

# Development of English Linguistic Competences

Educational Module for the Development of English Linguistic Competences  
through ICT for Sixth Grade.

2020





## PRESENTATION

The proposal for the development of language skills in English based on competencies through the use of Information and Communication Technologies (ICT), that is presented in this module, is grounded on an applied research carried out between 2018 and 2019 called “Educational Module for the Development of English Linguistic Competences through ICT for Sixth Grade. ”. This research was conducted as part of the Master in Curricular Planning at Universidad de Costa Rica.

Its purpose was to develop a module that helps solving a problem related to the mentioned educational institution; for this case in particular, it was of most importance to the researcher to consider the “Conversation” subject in sixth grade, primary school, mainly due to the need of improvement in the level of English shown by students when it comes to oral expression.

This module aims in guiding teachers on how to develop communication skills through teaching units that can be implemented during the lessons. It also provides students with materials and activities, in a creative and playful way, that allows the strengthening of

their linguistic competences while working individually or in groups, at the same time as it motivates independent learning.

The material, the didactic orientations and units are available, online, on the website: <https://ictmodule.weebly.com/> designed for the use of teachers and students from anywhere in the world, through a computer, cell phone, or tablet with internet access.

This document describes the curricular approach that supports the proposal, the rationale that explains the development of the educational practice, the methodology that helps guiding the application of the module, the student's profile, and finally, the teaching units and the sessions.

The relevance of this documentation is for English teachers to have a curricular proposal that guides the development of English linguistic competences in strengthening the oral ability of this foreign language, in students with English level A2 or higher (according to Common European Framework of Reference for Languages) from different educational institutions, which is not available so far.

Even though the educational module was designed for teachers and students of sixth grade in Colegio Bilingue San Agustin, it can be used by other professionals in English teaching or people interest in improving their communication competences at any level or educational institution but considering adapting the objectives to the needs of students and their context.



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# CURRICULUM APPROACH

According to Bolaños and Molina (2005), curriculum approach supports the way in which different elements of the curriculum will be envisioned and how their interactions will be conceived (mentioned in Molina, 2016). The approach helps to guide and define the teaching and learning process, as well as how to understand the role that teachers and students have in this curricular proposal.

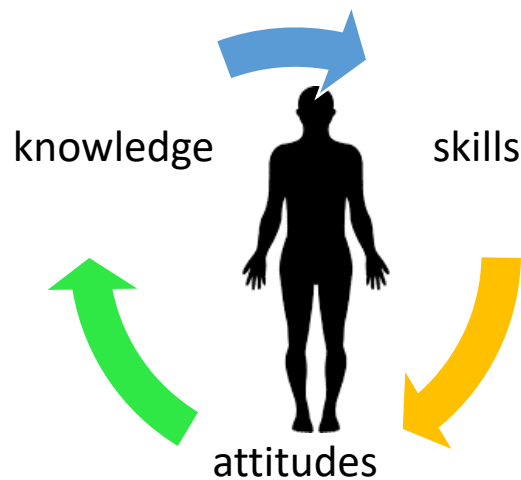
This module is based on a curriculum approach by competences. Competence approach focuses on an integrated education by considering skills that will help in solving life's problems thus fulfilling a personal, interpersonal, social, and professional development (Zabala & Arnau, 2008). In other words, the focus on skills in education integrates cognitive, emotional, and social aspects considering the development of the person as a whole.

According to Villarini (2000), human competence as a general skill is the product of the mastery of concepts, skills, and attitudes, which the person integrally demonstrates by performing actions. It is the network of different capacities that are useful for people in the formation and knowledge of themselves (see figure 1). The competence is what can be seen or demonstrated.

Within the module, the person uses his or her knowledge, skills, and values to apply them in real life situations. The vision of the competences is to integrate daily life elements into the teaching and learning processes so that these result in meaningful experiences that go beyond memorization. The module is enriched by this including other skills in addition to academic aspects of the language.

**Figure 1**

*Integral Development through Competences*



(Self-production, 2019)

It is important to consider that competences cannot be understood as something that one has or lacks. They do not represent states or finished achievements, but states in the process of evolution (Gimeno, 2008).

The current module has a humanistic character when focusing on the development of the person as a whole. It also contains constructivist elements regarding the analysis of information for performing and creative development in the contexts in which the person interacts.

The teaching and learning process within the competence approach is understood as the one that appeals to the creation of educational environments or experiences that are real and meaningful in students' life. The activities in the units of this proposal work as a guide for people to build their own experiences through the joint work of the participants in the

educational environment. The educational path is not marked by a single response to reality but is adapted to the characteristics of the people involved in the educational act.

Learning, paraphrasing Villarini (2000), is understood as an adaptive process according to the human development considering the cognitive, affective, and psychomotor dimensions of the person. The person learns from others, with others, and for others in order to acquire authentic and meaningful experiences; so, the individual learns about himself or herself and the world to transform it and become independent in it. The person gets involved in his or her own learning process, so he or she processes and builds knowledge. Therefore, learning becomes a personal process. The purpose of this way of learning is to help students in developing their abilities and knowledge to find and grow the joy of living (UNIR, 2012 mentioned in Lozano, 2013).

## FOUNDATION

There are three foundations considered for the development and application of this module: philosophical, socio-cultural, and psychopedagogical. The foundations are the way the educational process is understood in this module.

First, the philosophical foundation considers the development of a person as part of their own experience, which they learn by being with others. Therefore, it is important to assess how people in primary age feel and think, to integrate it into the school's daily activities (Nelsen, Lott, and Glen, 2015). This is also supported within the Purposes of Costa Rican Education in Article 2, subsection b, d, and e which states that education must:

- b) Contribute to the full development of the human personality;
- d) Stimulate the development of solidarity and human understanding;
- e) Preserve and expand cultural heritage, imparting knowledge about the history of men, the great works of literature, and fundamental philosophical concepts

(Asamblea Legislativa de Costa Rica, 1957).

The educational module for the development of English linguistic competences aims to function as a tool that guides both the teacher and the student in the formation of critical, complete, and integral beings by allowing students an efficient and independent oral and listening communication. This is also permeated between the purposes of the English study program, for the second cycle of primary school, where it is established that the student must:

- Use knowledge, skills, and abilities beyond school contexts.
- Express their own points of view.



- Be aware of a global world where national borders have become more diffused.
- Harmonize social and economic development and environmental sustainability.
- Use ICTs and access to knowledge networks as tools for communication, innovation, and proactive social service.
- Reflect and use critical thinking processes.

(Ministerio de Educación Pública, 2016, p. 13).

Hence, the module is focused on the student with an emphasis on the skills to act in different situations and strengthen the autonomy and independence of the person where the knowledge they have is applicable to life. A humanistic vision is handled, due to the formation in values and knowledge that allows the person to act with confidence.

Second, as for the socio-cultural foundation, the human being is a social and cultural being, since the person exists and learns with others. In addition, as part of a community the individual mobilizes, modifies, and contributes to it. It is within social groups where people also create life experiences.

Then, the classroom activities are oriented towards the interests of the students and their environment. The emphasis is on cooperative learning since the lessons will be applied to social and community life.

Third, the psychopedagogical foundation, Amadio, Operti, & Tedesco (2014), explain that teaching and learning is to respect and be concerned about the changing economic and social contexts, to develop strong feelings of adherence to social justice, to assume values of solidarity and peaceful conflict resolution, as well as changing consumption habits to contribute to the protection of the environment. This teaching and learning process

requires a strong cognitive, ethical, and emotional commitment. This creates experiences based on the needs of the students, so that they can act in a conscious, critical, and solid way, allowing them to take decisions by using English.

Referring to the theory of language, Richards & Rodgers (2016), point out that the competence approach has a functional and interactive perspective where the English language is understood as a means to achieve personal and social goals, and to connect the form and function according to the context. In addition, the competency approach, with respect to language learning, is based on skills and that successful learning depends on the opportunities offered to the student to practice this. The competency perspective seeks to facilitate the understanding and application of knowledge rather than its accumulation (Amadio, Operti, & Tedesco, 2014); the use of information in everyday situations is intended.

Futhermore, some international entities such as UNESCO, the European Council, educational ministries, curriculum planners and teachers promote the formation of a citizen who collaborates with their environment through a democratic and harmonious coexistence, through values such as respect for the person and community, collaboration, awareness, creativity, independence, etc., in the situations of the community, country, and planet (UNESCO (2017), Atchoarena, et al. (2017), Coll and Martín (2006), Morín (1999), Molina (2006), and Council of Europe (2001), Ministry of Public Education (2016)). All these must be considered in the physical and virtual reality of the student, through current ICTs (Ministry of Public Education, (2016), Valencia-Molina et al. (2016)).



