
UNIDAD AJUSCO
PROPUESTA DE INTERVENCIÓN EDUCATIVA

**HOW TO DESIGN A LESSON PLAN THAT
INTEGRATES THE FOUR SKILLS
WHEN LEARNING A SECOND LANGUAGE**

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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Introduction

Most people are looking for new things to improve their life, their education or just to satisfy some needs in their day a day. The current project is the result of my interest of improving my professional practice, considering that I studied tourism and my unique approach to education was because of my Master Degree in Education.

All the knowledge acquired through the process is useful in a general way, but I needed to learn more about specific strategies to teach a second language. That is why I decided to be part of the “ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA”.

To share all the acquired knowledge, the project starts with a section of the teacher’s philosophy explaining how it used to be, how it began to change and how is it now. It is important to establish that some teaching strategies were improved, some others were totally changed or eliminated and some new ones are adopted.

Then there are theories that are part of the teaching philosophy evolution and some graphics that sum up the relevant aspects of each one of them. In addition, the principal tactics when teaching listening, speaking, writing and reading are mentioned as a summary of how to teach each one of them.

Based on the information above, a lesson plan that includes the 4 skills and the appropriate assessment tools according to the needs of the class are designed and applied with a class of 35 students cursing the 3rd grade of Public High School. Evidences of the lesson plan are shown with a brief paragraph that talks about the experience.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

I barely remember my first steps into English, it must be when I was six and I got into a short English programme of thirty minutes after regular classes. But I have no more memories about it. What I do remember are my classes at CEle, five and a half years going from Monday to Friday for an hour class. Some of my teachers used to follow the book from A to Z, but others used to give more examples and put different audios. I think no one used to give us extra material.

At class, I had some speaking moments with my partners and sometimes the teacher got close to us and gave us some advice about pronunciation and connectors, I do not remember anything about writing but the exams and we learnt new vocabulary almost every class.

What I did not like about those classes is that some of our teachers did not correct the pronunciation and I had the feeling that sometimes they helped us with the grades. I realized it was true until ninth grade, when I got into one of my favourite teacher's class. She has an excellent British accent and she made us strive and demanded more in order to improve our level. That was the first and unique time I had to repeat a grade and I noticed I had so much more to learn.

Thanks to this experience, as a teacher, I often change my activities so my students can learn in different ways and I try to avoid textbooks (specially on public high school) because sometime it can be tedious. Most important, I help students with their pronunciation and self-confidence when speaking.

I will divide my teaching practice into five stages. The first one is when I started teaching at Junior High School, the programme and the planning format were confusing for me and as I had no idea how the previous teacher was following it, I started to teach what was not in my student's notebook yet. I had three hours of class per group divided in 3 days. I taught two

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topics during the first two lessons and in the last one the group played a practice game. I really liked those lessons but in the exam I noticed I did not give them enough exercises and vocabulary, so I decided that two topics a week were too much. The rescuable practices from this experience are the use of markers of different colours when explaining and the dynamics to close the topic.

At the same time, I was teaching in a school called Linguatec which is focused in conversational experiences and nothing about grammar because it is implicit, this is the second stage. Each level has a specific topic that changes every week and students must learn vocabulary at home by using the school's app. Classes must be funny and full of speaking practice so I used lots of games, conversations and repetition sessions. What I did not like about it is that I was getting short of ideas and using the whiteboard was kind of forbidden so no grammar to be rescued. Students liked my classes and some of them told me it was because I used to correct their mistakes and to help them feel comfortable with the Language.

The third stage takes place when I started to work at Public High school, it definitely changed me. Firstly, I used to teach grammar, then students had to make several exercises and finally they closed with a work-in-team activity. I have tried with books made for this level but they have a lot of information and I find no possible to follow the textbook in its whole. What I did not like about my practice is that even when they have practiced a lot, students can not apply their language knowledge when need it and it takes a lot to teach one single topic. In some grades I go step by step and with others I am trying the comprehensible output by using CEle materials.

The fourth stage is at CEle. The classes were totally different, the book has to be followed and if there is enough time you can practice using other materials. Each topic includes vocabulary, pronunciation, reading, listening, grammar, speaking and writing sections. It exists the Student's book, the workbook and the Teacher's book, all of them have activities to practice the skills. Classes last for five hours with a thirty minutes break and you can learn two lessons per session. What I improved about my English practice is the planning because I need to use fillers every class.

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The last stage comes after I started the Specialization and it has been a continuous learning process about current practices and how can I improve them. All the lessons made during this year have help me to increase the quality of the classes and materials. Now I am more focus on which skills are being developed by the students and how can they used them to interact in the future.

As part of the process, I have learnt to integrate the 4 skills in my teaching practice, I am aware of the importance of practice them even in a simple activity. I take on the challenge of doing it with all the topics and encourage my students to try it.

What each teaching experience has in common are the dynamic practices, as I understand, they are important for every level and they follow the Communicative approaches. Focusing on theories and research about the roles of input, I summarize my teaching practice as follows:

Concept	Meaning	How do they take place in my students' learning process
Input	Spoken or written forms of language to which students are exposed -giving instructions, explain grammatical structures, task, work with others, text book, handouts- (EEAILE, 2018).	Talking about my Public High School Students, I ask them to print a booklet I prepared with activities and vocabulary. On the other hand, I give my second grade students an activity focused on reading and listening every 3 weeks. But I started to do it this semester and I think it is because I am applying it at CELE, which has a completely different system. There I can –and I have to- provide my students with more input because all the instructions are given in English and all the activities are in this language.

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Intake	It is what students are able to internalize, meaning, what they do learn (EEAILE, 2018).	For my first grade students, it is easier to learn what they have been practicing since middle school. And also, they learn the words that we use more often. For my second grade students, they learn the key words of the readings, like the haunted house, the guest and the owner.
Interaction	The opportunity for learners to practice the language (EEAILE, 2018)	<p>At the beginning, the only interaction moment for my first grade students was when they were answering exercises, it was hard for me to ask them for oral practice or practice in pairs because groups are very big. This semester I asked them to answer to some questions and to have a small talk with their partners to practice the answers and questions in pairs.</p> <p>At Cele, I ask for everybody's participation and sometimes they have short conversations in pairs. Once per month, I do song activities so they can practice listening and vocabulary with real-everyday English.</p>
Output	It is a way to practice already existing knowledge. It is an opportunity to practice and learn the language (EEAILE, 2018)	The output in my class is practiced by doing exercises, writings and asking for examples.

In my opinion, the experiential learning cycle is the most complete theory because it takes into account four necessary process to learn everything. Everybody needs to reflect and observe their own experiences in order to acquire new knowledge.

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The learning style descriptions are helpful when planning a class because it helps to understand what kind of activities are needed in a class, the tough part is to decide if you mix everything or emphasise in the general learning style of the group.

Task Based approach is hard to apply for me because I find hard to identify how can I teach them through their own research. I mean, when working in social subjects is easy to try it, but for a new Language and with no technology is more complicated. Once I tried to give students information about a topic, they had to summarize and explain to their classmates, but the students got confused and they did not understand the whole idea.

My role as a teacher

Nowadays the role of the teacher is to be a tutor who transmits the knowledge and experiences acquired through dynamics that activate self-learning of the students. Aware of all the good teaching practices, my current role as a teacher is closer to the traditional methods.

Normally, it depends on the grade I am teaching, on first grade I start my classes with grammar and students do some exercises after that, then I change the topic. Meanwhile, for second and third grade I ask them to answer some questions by their own or with translation tools. Then I ask them to share the answers and elaborate one with everybody's opinion. After that I teach the form of the sentences or the short text explaining the grammatical situations needed to express opinions or ideas in a specific tense.

With first grade students I have to work step by step in order to know their level and prepare activities to help them be at the same level. Also, students and I are just learning to work together and according to the learning and teaching styles. But in second grade, I know the groups and what kind of teaching strategies do I have to use so it is easier to start the classes and topics with an appropriate dynamic.

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In my opinion, my teaching practice is better with these grades because I have the role of tutor and students are the ones building their own knowledge.

In order to make it happened, students' role and attitude are important. If they make an effort and cooperate with activities the chances of having a successful class and achieve the target of language are better.

Society must know that education is an everybody's work. Parents, relatives, friends, institutions, teachers and, specially, students have an important role in the learning process. It is our responsibility to keep a high Affective Filter so students' potential can increase.

When reflecting on my teaching practice, I identified that I needed to create more Input and Interaction moments, go beyond what I think my students' capability is (follow the Input Hypothesis named by Krashen in EEAILE, 2018). Ever since I started the specialization, I began to design +1 activities with a bit of interaction moments once in a while. At this moment, I need to improve my group control so they can practice more as a community and not as individuals.

On my experience, it is hard to say which kind of motivation has each student, a cost of their different context and interest. Some of them like music in English, others watch TV shows and they want to understand them more. But most of them are not interested on the subject and think it is difficult because of their bad experiences or because they think they are not going to use it in the future.

Specifically, one of my students is crazy about music, so he tries to understand the lyrics on Youtube to improve his listening and pronunciation skills at the same time, another one surprised me some weeks ago saying that he wrote a legend about his town in Spanish and English just because he wanted to do it.

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What I truly believe in is that I have the responsibility to involve students into the language, encourage them to practice it, to trust in their own capability and to try out as many activities as I can to make them feel comfortable when speaking and to help them to acquire new vocabulary. When I heard “Yes, I get it!” or “Finally, I understood it” I know I am doing a good job.

Mexican Public School classrooms have among twenty-five to sixty students, which makes a little bit hard to stick to Communicative Theories but not impossible, it is just about find the appropriate moment for it. Never the less, grammar is going to be a basic in this classes. Sometimes, even students ask for it (probably because they are used to it).

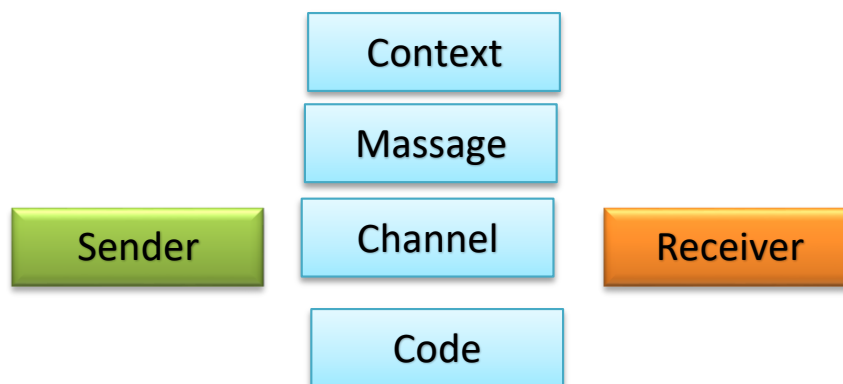
The key with this big groups could be working on the basic forms and practice with a lot of activities based in different strategies. Conversation, translation, listening, reading, writing of short texts or sentences based on their life. But they have to be carefully planned in order to help the teacher to do a good but fast feedback.

