



UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

“MY DAILY ROUTINE”

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS
COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

CAROLINA MEJÍA MADERO

ASESOR: ROCIO SALGADO PEREA

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Introduction

The present work has as its main objective to show the results of the application of a lesson plan, which was created to develop communicative competence in the English language in a group of university students. The lesson plan was intended that students will be able to write and talk about a daily routine properly using the “present simple” and “adverbs of frequency”.

The lesson plan was called “My daily routine” and it was divided into 4 sessions, the first was focused on grammar, the second on listening, the next on reading, and the last on speaking. It should be noted that each session was designed considering a variety of methods and techniques learned during the specialization in Teaching and Learning English as a Foreign Language, you will see this throughout this document.

In the first section of the document, it is present a little information about the teacher, her philosophy, and some aspects that mark the way she teaches English. Here it is important to remember that how English has learned influences how it is taught, so as teachers we tend to apply more in class what was useful for us during our learning. However, through the specialization, new ways of teaching a foreign language were identified, which led to new teaching practices that have the purpose of really impacting the learning of the students.

In the second section of the document, an innovative lesson plan is presented, and its execution is analyzed. You also can see the development of each session of the lesson plan through the evidence of work as well as the tools that were used to evaluate the activities.

Almost to finish, evidence of the achievements of the students is presented, in addition, the successes are presented as well as the areas of opportunity in the lesson plan.

Finally, the conclusions reached by the teacher are presented, as well as some references used to support the activities included in this lesson plan and material that was used to complement the lesson plan.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

My name is Carolina Mejía, I have been an English teacher in a kindergarten since two thousand and seventeen, and the last year I started to give English classes to university students.

Learning English, for me as for many students, was a complicated process, in fact, I can say that the first time I understood phrases in English was when I was studying for a degree. I think English is like mathematics, if you do not have a good teacher you tend to hate it, and it is complicated to learn it, and if you have a good teacher, you can fall in love with the language and find that it is easy to learn.

But not only having a good or bad teacher impacts the way we learn or teach English, Richards and Lockhart (1996) point out that as teachers we have areas that form our set of beliefs about teaching and learning:

- our own experience learning English
- our own classroom experiences
- the expectations in our own school
- our own personality
- our own education
- and following a specific approach

Talking about my own experience learning English, I remember when I was studying in secondary school, I had English classes in Spanish because my teacher just spoke in Spanish during the classes, and I just learned a few words (vocabulary).

In high school, my teachers were more focused on how to pronounce words and structure sentences in diverse conjugations (present simple, past simple, future, etc.). So, I can say that they used a **structuralism perspective** to teach. Here is important to remember that Structuralism was concerned with describing several aspects of the language including phonology, syntax, and morphology.

- Phonology refers to the set of sounds that are possible in a language and how these sounds can be combined to form words.

- Syntax refers to the grammar of a language. By grammar, we mean the patterns of language including word order and question formation.
- The syntax of a language refers to the rules governing how sentences are formed in a language and determining possible combinations of parts or constituents within a sentence.

When I really started to learn English when I was at university studying Tourism, things changed, I was obliged to learn English to obtain my degree, so I had to take extra English classes. In those extra classes, I had a teacher who always tried to speak most the time the second language. In addition, she regularly asked us to work in pairs to practice dialogues. So, the first time I understand English was when I was about twenty years old, I was watching a film and I finally could understand some phrases, so I was very happy.

Now, I can say she was teaching us under the **Communicative Language Teaching (CLT) approach**. Remember that the goal for CLT is the ability to use the language appropriately rather than the grammatical knowledge and that the most obvious characteristic of the Communicative Approach is that almost everything is done with a communicative intent. That is to say, students use the language through communicative activities such as games, role-plays, and problem-solving tasks.

Also is important to say that the role of a teacher inside a classroom, within the CLT context, should be as facilitator and guide, someone who encourages students to construct meaning through genuine linguistic interaction with classmates and teachers. On the other hand, the role of the student in a CLT environment is mainly as a communicator, with more responsibilities since it implies being a cooperative, collaborating, and active participant in his or her own learning process (Larsen-Freeman, 1986).

In addition to English, I also studied French at university, but it was very difficult for me because my teacher only spoke French. She used an **Audiolingual Method** because the use of Spanish was not allowed in the classroom and we used the French language without having time to focus on the form via the use of memorization of dialogues, and through the use of drills, the focus was on repetition and internalization of structures, not on analysis of structures. But, through this method, it was very difficult to learn French, and for that reason, I give up on continuing to learn this language.

Returning to the subject of English, during university my classes were mainly focused on reading, listening, writing, and speaking activities where certain grammatical aspects were highlighted, and with a lot of work in pairs. As you can see my last English classes were characterized by the development of all skills (**skills integration**), and my teaching was based on **Theme-based instruction** since the curriculum was organized around non-linguistic content. In theme-based instruction, the content is only a vehicle for language instruction.

After university, I dropped formal English classes, but I continued to learn through reading and using a Cambridge app (Quiz your English). Recently, with the issue of the pandemic and isolation, I started to buy books on topics of interest to me, but now in English. Having practiced my reading skill has of course helped me now in the specialization. To conclude, I can say that learning a language requires hard personal work and that the principal role of a teacher is to guide the learning.

In general, after looking over the different theories and approaches involved in Language Teaching it is clear to appreciate that develop the communicative competence is the most important when we are teaching a foreign language. Getting my students to develop their communicative competence requires my professionalism, and of course, my commitment to my learning, which is why I am here today, and I will continue in this process of continuous improvement because I believe that my students deserve a teacher who leads them to the learning.

I believe that the most important value that we should put into practice in the classroom is respect because we must understand that we are all in a learning process and that we all learn at different paces and have different learning styles.

I also think our lessons should be planned carefully and completely, in other words as teachers we must look to develop all the skills in our students and use the strategies that suit best them. In addition, I believe that language teaching is partly about teaching students how to learn a language, in fact, my students sometimes have asked me, teacher, why we must do this, and then thanks to what I have learned I can answer with elements, I tent to say because there is a learning model that has shown develop this ability in you.

1.02 Theory underlying your teaching practice and identity

As we can see, the way we were taught English influences the way we teach it. Regularly at the beginning of an English course, I tend to ask students to share their experience learning English as well as the kind of task or activities that have helped them to acquire the language, besides, I ask them why they think learning English is important, this allows me to know some **motivational factors** that help me when I am planning classes. Recall that, Gardner believes that there is a direct relation between motivation and learning. For instance, the more motivated a learner is, the more s/he will learn the language.

Here it is important to remember that **activity design** should rest on knowledge of our students (their needs, their actual level of competence –that is, their strengths and their weak points, so we neither expect too much nor too little of them–, their interests, and their learning styles), and other types of constraints, etc. Therefore, in addition to questioning the students verbally in the first class, I also give them a diagnostic test to know where to start with the teaching.

Another important aspect of my class is that I mixed Spanish and English when I am teaching grammar, or when I detect students do not understand an instruction, a question, or an idea, in order to avoid them getting frustrated. Because, as I said above, in my case I decided to drop my classes when I had classes under an Audiolingual Method (the use of Spanish is not allowed in the classroom), and I do not want my students to present the same situation.

Remember that Spanish in the classroom is more acceptable in certain stages of the lesson as opposed to others. It is sometimes all right to use Spanish to make sure that students are where we want them to be. Similarly, for eliciting vocabulary, if any other technique fails, then it is probably better to use a little Spanish. Presenting new structures and giving instructions for activities are other 'moments' in the lesson where a little Spanish can be useful if other techniques fail.

Moreover, with respect to how I teach, I use mostly a structuralism perspective, but I try to add a bit of the communicative approach. In fact, now I am including more work in pairs (**role plays**) in my lesson plans, and I focus more on **real-world contexts**. Talking about pronunciation, I am more focused on achieving **intelligibility**, rather than on achieving native-like pronunciation.

In general, I can say that I use a structuralism perspective, I regularly start the topics with grammar; therefore, students must do a lot of drills. With respect to assessment, I tend to use more formats of the **traditional assessment**: multiple-choice, true/false, dictation, and cloze formats. Although I recently started to implement **rubrics** to evaluate the products of the students, mainly writing and speaking tasks.

Finally, I believe that learning English must be something enjoyable, the most important thing when you are teaching English is to transmit the pleasure of learning and help students to find ways to make English easy for them. There are a lot of resources that we can use from our environment to show students that learning English it's easy, useful, and funny. In conclusion, we need to relate English with students' interests to encourage them to learn this language.

To finish, it is important to develop autonomous learning skills in us and our students. Therefore, one of my goals as a teacher is to motivate my students to develop the initiative to learn English in their own way, for that I consider that self-learning is one of the most important abilities that we must develop in the learners.

Currently, I can say that my students have a new teacher, a teacher who wants to innovate her practice, implement new methods, new strategies, new models, more authentic materials, pose more real situations and apply objective evaluation tools. During this specialization, I learnt that communicative competence is above linguistic competence, and although I usually start my classes with a linguistic scheme, now I am trying to go from a real situation to grammatical aspects.

Before, when I planned a lesson, I thought first about the grammar structure that I wanted to teach, but now I think first about the product of the lesson, that product comes from a real situation, I think about the moment in which students will make use of the grammatical structure that I want to teach, and from that product, I begin to create my lesson plan. In the same way, when I was planning, I did not stop to think about the uses of the grammar structure that I was teaching but now I pay attention to it, now I try to use the "three-dimensional grammar framework" proposed by Lanser-Freeman.

I must also say that I was unaware of teaching strategies to teach writing and reading, but now when I am designing my class, I tend to think about the best strategy that I can implement to achieve the objectives of each session.

The checklists and the rubrics have become essential elements to evaluate during my English classes, I used to only use tests to evaluate the progress of my students, but now, especially in the subject of writing, I have learned that the process must be evaluated and not only the final product.

Finally, I had never considered elements related to interculturality in a lesson plan, however, as we saw, this element is important when we are teaching a foreign language.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan

1. Lesson plan identification cell.	
Author	Carolina Mejía
Educational stage	University
Title of your Lesson plan	Present simple
Learning Objective of the plan/Competency	By the end of the lesson, students will be able to structure sentences in the present simple and identify when to use this conjugation.
Communicative skill considered	<p>Speaking: Students will be able to express their daily routine.</p> <p>Listening: Students will be able to identify when somebody talks about his daily routine.</p> <p>Reading: Students will identify the right position of the adverbs of frequency and identify which verbs change because of the spelling rules in the present simple.</p> <p>Writing: Students will be able to write their daily routine or activities that somebody else does during the day, attending to the grammar rules (verbs and adverbs of frequency).</p>
State of the following options	Introduction of the topic
Functions	Asking for and giving information about a daily routine.
Main Grammar structure	Present Simple
Other Grammar structures	Adverbs of frequency and connectors.
Brief description of the plan	The present simple is the most basic structure utilized in English but also one of the most complicated, that is why this plan includes simple exercises that students could apply in a real scenario. This plan assesses the four skills through the practical exercises when the students could learn the present simple structure, connectors, and adverbs of frequency.
Hours of the plan implementation	8 hours
Number of sessions	4 sessions
Contents required for the lesson and links of the contents.	<p>Materials:</p> <ul style="list-style-type: none"> - PowerPoint sheets - New English File Elementary / Grammar Bank 2A and 2B. <p>Reading:</p> <ul style="list-style-type: none"> - The mystery of Okinawa

	<p>Videos:</p> <ul style="list-style-type: none">- https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/present-simple- https://www.youtube.com/watch?v=MnIQ2_G8rxM <p>Interactive:</p> <ul style="list-style-type: none">- https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/daily-routine- https://soundgrammar.com/learn/L2-CEFR-A1/L2-02-Simple%20Present.htm- https://quizizz.com/join/quiz/19c2197f931f9196f5f40160f81a82d4b811823b8469b52177cd9ac3010576e0/start?studentShare=true
EEAILE tutor on line	Rocio Salgado Perea

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
<p>Activation Before the lesson</p>	<p>The teacher assigns the topic “Present Simple” to a specific student to make an exposition about it.</p> <p>In addition, the teacher makes some PowerPoint sheets to strengthen the topic.</p> <p>Also, the teachers prepare materials (exercises, aural inputs, and reading), quizzes, and rubrics to assess the activities that the students will do as part of the lesson.</p>	<p>The selected student searches for information about the present simple and elaborates an exposition with that information.</p>	<p>00</p>
<p>During the lesson</p>	<p>The teacher welcomes students to the class.</p> <p>The teacher eliciting speaking, in each session of grammar t requests a student to do an exposition of the topic of the class, in this case of “Present simple”.</p> <p>The teacher reinforces the grammatical aspects that considers relevant.</p>	<p>Students greet the class and express briefly how they feel that day.</p> <p>The selected student presents the topic of the class. Link to see the PowerPoint presentation: https://drive.google.com/file/d/1YpnBc6Y7EOdBBjEkbd4fso2GGvKMEfKj/view?usp=sharing</p> <p>Students pay attention to the teacher and take notes.</p>	<p>All sessions</p>

	<p>The teacher asks students to write and pronounce sentences, she uses this activity to give feedback.</p> <p>The teacher promotes reading during class, she asks for help to read instruction and exercises.</p> <p>The teacher tries to develop the listening skills, the lesson plan contains diverse aural inputs.</p> <p>The teacher test and assess her students.</p>	<p>Students say and write a sentence.</p> <p>Students read.</p> <p>Students listen to the diverse aural inputs.</p> <p>Students answer the quizzes and do homework.</p>	
Set the objective or competencies of the lesson	At the beginning of the session, the teacher shows the learning purposes and asks students to read it and comment on what they remember about "Present simple".	Students read the learning purposes of the lesson and express opinions briefly.	01

