



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA PARA LA ENSEÑANZA Y EL APRENDIZAJE DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

The American Continent

TRABAJO RECEPCIONAL

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

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UNIVERSIDAD PEDAGÓGICA NACIONAL

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EDUCATIONAL INTERVENTION PROPOSAL FOR TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

The American Continent

**SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN
LANGUAGE, ONLINE MODALITY**

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INTRODUCTION

This document presents an Educational Intervention Proposal for Teaching and Learning English as a Foreign Language.

This intervention is carried out in practice with second grade students and the theme of this Educational Intervention is: "The American Continent". A reason why this topic was chosen is because it is a subject that comes within the National English Program (PRONI) and as English teachers in public schools we must fully abide by this program.

In addition to this, it seemed to be a topic that has many elements that are interrelated with the topic of Interculturality. I do not omit to say that it is a topic that totally adjusts to the needs and interests of my students. In fact, I was able to carry out this topic in a playful way, which is something that both they and I as a teacher enjoy very much.

In the present work also a complete lesson plan is shown following the next sequence:

Listening Activities:

Some listening activities carried out with students are listening to songs in order to write specific words, listening to audios and point out specific places and listening to audios in order to complete specific missing information are some examples of the activities developed during this Educational Intervention.

Reading Activities:

Students go through this reading activity from the simplest to the most complex. Some examples that are shown in the present document are: reading names of countries of the American Continent as a group, then reading them individually, reading information in order to students solve a crossword puzzle and reading information contained in a table so that students follow instructions to time to color maps.

Speaking Activities:

Students go through different activities in order to reach the final task which is to make a short dialogue. In this dialogue students have to ask and answer information related to a Country belongs The American Continent. For example, name, nationality and language spoken in that place.

Writing Activities

Students write some specific information related to Nationalities, Countries and Languages spoken in certain places. Then they play with their self-made puzzles.

It is crucial to mention, that all the activities (listening, reading, speaking and writing) were planned to create a suitable learning environment for the students, contemplating the interaction between them. Furthermore, to achieve this content, various theories seen throughout this specialty must be taken into account: Social practices of the language, Bottom-up, Top-bottom and the Interactive Instructional Approaches for Reading, Top-down Reading Processing, Schema Theory, Whole Language Approach, Approaches when teaching writing (Guided writing), Micro-skills, The Input Hypothesis (for listening), The Stages of Student Listening, Listening Strategies and Controlled-Free Practice (Drills, Semi-Guided, and Free Production Activities in the Classroom) for speaking.

Finally, in the present work also the evaluation, outcomes, evidences and conclusions of the lesson are developed as well.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy

I am an English Teacher in a Full-time Public Primary School in Mexico City “Estado de Puebla” which is located in Venustiano Carranza’s Delegation, very near of moctezuma’s subway I have been teaching there for about 9 years.

In this type of full-time schools, the National English Program for Basic Education (PRONI) is carried out and is governed by the Secretaría de Educación Pública. The groups have three weekly hours of English classes.

I would like to say that I always try to improve different aspects of my life and my job. I really like teaching English. I especially love kids from first and second grades because I really enjoy singing and playing with them. I think that at this age we can achieve a lot of things because particularly kids from 6 to 7 years old are such a blank sheet in which you can start writing a pretty story of motivation.

In addition to this, I consider that as English teachers, we have to help our students to learn a language in the best way for them.

Perhaps most of us have pleasant experiences from our childhood and others not so much, within these experiences our learning of various subjects, including English, is involved.

Many of us if we start to remember how we lived our classes, perhaps they were full of authoritarianism, scolding, conditioning, reinforcement, even punishment. Consequently, many of us learned with fear and with little development.

In my case, I remember that in primary school I did not even have contact with the English language, since all my life I studied in public schools and in those days public schools did not even have a pilot program that motivated the teaching of the English language.

It wasn't until high school when I had my first approach to this beautiful subject, however the way it was taught to me did not cause any impact on me. I remember that most of the classes were in Spanish, and in general they were about reading a fragment of some reading and later trying to translate with the help of a dictionary.

Another type of exercise that I remember was making various copies of the book in the notebook and making a drawing. Perhaps there were more activities, I don't doubt it, however they were not significant for me and there was no greater approach to the language.

It wasn't until high school that I learned another way of seeing English. I remember that from the first class I had with the English teacher it was a totally different experience, she always spoke in English, she never shouted, her voice was so soft that if you wanted to hear her you had to keep quiet. He spoke a little slowly and used mime to make himself understood.

She would tell us about her trips to other countries and sometimes she would arrive dressed in kimonos and clothes from the countries she had visited. Dynamic classes with songs, plays, role-plays, short readings, various exercises were always the order of the day. That is why she managed to connect me with the English language in a way that I had never experienced. It was her, her way of teaching that made me love English from then on.

Nowadays, I consider that as teachers we are a great example for our students to follow and sometimes, we do not realize the impact we can have on them. That is why every detail is important, every material, every expression, every word spoken softly or loudly, and even the way you dress. Everything has a reason for being and as teachers we must give importance to each of them to get the most out of our students.

I consider that my teaching philosophy especially with first and second graders is very simple, make the English class as attractive, interesting and playful as possible, of course taking advantage of the initiative and curiosity that the students have at this short age.

Throughout this specialization I have learned to raise awareness of some actions that sometimes as teachers we carry out and we do not realize the importance they have for the learning of our students.

In my English teacher experience I have tried to use different theories, methodologies and techniques in order to help my students learn.

It is important to mention that during this specialization, I had the opportunity to analyze my own work as an English teacher and I have realized that I use a little of the different theories such Behaviorism and Structuralism because I always try to motivate my students to go ahead through stickers, candies, and positive reinforcements. Then, Sociocultural Theory is another theory which I work with. As previously said, public schools work with PRONI and this program

is based on this interesting theory. Furthermore, we work with social practices of the language and one of the purposes of PRONI is that students learn how to communicate themselves in different possible real situations and contexts.

Although, acquiring an L1 will never be the same as learning an L2. I consider that Sociocultural Theory is more linked to the concept of Language acquisition because this school focuses more on the way in which students interact with each other. A person's cognitive development is influenced by their surrounding culture. The sociocultural context has a strong emphasis in this theory. It is more like a natural way of learning a language.

Finally, it is important to mention some values that as a teacher I had the opportunity to develop during this specialty:

To be more competent in the subject, as I was reading new topics, I was learning more concepts and different ways to apply these concepts in my work environment. In this way I developed greater professionalism and depth of the methodologies and approaches towards the teaching of the English language. I also managed to reinforce my commitment, responsibility, constant learning and self-discipline because I had to schedule and organize myself the times that I would use to successfully carry out the different activities of this specialization.

1.02 Theory underlying your teaching practice and identity

First of all, I would like to mention that I based my work a little bit in Vygotsky's theory. He argued that children gradually develop their learning through social interaction, acquire new and better cognitive skills as a logical process of their immersion in a routine way of life and family.

I believe that in general the National English Program for basic education that is carried out in public schools tries to make a child's learning more significant and lasting through playful activities through which they have the opportunity to explore and discover the world around them through their interaction with it.

It is crucial to mention that the development of social practices of the language are essential to acquire knowledge of the English language in this program.

Another author I leaned on is Michael Byram. I took some elements from his Intercultural Competence Model. For example:

- Intercultural attitudes (Curiosity and openness towards other cultures),
- Skills of interpreting and relating, Ability to interpret a document, or event from another culture, in my case a map of the American continent to explain it and relate it.
- Skills of discovery and interaction (Ability to acquire new knowledge of a culture and cultural practices)

The activities in this lesson plan were planned to create a suitable learning environment for the students, contemplating the interaction between them. For that reason, I take into account the use of:

Social practices of the language:

Let's remember that social practices of language are guidelines or modes of interaction that mark the production and interpretation of oral and written texts. They include the different ways of participating in and analyzing oral exchanges, of reading, interpreting, studying and sharing texts. (SEP, 2011).

These ways of interaction include both spoken and written language. Depending on the context in which we find ourselves and what we want to transmit, these practices will be different. For example in a familiar and community context, in a literacy context, academic context or in a more ludic one.

For example, in my case it was a ludic learning environment, but focused more on an academic topic.

1.021 Reading

1.0212 Bottom-up, Top-bottom and the Interactive Instructional Approaches for Reading

Reading is a complex cognitive process and readers use different approaches to understand a reading. The following section will explore three ways in which readers approach reading, namely bottom-up approaches, top-down approaches, and interactive approaches. (Dechant, 1991).

1.0213 Bottom-up Approach,

In broad terms, bottom-up processing is the piecing together of smaller elements of language. These elements include the graphemes (the letters), the grapheme-phonetic (letter-to-sound) relationships, the phonemes, the syllabic structures, the morphemes (prefixes, roots, suffixes),

the words, and the sentences. In this sense, bottom-up approaches see texts as a hierarchical organization where “the reader first processes the smallest linguistic unit, gradually compiling the smaller units to decipher and comprehend the higher units (e.g., sentence syntax)”. (Dechant, 1991).

This approach fully meets the needs of my students since, being second-grade students, they are small and need to go from less to more to understand a statement. The students with whom I work are students who on some occasions have not yet consolidated reading and writing, which is why this approach is quite functional when reading, starting from syllables until reaching sentences. That is why in the reading exercises we start from reading a word, to reading a complete sentence.

