate support and should be developed more. | More than one idea is unsupported, unclear, or too general. | Most or all paragraphs and main ideas are not developed. Overall weaknesses in paragraph development |
| Use of Multimedia | Selects and inserts high quality multimedia when appropriate to enhance the content's visual appeal and increase readability. | Selects and inserts multimedia that is mostly high quality and enhance and clarify the content. | Selects and inserts many low-quality multimedia which do not enhance the content. | Does not insert any graphics, or uses only low-quality multimedia, which do not enhance the content. |

3.2 Rationale behind of the Assessing and or Testing tools

The assessment strategy for this lesson planning is driven by learning objectives for the lesson, is varied, and include both formative and summative assessments. I will focus on two measures. The first measure is a direct measure, and the second is an indirect measure.

A direct measure is one in which my students demonstrate their learning through a performance of some kind. I will include some student artifacts such as digital

portfolios, exams, projects, papers, etc. with this kind of measure students will demonstrate their knowledge or skills.

The second is an indirect measure, it will provide information from which I can draw inferences about my students' learning. These kinds of measures do not call on my students to demonstrate their knowledge or skills but rely on information collected where I can infer my students' skills.

Examples of direct and indirect measures for the project:

Direct

Digital Portfolios/ Project/ Standardized tests/ Presentations/ Classroom exams or quizzes/ Homework assignments.

Indirect

Artistic Performances/ Classroom discussions/ Online discussion threads/ Surveys/ Interviews.

We must take into account several important guidelines and identify appropriate measures for our outcomes. For this virtual approach Measures and Outcomes are aligned. The assessment will be any task or activity that can evaluate my students' progress towards my course's learning outcomes.

Formative Assessment

The formative Assessment in this lesson will help determine what my students are not learning, in order to adjust my teaching in the moment and to move all learners forward. We must embed formative assessment in everyday teaching to improve individual student learning.

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to

improve student understanding of intended disciplinary learning outcomes and support students to become more autonomous learners.

The formative assessment process for this class requires students and teacher to integrate and embed the following practices in a collaborative classroom environment:

- Clarifying learning goals.
- Eliciting and analyzing evidence of student thinking.
- Engaging in self-assessment and peer feedback. Providing feedback.
- Using evidence and feedback to move learning forward by adjusting learning strategies, goals or next instructional steps.

Summative Assessment

A critical issue in virtual education is whether evaluations should focus on quantitative evidence. For Colegio de Bachilleres summative assessments are more formal exams. They help determine student knowledge at a particular point in time. In teenagers' classroom, for example, these include standardized tests that measure grammar and result in student course grades. Summative tests include end-of-unit and end-of-semester exams. Summative tests serve as a measure of student achievement on a unit-by-unit knowledge exam.

When we evaluate students, the end of a unit or at the end of the semester, we give them benchmark assessments, we usually assess students' attainment of knowledge. Summative assessments also assess learning based on what has been taught in class during a semester or unit.

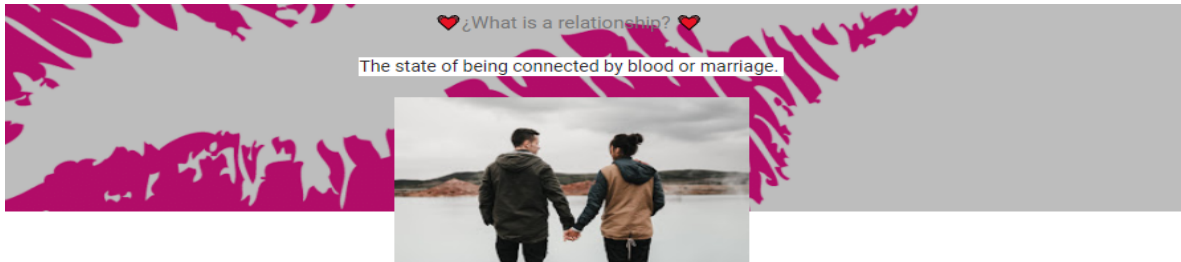
Shute and Kim (2014) describe the benefits of summative assessment:

- It allows for comparing learner performances across diverse populations on clearly defined educational objectives and standard.