To apply the Affective Filter Hypothesis students can practice and relax with an active brain activity or with an outdoors class based on practice. To try out different strategies is good because it can be design based on the learning styles, for example, for students with listening skills, the teacher can play an audio with a story and students have to infer some of the words.

Then, for students with reading abilities, teacher can give them a copy of the script so they can listen and read at the same time, for those who find speaking as an easy activity, teacher can ask them to read aloud or to repeat some parts of the text and for those with memory competence, teacher can ask them to underline some words, give them a synonym of it and asked them to learn it, after that, the teacher can ask them randomly. In this moment, they have been exposed to comprehensible input by using four activities related to four learning styles and when they successfully do any of the activities and have an adequate participation, they will be proud of the achievement and will be encouraged to continue learning.

1.02 Theory

To talk about Language Learning and Teaching theories it is necessary to begin with a short introduction of the communicative process. There are two of them presented in the lessons, the first one is Jakobson's Model of Communication, which shows the different aspects that come into play when we are communicating. Here is the model:



Based on chart mention at EEAILE (2018) and

retrieved from http://upload.wikimedia.org/wikipedia/commons/3/3e/Roma_jakobson_theory.png

This chart shows that a sender formulates a message to a receiver using a channel and a code in a context. Each one of these elements is important because they play a role in what is communicated, it is not the same to say "Hi, sweetie" to your own baby than say it to another's baby.

In these years, several theories of Second Language Acquisition have arisen. This field tries to understand the complexity of the acquisition and learning process. Some of the principal theories are sum up on the next chart:

ACQUISITION	LEARNING
Behaviourism and structuralism	
Habit formation	Focus on structures
Responses to stimuli	Aspects of the Language

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Generative Linguistics	
Language performance	Interested in “why”
Krashen’s theory	
Subconscious process	Conscious process
Incidental process	Intentional process
Conveying meaning	Grammatical form
Vygotsky	
Social factors	Cognitive factors

Based on Module 1, Unit 2, Lesson 5 in <http://eeaille.cealupn.net/> (2018)

In the 1970s, Stephen Krashen introduced an L2 learning model focused on the information process at the cognitive level. This model studies the indirect process of learning a language through inference and analogy and it summarizes in five main hypotheses (Krashen in EEAILE, 2018):

Acquisition-Learning hypothesis, in which 'acquisition' is the product of a subconscious process (similar to children acquiring their first language). Speakers are concentrated in the communicative act. Meanwhile, the 'learning' process is the product of formal instruction, for example knowledge of grammar rules.

Monitor hypothesis, is the practical result of the learned grammar. The acquisition system is the base of the learning system. It has 3 conditions: focus on form, knowledge of the rule and time.

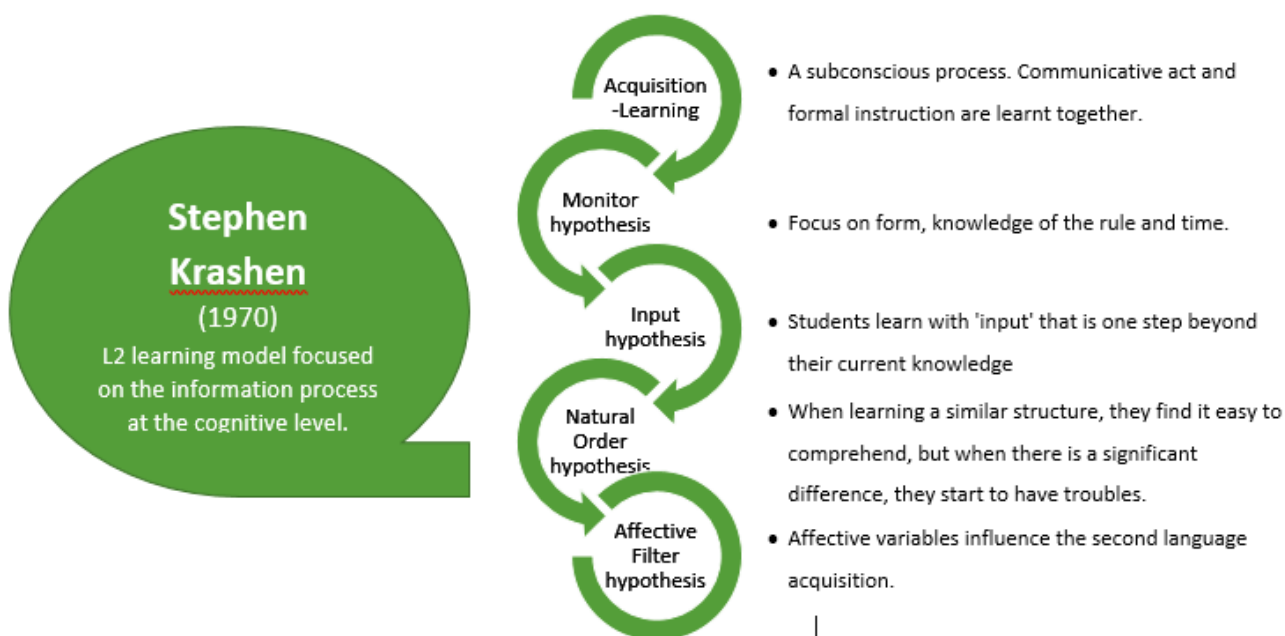
Input hypothesis, is only concerned about 'acquisition', the students learn when they receive second language 'input' that is one step beyond their current stage of linguistic competence. This theory explains it by using 'i' as the current level of development and 'i + 1' when there is 'Comprehensible Input' (the target language).

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Natural Order hypothesis, it suggests that the acquisition structures follows a 'natural order', when they are learning a similar structure they find it easy to comprehend, but when there is a significant difference, they start to have troubles.

Affective Filter hypothesis, many affective variables influence the second language acquisition. These variables include: motivation, self-confidence and anxiety. When learners have high motivation and a low level of anxiety, they have more possibilities of being successful.

To summarize, it is presented the next mind map:

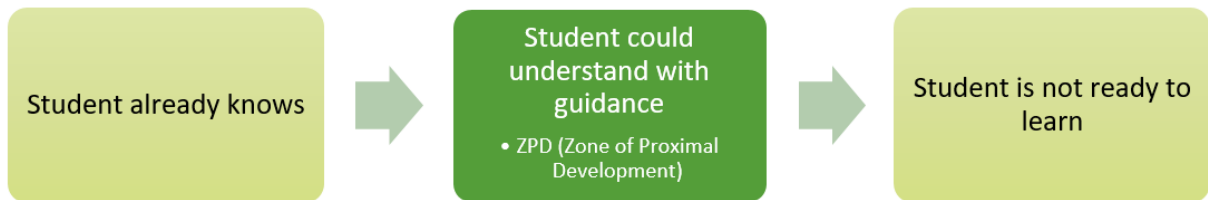


Based on Module 1, Unit 2, Lesson 6 in <http://eeale.cealupn.net/> (2018)

Thanks to Krashen's hypothesis we can understand that the process of learning a second language must be natural and eclectic, students must feel comfortable with the target language and the activities to achieve it. Therefore, teachers must think about strategies that help them through the path of being able to communicate in this language and not just to write or identify random sentences.

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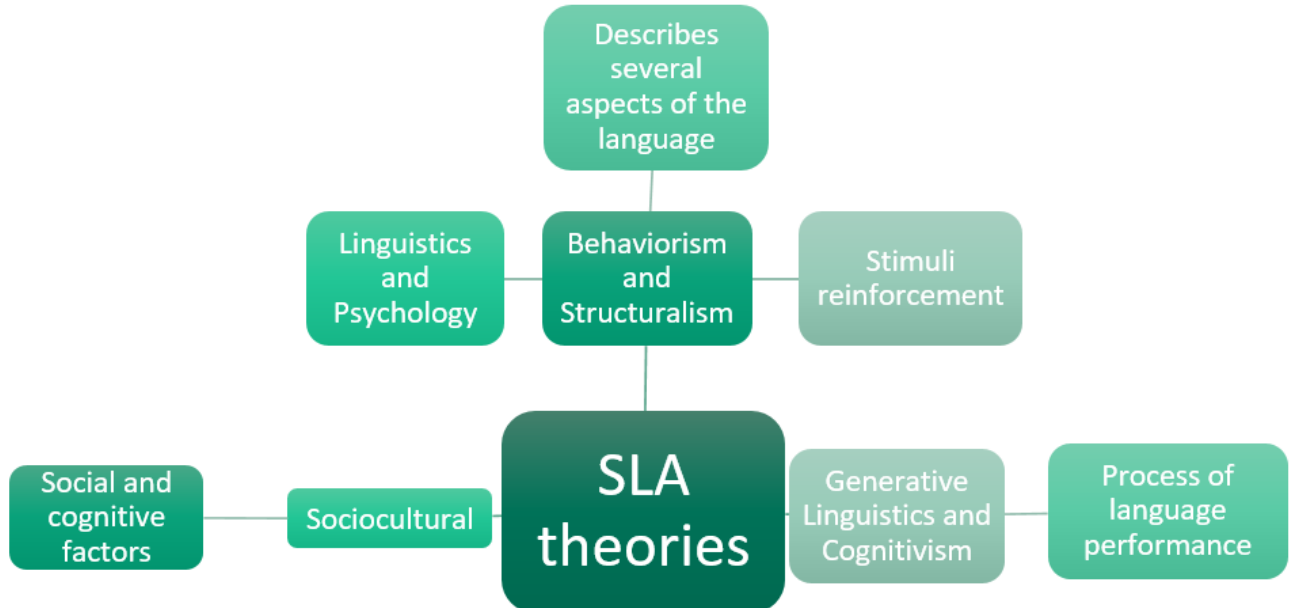
Vygotsky is the author of the Sociocultural theory; he focuses on how languages are learned as a result of interactions with their environment. It also establishes the connections between students' learning process and the classroom practice (EEAILE, 2018).



Based on Module 1, Unit 2, Lesson 5 in <http://eeaille.cealupn.net/> (2018)

As Vygotsky establishes, teachers must focus on the Zone of Proximal Development and from time to time, go to the next level just to know if students are ready to move on or if they need more assessment and guidance.

To sum up, a diagram of the three schools of thought will be useful to identify their main ideas.



