

**TEACHING STRATEGIES
FOR THE CHILEAN
ENGLISH
REMOTE CLASSROOM**
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PRESENTA



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Estrategias para continuar enseñando inglés durante la pandemia



Yes....we can!



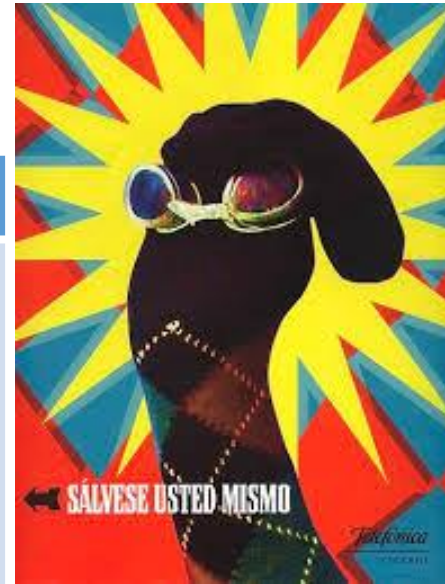
- Planificar la enseñanza de acuerdo al desarrollo de habilidades (1 o 2 objetivos semanales)
- Integrar habilidades-listening-speaking/reading-writing
- Considerar las condiciones de aprendizaje de cada grupo de estudiantes e Integrar actividades sincrónicas y asincrónicas en el aprendizaje
- Utilizar las plataformas y recursos digitales disponibles para la mayoría de los estudiantes (facebook, whatsapp,instagram, discord, telegram, google classroom, padlet, wordpress,etc)

Menos es más!

- Usar artefactos culturales de interés para los estudiantes (canciones, comics, current affairs, graphic novels, movies, jokes, etc.)
- Fomentar la interacción y participación sistemática de los estudiantes en las actividades sincrónicas y asincrónicas
 - Evitar dar conferencias
- Incluir actividades variadas, autoevaluables incluyendo juegos o actividades lúdicas



Project: My superhero



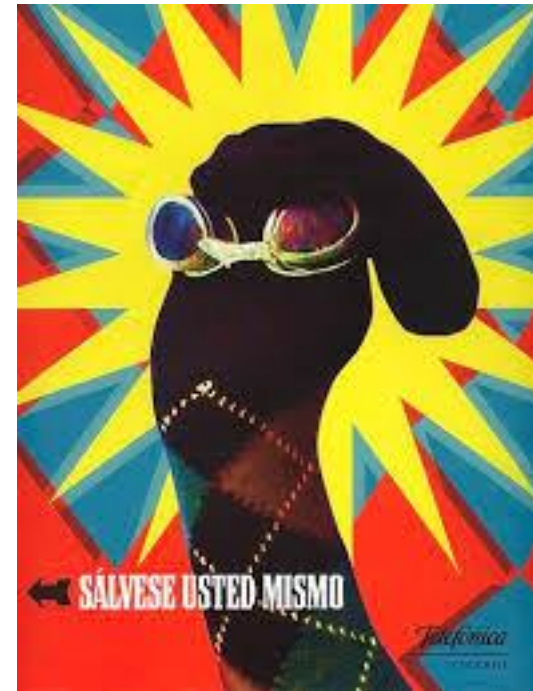
Producto: poster, modelo, comic character
<https://www.pixton.com/es/>

| Planificación | Implementación | Creación del producto |
|--|--|---|
| OA5-OA14 | Lesson 1: Reading-presentation of Caletín Rombos man— reading comprehension questions about other superheroes/quiziz (sincrónica/asincrónica) | Lesson 3: Writing/ Draft grupos pequeños/asincrónica |
| Describe superheroes using can/can't and action verbs | Lesson 2: Focus on abilities. What can superheroes do? Can/can't (i.e. action verbs) games /questions (sincrónica/asincrónica) | Lesson 4: Sharing product—Padlet, Instagram, Facebook, video <i>impersonification</i> |
| Language focus: can/can't have, physical characteristics, descriptions | | |

Evaluación: checklist/rúbrica

Calcetín con *Rombos Man*

- He is my favourite superhero.... he is a sock! His name is *Calcetín Rombos Man*. He is Chilean, wears goggles and a black sock with colourful rhombuses
- **Superpowers**
 - ✓ He can fly, but he can't swim
 - ✓ He can speak to children
 - ✓ He's strong, but he can't get wet
 - ✓ He is friendly, but he doesn't like shoes



