



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera.

Final Project:

Keep healthy.

Verónica Reséndiz González

Rosa María Castillo del Carmen.

Tequisquiapan, Querétaro Junio de 2022.

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DECLARATION LETTER:

I declare that the following **ASSIGNMENT:**
FINAL PROJECT VERONICARESENDIZGONZALEZ is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unacceptable in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfjb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”*¹

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally

¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.

http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.”

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

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor.”²

² Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>

Table of contents

	Page
Introduction.....	6
Chapter 1: Philosophy and theory.	
1.01 Teaching identity.....	7
1.02 Teaching philosophy	9
1.03 Theory underlying your teacher practice and identity	11
Chapter 2: Methodology and practice.	
2.01 A Practical and useful lesson plan.....	16
2.02 Designing of necessary tools to assess/test the progress of students.....	29
2.03 Attached evidences.....	30
2.04 Evidences of the designed tools to assess.....	32
2.05 Performing and recording the activities (video).....	34
Chapter 3: Experience report.....	35
Chapter 4: Conclusions.....	36
Chapter 5: Appendixes.....	37

INTRODUCTION.

“Language and culture are the frameworks through which humans experience, communicate, and understand reality.” (Lev Vygotsky, 1968)

The title of this project is: Keep healthy. It was applied with students of sixth semester in Colegio de Bachilleres del Estado de Querétaro, campus 12 in Tequisquiapan Querétaro.

To work with an intercultural activity, we talked about sports around the world, the students had the opportunity to listen about some sports that are not practiced here in our country, they expressed their ideas about those sports and also wrote about their favorite sport.

The purpose of this project is developing the four skills: reading, writing, listening and speaking through communicative approach and task-based learning.

All the activities were designed taking into account all the concepts aborded during this specialization.

The assessment tools were designed with a specific purpose and trying to assess the most important part of each activity.

During the realization of this project the participation of the students was vital, all of them were enthusiastic and with the best disposition at the time of carrying out the activities, this resulted in the good performance of each one.

CHAPTER 1: PHILOSOPHY AND THEORY.

1.01 Teaching identity.

My name is Verónica Reséndiz González, I studied Pedagogy and my dream work was to work in high school, I did not know in which area or even what subject but I always visualized myself working with teenagers.

The life took me to work in a private, catholic Elementary school, the principal nun gave the opportunity to teach first grade. It was a big challenge for me to teach how to write and how to read to my little students.

It is important to mention that at that moment I had not finished university, I was a student on Saturdays and I worked as a teacher from Monday to Friday, it was a great opportunity for me because I could put into practice all that I learned at school at the same time.

With that job I really loved working with kids and I decided to study a master degree in University Teaching because I wanted to continue working in Elementary school from Monday to Friday and maybe teach in high school or university on Saturdays.

I left my first job because I received a better opportunity from La Salle Elementary school, so I started working there.

After a year, the principal left us and the new principal arrived with new ideas, he wanted to make the Elementary school bilingual so he offered to pay half the cost to an English course to all teachers. I accepted and with this decision my life changed forever.

After a year studying English and because of my good grades, my principal offered me to teach English. At the beginning I did not accept the offer, but after some weeks he talked to me and I accepted. I started my career as an English teacher with 3rd grade, at some moments I felt that my students knew even more than me, most of them had had studied English since kinder garden and that was not my case.

At that moment I felt really frustrated because I did not studied for being an English teacher, my career was completely different and it was in the Spanish area, but I have to accept that it was so challenging and I learned a lot.

A year later I left that school and I won my plaza in a public Elementary school during the afternoon shift. I was not an English teacher anymore, but I did not want to leave my English classes so I finished all the courses and at the end I got my TOEFL, after that a friend of mine told me: why don't you take the TKT course? I did it.

My mornings were free and near my house there is a high school so I went and asked for work as a Spanish teacher, the principal saw my resumé and he told me that he needed an English teacher, I accepted. At last, my dream had come true: working with teenagers.

From then until now, I work in Colegio de Bachilleres del Estado de Querétaro as an English teacher in sixth semester.