## METHODOLOGY

The Educational Module consists of four teaching units, divided in five sessions, which are programed on the website <https://ictmodule.weebly.com/> and is accompanied by the material attached here. These didactic programming units comply with the components proposed by Ambròs (2009) and Diaz-Barriga (2013) on the design of didactic units by competences:

- Title of the teaching unit
- Stage
- Level
- Term
- Main area and related area
- Sessions
- Didactic goals
- Basic skills

- Learn to know, learn to do, and learn to be.
- Sequence activities: includes activities (initial phase, body, and synthesis),

classroom organization, material resources, and evaluation indicators.

The Module for teaching and learning English focuses on speech and listening skills, using an eclectic method. Table 1 presents, in its first column, the number of the unit in the Educational Module. This number is important to understand the sequence that has been structured. The second column shows the title of the teaching unit. This title has a direct relation with the content. The third column presents the number of sessions used in each unit.

*Table 1*

Programming of Units

| <b>Unit number</b> | <b>Title of the teaching unit</b>                | <b>Number of sessions</b> |
|--------------------|--|---------------------------|
| <b>1</b>           | Vocabulary about Space Exploration               | 2                         |
| <b>2</b>           | Gerunds to Describe Space Exploration Activities | 1                         |
| <b>3</b>           | Reported Speech in Space Exploration             | 1                         |
| <b>4</b>           | Narrating a Story                                | 1                         |

(Self-production, 2019)

Each unit presents didactic objectives and basic competencies, which are aligned in order to visualize the learning that will be obtained. Didactic objectives are understood as those concrete, observable, and expected behaviors in the learning process; yet they are separate aspects from knowing, doing, and being (Tobón, Pimienta and García, 2010). Basic competences describe the elementary behavior that is associated with formative knowledge, must be acquired no matter the study that is taken and have applicability to real situations of daily life (Vargas, 2008).

On the other hand, being competent by Villarini (2000), Ambròs (2009), and Tobón, Pimienta, & García (2010), means that the person has the conceptual, procedural, and attitudinal knowledge. These correspond to: learn to know, learn to do, and learn to be respectively, they are also called concepts, skills, and values.

Regarding the sequence activities, Díaz-Barriga (2013) discusses that they are the result of establishing a series of learning activities that have an internal order to each other. They are based on recovering those previous notions that students have about a fact in order to link it to problematic situations and real context. The sequences demand that the student does things that are not routine or monotonous exercises, but actions that connect their previous knowledge and experiences with some questions that come from their life and information about an object of knowledge.

In order to make the planning of the Module consistent, the activities are organized in initial, body, and synthesis. Each activity is a step for the next one and they are linked for the development of the proposed competences. In the start-up activities it is important to explore the student's previous knowledge. The body activities seek the familiarity of the student with the information. Two moments are relevant: the intellectual work based on information and the use of that information in some problematic situations (Díaz-Barriga, 2013). The synthesis activities are carried out with the purpose of achieving an integration of the set of tasks performed, allowing a synthesis of the process and the learning developed (Díaz-Barriga, 2013).

In addition to this, sequencing activities present other important elements that must be considered about the development of the activity. First, the organization of the classroom to visualize how the activity is performed by students. Second, the resources or materials needed. Third, evaluation indicators that correspond to the product or the demonstration of an activity.

The eclectic method of language learning is used by integrating different didactic strategies such as problem-based learning, cooperative learning, learning with maps, simulation, and project-based learning. These strategies work for a student to become autonomous and creative in English as a foreign language.

Table 2 shows, in the first column, the number of the programming teaching unit, in the second column the didactic strategy that is used, and in the last column the product that the student designs through the use of ICTs.

*Tabla 2*

Programming of Didactic Strategy

| <b>Teaching unit</b> | <b>Didactic Strategy</b>                       | <b>Product</b>  |
|----------------------|--|---|
| <b>1</b>             | Problem-based learning<br>Cooperative learning | Possible solution to a problem<br>Recording explaining the problem, establishing alternatives and giving reasons. |
| <b>2</b>             | Learning with mind maps                        | Guide on space work and body care.  |
| <b>3</b>             | Simulation                                     | Radio talk show.  |
| <b>4</b>             | Project-based learning                         | Space exploration history video.  |

(Self-production, 2019)

Table 3, then, exposes the didactic strategy in the first column, the second column contains a synthesis on how to understand the strategy, the third column consists of the steps to carry it out, and the last column the main benefits. The didactic strategies designed for the Module are consistent and sequential. It is necessary to perform the first activity or task, as this provides skills and knowledge required for the development of the following strategy.



Table 3

Main Didactic Strategies in the Module

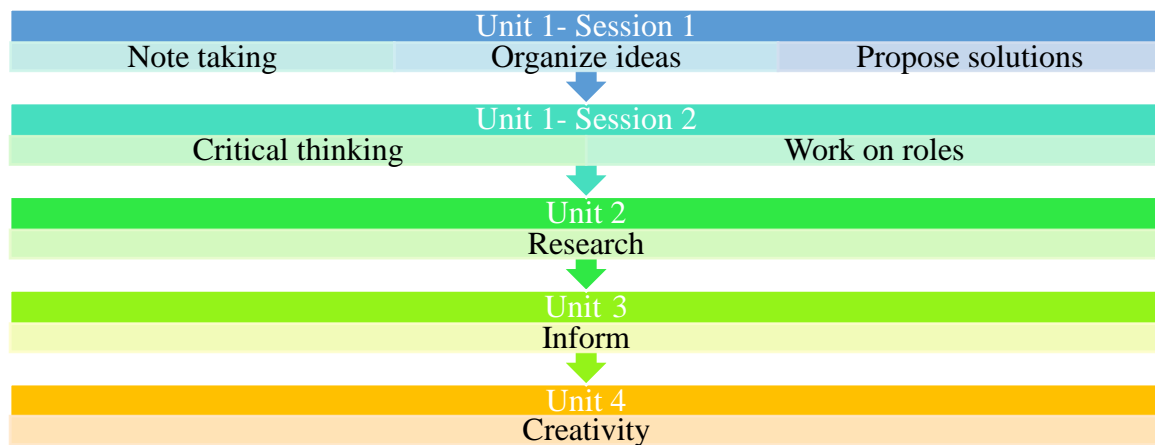
| Strategy                       | Synthesis   | Steps  | Main Benefits  |
|--------------------------------|---|--|--|
| <b>Problem-based learning</b>  | It is about interpreting, arguing, and proposing the solution to a problem, creating a simulated scenario of possible solution and analyzing the probable consequences. | <ul style="list-style-type: none"> <li>• Analyze the context.</li> <li>• Identify the problem.</li> <li>• Establish alternatives.</li> <li>• Select the best alternative.</li> <li>• Test the alternative through simulation.</li> </ul> | It allows to analyze a problem in depth.   |
| <b>Cooperative Learning</b>    | Learning through teams  | <ul style="list-style-type: none"> <li>• Identify when.</li> <li>• Define roles.</li> <li>• Carry out activities.</li> <li>• Look for complementarity</li> </ul>   | You learn with others.   |
| <b>Learning with Mind Maps</b> | They are graphic procedures that help analyze and synthesize information in an area.  | <ul style="list-style-type: none"> <li>• Identify the problem.</li> <li>• Analyze content.</li> <li>• Make a mind map.</li> </ul>  | Information processing   |
| <b>Simulation</b>              | It consists of simulating context activities to learn a competency.   | <ul style="list-style-type: none"> <li>• Identify the activities to simulate.</li> <li>• Carry out the simulation.</li> <li>• Evaluate.</li> </ul>   | It is an option when it is not possible to do the activities within the reality of the context.                                    |
| <b>Project-based learning</b>  | It consists of carrying out projects to address the problem of the context that is established.   | Three great moments: planning, execution and socialization of the product achieved.  | It makes it possible to address the various aspects of competencies, in its three knowledge and articulating theory with practice. |

(table adapted from Tobón, Pimienta & García, 2010, p. 76-77)

Strategies develop skills progressively and intertwined with the following unit, as exemplified in Figure 2. This figure presents five tables containing the programming unit and the unit session as a title; in the description of the table, it shows the main skill that is being worked. They are programmed sequentially, as the first session presents the basic skills for the development of the next session. It is important to continue with the order presented in the Module for learning to be received gradually and meaningfully.

