

RESEARCH PEDAGOGICAL PRACTICE

Lesson plan to support the development of the Research Proposal you are developing for the course.

GRADE: Group A **DATE:** 22/10/2024 **TEACHER:** Ibeth Urango Mora **TOPIC:** The happiest day in your life **TIME:** 2 hours

<p>Research General Objective: Investigate the impact of the use of multimedia materials on improving listening comprehension in students' second language learning.</p>	<p>AIM:</p> <p>AIM 1: Describe and share the happiest day of your life, using appropriate vocabulary and grammatical structures to express emotions and personal experiences.</p> <p>AIM 2: Analyze and reflect on the emotional and psychological importance of the happiest day of your life, identifying the factors that contributed to your happiness and how they have influenced your personal life.</p> <p>AIM 3: Share and compare personal experiences about the happiest day of life in conversations and debates, using advanced vocabulary and grammatical structures to express opinions, feelings and memories, and demonstrate effective communication skills.</p>
<p>RESOURCES:</p> <ul style="list-style-type: none"> ✓ Padlet (https://padlet.com/ibethmora2000/the-happiest-day-of-my-life-tpy226c2lieub7yh) ✓ Genially (https://view.genially.com/670305c1a6d59e5521) 	<p>SKILLS:</p> <p>Listening:</p> <ul style="list-style-type: none"> - Understand instructions and explanations from the teacher. - Listen to stories and experiences of colleagues. - Attend questions and discussions in class.

<p>c08487/video-presentation-the-happiest-day-of-my-life)</p> <ul style="list-style-type: none"> ✓ Wordwall (https://wordwall.net/es/resource/78856596) ✓ Google Forms (https://docs.google.com/forms/d/e/1FAIpQLSdVkrU6WE9GSPVtLoBSLMMeJ6oiKDKfz70WhLG2zmH_k_NQQ/viewform?usp=sf link%E2%80%9D) 	<p>Speaking:</p> <ul style="list-style-type: none"> - Share opinions and personal experiences. - Participate in discussions and debates in class. - Answer questions in roulette and Wordwall. <p>Reading</p> <ul style="list-style-type: none"> - Read text about "The happiest day of your life". - Understand vocabulary related to the topic. - Read instructions and questions in the quiz. <p>Writing:</p> <ul style="list-style-type: none"> - Write about the happiest day of your life on Padlet. - Complete text with missing words. - Answer questions in the quiz.
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ACHIEVEMENT INDICATORS	PROCEDURES / COMMUNICATIVE ACTIVITIES	TIME	ASSESSMENT
<p>Classroom Routines:</p> <ul style="list-style-type: none"> - Start of class: Greeting and presentation of the topic. - Warm-up activities: Discussion on the concept of "happiest day". - Class development: <ul style="list-style-type: none"> - Reflection and writing in Padlet. - Vocabulary presentation in Genially. - Roulette game on Wordwall. 	<ol style="list-style-type: none"> 1. Describe and share personal experiences about the happiest day of your life. 2. Participate in discussions and debates on the topic. 3. Ask questions and answers about the vocabulary presented. 4. Complete writing assignments related to the topic. 5. Listen and respond to instructions and explanations. 6. Work in pairs or groups to complete activities. 	<p>5 minutes</p>	<ul style="list-style-type: none"> ☺ - Evaluate the ability to describe and share personal experiences about the happiest day of life. ☺ - Evaluate participation in discussions and debates on the topic. ☺ - Evaluate the understanding of the vocabulary presented.

