UNIVERSIDAD PEDAGÓGICA NACIONAL
UNIDAD AJUSCO

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE
DEL INGLÉS COMO LENGUA EXTRANJERA**

PROYECTO FINAL
**The Design of meaningful lesson plans through the
use of skills and tools acquired during the
specialization**

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INTRODUCTION

Teaching and learning; two common terms used day by day but suddenly they have acquired a whole new meaning after have studied the specialization in English language and teaching as a foreign language. The deep analysis through the course, the methods, theories and application of these terms have been transformed as the course went by. The current project was developed through the three modules of the specialization where the final product was the design and application of lesson plan. This document will explore the theories analyzed during the course, the design of a lesson where the different methods, theories, educative models and terms necessary to engage and improve the teaching-learning process between instructors and learners of English as a second language.

A complete lesson that includes the development of activities where the four skills are involved (speaking, listening, writing and reading) that according to Bruhn integrated lessons where the four abilities are combined allow the reinforce of language acquisition, make learning more fun and relevant, can lead to greater mastery of the language and are suitable for small and large class at any level. The inter-related nature of the four skills is demonstrated even more obviously in different areas (Hartley, 2007).

The experience before the specialization was about working the four skills independently most of the time, or combining two of them during a lesson with the intention of making the process easier and less stressing for the instructor and the learners as result of the stress that activities related to speaking and listening could cause to the students Developing listening skills for beginner foreign students can be difficult and may become a problem due to the fact that, when hearing authentic language, there are so many unfamiliar words that are blended together and spoken quickly. As a result, the problem with listening comprehension for L2 learners is that when they listen to an English native speaker, they not only have to recognize words by hearing them instead of by reading them, but they also have to recognize words very quickly (eeaile, n.d) and something similar occurs with the practice of activities related to speaking

and when the teacher's philosophy had been until then related to the easygoing relationship between the student and teacher and the creation of a friendly environment where they would not be forced to speak knowing the tension it could create for the learner. Part of the philosophy as teacher was "to inspire and create a healthy and positive relationship between the student and the English as a fundamental part of their academic and professional preparation" and although the essence continues it has shifted to a new place where the idea is not about forcing anything but designing activities to make them speak, share ideas and say out loud vocabulary they know with confidence and make lessons that complete a full circle of activities involving the different skills wiping out the idea of make everything easier for the protagonists of the learning-teaching process.

CHAPTER 1 PHILOSOPHY AND THEORY

Education's purpose is to replace an empty mind with an open one.
—Malcom Forbes

Education change's minds, enhances opportunities and open eyes to the wider picture of what is happening around us. The specialization has managed to do that, through the different modules and lessons the information of each one has been useful and a big reason and source to modify or change different aspects from the professional performance as an English Teacher. "Human beings can communicate with each other. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings —only our imagination sets limits" (Halvor, 2005, p. 2) and it describes perfectly how I feel about it. The more information was acquired during this specialization the more techniques and methods have been modified through the learning throughout the course. New ideas were born, and it's enriched not only the vocabulary and way to express using now new terms and giving proper names to methodologies that were applied in the past but now they have been transformed, within the teaching philosophy as well, becoming into something more complex and open-minded in order to facilitate the tasks for the learners and the teacher themselves, but

most importantly, improve the classes, the content and the evaluation during every English Class.

Currently working with future professionals in the administrative and accountancy areas in two different superior levels: IESPOH (Instituto de Estudios Superiores de Progreso de Obregon, Hidalgo) private school with approximately 500 students enrolled in five different degrees: Pedagogy, Educative Psychology, English Teaching Degree, Marketing and Human Resources Management and Accountancy and Laws. Each degree contains the English class in its syllabus.

Each degree owns unique and very specific needs to develop the activities in English.

The second university and where the current project was applied and developed is a university located in hidalgo, Mexico, one of the most important ones in the state: UPFIM (Universidad Politécnica de Francisco I Madero) Public university whose specialization is focused on different engineering. I work specifically with the students of Financial Engineering. Here, the groups are larger with approximately 30 students per group. Currently, the groups assigned are from third, sixth and nineth quarter and for the use of this project only one group of sixth quarter was selected to participate in the elaboration of this project.

