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TIC Y EL APRENDIZAJE AUTÓNOMO AL ENSEÑAR LA LENGUA INGLESA A LA GENERACIÓN Z EN LA ACTUAL ERA DIGITAL

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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AN EDUCATIONAL INTERVENTION PROPOSAL FOR TEACHING AND LEARNING ENGLISH AS EFL

ICT AND AUTONOMOUS LEARNING WHEN TEACHING ENGLISH TO GEN Z IN TODAY´S DIGITAL AGE

RESEARCH WORK

TO EARN THE DIPLOMA IN

THE SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGN LANGUAGE

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INTRODUCTION

Culture is an important factor to take into account when teaching and learning a language. Language, as part of culture, is a living entity linked to all activities of human endeavor. It is not possible to start with a process of teaching and learning a language without considering its environment of origin and the nature of the environment where it is going to be taught. Culture encompasses beliefs, customs and traditions that make up the personality of the individual.

Another important factor is the concept of social order. Social order can be observed within national societies, geographical regions, institutions and organizations, communities, formal and informal groups, and even at the scale of global society (Cole, 2019). Practices, values, beliefs, and culture change over time to give birth to other social orders. These elements must be taken into account in the field of education to update teaching and learning mechanisms and adjust them to the interests and nature of current generations.

The social order that we are currently experiencing is called the Digital Age and the inhabitants born in this era are called digital natives. The present generation, with whom we are working in the classroom is called Z (Dimock, 2019). If we think about the age of today's education workers, we will see that the youngest teachers-in-service today would be about 25 years old of age. So, if the current teachers-in-service, including the youngest teachers are from the last century, we are probably not matching with the reality that our current students are experiencing and therefore, nor with their interests and perception of the world.

And things get even more complicated if the curricula are from the 19th century, put into practice in classrooms by 20th century teachers and applied to 21st century students. Our current students, called digital natives, are inhabitants of this new social order and we teachers are migrants in it. Therefore, only the commitment, responsibility, and sensitivity of what it means to be a teacher and knowing that we are working with people, will give us the tools to make the necessary adjustments and update teaching materials, techniques, and strategies so that things work well in the classroom.

The development of technology that has led societies to a way of life totally different from the lifestyle of the 19th and 20th centuries, requires different tools to interact in the dynamics imposed by the current Digital Age. Among these tools, there are those of a personal nature in which we as individuals have to equip ourselves with strategies, techniques, skills, and abilities according to the historical moment in which we live so that we can interact in this social dynamic.

In the field of education, the Digital Age has forced us to proceed in different ways to harmonize with the current reality. To a greater or lesser extent, there has been resistance among the teaching staff, administrative staff, students, and parents who cling to continue acting in the way of the last century. This attitude has caused educational proposals in line with the current digital age to encounter resistance, since the vast majority of the aforementioned actors feel more comfortable with the procedures of the conventional school, still very strong in the present. As Eric Hoffer said: *In a time of drastic change it is the learners who inherit the future. The learned usually find themselves beautifully equipped to live in a world that no longer exists.*

To interact in today's digital age, students need to develop the ability to manage their own learning to a degree where they are not overly dependent on the teacher. For this, it is necessary to gradually induce students to a way of learning in which they arouse interest, assume responsibility and commitment to their own learning. In this sense, autonomous learning is an important learning method that allows the student to assume responsibility and advance faster in the learning process. This is so, since the teacher would no longer be setting the pace for him. Of course, this requires a training of the student by the teacher.

I am not saying that students have to do everything, but that they assume the responsibility that corresponds to them as learners. In today's Digital Age there is an extraordinary amount of learning tools available on the internet. We know that they are not yet able to use all these wonderful tools for their own learning. That is why teachers must have a good knowledge of teens perception of their own world to be able to help them in their learning process. Therefore, digital devices, applications, internet surfing, and action research must be part of teachers' equipment.

The development of the contents of the lesson plan proposed in this work are oriented towards autonomous learning. This is so, since the time available for the preparation of this research is relatively short and it would not be enough to design all the tools, strategies, and evaluation instruments for its implementation. However, every effort will be made so that the design of the lesson plan is framed within the autonomous learning method, leaving it as an open proposal that I will be able to take up again in the future.

It is also important to state that I cannot make too many modifications to the CONALEP English program (CONALEP, Productive Comunication in English, 2018), but only adaptations to adjust it to the learning interests of current digital natives. The way in which the topics of the lesson plan will be addressed will be hybrid. That is, combining the conventional way of teaching a class with autonomous learning strategies. In this way, students will not have the attitude of common learners who depend largely on the teacher, but they can handle the activity in a hybrid way.

As I mentioned before, this is a pilot proposal, since it will be taken up later to develop it as a method of learning the English language. The learning of the English language in this lesson plan will have the character of a means of communication. This is so, because when using the language in the classroom, the 4 skills are in operation in communication. Therefore, the four language skills, listening, speaking, reading, and writing will be addressed in the activities to be developed in the lesson plan.

The main objective is not only that the students learn the English language with the approaches and methods of learning English, but that they do so with a certain autonomy so that they can advance more quickly in this personal goal. Students need to be aware that learning English is a personal goal rather than a school subject that must be passed at the end of the course. Here, the type of evaluation will be formative, rather than summative, since the objective is that the students can communicate in English.

To end this section, it is essential to mention that EEAILE-UPN has supplied me with linguistic materials, my tutor´s knowledge and my classmates´ experience to learn

new approaches and study in detail the theories focused on the teaching and learning of English. This new learning has allowed me to improve my teaching practice, making it closer to science and proceeding with a better technique in the process of the English language acquisition in the classroom.

By being better equipped theoretically and technically as an English language teacher enables me to implement this educational intervention proposal with better tools for the benefit of my students and also for the institution where I´ve had the opportunity to put this new knowledge into practice, Conalep Plantel 078 José Ma. Martínez in the city of Tamazula in the state of Jalisco.

CHAPTER 1

PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy

In August 2008, the educational model for competencies began in Mexico. That fact was very significant for me. It was one of the most important moments in my teaching practice. I practically taught myself during this time in this new way of learning and teaching. My concern was to have tools to interact in this new reality. The Structural Reform of the Upper-Secondary Education in Mexico required a transformation in the way teachers work. I addressed this new way of teaching and learning as a challenge. I designed and redesigned teaching materials and I changed the conventional way of teaching. I applied at that time a kind of blended learning.

I did exploratory and experiential work using English learning resources on various sites that were available on the internet during that time. I combined textbook exercises with teaching materials downloaded from the internet. I archived teaching experiences when the strategies implemented gave the expected results. These teaching and learning experiences were gradually building my methodology. I have always paid attention to the pragmatic part of the exercises for my students so they can apply the new knowledge in their immediate environment. My personal philosophy is that a learning unit must have implicit utility and practicality. If the exercises do not have this characteristic, it is a badly invested time.

In addition, the lack of articulation of the teaching of English among the different levels of education in Mexico has been a real problem. It is common when secondary students enter high school bring with them very little knowledge of English. In theory, students studied 360 hours of English in secondary, 120 hours per year. However, when doing a diagnostic test I realize that students learned very little or nothing in that level. All this forces me to start with a very basic English course. Practically, from scratch. I also have to give them tools to improve their way of writing in Spanish. If they have a sufficient command of their mother tongue, it will be easier to undertake the study of another language.

I design different activities to improve their understanding of English, increase their vocabulary and improve pronunciation. All this is not included in the amount of study

hours of this subject. So I have to restructure the English course load to the reality I have in the classroom. I have to modify the program of the first semester and adapt it to the reality students bring from secondary school. In addition, I have to optimize the school resources to obtain the best results. There are many inconsistencies in the teaching of English in public education in Mexico. So, the consensus work will be a guarantee to redesign English programs.

My philosophy as a teacher is that we need to give confidence to students, because based on my own experience as a student but also as a teacher, I have noticed that when students feel that confidence from teachers, they give their best, because they don't want to disappoint us. They participate, they do their homework, and they keep motivated during classes. Students feeling in confidence don't care about the mistakes they can do, they only focus on their goal, because they don't feel scared or shy face to the learning process

I like to innovate my classes and I try to teach in a different way than usual. Leave behind conventional teaching methods and try new things. This has worked for me with most of my students, with different profiles and in different schools. For technology resources to improve the teaching and learning process I take some ideas from Leonardo Mercado (Mercado, 2017).

English teaching programs and books are instruments that gives us the guidelines to stay on the good track in the process of teaching. They are normally created with contents to reach communicative objectives according to the CEFRL-The Common European Framework of Reference for Languages (Cambridge, 2022). TakeAway 2 is a material of the series published by McMillan (Loveday, 2012). These materials are based on the CEFRL since it prioritizes the action-oriented approach in students learning English, and therefore motivating the social practice in the teaching-learning process.

It is also very important to have an English teaching program as a guide for the learning process, because it is an instrument that shows the guidelines that will bring you to a better process of teaching, considering all the necessary elements according to The Common European Framework of Reference for Languages.

Keeping in mind this instrument when we teach a language is an important strategy, especially because it focuses on the purpose of learning language, prioritizing the action-oriented approach in users of language, and therefore motivating the social practice in the teaching-learning process.

1.02 Theory underlying my teaching practice and identity

ICT resources help us carry out collaborative work in a teaching and learning process. In large groups we can train students to use digital resources like Google Docs, Microsoft Word online, Team Chat, Google Classroom Chat, among others, they can do collaborative work and share knowledge among them. Students who have more tools and skills for the use of digital devices will be able to support students who have less knowledge in the use of these devices. In this sense, the most advanced students in the use of technology for their own learning will help those who show more weaknesses in this field.

But this form of learning will not be limited only to the classroom space, since the presence of another learning factor, such as autonomous learning, will allow ICT tools to be strengthened in the daily work of students. Vygotsky's Zone of Proximal Development is the theoretical framework on which this form of classroom learning is based. In this way, as Vygotsky's postulates point out, the students, within their possibilities and previous knowledge, will be building new knowledge collaboratively.

Another linguistic theory to take into account in this educational intervention proposal is Noam Chomsky's generative grammar. The acquisition of a language, Chomsky says, is a process that occurs naturally in terms of maturation of innate structures. Language develops as a mental organ with congenital capacities and limits. It implies a mental representation of a generative grammar that is a kind of universal grammar. In other words, each individual, according to Chomsky, has a Language Acquisition Device. (Chomsky, 1979)

The way I put this theory into operation in the teaching and learning process is by exposing students to the English language through activities that they can do on their own. The way I expose the students is through language induction activities, such

as listening to the radio, watching a favorite series on Netflix, searching for, and downloading a free novel from internet websites for reading through a process of working on the novel vocabulary for comprehension while reading the novel. Reading aloud training of the novel is done in class using Google applications.

The use of ICT resources and autonomous learning make up an essential platform in my teaching practice to apply the theoretical postulates, approaches, techniques, and strategies of the most important linguists studied throughout this specialization. Piaget is another important theorist to consider. Cognitivism states that learning is supported on experience but more on individual's activity through a process of constant equilibration; disequilibration, accommodation, assimilation, and equilibration again.

Language is a copy of external world as a relatively passive record of associations of previous data, according to Skinner. Language learning is based on observable aspects of verbal behavior. There are practical events that precede and follow speech. Behaviorism is an essential theoretical current to understand the learning process. When something new is learned, there is necessarily a change of behavior in the person who learns.

There are many stances against this theory of learning, but the truth is, personally, I believe that it is one of the most realistic theories and one that is attached to the nature of individuals. Everything is behavior in the human being. When learning occurs, whether it is a person, an animal or a plant, there is a different reaction in the learning organism. Behaviorism is one of the theories that allows me to objectively see if the student has learned.

It is an extraordinary experience to see when a student displays behavior aligned with the learning acquired through an activity or practice. The learning acquired becomes a tool that the student puts into operation in his/her person and the impact that this knowledge has on the person is observable. If I were asked what theories and learning approaches are behind my teaching practice in the area of languages, I would say many, but the essential ones are those mentioned in the section of this

educational intervention proposal. I also want to talk about how culture plays an important role in learning. Our students come to us with varied experiences…

> Even students with little or no education have had experiences. They may not be the same experiences we have had. Their experiences may be with cooking, growing crops, or with livestock. Those rich, hands-on experiences are useful too, and we can all benefit from them. When we respond as educators to our students' cultures, we understand that cultural differences are assets. We can learn from one another. Since culture is a huge part of a person's identity, when we include student culture in daily instruction, we teach the whole child. We empower the teenager to capitalize on their uniqueness and individualism. And we foster a love of diversity. (Gonzalez, 2018)

Languages are part of culture, and so are we human beings. So culture plays a very important role in us human beings and in our learning as well. In this way, we must keep in mind at all times that culture is a kind of soul in us that makes us function in different ways and at all times. So, likes, dislikes, moods, availability or unavailability, acceptance or rejection to learning is part of learning itself and nothing should be taken personally, but as part of the educational process.

I am also a cultural entity and I have fit into a society by my ability to interact in it. This is what we must also teach our students, that they be able to open themselves to new ways of thinking and tolerate those ways that are not theirs, but that are also of a human being. After little more than three decades of teaching experience, I have learned that more than being a teacher who has to teach and manage the activities of a subject, I must pay more attention to the favorable impact that the process has on a human being that potentially will lead the society of which I am a part.

Finally, it is important to mention that I have considered essential to put values such as fairness, truthfulness, dignity, responsibility, and freedom into practice at all times in the classroom. It is not easy to work with people whose emotions are changing at all times, especially in teenagers, but it is the values developed as a teacher that will maintain the balance in the classroom.

1.03 Autonomous learning applied to a L2 learning

Like other constructs such as evaluation, assessment and testing, there are many theoretical approaches to autonomous learning. I'm not going to jump into the theoretical arena to fight and defend my theoretical position on autonomous learning, as it would be an unnecessary investment of time. There are epistemologists who focus on the theoretical work of constructs, I leave this work to them. Since I address this construct in the sense of the ability of every human being to take control of their own learning and assume the commitment and responsibility that a learning process implies.

Educational systems, since their inception, have neglected this essential factor when schooling people. People have been taught in schools with a great dependence on teachers, school, and education systems. Here, I will raise awareness to induce students through activities in which they take responsibility for having control of the process to achieve the goal of learning English. They won't learn to work this way overnight, but the first step has to be taken if we want learners to move on to another level of learning mainly in public schools.

Gradually, I will give more responsibility and commitment to students to do the activities. In the process of autonomous learning, it is not about leaving students alone, but about accompanying them by giving all the tools they need to direct them to have control of their own learning. When I say that students have control of their own learning, I do not mean that they do everything, so what would be the role of teachers? Students must be given the necessary tools so that they begin to experience a way of learning that is different from the conventional one.

In this sense, I have designed instructional guides for the CONALEP English program where resources and examples are provided so that students have these tools at hand that allow them to develop the activity with greater independence, as can be seen at http://www.microsoft-teams.com *See appendix 08.* In addition to this, I have provided students with other tools such as free applications to translate, practice pronunciation, online dictionaries, etc., as can be seen at *https://sites.google.com/site/englishrecursosadonay/* *See appendix 06.* This

strategy has been put into operation for several semesters ago and the results are satisfactory. So during the time of the Covid-19 pandemic, I had no problem managing my classes via TEAMS.

There is still some resistance to this style of learning from students who are used to conventional work where there is too much teacher dependency. This is understandable, since it is more comfortable for the student when the teacher takes them by the hand and guides them step by step in an activity. This is a very exhausting process for the teacher, since in Mexico it is very common to have large classes where personalized attention cannot be given to the students. In addition, thus, students will never assume responsibility and commitment for their own learning and there is a tendency to a mediocre attitude of the student.

1.04 Information and Communication Technologies applied to learning

The development of technology that has led societies to a way of life totally different from the lifestyle of the 19th and 20th centuries, requires different tools to interact in the dynamics imposed by the current Digital Age. Among these tools, there are those of a personal nature in which we as individuals have to equip ourselves with strategies, techniques, skills, and abilities according to the historical moment in which we live so that we can interact in this social dynamic.

In the field of education, the Digital Age has forced us to proceed in different ways to harmonize with the current reality. To a greater or lesser extent, there has been resistance among the teaching staff, administrative staff, students, and parents who cling to continue acting in the way of the last century. This attitude has caused educational proposals in line with the current digital age to encounter resistance, since the vast majority of the aforementioned actors feel more comfortable with the procedures of the conventional school, still very strong in the present.

Nowadays, 8 out of 10 students have a smartphone. This means that the family economy is not a factor that prevents the son or daughter from having a personal telephone. It's ironic, but even though the student owns a smartphone, they don’t know how to use this amazing tool to their advantage. And it is here that the teacher

has to intervene to train the student to use the smartphone to improve their personal learning process. Student have to be trained to use their cell phone to strengthen learning.

The invention of the internet has put humanity at a level of advantage where anything can be learned. The problem is that most people do not know how to take advantage of these extraordinary resources for their own learning and waste a lot of time uselessly. It is here again where the teacher has to train students to use these resources for the benefit of their own learning through activities where the student is induced to search for information in a systematic way on the Internet.

