



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“THE SOCIOCULTURAL IMPACT IN EVERY DAY ENGLISH  
TEACHING AS A FOREIGN LANGUAGE”**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA  
EXTRANJERA, MODALIDAD EN LÍNEA**

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**CAMPUS AJUSCO**

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJES DE INGLÉS COMO LENGUA EXTRANJERA**

**FINAL PROJECT**

**"THE SOCIOCULTURAL IMPACT IN EVERY DAY ENGLISH TEACHING AS A FOREIGN LANGUAGE"**

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**JUNE, 19<sup>TH</sup> OF 2022.**



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**FINAL PROJECT**

## Table of Contents

<b>INTRODUCTION.....</b>	<b>5</b>
<b>CHAPTER 1: PHILOSOPHY AND THEORY.....</b>	<b>8</b>
<b>1.01 MY TEACHING PHILOSOPHY .....</b>	<b>8</b>
<b>1.02 THEORY BEHIND MY TEACHING PRACTICE .....</b>	<b>10</b>
<b>1.03 THEORETICAL BASIS .....</b>	<b>11</b>
<b>CHAPTER 2: METHODOLOGY AND PRACTICE .....</b>	<b>17</b>
<b>2.01 LESSON PLAN.....</b>	<b>22</b>
<b>2.02 EVALUATION AND ASSESSMENT.....</b>	<b>44</b>
<b>2.03 MATERIALS EVIDENCE.....</b>	<b>50</b>
<b>2.04 GRADING RUBRIC FOR WRITING ASSIGNMENT .....</b>	<b>52</b>
<b>2.05 EVIDENCES.....</b>	<b>53</b>
<b>CHAPTER 3: EXPERIENCE REPORT.....</b>	<b>56</b>
<b>3.01 OUTCOMES.....</b>	<b>56</b>
<b>3.02 RESULTS AND EVIDENCES.....</b>	<b>63</b>
<b>CHAPTER 4: CONCLUSIONS.....</b>	<b>65</b>
<b>CHAPTER 5: APPENDIXES AND APA REFERENCES.....</b>	<b>67</b>
<b>5.01 DECLARATION LETTER.....</b>	<b>67</b>
<b>5.02 BIBLIOGRAPHY.....</b>	<b>69</b>

## INTRODUCTION.

Through this document you will find how much I have learned and the applications for language teaching and learning that I found during my daily practice as an English teacher. For that reason, I strongly believe in the importance of reflecting in our way of teaching and also what we teach, therefore this project is based in two parts; the first part, *reflection* which is based on my background as a second language learner and how I develop and improve my second language skills during my time in and out the classroom as a L2 student.

When talking about *reflection* it is right to cut quickly to remember, think, or even assume that something is right or wrong, but when talking about teaching practice specifically talking about how languages are learned and how they should be taught, well that brings a huge variety of opinions and discussions. For that reason, this work will approach the ways on how second languages are learned and how they should be taught according to the different theorists, their concepts about L2 acquisition and learning, as well as their hypotheses and communications models.

Teaching in a new language, it can be seen why it is important to know, why the grammar structure of a language works the way it does, as well is very important for students to interact with people that are native speakers of another language, for the reason that language has arbitrariness in its nature so therefore the functional linguistic of the language in this case English, is very questioned to the point where the learners of the language get confused. That being said, the following project attempts to make an intervention on how the teaching practice works under the different models of language teaching in a non-native language context.

The very essence of how students learn a new language and the way teachers should give a new approach to a foreign language and L2. EFL teaching and learning is to help and to

be helped communicating and by extension to express thoughts, ideas, emotions and so on.

Learning a new language needs to be a simultaneous use of the four language skills in real life applications. It is crucial for EFL as well as ESL teachers to develop strategies that can be applied in real life situations and design activities focused in the target language addressing the issue when students have difficulties learning a new language.

This takes us to the reflection about how we approach these four language skills, the way we work with them in a classroom and the way our students respond to our teaching practice. Also, why it is very important to guide them to reach their full potential when referring to a new language.

In the following paper is the set of results of how the four skills of languages are integrated into the classroom and the relation that could have if we decide to bring technology with it, as an extension or means to work through the L2 in the classroom.

Because of the not recent but well known pandemic situation for the Sars-COVID 19 virus, all the approaches were directly immersed in the technological field, and as a part of it the digital era for education had more participation nowadays.

So, by the personal experiences as an EFL teacher, it has been proved that every teacher no matter if it is in a L1 or L2 teaching, needs digital material that could be put to good use, during this sanitary contingency, fortunately for students, living in almost complete digital era, pushes the interest for students in classes, there is a good opportunity for teachers to design and apply technological strategies or to adapt strategies from other contexts in to another classroom.

The main aim of this paper work is to talk about teaching activities that resonate on the four skills of language and by extension to the way they should be taught especially during the listening lessons.

This project will be covering the reflections on how to best teach the four skills of language according to the COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES, so this is a good opportunity to analyze the teaching practice.

Letting aside the fact that Reading, Writing, Speaking and Listening constitute a whole set of language skills, now they will be analyzed and placed as a two-group set.

## CHAPTER 1: PHILOSOPHY AND THEORY

### 1.01 MY TEACHING PHILOSOPHY

At first the teaching philosophy used was guided by humanism which intends that every human being should be recognized as unique, and by that matter treated differently from one another. This means in terms of education to identify our students' interests and that knowledge and feelings go hand-in-hand in the learning process.

However, now having learned more and more about how a second language and a foreign language are taught and learned, the philosophy has added in to cognitivism, which explains how by helping students explore and understand how ideas are connected. Asking students to justify and explain their thinking. Using visualizations to improve students' understanding and recall.

Considering cognitivism as a very important school of school of thought, this due the experienced learned by students building up through the conditions and the interaction placed by the teacher, so mixing up a little bit with the roles of the teacher when it comes to language learning and teaching. We can find that the teacher is the responsible for creating the conditions that met the necessary criteria for students to develop their language skills and by extension provide the spaces where students will put into practice their competencies of the language.

So, yeah I find that humanism and cognitivism as the key to the learning as well the acquisition of languages, no matter if it is a formal or informal learning, in order to be proficient in another language and to communicate in a L2, students must embrace an atmosphere which is set by the teacher.



For this work it is very important to encourage young people to keep developing their skills and also to try to be better and never be afraid to learn something new. That's why I love to keep preparing myself and I'm never conforming to staying in one specific place.

Through English teaching since 2009, since this path was taken, this teacher realized that it was necessary to be more and more prepared, because I had the need to better explain myself to my learners. Many times, as teachers we have to face the question "why and sometimes we are not fully aware when this word it's going to pop out.

So being a teacher is a big, demanding, and challenging role, because teaching practice is always changing and we have the need to be fully prepared for the new teaching challenges. Our learners need that.

And currently it is believed that teaching as well as learning a second language is difficult as it is very interesting and challenging, this does not mean that for any instance that we stop encouraging our students and stop providing them with materials and scenarios on which they have to solve language problems in real-life situations. But I still believe that unless you need to express your thoughts in another language, that is when they will engage in their own language.

The continuous preparation led to the study of this specialization and it has been nothing but a great asset to professionalization in the teaching – learning field, although there is still a lot to learn, having experienced some theories and learning strategies as well as some communication models that were not known until now. Because in the teacher's experience as an English teacher, one never finishes preparing itself.

So, the teaching philosophy had to change again, being known as humanism, which states that it is student-centered, **so students are encouraged to take control over their education**. They make choices that can range from daily activities to future goals. Students are encouraged to focus on a specific subject area of interest for a reasonable amount of time that they choose.

