

**COLLABORATIVE COMMUNICATIVE TASKS: INTERACTING IN AN EFL
BLENDED LEARNING CLASS**

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ABSTRACT

This document presents a pedagogical and didactic innovation proposal which aims to implement collaborative communicative tasks to encourage oral interaction through using ICT tools in an EFL blended classroom. This proposal is directed at tenth graders whose ages range from 15 to 18 years old from public schools in Colombia. Based on the analysis of several research studies conducted not only in Colombia, but also overseas, and the design of 3 cycles of intervention with their corresponding materials; implications, limitations and conclusions could be identified regarding the development of this pedagogical innovation proposal.

Key words: Collaborative learning, Communicative tasks, Information, Communication, Technology (ICT), Oral interaction.

RESUMEN

Este documento presenta una propuesta de innovación pedagógica y didáctica que tiene como objetivo implementar tareas comunicativas colaborativas para fomentar la interacción oral, mediante el uso de herramientas TIC en un aula mixta de inglés como lengua extranjera. Esta propuesta está dirigida a estudiantes de décimo grado cuyas edades oscilen entre los 15 y los 18 años de escuelas públicas de Colombia. Basado en el análisis de varias investigaciones realizadas no solo en Colombia, sino también en el exterior, y el diseño de 3 ciclos de intervención con sus correspondientes materiales; fue posible identificar implicaciones, limitaciones y conclusiones sobre el desarrollo de esta propuesta de innovación pedagógica.

Palabras clave: Aprendizaje colaborativo, Interacción oral, Tareas comunicativas, Tecnologías de la Información y la Comunicación (TIC)

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Chapter I

THE PROBLEM

Target Population

Tenth graders, whose ages mostly range from 15 to 18, from a public school in Colombia, are considered as the most accurate population for the implementation of the current pedagogical and didactic innovation proposal. One characteristic of this type of population, in the cultural dimension, is their conception about learning English. They might find the target language either quite important and useful to achieve better opportunities for work and travel to different countries, or troublesome and pointless (Peña, 2019; Abril 2020). In both scenarios, they all might also think of English as another subject that must be passed to get graduated from high school, thus, they may not conceive the language as a tool to both communicate and collaborate.

On the other hand, according to Los Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, (MEN, 2006) teenagers who are in tenth grade may possess a good understanding and level of English, at least to keep the flow of a conversation; factor that is very important to the development of the project since this proposal focuses on fostering their oral interaction throughout collaborative communicative tasks within the English class.

Regarding their cognitive and social development, 10th grade students usually get stuck in a stage of building their personality. It means they start questioning the way they are, their decisions, their lives, their relationships, their financial stability, what they want to study, where they would like to live, etc (Borghuis, Denissen, Oberski, Sijtsma, Meeus, Branje, & Bleidorn, 2017). Therefore, they tend to be more flexible to consider different points of view, recognizing that knowledge can be constructed and dynamic. Besides, at these ages, they have also produced an interest and need to connect what they learn to the world outside their classroom showing thus, a strong willingness to learn things they consider to be useful; what

makes them choose active over passive learning experiences, favoring interaction with peers and using skills to solve real life problems during their learning process. (Steinberg, 2005)

In regard to the economic factor, it is precise to state that the pupils ought to be at least between 1 and 2 socio-economic strata with easy internet access, besides, the institution where the students take their classes should also possess an easy internet connectivity when learning English, apart from appropriate devices such computers, projectors, and smart boards, just as it has been implemented in some schools in Colombia (Peña 2021), since one of the constructs in this project is blended learning; which has to do with using technology such as videos, voice recordings, messages, among others.

Statement of the problem

Colombian educational policies have aimed to prepare students in high school to be competent communicators of English. Being a competent user means being able to write, read, speak and understand English. To achieve this, Ministerio de Educación Nacional (MEN), in Colombia, created *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, whose theoretical foundation is based on the Common European Framework of References for Languages (CEFRL) in agreement with the British Council (Ministerio de Educación Nacional [MEN], 2006).

As highlighted in *Los Estándares Básicos*, foreign language learners may achieve high levels of proficiency to be effective communicators when required. According to this, students who are in tenth grade ought to get a B1 pre-intermediate level, which implies, according to CEFRL, being able to listen, read, write, and speak at an average level sufficient to communicate among themselves and with others. In relation to the speaking skill and interaction, it is hoped that learners can “enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life” (Council of Europe, 2018, p. 83). Nonetheless, and taking into account what it has been explored by Correa and Gonzalez

(2016), these communicative spaces are not always given to students; they seldom communicate or interact with one another in English.

Therefore, students, who are finishing high school, evidence low level of EFL proficiency. Although CEFRL states the importance of having communicative activities such as understanding a Native Speaker Interlocutor, Conversation, Informal Discussion, Formal Discussion (Meetings), Goal-oriented Co-operation, Obtaining Goods and Services, Information Exchange, Interviewing and Being Interviewed, to improve the students' ability to communicate better in English, among others, according to a report made by MEN (2019), on the national tests results (pruebas saber 11), students who graduate from public schools do not achieve what it is expected for band B speakers.

Another aspect that must be considered is how significant interaction is in the educational field. According to *Estándares Básicos*, learning a foreign language is an invaluable opportunity for the social, cultural and cognitive development of students because it supports learners in the practice of social interaction and in the negotiation of meanings. Likewise, it improves their ability to establish relationships with other people and to cope with new situations. However, a study carried out by Cruz (2020) showed that students of a Colombian public institution located in Bogotá, for instance, evidenced a low degree of interaction in the foreign language since they did not have an environment that asked them to exchange information to reach a communicative goal; hence it is evident the necessity to foster learners' collaborative interaction.

Consequently, among the major identified causes of this problem, classes given in Spanish and lack of communication scenarios in Colombian classrooms stand out. Firstly, according to Abril (2020), most of the English classes in a 10th grade classroom that the author observed, were given, and instructed in the first language, resulting in activities in which little English was spoken, thus students perceive the tongue as something they do not

need to interact with their peers, fact that is, indeed, one of the reasons why high school students failed on their national tests. On the other hand, Colombian EFL instruction does not provide enough communicative spaces for students to put their speaking and grammar knowledge into practice due to both the size class and how many English sessions a week learners have in their school, thus, when it comes to reacting to a real English context, they do not know how to approach it since learners lack scenarios wherein, they can use all what they learn in their English class. (Buitrago, 2016)

In conclusion, the problem identified relies on main three aspects. First, tenth- graders do not have oral communicative spaces in which they can put their English into practice, that might be why the results of several tests in the country show low proficiency in the language. (Correa and González, 2016), (Buitrago, 2017) (MEN, 2006). Secondly, a lack of collaboration within their classes is evident, ending up with a low degree of interaction, not only with the language, but also with their classmates (Correa & González, 2016; MEN, 2019). Finally, since learners miss English instruction in their encounters once they finish their school they do not know how to respond to real scenarios where English is spoken. (MEN, 2006; Abril, 2020). Hence, this project seeks to group the above-mentioned problematic situations, with the aim designing a pedagogical and didactic proposal to provide an alternative to improve such educational context.

Rationale

Studying English, nowadays, is considered significant on people's personal development since it brings a lot of benefits. First of all, learning English carries work opportunities along, undoubtedly, jobs in which English is required are better paid, recognized and provide more opportunities to get promoted. Secondly, people who are able to communicate in English have, indeed, more academic opportunities considering that universities abroad are offering more and more scholarships in their countries, furthermore,

nowadays several universities in Colombia are making use of English literature to the development of their programs. Finally, being an English user offers intercultural chances to interact with people from different cultures, which English is not necessarily their native language.

Consequently, learning English as a foreign language does not only mean getting grammar structures and vocabulary; but also finding a means to interact with others, putting into practice language, peer collaboration and communication. As shown in studies upon education, (Chaparro, 2016; Correa and González, 2016) either lack or low degree of oral interaction is a frequent issue in an EFL classroom since students express the fact of not having too many spaces in which they can talk to one another in the foreign language. On the contrary, following the Estándares Básicos, it is possible to notice the importance of having such oral interaction when acquiring the foreign language, then dialogues play a significant role inside the EFL classroom. In the case of A2 learners, for instance, are required to be able to express spontaneously their points of view, their interests, their arguments among others, within conversations. Therefore, this proposal searches for ways to enrich oral production, thus, pupils can participate in conversations, ask questions, and interact with their peers, among others (Ballen, 2017).

Additionally, collaboration can work hand in hand with communication and interaction in the EFL classroom, giving positive results. This means that the students' speaking skills need to be practiced by interacting with others, fact, supported by Council of Europe (2018):

In interactive activities the language user acts alternately as speaker and listener with one or more interlocutors so as to construct conjointly, through the negotiation of meaning following the co-operative principle, the conversational discourse. Reception and production strategies are employed constantly during interaction. There are also

classes of cognitive and collaborative strategies . . . concerned with managing co-operation and interaction such as turn taking and turn giving, framing the issue and establishing a line of approach, proposing and evaluating solutions, recapping and summarising the point reached, and mediating in a conflict (p.73)

Thereupon, collaboration is a challenging aspect that has to do with the above-mentioned interaction among Colombian EFL classrooms. According to Correa and González (2016) one of the biggest challenges when teaching English in Colombia is the class size since the average of students per class is around 35 and above, resulting, thus in a class where little English was spoken, and the students' communicative skills were not being practiced. Therefore, it seems to be essential to encourage learners' interaction through collaborating with one another, grouping them to make them communicate in the foreign language (Buitrago, 2017), so the class size, along with collaboration, might become an opportunity to enhance their oral interaction.

Despite the fact that teachers tend to think that learning collaboratively only implies making gather students in groups and couples in the classrooms, it is also necessary to set a goal and strategy for pupils to work collaboratively, since such collaboration lets them develop the social aspect and obtain the benefits from working together such as: "identifying their own mistakes, learning more from their partners, learning to share and accept different ideas, helping and being helped by others" (Martínez, 2016, p.71).

However, it is important to consider the difficulties teenagers may face to collaborate among them. According to Piaget (1995) teenagers go through an egocentric stage, tending to construct self-centered worlds. That is why the current proposal could be both challenging and necessary for them to work collaboratively, forward to giving them scenarios which they can construct themselves as social agents. On top of that, under the current sanitary

circumstances, students are not being asked to work collaboratively or developing their oral interaction since it might be difficult not only for the pupils but also challenging for teachers.

Consequently, since ICT has been used in recent years to foster communication, collaboration, and learning, this seems to be a very useful tool to this project. In accordance with Sánchez (2016) implementing ICT tools, such as video role-plays, could bring many benefits to EFL learners since it enhances their communicative competence, their team-work abilities, and their ICT skills, resulting thus, of exchanging meaningful messages in English once a real-life situation is applied to both their physical and remote context.

To sum up, the benefits that this project could give to the EFL users' communicative competence may be many, since, as it is claimed in Council of Europe, "the idea is to design curricula and courses based on real world communicative needs, organized around real-life tasks and accompanied by 'Can do' descriptors that communicate aims to learners" (2018, p.26); this is why collaborative communicative tasks in the EFL classrooms may seem accurate to work on pupils' communicative needs creating a curriculum (pedagogical innovation) based on real needs, implementing real-life tasks in the school, collaborating and using ICTs tools to foster oral interaction.

Objectives

General:

- To design a didactic proposal based on collaborative communicative tasks to encourage oral interaction through the means of ICT.

Specific:

- To use ICTs as a means to create collaborative communicative tasks in order to promote interaction among tenth graders when learning English as a foreign language.
- To provide communicative spaces wherein oral interaction takes place on a blended classroom through using collaborative communicative tasks.

Chapter II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter presents the state of arts that is composed of five research studies which are related to this proposal on the educational field and introduces the theoretical framework which consists of four constructs that are defined and characterized as the bases for this current project: First, *Collaborative Communicative Tasks*, then, *Oral Interaction*, after, *Blended learning* and finally *Information Communication Technology as a learning tool*.

State of arts

The first study that needs to be highlighted is titled *Language Interaction Among EFL Primary Learners and Their Teacher Through Collaborative Task-Based Learning* by Suarez and Rodríguez (2018) since it is an article that focuses on a research, qualitative in nature, conducted in a private school in Bogotá with an English class of fourth-grade students. The study aimed to analyze interaction in the English classroom through action research, based on tasks that promoted collaborative work and involvement of the students and their teacher. Findings related to collaborative tasks showed how students established a relationship with their prior knowledge when doing the tasks and interacting in the classroom, therefore changes described what occurred during the implementation of tasks in the classroom on which collaborative learning constituted an important part of the study. The researchers determined a link between the pedagogical aims and the proposed organization of collaborative work to increase the capacity of learners to negotiate agreements, to convey meaning and complete the tasks by working in groups. Consequently, such communicative tasks in learning English as a foreign language are recognized as a core of this innovation proposal since they might be tools that promote interaction between students and the teacher included, generating thus, propitious spaces for students to be builders of their own learning. Although recreating concrete scenarios in the classroom, the confidence of the participants in

the use of the language is increased and fosters an interest in enhancing participation and group work among primary students, this proposal seeks to demonstrate such usefulness in a tenth-grade classroom using ICTs means

Another relevant study for this project is known as *Effects of Tasks on Spoken Interaction and Motivation in English Language Learners* by Carrero (2016). It is a project whose proposed methodology was based on the principles of qualitative research. This research intended to find the effect of tasks on students' spoken interaction in English and motivation towards speaking English in the classroom. Thirty-five adolescent tenth graders from a public school in Bogota, Colombia, participated in the study. Some findings reported positive influence of tasks in their English oral interaction improvement as well as on their motivation towards speaking English in the classroom. Accordingly, this research has been useful, to this proposal, for considering the influence of communicative tasks on oral interaction, since, through promoting a high level of variety in learning opportunities, a considerable improvement in English language and communication skills is evidenced. In addition, the practicality of the tasks provides an innovative space compared to traditional methods, which generates a spontaneous and free oral interaction on the part of the students, and an increase in problem-solving skills along with a high degree of motivation on students learning. Although the above-mentioned project and this current proposal are very close in the topics they develop, these differ in collaboration since this project is based on both collaborative and communicative tasks to foster oral interaction throughout ICTs.

Moreover, *Improving 10th graders' English communicative competence through the implementation of the task-based learning approach* by Buitrago (2016), is also considered significant due to the fact that it demonstrates the effect of the implementation of task-based learning during the process of teaching English as a foreign language on tenth graders. The study was carried out in Medellín, Colombia in a mixed public school with thirty-four tenth

grade students. The results of the research showed a significant increase in the communication skills of the students after using tasks; specifically designed according to their interests. A considerable improvement was found in both participation and oral and written production. In this way, the close relationship of this research with the present study can be recognized, because of the positive influences obtained on tenth graders by executing task-based learning within the teaching of English are supported, increasing the interest of the learners, and developing notable improvements in pronunciation, fluency, and vocabulary, these being fundamental pillars to improve oral interaction within the classroom. Although the contribution provided by the aforementioned research is evident, it is necessary to consider the implementation of collaborative work and ICTs as primary objectives for the development of this innovative proposal.

A fourth remarkable study, considered as one of the most significant to the development of this proposal, is titled *Effectiveness of Collaborative Learning as a Strategy in the Teaching of EFL* by Alahdal and Al-ahdal (2019) which is a research project carried out in Saudi Arabia, at Qassim University. This project used both quantitative and qualitative methods for collecting data to answer questions such as: 1 How do teachers and students perceive collaborative learning at the tertiary level in Qassim University? 2. How effective is collaborative learning as an approach to the teaching of English as a foreign language? among others, thus the respondents shared their perceptions about how collaborative learning impacted on the current pedagogical practices in Qassim University. The study findings highlighted that teachers and students perceived collaborative learning positively in Qassim University. In conclusion, the study found that both students and teachers considered collaborative learning as the best approach for the learning of a foreign language. Thus, this investigation was relevant to this proposal since, first, it highlights the impact that collaborative learning has on the teaching of English as a foreign language, due to offering a

calm and reliable environment for both students and teachers, which allows them to appropriate concepts more simply and effectively; second, it also promotes the simulation of everyday situations in the classroom, which establishes a clear context and a high level of applicability of concepts, increasing the level of importance that students give to learning English as well as promoting collaboration among all group members, substantial and healthy socialization, and a solid foundation for teamwork within any context. Thereby, this collaborative process will be fostered, in this project, through a strategic design of collaborative communicative tasks which increase the degree of interaction between students and teachers, within a dynamic and striking environment.

The last study considered as crucial to this proposal is known as *Investigating the use of ICT by using voice-video marker applications for students' speaking practice* by Mursyid (2018). It was a descriptive qualitative research carried out in Indonesia, where 30 students of the last grades of SMA Negeri 2 Cianjur (An Indonesian school) were involved, selected at random using a Likert scale, where the objective was to identify the most effective strategies for the implementation of ICT in the teaching of English, and the results of the strategies in the students' learning processes. The results obtained in this research showed how there was an increase in the oral skills of the students by promoting a scenario where the teacher is not the only speaker during the sessions, but the students have a leading role in the development of their speaking skills, supported by the suggested technological tools. Hence, such research study was appropriate for this innovation proposal since it supports the use of ICTs with greater freedom to attract the attention of students, generating thus, a more participatory environment and promoting scenarios where such orality in the foreign language is developed, along with creating entertaining and innovative content. Nonetheless, this pedagogical innovation proposal not only implements voice-video marker applications, but also any other ICT tools that can be enriching to the development of the topics for ten graders

apart from promoting tasks which are designed to collaborate inside the students' EFL learning.

Theoretical Framework

Collaborative Communicative Tasks

To deeply define what it might be comprehended as a collaborative communicative task, the concepts of *Collaborative Learning* and *Task based Learning Approach* will be separately explained.

Regarding *Collaborative Learning*, "The Oxford English Dictionary, defines the term "collaborate" as the labor with individuals towards the same end, but not necessarily cooperatively on the same tasks" (Davidson, 2014, p. 20). This word comes from the late 19th century: from the Latin *collaborat* ("worked with"), from the verb *collaborare* (from *col* "together" + *laborare* "to work"). Thus, numerous researchers have defined this term similarly. In accordance with Al-Alhad (2019) learning collaboratively is an educational approach to learning and teaching which involves learner's groups working together to resolve issues, finishing a task or building a product. Law, Chung, Leung & Wong (2017) stated that "collaborative learning is an instruction method in which students work in groups and they actively exchange their ideas through the use of small group activities with the goal of completing a specific task" (p. 91). Therefore, collaborative learning enhances teamwork and allows students to develop and achieve the same goal.

Collaborative learning provides students with the opportunity to get active roles in the class. As learning collaboratively deals with interaction, the roles students can possess within the class are more dynamic than in a traditional classroom where the teacher tends to be the most active character in the classroom. Zygouris-Coe, cited by Contreras and Chapetón (2017), stated that learners have a more prominent role than the teacher; bringing up collaborative learning principles based on the pupils' learning participation such as: "learners

benefit from others' knowledge and viewpoints” and “learning takes place when learners critically reflect on their knowledge” (p. 137). Thus, in the same way MacGregor, cited by Davidson, (2014), explained that “. . . Everyone in the class is participating, working as partners or in small groups . . . (p.22). Undoubtedly, collaborative learning shifts the participation to students, making them take more action in their learning process.

In addition, learning collaboratively may have relevant strategies that could be implemented in the present proposal. Collaborate means working with peers, as a result, most techniques or strategies are related to interaction and dialogue. Therefore, Brubacher et al., cited by Davidson (2014), explain five steps when learning collaboratively. 1) Engagement (or Input): have the students engage with the information provided. 2) Exploration: make the students explore the information to make tentative judgments from their past experiences, ending up in thinking aloud, making mistakes, or not fully understanding. 3) Transformation: As the teacher as monitor, pupils need to work with the information to comprehend it better. 4) Presentation: ask the students to present their findings. 5) Reflection: have the learners reflect not only upon what they have learnt, but also upon their own learning process.

