

ANEXOS

ANEXOS 1. Primera planeación de clase

INSTITUTION: Pontificia Universidad Javeriana

Intern's name: Suzanne G. Ramírez María M. Sierra	Level: A2	Term: First term	Date: 06/03/2018	Allocated time: 90 minutes
Unit in the syllabus:	Reacting to News			
Relevant recent work:	Students have already reviewed present and past simple.			
Topic of the lesson:	Reacting to News			
Standards to work on[1]				
Student-centered method (Task based)				
Goals: By the end of the lesson, students will have talked about mass media, specially newspapers in their lives.	Terminal objectives: By the end of the lesson, students will have identified the role of newspapers in their lives and its sections.	Enabling objectives: <ul style="list-style-type: none"> • Students will identify types of media. • Students will discuss about the role of newspaper in daily life. • Students will recognize the sections of a newspaper. • Students will provide a caption that describes an illustration for the cartoons section. 		
Keywords: mass media, newspapers, news, classifieds, horoscope, weather, opinion piece, letters to the editor, travel, advertisements, editorial, sport, and cartoons.				
Materials/equipment: powerpoint presentation, markers, projector, cartoons, pieces of paper.				

[1] Stated according to the MEN document or the European Framework if the school follows one of these policies, or the ones the school has adopted, i. e. communicative competence (linguistic competences, pragmatic competences y sociolinguistic competences), depending on the institution.

INSTRUCTIONAL PROCEDURES:			
Lesson stages	Interaction	Skills involved	Time
<p>A focusing event / lead-in /warm-up activity:</p> <p>Students will play a short game about mass media. Prior they will reflect on this q's</p> <ul style="list-style-type: none"> • How do you know what it is happening in the world? • Does anybody know what mass media is? • Can you tell me some types of mass media? <p>After the game, teacher will ask the students the following questions</p> <ul style="list-style-type: none"> • Besides informing, what else the mass media does? • Do you think it is important to use them and knowing what happens in the world? • What is your favorite mass media? <p>Here is the link of the game: https://busyteacher.org/10780-mass-media-guessing-game.html</p>	T-Ss	Reading and Speaking	15 minutes

Teaching procedures (lesson core):			
<p>After the students have discussed the previous questions, the teacher will ask the students if they know the percentage of Colombian people who read newspapers (78%). Then, the students will talk about the role of newspapers in their daily life by answering the following questions:</p> <ul style="list-style-type: none"> • Do you read newspapers? • Which newspapers do you prefer? • Where can you buy them? and Are they expensive or cheap? • Do you believe everything you read in the newspaper? Why? Why not? <p>The students, in pairs, will have a couple of minutes to think in the answers.</p>	T-Ss	Listening and speaking	10 minutes

If the students do not read newspapers in their daily life, the teacher will ask them what mass media they are exposed to, how much time, and what for.

Next, the teacher will tell the students that they will be given two minutes to list as many sections of the newspaper as they can remember on a piece of paper. Once the minutes have passed, the students will compare their responses to one classmate. Then, the teacher will check their answer by using a brainstorming map on the board with the students' contributions.

Sections: *news, classifieds, cartoons, horoscope, weather, opinion piece, letters to the editor, travel, advertisements, editorial, sport.*

After the discussion, the teacher will ask the students what they think they can read about in each section. **E.g.:** I think I can read about job offers in classifieds section.

In this activity, it does not matter if the students write the sections in English or Spanish.

Once the students have shared their thoughts about the contents of each section, the teacher will tell them that they will start working on Cartoons. To begin with this, the teacher will ask them if they like cartoons or not, if they have ever read a cartoon in a newspaper, and if they can remember what it was about.

Then, the teacher will show a cartoon to identify its components (an image and a caption or description) and its function.



"He looks so natural."

T-Ss
Ss-Ss

Writing and
Speaking

20
minutes

T
T- Ss

Speaking

15
minutes

Based on this, the teacher will explain that descriptions are usually written in present simple. This fact allows the teacher to make a brief review on the grammar topic.

Now, the teacher will provide three cartoons in need of a caption so that the students, individually, will write down a caption for the cartoon they want to. This caption will be based on the students' interpretations.

Here are the cartoons:

Caricature A:



"I bet you're glad you got out of politics to spend more time with your family."

Caricature B:



Caricature C:

Assessment: the teacher will walk among the students to solve doubts if necessary.