The teacher philosophy consisted in working with dynamic classes where students were able to develop their communication skills. The role of the teacher was a motivator and my role as teacher would be mostly as monitor who goes around the class during individual, pair and group work activities, checking learning (Cambridge, n.d) and the role of involver who makes sure all the students are taking part in the activities. (Cambridge, n.d) creating a friendly atmosphere, where the students could feel confident and safe to express themselves, treating the students with respect so they are participative during the class and they seem engaged to the activities where they can take part and perform most of the activities and the teacher performs as facilitator. Two key components of the learner-centered classroom are first, placing more responsibility in the hands of the

students to manage their own learning, and second, teachers taking roles as facilitators of knowledge to help learners learn how to learn rather than being the source of knowledge as was traditionally the case (eeaile, n.d), giving learners the space to develop activities running by themselves and being just a guide for most of the activities. Some examples of activities in class are the role-play; it is a way to to have fun, and most importantly, to use the language in real situations brought to the classroom, creativity is always requested with prompts, wardrobe, and scenography that makes everything more real and promote student learning and self-regulations skills. In this model, learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior knowledge and experience. The learning environment supports positive interactions among learners and provides a supportive space in which the leaner feels appreciated, acknowledged, respected, and validated. Rather than trying to "fix" the learner, the learner has the power to master his or her world through the natural process of learning (McCombs & Whistler, 1997).

After the Specialization in English Language and Teaching as a Foreign Language, but there is a new connection between the empirical knowledge, experience and theory, the base of knowledge and adding new skills and knowledge to the practice has been something satisfactory and enriching. Withing this new philosophy the culture and interculturalism has now been added as part of it. In the past there was awareness about how teaching a second language was closely related to the approach to other cultures, but it goes beyond talking or teaching about international dishes or how people celebrate certain holidays around the world, it is also about respect, tolerance and taking conscience about common errors we could commit during a lesson where there is a discussion about other countries and their life styles. The judgmental comments which should be turned into something positive and respectful towards the others. This practice of judging others by own worldview called ethnocentrism must be transformed into something positive. Thus, ethnocentrism is the belief that one's group or the beliefs of one's group are central to the world. It is the belief that one's values and ways of being are more natural, superior, and

more "right" than other people's values and ways of being. Thus, you are better than others, more deserving. If people are ethnocentric, they tend to judge others in a negative way. (EAILE, n.d) as teachers we can shift pre-conceived ideas such categorization and stereotypes to the awakening of respectful curiosity, fascination, tolerance and acceptation for other countries and people.

According to this new philosophy and the new aspects of teaching a second language learned during the last modules and combining with theories and methods has given as result a conscious analysis and transformation of the teaching practice. Some of the methods and theories learned during this period are explained in the following paragraphs.

During the first unit, language was the main topic, it was analyzed how linguistics work, their function and the importance of recognizing the characteristics of the language (written and oral). In Unit 2, there is a deep analysis about the Second language Acquisition and the intrinsic and extrinsic factors that participate in the acquisition for L2. The words acquisition and learning have been mentioned repeatedly and during this analysis, the difference between them will be explained additionally the role of each one in the process of teaching a L2.

Disha Nawany has explained that "Availability of diverse teaching-learning resources (TLR) or curricular materials (CM) is considered a prerequisite for good pedagogical practices in our system, but the understanding with which teachers use these resources in the classroom is detrimental to creative classroom processes and critical pedagogy", the resources are no specifically those which can be seen, touched or heard, it refers to the abstract ones as well; getting to know how students learn, what are the phycological and physical factors that must be considered when a plan a class, a session or an activity are designed to achieve the students proficiency as a result of this reflexional, there is a comparison between different learning hypothesis about language acquisition and learning and there will be a comparison of them and how they get involved during a usual English class.

"Language acquisition is one of the most impressive and fascinating aspects of human development" according to Lightbown (2011) the idea about communicating in other language result appealing for anyone, it's a long and complex process where the results may be satisfactory. First of all, the concept of Acquisition must be understood; according to Cambridge Dictionary it's the process of getting something as a system of communication consisting of sounds, words and grammar as claimed by Yule that while people tend to think of communications as the primary function of human language, it is not a distinguishing feature. All creatures communicate in some way. It is believed that in the past all the humans communicate in the same language but this changed when the migrations began. Humans left Africa, their place or origin, and spread all over the planet. This spatial segregation led to linguistic divergence. Since each town developed its own form of communication (Verlag, 2020) consequently different languages exist around the world and there is the need to learn a second, third or fourth language to be able to communicate with people from different parts of the world. In this case the focus is in the English language, the most spoken language and in the case of Mexico, the teaching of English language has gradually become compulsory at different educational levels. At the basic level it was made compulsory since 2009 and at the secondary level it was since the end of the 1930s (Ramírez, Pérez, 2017) explained the antecedents, and the topics that will be found in this document, the concepts and methods will be explained and developed in this project.

