Annex D

Didactic sequence

Exploring Topics Based on Students' Community to Facilitate the Creation of Multimodal Texts in a public University in Bucaramanga.

Institution: Universidad Industrial de Santander	Level/Grade: Fifth semester at the bachelor program. A2
Student-Teacher: Jessica Marcela Velandia Santamaría	**Dates:**
Driving question: How does the exploration of students' community's assets facilitate the creation of multimodal texts at Universidad Industrial de Santander?	**Time (weeks/hours):** 15 weeks
Main objective: To improve students' learning writing experience through the creation of multimodal chronicles around students' community assets.	**Specific objectives:** Increase students' opportunities to explore and represent their educational community using a range of meaning-making resources. Describe to what extent a Community-Based project helps students value their educational community. Analyze how students use different modes of communication to create meaning.
PEDAGOGICAL APPROACHES	

Task-Based Approach	Project-Based Learning	Community based learning.
This didactic unit includes a Task-based approach throughout the three main	This didactic unit attempts to create a different atmosphere in which	This project is based on the characteristics, principles, and contexts of

stages since students are required to develop tasks that include a variety of communicative activities that may guide them to enhance their communicative skills rather than their grammatical accuracy.

In addition, the three moments needed to achieve a task, align with the process students are going to follow to fullfill each of the activities carried out throughout the project: before the task, during the task and after the task. | students have the opportunity to integrate language learning with real-world practices. This didactic unit aligns with the keys of project-based: exhibition, multiple drafts, and critique. These keys are reflected throughout the three main stages, since first, students will create different drafts to check their progress, second, the final product will be exhibited in front of the UIS community, and finally, from the beginning of the implementation, students will have the opportunity to reflect on their own process through different feedback strategies. | Community-Based Pedagogies (CBP). Therefore, this project takes place in the the students' educational community at the university.

Throughout the three stages, students will carry out some activities in order to know and get close to the community assets such as mapping exercises, funds of knowledge, and interviews. In additions, the main purpose of this project aligns with the principles of a CBP since it intends to engage students in meaningful topics to create multimodal texts. |

ASSESSMENT

Assessment for learning	Assessment of learning	Game-oriented assessment
In my pedagogical intervention, I will provide different opportunities to monitor the progress of the students and their level of comprehension through formative assessment. This is evident in my didactic unit since I intend to gather information on the continuous process of my students' learning through:
● Co-assessment through group reflections.	During the pedagogical intervention, I will carry out a summative assessment in order to assess the level of achievement and performance of my students at the end of each stage. The assessment of learning will be evident in this didactic unit by gathering information on the knowledge, abilities, and attitudes through:
● Written tasks rubrics.	

● Checklist and rubrics to analyze the pertinence of the sources and information reviewed such as interview, books, online information. ● Self-assessment and peer assessment regarding the written drafts of the written text as part of the writing process. ● Self-assessment of the drafts and corrections to the action plan showing progress. ● Group discussion to reflect on what students have learned during each lesson.	● Final multimodal written text rubric. ● Oral presentation rubric.	

Stages 1: Exploring the community and first multimodal texts.	**Length: 3 weeks.**

Learning outcome:

Develop a descriptive paragraph on the assets found in their education community through a mapping exercise.

Common European Framework

RECEPTION
Reception activities
Oral comprehension
Overall oral comprehension:

➔ Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.
➔ Can recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.
➔ Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.

Understanding audio (or signed) media and recordings:
➜ Can understand in an interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided they speak slowly and clearly.

 Reading comprehension
Overall reading comprehension:
➜ Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
➜ Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

Reading for information and argument:
➜ Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail.
➜ Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.

Reception strategies:
➜ Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.
➜ Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.

PRODUCTION
Production activities
Oral production.
Overall oral production
➜ Can produce simple, mainly isolated phrases about people and places.
➜ Can give a simple description or presentation of people, living or working conditions, daily routines. likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list.

Sustained monologue: Describing experience:

➜ Can describe people, places, and possessions in simple terms.
➜ Can describe everyday aspects of their environment, e.g. people, places, a job or study experience.

Written production
Overall written production
➜ Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".

MEDIATION
Mediating a text
Relaying specific information:
➜ Can list (in Language B) names, numbers, prices and very simple information from texts (in Language A) that are of immediate interest, that are composed in very simple language and contain illustrations.
➜ Can list (in Language B) names, numbers, prices and very simple information of immediate interest in oral texts (in Language A), provided the articulation is very slow and clear, with repetition
➜ Can list (in Language B) specific information contained in simple texts (in Language A) on everyday subjects of immediate interest or need.