In the field of language learning, the internet has everything for the student to take advantage of the resources in their favor. This is where the teacher intervenes to help the student take advantage of these resources and use them in language practice and at the same time the student feels the great advantage that progressing at their own pace means. So, we can see again that it is not to leave students to do everything, but to induce them to become more responsible and have control of their own learning. *See appendix 07.*

1.05 Theoretical basis about language teaching and learning

It is a common thinking for many teachers in Mexico that teaching linguistic aspects of the L2 is the most important thing, since grammar is an essential part of knowing the language and being competent when speaking is the best evidence. When learning or acquiring a L2, it is very useful for teachers to know how and for what aspects of the language the theories were created and how they work. We have to apply different approaches to expose our students to materials that really impact their learning. It is not about exposing them to materials that represent a lot of difficulty, nor that they are very easy, but at a level that is challenging enough and that keeps our students motivated.

Also, as language teachers aware of the infinity of theories and approaches to learning English, we must be very sensitive to the nature of the students' environment and the historical time they are living in to know what we can take from

the theories and from the approaches to apply them to the situational reality of our teaching and learning process. In other words, as teachers-in-service, the years must give the experience to pass through a sieve those materials that are useful for learning English and leave aside those that do not pay for the process even if they are fashionable, in addition to the own ones trat are created in the process.

Since communication is the main objective of an English course, the eclectic method is the most strategic way to make a bank of didactic and pedagogical tools aimed at this objective. *See appendix 06.* In this sense, the contents and theoretical approaches that are addressed below are intended to support this research, taking the useful elements for my teaching practice and not to address and explain the theories again. These have already been studied and analyzed in depth in other papers of the EEAILE specialization.

Modern trends to language teaching such as Communicative Language Teaching (CLT) and the Task-Based Language Teaching and Learning (TBLT) approaches have started to change those traditional conventions in ELT where until now they had proved to be ineffective. With the emergence of these new language pedagogies, it has been already acknowledged that language is not only a system made up of words and grammatical structures but a much more complex reality of which most basic function is the expression of meanings (Byram, 2001)

In a similar manner, the need to strive for a more naturalistic language learning process that engages learners in meaningful interaction, closer to the way the L1 is actually acquired, has also been recognized (Krashen, 2009).

1.06 Cultural awareness and intercultural communicative competence

Cultural awareness is the understanding that our own personal culture differs from one individual and group to another. Cultural awareness starts with the understanding of our cultural identity. A multi-faceted and rather complex concept, understanding the many aspects that make up our cultural identity helps us acknowledge and understand others. Language plays a huge part in building cultural awareness. Being self-aware also prevents us from projecting our values onto others

and in the process, helping us relate more effectively across cultural lines (Maina, 2001). How are we supposed to understand other cultures if do not know ourselves?

Learning a foreign language gives us access to a different society and culture. It is an opportunity to enrich our culture and be better human beings. So language is the main mode of communication among people. Cultural awareness makes communication with different people easier and less stressful. Spencer-Oatey, H., & Franklin, P., make a conceptualization of communicative intercultural competence, establishing the following components: linguistic competence, sociolinguistic or communicative competence, and intercultural competence (Spencer-Oatey, 2009)

All this is understood without any problem, but when there is no communicative competence in the L1, a series of strategies must be designed by the language teacher so that the student is able to interact in the L2. There are many elements of the theoretical constructs on intercultural communicative competence, but it is not until we are living the reality of learning in the classroom when we realize what theories can help us and what other elements, we have to build ourselves as teachers of languages

According to Byram, a student cannot be considered complete if he/she has not acquired the competence of intercultural communication. The learner becomes “an incomplete native speaker. This goal, he maintains, is impossible to achieve (Byram, 2001). It is really very difficult, if not impossible to achieve this competence, as Byram himself states. However, as language teachers we have to promote respect in class so that students have the confidence that no one is going to make fun of them.

1.07 Evaluation model

The evaluation model to be used in this educational intervention proposal is that of CONALEP. The CONALEP, Colegio Nacional de Educación Profesional Técnica - National College of Technical Professional Education. CONALEP is a state-of-the-art institution that has updated subject plans according to the educational models that are in use according to world trends in the field of industry, technology, and

commerce. This is so, since this institution is a vocational education and training system in Mexico.

Being an institution that professionally trains its students to enter the work market, Conalep designs its study plans and subject programs according to the theoretical foundations that guarantee the learning of the contents of the subjects that make up the different specialties. In the case of the teaching of the English language, in the CONALEP Educational Model of the year 2018, the teaching of this language is focused on linguistic approaches and theories that guarantee its learning, as can be seen in the documents called Pedagogical Guide and Program of the Subject in the lesson plan identification cell of this proposal. *See 2.2 Lesson planning section.*

In appendix 01 you can see the document called Pedagogical Guide of Productive Communication in English (CONALEP, Pedagogical Guide , 2018) Productive Communication in English is the name of the subject that corresponds to English IV that is taught in the four semester to all the majors of the CONALEP System. In the case of this school, Plantel 078, located in the city of Tamazula, Jalisco, where this educational proposal is applied, the majors are Computing, Accounting and Automotive Maintenance. *See appendix 01.*

What is mentioned here regarding the practicality of the contents of the Conalep subject programs will be observed in the assessment instruments section of this educational proposal. *See appendix 02.*

Being aligned the program of the subject of English of the CONALEP to the theories and linguistic approaches for the learning of this language, studied and analyzed in this specialization EEAILE-UPN (CONALEP, Pedagogical Guide , 2018) this educational intervention proposal will focus on the use of ICT tools and the development of autonomous learning to create in students a learning method that allows them to have control of this process and learn the English language faster and with greater independence.

And what is more important, students will use the English language as a means of communication and not as a subject that has to be passed at the end of the semester.

CHAPTER 2

METHODOLOGY AND PRACTICE

2.01 Methodology and practice

The aim of this chapter is to show a didactic planning of a lesson that was applied in the Conalep Plantel 078 in order students are able to communicate in the English language through the development of listening, speaking, reading, and writing in a practical way. At all times it was emphasized that the main objective of the class is for the student to be able to use the English language as a means of communication rather than as a subject to be passed at the end of the semester.

The contents of the CONALEP English program remain intact, except for some adjustments to present the activity to the students in a more attractive way and place it in their environment. There is a construct called tropicalization, which consists of adapting a product to the likes and needs of the client and the region, and this is precisely what is done in this activity. To make this possible, ICT tools are used and autonomous work is emphasized so that the student is able to follow up on practice outside of school.

It should not be assumed that students will be able to do things by themselves just because part of the official discourse says that students must be autonomous learners. Students are heavily influenced by the conventional school system of two centuries ago and expect teachers to do most of the work in the classroom. That is why, at the beginning of each activity, I explain in detail how it has to be done, I do it step by step as a sample so that there are no doubts. Students even record the explanation with their cell phones so that they have it as a reference and that they can do it on their own outside the school environment.

The saying goes that a picture is worth a thousand words says and that is what we are going to have the opportunity to see in section 2.5 where a video is presented and shows everything that has been said here and that the reader will be able to verify on their own. The reader will have the opportunity to listen to the students' pronunciation and understanding when using the English language to communicate.

In the following teaching sequence, all the parts that make up the class plan are broken down to reach the main objective of this didactic proposal, communication.

2.02 Lesson planning

Lesson plan identification cell	
Author	Adonay Ariel Gutierrez Medina
Educational stage	CONALEP High School
Title of your Lesson plan	Unit 2, 2.1.1 Make and present a commercial comparing objects, people, places, or situations that includes dialogues with tag questions to confirm assumptions.
Learning Objective of the plan/Competency	Develop listening, reading, writing, and speaking skills in the English student through, communicative approach, intercultural competence, and the use of ICT tools and autonomous learning procedures in the teaching and learning process.
Communicative skill considered	Listening, Speaking, Reading, and Writing.
State of the following options	*ICT and Autonomous Learning when teaching English to Gen Z in today's Digital Age* is a first order topic because in this age students have to take responsibility and greater control of their learning process using ICT tools and autonomous learning strategies.
Functions	Promoting different products and services through the development of a 3-minute commercial.
Main Grammar structure	Use of comparatives, superlatives, and conditionals
Other Grammarstructures	Confirmation or denial of the sentence content through tag questions
Brief description of the plan	ICT AND AUTONOMOUS LEARNING WHEN TEACHING ENGLISH TO GEN Z IN TODAY'S DIGITAL AGE allows communication and interaction among students of the same generation who have different cultural and social contexts, as they come from different communities and living in a common age, the Digital Age. Each activity is developed according to the CONALEP program, but digital resources are provided and students are trained in the use of these resources. By using ICT tools and autonomous learning strategies to learn the English language, students develop greater independence when preparing the activities of the subject, in addition to that they do them in less time, as shown in this lesson planning.
Hours of the plan implementation	14
Number of sessions	6
Contents required for the lesson	Reading, audio, video, translation, pronunciation, and dictation apps for interaction practice
Link of the content	https://drive.google.com/file/d/1MTvCRB6Wym6VO1FEh_m8NG7kQ7FXRG7k/view?usp=sharing https://drive.google.com/file/d/1toixXULKpwtOacSy_J-LZz10P6U8jd24/view?usp=sharing
EEAILE tutor online	Rocio Salgado Perea

2.2.1 Introduction to the lesson

Step of the lesson	Teacher activities	Students activities	Session number
Activation	**Before the lesson:** The teacher introduces the topic of the lesson that is the design of a commercial script. Like a 'warm up' activity the teacher asks the students to mention a commercial that has caught their attention the most. The teacher also asks them why the commercial they are talking about caught their attention.	Students participate talking about their favorite commercials in English and what aspects of them they consider ideal to take into account in their works. Students decide whether they will make the commercial script individually or as a team, depending on its level of difficulty.	**01** 1-hour class
	During the lesson: The teacher shows the students a set of commercials as references made by their partners of other classes from previous semesters. The teacher makes a series of observations to the sample commercials so that they can be overcome in the current activity. He also emphasizes the grammatical content according to CONALEP English program to be taken into account in the design of the commercial script to be produced.	Students watch a set of commercials paying attention to the teacher's observations in order to be overcome in the current activity.	**02** 3-hour class
		Students decide to make the commercial script individually or in teams and they organize for this activity.	**03** 1-hour class
		Students begin working on writing the script and designing the commercial.	**04** 5-hour class
Objective or competencies of the lesson: Ss will be able to write a commercial scripts in which the level of the language is understandable, both for them and for those who watch the commercials, in addition to putting into practice the grammatical content of the program.	**End of the lesson:** Teacher tells students that commercial scripts have to be shared in order to be analyzed in class and acting them out by their authors to check if pronunciation and comprehension are at the right level for recording the video of the commercial.	Students share and act out their scripts commercials in class and their classmates make observations and ask questions about them.	**05** 2-hour class
	In class, the commercial scripts are socialized and the co-evaluation is carried out among students making constructive criticism to determine which are the best works acted out that can be recorded and uploaded publicly to YouTube Platform.	Commercial scripts are acted out in class and co-evaluation is carried out among students making constructive criticism to determine which are the best works that can be recorded and publicly uploaded to YouTube.	**06** 2-hour class

2.2.2 Communicative skills development

2.2.2.1 Listening

LISTENING					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	Teacher greets students.	Students will answer back to the teacher.	Greetings	01	Ss listen to and answer to greetings. -Worksheet ,Monitoring understanding with a multiple-choice quiz
Pre-listening	Teacher asks students to watch commercials made by their partners in order to catch specific info from them.	Students watch commercials made by their partners in order to catch specific info from them.	Commercials made by students from previous semesters.	01	Students answer in written to general questions about the commercials content. -Multiple-choice quiz
While-listening	Teacher asks to students to identify specific information from the commercials.	Students identify specific information from the commercials in order to have them as samples to make their own product.	Commercials made by students from previous semesters and taken as references for students of the current course.	02	Students answer in written to specific questions about the commercials content. -Multiple-choice quiz
Post-listening	Teacher asks students to write down all the ideas taken from the sample commercials in order to apply them in their own commercials.	Students write down all the ideas taken from the sample commercials in order to apply them in their own commercials.	Commercials made by students from previous semesters. taken as references.	02	Review of students' notes. -Note-taking tasks
Practice or social interaction	Teacher asks students to share their notes and ideas among them to make the commercial with a better quality.	Students share their notes and ideas among them to make the commercial with a better quality.	Students' notes	03	Review of students' notes.
Grammar focus	Teacher explains the uses of comparatives, superlatives, conditionals, and question tags.	Students take notes and do sentences using the grammar structures.	Blackboard, markers, eraser, teacher's notes.	03	Ss pay attention … speaking in English

2.2.2.2 Speaking

SPEAKING					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	Teacher asks students to talk about the topic of their projects and how they are going to design the information in the commercial.	Students work individually and in teams and talk about the topic of their projects and how they are going to design the information in the commercial.	Sample commercials taken as references to encourage conversation among the members of the teams or individually.	03	Students participation Fluency Accuracy Checklist
Practice or social interaction	Once watched the sample commercials made by students from previous semesters, teacher asks students to talk about the commercials content and say how they can use or apply ideas to their own commercial.	Students work individually and in teams by talking about the commercials content	Sample commercials taken as references to encourage conversation among the members of the teams or individually.	04	Confirmative assessment Fluency Accuracy Checklist
Grammar focus	Teacher gives practical examples about the use of the grammar structures indicated in the CONALEP English program for Productive Communication in English or English IV, i.e., comparatives, superlatives, and question tags.	Students pay attention and write sentences to be used in their commercials according to the grammar structures indicated in the CONALEP English program.	Blackboard, markers, eraser, teacher's notes, and websites: Sherton English: Comparatives. Sherton English: Question tags	04	Grammar structures according to CONALEP rubric Checklist Sentence sense checker Google-Translate

2.2.2.3 Reading

READING					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	Teacher asks students to read commercial scripts did by students of previous semesters.	Students read commercial scripts as references to do their own script.	Commercial scripts did by students from previous semesters and taken as reference.	**04**	Formative assessment -Note-taking tasks
Pre-reading	Teacher asks students to scan the script in order to have a general idea of the content and the organization of the information.	Students scan the script in order to have a general idea of the content and the organization of the information.	Commercial scripts did by students from previous semesters and taken as reference.	**05**	Pre-assessment or diagnostic assessment
While-reading	Teacher asks students to skim the script content to identify grammar structures indicated in the CONALEP English program and observe how these structures are applied in the scripts.	Students skim the script content to identify grammar structures indicated in the CONALEP English program and observe how these structures are applied in the script.	Commercial scripts did by students from previous semesters and taken as reference.	**05**	Formative assessment Reading comprehension worksheet
Post-reading	Teacher asks students to underline grammar structures in order to be used in their commercial scripts.	Students underline grammar structures in order to be used in their commercial scripts	Commercial scripts did by students from previous semesters and taken as reference.	**05**	Formative assessment Multiple-choice quiz
Practice or social interaction	Teacher asks students to share grammar structures found in the scripts and analyze them so that they are aware of their use.	Students share grammar structures found in the scripts and analyzed them so that they are aware of their use.	Notes of students about these grammar structures.	**05**	Confirmative assessment Multiple-choice quiz
Grammar focus	Teacher returns to the grammar topic for review.	Students pay attention to the grammar topic recapitulation.	Whiteboard, markers, eraser, and scripts.	**05**	Multiple-choice quiz

2.2.2.4 Writing

WRITING					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	Teacher asks students to start writing drafts of their commercial script.	Students individually or in teams start writing drafts of their commercial script.	Notebook, pen and pencils, laptops, smartphones, or PCs.	04	Language level Checklist Grammar structures
1st draft of the commercial script	Teacher asks students to have their first draft of their commercial script ready for review.	Students work on their commercial paying attention to syntax, grammar structure and vocabulary and phrases related to the commercial topic.	Notebook, pen and pencils, laptops, smartphones, or PCs	04	Co-assessment Rubric Observation guide
2nd. Draft of the commercial script	Teacher asks students to have their second draft of their commercial script ready for review.	Students work on their commercial paying attention to syntax, grammar structure and vocabulary and phrases.	Notebook, pen and pencils, laptops, smartphones, or PCs	05	Co-assessment Rubric Observation guide
Social interaction with the final version of the Commercial script	Teacher asks students to act out their commercial in class, instructing them to read the script aloud to check pronunciation and understanding, prior to recording it in an MP4 video format.	Students act out their commercials in class paying attention to pronunciation and understanding of the script content as indicated by the teacher.	Notebook, pen and pencils, laptops, smartphones, or PCs	06	Summative assessment Rubric Observation guide
Summary of the lesson	Teacher brings up the highlights of the lesson from the beginning, emphasizing important points and clarifying doubts.	Students asks specific questions related to the activity and about the grammar structures use.	Notebook, pen and pencils, laptops, smartphones, or PCs	06	Co-assessment Rubric Sentence sense checker Grammarly

2.2.3 Intercultural component

Cultural awareness is the understanding that our own personal culture differs from one individual and group to another. This premise, although it arises from an elementary logic based on the observation of the differences of each individual and society, in real life this is not a fact that happens this way. That is why it is necessary to develop in ourselves and in our students the competence to understand, respect and accept people, regardless of their ideas, culture, creed, religion, or language.