1.0214 Top-down Reading Processing

According to this approach, readers can comprehend a given reading passage even if they do not recognize every single word. This distinction is important to remember: When we read (even in our first language), we do not usually know every word. Top-down approaches force readers to use meaning and grammatical cues to identify unrecognized words – that is, extract meaning from the context. Although mastery of letter and sound relationships is important, reading for meaning should be the main objective of reading.

This approach supports me in order to students understand that sometimes it is not necessary to comprehend all the words in a sentence, but that they can sometimes infer their meaning.

When using both approaches, it was important first of all to contextualize the students with the necessary information in previous sessions, such as the names of countries, some names of emblematic places of those places, mountains, rivers, etc. especially for the resolution of the crossword puzzle in which they had to read information about a specific city and then answer which city it referred to.

1.0215 Schema theory

Content schema refers to previous general knowledge we have about a particular topic. We use the knowledge we have about past experiences to make connections to new information in the text. (Singhal, 1998). Using content schema can connect old and new information, which can help us understand the message of a text more clearly.

This theory was useful to solve the reading exercises in which the students had to read the different names of the countries of North, Central and South America on a chart, locate them on the map and color them according to the instructions contained in the same way on the chart. It was much easier for them after having previous general knowledge.

1.022 Writing

1.0221 Writing Approaches

Hyland, an expert on L2 writing, defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse.” (Hyland, 2002). He also suggests considering the following approaches when teaching writing:

Language structures: This refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic or grammatical patterns, and cohesive devices that comprise the essential building blocks of texts. More specifically, the author identifies four stages in the development of writing.

Familiarization: Students are taught certain grammar and vocabulary items.

Controlled writing: Students practice writing following patterns, and they substitute some ideas. One of the most empowering teaching techniques is known as the discourse frame, where the student observes the key transition phrases that provide the structure unique to a certain genre, and then writes their own text by changing only the characters or objects. Children’s fairy tales, for instance, open with Once upon a time there was a, the protagonist makes two failed attempts which are followed by a successful third attempt and closes with and they lived happily ever after.

Guided writing: Students imitate model texts.

Free writing: Students use the patterns they have already learned to write new messages.

Of these 5 approaches, with second graders I only use the Guided writing stage. Since with them the writing activities were first to copy information in an appropriate way, taking into account the use of Capital letters when writing names of countries, nationalities and languages and the other activity was to write the information inside a map already without copying the information, but with the previous knowledge that they acquired. Both activities were guided writing.

1.0222 Instructional Approaches to Reading

1.0223 Whole Language Approach

A second approach is the whole-language approach which seeks to incorporate listening, reading, speaking, and writing. These skills are taught through content areas such as science, math or history, in the target language. In our teaching context, we generally do not use the whole-language approach; however, there are several ideas and techniques that are useful. (Chamot & O'Malley, 1994).

The first strategy students can use is elaboration, or active use of prior knowledge. Elaboration can involve any activity in which students activate their knowledge about a topic, either individually or in groups. For example, my students have already known some specific information about different Countries, such as rivers, places and mountains.

A second strategy is planning. Setting a purpose for reading. Planning helps students determine what they need to do with the text. Both the student and the teacher can plan the reading activity. For example, as their reading teacher, you could ask them to read a text to learn new vocabulary, to have fun, to find specific facts, and so on.

In both reading activities, the coloring of the map according to the instructions given in the chart and the crossword puzzle, it is important to mention their purposes. In the first activity the purpose was to read and color correctly and in the second to read and answer the crossword correctly. Setting a purpose gives students a reason to read, focus their attention, and not feel overwhelmed by the task.

1.0224 Micro-skills

According to Brown, (Brown, 2007) there is a list of the kinds of skills involved for each concept. Nevertheless, I only could work 2 micro-skills with my students:

1. Produce graphemes or handwriting and produce orthographic patterns of English.
2. Produce writing at an efficient rate of speed.

1.023 Listening

1.0231 The Input Hypothesis, Natural Approach, Total Physical Response

Methodologies that view listening comprehension as key to acquiring a second language. From these perspectives, providing listening input that is appropriate and ensuring that this input is comprehensible are some of the teacher's main responsibilities. (Kolker, 2008).

On the other hand, developing listening comprehension skills is important for students, especially in a communicative language environment. Usually, activities are dependent on interactions between English Language Learners. Students with well-developed listening comprehension skills are able to participate more effectively in class.

1.0232 Stages of Student Listening

Think about the listening activities Teachers need to consider what the best way would be to help students with understanding language in context as well as addressing specific elements of the act of listening. The stages of student listening are: (Kolker, 2008).

Recognition of the Target Language; the first stage of listening comprehension is reached when learners can distinguish their target language from other languages. Activities associated with this phase include listening to songs, rhymes, and extended conversations.

Recognition of Isolated Words; Until this point, students only hear a “blur” when listening to the target language. When they start to recognize some isolated words, it could be because they might be cognates, famous or common names, or vocabulary words they have already known.

Recognition of Phrase Boundaries; students can now begin to recognize individual words, phrases, and sentence boundaries. The spoken language begins to sound more distinct, less like a blur of sounds. However, students do not yet understand much of what is being said.

Listening for the Gist (core idea); during this stage, students start to have some feel for the global meaning of a listening passage. While they are still unable to understand many details, they may be able to identify the topic or understand the main point.

True listening: at this moment, students begin to follow the meaning of a passage, although they will continue to encounter many words and phrases they do not comprehend. Some teachers and students normally associate “real” listening comprehension with this stage, but students may still have more difficulty remembering the content of what they listen to than they would when listening in their L1.

1.0233 Bottom-up

Bottom-up Strategy for listening refers to the usage of incoming aural input as the basis for understanding the message. That is to say, comprehension starts with the received data that through the analysis of sounds, words, clauses, sentences, and texts, a message can be

received; this is a process of decoding. This is a way of understanding spoken language by combining its smallest elements; if you hear /d/, /o/, and /g/, you determine that the word is “dog”. (Richards, 2008)

I consider that teachers need to take into account what the best way would be to help students with understanding language in context as well as addressing specific elements of the act of listening.

1.024 Speaking

1.0241 Eliciting Speech in Students

O’Malley point out that some easy ways that do not require too much preparation for eliciting speech are picture-cued descriptions or stories, radio broadcasts, video clips, information-gap activities, improvisations, oral reports, and debates. Therefore, teachers can make the most appropriate choice for their students. For Mexican middle school students’ language level, picture cued description (using there is/are, present progressive, past tense, etc.) is a suitable strategy. Information-gap (where students holding a handout each, usually back-to-back, describe the same picture, but with different information missing or ordered so they complement each other) can also be used. (O’Malley, 1996)

Another strategy to elicit speech is to carry out interviews with students. Such interviews may be formal or informal. Here the teacher should just prepare a couple of questions requiring students to provide answers on some specific topics. We might say that the idea is not to overwhelm students with numerous questions. Two or three quick answers (in a minute or two) are enough to assess student’s language level.

The Controlled-Free Practice Cline are other ways of promoting speaking inside the classroom (Drills, Semi-Guided, and Free Production Activities in the Classroom).

I always want to motivate my students, so that they are in a learning environment of trust in which they feel safe to participate and if at any time they need support, provide it so that little by little they acquire that confidence and that pleasure to participate in the class. There are times that some students who are insecure improve too much when their classmates or me, support them in resolving their doubts. Eliciting speech and controlled practices are very helpful for me in order to students from Primary, second grade can succeed in speaking activities.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A practical and useful lesson plan.

1. Lesson plan identification cell.	
Author	Fabiola Lazcano Villar
Educational stage	2nd. Grade Elementary School
Title of your Lesson plan	The American Continent
Learning Objective of the plan/Competency	<p>Language purpose</p> <ul style="list-style-type: none"> • Records information on a Geography topic, with the support of images. • Explore illustrated maps of the American continent with specific information (country, nationality, language). • Understands information from reading aloud. • Participates in writing, reading, speaking and listening activities. <p>Formative-intercultural purpose</p> <ul style="list-style-type: none"> • Guide the participants to reflect on the different languages spoken in America, as well as the difference in their nationality and different flags.
Communicative skill considered	Reading/Writing/Speaking/Listening.
Functions	Information processing. Write names of regions and countries of the American continent. Record specific data about countries of the American continent in a chart.
Main Grammar structure	Check the use of upper and lower case letters when writing names of countries, nationalities and languages. Enunciate names of countries and nationalities to practice pronunciation.
Brief description of the plan	The theme of the American continent was chosen in order to provoke interest and curiosity in the students to know linguistic

Teaching sequence template



	varieties that exist in other countries, as well as their culture.
Hours of the plan implementation	8 hours aprox.
Number of sessions	8 sessions of one hour each
Contents required for the lesson	Countries, Nationalities and Languages of America.
EEAILE tutor on line	Rocío Salgado Perea

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	The teacher asks the students to research which continent Mexico is located on.	Students investigate in which continent Mexico is located to comment on it later during the class.	00
During the lesson	The teacher performs the class start routine in which he greets the students, directs the greeting song, reviews colors, numbers and days of the week. Finally, guide the students to put the date and the weather on the board.	Students perform the class start routine in which they greet the teacher, sing the greeting song, mention colors, numbers and days of the week. Finally, they help the teacher to put the date and weather on the board.	All the sessions
	Ask the students on which continent is Mexico located according to what they investigated.	Students talk about their finding about on which continent Mexico is located.	01
	Guide students to conclude that Mexico is within the American continent.	Students conclude that Mexico is within the American continent.	01

Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	The teacher explains to the students that during this lesson they will learn about the countries of The American Continent and some aspects of them.	Students listen to the teacher and share their concerns if any.	01
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3. Communicative skills development.