*Figure 2*

Sequence of skills



(Self-production, 2019)

The curricular proposal develops linguistic competences (specifically speech and listening skills), paralinguistic competencies (organization, structure and sequence, and coherence of discourse), information and communication treatment, digital competence, critical competence, artistic competence, competence learn to learn, health competence (promotion of health and body care), environmental awareness and historical awareness. These competences are working in different teaching units by maintaining a sequence with each other.

Learning to communicate in English can occur from a functional model where language is the vehicle of expression of meanings and performance of activities closer to the reality of people (Richards & Rodgers, 2016).

This module aims to provide English teachers with methodological strategies by ICTs for the improvement of linguistic competences considering the integration of other skills for the integral formation of the person.

All units use ICT. Technological resources are a means and not an end in themselves, and that the foundation of educational quality lies in the effectiveness of teaching strategies of teachers and their ability to establish positive relationships with their students (Fundación Omar Dengo, 2014).

The ICT is meant for both teachers and students in the construction of knowledge. Castells (1997) defines ICT as the convergent set of technologies, especially computer science and telecommunications, that use digital language to produce, store, process and communicate a large amount of information in a short period of time (mentioned in Fallas and Zúñiga , 2010). These are considered tools for the development of activities that allow students and teachers to mediate the teaching and learning processes. The ICT, in the proposal, requires the use of a computer, speakers, internet, video beam, cell phone or tablet.

In addition, emphasis should be placed on the eclectic implementation of four methods and strategies for language teaching, specifically content-based instruction, task-based learning, communicative method, and cooperative method.

First, content-based instruction, according to Richards & Rodgers (2016), is organized around a content that the student will develop instead of a linguistic one. Students learn language and content at the same time. The class focuses on real communication and information exchange. For the Module, the content is "Space Exploration" in which different

data is used in each unit. It covers the subjects of men on the moon, the money that is invested in these space programs, the search for new planets, the care of the Earth, the care of the body that an astronaut must have, and extraterrestrial life. The last unit unifies all contents. The content works as a topic of discussion that allows the student to express ideas, feelings and opinions in English. The goal is not the content itself, but the contributions of the student that motivates the discussion through active and meaningful participation.

Second, Task-based learning highlights language teaching using a task to perform and that functions as the goal of planning and instruction. Richards & Rodgers (2016) mention that activities represent real communication where language is the means to carry out meaningful tasks and promote learning.

**Picture 1.** Task-based learning



[This picture](#) is from an unknown author under the license of [CC BY-SA-NC](#)

Within the Module, each unit ends with a product, the result of a developed task, which includes: a proposal for solutions to a problem, recording about the future of the earth,

guidance on space work and body care, Radio program interviews about aliens and a video presenting the history of space exploration and the role of Costa Rica. All these tasks must be done by the student with ICT support.

Third, the Communicative Method, Li (2012) mentions that its emphasis is communication through meaningful activities and in sharing information in a cooperative environment. As part of the Module, the use of English is necessary to communicate with other people. The activities are carried out in pairs or groups where there must be an exchange of information by using the language mainly through speech and listening skills. Communication strategies that occur in physical and virtual environments are integrated, considering that the modern world welcomes technologies as part of the daily interaction between people. The student must speak and listen to the foreign language through hardware and software for an exchange of information to occur.

Fourth, the Cooperative Method in teaching a language is student-centered and is a way of promoting interaction between participants. For Richards & Rodgers (2016), it provides opportunities for interaction between peers or groups, it is applied in different curricular environments, it gives attention to lexical aspects, structures and functions of language through interactive tasks, it gives the student opportunities to develop learning strategies and communication and creates a positive lesson environment by reducing student stress. The Module operates in all units with didactic strategies that link the cooperative method of language learning, since speech and listening skills become significant in interaction and in the construction of knowledge. All the tasks in the Module are valuable as long as the cooperation of the students in the construction of the product is encouraged. Charpentier (2013), mentions that technologies allow collaborative work, by promoting independent learning in the search for digital information.

The Module can be implemented in groups of 20 participants in person or virtual. The teacher's role in the Module is as a guide, since it supports the student in the educational process by promoting environments for reflection and exploration in the discovery of student interests. That is, the teacher's guide, together with the ICTs, will mediate the student's learning processes and opportunities to use the language through didactic sequences and real situations.

On the other hand, the student's role is of an active, critical and creative person who performs activities that involve processes in which English speaking and listening skills are in constant use and necessary for the construction of products or tasks through ICTs. These tasks are based on research, collection and creation of information. In the Module, the internet becomes an essential means for this to happen. The Fundación Omar Dengo (2014) explains the role of students in a competency approach such as: People who actively explore and build their knowledge. They do it through exchange and collaboration with others, so that communication and dialogue acquire an important place. They can learn on their own, identify needs, investigate, solve problems, and produce. They can evaluate their own learning process and their peers in an environment of respect and mutual trust.

They are people immersed in the teaching and learning process and who together with others learn concepts, skills, and attitudes to put them into practice in different scenarios of life. Therefore, the Module considers that the activities developed in the school context are representative and can be transferred to daily life.

The evaluation within the Module is an important element that helps inform students and teachers about the learning achieved, since students demonstrate what they know by executing activities that require them to put their skills into practice, that is, their integral learning in terms of knowledge, skills, and attitudes (Johnson, Johnson & Holubec, 1994 in Fundación Omar Dengo, 2014). In the Module, this is done by creating a variety of products.



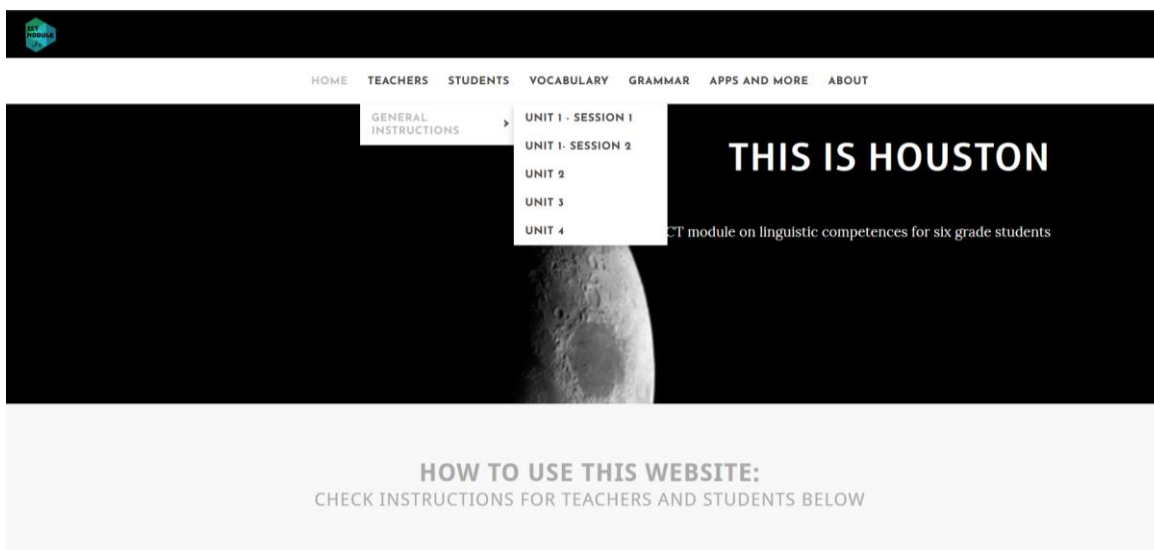
# HOW TO USE THE WEBSITE

The website is designed to facilitate teachers and students access to the different activities for products design. It also contains the materials, apps, and explanation in a virtual way to carry out the activities.