Based on Module 1, Unit 2, Lesson 5 in <http://eeaille.cealupn.net/> (2018)

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A Community of Practice is established when the teacher encourages students to practice the language with native speakers or speakers who use English as Lingua Franca (EEAILE, 2018). Personally, I think that we cannot encourage them to make a Community of Practice outside the classroom because of the insecurity that it represents and the unnecessary problems that we could have as teachers if something is misunderstood. But, in the classroom this community should be a must. Some examples of a Community of Practice are:

- Dialogue with partners
- Chatting in an international forum
- Bring a native person to have activities with the students

To discuss the theoretical perspectives of the Communicative approach, the Task Based approach and Kolb's model of Experiential Learning is important to clarify what they are about.

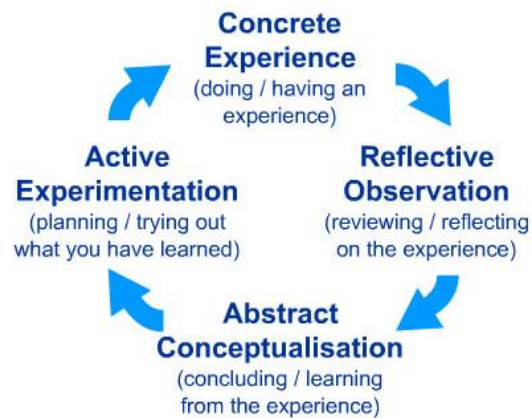
Task Based Language Training is an approach which offers students the possibility to be part of their own learning process. It encourages the practice of real-world situations instead of emphasizes the form. "But most importantly, tasks are meant to engage learners in genuine problem-solving activity, at some level" (EEAILE, 2018).

On the other hand, the Communicative approach emphasizes communication functions aware of the grammatical characteristics included. The intention is to achieve the target of language learning which is to initiate and maintain conversations with other people.

Likewise, Kolb's Learning Styles and Experiential Learning Cycle concerns with the learner's internal cognitive processes. He states that "learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations" (McLeod, 2017).

In this theory the learner touches all the cycle, it is seen when a person progresses through a cycle of four stages resulting in new experiences.

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Retrieved from <https://www.simplypsychology.org/learning-kolb.html>

Learning Styles Descriptions

McLeod (2017) summarises Kolb's four learning styles as presented:

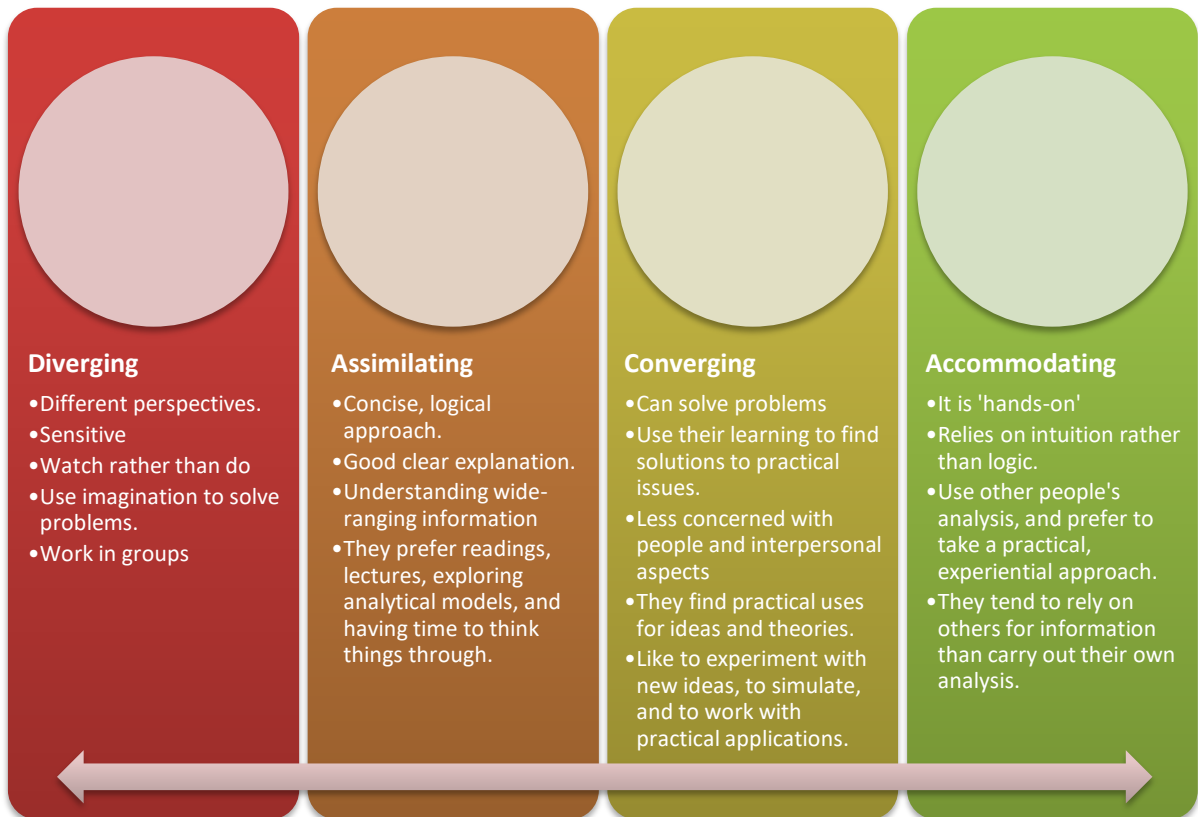
Diverging - People are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints. They require ideas-generation, for example, brainstorming; they tend to be imaginative and emotional, and tend to be strong in the arts. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

Assimilating - It involves a concise, logical approach. These people require good clear explanation rather than a practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear, logical format. This learning style is important for effectiveness in information and science careers. They prefer readings, lectures, exploring analytical models, and having time to think things through.

Converging - People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects and they are best at finding practical uses for ideas and theories. A converging learning style enables specialist and technology abilities. People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications.

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Accommodating - It is 'hands-on,' and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They tend to rely on others for information than carry out their own analysis. This learning style is prevalent within the general population.



Based on Module 1, Unit 2, Lesson 5 in <http://eeaille.cealupn.net/> (2018)

It is important to understand these learning styles when designing a lesson for the class, because all of their needs must be covered, maybe not in the same activity, but during the lesson plan of the topic. This action will encourage students to do their best because they will know that they are being taken into account within the class planning. Also, teachers will have better and realistic results about the students' knowledge.

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Reading

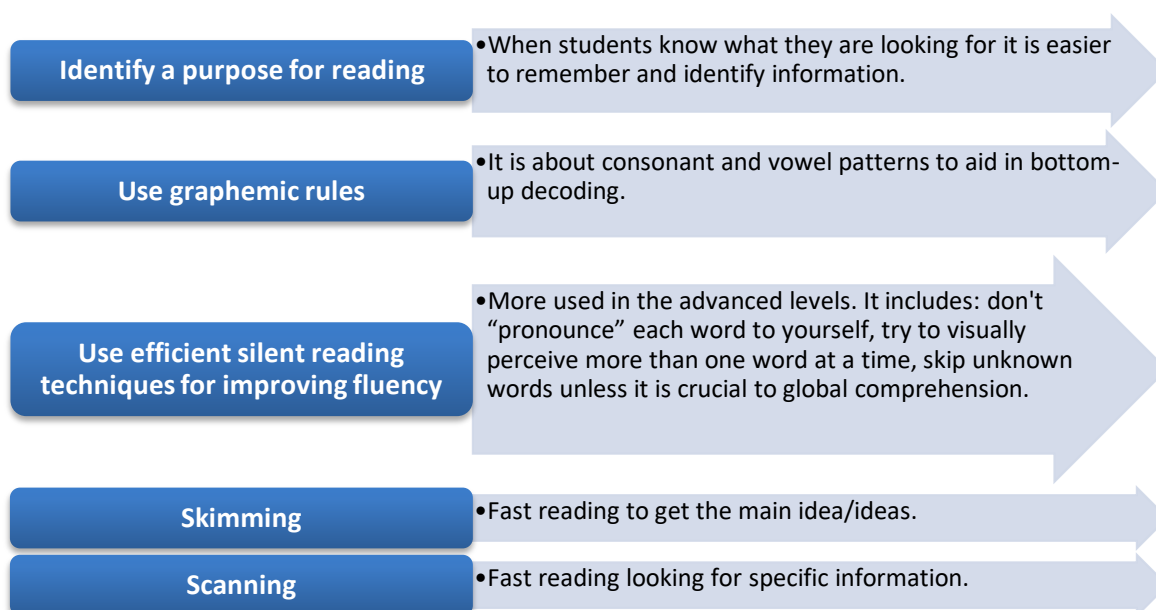
According to EEAILE (2018), reading is “an active fluent process which involves the reader and the reading material in building meaning”. The next grid has a glossary of the theories and key concepts to understand more about this skill:

THEORY	DESCRIPTION
The interactive model of reading	<p>It is a mix between the bottom-up and the top-down process.</p> <p>The first is focus on grammar and spelling and the second is when readers have a general idea or scheme of what is in the text.</p>
Schema theory, distinguishing between content, formal and linguistic schemata	<p>This is an important step before reading, because it helps students to pre-understand a text and be aware of the big chances they have to understand.</p> <p>Content Schema is the general knowledge about a topic, it could be an idea, a believe or a value.</p> <p>Formal Schema is the knowledge about the organization of a text. If you see chapters, you can suppose it is a book; if you see a headline, it could be an article or news.</p> <p>Linguistic Schema is the information about word parts and grammar. If you read a word before a noun, you can infer it is an adjective; if there is a –ly at the end of a word, it must be an adverb.</p>
Strategies for understanding vocabulary	<p>As reading helps to learn new words, it is important to encourage students to be active in their vocabulary development.</p> <p>Some of them is reflecting on the level of word knowledge, ask them questions about the use of the word, do white cards with vocabulary and make some graphics.</p>

