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Addressing the Four Skills with the Use of Technology

TRABAJO RECEPCIONAL

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

PRESENTA:

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México, DF. a 19 de Junio de 2022



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

Final Project
Addressing the Four Skills
with the Use of Technology
(An Outer Space Report)

Tutoree: Mario Etzael Rosas Catalán

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México, DF. A 19 de Junio de 2022.

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ABSTRACT

This assignment emphasizes on how the theoretical extracts and new knowledge presented through this specialization. Throughout this whole journey the beliefs and teaching practices have already started to change and to adapt in order to help the students acquire in an improved way the Second Language by designing activities where all their skills, contexts, backgrounds and necessities inside and outside the class are well-developed and enhanced.

The first chapter starts with a self-analysis and reflection about the role of a teacher in a real context after the deep study during this specialization. It explains the journey of a teacher and his adaptations of the teaching practices and personal beliefs. It also contains multiple analysis of the different Second Language learning and acquisition theories, with different practices and real teaching experiences after the study of those theories and models; specially those related to the intercultural communicative competences, higher psychological processes, students' attention to learn, assessment, collaborative learning, creation and application of rubrics, and creating real-life like scenarios for teaching and learning experiences.

The second chapter presents the theory put in practice in a real (digital) context with real students after the analysis of theories, concepts, ideas, and ideals. It pretends to present an improved lesson plan to teach the language, make it more approachable and engaging for students, where they feel at ease, but at the same time they can express themselves in a freer way without the need of translating everything.

The last two chapters represent a result analysis after the real practice of the lesson plan. This process has been very illustrative to realize the practices are resourceful, and those that can be improved for future appliances.

CHAPTER 01

1.01 Identity and Philosophy

Studying English since a very young age, students can be exposed to different techniques and methodologies depending on the teacher and the school year. Sometimes, classes were purely structuralist, some other times, they were based on integral projects. These also were applied into the different languages learned; for example, Portuguese and French were more based in the generative linguistics and sociocultural theories, but Russian and Latin were structuralists and based on the grammar-translation method. But despite that, the outside practice has been fundamental to develop the students' language acquisition. Watching TV shows and movies in all those languages, having the opportunity to chat with native speakers, and being immerse into the culture and language helped to improve the language skills and be aware of the learning students can actually have of those languages.

All those experiences shaped the way the language should be taught and learnt. Despite there are some skills where students need to have an *i+1* input in order to help them increase their English abilities; there are some others where structures need to be repeated. Planning activities where the different learning styles and the multiple intelligences are taken into account to enhance all students' use of the language is fundamental; trying to develop strategies where students —according to their own context— can be immerse into the language and culture, solve problems.

At the beginning, I was not planning on becoming an English teacher. I studied law at UNAM and I thought I was going to be this kind of successful international lawyer who traveled around the world making it a better place for everyone; sadly, while doing my studies there and having some “jobs” I discovered that being a lawyer was not “my call,” it was frustrating, yet eye opener. Fortunately, two of my teacher chose me to be their assistant; I was in charge of doing some paperwork and, in some cases, be in front of their classes teaching; it turned out I was good at it, so when I finished the whole career,

I stopped and thought about my future; it was obvious that being a teacher was just “it” for me. It was something that I had since before I was born, because my mother is an excellent elementary school teacher. However, I did not have the teaching studies to become a teacher myself; but after studying English since kindergarten I thought that studying to become a ESL teacher was a better option that suited my needs and expectations. I immediately started to look for a well-known school to become one.

During those 180 hours that I was required to fulfill in order to get my diploma, I felt more excited than in my entire law career. Everything that I was learning: methodologies, patterns, techniques, and so on, were so interesting to that I fell in love immediately. I remember the first time I had a practice with real students. We were teaching them the present simple of verb to be and some jobs. Watching how their faces change when they were able to construct sentences expressing their own ideas, was an outstanding feeling. Even though our practice on that moment was structuralist at its best, the feeling that those students were able to translate their Spanish thoughts into Second Language was exactly the point where I decided that being an English teacher was exactly what I have ever aspired to be. After nine years of being a teacher, many hours of planning and developing activities, three different ways of teaching (face to face, digital, hybrid), and many students I still belief that this is “my call”.

Throughout the past nine years I have tried to be updated on my techniques and methodologies; however, it was not until this specialization when I realized that I have applied *a priori* many of the theories exposed here. But now that I have studied them, read more about them I have been able to put them in practice with a better understanding of them; but also, I have been able to differentiate how I learned English, French, Russian, Latin, and Portuguese, how all my teacher have introduced me to different approaches to the different languages; which, most of them, I have used them because those worked with my learning processes.

1.02 Theory Underlying My Practice

Due to the language learning experience that precedes me (as I have exposed before), I have tried to use different teaching methods, approaches and methodologies, but during these weeks of specialization, I have been able to establish different techniques and be able to record the result of those practices. The lesson that I am about to present was very successful by its result and procedure:

This is a continuous process because all groups are different and vary so greatly from generation to generation. Some groups require a more behaviorist approach because they need some habits based on stimuli that—at the same time— allow the teacher to measure their advance towards the use of the language; these students also need a continuous reinforcement (Brown, 2007)¹. I have faced some other groups that they need a structuralist class, especially when I have taught basic levels, since it may be their first encounter with the language, they need some basic structures they can reproduce and use in a very controlled class environment. Even though this approach is based on repetitions and drills, it is important to make it interesting for students; I have sadly seen how this type of approach for some other students, who are part of the same group, represents an obstacle instead of an asset on their learning process(Mambrol, 2020)².

During this specialization's first module, I realized the importance of a well-developed input where not only the meaning and use are conveyed, but also to set a context that helps to create an environment where the focus is to make them internalize everything they are learning, listening, reading, watching, and experiencing; because, it is the only way I can assure that input turns into an intake and, as an obvious result, their outputs really show the acquisition of the language; for example: I have never thought about giving my students an authentic material that does not match their language level in

¹ Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Education.

² Mambrol, N. (2020, July 15). *Structuralism*. Literary Theory and Criticism. Retrieved October 28, 2021, from <https://literariness.org/2016/03/20/structuralism/>

order to help them to make that step into a deeper comprehension of the vocabulary or grammar structures that are being reviewed (Krashen 1982)³.

I reckon that when it started, I felt scared of the challenge that the educational system was about to face. At that moment, I was not sure if I had enough skills to face this new system. The second part was worse; after those months of digital teaching, using new websites and platforms, developing new activities to ensure the students' learning, the pandemic was still present and I felt overwhelmed; fortunately, there were positive outcomes from these; among them, there is one that I praise the most: my self-discovery as a teacher. Those months helped to see myself as a teacher who is capable of altering his methodology into a digital contexts, despite the barrier a computer can represent, I am able to connect with my students and get to know them, the constant learning helps to improve my practice as a teacher, and the collaborative work with my coworkers and students has still been quite meaningful throughout this whole experience. I have previously used technology as a tool for my practice (in a very amateur way) when I showed my students some slide shows, some videos, or when I do their exams, but now I use technology in a more advanced way that enhance my students' learning experience while creating videos, gamifications, and content suitable for them, doing more collaborative work where they are the main object of the process, developing some interactional modifications to make my students more aware of their mistakes and —more important— they know why and how to correct them (Gass, 2001)⁴.

I am very used to work with advanced students because almost since the beginning of my teaching experience I have been working that level. The first year of working as an English teacher was the time I had the chance to work basic levels, real-beginner students without previous academic exposure to the language, and I remember using a

³ Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Institute of English.

⁴ Gass, S., & Selinker, L. (2001). *Second language acquisition* (Second ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates

lot of realia, drawings, flash cards, cognates(Dubin, 1986)⁵, and many other stimuli that helped my students to convey meaning and use of the topics I was trying to teach; however, since I start to work with more advanced students I stopped to use those kind of tools during my sessions because students had more knowledge of the language and they did not seem to need that type of tools. I believe that since my students are not immerse in a real English language environment, these types of tools must be a constant in my classes despite their level or age, so I need to jump into my Teacher's summaries and theoretical articles to remember how to develop this kind of content for my sessions, at the end the main goal of my practice must be the learning of my students and not if I feel comfortable or not using specific tools.

To be honest, one practice that I think I need to modify —and represents a challenge on my teaching practice— is the use of course books. I know that almost every school uses textbooks to help teachers and students with the Language Acquisition, and to be honest it is very helpful and it reduces so much time while planning; however, not all the material presented is suitable for the group profile or the mood the students are on that specific sessions. The real challenge is to adapt those syllabi in order to continue being very resourceful, but also to be meaningful and interesting for the students (Li, 1998)⁶. I know that selecting the material for the course is something that the school's principal and coordinator should do, but I also think that they should take into account teachers' opinions because —at the end— they will be using them and they know their students' profiles. Nowadays, I have both approaches: using a course book (elementary school), and having just some topics to cover throughout the course without having a specific material and giving me freedom to use any material I think is best for the teaching-learning process. That has helped me with the use of authentic material in my classes. It represented a challenge mainly because of the time it requires in order to be well-

⁵ Dubin, F. and Olshtain, E. (1986). *Course Design: developing programs and materials for language learning*. Cambridge University Press.

⁶ Li, D., (1998). *It's Always More Difficult Than You Plan and Imagine: Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea*. *TESOL Quarterly*, Vol. 32, No. 4

prepared and according to the syllabus and the students' profile (McGrath 2002)⁷; now I feel more confident on choosing that kind of material and I have already seen its importance since they represent a real contact with the language. The only challenge I still face is the fact of selecting material that corresponds to my students' level, interests, and goes accordingly to the class syllabus and contents.

In addition, some other skills that I recognize myself with are those that are related to my ethics, professionalism, and love for my career. I identify my role as an affiliate and cooperative teacher,⁸ because I am always trying to create meaningful connections with my students and coworkers in order to set peaceful learning and working environments; also, I prefer working in teams, inside and outside the classroom, because I am convinced that: *"two minds work better than one."* Even though I like to have limits during classes, these can be very flexible since not all situations are the same, some need special treatments or specific considerations; always being fair with all my students.