3. Communicative skills development.

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Following the previous knowledge, the teacher shows writing exercises and asks the class to read the instructions.	A student read the instructions.	New English File Elementary / Grammar Bank 2A and 2B (Appendix 1)	01	Previous knowledge
1 st practice Exercise I	<p>The teacher asks students to write completion exercises in their notebooks using the present simple structure.</p> <p>The teacher chooses some students to show to the class the exercises made and asks the whole class to detect mistakes.</p>	<p>Students do the writing exercise in their notebooks trying to follow the general rules for the present simple.</p> <p>The selected students show their exercises.</p> <p>The students who have not shown their exercises try to find mistakes in the sentences presented and correct them.</p>	Notebook	01	<p>Exercises answered, and checklist to assess writing:</p> <p>All the learners correctly answer the exercises (Yes, No) (Appendix 2)</p> <p>Students can identify mistakes (Yes, No) (Appendix 2)</p>

<p>2nd practice or social interaction Use of language</p> <p>Exercise II</p> <p>Exercise III</p>	<p>The teacher assigns to write sentences about activities students do during the day. During the activity the teacher give oral feedback to the class.</p> <p>The teacher assigns to write sentences about activities that a person in their family or a friend does during the day.</p>	<p>Students write and say sentences about their daily routine in the chat of the meeting.</p> <p>Students correct their mistakes.</p> <p>Students ask for information about the daily routine of a relative or a friend and write it down in their notebooks. At least 8 sentences. (Appendix 3)</p>	<p>Notebook</p>	<p>01</p> <p>02</p>	<p>Informal assessment</p> <p>Checklist to assess writing: All the sentences were written respecting the grammatical aspects of the present simple (Yes, No) (Appendix 2)</p>
<p>GrammarFocus Feedback</p>	<p>The teacher gives feedback to the students about their writing exercises and asks them to find their own mistakes and correct them.</p>	<p>Students look for mistakes in their writing exercises and correct the sentences that are wrong.</p>		<p>02</p>	<p>Informal assessment</p>

Summary	The teacher emphasizes important grammatical aspects and clears doubts. The teacher assigns them to write their daily routine using connectors and adverbs of frequency and record it.	Students write their daily routine and record it.		04	Analytic rubric taken from O'Malley and Valdez Pierce (1996). (Appendix 4)
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Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	The teacher will start the session by remembering the uses and structure of "Present simple".	Students will try to explain when to use present simple and will give some examples.	Power point presentation.	02	Diagnostic
Vocabulary introduction - Pre listening	The teacher shares the link to review key vocabulary. The teacher shows the video "Daily Routine in English - Learn How To Talk About Your Daily Routine –Lesson 24"	Students do the activities of the link. Students watch the video "Daily Routine in English - Learn How To Talk About Your Daily Routine – lesson 24"	https://learnenglish.ten.britishcouncil.org/vocabulary/beginner-vocabulary/daily-routine https://www.youtube.com/watch?v=MnIQ2_G8rxM	02	Checklist to assess listening: The learner matches correctly all the images with the correct verb. (Yes, No) (Appendix 5)
1st practice - While listening Exercise	The teacher shows a video "Conversation in present simple" and asks to identify sentences in that conjugation.	Students watch the video and identify sentences in the present simple, write at least three of them in their notebooks and say these in front of the class (selective listening).	Video "Conversation in present simple" https://soundgrammar.com/learn/L2-CEFR-A1/L2-02-Simple%20Present.htm Notebook	02	

<p>- Post listening Comprehension skills</p>	<p>The teacher asks students to answer the quiz of the listening.</p>	<p>Students answer the quiz. (Appendix 6)</p>	<p>Quiz</p>		<p>Quiz and Checklist to assess listening (Appendix 5)</p> <p>The student answers correctly all the questions of the Quiz (Yes, No) (Appendix 5)</p>
<p>2nd practice or social interaction</p>	<p>The teacher performs a dictation.</p>	<p>Students write the daily routine of a famous person. (Appendix 7)</p>	<p>Famous person 'routine Notebook</p>	<p>02</p>	<p>Analytic rubric taken from O'Malley and Valdez Pierce (1996). (Appendix 4)</p>
<p>3th practice</p>	<p>The teacher plays audios of the students.</p>	<p>Students identify sentences in present simple.</p>	<p>Audios of the students</p>	<p>04</p>	<p>Checklist to assess listening: Student can identify activities that their classmates</p>

					do as part of their daily routine (Yes, No)
GrammarFocus	The teacher talks about the daily routine of her brother and ask students to talk about a friend.	Students structure sentences to talk about third persons.		02	Sentences using present simple.

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity - Pre reading (vocabulary).	The teacher presents the adverbs of frequency, their meaning, and the general rule (position in a sentence). The teacher asks students to match adverbs of frequency with a percentage and she checks with the group.	Students stare at the "adverbs of frequency" lesson and take notes about the general rule and some examples. Students match the adverbs of frequency with a percentage.	PowerPoint sheets https://docs.google.com/presentation/d/17xVSCDLW-rA8pPO57WDUK8ZYOwGDaxw3/edit?usp=sharing&ouid=103019590404798042613&rtipof=true&sd=true Notebook	03	Checklist to assess reading: The learner matches correctly all the adverbs of frequency with their percentage. (Yes, No) (Appendix 8)
1 st practice Predictions Reading Feed back	Teacher shows the reading "The Mystery of Okinawa" and asks students what they think the reading will be. Teacher asks a student at the time to read, analyzing pronunciation, stress, and intonation of each one. The teacher gives oral feedback about the mistakes in pronunciation.	Students try to guess the content of the reading. Students take turns in reading. Students repeat after the teacher the correct pronunciation, stress, and intonation, and clear doubts.	Reading "The Mystery of Okinawa" (Appendix 9)	03	Students' participation Informal assessment

<p>Explanation</p> <p>2nd practice or social interaction</p> <p>Comprehension skills</p> <p>Exercise VI</p>	<p>The teacher explains how verbs change because of the third person and highlight the position of the adverbs of frequency in the written text.</p> <p>The teacher assigns to answer the questions related to the reading and asks to do the same questions to a classmate and write them in the notebook.</p>	<p>Students write some sentences from the written text.</p> <p>Students answer the questions about the reading and make the same questions to a classmate.</p> <p>Students write the answers in their notebooks.</p>	<p>Notebook</p>		<p>Students' notes</p>
<p>Grammar focus</p>	<p>The teacher requests to verify the right position of the adverbs of frequency and identify the exception because of the general rule.</p>	<p>Students analyze the structure of the sentences with adverbs of frequency and identify their right position depending on the verb.</p>		<p>03</p>	<p>Students' participation</p>
<p>Summary</p>	<p>The teacher emphasizes the general rule of the adverbs of frequency.</p>	<p>Students write at least 8 sentences about activities that a person in their family or a friend does during the day using adverbs of frequency. (Appendix 10)</p>		<p>Asynchronous activity.</p>	<p>Checklist to assess writing: All the sentences were written respecting the grammatical aspects of the present simple and the general rule of the adverbs of frequency</p>

					(Yes, No). (Appendix 2)
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Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher talks about their daily routine using positive and negative sentences.	Students pay attention.		04	
1 st practice	The teacher asks students to do their daily routine and record it in audio, using all the vocabulary learned.	Students write their daily routine and record it, using the present simple, connectors, and adverbs of frequency.	Recorder (cell phone, camera, etc.) Students' audio	Asynchronous activity.	Holistic rubric taken from Kuhlman (2008). (Appendix 11)
2 nd practice	The teacher selects some audios to play during the class.	Students try to identify which classmate is speaking in the audio as well as the activities he or she does as part of his daily routine.		04	Students' participation
Grammar focus - Collective feedback	The teacher asks the class to correct the mistakes that their classmates have made. She does not allow any lack of respect. She encourages the use of the structure and vocabulary seen.	Students give their classmates respectful feedback on the daily routines presented.		04	Students can identify mistakes (Yes, No)

Summary	The teacher encourages students to speak in front of the class.	Students must talk about their routine.		04	Holistic rubric taken from Kuhlman (2008). (Appendix 11)
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4. Intercultural component

In this lesson we read “The mystery of Okinawa”, after that, we talked about if we live like the Okinawans, our differences, and our similarities.

5. Evaluation

In this lesson, students were tested and assessed to identify their progress, also this was useful to identify areas of opportunity for the teacher in order to improve the teaching practice.

6. Conclusion

Students identified the present simple structure through practical exercises where they could talk about themselves and find the likes and preferences of their classmates. During class, students develop the four skills (writing, listening, reading, and speaking) and they realized what is the easier and the most difficult skill.

7. Follow up activities

In order to students practice the content learned in this lesson, they going to make a video interview with relatives or friends using the present simple structure to make a **final project** that will be assessed as part of their **formal assessment**. Here it is important to point out that the formal assessment is made in the school three times during the period of classes.

In ordinary communication we rarely separate skills the way we do in the classroom, what we do in the classroom is keep a skill in focus for a sustained length of time, in order then to move our focus to another skill. In fact, Brown (2007) points out that there is a trend towards skill integration, whereby curriculum designers are taking more of a whole language approach. An example of this would be a reading lesson which is no longer only about reading but incorporates instead the other skills (speaking to discuss the content of the reading materials with peers to enhance comprehension, and negotiate and construct meaning).

The lesson plan was divided into 4 sessions, you will see that in the lesson we tried to integrate diverse activities to develop all the skills of the learners (see appendix 2). The first one was focused on grammar (writing), Hyland (2002) defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse. He also suggests considering the following six approaches when teaching writing: Language structures, Discursive structures, Creative expression, Writing processes, Content, and Genre and contexts of writing.

In this lesson plan, we use the language structures approach, this refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Hyland also identifies four stages in the development of writing:

Familiarization. Students are taught certain grammar and vocabulary items, usually through a text. In this lesson plan, through the reading “The mystery of Okinawa”, students reinforce grammatical issues of the present simple and the rule that indicated that the adverbs of frequency go before the main verb in a sentence but after the verb -be. In addition, they reaffirm the meaning of each adverb of frequency.

Controlled writing. Students practice writing following patterns, and they substitute some ideas. In session 1, students must do some writing exercises from the New English File Elementary book (Grammar Bank 2A and 2B). Here learners must complete some sentences attending grammar and spelling rules of the present simple.

Guided writing (students imitate model texts). In session 2, students must write at least 8 sentences about activities that a person in their family or a friend does during the day.

Free writing. Students use the patterns they have already learned to write new messages. In the lesson plan presented in this document, we finish the activities when the students write their daily routine using the verbs, connectors, and adverbs of frequency learned during all the sessions, attending also to the spelling rules.

In general, following these four stages has given good results, in fact, as we can see in the lesson, students achieve to create sentences and finally create their daily routine.

Going back to lesson 1, in these students identified how to structure affirmative, negative, and interrogative sentences, and they do some completion exercises. Additionally, they read about when to use "present simple", and as part of extra class work, they had to watch a video to identify and write down sentences in "present simple".

After doing the completion exercises, students wrote in the chat of the meeting some activities that they do as part of their day using the conjugation reviewed in class, they also pronounce these in front of the class, during this activity it was possible to give oral feedback to check and correct mistakes. Finally, to assess grammar, students answered a Multiple-Choice Tests (Quiz) from [quizizz.com](https://www.quizizz.com).

The second session was focused on listening, here the process proposed by Richards (2008) was followed, as part of the pre-listening activity students checked vocabulary and some connectors to structure sentences more complex in present simple. During this activity, it was observed that students identify several expressions to talk about their daily routine, but some need to be reinforced, such as: "brush your teeth", "have breakfast", "have dinner", and "have a shower".

After they listen to an aural input from ELLLO and during this activity they did a selective listening to identify sentences in present simple and wrote down these in their notebooks, then some learners express the sentences in front of the class, next, as part of the assessment, students answered the quiz of the listening activity. In addition, it was used a checklist to identify if all students understood the listening, to fill out it, students were asked after reviewing each question, how many questions had right, and almost everyone got it right. Because the focus in this lesson was on listening, at the end of this lesson the teacher performed a dictation, students wrote the daily routine of a famous person (Lionel Messi's Daily Routine), and to evaluate this writing a rubric was used.

The reading skill was attended in lesson 3, during the teaching practice, we can use three different approaches to understand a reading: bottom-up approaches, top-down approaches, and interactive approaches. In this lesson plan, for beginners, we use the bottom-up approach because we start the session of reading by remembering and teaching some grammatical aspects, in this case how to structure sentences in present simple (session1) and learning the general rule of adverbs of frequency. Here it is important to remember that it is our job as teachers to pay attention to the linguistic schema to help our learners decode and understand texts.

It is important to remember that we can find three types of schema knowledge: content schema, linguistic schema, and formal schema. In the lesson presented, we focus on the linguistic schema, which refers to the linguistic information we have stored in our minds in order to decode words and their meanings (Singhal, 1998). An example of linguistic schema is the spelling rules for he/she/it forms in present simple and the meaning of each adverb of frequency. So, during the reading activity, students must remember the grammatical aspects that we review previously.

Talking about reading strategies for teachers, comprehension is emphasized over the pronunciation, pronunciation is not corrected every single time they make a mistake, because this breaks the flow of the reading activity, the teacher only gives oral feedback about the new vocabulary (in this case the correct pronunciation of adverbs of frequency).