Closure: Finally, all the students will share their answers with the whole class, and the teacher will make some final reflections about the topic. Then, the teacher will pick up the descriptions, and the class will be over.	T-Ss	Speaking	10 minute s
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ANEXO 2. Segunda planeación de clase

INSTITUTION: Pontificia Universidad Javeriana

Intern's name: Suzanne G. Ramírez María M. Sierra	Level: A2	Term: First term	Date: 13/03/2018	Allocated time: 90 minutes
Unit in the syllabus:	Reacting to News			
Relevant recent work:	Students have been working on topics related to news. They have also studied present and past tenses and vocabulary related to adjectives.			
Topic of the lesson:	Reacting to News			
Standards to work on[1]				
Student-centered method (Task based)				
Goals: By the end of the lesson, students will analyze and identify gender bias in real life situations.	Terminal objectives: By the end of the lesson, students will reflect on how the interpretation of a text might change depending whether its subject is feminine or masculine.	Enabling objectives: <ul style="list-style-type: none"> • Students will briefly talk about gender bias through a short riddle. • Students will recall information from news to complete a web map. • Students will discuss the news from a female and male perspective. • Students will do a short written analysis based on 		

		what they infer from two different situations.
Keywords: female perspective, male perspective, interpretations, news, dating apps.		
Materials/equipment: powerpoint presentation, markers, projector, worksheets.		

[1] Stated according to the MEN document or the European Framework if the school follows one of these policies, or the ones the school has adopted, i. e. communicative competence (linguistic competences, pragmatic competences y sociolinguistic competences), depending on the institution.

INSTRUCTIONAL PROCEDURES:			
Lesson stages	Interaction	Skills involved	Time
<p>A focusing event / lead-in /warm-up activity:</p> <p>Teacher will show on the screen a short riddle that needs to be solved by the students and will pick one of them to read it to check pronunciation. After this, the teacher will ask for unknown words and will solve doubts about vocabulary. Then, each student will read the riddle individually and will have a couple of minutes to think about the answer. Finally, each students will share his/her answer.</p> <p>Riddle: A father and his son do a trip. During this trip, they have a serious accident. The father dies, and the paramedics takes the son to the hospital because he needs a complex operation immediately. For the operation, the hospital calls to an important doctor. When the doctor enters the operating room, the doctor says: "I cannot operate him. He is my son".</p> <p>The question is: How do you explain this?</p> <p><i>Taken from</i> http://www.bbc.com/mundo/noticias-43286945</p>	T-Ss	Listening, Reading and Speaking	15 minutes

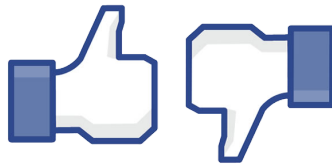
Teaching procedures (lesson core):			
<p>Once the students have discussed the answer, the teacher will show on the screen the news “Dating Apps”. All the students will be chosen to read outloud a fragment from the text to check and correct pronunciation. After this, the teacher will ask for unknown words and will clarify meanings.</p> <p>Taken from:https://breakingnewsenglish.com/1802/180205-dating-app-2.html</p>	T-Ss	Reading and Speaking	10 minutes
<p>Continuing with the class, each student will receive a worksheet to complete a <u>web map</u> with facts from the passage. The students must include three facts for each category. Then, the teacher will ask the students to share their answers with the whole class..</p> <p>After this, the students will have a couple of minutes to discuss the following questions:</p> <ul style="list-style-type: none"> • What idea, from the passage, is the most relevant/interesting for you? • Is this situation similar in our society/country? or Do you know a person who uses dating apps? • Do you think this situation can be considered as a problem? • Is there another perspective? or Does it only happen to women? Here, the teacher will tell the students that there is another perspective and will show the news from a male perspective. 	T-Ss Ss-Ss	Reading and speaking	30 minutes
<p>Now, the teacher will tell the students that they will receive a <u>worksheet</u> in which they will analyse a short situation from two perspectives, using some adjectives related to six categories. Then, the teacher will give the students an example and, after this, she will show The Feeling Wheel on the screen to guide the students in the activity.</p> <p>In this activity, each student will be given a situation that is taken and adapted from the news, and they will have to answer some questions.</p>	T- Ss	Writing	25 minutes

First situation:

A young woman says: "I don't have a boyfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think she feels? Pick out four adjectives from The Feeling Wheel to describe her feelings.