## 1.02 THEORY BEHIND MY TEACHING PRACTICE

At the age of 19 this educator started teaching English in elementary school for the **Coordinación de Inglés en Educación Básica en Tamaulipas** at that time he was attending two first grades and sixth second grades, It was remembered that the first day in the classroom, It was not a lesson plan to follow, because when at 19 years old, this English teacher had just left the Engineer career, because he wanted to become a teacher, and he had not begun to study the Pedagogy career, so nothing was known about how to teach or teaching strategies, only the basics were known, and it also did not have any induction course, so as you can see, it was very hard to manage around the classroom. Although one thing was clear: discipline. because it used to be thought that the first thing you needed to get the students what you wanted them to do was to pay attention and the easiest way was by setting a comprehensive set of rules. And hence it was providing a self-centered class environment, that is the classic teaching practice on which the teacher says, orders or instructs and by consequence the student follows.

And with no interaction whatsoever among the students, only repetition with oral and written exercises, never mind the design and creation of didactic material, so it could be easier for students to know and learn the aim of each activity, because most part of the time it lacked on planning what I wanted for my students to achieve.

However, this started to change when how to plan lessons, how to design materials, and think of objectives, but I still lacked one thing "Teaching practice", therefore it was necessary to change the teaching practice. Because in order to change it, to make it more dynamic, to get students involved with the language, to make them interact between them. the way it was taught must be changed. So, by making use of playful activities, it started by asking if the students wanted to play word games. Sometimes it was played with no goal to reach, just the intention to sensitize them with the language, and it worked but, when teaching at a higher level (college). It was noticed that interaction with high level groups was less than the interaction with small level groups (elementary), that put to the thought that maybe the reason why they did not interact with the language or even among

them, it was because their elementary English teacher was not in the interactive like more of a traditional classroom where the teacher explains the topic and then instructs the activity, so the students can follow.

Like in **Structuralism**, teachers are sometimes more focused on the importance of the structure of the language than if it is functional. The teaching structure of language is important but it is more important to see if it works for communication purposes.

Therefore, as teachers it is necessary to know the needs and also the learning styles of the students so we can help them communicate in another language, because that is the finality of communication to express our own thoughts, and beliefs.

Because students are not native speakers of the language like **Noam Chomsky** said in his approach called **Generative Linguistics** which assumes that a native speaker – hearer has the language competence and is capable of identifying incorrect grammar utterances. Which is true, people here in Mexico can identify mistakes from non- native speakers of other countries, only by the mere fact that they were raised and had interacted their whole life with the language that is their **L1** or mother language.

So now the searching to provide the students with an environment as if they were native English speakers. Like according to **Krashen's Acquisition Language Theories**, these theories can be summarized as: Learners acquire language when exposed to “comprehensible input,” i.e., language that is a step beyond their current level of language proficiency (i+1). The emotions of a language learner can interfere or assist with language acquisition. By the way, it is very hard because of the context of living in a Hispanic country, so they are only exposed to English when they have our class.

And finally, it is vital for our students in order to be communicative competent in more than one language, to teach English as a *Social Practice*, so they can use language in real life scenarios to express thoughts, feelings, intentions in general within different and bast cultures, here is where **Byram's Model of Intercultural Competence** comes into play, because according to his model every human must have the ability to acquire new

knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

### 1.03 THEORETICAL BASIS

People change through time and by this, it means that the diversity of learning is very big, people learn what they need in very different ways and different means. When a person genuinely learns a second language or another language in general it is because he/she has been exposed to that context, and the difficulty relies precisely on the learning styles, because in order to be communicative competent, people have to use their learning style. Whether it is visual, **auditory, reading, writing, or kinesthetic**. They need to use them to engage completely in the language. So, a good teaching practice needs to prioritize the learning styles of the students.

Let us start with this phrase "*Good teachers plan their classes*" this means that a teacher should always know what to teach, in what way and the purpose of what they are teaching, because the social practice of the language requires the three basic components which define the means on which teaching practice should be held, these are: *doing with the language, knowing about the language and being through the language*. These should be the fundamentals for language teaching.

However, in order to meet those three components in the social practice under language teaching we must consider the models, strategies and techniques of communication.

The very essence of how students learn a new language and the way teachers should give a new approach to a foreign language and L2. That is why we will proceed to talk about the schools of thought that are concerned to the research and study of Second Language Acquisition (SLA), Generative Linguistics, Sociocultural – Theory, the differences between acquiring a language and learning a new one, Krashen's Hypotheses, and we will analyze the concepts of Input, Intake, Interaction, Output. All this to try out procedures and apply knowledge about how to engage students into the language.

## **Stephen Krashen's Hypothesis**

It has been very clear what the differences between Second Language acquisition and Foreign Language are. **Sociocultural Theory**

SLA began as a discussion about the relationship between the mind and social and cultural factors, that is why researchers ignore the interactions and the social dimensions of the social environment. In a Sociolinguistic matter the SLA does not exclude the complexity of context, the nature multiplicity of language which means sociocultural theory of mind considers L2 not as a psycholinguistic process.

Also, all the different theories on which learning – teaching practices and methods work on. The most important fact that must be pointed out is that SLA is a premise for English language teaching as the awareness of how a language is acquired, by all means is necessary to have this thought in mind at all times when handling a L2 language class.

Even though SLA puts all the elements of language learning on the spot, other theories must be considered in order to pick the one that better fits each classroom reality.

## **The Natural Order Hypothesis**

According to Krashen's Natural Order Hypothesis, children can acquire a L2 grammatical structures in the same way on which their learn their first language, this means that while children learn their first language they do in a predetermined "natural order" in other words children learn grammar structure from the simple ones to the more complex grammar structure, this idea is the based for the natural order on which students should learn an L2 and why we teach the way we teach, starting on a level of sensibilization and moving on in the complexity of grammar structure and articulation of the language.

This can match **Chomsky's Linguistic Grammar** theory which stands that every infant has the ability to develop grammar structures according to the context or L1 on which it is being raised, so Natural Order is basically the hypothesis of how people acquire language through their lives, setting the order on which infants start learning the words and the

association that those words and the meaning they possess are related to the situation on which they are going to be used.

### **The Monitor Hypothesis**

This hypothesis explains how the acquisition process is different from the learning process, so for the acquisition process its goal is the initiation of utterance structure. While for the learning process its goal is to reflect and to "monitor" the grammar structure in the written and oral production of language.

And in order to apply this hypothesis in the classroom Krashen suggests on use the monitor hypothesis in the classroom in the following ways:

Teach grammar to the appropriate students, this means to recognize the level of language knowledge in every student. And by this the one responsible for the correcting part of the language learning not necessarily must be the teacher, this role can also be accomplished by other advanced learning student or even a native speaker of the foreign language, so the main point in this hypothesis is that every language conversation or interaction can be monitored by the teacher or any individual that possess a higher level of domain knowledge over the one that has lower domain can be analyzing the level and the way they are handling the conversation.

### **The Input Hypothesis**

On this hypothesis Krashen uses industry terminology which refers to the raw material before its final presentation, and in language Krashen uses it to talk about the type of exposure of the language that is comprehensible for students, he calls this language exposure **input**.

For this it has been stated on this hypothesis that students develop knowledge of how to acquire language structures and how they do it in a specific way, this means that this hypothesis shares some points with the *natural order hypothesis*. However, it is necessary to state that for students to acquire this kind of knowledge there must be a comprehensible level of input.