The third lesson started with a pre-reading activity where were reviewed the adverbs of frequency, their meanings, and the general rule (position in a sentence). Here it is important to point out that most of the students identified the meaning of each adverb of frequency because for them this vocabulary was not totally new, so it was easy to retake these to structure sentences.

While reading, students paid attention to the correct position of the adverbs of frequency and identify that the verbs change because of the present simple rules (for example, if we talk about a third person, we must add -s or -es to the verb). During this activity was possible reinforce the pronunciation of each adverb of frequency, because although students identified the meaning of these, it was still difficult to pronounce each one correctly.

Besides, in this lesson was planned that students answered the questions that the reading marks and ask these to a classmate, do this was impossible to do due the fact we still have

on-line classes, a future alternative will be do the role play as part of an extra work class or to learnt how to divide all the class into smaller groups to do the role play online. On this occasion the teacher was the one who directed the questions to the students.

After answered the questions about the reading, students talked about habits, the title of the reading is “The mystery of Okinawa” and is about Japanese people who live a long time because of their good habits, so students compared their habits with respect to a Japanese. As you see here intercultural competence also was attended.

Finally, for homework students had to write at least 8 sentences about activities that a person in their family or a friend does during a day. The activities carried out showed that there was still no clarity in structuring sentences focused on third person (see appendix)

Previously lesson 4, students were asked to write their daily routine using connectors and adverbs of frequency, they had to record and upload it in “Classroom”, the best were selected to be presented in the last session, their speaking were assessment by a rubric.

In session 4, students listen to some audio from their classmates and tried to identify who was speaking and what she/he does as part of their day. Listening to the audios of their own classmates was something that the students really enjoyed. Also, some students were selected to talk about their daily routine in front of the class, here also was possible to evaluate speaking skills using the same rubric.

As you can see, this lesson plan integrates activities to develop all the skills of the students and achieve they have knowledge that allows them to express and understand a daily routine, although a deficiency that was reflected in this lesson plan was not including enough activities to clarify how the present simple applies to third persons.

2.02 Designing of necessary tools to assess/test the progress of students

Both the checklists and the rubrics make it possible to have clarity about the progress of our students with respect to each of the skills addressed in class. Below you will see the instruments designed to verify the progress of the students regarding the topic of the session.

Checklist to assess writing

Session	1	2	3	
Student name	The learner answers correctly all the completion exercises (Yes, No)	The student can identify mistakes in the sentences written by their classmates (Yes, No)	All his/her sentences were written respecting the grammatical aspects of the present simple (Yes, No)	All the sentences were written respecting the grammatical aspects of the present simple and the general rule of the adverbs of frequency (Yes, No).
LESLIE	Yes	Yes	Yes	No
IRIS ALEJANDRA	Yes	Yes	Yes	Yes
CHRISTHOFER	Yes	Yes	Yes	Yes
LUIS EDUARDO	No	No	No	No
ESMERALDA	Yes	Yes	Yes	Yes
ANDREA MONSERRAT	Yes	Yes	No	No
MONSERRAT	Yes	Yes	No	Yes
GERALDINE	No	No	No	No
DAYANA	Yes	Yes	Yes	Yes
MARLEN	No	No	No	No
MELISSA	No	No	No	No
DIEGO	Yes	Yes	Yes	Yes

Rubric to assess writing

Assessment of writing activities is a complicated activity, especially when you have several assigned groups, in that situation rubrics are essential, although designing them takes a lot of time at the end of the day these are very useful to qualify more accurately and quickly.

As part of the lesson plan, students wrote their daily routine (previously lesson 4) and the routine of a famous person (dictation lesson 2). To assess their products an analytic rubric was used, this was taken from O'Malley and Valdez Pierce (1996).

4	Effective use of capitalization, punctuation, spelling and formatting.
3	Mostly effective use of mechanics; errors do not detract from meaning.
2	Some errors with spelling and punctuation that detract from meaning
1	Misspells even simple words; little formatting evident.

Remember that analytic rubrics help the teacher assess specific aspects of the writing domain. Analytic rubrics generally focus on more specific aspects. In this case, the analytic rubric focused merely on mechanics.

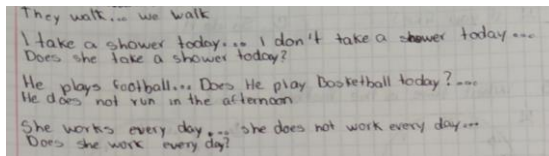
The same authors suggest assessing writing using the quadrant **Observation of Process**. Based on this idea, five stages are suggested by O'Malley and Valdez-Pierce:

- Stage 1 This stage is also called Prewriting. Here, the student can choose the topic, brainstorm ideas, choose vocabulary or key concepts, and design a rough draft of the writing piece.
- Stage 2 The student starts the writing process. In this stage, accuracy in mechanics is not the goal; the purpose for the student is to type all the ideas following the first rough draft and the outline. Students could exchange papers to read them, and then they can at this point provide peer feedback.
- Stage 3 This stage is also called Post-writing or revising. Here, the student re-reads and revises his/her writing piece and corrects errors or mistakes based on teacher or peer feedback. Typically, this revising process is focused on organization and on the use of transitions to give more consistency to the writing piece.
- Stage 4 This stage is called the editing process. The purpose here is to focus on mechanics (grammar, punctuation, spelling, capitalization). The final purpose here is to publish the paper. That is, to present it as a final product for the teacher, the group, or any broader audience.

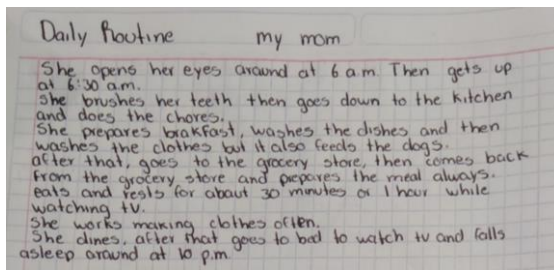
As we can see, writing follows a dynamic process that deserves assessment and not just grading the final product.

Covering all the stages proposed by O'Malley and Valdez-Pierce is complicated by the issue of time, however, during the lesson plan, at first students are encouraged to structure sentences "Present simple", then more vocabulary and connectors are taught to expand their sentences, following you can observe the work of the students, first they structure short sentences and then larger texts about their daily routines, so here we can observe the process not only the final product.

Rough draft. Learners start to structure sentences in present simple.



Final product. Students structure sentences in present simple using adverbs of frequency, connectors, and phrasal verbs.



Checklist to assess listening

Session	2	4	
Student name	The learner matches correctly all the images with the correct verb. (Yes, No)	The student answers correctly all the questions of the Quiz (Yes, No)	Student can identify activities that their classmates do as part of their daily routine (Yes, No)
LESLIE	Yes	Yes	Yes
IRIS ALEJANDRA	Yes	Yes	Yes
CHRISTHOFER	Yes	No	Yes
LUIS EDUARDO	No	No	No
ESMERALDA	Yes	Yes	Yes
ANDREA MONSERRAT	Yes	Yes	Yes
MONSERRAT	Yes	Yes	Yes
GERALDINE	Yes	No	No
DAYANA	Yes	Yes	Yes
MARLEN	Yes	No	Yes
MELISSA	No	No	No
DIEGO	Yes	Yes	Yes

Checklist to assess reading

Session		3
Student name	The learner matches correctly all the adverbs of frequency with their percentage. (Yes, No)	
LESLIE	Yes	
IRIS ALEJANDRA	Yes	
CHRISTHOFER	Yes	
LUIS EDUARDO	No	
ESMERALDA	Yes	
ANDREA MONSERRAT	No	
MONSERRAT	Yes	
GERALDINE	No	
DAYANA	Yes	
MARLEN	Yes	
MELISSA	No	
DIEGO	Yes	

Holistic rubric to assess speaking

To assess the role play and the daily routine of each student was used a **holistic rubric**, this was taken from Kuhlman (2008).

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student is easy to understand and makes few errors.	Student makes many errors in pronunciation but can be understood.	Student is very difficult to understand or responds in L1.
Fluency	Student can effectively communicate in different contexts.	Student can generally communicate in most situations.	Student cannot communicate effectively in any situation.
Word choice	Student uses appropriate words to express meaning.	Student uses words or phrases to express simple meanings.	Student speaks using unrelated words.
Usage	Student makes minor errors in grammar and structure and can be understood	Student makes major or frequent mistakes in grammar and structure but it is possible to understand.	Student makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/meaning	Student responds with connected vocabulary and language to express ideas. Response contains few errors.	Student responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary.

The same rubric will be used for the final project that will be part of their formal assessment at the end of the bimonthly term.

2.03 Attached evidences (graphics, photos, images).

Session 1

- I. A student presents the topic of the class (Present Simple). Listen to the presenter here:

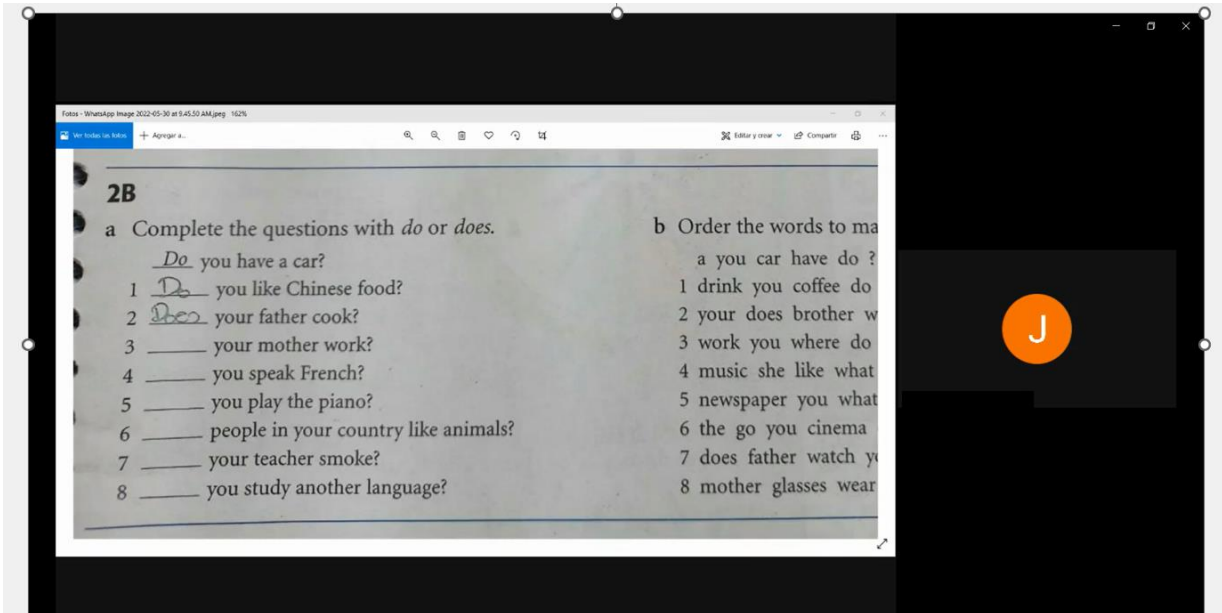
https://drive.google.com/file/d/15x5oo0IB8sIU6aKSICeeON8jo_bIOgYe/view?usp=sharing



- II. Students watch a video and read the rules of the use of present simple.



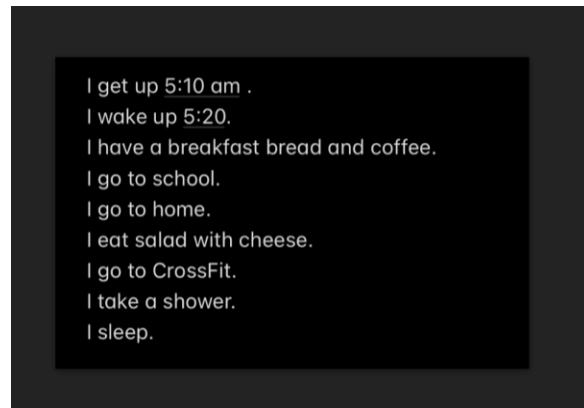
III. Students do completion exercises.



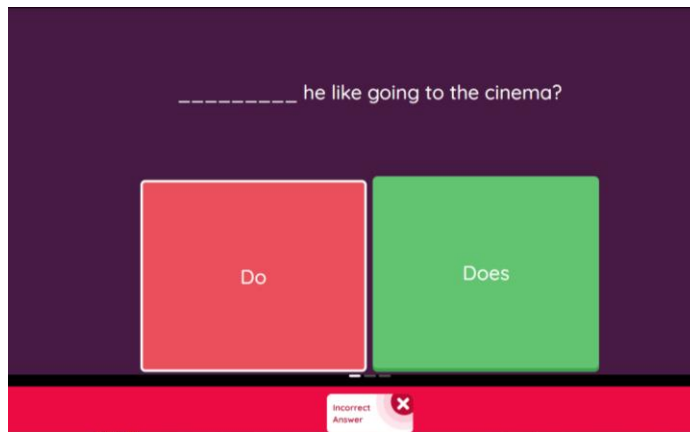
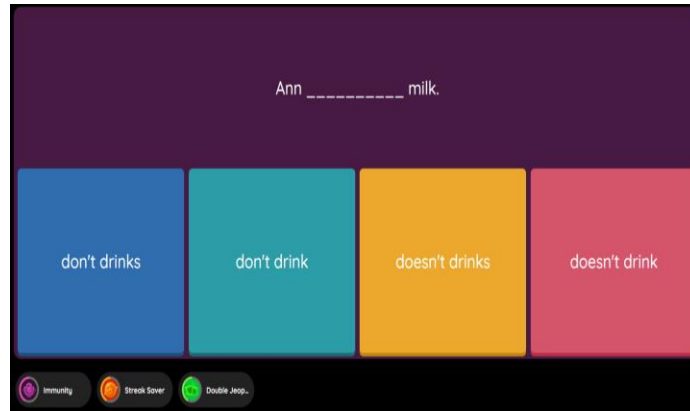
IV. Students write and mention activities that they do as part of their daily routine.