- It can inform educational policy (e.g., curriculum). Garrison and Ehringhaus (2007) stated that summative assessments should be viewed “as a means to gauge, at a particular point in time, student learning relative to content standards”.

In the Colegio de Bachilleres, summative assessments have been used to ensure students receive high quality instruction, graduate from high school prepared for a career. In an effort to meet the goals of summative assessments, formative assessment may be a bridge between what students know and what they need to know by the end of a unit or semester (Andrade and Cizek, 2010) because it generates feedback on what has been taught in order to improve student learning and achievement (Saddler, 1989). Teachers must know their students' learning progress and any difficulties they experience in order to adjust instruction and meet the needs of the students (Black and Wiliam, 2010). Formative assessments and summative assessments are necessary and complement each other.

3.3 Evidence Submission and Assessment



Describe your ideal boyfriend/girlfriend.

My perfect girlfriend, would be someone who does not judge you for your attitude and your character, in addition to supporting you in all your plans, and above all who loves you as you are.

What is the minimum length of time you need to spend with somebody to know whether you are attached to them?

For me the time necessary to meet someone and know that we are one for the other, is 6 months since we can get to know each other thoroughly.

What would you turn off somebody immediately?

The first thing that would turn off someone would be, if they have unpleasant attitudes or that I do not like, even if I loved that person, I would not like to have that person around.

Have you ever spent a whole evening on a date with somebody you didn't like?

I have never dated someone that I don't like, since I prefer not to go out with people with whom I do not usually have a pleasant contact.

WHAT MAKES A HEALTHY RELATIONSHIP?

Relationships are necessary and part of a healthy life, but there are no perfect relationships, a healthy relationship has several positive factors that nurture love such as:

- 1 Take care of the relationship
- 2 Spend time together
- 3 Learn to live with differences
- 4 Have proper communication
- 5 Accept that there will be points on which they cannot agree
- 6 Being honest is essential
- 7 Respect your partner
















WHAT IS AN UNHEALTHY RELATIONSHIP?

A relationship that is not healthy has several negative factors such as:

- 1. You check his phone
- 2. There are insults in the middle of your arguments
- 3. They don't have their own space
- 4. They don't assume their responsibilities
- 5. Manipulate the relationship
- 6. You try to change your partner
- 7. You blame your partner for everything



Documents > **General**

|  | Name ▾ | Modified ▾ | Modified By ▾ |
|---|---|------------|------------------------|
|  |  Class Materials | ... | Guillermo Said Isab... |
|  | Carent Irais Hernandez Velasco | May 22 | Hernández Velasco... |
|  | Carmen G Hernandez Valencia | May 22 | Hernández Valenci... |
|  | Guerrero Santoyo Norma Gabriela | May 22 | Guerrero Santoyo ... |
|  | Hernández Benitez Irving Yael | May 22 | IRVING YAEL HERN... |
|  | Herrera Hernández Erick Fernando | May 22 | Herrera Hernández... |
|  | Muñoz Díaz Diana Kristal | May 22 | Muñoz Diaz Diana ... |
|  | Patricia Hernández Ignacio | May 22 | Hernández Ignacio... |
|  | Pineda Torres Rafaela | May 29 | RAFAELA PINEDA T... |
|  | Ricardo Rojas Sarabia | May 22 | Rojas Sarabia Ricar... |
|  | Sánchez Mendoza Sayabil Yael | May 22 | Sánchez Mendoza ... |

Writing Skills.

| Writing | Excellent | Good | Needs Improvement | Unacceptable |
|-------------------------------------|---|---|--|--|
| Quality of Writing and Proofreading | Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. | Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. | Written responses include some grammatical, spelling or punctuation errors that distract the reader. | Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication. |
| Grammar | Writer makes minimal errors in verb tense, word form, word choice, spelling, or capitalization. | The writer makes some errors in grammar. | Writer makes more serious and repeated errors in grammar. | Serious grammar errors in most areas of the writing. Limited ability to control grammar in writing. |
| Content and Creativity | Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information presented. | Postings present a specific viewpoint that is substantiated by supporting examples and links to websites or documents, but not all links enhance the information presented. | Postings present a specific viewpoint but lack supporting examples or links to websites or documents, but not all links enhance the information presented. | Postings present no specific viewpoint and no supporting examples or links to websites or documents are provided, or the links selected are of poor quality and do not add any value to the information presented. |