Evaluación/Assessment for Learning

Checklists, rúbricas, autoevaluación,
evaluación de pares

Evaluación del proceso y del producto



Assessment Checklist

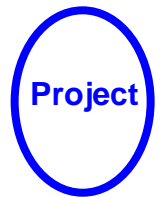
- a. The poster/picture/video describes the main characteristics of the superhero
- b. It includes the use of three adjectives
- c. It includes the abilities of the superhero using can/can't
- d. The picture/comic is attractive



Project: informing about racism in Chile

(2º medio +)

Task: You are a news correspondent and will create a video (2 to 5 minutes) about racism and discrimination in Chile. This video is to make people around the world aware that racism is an international problem, and it is also a problem in Chile. The video also needs to include examples of actions against racism and discrimination.



Introducing the
topic of racism

Challenge 1

George Floyd
case

Challenge 2

Black Lives
Matter

Challenge 3

Racism in
Chile

Challenge 4

Students

Video



**Have you experienced discrimination?
Are some Chileans discriminated by race
or ethnicity?**



Learning objectives

OAAB: Desarrollar una conciencia cultural o comprensión intercultural demostrando respeto, interés y tolerancia por otras culturas y la propia, y valorando su aporte al conocimiento.

OA1: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales

OA8: Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones

OA9: Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados

OA14: Escribir una variedad de textos, como cuentos, correos electrónicos, artículos, folletos, rimas, descripciones, biografías, instrucciones, cartas, resúmenes, diario persona

Lesson 1: Introducing the concept of racism

1. Introduce the topic of the lesson and project of the unit
2. Pre-listening: Teach key vocabulary related to racism. You can use this resource to present key vocabulary <https://www.slideshare.net/DavidWills3/race-racism-racial-vocabulary-for-esl> and create a crossword or a similar game like this one <https://www.racismnoway.com.au/teaching-resources/anti-racism-activities/puzzles-and-quizzes/junior-crossword-general-knowledge/>
3. Ask students to watch the video for the first time using script and respond the following question:

https://youtu.be/oQzx7onqP_Q

Why is the girl talking?

- a) Because she wants people become aware that Afro-American people are treated badly
- b) Because she is sad that Afro-American people are being killed.

4. Watch the video again and note down the reasons she mentions Afro American people are treated badly.

Challenge 1: Read about what happened to George Floyd https://www.change.org/p/mayor-jacob-frey-justice-for-george-floyd?use_react=false. **Answer these questions and send them to your teacher.**

1. How did he die?
2. What is the petition for?

Lesson 2: George Floyd case

1. Watch the video Three Brothers

<https://twitter.com/i/status/1267269978320826368>

- a. What happened to these men?
- b. What do they have in common?

Challenge 2: Sign the petition https://www.change.org/p/mayor-jacob-frey-justice-for-george-floyd?use_react=false.

and write a comment saying why you are signing.

For example: *I'm signing this petition because I want justice for George Floyd's murder.*

Lesson 3: Black Lives Matter

Pre-reading: Are Afro-American people treated in the same way as white? Look at the sentences and identify different ways of making comparisons.

1. Black people are charged \$700 **more than** white people when buying cars.
2. Black people are twice as likely to be pulled over by the police.
3. Black clients are shown 17.7% fewer houses than white people.
4. Black people are 4 times more likely to be arrested for using marijuana.
5. Black people are incarcerated 6 times the rate of white people.
6. Doctors did not inform black patients as often as white ones about an important heart procedure. 8. White legislators did not respond as frequently to constituents with black sounding names.

Read the text

https://en.as.com/en/2020/06/02/other_sports/1591125028_978852.html

And in groups discuss:

1. When did The blacks live matter movement start?
2. Why do they continue fighting as a movement?

Questions: quizlet, kahoot, google form...

Lesson 3: The effect of racism on children

1. Pre-watching Ask students if children have racist thoughts, stereotypes. If so how? why?
2. Watch the video. What's the main theme of the video? (lesson, video)
3. Post-watching: Then discuss the following questions: (small group discussion) (chat, whasupp)
 - Why do these children think that way?
 - What's a prejudice?
 - What's a stereotype?
 - How can one change their minds?



