UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA:

MEJORES PRÁCTICAS PARA DESARROLLAR HABILIDADES LINGÜÍSTICAS Y COMUNICACIÓN INTERCULTURAL.

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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UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

ESPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND
TEACHING AS A FOREIGN LANGUAGE

MODULE 3 FINAL PROJECT :

BEST PRACTICES FOR DEVELOPING LANGUAGE SKILLS & INTERCULTURAL COMMUNICATION.

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Ciudad de México, July 4th. 2022.

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Introduction.

For this **Final Project for Module 3** I want to mention that it is a privilege and a great responsibility for me to belong to the **Universidad Pedagógica Nacional Unidad Ajusco** community and to be part of this Specialization in English Language Learning and Teaching as a Foreign Language.

I want to comment that I will always do my maximum and best to achieve all my objectives within this Postgraduate and fulfill my responsibilities with quality and excellence.

In this assignment I want to share my experience as a teacher and invaluable knowledge acquired so far in this course.

I don't want to fail to mention the great work done by my Tutor **Ms. Shelick García Galván** from whom I hope to continue learning and enhance the valuable profession as a Teacher, likewise, to continue learning from knowledge and experiences of all my colleagues and together achieve the goal we set for ourselves.

In this **Final Project for Module 3**, I would like to share my analysis and development about a meaningful intercultural activity that carried out in my English Language classroom, also show the ability to use technology on it, addressing aspects regarding intercultural communicative competence for reflect and apply them in my lessons and to show abilities to create assessment and evaluating tools to identify the competencies that my students have developed in their lessons and in my teaching practice in general

Such strategy within the framework of the program we are working nowadays, of course, to help my students to create conditions for this process to take place successfully, also share my knowledge about methodological principles and approaches worked on, and understanding the concepts and the rationale behind each them.

It is very important to take into account the resources that our students have, both at school and at home, we know that most of the time it is not adequate, however, it is important as well as to point out that our commitment as teachers always leads us to look for all kinds of tools and mechanisms that serve as support for the achievement of the objectives, especially in the development of technology skills.
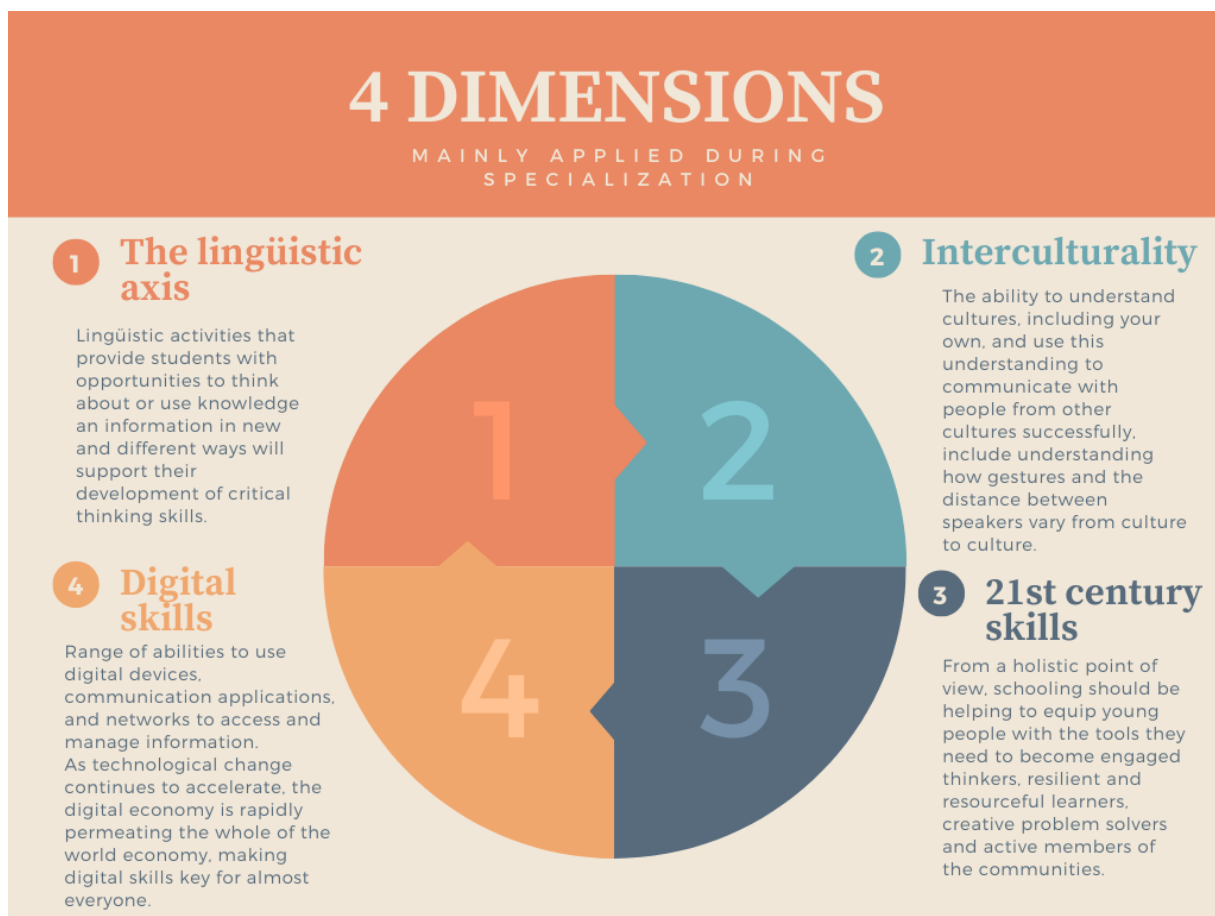
Fig. 1: Dimensions organizer. Salazar, S. (2022)

All these dimensions are worked on and have been part of what I have been studied throughout the three modules in this specialization.

No doubt all these dimensions have greatly enriched my professional vision within the educational field, and of course the way I learned it, will now be reflected in my teaching methods, which will help my professional development and best of all, will help my students to obtain greater cognitive benefits.

CHAPTER 1:

IDENTITY AND TEACHING

PHILOSOPHY

CHAPTER 1

IDENTITY AND TEACHING PHILOSOPHY.

1.1 Theoretical foundations.

1.1.1 Theory underlying my teaching practice.

Learning is defined as a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one's knowledge, skills, values, attitudes, behaviour and world views. Learning theories develop hypotheses that describe how this process takes place. The major concepts and theories of learning include behaviourist theories, cognitive psychology, constructivism, social constructivism, experiential learning, multiple intelligence, and situated learning theory and community of practice.

My reflection on the subject of English that I learned as a student and still do as a teacher, and now also teach, I consider that it should be a basic subject within the curricular system of education in my country, for many reasons, among others for which I will describe according to my teaching philosophy which I work day by day.

I think the teaching and learning of English as a foreign language represent a serie of learning and innovation skills, such as creativity, critical thinking and problem solving, as well as communication and collaboration; it is very important to take into account latest information skills in terms of media and technology, such as use of ICT and literacy in media, platforms or networks.

I consider it essential to know how a teacher should be or what he should do, begining with knowing the students and knowing how they learn because it depends on whether the teaching has a significant impact on them or not.

Knowledge about children´s learning is seen as central to effective teaching. Successful lessons and activities are those that are turned to the learning needs of children, rather than to the demands of the text-book unit, or to the interests of the teacher.

It is visible a learning-centred perspective from "learner-centre" teaching. Learner-centred teaching places the child at the centre of teacher thinking and curriculum planning. While this is a great improvement on placing the subject or the curriculum at the centre, I have found

that it is not enough. In centring on the child, we risk losing sight of what it is we are trying to do in schools, and the enormous potencial that lies beyond the child.

The child, however, may not be aware of the vast possibilities on offer, and, being a child, may either be content with the first stream or field he comes across, or may rush from one new place to the next without stopping to really explore any. If a teacher´s concern is centred on the child, there is a temptation to stay in that firts place or to follow the child. The teacher has to do what the child may not be able to do: to keep in sight the longer view, and move the child towards increasingly demanding challenges, so that no learning potential is wasted. A learning-centred perspective on teaching will, I believe, help us to do that more effectively.

1.1.2 Vigotsky´s perspective

I take into account Vygotsky's perspective "The child as social". Underlying Vygotskyan theory is the central observation that development and learning take place in a social context, i.e. in a world full of other people, who interact with the child from birth onwards.

Vygotsky saw the child as first doing things in a social context, with other people and language helping in various ways, and gradually shifting away from reliance on others to independent action and thinking. This shift from thinking aloud and talking through what is being done, to thinking inside the head, is called internalisation.

Many of Vygotsky´s ideas will help in constructing a theoretical framework for teaching foreign languages to children. In deciding what a teacher can do to support learning, i can use the idea that the adult in this case the teacher tries to mediate what next it is the child can learn; this has applications in both lesson planning and in how teachers talk to children everyday.

Then the new language is first used meaningfully by teacher and children, and later it is transformed and internalised to become part of the individual child´s language skills or knowledge.

The activities that happen in classrooms create a kind of environment for learning and, as such, offer different kinds of opportunities for language learning. So, part of the role as a

teacher is to identify the particular opportunities of a task or activity, and then to develop them into learning experiences for the children.

Vygotsky argued that in the course of development psychological systems arise which unite separate functions into new combinations and complexes. This concept was further elaborated by Luria, who states that the components and relations into which these unitary functions enter are formed during each individual's development and are dependent upon the social experiences of the child. The functional systems of an adult, then, are shaped essentially by her prior experiences as a child, the social aspects of which are more determinative than in traditional cognitive theory (including that of Piaget).

In this theory perhaps the most fundamental characteristic of developmental change is the manner in which previously separate and elementary functions are integrated into new functional learning systerns: *"Higher psychological functions are not superimposed as a second story over the elementary processes; they represent new psychological systems."* These systems are changeable and are optimally adaptive to the particular tasks confronting the child as well as to the child's stage of development.

Even though it may appear that children are learning in a purely external manner, that is, mastering new skills, the learning of any new operation is in fact the result of, and dependent on, a child's.

1.1.3 Methods and strategies

Talking about the methods and strategies that I use teaching in each class make me to reflex about my teaching approach which consists mainly of involving my students in their learning, promoting thinking skills, motivate them to reach their goals, respecting their opinions and preferences, use their previous knowledge, and take into account mainly their social contexts and culture and of course their learning styles.

A learning method where I am mainly based is the one that supports acquisition of knowledge through skills and strategies, either individually, in groups or thematic projects, fundamentally through the social practices of language, in various environments and clearly define specific competence, expected learning, contents and a final product, this involves collaborative, research-based work that addresses real-world issues and questions.

It is important to mention that my commitment within teaching is to attend in a timely manner to diversity, the development of self-confidence in children and young people, the development of a willingness to learn and as I mentioned earlier activities based on collaboration and problema-solving and a boost towards harmony in social relations.

On the other hand, it is also very important to assume my commitments as a teacher within the teaching community, among which I can highlight: initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility, which results in quality collective work.