## Teachers:

Teachers of English can see the tutorial on how to use the website in the following link:

<https://youtu.be/C0hK3A9Rngs>

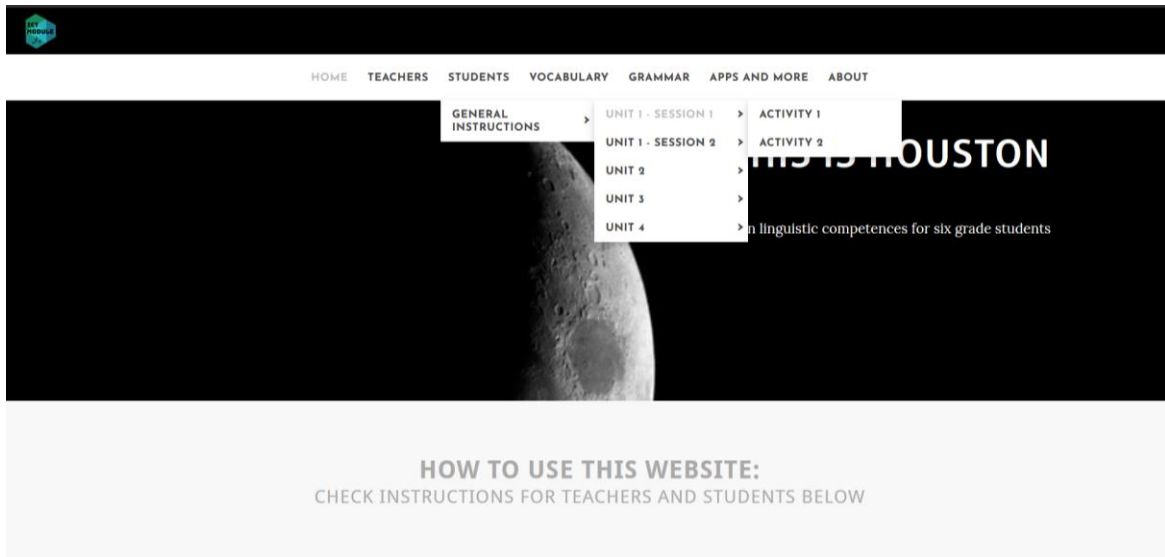


The previous picture shows the home page in the background, the button that teachers should access for general instructions, and the different units in which general information on the lesson and the lesson plan can be found.

## Students:

Students can see the tutorial on how to use the website in the following link:

<https://youtu.be/XHokBuxgXUI>



The previous picture shows the home page as background, the button that students should access in which general information can be found, as well as the units and activities to be done in unit.

# STUDENT PROFILE

The profile of a student serves to specify the types of situations that he or she must be able to solve effectively at the end of their education (UNESCO, 2017). The Module is elaborated considering an integral vision of the person through the strengthening, discovery, and formation of competences that collaborate to prepare the students when facing diverse situations.

People must face a changing world which provides opportunities to develop themselves throughout life. This requires, above all, the development of cognitive, communicative, social, and attitudinal skills (Klempt, 1988 mentioned in Villarini, 2000).

In the Module, through the competency approach, cognitive, procedural, and attitudinal dimensions are considered for the formation of the integral human being in the English language. Tobón, Pimienta, & García (2010) and Quesada (2001 mentioned in Molina, 2016) define the dimensions as follows:

- Learn to know (cognitive dimension): cognitive representations of knowledge related to concepts, facts, data, and principles.
- Learn to do (procedural dimension): very specific behaviors in front of tasks and that we generally associate with psychomotor activities. It includes the execution of skills, strategies, techniques, or methods.
- Learn to be (attitudinal dimension): specific provisions to the action and guidelines rooted in the person who expresses himself or herself, referring to affective-social behaviors such as compliance with norms and values.

In each unit of the module this appears in the “Contents” box, which has been categorized among the different dimensions as: concepts; procedures; and attitudes, values and norms.

At the end of this modular proposal, the student will:

#### Learn to know

- Use the space exploration vocabulary.
- Differentiate between direct and indirect language.
- Use indirect language to convey a message.
- Express ideas by using gerunds as subjects and objects of a sentence.
- Use gerunds as subjects and objects of a sentence in his speech.

#### Learn to do

- Recognize key ideas.
- Communicate the information briefly.
- Relate the information to aspects of life.
- Organize ideas.
- Apply diction, intonation, rhythm and pronunciation in English to communicate.
- Propose a solution to a problematic situation.
- Use ICT for the search or production of information.

- Use the digital camera to represent information.
- Inquire about the work of astronauts.
- Design an image guide on keeping an astronaut's body healthy.
- Specify orally the main ideas about a guide.
- Use diction, intonation, rhythm and pronunciation in English to communicate ideas.
- Be part of an interview.
- Report what was said by others.
- Tell a story.
- Build a video of a story.

#### Learn to be

- Respect the ideas of others.
- Collaborate with others in the construction of meanings and a project.
- Appreciate teamwork.
- Sensitize to the problems of others.
- Recognize factors that affect others.
- Value what has been learned.
- Investigate deeply.
- Take care of your body.

- Take decisions.
- Recognize that we all make mistakes.
- Be creative.
- Be autonomous.
- Manage time.
- Have environmental awareness.

This knowledge is aligned with the fluency levels of English established by the Common European Framework of Reference (Council of Europe, 2001). The level of English that students reach at the end of the module corresponds to a B1 which establishes for the listening and speaking areas:

### Listening

- You can follow a clear and simple speech that someone directs if you speak clearly, although sometimes you should ask them to repeat phrases or words.
- You can follow the main points of an extensive conversation, as long as you speak clearly and in standard language.
- Understand short stories and can make hypotheses about what will happen next.
- You can capture the main ideas of radio news and simple recordings on topics of interest if you speak more or less slowly and clearly.



## Speaking

- You can start, maintain and close simple face-to-face conversations about topics that are familiar or of personal interest.
- You can have a conversation or discussion.
- You can tell a story.
- You can relate experiences with details, describing feelings and reactions.
- Can describe dreams, hopes and ambitions.
- You can explain and detail the reasons for the plans, intentions or acts.
- You can tell the plot of a movie and describe the reactions it has caused.
- You can give and search for opinions in an informal discussion with friends, agree or disagree politely.
- You can help solve problems by saying what they think and asking others for their opinion.

(Council of Europe, 2001 and EAQUALS, 2008)

# FIRST TEACHING UNIT

## Vocabulary about Space Exploration



## Contents

| Learn to know   | Learn to do   | Learn to be  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Countdown clock</li> <li>• Lunar module</li> <li>• Space capsule</li> <li>• Spacesuit</li> </ul> <p>Launch pad</p> <ul style="list-style-type: none"> <li>• Crater</li> <li>• Control panel</li> <li>• Screen</li> <li>• Headset</li> <li>• Colleague</li> <li>• Set foot</li> <li>• Mankind</li> <li>• Peace</li> <li>• Lock someone up</li> <li>• Security</li> <li>• Spy</li> </ul> | <ul style="list-style-type: none"> <li>• Understand vocabulary.</li> <li>• Recognize main ideas.</li> <li>• Communicate the information briefly.</li> <li>• Relate the information to aspects of life.</li> <li>• Organize ideas.</li> <li>• Apply diction, intonation, rhythm, and pronunciation in English to communicate.</li> <li>• Propose a solution to a problematic situation.</li> <li>• Use ICT for the search or production of information.</li> </ul> | <ul style="list-style-type: none"> <li>• Respect the ideas of others.</li> <li>• Collaborate in the construction of meanings.</li> <li>• Appreciate teamwork.</li> <li>• Recognize the problems of others.</li> <li>• Acknowledge factors that affect others.</li> <li>• Learning capacity.</li> <li>• Research capacity.</li> </ul> |

**SESSION 1**

|              |  | Sequence of Activities                                      |  |  |   |
|--------------|--|---|--|--|---|
| Stage and n° | Activity (classify in three stages for a formative sequence, initial (I), body (B), and synthesis (S)) | Class Organization  | Materials                                | Assessment Strategies  |   |
| Session 1    | I/1  | Describe the picture, its location, function and materials. | Individually present ideas to the class. | <p>Computer</p> <p>Overhead projector.</p> <p>The picture is a lunar module on the moon. You may access to it in the following link: <a href="http://bit.ly/33c716r">http://bit.ly/33c716r</a></p> | Orally participate twice in English.                        |
|              | I/2  | Present what he or she knows about space exploration.       | Individually present ideas to the class. |  | Orally present one idea in English about space exploration. |
|              | B/3  | Get familiar with the space exploration vocabulary.         | Individual                               | Book: Super Minds 6, page 82.  | Identify 100% of vocabulary about space exploration.        |
|              | B/4  | Take notes about the video on the first men on the moon.    | Pairs                                    | Computer or cellphone.   | Summarize with 10 ideas the                                 |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>Earphones.</p> <p>Notebook</p> <p>Students access to “Unit 1- Session 1, activity 1” in the website. The link is:<br/><a href="https://ictmodule.weebly.com/activity-1.html">https://ictmodule.weebly.com/activity-1.html</a></p> <p>The picture and the video below are already placed within the previous link:</p> <ul style="list-style-type: none"><li>• The picture is an infographic about how to take notes:<br/><a href="http://bit.ly/381cxuG">http://bit.ly/381cxuG</a></li><li>• The video is about the first human beings on the moon: the time it took to get there, the name of the astronauts, job assignments, and problems they faced to come back to Earth. You can access to the video in the following link:<br/><a href="http://bit.ly/2psJJdX">http://bit.ly/2psJJdX</a></li></ul> | <p>information presented in the video.</p> |
|--|--|--|--|--|

|      |   |             |  |  |
|------|---|-------------|--|--|
| S/ 5 | Listen to a problem, take notes and discuss about the possible solution. Look for information online to support one's idea. | Pairs       | <p>Computer or cellphone.</p> <p>Earphones.</p> <p>Students access to Unit 1- Session 1, activity 2 in the website. The link is:<br/> <a href="https://ictmodule.weebly.com/activity-22.html">https://ictmodule.weebly.com/activity-22.html</a></p> <p>The following audio is already placed within the previous link:</p> <ul style="list-style-type: none"> <li>The audio talks about the millionaire investment on space exploration and ask the question on whether that money should be used to it or in other projects as helping the environment:<br/> <a href="http://bit.ly/2oMYCr6">http://bit.ly/2oMYCr6</a></li> </ul> | <p>Analyze 80% of the problematic situation.</p> <p>Give at least one solution to the problem.</p> <p>Support 50% of one's solution based on information found online.</p> |
| S/6  | Perform, in a round table, the different solutions to the problem. Give opinions and proposals.                             | Whole class |  | Give feedback, one or two ideas, about other people solutions.   |