Processing text
➜ Can, with the help of a dictionary, convey (in Language B) the meaning of simple phrases (in Language A) on familiar and everyday themes.
➜ Can use simple language to convey (in Language B) the main point(s) contained in very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.
➜ Can copy out short texts in printed or clearly handwritten format.

Curricular theme(s):
★ **Cultural values** In this didactic unit, students will get close to the products, perspectives, people, and values of their educational community.
★ **Globalization:** In this didactic unit, students will define their own traits of their educational community identity.

Goal:	Language function:	Linguistic objective:
Identify the cultural values of their educational community.	- Describes products, places, and people within their educational community. - Describe characteristics of a culture.	• Use present simple tenses and adjectives to describe places, people, and objects.

Specific standards of competence	Performance indicators:	Content:
Listening: Understand different interviews and people describing their lives. **Writing:** Create a short written paragraph describing people. **Speaking:** Give short oral descriptions of places and people. Perform short interviews with their classmates to ask for personal information.	**Know:** Identify vocabulary and expressions to describe people and places. **Do:** Elaborate short paragraphs describing places and people. **Be:** Value the cultural diversity of their educational community. **Learn:** **21st Century skills:** **Learning and innovation skills:** - Critical thinking. - Problem-solving. - Communication and collaboration.	**Lexical:** - Members of the family. - Adjectives. - Routines. **Grammar:** - Present simple. - Present continuous - Wh questions in present simple and present continuous. **Pronunciation:** - Recognize sounds in short conversations /s/ /z/ /ch/ /sh/ - She pushes him. **Discourse:**

	Information, media, and technology skills:	● Sequence connectors.
	● ICT literacy.	**Sociolinguistic/intercultural:**
	Life and work skills:	● Value cultural diversity.
	● Flexibility and adaptability. ● Social and cross-cultural interactions.	
	Learning strategies:	
	● Planning ● Self-questioning and self-monitoring	

Resources:
● Reading worksheets ● Listening recordings ● Google drive ● Padlet

Stages 2: Funds of knowledge and Chronicles	**Length: 5 weeks.**
Learning outcome:	
● Modify written chronicles into multimodal texts. ● Create short multimodal texts based on peoples' life. ● Plan and undertake interviews to gather enough data for the writing of the final text.	

Common European Framework

RECEPTION
Reception activities
Oral comprehension
Overall oral comprehension:
- ➜ Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.
- ➜ Can recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.
- ➜ Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.

Understanding audio (or signed) media and recordings:
- ➜ Can understand in an interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided they speak slowly and clearly.

Reading comprehension
Overall reading comprehension:
- ➜ Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- ➜ Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

Reception strategies:
- ➜ Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.
- ➜ Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.

PRODUCTION
Production activities
Oral production
Overall oral production

➔ Can produce simple, mainly isolated phrases about people and places.
➔ Can give a simple description or presentation of people, living or working conditions, daily routines. likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list.

Sustained monologue: describing experience:
➔ Can describe their family, living conditions, educational background, present or most recent job.
➔ Can describe people, places and possessions in simple terms.
➔ Can describe everyday aspects of their environment, e.g. people, places, a job or study experience.
➔ Can give short, basic descriptions of events and activities.

Sustained monologue: giving information:
➔ Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.

Written production
Overall written production
➔ Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
➔ Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
➔ Can clearly signal chronological sequence in narrative text.

Production strategies
Planning
➔ Can recall and rehearse an appropriate set of phrases from their repertoire.
➔ Can work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express.

Monitoring and repair
➔ Can ask for confirmation that a form used is correct.

➔ Can start again using a different tactic when communication breaks down

MEDIATION
Mediating a text
Relaying specific information:
➔ Can list (in Language B) names, numbers, prices and very simple information from texts (in Language A) that are of immediate interest, that are composed in very simple language and contain illustrations.
➔ Can list (in Language B) names, numbers, prices and very simple information of immediate interest in oral texts (in Language A), provided the articulation is very slow and clear, with repetition
➔ Can list (in Language B) specific information contained in simple texts (in Language A) on everyday subjects of immediate interest or need.

Processing text
➔ Can, with the help of a dictionary, convey (in Language B) the meaning of simple phrases (in Language A) on familiar and everyday themes.
➔ Can use simple language to convey (in Language B) the main point(s) contained in very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.
➔ Can copy out short texts in printed or clearly handwritten format.

Curricular theme(s):
★ **Cultural values** In this didactic unit, students will get close to the products, perspectives, people, and values of their educational community.   ★ **Globalization:** In this didactic unit, students will define their own traits of their educational community identity.