I am also more aware of the different school of thoughts; sometimes we need to work based on structuralist components, some others relying on our students critical thinking and schemas; these will depend on the approach, the topic, and the group profile.

Besides that, being a teacher does not only imply teaching, we have different roles according to each institute, class, context, and/or situation. Richards, J.C. and Lockhart, C. (1996)⁹ explained those differences very clearly and now I can understand how vast our profession is.

The role of students has changed considerably since I was a student myself. Nowadays, students are active participants in their learning process and everything that happens in the classroom, back on my days, the only ones who were in charge and

⁷ McGrath, I. (2002). *Material Evaluation and Design for Language Teaching*. Edinburgh University Press

⁸ Perceived Personality Traits and Types of Teachers and Their Relationship to the Subjective Well-being and Academic Achievements of Adolescents. (2014). *Educational Sciences: Theory & Practice*. Published. <https://doi.org/10.12738/estp.2014.6.2187>

⁹ Richards, J.C. and Lockhart, C. (1996) *Reflective Teaching in Second language Classrooms*. Cambridge University Press.

knew everything related to the students' processes were the teachers. Consequently, students need to take responsibility for what they are learning, how they are doing it, and the results they might get. Students stopped being part of the class to become members of the classroom community where they are involved —and aware— of their own learning process.

At the very beginning of each scholar year at the elementary school I work at, I am required to create a group profile; in contrast, at the university that is not necessary; however, I also create my group profile finding my students' dominant learning skills, their multiple intelligences, likes, interests, pronouns, digital and social abilities, and motivations. This has helped while planning my lessons because I try to enclose all my students' backgrounds and previous knowledge and make their Language Acquisition as smooth as it can be, locate them in real-life experiences according to their interests and likes so the knowledge is more meaningful (Wright, 1987)¹⁰.

Module projects or collaborative assignments is something that I have recently started working on during my classes, and I have already seen some advantages like the knowledge is treated differently among students, because they re-interpret it and make it their own. Students are able to expand their own knowledge while doing surveys, researches, expositions about topics they find interesting or they want to learn more about. Another benefit from this type of work is that students are in charge of their learning process, learning acquisition, and we help them to learn how to solve problems, delegate responsibilities, and work in teams. I give them only the rubric for the final product and I help them when they are in doubt of a specific grammar structure that is way beyond their level. The last advantage from this is that all students talents are recognized and used; different students assume the different roles, for example, some become the lecturers, the note-takers, the tutors, and some even become the disciplinarians (Calvert, 1975)¹¹ in the group they are working on that moment; this also

¹⁰ Wright, T. (1987) *Roles of Teachers and Learners*. Oxford University Press

¹¹ Calvert, B. (1975). *The Role of the Pupil*. Routledge and Kegan Paul. London and Boston.

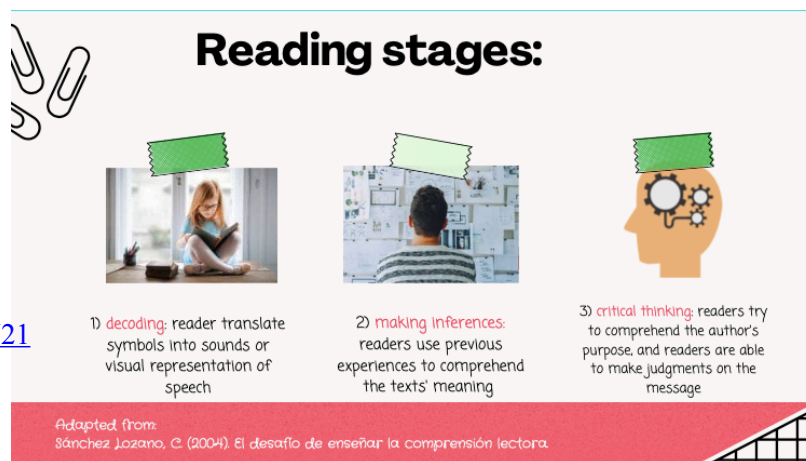
helps with the struggle we —as teachers— may face with different students (phantom, alienated, isolated, and dependent (Richards, 1996)¹²) because they are not being observed, questioned nor ruled by the teacher, but by one of their classmates.

1.02.01 Reading

“Teaching” reading has been a constant struggle; however, so it is important to understand better how reading should be approached to students. Nowadays, teachers should be more conscious and cautious when planning the strategies where the reading skill is presented. Some of the ones that can be very resourceful are (Chamot, 1994)¹³:

- * Activating students’ schemas
- * Practice reading daily (different purposes)
- * Modeling and teaching different learning strategies
- * Teaching reading and writing together
- * Involving students in their own progress
- Try to involve parents into their kids’ reading and writing development and improvement.

Fig. 1: Reading Stages summary
Rosas, E. (2022e). Reading & Writing [Presentation]. Canva.Com. <https://3.ly/ajN21>



1.02.02 Writing

¹² Richards, J.C. and Lockhart, C. (1996) Reflective Teaching in Second language Classrooms. Cambridge University Press

¹³ Chamot, A. U., & O'Malley, J. M. (1994). Instructional approaches and teaching procedures. In K. S. Urbschat & R. Pritchard (eds.), Kids come in all languages: Reading instruction for ESL students. Newark, DE: International Reading Association.

Writing can be defined as the specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message (Harmer, 2007)¹⁴. Some remarkable approaches and strategies for teaching practice are:

WRITING STRATEGIES



imitative or writing down: dictation chunks

intensive/controlled: change parts of sentences, ask questions from inputs, complete dictation

Self-writing: personal, more creative, and free way.

Real-writing: academic, technical

3/5 paragraph-essays (intro, body, conclusion)

Brown, H.D. (2007). Teaching Writing in Teaching by Principles: An Interactive Approach to Language Pedagogy

Approaches		
1) Language structures (rules for writing, patterns, linguistic knowledge): *familiarization *controlled writing *guided writing *free writing	2) Discursive STRUCTURES: COLLECTION OF STYLES FOR ITS DISCOURSES	4) WRITING PROCESSES, STRATEGIES USED TO WRITE
	3) CREATIVE EXPRESSION (SELF-DISCOVERY PROCESS): WRITING IS LEARNED, NOT TAUGHT	5) Content 6) Genre and contexts of writing

Adapted from Hyland, K. (2002). Second Language Writing, Chapter 1, Writing and Teaching Writing

Fig. 2 & 3: Writing Strategies summarize chart. Rosas, E. (2022e). Reading & Writing [Presentation]. Canva.Com. <https://3.ly/ajN21>

¹⁴ Harmer, J. (1991). The Practice of English Language Teaching, New Edition (Longman Handbooks for Language Teachers) (Fourth Ed.). Pearson Longman.

1.02.03 Listening

The listening skill can be summarized as:

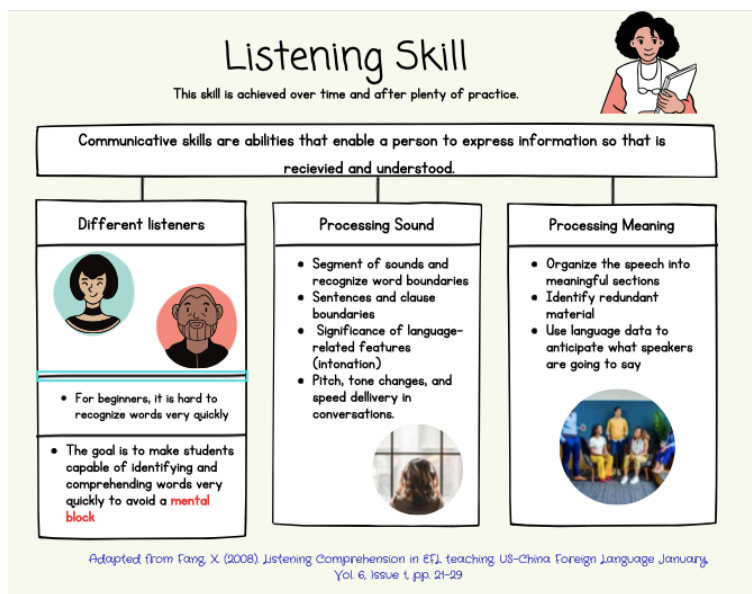
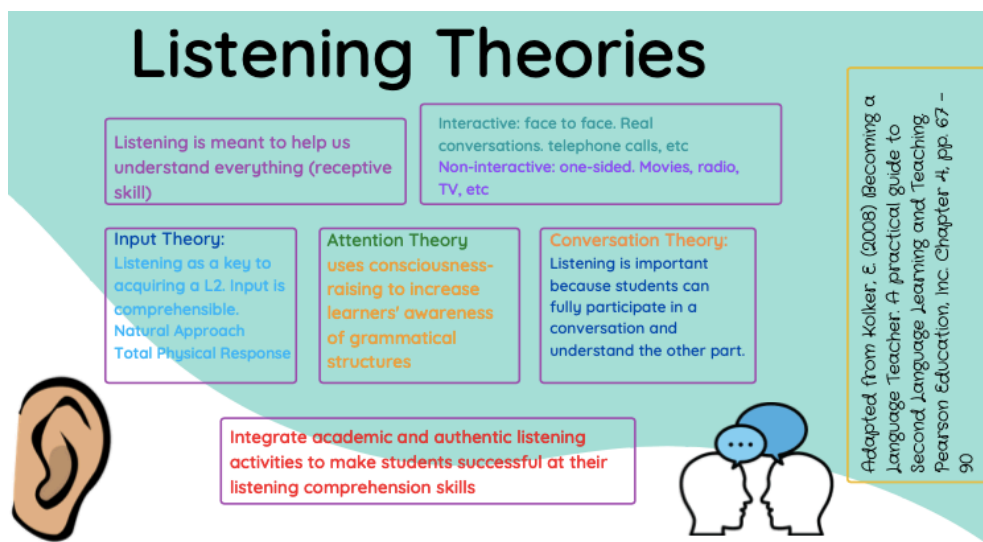