Additionally, collaborative learning has numerous benefits on students' processes. Accordingly, learning collaboratively is based on principles from Piaget (1995), and Vygotsky (1978), who stated that learning occurs when there is interaction or dialogue between peers, learning through these techniques could strengthen pupils' social skills. Furthermore, through dialogues and conversations students can also improve their oral skill. Besides, when students are asked to think about their learning process, this fact could improve their learning autonomy. In sum, similarly as Law, Chung, Leung, and Wong, (2017) suggest, this way of learning could be significant for the new generation since it contributes to developing positive attitudes among learners.

In conclusion, collaborative learning will be understood in this innovation proposal as the educational situations which are based on the model that knowledge can be constructed within a group of students who actively interact with one another by sharing their experiences and prior knowledge and taking dynamic roles. Therefore, learning collaboratively deals with a learning context in which pupils are involved in a common task; each student depends on and is responsible for their development. Such situations include both face-to-face dialogues and computer-mediated talks (chats, calls, videorecording, among others.)

In regard to Task Based Learning (TBL), it is an approach in which learning focuses on completing meaningful tasks, developing learners' capacity to communicate (Buitrago, 2016). Thus, first of all, it is needed to comprehend what a task is. In accordance with Nunan, cited by Van den Branden (2016), a task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form" (p. 240). Besides, Long, also cited by Van den Branden (2016), considers a task as "The hundred and one things people do in everyday life, at work, at play, and in between. "Tasks" are the things people will tell you they do if you ask them, and they are not applied linguists" (p. 240). Furthermore, Wills, cited by Waluyo (2019), defines 'task' as "a goal-oriented activity where learners use all resources of the target language, they have to solve a problem, play a game, do a puzzle, share and compare experiences; it is designed to attain a real outcome in using the target language for interactive communication" (p.155). According to these definitions, in TBL, the principal objective is the use of the target language for authentic communication. In other words, TBL conceives language less structured, and as the means not only to interact with the language, but also to interact with others (Carrero, 2016).

Thus, TBL is characterized by providing language learners with a learning context that requires the use of the target language, along with the interaction with their peers.

Throughout the tasks, students are asked to communicate in the target language to develop a task improving their ability to express themselves, ending up with a more meaningful learning process, since their personal experiences, issues of interest, opinions, and feelings are involved. According to Richards and Rodgers, cited by Magas (2018), "engaging learners in task work provides a better context for the activation of learning processes"

(p.2). Buitrago (2016) also expresses how EFL contexts that have used TBL have provided scenarios where, throughout tasks, students' speaking, fluency, and accuracy have been positively fostered. Xiongyong and Moses, cited by Carrero (2016), found that TBL not only supply a relaxed atmosphere that promotes target language use, but also the students' interaction. Due to nature of the above-mentioned tasks students are asked to work together to solve a certain task, giving the students the context, they need, to develop their social skills (Fotos & Ellis, cited by Waluyo, 2019)

Even though TBL is based on the student's role, it does not leave the teacher's one aside. According to Van den Branden, cited by Magas (2018), TBL highlights students as the central focus of the activities that are carried out. The students have the possibility to decide the topics they want to learn, practice, or improve, being the teacher who provides the possible learning options. The student shall have to take on the tasks as a group. TBL can become a challenge that must be assumed with responsibility by the pupils, taking advantage of each scenario provided for the development of the language. However, the responsibility for the degree of classroom interaction is not only for students but also for teachers. Richards and Rodgers, and Willis & Willis, cited by Magas (2018), affirm that the teacher should assume the role of facilitator of learning scenarios, being thus the organizer of the discussions and activities, which are presented. The educator must also motivate the participation of all students and provide appropriate comments when necessary, being careful not to interfere with the natural learning process that is taking place by the students.

Concerning TBL syllabus, it focuses on features that make it different from a conventional one. In accordance with Chung and Kim (2016) a syllabus is an educational document which specifies content, descriptions, grading policy, textbook, materials, schedule, etc. This is used as a basis for classroom teaching, and it makes material creation possible; specifying, thus the content from categories such as: language structures, functions, topics and themes, vocabulary targets, among others. Richards and Rodgers (2014) state that TBL supporters do not show “an interest in learners’ development of any of these categories, they are more concerned with the process dimensions of learning than with the specific content and skills that might be acquired through the use of these processes” (p. 231). Hence, A TBL syllabus points out the tasks, pupils ought to develop, which are proposed in a program. According with Nunan, cited by Richards and Rodgers (2014), a TBL syllabus may contain two types of tasks:

1. real-world tasks, which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world
2. pedagogical tasks, which have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks. (p.231)

In TBL, there could be different types of tasks and procedures to implement in the classroom. Willis, cited by Richards and Rodgers (2014), suggests six kinds of tasks as: listing, ordering, and sorting, comparing, problem solving, sharing personal experiences, creative tasks. Based on the type of interaction, Pica, Kanagy, and Falodun, cited by Richards and Rodgers (2014), categorize the tasks as Jigsaw tasks, Information-gap tasks, Problem-solving tasks, Decision-making tasks, Opinion exchange tasks. Regarding TBL material, its proponents tend to encourage the use of genuine tasks promoted by daily-life materials. Thus, these are some examples based on social media:

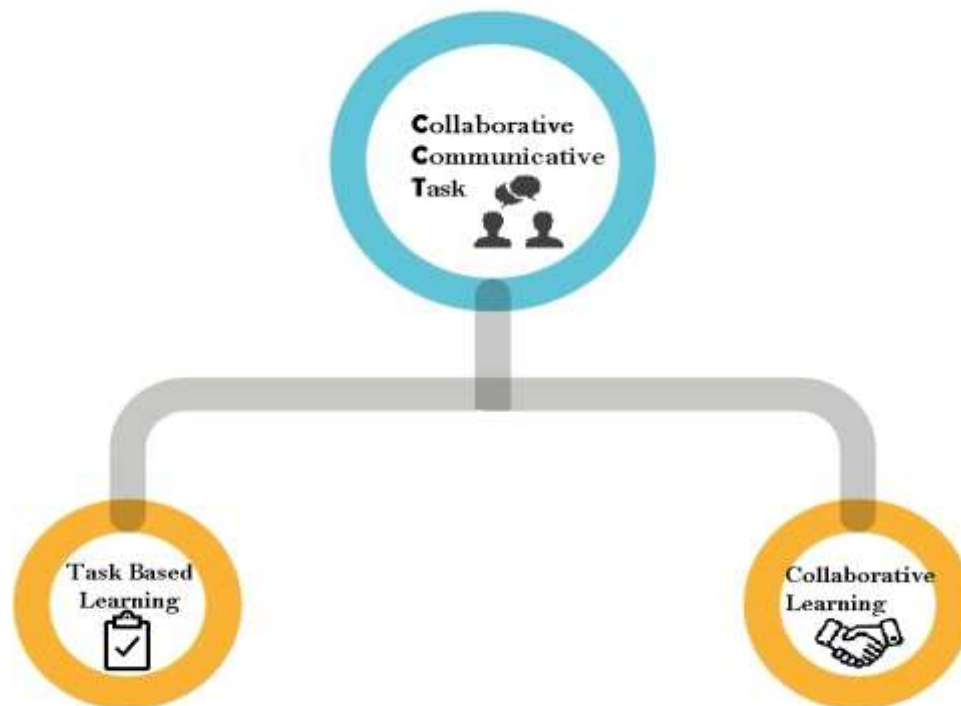
Newspapers: Students examine a newspaper, determine its sections, and suggest three new sections that might go in the newspaper, Television – Students take notes during the weather report and prepare a map with weather symbols showing likely weather for the predicted period, Internet – Given a book title to be acquired, students conduct a comparative shopping analysis of three Internet booksellers, listing prices, mailing times, and shipping charges, and choose a vendor, justifying their choice. (Richards and Rodgers, 2001, p. 237).

Last of all, TBL will be comprehended in this project as learning based on completing significant tasks to develop learners' communicative ability in the target language. Those tasks are the activities which people do in their daily life, such as introducing themselves, playing, working, attending any meeting, having conversations, among others; such activities often require students to interact with their peers for the development of tasks.

Therefore, a collaborative communicative task might be defined as an oriented-situation task which pupils are told to work collaboratively with their peers to achieve the realization of the given communicative task, so they can draw upon their previous knowledge and experiences, not only to help others communicate more in the language and complete such a task; but also, to have an opportunity to put their oral skills into practice.

The following figure is a visual representation of how the Collaborative Communicative tasks are understood in this study.

Figure 1. Visual representation of Collaborative Communicative tasks. Own source.



Oral Interaction

Communication explicitly involves interaction at least between two people who share ideas. Seedhouse, cited by Suarez and Rodriguez (2018), determines interaction as some processes among students in which they participate to convey meaning to chase a common goal. In other words, interaction is seen as processes students make when they need to communicate in order to follow the same goal. Sato (2020), then, indicates that when peer-interaction occurs in the classroom, it leads to learning, constructing meaning when speaking. Thus, it could be said that interaction has to do with Vygotsky's and Piaget's ideas about cognition in which knowledge is constructed by social contexts.

What could be understood as oral interaction will be defined hereunder. Hall, cited by Rueb, Cardoso, and Grimshaw (2016), defines this type of interaction as a second language ability which is required in daily-life tasks, such as talking on the phone, having a

conversation, having a conference with a teacher. According to Becnel (2019), oral interaction is “the use of the target language in its spoken form in meaningful exchanges with conversational partners. It involves language production, but also active listening” (p. 94). In sum, oral interaction deals with speaking in the foreign language to construct, exchange, and produce knowledge.

Thereupon, TBL deals with interaction, it seems to be the most accurate approach to teach oral interaction. Van Batenburg, Oostdam, Van Gelderen, Fukkink and De Jong (2019) agree on the fact that TBL activities such as role play are totally appropriate to both teach and promote oral interaction, since “it provides learners with pre-structured interactional situations in which speakers’ roles are prescribed and known to both learners, and furthermore supply learners with language instructions” (p. 310). Similarly, Baharun, Sidek, Idrus, and Saad (2016) also express how productive using tasks could be when oral interacting, considering that these tasks often aim to work collaboratively and create meaning throughout social contexts, ending up in acquiring the second language.

Although the teacher plays an important role, oral interaction is mostly characterized by the students’ role. Thuan & Nhu, cited by Valencia (2018), argue that teacher – student interaction is a common pattern in a communicative classroom, since the teacher is the one who controls, guides, and monitors the class once pupils develop the communicative activities proposed by the teacher; however, students are the ones who mostly enjoy oral interaction. Having said this, Sato and Ballinger (2016), portray that, due to the approaches which oral interaction advocates tend to implement in their classes, the student’s role is the main feature on oral interaction since they are to use the target language with their peers, utilizing largely the class time for interacting with one another.

With all this, it is possible to reveal an oral interaction definition for this current innovation proposal. Such oral interaction, indeed, consists of communicating in English, in a

spoken way, in which the participation of at least two people is required, where the roles of the speakers are played with communicative concrete purposes. Thus, the protagonism of students in their learning process is promoted, where, through dynamic interaction with their peers within a defined context, a participatory and constant learning environment is promoted.

Blended Learning

Blended learning, according to Cuesta (2018), can be defined as the way that a learning process is being combined with traditional classroom methods (mostly in person), and electronic means creating, thus, a new teaching methodology which has to do with the ICT (information and communication technologies). In the same way, blended learning is conceived as a system that combines face to face instruction with computer-mediated instruction which both promotes ICT means and facilitates different kinds of interactions and experiences among learners. Graham (2006).

Moreover, Blended learning has been recently used in language teaching-learning environments due to the fact that it gives a way of working and a vast range of materials and supports educators to find an approach that is more immersing for this generation of learners, using technological stuff as a part of the classroom instruction, surpassing barriers of time and place, resulting thus, having a positive influence on pupils' learning outcomes (Chen & Jones, 2007; Melton, Bland, & Chopak-Foss, 2009). For instance, under the sanitary circumstances that the whole world is facing nowadays, this type of learning is becoming one of the best solutions to keep the language classes running, since not only fosters the use of ICT such as zoom meeting, on-line classrooms, videos etc but also offers the opportunity to incorporate face to face interactions as part of the teaching process. “Blended Learning should be viewed as an opportunity to redesign the way that courses are

developed, scheduled, and delivered in higher education through a combination of physical and virtual instruction, that is bricks and clicks”(Cuesta, 2018)

Information and Communication Technology as a learning tool

According to Yunus, Nordin, Salehi, Sun and Embi, cited by Çakici (2016), this concept is the set of technological tools which are used to communicate, create, and manipulate information. Furthermore, Asabere and Enguah (2012), cited by Çakici (2016), describe Information and Communication Technology (ICT) as “the tools, facilities, processes, and equipment that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video” (p. 74). Thus, such a term has also been included in the educational field. Livingstone, cited by Oh, Acquisti, Sia (2018), expresses that one of the purposes of ICT may be to contribute, promote, increase access to education, to enhance the quality of the school environment, including technologies such as interactive whiteboard or formal and informal applications (e.g., education games) and networked technologies to improve the quality of teaching and learning.

Henceforth, researchers have expressed the benefits to integrate ICT when teaching. Mullama (2010) groups the benefits as follows “easy access whenever and wherever you wish it, dematerialization (less paper – more trees), enabling us to use modern methodologies, individualization (different interests/ levels/ needs), contacts beyond our university, state, continent (“broadening the horizons”; “real English”, or whatever foreign language for that matter)” (p.41). In the same way, Haucine, cited by Çakici (2016), states that by using ICT learners’ motivation and personal commitment and engagement to the class are enhanced, apart from improving independent learning.

In addition, ICT has a significant role in EFL classrooms. Mullamaa (2010) expresses that these technological tools have been implemented in vast EFL classrooms, showing positive outcomes on educational aspects such as: motivation, learner's responsibility, and meaning creation. In her study, different teaching/learning materials regarding ICT are exposed which highlight the role of ICT in today's language classes. Among them are online dictionaries, PowerPoint presentations. Similarly, Çakici (2016) states that ICT is a "valuable and an innovative teaching tool enhancing EFL learning" (p.75), since using technology has had positive effects on teaching and learning English. Altun, cited by Çakici (2016), determines the role of computers, internet, smart boards, cell phones, video games, music players etc, in the target language learning process increases their language awareness. Thus, Tinio, cited by Çakici (2016), concludes that implementing ICT in EFL brings effective communication, and high language productivity. Without a doubt, ICT has a role in EFL classrooms since it "makes English language environment interactive, flexible and innovative". (Qin and Shuo, cited by Çakici, 2016, p. 75).

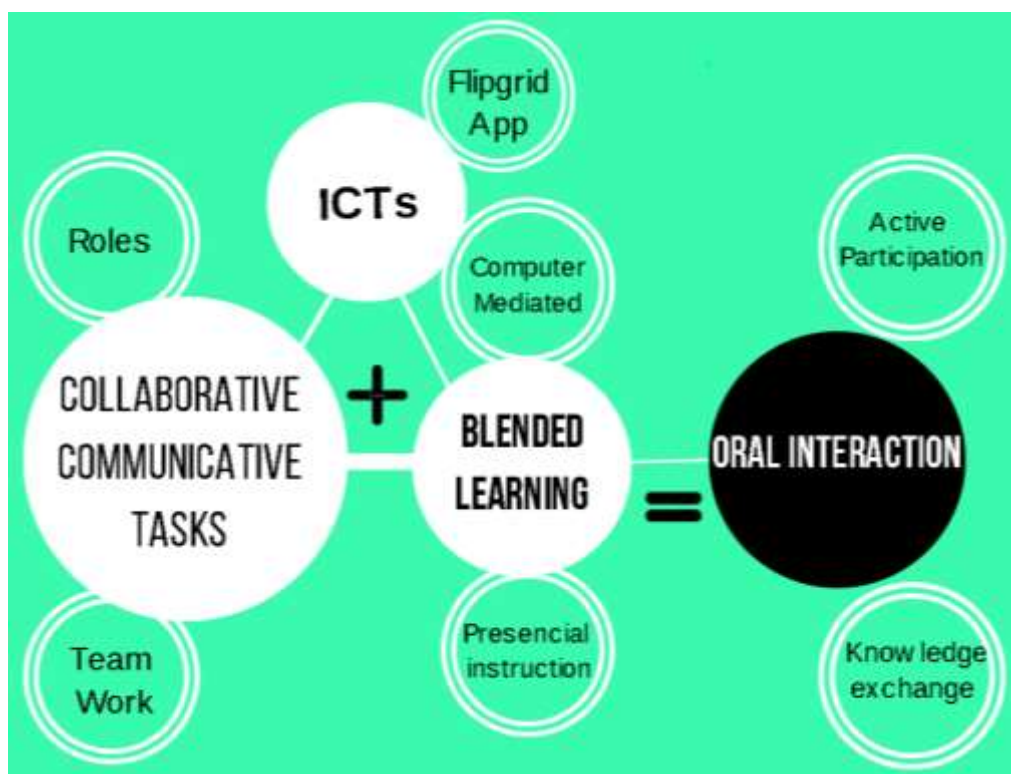
Consequently, ICTs will be used in this project as one of the means to carry out the collaborative communicative tasks to foster oral interaction among 10th graders, thus, a video-recording app called flipgrid will be explained in order to show explicitly such interaction along with blended learning due to the nature of this pedagogical innovation proposal.

Video-recording app: Flipgrid. One of those technological tools which have contributed positively to the EFL classroom is Flipgrid. According to Mango (2019) Flipgrid is a social learning platform which lets educators ask questions, or assign tasks, so their students can respond virtually, having the possibility to interact through video messages not only with their teacher, but also with their classmates. Mango (2019) found this platform useful when learning English since it centers every student voice, lets pupils learn from one

another without feeling anxiety and makes students practice the target language several times before posting their work. One of Mango's outcomes was that the participants "enjoyed using it in their language learning and found that it played a positive role in developing their speaking and listening skills" (p. 4). Therefore, due to its practicality, its features, and the similarity to the kind of social media students are used to using, such app might be used as an education tool that evidences the oral interaction when doing the collaborative communicative task.

The following figure is a visual representation of the constructs of this pedagogical innovation proposal. The relationship among the previous constructs is evident since the sum of Collaborative Communicative tasks, ICTs, and Blended Learning may result in an improvement on oral interaction.

Figure 2 visual representation of this proposal's constructs. Own source



Chapter III

METHODOLOGICAL DESIGN

This chapter defines first, what a pedagogical and didactic innovation proposal stands for. Additionally, the vision of learning, language, classroom, and curriculum will be deeply explained to comprehend the core of this proposal, and how they are related to the theoretical constructs, as well as to clarify how the design of this proposal was carried out.

Pedagogical and didactic Innovation

Due to the cultural, social, and technological changes which are constantly presented at a global level, the need to implement adaptations in the educational field is generated, to meet the didactic and pedagogical demands. These adaptations are the product of a pedagogical innovation, which consists of a curricular renewal that is carried out after a meticulous investigation of the specific needs of a population, in addition to all the theoretical contents that support the implementation of pedagogical practices. (Macanchí et al., 2020). In other words, a pedagogical innovation might be understood as the implementation of an idea considered innovative in an educational environment with the aim of changing the teaching practices developed in a certain institutional context. Correspondingly, Vogliotti and Macchiarola (2003) state that a pedagogical innovation is comprehended as an adaptation of the academic ways in which are carried out both individually and collectively in an education setting to solve a pedagogical need of the subjects involved.

Therewith, it is necessary to highlight the need to implement a pedagogical and didactic innovation according to current world problems such as the worldwide pandemic, and the less opportunities students have to orally interact in their English learning, taking advantage the use of technological tools that bring with it, and taking into account that, it is necessary to establish both integration strategies and collaborative work, in the midst of the practicality required by learning a second language.