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Start	The teacher shows a video or plays a song in which the names of the countries that make up the American continent are mentioned. (Play the audio 3 times)	Students listen to the song in which the names of the countries that make up the American continent are mentioned.	Computer or tape recorder, internet, video on youtube: https://www.youtube.com/watch?v=rGcRe4lt4z4 (from minute 0 to 2:15)	01	Rubric
	The teacher asks the students to write the name of some countries that are mentioned in the audio.	Students listen to the song and write in their notebooks the name of some countries that are mentioned in the audio.	Student's notebook and pencil.	01	
Development	The teacher explains with the help of a large map that the American continent is divided into 3 sections: North America, Central America and South America.	The students listen to the information provided by the teacher, complement the information and share their doubts.	A large map of the American continent in which the 3 sections are differentiated: North, Central	01	

Closure	<p>The teacher provides a copy of page 86 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams so that the students listen and point out in pairs to the countries that are requested on the different maps.</p>	<p>Students listen and point out in pairs to the countries that are requested on the different maps shown in the copy provided by the teacher.</p>	<p>and South America. (APPENDIX I)</p> <p>Copy of page 86 of the book I'm Ready 2 by Angela Llanas and Libby Williams. Audio and speaker. (Appendix A)</p>	01	Formative Assessment
	<p>The teacher provides a copy of page 88 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams so that the students listen and complete the information.</p>	<p>Students listen and complete the information on the copy of page 88 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams.</p>	<p>Copy of page 88 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams. (Appendix B) Audio and speaker.</p>	01	Checklist
	<p>The teacher shows some flags of the American continent and asks the students to listen to the names of each one. Then asks students to choose 1 that they liked a lot in order to start drawing it and color in the notebook.</p>	<p>Students choose 1 flag that they liked a lot to draw and color it in the notebook. Then they copy the name of the country to which it belongs. (They will finish this activity next class)</p>	<p>Flags illustrations of the American continent. (Appendix H)</p> <p>Student's notebook, pencil and colors.</p>	01	Formative Assessment

NOTE: Before starting with the session, do the class routine and finish drawing the flag that the previous session was not finished.

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Start	The teacher shows the students different flags from different countries of America with their name and models the pronunciation. Then ask the students to repeat each name as a group.	Students observe different flags from different countries of America with their name and practice the pronunciation.	Flags illustrations of the American continent. (Appendix H)	02	
Development	Randomly ask them to read some of the names of the countries and paste the flags in the correct country (they help themselves by reading the names of each Country).	Students read the names of the different countries and paste the flags in the correct place.	Flags illustrations (Appendix H) and large North, Central and South America maps (Appendices D, E, F)	02	Formative Assessment
	The teacher provides relevant information about some of those countries such as some locations of mountains and rivers.	Students participate in the contribution of information provided by the teacher.			
	Then provides a copy of	Students read the information and	copy of page	02	

Teaching sequence template

<p>Closure</p>	<p>page 93 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams to the students so that they can read the information and solve a crossword puzzle on the topic seen.</p> <p>When the students finish, the crossword will be solved as a group to solve doubts.</p>	<p>solve a crossword puzzle on the copy of page 93 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams (Crossword)</p> <p>Students participate in solving the crossword puzzle</p>	<p>93 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams (Crossword, Appendix C)</p>		
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NOTE: Before starting with the session, do the class routine.

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Start	The teacher shows the students a map of North America. Point out and model the pronunciation of the countries that make up this section of the continent.	Students observe the map of North America and practice the pronunciation of each country.	Large map of North America. (Appendix D)	03	
Development	Then ask the students to read them as a group. The teacher provides a copy of a map of North America for the students to read and color according to the instructions.	Students read and color the North America map according to the instructions.	Letter size copy of the same large map of North America. (Appendix D)	03	Checklist
Closure	While the students color and read individually, the teacher goes one by one to their place to ask them to read some of the countries.				



NOTE: Before starting with the session, do the class routine.

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Start	The teacher shows the students a map of Central America. Point out and model the pronunciation of the countries that make up this section of the continent.	Students observe the map of Central America and practice the pronunciation of each country.	Large map of Central America. (Appendix E)	04	
Development	Then ask the students to read them as a group. The teacher provides a copy of a map of Central America for the students to read and color according to the instructions.	Students read and color the Central America map according to the instructions.	Letter size copy of the same large map of Central America. (Appendix E)	04	Checklist
Closure	While the students color and read individually, the teacher goes one by one to their place to ask them to read some of the countries.				

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Start	The teacher shows the students a map of South America. Point out and model the pronunciation of the countries that make up this section of the continent.	Students observe the map of South America and practice the pronunciation of each country.	Large map of South America. (Appendix F)	05	
Development	Then ask the students to read them as a group. The teacher provides a copy of a map of South America for the students to read and color according to the instructions.	Students read and color the South America map according to the instructions.	Letter size copy of the same large map of South America. (Appendix F)	05	Checklist
Closure	While the students color and read individually, the teacher goes one by one to their place to ask them to read some of the countries.				

NOTE: Before starting with the session, do the class routine.

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Start	Explain to the students that there are different Languages spoken in the different countries of North America, Central America South America. For example: English, French, Spanish and Portuguese.	Students pay attention to the teacher's explanation.	A large chart written on the board with relevant information about some countries: Name, Nationality and Language.	06	
	Write on the board a large chart with relevant information about some countries: Name, Nationality and Language.	Students look at a large chart with relevant information about some countries: Name, Nationality and Language.		06	
Development	Read aloud and ask students to repeat the information.	Students repeat the information in the chart (Name of the Country, Nationality and Language spoken)	Board and markers	06	
	Writes on the board and ask for specific information through the questions: -What's the name of this country? -What's the Nationality of this Country? -What's the Language of	Students randomly answer the questions asked by the teacher.			

Teaching sequence template



Closure	<p>this Country?</p> <p>Ask the students to copy the questions in their notebooks and answer them by selecting some American countries. For example:</p> <p>-What's the name of this country? <u>It's Canada</u></p> <p>-What's their Nationality? <u>Canadian</u></p> <p>-What's their Language? <u>English and French</u></p> <p>Note: Emphasize to students that the names of countries, nationalities and languages are written starting with a capital letter.</p> <p>The teacher goes with the students one by one to ask them the questions.</p>	<p>Students copy the questions in their notebooks and answer them by selecting some American countries. For example:</p> <p>-What's the name of this country? <u>It's Canada</u></p> <p>-What's the Nationality of this Country? <u>Canadian</u></p> <p>-What's the Language of this Country? <u>English and French</u></p> <p>Students must take care to write correctly with capital letters when necessary.</p> <p>Students answer the questions by reading the information in their notebooks.</p>	<p>Student's notebook and pencil.</p> <p>Student's notebook with the necessary information.</p>	<p>06</p> <p>06</p>	
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NOTE: Before starting with the session, do the class routine.

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Start	Recycle the questions seen in the previous session: -What's the name of this country? -What's their Nationality? -What's their Language?	Students participate in the reading and pronunciation of the questions and answers.	Board and markers	07	
	The teacher writes the large chart from the previous session on the board with information of the country, nationality and language.	Students review the information on the chart.	A large chart written on the board with relevant information about some countries: Name, Nationality and Language.	07	
	Provide the students the copy of the speaking worksheet.	Students look at the dialogue on the photocopy.	Worksheet of the speaking activity. (Appendix G)	07	
	Read it aloud and ask students to repeat.	Students repeat the correct pronunciation of the dialogue.			
Development	Ask students to read aloud without teacher's help. Correct them when necessary.	Students read aloud the dialogue.		07	Formative Assessment
	Randomly ask students to	Some students participate with the			

Teaching sequence template



Closure	<p>go to the front first one by one so that the teacher asks them the questions of the dialogue provided in the photocopy and they answer. (The information to be asked can be obtained from the large chart).</p>	<p>teacher and some others pay attention.</p>			
	<p>Then, ask 1 or 2 pairs of students to go to the front and read the complete dialogue, one asks and the other answers. (Answers can be obtained from the large chart on the board)</p>	<p>Some students participate in pairs and some others pay attention.</p>	<p>Worksheet of the speaking activity. (Appendix G)</p>	07	
	<p>Ask students to pair up and practice the dialogue with the help of the worksheet.</p>	<p>Students practice the dialogue in pairs.</p>		07	
	<p>Teacher monitors as they practice the dialogue instead.</p> <p>After 10 to 15 minutes of practice, ask the students to go to the front with their respective partners to read or say the dialogue from memory. This will depend on the ability of each one.</p>	<p>Students go to the front with their respective partners to read or say the dialogue from memory. This will depend on the ability of each one.</p>			Rubric

NOTE: Before starting with the session, do the class routine.