My school is located in the municipality of Tequisquiapan, it is the campus #12. It is a public high school and it has two shifts, I work in the morning one. The school has 15 groups with at least 40 students in each one, it is so complicated to work with so many students.

The English team of which I am a part, work with the Cambridge for DGB books, we use these materials from first to sixth semester and the students has at least 3 hours of the English subject per week, just in fifth semester they have 5 hours per week.

The contents of the program that I mentioned before integrate the different aspects of language, with the process of interpretation and production. For all of us as teachers it is equally important to consider not only the object of language but also the process of interaction and the way in which students interact with each other to convey ideas, feelings thoughts or intentions and purposes.

My school follows and apply the constructivism theory, we focus on student questions and interests, we build on what students already know, we focus on interactive learning and we are student-centered, we have a dialogue with students to help them construct their own knowledge, they root in negotiation, and students work primarily in teams.

1.02 Teaching philosophy.

“If a child can’t learn the way we teach, maybe we should teach the way they learn.” This quote by Ignacio Estrada constitutes my teaching philosophy, our students start the learning process loving learning and being entertained with learning games, where they can make decisions, choices and in a very short time, they sit in a school asked to do things only our way, follow procedures and got tested based on what they are told!

Is it just not normal they lose interest because we never ask them how they “want” to learn?

It is not about changing the educational system overnight; it is not about letting our students deciding about their education it is simply giving them the chance to tell us what they know already about what we teach them.

Doing this, we can make learning a game, just like we showed them that learning it is. A game through questions and answers, choices, failure and success, yes failure, I always try to show them that failure IS an option; mistakes are an invaluable part of learning. Education often is not linear. It is through the process of recursive inquiry observation, exploration, analysis, and evaluation that meaningful learning takes place, so I say to my students that in order to learn, they have to try and they have to fail, if they do not fail, they won’t learn.

Now, talking about my identity and taking into consideration all the approaches that we saw during the first module of this specialization, in my personal opinion all of the approaches are important but we use some of them more than others maybe because of the context we work in. In my case I feel more comfortable with the cognitive approach.

Cognitive methods in foreign language teaching attract young learners' attention to topics, enhance and promote understanding of grammar and language, increase students' enthusiasm, and help students remember new vocabulary and structure.

The cognitive theory of learning regards second language acquisition as a conscious and rational thinking process involving deliberate use of learning strategies. As we all know a learning strategy is a special way of processing information, which can enhance the understanding, learning or retention of information. This interpretation of language learning is in sharp contrast to the behaviorist interpretation of language learning, which regards language learning as an unconscious and automatic process. For example, this view leads the classroom to focus on using the learning strategies observed in successful language

learners, and to treat the learner as an "information processor" with restrictions on how much new information can be retained and who needs strategies to be able to transmit information into the memory.

In the last lesson of the first module, we talked about the different kind of material that we use in our classroom.

Well, during my classes I use audios, videos, flashcards, even puppets to attract students' attention and talking about technology the COVID-19 pandemic is quickly demonstrating why online education should be a vital part of teaching and learning. Effective use of digital learning tools in the classroom can increase student participation, help teachers improve lesson plans, and promote personalized learning. It can also help students develop basic skills for the 21st century. But we can also face some problems: while some students thrive in the online education environment, other students are left behind due to various factors, including support resources. For example, a student who is already struggling in a face-to-face environment may struggle even more in the current situation. These students may depend on resources that they no longer have in their homes. Despite this, most students usually show confidence in using online education when they have resources. However, online education may pose challenges to teachers, especially in places that are not frequently used. With most of my students I have online sessions in zoom, I use WhatsApp for sending audios and videos that they record by themselves, I also use Google forms for exams and Moodle for grading activities, in addition we have access to a Cambridge platform where the students have their online workbook so they can answer exercises and have more practice.

Having mentioned the above, I feel that my philosophy and my teaching identity is a mixture of everything that I have managed to learn throughout seven years of experience as an English teacher.

1.03 Theory underlying your teacher practice and identity.

During the first module of the specialization, I learned about how people learn a language, I learned about what learning a language entails, like Krashen's Monitor Model, Interactional Models, the Sociocultural Theory, and identifying how these approaches have given shape to perspectives on language teaching.