## SESSION 2

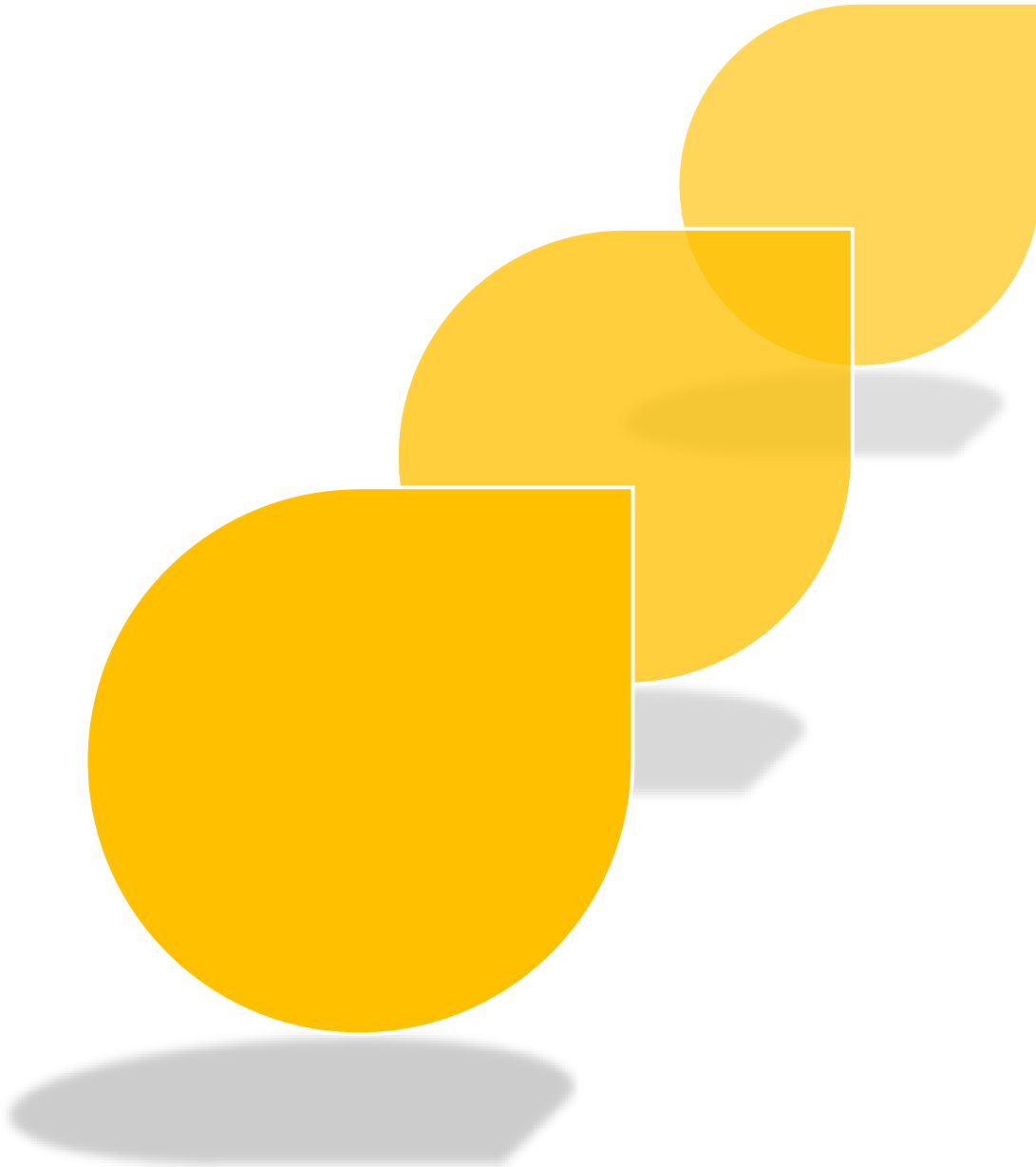
| Session 2 | Sequence of Activities  |  |  |  |   |
|-----------|---|--|--|--|---|
|           | Stage and n°  | Activity (classify in three stages for a formative sequence, initial (I), body (B), and synthesis (S))             | Class Organization   | Materials                              | Assessment Strategies   |
|           | I/1   | Talk about the possibility of living in other planets and mention the equipment that is necessary to achieve that. | Individually present ideas to the class.   |  | Orally participate twice or more in English.<br><br>Use 70% of the vocabulary about space exploration when talking. |
| B/2       | Compare a video about leaving the Earth in search of other planets with Earth's reality in regards contamination. | Pairs  | Computer.<br><br>Overheard projector.<br><br>Speakers.<br><br>Students access to "Unit 1-Session 2, Activity 1" in the website. The link is: <a href="https://ictmodule.weebly.com/activity-12.html">https://ictmodule.weebly.com/activity-12.html</a> | Relate information with life's events. |   |

|     |  |   |   |   |
|-----|--|---|---|---|
|     |  |   | <p>The video below is already within the previous link:</p> <ul style="list-style-type: none"> <li>The video is a scene from the movie “Wall-E” in which Eve is looking for a plant and Wall-E follows her everywhere. The Earth has been abandoned. The plant is dirty and polluted. There are trash piles everywhere. The following link shows this described part of the movie:<br/><a href="http://bit.ly/2PG2IS7">http://bit.ly/2PG2IS7</a></li> </ul> |   |
| B/3 | <p>Make a plan about space exploration and the future of the planet. The key questions is: Should human beings abandon the Earth towards other planets?</p> <p>Student must:</p> <ul style="list-style-type: none"> <li>Identify the problem.</li> <li>Establish alternatives.</li> <li>Choose the best solution.</li> </ul> | <p>Groups of four or five people:</p> <p>Each person has a role:</p> <ul style="list-style-type: none"> <li>Leader</li> <li>Secretary</li> <li>Time controller</li> </ul> | <p>Whatsapp.</p> <p>Cellphone or computer.</p> <p>Earphones.</p> <p>Search engines.</p> <p>Internet.</p>  | <p>Perform an online research.</p> <p>Establish communication remotely.</p> <p>Make a recording clearly saying the group’s ideas.</p> |

|      |  |  |   |   |
|------|--|--|---|---|
|      | <ul style="list-style-type: none"> <li>• Present a recording with the final product.</li> </ul> <p>The roles that must be assigned are:</p> <ul style="list-style-type: none"> <li>• Leader</li> <li>• Secretary</li> <li>• Time controller</li> <li>• Speaker</li> </ul> <p>The communication will be done through WhatsApp voice message. Each member of the group is in different places. There is no face-to-face contact.</p> | <ul style="list-style-type: none"> <li>• Speaker</li> </ul> <p>Each person is in a different place. There is only digital contact.</p> | <p>Students access to “Unit 1-Session 2, Activity 2” in the website. The link is: <a href="https://ictmodule.weebly.com/activity-2.html">https://ictmodule.weebly.com/activity-2.html</a></p> |   |
| S/ 4 | Listen to other people’s recordings to present their ideas to the class.   | Groups of four or five people.   | Cellphone.<br><br>Earphones.  | Summarize the ideas presented in the recording. |