Writing						
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation	
Start	The teacher write on the board a chart with information of different countries, nationalities and languages.	Students look at the information on the large chart.	Board and markers.	08	Formative Assessment	
	Asks students to copy the chart in their notebooks.	Students copy the information on their notebooks. (Students take care to write correctly with capital letters when necessary).	Students' notebooks, pencil and colors.	08		
Development	The teacher asks the students to take out the maps of North America, Central America and South America that they previously colored in sessions 3, 4 and 5.	Students bring their maps previously colored in sessions 3, 4 and 5.	Maps previously colored in sessions 3, 4 and 5.	08		
	The teacher asks the students to cut out the countries of at least 1 of their maps as puzzle.	Students cut out the countries of at least 1 of their maps as puzzle.	Maps previously colored in sessions 3, 4 and 5, pencil and scissors.	08		
Closure	Asks them to choose some countries and write their language and nationality in bits of paper and paste them in the correct place.	Students write the correct information related to Nationality and Language in bits of paper and paste them in the correct country.				Rubric



	Ask them to play with their puzzles, read the name of the country, nationality and language of each country.	Students play with their puzzles and read the information written.			Formative Assessment
<p>The teacher suggests that the students play the online game at home to review the names of the countries at the following link: https://www.geoguessr.com/seterra/en/vgp/3243 Note: Students need to activate the sound box before starting the game.</p>					

4. Intercultural component

This lesson aims to develop curiosity and openness about other countries and languages. Increase knowledge of other social groups, their languages and even flags as well. Finally, it is crucial to develop the ability to interpret a document from another culture, to explain it and relate it to documents from one's own. (In this case a chart with different characteristics of a country: Language and Nationalities).

5. Evaluation

Oral and written participation, worksheets answered correctly, check lists and attitude towards the English classes.

6. Conclusion

I suppose that my students will develop curiosity and a taste for learning more about other countries and their cultures, not only from The American Continent, but also from other continents.

2.011 Analysis of the procedure of the learning activities

According to Dell Hymes's publication of his theory communicative competence. In this theory, he asserts that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately. English language teaching changed from a focus on the structure of the language to a focus on communicating with the language. When students of English interact with individuals from the United States, they interact in a social context that determines the language used. For example, if a Mexican student were greeting a professor on a U.S. campus, he might say, "How are you, Dr. Withers?" but if he were interacting with someone his own age, he might say "What's up?" or "How's it goin'?" The context or situation, the relationship between the speakers, and the sociolinguistic rules determine what is said and how it is said. (Hymes, 1971)

In my opinion, the same applies not only when speaking, but when writing. There are certain grammatical rules that depend a lot on the country and language spoken. For example, in the Spanish language it is not necessary to write the nationalities and languages starting with a capital letter. However in the English language, this is necessary.

There are certain rules in particular that students can learn from an early age, how to write properly, how to address people formally and informally depending on the context in which they find themselves and even the country which they are thinking to visit in the future.

And since everything has a beginning, it is crucial that students first get to know the different countries that surround their own country, that they begin to know the different languages spoken there, the nationalities, among other things.

The activities in this lesson plan are designed to start students learning these types of rules.

I consider that the objective was achieved with the majority of the students, since in the end they understood that in the English language capital letters have to be used in certain cases, even though in their mother tongue, Spanish, this is not the case.

On the other hand, Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts. (Spencer-Oatey, H. & Franklin, P, 2009)

Interculturality is a very useful tool in which students can learn to communicate effectively, but it is important first to know the different languages spoken in the countries close to their own.

How can a student be able to ask a formal or informal question in the future or adopt correct attitudes in another country, without even knowing what language is spoken there? Or how can a student start a conversation with a person from another country when they don't even know anything about their culture? That is why interculturality is important to successfully achieve this effective communication step by step.

Also, it is important that in order to achieve the objectives of this lesson plan, the Model of Intercultural Competence is taken into account:

-Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviours. Ability to "decentre". (Byram, M., Gribkova, B., & Starkey, H., 2002).

It is important to take advantage of the curiosity and openness that young students have, such as children in the second grade of primary school, in addition to continuing to motivate and guide them correctly. I consider that the theme chosen "The American Continent" and the activities caused a positive impact on the majority of the students, the vast majority show motivation towards the activities, even those that they considered to be more difficult, such as listening.

Likewise, I consider that the students were willing to learn about other countries at all times.

-Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction. (Byram, M., Gribkova, B., & Starkey, H., 2002).

To achieve correct behavior in other places and contexts, it is important to have knowledge of social groups and some characteristics in particular. In this aspect, I consider that the majority of the group shows interest in the countries close to theirs.

The students are enthusiastic and participate in the proposed activities.

- Skills of interpreting and relating. Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own. (Byram, M., Gribkova, B., & Starkey, H., 2002).

Students are able to identify different countries on the map of America, as well as recognize how close or far they are from the country in which they live.

-Skills of discovery and interaction. Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction. (Byram, M., Gribkova, B., & Starkey, H., 2002).

Students acquire new knowledge regarding the countries that belong to the same continent as their country (Mexico), as well as their nationalities, languages and some places alluding to them.

All in all, this model of interculturality is of great help to guide teachers when it comes to interculturality.

In my very particular opinion, I consider that most of the activities were well received by the students. They showed an enthusiastic, participative, positive, curious and playful attitude. Even some of the listening activities that turned out to be somewhat complicated for them, such as completing information regarding Costa Rica, they tried to solve in the best way. That specific activity I would modify by providing them with an answer box so that they have more clues, as well as reducing the speed of the audio so that they can write more calmly.

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

2.021 Listening:

Rubric - Activity 1. Written names of 3 to 5 countries in the students' notebook

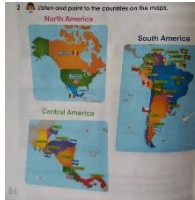


<https://drive.google.com/file/d/1sLX3TRfQ62wY-aiCNiOYEEanZbiUzFup/view?usp=sharing>

LEVEL CRITERIA	EXCELLENT 😊	GOOD 😊	IN PROCESS 😞
VOCABULARY	The student listens and writes the name of at least 5 countries.	The student listens and writes the name of 3 to 4 countries.	The student listens and writes the name of countries 0 to 2 countries.
GRAMMAR AND ACCURACY	The student correctly writes the names of the countries.	The student correctly writes the names of the countries, but does not use capital letter.	The student writes the names of the countries, but omits or adds some letters.

Formative Assessment - Activity 2. Students listen an audio and point out to the countries that are requested.

The teacher observes the performance of the students and provides feedback if necessary.



<https://drive.google.com/file/d/1vAohOvVC9Db4zFOAQKsg-maweX693v64/view?usp=sharing>

Checklist - Activity 3. Correct answers on the copy of page 88 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams.



<https://drive.google.com/file/d/1ydpXg2sRcdiwoJ7jxYgF722I-TSC95Z/view?usp=sharing>

QUESTION NUMBER	QUESTION VALUE	CORRECT ANSWER (Y/N)
1	2	
2	2	
3	2	
4	2	
5	2	
TOTAL:	10	

2.022 Reading:

Formative Assessment - Activity 1. Students read the names of the different countries and paste the flags in the correct place.

The teacher motivates the students to participate and provide feedback to the students if necessary.

Checklist – Activity 2. Students read the information and solve a crossword on the copy of page 93 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams.



https://drive.google.com/file/d/1euraP6dOHNH1nXl-M49Mvgfh9KA_-ONr/view?usp=sharing

QUESTION NUMBER	QUESTION VALUE	CORRECT ANSWER (Y/N)
1	2	
2-3	2	
4-5	2	
6-7	2	
8-9	2	
TOTAL:	10	

Checklist – Activity 3. Students read and color the North America map according to the instructions.

Instructions: Read and color the map:

COUNTRY	COLOR
1. Canada	Yellow
2. Mexico	Red
3. Central	Green
4. U.S.A.	Blue
5. Mexico	Green



<https://drive.google.com/file/d/1nRXL0DEdiJ011R1CTBlgRHMq5snnXo07/view?usp=sharing>

QUESTION NUMBER	QUESTION VALUE	CORRECT ANSWER (Y/N)
1	2	
2	2	
3	2	
4	2	
5	2	
TOTAL:	10	

Checklist – Activity 4. Students read and color the Central America map according to the instructions.

Instructions: Read and color the map:

COUNTRY	COLOR
1. Guatemala	Yellow
2. El Salvador	Red
3. Honduras	Green
4. Nicaragua	Blue
5. Costa Rica	Red
6. Panama	Blue



https://drive.google.com/file/d/1h-lu_9kWeZM-OHbSYIS59VHvx3KnccDO/view?usp=sharing

QUESTION NUMBER	QUESTION VALUE	CORRECT ANSWER (Y/N)
1	1	
2	2	
3	2	
4	1	
5	2	
6	1	
7	1	
TOTAL:	10	

Checklist – Activity 5. Students read and color the South America map according to the instructions.



<https://drive.google.com/file/d/1CQWNXvulfkRW2Nh6sy23C1eCDGvIzUEI/view?usp=sharing>

QUESTION NUMBER	QUESTION VALUE	CORRECT ANSWER (Y/N)
1-2	1	
3-4	1	
5	1	
6	1	
7	1	
8	1	
9-10	1	
11	1	
12	1	
13	1	
TOTAL:	10	

2.023 Speaking:

Formative Assessment– Activity 1. Students read and practice a short dialogue.

The teacher provides feedback to the students in order to improve their pronunciation.

Evidences in the video, min. 6:30: <https://www.youtube.com/watch?v=FaixpQ2M3ik>



<https://drive.google.com/file/d/15NwBPp6i2-vCUIdBA0om-SUvVmMQbx-/view?usp=sharing>

Rubric – Activity – 2. Students participate in a short dialogue in front of the group.

Some adjustments were necessary because it was difficult for the students to memorize and pronounce the questions.

LEVEL CRITERIA	EXCELLENT 😊	GOOD 😊	IN PROCESS 😞
VOCABULARY	The student uses the vocabulary appropriately.	The student uses the vocabulary with some mistakes.	The student uses the vocabulary with many mistakes.
PRONUNCIATION	The student do not need any pronunciation correction.	The student need some pronunciation correction.	The student need constant pronunciation correction.
UNDERSTANDING	The student perfectly understands what he/she is saying or being asked.	The student barely understands what he/she is saying or being asked.	The student do not understands what he/she is saying or being asked.