I also learned about the differences between foreign and second language learning, the nature and role of input as well as linguistic production in the process of learning and acquiring a language, the different approaches and reflecting on the importance of input and production for the language learning and teaching process.

I looked through the different concepts related to Sociocultural Theory and learning processes as well as non-linguistic influences in the process of learning and acquiring a language, especially as it applies to classroom learning.

First of all, let's review what a Kolb's model is.

Kolb's Experiential Learning Theory (ELT) is a learning theory developed by David Kolb, who published his model in 1984. He was inspired by the work of Berlin Gestalt psychologist Kurt Lewin. ELT is a method for assessing a person's skills and job requirements in the same language that can measure its measurability. Kolb's experiential learning theory works on two levels: a four-stage learning cycle and four independent learning styles. Kolb's theory has a holistic view, including experience, perception, cognition, and behavior.

The learning cycle basically includes four stages, namely: concrete learning, reflective observation, abstract conceptualization, and active experimentation. As learners progress in the cycle, effective learning can be seen. Learners can also enter the loop in a logical sequence at any stage of the loop.

The first stage is specific learning, where learners encounter new experiences or reinterpret existing experiences. Next comes the next stage, namely reflective observation, where learners reflect on their experience on an individual basis. After this is abstract conceptualization, learners form new ideas or modify existing abstract ideas based on the reflections generated during the reflective observation phase. Finally, the active experiment phase is where the learner applies new ideas to his surrounding environment to see if there are any modifications in the next experience. This second experience becomes the specific

experience for the beginning of the next cycle, starting from the first stage. This process can happen in a short or long time.

Kolb's learning style is explained based on two dimensions: they are how a person understands and processes information. Then classify this perceptual information as concrete experience or abstract conceptualization, and classify the processed information as active experiment or reflective observation.

Diverging: Individuals in this way of learning see things from different perspectives. They like to see rather than do. They have a strong imagination, emotion, art, like teamwork, and an open attitude to receive feedback. They have a wide range of interests in different cultures and people. The characteristics of learning are concrete experience and reflective observation.

Assimilating: People in this way of learning prefer clear information. They can format the given information logically and explore analysis models. They are more interested in concepts and abstracts than in people. Features include abstract conceptualization and reflective observation.

Converging: Converging learners solve problems. They apply what they have learned to practical problems. In addition, they prefer technical tasks and try new ideas. They often have no feelings. Learning is characterized by abstract conceptualization and active experimentation.

Accommodating: People in this way of learning prefer to actually do things. They are attracted by new challenges and solve problems intuitively. The characteristics of learning are specific experiences and active experiments.

How the Kolb's model is helpful for my teaching practice:

- 1) It helps me to develop more suitable learning opportunities for target learners.
- 2) It helps me to design activities so that my students have the opportunity to learn in a way that suits their learning style; and
- 3) It focusses on activities that enable my students to experience each of the four phases of the experiential learning cycle.

These are the main reasons why I tried to adapt my classes following the Kolb's model.

During the first module, I also learned about the importance of take into account the Zone of proximal development, ZPD is defined by Vygotsky (1978) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”

I became more aware about what my students already know and what they need to learn because they do not ignore everything and I discovered the differences between acquisition and learning.

According to Krashen there are two independent systems of foreign language performance: the acquired system and the learned system. The acquired system or acquisition is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. The learned system or learning is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules. A deductive approach in a teacher-centered setting produces learning, while an inductive approach in a student-centered setting leads to acquisition.

Krashen proposed that the knowledge learned by learners can be used as monitors of their production. In other words, by monitoring their language production, they can modify their output. But the monitor cannot be used all the time. In the original proposal, Krashen suggested that two conditions must be met: 1) focus on form, and 2) knowledge of grammatical rules. After that, a third condition was added, which is 3) time. Let's look at these separately.

1. Focus on form. In order to make the monitor active, the learner needs to pay attention to the form of the target language. For the monitor to be used, students must pay attention to this aspect. This situation means that form is more important than meaning in the learning process.

2. Knowledge of rules. For example, if your students say "He likes it," they must know that for third-person singular pronouns, the verb must end in -s for Monitor to work.