Here you can listen to some students:

<https://drive.google.com/file/d/1c5CmzAcZzvOcmgTh8TJZgLfYbLgeSIP/view?usp=sharing>



V. Students answer a Multiple-Choice (MC) Test from “quizizz”, through this resource was possible assessment grammar.



Students felt motivated because the test is dynamic and the learners who remained on the podium won extra tenths.

Estás presentando para todos

Dejar de presentar

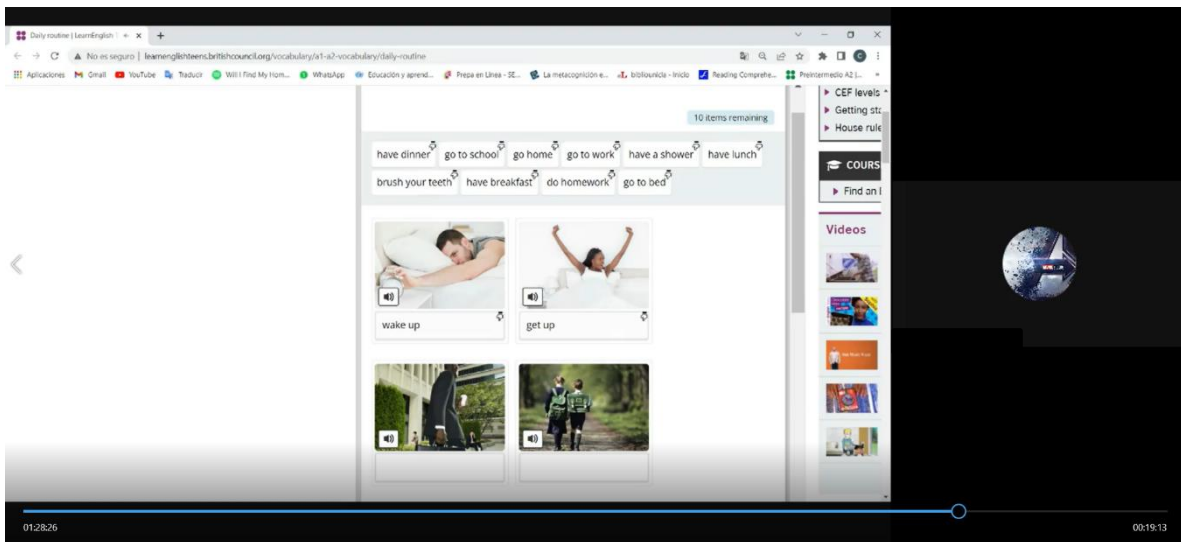
Clasificación	Nombre	Puntuación
1	Diego	19850 pts
2	esmeralda	19720 pts
3	Kelly	18120 pts
4	Carolina Madero	17750 pts
5	monse	17430 pts
6	Iris	16700 pts
7	Christoper	16500 pts
8	Andrea	15920 pts

10:45 | English Class

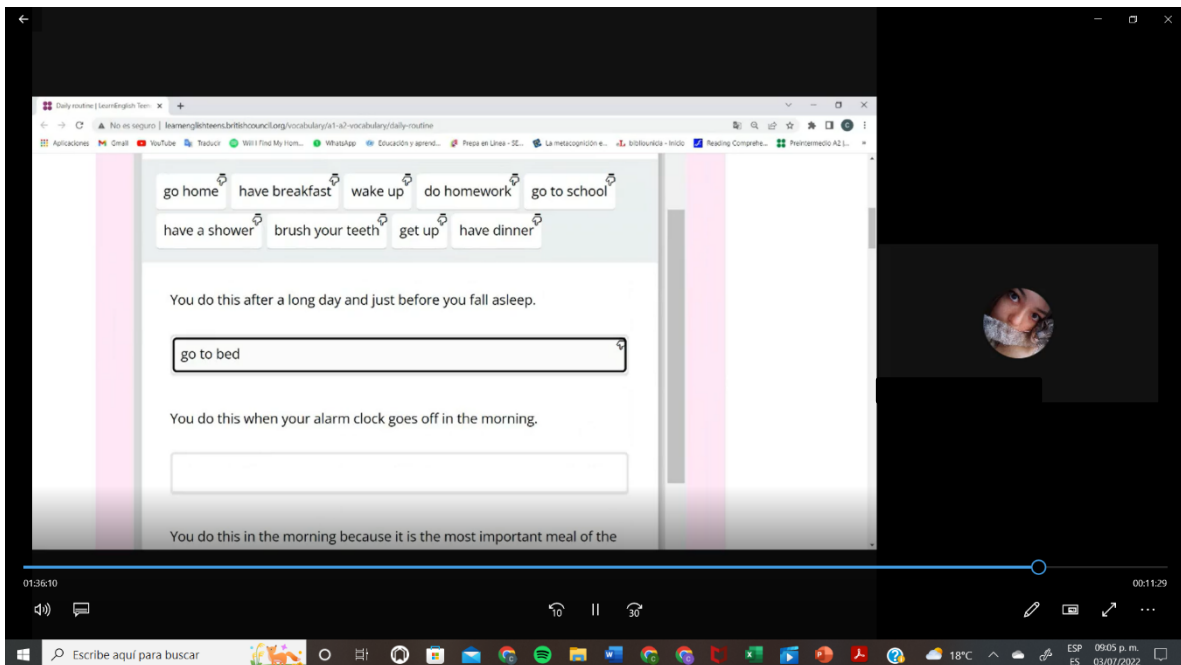
Participants: Monserrat IZARR..., Esmeralda Gil Go..., Iris Alejandra Estr..., Melissa Soto, Andrea Granados, Diego Villegas, Christopher Fern..., Kelly Rodriguez N., Audrey M. Calder..., Lizeth Aceves, Luis Eduardo Fuen...

Session 2

I. Pre- listening. Reviewing key vocabulary.



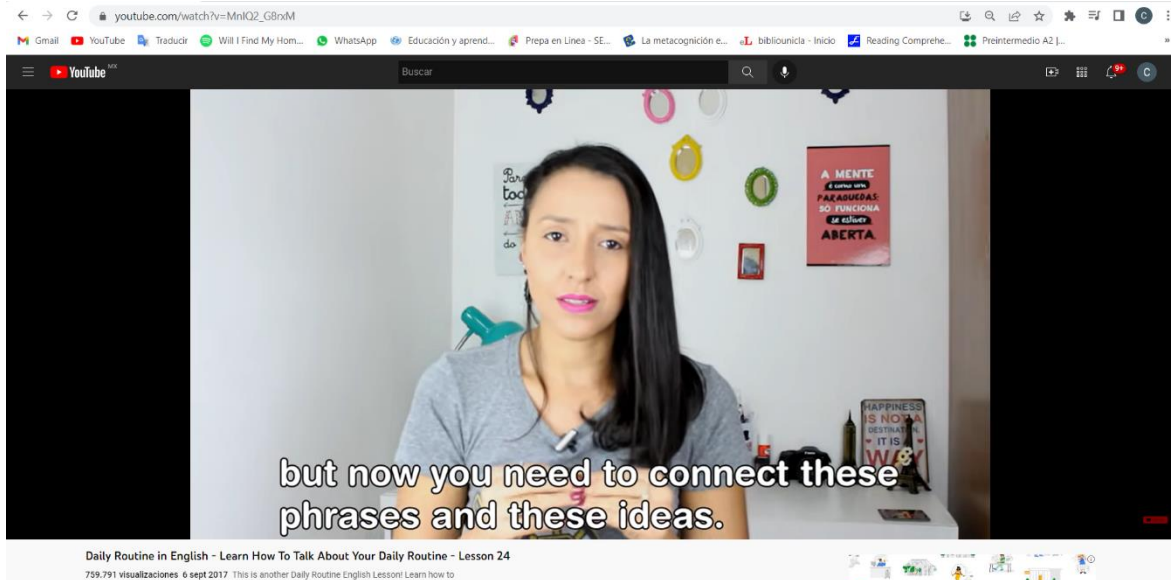
The screenshot shows a video player displaying a webpage titled "Daily routine | LearnEnglish". The webpage lists 10 items of daily routine vocabulary: "have dinner", "go to school", "go home", "go to work", "have a shower", "have lunch", "brush your teeth", "have breakfast", "do homework", and "go to bed". Below the list are four images with corresponding labels: "wake up" (a person waking up), "get up" (a person getting out of bed), "go to school" (a person walking to school), and "do homework" (a person sitting at a desk). The video player interface includes a progress bar at the bottom showing 01:28:26 and a video thumbnail on the right.



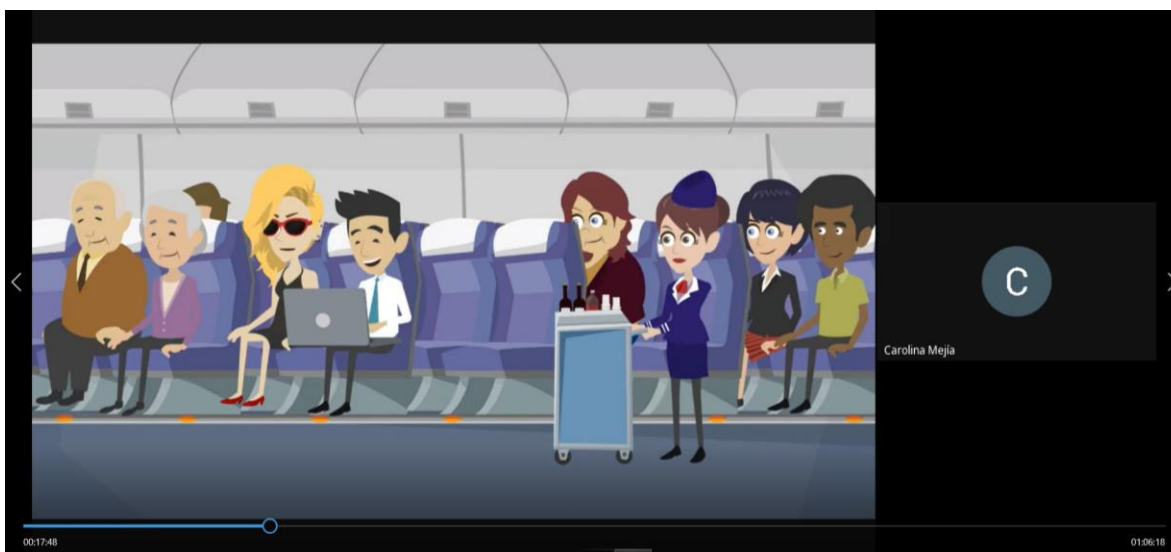
The screenshot shows a video player displaying a webpage titled "Daily routine | LearnEnglish". The webpage lists 10 items of daily routine vocabulary: "go home", "have breakfast", "wake up", "do homework", "go to school", "have a shower", "brush your teeth", "get up", and "have dinner". Below the list are three paragraphs of text with corresponding input fields: "You do this after a long day and just before you fall asleep." (input field: "go to bed"), "You do this when your alarm clock goes off in the morning." (input field: empty), and "You do this in the morning because it is the most important meal of the" (input field: empty). The video player interface includes a progress bar at the bottom showing 01:36:10 and a video thumbnail on the right.