Evidences in the video, min. 8:15: <https://www.youtube.com/watch?v=FaixpQ2M3ik>

2.024 Writing:

Formative Assessment – Activity 1. Students copy a chart with information of different countries, nationalities and languages.

The teacher provides feedback to the students in order to improve their writing.

Rubric – Activity 2. Students locate different Countries on a map and write their correct Nationalities and Languages.

LEVEL CRITERIA	EXCELLENT 😊	GOOD 😊	IN PROCESS 😞
LOCATION	The student knows how to locate the countries on the map.	The student knows how to locate some of the countries on the map.	The student barely knows how to locate a few of the countries on the map.
NATIONALITY	The student knows how to write the Nationality of specific Countries.	The student knows how to write the Nationality of some specific Countries.	The student barely knows how to write the Nationality of a few specific Countries.
LANGUAGE	The student knows how to write the Language of specific Countries.	The student knows how to write some of the Languages of specific Countries.	The student barely knows how to write a few of the Languages of specific Countries.
ORTHOGRAPHY	The student perfectly knows that Countries, Nationalities and Languages are written with capital letters at the beginning.	The student forgets to write some Countries, Nationalities and Languages with capital letter at the beginning.	The student do not write Countries, Nationalities and Languages with capital letter at the beginning.

2.025 Analysis of the outcomes of the assessing or testing tools and Rationale behind the designed materials.

First of all, it is important to mention that regardless of each of the evaluation and assessment instruments that are carried out and which the teacher used, the students must also give each other feedback in order to make them aware of their strengths and areas of opportunity. For that reason, in some of the activities it was also required their valuable opinion or different contributions that they as classmates could make their partners, always in an atmosphere of cordiality and respect.

Regarding the outcomes of my assessing tools, I consider that they were concise, but practical and functional designs for each of the activities. As a teacher I seek to optimize time and be efficient when evaluating, which is why I decided to apply an evaluation instrument for each of the activities.

For listening activities, a rubric was used with 2 criteria to be evaluated and 3 levels of performance: Excellent, good, in progress. Likewise, a checklist was used to evaluate another of the activities. Then, it was decided to provide formative assessment, in the simplest activity in which only the student had to point out the different countries that he heard. In this way, when a student pointed to a country other than the one mentioned, they were given this oral formative assessment.

On the other hand, in reading activities, it was decided to use checklists since the activities to be developed were very precise. A score was given to each of the answers and in this way it was possible to successfully evaluate the students in an efficient way. Only in the first activity in which the Students read the names of the different countries and paste the flags in the correct place, oral formative assessment was provided.

Referring to speaking, it is important to mention that before designing assessment strategies, we should reflect on: (Kuhlman, N. 2008)

1) Speaking is an observable skill so it might be easier to assess. The teacher can just assign a topic to students and observe the achievements and errors they show.2) When speaking, we include non-verbal language such as hand or body movements, and facial expressions.

3) Speaking requires interaction with at least two people.

4) Speaking may show language variation, that is, some particular dialects may appear as issues to discuss. Speakers may show some sort of accent as a result of their L1.

5) Speaking cannot be assessed in isolation. The teacher should pair or group students so that speaking can occur through interacting conversation.

Taking these characteristics as a basis for evaluating speaking, it is decided to carry out a rubric and formative assessment to the reading activities.

For the first speaking activity in which Students read and practice a short dialogue, an oral formative assessment was provided.

However, for their oral participation in a short dialogue in front of the group, a rubric was created in order to evaluate 3 aspects: vocabulary, pronunciation and understanding.

Like the other assessment tools, it turned out to be concise, but functional. It was easy to use when evaluating students and I had no major setbacks.

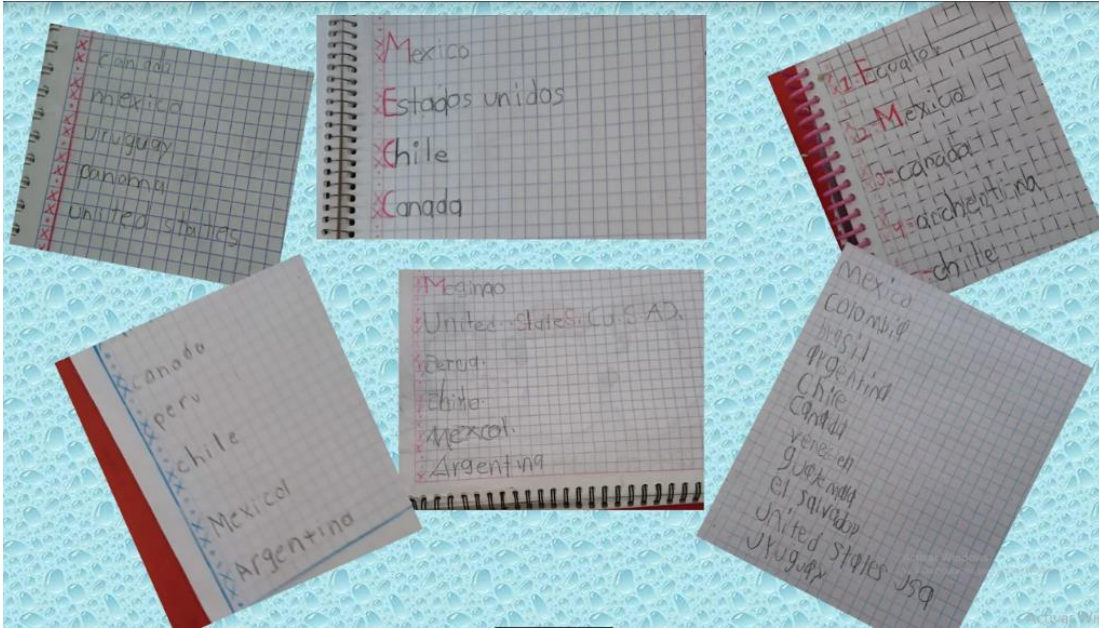
Finally, talking about writing activities, it is important to mention that according to O'Malley and Valdez Pierce, Analytic rubrics can help teachers assess specific aspects of the writing domain. Analytic rubrics generally focus on more specific aspects. In the case of the writing domain, for example, an analytic rubric might be focused merely on organization. Assessment might be more accurate if rubrics are used, whether holistic or analytic scales. (O'Malley, J. M. & Valdez Pierce, L. 1996).

It is for this reason that it was considered to use a rubric as an evaluation tool for the last writing activity. This last activity has a certain degree of greater complexity. This rubric was applied for the final product with 4 criteria to be evaluated in order to evaluate the new knowledge acquired throughout the lesson: Location, Nationality, Language and Orthography. Only the first writing activity, which was actually very simple, since it was only necessary to correctly copy information from a chart. It was decided to provide formative assessment, for that reason, because it was very simple.

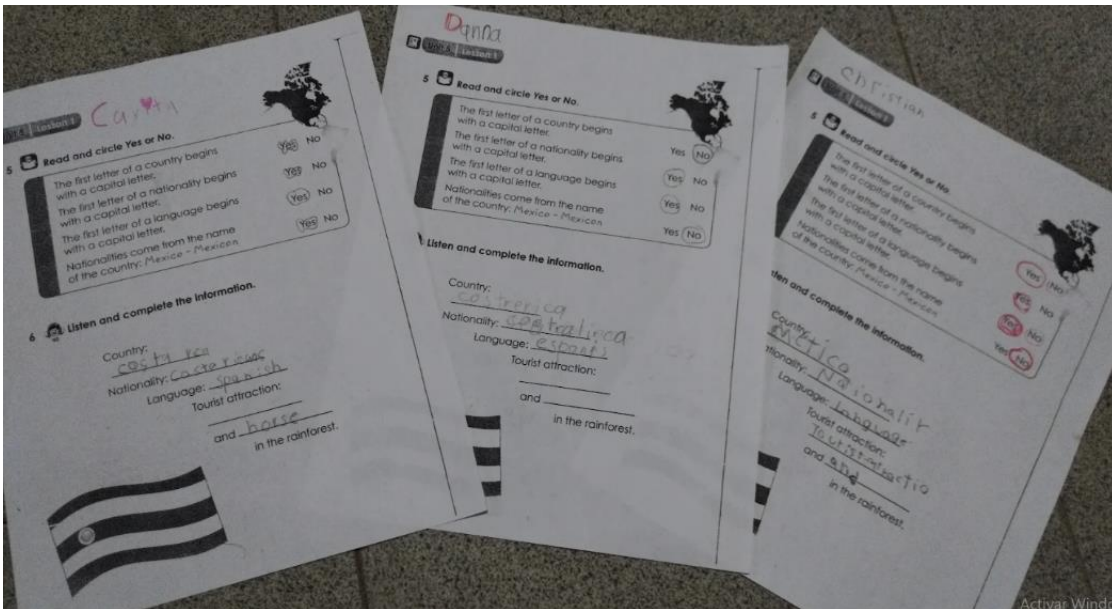
In my opinion, all the assessment tools were efficient since they were applied to each of the activities developed with the students.