<https://youtu.be/QRZPw-9sJtQ>

Challenge 3:

- a) Based on the video, in groups, create a Kahoot game with five questions similar to the video. Post your game on the Padlet for your classmates to play.
- b) Interview one member of your family, and ask similar questions to the video.

Lesson 4: Racism in Chile

Research about racism in Chile

Before you read: Have you witnessed any form of racism in your community?

While-reading: First, students read individually the texts “Indigenous People and the History of Racism” and “Chile, a racist country”

<https://palabrapublica.uchile.cl/2018/07/30/indigenous-peoples-and-the-history-of-racism-in-chile/>

<https://palabrapublica.uchile.cl/2018/07/30/chile-a-racist-country/>

-Discuss what you understood from the text. Main idea, facts.

-As a group, answer the questions in this padlet wall.

<https://padlet.com/xibaceta/9d2yennox7v5r6y>

Challenge 4: As a group, Write a petition advocating justice for a specific case in Chile
You need to advocate for specific actions. Follow the example of George Floyd’s case

https://www.change.org/start-a-petition?source_location=petition_show

Lesson 5 and 6

Draft the script of the video

Record the video

Edit the video

Tools to create : filmora, loom, screenocast,
powtoones

Instructions for YOUR video

You are a news correspondent and will create a video (2 to 5 minutes) about racism and discrimination in Chile. This video is to make people around the world aware that there is discrimination and racism against XXXXX in Chile.

El video se debe incluir en la padlet con fecha <https://padlet.com/xibacet/a/9d2yennox7v5r6y>

The video needs to include:

- An attention getter (phrase, quote, rhetorical question, etc.) Did you know that?
- Presentation of the topic
- Specific examples of racism in Chile in relation to the chosen topic
- Examples of actions **against** racism and discrimination.
- Make sure you use at least 5 expressions (related to racism and comparisons) learnt in this unit.
- Include (3) comparisons of racism in Chile with other countries.

Assessment Rubric

| | Task Achievement | Use of English | Pair/Group work | Delivery | Challenges |
|---|--|---|---|---|---|
| 3 | Video lasts 2 to 5 minutes and tackles the topics of racism and discrimination in Chile. This video achieves the purpose of raising awareness about the mentioned topics in Chile. Clear explanations and examples are provided. | A wide variety of both appropriate vocabulary (5+ words) and structures are (3+) used confidently ----- Vocabulary: racism and discrimination Grammar: Comparatives, and expressions for comparisons | Group work is clearly visible in the video as every student participates equally (appears in the video physically or the voice is in the audio) | Holds attention of the audience with the use of eye contact, without looking at notes. Appropriate volume. | All challenges (4) were successfully completed and handed on time. |
| 2 | Video lasts the 2 to 5 min or more. The topics are clearly developed and the aim is partially achieved. Some explanations and examples are clearly provided. | A variety of appropriate structures used(4 or less), with some inappropriate use (2 or less) or difficulty retrieving appropriate language | Group work is sometimes evident. No equal participation is visible. Some students participate more than others. | Most of the time displays eye contact, but reads sometimes from notes. | Some challenges were successfully completed (2-3) |
| 1 | Video lasts less or more than the time limit. The topics are developed but not in depth. The aim is not achieved. Few explanations and examples are given. | Most structures are used inappropriately and there is noticeable difficulty retrieving correct language. | No group work is evident. The work is merely done by one or two students while the others do not appear in the video (physically nor audio) | Speaks in uneven volume. Displays minimal use of eye contact, while reading mostly from notes. Speaks in uneven volume. | 1 or 2 challenges were successfully completed. They were not submitted on time. |

¿Es posible integrar un proyecto en tus clases actuales?

Go to <https://www.menti.com> ingrese código 92 49 72



<https://www.mentimeter.com/s/61beffb8e17f263597af7fa09de24720/465ba41c17e9>

Beneficios de la Integración de proyectos en la enseñanza del inglés en forma remota

- Permite integrar diferentes habilidades y contenidos
- Promueve la autonomía, motivación, pensamiento crítico y creatividad
- Le da sentido al aprendizaje más allá de la sala de clases y la asignatura
- Foco en el proceso y el producto
- Variedad de input/output
- *Ejemplos de productos: radio programs, podcasts, comics, magazines, brochures, collages, photo story, fashion shows, tic toc videos, TV programs, Youtube capsules, etc. (Stollen, 2002).*

WE GOT THIS!

Gracias!

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