The knowledge of the diversity in the human being is of the utmost importance when working in society. Knowledge of this diversity must be present at all times in each of us who work in the classroom, both teachers and students. In my teaching practice this is very important, since in the school where I work there are young migrants who have a school stay for the duration of the sugar cane harvest, since their parents are hired during this time by the sugar cane mill. These sugarcane laborers come with their families from various states in southern Mexico. I explain to local people that each society and person is different, both in appearance, character, ideology, and religion. But in essence, all human beings are the same, so it is important to be respectful and open to new experiences at all times.

2.2.4 Evaluation

Evaluation is an essential tool in the production process of a good, whether tangible or intangible, to ensure that the product is useful for its intended purpose. In this sense, the evaluation must guarantee that its design, instruments, indicators, and scope to observe and grade a production process is objective and that it seeks to establish production parameters that comply with a standard. Evaluation is a broad and complex activity, because it has various applications: to assess

educational centers, programs, teachers, process teaching learning, among others. Since we academics are immersed in the different processes, evaluation has become a topic of interest by those involved in the field of education.

As evaluation is an essential part of the teaching-learning process, we will use it as an instrument that guides us in teaching, detecting the progress and difficulties of students, looking for forms of intervention tailored to the specific needs of each student and, finally, correcting and adapting objectives, content, resources, and methodology to the reality of the classroom.

For the particular case of this activity, conventional evaluations that have been used throughout school life will be applied, but emphasis will be placed on the pragmatic nature of language practice, since the objective is for students to communicate in the English language. Some types of flexible, practical, and up-to-date assessment will be taken into account, such as those explained on the *onlineassessment.com* website (LMS, 2020).

2.2.5 Conclusion

Practically, all human activity, to a greater or lesser extent, has a bit of planning. If any activity is planned, either voluntarily or involuntarily and in one way or another, it means being able to foresee, organize and decide courses of action. It is a fundamental task in teaching practice because the success or failure of teaching work depends on it, in addition to allowing theory to be combined with pedagogical practice. Its importance lies in the need to coherently organize what you want to achieve with the students in the classroom. This implies making decisions prior to practice about what will be learned, what it will be done for and what is the best way to achieve it.

In the school context, planning represents and has always represented the wishes of every teacher to make schoolwork an organized task, and by means of which events can be anticipated and some results foreseen, including, of course, the constant evaluation of that same process and instrument. Ultimately, everything that is planned leaves free energy to attend

to contingencies and unforeseen events that may arise in the teaching-learning process. The study, training, research and application of the knowledge and tools acquired during this specialization have resulted in a more comprehensive planning of activities with clear purposes of developing the four English language skills in our students.

2.2.6 Follow up activities

Once the commercial scripts were acted out, delivered, reviewed, and fed back, in order to promote the innovative activities of the students, among them they will choose the commercial scripts best acted out to record and publish them on Youtube and in other social networks. As this activity is somewhat laborious due to the steps involved in its preparation, the commercial will be recorded at the end of the semester. This is so, since the time allocated by the CONALEP rubric for this activity is not enough. The rubric is 14 hours for this activity, but these class hours are not effective 60-minute, but approximately 45 minutes, therefore, this time is not enough. When the commercial is recorded, this activity will be socialized and people can see the quality of work done by high school students from CONALEP in the state of Jalisco.

2.03 Designing of necessary tools to assess the progress of students

As mentioned in section 1.5 Evaluation model, CONALEP is an institution that trains its students to enable them to enter the work market. Unlike, then, other institutions, CONALEP's goal is that when students complete their professional training, they must be able to put what they have learned into practice. This forces CONALEP to align its study plans and programs to an educational policy that guarantees true professional training for its students. This is an advantage for teachers, since the study plans and programs are developed under theoretical foundations and approaches that guarantee their effectiveness (CONALEP, CONALEP, 2018)

In the case of learning and teaching the English language, CONALEP provides teachers with resources and theoretical approaches, as well as teaching materials that guide their teaching in the classroom. The contents of the lessons of the units of the three modules of the EEAILE-UPN specialization have provided extraordinary tools that allow teachers to approach the English language teaching and learning process in a more scientific way.

In the Pedagogical Guide for English IV, all the evaluation tools that involve the 4 language skills are there. This document includes the assessment matrix or rubric, criteria, and indicators of language skills for evaluation. It also includes a Conalep App that converts the qualitative assessing to the numeric for reporting purposes. The criteria are the conditions or levels of quality that describe the characteristics of the product that is the learning outcome.

If the characteristics of elaboration of the assignment are of high quality the letter code is E for Excellent. If the characteristics of quality are regular the letter code is S for Sufficient, and I for Insufficient. N is for Null. In this way, the E is equivalent to 100 and the S and I give numerical equivalents from 65 to 99. Teachers enter the letter that corresponds to the quality of the assignment and the application converts it to its numerical equivalent. *See appendixes 01 and 04.*

In my case, I recognize that many of the tools present in the documents that CONALEP gives us for the teaching of the English language have become more understandable to me with the knowledge that I have acquired in this specialization. The learning of the contents of the English program is practically approached as indicated, making the necessary adjustments to adapt them to the students' environment.

Taking the latter into account with the application that converts the qualitative evaluation to the numerical mode, together with all the evaluation tools provided by CONALEP, there is really no need to use other evaluation instruments such as a checklist, observation guide or exam. In addition, teachers can make adaptation proposals and adjust the content so that the teaching and learning process is more didactic and the activities have a real impact on student learning by seeing their usefulness in reality. *See appendix 03.*

What does change is the way of dealing with these contents in real life, that is, in the classroom. In the classroom things change, because the student has to learn to learn and realize that he/she is the only one who can have control of his/her own learning if he/she wants to do things the right way. I emphasize at all times that learning English is a personal challenge and unless the student decides to do things with commitment and responsibility, the result will be satisfactory. The contents of the English program allow these objectives to be achieved, since the activities are very practical and attached to reality, as can be seen in the rubrics.

2.03.1 Weighting table and rubrics for the lesson plan activity

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7. Weighting table

UNIT	Learning outcome	ACTIVITY OF EVALUATION	Specific weight	Achieved weight	Accumulated weight
1. Exchange of information about personal actions	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words	1.1.1	25		
	1.2 Exchange information, emphasizing certain aspects of it using intensifiers	1.2.1	25		
% UNIT WEIGHT			50		
2. Exchange of information about personal interests	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them	2.1.1	15		
	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text	2.2.1	35		
% UNIT WEIGHT			50		
WEIGHT OF THE MODULE			100		

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CPIN-02	Name of the module:	Productive Communication in English	Student´s name:	
Teacher evaluator:				Group:	Date:
Learning outcome:	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny it			Activity of evaluation:	2.1.1 Make and present a commercial comparing objects, people, places or situations that includes a dialogue with "tag questions" to confirm assumptions.

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Content 4.1, 4.2, 4.4	30%	• Presents a clear message that does not require a great effort from the public to understand it. • Posts the message briefly, but with the necessary information. • Poses a message with true information • Poses a meaningful message in itself and in the context in which it occurs. • Poses a message without errors that affect its form or meaning. • Includes information personal interests using comparatives and superlatives to express similarities and differences	• Presents a clear message that does not require a great effort from the public to understand it. • Post the message briefly, but with the necessary information. • Poses a message with true information • Poses a meaningful message in itself and in the context in which it occurs. • Poses a message without errors that affect its form or meaning. • Includes information personal interests using comparatives and superlatives to express similarities and differences	• Presents a message that does require a great effort from the public to understand it. • Post the message with unnecessary information. • Pose a message with doubtful information • Poses a meaningful message in itself and in the context in which it occurs. • Poses a message with errors that affect its form or meaning. • Skips the use of comparatives and superlatives to express similarities and differences between personal interests • Skips label questions to confirm or deny information about personal interests

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		• Uses comparative adjectives with one and three or more syllables • Uses tag questions to confirm or deny it • Composes the message with original and thoughtful ideas.	• Uses comparative adjectives with one and three or more syllables • Uses tag questions to confirm or deny información	• Skips using adjectives and comparative superlatives with one and three or more syllables • Skips using etiquette questions to confirm or deny information
Dialogue 4.1,4.3	30%	• Uses comparative adjectives and superlatives correctly to compare things, people or places. • Uses the present and past simple tenses to proof an idea with tag questions. • Shows coherence using tag questions in a sentence. • Iincludes "tag questions" to confirm assumptions. • Uses tag questions to confirm the information received: – Is it true? – Is not true? – Do not? – It is not like this? – Seriously? • Shows coherence using tag questions in a sentence.	• Uses comparative and superlatives correctly to compare things, people or places. • Uses the present and past simple tenses to proof an idea with tag questions. • Shows coherence using tag questions in a sentence. • Includes "tag questions" to confirm assumptions. • Uses tag questions to confirm the information received: – Is it true? – Is not true? – Do not? – It is not like this? – Seriously?	• Uses comparative and superlatives incorrectly to compare things, people or places. • Uses just the present simpletenses to proof an idea with tag questions. • Shows incoherence or omitusing tag questions in a sentence.
Grammar 4.1, 4.3, 5.3	30%	• Uses affirmative and negative sentences in present tense and past simple	• Uses correctly affirmative and negative sentences in present tense and past simple	• Uses incorrectly affirmative and negative sentences in present tense and past simple

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		• Uses affirmative and negative sentences with comparatives and superlatives • Uses correctly the grammatical structure to compare with comparatives and superlatives • Uses comparatives and superlatives in different contexts.	• Uses affirmative and negative sentences with comparatives and superlatives • Uses correctly the grammatical structure to compare with comparatives and superlatives	• Uses only affirmative sentences with comparatives and superlatives • Uses incorrectly the grammatical structure with comparatives and superlatives
Attitudes 1.6, 7.2, 8.3	10%	• Shows perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows honesty by giving true information. • Demonstrates innovation and creativity.	• Shows perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows honesty by giving true information.	• Shows lack of perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows lack of honesty by giving true information.
	100			

2.03.2 Opening and warm up. Introducing the lesson plan activity

2.03.3 Development. Talking about commercial proposals and viability

2.03.4 Closure. Assessing the 4 language skills prior to the recording

2.03.5 Instruments for assessing the 4 language skills. Reading & writing

READING ASSESSMENT INSTRUMENT				
ACHIEVEMENT / **SCORE**	**Ss can do it very well**	**Ss can do it with some difficulties**	**Ss can do it with great difficulty**	**Ss cannot do it**
	4.5	**3.5**	**2.5**	**1.0**
Anticipating keywords meaning				
Understanding the reading content				
Identifying specific information in the text				
Identifying and using cognates to enhance understanding				
Connecting meaning between text and images				
TOTAL				

WRITING ASSESSMENT INSTRUMENT						
PROFICIENCY	**SCORE**					**REMARKS**
Register appropriateness	1	2	3	4	5	
Range of vocabulary and structure	1	2	3	4	5	
Coherence and cohesion	1	2	3	4	5	
Spelling and punctuation	1	2	3	4	5	
Organization of the text	1	2	3	4	5	
Grammar	1	2	3	4	5	
TOTAL						

2.03.6 Instruments for assessing the 4 language skills. Listening & speaking

LISTENING ASSESSMENT INSTRUMENT				
ACHIEVEMENT / SCORE	**Ss can do it very well**	**Ss can do it with some difficulties**	**Ss can do it with great difficulty**	**Ss cannot do it**
	4.5	**3.5**	**2.5**	**1.0**
Identifying the main topic				
Identifying main ideas				
Demonstrating understanding of vocabulary				
Identifying supporting arguments				
Repeating what was said in own words (Mirror)				
Engaging with the listening activity				
TOTAL:				

SPEAKING ASSESSMENT INSTRUMENT						
PROFICIENCY	**SCORE**					**REMARKS**
Fluency	1	2	3	4	5	
Accuracy	1	2	3	4	5	
Pronunciation	1	2	3	4	5	
Intonation	1	2	3	4	5	
Understanding of what is spoken	1	2	3	4	5	
Vocabulary	1	2	3	4	5	
TOTAL						

2.04 Materials and resources for learning

As previously mentioned, CONALEP has developed two auxiliary documents for the teacher in each module or subject of the study plan. The syllabus and the Pedagogical and Evaluation Guide of Productive Communication in English or English IV that is taught in the fourth semester of all the CONALEP vocational programs, from where we take the activity that we are presenting in this didactic proposal. As these documents are very extensive in content, the links were attached so that the reader can consult them if required. *See 2.2. Lesson planning identification cell.*

As has been emphasized throughout this work, these documents are not simple programs of the subject, but documents based on research and supported by theories and practical approaches in the process of teaching and learning languages. This can be seen in the references that are at the end of each document. Pedagogical and Evaluation Guide of Productive Communication in English or English IV is a document where teachers have didactic orientations and learning strategies, besides teaching resources like grammar exercises, multiple choice questions, open-ended structures, songs, vocabulary, cloze and sentences completion, etc., each learning unit has links to endless resources on internet. *See appendix 03.*

Because CONALEP is a public institution, we have a large number of students with limited economic resources, so they are generally not required to buy textbooks or other learning materials. That is why I designed a blog where I organized the learning materials that they need and that they can download and store on USB flash memories for consultation. All the learning resources for English on this blog are properly systematized to make it easier for the student to navigate the website and find what they are looking for easily. (Gutierrez, 2015)

Knowledge and tools learned in this specialization -EEAILE-UPN- will be put into practice to address the syllabus items from the theories and the linguistic approaches that guarantee a good result in learning the English language. This

educational intervention proposal will focus on the use of ICT tools and the development of autonomous learning to create in students an efficient learning method that allows them to have control of this process and learn the English language faster and with greater independence.

2.05 Video and facts of the lesson plan applied in the classroom

https://www.youtube.com/watch?v=yek4Mb0_mp4

The video produced in this educational proposal shows the evidence of the methodology in the process of teaching and learning the English language through the use of ICT tools and the development of skills to study autonomously outside the school environment. As this was said before, although we are in the digital age, 6 out of 10 students prefer to work in the way of the Prussian school that emerged in Europe in the midst of the Industrial Revolution around 1819. In the same way, we can say that it is the same ratio of teachers who prefer to work in a conventional way, since doing it in another way implies more work. This has caused that the expected results of the study programs are half achieved or not completely achieved.

There are few students who have the desire and interest to use the extraordinary tools that cell phones and other mobile devices have to learn anything. And it is that although these mobile devices are extraordinary learning tools, 6 out of 10 students do not know how to use them for their own benefit. And this is so, since despite having initiated the competency-based educational model that brought with it ICT tools to apply in education since 2008, a program has not been designed to induce and train students in autonomous learning.

And this is precisely what I am currently working on and here I offer a sample of this proposal for a practical method to study English more independently. In this video you can see the practices of the 4 language skills in class and how students work autonomously to learn the language for communication purposes.

The study of the EEAILE-UPN specialization has given me more theoretical and practical tools, approaches and other teaching and learning resources that I did not

yet integrate into my knowledge as a teacher. Now that I am putting all this set of tools into operation and CONALEP students are the ones who are being directly benefited. And this is precisely the objective of this educational proposal.

CHAPTER III

EXPERIENCE REPORT

3.01 Report of the lesson given and critical analysis

The activities reflected in this lesson plan as can be seen in the video that shows the application of the specialization -EEAILE-UPN- tools, can be said that have had a positive acceptance in students. As has been said throughout this work, ICT, autonomous learning, and the English language taught and learned in class as a means of communication, have been the columns in which the method proposed here for learning the English language has been sustained.

All this fresh knowledge, as well as the up-to-date linguistic theories and approaches, tools and other resources studied in this specialization form the foundations of the educational proposal for the teaching and learning of English presented in this research. The saying goes that *"a picture is worth a thousand words,"* so the learning methodology presented here shows if the results are as expected according to the planning designed at the beginning of this didactic proposal.

What was intended at all times was to develop in the students each of the four language skills using different strategies. In some of them, the depth of content was not performed as desired, but in most of them, it was possible to achieve the proposed objectives. As has been said, the application of what has been learned in the specialization lessons favors the design and implementation of activities for the different language skills, in addition to allowing us to implement more precise and efficient assessment instruments.

The expected learning, as well as the products requested from the students, largely meet the expectations from the start. The competences not so much acquired but developed and improved by each of the students were considered in the evaluation. These competencies have to do with the natural use of the language, since there were situations in which the students improvised so as not to remain silent in some speaking activities. The instruments used for the different evaluations, either process or product, allowed an adequate and timely feedback. When doing this activity I was able to realize how important it is to design assessment tools according to the content and development of my students.

Something very important is to place the learning contents in the context of the students so that they link them to real life situations and can practice the English language in real circumstances. I do believe that things are learned when we see a utility and application in real life of it. This is so, because young people are at the age to look for opportunities. And if they see in learning the English language the possibility of having a better quality of life in Mexico or abroad, they do their best.

Regarding the practices of the 4 language skills shown in the video the intention is that the use of the language is real, not learned or memorized, but understood. What is sought at all times is that the students, although slowly, with some inaccuracies in pronunciation, but that they feel that the language belongs to them and no one else. The English language is a means of communication and not a subject where they have to memorize and learn a list of vocabulary, too many grammar rules and end after hundreds of hours of study without being able to use the language, even in a basic way.