2.03 Attached evidences of (graphics, photos, images)

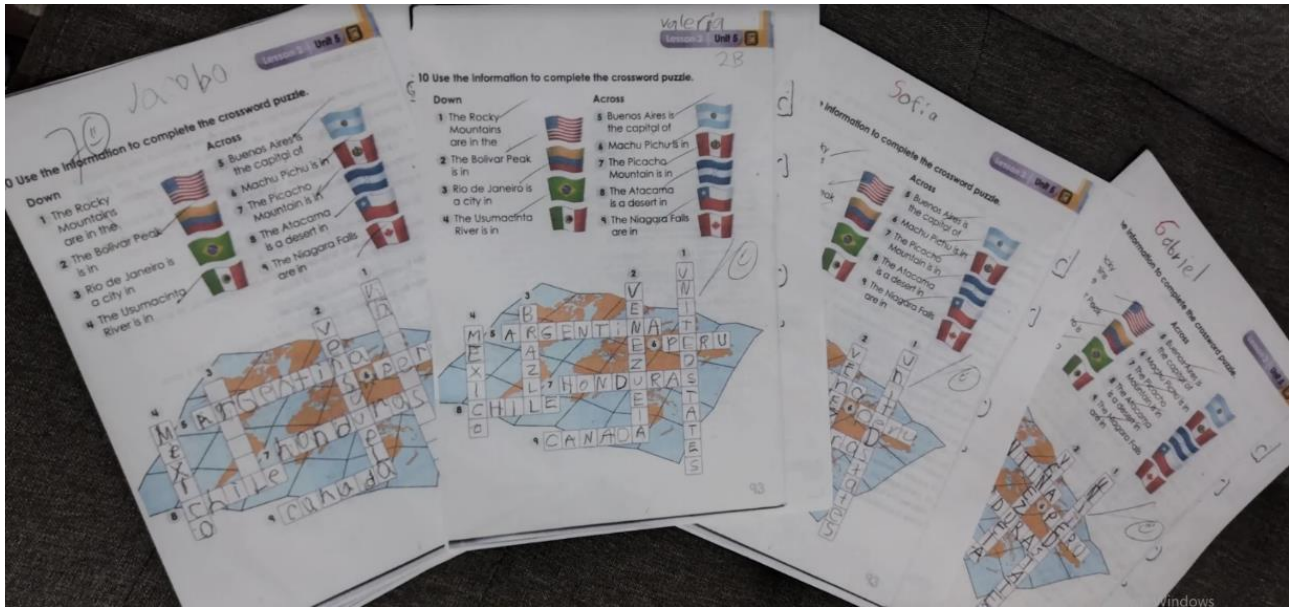
Listening Activity 1



Listening Activity 3



Reading Activity 2



Reading Activity 3



Reading Activity 4



Reading Activity 5

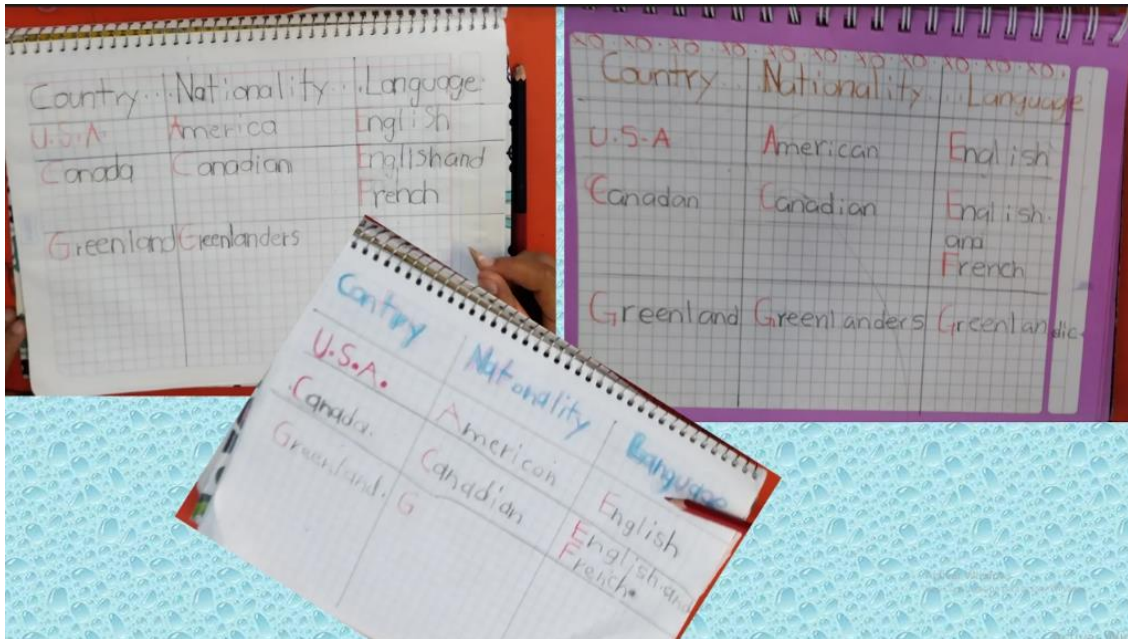


Speaking Activities



Evidences in the video, min. 6:30: <https://www.youtube.com/watch?v=FaixpQ2M3ik>

Writing Activities



2.04 Evidences of your designed tool to assess your students.

NAME: Maximiliano R. Amozoa 2^o

LEVEL	EXCELLENT 5	GOOD 4	IN PROCESS 3	
CRITERIA	The student listens and writes the name of at least 5 countries.	The student listens and writes the name of 3 to 4 countries.	The student listens and writes the name of countries 0 to 2 countries.	Good
VOCABULARY	The student correctly writes the names of the countries.	The student correctly writes the names of the countries, but does not use capital letter.	The student writes the names of the countries, but omits or adds some letters.	In Process
GRAMAR AND ACCURACY				

NAME: Carla Victoria Fernández 2^o

LEVEL	EXCELLENT 5	GOOD 4	IN PROCESS 3	
CRITERIA	The student knows how to locate the countries on the map.	The student knows how to locate some of the countries on the map.	The student barely knows how to locate a few of the countries on the map.	Excellent
NATIONALITY	The student knows how to write the Nationality of specific Countries.	The student knows how to write the Nationality of some specific Countries.	The student barely knows how to write the Nationality of a few specific Countries.	Excellent
LANGUAGE	The student knows how to write the Language of specific Countries.	The student knows how to write some of the Languages of specific Countries.	The student barely knows how to write a few of the Languages of specific Countries.	Excellent
ORTHOGRAPHY	The student perfectly knows that Countries, Nationalities and Languages are written with capital letters at the beginning.	The student forgets to write some Countries, Nationalities and Languages with capital letter at the beginning.	The student do not write Countries, Nationalities and Languages with capital letter at the beginning.	Excellent

NAME: Gabriel A. Silva Morales 2^o

LEVEL	EXCELLENT 5	GOOD 4	IN PROCESS 3	
CRITERIA				
VOCABULARY	The student uses the vocabulary appropriately.	The student uses the vocabulary with some mistakes.	The student uses the vocabulary with many mistakes.	Excellent
PRONUNCIATION	The student do not need any pronunciation correction.	The student need some pronunciation correction.	The student need constant pronunciation correction.	Good
UNDERSTANDING	The student perfectly understands what he/she is saying or being asked.	The student barely understands what he/she is saying or being asked.	The student do not understands what he/she is saying or being asked.	Excellent

Results Listening - Activity 1

	NAME	EVALUATION	
		VOCABULARY	GRAMMAR AND ACCURACY
1	CARLA	GOOD	EXCELLENT
2	DANNA	GOOD	EXCELLENT
3	CHRISTIAN	IN PROCESS	GOOD
4	GABRIEL	IN PROCESS	GOOD
5	SOFIA	GOOD	GOOD
6	JACOBO	IN PROCESS	IN PROCESS
7	ZARA	IN PROCESS	IN PROCESS
8	RENE	EXCELLENT	GOOD
9	LARROYE	GOOD	IN PROCESS
10	CARLOS	GOOD	EXCELLENT
11	IAN ELIEL	EXCELLENT	GOOD
12	MAXIMILIANO	GOOD	IN PROCESS
13	BYRON	IN PROCESS	IN PROCESS
14	OLIVER	IN PROCESS	IN PROCESS
15	MATEO	IN PROCESS	GOOD
16	LUCIANA	EXCELLENT	IN PROCESS
17	URIEL	IN PROCESS	IN PROCESS
18	MATIAS	GOOD	GOOD
19	ELIAS	IN PROCESS	GOOD
20	YURIA ZOE	IN PROCESS	IN PROCESS
21	EVAN	EXCELLENT	IN PROCESS

Results Listening – Activity 3

	NAME	QUALIF.
1	CARLA	6
2	DANNA	2
3	CHRISTIAN	0
4	GABRIEL	2
5	SOFIA	2
6	JACOBO	2
7	ZARA	0
8	RENE	4
9	LARROYE	2
10	CARLOS	0
11	IAN ELIEL	0
12	MAXIMILIANO	0
13	BYRON	0
14	OLIVER	2
15	MATEO	2
16	LUCIANA	2
17	URIEL	2
18	MATIAS	2
19	ELIAS	0
20	YURIA ZOE	2
21	EVAN	4

Results Reading – Activity 2

	NAME	QUALIF.
1	CARLA	10
2	DANNA	10
3	CHRISTIAN	7
4	GABRIEL	10
5	SOFIA	10
6	JACOBO	7
7	ZARA	7
8	RENE	8
9	LARROYE	8
10	CARLOS	8
11	IAN ELIEL	10
12	MAXIMILIANO	7
13	BYRON	10
14	OLIVER	10
15	MATEO	8
16	LUCIANA	10
17	URIEL	8
18	MATIAS	10
19	ELIAS	10
20	YURIA ZOE	10
21	EVAN	10