| | | | | |
|----------------------|---|---|---|--|
| Development of Ideas | Paragraphs are clearly developed with clear topic sentences and adequate supporting ideas. | One paragraph is lacking adequate support and should be developed more. | More than one idea is unsupported, unclear, or too general. | Most or all paragraphs and main ideas are not developed. Overall weaknesses in paragraph development |
| Use of Multimedia | Selects and inserts high quality multimedia when appropriate to enhance the content's visual appeal and increase readability. | Selects and inserts multimedia that is mostly high quality and enhance and clarify the content. | Selects and inserts many low-quality multimedia which do not enhance the content. | Does not insert any graphics, or uses only low-quality multimedia, which do not enhance the content. |

4.1 Report and analysis

Colegio de Bachilleres began piloting the Teams program eight months ago to continue the transition to online classes. During the pandemic, the majority of ColBach teacher started to buy their own laptops, better smartphones and pay for a better internet connection. The problem was for students who could not access to laptops, computers or internet. More than 50 percent of students at the Colbach do not have access to those items at home, they do not have the capability to make that transition.

Most students have a little experience with online classes. I wanted to provide an opportunity for my students to meet different cultures, different perspectives from different parts of the world and broaden their perspectives. It was a hard time, during the class we had a lot of technical problems. I tried to give them some chance to learn

about new cultures while reflecting on what they are used, but they felt insecure, reluctant to participate.

I tried to make the language learning both engaging and relevant to students, but language barriers and problems with the internet connection did not motivate us, we ran out of time, so we had to finish the lesson.

Students from second semester at Colegio de Bachilleres participated in a live class. This virtual approach tried to give learners a chance to practice their conversation skills and create meaningful connections with other cultures.

Conversation practice was not a good experience for these students, it was very difficult to replicate in online classes. While some students were unsure about their ability to communicate in the English language, some others did not participate. I tried to make my speech more understandable, and began to confuse students, when repeating the questions and the mispronunciation of the word event. I felt my students did not learn a lot about the American culture, and that, in my opinion was hard. I could not anticipate some of the needs that students would have.

The COVID-19 pandemic has affected language teaching and learning, we must adapt and move forward, we must be aware of how our students interact with technology, how they learn and how they are affected by using technology for their learning.

Technology can effectively facilitate instruction in second-language acquisition. We must be able to develop and manage different tools to teach language courses in hybrid and distance-learning environments.

During online classes, there must be a different approach in regard to assessment. Computer-Assisted Language learning focuses on using technology in foreign language teaching. The EEAILE program provided the practical hands-on skills needed to create and evaluate learning with new computer-based technologies. I used alternative computer-based assessment formats including electronic portfolios.

My students created portfolios and presented their work in a variety of formats (text, PowerPoint presentations, files, images, videos, audio, links, etc.).

In this class, there was a different context, the assessment was by learning outcomes and a final project. For the Design of the Website, they created a permanent archive they could edit online. I used rubrics to assess my students' performance. The projects showed their skills for gaining accreditation of the lesson. They could also submit individual files (such as documents), text as well as a whole portfolio. Each submission is archived, so I can access the platform to assess my students work. They can make changes to their portfolio without affecting the assessment process.

5.1 Instruments of learning assessment

Students were assessed in terms of meeting the learning objectives. The assessment was oriented to the instructional activity and the expected outcomes. For example, in the Website presentation, the students demonstrated competency in delivering a good presentation. They showed the ability or skill in expressing oneself orally. So, a quiz was an inappropriate assessment tool to evaluate these abilities.

Digital Portfolios were the performance assessment tools. They served as a repository where students showcased their accomplishments, projects, and writings. Working portfolios showed my students' performance.

Jonassen, 2008 states that portfolios are more formative in nature. Palloff and Pratt (2007) recommend creating a simple checklist to gather insightful information from students encouraging them to think about their work. Finally, peer evaluation was implemented as continuous assessment instrument. Peer review was a collaborative exercise included in this online class.

Peer evaluation helped my students identify their own strengths and weaknesses, enhance their critical thinking and problem-solving abilities, and develop their life skills.

The students provided a product. They felt more confident in their finished project. The rubrics graded students and provided them instructions on how to evaluate others.