Fig. 4 & 5.
Rosas, E. (2022c). Listening Theories [Organizer]. Canva.Com. <https://3.ly/ajN0S>

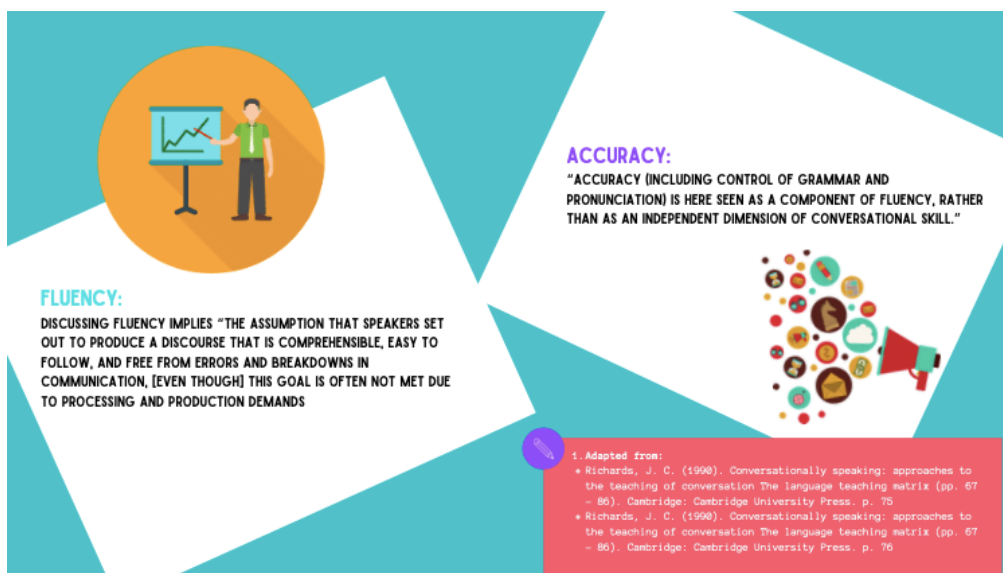


1.02.04 Speaking

Speaking which refers to verbal and non-verbal strategies... to enhance the effectiveness of communication (Bygate, 1987)¹⁵. Some important ideas related to this fundamental skill are:



Fig. 6 & 7: Speaking Rosas, E. (2022j). Speaking & Listening [Slides]. Canva.Com. <https://3.ly/ajN48>



¹⁵ Bygate, M. (1987). *Learner Strategies of Communication*. **Speaking** (pp. 42-48). Oxford: Oxford University Press

1.02.05 Culture

Teaching culture needs to be one of the main objectives for teachers these days, but being careful not to contrast the own culture and the one that is being taught; it is basic to help students to develop a sense of belonging to the own culture, while remarking the other(s) cultures.

It is important to first define culture and its competences as:

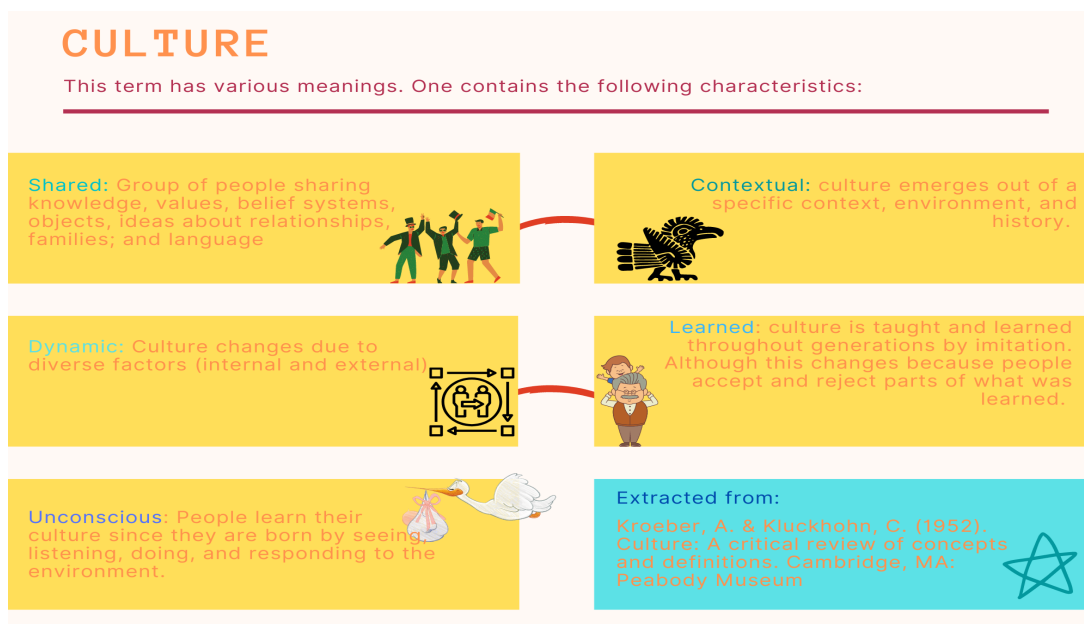
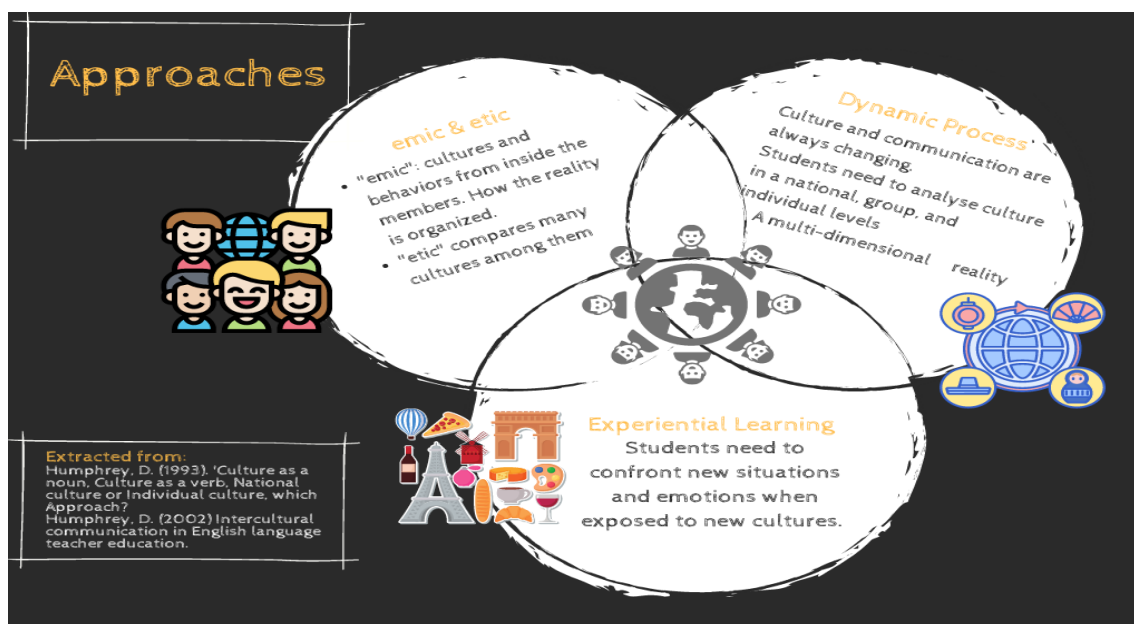


Fig 8
Rosas, E. (2022b). Culture [Organizer]. Canva.Com. <https://3.ly/ajN1w>

Fig. 8: Different characteristics of culture.



Rosas, E. (2022a). Approaches [Organizer]. Canva.Com. <https://3.ly/ajN2q>

1.02.06 Higher Psychological Processes

Vygotsky (1987) defined several cognitive processes acquired through teaching and learning¹⁶ and can be explained as it follows:



Fig. 10: Different Higher Psychological Processes.

Rosas, E. (2022d).

Higher Psychological Processes [Organizer]. Canva.Com. <https://3.ly/ajN3H>

1.02.07 Key Skills for the Twenty-First Century

These skills refer to the knowledge, life skills, career skills, habits, and traits that are critically important to student success in today's world, particularly as students move on to college, the workforce, and adult life (Lamb, 2017)¹⁷.

¹⁶ VYGOTSKY, L. S. (1978). Mind in Society: Development of Higher Psychological Processes (M. Cole, V. Jolm-Steiner, S. Scribner, & E.

¹⁷Lamb, Stephen, Maire, Quentin and Doecke, Esther (2017) Key Skills for the 21st Century: An evidence-based review. Project Report. NSW Department of Education, Sydney

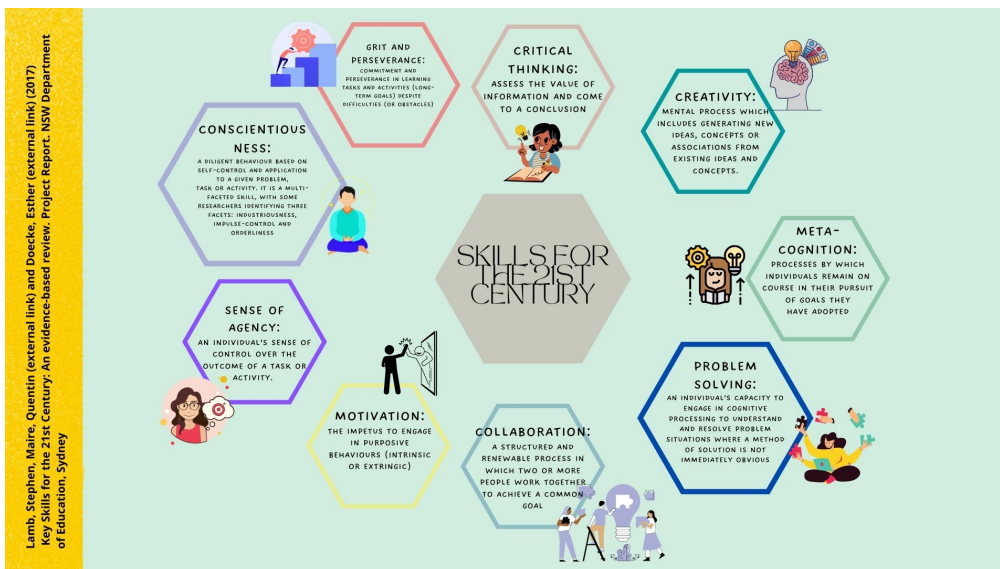


Fig. 11: Organizer explaining the different skills for the 21st Century.
Rosas, E. (2022b). Skills for the 21st Century [Organizer]. Canva.Com. <https://3.ly/ajMZY>

Chapter 02 Methodology and Practice

2.01 Pre-Lesson Plan

One of the first things teachers need to do is to know their group profile, because this action will help the teacher to know, plan, develop, approach, and assess the students' learning process. For this research, the group profile consists in 26 students over 18 years old from an intensive course at a public university in Mexico City; due to the pandemic outbreak the modality the school is using the teach is still digital, which means, there are students that are at the school and some others take the class remotely (using the Zoom app). Most of them (90%) were participating actively during the sessions. Most of students' level vary between the A2 and the B2 according to the Common European Framework of Reference for Languages [CEFR]¹⁸.