Vision of Learning

The vision of learning that fits this proposal is experiential learning. Based on McCarthy (2016), experiential learning can be defined as the process of learning throughout reflecting upon experience and is more known as learning through reflection on doing. Due to the fact that learning is developed on learners' active participation, reflection and analysis processes may be promoted within it, apart from involving pupils intellectually, emotionally and physically. Besides, it is a strategy where language skills can be strengthened through previously established concrete experiences. Therefore, the role of the teacher moves from being a transmitter of information to being a facilitator or guide of the learning process.

Henceforth, this proposal will be aligned to the creation of collaborative communicative tasks. As mentioned by Knutson (2003) on experiential learning, “The method is easily adaptable to a wide variety of educational settings, especially to classrooms where project-based and task-based learning already form the core of the curriculum. All classroom activities form a part of student experience.” (p. 53), that is why such collaborative communicative tasks are based on daily speaking activities, so they can reflect on the use of language in a normal setting where additionally, it has a specific emphasis on collaborative work and the benefits it brings in the appropriation of knowledge, “Through collaboration on a project, students use and manipulate language in a natural language environment.” (Knutson, 2003, p. 56)

Vision of language

In this proposal, language is understood from a communicative perspective. According to Rahman, Hossain, Alam, Debnath, Khan and Siddique (2010), communicative language is an approach through which interaction is the main mechanism of execution and in the same way the final objective of learning a language. Thence, the communicative language

underpins great importance to the functional aspects of the language. Among the approaches promoted by this type of language are "the natural approach, cooperative language learning, content-based instruction, task-based language teaching, etc." (p. 41), which their main objective is to propose different contexts, so the language learning goes from being the perfect memorization of structures, to having its own meaning after the personal appropriation of the language in each of the students. Therefore, all the communicative language guidelines presented support the approach of this pedagogical innovation, since one of the objectives of this proposal is to promote oral interaction among students, through the creation of collaborative communicative tasks, put differently, the created contexts that are going to be generated are designed to be environments where the communicative process is carried out through constant participation between the students and the teacher.

Vision of classroom

Regarding the vision of classroom, this project was grounded on two perspectives: blended and communicative. According to Bower, Cram and Groom (2010), a blended classroom provides a space where face to face and online encounters are integrated to create interactive scenarios conducting thus, to an effective communicative experience. Thus, this pedagogical innovation proposal establishes the integration of ICTs in the educational process, where through the creation of multimedia content and the development of interactive tasks, students are offered the opportunity to be builders of their own knowledge and collaborate in their peers' learning. On the other side, in accordance with Glass (1995) the classroom is considered as a communicative space, in which the teacher must develop activities that allows students to use and practice English in a positive environment, in which most of the activities ought to be developed as a team. In other words, this vision of classroom promotes situations in which learners are to practice the language with

communicative and social aspects. Thus, the classroom becomes a scenario where pupils are introduced to a set of spaces to exchange their views and negotiate meaning.

Vision of Curriculum

In reference to the curricular vision, this innovation proposal was based on the vision of the curriculum presented by Habiburrahim (2018). "Educational institutions should be able to develop their curriculum that enables students or learners to enhance their skills and competences and implement such skills and experiences in real life." (p. 2). Thereby, the vision of the curriculum of this research is based on the creation of collaborative communicative tasks, strategically designed in such a way that the themes may be defined, so that the learning process of the students is intimately linked to the development of their skills through personal and group experiences. Thence, it seeks to integrate English learning through the analysis of the students' specific communication needs in each of the proposed scenarios, so that the real criteria are established for each of the skills to be developed, providing the student the opportunity to be a builder of their own knowledge and collaborate in the learning process of their peers. In support of this approach, Agray (2010) states that the curriculum must be considered as a social construction, within a specific cultural environment in which constant interaction must be promoted through giving space for action and reflection from all the curricular actors.

Chapter IV

Proposal of pedagogic and didactic innovation

The main purpose of this pedagogical and didactic innovation proposal is to foster oral interaction among tenth graders from a public school throughout using Collaborative Communicative tasks. To achieve such aim, a variety of activities were created to prepare students cognitively, socially, and technologically to develop tasks which lead them to work both collaboratively and communicatively, in other words, collaborative communicative tasks. Therefore, those preparation activities as well as the Collaborative Communicative Tasks (CCTs) were designed to have not only face-to-face encounters, but also computer-mediated lessons, articulated with their oral competence since it is one of the skills that is put aside in EFL classrooms. In the same way, this content also seeks to make the learners reflect on the effects that collaboration has when learning a foreign language while they speak English.

Considering the above, this set of activities and CCTs were divided into three cycles where the participants' interaction was addressed correspondingly: *About me*, cycle number 1, looked for individual recognition and collaboration, while *Better as a Pair*, second cycle, joined that individual recognition with working collaboratively with another student. Finally, *One for all, all for one*, cycle 3, gathers that collaboration they previously had, yet putting it into practice as a team. Having said this, it is accurate to state that such content, that was made on basis on the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* for tenth graders along with the Lineamientos curriculares para inglés in Colombia, includes the necessary topics to achieve B1, once they finish high school, by means of collaborative communicative tasks developed through a number of ICT tools such as: YouTube videos, Genially presentations, Power point presentations, Canva, Pair Generator, Flipgrid, among others; being the last one, the video recording app, the main ICT tool used to evidence the development of each proposed collaborative communicative task in every lesson plan.

Lastly, to present visual support on the proposal of pedagogic and didactic innovation, a table of the cycles of intervention was designed to show how each cycle was organized.

Table 1. Cycles of intervention

CYCLE	LESSON	OBJECTIVES (meter objetivo de colaboración)	LANGUAGE/VOCABULARY/GRAMMAR	COLLABORATIVE COMMUNICATIVE TASK
#1 About me from week #1 to week #3	Lesson Plan 1 Introducing myself 2 sessions of 90 mins each	To identify how to make introductions in English To recognize the ICT tool- Flipgrid and how to both create and upload content To recognize my responsibility upon my learning process	<ul style="list-style-type: none"> Greeting Likes and dislikes ICT vocabulary Personal profile (verb to be) (simple present) Desires 	INTRODUCTION
	Lesson plan 2 Knowing my strengths and weaknesses 2 sessions of 90 mins each	To identify strengths and weaknesses To find a way to improve our strengths and get better on our weaknesses when learning English	<ul style="list-style-type: none"> Personality Vocabulary Should and need 	ANALYZING STRENGTHS AND WEAKNESSES
	Lesson Plan 3 My learning routine 4 sessions each of 90 mins.	To reflect on the study habits, when learning English To identify the type of intelligence every student may possess To recognize learning strategies to help me get better in my English understanding and production	<ul style="list-style-type: none"> Connectors Present simple Adverbs of frequency Tools to help you learn English Preposition of time (On Monday, at 9:00) Modal verbs Vocabulary about learning 	MY STUDY HABITS
#2 Better as a pair from week #6 to week #10	Lesson Plan 1 Knowing my partner 3 sessions of 90 mins each (See annex)	To meet my partner and start knowing his /her strengths and weaknesses based on the last cycle performance	<ul style="list-style-type: none"> Greeting Likes and dislikes Personal profile (verb to be) (simple present) Desires Personality vocabulary Connectors Present simple Prepositions of time Question structures Present perfect Ever/before Past simple 	JOB INTERVIEW
	Lesson plan 2 I need help 2 sessions, each of 90 mins each	To identify both the ways in which I can help during an emergency and ask for help. To get familiar with telephone conversation vocabulary	<ul style="list-style-type: none"> Present simple Prepositions of place Present continuous Personal profile Question structures Call vocabulary Modal verbs 	EMERGENCY CALL
	Lesson Plan 3 Where are you? 4 sessions each of 90 mins each	To learn how to locate myself in a map To give and receive instructions in English	<ul style="list-style-type: none"> Imperatives Vocabulary about the city Prepositions of place Using a map 	GIVING DIRECTIONS

3 All for one, one for all from week #6 to week #10	Lesson Plan 1 School trip 2 sessions of 90 mins each	<ul style="list-style-type: none"> To gain vocabulary about the airport along with survival questions in such context. To learn about "going to" in order to express future plans.	<ul style="list-style-type: none"> Future Imperative Personal information HOW questions (how long, how much, how far) Vocabulary in the airport Modal verbs (Prohibition) Plans (I want to, I plan, I'd like) 	AT THE AIRPORT
	Lesson plan 2 Let's eat together 2 sessions, each of 90 mins	 To identify phrases, one might use at the restaurant To learn about vocabulary about the restaurant To understand countable and uncountable nouns	<ul style="list-style-type: none"> Vocabulary in the restaurant Some vs any Would like Questions Containers Countable and Uncountable 	AT THE RESTAURANT
	Lesson Plan 3 Watching the news 2 sessions each of 90 mins.	To gain vocabulary about law enforcement	<ul style="list-style-type: none"> Question structures Past simple vs past continuous Opinion verbs Connectors Future Vocabulary about law enforcement 	WITHIN THE SAME CHANNEL

Cycle 1: About me

The first cycle has to do with individual recognition and getting ready to collaborate with others. First of all, this cycle was named *About me* due to the fact that it focuses on approaching learners, getting to know their process in the EFL class, and reflecting on their own strengths and weaknesses in order to help themselves in the English learning process and to be able to collaborate with others afterwards. Likewise, in this cycle, learners get in touch with vocabulary about Tics and the videorecording Flipgrid, so they could prepare for what came next, therefore at this first cycle Collaborative Communicative Tasks were not created since at this stage they were meant to prepare for further collaboration

To develop this current cycle, three lesson plans, 90 minutes each for 3 weeks, were created: *Introducing myself* which main objective was to make introductions in English as well as starting learning Tics vocabulary and knowing their responsibility when learning; *Knowing my strengths and weaknesses* which was created to identify their strengths and weaknesses on learning English along with improvement strategies to both get better on my English learning and be able to help others. The third lesson plan was called *My Learning*

Routine since it was focused on reflecting on their study habits when learning English along with knowing some techniques on getting better in their language production.

Cycle II. Better as a pair.

This cycle was called *Better as a pair* because its approach was aimed at providing a collaborative environment through grouping in pairs. At this cycle, students had to meet one of their peers in each collaborative communicative task, in order to achieve a common objective, being this an opportunity to develop direct and synchronous interaction with classmates through the tasks proposed by the current project.

Knowing my partner was the first lesson plan which lasted 3 sessions of 90 minutes each. As the last cycle was a sort of preparation to be able to collaborate, this first lesson plan gathers the topics and activities developed in the cycle “about me” to make students interact to one of their peers based on something previously prepared and easily understandable as it is their personal information, likes and dislikes and their daily routine; consequently a Collaborative Communicative Task was created under the title of “Job interview” in which they had to work with their pair on both asking and answering questions simulating a job interview. Secondly, *I need help* consisted of 2 sessions of 90 minutes each in which another pair was formed in order to learn together how to give and ask for help in case of emergency, different vocabulary and grammar structures were used in order to be able to have telephone conversations in English; thus, a Collaborative Communicative task called “emergency call” was developed in which students had to pretend calling “123 emergency line” since they were “in need”. Finally, the third lesson plan was called *Where are you*, in which students, through 2 sessions of 90 minutes each, had to practice vocabulary about reading a map to learn how to locate themselves in a map and give and receive instructions in English when asking for directions in a city. Students showed such interaction through a Collaborative Communicative task titled “Giving directions”.

Cycle III. One for all, all for one.

Lastly, there is the cycle called "*One for all, all for one*" because it seeks to make use of collaborative strategies learned in previous cycles, to meet a general objective that must be fulfilled as a group. This way, each student was offered the opportunity to share the skills acquired with their peers, appropriating a role according to their abilities, in order to give evidence of the benefits of collaborative work apart from promoting oral interaction.

Thus, this cycle consisted of 3 lesson plans distributed as follows: The first lesson plan called "*School trip*" was divided in 2 sessions of 90 minutes each, in which the class was divided into groups of 3 people. The objective of the lesson plan was to know vocabulary at the airport and grammatical structures to request information and generate a trip budget. The evidence of the acquired vocabulary was through the collaborative communicative task called "*at the airport*". The second Lesson Plan called *Let's eat together*, was made up of 2 sessions of 90 minutes each, where topics related to the vocabulary used when visiting a restaurant and the grammatical structures necessary to order at the restaurant were developed. Thus, the communicative collaborative task designed for this lesson plan was called "*At de restaurant*". Finally, the Lesson Plan called *Watching the news*, consisted of 3 sessions of 90 minutes each, which covered the structures and vocabulary necessary to carry out a journalistic report on a tv channel. As a result, the collaborative communicative task that students developed was called "*Within the same channel*".

Instructional Design

Here below, lesson plans of cycle 1 will be presented along with their corresponding instructional materials right after each session of a lesson plan; besides, every lesson plan contains links which take the reader to the complete designed material. Regarding cycle 2 and

cycle 3, with their related materials, will be available in annexes 1 and 2 correspondingly at the end of this document.

CYCLE I.

Cycle I Lesson Plan 1	TITLE: Introducing myself
TIME: 2 Sessions of 90 mins each	
OBJECTIVES: <ul style="list-style-type: none"> To identify how to make introductions in English To recognize the ICT tool Flipgrid, and how to both create and upload content 	

SESSION 1

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm Up	10 mins	Gap personal questions cue cards (Annex 1) https://drive.google.com/file/d/10c9znnQOqU1VYyz4eQOW54PX3m-157vj/view?usp=sharing	Welcome the students to the class (make sure the classroom has got a tv or a technological device) and ask them to be sitting on their chairs as well behaved as they can. After that, hand some of them in cue cards. which must contain gap personal questions (i.e what ____ your name?). Tell them to use the aforementioned questions to ask you questions in order to start knowing you. Sample questions and answers: S: What is your name? T: My name's Andrés Moncada S: Where DO you live? T: I live in Engativá

ACTIVITY	TIME	MATERIALS	PROCEDURE
1	2 mins	<ul style="list-style-type: none"> None 	After having introduced yourself that way, tell them how important introductions are when knowing a person and saying something about you. Tell them that they may possibly introduce themselves at a job interview, at a new job or even at some universities.

ACTIVITY	TIME	MATERIALS	PROCEDURE
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Previous knowledge	3 mins	<ul style="list-style-type: none"> None 	In order to elicit previous knowledge, you can ask them what important information is relevant when introducing oneself: accept any of their answers and start with the greetings.
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	5 mins	<ul style="list-style-type: none"> PPP How to introduce yourself presentation (Annex 2.) https://view.genial.ly/5f905ff194452d0d17bae95a/presentation-individual-introductions 	Open the “how to introduce yourself” presentation, the first slide is about formal and informal greeting in English, for instance; hello, hey, what’s up and so on.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	5 mins	<ul style="list-style-type: none"> PPP How to introduce yourself presentation (Annex 2.) https://view.genial.ly/5f905ff194452d0d17bae95a/presentation-individual-introductions 	After having them repeat some of them, continue with the second slide which is about saying my name or who I am, ask them questions about their names and take advantage of it, making them spell their names. Sample answer: My name’s Andres, Andrés is a-n-d-r-e-s How do you spell your name?

ACTIVITY	TIME	MATERIALS	PROCEDURE
Speaking	5 mins	<ul style="list-style-type: none"> PPP How to introduce yourself presentation https://view.genial.ly/5f905ff194452d0d17bae95a/presentation-individual-introductions (Annex 2.) Flags with their corresponding country’s name (Annex 3) https://docs.google.com/document/d/1MmeR2Y9FF5qGiwhS1yQO5UgXcyeUrtCG7LsvBBIGv_8/edit?usp=sharing 	Continuously, make them practice where they are from, pretending they are from different countries, to do this activity, give them the colorful flags which contain the name of the country in it.

ACTIVITY	TIME	MATERIALS	PROCEDURE
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Vocabulary	5 mins	<ul style="list-style-type: none"> PPP How to introduce yourself presentation https://view.genial.ly/5f905ff194452d0d17bae95a/presentation-individual-introductions (Annex 2.) 	Next, with the next slide which is about your age, explain to them we use verb to be, to express our age as different feelings: I'm 25 years old and I'm happy to be here. Having them tell you their age. .
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	5 mins	<ul style="list-style-type: none"> PPP How to introduce yourself presentation https://view.genial.ly/5f905ff194452d0d17bae95a/presentation-individual-introductions (Annex 2.) Jobs cue cards (Annex 4.) https://drive.google.com/file/d/1xExR2jSxkqxG2mMynEoQw4m-CZuXqcqf/view?usp=sharing 	Next slide is about your occupation, so hand in the jobs cue cards and tell them to say they have that job. Try to make them use the expression I am a/an.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	5 mins	<ul style="list-style-type: none"> PPP How to introduce yourself presentation https://view.genial.ly/5f905ff194452d0d17bae95a/presentation-individual-introductions (Annex 2.) 	Next slide is about your likes and dislikes (5 minutes), after watching some images of hobbies and sports, make them tell you what their hobbies are.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Speaking	5 mins	<ul style="list-style-type: none"> PPP How to introduce yourself presentation https://view.genial.ly/5f905ff194452d0d17bae95a/presentation-individual-introductions (Annex 2.) 	Then, on the "I live with" slide ask them about their family (5 minutes), so they can practice both subject pronouns and family members. Sample answers: I live with my mom; she is Marcela, and she is a secretary

ACTIVITY	TIME	MATERIALS	PROCEDURE
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Grammar	5 mins	<ul style="list-style-type: none"> • PPP How to introduce yourself presentation https://view.genial.ly/5f905ff194452d0d17bae95a/presentation-individual-introductions (Annex 2.) • Possessive Pronouns photos (Annex 5.) https://docs.google.com/document/d/1HTGf_Fav-z2r3t4Tvsbn_8hID9DYrMTfPyoPNq2TJDQ/edit?usp=sharing 	<p>If students struggle on uttering possessive pronouns, explain them with the “possessive pronouns photos”.</p> <p>Keep up like that until the presentation is finished.</p> <p>Note: Make sure everybody in the classroom gets an opportunity to participate.</p>
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	10 mins	<ul style="list-style-type: none"> • “Fill-in introduce yourself” sheet (Annex 6.) https://docs.google.com/document/d/19Qk59tfmcz3kXi6EabHRGEz-ynQ38Jp99kX9CeayE8c/edit?usp=sharing 	<p>Give them the “Fill-in introduce yourself” sheet to complete with some of the information provided. Set 10 minutes to do this activity. Remind them this is their real personal information, also let them know they will be using an ICT tool for their English classes from so on, in order to complement their face-to-face English encounters.</p> <p>Walk along the classroom to provide help filling this sheet.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Flipgrid video	10 mins	<ul style="list-style-type: none"> • “The Students: Getting Started with Flipgrid” https://www.youtube.com/watch?v=WMqIEnmVA-8 (Annex 7.) 	<p>Play the YouTube video called “The Students: Getting Started with Flipgrid”</p> <p>This will show them what Flipgrid is and how to upload content and comment on it too.</p> <p>After having seen this video, tell them to type Flipgrid on the browser as shown in the last video, let them know they are going to start with the first task. Then, open your Flipgrid educator account and share (if possible) your screen, create a task that says meet and greet, you should record yourself using either a formal or informal greeting to welcome the students and start making them feel familiar with the ict tool.</p> <p>They should be told to record themselves on a 30-sec video saying hello, hi or a different greeting learnt in class.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
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Flipgrid app	15 mins	<ul style="list-style-type: none"> “Flipgrid Instructions for Students” https://www.youtube.com/watch?v=6tfoCgQuqcw (Annex 8.) 	<p>In order to explain how to upload content, show them the video called “Flipgrid Instructions for Students”</p> <p>Ask students to post the video on Flipgrid. Once they all have shared their video, show them the grid on your educator account, so they know how the tasks from so on will look like.</p>
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ACTIVITY	TIME	MATERIALS	PROCEDURE
To do at home	15 mins	<ul style="list-style-type: none"> Fill-in introduce yourself” sheet (Annex 6.) 	<p>Tell them they should post (on Flipgrid) a 1:30 min video for next class, on which they introduce themselves, having as a reference the explanation about the parts of an introduction and the “Fill-in introduce yourself” sheet already completed.</p> <p>Give them the code of the task called Individual introductions, on which may contain a video introducing yourself and inviting them to do so.</p>