Results Reading – Activity 3

	NAME	QUALIF.
1	CARLA	10
2	DANNA	10
3	CHRISTIAN	10
4	GABRIEL	10
5	SOFIA	10
6	JACOBO	10
7	ZARA	8
8	RENE	10
9	LARROYE	10
10	CARLOS	10
11	IAN ELIEL	10
12	MAXIMILIANO	10
13	BYRON	8
14	OLIVER	10
15	MATEO	8
16	LUCIANA	10
17	URIEL	10
18	MATIAS	10
19	ELIAS	8
20	YURIA ZOE	10
21	EVAN	10

Results Reading – Activity 4

	NAME	QUALIF.
1	CARLA	10
2	DANNA	10
3	CHRISTIAN	10
4	GABRIEL	10
5	SOFIA	10
6	JACOBO	10
7	ZARA	8
8	RENE	10
9	LARROYE	10
10	CARLOS	10
11	IAN ELIEL	10
12	MAXIMILIANO	9
13	BYRON	10
14	OLIVER	10
15	MATEO	10
16	LUCIANA	10
17	URIEL	10
18	MATIAS	10
19	ELIAS	10
20	YURIA ZOE	7
21	EVAN	10

Results Reading – Activity 5

	NAME	QUALIF.
1	CARLA	10
2	DANNA	7
3	CHRISTIAN	10
4	GABRIEL	10
5	SOFIA	9
6	JACOBO	10
7	ZARA	8
8	RENE	10
9	LARROYE	10
10	CARLOS	8
11	IAN ELIEL	9
12	MAXIMILIANO	9
13	BYRON	10
14	OLIVER	10
15	MATEO	10
16	LUCIANA	10
17	URIEL	10
18	MATIAS	10
19	ELIAS	10
20	YURIA ZOE	9
21	EVAN	10

Results Speaking – Activity 2

	NAME	EVALUATION		
		VOCABULARY	PRONUNCIATION	UNDERSTANDING
1	CARLA	EXCELLENT	EXCELLENT	EXCELLENT
2	DANNA	EXCELLENT	EXCELLENT	EXCELLENT
3	CHRISTIAN	EXCELLENT	GOOD	EXCELLENT
4	GABRIEL	EXCELLENT	GOOD	EXCELLENT
5	SOFIA	EXCELLENT	GOOD	EXCELLENT
6	JACOBO	EXCELLENT	EXCELLENT	EXCELLENT
7	ZARA	EXCELLENT	GOOD	EXCELLENT
8	RENE	EXCELLENT	EXCELLENT	EXCELLENT
9	LARROYE	GOOD	GOOD	EXCELLENT
10	CARLOS	GOOD	EXCELLENT	EXCELLENT
11	IAN ELIEL	EXCELLENT	GOOD	EXCELLENT
12	MAXIMILIANO	GOOD	EXCELLENT	EXCELLENT
13	BYRON	EXCELLENT	EXCELLENT	EXCELLENT
14	OLIVER	EXCELLENT	EXCELLENT	EXCELLENT
15	MATEO	EXCELLENT	EXCELLENT	EXCELLENT
16	LUCIANA	EXCELLENT	EXCELLENT	EXCELLENT
17	URIEL	EXCELLENT	GOOD	EXCELLENT
18	MATIAS	EXCELLENT	EXCELLENT	EXCELLENT
19	ELIAS	EXCELLENT	EXCELLENT	EXCELLENT
20	YURIA ZOE	EXCELLENT	EXCELLENT	EXCELLENT
21	EVAN	EXCELLENT	EXCELLENT	EXCELLENT

Results Writing – Activity 2

	NAME	EVALUATION			
		LOCATION	NATIONALITY	LANGUAGE	ORTHOGRAPHY
1	CARLA	EXCELLENT	EXCELLENT	EXCELLENT	EXCELLENT
2	DANNA	EXCELLENT	GOOD	GOOD	EXCELLENT
3	CHRISTIAN	GOOD	GOOD	GOOD	GOOD
4	GABRIEL	GOOD	GOOD	EXCELLENT	GOOD
5	SOFIA	GOOD	GOOD	EXCELLENT	EXCELLENT
6	JACOBO	GOOD	IN PROCESS	EXCELLENT	GOOD
7	ZARA	GOOD	IN PROCESS	EXCELLENT	GOOD
8	RENE	EXCELLENT	GOOD	EXCELLENT	EXCELLENT
9	LARROYE	GOOD	IN PROCESS	EXCELLENT	EXCELLENT
10	CARLOS	GOOD	EXCELLENT	EXCELLENT	EXCELLENT
11	IAN ELIEL	EXCELLENT	GOOD	GOOD	GOOD
12	MAXIMILIANO	GOOD	EXCELLENT	GOOD	EXCELLENT
13	BYRON	EXCELLENT	EXCELLENT	EXCELLENT	EXCELLENT
14	OLIVER	GOOD	EXCELLENT	GOOD	GOOD
15	MATEO	EXCELLENT	EXCELLENT	EXCELLENT	GOOD
16	LUCIANA	EXCELLENT	EXCELLENT	GOOD	EXCELLENT
17	URIEL	EXCELLENT	GOOD	GOOD	GOOD
18	MATIAS	EXCELLENT	EXCELLENT	EXCELLENT	EXCELLENT
19	ELIAS	EXCELLENT	EXCELLENT	EXCELLENT	EXCELLENT
20	YURIA ZOE	EXCELLENT	EXCELLENT	GOOD	GOOD
21	EVAN	EXCELLENT	EXCELLENT	EXCELLENT	EXCELLENT

2.041 Analysis of the results

I consider that the evaluation tools were efficient.

The fact of applying a tool for each of the activities was very practical for me and made it easier for me to evaluate the students.

In the same way, I think that since we are dealing with evaluations of second grade students, who do not have a high level of English, it helps the simplicity and practicality of these evaluation tools since they are not as detailed as other tools could be, such as a rubric to grade a writing activity at advanced levels of English, in which it already involves developing more detailed and in-depth evaluation criteria.

As it is told in chapter 3 of this document, the listening activities were the ones that were difficult for the students.

Within these listening activities, the most complex was activity 3, in which the students had to listen and complete information regarding Costa Rica. In this activity, the vast majority failed to hear any of the answers or only one of them. Only 2 students were able to hear 2 responses and 1 student was able to hear 3. No student was able to hear all 5 responses.

In order to improve this activity, I would pause the video, so students have time to write down their answers or I would slow down the audio playback to make it easier for them to hear the answers. Another solution would be to write an answer box so that the students have more clues.

On the other hand, the listening activity that was easiest for them was to point to countries located in North, Central and South America. I guess because the audio was slower and more paused they were able to achieve better performance.

Finally, about listening activities, the one that turned out to be of medium complexity, that is, neither so easy nor so difficult. It was the activity in which the students had to listen to a song and write down in their notebook all the names of countries that they could hear.

Now, talking about reading activities, the results and the attitude of the students were more satisfactory. They really enjoyed the activities, especially the coloring of the maps, and they honestly solved them without a great degree of complexity. Coloring pictures is something that first and second grade students enjoy very much, coupled with the confidence they show by having prior knowledge of colors in English. These activities were a success and the vast majority obtained good marks.

As for the crossword activity, it also got good answers, although it was a bit more difficult for some of them. In any case, the reading activities had good results in general.

Switching to the speaking activities, I think it was another activity that the children really enjoyed, since they love to participate when they feel safe. By having all the tools such as vocabulary and questions necessary to develop their activities, they felt confident and enthusiastic about participating. At the end, all the students perfectly understood what they were asking and answering.

The evaluation ranges of the pronunciation and vocabulary criteria were mostly excellent and some good, which indicates that it was an activity in which the students did wonderfully.

Last but not least, about the results of the writing activities, they were also very satisfactory. The evaluation ranges were also between *Excellent* and *Good*, without having any *In process*. This reflects that the practice that was had with the students during the lesson was efficient.

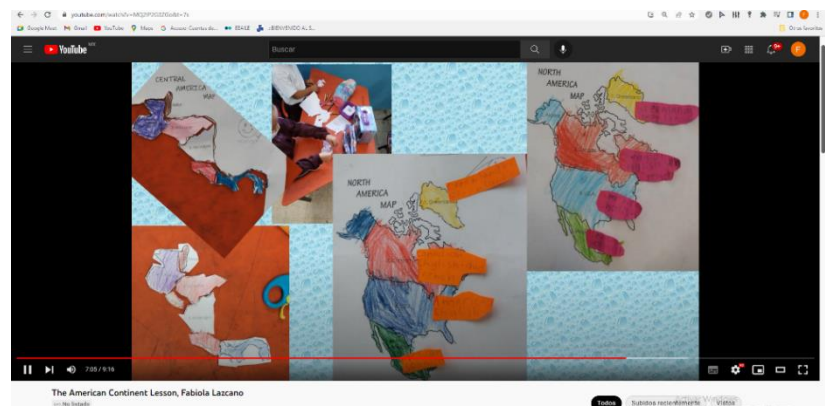
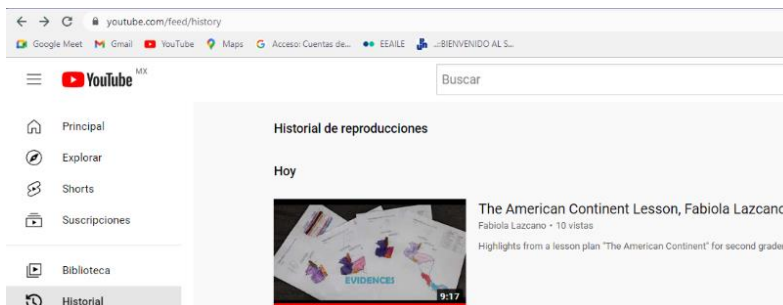
All in all, I consider that something I could change about these tools is to increase 1 or 2 more levels of evaluation in the rubrics in order to provide a closer description of the achievements of the students. In the same way, a section of observations could be attached to each of the evaluation instruments, both rubrics and checklists with the aim of improve this evaluation instruments.