II. Students also watch the video “Daily Routine in English - Learn How To Talk About Your Daily Routine - Lesson 24”.

https://www.youtube.com/watch?v=MnIQ2_G8rxM



- III. While-listening (selective listening) Students identify sentences in present simple from the aural input and write at least 3 in their notebooks and express these in front of the class. <https://soundgrammar.com/learn/L2-CEFR-A1/L2-02-Simple%20Present.htm>



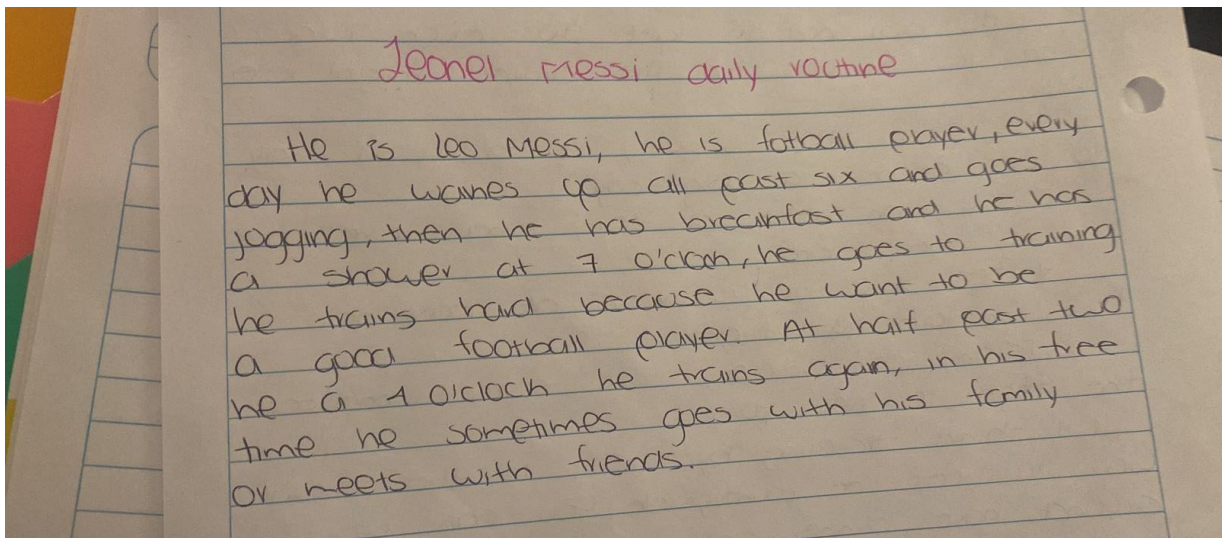
Here you can listen to the participation of a student:

<https://drive.google.com/file/d/1qFE2OFT3NxrV4ELQMIPb-j5ICt-PrYrU/view?usp=sharing>

IV. Post-listening. Students answer the quiz of the activity.

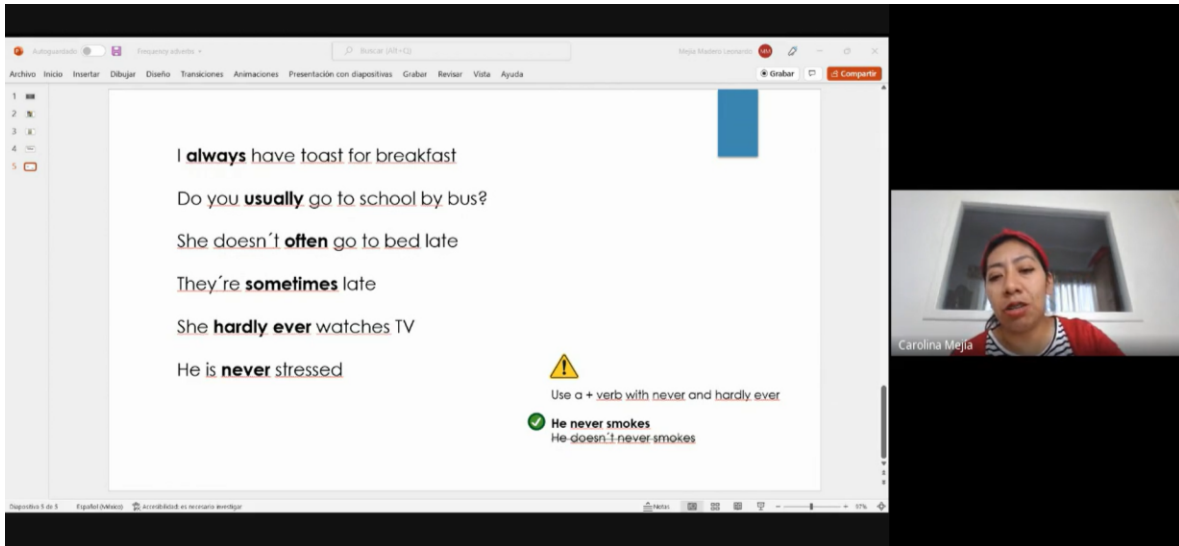
The screenshot shows a video player interface. On the left, a quiz titled "Ella - Sound Grammar 2-2 Simple Present" is displayed. The quiz asks four questions about an interviewee's daily routine. The answers are: 1) He starts his day at six (a); 2) He gets home at night (b); 3) Does he go hiking often? No (b); 4) At night he cooks and cleans (a). On the right, a video feed shows a teacher, Carolina Mejia, with her hand raised. In the center, there is a logo for "ello" with the text "2500 Free Lessons English Listening Lesson Library Online".

V. The teacher performs a dictation and students write the daily routine of a famous person.



Session 3

- I. Pre-reading activities. The adverbs of frequency, the meaning, and the general rule (position in a sentence) were checked.



The screenshot shows a presentation slide with the following text:

I **always** have toast for breakfast

Do you **usually** go to school by bus?

She doesn't **often** go to bed late

They're **sometimes** late

She **hardly ever** watches TV

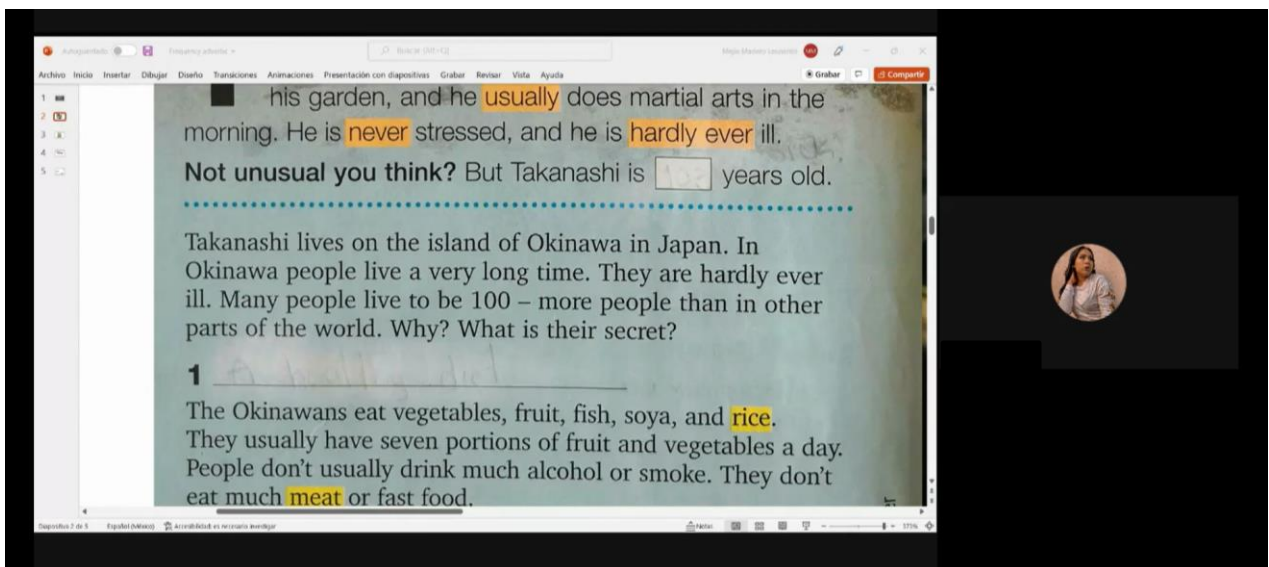
He is **never** stressed

Use a + verb with never and hardly ever

✓ He **never** smokes
He ~~doesn't never~~ smokes

On the right side of the slide, there is a video feed of a woman named Carolina Mejia.

- II. While reading: Students identify the right position of the adverbs of frequency and identify which verbs change because of the spelling rules in the present simple.



The screenshot shows a presentation slide with the following text:

his garden, and he **usually** does martial arts in the morning. He is **never** stressed, and he is **hardly ever** ill.

Not unusual you think? But Takanashi is years old.

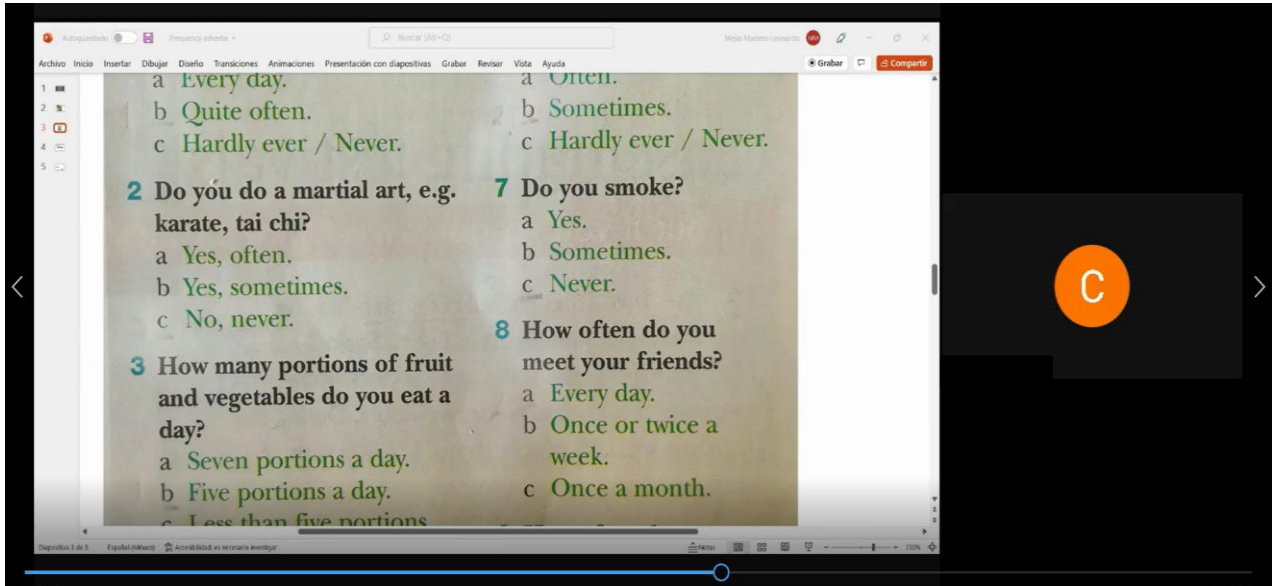
Takanashi lives on the island of Okinawa in Japan. In Okinawa people live a very long time. They are hardly ever ill. Many people live to be 100 – more people than in other parts of the world. Why? What is their secret?

1 _____

The Okinawans eat vegetables, fruit, fish, soya, and **rice**. They usually have seven portions of fruit and vegetables a day. People don't usually drink much alcohol or smoke. They don't eat much **meat** or fast food.

On the right side of the slide, there is a video feed of a woman.

III. Students answer the questions related to the reading.

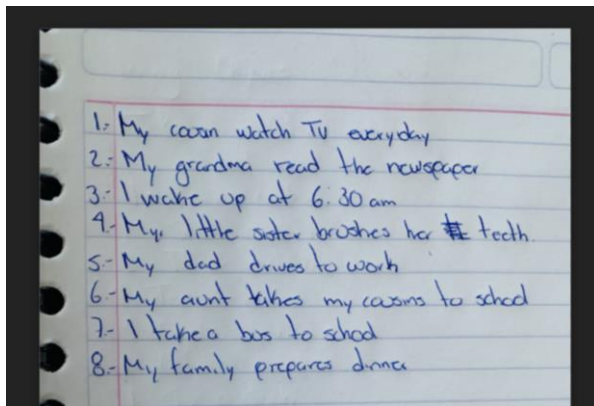


IV. Students talk about their habits and which they would like to adopt from the Okinawas. Here you can listen to the participation of some students:

<https://drive.google.com/file/d/1N-nrySCDkOdLj26hOA3TL6NfRg4vSf5M/view?usp=sharing>

V. Students write sentences about activities that a person in their family or a friend does during the day and recorded a conversation trying to attend to the same questions of the reading. Here you can listen to a roleplay:

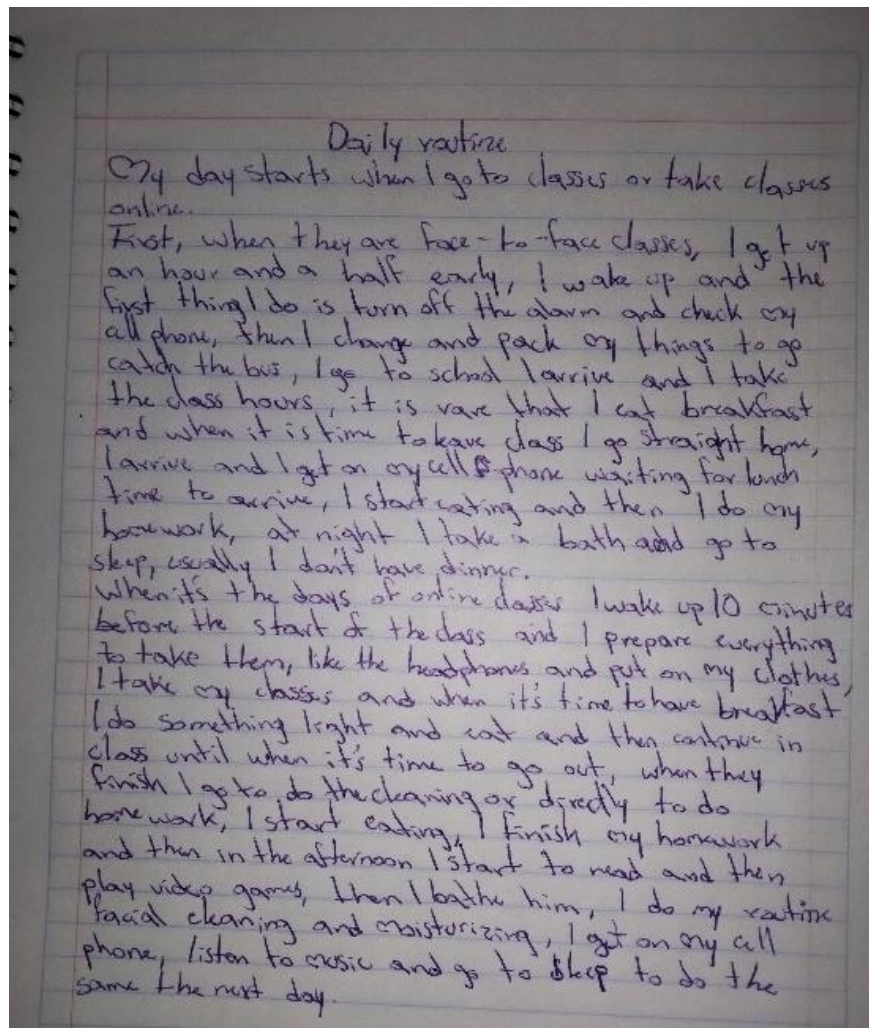
https://drive.google.com/file/d/1_XPJR0nMnUZm544nr1dVL59fKw23gO47/view



- 1.- Sister wakes up at 8:00 am.
- 2.- Mom and dad get up at 5:30am.
- 3.- Brother sleeps at 11:00pm.
- 4.- Sofia boils water in the mornings.
- 5.- Marcial comes home in the afternoon.
- 6.- Gael cooks in the nights.
- 7.- Marcela sleeps at 9:00pm.
- 8.- Sofia showers at 6:00am.