Krashen states that the level of this comprehensible input is defined by the learner's current level of development in the language and as *i* and the level beyond that as *+1* meaning that any level higher than this will be not comprehensible at all for the student. We can conclude that with correct and enough exposure to the language and material, our students will be motivated and challenged to keep developing their language skills and they would not feel that it is too hard or too easy to abort a new knowledge.

### **The Affective Filter Hypothesis**

This hypothesis proposes conditions for the students can learn and be motivated at the time of learning. Learning a L2 is a very hard process when students are not in the mood, feel anxious or unsortable, because they are afraid of criticism and mistakes.

So, these conditions have to drop the level of the affective filter to reach learning levels and propitiate improvement in the students. In other words, the lower the affective filter gets, the easy to understand the input for the students is going to be and more advantages will the student get.

### **Input, Intake, Interaction and Output**

We can say that L2 places students in another context for communicating with native speakers from another language or country, and to achieve this, students must be exposed to multiple sources of input. Some of these sources are given by the teachers or the people in charge of explaining and facilitating the lessons and knowledge on which students interact and learn through L2.

Students can also provide an important source of input, this can be achieved by working and collaborating with their classmates and by discussing topics provided by the teacher, making questions about topics and most importantly interacting with each other to produce oral input.

Producing oral input in my personal opinion is one of the main sources on which students learn to structure and construct sentences in another language. This is a fact because

students can also produce input by reading or writing something or by writing a note and reading it out loud.

The knowledge of acquiring language in this process or learning is called *intake*, now intake is the result of the student's exposure to comprehensible input, this concept is also taking from industry, and it refers to the knowledge that was taken and processed by the student, which means is the actions or methods that's students go through in order to learn the language.

Intake is a very important part of the learning process of a language, that leads us to the interaction, in fact ***The Interaction Hypothesis*** proposed by Michael Long, says that interaction is a great opportunity for students to practice language and develop their L2. He believed that the meaning of the language can be negotiable and it could be adjusted when L2 learners interact with native speakers of the target language, in this case English, who are more competent interlocutors to help L2 learners connect with the target language.

This means that learners will be provided with feedback, clarification requests, confirmation checks and reformulations from the native speakers, making L2 learners more aware of their mistakes when communicating in another language.

Regardless of the situation of exchanging information with native speakers of the language, the intention of meaning is more important in the way of interact in a L2 language, that is why all class environments should be suited in order for students to use language to learn that language, this means that learners must be directly interacting in a full L2 language situation no matter of the topic so they can gain confidence on what they are trying to do, which is communicate in a L2 language.



### Stephen Krashen's Hypothesis

<p><b>Acquisition / Learning</b></p> <p>According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'</p>	<p><b>The Natural Order Hypothesis</b></p> <p>The implication of natural order is not that second or foreign language teaching materials should be arranged in accordance with this sequence but that acquisition is subconscious and free from conscious intervention. This hypothesis relates to acquisition, not to learning.</p>	<p><b>The Monitor Hypothesis</b></p> <p>Asserts that a learner's learned system acts as a monitor to what they are producing. In other words, while only the acquired system is able to produce spontaneous speech, the learned system is used to check what is being spoken.</p>
<p><b>The Input Hypothesis</b></p> <p>This states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced.</p>	<p><b>The Affective Filter Hypothesis</b></p> <p>The affective filter hypothesis basically explains that language cannot be learned if a learner is blocking the learning process.</p>	

SLA Theories



## CHAPTER 2: METHODOLOGY AND PRACTICE

The topic that I chose to work with was Present Perfect, because in the interdisciplinary project, which is guided by a project methodology, students have to present the project in three phases in order to integrate all three of them and turn it into the final project.

What I find very interesting is, the way my perception has changed during this specialization, because when analyzing my lesson plans I discovered that I was lacking many important aspects that would improve my teaching practice.

The first aspect that I identify as a challenge is how students' development was very low, the class was held almost 100% in English to avoid triangulation, so obviously there was a language barrier.

This is like stated above due to the fact that almost 90% of the students do not use their foreign language skills.

The Present Perfect is used for many different functions, for example; to talk about actions which started in the past and are still continuing, another use for present perfect are actions which happened in some unknown time in the past.

The target skills on which the lesson plan was designed were Listening and Writing, because my methodology was focused more in the production of written and oral texts, according to the identified issue derived from the diagnostic test.

Now, according to the curriculum that I am working with and the expected learning outcomes shown in the syllabus or Plan y Programa para Educación Media Superior, students from High school education must be B2 or CENNI12, all this following the mastery levels from the Common European Framework of Reference for Languages (CEFR), all High School student in Mexico must be B2.

Another aspect that I found during my intervention Project, following the Investigation-Action methodology was that L1 students were very shy to participate in class. This was a big challenge, to the fact that I stated before, that students that are not very

familiar with a L2 have problems when it comes to participate in a lesson, besides or whereas the skill was.

Here is when one of Stephen Krashen's theories popped out. He prioritizes the natural order of things. This in Language teaching means; that we must lower the **affective filter**, which is a way of measuring how comfortable or uncomfortable our students are when they have to participate in class.

That will help us to better read our audience, because if the **affective filter** is rising our students will not agree or feel the enough confidence to participate or express in writing texts. Continuing with the interdisciplinary project the first phase was that student's analyze and check what problems they have to identify in society and how the Sanitary Contingency derived from COVID-19, have impacted in na negative way their community, this due the fact that is a historical event.

Making use of the present perfect, they can talk about their own experiences and express themselves where they must consider their context and try to explain, what will happen if we do not start to take consciousness on how to take care of themselves and others and how those actions impact their community. And the Present perfect will help them to take examples of historical catastrophes like natural disasters or even social tragedies or even health issues like the Pandemic by COVID-19, the last one related or in collaboration with the subject of Mexico's History II or Social Sciences Introduction.

During the three phases of the project, the use of CALL and LMS was crucial, because of the pandemic the first part of the semester was held in online classes, which brought a great opportunity to work with Teaching-Learning platforms, various were used to developed grammar, and like Chomsky stands in his **Generative Grammar theory**, most of the use of the grammar is logical and automatically developed by Native speakers of the language, how ever Non-native speakers like our students, have a hard time dealing with the correct way to structure sentences or even big chomps of information.

So in order to provide quality teaching. We must consider the fact that our students are not communicative competent enough, so analyzing the different approaches in English

Language Teaching and Learning, it is wise to accept that maybe we need to change the way we teach.

The last phase of the project has to do with the sociocultural contexts of the communities that conform to the society where we live. and how they were affected, so part of the integration of the different traditions and customs that every culture has on dealing with Covid quarantine.

During this period I made use of the approaches related to ELT but it was until I started to recognize the micro and macro skills in my teaching practice, when I realized that my students have been having incomplete assignments thus they have not developed their full potential.

Now what are the micro-skills and the macro-skills? The micro-skill is concerned with producing the smaller chunks of language such as phonemes, morphemes, words, collocations, fluency and phrasal units.

While, the macro-skill implies the speaker's focus on the larger elements such as accuracy, discourse, style, cohesion, nonverbal communication, and strategic option. However, considering the reality of where you are teaching is a huge aspect to deal with. Because for the first activity, students were asked to make use of a dictionary to build up vocabulary, and try to fill in graphic organizers or even completion activities.

Are we teaching what we are supposed to teach?

Another aspect to consider is the input hypothesis, also known as the (i+1) from Stephen Krashen, which states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level. Which is related to how we are going to help them build vocabulary using words that they might understand, in order to create or even learn new ones based on what they already know.