2.02 Description of the Sessions

As part of this continuous process in learning new methodology, and in order to make the learning experience more meaningful and approaching it successfully to a wholesome coverage of syllabus' contents, interculturality, key skills for the 21st century, and use of technology.

¹⁸ Cambridge Assessment English. (n.d.). *Research and validation | Fitness for purpose | Cambridge English*. Retrieved 2022, from <https://www.cambridgeenglish.org/research-and-validation/fitness-for-purpose/#cefr-relationship>

During the first session the vocabulary that students may have some problems with was presented using a slideshow. For this activity a slide was presented with an animated image (gif) and students were asked different questions to convey the meaning of the shown gif; in the next slide the vocabulary word, its part of speech, its phonetic symbols, and its meaning were presented. This process was repeated with the six vocabulary words. Students needed to give some examples for each word in order to check comprehension.

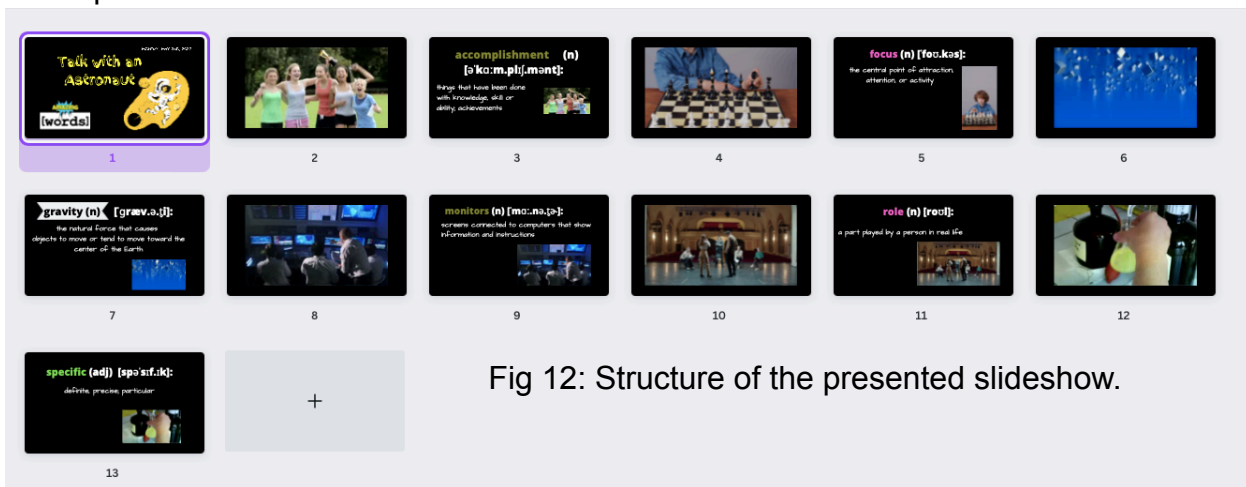


Fig 12: Structure of the presented slideshow.

In the second session, the grammar focus topic [Reported Speech] was presented in a deductive approach (Gulati, 2009)¹⁹. A video was presented with a person's routine, then some questions were asked to students following the structure "What did he say when/about...?", students answered and the teacher corrected them using the expected structure. After some examples, teacher asked students whether or not they were able to identify the differences given while correcting them and why they thought that was made. The following activity was to show the key features of the structure with some examples.

¹⁹ Gulati, PM, 2009, Research Management: Fundamental and Applied Research, Global India Publications, p.42



Fig. 13: Structure of the presented slideshow.

Rosas, E. (2022g).

Reported Speech [Slides]. Canva.Com. <https://3.ly/ajN2U>

The third session consisted in promoting the students' listening comprehension while the passive voice structure was introduced. The video: "Bubblegum. How It's Made"²⁰

was shown. The first time only the audio was presented as a listening comprehension practice; however, the students' comprehension was almost null, so the following times both —audio and visuals— were played; now students understood the general idea of the topic.



Fig. 14: Screenshot of the actual video presented
Discovery UK. (2018). *Bubblegum, How it's made?* [Photograph].
BUBBLEGUM | How It's Made. <https://youtu.be/2kttVyakHN4>

After doing a follow-up activity to check students' listening comprehension. The Passive Voice key features were presented in a video format; after that and using the listening comprehension activity, students were asked to rewrite the given sentences using the reviewed structure.



Fig. 17: Screenshot of the actual video presented in the class.

²⁰ Uk, D. (2018, March 10). *BUBBLEGUM | How It's Made*. YouTube. Retrieved 2022, from <https://www.youtube.com/watch?v=2kttVyakHN4&feature=youtu.be>

The fourth session had two main purposes: a) to introduce the final project concept to the students: “News Article” and b) develop writing skills. The session consisted in showing them a news report (real material) about a current topic (The abandoned children of war). After watching the news report —and to check comprehension— students gave their opinion about the topic; some talked about world wars, others about domestic ones. All of them forgot the main topic (the abandoned children), but since it was not the objective of the activity, all opinions were valid. At the end, they were conducted to answer some questions about the structure of a news article to identify its parts. To conclude the introduction part of the writing topic, a slideshow with the key features of the topic was presented. As a follow-up activity, students chose a different article and they needed to answer the structure-questions of news articles. During this session, students were asked to select a news they were interested in, and do a follow-up of it

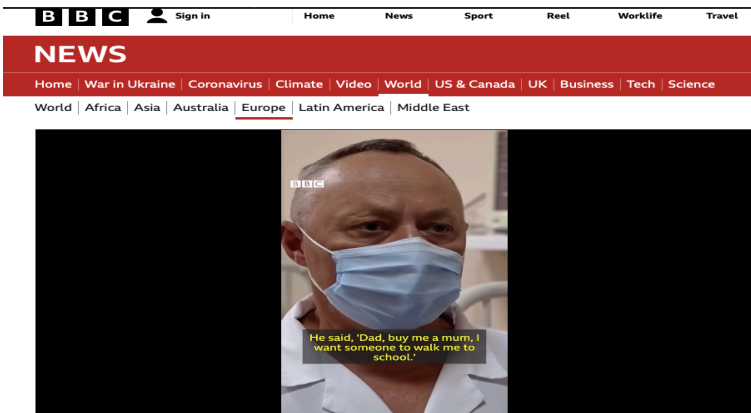


Fig. 16: Screenshot of the video presented
 BBC. (2022). *The wounded children of Putin's war in Ukraine* [Photograph].
 The Wounded Children of Putin's War in Ukraine. <https://www.bbc.com/news/av/world-europe-60817015>



Fig. 17: Structure of the presented slideshow
 Rosas, E. (2022g).
 News Article [Slides]. Canva.Com. <https://shorturl.at/hrw1Z>

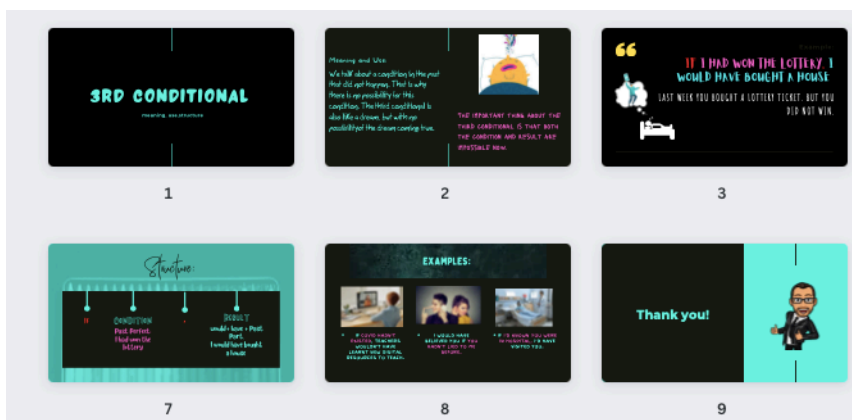


Fig. 18: Structure of the presented slideshow.
 Rosas, E. (2022m).
 Third Conditional [Slides].
 Canva.Com. <https://shorturl.at/jFEGKT>

The target skill for the fifth session was writing, so in order to achieve the goal: writing a *Sorry Note*, the Third Conditional structure was presented, to activate students' schemas, they were asked about everything they could remember about Conditionals, some responded with the structure of them, and some others with examples. After that simple activity students were asked to think about an unexpected situation where the outcome of it was not positive; after that, they needed to write a *Sorry Note* using the Third Conditional structure. From the first activity, to the last we covered the different writing strategies: imitative, controlled, and self-writing²¹.

Fig. 19: Two pages of the presented selection
Retrieved from: Foresman, S. (2012b). *Reading Street Common Core: Grade 5.2, Student Edition (Student Edition)*. Scott Foresman.