Session 4

- I. Previously class, students wrote and recorded their daily routine.



Here you can listen to the daily routine of a student:

https://drive.google.com/file/d/118H4waK_-uxG17XYPKNBplsXXLRTBjql/view

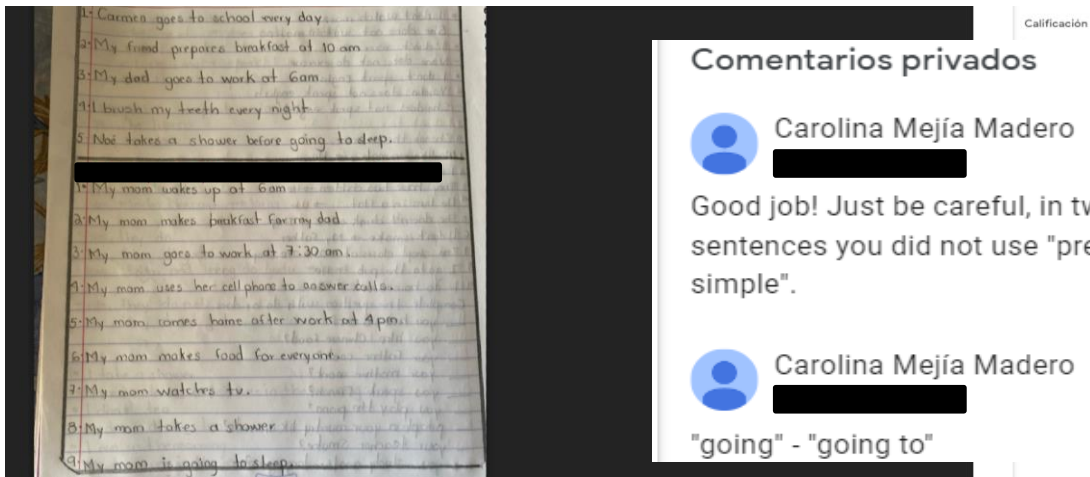
- II. During class, students try to identify which classmate is speaking in the audio as well as the activities he or she does as part of his daily routine. Evidence of this activity:

https://drive.google.com/file/d/1_IIIAn4GdjDdVs_hge9v2GIDRWvBqYd6/view?usp=sharing

- III. Students try to identify mistakes from their classmates and give respectful feedback.

2.04 Show evidences of your designed tool to assess your students

Assessing writing



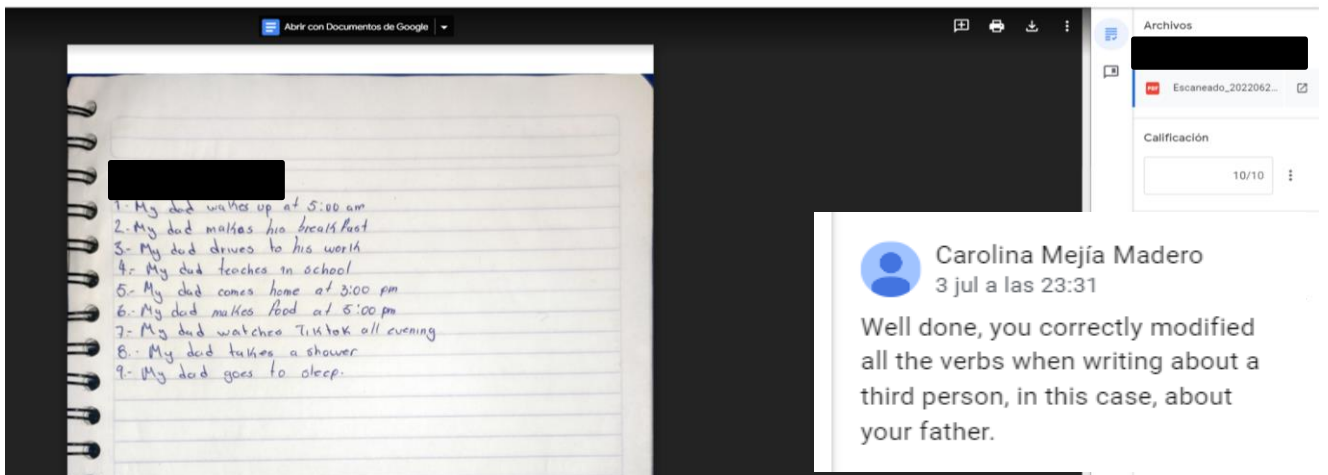
The image shows a student's handwritten work on a lined notebook page. The text is as follows:

1. Carmen goes to school every day.
2. My friend prepares breakfast at 10 am.
3. My dad goes to work at 6 am.
4. I brush my teeth every night.
5. Noe takes a shower before going to sleep.

Below this, there is a redacted section, followed by another list:

1. My mom wakes up at 6 am.
2. My mom makes breakfast for my dad.
3. My mom goes to work at 7:30 am.
4. My mom uses her cellphone to answer calls.
5. My mom comes home after work at 4 pm.
6. My mom makes food for everyone.
7. My mom watches tv.
8. My mom takes a shower.
9. My mom is going to sleep.

To the right, a screenshot of a private comment from Carolina Mejía Madero is shown. The comment reads: "Good job! Just be careful, in two sentences you did not use 'present simple'." Below this, another comment from the same user says: "'going' - 'going to'".



The image shows a student's handwritten work on a lined notebook page. The text is as follows:

1. My dad wakes up at 5:00 am
2. My dad makes his breakfast
3. My dad drives to his work
4. My dad teaches in school
5. My dad comes home at 3:00 pm
6. My dad makes food at 5:00 pm
7. My dad watches Tiktok all evening
8. My dad takes a shower
9. My dad goes to sleep.

To the right, a screenshot of a private comment from Carolina Mejía Madero is shown. The comment reads: "Well done, you correctly modified all the verbs when writing about a third person, in this case, about your father." The comment is dated "3 jul a las 23:31".

Archivos
Ver historial

Carolina Mejía Madero

Remember that in English we have several adverbs of frequency in addition to "always", for this task it is mandatory to use various adverbs of frequency in all your sentences, please upload your activity again.

Today is Friday, June

1. Martha gets up at seven in the morning.
2. She always has a cup of tea in the morning.
3. She always brushes her teeth when she gets up.
4. She does chore at 10 in the morning.
5. She does her homework in the afternoon.
6. She always takes a quick shower.
7. Martha pays her bills.
8. Martha reads the newspaper every day.
9. She does the work of two people.
10. She washes the windows.

Dictation Rubric

Very Good
4
Effective use of capitalization, punctuation, spelling and formatting.

Good
3
Mostly effective use of mechanics; errors do not detract from meaning.

Regular
2
Some errors with spelling and punctuation that detract from meaning.

You need to improve
1
Misspells even simple words; little formatting evident.

Leonel Messi daily routine

He is Leo Messi, he is football player, every day he wakes up all past six and goes jogging, then he has breakfast and he has a shower at 7 o'clock, he goes to training he trains hard because he want to be a good football player. At half past two he a 1 o'clock he trains again, in his free time he sometimes goes with his family or meets with friends.

Assessing listening

Vocabulary exercise to help learn words to talk about what you do every day.

have dinner, go home, have a shower, have lunch, brush your teeth, have breakfast, do homework, go to bed

wake up, get up, go to work, go to school

HELP & SUPPORT

- Covid-19 learning support
- Find content for your English level
- CEFR levels
- Getting started
- HOME PAGES

COURSES

- Find an English course

Videos

- The food waste robot
- Chocolate cake recipe
- The Man's Walk
- How to make your own Christmas cards
- Pinned notes

01:28:50 00:18:49

Ello - Sound Grammar 2-2 Simple Present

Script Grammar Quiz

Answer the following questions about the interview:

1) He starts his day at ____ ✓
 a) six
 b) seven

2) He gets home ____ ✓
 a) in the afternoon
 b) at night

3) Does he go hiking often? ✗
 a) Yes
 b) No

4) At night he ____ ✗
 a) cooks and cleans
 b) plays sports

Check Answers Reset Quiz Show Answers

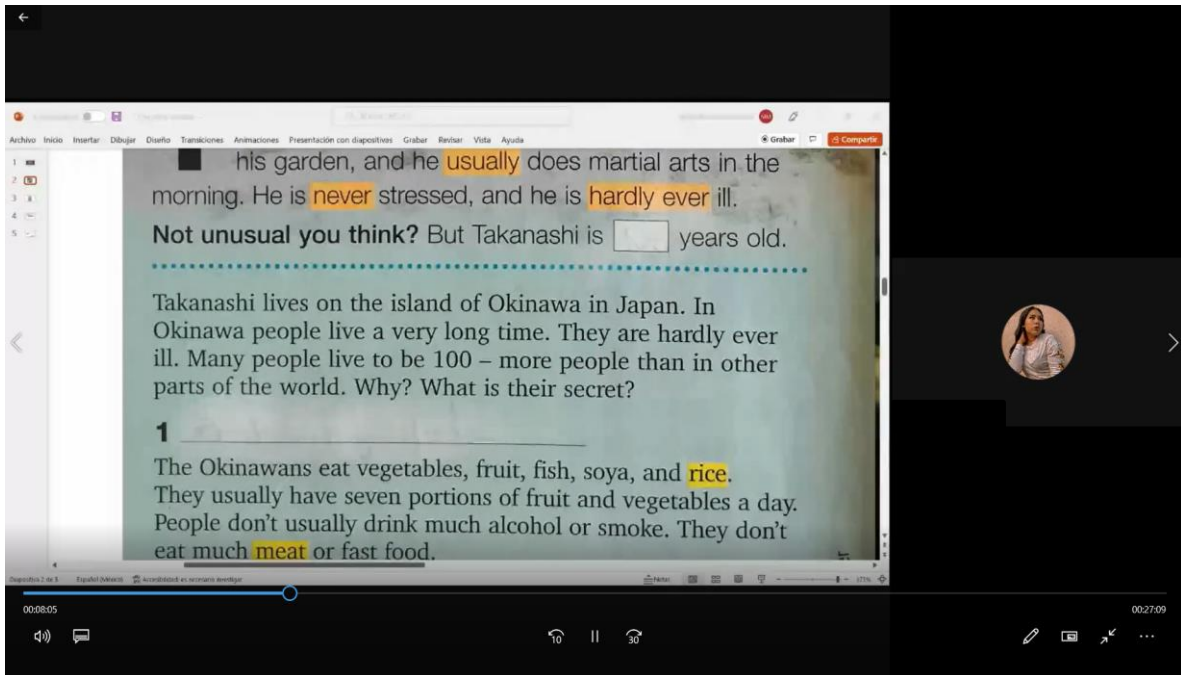
New lessons every month from the creator of ello at meels.org

ello
2500 Free Lessons
English Listening Lesson Library Online

Carolina Mejia

Assessing reading

During this activity, students matched the adverbs of frequency with a percent, and they used these to answer some questions related to the reading, as well as to understand "The mystery of Okinawa".



The screenshot shows a presentation slide with the following text:

his garden, and he **usually** does martial arts in the morning. He is **never** stressed, and he is **hardly ever** ill.

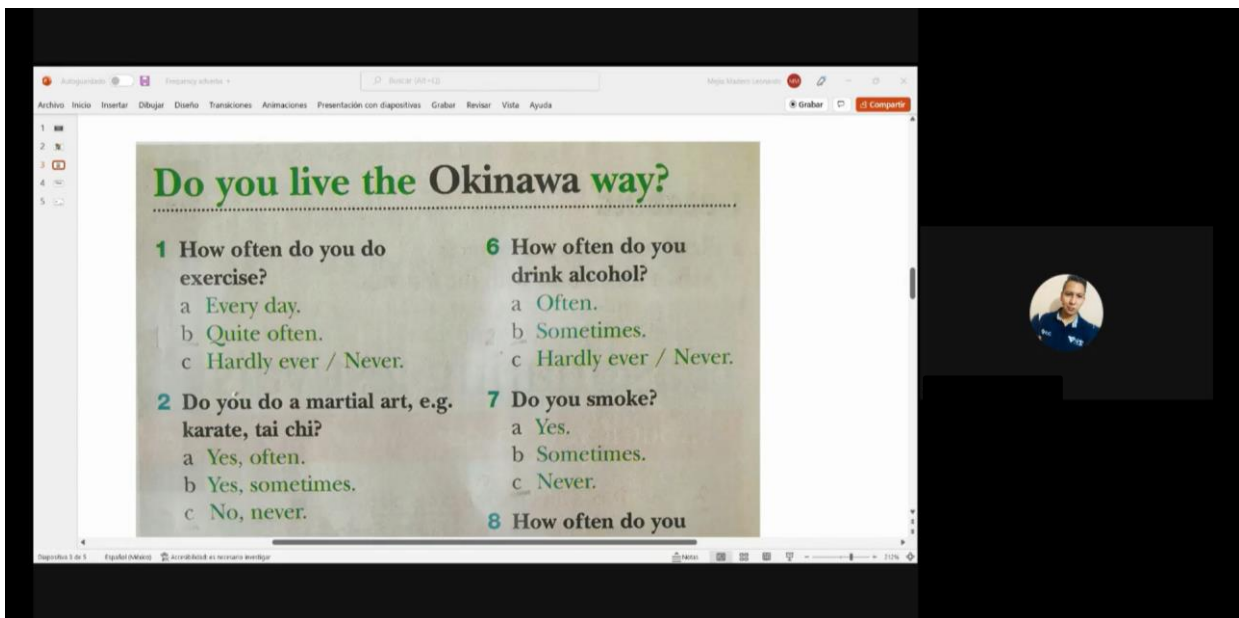
Not unusual you think? But Takanashi is years old.