Here it is observed in a strategic way how reading and writing are put into practice through the transcription technique to induce students to understand texts written in English. As an extra task, they search for cognates, as if they were fishing, and they have to pay close attention when reading and writing, because five misspelled words and the transcription activity no longer earns any points.

CHAPTER IV

CONCLUSIONS

The experience of studying this specialization was a challenge. And it was a challenge due to the time to invest weekly, the workload of the specialization, the workload of the school where I work, and the personal and family matters to attend to. However, the topics covered in each unit, the lessons and the content of each module, the support of our tutor, Professor Rocio Salgado Perea, made all this effort worthwhile. The contents of the specialization, the skills and other teaching resources of the English language, strengthened my tools as a teacher, for my own benefit, but more for my students and for the school where I work.

One of the things that I had neglected a bit, due to the way I had studied it in other courses and trainings for teaching English, is the foundation of teaching through linguistic theories and approaches. This specialization represented for me the scientific complement that I needed as an English teacher. I had studied Vygotsky in the field of education, but I had not seen his sociocultural theory applied in the field of language learning.

I had the opportunity to read Jakobson's communication models, what is coherence and cohesion, the perspectives of the acquisition of a second language, among other very important topics in this field. I also studied teaching and learning styles, motivation and considering the age of the learners in the process of acquiring a language. Also, how to deal with large classes and achieve the objective of the class, which is learning. One of the topics that I found very appropriate for my training as a teacher is having studied some of the ELT approaches.

Kolb’s Experiential Learning Model, the use of digital technology in the classroom to achieve the main objective of the teaching and learning process were other theoretical and practical tools that served as the foundation for my teaching practice. It is an extraordinary number of resources of all kinds studied in this specialization, that it is impossible to mention them all. But without a doubt, they marked my training as a language teacher by giving me the scientific foundations for a teaching practice based on methods, techniques, approaches and theories, important elements that should be in the teacher's equipment at all times.

When working on this last project, I observe that the evaluation part is still a challenge for teachers, since it is a practice aimed more at registering a number than at considering the effort made by the student throughout a learning process. I understand that this happens this way, because the school model that is still in force today emerged two centuries ago, in the middle of the industrial revolution. So, the educational models are framed in an evaluation system that gives more importance to competencies, notes, and to an immediate and tangible result, more than to the learning process.

Fortunately, in this specialization we were presented with a wide range of forms of evaluation that allowed us to reflect on it and search for or design the most objective tools and instruments to evaluate a learning process. An aware professor knows and understands learners, how they develop their skills and learn. I know that students actively construct and transform their own knowledge based on past experiences and cultural background. Students do not all learn in the same way or at the same rate, so as a teacher we should plan learning experiences that will both challenge and allow every student to think and grow.

Something that is very important, in all disciplinary fields, but specifically in the process of teaching and learning a language, is class planning. Before starting any learning program, it is important to know where you want to go and all the steps that must be done to obtain the expected result. In this educational intervention proposal for teaching and learning English as EFL titled ICTs and Autonomous Learning When Teaching English to Generation Z in Today´s Digital Age, was carefully designed to ensure that the expected results are obtained, which is the practice of English by students as a means of communication.

To start concluding, I would like to state that the preparation of this lesson plan, its application, its implementation in the classroom and outside of it, and the results obtained are highly satisfactory, since they reflect the functioning of a learning method forged with experience and strengthened with the tools of this specialization.

I would also like to mention as part of the experience of studying this specialization, that its design in terms of the materials provided, the platform, the quizzes, the tests, and other support resources for the students, was extraordinary. I perceived this entire structure almost as a self-management course, which was what allowed me to conceive my proposal and gradually design it as the specialization progressed.

If I were to add something, I would have liked the specialization time to be at least a year and a half in order to digest all this knowledge, internalize it and put it into operation in the classroom as if it were a natural process. I think of it that way, perhaps because for us teachers who are in service, we have to cover schedules and take care of countless issues at work that take away time to focus on something as important as a postgraduate degree.

CHAPTER V

REFERENCES AND APPENDIXES

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APPENDIX 01 Evaluation Guide for English IV

6. Description

The evaluation guide is a document that defines the process of collecting and assessing the evidences required by the module developed and is intended to guide the evaluation of the competences acquired by the students, associated with the Learning Outcomes; In addition, it describes the techniques and instruments to be used and the weighting of each evaluation activity.

During the teaching - learning process it is important to consider three purposes of evaluation:

The **diagnostic** evaluation allows to establish a starting point based on the detection of the situation in which the students are. The student will be able to obtain information on the aspects where he should emphasize his dedication. The teacher can identify the characteristics of the group and properly guide their strategies. At this stage, informal information collection mechanisms can be used.

The formative evaluation is carried out during the whole learning process of the student, in a constant way, either at the end of each learning activity or in the integration of several of them. Its purpose is to inform students of their progress with regard to the learning they must achieve and warn them about the aspects in which they have weaknesses or difficulties in regulating their processes. Also, the teacher can assume new strategies that contribute to improving the group's results.

The summative evaluation is basically adopted by a social function, since it assumes an accreditation, a promotion, a school failure, desertion rates, etc., through standardized and well-defined criteria. By conventionally assigning a criterion or value, it manifests the synthesis of the achievements obtained in a cycle or school period.

Regarding the agent or person responsible for carrying out the evaluation, three categories are distinguished:

The self-assessment that refers to the assessment that the student makes about their own performance, which allows them to recognize their possibilities, limitations and necessary changes to improve their learning. In this evaluation guide, at least one specific indicator has been selected for the self-assessment that the student will do on the domain of some less complex competition.

The coevaluation in which students evaluate each other, assessing the learning achieved, either by some of its members or the group as a whole. In this evaluation guide, at least one indicator has been selected for the student to verify the competence domain of less complexity in another student.

The heteroevaluation in its external variant occurs when agents that are not part of the teaching-learning process are the evaluators, granting certain objectivity due to their non-involvement. In this sense, one of the evaluation activities has been selected, defined in the study program, so that it can be assessed by an external expert or by another teacher who has not taught the module to that group.

The weighting table linked to the School Evaluation System (SAE) allows both the student and the teacher to observe the progress made in the learning outcomes that are being achieved. It indicates, in percentage terms, the specific weight for each evaluation activity;

the weight obtained by the student based on the demonstrated performances and the accumulated weight, which refers to the sum of the percentages reached in the various evaluation activities.

Another important element of the evaluation guide is the rubric or assessment matrix, which establishes the indicators and criteria to be considered in order to evaluate the achievement of learning outcomes, which may be associated with a performance or a product.

The indicators are the relevant aspects of the evaluation activity and serve as a guide to verify the quality of achievement of the learning outcome. Each of these indicators corresponds to a percentage value, according to its relevance, highlighting that they also indicate the attributes of the generic competencies to be evaluated

The criteria are the conditions or levels of quality that describe, in a concrete and precise way, the qualities and levels of quality that each of the indicators must have. They provide information on what each student has to achieve through their performance, as well as the progress in the development of the competition. In the rubrics, the following criteria have been established.

- ✓ **Excellent**, in which, in addition to meeting the standards or requirements established as necessary in the achievement of the product or performance, it is proactive, demonstrates initiative and creativity, or goes beyond what is requested as a minimum, contributing with elements to improve of the indicator.
- ✓ **Sufficient**, if it meets the standards or requirements established as necessary to demonstrate that it has performed adequately in the activity or production of the product. It is at this level that we can say that the competition has been acquired.
- ✓ **Insufficient**, when it does not meet the standards or minimum requirements established for the performance or product.

APPENDIX 02 Evaluation activity or assignment, specific content, evidence of learning, and weighting.

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Learning unit (Main content)	**2.** Exchange of information about personal interests	**24 hours**
Learning outcome	**2.1** Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny it	**14 hours**

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
▪ Express similarities or differentiations about prices and personal interests ▪ Use tag questions	**2.1.1** Make and present a commercial comparing objects, people, places or situations that includes a dialogue with "tag questions" to confirm assumptions. **Evidence of learning** • A commercial	15 %	**A.** Compare personal interests using comparatives and superlatives in different contexts • Use of comparatives • Use of superlatives • Use of conditionals **B.** Use of questions to get information previously supposed with present perfect and simple past. • Search for partner approval – Is it true? – Is not true? – Do not? – It is not like this? – Seriously? • Confirmation or denial of the content of the sentence itself

APPENDIX 03 Instruments for Learning Assessment

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7. Weighting table

UNIT	Learning outcome	ACTIVITY OF EVALUATION	Specific weight	Achieved weight	Accumulated weight
1. Exchange of information about personal actions	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words	1.1.1	25		
	1.2 Exchange information, emphasizing certain aspects of it using intensifiers	1.2.1	25		
% UNIT WEIGHT			50		
2. Exchange of information about personal interests	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them	2.1.1	15		
	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text	2.2.1	35		
% UNIT WEIGHT			50		
WEIGHT OF THE MODULE			100		

ASSESSMENT MATRIX OR RUBRIC

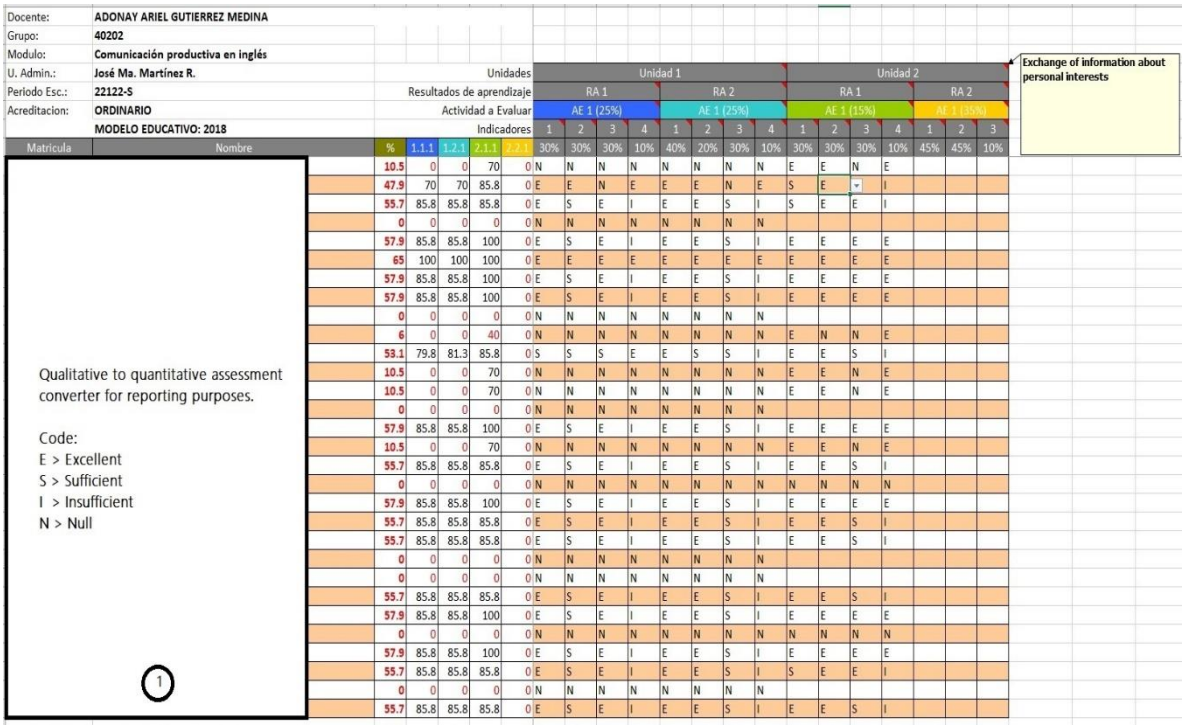
Siglema:	CPIN-02	**Name of the module:**	Productive Communication in English	**Student´s name:**	
Teacher evaluator:				**Group:**	**Date:**
Learning outcome:	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny it			**Activity of evaluation:**	2.1.1 Make and present a commercial comparing objects, people, places or situations that includes a dialogue with "tag questions" to confirm assumptions.

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Content 4.1, 4.2, 4.4	30%	• Presents a clear message that does not require a great effort from the public to understand it. • Posts the message briefly, but with the necessary information. • Poses a message with true information • Poses a meaningful message in itself and in the context in which it occurs. • Poses a message without errors that affect its form or meaning. • Includes information personal interests using comparatives and superlatives to express similarities and differences	• Presents a clear message that does not require a great effort from the public to understand it. • Post the message briefly, but with the necessary information. • Poses a message with true information • Poses a meaningful message in itself and in the context in which it occurs. • Poses a message without errors that affect its form or meaning. • Includes information personal interests using comparatives and superlatives to express similarities and differences	• Presents a message that does require a great effort from the public to understand it. • Post the message with unnecessary information. • Pose a message with doubtful information • Poses a meaningful message in itself and in the context in which it occurs. • Poses a message with errors that affect its form or meaning. • Skips the use of comparatives and superlatives to express similarities and differences between personal interests • Skips label questions to confirm or deny information about personal interests

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		• Uses comparative adjectives with one and three or more syllables • Uses tag questions to confirm or deny it • Composes the message with original and thoughtful ideas.	• Uses comparative adjectives with one and three or more syllables • Uses tag questions to confirm or deny información	• Skips using adjectives and comparative superlatives with one and three or more syllables • Skips using etiquette questions to confirm or deny information
Dialogue 4.1,4.3	30%	• Uses comparative adjectives and superlatives correctly to compare things, people or places. • Uses the present and past simple tenses to proof an idea with tag questions. • Shows coherence using tag questions in a sentence. • Iincludes "tag questions" to confirm assumptions. • Uses tag questions to confirm the information received: – Is it true? – Is not true? – Do not? – It is not like this? – Seriously? • Shows coherence using tag questions in a sentence.	• Uses comparative and superlatives correctly to compare things, people or places. • Uses the present and past simple tenses to proof an idea with tag questions. • Shows coherence using tag questions in a sentence. • Includes "tag questions" to confirm assumptions. • Uses tag questions to confirm the information received: – Is it true? – Is not true? – Do not? – It is not like this? – Seriously?	• Uses comparative and superlatives incorrectly to compare things, people or places. • Uses just the present simpletenses to proof an idea with tag questions. • Shows incoherence or omitusing tag questions in a sentence.
Grammar 4.1, 4.3, 5.3	30%	• Uses affirmative and negative sentences in present tense and past simple	• Uses correctly affirmative and negative sentences in present tense and past simple	• Uses incorrectly affirmative and negative sentences in present tense and past simple

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		• Uses affirmative and negative sentences with comparatives and superlatives • Uses correctly the grammatical structure to compare with comparatives and superlatives • Uses comparatives and superlatives in different contexts.	• Uses affirmative and negative sentences with comparatives and superlatives • Uses correctly the grammatical structure to compare with comparatives and superlatives	• Uses only affirmative sentences with comparatives and superlatives • Uses incorrectly the grammatical structure with comparatives and superlatives
Attitudes 1.6, 7.2, 8.3	10%	• Shows perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows honesty by giving true information. • Demonstrates innovation and creativity.	• Shows perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows honesty by giving true information.	• Shows lack of perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows lack of honesty by giving true information.
	100			

APPENDIX 04 CONALEP instrument for the conversion of the qualitative assessment to the numeric mode



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Acreditacion:	ORDINARIO
	MODELO EDUCATIVO: 2018

Unidades: Unidad 1 | Unidad 2
Resultados de aprendizaje: RA 1 | RA 2 | RA 1 | RA 2
Actividad a Evaluar: AE 1 (25%) | AE 1 (25%) | AE 1 (15%) | AE 1 (35%)
Indicadores: 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3

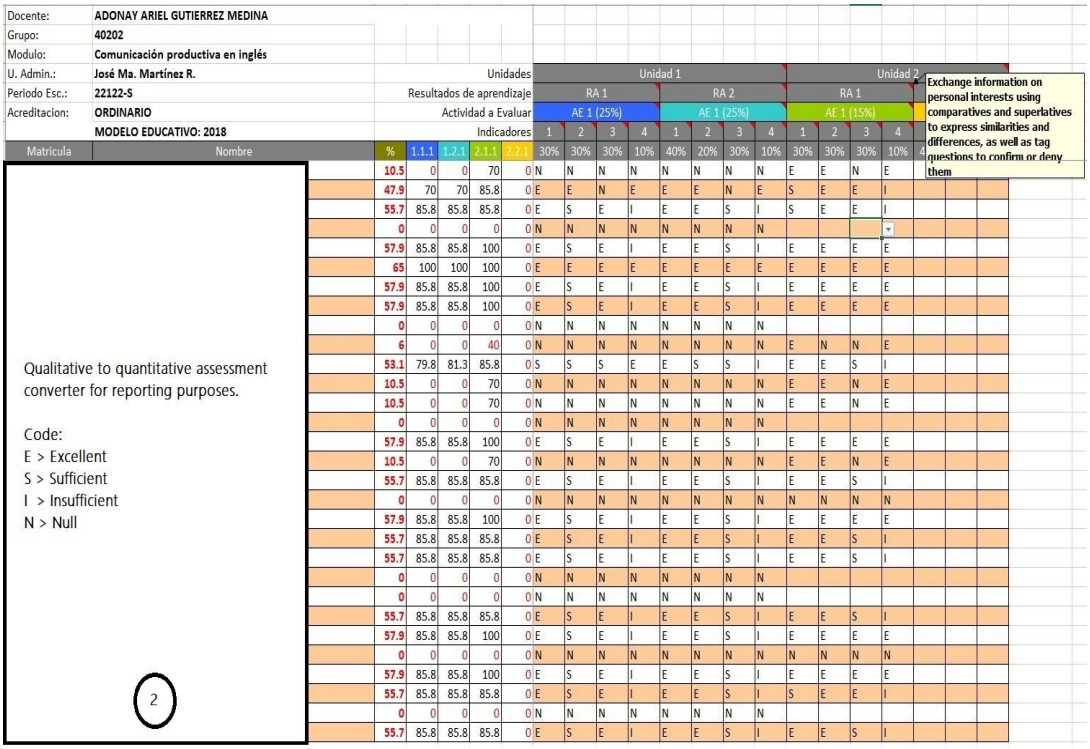
Exchange of information about personal interests

Matricula	Nombre	%	1.1.1	1.2.1	2.1.1	2.2.1	30%	30%	30%	10%	40%	20%	30%	10%	30%	30%	30%	10%	45%	45%	10%
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E			
		47.9	70	70	85.8	0	E	E	N	E	E	E	N	E	S	E	E	I			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	S	E	E	I			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		65	100	100	100	0	E	E	E	E	E	E	E	E	E	E	E	E			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		6	0	0	40	0	N	N	N	N	N	N	N	N	E	N	N	E			
		53.1	79.8	81.3	85.8	0	S	S	S	E	E	S	S	I	E	E	S	I			
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E			
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N	N			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N	N			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	S	E	E	I			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			

Qualitative to quantitative assessment converter for reporting purposes.