1.1.4   Philosophy, Theories and Approaches.

1.1.4.1   Kolb's Experiential Learning Theory

My teaching philosophy has been changing as I continue to learn, my participation in this enriching specialization has allowed me to improve my teaching practice and therefore favor greatly the communication skills of my students.

The changes regarding my teaching philosophy focused on the application of principles and theories that are related to constructivism. This **constructivist approach** points out that learning happens by creating meaning from experience and what the learner knows is based on his/her own experience. Also considering sociocultural theory in which language is learned as a result of interactions and with Kolb's Experiential Learning Model (Krashen,1982).

In Kolb's Experiential Learning Theory, Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations., the impetus for the development of new concepts is provided by a new experience. He, therefore, states that learning is the process whereby knowledge is created through the transformation of experience [1].

Kolb's Experiential Learning Theory is represented by a four-stage experiential learning cycle, in which learners touch all of the following bases [2]:

[1] McLeod, S. A. (2017, Oct 24). Kolb – learning styles. Simply Psychology.

[2] Ibid.

1. Concrete experience (**Feeling**). A new experience or situation is encountered, or there is a reinterpretation of existing experience.

2. Reflective observation of the new experience (**Watching**). Students review and reflect on the experience. Looking for importance and if there are any inconsistencies between the experience and understanding.

3. Abstract conceptualization (**Thinking**). Reflection gives rise to a new idea or modification of an existing abstract concept. Specifically looking at what the student has learnt from the experience and what they have understood.

4. Active experimentation (**Doing**). The learner applies their ideas to the world around them to see what happens. They experiment and try out what they have learnt.

According to Kolb, concrete experience provides information that serves as a basis for reflection. From these reflections, we assimilate the information and form abstract concepts [3]. Learning, through the experiential learning cycle, is an integrated process with each stage being mutually supportive of and feeding into the next [4].

In simple terms, by connecting schoolwork and theories to experiences or activities, you are allowing the student to play an active role in what they are learning and the way they are learning it. Through experiential learning activities, students are better able to grasp concepts, have an opportunity to be more creative, and become more engaged in what they are learning.

Talking about my role as a teacher and my students' roles from my real teaching context situation, I consider that teachers have to fill many roles inside and outside of the classroom, in order to reach our goales we need to be prepared constantly, continue to grow and develop as a professional.

[3] Cherry.K. (2019, September 24). The Experiential Learning Theory of David Kolb.

[4] Ibid.

1.1.4.2   24 strengths of Petersen and Seligman

In this sense, I identify my role with the 24 strengths of Petersen and Seligman since within them are perhaps, many of the areas of opportunity that we as teachers must take advantage of to perform our work in the best way and always thinking about the continuous improvement of our students.

These strengths are desirable positive traits that guide me to fulfill my role as a teacher within my school context, by putting them into practice allows me to create better work environments in my educational community and outside it, these strengths are immersed in 6 virtues:

- **Wisdom and knowledge**

    - Creativity

    - Curiosity

    - Openness mind

    - Love for learning

    - Perspective

- **Courage**

    - Courage

    - Perseverance

    - Integrity

    - Vitality

- **Humanity**

    - Love

    - Kindness

    - Social inteligence

- **Justice**

- Citizenship

- Sense of justice

- Leadership

o **Moderation**

- Abiltity to forgive

- Modesty, humility

- Prudence

- Self-control, self-regulation

o **Transcendence**

- Appreciation of beauty and excellence

- Gratitude

- Hope

- Sense of humor

- Spirituality

In addition, here are some roles that I as a teacher often has to fill in order to be the best educator.

- ✓ *Resource*

- ✓ *Support*

- ✓ *Mentor*

- ✓ *Helping hand*

- ✓ *Learner*

Resource

One of the roles a teacher must fill is that of a resource specialists. There will be many people who will come to the teacher seeking information. Even if the person is only seeking a source

of information, the teacher is the one who must know how to find what the student is looking for. Once the teacher has given the information to the student or coworker, he or she will often have to instruct the student on how to use the information and always be ready to support those who require it with necessary information.

Support

Students are the ones who need support when learning a new skill or piece of information. A teacher must act as the support person when the student needs this help. Support can come in many forms such as a coach, leader and even a counselor. It should be mentioned that support can also be provided to those who are in charge of the students, specially with their parents, for this, is important to keep permanent communication with them. In professional circles, a teacher may even have to support other teachers leading a particular subject matter.

Mentor

One of the biggest roles a teacher may have is that of a mentor. Students look up to teachers and may pattern their own behavior and work ethic to match the instructor. An older teacher can even be a mentor to a younger teacher who is just starting out in the profession, that is, always working collaboratively for the common good.

Helping hand

A leader in a school is a person who takes on extra tasks such as leading or preparing the school meetings and even helping set up a classroom, the playground or a hall for an important celebration or a big event. Teachers who are active in the school will often have more jobs than just the one they were hired to perform. Often, the goals of the teacher will match the direction that the school is taking.

Learner

Another important role a teacher must fill is that of a learner. Anyone who has been involved in a profession long enough knows that there is always something new to learn. A learner is a person who is always growing in life and will never claim that they know it all. A teacher will be challenged every day with a new task that will help them grow into a better person, both

professionally and in your personal life, therefore this will result in an environment conducive to success.

1.1.4.3   Intercultural Communicative Competence

Talking about Intercultural Communicative Competence, or ICC, refers to the ability to understand cultures, including your own, and use this understanding to communicate with people from other cultures successfully, for example ICC could include understanding how gestures and the distance between speakers vary from culture to culture.

In the classroom the ways to develop this competence include learners producing a written or online guide to their own country and culture for visitors, reading and discussing guides written by visitors, researching aspects of a target culture in various media including cinema, literature and television, giving presentations on aspects of the target culture, and exploiting the teacher's own expertise of their own culture.

I use feasts, holidays, and anniversaries as a chance to touch upon intercultural communication. We explore background information about a holiday in the target culture. Then, we attempt to find a parallel in the local culture. Usually, parallels exist. May be the way celebrations take place differ, but the meaning behind them and the message are universal. My students enjoy the search and we even explore various aspects of intercultural factors, like food, clothes, social functions, consumerism, Etc. The dimensions for broadening our search are endless. as a written and oral extension activity we have used some digital resources to address the vocabulary of the topic we are working on, in this case we use a theme that involves interculturality and is related to Interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries applying playful activities.

I think that we cannot teach a language without teaching the culture. One way is to focus on books, videos, movies. songs, newspaper articles and so on. We cannot ignore the wealth of information available on the Internet and different digital resources that we have at our fingertips, so we should introduce our students to these tools. In this way, they will be interested in reading or listening when there is content or input in the form of knowledge being transferred. We should not forget to personalize whatever content and like to their own experiences.

1.1.4.4 Interculturality

The ultimate goal of an intercultural approach to language education is not so much 'native speaker competence' but rather an 'intercultural communicative competence' (e.g. Byram, 1997b; Guilherme, 2002).

Intercultural communicative competence includes the ability to understand the language and behaviour of the target community, and explain it to members of the 'home' community – and vice versa.

In other words, an intercultural approach trains learners to be 'diplomats', able to view different cultures from a perspective of informed understanding. This aim effectively displaces the long-standing, if seldom achieved, objective of teaching learners to attain 'native speaker proficiency'.

Obviously, one key goal of an intercultural approach remains language development and improvement; however, this goal is wedded to the equally important aim of intercultural understanding and mediation

1.1.4.5 Byram's Intercultural Communicative Competence

As a very important cultural attached I would like to mention that one of the most influential approaches for the teaching of culture is the one developed by Byram and his European colleagues. Byram, Gribkova and Starkey (2002). Intercultural competence, a part of Byram's Intercultural Communicative Competence, entails five types of competencies, which he calls **'savoirs'**.

Intercultural attitudes (savoir être): curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

Knowledge (savoirs): of social groups and their products and practices in one's own and in one's interlocutor's country.

Skills of interpreting and relating (savoir comprendre): ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

Skills of discovery and interaction (savoir apprendre/faire): ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge.

Critical cultural awareness (savoir s'engager): ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

This approach was further developed in the work of Meyer (2000), who argues that intercultural competence is a combination of social and communicative skills, including: empathy, ability to deal with conflict, ability to work collaboratively, flexibility, foreign language awareness, awareness that culture causes different discussion styles, speech speeds, interpretation and thought patterns, techniques for handling interactional difficulties, reflection on one's own cultural background and tolerance of ambiguity.

Broadly, intercultural communication involves the ability to cope with one's own cultural background in interaction with others. Byram's model further stresses that Intercultural Communicative Competence (ICC) requires "certain attitudes" which include "curiosity and openness as well as readiness to see other cultures and the speaker's own without being judgmental."

And that's one of the main goals I want my students to achieve, that beyond being able to effectively communicate in the face of any future situation that may present themselves in real life, at the same time they are able to understand the reasons why other people act in any way. different from ours and can generate attitudes of empathy and curiosity towards other cultures, beliefs and values.

If foreign language and culture teaching intends to prepare learners for the future, it needs to contribute to promoting learners' acquisition of the attitudes and skills required for interacting with people from differing cultural and linguistic backgrounds. It needs to present learners with opportunities to acquire plurilingual and multicultural competence.

1.1.4.6   21st. Century skills.

To close this chapter, I would like to strengthen my teaching philosophy by reflecting on a topic of great relevance today such as the 21st Century skills, which are already a fundamental part of our teaching work and that must be applied permanently.

21st Century skills are 12 abilities that today's students need to succeed in their careers during the Information Age.

These skills are intended to help students keep up with the lightning-pace of today's modern markets. Each skill is unique in how it helps students, but they all have one quality in common. They're essential in the age of the Internet.

There is general agreement that schools need to be more than 'ATAR factories'. In other words, school systems are expected to do more for students than just focus on preparing them for academic tests and improving their test scores.

From a holistic point of view, schooling should be helping to equip young people with the tools they need to become engaged thinkers, resilient and resourceful learners, creative problem solvers and active members of their communities.

A wide range of skills and related dispositions are regularly considered as vital for schooling in the 21st century, including thinking skills, social and emotional skills, and attitudinal skills such as motivation and self-efficacy. The relevant skills form a dense conceptual web, that is, the constructs are related in complex ways and sometimes overlap one another.

It is difficult to establish a clear distinction between knowledge, skills and dispositions based on student behaviours. Accordingly, various theoretical frameworks attempt to make sense of this complexity.

While identifying the skills considered most important is challenging, the following have in particular received close and concerted attention from policy makers, researchers and practitioners: • critical thinking • creativity • metacognition • problem solving • collaboration • motivation • self-efficacy • conscientiousness, and • grit or perseverance.