Takanashi lives on the island of Okinawa in Japan. In Okinawa people live a very long time. They are hardly ever ill. Many people live to be 100 – more people than in other parts of the world. Why? What is their secret?

1 _____

The Okinawans eat vegetables, fruit, fish, soya, and **rice**. They usually have seven portions of fruit and vegetables a day. People don't usually drink much alcohol or smoke. They don't eat much **meat** or fast food.

The slide is part of a presentation with a menu on the left and a video player interface at the bottom.



The screenshot shows a presentation slide titled "Do you live the Okinawa way?" with the following questions and options:

1 How often do you do exercise?
a Every day.
b Quite often.
c Hardly ever / Never.

2 Do you do a martial art, e.g. karate, tai chi?
a Yes, often.
b Yes, sometimes.
c No, never.

6 How often do you drink alcohol?
a Often.
b Sometimes.
c Hardly ever / Never.

7 Do you smoke?
a Yes.
b Sometimes.
c Never.

8 How often do you

The slide is part of a presentation with a menu on the left and a video player interface at the bottom.

Assessing speaking

Rubrics for assessing Speaking

Student's name: IRIS ALEJANDRA
25 POINTS = 10

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student is easy to understand and makes few errors.	Student makes many errors in pronunciation but can be understood.	Student is very difficult to understand or responds in L1.
Fluency	Student can effectively communicate in different contexts.	Student can generally communicate in most situations.	Student cannot communicate effectively in any situation.
Word choice	Student uses appropriate words to express meaning.	Student uses words or phrases to express simple meanings.	Student speaks using unrelated words.
Usage	Student makes minor errors in grammar and structure and can be understood	Student makes major or frequent mistakes in grammar and structure, but it is possible to understand.	Student makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/meaning	Student responds with connected vocabulary and language to express ideas. Response contains few errors.	Student responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary.

Your grade is: 8.4 (21/25 points)

Feedback: Excellent fluency, just be careful in the pronunciation of some words such as "do" and "how". Also, remember that adverbs of frequency go before the main verb of a sentence but there is one exception with the verb to be.

In general, I consider that the tools that were used to evaluate were useful although not the best, which was detected during the execution of the lesson. A challenge will be to adjust rubrics to each of the activities because this time only some already established for each skill were taken up again. Also, I must consider a rubric to assess the presentation of the topic of the class, which was not included in this lesson plan.

2.05 VIDEO

Link to the video of the sessions: <https://www.youtube.com/watch?v=8n9XOExMJtY>

<https://www.youtube.com/watch?v=3Fvg4nrqEOQ>

Chapter 3: Experience Report

WHEN ONE TEACHES, TWO LEARN.

Robert Heinlein

First, I must mention that the group I selected to apply the lesson plan was the one I feel most comfortable working with, it is a very participatory group and when I asked to record the meeting they did not hesitate to accept, I told them that I would be the one evaluated and I said them do not worry. In addition, I must say that the relationship with this group is very good because I have given them confidence, the class is a space where it is allowed to make mistakes, and I always remind them that we are both in a learning process.

SESSION 1 – Focus on grammar

During the first session, students were expected to begin to structure positive, negative, and interrogative sentences in "present simple". At the beginning for them was easy to write and pronounce activities that they did as part of their daily routine, but when they were asked to express what their mother, sister, girlfriend, etc. does during the day, it was detected that they forgot to add -s, or -es in the verb.

Regarding structuring negative sentences, it was also difficult for them to change from "do not" to "does not" when speaking of a third person, thus the focus moved more to why we change these words, the teacher had to ask students to mention in class something that your father, brother or boyfriend does not do as part of his day to reinforce this part of the grammar.

Finally, regarding answering questions, difficulty was noted in responding with both short and long answers when asked about someone else's activities, for example, they were asked "Does your sister wake up at 7 a.m.?" and the students answered "Yes, she do", or "Yes, she wake up at 7 a.m.". Therefore, the oral feedback was very useful in this session.

Assessing grammar through a Quiz from **quizizz.com**, was an excellent idea, students enjoyed this activity, and motivated they were because those who remain on the podium will win extra tenths, this kind of activity has given good results in the class because students reinforce their learning and have fun at the same time.

For this lesson was proposed that a student make the presentation of the class topic, in this case of "Present simple", her performance was good, but in the lesson plan, a rubric was not contemplated to evaluate the presentation in general. For future lesson plans it will be necessary to include an evaluation tool for each presentation in order to assign the presenter an objective rating.

Here it is important to mention that at the beginning of the course I assign a topic to each student, the presentation of a topic is a mandatory activity that has generated good results because the students prepare for it and that has allowed them to improve their speaking skills. As all students know that at some point, they will have to present a topic, they are very respectful when their classmates are presenting their topic, even if the presenter makes mistakes, nobody makes a negative comment.

SESSION 2 – Focus on listening

Learning and reviewing vocabulary using a website was something entertaining for the students, during this activity, it was identified that the students already know most of the verbs that they can use to talk about their daily routines, there were only some such as "brush your teeth" which meaning is still not very clear. When the final product (their daily routine was evaluated, it was noticed that students tried to express that they get dressed using something like "then I change" so during the lesson plan will be necessary to include maybe another activity just to learn more vocabulary and the correct use of the verbs.

In this lesson, we began to familiarize students with connectors through watching a video, but it would be important to include some other activity to reinforce their learning because in the final product of writing was observed that learners used mostly only two connectors (and, then).

Regarding the listening activity itself, the students had to listen to the audio three times to be able to write down the "Present simple" sentences that they identified in the audio, this indicates that more strategies must be implemented to develop listening skills inside the class.

The above could also be because some students present communication problems, therefore, watching videos during class sometimes limits their participation, for some the video play slowly or they remain without listening. Therefore, one option has been to send the links to the videos through the chat of the meeting and through WhatsApp so that they

can be seen individually by the students, as a last resort, they are asked to see the videos as part of their homework.

To test the listening activity only was used the quiz of the website where the input aural was extracted, to answer the test the teacher asked each question to a student, this situation left aside the participation of all the students, in order to identify the degree of development of the listening skill of each student, after answering the quiz, the teacher asked all learners if they had answered all the questions right and a check-list was filled out.

Although in this lesson the focus was on adverbs of frequency, connectors were also reviewed, the students watched a video about connectors that they can use to talk about a daily routine, however, in the final products it was observed that the students used very few connectors, so it will be necessary to add one session only focus on connectors.

SESSION 3 — Focus on reading

In this lesson, it was identified students know the meaning of the adverbs of frequency, because during class they correctly matched each adverb with a percentage, for example, always with 100% and never with 0%, so the teacher focused more on the correct position of these within a sentence.

Respect the reading, it can be said that the choice was correct because students were noted to be interested in it, the title of the reading is “The mystery of Okinawa” and it's about habits that the Japanese follow to have a long life.

Although the lesson plan was established to work in pairs to answer some questions with respect to the reading, at the end of the day, this activity was left asynchronously, taking advantage of the fact that the students attend some face-to-face classes, for this reason, they were asked to record a video doing this activity. Instead of working in pairs, the teacher chose to ask openly about the reading, asking the students about the differences and similarities with respect to habits between Mexicans and Japanese, as well as if they would like to adopt Japanese habits.

Through this session it was possible to identify that some students have serious pronunciation problems, in general, I have recommended students to use apps to improve their pronunciation and in class when someone does not read correctly, I try to read again

to students can identify the correct pronunciation, and during the reading I only correct those words that I consider can no longer be mispronounced.

SESSION 4– Focus on speaking

As part of the final product (write a daily routine using adverbs of frequency and connectors), students recorded their daily routine. Listening to the audios of their own classmates about their routines and trying to identify their daily activities was something fun and entertaining for all the students.

The previous activity also was motivating for the students to lose fear and express themselves in front of the class, because after listening to some audio, as not all students recorded their routine, some students had the option to present their daily routine without see their writing.

In general, I consider that the most important thing in this new way of working was the use of evaluation tools, with the support of checklists and rubrics, it was possible to identify those students to whom I should pay more attention because they are not achieving the objectives learning. The above indicates that the lesson plan still has areas of opportunity, so it will have to be adjusted to attend in a better way to the needs of the learners.

Chapter 4: Conclusions

- The most significant learning through this specialization was recognizing that to develop listening, reading, writing, and speaking skills requires practice, follow processes, and apply right strategies. Before the specialization, my lessons to teach not followed a method, a strategy, or a model, but now when I am planning a lesson, I tend to think about How I must start the lesson? What should be the stages of each class? What will be the role of the students during the activities included in the lesson plan? How will I assess each activity? And so on. We must also consider that we should not follow a single way of teaching, we must explore the great diversity of methods and strategies considering what best suits our students.
- As teachers we have a diversity of roles to fulfill, but for me, the most important is to be a researcher in the classroom and consider the characteristics of the students to define what strategies I should use in order to help them to develop their skills. For that reason, now every time I start a new course, I tend to ask new students if they identify which activities have helped them to learn English, and I use this information to design my lesson plans.
- The linguistic schema was the center of my practice but now my teaching philosophy and identity have a different purpose, my students must achieve communication with the real world as well as being able to understand it. To achieve that I must use more authentic material and develop tasks very similar to what students will encounter in the real world. At this point, I consider that I still have to innovate the way in which the present simple lesson is presented, to bring my students to a real context in which they must use this conjugation. Here it is important to mention that with the colloquium many new ideas materialized in my mind when I saw the executions of my colleagues, for this reason, I consider that this evaluation exercise was very enriching.
- Spanish can be used in class as a last resort, when nobody understands, for that as teachers we must try to use only English and avoid the use of Spanish in classes.
- A lesson can focus on a specific skill, but we can work with two or more skills at the same time (Integrate skills).
- Regarding the subject of pronunciation, we must focus on the development of intelligibility and avoid correcting students in every single word.

- With respect to the way in which students were assessed, I only applied a test each bimonthly period and asked students to do one individualized speaking practice, the challenge for me has been to be more objective and implement checklists and rubrics in my lesson plan. So, to evaluate in a more objective way, it will be necessary to create rubrics that best suit the class lesson activities, especially to evaluate productive skills. Remember here that the rubrics help students to know the teacher's expectations on the tasks to develop, on the other hand, as teachers these help us to be objective when grading and we can give feedback.
- Technology is maybe the best way to close students to authentic materials so in classes we should promote visiting websites and online repositories to continue learning the foreign language.
- Honestly, in this lesson plan for the first time I included an activity focused on developing intercultural competence in the classroom, I believe that it is something that we as teachers leave aside but that is relevant and important to understand the behaviors of the others, the challenge for me will be integrated the development of this competence in the following lesson plans.

Finally, there is a before and an after in my teaching practice, I can say that this Specialization in Teaching and Learning English as a Foreign Language help me to improve my teaching practice as well as my English skills, I think I have improved the way I write and speak, and I have more confidence to talk in English.

Chapter 5: References and Appendixes

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Appendixes

Appendix 1. New English File Elementary / Grammar Bank 2A and 2B

GRAMMAR BANK

2A

a Change the sentences.

We like animals.	He <u>likes animals.</u>
1 I listen to the radio.	She _____.
2 He lives in a flat.	We _____.
3 They have two children.	He _____.
4 She doesn't drink coffee.	They _____.
5 I don't smoke.	My father _____.
6 The shop closes at 5.00.	The shops _____.
7 I go to the pub.	He _____.
8 I do housework.	She _____.

b Complete the sentences with a or verb.

study have like drive speak play do eat read

He likes animals.

1 My father _____ The Times.

2 Her house is big, but it _____ a garden.

3 We _____ French very well.

4 I _____ fast food.

5 She _____ a BMW.

6 I _____ computer games.

7 My father _____ housework.

8 He _____ economics at university.

2B

a Complete the questions with *do* or *does*.

Do you have a car?

1 Do you like Chinese food?

2 Does your father cook?

3 _____ your mother work?

4 _____ you speak French?

5 _____ you play the piano?

6 _____ people in your country like animals?

7 _____ your teacher smoke?

8 _____ you study another language?

b Order the words to make questions.

a you car have do ? *Do you have a car?*

1 drink you coffee do ?

2 your does brother work ?

3 work you where do ?

4 music she like what does ?

5 newspaper you what read do ?

6 the go you cinema do to ?