3. Time. Learners need time to think about the rules in order to be able to use them.

Krashen believes that language is acquired through exposure to understandable input.

Comprehensible input is language (written or spoken), which is either at or just beyond the current language development of the speaker/listener. To capture this idea, Krashen defined the learner's current level of development as i and the level just beyond that as $+1$. Comprehensible input, which is the kind that learners should be exposed to, is given by $i+1$. Anything below that level, the learner has already acquired, and anything above that is cognitively too demanding for the learner. (EEAILE, n.d.)

Now let's review some concepts I will discuss in this section:

1. Input:

It can be defined as the oral or written language form that students come into contact within teaching.

2. Intake:

It is what students can internalize (a kind of automatic behavior). In other words, intake is what they learned. (Not all input will become intake)

3. Output:

It is a way to practice existing knowledge. We ask our students to produce the language so that they can prove that they understand and know how to use the language.

4. Interaction hypothesis:

It is when learners have the opportunity to negotiate a break in communication, interactive modifications in the utterance (such as requests for clarification and confirmation) make grammatical features stand out so that they can learn

All these concepts take place in all of my students' learning processes, first, when they are in class they are in contact to the language, it might be me, a video, a text or one of their classmates, here we have the input. Then, as they get to understand what they heard or read, all the input they were exposed to, might become the intake (we have to remember that not all input become intake, since not everything they are exposed to will be learned), but I truly believe that they all learned at least one thing, so they will have at least an intake. Then comes the output, after every class, they have homework or maybe a quiz, here is where they will prove what they have really learned (which we can call knowledge now).

Interaction might not have place in every class, since there are classes were I only have time to explain the topic (especially now that we are attending virtually), but at least once a week they do have to interact with me or with their classmates. Let's remember this interaction helps in 3 different ways:

1. They might notice gaps in their interlanguage.
2. They might test emerging hypotheses about the language they are using, and,
3. They might reflect on language through using language

These 3 possible sceneries will help them realize their lack of language and will help to realize what they need to get a better knowledge and a better understanding.

Having mentioned the above, I hope I have illustrated the basis of my lesson plan.

CHAPTER 2: METHODOLOGY AND PRACTICE.

2.01 A practical and useful lesson plan.

1. Lesson plan identification cell.	
Author	Verónica Reséndiz González
Educational stage	Highschool- 6 th semester.
Title of your lesson	Keep healthy (Sports in different countries)
Learning objective of the plan/competency	Functions: Talking about your health. Grammar: past perfect, linking expressions. Vocabulary: time linkers, illness, collocations.
Communicative skill considered	Reading, writing, listening, speaking
State of the following options	Recycling topic.
Functions	Talking about your health.
Main grammar structure	Past perfect.
Other grammar structures	Linkers
Brief description of the plan	Students will learn about different sports around the world.
Hours of the plan implementation	4 hours
Number of sessions	4 sessions
Contents required for the lesson	Lecture: Keeping healthy, stories from around the world.
Link of the content	

EEAILE online	tutor	Rosa María Castillo del Carmen.
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2. Introduction to the lesson

Step of the lesson	Teacher activities	Students' activities	Session number
Before the lesson	Draw students' attention to the title of the lesson and the pictures and ask them What is he doing? Elicit answers	Pay attention to the title of the lesson and answer the question. Give answers	00

3. Communicative skills development

Speaking.

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Warm up	Teacher will appear in the classroom wearing a traditional outfit and she will say:	Ss will make assumptions about teacher's outfit. They will read the story of Maria Juana Ramírez	Laptop Internet connection. Projector. Book. Cambridge for DGB 2 nd edition.	01	Oral participation. (Check list)

	After this class I'm gonna go running! What do you think?	who is and indigenous runner.			
Development.	Teacher will monitor the discussion.	Working in pairs they are going to discuss: <ul style="list-style-type: none"> - What is the traditional Mexican diet? - What about obesity in Mexico? - What about the physical health in our country? - It is necessary to have a perfect physical condition in order to do 	The mentioned above.	01	Oral participation. (Check list)

		sports? Why?			
Wrap up	Teacher will lead the conversation into the importance of having healthy habits.	Ss will take notes about their opinions, and share a conclusion.	The mentioned above.	01	Oral participation. (Check list) Notes about their conclusions.