The term second can be used in a number of different ways to refer to the languages (the language being learned and the number of languages already learned) and to the contexts of language acquisition. (Eaile, n.d). The term acquisition is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who knows the language. The term learning, however, applies to a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar as part of the language. The acquisition is a natural process that starts since the moment that a person starts to be in contact with other humans, and the result of the inner

necessity to communicate since the moment we are born, while learning is the process that we perform intentionally, with the objective obtaining new knowledge for different motives and objectives.

The different schools of thought help to understand the process and procedures that a person involves in the acquisition of a language.

Behaviorism refers to children imitating, and acquiring language through stimulus. The imitation can be a fundamental component of the whole teaching-learning process, especially with young kids, they want to sound like their teacher and they are not afraid to emulate the sounds, movements and words from their professor.

In second place there is the generative linguistics; this school of thought indicates that the structure and interpretation of sentences that native speakers of a language accept as belonging to their language. There are some structures that are universal and students can recognize the similarities between them. It occurs with our students in some cases, for example how a sentence should start with the subject and this subject performs and action that is the verb. That's something that in Spanish occurs too, although the order of some other elements of the sentence are very different from Spanish.

And finally, the sociocultural theory by Vygotsky that assures that the contact with other people. Social cultural theories describe human cognition as developed by an individual through engagement in social and cultural activities with other people, objects, and events. (Vygotsky, 1978) I assume that for this reason, students of any age who have family in the USA, which is a very common situation in Hidalgo because many families have migrated with the intention of a better life, so many students have interacted or even were born there, show a better performance in the classroom during the English class, they recognize the structure, the expressions and they do not get intimidated when they have to speak, this type of students help as monitors during the lessons. This leads us to talk about the Input, a concept that have a direct relation with the concepts explained before. As I have explained, the kid is exposed to different stimulus and it allows the development

of SLA according an Input is a word borrowed from industry referring to the raw material that is put in a machine for processing, and can be defined in teaching as spoken or written forms of language to which students are exposed. It means that all the exposition a student has to the L2 is an input, the extern forms that students have to listen or interact with the language. An input can be in oral or written form, exposing students to an input in the target language is crucial, without even realizing, students are in contact with the L2 and it allows to develop their different skills and gradually the improvement through the constant contact with the language at different moments of their daily life. The input must be comprehensible by being simpler in structure and vocabulary, as in the variety of speech called foreigner talk. (Yule, 2010).

Krashen developed the input hypothesis where he affirms that language is acquired through exposure to comprehensible input, linguistic input (i) which is either at or just beyond the learner's current level (i +1). Learning will occur when learners are exposed to i +1 all input that is slightly beyond the learner's current level. (Eaile, n.d) There are two reasons for teaching receptive skills: firstly, as specific training in understanding oral and written texts; secondly, to provide input for general language acquisition. For the first purpose, students can benefit even from work with texts far above their present level, but for the second purpose the text level is critical: it must contain some structures and vocabulary that are only slightly beyond the students (Krashen, 1984)

The next theory used and developed was created by Stephen Krashen, a pioneer in the field of second language acquisition (SLA), has made substantial contributions to the understanding of language learning process, whose ideas have long been "a source of ideas for research in second language acquisition" (Lightbown & Spada, 2006)

A SLA theory, according to Brown (2000), "is really an interrelated set of hypotheses and/or claims about how people become proficient in a second language". Krashen's (1985) Monitor Model is such a theory, which consists of five hypotheses:

1) The acquisition-learning hypothesis, in which a dichotomy is drawn between acquisition and learning, the former being a subconscious way of developing L2 ability, the same as children acquiring their L1, whereas the latter a conscious way to know about language;

2) The natural order hypothesis, in which rules of language are acquired in a predictable order, which might be different from the order followed in class instruction;

3) The monitor hypothesis, the essence of which is that the ability to produce L2 utterances derives from the learner's acquired competence (subconscious knowledge) while learning (conscious knowledge), simply as a Monitor, helps him make corrections or change output;

4) The input hypothesis, which states that language is acquired by receiving "comprehensible input" slightly above one's current level of competence (i+1); 5) The affective filter hypothesis, in which the affective filter, like a mental block, can control the access of comprehensible input to the Language Acquisition Device (LAD) for acquisition.