Code:
E > Excellent
S > Sufficient
I > Insufficient
N > Null

1



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	MODELO EDUCATIVO: 2018

Unidades: Unidad 1 | Unidad 2
Resultados de aprendizaje: RA 1 | RA 2 | RA 1
Actividad a Evaluar: AE 1 (25%) | AE 1 (25%) | AE 1 (15%)
Indicadores: 1 2 3 4 | 1 2 3 4 | 1 2 3 4

Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them

Matricula	Nombre	%	1.1.1	1.2.1	2.1.1	2.2.1	30%	30%	30%	10%	40%	20%	30%	10%	30%	30%	30%	10%	4
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E	
		47.9	70	70	85.8	0	E	E	N	E	E	E	N	E	S	E	E	I	
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	S	E	E	I	
		0	0	0	0	0	N	N	N	N	N	N	N	N					
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E	
		65	100	100	100	0	E	E	E	E	E	E	E	E	E	E	E	E	
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E	
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E	
		0	0	0	0	0	N	N	N	N	N	N	N	N					
		6	0	0	40	0	N	N	N	N	N	N	N	N	E	N	N	E	
		53.1	79.8	81.3	85.8	0	S	S	S	E	E	S	S	I	E	E	S	I	
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E	
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		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E	
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E	
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I	
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N	N	
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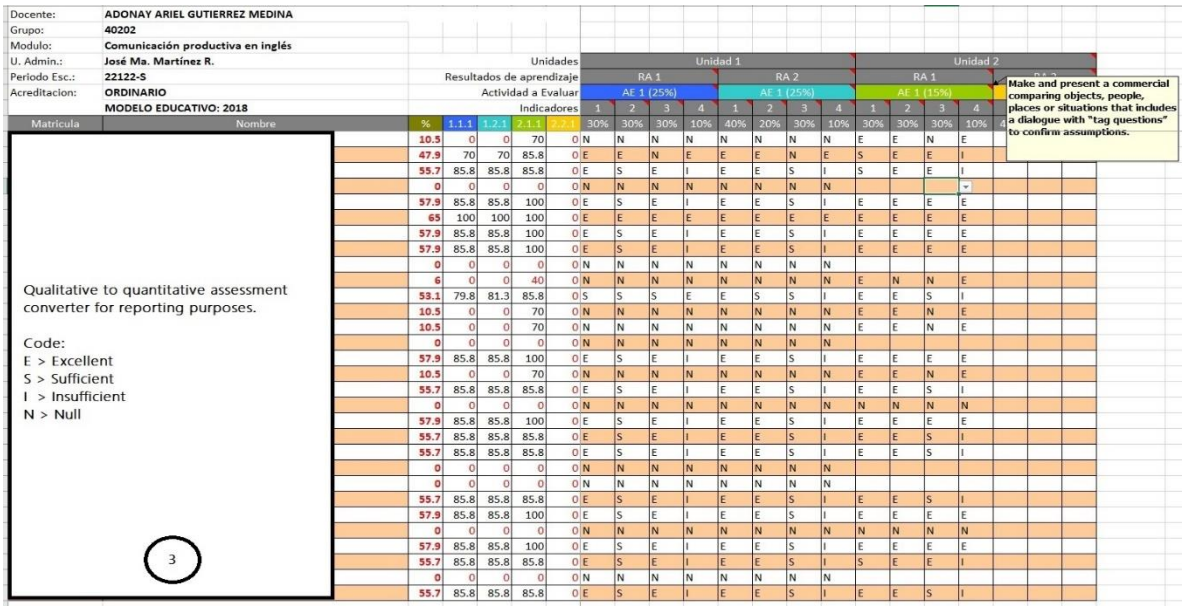
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I	
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I	
		0	0	0	0	0	N	N	N	N	N	N	N	N					
		0	0	0	0	0	N	N	N	N	N	N	N	N					
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I	
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E	
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N	N	
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E	
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	S	E	E	I	
		0	0	0	0	0	N	N	N	N	N	N	N	N					
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I	

Qualitative to quantitative assessment converter for reporting purposes.

Code:
E > Excellent
S > Sufficient
I > Insufficient
N > Null

2



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Resultados de aprendizaje: RA 1 | RA 2 | RA 1 | RA 2
Actividad a Evaluar: AE 1 (25%) | AE 1 (25%) | AE 1 (15%)
Indicadores: 1 2 3 4 | 1 2 3 4 | 1 2 3 4

Make and present a commercial comparing objects, people, places or situations that includes a dialogue with "tag questions" to confirm assumptions.

Matricula	Nombre	%	1.1.1	1.2.1	2.1.1	2.2.1	30%	30%	30%	10%	40%	20%	30%	10%	30%	30%	30%	10%
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E
		47.9	70	70	85.8	0	E	E	N	E	E	E	N	E	S	E	E	I
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	S	E	E	I
		0	0	0	0	0	N	N	N	N	N	N	N	N				
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E
		65	100	100	100	0	E	E	E	E	E	E	E	E	E	E	E	E
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E
		0	0	0	0	0	N	N	N	N	N	N	N	N				
		6	0	0	40	0	N	N	N	N	N	N	N	N	E	N	N	E
		53.1	79.8	81.3	85.8	0	S	S	S	E	E	S	S	I	E	E	S	I
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E
		0	0	0	0	0	N	N	N	N	N	N	N	N				
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N	N
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I
		0	0	0	0	0	N	N	N	N	N	N	N	N				
		0	0	0	0	0	N	N	N	N	N	N	N	N				
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N	N
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	S	E	E	I
		0	0	0	0	0	N	N	N	N	N	N	N	N				
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I

Qualitative to quantitative assessment converter for reporting purposes.

Code:
E > Excellent
S > Sufficient
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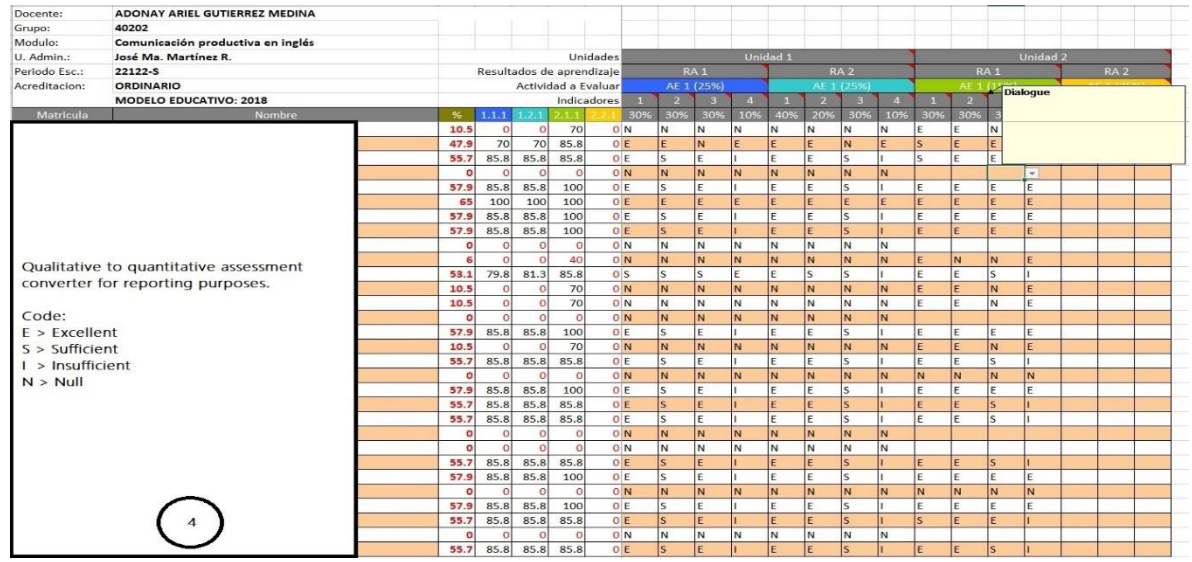
N > Null

3



Docente:	ADONAY ARIEL GUTIERREZ MEDINA
Grupo:	40202
Modulo:	Comunicación productiva en inglés
U. Admin.:	José Ma. Martínez R.
Periodo Esc.:	22122-S
Acreditacion:	ORDINARIO
	MODELO EDUCATIVO: 2018

Unidades: Unidad 1 | Unidad 2
Resultados de aprendizaje: RA 1 | RA 2 | RA 1 | RA 2
Actividad a Evaluar: AE 1 (25%) | AE 1 (25%) | AE 1 (15%)
Indicadores: 1 2 3 4 | 1 2 3 4 | 1 2 3

Dialogue

Matricula	Nombre	%	1.1.1	1.2.1	2.1.1	2.2.1	30%	30%	30%	10%	40%	20%	30%	10%	30%	30%	3
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		47.9	70	70	85.8	0	E	E	N	E	E	E	N	E	S	E	E
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	S	E	E
		0	0	0	0	0	N	N	N	N	N	N	N	N			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E
		65	100	100	100	0	E	E	E	E	E	E	E	E	E	E	E
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E
		0	0	0	0	0	N	N	N	N	N	N	N	N			
		6	0	0	40	0	N	N	N	N	N	N	N	N	E	N	N
		53.1	79.8	81.3	85.8	0	S	S	S	E	E	S	S	I	E	E	S
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N
		0	0	0	0	0	N	N	N	N	N	N	N	N			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S
		0	0	0	0	0	N	N	N	N	N	N	N	N			
		0	0	0	0	0	N	N	N	N	N	N	N	N			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	S	E	E
		0	0	0	0	0	N	N	N	N	N	N	N	N			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S

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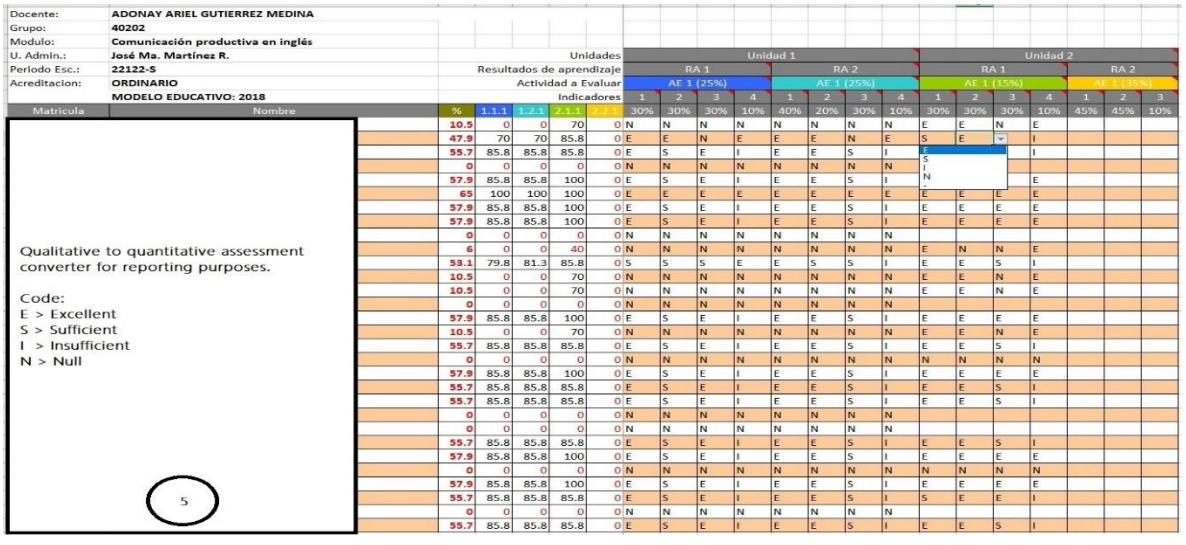

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Matricula	Nombre	%	1.1.1	1.2.1	2.1.1	2.2.1	30%	30%	30%	10%	40%	20%	30%	10%	30%	30%	30%	10%	45%	45%	10%
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E			
		47.9	70	70	85.8	0	E	E	N	E	E	E	N	E	S	E		I			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E			I			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I				E			
		65	100	100	100	0	E	E	E	E	E	E	E	E	E	E	E	E			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		6	0	0	40	0	N	N	N	N	N	N	N	N	E	N	N	E			
		53.1	79.8	81.3	85.8	0	S	S	S	E	E	S	S	I	E	E	S	I			
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E			
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		10.5	0	0	70	0	N	N	N	N	N	N	N	N	E	E	N	E			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N	N			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		0	0	0	0	0	N	N	N	N	N	N	N	N	N	N	N	N			
		57.9	85.8	85.8	100	0	E	S	E	I	E	E	S	I	E	E	E	E			
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	S	E	E	I			
		0	0	0	0	0	N	N	N	N	N	N	N	N							
		55.7	85.8	85.8	85.8	0	E	S	E	I	E	E	S	I	E	E	S	I			

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5

APPENDIX 05 CONALEP Materials and resources for learning

Unit II (Main content)	Exchange of information about personal interests
Didactic orientations	

It is suggested to approach the module taking into account the didactic structure of the sessions:

Start with the framework of the module or session, defining the learning activities to be achieved, the learning products to be delivered and the group commitments of permanent observance, such as active participation, fulfillment of activities and evaluation of learning:

- Develop sessions incorporating techniques that favor exchange and communication, as well as collaborative learning
- Promote motivation by addressing issues of interest to students.
- Incorporate strategies for the development of activity sheets of the Construye T Program according to the contents.
- End the session with the recap and reflection of the application of the content learned.

Communication in English requires the development of skills to listen, speak, read and write in the foreign language, considering the interaction in different social contexts, the achievement of the competences established in the module and specifically in this unit. The teacher is recommended:

Establish and coordinate the activities proposed in this guide according to the number of students, the level of performance, and the time it takes for each group to carry out the activity.
Monitor the achievement of the results of the tasks assigned to the students taking into account their previous knowledge about the language.

Promote vocabulary practice using the following strategies:

- Explore the vocabulary that students possess as prior knowledge through a brainstorm of ideas or illustrations.
- Present vocabulary through images, translation, choral repetition and / or explanation in English or Spanish depending on the group's skills
- Present the conversation model and verify that all students understand the situation and vocabulary (grammar is presented inductively, so an explicit explanation is not suggested unless, at the discretion of the facilitator, it is considered necessary to understand]
- Promote the oral practice of vocabulary using conversation models with controlled or free practice before exposing the student to the whole group
- Promote the practice of different conversations based on the model, but changing the vocabulary that respects the idea and context.

- Show illustrated conversations for students to discuss who they think the speakers are, where the conversation takes place, the type of vocabulary used, etc.
- Promote the use of illustrated conversations related to students' school and work situations.

Guide the practice following this scheme:
- The student practices the model in pairs.
- The student repeats each line of the conversation chorally or individually.

Direct the choral reading using one of the following strategies:
- A student reads a fragment of the text and the others follow it.
- The whole group reads at the same time.
- Two or more small groups repeat an assigned text aloud.
- Each person reads a text aloud and in order.
- Different people in the group read a fragment of the assigned text.

Promote and carry out the following activities.
- Description of the images.
- Complementation of sentences
- Use of vocabulary.
- Image-text linking
- Brainstorm

Learning result 2.1
- Orient students to learn to ask and give information about personal interests
- Provide information on activities related to the careers students are taking
- Promote the expression of students' personal interests in the school and professional fields
- Promote the collection, pronunciation and use of the basic lexicon related to personal interests
- Explain the grammatical structure and the use of comparatives and superlatives to compare personal interests in various fields.
- Ask students to express and compare personal interests using comparatives and superlatives
- Coordinate the English pronunciation of personal interest comparisons
- Guide on the use of confirmation questions to clarify information on personal interests
- Explain and guide the use of questions to obtain previously assumed information with present and simple past.
- Promote confidence in students to express personal interests, encouraging respect among them
- Promote conversation between students to share personal interests as a means to identify their performance in various fields.
- Promote dialogue so that students share their personal interests and reflect on their importance for their life project.