# SECOND TEACHING UNIT

Gerunds to Describe Space Exploration Activities



|   |   |          |
|---|---|----------|
| <b>Programming Unit Title</b>   | <b>Cycle</b>  | II cycle |
| Gerunds to describe space exploration activities.                       | <b>Level</b>  | Sixth    |
|   | <b>Term</b>   | Second   |
| <b>Main and related subject</b>   | <b>Sessions</b>   |          |
| English/ Science  | 1 session   |          |
| <b>Didactic Objectives</b>  | <b>Basic Competences</b>  |          |
| <b>1. Identify information about the personal care of an astronaut.</b> | <ul style="list-style-type: none"> <li>• Linguistic competence.</li> <li>• Learning to learn competence.</li> <li>• Treatment of information and communication.</li> <li>• Digital competence.</li> </ul> |          |
| <b>2. Use ICT to produce a health guide.</b>                            | <ul style="list-style-type: none"> <li>• Linguistic competence.</li> <li>• Treatment of information and communication.</li> <li>• Artistic competence.</li> <li>• Digital competence.</li> </ul>          |          |

## Contents

| Learn to know   | Learn to do   | Learn to be   |
|---|---|---|
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Countdown clock</li> <li>• Lunar module</li> <li>• Space capsule</li> <li>• Spacesuit</li> <li>• Launch pad</li> <li>• Crater</li> <li>• Control panel</li> <li>• Screen</li> <li>• Headset</li> <li>• Colleague</li> <li>• Set foot</li> <li>• Mankind</li> <li>• Peace</li> <li>• Lock someone up</li> <li>• Security</li> <li>• Spy</li> <li>• Uncomfortable</li> </ul> | <ul style="list-style-type: none"> <li>• Inquire about the work of astronauts.</li> <li>• Use the digital camera to represent information.</li> <li>• Express ideas by using gerunds as subjects and objects of a sentence.</li> <li>• Design a guide based on images on keeping an astronaut's body healthy.</li> <li>• Specify the main ideas about a guide.</li> <li>• Apply diction, intonation, rhythm, fluency, and pronunciation in English to communicate ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Respect the ideas of others.</li> <li>• Body care.</li> <li>• Work with others.</li> <li>• Decision making.</li> <li>• Research capacity.</li> </ul> |

- Grass
- Cornflakes
- Insect
- Broccoli
- Fail
- Dizzy
- Confused
- Space shuttle
- International Space Station

Grammar:

- Gerunds as subjects and objects

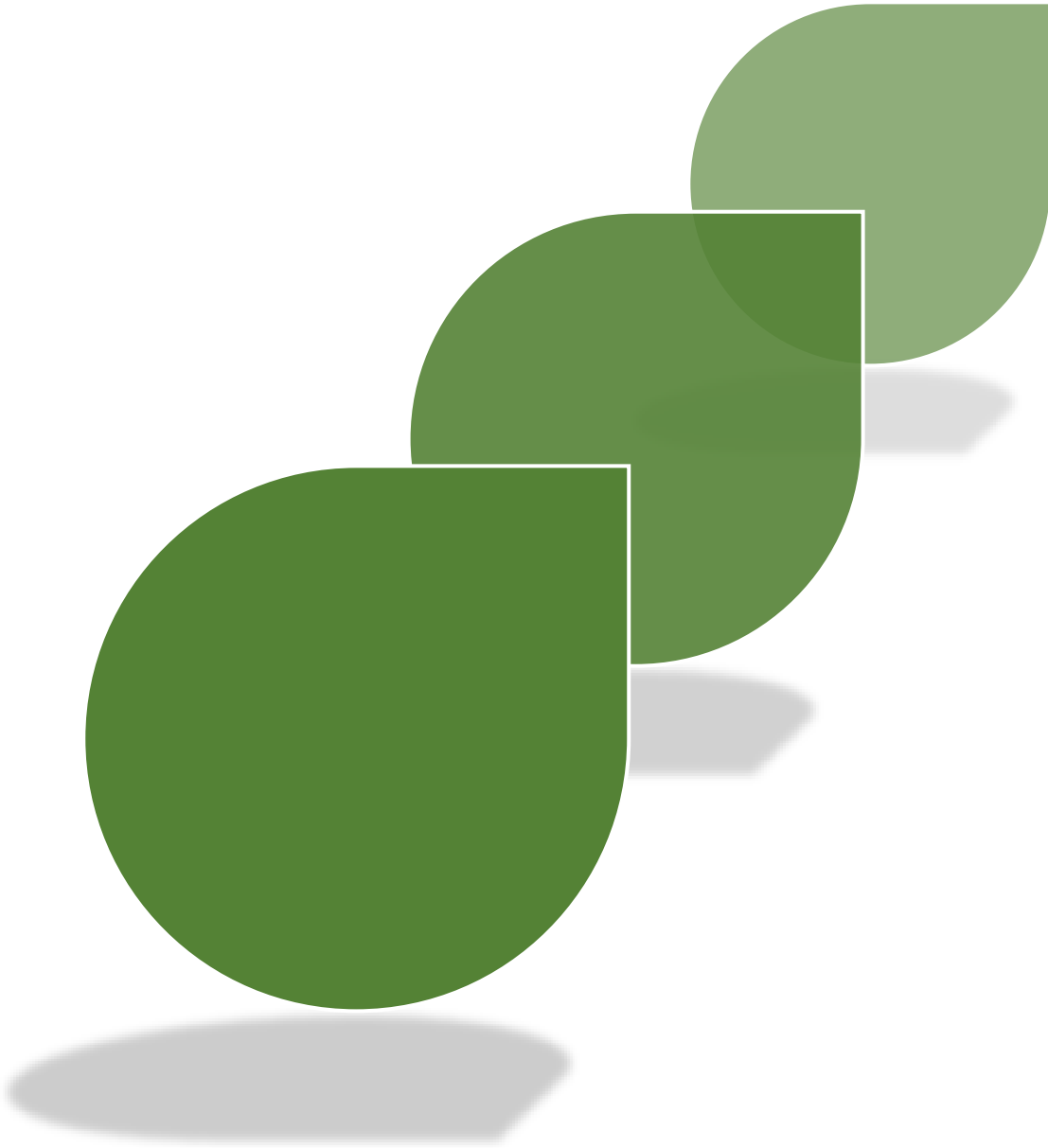
| Sequence of Activities   |  |  |  |  |   |
|--------------------------|--|--|--|--|---|
| Stage and n <sup>o</sup> | Activity (classify in three stages for a formative sequence, initial (I), body (B), and synthesis (S)) | Class Organization   | Materials                                      | Assessment Strategies  |   |
| Session 1                | I/1  | Brainstorm ideas about living on space and what an astronaut must do as part of their work.  | Individually present one's ideas to the class. | Whiteboard<br><br>Marker   | Participate in English at least once in the class.<br><br>Use about an 80% of the vocabulary about space exploration. |
|                          | B/2  | Identify the use of gerunds as subjects and objects of a sentence through book exercises to apply it in the description of space work.                 | Individual                                     | Whiteboard<br><br>Marker<br><br>Notebook<br><br>Book: Super Minds 6, exercise 1, page 83 and part 1, page 125.   | Apply gerunds as subjects and objects of a sentence to describe space work.   |
|                          | B/3  | Inform others about space work and astronauts' body care through a guide based on pictures. Take photographs representing the idea through a mind map. | Pairs  | Students access to "Unit 2, Activity 1" in the website. The link is: <a href="https://ictmodule.weebly.com/activity-13.html">https://ictmodule.weebly.com/activity-13.html</a> | Make a guide in a mind map by using gerunds describing space work and astronauts' body care.                          |



|     |   |                                    |   |   |
|-----|---|------------------------------------|---|---|
|     |   |                                    | <p>Search engines.</p> <p>Computer</p> <p>Digital camera</p> <p>To build the guide in a mind map, students may use the following link:<br/> <a href="http://popplet.com/">http://popplet.com/</a></p> |   |
| S/4 | Summarize the most important aspects about astronauts' body care through a plenary. | Individually present to the group. |   | Summarize about an 80% of key ideas from others' guide. |

# THIRD TEACHING UNIT

## Reported Speech in Space Exploration



|   |  |          |
|---|--|----------|
| <b>Programming Unit Title</b>   | <b>Cycle</b>   | II cycle |
| Reported Speech through space exploration.  | <b>Level</b>   | Sixth    |
|   | <b>Term</b>  | Second   |
| <b>Main and related subject</b>   | <b>Sessions</b>  |          |
| English/ Science  | 1 session  |          |
| <b>Didactic Objectives</b>  | <b>Basic Competences</b>   |          |
| <b>1. Identify direct speech to transmit an idea through reported speech.</b>                 | <ul style="list-style-type: none"> <li>• Linguistic competence.</li> <li>• Treatment of information and communication.</li> </ul>  |          |
| <b>2. Inquire about the possibility of extraterrestrial life to report theories about it.</b> | <ul style="list-style-type: none"> <li>• Linguistic competence.</li> <li>• Treatment of information and communication.</li> <li>• Learning to learn competence.</li> </ul>   |          |
| <b>3. Design a radio show to communicate information about life on other planets.</b>         | <ul style="list-style-type: none"> <li>• Linguistic competence.</li> <li>• Treatment of information and communication.</li> <li>• Learning to learn competence.</li> <li>• Communicative competence.</li> <li>• Artistic competence.</li> <li>• Digital competence,</li> </ul> |          |