I did not create additional tests or other assessment activities. I used rubrics with digital portfolios, projects, exams or other measures of my students' learning that already occur as part of their testing activities.

I think the assessment in this online environment was limited to multiple choice quizzes. So, I provided different forms of assessment such as performance-based assessment. I used oral presentations, projects, real-life cases, problem-solving assignments, collaborative tasks, and portfolios. I would say my students demonstrated their understanding and met the outcomes, as the assessment methods were aligned with intended lesson outcomes.

These strategies assessed my students' knowledge and skills. I asked them to perform a task rather than to provide correct answers to standardized exams. The strategy was more effective at capturing achievements than simple tests. I collected information about students' learning for reflection and continual improvement of my teaching.

We must develop and implement valid and reliable assessment strategies to improve our students' learning. We must use different methods of assessment to reach all students and allow them to meet the learning outcomes.

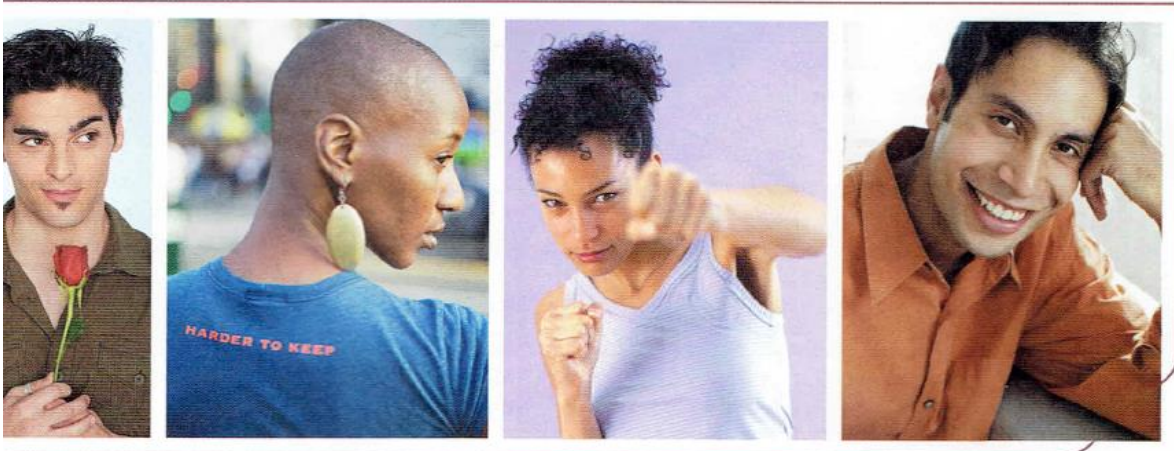
We must reflect about grades; they are not appropriate measures of our students' learning. We use the grade on a specific exam, project, etc. that measures our students' learning on the outcome.

Grades show a general performance of the course rather than performance on a specific lesson outcome. I always include extra credit for attendance, class participation, or other things unrelated to program outcomes. Course grades alone do not provide specific information about competencies.

5.2 Materials and resources for learning


WARM UP

What qualities do you look for in a girlfriend/boyfriend?



1. READING

A. What do you think speed dating is? Read the description in the blog and see if you are right.



Speed dating is a formalized match-making process. Men and women meet each other in a series of mini dates usually lasting from three to eight minutes. At the end of that time, the organizer signals that it's time to move on and meet the next person. At the end of the event, participants submit a list of people they would like to meet again, and real dates are set up. This is an increasingly popular way of meeting a member of the opposite sex in the US and in some European countries.

B. Read these comments made after a speed dating event. Circle the positive comments. Underline the negative ones.

1. I like Peter. He's really handsome, and he's very interesting, too.
2. Karen is nice. She isn't very pretty, but she's really smart and funny.
3. David has beautiful eyes, but I think he's really boring. He talks about soccer all the time!
4. Gillian seems nice, but she's really shy. I'm looking for somebody more outgoing.
5. Hannah's really good-looking, but she isn't very talkative. Maybe she isn't very self-confident.
6. Ian is really great. He's really amusing. And I'm looking for someone who makes me laugh.

C. List the adjectives in the comments in Exercise 1B in the correct columns.

| Physical appearance | Personality |
|---------------------|-------------|
| | |

2. GRAMMAR ADVERBS OF DEGREE: VERY / REALLY

Read the comments in exercise 1B again and circle T (true) F (False).