With the use of the theories and methodologies described above, a lesson plan can be designed applying concepts that feed a complete lesson where the results of the class can be evident and most importantly, the students acquisition of the L2 through enriching activities where they are allowed to manipulate the vocabulary, the grammar and interact with activities according to their needs.

CHAPTER 2 METHODOLOGY AND PRACTICE

During this chapter, the blending between theory and analysis was brought up the practical field through a lesson plan that was performed with a real group of students and included during the teacher's practice. After have analyzed the evaluation process, which conforms and elemental part of the teaching labor.

A well-structured lesson planning is nothing if there is no way to corroborate the way it has worked and its effect during and after the lesson. "Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding" (Edutopia. 2008) different types of assessment were studied thus there is an appropriate type of assessment for every moment of the class, for every skill and necessity of the students according to the type of activities and the characteristics and needs that student own. Through this document, a lesson plan for class was finally applied to a class with real students, real reactions and the teacher was able apply the planning lesson and evaluation methods and rubrics designed to make it work and achieve the objectives of the lesson plan. Through the document, the planning lesson is presented, there is a presentation of the rubrics used to evaluate the performance and activities of the students and finally there is a brief analysis of the final results after have explored this in a real case.

For this new class, there are different elements that will be evaluated such vocabulary, grammar, writing and speaking through different activities; in the case of grammar and according the Larsen-Freeman's three-dimensional grammar framework gives three ways: form/structure, meaning/semantics, and pragmatics. This framework intends to show how grammatical structures not only have form or structure, but they also contain meaning and use. (EEAILE, n.d.) which should be included in the structures and use of grammar rules, in this case, the session has been planned to teach the grammar rules and usage of the most common modal verbs to express ability, advices,

obligations and prohibitions. Meanwhile teaching vocabulary according to McKeown it could include three types: Unknown, Acquainted and Established and most importantly how students will use it to communicate their ideas in English; during the planned lesson for this activity, the vocabulary includes words related to different countries and cultures. As for the writing process, we've been taught that according to O'Malley and Valdez there are at least four stages of writing, formed by: prewriting, revising post-writing, and finally editing although, during this lesson, the writing process will be reflected in short sentences using the modal verbs and finally, speaking which is going to be one of the most important skills during this planning lesson. Speaking is seen by language testers as the most difficult of the four language skills to assess.

Assessing speaking requires that we either observe a "live" oral performance or that we capture the performance by some means for evaluation at a later time. A method for elicitation must be selected, rating scales must be developed, and interviewers and/or raters must be trained. Therefore, understanding the assessment of speaking requires examination of assessment methods, scales, and raters. (Wiley and sons, 2013) that's one of the main reasons why my English teacher philosophy includes a constant practice of the speaking skill, so that, the students will feel familiarized with expressing themselves in a second language and this lesson plan ends with a whole exposition where they must express in oral form some ideas about the topic.

During this lesson, the assessment and testing was made through for was through the two methods: formative and summative and some tools such rubrics will be designed and applied for this process, the feedback and errors and mistakes will be corrected during the process.

1. LESSON PLAN: RULES AND TRADITIONS AROUND THE WORLD

1. Lesson plan	
Author	Paulina Baez Castro
Educational stage	Sixth Quarter
Title of your Lesson plan	**RULES AND TRADITIONS AROUND THE WORLD**
Learning Objective of the plan/Competency	o The student will be able to express traditions, rules and customs around the world in written and oral form using the most common modal verbs with respect and empathy towards the other cultures.
Communicative skill considered	Writing/Speaking/ Listening/ Reading.
Functions	-Talk about other cultures -Use of modal verbs to identify abilities, obligations, prohibitions.
Main Grammar structure	Modal Verbs: Can/Could/Able to/Should/Must/Have to
Other Grammar structures	
Brief escription of the plan	The students will talk about a country that result interest for them and investigate about its cultural background and the most important traditions and customs that exist in that country using the modal verbs.

Hours of the plan implementation	6 hours
Number of sessions	3 sessions of 2 hours each one.
Contents required for the lesson	Information about a country.