1.1.4.6.1 Category 1. Learning Skills (The Four C´s).
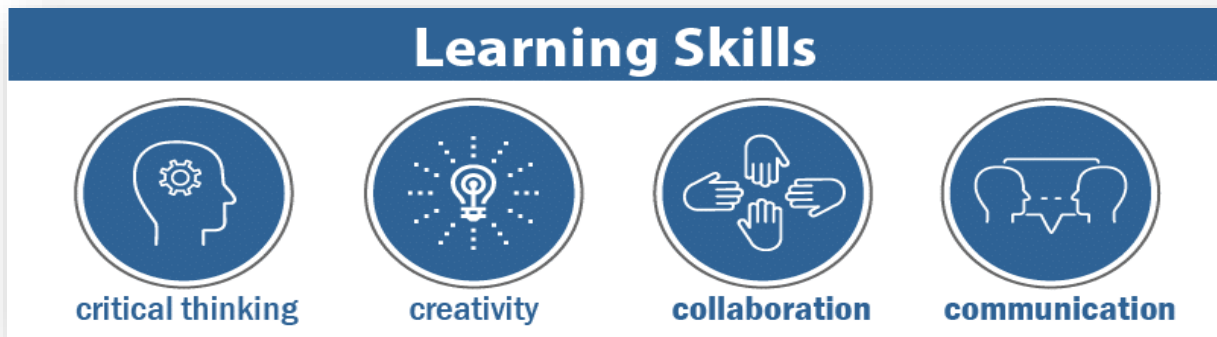
Fig.2: Learning Skills (Organizer). © 2022 Applied Educational Systems, Inc. All Rights Reserved.

The four C's are by far the most popular 21st Century skills. These skills are also called learning skills.

More educators know about these skills because they're universal needs for any career. They also vary in terms of importance, depending on an individual's career aspirations.

The 4 C's of 21st Century Skills are:

- Critical thinking: Finding solutions to problems

- Creativity: Thinking outside the box

- Collaboration: Working with others

- Communication: Talking to others

Arguably, critical thinking is the most important quality for someone to have in health sciences.

In business settings, **critical thinking** is essential to improvement. It's the mechanism that weeds out problems and replaces them with fruitful endeavors.

It's what helps students *figure stuff out* for themselves when they don't have a teacher at their disposal.

Creativity is equally important as a means of adaptation. This skill empowers students to see concepts in a different light, which leads to innovation.

In any field, innovation is key to the adaptability and overall success of a company.

Learning creativity as a skill requires someone to understand that "the way things have always been done" may have been best 10 years ago — but someday, that has to change.

Collaboration means getting students to work together, achieve compromises, and get the best possible results from solving a problem.

Collaboration may be the most difficult concept in the four C's. But once it's mastered, it can bring companies back from the brink of bankruptcy.

The key element of collaboration is willingness. All participants have to be willing to sacrifice parts of their own ideas and adopt others to get results for the company.

That means understanding the idea of a "greater good," which in this case tends to be company-wide success.

Finally, communication is the glue that brings all of these educational qualities together.

Communication is a requirement for any company to maintain profitability. It's crucial for students to learn how to effectively convey ideas among different personality types.

That has the potential to eliminate confusion in a workplace, which makes your students valuable parts of their teams, departments, and companies.

Effective communication is also one of the most underrated soft skills in the United States. For many, it's viewed as a "given," and some companies may even take good communication for granted.

But when employees communicate poorly, whole projects fall apart. No one can clearly see the objectives they want to achieve. No one can take responsibility because nobody's claimed it.

Without understanding proper communication, students in the 21st Century will lack a pivotal skill to progress their careers.

But the four C's are only the beginning. 21st Century skills also require students to understand the information that's around them.

1.1.4.6.2 Category 2. Literacy Skills (IMT).

Literacy skills are the next category of 21st Century skills.

They're sometimes called IMT skills, and they're each concerned with a different element in digital comprehension.

The three 21st Century literacy skills are:

- **Information literacy**: Understanding facts, figures, statistics, and data

- **Media literacy**: Understanding the methods and outlets in which information is published

- **Technology literacy**: Understanding the machines that make the Information Age possible

Information literacy is the foundational skill. It helps students understand facts, especially data points, that they'll encounter online.

More importantly, it teaches them how to separate fact from fiction.

In an age of chronic misinformation, finding truth online has become a job all on its own. It's crucial that students can identify honesty on their own.

Otherwise, they can fall prey to myths, misconceptions, and outright lies.

Media literacy is the practice of identifying publishing methods, outlets, and sources while distinguishing between the ones that are credible and the ones that aren't.

Just like the previous skill, media literacy is helpful for finding truth in a world that's saturated with information.

This is how students find trustworthy sources of information in their lives. Without it, anything that *looks* credible *becomes* credible.

But with it, they can learn which media outlets or formats to ignore. They also learn which ones to embrace, which is equally important.

Last, **technology literacy** goes another step further to teach students about the machines involved in the Information Age.

As computers, cloud programming, and mobile devices become more important to the world, the world needs more people to understand those concepts.

Technology literacy gives students the basic information they need to understand what gadgets perform what tasks and why.

This understanding removes the intimidating feeling that technology tends to have. After all, if you don't understand how technology works, it might as well be magic.

But technology literacy unmasks the high-powered tools that run today's world.

As a result, students can adapt to the world more effectively. They can play an important role in its evolution.

They might even guide its future.

But to truly round out a student's 21st Century skills, they need to learn from a third category.

1.1.4.6.3   Category 3. Life Skills (FLIPS).
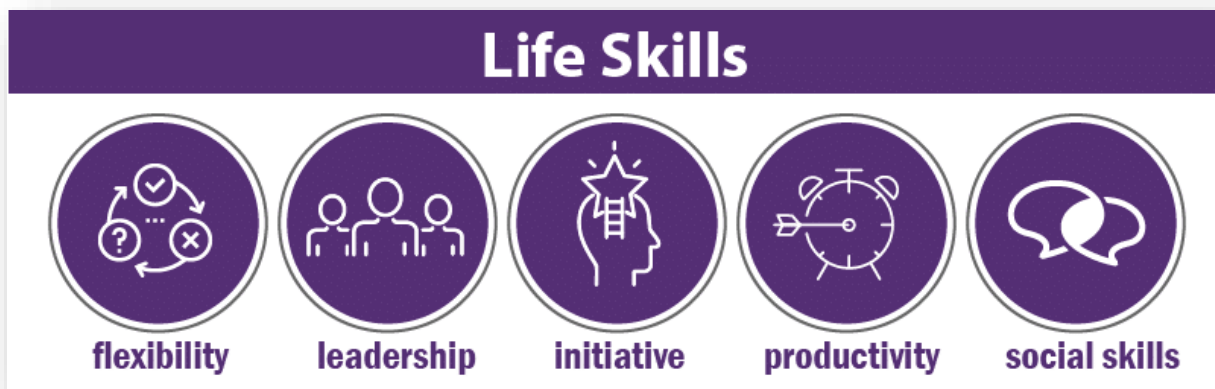
Fig.4: Life Skills (Organizer). © 2022 Applied Educational Systems, Inc. All Rights Reserved.

Life skills is the final category. Also called FLIPS, these skills all pertain to someone's personal life, but they also bleed into professional settings.

The five 21st Century life skills are:

- **Flexibility**: Deviating from plans as needed

- **Leadership**: Motivating a team to accomplish a goal

- **Initiative**: Starting projects, strategies, and plans on one's own

- **Productivity**: Maintaining efficiency in an age of distractions

- **Social skills**: Meeting and networking with others for mutual benefit

Flexibility is the expression of someone's ability to adapt to changing circumstances.

This is one of the most challenging qualities to learn for students because it's based on two uncomfortable ideas:

1. Your way isn't always the best way

2. You have to know and admit when you're wrong

That's a struggle for a lot of students, especially in an age when you can know any bit of information at the drop of a hat.

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Flexibility requires them to show humility and accept that they'll always have a lot to learn — even when they're experienced.

Still, flexibility is crucial to a student's long-term success in a career. Knowing when to change, how to change, and how to react *to* change is a skill that'll pay dividends for someone's entire life.

It also plays a big role in the next skill in this category.

Leadership is someone's penchant for setting goals, walking a team through the steps required, and achieving those goals collaboratively.

Whether someone's a seasoned entrepreneur or a fresh hire just starting their careers, leadership applies to career.

Entry-level workers need leadership skills for several reasons. The most important is that it helps them understand the decisions that managers and business leaders make.

Then, those entry-level employees can apply their leadership skills when they're promoted to middle management (or the equivalent). This is where 21st Century skill learners can apply the previous skills they've learned.

It's also where they get the real-world experience they need to lead entire companies.

As they lead individual departments, they can learn the ins and outs of their specific careers. That gives ambitious students the expertise they need to grow professionally and lead whole corporations.

True success also requires initiative, requiring students to be self-starters.

Initiative only comes naturally to a handful of people. As a result, students need to learn it to fully succeed.

This is one of the hardest skills to learn and practice. Initiative often means working on projects outside of regular working hours.

The rewards for students with extreme initiative vary from person to person. Sometimes they're good grades. Other times they're new business ventures.

Sometimes, it's spending an extra 30 minutes at their jobs wrapping something up before the weekend.

Regardless, initiative is an attribute that earns rewards. It's especially indicative of someone's character in terms of work ethic and professional progress.

That goes double when initiative is practiced with qualities like flexibility and leadership.

Along with initiative, 21st Century skills require students to learn about **productivity.** That's a student's ability to complete work in an appropriate amount of time.

In business terms, it's called "efficiency."

The common goal of any professional — from entry-level employee to CEO — is to get more done in less time.

By understanding productivity strategies at every level, students discover the ways in which they work best while gaining an appreciation for how *others* work as well.

That equips them with the practical means to carry out the ideas they determine through flexibility, leadership, and initiative.

Still, there's one last skill that ties all other 21st Century skills together.

Social skills are crucial to the ongoing success of a professional. Business is frequently done through the connections one person makes with others around them.

This concept of networking is more active in some industries than others, but proper social skills are excellent tools for forging long-lasting relationships.

While these may have been implied in past generations, the rise of social media and instant communications have changed the nature of human interaction.

As a result, today's students possess a wide range of social skills. Some are more socially adept than others. Some are far behind their peers. And some lucky few may be far ahead, as socializing comes naturally to them.

But most students need a crash course in social skills at least. Etiquette, manners, politeness, and small talk still play major roles in today's world.

That means some students need to learn them in an educational setting instead of a social setting. For them, it's another skill to add to their lives.

1.2 Theoretical basis about language, language learning and language teaching of my model.

1.2.1 My language learning and teaching autobiography as a teacher.

My formal learning of English was from my secondary education, but since before I had contact with the language since I have relatives in Florida, USA, and it caught my attention when my cousins spoke during their sporadic visits to Mexico. I feel that from the first moment I started receiving my English classes in high school there was a positive connection with the language, as I liked to participate by reading, working as a team or moving to the blackboard. I consider that methods used by my teachers for teaching was mainly to develop the basic skills for the language, that is, speaking, listening, writing, reading, although each one with its own style since they gave greater preference to some of those skills, either through the constant repetition of vocabulary, listening to audios or songs, write large amounts of verbs or read stories and articles.

I think that teaching methodologies with which I was instructed, were adequate and significant, I mean about this because there were very clear examples in terms of phonology, phonetics and orthography to name a few, which helped me in important way to assimilate knowledge.