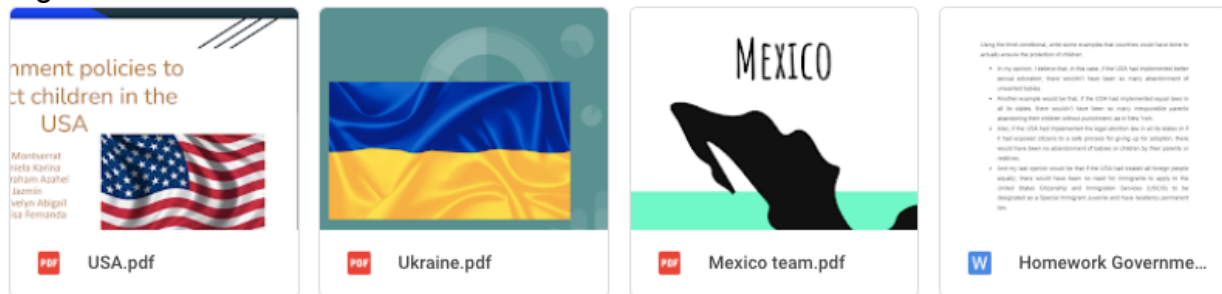


Reading was covered on the sixth session. The first activity presented this day was to elicit from students their previous knowledge by asking them questions about the universe, astronauts and Ellen Ochoa. After that, and continuing with the activation of students' schemas, a video interview with the mentioned astronaut was presented. The main selection presented during this session is named *Talk with an Astronaut*, that is

an interview where 5th graders asked Ellen Ochoa various question and how she answered them. Some students were asked to read aloud and questions related to the meaning of words were answered either by the teacher or by the classmates themselves. It was interesting to see that the words presented during session one (vocabulary) did not represent any obstacle for them anymore. After finishing the reading, students answered a multiple option activity to check reading comprehension.

²¹ Brown, D. (2007) *Teaching by Principles. An interactive approach to language pedagogy*. Prentice Hall Regents. Chapter 20, pp 357-389

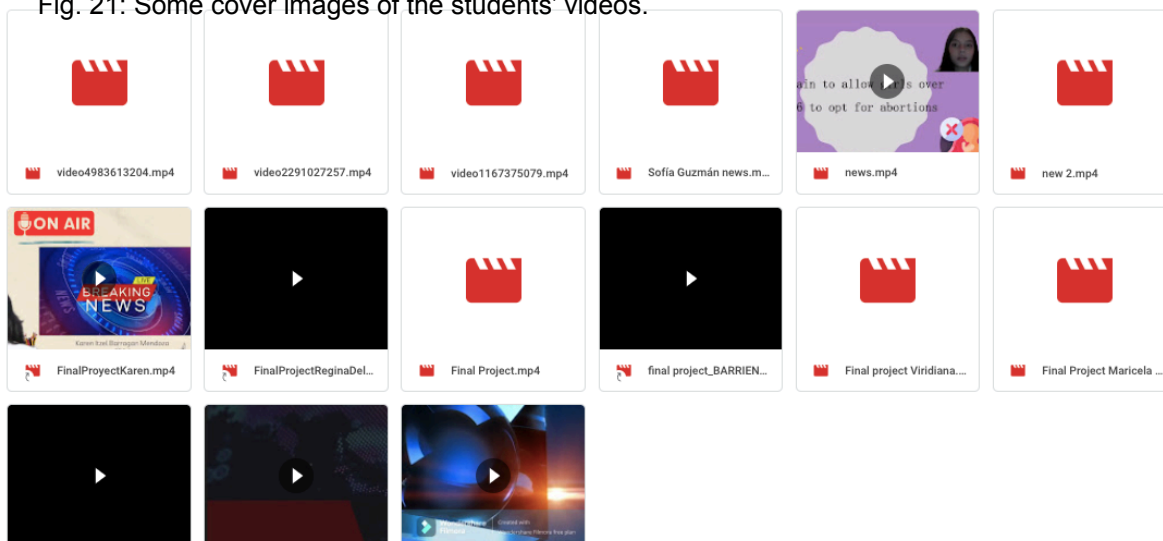
Fig. 20: Covers of the students' slideshows.



The seventh session was focused on enhancing students' oral production, collaborative work, and compare and contrast skills. Considering the TV News about the abandoned kids of war, students were divided into teams, they needed to look for policies that address children's protection in a country the team decided. Students needed to summarize the policies, find the laws or legal instruments that expose the policies; also, they were asked to expose their point of view about those policies and their opinions about those measurements and situation. The final product requested for this activity was a slideshow.

The final product of this course was a TV News Show completely done by the students. During the complete course, students were given different strategies to deliver a high-quality video. They were taught how to efficiently use zoom and their slideshows. Some of them did not have the digital resources to do it by themselves, so they were able to do it at the end of some sessions with the aid, guide and resources from the teacher. Since the very beginning of the course, the final project rubric was presented, so students knew what they were expected to produce at the end of the level; students were reluctant at the beginning, but as soon as they received the guidance of the teacher and their same classmates, they started to feel excited about the video. This last session was only to check their videos and their classmates can give them some positive feedback and critics.

Fig. 21: Some cover images of the students' videos.



2.03 Lesson Plan

The following lesson plan (Velasco, 2006)²² represents an organized and reduced format of the previously stated activities:

1. Lesson plan identification cell	
Author	Mario Etzael Rosas Catalán
Educational stage	University, Intensive Language Course.
Title of your Lesson plan	TV News Show

²² Velasco, R. (2006) *Método de clase con Lectura de comprensión*. Curso “Estrategias de lectura formativa en inglés para secundaria”. Cursos y Talleres en línea. Recuperado de <http://red.ilce.edu.mx/>

Learning Objective of the plan/ Competency	<p>Language Purpose</p> <ul style="list-style-type: none"> ✦ Students develop reading, speaking, writing, listening skills in order to retell important events that happened on their community through the comprehension of the topics in an low intermediate level, using structures such as reported speech, structure to write news report, third conditional, the use of new vocabulary, differentiation between main ideas for their English communicative competences acquisition. <p>Formative-Intercultural Purpose</p> <ul style="list-style-type: none"> ★ To guide the students into a deep reflection about the causes and consequences of some events that happened on their community and some ideas on how to solve them.
Communicative skill considered	Reading/Writing/Listening/Speaking
State of the following options	New Topic
Functions	<ul style="list-style-type: none"> · Report ideas and concepts · Retell real-life events
Main Grammar structure	Reported Speech
Other Grammar structures	<ul style="list-style-type: none"> ➡ Third Conditional ➡ Passive Voice
Brief description of the plan	The topic was chosen to have a meaningful use of the topics seen during this intensive course.

Hours of the plan implementation	8 hours
Number of sessions	1 daily session of 40-50 minutes each
Contents required for the lesson	TV News Article

Link of the content	https://drive.google.com/drive/folders/1xie-ZFcND4y9x08PAS37b29o14XNj9cn?usp=sharing
EEAILE tutor on line	Shelick Galván

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary <ul style="list-style-type: none"> Exercise 1 	<p>Teacher displays a slideshow with the new vocabulary words presented in the reading, with their meanings, pronunciation, color pattern, and meaning: https://rb.gy/kcmaid</p> <p>Teacher asks questions before presenting the words to elicit meaning</p>	<p>Students guess the meaning of the words.</p> <p>After checking the meaning, students give examples using the new words.</p>	<i>Talk with an Astronaut</i>	01	Students accuracy using the words
<ul style="list-style-type: none"> Prediction 	<p>Teacher asks students what they think the Reading will deal with.</p>	<p>Students brainstorm about the contents of the reading.</p>		06	Students Participation

<p>•Reading</p>	<p>Teacher asks a student at the time to read, correcting pronunciation, stress & intonation.</p> <p>Teacher asks a student, who hasn't read, to explain the paragraphs read. He asks clear questions to motivate a good explanation.</p> <p>Teacher makes sure all the students have read or explained at least once</p> <p>Teacher asks students to answer individually the handout related to the selection read.</p>	<p>Students take turns in reading. When corrected, they will repeat the selection until saying it with right pronunciation, stress & intonation.</p> <p>Students explain with their own words the paragraphs read.</p> <p>Students read and/or explain the paragraphs. They ask and search the meaning of the remained unknown words, so they can explain them or give examples with them.</p> <p>Students answer the questions individually. They mark and correct their classmates' answers, using a different ink color.</p>	<p><i>Talk with an Astronaut</i></p>	<p>06</p>	<p>Students complete handout</p>
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<ul style="list-style-type: none"> • Inferring ideas 	<p>Teacher asks students some questions about what they believe, discover, and/or know from the reading. He guides the discussion.</p>	<p>Students participate freely in order to express the ideas that answer the posted questions</p>			<p>Students use accurate structures to present their ideas</p>
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Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>Grammar focus</p>	<p>Teacher displays a slideshow that will conduct students to understand the meaning and use of the Reported Speech structure Throughout the entire the presentation, teacher will ask questions to determine comprehension. https://rb.gy/pxonmk</p>	<p>Students participate by answering the teacher's questions.</p> <p>Students answer the quiz activity: https://rb.gy/44kryb</p>	<p>Slideshow Quizizz Activity</p>	<p>02</p>	<p>Students participation and correct answers</p>