3. Communicative skills development

Reading (Culture)

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Warm up	<p>Teacher will show two pictures about herself...</p> <p>Teacher will ask:</p> <ul style="list-style-type: none"> - Have you heard about color run? What it is about? - What do you think about when you heard the word: footvolley? - Would you like to try ice swimming when it's - 15° C outside? Why or why not? 	Ss will have oral participation about the questions given.	<p>Laptop</p> <p>Internet connection.</p> <p>Projector.</p> <p>Book.</p> <p>Cambridge for DGB 2nd edition.</p>	02	Oral participation. (Check list)
Development.	Teacher will monitor the activity.	- In teams, Ss are going to read about sports in different	<p>Book.</p> <p>Cambridge for DGB 2nd edition.</p>	02	Check list about Reading comprehension.

		<p>countries: <i>“Keeping healthy, stories from around the world.”</i></p> <p>Prediction: Ss brainstorm the contents of the reading.</p> <p>Reading: Students take turns in reading. When corrected, he/she will repeat the sentence until saying it with right pronunciation, stress & intonation.</p> <p>Explanation: Students explain with their own words the paragraphs read. When they finish, others can add information to enrich the explanation.</p> <p>Reading continuation: Students read and/or explain the paragraphs. They ask and search the meaning of the remained unknown words, so they can explain them or give examples with them.</p>	<p>Notebook.</p>		
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Wrap up	Teacher will give them some questions about the reading.	Comprehension skills, Ss will answer: <ol style="list-style-type: none"> 1) Who came up with the idea for a Color Run and why? 2) How does a color run work? 3) Who first started playing footvolley and why? 4) What famous people are also footvolley players? 5) What do ice swimmers say are the health benefits of their sport? 6) Should ice swimming be recommended for everyone? Give reasons. 	The mentioned above.	02	Reading comprehension (rubric)
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3. Communicative skills development

Listening.

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Warm up Pre listening.	Teacher will tell students that they are going to a 14 year old, Sam, given a talk at school about exercise. Teacher will ask: What do you think he is going to mention in his talk?	Ss will have oral participation about the questions given.	Laptop Internet connection. Projector. Book. Cambridge for DGB 2 nd edition.	03	Oral participation. (Check list)
Development. While listening.	Teacher will ask students to answer exercise 1, page 95, Which of these is he talking about? 1) Four things we all know about regular exercise. 2) Four things we might not know about regular exercise. 3) The advantages and disadvantages of regular exercise.	Ss will listen to the audio twice. They will answer the task and they ask the teacher for clarification if necessary.	Book. Cambridge for DGB 2 nd edition.	03	Check list about listening.

	For the second time students will listen to the audio again but this time teacher will give the next instruction: A student in Sam's class is taking notes but she hasn't managed to write everything down, complete her notes.				
Wrap up Post listening	Teacher will ask them to compare their notes with a classmate.	Ss will compare their notes and correct mistakes if necessary.	The mentioned above.	03	Listening comprehension (rubric/ autoevaluation)

3. Communicative skills development

Writing.

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Warm up Grammar focus.	Teacher writes an example of the past perfect. She asks students to discover the patterns.	Students analyze the structures presented, discover their patterns and take notes in their notebook.	Laptop Internet connection. Projector. Book. Cambridge for DGB 2 nd edition. Notebook	04	Personal notes.
Development. Use of language	Teacher will give students some time linkers (when, as soon as, until, now) And will ask them to answer page 94 in their book.	Students will answer some exercises about past perfect and time linkers, they will work in pairs.	Book. Cambridge for DGB 2 nd edition.	04	Co evaluation.
Wrap up Summary	Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts. Teacher will ask them to write about how their healthy habits have	Ss will work individually on the product of the lesson.	The mentioned above.	04	Writing (rubric)

	<p>changed through the years? They have to use present perfect, time linkers and free style.</p> <p>Ss will answer the evaluation for the unit.</p>				
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“A representative listening lesson will include a sequence consisting of pre-listening, while-listening and post-listening; always considering both bottom-up and top-down processing.” (Richards, 2008)

I tried to implement that in my sessions and it was incredible how my students understood more than I expected, listening comprehension is a complex process. Listening comprehension strategies must be used simultaneously. We must understand, jot down words as we listen, combine it with what follows, and adjust our understanding what we listen through previous knowledge and the next message.