One of the challenges I faced as an English student was that I didn't understand what teachers were telling us, since at the beginning they spoke to us mostly in English and because many of us did not have formal knowledge of the language, they were speaking to us a little in Spanish to clarify the activities, however I consider that this challenge I am still trying to overcome. Another challenge was to overcome the fear of expressing myself, for example when we carried out activities in front of the group or answering direct questions.

After some years of having studied in a Language Center and reaching an acceptable level to develop in English, I accepted a friend recommendation to go to a Kindergarten where they were requesting an English teacher, so I was encouraged to call by phone to make an

appointment, which was granted by the Principal of that Institution for the next day and also asked me to be prepared for give a sample class, so next day I went to school and after talking for a few minutes with the Principal about work-related matters she asked me to accompany her to one classroom to show her a simple class, which I did without much problem, although a little nervous, but everything went excellent, I was congratulated by both Principal and the Teacher of the group and next day they call me to hire me. The kindergarten is public and state supported, but my fees would be paid by the parents' fees. I worked there for 10 wonderful years.

This kindergarten is located in the downtown of Torreón, Coah. Where a large number of students of different socioeconomic levels but predominantly medium level attend, children with little or no knowledge of English language, I was in charge of all the groups of the campus, 2 groups of first grade, 2 groups of second grade and 4 groups of third grade, fortunately children and parents were very enthusiastic and participatory.

Problems and challenges that I have faced throughout my career as an English teacher I consider to be the most common among teachers, for example, to prepare, update and certify constantly in English language, this seen as a challenge since it represents an investment of time, money and effort, but fortunately I have always solved those situations in a positive way.

On the other hand, some problems that I had to deal with, is the discipline and lack of values of some generations that I had to attend in some schools, already talking about primary level, where I also ventured years later and where I still continue enjoy my blessed work. Those schools that I mention were located in very unprotected sectors and very low socioeconomic status, however I managed to overcome all those challenges, but the best of all is that they helped me gain a lot of learning and experience.

I must say that fortunately I have always been blessed in my jobs, with good schools, excellent colleagues and brilliant students, as well as nice relationships with higher authorities. But obviously there are also some negative situations, nothing relevant, and which I had to learn to solve. But speaking of injustices there was one that hurt me a lot but I far exceeded it.

The situation was that the Inspector of the school zone in collusion with the school Principal took away some of my groups to give them to a recommended teacher, without caring about

my seniority and performance, and despite my claims and trades turned before higher authorities I could not reverse their decision and I had to abide by their bad behavior, unfortunately this situation could not be solved because I was a teacher hired for fees and exposed to termination, but anyway, I said that I far exceeded it because as a result of that situation and having free hours, I was contacted by a Principal of a particular kindergarten to whom one of my classmates told her about me and gave her references from me and surprise! She hired me almost immediately and with a higher salary, so I don't complain and I'm still blessed with my job.

1.2.2 My language learning and teaching experience as a teacher.

I have had different work contexts which have left me a lot of learning. My current workplace is located in the city of Matamoros, Coahuila, this city is small with uses and customs of rural roots, is near to my place of residence in Torreón, Coahuila, which is 45 kms. Away, with accessible roads to get to either by car or public transport.

My workplace is located on the edge of the city, in a colony of a low socioeconomic level and also somewhat unprotected of basic services and security. My school is divided into common areas and consists of classrooms for all groups, these classrooms have blackboard and school furniture, a principal's office and a specific area for special education, a large central courtyard of multiple uses, also used as a basketball court, drinking fountains, green areas and a soccer field, our school has all the basic services.

I work with very noble and very enthusiastic children, with responsible parents mostly, I am currently in charge of 8 primary groups, from first to sixth grade and 3 preschool groups from first to third grade.

In other hand, I want to mention that some ideological currents that I experienced, have been put into practice in my teaching work, in terms of arbitrariness of language I like to dialogue with my students to clarify terms and uses of language.

I also like that my students practice correctly pronunciation of words and there is an oral interaction with their peers, among other examples. It will always be important to take into account various schools of thought as areas of opportunity and adapt them to needs of our job for learning improvement.

It is very important to promote social practice of language and specific competences with the language, since this makes it possible to give them a differentiated treatment depending on progress that students present in their learning and needs demanded by communicative situations chosen to address various contents.

I like to promote these practices and give greater emphasis to all types of communication, especially my students like oral expression since they take advantage these spaces of free interaction in a school context and that is transferred to family context.

1.2.3 My perspective in language.

From my point of view, a suggestion that I would give to improve the teaching of English in my context and my country, would be first addressed to the governmental authorities of my state to improve living conditions of the community, in matters of health, security, economy, basic services and educational infrastructure among others.

The specific suggestion to educational authorities of my country would be to elaborate an academic program of the subject of English according to the children's context of each federative entity that allows to exercise autonomy and curricular flexibility of the English program in basic education, as well as to simplify, prioritize and adapt contents based on the key learnings that allow to achieve graduation profile by grade.

And a fundamental issue, to provide to educational centers with all the necessary resources for improvement of learning, both material and technological resources and of course teacher professionalization.

Finally, it is important to mention that having made the decision to study this specialization is one of the most transcendental of my professional career since I have acquired many knowledge and I have reinforced many others that I needed, in addition to the experience acquired by working in collaboration, first with my tutor, that should be highlighted, is a professional and passionate about teaching and learning, and of course also of all my colleagues who with their experiences and skills enriched this adventure, which without a doubt, will help me to positively develop education within my context and my community.

1.2.4 The lingüistic axis: Academic performance and cultural diversity.

Generically, among the issues radically linked to academic achievement is the linguistic question, that is, the extent to which learning and, where appropriate, mastery of the language or vehicular languages of the educational system determine the personal and social development of students, whether they are native or from immigrant families.

What seems to be beyond doubt is that never before have we found such an accentuated linguistic diversity in the classroom, as autochthonous languages, languages of origin of immigrants and foreign languages of offer, compulsory or optional, converge in the same social context in the school curriculum.

One of the issues that has aroused the most concern among experts is the training of teachers to face with certain guarantees of success the process of integration of students of immigrant origin. This concern is shared by the teachers themselves in service.

On the other hand, the structures and functions in which I worked for this particular topic lead me to reflect on such an important issue as the impact of social presence on learners' satisfaction.

The 'social presence' of a student in a unit has been found to correlate positively with both their achievement of learning outcomes, and their perception of the learning in a unit (Richardson & Swan, 2003). Peer relationships, informal support structures, and teacher-student interactions/relationships all contribute to a student's social presence in a unit. Therefore, including learning activities that foster open communication and group cohesion (as ways of fostering social presence) as well as providing opportunities for active learning are important in every unit.

Activities that focus on or include interaction with others can support student development of a range of learning outcomes, inclusive of declarative and functioning knowledge. Activities that provide students with opportunities to think about or use knowledge and information in new and different ways will support their development of critical thinking skills. Often critical thinking activities can follow on from other learning activities, after students have received feedback from the initial activity.

CHAPTER 2:

LESSON PLAN

CHAPTER 2

LESSON PLAN.

2.1 Applications.
2.1.1   Development and outcome of the activities.

The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes. It is helpful to remember that what the student does is actually more important that what the teacher does. (Schuell, 1986, p.429).

Every learning activity in the unit should be intentional, meaningful and useful.

Each learning activity in this unit was aligned with the unit's expected learning outcomes, as well as the more specific learning outcomes of each session or module I taught. The intention of the activity was clear to both me and my students

It is important to note that each activity was meaningful and guaranteed the development and advancement of the students through the unit.

Some of the activities were based on previous activities and I avoided as much as possible that they were repetitive, allowed students to participate and develop their skills, knowledge and understandings in different ways. Meaningful activities engage students in active, constructive, intentional, authentic, and cooperative ways.

Useful learning activities are ones where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose.

For example, students are able to directly apply the skills or knowledge they acquired to an assessment task, or to the next activity in your unit.

The types of activities I provided to my students were comprehensive and they helped them think about the best way to solve, process, and deliver learning experiences that were high impactful for everyone in the unit addressed.

Whether the learning outcomes for a session or module include declarative or functioning knowledge, almost all of them will be supported in some way by the presentation of information to students.

The activities I involved in my planning allowed for student interaction with the content, where I included activities of listening and reading, interacting with a written or visual text, interacting with multimedia or a combination of these.

Students are usually more likely to retain information presented in these ways if they are asked to interact with the material in some way, so it is helpful to ask or invite questions, or include another type of activity after each "chunk" of information.

2.1.2 Reflection and analysis of the whole process of my teaching practice.

My reflection and analysis it has to do with the concepts of content focus, interactivity focus, critical thinking, production, problem solving and reflection.

The 'social presence' of a student in a unit has been found to correlate positively with both their achievement of learning outcomes, and their perception of the learning in a unit (Richardson & Swan, 2003). Peer relationships, informal support structures, and teacher-student interactions/relationships all contribute to a student's social presence in a unit. Therefore, including learning activities that foster open communication and group cohesion (as ways of fostering social presence) as well as providing opportunities for active learning are important in every unit.

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Activities that provide students with opportunities to think about or use knowledge and information in new and different ways will support their development of critical thinking skills.

Often critical thinking activities can follow on from other learning activities, after students have received feedback from the initial activity.

Asking students to produce something can be an effective way to help them engage with ideas and concepts at the level we want them to. It can be a way to facilitate "deep" learning.

It is worth noting here, is that with the ubiquity of technology and its capabilities now, the requirement that production be written predominantly no longer exists, with the range of possible forms of production increasing, limited only by your imagination.

Presenting students with a design problem, scenario, case, challenge, or problem, which they are then asked to solve, address, know, or address, provides students with a visible and clear reason for learning. If, in order to solve the problem, they are required to have knowledge, understandings, and skills that they do not currently have, they are likely motivated to obtain

them. The scale and scope of the problem, and the amount of scaffolding provided by us as teachers, will need careful consideration and reference to the learning outcomes of the unit, module, and/or session.

Finally, the reflection is an activity that supports the development of students' meta-cognition, that is, their understanding of how they think, learn, and understand. The process of reflection starts with the student thinking about what they already know and have experienced in relation to the topic being explored/learnt. This is followed by analysis of why the student thinks about the topic in the way they do, and what assumptions, attitudes and beliefs they have about, and bring to learning about the topic.

The lesson plan is divided in two categories: language & personal development, according to the purposes of the lesson (Language & formative-intercultural). So student will verbalize what they learned and how they did it, but also they will state what they can and will apply in their own lives related to the four skills with main focus in reading.

2.1.3   Digital skills.

As technological change continues to accelerate, the digital economy is rapidly permeating the whole of the world economy, making digital skills key for almost everyone. Likewise the use of the Internet, information and communications technology by businesses and individuals and the links between digital behaviour and age, education and socio-economic background.

It considers how far the "digital divide" is closing for students from different countries and backgrounds. It is important looks at digital skills among the adult population, and the impact they have on employment and wage levels, and national policies to foster greater skills.

In the other hand, it is important as well examines digital skills among 15-year-olds and whether the gap between those from the richest and poorest households is closing as Internet access becomes more widespread.