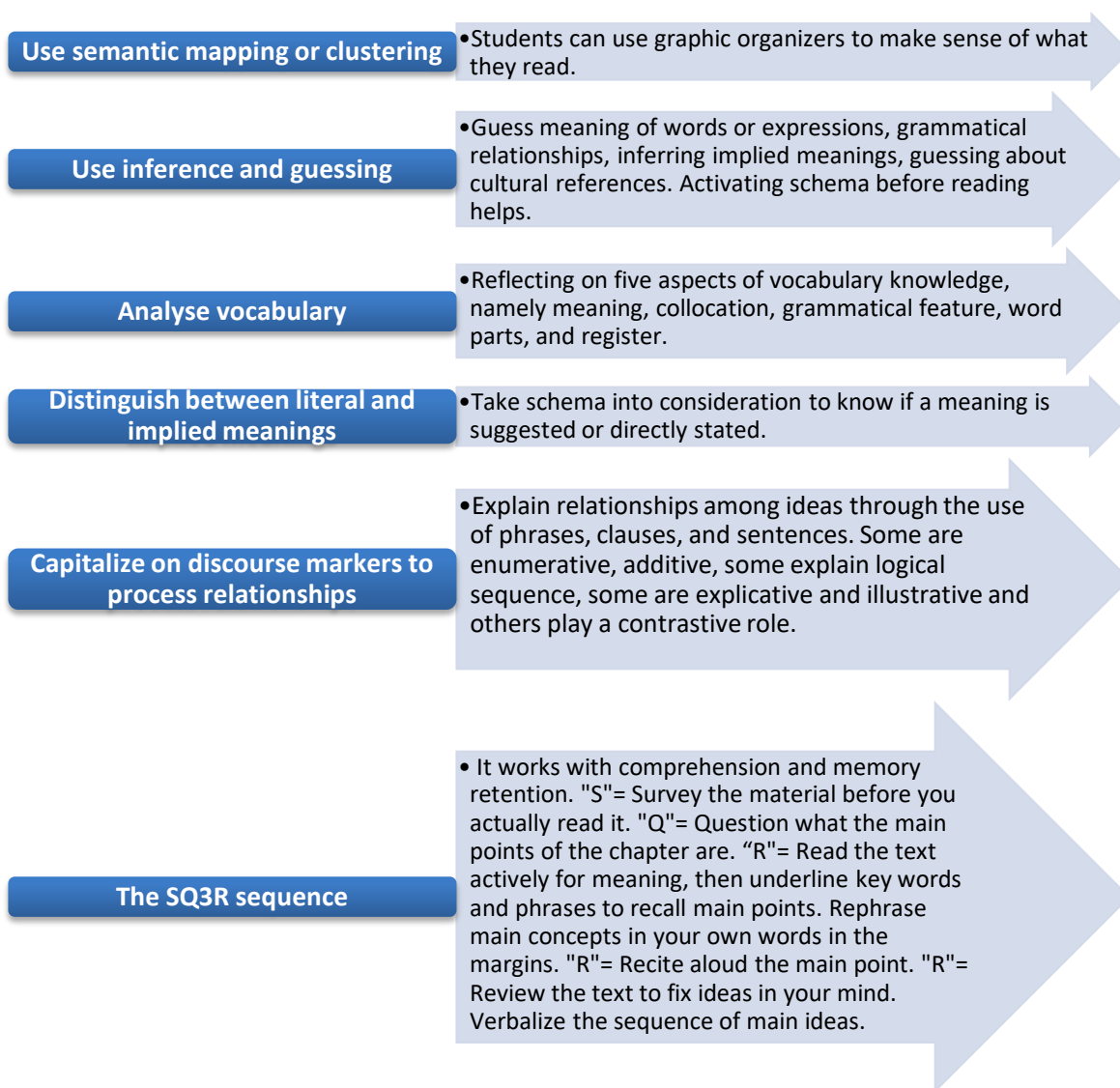
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The importance of cross cultural awareness for reading	It is important to understand other's people context to make a better interpretation when reading.
The different types of activities where reading is developed online	Reading can be developed when students do e-pal activities, with reading apps and e-books.
The different types of writing and writing exercises	It refers to books, text books, magazines and material for reading. It is important to select it by level and do exercises before, while and after the reading.
Different ways to guide and evaluate writing	<p>The teacher can ask for peer revision or oral feedback one by one. When the group is big, the oral feedback can be a general comment of the most common mistakes.</p> <p>It is important to return their writings and make corrections, because they will know their effort has been taken into account.</p>

Some of the reading strategies mentioned at EEAILE (2019) are:



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As mentioned, reading is a complex skill that has a wide variety of strategies to be taught, sometimes it can be boring or tiring, but if the teacher identifies the best moment to apply each strategy or to mix them, students will have more chances to really understand, learn and take advantage of a reading lesson.

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Writing

About writing, the six approaches mentioned in EEAILE (2019) are:

Language structures: Coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules.

- Familiarization
- Controlled writing
- Guided writing
- Free writing

Discursive structures: Collection of styles for its discourses.

Creative expression: Students can express personal experiences and opinions without pressure to follow the rigid practice of a more form-oriented approach.

Writing processes: Ability to reflect on the strategies students use to write. This model follows a planning-writing-reviewing-process.

- Selection of a topic: by teachers and/or students
- Prewriting: brainstorming, collecting data, note taking, outlining, etc.
- Composing: getting ideas down on paper.
- Response to draft: teacher/peers respond to ideas, organization, and style.
- Revising: reorganizing, style, adjusting to readers, refining ideas.
- Response to revisions: teacher/peers respond to ideas, organization, and style.
- Proofreading and editing: checking for correct form, layout, evidence, etc.
- Evaluation: teacher evaluates progress over the process.
- Publishing: in-class printed versions or presentation, on bulletin boards, websites, etc.
- Follow up tasks: to address weaknesses detected.

Content: Materials and activities can be adapted to students of different proficiency levels by varying the amount of information provided or required.

Genre and contexts of writing: Genres can be such text types as jokes, anecdotes, advertisements, biographies, menus, tickets, prescriptions, poems, songs, etc.

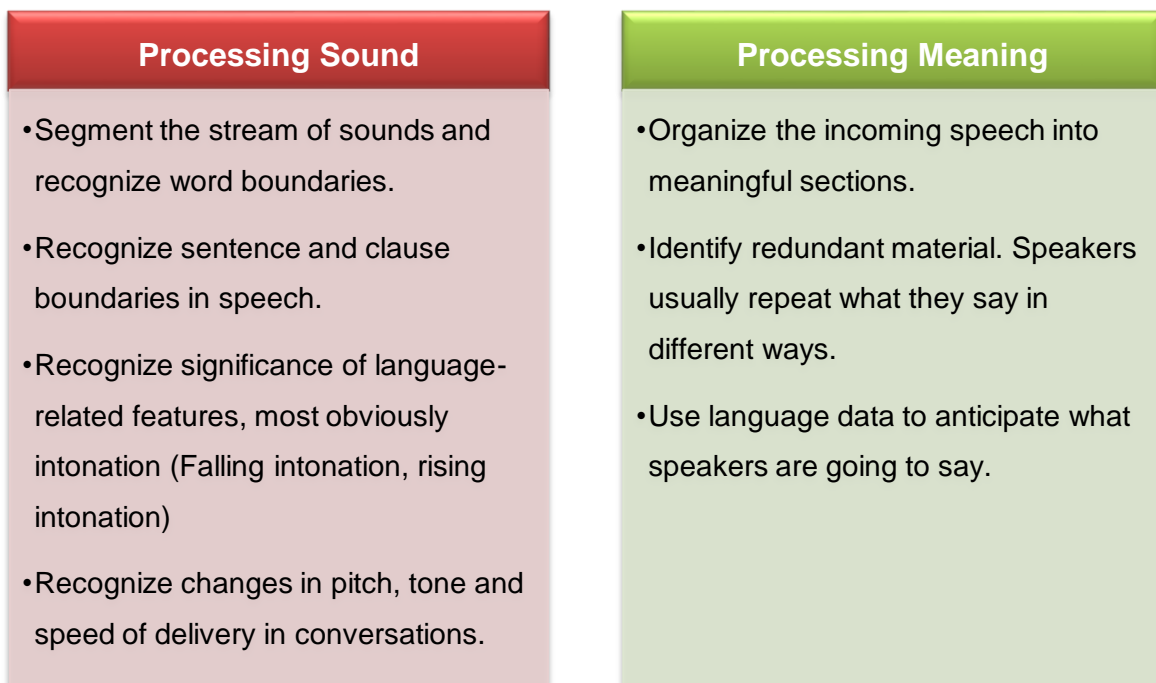
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In my opinion, writing can be useful when the task is well designed, otherwise, it could be wordless effort for the students and the teacher. The writing process described before can be used always as long as the level and purpose of writing is clear. If the group is big or the time is short, a simple writing process of a 50-minute lesson plan is enough, conversely, an essay, a diary or a story can be more suitable for small group or activities for the semester.

Listening

Listening comprehension is a receptive language skill that requires a person to take meaning from the oral language produced by another speaker. When a listening activity is performed, students have to recognize words “by hearing them instead of by reading them, but they also have to recognize words very quickly” (EEAILE, 2019).

To really develop listening abilities it is important to understand two components of the listening comprehension process:



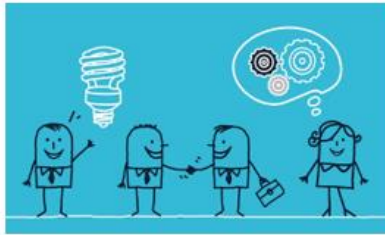
Based on EEAILE (2019) *Unit 3 - Listening Skills and Technology* México: UPN.

Retrieved from: <http://eeaille.cealupn.net/course/view.php?id=18>

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Listening comprehension has two kinds of listening situations Interactive and Non-Interactive. The interactive listening situations include 2 or more people changing information, opinions and facts. It allows the listener to ask for clarification, repetition, or slower speech from the speaker.

On the other hand, Non-interactive listening situations is much more one-sided and it does not allow to interact or to request clarification, slower speech or repetition.



Interactive listening



Non interactive listening

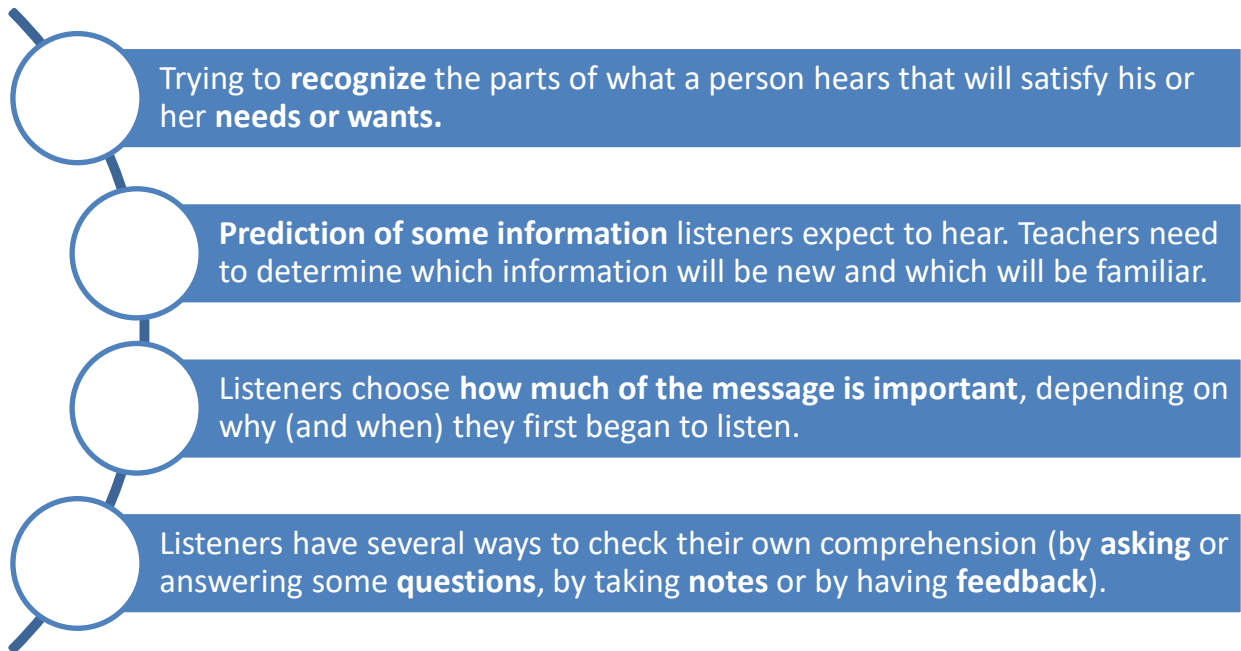
Retrieved from: <https://cundallconversations.com/starters/>

Being aware of the Listening process is very important when a teacher is planning a lesson. **Perception** (to identify speech sounds), **decoding** (the understanding of the message by taking in chunks) and **prediction and selection** (to make guesses about what comes next) are natural steps in a listening situation (EEAILE, 2019).