The reading lesson plan is focused on improving reading and the way the students pronounce when reading aloud, which is the last topic the students had in their 6th semester. Since is a topic they will have through all the semester, it is important to have this review. The primary objective is to develop reading skills, checking understanding, and helping to improve it. Other objectives are recognizing phonemes and the words which are form with these ones, and finally, to be able to read aloud new words which are included in the text. This lesson plan begins with an introduction which helps students to reinforce the reading/speaking Ss’ content schema, since it’s a topic that has been taught from the very first semester of high school. Along with the warm up, the lessons help students to realize it is important to read correctly a word, because as we might know, when we read, we “pronounce” the words in our mind, and this helps us to learn the words.

Hittleman (1978) states that “reading is a linguistic process associated with thinking and all other communication abilities: listening, speaking and writing” and Harris & Sipay (1980) stated: “Reading is the meaningful interpretation of printed or written language signs”

About the strategies for understanding vocabulary, as we read in EEAILE, students sometimes feel overwhelmed when they encounter new words in the text. But word knowledge comes in varying degrees. As explained by Zimmerman, knowledge has many different stages, not just an “on/off” switch to “know” a word. For example, we may avoid using a certain word in our writing because we are not sure about the spelling or whether the word fits in a particular context. We want our students to be able to identify words they already know, rather than being intimidated or intimidated by new words, as a starting point for increasing that knowledge. To encourage them to reflect on their knowledge of a particular vocabulary, you can provide them with a self-assessment tool. This is why at the very beginning of the activity, Ss get a list with the words they will find in the given text.

Writing-oriented lesson. This lesson is right after finishing the reading-oriented one, since it is part of the same class.

This lesson is now focused on improving writing skills, using free style, and asking the Ss to use their creativity.

During this lesson the Ss will use the vocabulary learned during the reading lesson, the topic will be the same.

Zuercher (Xiao 2008) explains that writer intentions and beliefs about functions of writing and situations influence writing outcomes. Lienemann, Graham, Janssen & Reid (2006), said writing skills can be developed by linking reading and writing instruction. Through reading, students have the opportunity to interact with texts, thereby learning writing conventions as reading produces rich discussions. Kucer (Xiao 2008) proposed that readers and writers share four processing universals: they both use their prior knowledge to construct textual meaning; share similar pattern activation and evaluation behaviors; have an understanding of how written language works unified understanding; and a common pattern of processing behavior in generating meaning from text.

With respect to speaking, contemporary approaches to pronunciation instruction tend to focus on the development of intelligibility rather than on achieving native-like pronunciation, which, as we saw in the last unit, may not be neither practical nor desirable. “Emphasis on intelligibility (over accent-free pronunciation) calls for a focus on suprasegmental features of pronunciation, namely stress, rhythm, and intonation.” (Brown, 2007) In my students’ oral participation I focused on that.

In all of these activities, I truly believe that my students learned a lot about listening strategies, pronunciation and how to write correctly, but the most of all, they learned that their opinion is important, then they can express what they want and talk about the things they like and enjoy the most.

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

Assessment is an important part of teaching because it determines whether educational goals are achieved. Assessments influence decisions about grades, placements, promotions, teaching needs, curriculum, and in some cases funding. Assessment motivates us to ask these difficult questions: "Are we teaching what we think we are teaching?" "Are students learning what they should be learning?" "Is there a way to teach the subject better, thereby encouraging better learning?" Assessment plays an important role in the learning and motivational process. The types of assessment tasks we set up for students will determine how students will approach learning tasks and what learning behaviors they will take. In the words of academic scholar John Biggs, "what students learn and how they learn is largely determined by the way they perceive themselves to be judged"