- _____
- _____
- _____
- _____



2. Do you agree with her? Tick the symbol.
Why? Complete the following text according to your opinion.

I think she is right because

_____.

I don't think she is right because


_____.

Second situation:

A young man says: "I don't have a girlfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think he feels? Pick out four adjectives from The Feeling Wheel to describe his feelings.

- _____
- _____
- _____
- _____

 <p>2. Do you agree with him? Tick the symbol. Why? Complete the following text according to your opinion.</p> <p>I think he is right because _____ _____.</p> <p>I don't think he is right because _____ _____.</p>			
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Assessment: The teacher will walk among the students to answer doubts.

<p>Closure:</p> <p>Finally, the students will be asked to reflect upon the following questions and will share their opinions.</p> <p>What do you think about:</p> <ul style="list-style-type: none"> • Spending \$30 million per month on a dating app? • This kind of business • The type of people who use this service 	T-Ss	Speaking	10 minutes
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Anexo 3. Tercera planeación de clase

INSTITUTION: Pontificia Universidad Javeriana

<p>Intern's name: Suzanne G. Ramírez</p>	<p>Level: A2</p>	<p>Term: First term</p>	<p>Date: 20/03/2018</p>	<p>Allocated time: 90 minutes</p>
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María M. Sierra				
Unit in the syllabus:	Reacting to News			
Relevant recent work:	Students have been working on topics related to news and gender bias. They have also studied present and past tenses and vocabulary related to adjectives.			
Topic of the lesson:	Reacting to News			
Standards to work on[1]				
Student-centered method (Task based)				
Goals: By the end of the lesson, students will analyze and identify bias and in real life situations.	Terminal objectives: By the end of the lesson, students will reflect on how the interpretation of a text might change depending whether its subject is feminine or masculine. By the end of the lesson, students will analyze some job offers to identify if they contain employment discrimination in terms of gender, age and appearance.	Enabling objectives: <ul style="list-style-type: none"> • Students will do a short written analysis based on what they infer from two different situations. • Students will analyze three job offers taken from the classifieds section to identify employment discrimination in terms of age, gender and appearance. • Students will reflect on how they have experienced employment discrimination. 		
Keywords: female perspective, male perspective, interpretations, classifieds, job offers, employment discrimination, gender discrimination, age discrimination.				
Materials/equipment: powerpoint presentation, markers, projector, worksheets.				

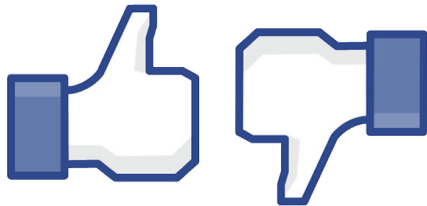
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INSTRUCTIONAL PROCEDURES:			
Lesson stages	Interaction	Skills involved	Time
<p>A focusing event / lead-in /warm-up activity:</p> <p>Teacher will ask the students the following questions to review what they did the previous class:</p> <ul style="list-style-type: none"> • Can anybody tell me what we did last class? • Which was the topic? 	T-Ss	Speaking and Listening	5 minutes

Teaching procedures (lesson core)			
<p>Now, the teacher will give the web maps to each student and will ask them for the correct answers. The teacher will correct the responses if necessary.</p>			
<p>Then, the teacher will tell the students that they will receive a <u>worksheet</u> in which they will analyse a short situation from two perspectives, using some adjectives related to six categories. Then, the teacher will give the students an example and, after this, she will show The Feeling Wheel on the screen to guide the students in the activity.</p> <p>In this activity, each student will be given a situation that is taken and adapted from the news, and they will have to answer some questions.</p> <p>First situation:</p> <p>A young woman says: "I don't have a boyfriend, so I'm happy to have a relationship with a "paper partner".</p> <ol style="list-style-type: none"> 1. How do you think she feels? Pick out four adjectives from The Feeling Wheel to describe her feelings. 	T-Ss Ss-Ss	Reading and Writing	25 minutes

- _____
- _____
- _____
- _____

2. Do you agree with her? Tick the symbol.



Why? Complete the following text according to your opinion.

I think she is right because

_____.

I don't think she is right because

_____.

Second situation:

A young man says: "I don't have a girlfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think he feels? Pick out four adjectives from The Feeling Wheel to describe his feelings.

- _____
- _____
- _____
- _____

2. Do you agree with him? Tick the symbol.



Why? Complete the following text according to your opinion.