As teacher, you can take into account how to make things easier for students. For example, giving them some words before the listening class may help them to decode the message. Also, pausing the listening after a few minutes, doing a resume and making some predictions before continue the lesson can improve their understanding.

In addition, these elements must be considered when deciding what to include in listening activities:

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Based on EEAILE (2019) *Unit 3 - Listening Skills and Technology México*: UPN.

Retrieved from: <http://eeaille.cealupn.net/course/view.php?id=18>

Students with well-developed listening comprehension skills are more confident and are used to participate more effectively in class. In order to achieve it, considering the previous steps and following the next concepts is a must for a teacher.

Background Knowledge	Previewing	Advance Organizer
<p><i>The pre-existing knowledge over a particular topic that students may have.</i></p> <p>They can previously know about grammar, the topic or the vocabulary.</p>	<p><i>Activities or exercises that help the students anticipate the content that they will hear in the listening text.</i></p> <p>Some images, some vocabulary or a short introduction can help</p>	<p><i>A tool to help students make a connection between new information (from the listening text) and their pre-existing knowledge.</i></p>

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	students to make guesses about the listening activity.	At first students must list what they already know (previewing) and then they can compare with what they have just listen.
Meaning Support	Recall	Recall Question
<p><i>Providing students with pictures, sound effects, and other materials that make the listening text more comprehensible.</i></p> <p>Finding listening material is easy, but finding a useful one is complicated. Images, sound effects and the intonation of the speaker can help the listener to understand and be interested in the lesson.</p>	<p><i>Students' write down all of the ideas that they are able to remember from a listening text to determine what they have understood. Their L1 (first language) is sometimes used.</i></p> <p>In order to do this, teacher have ask the students to jot down the words or ideas they get from the audio.</p>	<p><i>A question that requires getting information from a listening text; it can usually be answered by simply repeating words or phrases from the listening text.</i></p> <p>Providing the student with questions before the task or ask them to complete a graphic organizer can help them to pay attention to specific words.</p>
Inference Question	Intonation	
<p><i>Questions that cannot be answered by simply repeating words from the listening text; Students must be able to link the material to something outside the text in order to answer correctly.</i></p>	<p><i>Refers to changes (rising, falling) in the speaker's tone of voice.</i></p> <p>To work on this, teacher can tell the students to pay attention to the context and not to the words. They can</p>	

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To achieve it, it is necessary to give students the instructions and allow them to read the options before the listening activity.	sum up the feelings of the speakers in a few words.
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Adapted from EEAILE (2019) *Unit 3 - Listening Skills and Technology* México: UPN.

Retrieved from: <http://eeaille.cealupn.net/course/view.php?id=18>

Finally, it is also necessary to consider the difficulties and problems associated with trying to understand a language:

Clustering

It slows down the process of students when they are developing their listening skills; when listening, we break down speech into smaller groups of words.

Redundancy

This helps the hearer to process meaning by offering more time and extra information.

Performance variables

Native speakers are conditioned to eliminate hesitations, false starts, pauses and corrections, whereas these can easily interfere with comprehension in second language learners.

Colloquial language

Idioms, slangs, reduced forms, shared cultural knowledge are all manifested at some point in conversations, surprising those who have been exposed to “textbook” language.

Rate of delivery

To be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses.

Stress, rhythm and intonation

Intonation patterns are useful to interpret elements as questions, statements, emphasis and messages like sarcasm, rudeness, solicitation, etc.

Interaction

To learn to listen is to learn to respond and to continue a chain of listening and responding.

As noticed, listening approaches take into account a wide range of aspects to teach students how to understand a conversation, song or audio in general. They consider the strengths and weaknesses of each person and guides them to meaningful learning. Constancy in the designing and application of appropriate activities, as well as the attitude and atmosphere created within the room are important for the development of this skill.

Chapter 2: Methodology and practice

2.01 Lesson Plan

IDENTIFICATION	
Author	Brenda Griselda Hernández Moysén
Educational stage	3 rd grade of High School
Title	Special days in the UK
Learning objective	*To practice present simple with verb <i>be</i> , regular and irregular verbs. *To learn about UK's festivals and special days.
Communicative skill considered	*Reading *Writing *Speaking *Listening
Main grammar structure	*Present Simple
Other structures	*Present perfect *Past simple
Brief description of the plan	Students will watch a video about some kids explaining the Red Nose Day celebration in UK. Then, the teacher will handle a copy with a brief explanation of five festivals celebrated in the UK. They will answer some questions and they will relate them with special days in Mexico. Finally, they will have time to write about a Mexican

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	<p>festival or important date and they will share it with their classmates.</p>
Hours of the plan implementation	<p>300 hrs</p>
Number of sessions	<p>Session 1 - 100 minutes Session 2 – 50 minutes Session 3 - 100 minutes Session 4 – 50 minutes</p>
Contents required for the lesson	<p>1. BuzzFeedVideo (2017) <i>Kids Explain Red Nose Day // Presented by BuzzFeed & Walgreens</i> Retrieved from: https://www.youtube.com/watch?v=F_0rEWphZ50</p> <p>2. Special days in the UK (Reading)</p> <p>3. British Council (2019) Adaptation of <i>Celebrations Skills</i>, Listening, Intermediate B1 listening. Retrieved from: http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/celebrations Concentrated in: https://drive.google.com/open?id=1iG-WvE-vgwdbM484hTHpfysDzLTreliu</p>
Link of the content	<p>1. https://www.youtube.com/watch?v=F_0rEWphZ50</p> <p>2. https://drive.google.com/open?id=1x9yUA3vPsj4SHbot-YDnXIWk7Zi5UMEp</p> <p>3. https://drive.google.com/open?id=1iG-WvE-vgwdbM484hTHpfysDzLTreliu</p>
EEAILE tutor on line	<p>Alma Daniela Otero Sosa</p>

INTRODUCTION TO THE LESSON

Step of the lesson	Teacher activities	Students activities	Session number	Materials	Evaluation
<p>Activation</p> <p>Listening</p>	<p>→Teacher welcomes students to the class and connects the equipment.</p> <p>→Teacher plays a video with children talking about the Red Nose Day celebration. Along the video, there are some questions for the kids, teacher has to pause the video and give students a minute to answer the same questions in their notebook. The questions are:</p> <p>*What superpower do you want?</p> <p>*What does every kind need?</p> <p>*Are there kids who do not have what they need?</p>	<p>→Students greet the class and express briefly how they feel today using expressions previously learnt.</p> <p>→Students watch the video and answer to the questions on it.</p>	01	<p>TV</p> <p>BuzzFeedVideo (2017) <i>Kids Explain Red Nose Day // Presented by BuzzFeed & Walgreens</i></p> <p>Retrieved from: https://www.youtube.com/watch?v=F_OrEWphZ50</p>	<p>Answers to the questions on the video.</p> <p>Diagnostic</p> <p>Participation during the debate of the message of the video.</p>

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	<p>*What is this? (the video shows a red nose, teacher asks the students if that red nose means something to them and what do they related the nose with)</p> <p>*How can it help kids in need?</p> <p>→At the end of the video, teacher asks the students to participate saying what did they understand. Teacher repeats the video if necessary. After that, teacher encourages a 5-minute debate about similar celebrations in Mexico.</p> <p>→Teacher writes the learning purposes of the lesson and have students read it and comment.</p>	<p>→They explain what did they understand about the Red Nose Day and debate with their classmates about similar celebrations in their country.</p> <p>→Students read the learning purpose of the lesson, clear doubts and express opinions briefly.</p>			<p>Participation during the debate.</p>
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COMMUNICATIVE SKILLS DEVELOPMENT					
Reading					
Step of the lesson	Teacher activities	Students activities	Session number	Materials	Evaluation
Vocabulary	<p>→Teacher gives copies of <i>Special days in the UK</i> material to the class.</p> <p>→Teacher asks students to circle with a special colour all the words they do not know while the reading section. It is important that students do not look for them at the dictionary.</p>	<p>→Students circle with a special colour all the words they do not know while the reading section.</p>	01	Special days in the UK (Reading)	
Reading	<p>→Teacher asks a student to read the introduction, correcting pronunciation, stress and intonation.</p> <p>→Teacher asks a student to read the Festivals Factfile and</p>	<p>→Students read the introduction, and correct their pronunciation, stress and intonation when necessary.</p>			Students participation

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<p>Top-Down decoding</p>	<p>March 13th sections, correcting pronunciation, stress and intonation. →Teacher asks three students to explain the paragraphs read. He motivates by activating previous knowledge about the Red Nose Day.</p>	<p>→Students explain the main idea of the paragraphs</p>		<p>Students participation</p>
<p>Planning Strategy & Scanning</p>	<p>→Teacher writes on the board the next words: *Season *Name of the holiday *Reason behind the celebration And asks the students to read quickly the 5th of November and The Last Weekend in August paragraphs and underline where can they find out the previous information.</p>	<p>→Students read the 5th of November and The Last Weekend in August paragraphs and complete the information on the board.</p>		<p>Students information</p>