As additional information, it should be noted that education moulds digital behaviour, internet usage continues to vary widely across OECD countries and social groups. In 2014, over 95% of the adult population accessed the Internet in Denmark, Iceland, Luxembourg and Norway, but less than 50% in Mexico and Turkey. In Iceland and Italy, the share of daily users is very similar to that of total users. In Chile, Japan and Mexico, however, many users access the Internet on an infrequent basis. Differences in Internet uptake are linked primarily to age and education, often combined with income levels. In most countries, uptake by young people is nearly universal, but there are wide differences for older generations.

In a particular way I would like to comment that, within my school context, the use of digital skills is too limited for different reasons, mainly due to the socioeconomic level of the community where I work, the use of devices such as cell phones and to a lesser extent tablets, are the most common, also the use of the wireless network is deficient.

This is not an impediment for me to bring my students to a computer where they can surf and learn even more about different topics of interest and can also deepen on the activities and learning addressed.

2.2 Procedures.

2.2.1   Lesson Design. (Appendix A)

This lesson was designed based on the curriculum for cycle 3 of the National English Program in Basic Education and meets following specification:

Social learning environments: Ludic and literary

Communicative activity: Understanding the self and the other

Social practice of language: Read historical chronicles to compare cultural aspects of Mexico and other countries.

Expected Learnings: Explore short historical chronicles, read short historical chronicles, expresses similarities and differences in historical and cultural aspects between Mexico and other countries and compare historical and cultural aspects between Mexico and other countries.

Didactic orientations: I explained to my students the relevance of the past to understanding your own and others' present. To encourage personal self-esteem and understanding of my students' own cultural belonging, so that they can achieve:

• activate previous knowledge to anticipate the topic;

• analyze the topic, purpose and recipient;

• evaluate the function and purpose of the graphic and textual components.

I talked to my students about how knowledge and language are some of the most important tools to face and reduce their own and others' cultural prejudices, so they will be interested in:

• comparing the natural, historical and cultural aspects of Mexico and other countries;

• paraphrase statements describing the actions of people in various cultures;

• analyze words and expressions necessary to describe and refer respectfully to other cultures;

• make connections with personal experiences;

• read aloud to practice and fine-tune pronunciation.

I supported to my students to evaluate strategies they have previously employed to now interact with others, based on what they accomplished with them.

I encouraged the use of a variety of strategies so that your students can:

• ask and answer questions about a historical account in different verb tenses (present, past, present perfect, past perfect);

• classify actions into current/current or discontinued/old;

• employ various ways of expressing similarities and differences, contrasting effects on the receiver,

I helped to my students to compare the historical and cultural aspects of different countries, pointing out the links that unite and equalize human beings, in this way they will be in a position to:

• pose different questions and answers about the texts read;

• write statements about significant natural, historical and cultural aspects of a story;

• check spelling (e.g. apostrophes, commas, exclamation points and question marks).

Finally, I reviewed my students' work and gave them feedback, my students made a final version of their products, which I posted at the school and invited the school community to interact with them.

2.2.2   Description of the Lesson Plan. (Appendix A)

Social learning environments: Ludic and literary

Communicative activity: Understanding the self and the other

Social practice of language: Read historical chronicles to compare cultural aspects of Mexico and other countries.

Expected Learnings: To explore short historical chronicles, read short historical chronicles, expresses similarities and differences in historical and cultural aspects between Mexico and

other countries and compare historical and cultural aspects between Mexico and other countries.

Didactic orientations: I explained to my students the relevance of the past to understanding your own and others' present. To encourage personal self-esteem and understanding of my students' own cultural belonging, so that they can achieve: • activate previous knowledge to anticipate the topic; • analyze the topic, purpose and recipient; • evaluate the function and purpose of the graphic and textual components.

I talked to my students about how knowledge and language are some of the most important tools to face and reduce their own and others' cultural prejudices, so they will be interested in: • comparing the natural, historical and cultural aspects of Mexico and other countries; • paraphrase statements describing the actions of people in various cultures; • analyze words and expressions necessary to describe and refer respectfully to other cultures; • make connections with personal experiences; • read aloud to practice and fine-tune pronunciation.

I supported to my students to evaluate strategies they have previously employed to now interact with others, based on what they accomplished with them.

I encouraged the use of a variety of strategies so that your students can: • ask and answer questions about a historical account in different verb tenses (present, past, present perfect, past perfect); • classify actions into current/current or discontinued/old; • employ various ways of expressing similarities and differences, contrasting effects on the receiver,

I helped to my students to compare the historical and cultural aspects of different countries, pointing out the links that unite and equalize human beings, in this way they will be in a position to: • pose different questions and answers about the texts read; • write statements about significant natural, historical and cultural aspects of a story; • paraphrase the aspects to turn them into a comic; • check the understanding of comic book vignettes; • check spelling (e.g. apostrophes, commas, exclamation points and question marks).

Assessment: I collected evidence such as: • repertoire of words and expressions, • graphic resource with questions and answers, • table with natural, historical and cultural aspects of a story. • Final product: Summary about intercultural similarities and differences between Mexico and Canada.

Assessment instrument: • self-assessment and co-evaluation rubrics.

2.3 Evidences (images, graphics, photos, Etc.)

Fig. 5: Activation and Introduction. Salazar S. (2022). Objective of the activity (Presentation).

Fig. 6: Vocabulary Introduction. Salazar S. (2022). Information processing activity (Presentation)

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1st. Practice: Reading & Speaking

Fig. 7: Reading and Speaking (Presentation). Salazar S. (2022). 1st. Practice.

Fig. 8: Reading and Speaking (Presentation). Salazar S. (2022). 1st. Practice.

2nd. Practice: Speaking & Writing (Grammar Focus)

Fig. 9: Speaking and Writing (Presentation). Salazar S. (2022). 2nd. Practice (Grammar Focus)

Fig. 10: Speaking and Writing (Presentation). Salazar S. (2022). 2nd. Practice (Grammar Focus)

3rd. Practice: Speaking & Writing Game (Grammar focus)
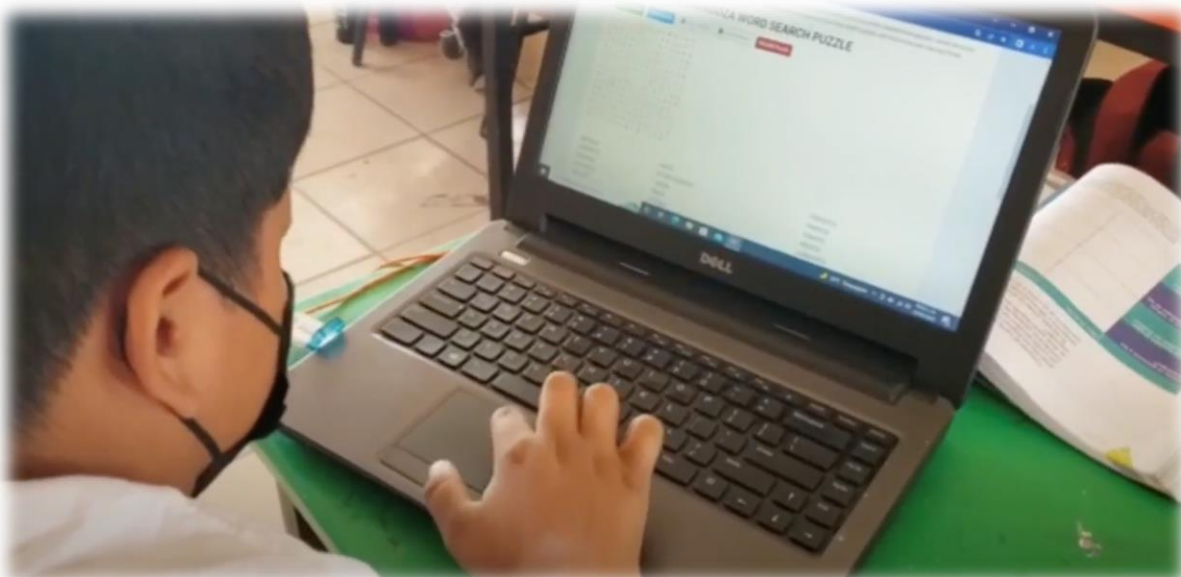
Fig. 11: Speaking and Writing Game (Presentation). Salazar S. (2022). 3rd. Practice (Grammar Focus)
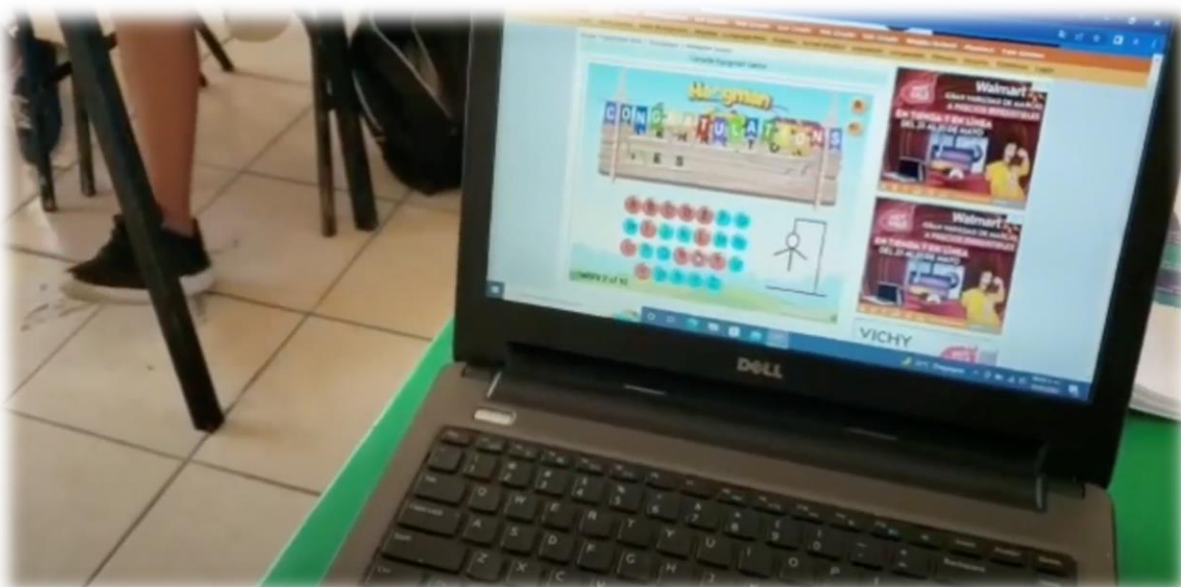
Fig. 12: Speaking and Writing Game (Presentation). Salazar S. (2022). 3rd. Practice (Grammar Focus)