For the second activity, students worked with the structure of the present perfect in order to create small but meaningful sentences, by simple exercises and presential class participation with simple didactic material available in the classroom  
All this will be applied in every phase of the Interdisciplinary Project.

The project has a rubric of how the development of the student will be assessed and how the final project will be evaluated by this criteria and to check if it matches the learning outcomes.

So, working with these hypotheses had guided me to the assessment and evaluation of the activities that ended in the production of the interdisciplinary project.

## 2.01 LESSON PLAN

1. Lesson plan identification cell.	
Author	Jose Luis Ayar Munguía
Educational stage	4th Semester High School education / Upper intermediate.
Title of your Lesson plan	"LIFE EXPERIENCE"

<p>Learning Objective of the plan/Competency</p>	<p>Basic disciplines of language and communication:</p> <p>Expected learnings:</p> <ul style="list-style-type: none"> <li>• It raises assumptions about the natural and cultural phenomena of its environment based on the consultation of different sources.</li> <li>• Produces texts based on the normative use of the language considering intention and communicative situation.</li> <li>• Identifies and interprets the general idea and possible development of a message, oral or written, in a second language, using prior knowledge, non-verbal elements and context.</li> <li>• Communicates in a foreign language through a logical, oral or written discourse, consistent with the communicative situation.</li> <li>• It uses information and communication technologies to investigate, solve problems, produce materials and transmit information</li> </ul>
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	To present past experiences with an effect on the present, orally and writing, using the present perfect that allows to reflect on the consequences of the actions as a social being in its context.
Communicative skill considered	Listening and Writing.
State of the following options	New unit/block topic
Functions	To talk about past experiences with an effect on the present, orally and writing.
Main Grammar structure	Present perfect
Other Grammar structures	<p>The present perfect is composed of two elements, the first called auxiliary, which is not the verb in Spanish (tener) "have/has" in the simple present and a main verb that is used in participle form.</p> <p>To be able to work with any tense we have to use verbs, which represent the actions formed by the subject. Remember that in English we have two</p>



	<p>groups of verbs : Regular and Irregular verbs.</p>
<p>Brief description of the plan</p>	<p>The teacher shares a video with his students, where sentences are presented in the present perfect tense. Students make a timeline with each of the events occurring in the video.</p> <p>Then the teacher initiates the explanation of how to structure the Present Perfect.</p> <p>Teacher the assigns simple activities on the workbook of English 4</p> <p>The Interdisciplinary Project has three phases; the first phase consists of job opportunities during the Covid 19 pandemic.</p> <p>The second phase consists of the design of a Health Protocol for students and the safety return to presential classes.</p> <p>The third phase is about working between classmates and discuss the following questions:</p>

	<p>What are some of the activities that you like doing during the COVID?</p> <p>After COVID restrictions were lifted, what activities have you done lately?</p> <p>How do you feel about doing such activities?</p> <p>Do you think that your life is different after COVID? Why?</p> <p>They must prepare a podcast or a video and share their opinions with other classmates.</p>
Hours of the plan implementation	6 hours
Number of sessions	3 sessions of 2 hour each.
Contents required for the lesson	Happy experiences that you have lived
Link of the content	<a href="https://www.youtube.com/watch?v=p5mYR6tYJBk">https://www.youtube.com/watch?v=p5mYR6tYJBk</a>

	<a href="https://www.youtube.com/watch?v=QFZBdu0iiEQ">https://www.youtube.com/watch?v=QFZBdu0iiEQ</a>
EEAILE tutor online	Rosa Isela Avila Sánchez

<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Session number</b>
<b>Activation of prior knowledge</b>	Teacher asks his students to make verbs cards, in order to create a memorama of verbs in Spanish in present, past, and past participle.	Students work in the development of three-part foldable (interactive material) to make a list of verbs in present, past, and past participle and this is used as material interactive to work on memorizing verbs.  Students write a list of verbs used in the	<b>00</b>

		session and search for their meaning in Spanish to build up their glossary.	
<b>Connection with new learnings</b>	The teacher guides the students to carry out an activity on placements. Students make their list of collocations in the notebook	Table of collocations Visit - a country Fly – in airplane Catch – the bus Have – dinner Meet – someone famous Ride a horse Travel by ferry	<b>01</b>
<b>Grammar: present perfect</b>		The student searches the use and function of the present perfect using the technologies available in its context and elaborates a	<b>01</b>

		<p>graphic organizer that includes function, structure, and examples.</p> <p>He also use independently consult the didactic material available in google Classroom, and analyzes the grammatical structure of the present perfect and elaborate exercise.</p> <p><a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_perfect/Present_Perfect_with_for_and">https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_perfect/Present_Perfect_with_for_and</a></p>	
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		<a href="#">since_ph893853g</a> t	
<b>Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]</b>	The teacher presents a powerpoint on the interrogative form of the present perfect once seen questions the students and if necessary, the teacher explains the use and function of the present perfect for expressing experiences.	The teacher guides the students to the elaboration of an organizer where you ask the question; What teens like to do in their free time?  The organizer can include categories such as Friends, family, food, entertainment, sports,  In such a way that they express what they like to do.	<b>01</b>

<b>Listening</b>					
<b>Step of the lesson</b>	<b>Step of the lesson</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Evaluation</b>
<b>Vocabulary</b>	<p>The teacher asks the students to make some cards.</p> <p>verbs, to make a memory of verbs in Spanish, present, past and past participle</p>		<p>Video</p> <p>cards / paper</p> <p>Markers</p>	<b>01</b>	Check list
<b>Grammar: present perfect</b>		The student investigates the use and function of	<p>Video</p> <p>Worksheets</p>	<b>01</b>	Graphic organizer / checklist

		<p>the present perfect</p> <p>using the technologies available in its context and elaborates a</p> <p>graphic organizer that includes function, structure, and examples.</p>			
<b>Listening</b>	The teacher asks the students to listen to the track and	The students identify verbs in the past participle to	Exercises auditory	<b>02</b>	checklist



	identify specific information.	solve exercise compréhension auditive.			
<b>Writing</b>					
<b>Step of the lesson</b>	<b>Step of the lesson</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Evaluation</b>
<b>Writing</b>	The teacher makes a powerpoint presentation in which explains the use of expressions to express tastes and preferences , like, enjoy, love, hate		Video: likes <a href="https://www.youtube.com/watch?v=DDrEzIHv3nQ">https://www.youtube.com/watch?v=DDrEzIHv3nQ</a> Worksheet: like / hate /love + gerund <a href="https://es.liveworksheets.com/worksheets/en/English_as_a">https://es.liveworksheets.com/worksheets/en/English_as_a</a>	<b>03</b>	Grammar chart



	<p>computer and the canon; the teacher shows a text model that describes the collage that was introduced at the beginning. In this, it includes the present perfect, likes and preferences , accompanied by text (sentences) that give support to the images</p>	<p>their texts and support their peer review organizing ideas and writing of the sentences</p>			(Rubric)
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	<p>presented. Based on the example of  teacher, students prepare their final learning project  and write the information for the podcast about the tastes and  preferences you have learned from personal experiences .</p>				
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Didactic Sequence.