Learning strategies	Didactic resources
• Exposes in teams the syntactic procedure to achieve textual cohesion, that is, the way in which words, phrases, sentences or paragraphs come together to create a text: textual connectors and discursive markers • Creates cards that exemplify the use of text connectors and discursive markers to give cohesion to the text • Exposes by equipment the structure of argumentative texts • Prepares a comparative table on the use of the argumentative texts • Analyzes the argumentative discourse as a team • Investigates the resources of argumentative texts to convince readers • Exposes as a team the types of arguments used by the issuer (enunciator) to convince and influence the readers. • Graphically represents the structure of the essay • Read essays on various current topics, identifying their intention, characteristics and structure • Does the activity number 18: Use of linking words to complement ideas. • Does the activity number 19: Use of connectors cause and effect • Does the activity number 20: Identification of relationships cause effect in texts • Does the activity number 21: Using connectors to link parts of a text • Does the activity number 22: Use of connectors of comparison-contrast • Does the activity number 23: Identification of comparison-contrast relationships in sentences • Does the activity number 24: Identification of comparison-contrast relationships in texts • **Performs the activity of evaluation 2.2.1.**	• How is textual cohesion achieved? **Available in:** http://agrega.juntadeandalucia.es/taller/ivalric/20112012/ODE-5fd8e729-3e40-38f7-924c-364008b09a6e/Conectores%20marcadores/cmo_se_consigue_la_cohesin_textual.html • Textual properties **Available in** https://coe.academia.iteso.mx/tag/cohesion/ • English connectors. **Available in** https://www.spanishdict.com/guia/conectores-en-ingles • List of connectors in English and Spanish **Available in** https://www.aprenderinglesgo.com/lista-conectores-ingles-espanol-1345 • English connectors **Available in** https://www.shertonenglish.com/es/gramatica/conectores-en-ingles/ • How to use English connectors correctly? **Available in** https://englishlive.ef.com/es-mx/blog/palabras-en-ingles/conectores-en-ingles/ • Ensayo. Guía para su elaboración. **Available in** http://tutorial.cch.unam.mx/bloque2/docs/ensayo.pdf • Ensayo argumentativo **Available in** https://portalacademico.cch.unam.mx/alumno/tlriid3/unidad2/argumentarPersuadir/ensayo

Learning strategies	Didactic resources
• Comments, in brainstorm, the use of comparatives and superlatives to express similarities and differences, according to the previous knowledge about them • Investigates on the Internet about the use of comparatives and superlatives • Makes a list of personal interests in the school and work environment • Makes sentences about personal interests • Explains with cards, the use of questions and answers to give and receive personal information about personal interests • Requests cuts or photographs of personal interests • Practices vocabulary related to personal interests and activies school and work • Makes a digital presentation about the most frequent personal interests • Does the activity number 14: Use of adjectives in a comparative degree • Does the activity number 15 : Use of adjectives in superlative degree • Prepares a newspaper that describes personal actions performed in the past • Prepares a digital presentation that shows the grammatical structure and the use of the present simple in the expression of actions and situations in your life. • Does the activity number 16 : Expression of actions in present and past simple • Draws conclusions about the need for using the present and past simple to express actions in school and work settings • Investigates on the internet about the use of tag questions • Develops a written dialogue in which confirmation questions are used • Makes a dialogue representation demonstrating the use of confirmation questions • Does the activity number 17 : Use of tag questions • **Performs the activity of evaluation 2.1.1.** • Investigates on the internet about the words that make the necessary connection that must exist between the ideas presented in a text to develop the theme.	• The comparative and the superlative **Available in:** https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/comparativo-superlativo/ • How to form comparatives and superlatives in English. **Available in:** https://www.britishcouncil.es/blog/como-formar-comparativos-superlativos-ingles • Comparatives and superlatives **Available in:** https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/comparative-superlative/comparatives-and-superlatives • Tag questions **Available in:** https://www.inglesmundial.com/Avanzado/Leccion4/Gramatica.html Tag questions **Available in:** https://www.perfect-english-grammar.com/tag-questions.html • Coherence and cohesion. **Available in:** https://www.portaleducativo.net/primero-medio/7/Coherencia-y-cohesion

Student´s name:	
Learning unit:	**2.** Exchange of information about personal interests
Learning outcome:	**2.1** Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them
Activity number 16:	Expression of actions in present and past simple

Underline the verbs in present simple and in past simple presents in the next song

She loves you, yeah, yeah, Yeah
She loves you, yeah, yeah, Yeah
She loves you, yeah, yeah, yeah
You think you've lost your love
Well, I saw her yesterday-yi-yay
It's you she's thinking of
And she told me what to say-yi-yay
She says she loves you
And you know that can't be bad
Yes, she loves you
And you know you should be glad
She said you hurt her so
She almost lost her mind
And now she says she knows
You're not the hurting kind
She says she loves you
And you know that can't be bad
Yes, she loves you

And you know you should be glad
Oo, she loves you, yeah, yeah, Yeah
She loves you, yeah, yeah, yeah
With a love like that
You know you should be glad
You know it's up to you
I think it's only fair
Pride can hurt you too
Apologize to her
Because she loves you
And you know that can't be bad
Yes, she loves you
And you know you should be glad
Oo, she loves you, yeah, yeah, Yeah
She loves you, yeah, yeah, yeah
[...]

She loves you
The Beatles

Colegio Nacional de Educación Profesional Técnica

Colegio Nacional de Educación Profesional Técnica

Student´s name:	
Learning unit:	**2.** Exchange of information about personal interests
Learning outcome:	**2.1** Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them
Activity number 17:	Use of tag questions

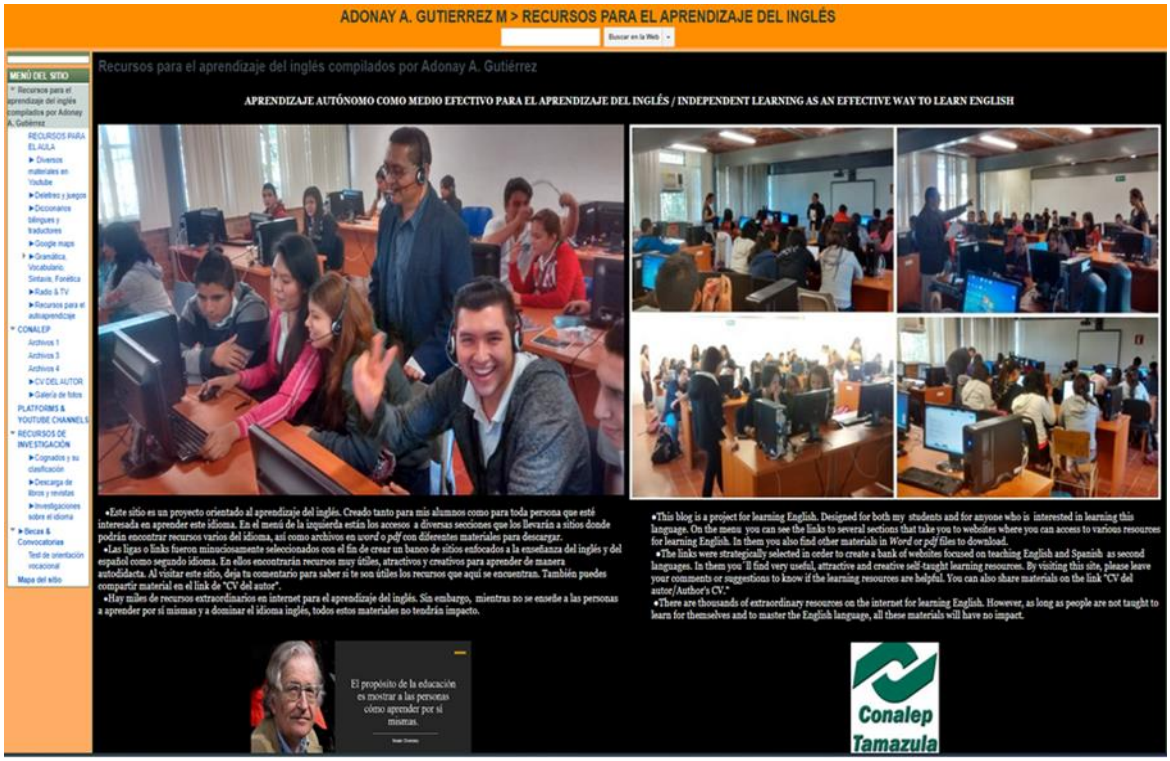
Make and present a short story (sketch, puppets, role pays, video, a play, etc.) using tag questions

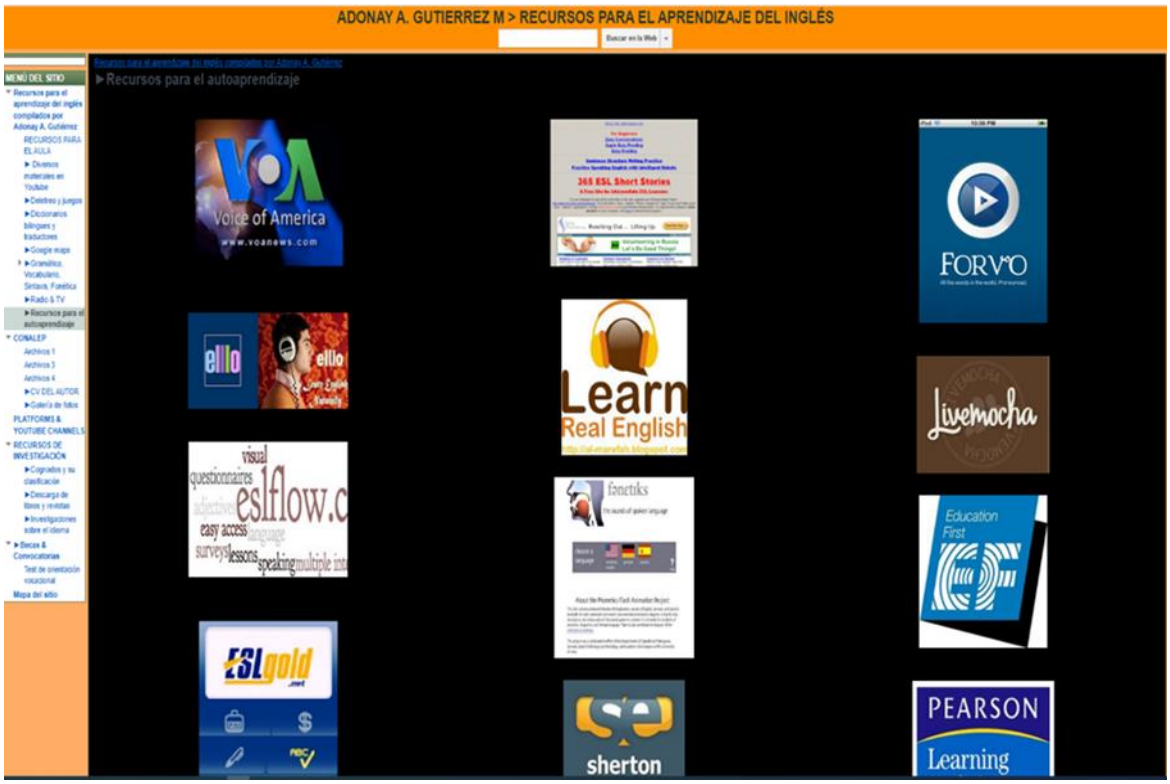
Includes the following tag questins to confirm the information presented in the story

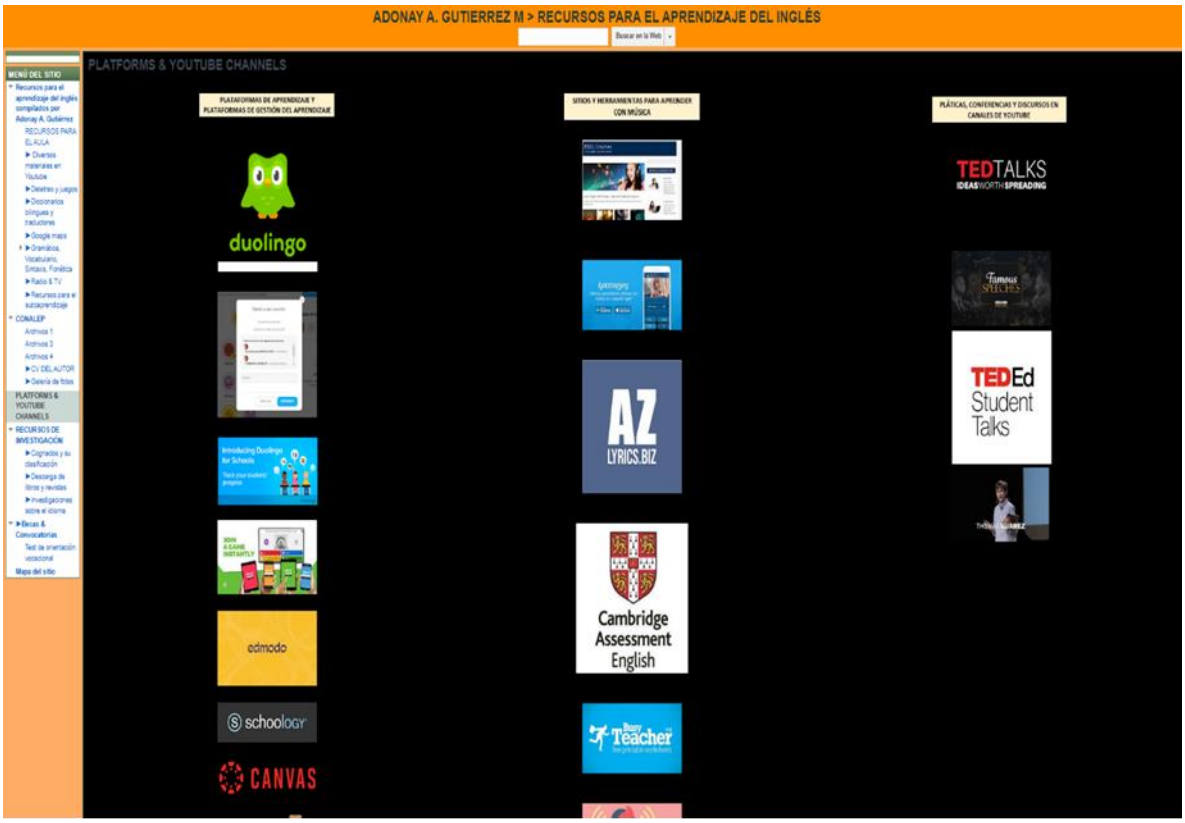
- Is it true?
- Is not true?
- Do not?
- It is not like this?
- Seriously?