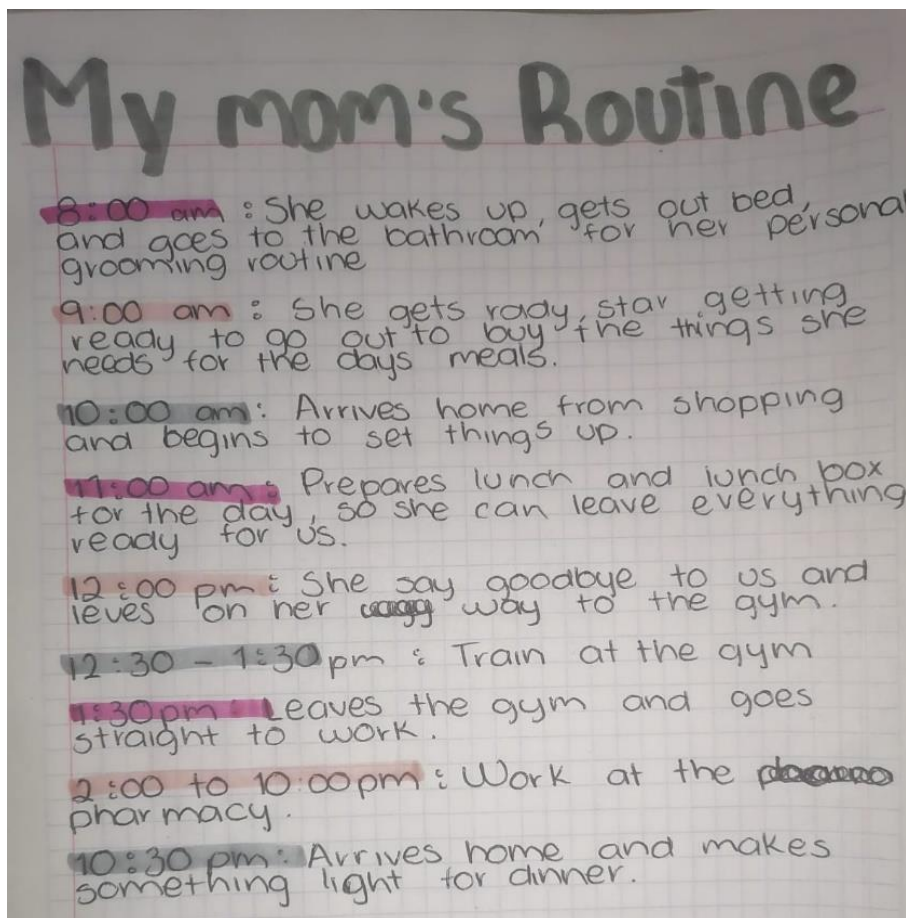
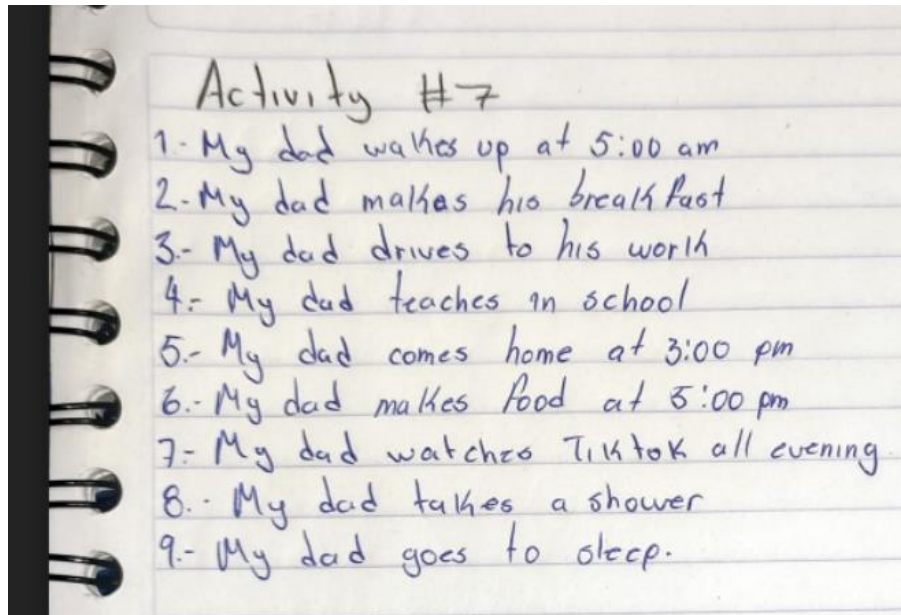
7 does father watch your on TV sport ?

8 mother glasses wear your does ?

Appendix 2. Checklist to assess writing

Session	1	2	3	
Student name	The learner answers correctly all the completion exercises (Yes, No)	The student can identify mistakes in the sentences written by their classmates (Yes, No)	All his/her sentences were written respecting the grammatical aspects of the present simple (Yes, No)	All the sentences were written respecting the grammatical aspects of the present simple and the general rule of the adverbs of frequency (Yes, No).
LESLIE	Yes	Yes	Yes	No
IRIS ALEJANDRA	Yes	Yes	Yes	Yes
CHRISTHOFER	Yes	Yes	Yes	Yes
LUIS EDUARDO	No	No	No	No
ESMERALDA	Yes	Yes	Yes	Yes
ANDREA MONSERRAT	Yes	Yes	No	No
MONSERRAT	Yes	Yes	No	Yes
GERALDINE	No	No	No	No
DAYANA	Yes	Yes	Yes	Yes
MARLEN	No	No	No	No
MELISSA	No	No	No	No
DIEGO	Yes	Yes	Yes	Yes

Appendix 3. Routine of a relative or a friend



Appendix 4. Analytic rubric taken from O'Malley and Valdez Pierce (1996).

4	Effective use of capitalization, punctuation, spelling and formatting.
3	Mostly effective use of mechanics; errors do not detract from meaning.
2	Some errors with spelling and punctuation that detract from meaning
1	Misspells even simple words; little formatting evident.

Appendix 5. Checklist to assess listening

Session	2		4
Student name	The learner matches correctly all the images with the correct verb. (Yes, No)	The student answers correctly all the questions of the Quiz (Yes, No)	Student can identify activities that their classmates do as part of their daily routine (Yes, No)
LESLIE	Yes	Yes	Yes
IRIS ALEJANDRA	Yes	Yes	Yes
CHRISTHOFER	Yes	No	Yes
LUIS EDUARDO	No	No	No
ESMERALDA	Yes	Yes	Yes
ANDREA MONSERRAT	Yes	Yes	Yes
MONSERRAT	Yes	Yes	Yes
GERALDINE	Yes	No	No
DAYANA	Yes	Yes	Yes
MARLEN	Yes	No	Yes
MELISSA	No	No	No
DIEGO	Yes	Yes	Yes

Appendix 6. Quiz listening activity

Ello - Sound Grammar 2-2 Simple Present SOUNDCLOUD

Script Grammar **Quiz**

Answer the following questions about the interview.

1) He starts his day at _____. ✓

a) six
 b) seven

2) He gets home _____. ✓

a) in the afternoon
 b) at night

3) Does he go hiking often? ✗

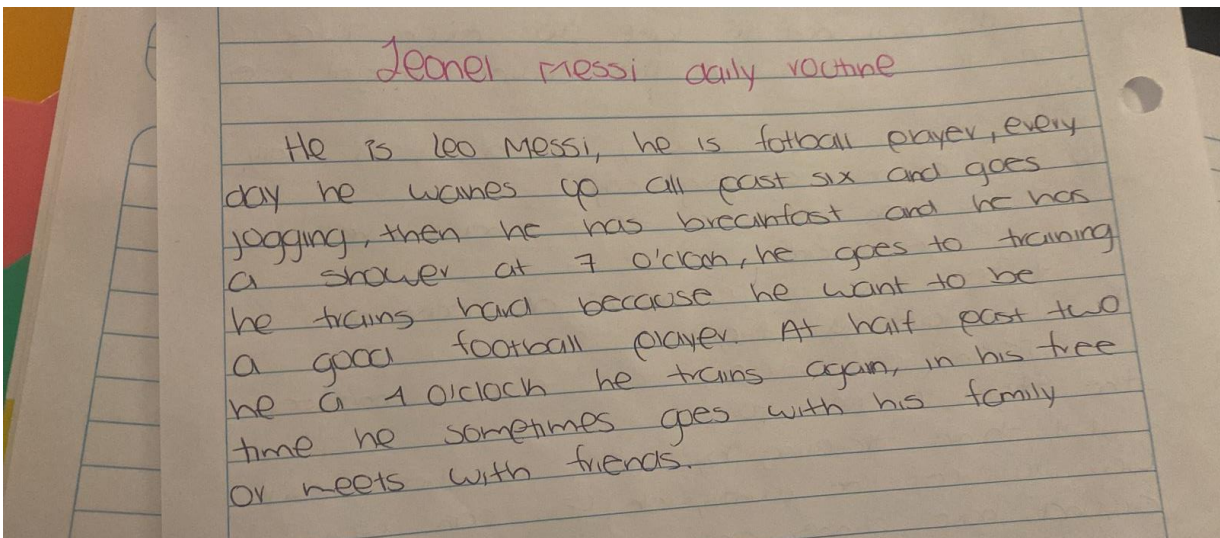
a) Yes
 b) No

4) At night he _____. ✗

a) cooks and cleans
 b) plays sports

Check Answers Reset Quiz Show Answers

Appendix 7. Daily routine of a famous person.



Appendix 8. Checklist to assess reading

Session		3
Student name	The learner matches correctly all the adverbs of frequency with their percentage. (Yes, No)	
LESLIE	Yes	
IRIS ALEJANDRA	Yes	
CHRISTHOFER	Yes	
LUIS EDUARDO	No	
ESMERALDA	Yes	
ANDREA MONSERRAT	No	
MONSERRAT	Yes	
GERALDINE	No	
DAYANA	Yes	
MARLEN	Yes	
MELISSA	No	
DIEGO	Yes	

Appendix 9. Reading “The Mystery of Okinawa”

The mystery of Okinawa



Takanashi **always** walks three kilometres a day, and he **sometimes** rides a motorbike. He **often** works in his garden, and he **usually** does martial arts in the morning. He is **never** stressed, and he is **hardly ever** ill.

Not unusual you think? But Takanashi is years old.

Takanashi lives on the island of Okinawa in Japan. In Okinawa people live a very long time. They are hardly ever ill. Many people live to be 100 – more people than in other parts of the world. Why? What is their secret?

1
The Okinawans eat vegetables, fruit, fish, soya, and **rice**. They usually have seven portions of fruit and vegetables a day. People don't usually drink much alcohol or smoke. They don't eat much **meat** or fast food.

2
Physical activity is very important for the people of Okinawa. Martial arts, walking, traditional dancing, and gardening are very **popular** with people of all ages.

3
In many countries people have healthy diets and do exercise. But the **unusual** thing about the people in Okinawa is that they are not stressed. They are relaxed and **take their time**. Buses



are hardly ever on time, and people often arrive an hour late for meetings. Every evening hundreds of people, young and old, go to the **beach** to watch the beautiful **sunset**. People often meditate to relax.

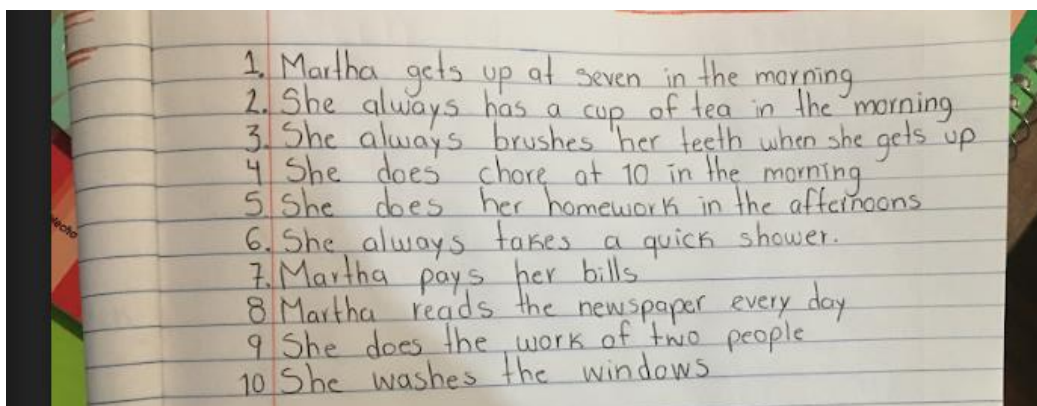
4
Another important thing is that people often work until they are 80 – sometimes until 90! In the Okinawan dialect there is no word for 'retired'. They are **busy** and active all their lives. Old people don't **stay at home** – they go out and meet friends.

When journalists ask people 'What is the secret of your long life?', they answer 'We are happy, we are always positive, and we are never in a hurry.'



Adapted from a British newspaper

Appendix 10. Sentences about activities that a person in their family or a friend does during the day using adverbs of frequency.



Appendix 11. Holistic rubric taken from Kuhlman (2008)

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student is easy to understand and makes few errors.	Student makes many errors in pronunciation but can be understood.	Student is very difficult to understand or responds in L1.
Fluency	Student can effectively communicate in different contexts.	Student can generally communicate in most situations.	Student cannot communicate effectively in any situation.
Word choice	Student uses appropriate words to express meaning.	Student uses words or phrases to express simple meanings.	Student speaks using unrelated words.
Usage	Student makes minor errors in grammar and structure and can be understood	Student makes major or frequent mistakes in grammar and structure but it is possible to understand.	Student makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/meaning	Student responds with connected vocabulary and language to express ideas. Response contains few errors.	Student responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary.

Appendix 12. Declaración de autenticidad

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Nombre completo del(la) autor(a):	Carolina Mejía Madero		
Matrícula:	210926136		
Domicilio:	Ignacio López Rayón 120, San Marcos Yachihuacaltepec, C.P. 50285, Toluca, Estado de México.		
Teléfono:	7222844563		
Correo electrónico:	210926136@g.upn.mx		

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