1. The words very and really are used to strengthen the meaning of the adjectives that follow them. T/F
2. Very and really have the same meaning in affirmative sentences. T/F
3. In the negative, we use very, not really. T/F

Write sentences using this information and either very or really.

Jason: irresponsible (✓✓) generous (X) Jason

Sandra: practical (X) creative (✓✓)

Jason is _____

Sandra is _____

3. LISTENING.

AUDIOSCRIPT

Harry: Hi. I'm Harry. What's your name?

Martha: Hello. I'm Martha.

Harry: And what do you like doing, Martha?

Martha: Um. well, I like reading, and I love going for long walks. How about you?

Harry: I play baseball. In fact, I'm on the college team. I hate reading, but I like movies. Do you?

Martha: Um .. not really ... well, some movies. I like romantic movies.

Harry: Hm ... romantic movies. How about action movies?

Martha: No ... I don't like them much.

Harry: Oh. I love them! How about sports? What's your favorite sport?

Martha: I don't like sports very much...

Organizer's voice: Time... Move on to the next person, please!

1. Do you think Harry and Martha want to see each other again?

2. Which is Harry's comment about the date? Which is Martha's comment?

- a) This person is really quiet and shy and not very interesting.
- b) b This person's very arrogant and doesn't have the same interests as I do.

B. Listen to the conversation again.

What questions do they ask each other? Make a note of the questions you would like to ask somebody, and a note of things about yourself you think another person would find interesting.

4. SPEAKING

A. Make a note of two or three things you would be looking for in a girlfriend/ boyfriend. In small groups, discuss your list. Do the others think the things on your list are really important or not?

B. Would you go to a speed dating event to meet people? Why? Why not? How else can you meet people? How do you usually meet new people?

5. WRITING

A: Using the perfect boyfriend/girlfriend list write a short website about the ideal boyfriend/girlfriend.

B: Students work in groups on designing the web site.

C: Answer the following questions in as much detail as possible.

Describe your ideal boyfriend/girlfriend.

What is the minimum length of time you need to spend with somebody to know whether you are attached to them?

What would turn you off somebody immediately?

Have you ever spent a whole evening on a date with somebody you didn't like?

Would you ever try speed dating? or Online Dating?

Would you consider dating someone you had met over the Internet? Why or why not?

What Makes a Healthy Relationship?

What is an Unhealthy Relationship?

D: Read the websites.

Did you learn things you didn't already know? What?

Which website did you find the most interesting? Why?



5.3 Description and Analysis

The coronavirus pandemic changed traditional methods of educational instruction to online classes. Online classes are an alternative option for some students, but not for all of them. Distance learning programs are not accessible to all students, especially for teenagers who does not have access to internet. At high school level, students have to work to help their families financially. Unfortunately, if this happens, distance learning classes cannot help many students who have limited resources.

The transition to online classes was challenging at first. Even though teenagers are thought to be digital native, they did not have practical knowledge when using the apps or institutional emails. We are far from reaching our goals concerning education, after a year working online, we do not have access to support and technology that enables rather than hinders their learning.

What are Colegio de Bachilleres Online classes like?

Colegio de Bachilleres Online classes take place in Microsoft Teams, a learning management system that has a lot of problems. Although, we use our own resources, and we pay for our own connection, the internet companies do not offer a good quality in the service. The platform enables students to access coursework and complete assignments on almost any device, but not from any location around Mexico.

For this online class, I use the Microsoft Teams app. I propose a virtual approach following a set of instructions to optimize the learning experience for online students. I have the intention to use the same format for the following classes, which will let teenagers become familiar with what is expected of them. In the previous chapter I showed a short video to give an idea of this project.

In the lesson planning, I used a wide variety of technology-based learning tools paired with a great range of resources. These include web pages, interactive apps, Microsoft apps, etc. The assignments in this online class take advantage of Teams learning platform. Students are asked to work with collaborative documents, and to submit some assignments using google apps, which results in an excellent set of skills directly applicable to the real world. I use this app to share ideas and knowledge through technology. I used questions throughout the class to evaluate students. I include audio materials and active learning assignments to meet the needs of students, in addition to visual learning materials.