APPENDIX 06 Adonay's Blog with free resources for students to learn English

https://sites.google.com/site/englishrecursosadonay/






ADONAY A. GUTIERREZ M > RECURSOS PARA EL APRENDIZAJE DEL INGLÉS
Buscar en la Web
MENÚ DEL SITIO
Recursos para el aprendizaje del inglés compilados por Adonay A. Gutiérrez
RECURSOS PARA EL AULA
Diversos materiales en Youtube
Deletreo y juegos
Diccionarios bilingues y traductores
Google maps
Gramática, Vocabulario, Sintaxis, Fonética
Radio & TV
Recursos para el autoaprendizaje
CONALEP
Archivos 1
Archivos 3
Archivos 4
CV DEL AUTOR
Galería de fotos
PLATFORMS & YOUTUBE CHANNELS
RECURSOS DE INVESTIGACIÓN
Cognados y su clasificación
Descarga de libros y revistas
Investigaciones sobre el idioma
Becas & Convocatorias
Test de orientación vocacional
Mapa del sitio
PLATFORMS & YOUTUBE CHANNELS
PLATAFORMAS DE APRENDIZAJE Y PLATAFORMAS DE GESTIÓN DEL APRENDIZAJE
duolingo
SITIOS Y HERRAMIENTAS PARA APRENDER CON MÚSICA
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Cambridge Assessment English
PÁTICAS, CONFERENCIAS Y DISCURSOS EN CANALES DE YOUTUBE
TEDTALKS
IDEAS WORTH SPREADING
TEDEd Student Talks
edmodo
schoology
CANVAS

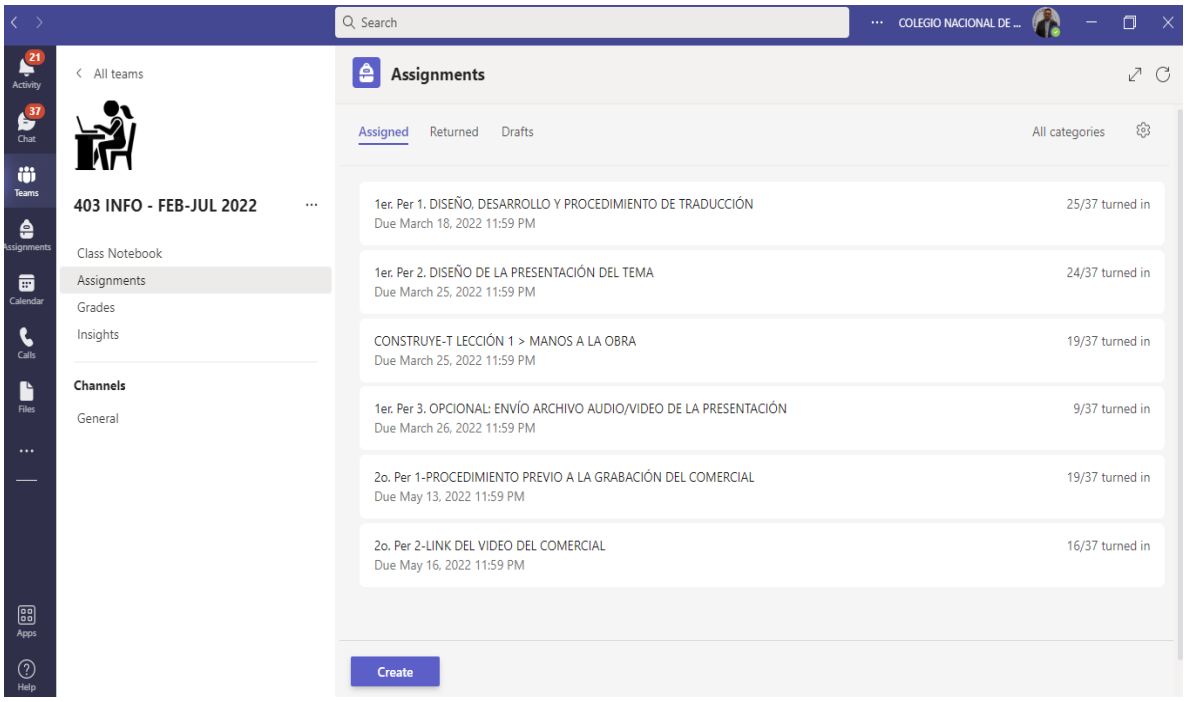
ADONAY A. GUTIERREZ M > RECURSOS PARA EL APRENDIZAJE DEL INGLÉS
Buscar en la Web
Recursos para el aprendizaje del inglés compilados por Adonay A. Gutiérrez
Diccionarios bilingues y traductores
MENÚ DEL SITIO
Recursos para el aprendizaje del inglés compilados por Adonay A. Gutiérrez
RECURSOS PARA EL AULA
Diversos materiales en Youtube
Deletreo y juegos
Diccionarios bilingues y traductores
Google maps
Gramática, Vocabulario, Sintaxis, Fonética
Radio & TV
Recursos para el autoaprendizaje
CONALEP
Archivos 1
Archivos 3
Archivos 4
CV DEL AUTOR
Galería de fotos
PLATFORMS & YOUTUBE CHANNELS
RECURSOS DE INVESTIGACIÓN
Cognados y su clasificación
Descarga de libros y revistas
Investigaciones sobre el idioma
Becas & Convocatorias
Test de orientación vocacional
Mapa del sitio
WordReference
WordMagic Translation Software
REAL ACADEMIA ESPAÑOLA
CAMBRIDGE DICTIONARIES ONLINE
Oxford English Dictionary
Google Translate BETA
Reverso
elmundo.es TRADUCTOR
Comentarios
No tienes permiso para agregar comentarios.

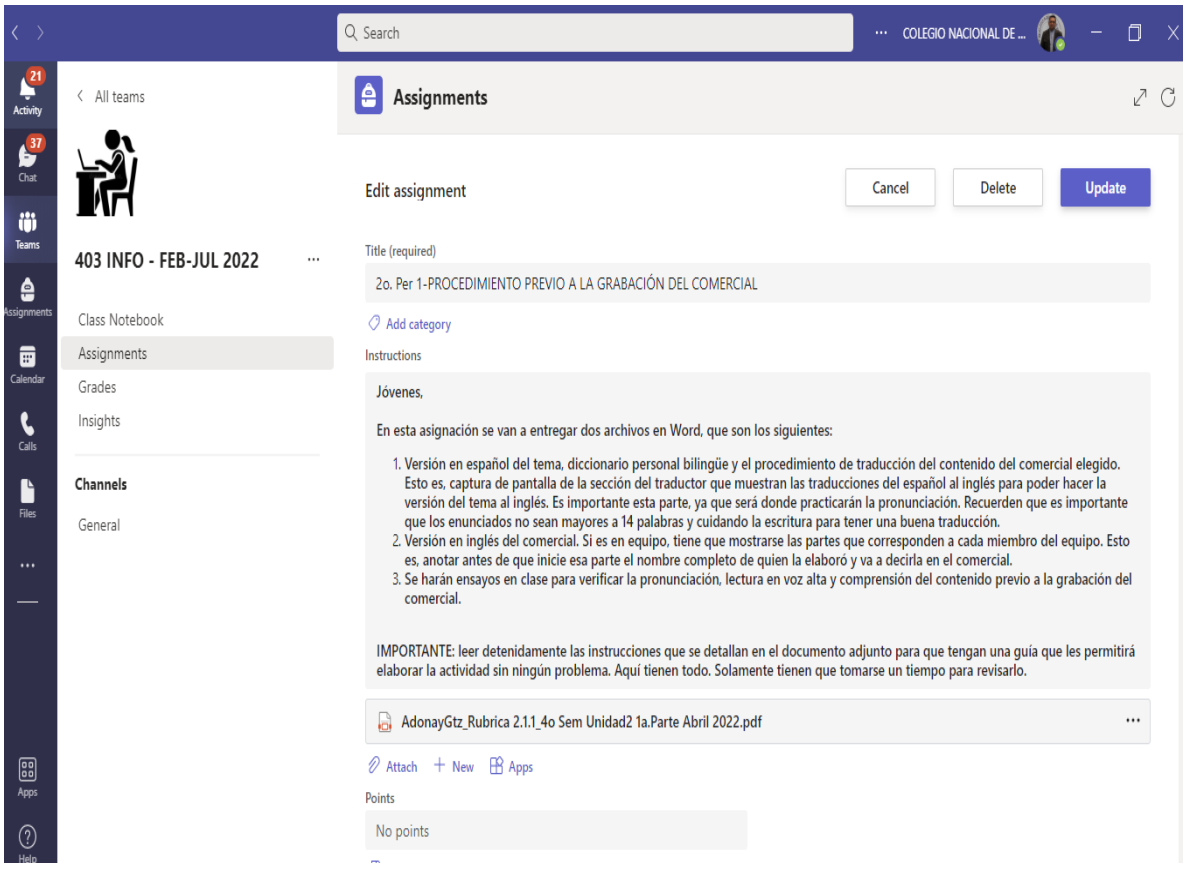
APPENDIX 07 Lesson plan application: process of the commercial production and practice of the 4 language skills

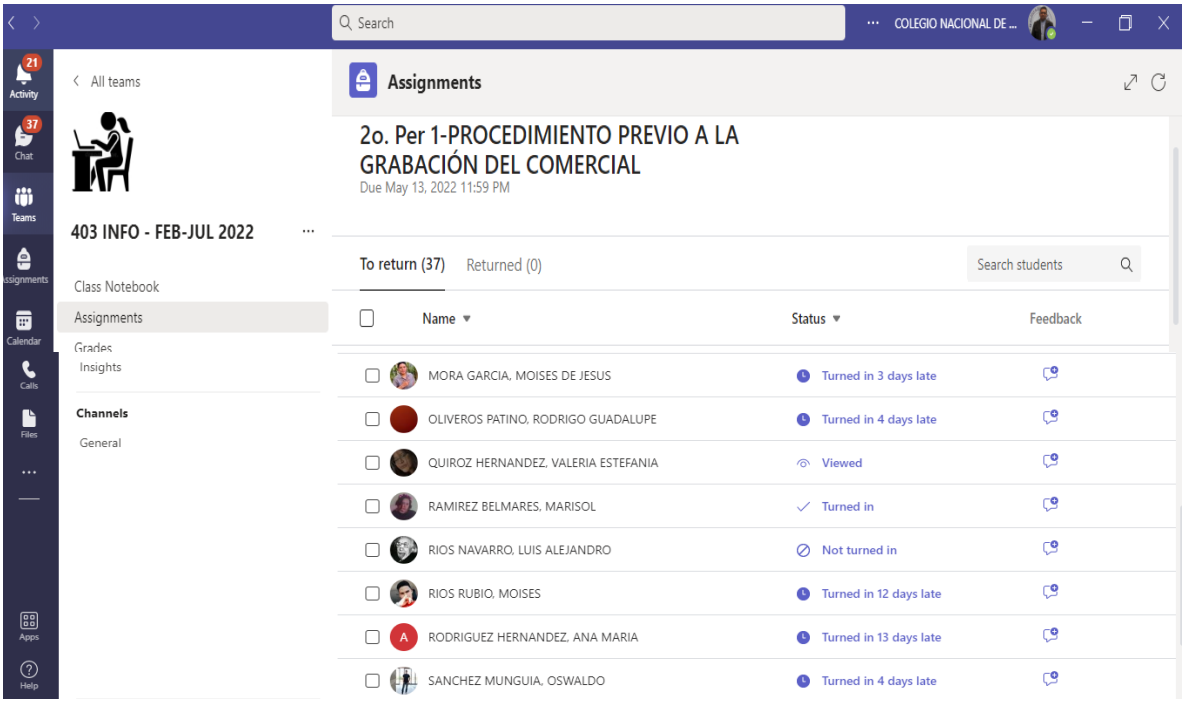
Youtube link of the lesson plan application with a commercial video:
https://www.youtube.com/watch?v=yek4Mb0_mp4

GAP

APPENDIX 08 Control, handling and reviewing of assignments via TEAMS
http://www.microsoft-teams.com



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All teams
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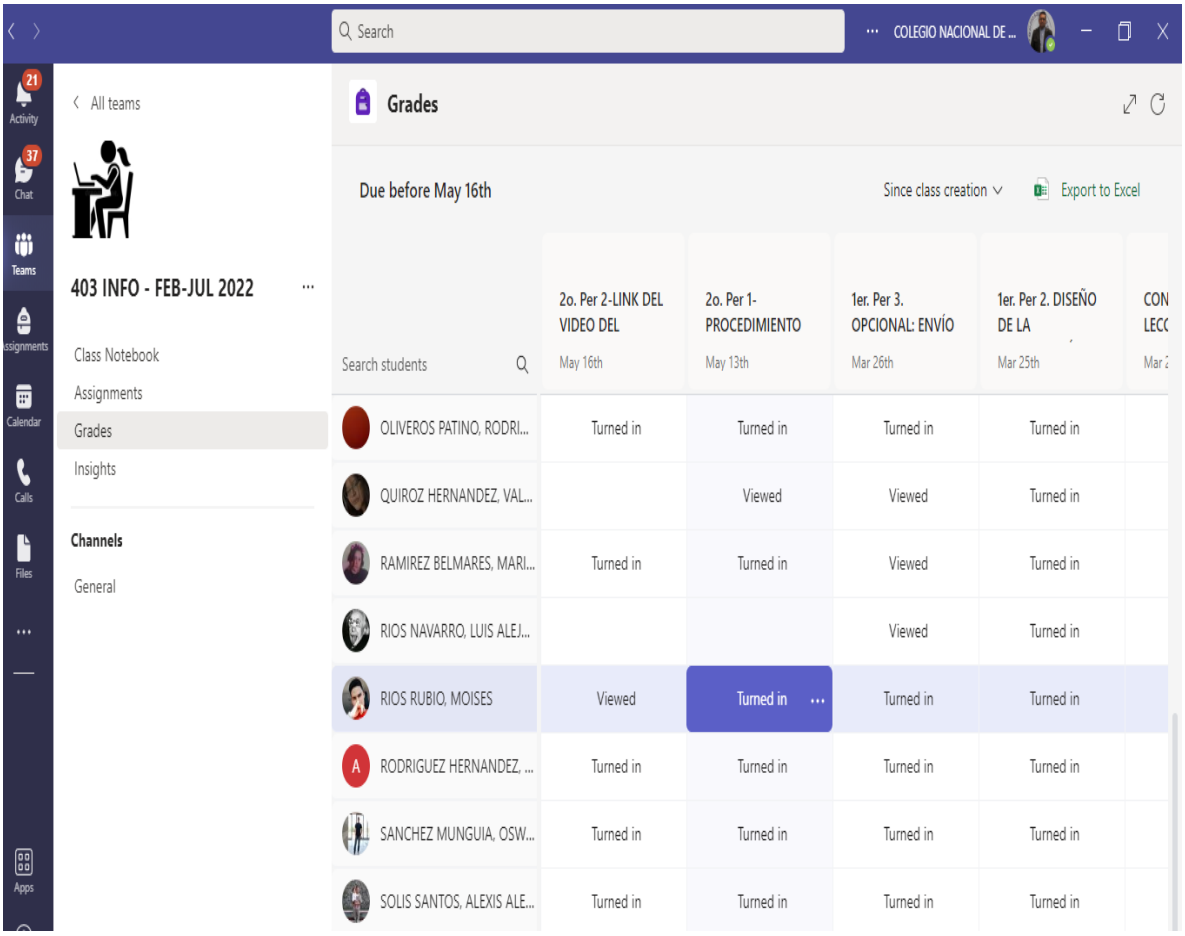
Class Notebook
Assignments
Grades
Insights
Channels
General
Assignments
2o. Per 1-PROCEDIMIENTO PREVIO A LA GRABACIÓN DEL COMERCIAL
Due May 13, 2022 11:59 PM
To return (37)
Returned (0)
Search students
Name
Status
Feedback
MORA GARCIA, MOISES DE JESUS
Turned in 3 days late
OLIVEROS PATINO, RODRIGO GUADALUPE
Turned in 4 days late
QUIROZ HERNANDEZ, VALERIA ESTEFANIA
Viewed
RAMIREZ BELMARES, MARISOL
Turned in
RIOS NAVARRO, LUIS ALEJANDRO
Not turned in
RIOS RUBIO, MOISES
Turned in 12 days late
RODRIGUEZ HERNANDEZ, ANA MARIA
Turned in 13 days late
SANCHEZ MUNGUIA, OSWALDO
Turned in 4 days late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Apps
All teams
403 INFO - FEB-JUL 2022
Class Notebook
Assignments
Grades
Insights
Channels
General
Grades
Due before May 16th
Since class creation
Export to Excel
Search students
2o. Per 2-LINK DEL VIDEO DEL
May 16th
2o. Per 1-PROCEDIMIENTO
May 13th
1er. Per 3. OPCIONAL: ENVÍO
Mar 26th
1er. Per 2. DISEÑO DE LA
Mar 25th
OLIVEROS PATINO, RODRI...
QUIROZ HERNANDEZ, VAL...
RAMIREZ BELMARES, MARI...
RIOS NAVARRO, LUIS ALEJ...
RIOS RUBIO, MOISES
RODRIGUEZ HERNANDEZ, ...
SANCHEZ MUNGUIA, OSW...
SOLIS SANTOS, ALEXIS ALE...
Turned in
Viewed

APPENDIX 09 Evidence of the commercial production by a team of the English class

Youtube link of the commercial: https://www.youtube.com/watch?v=SwVieqsK6Gg

GUION SEPARADO POR LO QUE CADA QUIEN DIRA:

Amalia:

¿Tienes hambre y no sabes que comer? Astrid cookies lo resolverá. Nuestras galletas son lo ideal para ti. Contamos con dos sabores y diseños de galletas que sabemos que te encantaran. Hola mi nombre es Amalia Martínez y mis socios son: Hatziry Guizar y Jovanni Hernández. (Cada uno dice sus nombres). El costo es de $40 pesos y la bolsa contiene 4 galletas. Contamos con servicio a domicilio para tu comodidad.

- Are you hungry and don't know what to eat? Astrid cookies will solve it. 1
- Our cookies are the ideal for you. 2
- We have two cookie flavors and designs that we know you will love. 3
- Hello, my name is Amalia Martínez and my partners are: Hatziry Guizar and Jovanni Hernández. 4
- The cost is $40 pesos and the bag contains 4 cookies. 12
- We have home delivery for your comfort. 16

(1,2,3,4,12,16)

Jovanni:

Tienen sabores únicos y deliciosos que te fascinaran. Tenemos dos tipos de galletas: Monster blue: son sabor vainilla con trozos de Oreos y chispas de chocolate. Tropical flower: son sabor naranja o limón con un diseño en forma de flor.

(8,9,10,11,17,18)

- They have unique and delicious flavors that will fascinate you. 8
- We have two kinds of cookies: 9
- Monster blue: they are vanilla flavored with pieces of Oreo and chocolate chips. 10
- Tropical flower: they are orange or lemon flavor with a flower-shaped design. 11
- We are on 3 Juarez St. Downtown Sector in the City of Tamazula in the state of jalisco. 17

- Contact us at the phones 3411219416, 3411144265 and 3411145421. 18

Hatziry:

Juntos formamos Astrid cookies. Elaboramos galletas de la mejor calidad. Nuestros procesos de elaboración son con mucho cuidado y limpieza. Te mostramos un poco de la elaboración de las galletas. Apoya los negocios locales y veras que no te arrepentirás. Somos tu mejor opción.