## Contents

| Learn to know   | Learn to do  | Learn to be  |
|---|--|--|
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Countdown clock</li> <li>• Lunar module</li> <li>• Space capsule</li> <li>• Spacesuit</li> <li>• Launch pad</li> <li>• Crater</li> <li>• Control panel</li> <li>• Screen</li> <li>• Headset</li> <li>• Colleague</li> <li>• Set foot</li> <li>• Mankind</li> <li>• Peace</li> <li>• Lock someone up</li> <li>• Security</li> <li>• Spy</li> <li>• Uncomfortable</li> </ul> | <ul style="list-style-type: none"> <li>• Comprehend vocabulary about space exploration.</li> <li>• Use diction, intonation, rhythm and pronunciation in English to communicate ideas.</li> <li>• Apply reported speech to convey the message of others.</li> <li>• Organize ideas.</li> <li>• Be part of an interview.</li> <li>• Report what was said by others.</li> </ul> | <ul style="list-style-type: none"> <li>• Respect others' ideas.</li> <li>• Collaborate with others.</li> <li>• Decision making.</li> <li>• Research capacity.</li> <li>• Recognize that we all make mistakes.</li> <li>• Help in the construction of a group project.</li> </ul> |

- Grass
- Cornflakes
- Insect
- Broccoli
- Fail
- Dizzy
- Confused
- Space shuttle
- International Space Station

Grammar:

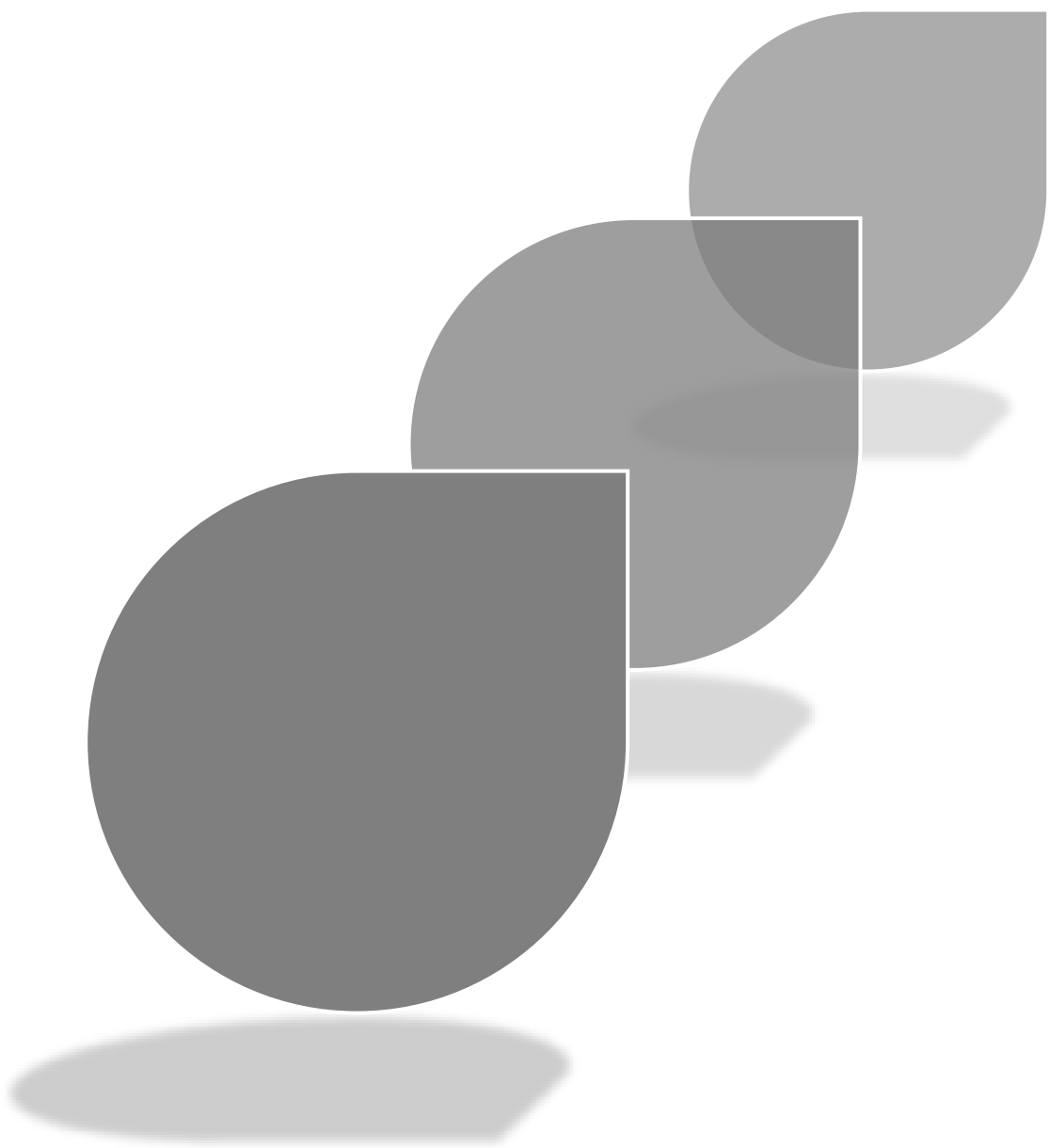
- Reported Speech

| Sequence of Activities |  |  |  |  |   |
|------------------------|--|--|--|--|---|
| Stage and n°           | Activity (classify in three stages for a formative sequence, initial (I), body (B), and synthesis (S)) | Class Organization   | Materials                                | Assessment Strategies  |   |
| Session 1              | I/1  | Watch a video about the possibility of extraterrestrial life to mention what was said in it. Teachers pay attention to student use of reported speech. | Individually present ideas to the class. | Overhead projector<br><br>Speaker<br><br>Computer<br><br>The video is about a NASA project in which messages were sent through the vast universe in order to contact any extraterrestrial life. The message describes the Earth and its location and explains the dangers of contacting unknown life. The video can be watched in the following link:<br><a href="http://bit.ly/2CasSiC">http://bit.ly/2CasSiC</a> | Orally participate once or more times in the class.<br><br>Use 90% of the vocabulary about space exploration. |
|                        | B/2  | Communicate other people's message by using reported speech according to given exercises in the book.  | Individual.                              | White board<br><br>Marker<br><br>Notebook  | Use reported speech to mention other people's phrases.  |

|     |   |  |   |  |
|-----|---|--|---|--|
|     |   |  | Book: Super Minds 6, exercises 1, 3 y 4 page 85 and part 2, page 125.   |  |
| B/3 | Create a radio program discussing about extraterrestrial life. An interview and conversation are done. Edit the audio and add special effects.          | Pairs.                                   | <p>Search engines.</p> <p>Voice recorder.</p> <p>Students access to “Unit 3, Activity 1” in the website. The link is: <a href="https://ictmodule.weebly.com/activity-14.html">https://ictmodule.weebly.com/activity-14.html</a></p> <p>Free sound editor online. Only meant to be used in Google Chrome:</p> <p><a href="https://beautifulaudioeditor.appspot.com/">https://beautifulaudioeditor.appspot.com/</a></p> | Present an edited radio show about extraterrestrial life.          |
| S/4 | Relate the work done by scientists in search for extraterrestrial life with its effects on planet Earth through the presentation of ideas in the class. | Individually present ideas to the class. | Students access to “Unit 3, Activity 2” in the website. The link is <a href="https://ictmodule.weebly.com/activity-21.html">https://ictmodule.weebly.com/activity-21.html</a>   | Summarize 80% of the key ideas from the radio shows presentations. |