<ul style="list-style-type: none"> - Word meaning selection activity in Wordwall. - Text translation from English to Spanish. - Questions and discussion. - Evaluation: Quiz in Google Forms. - Closing of class: Activity of completing text with missing words. 	<p>7. Present opinions and perspectives on the topic. 8. Negotiate meanings and resolve doubts about vocabulary.</p>		<ul style="list-style-type: none"> ☺ - Evaluate the ability to complete writing tasks related to the topic. ☺ - Evaluate the ability to listen and respond to instructions and explanations.
PRESENTATION STAGE			
<ul style="list-style-type: none"> - Students understand the topic and its importance. - Students feel motivated and interested in the topic. - Students learn basic vocabulary related to the topic. 	<p>In the presentation stage, which lasts approximately 45 minutes, the aim is to introduce the topic and generate interest in the students. To achieve this, a brief explanation of the concept is presented, and key vocabulary related to the topic is introduced. In this way, students understand the topic and its importance, feel motivated and interested in the topic, and learn basic vocabulary related to the topic.</p>	45 minutes	<ul style="list-style-type: none"> ☺ Observation of class participation ☺ Oral questions and answers ☺ Initial vocabulary assessment
PRACTICE STAGE			
<ul style="list-style-type: none"> - Students can describe and share personal experiences about the happiest day of their life. - Students practice and reinforce their vocabulary related to the topic. - Students develop linguistic and translation skills. 	<p>We move on to the practice stage, which lasts approximately 30 minutes. In this stage, students reflect on the happiest day of their life on Padlet, play a game of roulette to practice vocabulary, complete a word meaning selection activity on Wordwall, and translate a text from English to</p>	30 minutes	<ul style="list-style-type: none"> ☺ Evaluation of reflection in Padlet ☺ Analysis of participation in the roulette game ☺ Text translation evaluation ☺ Feedback on vocabulary use

	<p>Spanish. These activities allow students to describe and share personal experiences about the happiest day of their life, practice and reinforce their vocabulary related to the topic, and develop language and translation skills.</p>		
PRODUCTION STAGE			
	<p>Finally, in the production stage, which lasts approximately 40 minutes, students apply what they have learned in real contexts. To achieve this, they complete a text with the missing words, answer questions related to the text and the topic and participate in an online quiz to test knowledge. In this way, students demonstrate understanding of the topic and vocabulary, evaluate their own learning and identify areas for improvement.</p>	<p>40 minutes</p>	<ul style="list-style-type: none"> ☺ Evaluation of the completed text ☺ Analysis of answers to questions related to the topic ☺ Online quiz to test knowledge ☺ Self-assessment of learning
<p>ISSUES ANTICIPATION: During class, unforeseen events may arise related to the behavior of students, who have shown themselves to be a little restless or inattentive in previous sessions. In this situation, I am prepared to adapt the lesson plan as necessary, using flexible strategies to encourage positive learning and ensure that students achieve the established learning objectives. This involves maintaining an open and proactive attitude, identifying opportunities to adjust teaching and address the specific needs of the group. At the same time, I will prioritize creating a respectful and motivating learning environment, where students feel comfortable and committed to their own learning process. This way, I will be able to overcome any challenges and ensure that students meet past continuous learning objectives.</p>			

RESEARCH RELATION:

Relationship with the Research process

The lesson on "The Happiest Day of Your Life" relates to the Inquiry process as follows:

1. Assessment of listening comprehension level: The lesson assesses students' ability to understand instructions and explanations in a second language.
2. Use of multimedia materials: The lesson incorporates multimedia materials such as Padlet, Genially, Wordwall and videos to promote listening comprehension.
3. Curriculum design and implementation: The lesson follows a structured design that includes presentation, practice and production.

Objectives of the Proposal

The lesson addresses the objectives of the Proposal as follows:

1. Assess listening comprehension level: The lesson assesses students' ability to understand instructions and explanations in a second language through class participation and listening activities.
2. Curriculum design and implementation: The lesson follows a structured design that includes presentation, practice and production, allowing the effectiveness of the curriculum to be evaluated.
3. Incorporation of interactive and adaptive knowledge: The lesson uses interactive multimedia materials such as Padlet, Genially and Wordwall to encourage active participation and adapt to the needs of students.