2. **Introduction to the Lesson.**

Step of the lesson	Teacher Activities	Student activities	Session Number
Warm Up	The teacher starts the class with a sentence that the students must repeat to activate their vocabulary in English: If I could visit a country, it would be_____ Teacher encourages the students to repeat and pick a country they would like to visit.	Students repeat the sentence and mention the country they want to visit.	01

During the lesson	The teacher asks the students about the modal verbs studied during the previous lesson and asks the students to do a review together.
	    The teacher lists the modal verbs studied so far and ask the students to give examples with each one: can, could, able to.
	    Teacher write the modal verbs and some examples on the board.
	    The teacher encourages the students to give more examples using them but now in negative form.
		Students list the modal verbs and each one gives an example.
		
		They do the same again but now in negative form and remain the usage for each modal verb.
			01

2. **Communicative skills development.**

WRITING					
Step of the lesson	**Teacher Activities**	**Student's Activities**	**Materials**	**Session Number**	**Evaluation**
Modal Verbs Have to-should and Must	• The teacher explains on the board the modal verbs have to, should and must. • The teacher gives examples and situations for each modal verb and asks the students to help her to give her more examples. For example, rules, obligations and prohibitions: at the airport	- Students identify the modal verbs have to, should, and must - The students give examples about real situations.	Board Notebook	1	
Exercise 1	- The teacher requests that the student pick a public place: airport or bus station and write a list of rules and prohibitions that people must follow there.	- The students write on their notebook a list of at least 10 rules and prohibitions using the modal verbs.	Notebook	1	
End of the Session	The teacher requests the students to share their list and comment about what other rules and prohibitions exist in different places that are used to travel.	- The students give their examples and share ideas.		1	

WRITING					
Step of the lesson	**Teacher Activities**	**Student's Activities**	**Materials**	**Session Number**	**Evaluation**
Modal Verbs Have to-should and Must	• The teacher starts the session with a problem or situation written on the board. • The teacher encourages the students to give their opinions about it and give ideas and suggestions to solve the problem using the modal verbs.	- Students identify the modal verbs have to, should, and must - The students give examples about real situations.	Board Notebook	2	
Exercise 1	- The teacher asks to the students to write on their notebook a problem or complicated situation they have. - The teacher asks the students to go around the classroom and collect 10 advices from their classmates for that problem.	- The students write on their notebook a problem they have. - The students walk around the classroom and read other classmates' situations and write on each other's notebooks their advices using the modal verbs.	Notebook	2	
End of the Session	-The teacher invites the students to make teams of 4 or 5 members and decide a country or city that result interest for the team and invites them to investigate about its culture and traditions.	- The students discuss about the country they would like to learn more about and for homework they investigate about it.		2	

READING					
Step of the lesson	**Teacher Activities**	**Student's Activities**	**Materials**	**Session Number**	**Evaluation**
At the beginning of class: Modal Verbs Have to-should and Must	-The teacher gives the instruction to sit down in teams and share the material they investigated about the country they have chosen previously.	- Students identify the modal verbs have to, should, and must - The students give examples about real situations.	Board Notebook Reading about a country.	3	
During the class. Reading	-The teacher asks the students to read all the information and discuss the most interesting customs, traditions and why it would be interesting visiting that country or city. -the teacher asks the students to take notes about the most popular traditions, customs and interesting sites.	- The students read in teams and discuss about the most interesting facts about the country. - The students write down the most relevant information.	Notebook Reading material.	3	
End of the Session	-The teacher asks the students to share some of the ideas they have chosen and asks the students to use technology or creative material to expose to the class the rules, prohibitions, advices and activities that tourists can and can't do during their visit to the country they have selected using all the modal verbs studied in class. (homework) The teacher provides the students with a rubric to visualize the elements that are gonna be evaluated.	- The students discuss about the country they would like to learn more about and for homework they investigate about it.		3	

Speaking					
Step of the lesson	**Teacher Activities**	**Student's Activities**	**Materials**	**Session Number**	**Evaluation**
At the beginning of class: Modal Verbs Have to-should and Must	-The teacher starts the class with a message about how countries around the world have different contexts, situations and traditions that must be respected and invite the students to listen and pay attention to the teams who are presenting their works about their selected country.	N/A		4 & 5	
During the class. Speaking, exposition.	-The teacher asks the students to prepare their material and walk in front of the class to present their topics and materials about the interesting sites they have chosen.	- The students read in teams present their material and speak about the country they have previously chosen.	Expo material.	4 & 5	RUBRIC
End of the Session	The teacher gives feedback and invites the students to be respectful and exchange more ideas about those countries in the future now knowing more about it.	-		4 & 5	RUBRIC