2.05 Video

Links for the video:

<https://www.youtube.com/watch?v=MQ2IP2G3ZGo>

<https://drive.google.com/file/d/1wDdE0MDMGjTjHGupFacKI7qt1Pys8RPP/view?usp=sharing>



CHAPTER 3: EXPERIENCE REPORT

3.01 Listening

During the development of this lesson, I consider that the students showed interest in the topic: The American Continent during most of the classes. They found most of the activities attractive, although in general the listening activities were considered the most complex for them.

During the development of the first listening activity in which the students had to listen to a song in which different country names are mentioned, some of them showed concentration and managed to write more than 5 country names. However, some others felt frustrated because the speed of the song was so fast that they couldn't concentrate.

Some others managed to hear some names of countries, but they did not know how to write them, and they wrote them as they understood them.

In this activity I observed that most of the students wrote 2-3 country names, while only 5 or 6 students managed to write more than 5.

I consider that the students found this activity more or less difficult, since the subject and names of countries had not yet been studied in depth.

Honestly, the results that I expected from this activity were that most of the students would manage to write the names of 5 countries of the American continent, without much problem, but although some showed difficulty, I was glad that none was left without writing anything.

On the other hand, the activity in which the students only had to point out to the countries as they listened to them in the audio, turned out to be easier and more pleasant for them, since the speed of the audio was much more accessible.

Most of the students managed to identify most of the countries mentioned in the audio.

The result of this activity did meet my expectations, as the students were able to locate most of the countries mentioned without further complication.

In addition, I consider that the fact of working in pairs was useful for the students, since if at some point they did not find the country themselves, their partner perhaps managed to find it first and this contributed to the fact that on the second or third opportunity they had at listen to the audio, they could successfully point out the countries mentioned.

Another activity that was very difficult for the students was to complete the information regarding the country of Costa Rica on page 88 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams. I noticed that the majority failed to complete most of the answers. Therefore, I chose to write some response options on the board that they could listen to in order to make the task easier for them.

This activity totally broke my expectations, I thought it would be an activity in which the students would have a better performance with a greater number of correct answers, but I was surprised that many left several answers blank and that although I wrote down key words on the board they were unable to identify them.

As I mentioned previously in the previous section of this document, a possible solution for this activity would be to provide an answer box and edit the audio so that it sounds slower.

3.02 Reading

Regarding reading, the results were more satisfactory, since these activities turned out to be easier for the students. They liked reading and learning the names of the countries, as well as knowing some of their characteristics, such as their flags and languages.

The truth is that I was surprised by the way in which they solved these activities, where the students had to color their maps. I thought it would be a bit more complicated for them, but they handled it very well.

The crossword activity on the copy of page 93 from the textbook I'm Ready 2 by Angela Llanas and Libby Williams was solved very well by the majority.

I was also surprised that this activity was not so complicated for them, although I think the illustrations of the flags helped a lot. For this reason, perhaps this would be an activity that I would change, since far from fully focusing on reading, they were also very supported by the illustrations of the flags.

I consider that one of the activities that they enjoyed the most was reading and coloring the maps of North, Central and South America.

3.04 Speaking

I consider that it was satisfactorily achieved to provoke interest in the students to know what languages are spoken in other countries, as well as their nationalities and flags.

Likewise, with the sequence of activities which range from lesser to greater difficulty, it was possible for them to feel confident, go to the front of the group and talk about countries, nationalities and languages.

It is worth mentioning that I had to make some adjustments in order to increase confidence in students. Instead of having students ask the full questions "What's the name of this country?", "What's their Nationality?", etc. They only mentioned the keywords: "Country", "Nationality" and "Language". In this activity I did not think that some students could not formulate the complete question.

Finally, I think that in this activity the students felt very motivated to go to the front of the group because of the applause and ovation after they finished their performance.

3.05 Writing

Writing activities were well received by the students, since they already had full knowledge of what they were writing and the correct pronunciation.

Although most of the students do not like to write too much, the writing activities were quite kind and this helped the students to do them enthusiastically.

In the end they enjoyed playing with their puzzles and practicing reading the information. Finally, it was observed that since they had already practiced pronunciation in the speaking activities, it turned out to be a simple game for them.

This activity met my expectations, since I knew that they would like the final product: the puzzle of one of their maps.

CHAPTER 4: CONCLUSIONS

In conclusion, in the present work a lesson plan is carried out with integrated and interrelated activities with an intercultural approach taking into account the contexts and different characteristics of a Primary Public School students.

Although this sounds like something that teachers do on a daily basis during their work routine and that should not generate a major problem, it can be mentioned that planning is very different when different approaches, methodologies and techniques have already been studied for each of the skills that are developed during the teaching and learning of the English language: Listening, reading, writing and speaking.

In other words, during the preparation of this and other documents, it is now possible to raise awareness in greater depth about the planning, development, and evaluation of the activities carried out with the students.

Initially, before starting this specialty, I made my plans always considering the different Schools of Linguistics, and where I always saw myself positioned in a methodology of structuralism and behaviorism. Because as a student I have experienced Behaviorist School almost all of the time, because old teachers always say things like “if you don’t do this... then this will happen”. At the same time, they used to be inflexible and very strict people. I honestly believe that all those actions avoid students to have confidence and a positive attitude towards the knowledge.

For that reason, I have tried to be more flexible in that regard.

On the other hand, and as I see it, I have put into practice different schools of thought trying not to overdo any of them. To my way of thinking, behaviorism could be helpful if you practice it with specific purposes, especially when you want to create an adequate learning environment, but that’s why I previously said that we have to be careful of not abusing its use. It is not about sowing fear in children with strict rules, but it is about showing them the right path to respect others in an atmosphere of harmony and confidence as well.

Additionally, Humanism is another important school, which I have found valuable. It is a fact that human beings have to satisfy their basic needs such as water and food in order to continue with other important things like learning.

So, when it is necessary, kids have breakfast before English class, I do not care if I have to waste a few minutes. It also applies when kids are thirsty. They are free to drink water whenever they want.

All these aspects have always been considered, as well as motivation. It is important to motivate our students, so they can feel enthusiastic and self-realized when they achieve something new.

Other aspects that I have also considered are the learning styles of my students, as well as the sequence of the topics of the English plan and programs. However, now, not only do I consider all this, but I also take into account the importance and relevance of each of the skills separately and in which we can apply different methodologies to learn new vocabulary, communication models to develop a dialogue and a variety of techniques that exist to support students to successfully develop their writing, grammar, writing, among others. Sometimes the simple fact of knowing the theory of an approach helps us to go deeper into it, to plan it and even to evaluate it in a better way.

Some theories, which I did not know and I have learned during this specialization are: Intercultural Competence Model, Bottom-up, Top-bottom and the Interactive Instructional Approaches for Reading, Schema theory.

Some writing approaches. I had not realized that I use controlled and guided writing with my students. I did not know the name of these approaches. Therefore, I now have a better foundation of the activities that I do with my students.

There are approaches that I already used and did not know the theory. For example, Micro-skills, The Input Hypothesis, Natural Approach, Total Physical Response, Stages of Student Listening and the the Controlled-Free Practice Cline.

Now I think I feel more identified with the sociocultural school and the intercultural approach. I have learned the importance that it has in the teaching and learning of the English language, in addition to the fact that students are highly motivated to be more curious about the language.

Likewise, the correct organization of a topic helps us plan activities that are more attractive to students and facilitate their learning.

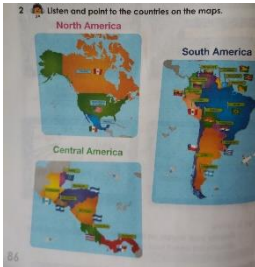
During the development of this specialty, I have also managed to see advances not only in the planning of activities, but I was also able to realize the way in which I function within the classroom with the students, I was able to see myself from the outside and evaluate myself, from the body movements that I adopt as a teacher, the way I give instructions and the way students are motivated by my attitudes. I know that much remains to be polished, however I am in the process of continuing to improve these and other aspects of my teaching.

All in all, that is why I tried to consider these and other points in order to successfully plan, develop activities and evaluate them with a relevant topic that would cause curiosity and motivation to my students.

CHAPTER 5: APPENDICES AND APA STYLE REFERENCES.

5.01 Appendices

APPENDIX A



<https://drive.google.com/file/d/1vAohOvVC9Db4zFOAQKsg-maweX693v64/view?usp=sharing>

APPENDIX B



<https://drive.google.com/file/d/1yjdpXg2sRcdiwoJ7jxYgF722I-TSC95Z/view?usp=sharing>

APPENDIX C



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APPENDIX D



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APPENDIX E



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APPENDIX F



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APPENDIX G



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APPENDIX H



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APPENDIX I



<https://drive.google.com/file/d/1e3PmEO9jSQyB5L2aGfFOrox2qBeDGyWA/view?usp=sharing>

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