Multimedia materials

The lesson incorporates the following multimedia materials:

1. Padlet for reflection and sharing of experiences.
2. Genially for vocabulary presentation.
3. Wordwall for vocabulary games and listening practice.

4. Videos for context presentation.

In summary, the lesson on "The Happiest Day of Your Life" is closely related to the Inquiry process and addresses the objectives of the Proposal by assessing listening to comprehension, designing and implementing an effective study plan, and incorporating interactive and adaptive knowledge through multimedia materials.

RESEARCH PEDAGOGICAL PRACTICE

Lesson plan to support the development of the Research Proposal you are developing for the course.

GRADE: Group A **DATE:** 29/10/2024 **TEACHER:** Ibeth Urango Mora **TOPIC:** Future predictions: will and going to **TIME:** 2 hours

<p>Research General Objective: Investigate the impact of the use of multimedia materials on improving listening comprehension in students' second language learning.</p>	<p>AIM:</p> <p>AIM 1: Correctly use "will" and "going to" to express predictions and future plans: Students will be able to distinguish between "will" (for general predictions) and "going to" (for specific plans and intentions) and use them correctly in sentences.</p> <p>AIM 2: Participate in conversations and discussions about future plans and predictions: Students will be able to use "will" and "going to" to express their future plans and predictions in conversational contexts and discuss the possibilities and consequences of different events.</p> <p>AIM 3: Create short written texts that express future plans and predictions: Students will be able to write short texts (text messages, emails, etc.) that use "will" and "going to" to express future plans and predictions.</p>
<p>RESOURCES:</p> <ul style="list-style-type: none"> ✓ Oral explanations from the teacher ✓ Clear and contextual examples ✓ Practical sentence formation activity ✓ Educaplay platform for ordering activity (https://es.educaplay.com/recursos-educativos/21052055-future_predictions_will_and_going.html) 	<p>SKILLS:</p> <p>Listening:</p> <ul style="list-style-type: none"> - Listening activity with audios in English - Identification of central ideas in the audios <p>Speaking:</p> <ul style="list-style-type: none"> - Participation in discussions and questions - Formation of sentences using "will" and "going to"

<ul style="list-style-type: none"> ✓ Audios in English for listening activity ✓ Sentence completion exercise 	<ul style="list-style-type: none"> - Oral expression in the listening activity <p>Reading:</p> <ul style="list-style-type: none"> - translating and reading sentences using "will" or "going to" <p>Writing:</p> <ul style="list-style-type: none"> - forming sentences using "will" or "going to",
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ACHIEVEMENT INDICATORS	PROCEDURES / COMMUNICATIVE ACTIVITIES	TIME	ASSESSMENT
<p>Classroom Routines:</p> <ol style="list-style-type: none"> 1. Initial greeting and creating a receptive environment. 2. Review of the topic and objectives of the session. 3. Clear and concise explanation of the content. 4. Practical and collaborative activities. 5. Time for questions and clarifications. 6. Feedback and final reflection. 7. Farewell and closing of the session. 	<ol style="list-style-type: none"> 1. Discussion and questions about the topic. 2. Formation of sentences using "will" and "going to". 3. Listening activity with audios in English. 4. Oral expression in the listening activity. 5. Collaboration in the planning activity. 6. Presentation of results and discussion. 	5 minutes	<ul style="list-style-type: none"> ☺ Active participation in class. ☺ Evaluation of understanding through questions. ☺ Practical sentence formation activity. ☺ Evaluation of sentence ordering. ☺ Evaluation of oral expression in the listening activity. ☺ Feedback and final reflection.
PRESENTATION STAGE			
<ul style="list-style-type: none"> - Know the meaning and use of "will" and "going to" to express future predictions. - Understand the differences between "will" and "going to". 	The class begins with an initial greeting and creating a receptive environment. Then, the topic and objectives of the session are reviewed, establishing the basis for	45 minutes	<ul style="list-style-type: none"> ☺ Observation of active participation in class. ☺ Oral questions and answers to assess understanding.