<p>I think he is right because _____</p> <p>_____.</p> <p>I don't think he is right because _____</p> <p>_____.</p>			
<p>Next, the students will continue talking about preferences, but now they will talk about bias when hiring people. For this reason, they will work on the newspaper section related to classifieds. First, the teacher will project on the screen three job offers and the students will associate the vacants with an image that allows them understand what the job offer is about. Then, they will analyze each job offer to identify any job requirements.</p>	T- Ss	Reading and Speaking	30 minutes

Assessment: The teacher will walk among the students to answer doubts.

<p>Closure:</p> <p>Finally, the teacher will ask the students if the job requirements previously mentioned can be considered as employment discrimination. For this activity, the job requirements will be shown on the screen and the students will have three minutes to think their answer before sharing them with the class.</p> <ul style="list-style-type: none"> • Have you ever felt discriminated when asking for a job? • Do you think physical appearance is important to have the job of your dreams? • Do you think age is crucial to apply for some jobs? 	T-Ss	Speaking	15 minutes
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Job Offers

SITUATIONS VACANT

Stockman required 20 hrs/wk to feed bulls. Must be a non smoker, wear his hat with the peak to the front and be capable of wearing his pants around his arse not knees. Also needs to be able to divorce himself from his phone for more than 2 hrs at a time. This may turn into a permanent job.

Labourer required to help pour 800 cubic metres of concrete. Can be a smoker - but will not have time.

Career Opportunity

Sales Executive
Education qualification: Graduate / Masters.
 3 to 5 years experience as a sales executive in a reputed auto industries. Good looking, Smart & Hard working.

Sales Service Team
Education qualification: Education background is preferable from auto mobiles Engineering / Power.
 3 to 5 years experience as a sales service team in a reputed auto industries. Hard working, Good technical knowledge, Problem solving capability.

Please apply with in 7 (seven) days of this advertisement and send your application along with Bio-Data, two passport size photograph, copies of certificates, contact number to the following address.

HPM Auto Industries Limited
 Sharaf Ali Complex, 280/D, Nasirabad I/A Chittagong.
 Tel: 88 031 2584589, Fax: 88 031 2584590
 e-mail : carrer@hpmautos.com
 www.hpmautos.com

JOB VACANCY



We are looking for a bellboy and receptionist with following attributes.

- Male (Bellboy)
- Female (Receptionist)
- Not more than 26 years old
- Good looking and personality
- English speaking
- Minimum D1.

ROCKY PLAZA HOTEL PADANG
 Jl. Permindu No. 40 Padang
 Telp: 0751-840888
 m : hrm@rockyplazahotelpadang.com
 w : www.rockyhotelsgroup.com



ANEXO 4. Actividad de análisis de escenarios

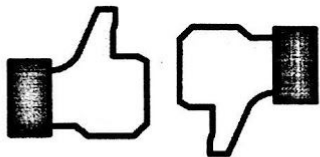
Second Situation

A young man says: "I don't have a girlfriend, so I'm happy to have a relationship with a "paper partner".

1.How do you think he feels? Pick out four adjectives from The Feeling Wheel to describe his feelings.

- _____
- _____
- _____
- _____

2.Do you agree or disagree with him? Tick the symbol.



Why? Complete the following text with your opinion.

(In case you agree with him) I think he is right because

(In case you disagree with him) I don't think he

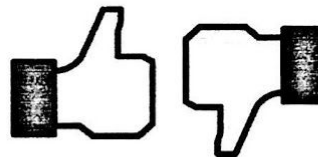
First Situation

A young woman says: "I don't have a boyfriend, so I'm happy to have a relationship with a "paper partner".

1.How do you think she feels? Pick out four adjectives from The Feeling Wheel to describe her feelings.

- _____
- _____
- _____
- _____

2.Do you agree or disagree with her? Tick the symbol.



Why? Complete the following text with your opinion.

(In case you agree with her) I think she is right because

(In case you disagree with her) I don't think she

ANEXO 4.1 RESPUESTAS A ANÁLISIS DE ESCENARIOS

E7:

First Situation

A young woman says: "I don't have a boyfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think she feels? Pick out four adjectives from The Feeling Wheel to describe her feelings.

- I think that she is serene
- " she is relaxed
- she is intelligent
- she is fascinating

2. Do you agree or disagree with her? Tick the symbol.



Why? Complete the following text with your opinion.