Social interaction: Listening & Reading Game (Grammar focus)
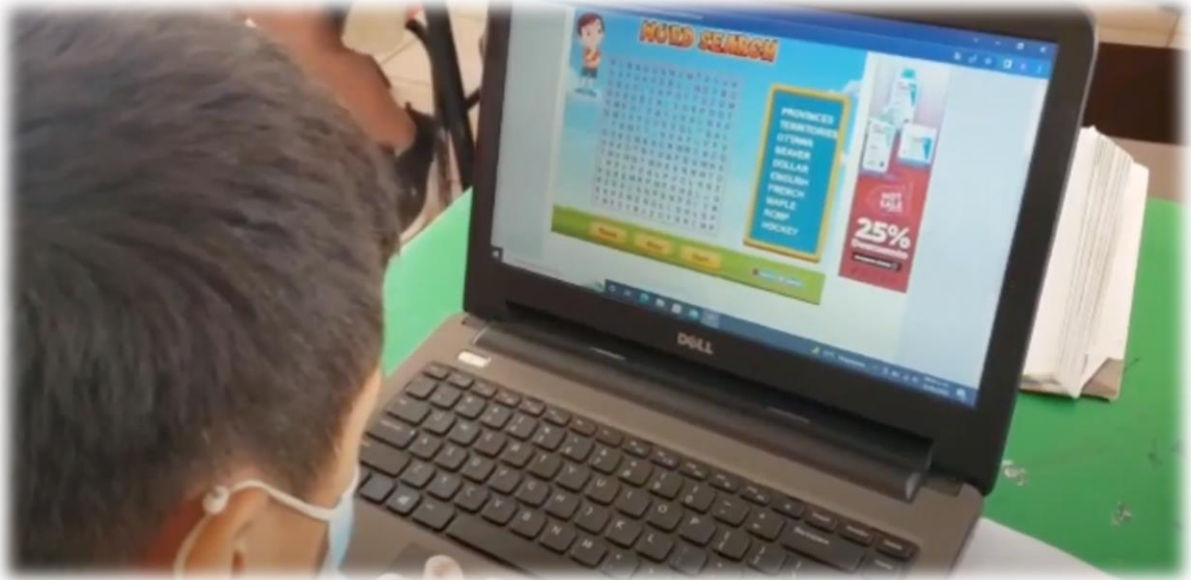
Fig. 13: Listening and Reading Game (Presentation). Salazar S. (2022). Social Interaction (Grammar Focus)

Fig. 14: Listening and Reading Game (Presentation). Salazar S. (2022). Social Interaction (Grammar Focus)

Conclusion & follow up: Activities Completed

Fig. 15: Activities completed (Presentation). Salazar S. (2022). Conclusion and follow up.

Fig. 16: Activities completed (Presentation). Salazar S. (2022). Conclusion and follow up.

2.4 A video that shows the application of my lesson plan

In this video I recorded the lessons in a unit of work over a period of time that covered 5 hours or sessions of both classroom and independent work, it was edited with the most relevant moments of my lessons.

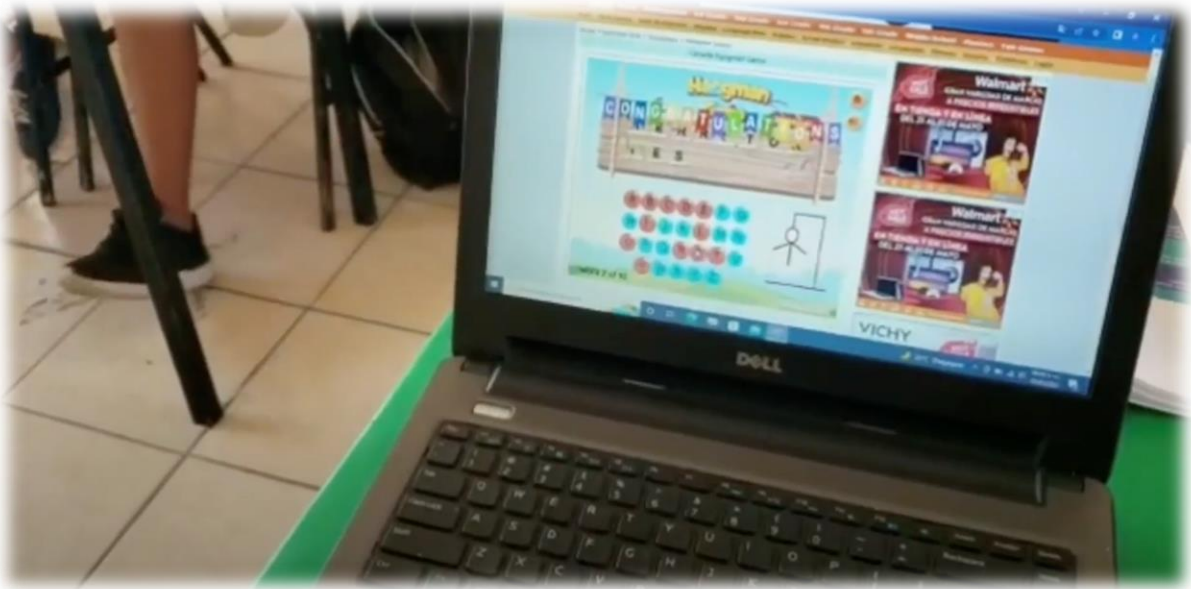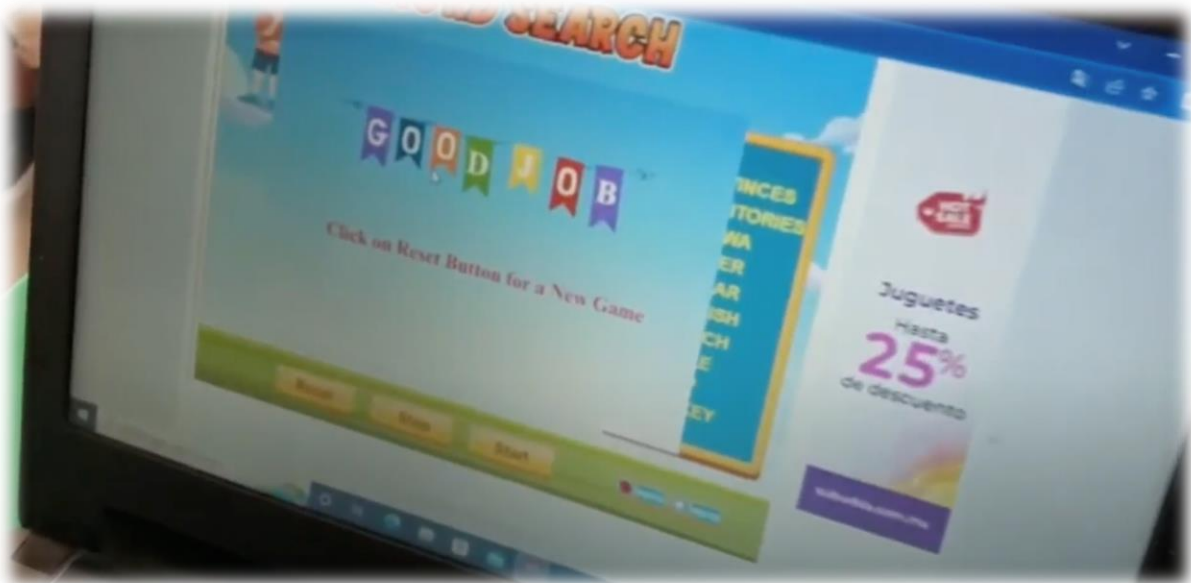In addition, in the video I show activities that I carefully planned and they are sequenced with materials designed for it, they were used according to what was presented when planning the lessons, with the highlights of every step of my lesson.

I´d like to describe briefly the development and outcome of the activities that I have already planned in terms of my students' learning process.

Every learning activity in the unit was intentional, meaningful and useful.

Each learning activity in this unit was aligned with the unit's expected learning outcomes, as well as the more specific learning outcomes of each session or module I taught. The intention of the activity it was clear to both me and my students

It is important to note that each activity was meaningful and guaranteed the development and advancement of the students through the unit.

Some of the activities were based on previous activities and I avoided as much as possible that they were repetitive, allowed students to participate and develop their skills, knowledge and understandings in different ways. Meaningful activities engage students in active, constructive, intentional, authentic, and cooperative ways.

The recording and editing of this video were done in accordance with the lesson plan indications, which is described in chapter 2.

Both the students and a server we enjoyed the realization of this video since we were very involved and committed so that everything went correctly and above all because we were able to deepen more on the topics and culminate positively with the objectives set.

Video link:

https://drive.google.com/file/d/1xcAq7Ex0P1K9ljRiJFatceXUKGMppbiS/view?usp=sharing

CHAPTER 3:

DESIGN OF ASSESSMENT TOOLS

3.1 Testing tools for activities.

3.1.1 The assessing or evaluating tools.

Talking about the assesing and evaluation tools and being that this lesson is immersed in competencies, based on a different rubric for each skill, it will be marked the evident development in students' categorized in knowledge, abilities and attitudes,

I used in this lesson plan an assessment instrument such as the rubric which is a set of evaluation criteria based on learning goals and student performance, among them were self-assessment and co-evaluation rubrics.

Rubrics allow teacher assess specific aspects of the specific skill or domain.

O'Malley and Valdez (1996) consider some aspects that we could take into account to use this tool.

- The rubric might be adapted to the specific language level and what students are able to produce in the skill domain at a given point.
- Teachers do the proper adaptations according to their particular context.
- Assessment are more accurate if rubrics are used, whether holistic or analytic scales.

For assessing qualitative student work such as essays, projects, reports, or presentations, is recommended the use of rubrics. They serve well to denote clearly the specific expectations for an assignment and for student performance. They can be used for grading, for providing feedback to students, and for informing and encouraging students to think about their own learning.

It is important to mention that rubrics are not the only tool for collecting data for assessment of student learning outcomes, it depends on the outcomes to be assessed and on resources available.

In the other hand, I'd like to embed the discussion of classroom and large scale assessment in a broader context by considering the social, technological, and educational setting in which it operates. The discussion of context is organized around four broad themes:

Any assessment is based on three interconnected elements or foundations: the aspects of achievement that are to be assessed (cognition), the tasks used to collect evidence about students' achievement (observation), and the methods used to analyze the evidence resulting

from the tasks (interpretation). To understand and improve educational assessment, the principles and beliefs underlying each of these elements, as well as their interrelationships, must be made explicit.

Recent developments in society and technology are transforming people's ideas about the competencies students should develop. At the same time, education policy makers are attempting to respond to many of the societal changes by redefining what all students should learn. These trends have profound implications for assessment.

Existing assessments are the product of prior theories of learning and measurement. While adherence to these theories has contributed to the enduring strengths of these assessments, it has also contributed to some of their limitations and impeded progress in assessment design.

Alternative conceptions of learning and measurement now exist that offer the possibility to establish new foundations for enhanced assessment practices that can better support learning.

Writing an effective rubric can be challenging but taking the time to create one shows the students what is required to achieve a good grade on an assignment is important.

Within my assess I used both analytic and holistic rubrics, the first one presents a description of each level of achievement for each criterion, and provides a separate score for each criterion, the second one presents a description of each level of achievement and provides a single score based on an overall impression of a student's performance on a task (Turner & Carriveau, 2010).

I used those rubrics for the advantages that their provide such as more detailed feedback on student performance; scoring more consistent across students and raters, in addition, quick scoring, provides an overview of student achievement, efficient for large group scoring

I use them because I want to see strengths and weaknesses and give detailed feedback about my students performance, in addition, I want a quick snapshot of achievement in a dimension that define quality.