English III	Unit 2: Story Tellers.	Competencies map	
Lesson 2, Page-40, GO3  Page-25 workbook.	Opening:  The teacher explains the aim of the lesson and the procedure to achieve the expected learning  “Writing a text where he describes activities that he did or learned in the past, which favor the application of their different forms, allowing him to interact collaboratively, to describe and present them in class with the support of visual material”. As well as the criteria of  Evaluation that are considered to evaluate.	Linguistic  Competencies.	Generic  Competencies.
		CL4. Produces texts using the appropriate forms of the language, in accordance with his/her communicative purpose.  CL10. Identifies and interprets the general idea and possible development of a spoken or written message, using	GC4. Listens to, interprets and gives messages that are relevant to the context, selecting the appropriate medium and code.  GC8. Participates and collaborates effectively in groups.  GC10. Respects

<p>Lesson 2, Page-33, GO3 course book.</p>	<p>Diagnostic evaluation of the unit.</p> <p>The teacher asks the student to solve the diagnostic activity in order to identify the student's prior knowledge.</p>	<p>his/her previous knowledge, non-verbal clues and context.</p> <p>CL11.</p> <p>Communicates in the foreign language in spoken or written</p>	<p>cultural diversity, beliefs, values, ideas and social practices.</p>
<p>Lesson 2, Page-40. GO 3. Workbook, Page-26.</p> <p>This activity can be handled as homework.</p>	<p>Connection activity.</p> <p>Vocabulary: Every day activities. The teacher presents a poster of different people doing different activities and asks the students to describe what the people are doing. The teacher writes some sentences on the board and</p>	<p>discourse and in accordance with the communicative purpose or situation.</p> <p>CL12. Uses information and communication technology to do research,</p>	

	<p>complements the sentences in his workbook.</p>	<p>solve, problems, produce materials and share information.</p>	
<p>Page-27, Workbook. (Complementary task).  Lesson 2, Page-40. GO 3. Track 6.</p>	<p>Development.  Vocabulary: regular and irregular verbs in past  The teacher presents a list of 20 verbs to the students, and asks them to investigate and classify the regular and irregular verbs in bins.  Invite the students to explain the difference.  The teacher presents an exercise.</p>		

	<p>Language in context:</p> <p>Teacher presents a dialogue on page 40 with the section Tune in, track 6 of lesson 2, Students will listen to track 6 and then answer the questions on page 40 of course book GO3.</p>		
<p>Lesson 2, Page-41. GO 3.</p> <p>Workbook, Page-28, assessment activity.</p>	<p>Closing.</p> <p>The teacher presents a listening comprehension exercise on the Tune In section, track 7, asks the students to identify specific information about the activities that people did on the Day of the Dead celebration.</p>		



	Vocabulary Booster. Page 41, GO3 course book.		
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## 2.02 EVALUATION AND ASSESSMENT

Teachers' use of language assessment to guide students' language proficiency development and academic achievement. It takes a use-focused approach to assessment in order to engage teachers in discussions about the positive benefits of assessment for guiding teaching and learning; the conflicting roles of teachers in the use of assessments that serve different purposes; and the practical challenges teachers experience when designing, using, and evaluating specific assessments.

These discussions will help teachers to develop the competence and confidence required to make informed judgements about their assessments practices and to justify their decision-making processes.

To have a better idea of what the difference between assessment, testing and evaluation is, we must retake the meaning of these concepts.

- **Test:** we used it to examine someone's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached.
- **Assessment:** Is the documenting knowledge process, skills, attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements, as

opposed to simply being judged. In an educational context, assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning.

- **Evaluation:**Is the process of making judgments based on criteria and evidence.

### **The Relevance of Assessment in Language Teaching and Learning.**

Assessment is one of the most important aspects of language teaching and learning. Assessment has two main purposes: to make summative evaluations and to provide instructional feedback to help learners progress. Both summative and formative assessments can be formal (standardized) or informal (classroom-based).

Assessment plays an important role in the process of learning and motivation. The types of assessment tasks that we ask our students to do determine how students will approach the learning task and what study behaviors they will use.

#### **Evaluation model.**

#### **Interdisciplinary Activity**

**Activity : Care against Covid-19 and share opinions about it**

#### **Objective:**

- **To explore ideas related to actions related to COVID.**
- **Talking about life after COVID**

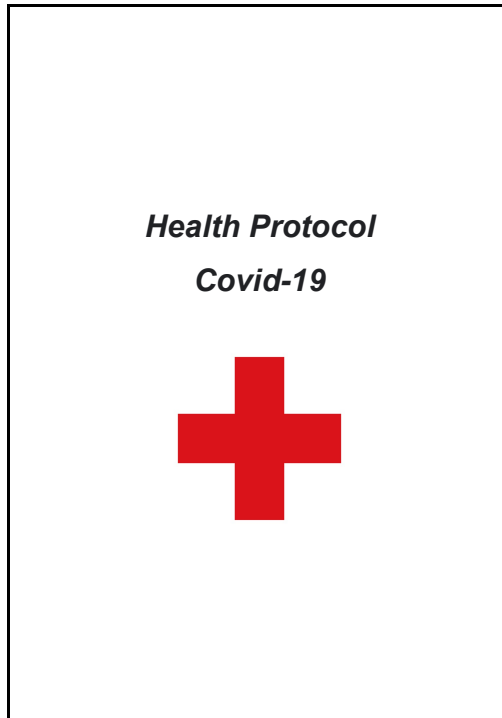
**1. Watch the video about Covid and the impact that has in the people's lives. And job opportunities.**

<https://www.youtube.com/watch?v=nGv3QSDByII>

<https://www.youtube.com/watch?v=nGv3QSDByJI>

	I'm sorry but I think you regret it if you let this opportunity go.
	Well if you go to Japan you will meet many new people, besides it sounds like a great opportunity
	Pretty good. Thanks! How's your new job going?
	That is true, in fact I'll learn more if I move there. The other thing is that if I live there I'll have to study Japanese and I'm terrible at learning languages.
	Wow! Japan sounds like a great opportunity for me.
	I know, I know. But you should talk to your parents if I accept the job.
	That's not a problem if you can be in touch with them online you should accept. It's a great opportunity.
1	Hi! Jason. How are you doing?
	I know, but I don't like the idea so much. I mean if I move to Japan I won't be able to go out with my friends.
	Oh great! Actually, they've offered me a position in Japan.
	That's not a problem if you can be in touch with them online you should accept. It's a great opportunity.
	I know you didn't pass Spanish when we were in high school

**2.Design a *Health Protocol* for students and the safety return to presential classes.**



**3. Prepare a podcast or a video. Share your opinions with other classmates.**



**Assessment Criteria.**

**The following is the criteria for this activity:**

- **Identify specific information in a video.**

- Complete the comprehension questions.
- Comments and shares ideas about a specific topic.

<b>COLEGIO DE BACHILLERES DEL ESTADO DE TAMAULIPAS</b>				
<b>CHECKLIST</b>				
<b>English 4 Module 2</b>				
<b>Learning outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Use the Present Perfect to describe activities.</b>				
<b>2. Analyze the structure of the Present Perfect.</b>				
<b>3. Identify specific information in a text.</b>				
<b>4. Find specific information in a conversation.</b>				

5. Express how my life would be if I were a boy or a girl				
6. Identifies information Covid Pandemic.				
<b>Planning the learning</b>				
New words did I learn in this module?	How can I improve my English?			