(In case you agree with her) I think she is right because

she doesn't have a boyfriend and her situation is very interesting for me. I don't know any person with

E5

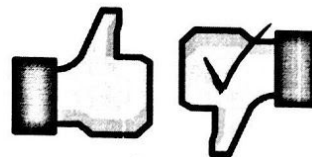
Second Situation

A young man says: "I don't have a girlfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think he feels? Pick out four adjectives from The Feeling Wheel to describe his feelings.

- I think he feels PENSIVE
- I think he feels INSIGNIFICANT
- I think he feels SENTIMENTAL
- I think he feels INFERIOR

2. Do you agree or disagree with him? Tick the symbol.



Why? Complete the following text with your opinion.

(In case you agree with him) I think he is right because

E1

Second Situation

A young man says: "I don't have a girlfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think he feels? Pick out four adjectives from The Feeling Wheel to describe his feelings.

- I THINK HE FEELS LOWEIN
- I THINK HE FEELS STIMULATING
- I THINK HE FEELS INSECURE
- I THINK HE FEELS BORED.

2. Do you agree or disagree with him? Tick the symbol.



Why? Complete the following text with your opinion.

(In case you agree with him) I think he is right because

E6

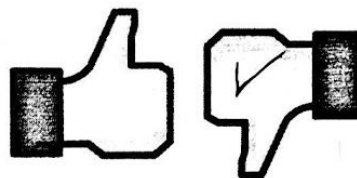
First Situation

A young woman says: "I don't have a boyfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think she feels? Pick out four adjectives from The Feeling Wheel to describe her feelings.

- I think she feels Fascinating
- I think she feels Creative
- I think she feels serene
- I think she feels Satisfied

2. Do you agree or disagree with her? Tick the symbol.



Why? Complete the following text with your opinion.

(In case you agree with her) I think she is right because

Free

E2

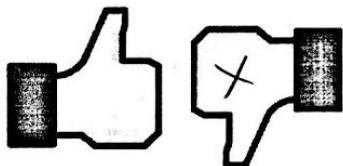
Second Situation

A young man says: "I don't have a girlfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think he feels? Pick out four adjectives from The Feeling Wheel to describe his feelings.

- I think he feels Insecure
- I think he feels Helpless
- I think he feels Frustrated
- I think he feels Skeptical

2. Do you agree or disagree with him? Tick the symbol.



Why? Complete the following text with your opinion.

First Situation

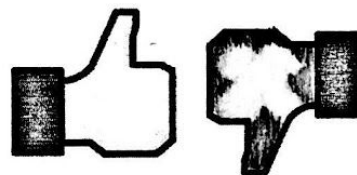
E4

A young woman says: "I don't have a boyfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think she feels? Pick out four adjectives from The Feeling Wheel to describe her feelings.

- I think she feels bored
- I think she feels confused
- I think she feels insecure
- I think she feels furious

2. Do you agree or disagree with her? Tick the symbol.



Why? Complete the following text with your opinion.

E3

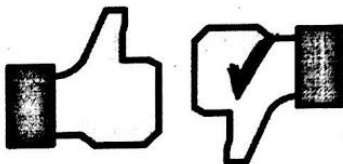
Second Situation

A young man says: "I don't have a girlfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think he feels? Pick out four adjectives from The Feeling Wheel to describe his feelings.

- I think he feels insecure.
- I think he feels lonely.
- I think he feels confused.
- I think he feels bored.

2. Do you agree or disagree with him? Tick the symbol.



Why? Complete the following text with your

E9

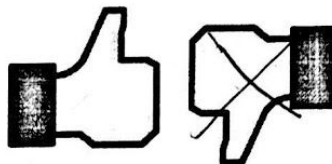
Second Situation

A young man says: "I don't have a girlfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think he feels? Pick out four adjectives from The Feeling Wheel to describe his feelings.

- I think he feels relaxed.
- I think he feels content.
- I think he feels loving.
- I think he feels serene.

2. Do you agree or disagree with him? Tick the symbol.



Why? Complete the following text with your

E8

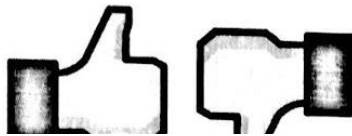
First Situation

A young woman says: "I don't have a boyfriend, so I'm happy to have a relationship with a "paper partner".

1. How do you think she feels? Pick out four adjectives from The Feeling Wheel to describe her feelings.

- I think she feels insecure.
- I think she feels insignificant.
- I think she feels inferior.
- I think she feels weak!