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	→Teacher asks 5 students to share their answers and to give extra information.	→Students share their answers and give extra information.			Students participation
Skimming	<p>→Teacher welcomes students to the class and connects the equipment.</p> <p>→Teacher reviews briefly the topics seen the previous lesson.</p> <p>→Teacher asks students to read quickly and in silence the 31st of December and The Last Weekend in July sections and to write down five key words or short sentences about its content.</p> <p>→Teacher asks students to read the same paragraph aloud.</p> <p>→Teacher asks students to debate about the New Year's Eve and WOMAD celebrations.</p>	<p>→Students greet the class and express briefly how they feel today using expressions previously learnt.</p> <p>→Students talk about the topics read on the previous lesson.</p> <p>→Students read the text and summarize it in five words or short sentences.</p> <p>→Students read the paragraph aloud.</p> <p>→Students debate about the New Year's Eve and WOMAD celebrations.</p>	02		<p>Students participation during activation of knowledge</p> <p>Students participation</p>

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<p>Vocabulary</p>	<p>→Teacher asks students to say some of the words they have circled at the moment and he writes them on the board while they concentrate them on a list.</p> <p>→Teacher helps to infer the meaning of the words by asking about the context.</p>	<p>→Students say some of the words they have been circled and concentrate them on a list.</p> <p>→Students try to infer the meaning of the words by thinking about the context.</p>		<p>List of vocabulary</p> <p>Students participation</p>
<p>Homework Graphic organizer</p>	<p>→Teacher asks students to complete spidergrams about special days in the UK with the next words and phrases:</p> <p>*Watch TV *Dance</p> <p>*Listen to music *Laugh</p> <p>*Watch fireworks *Raise money</p> <p>*Sleep in a tent</p> <p>*Cook food outside</p> <p>*Wear unusual clothes</p>	<p>→Students complete spidergrams with the words and phrases given.</p>		<p>Spidergram</p>

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Writing					
Step of the lesson	Teacher activities	Students activities	Session number	Materials	Evaluation
Grammar practice	<p>→Teacher welcomes students to the class and connects the equipment.</p> <p>→Teacher reviews briefly the topics seen the previous lesson.</p> <p>→Teacher asks students to identify the verbs in “Festivals Factfile” section and to write a question on the board for each one of the facts given. If necessary, teacher and students correct the questions.</p> <p>→Teacher asks if Mexico has some similar celebrations. Then, students write a whole sentence</p>	<p>→Students greet the class and express briefly how they feel today using expressions previously learnt.</p> <p>→Students talk about the topics read on the previous lesson.</p> <p>→Students identify the verbs in the “Festivals Factfile” section and write a question on the board for each one of them. If necessary, teacher and students correct the questions.</p> <p>→Students give a short answer about Mexico’s similar</p>	03	Special days in the UK (Reading)	<p>Questions based on the “Festivals Factfile” section</p> <p>Sentences</p>

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<p>Writing</p> <p>Selecting a topic</p> <p>Brainstorming</p> <p>Composing: Guided writing</p>	<p>about it. Teacher helps with grammar.</p> <p>→Teacher asks students about five festivals or specials day in Mexico and writes them on the board. Then, he divided the group in five teams and assign one topic for each one of them.</p> <p>→Teacher gives instructions to the students.</p> <p>*Students will have a brainstorming session of five minutes to select the principal characteristics of the celebration. They have to concentrate the ideas on a spidergram.</p> <p>*Students will write short sentences about the characteristics selected. They</p>	<p>celebrations. Then they write a whole sentence about it.</p> <p>→Students give ideas and select five festivals or specials day in Mexico. Then they change their places to create teams.</p> <p>→Students have a brainstorming session of five minutes to select the principal characteristics of the celebration. They concentrate the ideas on a spidergram.</p> <p>→Students write short sentences about the characteristics selected. They</p>			<p>Students ideas on a graphic organizer</p> <p>Students' progress</p>
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Revising drafts	<p>can imitate the model of the previous readings.</p> <p>→Teacher walks around the teams to check their drafts and to give them appropriate feedback while their working.</p>	<p>imitate the model of the previous readings.</p> <p>→Students correct mistakes if necessary and ask their doubts when the teacher is around.</p>			
Discursive structures	<p>→Teacher asks students to put together the ideas by using connectors and adding information if necessary.</p>	<p>→Students to put together the ideas by using connectors and adding information if necessary.</p>			Students' progress
Proofreading	<p>→Teacher checks their drafts and gives them appropriate feedback while their working.</p>	<p>→Students correct mistakes if necessary and ask their doubts.</p>			
Editing and publishing		<p>→Students write the final version in a creative way.</p>			Students' final product

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Speaking					
Step of the lesson	Teacher activities	Students activities	Session number	Materials	Evaluation
<p>Speaking</p> <p>Casual style</p>	<p>→Teacher writes the following questions on the board:</p> <p>*Have you ever been in... ?</p> <p>Yes, I have.</p> <p>No, I haven't. But I would love to...</p> <p>No, I haven't. And I don't want to go because...</p> <p>*Did you like it?</p> <p>Yes I did, It was ...</p> <p>No, I didn't, it was...</p> <p>*When did you go?</p> <p>I went...</p> <p>→Teacher asks students to work in pairs and to ask their</p>	<p>→ Students work in pairs and ask their partners the questions on the board to have a short</p>	03		Students participation

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	<p>partners the previous questions to have a short conversation.</p> <p>→Teacher walks around the students to help with pronunciation and vocabulary.</p> <p>→Teacher asks some of the students to share their conversations aloud.</p>	<p>conversation. They can use the suggested answers at the beginning of their response</p> <p>→Students selected have a short conversation in front of their classmates.</p>			<p>Students progress</p> <p>Students' attitudes</p>
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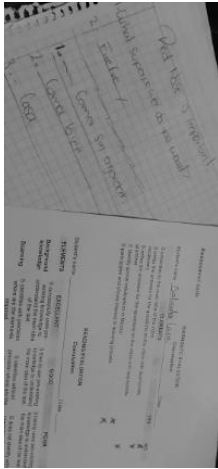
Listening					
Step of the lesson	Teacher activities	Students activities	Session number	Materials	Evaluation
<p>Listening</p> <p>Previewing</p>	<p>→Teacher gives copies of <i>Celebrations</i> material to the class.</p> <p>→Teacher asks six students to read the preparation exercise.</p>	<p>→ Students read the exercise and do the activity.</p>	04	<p>British Council (2019) Adaptation of <i>Celebrations Skills</i>,</p>	Listening strategies




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<p>Fill in the gaps (C-Test)</p> <p>Compre- hension</p> <p>Vocabulary</p>	<p>→Teacher encourages students' participation to match the events with the definitions.</p> <p>→Teacher plays two times the audio and asks students to write the missing words.</p> <p>→Teacher asks students the answer and talks about the paragraph content.</p> <p>→Teacher guide students to answer the second activity.</p> <p>→Teacher asks students to concentrate in the box the new words and asks them to use the words in short sentences.</p>	<p>→ Students listen to the audio and fill in the gaps.</p> <p>→Students give their answer and talk about the paragraph content.</p> <p>→Students complete the second activity and ask teacher their doubts.</p> <p>→Students concentrate the new words in the box and try to use them in short sentences.</p>	<p>Listening, Intermediate B1 listening. Retrieved from: http://learnenglish teens.britishcouncil.org/skills/listening/intermediate-b1-listening/celebrations Concentrated in: https://drive.google.com/open?id=1iG-WvE-vgwdbM484hTHpfysDzLTreliu</p>	<p>Students' participation</p> <p>Students worksheet answered</p> <p>Students' participation</p>
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2.02 Evidences

In this section, evidences of the activities applied are shown as images and products.

INTRODUCTION TO THE LESSON			
Step of the lesson	Activities	Evidence	Evaluation
Activation Listening	Video with children talking about the Red Nose Day celebration. Teacher has to pause the video and give students a minute to answer the same questions in their notebook.		

COMMUNICATIVE SKILLS DEVELOPMENT			
Writing			
Step of the lesson	Activities	Evidence	Evaluation
<p>Writing</p> <p>Selecting a topic</p> <p>Brainstorming</p>	<p>→Teacher asks students about five festivals or specials day in Mexico and writes them on the board.</p> <p>*Students will have a brainstorming session of five minutes to select the principal characteristics of the celebration. They have to concentrate the ideas on a spidergram.</p> <p>*Students will write short sentences about the characteristics selected. They can imitate the model of the previous readings.</p>	 	

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Speaking			
Step of the lesson	Teacher activities	Evidence	Evaluation
<p>Speaking</p> <p>Casual style</p>	<p>→Teacher asks students to work in teams and to ask their partners some questions to have a short conversation.</p> <p>→Teacher walks around the students to help with pronunciation and vocabulary.</p>		<p>Oral, no rubric or assessment tool.</p>

Because of days off given by the SEP, evaluation period and suspension of activities for air quality, there was not enough time to follow the lesson plan step by step, so it was decided to skip the reading section and the listening. Thanks to this decision, it was possible to put into practice 3 of 5 planned activities.

At the beginning, reading was the main activity, but I noticed that starting with a writing was helpful because students felt engaged with the lesson, Meanwhile, during the listening part of the introductory activity, they were lost and it was hard for them to understand the meaning and purpose of the video.

2.04 Designed tool to assess students

Assessment tools

DIAGNOSTIC EVALUATION

Coevaluation

Student's name _____ Class _____

ELEMENTS	YES	NO
S understands the main idea of the video.		
S writes the answers for the questions on the video with appropriate vocabulary		
S writes the answers for the questions on the video with appropriate grammar		
S identify similar celebrations in Mexico		
S participates and shows interest in learning process		

Firstly, a diagnostic assessment tool where students can co-evaluate their own fellows is used. The purpose of this tool is to know if the students are understanding the video and if the vocabulary is helpful for their knowledge. Also, they have to answer some questions in order to identify their ability to express in present simple.

READING EVALUATION

Teacher'evaluation

Student's name _____ Class _____

ELEMENTS	EXCELLENT	GOOD	POOR
Background knowledge	S successfully uses pre-existing knowledge to understand the main idea of the text.	S tries to use pre-existing knowledge to understand the main idea of the text.	S barely uses pre-existing knowledge to understand the main idea of the text.
Scanning	S identifies with precision where are the elements required.	S identifies without precision where are the elements required.	S does not identify with precision where are the elements required.
Skimming	S is able to identify the main ideas and	S is able to identify the main ideas but	S is not able to identify the main

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	summarises them in 5 short sentences.	cannot summarise them in 5 short sentences.	ideas and summarises them in 5 short sentences.
Vocabulary	S identifies the unknown vocabulary and makes a strong effort to infer its meaning.	S identifies the unknown vocabulary and makes an effort to infer its meaning.	S poorly identifies the unknown vocabulary and makes no effort to infer its meaning.
Clustering	S properly organises the information of the reading in a spidergram by using the given vocabulary.	S organises the information of the reading in a spidergram by using some of the given vocabulary.	S hardly organises the information of the reading in a spidergram by using the given vocabulary.