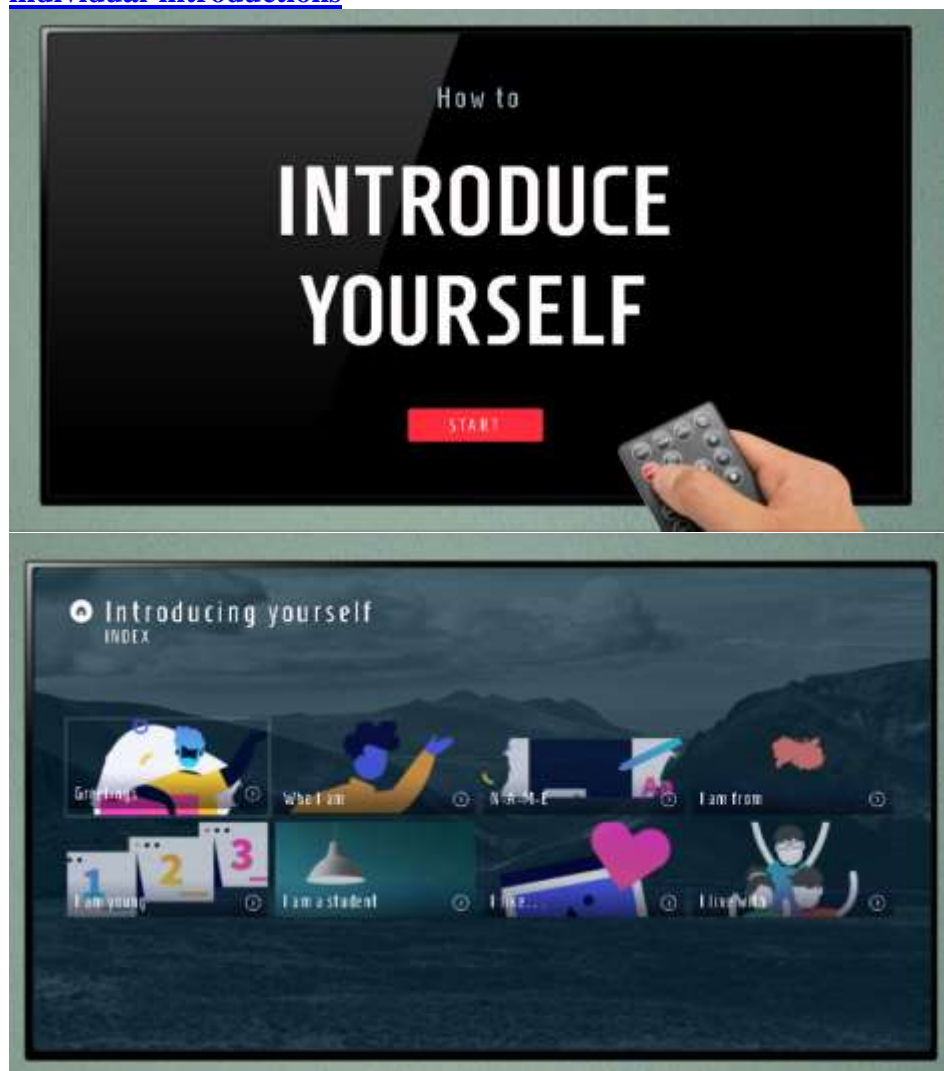
Annex 1.

<https://drive.google.com/file/d/10c9znnQOgU1VYyz4eQOW54PX3m-l57vj/view?usp=sharing>

What ____ your name?	Where __ you live?	Where ____ you from?
How old ____ you?	Who ____ you live ____?	What __ your job?
What ____ your phone number?	What ____ your hobbies?	____ you spell your name?

Annex 2.

<https://view.genial.ly/5f905ff194452d0d17bae95a/presentation-individual-introductions>



Annex3. https://docs.google.com/document/d/1MmeR2Y9FF5qGiwhS1yOO5UgXcyeUrtCG7LsvBBIGv_8/edit?usp=sharing

 Argentina	 Australia	 Austria	 Brazil	 Bulgaria
 Canada	 Czech Republic	 Denmark	 England	 Finland
 France	 Germany	 Italy	 Mexico	 Netherlands
 New Zealand	 Norway	 Poland	 Portugal	 Russia
 South Africa	 South Korea	 Spain	 Sweden	 USA

Annex 4.

<https://drive.google.com/file/d/1xExR2jSxkqxG2mMynEoQw4m-CZuXgcgf/view?usp=sharing>



Annex 5. https://docs.google.com/document/d/1HTGf_Fav-z2r3t4Tvsbn_8hID9DYrMTfPyoPNq2TJDQ/edit?usp=sharing



Annex 6

<https://docs.google.com/document/d/19Ok59tfmcz3kXi6EabHRGEz-ynQ38Jp99kX9CeayE8c/edit?usp=sharing>

Introduce yourself !

- Hi, my name's
- I'm from (country)
- I live in (city)
- I'm ... years old.
- My birthday is on
- I'm a student at
- My favourite subject is
- My favourite sport is
- There are ... people in my family.
- They are
- My father is a and my mother a
- I would like to be a because
- My hobby is
- In my free time, I also like
- I don't like
- My favourite food is
- My favourite drink is
- My favourite day of the week is because
- My favourite month is because
- My favourite singer (or band) is
- I like (movies).
- My favourite place is I like it because
- I (don't) like travelling. I have been to
- The most beautiful place in my country is
- I study English because ----->

Months
January
February
March
April
May
June
July
August
September
October
November
December

School subjects
English
science
maths
art
PE
physics
chemistry
music
social studies
history
geography
computer science

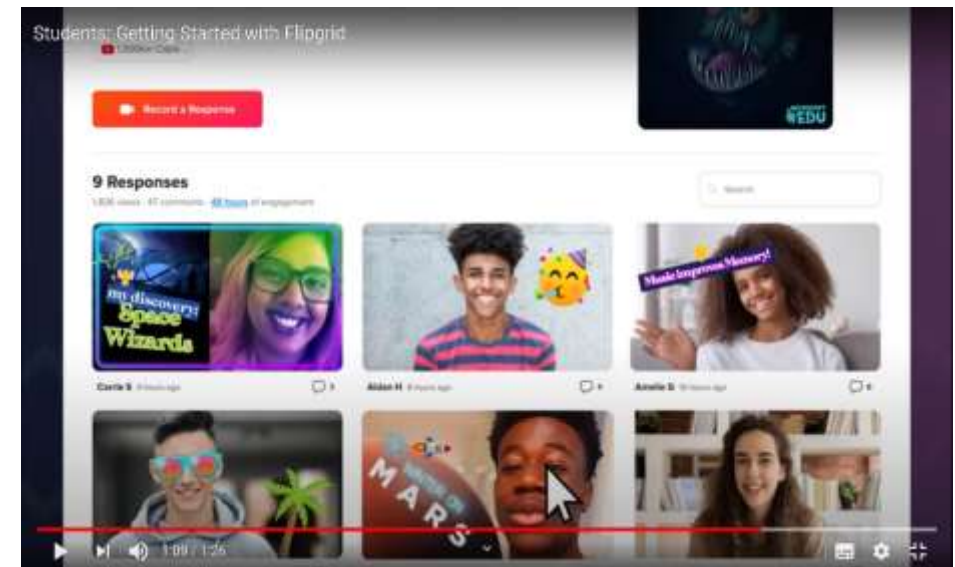
Hobbies - Free time activities
• reading, painting, drawing
• playing computer games
• surfing the Internet
• collecting stamps/coins/...
• going to the cinema
• playing with friends
• playing with my dog
• going to the park/beach/...
• listening to music
• shopping, singing, dancing
• travelling, camping, hiking

Movies
action movie
comedy
romantic comedy
horror movie
sci-fi movie
war movie
thriller
animated cartoons

Because...
• ... I like it a lot.
• ... I think it's important.
• ... there are many things to see.
• ... I have to.
• ... I can relax there.
• ... it's relaxing/popular/nice/...
• ... it's the last day of the week.
• ... I'm good at English/maths/...

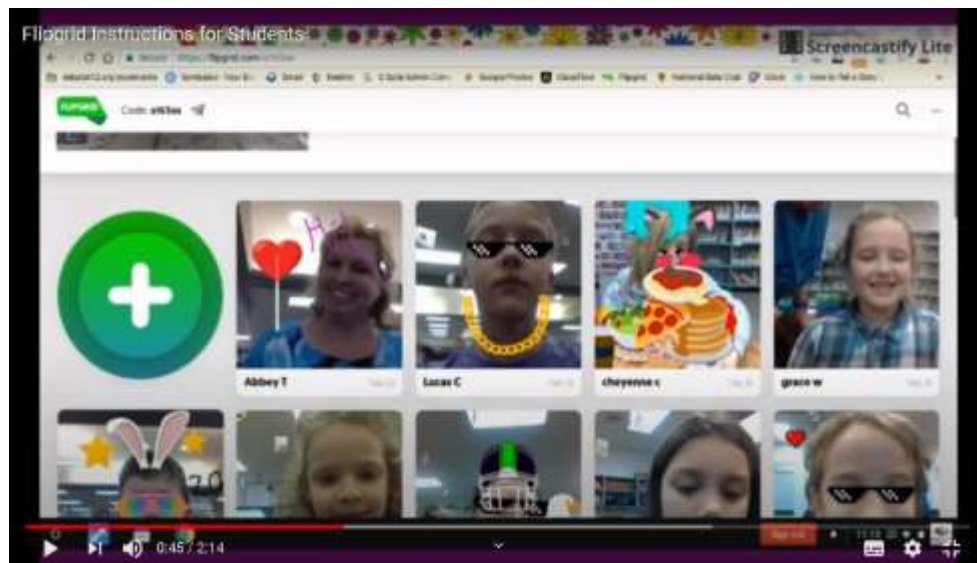
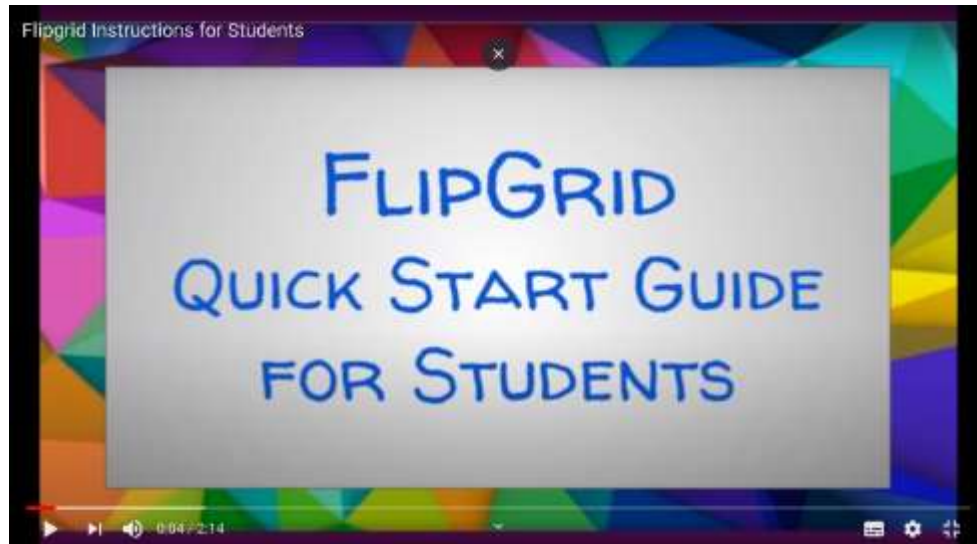
Annex 7.

<https://www.youtube.com/watch?v=WMqIEnmVA-8>



Annex 8.

<https://www.youtube.com/watch?v=6tfoCgQuqcw>



SESSION 2

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm up	10 mins	<ul style="list-style-type: none"> None 	<p>Try to be in the English lab or computer classroom. Students might not be familiar with technological vocabulary, so take advantage of the place where you are and start asking eliciting questions on computer vocabulary.</p> <p>Sample questions and answers: T: What 's this? S: It's a computer T: What am I doing? S: You are typing</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	20 mins	<ul style="list-style-type: none"> "Technology and Flipgrid vocabulary" (Annex 1. and 2.) https://drive.google.com/file/d/1YLGCosaaRr_1Cs5pKT5vGCABRyTEhQDv/view?usp=sharing 	<p>Continuously, hand over the sheet called "Technology and Flipgrid vocabulary". They should match the photo with the word and find the words in the puzzle.</p> <p>Exemplify the concepts sharing your screen to answer the definition or meaning of the words to explain what some options are for.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Commenting a video	25 mins	<ul style="list-style-type: none"> "Flipgrid: Student to Student Replies" https://www.youtube.com/watch?v=UtvIYFNptIQ (Annex 3.) 	<p>As they all have posted the "introduce yourself" videos, and one of this class objectives is to know Flipgrid and its features, tell them to enter the previous grid called individual introductions to see their classmates' videos. Once they are there, show them the YouTube video called "Flipgrid: Student to Student Replies", (5 mins) guide them also (with the video support) to comment or react on their classmates' videos (It could be a written comment, a sticker or another video) (10 minutes)</p> <p>Encourage them to comment on something accurate to the class such as: Good job, thumbs up, I couldn't understand what you said, so on</p> <p>After having learnt how to comment on a video, tell them to have a look at their own video and comment on their own performance, this reply could be throughout a written comment, or another video. (5 minutes)</p>

			Exemplify the exercise by commenting on your own video, i.e Good job Andres, however, you should practice pronunciation and fluency! (5 mins)
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Video test	15 mins	<ul style="list-style-type: none"> “What job is right for you?” https://www.youtube.com/watch?v=cyXADWE7KPo (Annex 4.) 	<p>Ask them what the best profession is, after that tell them they will do a test which will tell them which job fits with their likes and dislikes. To do that, they need a piece of paper to answer the question.</p> <p>Show them the YouTube video called “What job is right for you?”, after having answered the video test on a piece of paper comment on how you decided on being a teacher.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Writing an outline	15 mins	<ul style="list-style-type: none"> None 	<p>Once they have finished watching and answering the test, tell them they will be preparing an outline which helps them to record 1 and 30 sec min video, on which they have to share what their results were, and what they would like to study and why. (10 mins)</p> <p>Write down in the board useful expression such as I would like to, I want, my result was, I like etc. (5 mins)</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
3	5 mins	<ul style="list-style-type: none"> None 	<p>Next, share with them the Flipgrid code for the second task called “I want to study”. Have them record the video; they will not be using the previous outline when recording the video but to prepare themselves before filming.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Wrap up (Optional)	5 mins	<ul style="list-style-type: none"> None 	<p>As they have posted and practiced vocabulary on their own life, likes and dislikes and what they want to study, make them have an introduction in front of the whole group based on what they have been practicing.</p>

Annex 1 and 2

https://drive.google.com/file/d/1YLGCosaaRr_1Cs5pKT5vGCABRyTEhQDv/view?usp=sharing

Hardware Vocabulary

Technological gadgets: choose the correct word to label these objects.

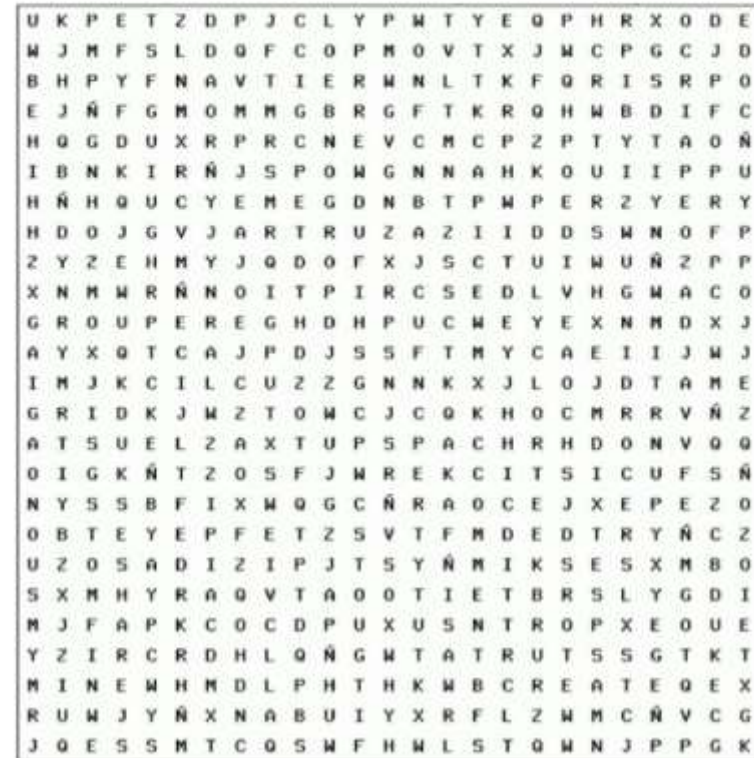
laptop radio MP4 telephone Blu-ray player PDA webcam scanner
printer USB disk MP3 flatscreen TV mouse computer keyboard headphones
digital camera games console video camera mobile phone



Software Flipgrid Vocabulary

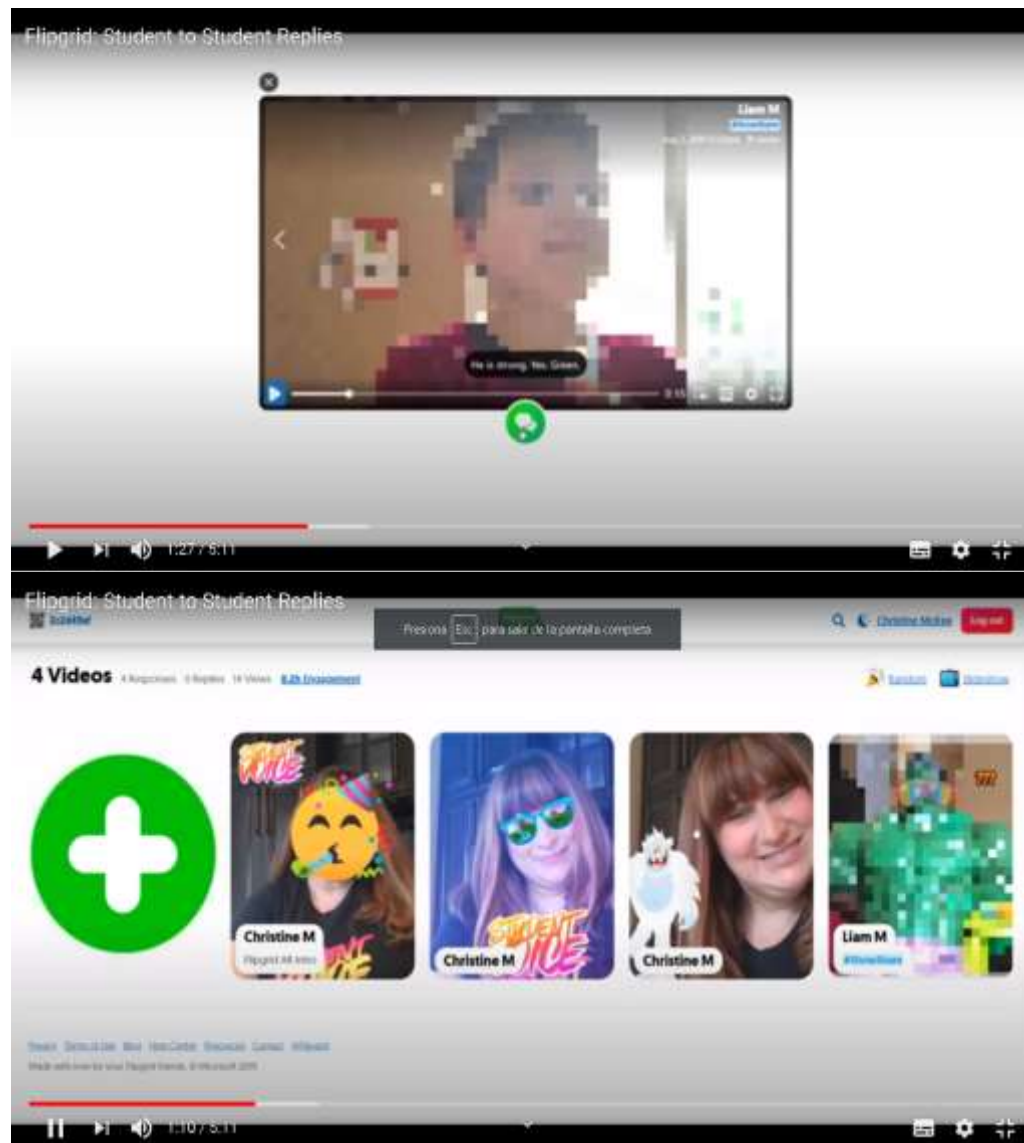
Find the hidden words

WORD	GRID	THREE
CLICK	RESPONSE	DESCRIPTION
SEARCH	VIEWS	RECORDING
SHARE	VIDEO	UPLOAD
COMMENT	GROUP	ACCESS
REACT	TORCH	COPY
STORIES	CODE	EXPORT
ADD	CREATE	DELETE