<p>Grammar in focus</p>	<p>Teacher tells a story where the third conditional is used. Teacher asks questions to check comprehension on https://rb.gy/hl1xmy Teacher asks students to write a note where they express when they did something wrong and to apologize</p>	<p>Students asks any doubts, answer the questions from the teacher.</p> <p>Students take time to reflect on an event that they did something wrong, write the note, and send it privately to the teacher's mail.</p>	<p>Slide - show Gmail</p>	<p>5</p>	<p>Students use accurate structures to present their ideas</p>
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<p>News article Compare and Contrast</p>	<p>Teacher displays a news article https://rb.gy/dghjxd</p> <p>Teacher displays the slideshow with the key features on news articles: https://rb.gy/c0eugo</p>	<p>Students read the article and share their thoughts about war.</p> <p>Students compare the stated situation in the news with the current situation of Mexico</p> <p>They discuss the structure of a news article</p> <p>Students answer the questions proposed to write a news article from a new one and send it to the mail: https://rb.gy/uxo2jk</p>	<p>BBC Slide - show</p>	<p>4</p>	<p>Students use accurate structures to present their ideas</p>
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<p>News article Compare and Contrast (Modified)</p>	<p>Teacher displays a news article https://rb.gy/dghjxd</p> <p>Teacher displays the slideshow with the key features on news articles: https://rb.gy/c0eugo</p>	<p>Students look for information about the International measures, politics, and actions towards the children protection in three different countries. They prepare a brief exposition where they include the measures, actions, and a personal opinion of the topic comparing it with Mexico and its acting.</p> <p>They discuss the structure of a news article</p> <p>Students answer the questions proposed to write a news article from a new one and send it to the mail: https://rb.gy/uxo2jk</p>	<p>BBC Slide- show</p>	<p>8</p>	<p>Students use accurate structures to present their ideas</p>
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Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation

<p>✓ Grammar focus: Passive Voice</p> <p>✓ Listening comprehension</p>	<p>Teacher plays an audio and a video on how the bubble gum is made: https://rb.gy/asrvvs</p> <p>Teacher asks some questions about the comprehension of the audio.</p> <p>Teacher displays a video with the key features of passive voice</p>	<p>Students participate by answering the teacher's questions.</p> <p>Students answer the quizizz activity: https://rb.gy/aemamy</p>	<p>Video Quizizz Activity</p>	<p>03</p>	<p>Students participation and correct answers</p>
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Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<ul style="list-style-type: none"> ◆ Use of Language ◆ Intercultural competence ◆ Oral Production 	<p>Teacher does a fast review of the seen topics to solve any remaining questions.</p> <p>Teacher asks students if they brought the information of a news article they are interested in and they follow up of it</p> <p>Teacher shows them how to use virtual backgrounds and slideshows in zoom to make it an immersive tool.</p>	<p>Students ask questions from the topics</p> <p>Students present their new articles</p> <p>Students prepare their script and slideshow with that information</p> <p>Students agree on the order to present their articles using a TV News Report format.</p>	<p>Zoom Slide-show apps.</p>	<p>07</p>	<p>Evaluation Rubric</p>

2.04 Assessing

Knowing how students are going to be graded need to become a basic, yet handy tool for teachers, because both — teachers and students— are more aware of what they are expected to produce and how they need to produce it. For me, grading my students with rubrics has been very helpful since there is no room for subjectivities and grading is faster this way.

The institution where I work, asks us to grade student's projects with a score range between 6 to 10; where 6 represents the lowest score and 10 is the highest. The rationale behind this scale relies on the SEP's commands for elementary school in Mexico (SEP, 2017)²³.

Besides the formal and informal assessment (McKay, 2006)²⁴ given daily, for the final project [as it was already stated before] a rubric (Brown, 2004)²⁵ was designed and presented to the students.

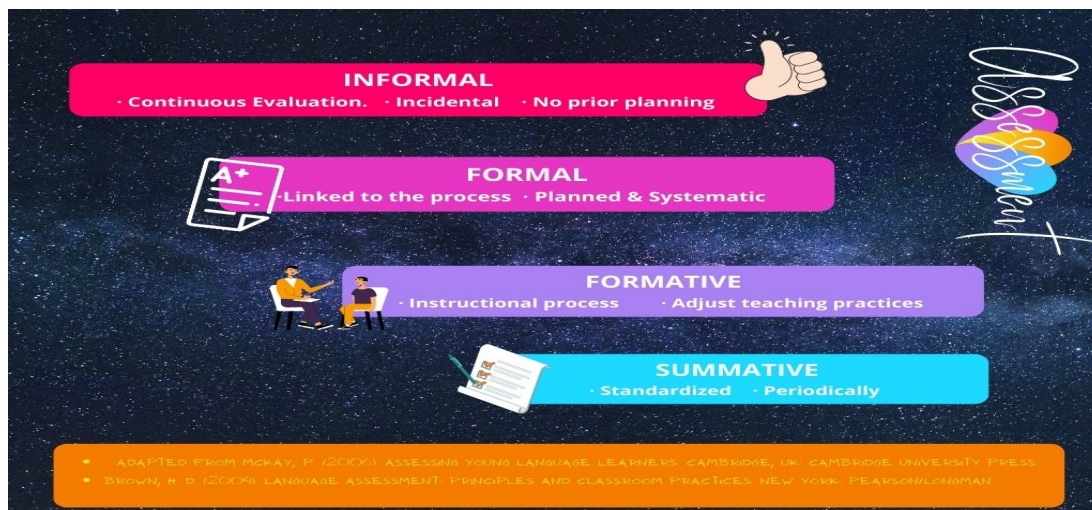


Fig. 22: Different types of assessment. Rosas, E. (2020). Assessment [Organizer]. Canva.Com. <https://ur3.us/ajMZE>

²³ Secretaría de Educación Pública. (2017). *Aprendizajes Clave para la Educación Integral* (1st edition). Secretaría de Educación Pública.

²⁴ McKay, P. (2006). *Assessing young language learners*. Cambridge, UK: Cambridge University Press

²⁵ Brown, H. D. (2004). *Language assessment: principles and classroom practices*. New York: Pearson/Longman.


	Excellent (5 pts)	Good (4 pts)	Satisfactory (3 pts)	Needs Improvement (2 pts)
Organization	<ul style="list-style-type: none"> Multi-paragraph Introduction Main idea Conclusions 	<ul style="list-style-type: none"> Multi-paragraph Introduction Main idea Conclusions Missing development 	<ul style="list-style-type: none"> Single paragraph Introduction Main idea Conclusions Missing development 	<ul style="list-style-type: none"> Simple sentences Introduction Main idea Conclusions Missing development
Mechanics	<p>Effective use of:</p> <ul style="list-style-type: none"> capitalization punctuation spelling conventions 	<p>Mostly effective use of:</p> <ul style="list-style-type: none"> capitalization punctuation spelling conventions <p>Do not detract meaning</p>	<p>Mostly effective use of:</p> <ul style="list-style-type: none"> capitalization punctuation spelling conventions <p>Detract meaning</p>	<ul style="list-style-type: none"> Misspell simple words; Little formatting evident
Composing	<p>Focused central ideas with an organized and elaborated text</p>	<p>Central idea, but not elaborated enough with some digressions</p>	<p>Not an evident idea, sketchy elaboration, & many digressions</p>	<p>No clear idea, poor elaboration, many digressions</p>
Use of Technology	<p>Different scene flow together naturally The overall product is convincing and well thought There's no inference with the audio</p>	<p>Good editing, the result is well adapted and convincing, a little interference in the audio</p>	<p>Adequate editing Some aspect of the video do not flow organically Evident interference in the audio</p>	<p>Poor edition, lack of structure Audio inference impedes understanding</p>

Fig. 23: Rubric used on the final project.

Chapter 03 Experience Report

This section has the intention to expose the positive outcomes and the practices that can be improved on following sessions.

03.01 Vocabulary

Students were engaged with this activity, because most of them were able to create a solid personal meaning of the words they were checking and could produce examples by themselves using them correctly. The colors used to present the *new* word were not randomly chosen, those colors were part of a different activity where students were introduced to the spelling of words using color patterns (de Los Santos, 2021)²⁶; students (when they read the selection) pronounced the words accurately and did not ask for their meanings.

²⁶ de Los Santos, N. (2021, April). *Pronunciation. Color Vowel Chart* (No. 1). Natalia De los Santos.

03.02 Grammar and Listening

Reported Speech is one of the topics that most students find difficult to understand; however, thanks to the deductive approach this session had, students were able to identify, imitate, and use the structure in a less stressing way. Since they identified by themselves the subtle [yet basic] changes the structure requires using and auditory and controlled input, while the teacher was guiding them to the structure. When students were required to use the structure to express something they heard in their daily life, most of them were very conscious of those changes (tense, pronouns, and time expressions). Some of them, even were able to identify the exceptions this structure has, specifically the one related to general rules that do not need to change the tense from present simple to past simple.

03.03 Grammar and Listening

To start this sessions, students' schemas were activated with questions related to sweets and candy, in spite some of them were able to explain their likes and dislikes, others did not have enough vocabulary to express their ideas and they used Spanish immediately. The teacher

listened to them and then students were corrected, or given the correct vocabulary word/phrase. Another problem that this activity presented was related to the students' listening comprehension. It was a real audio material and students were not familiarized with the accent the presenter has, but as soon as they watched the video instead of just listening to it, they

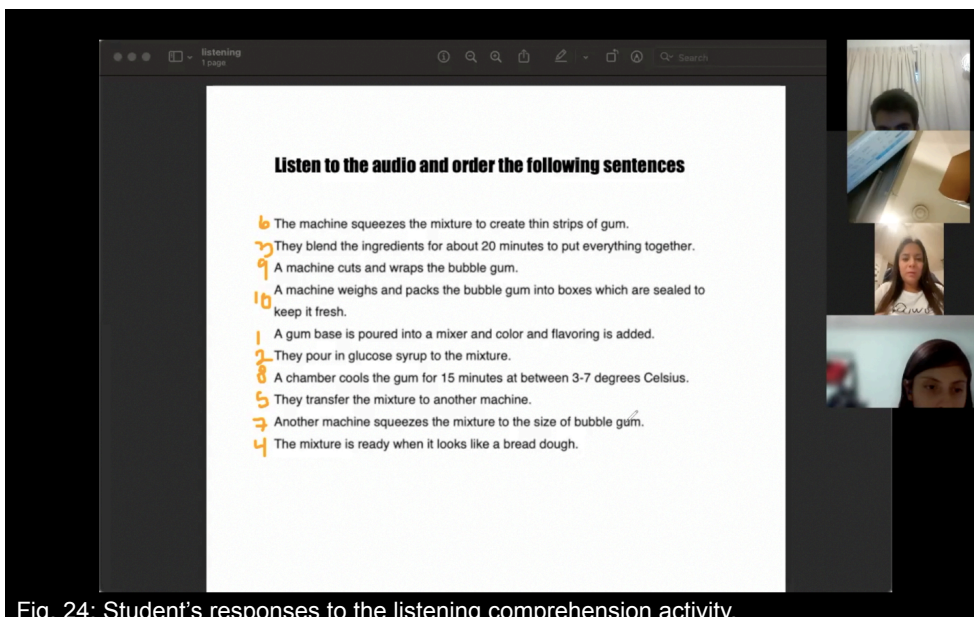


Fig. 24: Student's responses to the listening comprehension activity.

were able to understand the general idea, and when the closed caption was used, they understand almost everything, and it was proven when they were asked to order the sentences according to the video.