Goal:	Language function:	Linguistic objective:
Define their own traits of their educational community identity.	● Describe cultural characteristics. ● Ask for personal information. ● Describe people, places and traditions.	● Produce simple sentences about characteristics of people celebrations and places orally and in writing.

	● Retell peoples' stories.	● Exchange information about characteristics of people and places through questions and sentences in a simple conversation simple conversation.
Specific standards of competence	**Performance indicators:**	**Content:**
Listening: Understand different interviews and people describing their lives. **Reading:** Identify the characteristics and elements from a reading text **Writing:** Write short multimodal texts about peoples' stories. **Speaking:** Perform short interviews with their classmates to ask for personal information.	**Know:** ● Identify how to create interviews. ● Recognize characteristics of chronicles. **Do:** ● Formulate questions to ask for personal information. ● Elaborate short multimodal texts. **Be:** ● Value the cultural diversity of their educational community. ● Show respect of other peoples' life. ● Participate actively in the activities proposed. **Learn:** **21st Century skills:**	**Lexical:** ● Childhood and upbringing. ● Remembering and forgetting. ● Features and sights. ● Adjectives for describing places. **Grammar:** ● Past simple and past continuous. ● Used to and would. ● Comparative and superlatives. ● Different ways of comparing. **Pronunciation:** ● Past simple -ed ending. ● Stress and /ə/ sounds in comparative phrases. ● Sentences stress in polite questions. **Discourse:** ● Retell past events.

	Learning and innovation skills: ● Critical thinking. ● Problem-solving. ● Communication and collaboration. ● Creativity and innovation. **Information, media, and technology skills:** ● ICT literacy. ● Information literacy. **Life and work skills:** ● Flexibility and adaptability. ● Social and cross-cultural interactions. **Learning strategies:** ● Planning. ● Self-questioning and self-monitoring. ● Evaluation.	● Compare and contrast. **Sociolinguistic/intercultural:** ● Skills to listen and obserb. ● Value the cultural diversity. ● Skills to analyze, interpret and relate. ● Learning through interaction.

Resources:

Recordings

Reading worksheets

Rubrics
Multimodal texts
Interview formats

Stages 3: Systematizing the local experiences and creating the multimodal texts.	Length: 8 weeks.
Learning outcome:	
- Outline the information gather through interviewing the people from the community. - Create multimodal written texts based on the knowledge acquired from the community. - Show their final multimodal texts to the UIS community.	
Common European Framework	
RECEPTION *Oral comprehension* *Understanding audio (or signed) media and recordings:* ➔ Can understand in an interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided they speak slowly and clearly. *Reading comprehension* *Reading for information and argument:* ➔ Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail. ➔ Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people. *Reception strategies:* ➔ Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject. ➔ Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.	

PRODUCTION
Production activities
Oral production
Sustained monologue: giving information:
- ➜ Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.

Addressing audiences:
- ➜ Can give a short, rehearsed, basic presentation on a familiar subject.
- ➜ Can give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions.

Written production
Overall written production
- ➜ Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
- ➜ Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
- ➜ Can clearly signal chronological sequence in narrative text.

Creative writing
- ➜ Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.
- ➜ Can create short, simple imaginary biographies and simple poems about people.
- ➜ Can give very short, basic descriptions of events, past activities and personal experiences.
- ➜ Can describe everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences.

Production strategies
Planning
- ➜ Can recall and rehearse an appropriate set of phrases from their repertoire.
- ➜ Can work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express.

Monitoring and repair
- ➔ Can ask for confirmation that a form used is correct.
- ➔ Can start again using a different tactic when communication breaks down

MEDIATION
Mediating a text
Relaying specific information:
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Processing text
- ➔ Can, with the help of a dictionary, convey (in Language B) the meaning of simple phrases (in Language A) on familiar and everyday themes.
- ➔ Can use simple language to convey (in Language B) the main point(s) contained in very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.
- ➔ Can copy out short texts in printed or clearly handwritten format.

Analysis and criticism of creative texts (including literature)
- ➔ Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.
- ➔ Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connections between them.

Curricular theme(s):
- ★ **Cultural values** In this didactic unit, students will get close to the products, perspectives, people, and values of their educational community.
- ★ **Globalization:** In this didactic unit, students will define their own traits of their educational community identity.

Goal:	Language function:	Linguistic objective:
Portray the assets from students' educational community.	To narrate in a chronicle way events of people.	Use linking words to connect paragraphs. Use different tenses to narrate events.