Annex 3

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



Annex 4

<https://www.youtube.com/watch?v=cyXADWE7KPo>



Cycle I Lesson Plan 2	TITLE: Knowing my strengths and weaknesses
TIME: 2 Sessions 90 mins each	
OBJECTIVES: <ul style="list-style-type: none"> To identify strengths and weaknesses To find a way to improve our strengths and get better on our weaknesses when learning English 	

SESSION 1

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm up	15 mins	<ul style="list-style-type: none"> None 	<p>Start telling your students how you consider yourself in terms of personality. Let them know what you feel strong and weak in. Next, have them tell you what they think, according to the information provided, your strengths and weaknesses are.</p> <p>Accept any of your students' answers and tell them, they will be working on vocabulary about personality.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	25 mins	<p>“Personality types presentation”</p> <p>https://view.genial.ly/5fca6af51816340d7f9dcae9/presentation-social (Annex 1.)</p>	<p>Then, open the “Personality types presentation”. This contains 29 incomplete words along with the corresponding image to play hangman. Tell them to take notes and try to memorize these words for the following activities.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	25 mins	<ul style="list-style-type: none"> “Personality paper” (Annex 2.) https://docs.google.com/document/d/1b3DYr_Xb3Eqx6GP_jrXRVzOWC8_KwxQR3tsDAW5BmY/edit?usp=sharing 	<p>After having completed and recognized the words, hand them the sheet called “Personality paper” which contains the 29 words previously practiced, they should put them in the correct box (10 mins) after that, they will have to complete it with the personality types they learnt (15 mins)</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
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Listening	5 mins	<p>“Describe your personality” https://www.youtube.com/watch?v=gMU9tk7fhQI (Annex 3.)</p>	Continuously, tell them they will be working on a short listening activity, so they need to take notes and pay attention to the speakers’ names. As they have gained vocabulary about describing personality play the video called “Describe your personality”
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	20 mins	<ul style="list-style-type: none"> “Describe your personality video sheet” (Annex 4.) https://drive.google.com/file/d/1NuboXPrLEsajrWC37o3giXKWqM0dSVqd/view?usp=sharing 	<p>Hand them in the sheet called “Describe your personality video sheet”, they are asked to complete part of the speakers’ responses and answer some comprehension questions. I.e How does San describe herself? to do that, repeat the video at least twice so they can fill up the gaps and answer the questions in.</p> <p>Pick up the pieces of paper they completed</p>

SESSION 2

ACTIVITY	TIME	MATERIALS	PROCEDURE
Writing Warm up	15 mins	<p>“Describe your personality” https://www.youtube.com/watch?v=gMU9tk7fhQI (Annex 3.)</p>	Play the video called “Describe your personality”, so they may recall the activity they did and the information about the speakers. Next, tell them to work on an outline to record a video about one of the speakers they listened to before, describing that person.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Video	5 mins	<ul style="list-style-type: none"> None 	Pick up the outlines they made and have them record a 1-min video on Flipgrid on the grid called “Describe someone personality” describing the speakers’ strengths and weaknesses, trying to follow the outline they made.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	5 mins	<ul style="list-style-type: none"> “Personality types” https://view.genial.ly/5fca6af51816340d7f9dcae9/presentation-social (Annex 1.) 	In order to recall the lexicon, they practiced in the previous activity, show them the presentation called “Personality types” and ask them the words they may remember

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	10 mins	<ul style="list-style-type: none"> “Personality types” https://view.genial.ly/5fca6af51816340d7f9dcae9/presentation-social (Annex 1.) 	<p>In order to recall the lexicon, they practiced in the previous activity, show them the presentation called “Personality types” and ask them the words they may remember</p> <p>After that, write down on the board useful expressions to use when describing one's personality. For example: I consider myself as. . . I feel . . . I am good at . . . among others.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Writing Video	20 mins	<ul style="list-style-type: none"> None 	<p>Tell them to write 5 strengths and 5 weaknesses in a piece of paper as an outline to record a 1 min- video telling their strengths and weaknesses to a university that might give them a scholarship.</p> <p>Tell them to be wise in the way they express both their strengths and weaknesses since they must be related to an educational context. (10 mins)</p> <p>Sample outline: I'm a perfectionist I consider myself a disciplined student because... I also consider I am lazy since I. . .</p> <p>Once they have finished the outline, have them record their video on Flipgrid. (5 mins) Encourage them to pronounce as well as possible and check their grammar.</p> <p>When they all have posted their videos on Flipgrid, explain that based on what they expressed on their videos, they are going to comment on the plan to get better on their strengths and improve their weaknesses.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	25 mins	<ul style="list-style-type: none"> “Should - Shouldn't” (Annex 5.) https://drive.google.com/file/d/1KzMaghCABpLCr0COwN7vOUcZyToRYpU/view?usp=sharing 	<p>Based on your weaknesses and strengths, tell them you want them to give you a piece of advice to get better on your weaknesses and things you need to keep doing to get better on your strengths.</p> <p>Sample answers:</p>

			<p>T: I consider myself as a timid person, since I don't like talking in public. S: Teacher, you have to practice speeches in front of the mirror S: You should prepare your presentations very well, before presenting it. (10 mins)</p> <p>Accept an answer with the modal verb SHOULD, tell them today they are going to practice that verb since we usually use that verb when giving suggestions.</p> <p>Give them the sheet called "SHOULD-SHOULDN'T" to complete it. (15 mins)</p>
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Speaking	15 mins	<ul style="list-style-type: none"> None 	<p>Stand up, so everybody can see what you are going to do. Continuously, tell them you have lots of weaknesses and need them to tell you what you should do about them. Start mixing the vocabulary used when describing one's personality and personality vocabulary itself, therefore students can give you pieces of advice putting into practice the verb should. Encourage them to use such verb.</p> <p>Sample: T: I think I am so bossy with my family S: You shouldn't be bossy, you should listen to others T: I am not good at cleaning my house S: You should do it, to learn how to do it.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Video Wrap up	5 mins	<ul style="list-style-type: none"> None 	<p>Finally, tell them they are going to advise themselves on their video upon their weaknesses and strengths. Tell them to record a comment video in response to the weakness and strengths video, telling them what they should and should not do to get better on their weaknesses and strengths.</p>

Annexes lesson plan: Knowing my strengths and weaknesses

Annex 1

<https://view.genial.ly/5fca6af51816340d7f9dcae9/presentation-social>



Annex 2 - Personality Paper

https://docs.google.com/document/d/1b3DYr_Xb3Eqx6GP_jrXRVzOWC8_KwxQR3tsDAW5BmY/edit?usp=sharing

PERSONALITY PAPER

Home lover	Free spirit	Chatterbox
Partygoer	Daredevil	Smart dresser
	Wimp	Loner
	Outdoor person (outdoorsman)	
	Thrill seeker (adrenaline junkie)	
		Risk taker

Find the characteristic from the box that best describes the definition below:

- a person who attends parties frequently: _____
- someone who risks loss or injury in the hope of gain or excitement: _____
- a person who habitually dresses in a smart or elegant way: _____
- a person who prefers not to associate with others: _____
- a person who thinks and acts in a free way without worrying about norms or social rules: _____
- a person devoted to outdoor recreational activities or simply spends much time outdoors: _____
- a weak and cowardly or unadventurous person: _____
- a person who enjoys being at home and who is fond of their family: _____
- a person who talks constantly, specifically about trivial matters: _____
- a reckless person who enjoys doing dangerous things: _____
- one who appears to favor stressful activities; a person who enjoys taking part in extreme sports and other activities involving physical risk: _____

Annex 3 - Describe your personality

<https://www.youtube.com/watch?v=gMU9tk7fhQI>



Annex 4

<https://drive.google.com/file/d/1NuboXPrLEsajrWC37o3giXKWqMOdSVqd/view?usp=sharing>

CATHERINE

How would you describe your personality? Are you talkative or quiet? Friendly or shy? Old-fashioned, serious, hardworking, romantic, fun? Are you basically an optimist or a pessimist?

Oh, wow! I'm very _____. I'm pretty open with people. Gregarious, I guess, some people would describe me as. I'm very honest. I will basically talk to anybody about anything, if they ask me.

Yeah, I am a _____. I can be _____. Takes me a little while to get comfortable in new surroundings. But then once I'm comfortable, I kind of open up and I'm OK.

I'm pretty easy to talk to. I have people sit down next to me on the subway and will tell me their life story, and I don't even know them. I have that effect.

How do you think other people see you?

They see me a little bit differently, I think, than I do. They see me a little more confident than I feel inside. But overall, no, I think they see me as a very _____, trustworthy person.

ANGELIQUE

I would say talkative, not shy, _____. I try to be _____. I think... I think that's probably what comes off the most.

... is that I smile all the time. I try to, and it just helps... make you happier anyway, so, yeah, I'm generally a _____ person. I try to stay upbeat and not let that much get me down, and I'm very talkative.

. I like to meet new people. I love the city because you get to meet so many new people. Just walking down the street you meet new people and friends, and things like that. So, yeah, pretty outgoing in general.

And do you think other people see you that way, too?

Yeah. I really do. I probably see myself a little bit differently than other people see me, but only in terms of, 'cause I know my full self and people just see what they see, you know. But I think it's generally outgoing is what everybody would say.

SAN

I am very outgoing. I'm ... fun. I'm very _____. And ... gosh ... I'm ... sometimes I can be _____.

I think I have a lot of qualities that an _____ person would have, but I also have qualities that maybe a shy person would have, so it kind of balances me out. Sometimes it depends on the environment; sometimes I'm off the wall, other times I'm a little more reserved.

Annex 5

<https://drive.google.com/file/d/1KzMaqhCABpLCr0COwN7vvOUcZyToRYpU/view?usp=sharing>

Should / Shouldn't

1. Complete the sentences using SHOULD or SHOULDN'T.

- a. Children _____ eat too many sweets because they are bad for their teeth.
- b. People _____ eat fresh fruit and vegetables every day.
- c. You _____ exercise 2-3 times a week.
- d. You _____ eat takeaways and fast food a lot.
- e. You _____ brush your teeth twice a day.
- f. You _____ keep eggs in the fridge.
- g. Elderly people _____ do some exercise to keep them healthy.
- h. We _____ eat a lot of salt in our diet.

2. Give advice using SHOULD, according to each situation.

- a. I have a toothache - _____
- b. My leg is broken - _____
- c. I'm tired - _____
- d. I want to lose weight - _____
- e. My friend is pregnant - _____
- f. I am diabetic - _____
- g. My friend is ill - _____

Cycle I Lesson Plan 3	TITLE: My learning routine
TIME: 2 Sessions 90 mins each	
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> To reflect on the study habits when learning English To identify the type of intelligence every student may possess To recognize learning strategies to help me get better in my English understanding and production 	

SESSION 1

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm up	10 mins	<ul style="list-style-type: none"> None 	<p>In the English lab or classroom with TV, after saying hello, ask them what they usually do before coming or connecting to class.</p> <p>Sample: T: What do you usually do before you come to class? S: I have breakfast and take a shower. Accept any of their answers and tell them how often they do those activities before coming to class, so they reflect on how routine grammar is.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Previous knowledge	10 mins	<ul style="list-style-type: none"> "Learning vocabulary" (Annex 1.) https://view.genial.ly/5fd0e2b8b4fdd80da28116dc/presentation-genially-sin-titulo 	Open and share with them the presentation called "Learning vocabulary". You will find gapped sentences they should complete with previous vocabulary on studying in the classroom.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Game	5 mins	<ul style="list-style-type: none"> "Study habits" https://www.menti.com/bn6bytvmtv (Annex 2.) 	Go to the mentimeter presentation "Study habits" and make them play with it to see what they often do to improve or practice their English.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Podcast	5 mins	<ul style="list-style-type: none"> None 	<p>Have them record and post a 30-sec video on Flipgrid telling the way they like learning things and their favorite school class.</p> <p>Sample:</p>

			<p>Ss: I like watching videos when learning something, my favorite class is Spanish I like taking notes in the class, I like math I love when we have to practice conversations, I like History.</p>
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ACTIVITY	TIME	MATERIALS	PROCEDURE
VIDEO Listening	15 mins	<ul style="list-style-type: none"> “9 types of intelligence” https://www.youtube.com/watch?v=g_bU9x36FAQ (Annex 3.) 	<p>Have them watch the video on “9 types of intelligence”, and after that, make them write a comment on the video they just recorded about how they like learning on the type of intelligence they might have and why they think so,</p> <p>Sample: I have musical intelligence because I like music and learning lyrics of songs.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Grammar	15 mins	<ul style="list-style-type: none"> None 	<p>Write down the following gapped sentences on the board.</p> <p>To study, Sam uses a notebook, a pencil _____ a computer. Daniel takes a shower and _____ watches a movie in English _____ I get up at 5:00 am, then I have breakfast. I read a book in English _____ I go to bed.</p> <p>Try to elicit connectors such as: first, then, next, after etc. If students struggle on giving you the correct sentence help them, playing hangman.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Grammar	10 mins	<ul style="list-style-type: none"> None 	<p>Ask them why those connectors are relevant in the sentences.</p> <p>Sample: They help it sound clear and understand the sequence of the actions.</p> <p>Next, on the board, write:</p> <ul style="list-style-type: none"> - Come to School - Do your homework - Go to the movies <p>And ask them, what is the first thing you do in each of these situations?</p> <p>Elicit some possible answers. For example,</p>

			<p>First, you enter the school and say hello to the watchman</p> <p>First, you take a shower. // First, you buy the tickets for the movie</p>
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	15 mins	<ul style="list-style-type: none"> “Linking words” (Annex 4.) https://drive.google.com/file/d/1S7eBQzJdESqGzPLpHLSYTJdxaa0xTGZ/view?usp=sharing 	<p>Continuously, hand them in the cue card called “Linking words”. Tell the Students to work individually to fill in the gaps, using each word only once. After, go through the answers in open class. (5 mins)</p> <p>Once they have completed it, tell them to flip the cue card and write down their routine when coming to the English class, what they do before and after.</p> <p>Tell them it will be useful for the next activity which is recording a video based on their routines (10 mins)</p> <p>Encourage them to put into practice linking words along with present simple.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Flipgrid video	5 mins	<ul style="list-style-type: none"> “My daily routine” https://flipgrid.com/88cd0eae (Annex 5.) 	<p>Have them watch the video “My daily routine”, which contains a video on some teachers saying their routines, tell them to record a 1-30 sec video on which they record themselves saying their routine using the linking words they practiced in class.</p>

Annex 1 - Learning vocabulary

<https://view.genial.ly/5fd0e2b8b4fdd80da28116dc/presentation-genially-sin-titulo>



Annex 2 - Study habits

<https://www.menti.com/bn6bytvmtv>



Annex 3 - 9 types of intelligence

https://www.youtube.com/watch?v=q_bU9x36FAQ



Annex 4 - Linking words

<https://drive.google.com/file/d/1S7eBQzJdESqGzPLpHLsYTJdxaa0xTGZ/view?usp=sharing>

Complete the sentences using the words below:

**And - then - first -
after - next - because**

1. _____ I take a shower, and then I watch a movie in English
2. I wake up at six o'clock, _____ I have breakfast.
3. Your group consists of Juan, Valeria, _____ Christian.
4. You can do your homework _____ you come back home
5. I read books _____ I like reading
6. First, you complete the exercises, _____ you talk to your friend.

Annex 5 - My daily routine video

<https://flipgrid.com/88cd0eae>



SESSION 2

ACTIVITY	TIME	MATERIALS	PROCEDURE
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Warm up	10 mins	<ul style="list-style-type: none"> “Roulette intelligence” (Annex 1.) https://wordwall.net/resource/6528304/roulette-intelligence 	Ask them if they remember the video they watched in the previous session and open the game called “Roulette intelligence” and answer every question as required in the game.
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Grammar	10 mins	<ul style="list-style-type: none"> “CAN presentation” (Annex 2.) https://drive.google.com/file/d/1nahNL4-a-TDxk4zK7cXVv5MIRfq7LF75/view?usp=sharing 	<p>As they already practiced the modal verb should, tell them can and cannot is another verb like that, which may be used with other verbs to express you have the ability to do something and also to express possibility.</p> <p>Next, open the PPP called “CAN presentation”, and show them how to use the verb and some quick examples on it.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	10 mins	<ul style="list-style-type: none"> “Can-ability” (Annex 3.) https://drive.google.com/file/d/1dpS5vtBh7yLhi427YYvKc8EaRMwdNhyh/view?usp=sharing 	After that, hand them in the worksheet called “Can-ability” which has 4 exercises to practice can and can’t

ACTIVITY	TIME	MATERIALS	PROCEDURE
Speaking	10 mins	<ul style="list-style-type: none"> None 	<p>Once they have finished, write on the board, play/soccer/classroom/? Elicit, can you play soccer in the classroom? Ask the question and elicit an answer. For example, No. I can’t play soccer in the classroom</p> <p>Now ask, Why/Why not? Elicit a reason. For example, Because it’s very small.</p> <p>Elicit a full sentence with both clauses. For example, I can’t play soccer in the classroom because it’s small.</p> <p>Concept check by asking, you ask me to have the class at 6 in the morning. It’s OK for me to have it at that time. What do I say?</p> <p>Elicit, I can.</p> <p>Then ask, you ask me to go to lunch with you but I’m really busy. What do I say?</p>

			Elicit, I can't go because I'm busy. In total, allow
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Reading	30 mins	<ul style="list-style-type: none"> "10 Habits of Highly Effective Students" (Annex 4.) https://www.educationcorner.com/habits-of-successful-students.html 	Continuously, share with them the link called "10 Habits of Highly Effective Students", have them read the text which focuses on strategies or pieces of advice to study much smarter, in order to practice pronunciation, ask one student to read one paragraph and so on. Also, if students have questions on vocabulary help them giving the definition in English or drawing on the board

ACTIVITY	TIME	MATERIALS	PROCEDURE
Game	10 mins	<ul style="list-style-type: none"> "Reading game link" (Annex 5.) https://wordwall.net/play/7962/573/703 	Share with them the link called "Reading game link" which contains an online game to remember the habits they just read.

ACTIVITY	TIME	MATERIALS	METHOD
Wrap up	10 mins	<ul style="list-style-type: none"> None 	As they should have posted a 1:30 min video on their daily routine, tell them to comment on their own video, advising themselves to improve their daily routine when learning English (should) or expressing what they can do to get better on their English learning and learning habits (can) based on the reading exercise.