Matching the listening activity with the grammar content was an asset. Students again were able to identify, imitate, and reproduce the passive voice structure thanks to the listening activity and the key features presented by the video created by their teacher.

03.04 Writing and Speaking

This activity was first planned to be about interculturality (**News**); however, it did not turn out as was expected to be, it was modified in order to have a purpose and a rationale behind it. The first reason why it did not work as planned is because the used concepts were vague; another reason was the way it was conducted was not well-developed, and it gave opportunity to take different paths. In order to improve this practice, and make it really meaningful, this activity was modified: taking into consideration the news article watched during the sessions and have a more interesting and cultural-related product, students were commanded to prepare an exposition about different countries' policies to protect children. At the end, they were comparing their own country with the others they have chosen and the students were able to see that Mexico is not how foreign news present it, on the contrary, Mexico has different values and governmental policies that can be compared to the —so called— top tier countries. The conclusions given by them were satisfactory since they were able to express their feelings about the topic and the way Mexico acts and reacts for similar situations. They understood —after doing the modification— why we were not able to compare Ukraine vs Russia war and Mexico's cartels wars; they were able to see the subtle differences and consequences of those different concepts.

This activity was not a total waste because it helped to set the basis for the final project. Students were requested to identify the structure-questions of the news article with a totally different news. Students were able to answer the related questions without problems; so the *new purpose* of the activity was successfully achieved.

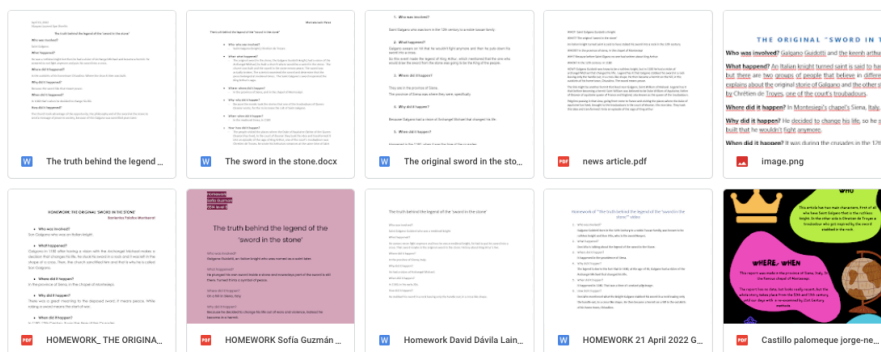


Fig. 25: Students' answer related to the news article structure-questions.

03.05 Writing and Grammar

This time, the grammar topic (Third Conditional) was inductively approached. Students responded properly, but they were not as engaged as they were with the other grammar topics; nonetheless, when they presented their writing products [Sorry Notes] they tried to properly use the structure and most of them succeeded.

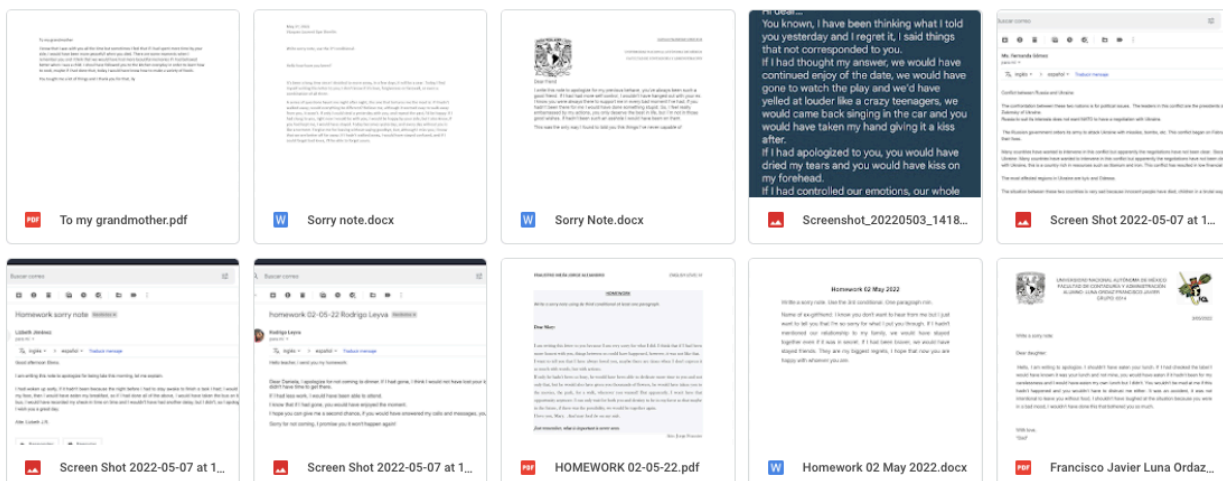


Fig. 26: Sorry Notes sent by students

03.06 Reading

Using the SQ3R method (2022)²⁷, activating students' schemas with real material, and having them prepared with the vocabulary words were activities that truly helped the reading session. Students were motivated and engaged with the activity since the very beginning, they asked questions and drew conclusions about the reading. The multiple option activity developed to check students' comprehension was very easy to them due to the previous activities. Even

²⁷ SQ3R - Reading/Study System. (2022). Cook Counseling Center | Virginia Tech. Retrieved February 2022, from https://ucc.vt.edu/academic_support/study_skills_information/sq3r_reading-study_system.html

though the difficult vocabulary words with their pronunciation were presented in advanced, some of them still struggled with the pronunciation of other words while reading, some others did not stress appropriately, their teacher needed to intervene at the moment students asked for assistance or at the end of the student participation in order to correct them.

Talk with an Astronaut

- 1) Which of the following did Ochoa's mother pass on to her?
 - a) fear of failure
 - b) enjoyment of learning
 - c) love of science
 - d) importance of working quickly
- 2) When Ochoa talked about her experiences in school, what was her main point?
 - a) set many goals
 - b) enjoy yourself
 - c) change your mind if you wish
 - d) think carefully about your choices
- 3) Why didn't Ochoa consider being an astronaut when she was a child?
 - a) she didn't have enough confidence
 - b) she knew her father wouldn't allow it
 - c) she didn't like science or math
 - d) she knew women had never been astronauts
- 4) Why does NASA focus more on training than going on a mission?
 - a) astronauts have to take care of their families as well as working full-time
 - b) astronauts have to learn how to handle all problems that may occur
 - c) astronauts have to experience weightlessness
 - d) astronauts have to learn to use the robotic arm without being able to see it
- 5) Which happened second?
 - a) Ochoa trained for three years
 - b) Ochoa studied physics
 - c) Ochoa operated a robot arm in space
 - d) Ochoa went on her first mission
- 6) How is Ellen Ochoa different from other astronauts?
 - a) she is the first Hispanic American woman to do into space
 - b) she is the only one who knows how to work the robot arm
 - c) she is an experienced swimmer and scuba diver
 - d) she makes films of Earth with IMAX cameras
- 7) Which sentence states a generalization that is valid?
 - a) people who want to be astronauts always reach their goals
 - b) most astronauts are not married
 - c) astronauts usually work well with others and enjoy science
 - d) nothing ever goes wrong on space missions
- 8) According to the selection, how does Ochoa feel about being an astronaut?
 - a) bored and uneasy
 - b) excited and confident
 - c) confused but appreciative
 - d) curious but nervous
- 9) How do the photographs add to the selection?
 - a) they show how young Ellen Ochoa is
 - b) they let readers know how astronauts feel in space
 - c) they show why astronauts' work is important
 - d) they show more of the equipment astronauts use
- 10) The title of the selections is *Talk with an Astronaut*. Which of the following would be the best choice for a new title?
 - a) *The Secrets of Flight*
 - b) *Ellen Ochoa Works in Outer Space*
 - c) *Just Another Day at the Office*
 - d) *Robots in Space*

Fig. 27: Activity to check reading comprehension

The figure displays eight PDF thumbnails arranged in a 2x4 grid. The top row contains: 1) The original activity page with 10 multiple-choice questions. 2) A student's answer sheet with handwritten responses. 3) A student's answer sheet with handwritten responses. 4) A student's answer sheet with handwritten responses. The bottom row contains: 1) A student's answer sheet with handwritten responses and yellow highlights. 2) A student's answer sheet with handwritten responses and yellow highlights. 3) A student's answer sheet with handwritten responses and yellow highlights. 4) A student's answer sheet titled 'Answer the PDF.pdf' with a list of multiple-choice options (a, b, c, d) and a 'Yes' box.

Fig. 28: Students' answer to the reading comprehension activity

03.07 Use of Language

Students were really engaged and committed to the final product expected for these sessions: the TV News Report. They used satisfactorily the structures, concepts, and contents reviewed throughout the whole level. They produced high-quality videos, they used technology in a very different way. Some of them even expressed the further use of the techniques given for this project on their academic or working lives, since they found it very meaningful, interesting, resourceful, and new.