**Rubric: The following rubric includes the criteria that the teacher will consider to evaluate the evidence from this period.**

## 2.03 GRADING RUBRIC FOR WRITING ASSIGNMENT

Evaluation Criteria	PERFORMANCE LEVEL			
	AUTONOMOUS	OUTSTANDING	ENOUGH	NOT YET ENOUGH
Researches concepts for exercise understanding reader.	Researches the concepts for perform the exercise of correlation	Research the concepts for perform the exercise of correlation	Research the concepts for perform the exercise of correlation	The investigation of the translation of the vocabulary about the topic environmental stands incomplete

<p><b>Identifies information specific in a text about “conducts irresponsible expose us in the pandemic of coronavirus”.</b></p>	<p><b>Identifies the information specific to all the reagents proposed for comprehension of the video.</b></p>	<p><b>Identify the information specific to the 80% of reagents proposed for the understanding of video.</b></p>	<p><b>Identify the information specific to the 70% of reagents proposed for the understanding of video.</b></p>	<p><b>Identify the information specific to the 50% of the reagents proposed for the understanding of text</b></p>
<p><b>Structures conversation to develop comprehension hearing about</b></p>	<p><b>Structure s conversation about new</b></p>	<p><b>Elaborate conversation about new words</b></p>	<p><b>Elaborate conversation about new words</b></p>	<p><b>Does not elaborate conversation about new words</b></p>



<b>“conducts irresponsible expose us in the pandemic of coronavirus”.</b>	<b>words</b>			
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## 2.04 MATERIALS EVIDENCE

Activity activation:


**Activity 1:**  
Objective: To identify experiences.

Choose the correct verb for each picture.

play / ride / win / go / travel / bake / eat / go / be /

 _____ a motorcycle	 _____ sushi	 _____ by plane
 _____ to Cancun	 _____ basketball	 _____ a cake
 _____ in a amusement park	 _____ an sword	 _____ camping

3. Explore: Watch the following video.

 Complete the table with examples from the video.

<https://www.youtube.com/watch?v=yL8Fp7ksSUI&list=PLMdOhnSbz1fGzBmfma9O7fTnXaKKwMAM&index=11>

Present Perfect Tense	
Structure	
Affirmative form	Negative form
Examples:	Examples:
<b>Usage 1:</b>	
Examples:	
<b>Usage 2:</b>	
Duration	Present perfect + for
Specific time	Present perfect + since
Examples:	

Introduction:

Chart, vocabulary and completion sentences.

53 tareas 1 ingles\_yemmy.jpg

2. Use a dictionary to investigate the verbs in past participle.

Simple Present	Past participle	Simple Present	Past Participle
Go	GO	Play	PLAYED
Be	BECOME	Work	WORKED
See	SAW	Travel	TRAVELLED
Win	WON	Live	LIVED
Ride	RIDED	Sleep	SLEPT
Eat	EATED	Put	PUT
Have	HAD	Shin	SHINED

Assessment Criteria: Activity 1. YEIMY CRISTAL LOPEZ FRANCISCO. GRUPO: 410

The following is the criteria for this activity:

- Completed the vocabulary exercises
- Investigates verbs in past participle.

3.2 Grammar: Present Perfect

Activity 2: Talk about your experiences.

Objective: To identify specific information in a video.

1. Language in context. Complete the conversation.

Have you taken 'baked' notes?

Estel: Have you ever DOWN a website?  
 Peter: No, I haven't. DOWN a motorcycle?  
 Estel: Really? That sounds fun!  
 Peter: How often do you have you ever PLAY a video?  
 Estel: Yes, I have. I TRAVEL every weekend for six months.  
 Peter: Why would one want to learn something new this summer?  
 Estel: Yes, you should do it.










2. Check the vocabulary section. Exchange information with your partner.  
 What activities have you done?  
 Example: I have played basketball. / I have won a sports award.

2.1 Vocabulary.

Activity 1.  
Objective: To identify experiences.

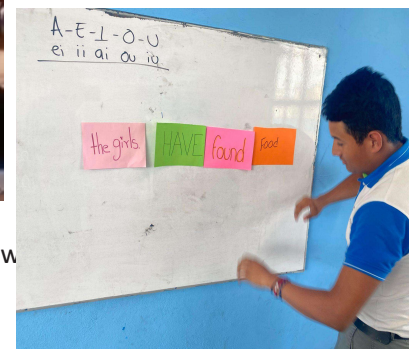
Choose the correct verb for each picture. YEIMY CRISTAL LOPEZ FRANCISCO. GRUPO: 410

play / ride / win / go / travel / bake / eat / go / be /

		
<u>RIDE</u> a motorcycle	<u>EAT</u> sushi	<u>GO</u> by plane
		
<u>TRAVEL</u> to Cancun	<u>PLAY</u> basketball	<u>BAKE</u> a cake
		
<u>BE</u> in a amusement park	<u>WIN</u> an award	<u>GO</u> camping

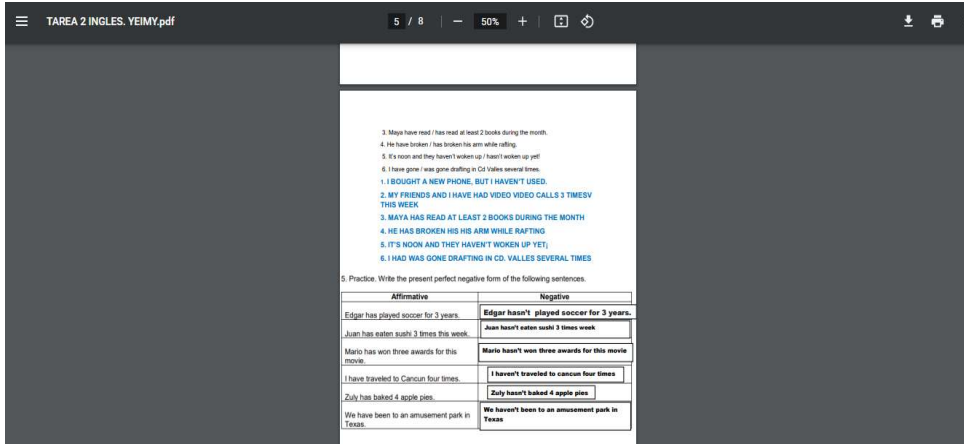
## Development.

To evaluate the lesson, students have to play a memory game in order to master the vocabulary and the grammar tense of each verb.



Students showed a very good attitude towards the activities after the w

## 2.05. Evidence.



3. Explore: Watch the following video.

Complete the table with examples from the video.

<https://www.youtube.com/watch?v=yL8Fp7ksSUI&list=PLMdOhnSbz1fGzBmfima9O7TnXaKKwMAM&index=11>

Present Perfect Tense Structure	
Affirmative form	Negative form
Examples: <b>JENNY HAS BEEN TO FRANCE</b>	Examples: <b>HE HASEN'T BEEN SINK</b>

Usage 1:		
Examples:	<b>JENNY HAS BEEN TO FRANCE</b>	<b>JENNY HASN'T BEEN TO FRANCE</b>

Usage 2:		
Duration Specific time	Present perfect + for Present perfect + since	
Examples:	<b>SHE HAS FOR HIS DAUGHTER A 3-YEAR-OLD CAT</b>	<b>I HAVE An EXAM THE FRIDAY</b>

## CHAPTER 3: EXPERIENCE REPORT

### 3.01 OUTCOMES.

There are many ways to evaluate all four language skills and the aspects that may be needed to design assessments to check the student's progress. One of those ways will be working with the **rubrics**, another could be the **check list** suggested by the UAC, which is the academic unit for competencies, and the rubric used for highschoolers according to the common framework of reference for languages levels.

Other ways of evaluation could be **standardized tests**, **project methodology**. Standardized tests are designed to hold teachers, students, and schools accountable for academic achievement and to incentivize improvement. They provide a **benchmark for assessing problems and measuring progress**, highlighting areas for improvement. Project methodology on the other hand It allows a **child to demonstrate his or her capabilities while working independently**. It shows the student's ability to apply desired skills such as doing research. It develops the student's ability to work with his or her peers, building teamwork and group skills.