Annex 1 - Roulette intelligence

<https://wordwall.net/resource/6528304/roulette-intelligence>



Annex 2 - CAN presentation

<https://drive.google.com/file/d/1nahNL4-a-TDxk4zK7cXVv5MIRfq7LF75/view?usp=sharing>



Annex 3 - Can-ability worksheet

<https://drive.google.com/file/d/1dpS5vtBh7yLhi427YYvKc8EaRMwdNhyh/view?usp=sharing>



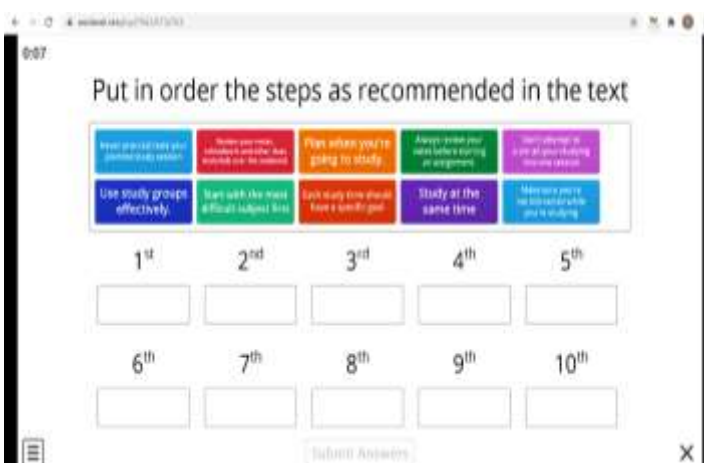
Annex 4 - Habits of Highly Effective Students

<https://www.educationcorner.com/habits-of-successful-students.html>



Annex 5 - Reading game link

<https://wordwall.net/play/7962/573/703>



Chapter V

IMPLICATIONS AND CONCLUSIONS

Implications

Throughout the creation of this pedagogical and didactic innovation project, it was possible to identify a series of implications that arise from its design and future implementation for the Colombian education, EFL instruction, the educational institutions, the project target population, and the pre-service teacher who designed the current pedagogical innovation, which will let this project have more effective results when applying the current proposal.

First and foremost, it is precise to highlight that the Colombian educational system should consider the different learning styles that students may have; therefore, education should not be fully standardized in a way that does not give rise to new methodologies or strategies to cover the academic required topics. Additionally, the country ought to face with economic limitations to cover the entire Colombian population, to not violate, for many, the right to education. All this underpins that this pedagogical innovation proposal implies a change from the corresponding authorities in the way Colombian education is conceived and has been carried out.

Regarding EFL instruction, a frequent issue has been evidenced in many educational settings. English classes are still taught in their native language, inhibiting them from developing an accurate oral interaction among teachers and students. And all this is on top of the fact that teaching methodologies have focused on sharing grammatical structures without a context on daily life of students that might generate an interest in learning English. Thus, the project presented here implies the assimilation of a new approach when teaching English, in which the applied methodology meets the interests of the students, seeking also constant interaction through the implementation of collaborative communicative tasks.

With regards to the implications for educational institutions, it is necessary to address the conditions of classrooms, the preparation and adaptation of teachers and the implementation of ICTs. Firstly, to properly execute the collaborative communicative tasks proposed in this project, the institutions are required to provide suitable spaces so the students can work collaboratively, in addition to having the appropriate materials for the development of the proposed activities. Secondly, this proposal implies that institutions encourage teachers to keep learning and adapting their teaching strategies to the cultural and communicative contexts that are emerging globally. Lastly, institutions are required to provide spaces and technological tools that allow the recognition and use of ICTs, so more interactive and attractive activities can be carried out for students.

Concerning the implications for students, it is vital to recognize that the correct implementation of the proposal presented implies that students recognize the importance of collaborative work and the benefits of oral interaction and are willing to get active roles in their learning process, in order to achieve proper results throughout the correct attitude and their constant participation.

Finally, regarding the implications for the pre-service teacher who designed the pedagogical innovation proposal, it is possible to recognize the degree of effort exerted to carry out the designing process of the corresponding topics, the investment of time analyzing the real problems of the students and to notice the necessary commitment to carry out the design of the classes and their corresponding material, to make the English encounters an attractive setting, wherein collaborative communicative tasks are an ideal tool to improve oral interaction, along with the reinforcement of other communicative skills in English.

Limitations

When designing this pedagogical proposal, various limitations came across. In the first place, due to the confinement presented worldwide due to the spread of COVID-19, the

access to all educational institutions was completely restricted, which prevented to have an approximation to a real educational environment, so that the educational proposal presented in this project was based on assumptions or experiences obtained in other institutions on previous research. Additionally, due to the lack of interaction with the pupils and members of an educational establishment, no adjustments could be made to the proposal, based on the interests, and needs of the students, or on the suggestions of the tenured teacher.

Further research

This pedagogical innovation project met the objectives of creating collaborative communicative tasks through the use of ICTs, and the structured design of suitable spaces for oral interaction to take place. Moreover, it is accurate to express that when setting the objectives of this proposal, the statistics provided by the MEN, and the results obtained in different investigations carried out in the educational area were considered, emphasizing on the oral skills, to the development of this project. Having said that, it would be very beneficial to apply this proposal in a real environment to evaluate its results within an educational context, in addition, it would be useful to make use of collaborative communicative tasks through ICTs to develop reading and listening comprehension skills, written production, seeking to promote comprehensive learning of English as a foreign language.

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ANNEX 1

CYCLE 2 OF THE INSTRUCTIONAL DESIGN

Cycle 2 Lesson Plan 1		TITLE: Knowing my partner
TIME: 3 Sessions 90 mins each		CCT: Job interview
OBJECTIVES: <ul style="list-style-type: none">● To meet my partner and start knowing his /her strengths and weaknesses based on the last cycle performance● To learn how to make and answer interviews● To start recognizing my peer as a significant subject in my English learning process		

SESSION 1

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm Up	10 mins	<ul style="list-style-type: none"> • https://pairs.austincodingacademy.com (Annex 1) 	Tell the students to go to the page and put their names on it. After everybody has put their names on it, the page automatically generates work pairs to start with the peer collaboration activities.

ACTIVITY	TIME	MATERIALS	PROCEDURE
1	20 mins	<ul style="list-style-type: none"> Flipgrid video "individual introductions" Flipgrid video "Strengths and weaknesses" 	Once they know who their partner is, tell them to go to the Flipgrid grills they did in cycle 1 and watch their pair videos talking about themselves, tell them to pay too much attention to their personal information since there will be an activity based on that exercise.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Listening	5 mins	<ul style="list-style-type: none"> Top Interview Tips" https://www.youtube.com/watch?v=HG68Ymazo18 (Annex 2.) 	Have the students watch the video called "Top Interview Tips" which talks about some tips when interviewing a person to get a job.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Complete the information	30 mins	<ul style="list-style-type: none"> Board Markers 	<p>Tell them how important knowing each other is, not only in the work field, but also in life. In open class, ask them what possible questions they might be asked during an interview.</p> <p>Write on the board accurate questions:</p> <p>Where do you live?</p> <p>What 's your name?</p> <p>What did you study?</p> <p>Once they have shared the possible questions, tell them to work with their pair, in a piece of paper they will hand in later, on a basic job interview conversation script in which the answers are the one already watched in the flipgrid videos.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Record a podcast	25 mins	<ul style="list-style-type: none"> None 	<p>Pick up the script they already made and have them record 2 podcasts about their personal information but roleplaying the pair and not their own personal information.</p> <p>For example: My name is "My pair's name" and so on, based on the previous listening activity.</p> <p>In case of not having any of the questions' answers, just invent your answer.</p> <p>To do this, the pair must be divided as follows: Interviewer and interviewed and post it in the Flipgrid grill called "Knowing my partner".</p>

Annex 1

<https://pairs.austincodingacademy.com>



Annex 2 - Top Interview Tips

<https://www.youtube.com/watch?v=HG68Ymazo18>



SESSION 2

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm up	10 mins	<ul style="list-style-type: none"> None 	<p>Welcome the students asking them questions about how their weekend was, or any following personal information questions such as where did you go?</p> <p>Make sure your questions contain WH words.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Grammar	20 mins	<ul style="list-style-type: none"> PPP "How to make questions" (Annex 1) https://drive.google.com/file/d/1BFo57zYT_VPrXTt1aZWMEZ-8ByCDk4hh/view?usp=sharing 	<p>Open the presentation and start showing them how to make good questions in English, so they get ready to answer any question in the past or present or future. Use the exercises on it to practice such structures.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Complete worksheet	20 mins	<ul style="list-style-type: none"> Worksheet called "making good questions" (Annex 2) https://drive.google.com/file/d/1cCTOh7to9TxxO_8BuLRP0S7touFei7is/view?usp=sharing 	<p>They will complete this worksheet based on answers. I.e I live in Fontibón, the question might be Where do you live?</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Speaking	25 mins	<ul style="list-style-type: none"> None 	<p>Have the students sit in front of their pair correspondingly so they can have a little chat about their personal life. Tell them to have with them a piece of paper and something to write so they can take notes of their partner's answers.</p> <p>Make sure they all take notes, tell them these pieces of information will help them develop another activity.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Writing a script on their partner's response video	15 Mins	<ul style="list-style-type: none"> None 	<p>Once they know more about their partners, tell them, they will record a 1-30 secs response video on their "individual introduction" video they did before in cycle 1.</p> <p>Therefore, they should prepare themselves with a script putting into practice the "s" of present simple. Example, He lives with, he loves eating hotdogs etc</p> <p>Pick up the pieces of paper before the class is finished</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
To do at home	10 mins		<p>Students must comment on their pair "individual introduction" video, sharing the information S/he learnt from his/her partner.</p>

Annex 1 How to make questions

https://drive.google.com/file/d/1BFo57zYT_VPrXTt1aZWM_EZ-8ByCDk4hh/view?usp=sharing

Basic Question Types

- Yes/No Questions (the answer to the question is "Yes" or "No")
- Question Word Questions (the answer to the question is "Information")
- Choice Questions (the answer to the question is "in the question")



Question Word Questions

question word	auxiliary verb	subject	main verb	Answer: Information
Where	do	you	live?	In Paris.
When	will	we	have lunch?	At 1pm.
Who	did	she	meet?	She met Ram.
Why	hasn't	Tara	done it?	Because she can't.
Exception! verb be simple present and simple past				
Where	is	Bombay?		In India.
How	was	she?		Very well.

Annex 2 Making good questions

https://drive.google.com/file/d/1ccTOh7to9TxkO_8BuLRP0S7tou_Fei7js/view?usp=sharing

Make questions

- a) _____
We're from Australia.
- b) _____
They like football.
- c) _____
She gets up at half past six a.m.
- d) _____
I've got an orange and an apple.
- e) _____
Tom goes swimming on Mondays.
- f) _____
Yes, this is my photo.
- g) _____
Wendy and Jess start school at nine o'clock.
- g) _____
We have lunch at one o'clock.

SESSION 3

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm up	10 mins	"Have you ever had a dream like this?" https://www.youtube.com/watch?v=G7RqN9ijwE4 (Annex 1.)	Welcome the students playing this video about a boy who gets stuck asking a question in present perfect: Have you ever had a dream? Point out the words in such a question and ask them Have you ever questions Example: Have you ever traveled abroad?

ACTIVITY	TIME	MATERIALS	PROCEDURE
Grammar	15 mins	<ul style="list-style-type: none"> PPP The present perfect tense (Annex 2) https://drive.google.com/file/d/1ZKNGI4Wp5_xWLOiPQyveinn2FeKQldx2/view?usp=sharing 	Open the presentation and tell them present perfect is used to talk about personal past experiences. Also, explain we use past simple questions to find out more about his or her personal past experience

ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	10 mins	<ul style="list-style-type: none"> Worksheet called "present perfect" (Annex 3) https://drive.google.com/file/d/1YRZ7QFVFPbl1sqDMcvRqgUxksFyte0pi/view?usp=sharing 	Have students practice present perfect with the sentences and contexts in it.

ACTIVITY	TIME	MATERIALS	PROCEDURE
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Interview Questions	15 mins	<ul style="list-style-type: none"> PPP "Present perfect words" (Annex 4) https://drive.google.com/file/d/1XWoBNI3MM2HnPdSM6vfmIM33C8Zre7EL/view?usp=sharing 	Open the presentation and show them the order of the questions with ever and before and possible answers with just, yet, already
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing worksheet	15 mins	<ul style="list-style-type: none"> Worksheet called "Present perfect words" (Annex 5) https://drive.google.com/file/d/1c4f4oZJNCxbnGawhFvQIQOaK0B92wKBH/view?usp=sharing 	Have students practice with this worksheet, make sure they write down questions with this tense for his or her partner

ACTIVITY	TIME	MATERIALS	PROCEDURE
Collaborative Communicative Task "Job interview preparation"	20 mins	<ul style="list-style-type: none"> None 	<p>Tell them for this activity, they will be themselves. So, they need to work on a conversation as a script to simulate having a job interview and putting into practice the question structures and present perfect both asking and answering questions.</p> <p>For example: How old are you?</p> <p>Have you ever worked in this position?</p> <p>Walk around supporting each couple on the script creation, correcting and helping them with ideas.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Listening	5 mins	<ul style="list-style-type: none"> "Job interview-elementary school" https://www.youtube.com/watch?v=rIZ533CYU68&feature=emb_logo (Annex 6.) 	Once they have finished their job interview script, show the students the video called "job interview-elementary school" and tell them to film a video interviewing their partner like that video and post it on Flipgrid.

ACTIVITY	TIME	MATERIALS	PROCEDURE
To do at home: Collaborative Communicative task: Job interview	2 mins	<ul style="list-style-type: none"> None 	Tell them to film a 2 min video having the job interview, both students must be interviewed.

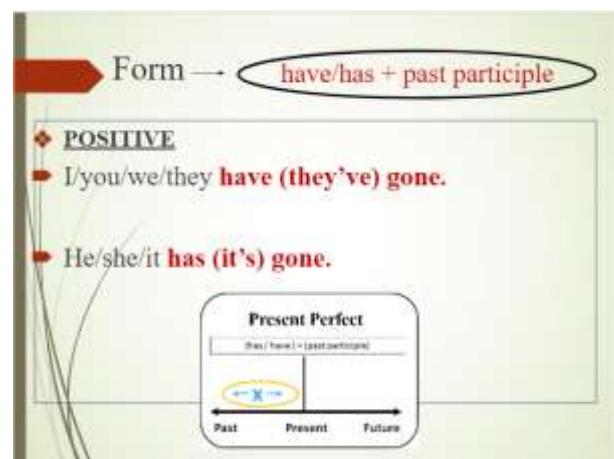
Annex 1 - Have you ever had a dream like this?

<https://www.youtube.com/watch?v=G7RgN9ijwE4>



Annex 2- The present perfect tense

https://drive.google.com/file/d/1ZKNGI4Wp5_xWL0iPQyyejnn2FeKQldx2/view?usp=sharing



Annex 3 - Present perfect

<https://drive.google.com/file/d/1YRZ7QFVFPbl1sgDMcvRggUxksFyte0pi/view?usp=sharing>

Present Perfect

1. Fill in the gaps with since or for.

a) _____ many years.
b) _____ eight o'clock.
c) _____ I was a child.
d) _____ five hours.
e) _____ ages.
f) _____ ten month.
g) _____ breakfast.

1.1. Write sentences using the above phrases.
E.g.: I haven't seen Mary for ages.
a) _____
b) _____
c) _____
d) _____
e) _____
f) _____

2. Put the verbs in the Present Perfect.

a) I _____ (be) here since 8 pm.
b) _____ you _____ (find) your glasses.
c) _____ Tim _____ (read) the book?
d) My dog _____ (not drink) any water lately.

3. Order the words and form sentences.

a) have / never / that / I / about / thought.
b) sent / they / at / have / Christmas / messages / many.
c) already / concert / begun / the / has.

4. Fill in the blanks. Put the verbs in brackets in the Present Perfect.

a) _____ (not arrive) yet.
b) She _____ (make) all her clothes.
c) _____ Mary ever _____ (be) abroad?
d) why _____ you _____ (leave) that way?
e) Susan and Mark _____ (not come) to the party.

5. Ask the questions for these answers. The answer is No, use the Present Perfect.

a) _____?
No, they are still at school.
b) _____?
No, They are still living here.

Annex 4 - Present perfect words

<https://drive.google.com/file/d/1XWoBNi3MM2HnPDsM6vfmIM33C8Zre7EL/view?usp=sharing>

Present Perfect

YET, JUST, ALREADY

Just

In the **Present Perfect tense**, we use **just** with **positive sentences**. To say that something happened recently. We put **just** before the main verb.

My sister **has just** started a new job. (positive)

'just' goes before the verb of the sentence.

Annex 5 - Present perfect words

<https://drive.google.com/file/d/1c4f4oZJNCxbnGawhFvQIQOaK0B92wKBH/view?usp=sharing>

Present Perfect

1. I've _____ bought the tickets.

2. She isn't ready _____.

3. Have you tidied your room _____?

4. Joe is a good actor, he has _____ learnt his words for the play.

5. I am tired because we've _____ watched a long film.

6. Carl is scared because he hasn't travelled by plane _____.

7. I'm happy because I've _____ heard some exiting news.

8. Billy and I have _____ washed the car. It is still wet.

9. Amy is happy because she hasn't met a famous person _____.

10. You are scared because you haven't seen a ghost _____.

11. The girls haven't eaten snake _____ Today will be the first time.

12. Have you _____ painted your bedroom? Are you finished?

13. We have _____ eaten giraffe. It tastes like chicken.

14. Have you painted a house _____? Do you know how?

15. I am happy because Mum _____ bought me a new CD.

16. Claire hasn't been to Paris _____. She is still in London.

17. We haven't given the present to Grandma _____. We are waiting for you.

18. I know the story, I have _____ read the book last night.

Annex 6 - Job interview-elementary school

https://www.youtube.com/watch?v=rIZ533CYU68&feature=emb_logo



Cycle 2 Lesson Plan 2	TITLE: I NEED HELP	
TIME: 2 Sessions 90 mins each		CCT: EMERGENCY CALL
OBJECTIVES: <ul style="list-style-type: none"> To identify both the ways in which I can help during an emergency and ask for help. To get familiar with telephone conversation vocabulary 		

SESSION 1

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm Up	10 mins	<ul style="list-style-type: none"> https://pairs.austincodingacademy.com (Annex 1) 	Tell the students to go to the page and put their names on it. After everybody has put their names on it, the page automatically generates work pairs to start with the peer collaboration activities. Make sure the pairs are different from the last CCT.

ACTIVITY	TIME	MATERIALS	PROCEDURE
1 Listening	5 mins	<ul style="list-style-type: none"> "telephone conversations in English" https://www.youtube.com/watch?v=aW1ht_JIHVM (Annex 2.) 	Once the pair is already set, tell the students they will be practicing vocabulary on telephone conversations, so have them watch the video called "telephone conversations in English" to get familiarized with this context and some vocabulary.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	20 mins	<ul style="list-style-type: none"> PPP "Phone conversation parts" (Annex 3) https://view.genial.ly/608ae8d99471730d0145c496/presentation-presentacion-altos-vuelos 	Open the PPP called "phone conversation parts" and start explaining the possible parts of a telephone conversation, from dialing to hanging up the call.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Practice	15 mins	<ul style="list-style-type: none"> "Talking on the phone expressions" worksheet (Annex 4) https://drive.google.com/file/d/1Rx3wISMZLImJdRQViY4Bys3HvKKLLvxr/view?usp=sharing 	Next, hand them in the worksheet "talking on the phone" they should read an example of a conversation along with completing some conversation with the vocabulary learnt in class.