Secondly, there is a reading assessment tool where students can co-evaluate their peers use of reading strategies to understand a text. It includes *background knowledge* because it is important that they learn how to use what they already have (their pre-existing knowledge) to get the main idea of anything when interacting in English.

Scanning and skimming are important in both, first and second language. Therefore, they must be able to summarize what they are reading and to identify specific parts of the text like key words or key facts. Naturally, they would have doubts about vocabulary, but it is important to let them know that inference is a must during reading and listening.

To sum up all these strategies, a graphic organizer can be helpful to distribute the previous elements in a practical tool.

WRITING EVALUATION

Teacher's evaluation

Students' names _____ Class _____

ELEMENTS	A 1	A2	FA
Prewriting Students have a brainstorming session to collect data, they take notes and debate about the topic.			
Language structures			

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The text show coherence of words, clauses, and sentences, which are structured according to a system of rules.			
Guided writing The text follows patterns and substitute some ideas to organize the message.			
Creative expression Students express personal experiences and opinions.			
Proofreading and editing Students make proper corrections according to previous comments of the teacher and their peers.			

Evaluation of writing among students could be difficult when they have a basic level of English, this is why, the tool is going to be used by the teacher during one or two lessons and the activity must be done in teams. It is designed for thinking on the writing process established during the theory section. Basically, it starts with brainstorming, the first and second drafts and the final edition of the writing.

Thinking on that, the tool has 3 assessment phases, the objective is to identify if the students are improving after each draft or if they continue making the same mistakes. According to the needs of the team or the lessons, teacher can add columns to register more assessment moments.

LISTENING EVALUATION

Self-assessment

Student's name _____ Class _____

ELEMENTS	YES	NO
Meaning support I can use pictures, sound effects and materials to comprehend the text.		
Recall I wrote down all the ideas that I understood so I could comprehend the listening.		

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Inference Question I was able to link the material to my own experiences in order to answer correctly.		
Intonation I used the changes in the speakers tone of voice as a tool to understand what they wanted to say.		

Finally, students are going to evaluate their own progress by deciding if they are using the context to comprehend the listening activity. By this moment, they have already learnt new vocabulary related with festivals with the reading, writing and speaking activities, so listening must not be difficult for them. Meaning support, recall and inference questions are aspects to be evaluated. The intonation is very helpful when someone is listening to something, so the students' ability to use it when listening is also tested.

2.05 Recorded activities

<https://youtu.be/WSG92rQsiT4>

Chapter 3: Design of Assessment

3.01 Rationale behind of the Assessing and/or Testing tool

People always want to know how is the learning process working, that is why teachers need to use testing and assessing tools, depending on what do they want to know about the students' learning.

Testing tools are normally used as a summative evaluation that everybody has used at least once in their live. Normally, tests are considered as stressful events because they are going to be graded depending on the result. According to EEAILE (2019). there are several good reasons for including tests in a language program but it is important to identify the real reason for testing.

Testing helps to measure language proficiency, to discover how students are achieving the objectives of a course and to diagnose students' strengths and weaknesses. According to Brown (mention in EEAILE, 2019), testing is defined as "a method of measuring a person's ability, knowledge, or performance in a given domain".

Meanwhile, assessment is defined as "an ongoing process that encompasses a much wider domain [than testing]" (EEAILE, 2019). Assessing analyses students' performance and it represents a continues evaluation that can be considered as incidental or intended (target test). When a teacher is assessing the learner, he or she can inform the progress and give advice to improve their performance.

Evaluation tools affects decisions about grades, placement, advancement and instructional needs. David Cutler (2019) mentions that teachers must ask themselves "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?".

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Testing occurs every two or three months, but assessment is a constant process. That is why nowadays educational systems encourage the continuous assessment, so the reflection about teaching practices can be done more often.

Therefore, the evaluation of the lesson plan that is presented as a final project will include assessing tools to evaluate the progress during the lesson and not at the end of the partial. This strategy allows students to improve their skills class after class and, at the end of the semester, they could show an important improvement on their performance.

The group that has been chosen has 35 students, its size makes individual assessment a bit difficult, especially when it is made by the teacher. In these cases, co-evaluation and self-assessment is an easier and better way to evaluate. Therefore, the evaluation tools and the lesson plan are designed thinking on how do students are going to use them to grade their peers.

Some of the intentions of this lesson plan is to give students some tips to increase confidence when interacting in English, so the aspects to be evaluated are written in such a way that they identify if the student is making use of the tools at their disposal to understand and interpret the information.

Firstly, during the diagnostic evaluation the understanding of listening and the basis of grammar are going to be tested among friends. Secondly, students will receive assessment according to the use of schema, word keys and context to understand a text. Then, they are going to work in teams to make a short writing that allows them to learn more thanks to their partners while they are practicing the writing skill. Finally, they will listen to some dialogues and they will fill some blanks. After it, they will reflect on the way they did the activity.

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3.02 Real evidences

Berenice Beltrán is a girl who shows interest in learning a second language, but she finds grammar a bit difficult because she is not used to use the language. She is a girl that needs someone to guide her and after a while she understands and does her best.

WRITING EVALUATION
Teacher's evaluation

Students' names Berenice Beltran Class 3^{ra}

ELEMENTS	A1	A2	PA
Prewriting Students have a brainstorming session to collect data, they take notes and debate about the topic.	✓	/	✗
Language structures The text show coherence of words, clauses, and sentences, which are structured according to a system of rules.	-	/	✓
Guided writing The text follows patterns and substitute some ideas to organize the message.	✓	/	/
Creative expression Students express personal experiences and opinions.	-	/	/
Proofreading and editing Students make proper corrections according to previous comments of the teacher and their peers.	-	-	/

Don't be shy! You can do it better!

Assessment tools

DIAGNOSTIC EVALUATION
Coevaluation

Student's name Berenice Beltran Class 3^{ra}

ELEMENTS	YES	NO
S understands the main idea of the video.	✗	
S writes the answers for the questions on the video with appropriate vocabulary		✗
S writes the answers for the questions on the video with appropriate grammar		✗
S identify similar celebrations in Mexico	✗	
S participates and shows interest in learning process	✗	

How to design a lesson plan that integrates the four skills when learning a second language

Salvador is a student that has vocabulary difficulties, so he finds English demanding, but when he is in a hurry, he works hard and ask for help to his classmates and the teacher. He needs to be encourage to do his best.

Assessment tools

DIAGNOSTIC EVALUATION
Coevaluation

Student's name Salvador Lara Class _____

ELEMENTS

	YES	NO
S understands the main idea of the video.		
S writes the answers for the questions on the video with appropriate vocabulary		X
S writes the answers for the questions on the video with appropriate grammar		X
S identify similar celebrations in Mexico	X	X
S has interest in learning process	X	

WRITING EVALUATION
Teacher's evaluation

Students' names Salvador Lara Class _____

ELEMENTS

	A 1	A2	FA
Prewriting Students have a brainstorming session to collect data, they take notes and debate about the topic.	X	✓	✓
Language structures The text show coherence of words, clauses, and sentences, which are structured according to a system of rules.	X	X	✓
Guided writing The text follows patterns and substitute some ideas to organize the message.	✓	X	✓
Creative expression Students express personal experiences and opinions.	X	X	✓
Proofreading and editing Students make proper corrections according to previous comments of the teacher and their peers.	-	-	✓



Berenice and Salvador co-evaluating the introduction activity with the diagnostic assessment tool (2019)

How to design a lesson plan that integrates the four skills when learning a second language

German is an excellent student, he understands the topics and he just needs the explanation once to do it well. One disadvantage is that he is a lonely boy and he is shy, when students ask him how to do the activity he does not know how to explain it. As he is timid, he avoids to participate in the speaking lessons.

Students' names German Sanchez Fragoso Teacher's evaluation _____ Class _____

ELEMENTS	A 1	A 2	FA
Prewriting Students have a brainstorming session to collect data, they take notes and debate about the topic.	✓	✓	✓
Language structures The text show coherence of words, clauses, and sentences, which are structured according to a system of rules.	✓	✓	✓
Guided writing The text follows patterns and substitute some ideas to organize the message.	✓	✓	✓
Creative expression Students express personal experiences and opinions.	✗	✓	✓
Proofreading and editing Students make proper corrections according to previous comments of the teacher and their peers.	-	✓	✓

Excellent!

Assessment tools

DIAGNOSTIC EVALUATION

Student's name German Sanchez Fragoso Coevaluation _____ Class _____

ELEMENTS	YES	NO
S understands the main idea of the video.	✓	
S writes the answers for the questions on the video with appropriate vocabulary	✓	
S writes the answers for the questions on the video with appropriate grammar	✓	
S identify similar celebrations in Mexico	✓	✗
S participates and shows interest in learning process	✓	

Congrats! You're doing well!

How to design a lesson plan that integrates the four skills when learning a second language

The group has a basic level of English, so the rubrics were easy to follow with them because they focused on what they could do with what they already know and not so much in new knowledge. But, as they are not used to follow a rubric or assessment tool to evaluate their peers or themselves, it was hard to do the co-evaluation and I had to do it at the end.

I think it is important to use these tools as a guide at the beginning so they can get used to it and learn how to take advantage of the results, after a while, they can be used to express a result for their grades. Otherwise, grade them with the rubric since the beginning could affect their confidence and interest in learning English.

Chapter 4: Report and analysis

Learning a second language is a complex process. It is not just about learning some words and grammar, but about knowing how to use them. It involves making your mind work and adapting to the context in which it is involved.

This is part of the cultural aspect of languages, which must be taught along with grammar and vocabulary. Furthermore, developing a communicative competence means “knowing and implementing the social or sociolinguistic rules of a language in addition to the knowing of grammar, vocabulary and pronunciation” (EEAILE, 2019).

Make a deep reflection of the activities that take place in class and if they achieve the expected learning is something we must do constantly. Surely at the moment, teachers analysed how is everything going, but it is necessary to write in order to keep a record and do something about it.

Because of these uncontrollable situations, it is important to do the best in every lesson and to use the more appropriated educational tools. Therefore, follow many strategies according to the context will be helpful to improve student’s skills and classes at the same time.

Particularly, in this course I have learned that teachers should not forget that we continue learning and that we also need to follow all the learning strategies that our students follow. That is, to plan a class we think about which steps we have to follow, how to present the topics, how to practice them and how to reinforce them. We also consider what product can we ask for the evaluation based on the famous “expected learning” and the skills that should be acquired.

We can do it with worksheets, make maps or apply them directly in the planning. Everything depends on our own work style. This will help us to improve our practice little by little, because we have well identified the variants that exist when teaching and we would have adequate reference material to our way of working.

How to design a lesson plan that integrates the four skills when learning a second language

Naturally, just one trying is not enough. This profession and, specially, this subject, needs a constant effort after each lesson, cause teachers can improve their strategies, activities and materials all the time.