So, an assessment of language learning serves one of two functions: either **to measure learners' proficiency without reference to a language course**, or to measure the extent to which they have achieved the goals of a particular program of learning.

Why is it important to have this in mind? Because the way the student's skills in L2 are going to be measure and it is important to follow that improvement, in order to have a well-built background or point of reference to see how much L2 learners have grown during our teaching practice and as also important to check if, we need to change our strategies related to teaching a FL or a L2.

In this case the rubrics for the activities selected are presented as it follows:

Nivel CENNI	Subnivel CENNI	Horas estimadas de estudio para alcanzar el nivel	Possible Referencia al Marco Común Europeo de Referencia para las Lenguas (Common European Framework of Reference Levels)	Possible referencia al Canadian Language Benchmarks				
Experto	Promedio	20	1301 hrs o más.	N/A	N/A	N/A	N/A	N/A
Avanzado Superior	Sobresaliente	19	1251-1300 hrs	PROFICIENT	C2+	STAGE III ADVANCED PROFICIENCY	12	Fluent
	Promedio	18	1001-1250 hrs		C2		11	Adequate
	Suficiente	12	901-1000 hrs		C2-		N/A	N/A
Avanzado	Sobresaliente	16	851-900 hrs		C1+		10	Developing
	Promedio	15	801-850 hrs		C1		9	Initial
	Suficiente	14	701-800 hrs		C1-		N/A	N/A
Intermedio Superior	Sobresaliente	13	651-700 hrs	INDEPENDENT	B2+	STAGE II INTERMEDIATE PROFICIENCY	8	Fluent
	Promedio	12	601-650 hrs		B2		7	Adequate
	Suficiente	11	501-600 hrs		B2-		N/A	N/A
Intermedio	Sobresaliente	10	451-500 hrs		B1+		6	Developing
	Promedio	9	401-450 hrs		B1		5	Initial
	Suficiente	8	351-400 hrs		B1-		N/A	N/A
Elemental	Sobresaliente	7	321-350 hrs	BASIC	A2+	STAGE I BASIC PROFICIENCY	4	Fluent
	Promedio	6	281-320 hrs		A2		3	Adequate
	Suficiente	5	201-280 hrs		A2-		N/A	N/A
Inicial	Sobresaliente	4	161-200 hrs		A1+		2	Developing
	Promedio	3	141-160 hrs		A1		1	Initial
	Suficiente	2	101-140 hrs		A1-		N/A	N/A
Preliminar	Promedio	1	51-100 hrs	N/A	N/A	N/A	N/A	N/A


For this group the usage of **evidence portfolios** is necessary, as is the use of **Project methodology** so they can start integrating every phase of the **Transversal Project**, which according to COBAT is the way students can identify themselves with their community and to put what they have learned in class.

**The Checklist** is a very useful tool when it comes to evaluate students 'progress. It allows the teacher to track the progress according to what is expected on the lesson plan. The following is a checklist that is being used with the group 411 (formerly 311).

<b>Autonomous 4</b>	<b>Outstanding</b> <b>3</b>	<b>Sufficient</b> <b>2</b>	<b>Not enough sufficient yet</b> <b>1</b>
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It is important to establish markers so we can have a point of reference when grading the learners' skills.

This is the Checklist used when evaluating the **learning outcomes**.

<b>COLEGIO DE BACHILLERES DEL ESTADO DE TAMAULIPAS</b> <b>CHECK LIST</b>	 <b>COLEGIO DE BACHILLERES DEL ESTADO DE TAMAULIPAS</b>			
<b>ENGLIS 3 BLOCK 2</b>	<b>PLANTEL 17</b>			
<b>Learning outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1.Classify regular and irregular verbs.</b>				
<b>2.Analyze the simple past form to talk about events.</b>				
<b>3.Analyze the use of past progressive to talk about events.</b>				

<b>4. Identify specific information about past events.</b>				
<b>5. Write a short story about an event in the community</b>				
<b>6. Describe an anecdote</b>				

**Planning my learning**

<b>What new words did I learn in this unit?</b>	<b>How can I improve my skills?</b>
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And as a plus there are other rubrics that prove useful when following students 'skills of proficiency. These rubrics will be divided into types:

The first one is to check the Receptive skills of the students, and is ranked as it follows;



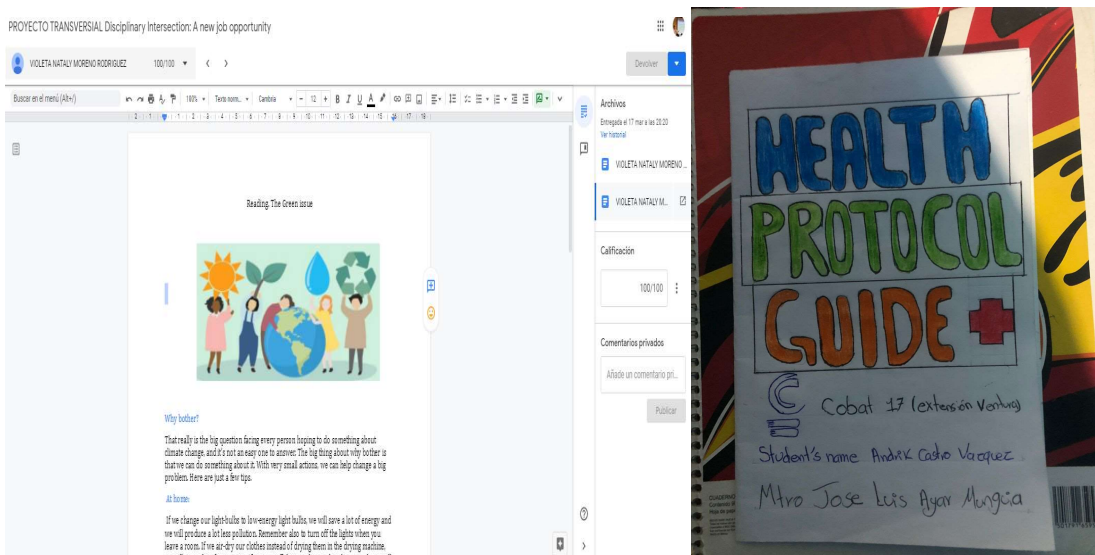
4	Intermediate	<ul style="list-style-type: none"> <li>• Can read and understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension</li> </ul>
3	Early Intermediate	<ul style="list-style-type: none"> <li>• Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</li> <li>• Can identify unfamiliar words from the context on familiar topics related to his/her interests.</li> </ul>
2	Advanced Beginning	<ul style="list-style-type: none"> <li>• Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading or listening again as required.</li> </ul>
1	Beginning	<ul style="list-style-type: none"> <li>• Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</li> </ul>

The second part of the Rubrics is the one that helps the teacher to track the Productive skills of students:

4	Intermediate	<ul style="list-style-type: none"> <li>• Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, clearly marking the relationship between ideas, communicating spontaneously with good grammatical control.</li> </ul>
3	Early Intermediate	<ul style="list-style-type: none"> <li>• Can communicate with some confidence on familiar routine and non-routine matters related to the students' interests. Can exchange, check and confirm information, deal with less routine situations and explain something that is a problem.</li> </ul>
2	Advanced Beginning	<ul style="list-style-type: none"> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and</li> </ul>

		<p>routine matters to do with work and free time.</p>
1	Beginning	<ul style="list-style-type: none"> <li>Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</li> </ul>

### 3.02 RESULTS AND EVIDENCES



PROYECTO TRANSVERSAL/INTERDISCIPLINARY PROJECT

YURIDIA GARCIA MORENO 100/100

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Archivos

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Ver historial

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PROYECTO TRAN...