The lesson took place in the Universidad Politécnica Francisco I Madero, with students of the Financial Engineering of sixth quarter, group 6FCG1. The group in integrated by 27 students between 20 and 26 years old. The class was developed during the two last weeks of May and during the application of my lesson plan, I could realize that my students are still afraid to express their ideas with their own words, they need to read and do not trust on themselves and the fact that they know some vocabulary and grammar structure to share their own ideas. For them, it's easier write and take their time to share what they think on their notebook. During this lesson I attempted to mix the grammatical and vocabulary according to my syllabus that indicated the modal verbs with an intercultural topic such the traditions, rules and customs around the world which would allow my students to analyze and realize the variety of cultures around the world and how all of them are important and the importance of being respectful towards them. I implemented the four skills for different moments, the listening part was implicit during the expositions and explanation, although and as in the video can be seen, as a teacher, sometimes I must talk to them in Spanish to clarify something or being sure that they have understood the task. Although during my lesson plan there are activities designed for writing, reading and speaking knowing the importance of practicing and develop each one as we've studied during this specialization.

The experience applying this lesson was satisfactory, the teacher was able to apply all the activities and the students performed them well, most of the assessment procedure was through immediate feedback and by checking their mistakes or errors on their notebook and as they spoke.

The most formal assessment procedure that I used was for the final activity where a rubric was designed for the students considering their micro and macro skills and focusing on the speaking skill as well on the use of creativity and technological material, something not all the students used, because at the moment of its application, the university was experimenting some troubles with the necessary material such projectors and electricity; some of them considered it was easier to use didactic material for example

posters or images brought to the classroom, luckily, the students and teachers could make use of a classroom equipped with all the material and conditions for the expositions that used technology. During this experience I enjoyed seeing the student bring up to life every activity that I've designed with the firm idea of make dynamic classes with meaning and the intention of them interact with the language and incorporating the topics learned during my specialization.

Video of the sessions where the lesson plan was applied:

https://drive.google.com/file/d/1MonN1JdOXnPS0UYyzTQEo9yLrV-nOBzW/view?usp=sharing

Rubric designed to evaluate the final product:

RUBRIC RULES AND TRADITIONS AROUND THE WORLD.

UPFIM
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UNIVERSIDAD POLITÉCNICA DE FRANCISCO I MADERO		
DATOS GENERALES DEL PROCESO DE EVALUACIÓN		
Nombre(s) del alumno(s):	Matrícula:	Firma del alumno(s):
Producto: EXPOSITION GRAMMAR: MODAL VERBS	Tema de Exposición: RULES AND TRADITIONS AROUND THE WORLD (MODAL VERBS)	Fecha:
Asignatura: INGLÉS VI		Periodo cuatrimestral:
Nombre del Docente: L.M PAULINA BÁEZ CASTRO		Firma del Docente:

Rubric after the assessment

	Característica a cumplir (Reactivo)	CUMPLE OBJETIVOS	
		SI	NO
0%	Puntualidad en la presentación y entrega. (Requisito)		
15%	Exposición : Contenido, Información, completamente en inglés.		
15%	b. Organización de la información. Introduccion, contexto del pais, tradición y , reglas, costumbres que seguir en el país elegido, conclusiones.		
20%	c. Dominio del tema sobre las tradición del país elegido, respeto por las costumbres y lo que se debe y no se debe hacer durante la visita a este lugar.		
10%	d. Lenguaje corporal y contacto visual. Seguridad y dominio del tema en inglés, expresa sus ideas en ingles sin leer.		
10%	e. Diapositivas. Uso adecuado de fuente, colores, imágenes, videos y textos de forma creativa y sin saturación de texto.		
10%	f. Expresión oral, muestra expresión en Inglés con sus propias ideas, sin leer. (pronunciación, dicción, entonación, fluidez y volumen de voz)		
20%	g. Uso correcto de estructuras y elementos gramaticales, vocabulario relacionado a los modal verbs (should, shouldn´t, have to, don´t have to, must, mustn´t, can, could)		
	CALIFICACIÓN:		

Images of the students during their work during the sessions.

Material used by some of the students.