# FOURTH TEACHING UNIT

*Narrating a Space Story*





|  |  |          |
|--|--|----------|
| <b>Programming Unit Title</b>  | <b>Cycle</b>   | II cycle |
| Narrating a space story  | <b>Level</b>   | Sixth    |
|  | <b>Term</b>  | Second   |
| <b>Main and related subject</b>  | <b>Sessions</b>  |          |
| English/ Science   | 1 session  |          |
| <b>Didactic Objectives</b>   | <b>Basic Competences</b>   |          |
| <b>1. Determine the parts of a story to understand a story.</b>  | <ul style="list-style-type: none"> <li>• Linguistic competence.</li> <li>• Treatment of information and communication.</li> </ul>  |          |
| <b>2. Collaborate with other people in building a story.</b>   | <ul style="list-style-type: none"> <li>• Linguistic competence.</li> <li>• Learning to learn competence.</li> <li>• Treatment of information and communication.</li> </ul>   |          |
| <b>3. Recreate the story of the moment when the man went to the moon to use space vocabulary and gerunds and reported speech in a video.</b> | <ul style="list-style-type: none"> <li>• Linguistic competence.</li> <li>• Treatment of information and communication.</li> <li>• Learning to learn competence.</li> <li>• Communicative competence.</li> <li>• Artistic competence.</li> <li>• Digital competence.</li> </ul> |          |

| Contents  |  |  |
|---|--|--|
| Learn to know   | Learn to do  | Learn to be  |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Countdown clock</li> <li>• Lunar module</li> <li>• Space capsule</li> <li>• Spacesuit</li> <li>• Launch pad</li> <li>• Crater</li> <li>• Control panel</li> <li>• Screen</li> <li>• Headset</li> <li>• Colleague</li> <li>• Set foot</li> <li>• Mankind</li> <li>• Peace</li> <li>• Lock someone up</li> <li>• Security</li> <li>• Spy</li> <li>• Uncomfortable</li> </ul> | <ul style="list-style-type: none"> <li>• Understand vocabulary about space exploration.</li> <li>• Use diction, intonation, rhythm and pronunciation in English to communicate ideas.</li> <li>• Apply “reported speech” to convey the message of others.</li> <li>• Use gerunds as subjects and objects of a sentence as part of a speech.</li> <li>• Organize ideas.</li> <li>• Be part of a conversation.</li> <li>• Report what was said by others.</li> <li>• Tell a story.</li> <li>• Build a video of a story.</li> </ul> | <ul style="list-style-type: none"> <li>• Respect the ideas of others.</li> <li>• Collaborate with others.</li> <li>• Make decisions.</li> <li>• Organize information</li> <li>• Research about specific topics.</li> <li>• Recognize that we all make mistakes.</li> <li>• Collaborate in the construction of a group project.</li> <li>• Be creative.</li> <li>• Autonomy.</li> <li>• Time management.</li> </ul> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Grass</li><li>• Cornflakes</li><li>• Insect</li><li>• Broccoli</li><li>• Fail</li><li>• Dizzy</li><li>• Confused</li><li>• Space shuttle</li><li>• International Space Station</li></ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"><li>• Gerunds as subjects and objects.</li><li>• Reported Speech.</li></ul> |  |  |
|---|--|--|

| Sequence of Activities |  |   |   |   |   |
|------------------------|--|---|---|---|---|
| Stage and n°           | Activity (classify in three stages for a formative sequence, initial (I), body (B), and synthesis (S)) | Class Organization  | Materials                               | Assessment Strategies   |   |
| Session 1              | I/1  | Discuss the work done in Costa Rica related to space exploration (Ad Astra Rocket or Irazú project) through a conversation  | Individually present ideas to the class | White board<br><br>Marker   | Participate one or more times in English to express your ideas.<br><br>Use 100% the vocabulary about space exploration. |
|                        | B/2  | Listen to the audio of a story to summarize what is told in it by using some images that are presented to the class. Then, order ideas from the story according to the exercises in the book. | Pairs                                   | Computer.<br><br>Overhead projector.<br><br>Speakers.<br><br>Students access to “Unit 4, Activity 1” in the website. The link is: <a href="https://ictmodule.weebly.com/activity-11.html">https://ictmodule.weebly.com/activity-11.html</a> | Mention a story from an audio.  |

|     |   |                 |  |  |
|-----|---|-----------------|--|--|
|     |   |                 | <p>The picture and the audio are already placed within the previous link:</p> <ul style="list-style-type: none"> <li>• Pictures taken from the book Super Minds 6, pages 86-87 and modified in the following link: <a href="http://bit.ly/378J8hP">http://bit.ly/378J8hP</a></li> <li>• Audio from book Super Minds, CD 3, track 36. You can also access to it in the following link: <a href="http://bit.ly/367V1n3">http://bit.ly/367V1n3</a></li> </ul> <p>Book: Super Minds 6, exercise 3, page 87</p> |  |
| B/3 | Recognize how to tell a story by identifying its parts from the previous story. | Pairs           | <p>Audio from book Super Minds, CD 3, track 36. You can also access to it in the following link: <a href="http://bit.ly/367V1n3">http://bit.ly/367V1n3</a></p> <p>The teacher may use the picture from the link to explain about what the parts from a story are when narrating it:<br/><a href="http://bit.ly/2NciM6Z">http://bit.ly/2NciM6Z</a></p>  | Identify the parts from a story.                   |
| B/4 | Design a video based on the history of space exploration.                       | Groups of three | <p>Students access to “Unit 4, Project” in the website. The link is: <a href="https://ictmodule.weebly.com/project.html">https://ictmodule.weebly.com/project.html</a></p> <p>Camera.</p>  | Create a video in English with intelligible sound. |

|     |   |            |  |  |
|-----|---|------------|--|--|
|     |   |            | <p>Microphone.</p> <p>Voice recorder.</p> <p>(all the previous hardware is integrated in a cellphone, tablet, or computer).</p> <p>Search engine.</p> <p>Video editor FilmoraGo.</p>   | <p>Create a video in English with clear images.</p> <p>Create a video with an orderly sequence of the story.</p> |
| S/5 | Evaluate the performance of other people based on criteria through the discussion of points on a checklist. | Individual | <p>Students access to “Unit 4, Project, Giving Feedback” in the website. The link is as followed:<br/> <a href="https://ictmodule.weebly.com/giving-feedback.html">https://ictmodule.weebly.com/giving-feedback.html</a></p> <p>The checklist for evaluating other’s group video project can be found in the previous link. Students can also access directly to the file in the link: <a href="http://bit.ly/37cyV43">http://bit.ly/37cyV43</a></p> | Evaluate the work on other groups.   |

# CHECKLIST FOR EVALUATING THE PROJECT

Student: \_\_\_\_\_

Group: \_\_\_\_\_

|                           |   | Yes | No |
|---------------------------|---|-----|----|
| <b>Video Presentation</b> |   |     |    |
| <b>1 Materials</b>        | <ul style="list-style-type: none"> <li>The material in the video is appropriate for the story.</li> </ul>                           |     |    |
| <b>2.Video</b>            | <ul style="list-style-type: none"> <li>There are sound effects or music in the video.</li> </ul>                                    |     |    |
|                           | <ul style="list-style-type: none"> <li>The sound is intelligible.</li> </ul>  |     |    |
|                           | <ul style="list-style-type: none"> <li>The picture is clear.</li> </ul>   |     |    |
|                           | <ul style="list-style-type: none"> <li>There are three or more scenes.</li> </ul>   |     |    |
|                           | <ul style="list-style-type: none"> <li>There is a smooth transition of the scenes.</li> </ul>                                       |     |    |
| <b>3. Story</b>           | <ul style="list-style-type: none"> <li>The story is about space exploration.</li> </ul>   |     |    |
|                           | <ul style="list-style-type: none"> <li>The story has a logical development and order.</li> </ul>                                    |     |    |
|                           | <ul style="list-style-type: none"> <li>The story includes 2 or more characters.</li> </ul>  |     |    |
|                           | <ul style="list-style-type: none"> <li>There are 8 vocabulary words about space exploration within the story.</li> </ul>            |     |    |
|                           | <ul style="list-style-type: none"> <li>There are 2 gerunds (as objects and subjects) and 2 reported speech in the story.</li> </ul> |     |    |
|                           | <ul style="list-style-type: none"> <li>There are dialogues in the story.</li> </ul>   |     |    |
|                           | <ul style="list-style-type: none"> <li>There is a logical exchange of phrases in the dialogues.</li> </ul>                          |     |    |
| <b>4. English use</b>     | <ul style="list-style-type: none"> <li>The video is done entirely in English.</li> </ul>  |     |    |
|                           | <ul style="list-style-type: none"> <li>Grammar is correct.</li> </ul>   |     |    |
|                           | <ul style="list-style-type: none"> <li>Pronunciation is intelligible.</li> </ul>  |     |    |
|                           | <ul style="list-style-type: none"> <li>Vocabulary is used correctly.</li> </ul>   |     |    |

**Comments:**

What do you like about the video?

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What can be improved in the video? (answer only if necessary)

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