2. Do you agree or disagree with her? Tick the symbol.



ANEXO 5. PREGUNTAS DE LA PRODUCCIÓN ESCRITA FINAL

FINAL THOUGHTS!

- Have you ever felt discriminated when asking for a job?
- Do you think physical appearance is important to have the job of your dreams?
- Do you think age is crucial to apply for some jobs?

Anexo 5.1 Respuesta a preguntas de la producción escrita final

E7

- No, I have never been discriminated against looking for a job.
- No, the physical appearance isn't important for the job of my dreams!
- I think is important a good looking because any office is of customer service for students and family. Is necessary an administrative carrier.

E4

- Yes, I feel discriminated for my age and abilities.
- Yes, it is very important physical appearance is important because I have to related with other people
- No, I don't, age is not crucial.

E5

- I don't feel discriminated.
 - I think that the physical appearance is important because sometimes is to represent the company with their costumers or user.
 - I think that in Colombia the age is determinant to apply for some Jobs because in the offer to jobs specify the age and it is for women or men.

E6

- No, I don't have feel discriminated.
- The physical appearance is not important to have the job of my dreams.

- The age is a crucial fact to apply to some Jobs in our country because the companies prefer young people.

E8

- No, I have not felt discriminated against in any company.
- No, I think that the physical appearance is not so important to have the job of my dreams.
- Yes, in my country is important the age. The companies look for young people with a lot of experience.

E1

- No, I don't feel discriminated.
- Yes, I think physical appearance is important in some occasions because for example in my actuality job, I am image of all university.
- Yes, I think age is crucial to apply for some Jobs, because currently the companies and the industry prefer a young person to an old person.

E2

- Yes, I think there was discrimination by gender, the university where you are graduated or by age when asking for a job.
- I think that physical appearance is very important for any type of job, you appearance reflects your way of being or thinking.
- No, I think that the experience and the desire to job are more important that age.

Anexo 6. Modelo de la Entrevista

La siguiente entrevista tiene como fin poder evaluar las percepciones de los estudiantes del grupo “English for Administratives” de la PUJ sobre una serie de actividades con un componente de literacidad crítica.

Se define **Literacidad Crítica** como:

Una herramienta pedagógica que busca estimular a los estudiantes para que lean los diversos textos a los que están expuestos desde múltiples perspectivas- ya sea textos escritos y visuales, o prácticas sociales y culturales-. Entender qué voces y estructuras de poder promueven estos (los textos), y qué consecuencias tienen en nuestra sociedad. El paso final es que los estudiantes reflexionen juntos y negocien el significado de diversas situaciones para que su visión personal del mundo se enriquezca y actúen consecuentemente y de manera activa en la construcción de la sociedad por medio de acciones cotidianas, es decir, reescribiendo su realidad.

La fase de literacidad crítica en la que se centraron las actividades en las que participó el grupo fue de sensibilización.

A partir de esta definición y su experiencia en dichas actividades, responda a las siguientes preguntas:

1. ¿Para usted qué es ser crítico? ¿Lo considera importante?
2. Según la definición de literacidad crítica explicada previamente, ¿considera que las actividades de las clases centraban su atención en este aspecto?
3. ¿Considera que las actividades planteadas le permitieron pensar críticamente frente a los temas planteados? Si, es así ¿En qué sentido?
4. ¿Cree que las actividades lo incentivaron a reflexionar sobre algunas problemáticas existentes en el mundo real? Sí fue así, ¿cómo?

5. ¿Considera que las actividades le permitieron tomar una posición frente a las problemáticas presentadas y expresarlas? ¿Cómo se sintió al respecto?
6. ¿Le generó incomodidad escuchar las opiniones de sus compañeros y de la profesora cuando estas eran distintas a la suya? Con esto en mente, ¿considera importante escuchar las distintas voces de los estudiantes en el salón de clase?
7. ¿Este tipo de actividades fueron nuevas para usted o ya había realizado actividades similares?
8. ¿Siente que su nivel de inglés fue un impedimento para el desarrollo de las actividades? Justifique su respuesta. Dependiendo de la respuesta, se pregunta: ¿Recomendaría este tipo de actividades en clase para estudiantes de nivel inicial de inglés?
9. ¿Le hubiera gustado profundizar más en alguno de los temas propuestos a través de las actividades? ¿cuál? y ¿por qué?
10. ¿Cree que es importante incorporar este tipo de actividades en las clases de inglés en general?