CHAPTER 3. EXPERIENCE REPORT

The lesson took place in the Universidad Politécnica Francisco I Madero, in Hidalgo, Mexico with students of the Financial Engineering of sixth quarter, group 1. The group was formed by 27 students between 20 and 26 years old. The class was developed during the two last weeks of May.

During its application, it was noticed that the students were still afraid to express their ideas with their own words, they needed to read and did not trust on themselves and the fact that they know some vocabulary and grammar structures to share their own ideas. For them, it's easier write and take their time to share what they think on their notebook. During this lesson there was several attempts to mix the grammatical and vocabulary according to the syllabus which indicated the modal verbs and it was mixed with an intercultural topic explored in the module 3 of the specialization. It was through research of traditions, rules and customs around the world which would allow the students to analyze and realize the variety of cultures around the world and how all of them are important and must be respected.

The experience applying this lesson was mainly satisfactory, all the activities were applied and the students performed them well, most of the assessment procedure was

through immediate feedback and checking their mistakes or errors on their notebook and while they were speaking, the most formal assessment procedure that was used for the final activity. The rubric was designed considering the micro and macro skills and focusing on the speaking skill as well on the use of creativity and technological material, something not all the students used, because currently, the university is having some problems with the material (projectors and electricity) and some of them considered it was easier to use didactic material, luckily, the learners could use a classroom with all the material and conditions for those expos that were meant to make use of projectors and audio. The experience was satisfactory, seeing the student bring up to life every activity that were designed with the firm idea of make dynamic classes with significative activities with form and function and the intention of make the young adults interact with the language and incorporating the topics learned during the specialization.

CHAPTER 4. CONCLUSIONS

The events during the study, analysis, design and application of a lesson plan with the use of the tools and knowledge provided by the specialization was not easy, although, it was pleasing and enriched the cultural baggage of any teacher who had coursed this post-grade. It was a huge challenge but there was a satisfaction behind every activity that was applied and performed by the teacher and the students in a real context and situation. There was a careful and staggered process behind this and each assignment was a guide and a step to complete this project. The intention was not only reading about the theories, concept and methods, the general objective was using everything in the real interaction in a class to witness the changes that can be made during a class and make of it something better and complete where the main goal is making the students to acquire the second language.

This is a video where I explain my experience during the specialization and the finale project: https://drive.google.com/file/d/1HEN-ubmC56zNl-nrO3p7zLoiqIZMnTrR/view?usp=sharing

CHAPTER 5. APPENDIXES AND REFERENCES

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FINAL PROJECT ASSESSMENT

FINAL PROJECT	The Design of meaningful lesson plans through the use of skills and tools acquired during the specialization

STUDENT´S NAME	PAULINA BAEZ CASTRO
FINAL PROJECT ASSESSOR	Alma Daniela Otero Sosa
Introduction	Very well addressed.
1 Identity and teaching philosophy	Very well explained, ideas linked and clear.
1.2 Theoretical foundations	Well explained well cited and ideas well stated .
1.3 Theoretical basis about language, language learning and language teaching of your model	This part need to have more theory based on the theoretical basis about language learning and language teaching of your model, explaining more in depth the methodology of your model and the rationale behind it.
2. Lesson plan	complete planning of the lesson, Well organised.
2.1 Applications	Well done! Nicely and well explained
2.2 Procedures	explained in great detailed
2.3 Evidences (images, graphics, photos, etc)	Very clear, nice ,professional videos and according to the lesson plan, as well as the rest of the evidences.
A video that shows the application of your lesson plan	Very nice videos. The videos are very critical and show a deep reflection of what was learned throughout the specialization. Very professional and also show a deep understanding of what the state of the art of what teaching is, but it is missing the video regarding the microteaching you have to include it by July 4th.
3. Design of Assessment tools	Well design of assessment tools. According to students age. Very clear and adequate.
3.1 Testing tools for activities	adequate for the activities.

3.2 Rationale behind the Assessing and/or Testing tool	**Well done the rationale behind the assessing and testing tools.**
3.3 Evidences of having worked the assessment and/or testing tools (images, photos, diagrams, graphics, etc)	**Very well done.**
4.1 Report and analysis	**Very well done report and a good analysis of your lesson class given.**
5. Conclusions	**Well Done.**
6. Appendices	**Well organized**
Instruments of learning assessment (rubrics, tests and others)	**attached and well explained.**
Evidences of materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.)	**Very nice extra materials** **Authentic material** **Excellent use of technological resources**