3.2 Rationale behind the assessing and/or testing tool.

3.2.1   Description of the development and outcome of the activities.

The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes. It is helpful to remember that what the student does is actually more important that what the teacher does. (Schuell, 1986, p.429).

Every learning activity in your unit should be **intentional**, **meaningful** and **useful**.

Each learning activity in its unit was aligned with the unit's expected learning outcomes, as well as the more specific learning outcomes of each session or module I taught. The **intention** of the activity was clear to both me and my students

It is important to note that each activity was **meaningful** and guaranteed the development and advancement of the students through the unit.

Some of the activities were based on previous activities and I avoided as much as possible that they were repetitive, allowed students to participate and develop their skills, knowledge and understandings in different ways. Meaningful activities engage students in active, constructive, intentional, authentic, and cooperative ways.

Useful learning activities are ones where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose.

For example, students are able to directly apply the skills or knowledge they acquired to an assessment task, or to the next activity in your unit.

The types of activities I provided to my students were comprehensive and they helped them think about the best way to solve, process, and deliver learning experiences that were high impactful for everyone in the unit addressed.

Whether the learning outcomes for a session or module include declarative or functioning knowledge, almost all of them will be supported in some way by the presentation of information to students.

The activities I involved in my planning allowed for student interaction with the content, where I included activities of listening and reading, interacting with a written or visual text, interacting with multimedia or a combination of these.

Students are usually more likely to retain information presented in these ways if they are asked to interact with the material in some way, so it is helpful to ask or invite questions, or include another type of activity after each "chunk" of information.

3.2.2 Evidences of my designed tool to assess my students.

My reflection and analysis it has to do with the concepts of content focus, interactivity focus, critical thinking, production, problem solving and reflection.

The 'social presence' of a student in a unit has been found to correlate positively with both their achievement of learning outcomes, and their perception of the learning in a unit (Richardson & Swan, 2003). Peer relationships, informal support structures, and teacher-student interactions/relationships all contribute to a student's social presence in a unit. Therefore, including learning activities that foster open communication and group cohesion (as ways of fostering social presence) as well as providing opportunities for active learning are important in every unit.

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Asking students to produce something can be an effective way to help them engage with ideas and concepts at the level we want them to. It can be a way to facilitate "deep" learning.

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Finally, the reflection is an activity that supports the development of students' meta-cognition, that is, their understanding of how they think, learn, and understand. The process of reflection starts with the student thinking about what they already know and have experienced in relation to the topic being explored/learnt. This is followed by analysis of why the student thinks about the topic in the way they do, and what assumptions, attitudes and beliefs they have about, and bring to learning about the topic.

Collaborative Work Skills : Reading Skill M3_U2B

Teacher Name: Mr. Sergio Salazar

Student Name: _ Kevin Villa   **Level:** ____(1-2)____

CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
MAKING CONNECTIONS (PRIOR KNOWLEDGE)	Makes no connections between text and background knowledge			
QUESTIONING		Ask questions only to clarify meaning		
VISUALIZING (SENSORY IMAGERY)			Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing pictures	
DETERMINING IMPORTANCE				Identifies at least one key idea, theme or concept linking it to the overall meaning of the text. Uses supporting details from the text to clearly explain why it is important.
MONITORING COMPREHENSION			Identifies difficulties and articulates need to solve the problem, but doesn't use strategies independently to solve the problem; may need teacher guidance.	
INFERRING		Draws conclusions or makes predictions that are consistent with the text or schema.		
SYNTHESIZING	Stops occasionally or at the end of the text and identifies some text elements.			

Fig. 17: Reading skill rubric (Organizer). Salazar S. (2022). Collaborative work skills.

Collaborative Work Skills : Writing Skill M3 U2B

Teacher Name: **Mr. Sergio Salazar**

Student Name: **Yamileth Hernández**   Final Score: **62**

CATEGORY	EXCELLENT TO VERY GOOD	GOOD TO AVERAGE	FAIR TO POOR	VERY POOR
CONTENT	Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic SCORE:28			
ORGANIZATION		Somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing SCORE:15		
VOCABULARY			Limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured. SCORE:11	
LANGUAGE USE				Virtually no mastery of sentence construction dominated by errors; does not communicate; OR not enough to evaluate. SCORE:5
MECHANICS			frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured SCORE:3	

Fig. 18: Writing skill rubric (Organizer). Salazar S. (2022). Collaborative work skills.

Collaborative Work Skills : Speaking & Listening Skills M3_U2B

Teacher Name: Mr. Sergio Salazar

Student Name: Kenay Uvalle   **Overall Score:** ⟨17⟩ _____

SPEAKING & LISTENING CRITERIA	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	PROGRESSING TOWARD STANDARD (2)	NOT MEETING STANDARD (1)
COMES TO DISCUSSION PREPARED		✓		
FOLLOWS AGREED-UPON RULES			✓	
CARRIES OUT ASSIGNED ROLES	✓			
POSES SPECIFIC QUESTIONS TO CLARIFY OR FOLLOW-UP ON INFORMATION				✓
RESPONDS TO SPECIFIC QUESTIONS TO CLARIFY OR FOLLOW-UP			✓	
MAKES COMMENTS THAT CONTRIBUTE TO THE DISCUSSION	✓			
REVIEW KEY IDEAS AND EXPLAINS OWN IDEAS				✓

Fig. 19: Speaking and listening skills rubric (Organizer). Salazar S. (2022). Collaborative work skills.

CHAPTER 4:

REPORT AND ANALYSIS

In this chapter I´d like to reflect regarding the implementation of this final project and what I learned in this specialization.

I consider that the activities allowed the students to expand their experiences in the acquisition of the English language, to express themselves and communicate using their micro skills and above all that there were students who managed to understand that although people are different, there are things that we have in common and it is important to respect and to feel empathy towards others, for what I consider to be a good process of development of intercultural competence.

In addition, I believe that students have progressively become familiar with the language, however, I believe that the results will gradually improve talking about the development of the four language skills, which will help to overcome the active communication of the students and together with this, the collaborative work that allows the assimilation and application of a topic as important as interculturality, both in the classroom and in its context in general.

I would like to reflect about this project and this specialization which have changed my way to analyzing, learning, teaching and developing the english language

Having worked in this project and all that it entails has not been an easy task because to achieve it has been necessary to develop and strengthen my teaching skills when planning, organizing, putting into practice and evaluating the proposed activities. However, I realize that doing this specialization has given me more tools so that my teaching gradually improves. It has helped me to test my own language skills and to discover others, also I have realized that I have a lot to improve and of course to be better every day for my students and my community

I assume that as a teacher I had focused more on my students achieve the educational purposes as marked by the educational plans and programs of the subject I teach, for example, through solving the textbook exercises or with strategies that would allow them to improve their communication skills, however, I had leaved aside the interculturality.

With this kind of activities I realize and I can reflect that intercultural competence is almost like the other very important language competences because it will allow the students at some point to communicate with others effectively understanding the context in which the communication is developed.

I am aware that there is a lot to work on and improve in this sense within my teaching and that is why I have decided to continue doing activities related to developing intercultural competence in English as a foreign language classes.

Another challenge that I could face and which I must continue working with is the use of technology in the classroom, despite the limitations I may have due to the context in which I work, but I know that my students deserve it and I assume it as a commitment.

Definitely nowadays, technological resources are a great support for learning and we must use them to improve the education that we as teachers provide.

CHAPTER 5:

CONCLUSIONS

To conclude this Module 3 Final project, I would like to mention that I as a teacher play a fundamental role and also a key piece in the success or failure of teaching and learning inside and outside the classroom. It is the teacher who selects and designs the activities that best suit the needs of the students, promotes the active vision and integrates, in this case, intercultural competence with other areas of the linguistic curriculum.

Any authentic activity that allows to achieve the important objectives of creating and motivating the students interest, providing a realistic practice of the language, stimulating the acquisition and use of language and increasing the awareness of students about a particular linguistic point, such as interculturality and other aspects related to communication, can be improved by the way in which the teacher introduces content and makes use of different resources whose relevance increases student interest.

Reflecting on my personal experience and my commitment in this specialization, I consider it as a professional growth of great magnitude, so I would highlight three important situations in this process. First, I must remain a professional in education by developing and applying my teaching philosophy. It is important to mention that we as teachers, must constantly improve our knowledge and understanding of the language and of course the learning and teaching of the language, however, this is not enough, we must also develop our skills to translate this newly acquired knowledge into our daily work.

Second, teachers 'professional interests and needs should change over time. As we progress in our careers, we should also seek out different professional development activities like this specialization. For example, I may initially be concerned with what more to teach. But, as I gain more experience, I be more concerned with the principles that underlying the various teaching techniques and activities that I use.

Finally, professional development requires a personal and ongoing commitment, and during this specialization I have been able to carry out a very interesting project with the most relevant classroom issues, such as how to increase student attention and participation in class, or how they can develop intercultural awareness among many others that I have already put into practice and that I will undoubtedly continue to do for the improvement of education in my community and in my country.

So, I will make new changes, new techniques, and methods. I will try out approaches about English language learning and teaching as a foreign language and of course make a personal commitment to the continuing development of my professional competence.

CHAPTER 6:

APPENDIXES/LETTER OF

ORIGINALITY

CHAPTER 6

APPENDIXES/LETTER OF ORIGINALITY.

6.1 Appendixes.

Appendix A.

Tomado de 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/

Date & Place: Cd. De México, May 29th. 2022.

1. Lesson plan identification cell.	
Author	**Sergio Margarito Salazar Castrejón**
Educational stage	**Elementary School 6th. Grade, Beginner level**
Title of your Lesson plan	**Interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries.**
Learning Objective of the plan/Competency	**Language Purpose:** Develop in students the listening, reading, writing and speaking skills through readings and audio dialogues, which tell about chronicles in English at a beginner level, through understanding and identification of verbs, idioms, practice of vocabulary, inference of new vocabulary and obtaining specific information for acquisition of communicative skills in the language. **Formative-intercultural purpose:** To guide participants to reflect on historical chronicles to compare aspects of Mexico and English-speaking countries
Communicative skill considered	Reading/Writing - Listening/Speaking
State of the following options	Recycling topic
Functions	-Talk about past events -Tell chronicles, anecdotes and biographies.
Main Grammar structure	Simple past.
Other Grammar structures	Regular and irregular verbs.

Brief description of the plan	This lesson plan was designed to develop listening, writing, reading and speaking skills with an intercultural approach. It was considered a topic that was not very common for students as it is to interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries. However, despite the challenge that this represented and coupled with the use of ICT, favorable results were achieved by addressing various activities that allowed the achievement of the expected learning. In the language use section, online exercises were done to verify the four skills listening and writing comprehension. Language games: Word Search Puzzle and Hangman.