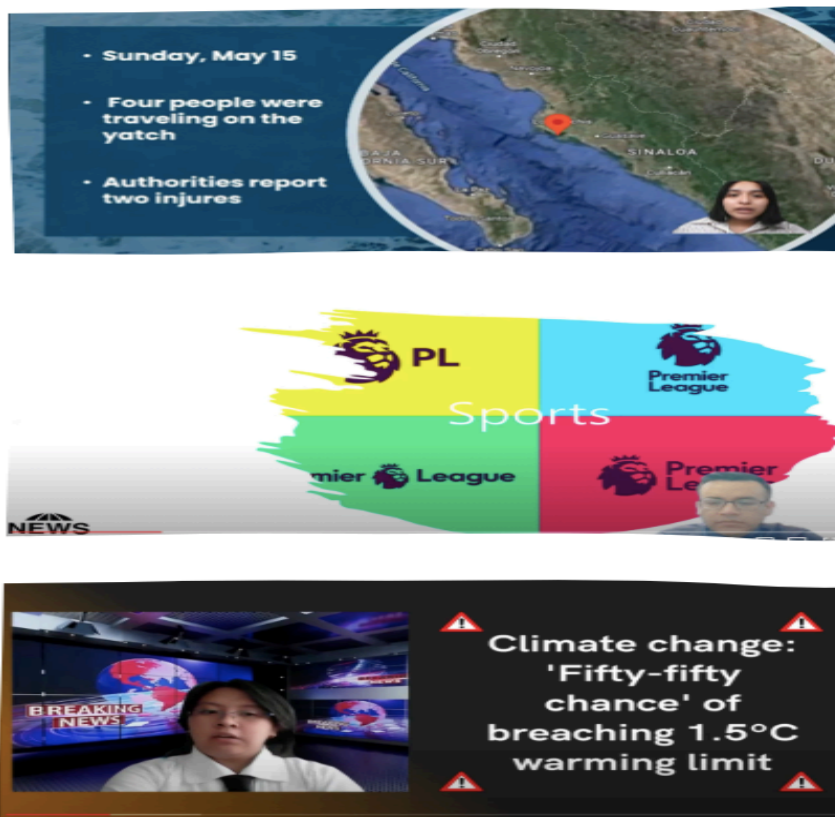


Fig. 29: Representation of the videos delivered as the final project.

Chapter 04 Conclusions

After being an English student myself for more than half of my life and comparing it with my years of being a teacher, I have discovered that I have been using so many techniques that my teachers used, or some I have learnt from my coworkers, I have adapted some other, and I have totally changed the ones I believe are no longer adequate for the current needs of my students. Thanks to this specialization, I have the theoretical background that supports, enhances, and precedes my teaching practice.

This is a continuous process because all groups are different and vary so greatly from generation to generation. Some groups require a more behaviorist approach because they need some habits based on stimuli that —at the same time— allow the teacher to measure their advance towards the use of the language; these students also need a continuous reinforcement (Brown, 2007)²⁸. I have faced some other groups that they need a structuralist class, especially when I have taught basic levels, since it may be their first encounter with the language, they need some basic structures they can reproduce and use in a very controlled class environment. It is important to make it interesting for students; I have sadly seen how this type of approach for some other students, who are part of the same group, represents an obstacle instead of an asset on their learning process (Mambrol, 2022)²⁹.

I reckon that when I started as a teacher, I felt scared of the challenge that the educational system's expectations. At that moment, I was not sure if I had enough skills to face this new system. The second part was worse; after these months of digital teaching, using new websites and platforms, developing new activities to ensure the students' learning, the pandemic was still present and I felt overwhelmed; fortunately, there were positive outcomes from these; among them, there is one that I praise the most: my self-discovery as a teacher. These months have helped to see myself as a

²⁸ Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Education.

²⁹ Mambrol, N. (2020, July 15). *Structuralism*. *Literary Theory and Criticism*. Retrieved October 28, 2021, from <https://literariness.org/2016/03/20/structuralism/>

teacher who is capable of modify his methodology into a digital context, despite the barrier a computer can represent, I am able to connect with my students and get to know them, the constant learning helps to improve my practice as a teacher, and the collaborative work with my coworkers and students has been quite meaningful throughout this whole experience. I know that I have previously been using technology as a tool for my practice (in a very amateur way) when I showed my students some slide shows, some videos, or when I do their exams, but now I use technology in a more advanced way that enhance my students' learning experience while creating videos and content suitable for them, doing more collaborative work where they are the main object of the process, developing some interactional modifications to make my students more aware of their mistakes and —more important— they know why and how to correct them (Gass, 2001)³⁰.

In addition, some other skills that I recognize myself with are those that are related to my ethics, professionalism, and love for my career. I identify my role as an affiliate and cooperative teacher (2014)³¹, because I am always trying to create meaningful connections with my students and coworkers in order to set peaceful learning and working environments; also, I prefer working in teams, inside and outside the classroom, because I am convinced that: “*two minds work better than one.*” Even though I like to have limits during classes, these can be very flexible since not all situations are the same, some need special treatments or specific considerations; always being fair with all my students.

Module projects or integrative assignments is something that I have recently started working on during my classes, and I have already seen some advantages like the knowledge is treated differently among students, because they re-interpret it and make it their own. Students are able to expand their own knowledge while doing surveys,

³⁰ Gass, S., & Selinker, L. (2001). *Second language acquisition* (Second ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates

³¹ Perceived Personality Traits and Types of Teachers and Their Relationship to the Subjective Well-being and Academic Achievements of Adolescents. (2014). *Educational Sciences: Theory & Practice*. Published. <https://doi.org/10.12738/estp.2014.6.2187>

researches, expositions about topics they find interesting or they want to learn more about. Another benefit from this type of work is that students are in charge of their learning process, learning acquisition, and we help them to learn how to solve problems, delegate responsibilities, and work in teams. I give them only the rubric for the final product and I help them when they are in doubt of a specific grammar structure that is way beyond their level. The last advantage from this is that all students talents are recognized and used; different students assume the different roles, for example, some become the lecturers, the note-takers, the tutors, and some even become the disciplinarians (Calvert, 1975)³² in the group they are working on that moment; this also helps with the struggle we —as teachers— may face with different students (phantom, alienated, isolated, and dependent (Richards, 1996)³³) because they are not being observed, questioned nor ruled by the teacher, but by one of their classmates.

Now that I have the information of the diverse approaches of the SLA, the inclusion of different technology towards the different skills taught during the class, I have to be more cautious whereas I am designing the exercises for my pupils. I have to take into consideration not only what I am aiming to educate, I ought to consider how and why I am educating it, as well. I have to be exceptionally mindful on those practices that I have left out of practice that are useful for my students' learning processes and communicative skills.

I am very used to work with advanced students because almost since the beginning of my teaching experience I have been working that level. The first year of working as an English teacher was the time I had the chance to work basic levels, real-beginner students without previous academic exposure to the language, and I remember using a lot of realia, drawings, flash cards, cognates (Dubin, 1986)³⁴, and many other stimuli

³² Calvert, B. (1975). *The Role of the Pupil*. Routledge and Kegan Paul. London and Boston.

³³ Richards, J.C. and Lockhart, C. (1996) *Reflective Teaching in Second language Classrooms*. Cambridge University Press

³⁴ Dubin, F. and Olshtain, E. (1986). *Course Design: developing programs and materials for language learning*. Cambridge University Press.

that helped my students to convey meaning and use of the topics I was trying to teach; however, since I start to work with more advanced students I stopped to use those kind of tools during my sessions because students had more knowledge of the language and they did not seem to need that type of tools. I believe that since my students are not immerse in a real English language environment, these types of tools must be a constant in my classes despite their level or age, so I need to jump into my Teacher's summaries and theoretical articles to remember how to develop this kind of content for my sessions, at the end the main goal of my practice must be the learning of my students and not if I feel comfortable or not using specific tools.

This work has made a difference me to find the imperfections that I display in my educating practice. Fortunately, I have already been implementing the activities designed on the lesson plan and, consequently, I have also seen the positive results from the changes I have made on my practices. As I predicted, the final product resulted in a very meaningful activity where all the contents the syllabus, interculturality, use of technology, and the skills for the 21st century; such as critical thinking and collaboration, were involved.

The feedback I received from my students were also very positive, they felt engaged with the product. They were happy when they discovered that they were using and combining all the topics that were covered during classes, so they expressed that they could see the real purpose of learning a language.

Extra Chapter. Evidences

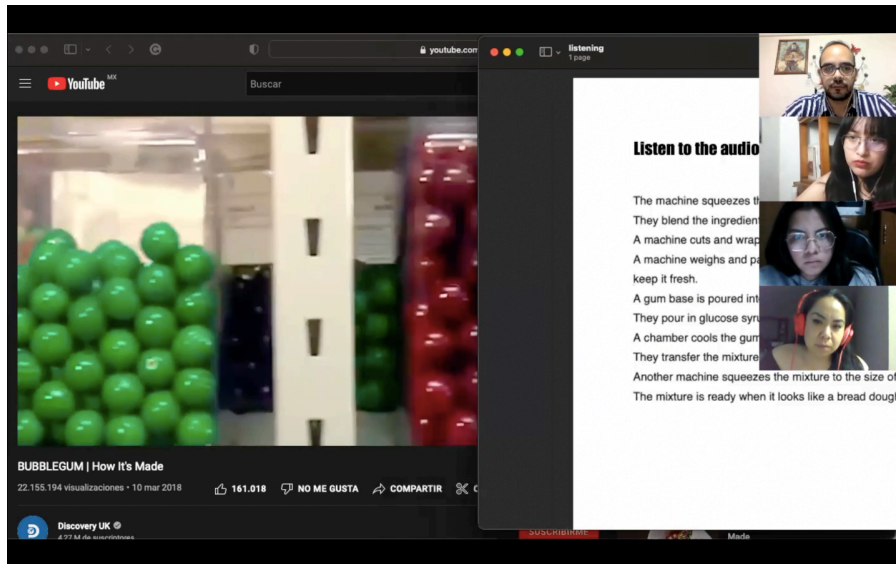


Fig. 30: Lesson 2B Unit 3 Video (Screenshot).

Rosas, E. (2022e). *Lesson 2B* [Photograph].
YouTube.Com. <https://youtu.be/rnZdKokcx-0>

All evidences can be checked on the following link:

<https://drive.google.com/drive/folders/1xie-ZFcND4y9x08PAS37b29o14XNj9cn?usp=sharing>

Video: <https://rb.gy/ffb3lt>

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