Specific standards of competence	Performance indicators:	Content:
Listening: Understand the main and specific information from an oral conversation. **Reading:** Undertand the main and specific information from a reading text. **Writing:** Outline and create drafts from a chronicle. Elaborate a multimodal written texts. **Speaking:** Perform rehearsed presentations to talk about topics from my interests.	**Know:** ● Recgonize how to create interviews. ● Characteristics and elements of a chronicles **Do:** ● Outlining. ● Elaborate multimodal texts. **Be:** ● Value the cultural diversity of their educational community. ● Show respect of other peoples' life. ● Participate actively in the activities proposed. **Learn:** **21st Century skills:**	**Lexical:** ● Word families ● Work ● Say and tell ● Adverbs for telling stories. **Grammar:** ● Future forms. ● Future clauses with if, when, unless, etc. **Pronunciation:** ● Strong and weak forms of have. ● Linking in time phrases. ● Polite intonation in questions. ● Hearing the difference between past simple and past perfect in connected speech.

	Learning and innovation skills: ● Critical thinking. ● Problem-solving. ● Communication and collaboration. ● Creativity and innovation. **Information, media, and technology skills:** ● ICT literacy. ● Information literacy. **Life and work skills:** ● Flexibility and adaptability. ● Social and cross-cultural interactions. **Learning strategies:** ● Planning. ● Self-questioning and self-monitoring. ● Evaluation.	**Discourse:** ● Connectors of sequence. **Sociolinguistic/intercultural:** ● Skills to analyze, interpret and relate. ● Learning through interaction. ● Value cultural diversity.

Resources:

Canva Recordings

Rubrics

Reading texts.

This didactic unit will be carried out to students from the undergraduate program at UIS during the second academic term of 2022. These fifteen weeks will be divided into three main stages: *(1) Exploring the community and first multimodal texts, (2) Funds of knowledge and Chronicles, and (3) Systematizing the local experiences and creating the multimodal texts.* During each stage, students will be developed some tasks in order to achieve the main and specific objectives of this pedagogical intervention. Therefore, regarding the characteristics and objectives of this pedagogical intervention, I considered appropriate to follow the principles of a Project-Based Learning approach since PBL provides students with long-term, interdisciplinary and students-centered activities that approach students to the real-world issues and practices (Chard, 2006). The latter aligns with the principles of Community Based Projects, since this pedagogical intervention attempts to give students the opportunity to explore their educational community in order to boost students' consciousness in their local contexts and may promote cultural identity. As Clavijo and Ramírez (2019) including life experience and students and teachers' funds of knowledge in the classroom enrich the academic curriculum and allow students to connect real life experience to the classroom.

This didactic unit also fulfill with the keys needed to achieve a successful project: Exhibition, Multiple drafts, and Critiques. As I mentioned above, this pedagogical intervention is divided into three main stages, in which students will be required to complete different small tasks such as outlines, drafts, and short multimodal paragraphs. Those multiple drafts will be kept in a journal, so students can evaluate and reflect on their own process. Regarding Critique Key, it is worth mentioning that during each stage, teacher will provide room for formal critique sessions so students can learn from each other's feedback in a structured and safe context. And finally, since this project attempts to highlight and increase awareness

of the assets available in the students' educational community, the multimodal products created by students will be exhibit to the UIS community.

With regard the assessment part, for this didactic unit I decided to take into account the principles of assessment provided by Pastor (2003), who defines assessment as the systematic gathering of information to make decision. Assessment will also give me the opportunity to detect difficulties or challenges in my students and make immediate decisions to overcome them. Therefore, this didactic unit will integrate in each class some strategies of formative assessment including peer-, co-, and self-evaluation. Those strategies will help teacher and students to set learning goals, increase students' performance, and foster students' self-regulation on their learning process. In addition, summative assessment will be also part of this didactic unit since it is required to grade our students' performance. Thus, by the use of rubrics to grade the micro-tasks and the final product, I intend to summarize the progress of the students at the end of each stage with a grade.

Finally, bearing in mind the post-method characteristics, this didactic unit will undertake a view of the language as a dynamic, non-linear system that allows representing, interpreting and understanding the world. Therefore, for this pedagogical intervention, a multimodal perspective of the language will be addressed since new forms of communication, visual representation of information, and cultural and linguistic diversity become crucial aspects in the construction of meaning. (New London Group, 1996; Jewitt, 2005; López, 2014; Álvarez, 2016). In this didactic unit, I provide students opportunities to develop intercultural communicative skills throughout different activities such as the mapping exercise, funds of knowledge, and interviews to the peoples from the community. The above become an opportunity for them to explore new cultures, and develop skills and abilities to reach communication and increase respect to their diverse identities. In addition, students will take advantage of the target language as an excuse to represent all the input gather from the interviews to create multimodal texts as an opening not only to improve writing skills, but also to increase students' knowledge and awareness of the different cultures within their educational community.

References

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