Calificación

100/100

Comentarios privados

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Publicar

11:37 p. m.

<https://classroom.google.com/u/1/g/tg/NDY1OTgxMzg0NDU3/NTMzMMD1MzY5MMD1#u=MTY5ODg2NDEwNTY&t=f>

PROYECTO TRANSVERSAL/INTERDISCIPLINARY PROJECT

YURIDIA GARCIA MORENO 100/100

Devolver

INGLES PROYECTO TRANSVERSAL FASE III.docx

MATTER: ENGLISH

STUDEN'S NAME:  
**XOCHITL ARELY CRUZ RAMOS**  
**YURIDIA GARCIA MORENO**

TEACHER: **JOSE LUIS AYAR MUNGUIA**

GROUP: **410**

DATE OF DELIVERY: **TUESDAY, JUNE, 9th 2022**

Página de 2

PLAZA REYNOSA TAMAULIPAS

Archivos

Entregada el 9 Jun a las 17:04

Ver historial

INGLES PROYECT...

PROYECTO TRANSVERSA...

Calificación

100/100

Comentarios privados

Añade un comentario ...

Publicar

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PROYECTO TRANSVERSAL/INTERDISCIPLINARY PROJECT

YURIDIA GARCIA MORENO 100/100 Devolver

INGLES PROYECTO TRANSVERSAL FASE III.docx

**1.- ¿What are some of the activities that you like doing during the COVID?**  
 Most of the time I did activities to distract myself, like drawing, listening to music, going for a walk.

**2.- ¿After COVID restrictions were lifted, what activities have you done lately?**  
 Outdoor walks, meetings with friends and family.

**3.- ¿How do you feel about doing such activities?**  
 I feel freedom no longer being in isolation and being able to

Archivos  
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 Ver historial

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 PROYECTO TRANSVERSA...

Calificación  
 100/100

Comentarios privados  
 Añade un comentario ...  
 Publicar

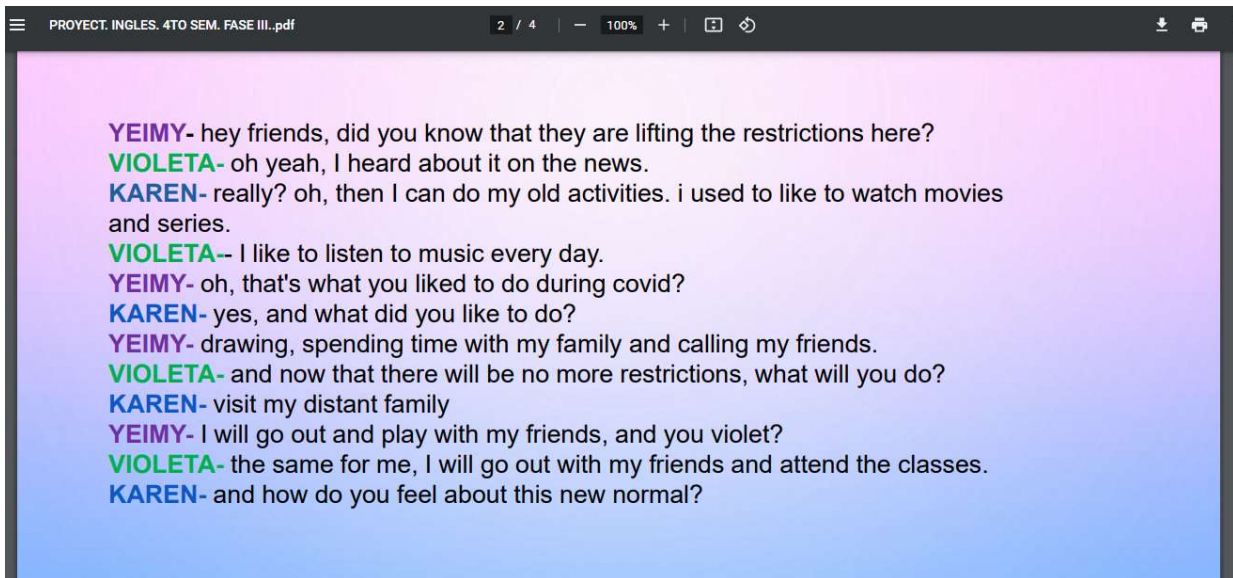
Página 2 de 2

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COLEGIO DE BACHILLERES DEL ESTADO DE TAMAULIPAS  
 COBAT

- ❖ COBAT 17 EXTENSION VENTURA
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- ❖ ASIGNATURA: INGLES IV
- ❖ S3. TAREA 8 INTERDISCIPLINARY PROJECT
- ❖ GRUPO: 410

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## CHAPTER 4: CONCLUSIONS

During the time I spent doing this assignment I have realized that teaching really goes beyond planning classes, activities and materials. Teaching is a lot more than that, and a lot of colleagues do not seem to see this perspective, because I used to think a lot like them before analyzing all the objectives from research approaches. Teaching needs a real purpose, because we are interacting with people that are eager to learn, implying the need for knowledge and in the case of teaching English the need to communicate in another language.

Teaching is a whole compound of strategies, techniques and experience of the teacher. Also it is a fact that language skills have different approaches, because they are not expressed the same or they do not have the same objective.

Being able to understand and comprehend the meaning of words and the construction of new vocabulary is an indisputably hard task, however it is nevertheless very satisfying to

discover that L2 students are slowly identifying their mistakes and trying to improve at the same time.

By the well selection of activities that actually make a difference when it comes to teaching/learning a foreign language. Targeting the problem of teaching English is a complex process that needs to be considered as a major relevance issue, because classroom scenarios are not as flexible in real life situations as it is in the classroom, for this reason we need to be more practical when teaching a language and also, to make use of all the resources at our disposal, all kinds of technologies provided by any source and as well as crucial, the correct input to help students understand words and their meaning and intention.

Because, what is not language? If it is not for understanding the ideas and feelings of other language users. Taking this as a departing point. We can say that teaching English by incorporating technology into the classroom is more than a teaching strategy, as it is meant with the solid purpose of deeply analyzing and reflecting on what individuals have learned and what they will learn.

In order to produce communication skills, teachers need to expose students to a well-organized and coherent input, one that can be easily understood by your students and may be an audience that has no relation with the class so ever.

Allowing teachers to show their students a good example of what they are expecting from them to learn, because they need to see how it is done, so they can try to do it even better.

Of course, it is important to use traditional ways of teaching, but it is more important to consider the students way of learning so as teachers we can match them with our ways of teaching, this contrast and variety of styles instead of reducing the success in an EFL classroom will provide enough feedback to ensure proficiency of L2 learners and will make better teachers of us.

## CHAPTER 5: APPENDIXES AND APA REFERENCES

### 5.01 DECLARATION LETTER

June 22<sup>th</sup>, 2022

#### DECLARATION LETTER:

I, Erick Flores Ramirez, declare that the following **FINAL PROJECT “THE SOCIOCULTURAL IMPACT IN EVERY DAY ENGLISH TEACHING AS A FOREIGN LANGUAGE”**, is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged?

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at [http://eeaille.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaille\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm) *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfhb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”*

#### *Definitions and Examples*

*The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.*

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*TITULO QUINTO: De las sanciones y recursos.*

*CAPITULO 1. De las sanciones*

*III. Baja definitiva en los siguientes casos:*

*d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor.”*



JOSE LUIS AYAR MUNGUIA

Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>

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