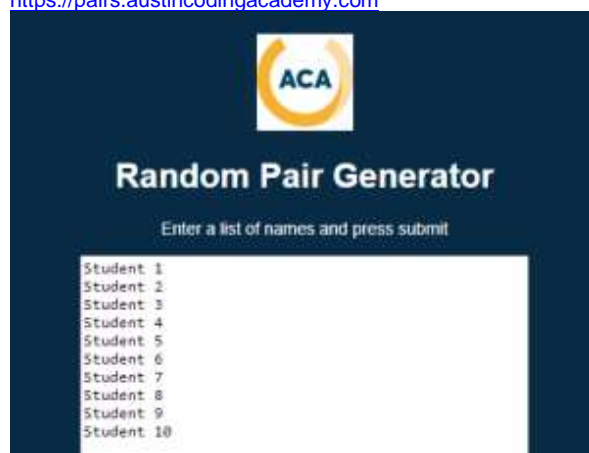
ACTIVITY	TIME	MATERIALS	PROCEDURE
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Speaking	20 Mins	<ul style="list-style-type: none"> “Talking on the phone expressions” worksheet (Annex 4) https://drive.google.com/file/d/1Rx3wISMZLmJdRQVjY4Bys3HvKKLLvxr/view?usp=sharing 	<p>Next, Tell students they will be practicing situations when it is necessary to call someone, for example to ask for a delivery. Continuously, give them two minutes to decide the situation in which they need to call someone.</p> <p>Example: Doctor-patient Citizen- Police officer Citizen- Ambulance Mother- child Etc</p> <p>Tell them they will first write a short conversation on the phone, in the blank space on “Talking on the phone” worksheet first activity and later perform it in order to practice vocabulary.</p> <p>For example:</p> <p>Hey, this is Andres and I'm calling to ask for a delivery -What's your address? -My address is La Rampla 123 St</p> <p>Note: They might use the “talking on the phone expression” sheet to help them create their conversation.</p> <p>Make sure they create a possible dialogue, without deciding what character they are going to be, so they both can work on the whole conversation.</p>
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Record a video	20 mins	<ul style="list-style-type: none"> None 	<p>Once they have finished, decide on who is going to play x role and give them 5 mins to practice before performing in front of the class.</p> <p>Next, tell them they should perform their planned conversation in front of the class.</p> <p>Provide feedback to each couple.</p>

Annex 1

<https://pairs.austincodingacademy.com>



Annex

2 - Telephone conversations in English

https://www.youtube.com/watch?v=aW1ht_JIHVM



Annex 3 - Phone conversation parts

<https://view.genial.ly/608ae8d99471730d0145c496/presentation-presentacion-altos-vuelos>



Phone

conversation parts

01

Introducing yourself

- This is Maria (calling).
- I'm calling from Yugang Middle School.
- I'm Hyun-soo's friend/teacher/doctor...
- It's Maria.

Annex 4 - Talking on the phone expressions

<https://drive.google.com/file/d/1Rx3wlSMZLlmJdRQVjY4Bys3HvKKLLvxx/view?usp=sharing>

Phone Conversation

1. Hello! I am.....
2. Good afternoon. I am.....
3. Hi George! It's Lisa calling.
4. Jody speaking.
5. How can I help you?
6. Doctor's office.
7. Good afternoon, I'd like to speak to Mr.
8. May I speak with Mr., please?
9. Is Fred home?
10. Can I talk to?
11. Just a sec. I'll get him.
12. One moment please.
13. Could you speak up a little please?
14. Can you speak a little slower please. My English isn't very strong.
15. Can you call me back? I think we have a bad connection.
16. I'm sorry, Lisa's not here at the moment.
17. When he will be back?
18. He's busy right now. Can you call again later?
19. Thanks for calling. Good - Bye.
20. I'll talk to you again soon. Bye.

Task 1 . Connect the question and the answer.

A

1. Hello! I am Bill.	I am sorry, she's not here at the moment.
2. Can I talk to Ann?	Just a second I'll get him.
3. Is Fred home?	Hello! How can I help you?

B

1. Can you call me back in 5 minutes?	He's busy right now. Can you call again later?
2. When he will be back?	He will be back in 10 minutes.
3. May I speak with Mr. Brown please?	I'll talk to you again soon. Bye.

Task 2. Fill in the missing words in the dialogues.


help --are -- thanks-- get--
-- home

- Hello! I am George!
- Hi George! How..... you?
- I'm fine.....
- How can I you?
- Is Fred.....?

the moment --May--10 minutes -
When--- sorry

- Good afternoon. Doctor's office.
- Good afternoon.....I speak with Mr. Brown, please?
- I'm....., Mr. Brown's not here at.....
-he will be back?
- He will be back in.....
- Thank you. Good bye.
- Thanks for calling. Good - Bye.
- Just a sec. I'llhim.

slower ----speaking---- thank you
---busy ----slower --talk--- later



SESSION 2

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm up	10 mins	<ul style="list-style-type: none"> None 	<p>Welcome the students asking them questions about their personal past experiences when they felt in need, or had an emergency.</p> <p>If possible, practice questions with present perfect</p> <p>For example: Have you ever been robbed?</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	15 mins	<ul style="list-style-type: none"> Crossword “emergency” (Annex 1) https://drive.google.com/file/d/18lbepFv14XSRhR2m4xufe9HG4S0CYDVH/view?usp=sharing 	<p>Once they have shared their experiences, tell them it is very important to all of us know how to report an emergency, so the coming activities will be focused on introducing critical new vocabulary and topics concerning their own safety and the safety of others.</p> <p>So, hand them in the crossword called “emergency” which contains some words related to having an emergency</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	25 mins	<ul style="list-style-type: none"> Emergency PPP (Annex 2) https://drive.google.com/file/d/1Svi-EZDoMxIDiNtkPGQ7IOUnp9QfgmyN/view?usp=sharing First Aid Kit worksheet (Annex 3) https://drive.google.com/file/d/1cKw6RPTQZPFYqJfhNblpTHp6HYdB9OJR/view?usp=sharing 	<p>After they have completed the crossword, open the PPP called “emergency” and show them some pictures on vocabulary they might need when describing an emergency.</p> <p>In case of not getting the meaning of the words by the pictures, give examples</p> <p>After that, give them the worksheet called “first aid kit” which helps students gain vocabulary on giving medical help in case of emergency.</p>

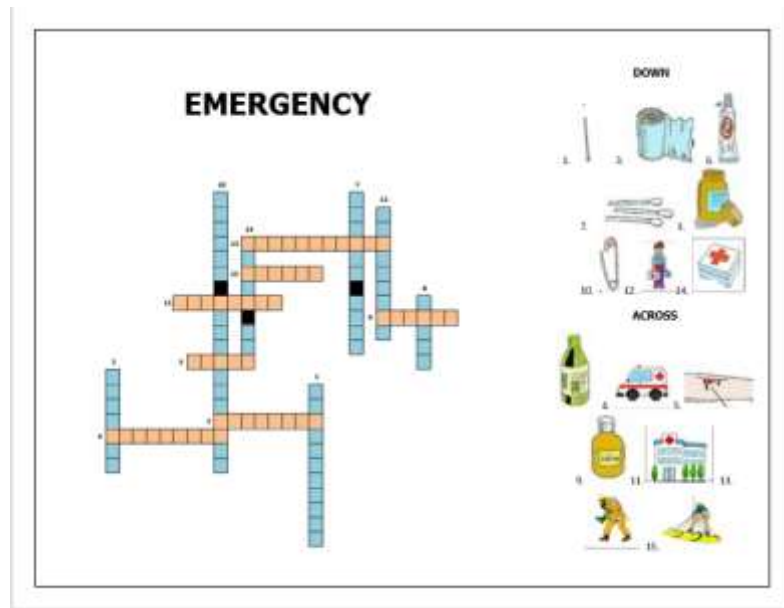
ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing a worksheet	25 mins	<ul style="list-style-type: none"> “Phoning for an emergency” worksheet (Annex 4) https://drive.google.com/file/d/1kQJEu5PyhwB1mtKL57ZzRy49GU8kXws4/view?usp=sharing 	<p>Then, give them the worksheet called “phoning for an emergency” which has different scenarios in which the students must decide if it is accurate to call the emergency phone system or not.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Listening	15 mins	<ul style="list-style-type: none"> Recording “Emergency” (Annex5) https://www.osymigrant.org/Student%20Site/site/LE-%20Sample%20Conversation%20911.html Listening paper (Annex 6) https://docs.google.com/document/d/1LClae_4Rxq3aTXTQdzRtt8ZcZWDSodXAYQ2M92pm8/edit?usp=sharing 	<p>Tell them the next CCT is about having a telephone emergency conversation. To do that, they will listen to a sample conversation using the previous and current vocabulary about calling for an emergency.</p> <p>Play the recordings, give them the listening paper, have them complete the gaps in it while they listen to the recordings</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
To do at home Collaborative Communicative Task			<p>Students must record a conversation between them, having a pretend conversation on an emergency putting into practice the vocabulary learnt such as, natural disaster, giving information to the operator and first aid kit.</p> <p>Tell them to post in on Flipgrid on a grill called “Emergency call”</p>

Annex 1 – Emergency

<https://drive.google.com/file/d/18lbepFv14XSRhR2m4xufe9HG4S0CYDVH/view?usp=sharing>



Annex 2 - Emergency PPP

<https://drive.google.com/file/d/1Syj-EZDoMxlDiNtkPGQ7IOUnp9QfgmyN/view?usp=sharing>



Annex 3 - First Aid Kit worksheet

<https://drive.google.com/file/d/1cKw6RPTQZPFYgJfhNblpTHp6HYdB9OJR/view?usp=sharing>



Annex 4 - Phoning for an emergency

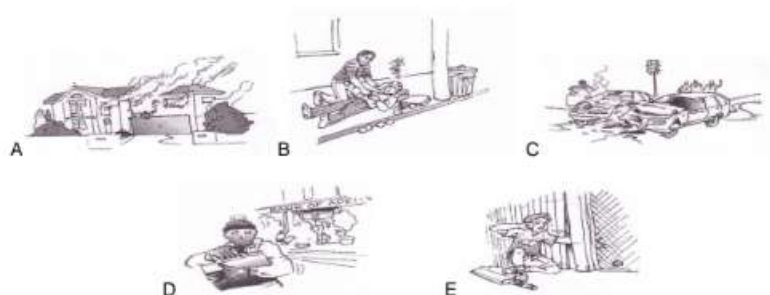
<https://drive.google.com/file/d/1kQJEU5PyhwB1mtKL57ZzRy49GU8kXws4/view?usp=sharing>

5. Which emergency service would you need for the following? Write the letter next to the service.

Ambulance

Fire

Police



Annex 5 – Emergency

<https://www.osymigrant.org/Student%20Site/site/LE-%20Sample%20Conversation%20911.html>

Example Conversation During a 911 Call



▶ 0:00 / 0:21 ◀ 🔊

OPERATOR: "Nine-one-one operator. What is your emergency?"

CALLER: I have a medical emergency. My mother is having a heart attack.

OPERATOR: Where is your mother?

CALLER: She is at my home at 110 Bayview Lane in Kirkland. Please send an ambulance!

OPERATOR: What is your name?

CALLER: I am Pedro Oliveras.

OPERATOR: What is your mother's name?

Annex 6 - Listening paper

https://docs.google.com/document/d/1IL-Clae_4Rxq3aTXTQdzRtt8ZcZWDSodXAYQ2M92pm8/edit?usp=sharing

Example Conversation During a 911 Call

OPERATOR: "Nine-one-one operator. What is your _____?"

CALLER: I have a medical emergency. My mother is having a heart _____.

OPERATOR: Where _____ your mother?

CALLER: She is at my home at 110 Bayview Lane in Kirkland. Please send an _____!

OPERATOR: What is your name?

CALLER: I am Pedro Oliveras.

OPERATOR: What is your mother's name?

CALLER: Norma Oliveras.

OPERATOR: Don't hang up! _____ is on the way!

Cycle 2 Lesson Plan 3	TITLE: Where are you?
TIME: 3 Sessions 90 mins each	CCT: GIVING DIRECTIONS
OBJECTIVES: <ul style="list-style-type: none"> To use basic language related to using a map and how to locate myself in a map To ask for and give directions referring to a map or plan To name a limited range of common buildings and dwelling places To name very common public places in a city To give and receive instructions in English To describe the position of something with very basic prepositions To describe the position of something in a very basic way 	

SESSION 1

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm Up	10 mins	<ul style="list-style-type: none"> https://pairs.austincodingacademy.com (Annex 1) 	<p>Tell the students to go to the page and put their names on it. After everybody has put their names on it, the page automatically generates work pairs to start with the peer collaboration activities.</p> <p>Make sure the pair is different from previous CCTs.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
1	15 mins	<ul style="list-style-type: none"> Buildings worksheet (Annex 2) https://drive.google.com/file/d/1pxZ9D0PqVozPEtM8f9uuayeCY73cl9ai/view?usp=sharing 	<p>Tell them they are going to practice about a city and how to give directions.</p> <p>Continuously, hand them in the worksheet called "Building worksheet" which contains images about buildings in a city with some matching exercises to see what previous vocabulary they have on this topic.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	15 mins	<ul style="list-style-type: none"> Cue cards "places in a city" (Annex 3) https://drive.google.com/file/d/1X7q1V5McaZNpSZWSZFLLcKwHKcd9_BkH/view?usp=sharing 	<p>Show the cue cards called "places in a city" and ask:</p> <p>T: What 's this? S: It's a supermarket.</p> <p>In case, students do not know the word, play the hangman on the board to get the word, make them repeat after you, so they can practice pronunciation.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Grammar	20 mins	<ul style="list-style-type: none"> "Preposition of place for children" (Annex 4) https://www.youtube.com/watch?v=niPyVnCc6W5g 	<p>Next, put a pen on the table and say, where is the pen?</p> <p>Elicit, the pen is ON the table and write down the whole sentence on the board and circle the preposition, in case of not getting the preposition write down the gapped sentence circling the missing word.</p> <p>Example:</p> <p>The pen is __ the table</p> <p>Continuously, play the video "preposition of place for children" and tell them to take notes of the words that indicate location.</p> <p>Then, practice prepositions with the pen. Put the pen in, under, in front of, behind, between other objects.</p>


ACTIVITY	TIME	MATERIALS	PROCEDURE
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Completing the worksheet	15 mins	<ul style="list-style-type: none"> “Prepositions of place” worksheet (Annex 5) https://drive.google.com/file/d/1HhB_gaOwBeuHQALbzA2kFBAIcFSnrBp1/view?usp=sharing 	<p>Once they have understood prepositions, hand the pairs in the worksheet called “prepositions of place” which contains pictures and sentences to practice these prepositions.</p> <p>Give them 10 minutes to complete the worksheet together.</p>
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Speaking	15 mins	<ul style="list-style-type: none"> “City map” Cue card (Annex 6) https://drive.google.com/file/d/1Ncs0-oCA8GKiVpP3BoM_Zm-jLRqXRH-V/view?usp=sharing 	<p>Then, hand in the cue cards correspondingly. Tell them to practice a conversation practicing both buildings in a city and prepositions of place asking the questions in the cue cards and labeling the building:</p> <p>Student A: Where is the cinema? Student B: It's between the bank and the post office.</p>

Annex 1

<https://pairs.austincodingacademy.com>



Random Pair Generator

Enter a list of names and press submit

Student 1
 Student 2
 Student 3
 Student 4
 Student 5
 Student 6
 Student 7
 Student 8
 Student 9
 Student 10

Student 5 <-> Student 4

Student 2 <-> Student 9

Student 8 <-> Student 10

Student 1 <-> Student 3

Student 7 <-> Student 6

Annex 2 - Buildings worksheet

<https://drive.google.com/file/d/1pxZ9D0PqVozPEtM8f9uuayeCY73cl9ai/view?usp=sharing>

Buildings and Places

1. Label the pictures. Use the words in the box:

Pet store Pharmacy police station post office restaurant church
 Ice-cream shop jewellery-store barber-shop cinema coffee-shop
 booker-shop concert hall furniture store gym hospital
 night-club



1. Match the words with the correct definitions:

1. cinema	a) park your car
2. disco	b) rest and drink
3. post office	c) change money
4. sports centre	d) catch a plane
5. supermarket	e) dance
6. hospital	f) see paintings by famous artists
7. bank	g) buy stamps
8. restaurant	h) watch a play
9. car park	i) see a film
10. airport	j) catch a train
11. museum	k) watch a football match
12. theatre	l) buy fruit and vegetables
13. church	m) play
14. library	n) report a robbery
15. market	o) buy food, drink and home articles
16. police station	p) take the underground
17. underground station	q) read a book
18. school	r) have lessons
19. stadium	s) have a surgery
20. rail station	t) swim and play sports

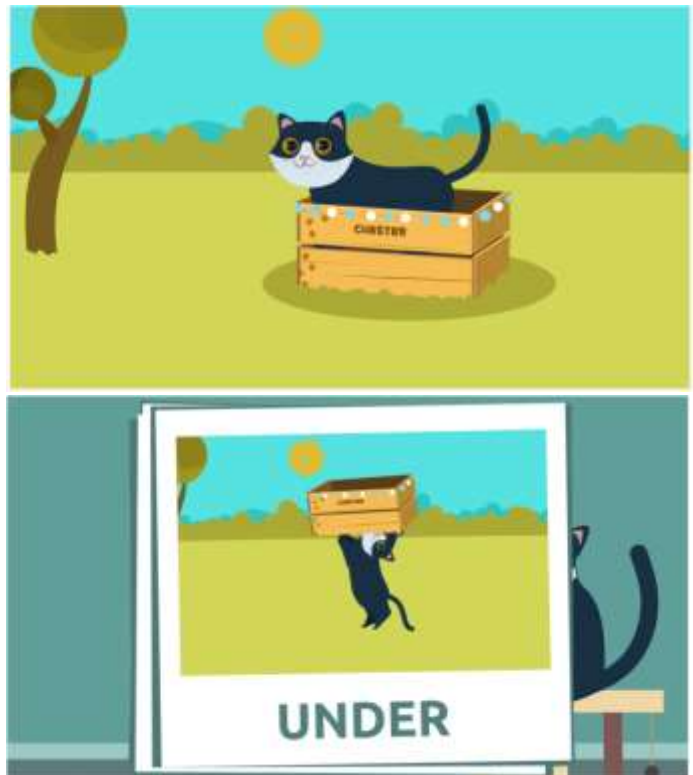
Annex 3 - Places in a city

https://drive.google.com/file/d/1X7g1V5McaZNpSZWSZFLLcKwHKcD9_BkH/view?usp=sharing



Annex 4 - Preposition of place for children

<https://www.youtube.com/watch?v=niPyVnCc6W5g>



Annex 5 - Prepositions of place

https://drive.google.com/file/d/1HHB_qaOwBeuHQALbzA2kFBAlcFSnrBp1/view?usp=sharing

PREPOSITION OF PLACE WORKSHEET

1. Complete with the right preposition: in, on, behind, between, in front of, next to, under.

a- In picture A the dog is _____ the chair.
b- In picture J the dog is _____ the right table.
c- In picture O there is a dog _____ the wardrobe.
d- There is a television _____ the cat and the dog in picture H.
e- There is a cat _____ the computer in picture C.
f- The dog is _____ the picture in picture F.

2. Which picture is it?
a- The television is between the cat and the dog. _____
b- The cat is under the bed. _____
c- The cat is on the table. _____
d- The cat is in the wardrobe. _____
e- The dog is in front of the picture. _____
f- The dog is behind the wardrobe. _____
g- The dog is on the bed. _____
h- The cat is on the right table. _____

3. Correct the sentences.

Picture A- The cat is on the chair.

Picture C- The cat is between the computer.

Picture G- The cat is behind the wardrobe and the dog is on the wardrobe.

Picture H- The tv is under the dog and the cat.

Picture J- There is a cat next to the right table.

Picture F- The dog is behind the picture.