Hours of the plan implementation	5 Hours
Number of sessions	6 sessions of 50 minutes each
Contents required for the lesson	Regular and irregular past tense verbs. Specific vocabulary about countries Canada and Mexico
EEAILE tutor on line	Ms. Shelick García Galván

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2. **Introduction to the Lesson.**

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	Teacher requests students take to the sesión, information in English about the topic of the reading with their sources searched previously. Teacher takes copies of the readings for his students. The first day of the lesson, teacher writes on the board date, topic and purpose of the class.	Students take to the sesión, information in English about the topic of the reading with their sources searched previously.	00

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During the lesson	Teacher welcomes students to the class.	Students greet the class and express briefly how they feel that day.	01
	Teacher reviews briefly the topics seen the previous lesson.	Students practice what they learned in the previous class.	
	Teacher checks that students brought the assignment requested the previous session.	Students proof they did the assignment requested.	
	Teacher creates the context based on the assignment that the students did and go over the following questions: • What do you know about Canada? • Where is located? • What language do they speak? • What differences do you find between Canada and Mexico? • Do you think that Canada and Mexico are similar in relation to their historical héroes? • Would you like to visit Canada? • Why or Why not?	Students talk about their finding about Canada, answer the questions orally and discuss their answers.	

	Teacher writes the learning purposes of the lesson and have students read it and comment,	Students read the learning purposes of the lesson, clear doubts and express opinions briefly.	01
Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]			

3. **Communicative skills development.**

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction • **Exercise II** • **Exercise III. Inferring vocabulary.**	Promote within the classroom a collaborative, participatory, and constructive culture in which your students feel accepted and supported by you and your peers. You can do this through a graphic resource containing agreements on the code of conduct, roles, and responsibilities. • Teacher gives copies of the reading to the class.	**A.** Students identify the regular and irregular verbs of the Chronicles in the past tense. **B.** Write them in te right columns Students follow instructions to discover the meaning of new words of the reading and audios. Ss complete a chart about topic, title, Narrator, Nature, Historical period, food, people, place and other information about Sir Isaac Brock, a national Canadian hero in the chronicles of Canada. Ss write a Mexican variation of a Mexican chronicle, this can be the person of the name of your school or a street, a Mexican national hero or a family history of one of your classmates, (Gral. Ignacio Zaragoza).	Reading Chronicles Audios Digital resource in Laptop or tablet	01	Exercise II of the reading completed.

| | Teacher ask them to identify in the chronicles, the regular and irregular verbs in the past tense and write on the corresponding columns in the exercise II of the reading.

Teacher ask to Students to follow the instructions of the exercise.

T asks Ss to complete a chart about topic, title, Narrator, Nature, Historical period, food, people, place and other information about Sir Isaac Brock, a national Canadian hero in the chronicles of Canada.

Then in the same chart, Ss write a Mexican variation of a Mexican chronicle, this can be the person of the name of your school or a street, a Mexican national hero or a family history of one of your classmates.

T monitors and help, finally T asks teams to present their ideas. | Ss can find additional information in diverse resources according to the person they decide to write. | | | |
|---|---|---|---|---|---|

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					Exercise III of the reading completed
Information processing activity & 1st practice				01	Students participation
• **Prediction**	Teacher asks students	Students brainstorm about the		02	

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	what they think the Reading will deal with.	contents of the reading.		
• **Reading**	Teacher asks a student at the time to read, correcting pronunciation, stress & intonation.	Students take turns in reading. When corrected, he/she will repeat the sentence until saying it with right pronunciation, stress & intonation.		
• **Explanation**	Teacher asks a student, who hasn't read, to explain the paragraphs read. He asks clear questions to motivate a good explanation.	Students explain with their own words the paragraphs read. When they finish, others can add information to enrich the explanation.		
• **Reading continuation**	Teacher makes sure all the students have read or explained at least once	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.	03	
• **Exercise V. Comprehension skills**	Teacher asks students to answer individually the **V. Comprehension skills** Of the reading.	Students answer the questions individually. They mark and correct their classmates' answers, using a different ink color.	04	Students complete Exercise V. Comprehension skills.

	T. show to Ss The Word Search Puzzle Game in digital way, he teaches them how to play using vocabulary with information about Sir Isaac Brock and Gral, Ignacio Zaragoza Right after, he has them check their answers. Then, he asks a student to check the answers and to another one to answer them. He asks theclass to confirm if the answer is right. Once they have the right answer, he asks everyone to mark the exercise V. Comprehension skills, making corrections if needed. He encourages the students to discover the mistakes by themselves and correct them.	Ss participate and solve The Word Search Puzzle Game, taking turns in the laptop. Whole class participate and helping each other. After Students solved their activity, they show it to Teacher in order to register the session and check the answers		

• **VI. Inferring ideas**	Teacher asks students what ideas they can infer from the reading. He guides the discussion and asks a student to write the ideas on the board.	Students suggest sentences that may summarize the content of the reading as secondary ideas. They write them on the exercise VI. Inferring ideas.		Students complete Exercise VI. Inferring ideas
• **VII. Moral.**	Teacher asks the students to come up with a sentence that summarizes the whole text. He verifies that the ideas represent the text,	Students make a consensus in order to build a sentence that states the main idea of the text. One student writes the idea on the board and then on the exercise VII. Moral of the reading.		Students complete Exercise **VII. Moral.**

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Speaking					
2nd practice or Social interaction • **VIII. Reflections.**	Teacher asks students to answer individually the section *Reflections*. He supervises the activity. Then, he motivates a discussion based on the issues dealt. He shows objectivity at all times and makes sure the ideas exposed have bases and argumentations. He does not allow any lacks of respect. He encourages the use of the new vocabulary and the structures seen. He takes notes of the language mistakes, but he doesn't go over them just yet. Teacher selects some words that Students have seen in the unit about Canada in order to play Hangman game.	Students answer individually the questions of the section *Reflection*. They state and debate their ideas with arguments and respect. They use the vocabulary & structures just seen. Students play Hangman in digital way. In addition, some students pass to use the device to play this game individual or teams. They use the alphabet and the key words out loud.	Digital resource in Laptop or tablet. Board	05	Students participation

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation

Grammar Focus
   • **Feedback**
 	
   • **Grammar focus**
	Teacher gives students a feedback about the mistakes detected in the debate about vocabulary, pronunciation, structure, etc. He leads them into detecting & correcting the mistakes by themselves.
	
	T tells Ss that they are going to write a story and gives the following instructions and makes sure Ss understand what they have to do.
	
	Teacher writes an example of the used structures. He asks students to *discover* the patterns.
		Students go ever their mistakes in the debate. They correct them and clear doubts.
		
		Ss write a list of verbs that they are going to include in the story in present and past, decide the elements they are going to include like: flora, fauna, climate, eating habits, costumes, etc., write a list of ideas, add a title, revise their writing, spelling, past verbs and tenses and write a final draft of their story on a clean sheet of paper.
		
		Students analyze the structures presented, discover their patterns and reflect on the use.
			Sheet of paper	06	Students participation

				06	Students complete Exercise **VIII. Use of language**
2nd practice or Social interaction • **VIII. Use of language.**	Teacher has students do exercise VIII. Use of language, which includes vocabulary and Writing.	Students write sentences with the vocabulary of the reading according to the exercise VIII. Use of language. They write about one of your favorite celebrities.		07	
Summary	Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts	Students summarize the lesson. Emphasizes important aspects and clear doubts		07	Students participation

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4. **Intercultural component** The activities of this lesson, where oral & written communication are the focus, the teacher will insert the intercultural component, based on the context of interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries , that reflect, among other things, similarities and differences with cultures in other countries.

5. **<mark>Evaluation</mark>** Being that this lesson is immersed in Competencies, based on a different rubrics for each skill, it will be marked the evident development in students' categorized in Knowledge, Abilities and attitudes. Assessment instrument: self-assessment and co-evaluation rubrics.

6. **Conclusion** The Conclusion will be divided in two categories: language & personal development, according to the purposes of the lesson (Language & formative-intercultural). So student will verbalize what they learned and how they did it, but also they will state what they can and will apply in their own lives related to the reading.

This lesson was designed based on the curriculum for cycle 3 of the National English Program in Basic Education and meets following specification:

Social learning environments: Ludic and literary

Communicative activity: Understanding the self and the other

Social practice of language: Read historical chronicles to compare cultural aspects of Mexico and other countries.

Expected Learnings: Explore short historical chronicles, read short historical chronicles, expresses similarities and differences in historical and cultural aspects between Mexico and other countries and compare historical and cultural aspects between Mexico and other countries.

Didactic orientations: I explained to my students the relevance of the past to understanding your own and others' present. To encourage personal self-esteem and understanding of my students' own cultural belonging, so that they can achieve:

• activate previous knowledge to anticipate the topic;

• analyze the topic, purpose and recipient;

• evaluate the function and purpose of the graphic and textual components.

I talked to my students about how knowledge and language are some of the most important tools to face and reduce their own and others' cultural prejudices, so they will be interested in:

• comparing the natural, historical and cultural aspects of Mexico and other countries;

• paraphrase statements describing the actions of people in various cultures;

• analyze words and expressions necessary to describe and refer respectfully to other cultures;

• make connections with personal experiences;

• read aloud to practice and fine-tune pronunciation.

I supported to my students to evaluate strategies they have previously employed to now interact with others, based on what they accomplished with them.

I encouraged the use of a variety of strategies so that your students can:

• ask and answer questions about a historical account in different verb tenses (present, past, present perfect, past perfect);

• classify actions into current/current or discontinued/old;

• employ various ways of expressing similarities and differences, contrasting effects on the receiver,

I helped to my students to compare the historical and cultural aspects of different countries, pointing out the links that unite and equalize human beings, in this way they will be in a position to:

• pose different questions and answers about the texts read;

• write statements about significant natural, historical and cultural aspects of a story;

• check spelling (e.g. apostrophes, commas, exclamation points and question marks).

7. **Follow up activities**   Teacher reviews his students' writings and gives them a feedback, students make a final version of their products, which teacher publish on school wall and inviting the school community to read them.

Fig. 20: Lesson plan template (Organizer). Velasco, R./Ruiz, G. (2006). Four skills activities lesson plan.

6.2 Letter of originality.

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Tipo:	✔ Trabajo recepcional		Tesis	
Presentado para obtener el grado de:	✔ Especialidad	Maestría	Doctorado	
Programa de posgrado:	EEAILE	Tutor(a), Asesor(a) o Director(a):	Ms. Shelick García Galván	
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Domicilio:	Priv. Lerdo de Tejada 803, Centro, Torreón, Coah.			
Teléfono:	871 178 89 30			
Correo electrónico:	210926182@g.upn.mx			

Atentamente,
Ciudad de México a 4 de julio de 2022.

Sergio Margarito Salazar Castrejón
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Ms. Shelick García Galván
Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado

DECLARATION LETTER:

I declare that the following ***Reception work "Best practices for developing language skills & intercultural communication"*** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm *"Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (http://www2.gsu.edu/~wwwfhb/sec409.html) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work."[1]*

Definitions and Examples

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

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[1] EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.
http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

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The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

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[2] Reglamento General para estudios de posgrado de la UPN.
http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html

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Sergio Margarito Salazar Castrejón

CHAPTER 7:

REFERENCES APA STYLE

7.1 APA style references and bibliography.

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