<p>- Become familiar with contextual examples that illustrate its application.</p>	<p>understanding the content. The clear and concise explanation of the content is essential at this stage, addressing the use of "will" and "going to", accompanied by clear and contextual examples that illustrate their application in different contexts. The differences between both uses are also highlighted, laying the foundation for a solid understanding.</p>		<ul style="list-style-type: none"> ☺ Initial evaluation of vocabulary and key concepts. ☺ Record notes and comments on student understanding
PRACTICE STAGE			
<ul style="list-style-type: none"> - Apply "will" and "going to" in sentences. - Recognize and correct common errors. - Develop skills to form grammatically correct sentences. 	<p>In the practice stage, students participate in activities designed to reinforce their understanding. A practical sentence formation activity using 'will' and 'going to' allows students to actively apply their knowledge. In addition, the Educaplay platform is used for a sentence ordering activity, encouraging collaboration and critical thinking. During this stage, spaces are opened for discussion and questions, ensuring that any doubts are clarified.</p>	<p>30 minutes</p>	<ul style="list-style-type: none"> ☺ Evaluation of the formation of sentences using "will" and "going to". ☺ Review of tasks and activities carried out. ☺ Constructive feedback on errors and successes. ☺ Observation of collaboration and teamwork.
PRODUCTION STAGE			
<ul style="list-style-type: none"> - Apply "will" and "going to" in real contexts. - Demonstrate listening comprehension and oral expression. 	<p>Finally, in the production stage, students apply what they have learned in a practical way. A listening activity with audios in</p>	<p>40 minutes</p>	<ul style="list-style-type: none"> ☺ Evaluation of oral and auditory expression in the listening activity.

<p>- Use "will" and "going to" in conversations and discussions</p>	<p>English tests your listening comprehension, while speaking in the listening activity encourages effective communication. Subsequently, an exercise of completing sentences using "will" and "going to" is presented, reinforcing the practical application of grammatical structures. Final feedback and reflection close the session, highlighting achievements and areas for improvement.</p>	<ul style="list-style-type: none"> ☺ Review of sentence completion exercises. ☺ Observation of participation in conversations and discussions. ☺ Evaluation of the ability to apply "will" and "going to" in real contexts.
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ISSUES ANTICIPATION:

During class, unforeseen events may arise related to the behavior of students, who have shown themselves to be a little restless or inattentive in previous sessions. In this situation, I am prepared to adapt the lesson plan as necessary, using flexible strategies to encourage positive learning and ensure that students achieve the established learning objectives. This involves maintaining an open and proactive attitude, identifying opportunities to adjust teaching and address the specific needs of the group. At the same time, I will prioritize creating a respectful and motivating learning environment, where students feel comfortable and committed to their own learning process. This way, I will be able to overcome any challenges and ensure that students meet past continuous learning objectives.

RESEARCH RELATION:

The lesson on "Future Predictions" with "will" and "going to" relates to the research process as follows:

1. Assessment of listening comprehension level: The lesson assesses students' ability to understand instructions and explanations in a second language.
2. Use of multimedia materials: The lesson incorporates multimedia materials such as, audios and educational platforms to promote listening comprehension.
3. Curriculum design and implementation: The lesson follows a structured design that includes presentation, practice and production.

Objectives of the proposal

The lesson addresses the objectives of the proposal as follows:

1. Evaluation of the level of listening comprehension: The lesson evaluates the students' ability to understand instructions and explanations in a second language through the listening activity.
2. Use of multimedia materials: The lesson uses multimedia materials such as:
 - to present context.
 - Audios for the listening activity.
 - Educaplay platform for interactive activities.
3. Curriculum design and implementation: The lesson follows a structured design that includes:
 - Presentation of the content.
 - Practice and application of the content.
 - Production and evaluation of learning.