4. Answer the questions.

- a- Where is the cat in picture C? _____
b- Is the cat in the wardrobe in picture O? _____
c- What is there between the dog and the cat in picture H? _____
d- Where is the cat in picture G? _____
e- Is the dog under the radio in picture J? _____

Annex 6 - City map

https://drive.google.com/file/d/1Ncs0-oCA8GKiVpP3BoM_Zm-jLRgXRH-V/view?usp=sharing

Describe the map. Use the right prepositions to fill in the sentences.



- The supermarket is the restaurant.
- The train station is the school.
- The hospital is the restaurant.
- The supermarket is the bank.
- The school is the hospital.
- The post office is the train station.
- The bank is West Street.
- The police station is the gas station.
- The chemist's is the hospital and the fire station Oak Street.

SESSION 2

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm up	10 mins	<ul style="list-style-type: none"> None 	<p>After saying hello, start giving any instruction to students, for example:</p> <p>Open the door, please</p> <p>Close your notebook, open it.</p> <p>Stand up</p> <p>When you see they are questioning about the activity, stop and ask them what you are doing.</p> <p>Elicit you are giving orders or instructions.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Grammar	15 mins	<ul style="list-style-type: none"> PPP "Imperatives" (Annex 1) https://drive.google.com/file/d/1Ob8qdLfdQPzi3D30S_CzB3TTFEQfdN3R/view?usp=sharing 	Then, open the presentation called "imperatives" and have the students give you examples per slice.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	10 mins	<ul style="list-style-type: none"> Imperative's worksheet (Annex 2) https://drive.google.com/file/d/1UPasT4SuqtsDy_0UhZcQaKx2IrV-IWa/view?usp=sharing 	Once they have understood the imperatives, give the pair the worksheet called "imperatives" so they can practice these sentences.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Listening	10 mins	<ul style="list-style-type: none"> Recording (Annex 3) https://soundgrammar.com/learn/L2-CEFR-A1/L2-03-Imperatives.htm 	Pick up the worksheet and share this link with the pairs so they can practice listening and some grammar. They will listen to a person giving some tips or instructions to be healthy.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Vocabulary	20 mins	<ul style="list-style-type: none"> PPP "Expressions used when giving directions" (Annex 4) https://drive.google.com/file/d/1x0ESuvaRLN3e8HIDCVSAAllxm_hj_yIQ/view?usp=sharing 	<p>Next, tell them how important giving instructions is, since every day in life we are doing so, for example when you need to get directions to a place.</p> <p>Open the PPP called "expressions used when giving directions" the first slide shows a map where you are located, tell them you need to go to the school. And ask them, where should I go next?</p>

		<ul style="list-style-type: none"> “Around Town: Giving Directions with Imperatives” (Annex 5) https://www.youtube.com/watch?v=iBDfdJN9Spw 	<p>Reveal the answer, continue like that until all the phrases are revealed.</p> <p>After that, show them the instructions we use when giving directions and play the video called “around town”.</p>
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	15 mins	<ul style="list-style-type: none"> Giving directions worksheet (Annex 6) https://drive.google.com/file/d/1L47qY7Ez_lwzOa8Pev4SnuvqKfAB8ncc/view?usp=sharing 	In pairs, have them develop the activities proposed in the worksheet which are basically reading a map and giving directions on the map.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Collaborative Communicative Task “Giving directions”	10 mins	<ul style="list-style-type: none"> None 	<p>Based on what they practiced previously, have them pretend they are in a city and need to both ask and give directions. If they want, they can use the worksheet called “directions” to help them create the conversation and remember some of the expressions. To evidence such task, tell them to record a video taking the conversations and post it on Flipgrid under the grill called “Giving directions”</p> <p>Remind them to play both characters, the one who gives directions and the one who receives help.</p>

Annex 1 – Imperatives

https://drive.google.com/file/d/1Ob8qdLfdQPzi3D30S_CzB3TTFEQfdN3R/view?usp=sharing



Annex 2 – Imperative's worksheet

https://drive.google.com/file/d/1UPasT4SuqtsDy_0UhzZcQaKx2IrV-IWa/view?usp=sharing



Annex 3 - Recording

<https://soundgrammar.com/learn/L2-CEFR-A1/L2-03-Imperatives.htm>

Imperatives

Listen to how to stay healthy!



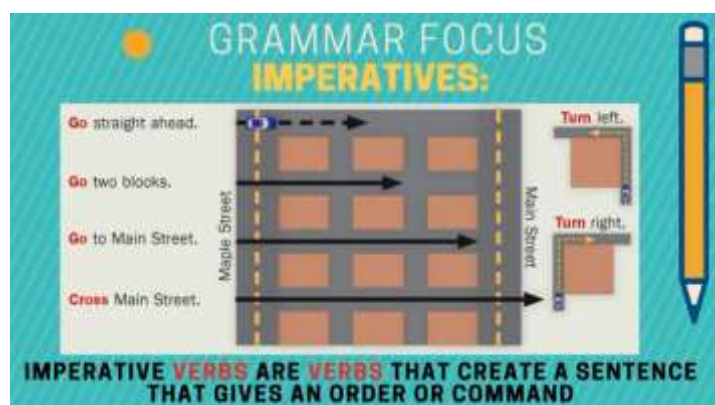
Annex 4 - Expressions used when giving directions

https://drive.google.com/file/d/1x0ESuvaRLN3e8HIDCVSAAI1xmhj_yIQ-/view?usp=sharing



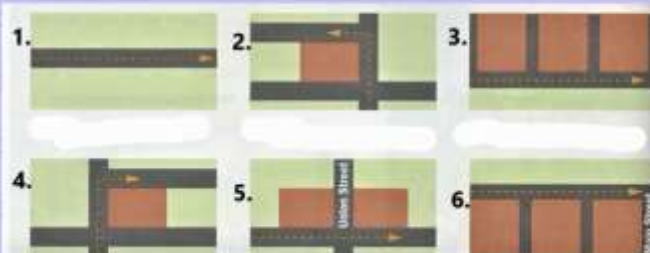
Annex 5 - Around Town: Giving Directions with Imperatives

<https://www.youtube.com/watch?v=iBDfdJN9Spw>



Directions: Write the correct imperative under the picture

Cross Union Street * Go straight ahead * Go three blocks * Go to Main Street
* Turn left * Turn right



Annex 6 - Giving directions worksheet

https://drive.google.com/file/d/1L47qY7Ez_lwzOa8Pev4SnuvqKfAB8ncc/view?usp=sharing

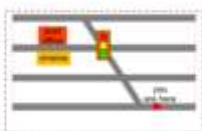
Asking for and giving directions

Useful phrases

How do I get to ...?
What's the best way to ...?
Where is ...?
Go straight on (until you come to ...)
Turn back (Go back)
Turn left/right (into ... street)
Go along ...
Cross ...
Take the first/second road on the left/right
It's on the left/right
straight ahead

next to ...
between ...
at the end of ...
enter the corner
behind ...
in front of ...
Go! around the corner
traffic lights
crossroads, junction
[down] ...
[up] ...
[opposite] ...
[across] ...
near ...

A: Excuse me, where is the post office, please?
B: ... at the next corner.
Then ... and you come to the traffic lights.
... there. The post office is ...
A: ... the cinema.



Fill in the dialogue using these words:

continue, and, across, get left (left), opposite, right, second, straight on, thank, turn, welcome

A: ... me, how do I ... to the cinema?
B: Go ... Turn ... at the crossroads. Then take the ... road on your ... to the ... of the road. ... left there. The cinema is on your ... the coffee.
A: ... you very much.
B: You're ...

Use the map for orientation



ANNEX 2

CYCLE 3 OF THE INSTRUCTIONAL DESIGN

<p>Cycle 3 Lesson Plan 1</p>	<p>TITLE: School trip</p>
<p>TIME: 2 Sessions 90 mins each</p>	<p>CCT: AT THE AIRPORT</p>

OBJECTIVES:

- To know vocabulary in the airport along with some expression used in such a place
- To express future intentions.
- To plan a budget
- Give and accept pieces of advice
- To identify a prohibition with the modal verb "must"

SESSION 1

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm Up	5 mins	<ul style="list-style-type: none"> • PPP called "go on a trip" (Annex 1) https://drive.google.com/file/d/1kIQknsctTV-xsn9iLFXzAFdwTM9OIXAw/view?usp=sharing 	<p>After welcoming the students, open the PPP and show them the pictures, and make them repeat the words. At the end of the presentation, play hangman on the board to complete the phrase "Go on a trip".</p> <p>Explain they will be practicing vocabulary related to going on a trip.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
1	15 mins	<ul style="list-style-type: none"> • Cue cards "airline boarding pass" (Annex 2) https://docs.google.com/document/d/1A4XoN7IZE9plG9xlqVqln3rzJDrkfW2lfYmpsSllhY/edit?usp=sharing 	<p>Next, give them the cue cards called "airline tickets" which look like boarding passes indicating the time they would travel to form groups of 3 people.</p> <p>Write down on the board:</p> <p>What time is your trip? My trip is at 7:00 o'clock</p> <p>3 Students should have the same ticket to make groups of 3 based on their boarding passes, tell them to sit together as they have the same hour on their tickets and have the tickets handy for the coming CCT.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
1	15 mins	<ul style="list-style-type: none"> • None 	<p>Once they know who their group is, tell them to replace and complete the information on their boarding passes. Write down questions on the boards such as:</p> <p>Where are we going to go? / where do you want to go?</p> <p>What is going to be our flight date?</p> <p>What kind of service do we want? First class, economy class.</p> <p>How much luggage are we going to carry?</p> <p>How long is our trip going to be?</p> <p>Next, tell them to ask their partners (in the group) those questions and write down their answers so they can share what they decided as a group with the whole group.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
Grammar	10 mins	<ul style="list-style-type: none"> • PPP called "Be going to" (Annex 3) https://drive.google.com/file/d/1wLc_GKSpIGoi5UxNS7hXyP8v1tRN0fEX/view?usp=sharing 	<p>Continuously, open the PPP called "Be going to" which contains pictures and the structure of this tense, so they can understand how it is used.</p> <p>Concept check by asking the whole group questions about their plan, for instance</p> <p>Where are you going to study?</p> <p>What are you going to do after the class?</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
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Complete the sentences	15 mins	<ul style="list-style-type: none"> PPP called "Be going to" (Annex 3) https://drive.google.com/file/d/1wLc_GKSplGoi5UxNS7hXyP8v1tRN0fEX/view?usp=sharing 	<p>Open the last slide of the PPP called "Be going to". This one has three web pages which contains written exercises to complete with going to.</p> <p>Complete the sentences together, try to give the opportunity to everyone to participate.</p>
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Ask and answer questions for their travel.	20 mins	<ul style="list-style-type: none"> Worksheet called "Going to questions and answers" (Annex 4) https://drive.google.com/file/d/1FfccPZ_Ra1nUJuZBN28q2Kr8-IVPUHRN/view?usp=sharing Cue cards "airline boarding pass" (Annex 2) https://docs.google.com/document/d/1A4XoN7IZE9plG9xlqVqln3rzJDrkW2IfYmpsSllhY/edit?usp=sharing 	In the group, fill up the worksheet discussing where they are going to go, what they are going to eat etc. Tell them to complete their plans from the last exercise with the airline tickets .

ACTIVITY	TIME	MATERIALS	PROCEDURE
Speaking	10 mins	<ul style="list-style-type: none"> Worksheet called" Going to questions and answers" (Annex 4) https://drive.google.com/file/d/1FfccPZ_Ra1nUJuZBN28q2Kr8-IVPUHRN/view?usp=sharing Cue cards "airline boarding pass" (Annex 2) https://docs.google.com/document/d/1A4XoN7IZE9plG9xlqVqln3rzJDrkW2IfYmpsSllhY/edit?usp=sharing 	Once they have completed the worksheet, divide the groups, and make every student talk to another person different from their group, to be asked the questions on the worksheet along with asking their classmates plans for their school trip and tell them to write the plans the other student had.

Annex 1 - Go on a trip

<https://drive.google.com/file/d/1klQknsenTV-xsn9iLFXzAFdwTM9OIXAw/view?usp=sharing>



Annex 2 – Airline boarding pass

<https://docs.google.com/document/d/1A4XoN7IZE9plG9xlqVqln3rzJDrkW2IfYmpsSllhY/edit?usp=sharing>



Annex 3 - Be going to

https://drive.google.com/file/d/1wLc_GKSpIGoi5UxNS7hXyP8v1tRN0fEX/view?usp=sharing



Be going to

Be going to: We use 'going to' when we want to make a prediction based on evidence we can see now.

Look at the sky! It's going to rain.

If you continue studying so hard, You're going to get excellent grades.

Annex 4 - Going to questions and answers

https://drive.google.com/file/d/1FfccPZ_Ra1nUJuZBN28q2Kr8-IVPUHRN/view?usp=sharing

Participants in the group:

A. Ask similar questions and answer according to the example:

Ex: What are you **going to do** this evening?

I'm **going to check my facebook on** the internet.

1. Next weekend / go out with some friends

2. This evening / read

3. Next Tuesday / play cards

4. Tomorrow / cycle

5. In two weeks time / watch TV football match

6. This Saturday / skate

SESSION 2

ACTIVITY	TIME	MATERIALS	PROCEDURE
Warm up	10 mins	<ul style="list-style-type: none"> PPP called "Travel plans" (Annex 1) https://drive.google.com/file/d/106LIJVanQTDi-oNXM7PNWxCQ0LxTzbZ9/view?usp=sharing 	<p>After welcoming the students to the class, tell them to imagine we are planning a school trip to go somewhere. Open the PPP called "Travel plans" which contains some possible destinations and examples with going to.</p> <p>We are going to Cancún. After deciding, where you are going</p> <p>Ask them, (With the last slice) Do you prefer to travel by train, car, plane?</p> <p>Elicit travelling by plane is the best option since it is faster and more comfortable.</p>
Listening for vocabulary	10 mins	<ul style="list-style-type: none"> Youtube video called "airport vocabulary" (Annex 2) https://www.youtube.com/watch?v=shGha68qLvY 	<p>Then, play the video called "airport vocabulary" which explains different words and phrases they could use at the airport.</p> <p>Tell them to take notes while watching the video.</p>
Vocabulary	10 mins	<ul style="list-style-type: none"> PPP called "At the airport" (Annex 3) https://drive.google.com/file/d/1m5LEXc4wUrOPHI5_i6v14EaXM-KBUj7/view?usp=sharing 	<p>Next, open the PPP called "At the airport" and ask them for the covered words taking into consideration the pictures.</p>
Reading	15	<ul style="list-style-type: none"> Worksheet called "Travel vocabulary" (Annex 4) 	

	mins	https://drive.google.com/file/d/1COdWfv9GOMfHdC0uGVtBNQ_oZPvAXIZ5/view?usp=sharing	After that, hand in the worksheet called "travel vocabulary" so they can read and check some of the vocabulary already known in the last activities, choose one of the people in the group to read out loud the text in order to practice pronunciation and understanding.
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ACTIVITY	TIME	MATERIALS	PROCEDURE
Completing the worksheet	10 mins	<ul style="list-style-type: none"> Worksheet called "airport English" (Annex 5) https://drive.google.com/file/d/1GlwANusdWJk0Ksh6owNMlynqtBUww75O/view?usp=sharing 	Give them the worksheet called " at the airport" which contains expressions and incomplete dialogues at the airport for them to complete.

ACTIVITY	TIME	MATERIALS	PROCEDURE
Writing a script	15 mins	<ul style="list-style-type: none"> None 	<p>Students must write down a dialogue in which they put into not only the conversation the vocabulary and expression used at the airport, but also personal information and questions about their trip. Tell them to divide the group as follows: 2 Passenger with different needs and issues and an airport clerk (flight attendant)</p> <p>Tell them to rehearse the conversation.</p>

ACTIVITY	TIME	MATERIALS	PROCEDURE
At the airport Collaborative Communicative Task	20 mins	<ul style="list-style-type: none"> None 	<p>Pick up the conversation papers they created and tell them they will perform the conversation they created before, in front of the class.</p> <p>Meanwhile a group is acting, the other groups should record a video of the acting group and post it on Flipgrid under the gridded called "At the airport" and comment about the group's performance.</p>

Annex 1 - Travel plans

<https://drive.google.com/file/d/106LIJVanQTDi-oNXM7PNWxCQ0LxTzbZ9/view?usp=sharing>



Annex 2 - Airport vocabulary

<https://www.youtube.com/watch?v=shGha68qLyY>



Annex 3 - At the airport

https://drive.google.com/file/d/1m5LEXc4wUrOPHIS_i6v14EaXM-KBUjJ7/view?usp=sharing



Annex 4 - Travel vocabulary

https://drive.google.com/file/d/1COdWfv9GOMfHdC0uGVTBNQ_oZPvAXI_Z5/view?usp=sharing

TRAVEL VOCABULARY

✦ **Departure (n)**
1. The act of leaving; a starting out, as on a trip or a new course of action.
Ex1: The evening before their scheduled **departure** for Glasgow, Marguerite and Nicholas returned to the closed doll shop so she could put together a small box of miniature furniture and other accoutrements for the baby house they had already packed to take to Claudette's daughter, Rebecca.
Ex2: Your Eurostar **departure** will normally be between 8 a.m. and 9 a.m., although on some holidays an earlier start of around 6 a.m. is necessary.

✦ **Departures (n)**
1. the place at an airport where people leave when they board (get on) a plane
Ex1: Backups at the checkpoints are forcing Air Canada to postpone some **departures**, said Peter Fitzpatrick, an airline spokesman.

✦ **Arrival (n)**
1. the act of arriving; when someone or something arrives somewhere
Ex1: Traffic problems account for one third of late **arrivals**.

✦ **Arrivals (n)**
2. the place at an airport where people arrive when they get off a plane
Ex1: At Ronald Reagan National Airport in Virginia near Washington, **arrivals** and departures were briefly halted, alarms went off and objects tumbled from shelves.

✦ **Passport (n)**
1. An official government document that certifies one's identity and citizenship and permits a citizen to travel abroad
Ex1: For non-British **passport** holders and for British **passports** endorsed in any way, requirements should be checked with the nearest relevant embassy.

✦ **Boarding (n)**
1. the act of a person who boards a ship, train, airplane, etc.
2. **to board** = to get on a plane, ship, boat, etc.
Ex1: **Boarding** is now taking place at Gate 38.
Ex2: In order **to board** the plane, you are required to present your **boarding pass** at the **boarding gate**.

Annex 5 - Airport English

<https://drive.google.com/file/d/1GIwANusdWJk0Ksh6owNMlyngtBUww750/view?usp=sharing>

Airport English

Airports are stressful even in your own native country. Practise these English phrases before you travel to English speaking destinations.

Tip: Print these and keep them as a "cheat sheet" in your carry-on luggage.

Questions you will hear at the check-in counter:
Ticket please.
May I see your ticket?
Do you have an **e-ticket**?
Do you have some photo ID?

How many bags are you checking?
Did you pack these bags yourself?
Do you have a **carry-on bag**? (a bag or purse to take on the airplane).
Do you require special assistance? (example a "wheelchair").
Have you paid your airport improvement fee/tax?
Would you like a window or an **aisle seat**? (aisle is pronounced "eye + l")

Problems you may hear:
Your baggage is overweight. (Remove some contents or pay a fine.)
Your carry-on luggage is too large.
Your flight is delayed. (It's late.)
Your flight has been cancelled. (You must rebook a new flight).
Your connecting flight/connection has been cancelled/is delayed.
Your ticket is expired.
Your passport is expired.

Commands and questions at the Security Checkpoint:
Boarding pass, please.
ID please. (show your photo ID)
Spread your arms out please. (Put your arms up and out to the sides of your body)
Take your shoes off.
Open your bag.
Take off/remove your belt.
Do you have any change in your pockets?

Do you have any metals?
Do you have any food/product?

To keep reading cycle 3, access to the link below:

<https://drive.google.com/file/d/1gZD9p-HcbRiylgnq7AtAlYnhX3hfLkD-/view?usp=sharing>