This online class allowed interaction between the facilitator and students through the Teams app. The questions asked students to apply their knowledge in their own settings in a way that is relevant for their own interests. This allows for each learner to generate new knowledge that is personally relevant and immediately applicable.

Conclusion

This Online Class took place in Microsoft Teams, this learning management system allows interaction between the students and the facilitator. The platform enables students to access the class with their laptops or smartphones. I proposed a methodology where students followed a set of instructions for their class, the lesson provided students a wide variety of technology-based learning tools paired with a great range of resources. I included web pages, interactive apps, Microsoft apps, etc. The assignments in this online class took advantage of Teams learning platform. They were asked to work with collaborative documents, and submit some assignments using google apps, which results in an excellent set of skills directly applicable to the real world. They used blogger to share their ideas and knowledge through technology. I used questions throughout the class to evaluate students. The audio materials and active learning assignments met the needs of students, in addition to visual learning materials.

The Online class allowed interaction between the facilitator and students through the Teams app. The questions asked students to apply their knowledge in their own settings in a way that is relevant for their own interests. This allowed learners to put their knowledge and skills into practice in everyday situations. I believe that language learning goes beyond reading, writing, listening and speaking. In this project, students communicated in social and academic settings, learnt different cultural customs, designed a web page, and gave a high school-level presentation. When they completed the course, they acquired language skills and life skills. They applied their minds to the generic competencies.

Life skills known as competencies cannot be measured or taught through tests like the TOEFL, PET, FCE or standardized exams. Rubrics were the tools used by this methodology for assessing post-secondary students. They provided consistent feedback to students. The criteria include descriptions of levels of performance for the given activities. The rubrics have three distinguishing features: evaluative criteria, quality definitions, and a scoring strategy.

The assessment strategy for this lesson plan was driven by learning objectives for the lesson, is varied, and include both formative and summative assessments. In the direct measure, students demonstrated their learning through a performance of some kind. I included some student artifacts such as digital portfolios, exams, projects, papers, etc. with this kind of measure students demonstrated their knowledge or skills. The indirect measure provided information from which I could draw inferences about my students' learning. These kinds of measures rely on information collected where I can infer my students' skills.

I measured the Learning Outcomes through my students' work using tools such as rubrics. The Lesson Outcomes showed what my students were able to do upon the completion of the lesson. Programs at Colegio de Bachilleres usually have 3 or 4 outcomes, but I only assessed two of them. We must think about the correct level of our students' learning when describing what they are accomplishing. I used Bloom's Taxonomy Pyramid and Bloom's Taxonomy Action Verbs for each level of my students learning. I would say my students were at the level of remembering and understanding, and just a few students were at the level of applying and analyzing.

During my first module in the EEAILE program, I realized we face a new reality where online instruction is part of every school program and future curriculum plans. The EEAILE classes took place on different Learning management systems. We were offered a lot of information that can be adapted to online classes, lesson plans, and the curriculum. The program helped me in adopting new digital, hybrid, and tech-rich instructional practices. We were given a wide variety of methodologies, approaches and theories as well as live lessons online which help me improve my teaching skills. Alma's classes were a great place to learn, it was a great course! Nice content and great presentation of the material. Simply amazing. I loved every single minute of it. I feel myself a better teacher.

As the future of education evolves, we must be ready to work with hybrid teaching models. We must create innovative ways to engage students, give a better class as well as offer students better practices of learning, best practices in online instruction and communication. We must support students with different needs, create

supplemental resources to monitor students' progress. We need to create a social and emotional learning in an online environment with authentic learning experiences using technological tools.

My students showed a great interest in technology to learn. The wide variety of digital tools made collaboration possible. We must think about different ways to connect digital tools with the framework of Bloom's Taxonomy. We must be aware of how to use technology and digital tools to facilitate student learning experiences and outcomes.

Recent changes such as school reforms, increasing student diversity in our classrooms and the pandemic were the main challenges I had to face. We must be able to examine our teaching competencies and redefine learning and teaching using technology. Within this context, I believe the most important part of teacher excellence goes beyond subject knowledge and didactics. We need to establish a constructive social relationship with our students. Without a good relationship, student learning will remain limited. But above all this, we have to adapt. The pandemic is an opportunity to move forward.

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