When planning the activities, I thought it will be easy to carry on them, but when the time came, I found it difficult to apply them step by step and I had to reorganized everything. As teacher, I now that I must be prepared for these changes, but I now I understand that these reflective moments are more than necessary to avoid making the same mistakes.

The assessing tools are useful when they are used with the appropriate activities and with the proper time, because it is worthless to design them if they are not going to help both, students and teacher. Therefore, both of them have to learn how to evaluate and do proper feedback.

Chapter 5: Conclusions

The perfect practice does not exist, teachers have to pay attention to the planning process and they should know that a semester planning must have changes because every group changes its way of work every day.

When we talk about education, there are hundreds of opinions and theories. And it is something that keeps changing through the time. For me, Vygotsky's theory has always been the best to apply with students. While I was at school, I used to think that focusing classes on social practice was the best option, but now I am on a continuous debate with myself because it is hard to have social practices when you have more than 55 students in a 50-minute-lesson.

And it is not just about the theory, it is also about the teacher's personality, everybody's attitude, the context of the school and the day everyone is having. Maybe one day your class can be perfect: all the students are participating, they are understanding the lesson and things go easily for them. But, the next class people is quite and they get bored in a few seconds.

Reflective teaching is a delicate process where teachers have the opportunity to evaluate if applied strategies are working with the groups. The most important thing in class is to have a relaxing environment by following the Affective Filter Hypothesis, then we have to provide as many valuable Input moments as we can so students can have more possibilities of having Intake.

As is evident, it is not enough to teach grammar so that our students are linguistically competent, it is also important to give them the necessary tools to interact with people from other countries, other cultures and other contexts. Most important, that is why we teach them a second language, so that, the day they need it, they are able to interact efficiently.

People must learn how to express themselves appropriately so as not to emit an unwanted message, however, knowing how and with whom to use words is a must. For example, if a

How to design a lesson plan that integrates the four skills when learning a second language

student wants to apply for a scholarship, he or she must use formal language, but if he or she is accepted, being formal with their new colleagues, may be unusual.

Having said that, it is important to include culture sections into the syllabus and make it part of the day-a-day language for students, not to mention its impact on the students' interest for learning a second language and put it into practice on their own. Teaching intercultural competences might help the students to improve their skills and be more interested in learning a second language, this is because they love learning something totally new and not just by the book.

It is imperative that teachers find their own teaching philosophy because it will help when planning a lesson and it can be easier to establish the list of requirements to take into account like students' needs, likes and learning styles.

Thanks to this project, I know that making an effort when selecting and designing lessons helps to spend the time with productive activities instead of losing time with random and repetitive exercises. Teacher is the guide at all times and in every moment, so it is essential to help students to build their learning style and to learn how to take advantage of the assessment tools and activities.

Appendixes



Kids Explain Red Nose Day // Presented by BuzzFeed & Walgreens

BuzzFeedVideo 870 mil visualizaciones • Hace 2 años

"If I had magical powers, I would zap them a house, food, and money..." Learn more about ending childhood poverty at ...

BuzzFeedVideo (2017) *Kids Explain Red Nose Day // Presented by BuzzFeed & Walgreens*

Retrieved from: https://www.youtube.com/watch?v=F_0rEWphZ50

Special days in the UK

Dates for your diary

Music, bonfires, sunrises, fireworks and more – we talk to five students about key dates in their diaries.

FESTIVALS factfile

- Red Nose Day happens every two years. The first one was in 1988.
- 90% of all the fireworks in the world come from China.
- The British love the Notting Hill Carnival. Only 20% of the TWO million people there are tourists.
- New Year's Eve traditions are fun. In Spain, people eat 12 grapes at midnight. Delicious!
- There are also WOMAD festivals in Australia, the UAE, Italy and Spain.

March 13th

That's me!

I ♥ red noses

Red Nose Day is a big charity event. This year it's on 13th March, and all day people across the country do funny things to raise money. You can buy red plastic noses and wear them on Red Nose Day. You can even get a red nose for your car! At college we pay £1 so we can wear pyjamas all day! There are also special TV programmes – baking competitions, dancing competitions, music and comedy shows. The money from Red Nose Day helps people in the UK and also in Africa. So remember - red noses aren't only for clowns!

Rachel, from Belfast, Northern Ireland

5th November

Sometimes it's hot in November...

You can forget Halloween. The best festival at this time of the year is 'Bonfire Night'. November is often horrible and cold so bonfires and fireworks are a great way to have a great time. But why do we celebrate on the fifth? That's because it's the anniversary of Guy Fawkes' plot to blow up* the Houses of Parliament in London in 1605. There are awesome fireworks displays all over the country, but my family has its own fireworks and a big bonfire in the garden. We cook hot baked potatoes in the fire. Lovely!

Carl, from Manchester, England

Hobbs, M. & Starr, J. (2015) *SURE Student's Book Beginner* (pp156) Ed. Helbling

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The image displays three circular photographs of festivals. The first, on the left, shows a large crowd at the Notting Hill Carnival with a red banner that says 'We like to party!' and the handwritten word 'parade' below it. The middle image shows a night scene of fireworks with a red banner 'Fantastic fireworks!' and the handwritten text 'That's Edinburgh Castle!' below it. The third image, on the right, shows a festival scene with a red banner 'Listen to the world!'.

The last weekend in August

It's a famous festival in London and the biggest street festival in Europe. In fact, around two million people go the Notting Hill Carnival every year (only the carnival in Rio de Janeiro is bigger!). It's a celebration of Caribbean culture with loud music, parades, dancers wearing colourful costumes, and amazing street food. I love the spicy chicken – it's delicious! Everyone can join in the fun! The steel bands are my favourite and the music is great for dancing.

Jake, from London, England

31st December

My number one celebration? That's easy. It's New Year's Eve. Now I know New Year's Eve is an important celebration in the whole of the UK, but here in Scotland it's really special. We call it Hogmanay, and in our house the night of 31st December is the time for a big party for family and friends. At midnight, we all shout 'Happy New Year!', hold hands and sing the traditional Scottish song, Auld lang syne. In my city of Edinburgh there are street parties, concerts, and spectacular fireworks from the castle.

Erika, from Edinburgh, Scotland


The last weekend in July

Where can you hear music from every continent on the planet? At WOMAD, that's where! It stands for World of Music and Dance and it's the best festival ever! There's world music, hip hop, blues, even rock, with about 100 artists from over 40 countries. And 40,000 people are in the audience every day. OK, so I don't like all the music, but it's always different and it's always amazing! WOMAD happens in the summer and lasts three and a half days. We go camping, sleep in a tent and hope it doesn't rain!

Martha, from Swansea, Wales

Hobbs, M. & Starr, J. (2015) SURE Student's Book Beginner (pp157) Ed. Helbling

How to design a lesson plan that integrates the four skills when learning a second language



LearnEnglish Teens

Listening skills practice: Celebrations

Transcript for Celebrations

A

It was Nicky's idea, but we all t_____¹ it's going to be brilliant. As soon as the last exams have f_____², we're going to decorate the main hall at school with paper streamers and Chinese lanterns and things. Steve h_____³ this idea of projecting photos of everyone onto a wall, like a slide show. And we've got Jo's brother, who's a professional DJ, coming along. Then there a_____⁴ three different bands lined up to play. Ours is the best, because we've been together longest and we've got a great bass player, (*coughs*) although I s_____⁵ so myself, so we're on last. It's going to be cool.

B

Every year there's a carnival in August in London. You've probably heard of it, the N_____⁶ Hill Carnival? So this year, me and my friends are g_____⁷ again. We went last year and we had such a fantastic time. It's all Afro-Caribbean, with people in amazing costumes and these brilliant steel bands. We don't go in costume, but we do d_____⁸ a lot. It does get quite crowded, so you have to make sure you stick together. And you have to watch out for pickpockets when there are so many people in the same place. But it's really good fun: it's like London b_____⁹ a different country. Even the police dance sometimes.

C

We're going to hire a boat for the day and take it up the river. It's my grandparents' golden wedding anniversary, so the whole family is getting together. I'm really l_____¹⁰ forward to seeing my cousins again. I haven't s_____¹¹ them for ages. We've got this huge picnic planned, with loads of different types of sandwiches and salads and an enormous cake. My dad h_____¹² borrowed an ancient gramophone player, you know, what they had before CD players, and some old records. So as we go up the river we're going to l_____¹³ to music from the time my grandparents got married – the swinging sixties!

D


Two of my best friends have their birthday in the same week, so some of us have d_____¹⁴ to have a surprise party for both of them. One of my friends, Sandra, has a big house, and her parents say we can use it. They're going away, luckily. It's at the end of October, so we're going to d_____¹⁵ the house with Halloween things, you know, spiders' webs and spooky things. We're going to make up an excuse to get the birthday girls to come round to the house – say we're going to h_____¹⁶ Sandra move some stuff, or something. Then, as soon as Sandra lets them in, we're going to turn the lights out and jump out at them! We just have to make sure nobody mentions anything on F_____¹⁷ and gives away the surprise.

E

There's a Royal wedding in June – one of our princes is getting married – so it's a public holiday. Lots of people are h_____¹⁸ parties in squares and parks and places, and the people in our street decided to have one too. Well, it's a good excuse to have a party, isn't it? We're all going to take out tables and chairs and p_____¹⁹ them together in the middle of the road. We're going to stop cars coming through, obviously. We're all going to bring different dishes and share them round. There are quite a lot of different nationalities living on our street – people from India, China and different African countries – so the food should be really interesting. It'll b_____²⁰ good to get to know more of the neighbours too.

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British Council (2019) Adaptation of Celebrations. Skills, Listening, Intermediate B1 listening.
Retrieved from: <http://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/celebrations>

 **BRITISH COUNCIL**

LearnEnglish Teens
Listening skills practice: Celebrations

Preparation
Do this exercise before you listen. Match the events with the definitions and write a – e next to the numbers 1 – 5.

1.....	a party to celebrate the anniversary of someone's birth	a.	golden wedding anniversary
2.....	the marriage of a king, queen, prince or princess	b.	Notting Hill Carnival
3.....	a West Indian carnival held in London every August	c.	end of term party at school
4.....	a celebration of 50 years of marriage	d.	birthday party
5.....	a party normally organised by students to celebrate finishing the school year and completing their exams	e.	Royal wedding

2. Check your understanding: matching
Do this exercise while you listen. Match the speaker with the celebration and write a – e next to the numbers 1 – 5.

1.....	Speaker A	a.	golden wedding anniversary
2.....	Speaker B	b.	Notting Hill Carnival
3.....	Speaker C	c.	end of term party at school
4.....	Speaker D	d.	Royal wedding
5.....	Speaker E	e.	surprise birthday party

Vocabulary Box Write any new words you have learnt in this lesson.

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