- Together we form Astrid cookies. 5
- We make cookies of the best quality. 6
- Our elaboration processes are very careful and clean. 7
- We show you a little of the making of the cookies.13
- Support local businesses and you will see that you will not regret it. 14
- We're your best option. 15

(5,6,7,13,14,15)

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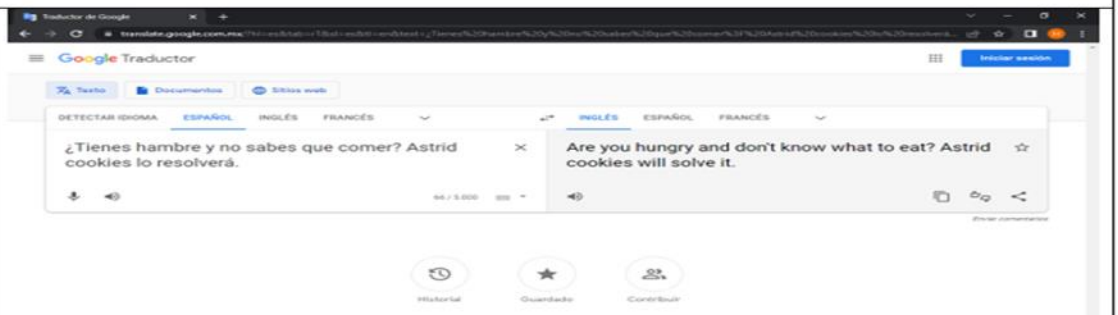
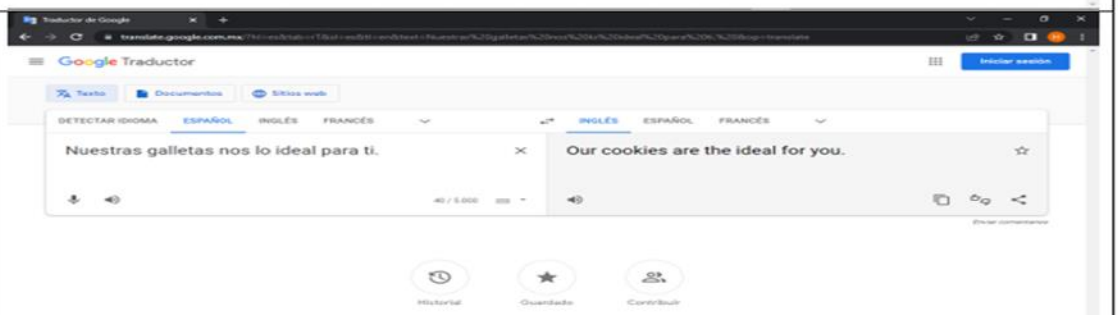
1	
2	

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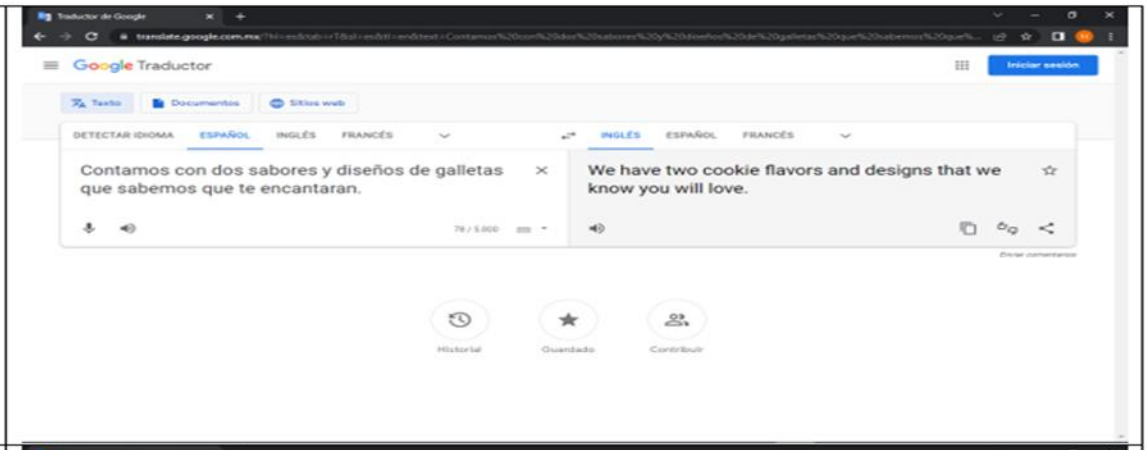
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Sitios web
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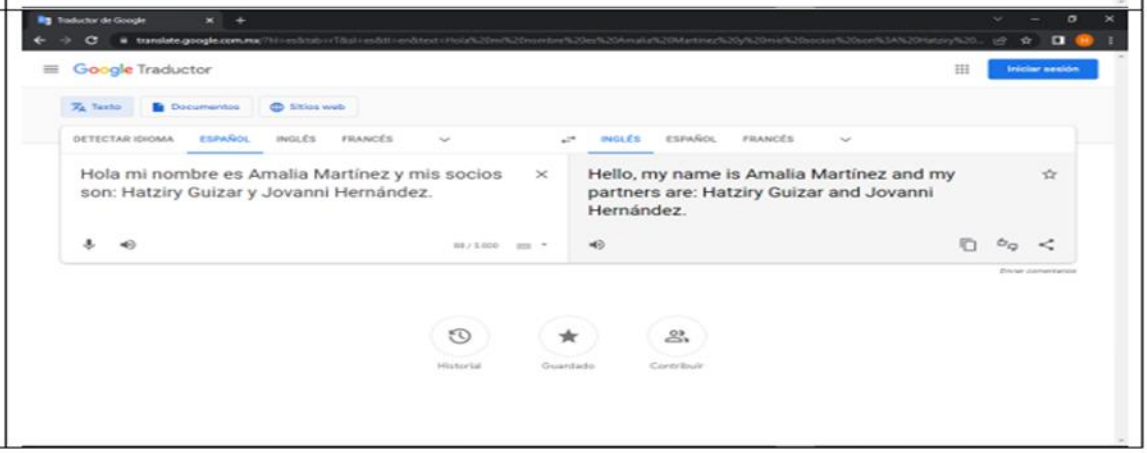
ESPAÑOL
INGLÉS
FRANCÉS
INGLÉS
ESPAÑOL
FRANCÉS
Contamos con dos sabores y diseños de galletas que sabemos que te encantaran.
We have two cookie flavors and designs that we know you will love.
Historial
Guardado
Contribuir

4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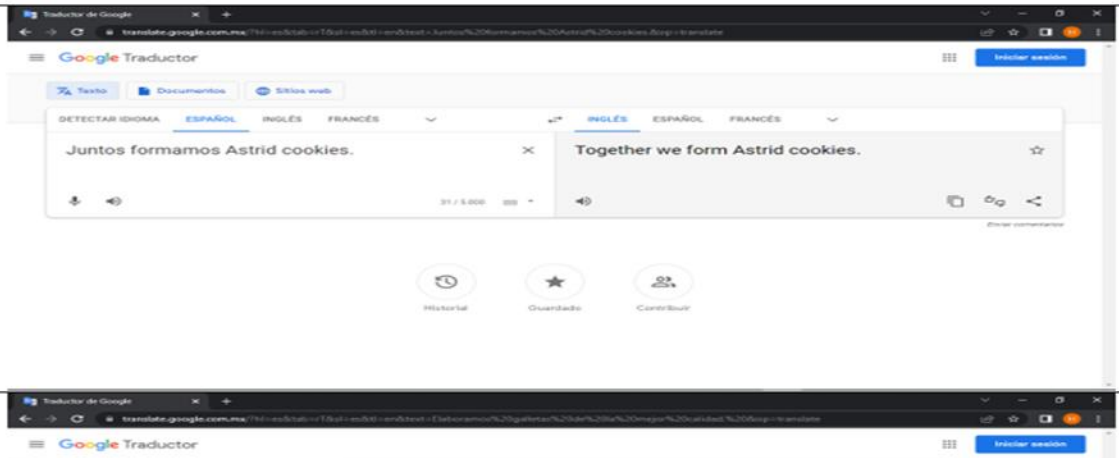
ESPAÑOL
INGLÉS
FRANCÉS
INGLÉS
ESPAÑOL
FRANCÉS
Hola mi nombre es Amalia Martínez y mis socios son: Hatziry Guizar y Jovanni Hernández.
Hello, my name is Amalia Martínez and my partners are: Hatziry Guizar and Jovanni Hernández.
Historial
Guardado
Contribuir

5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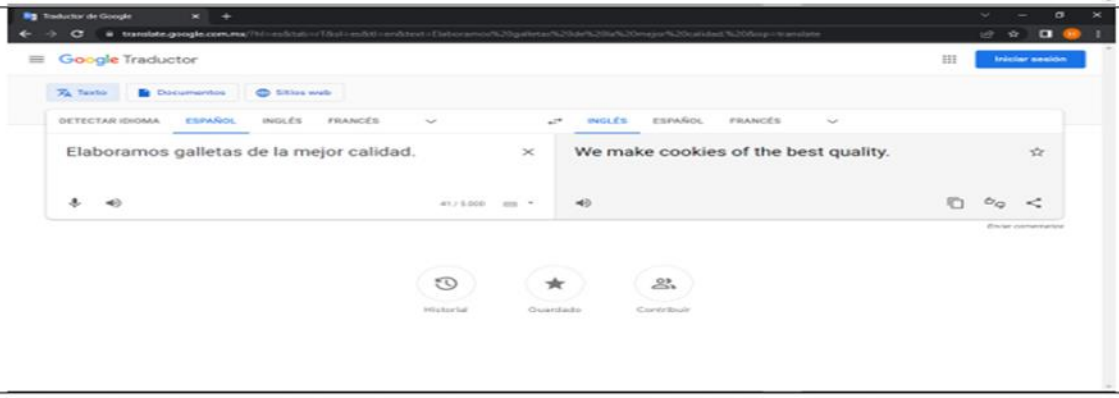
Sitios web
DETECTAR IDIOMA
ESPAÑOL
INGLÉS
FRANCÉS
INGLÉS
ESPAÑOL
FRANCÉS
Juntos formamos Astrid cookies.
Together we form Astrid cookies.
Historial
Guardado
Contribuir

6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DETECTAR IDIOMA
ESPAÑOL
INGLÉS
FRANCÉS
INGLÉS
ESPAÑOL
FRANCÉS
Elaboramos galletas de la mejor calidad.
We make cookies of the best quality.
Historial
Guardado
Contribuir

Film script

1. Are you hungry and don't know what to eat? Astrid cookies will solve it.
2. Our cookies are the ideal for you.
3. We have two cookie flavors and designs that we know you will love.
4. Hello, my name is Amalia Martínez and my partners are: Hatziry Guizar and Jovanni Hernández.
5. Together we form Astrid cookies.
6. We make cookies of the best quality.
7. Our elaboration processes are very careful and clean.
8. They have unique and delicious flavors that will fascinate you.
9. We have two kinds of cookies:
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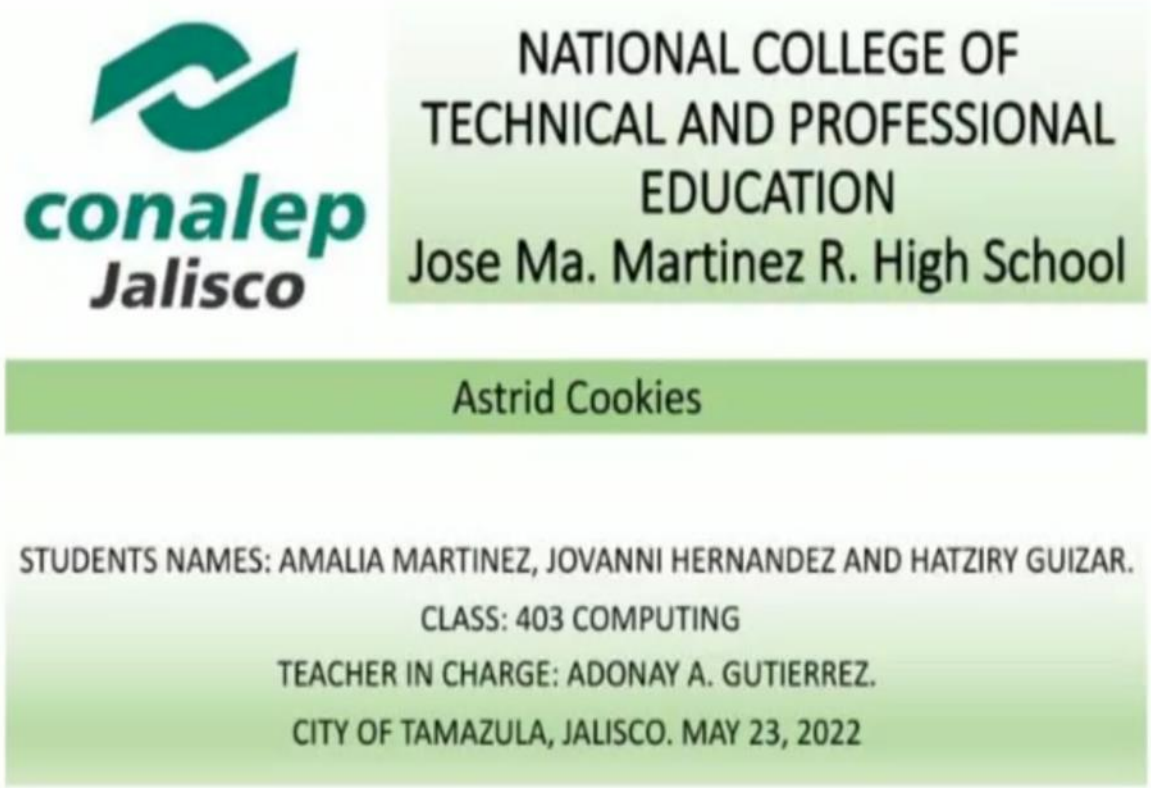
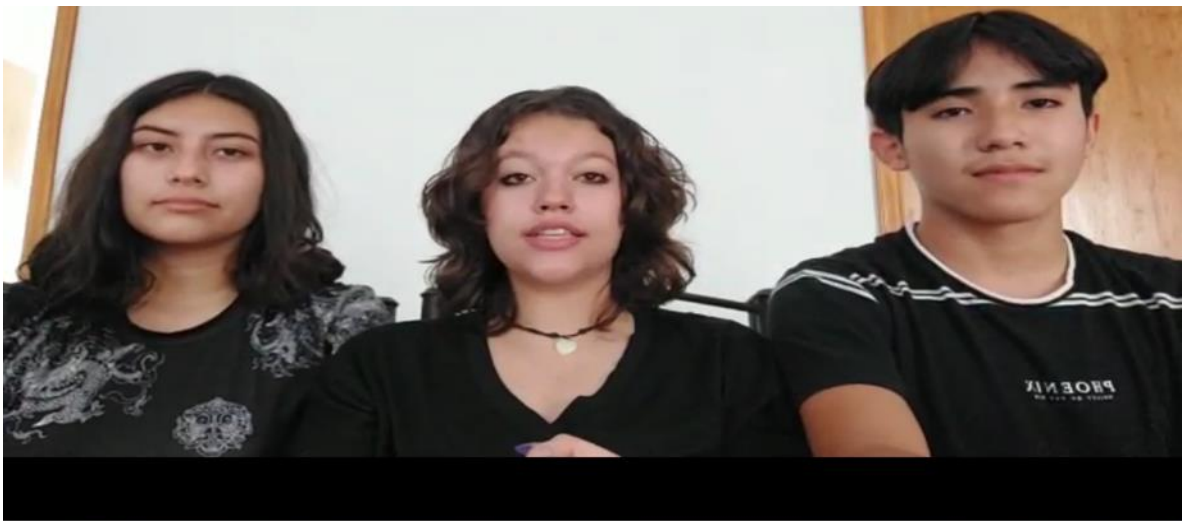
11. Tropical flower: they are orange or lemon flavor with a flower-shaped design.
12. The cost is $40 pesos and the bag contains 4 cookies.
13. We show you a little of the making of the cookies.
14. Support local businesses and you will see that you will not regret it.
15. We're your best option.
16. We have home delivery for your comfort.
17. We are on 3 Juarez St. Downtown Sector in the City of Tamazula in the state of jalisco.
18. Contact us at the phones 3411219416, 3411144265 and 3411145421.
19. We will respond instantly and you will have your order in less than you expect.





APPENDIX 10 Declaration Letter of Research Authenticity

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PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
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Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

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Presentado para obtener el grado de:	✓ Especialidad	☐ Maestría	☐ Doctorado	
Programa de posgrado:	EEAILE	Tutor(a), Asesor(a) o Director(a):	ROCIO SALGADO PEREA	
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Matrícula:	210926017			
Domicilio:	VICENTE GUERRERO # 69A TUXPAN, JALISCO. 49800			
Teléfono:	341 108 4665			
Correo electrónico:	adonaygtzmedina@gmail.com			

Atentamente,

Ciudad de México a 19 **de** junio **de** 2022.

ADONAY ARIEL GUTIÉRREZ MEDINA

Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

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