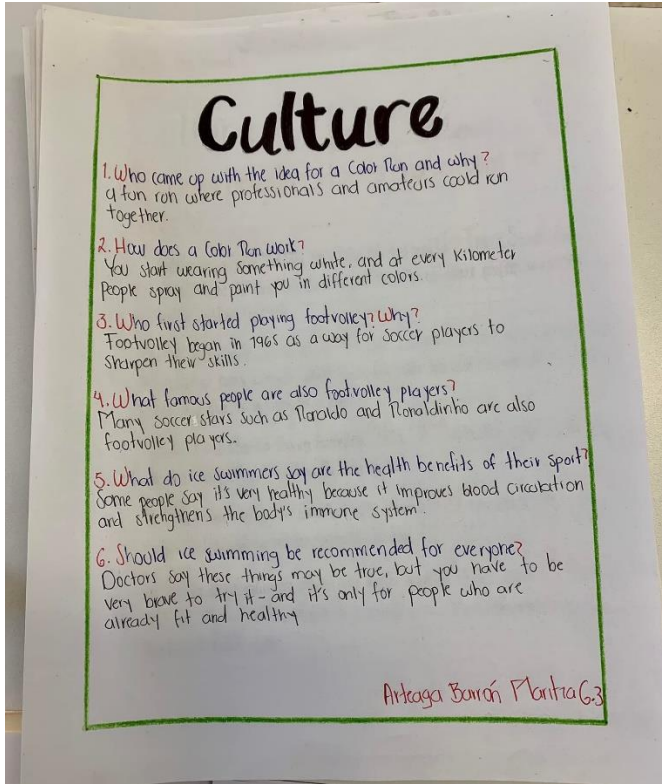
Formative assessment is part of the teaching process. When integrated into classroom practice, it provides the information needed to adapt to teaching and learning. In this sense, formative assessment informs me and students of their understanding of students when adjustments can be made in a timely manner.

This formative assessment is ongoing and informal. It gives me information about student progress. This type of assessment requires me to make regular decisions as the student moves on. Through diagnostic assessments, I can analyze students' strengths and weaknesses. It is also a process of self-reflection, designed to provide feedback for myself and my students to improve the teaching and learning process, striving for knowledge and understanding rather than grades.

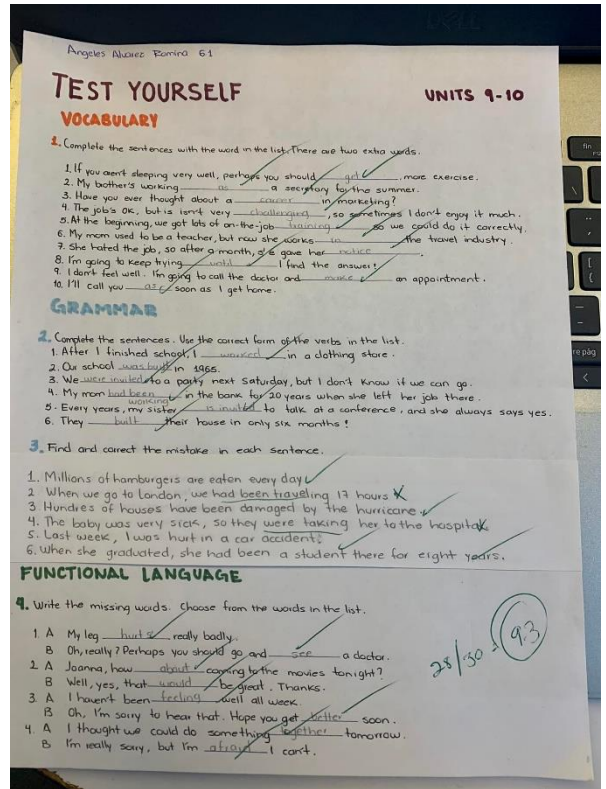
I have students in the habit of self-assessment (that's why this tool is self-done); this will help them monitor academic progress in our discipline. A comparison of the results is also recommended (I didn't ask them to compare, but it is a recommendation to do so). These three measures are constant in my teaching practice and should be based on the learning objectives set at the beginning of the course. For my students, testing is not seen as something separate from learning.

2.03 Attached evidences

Reading comprehension.



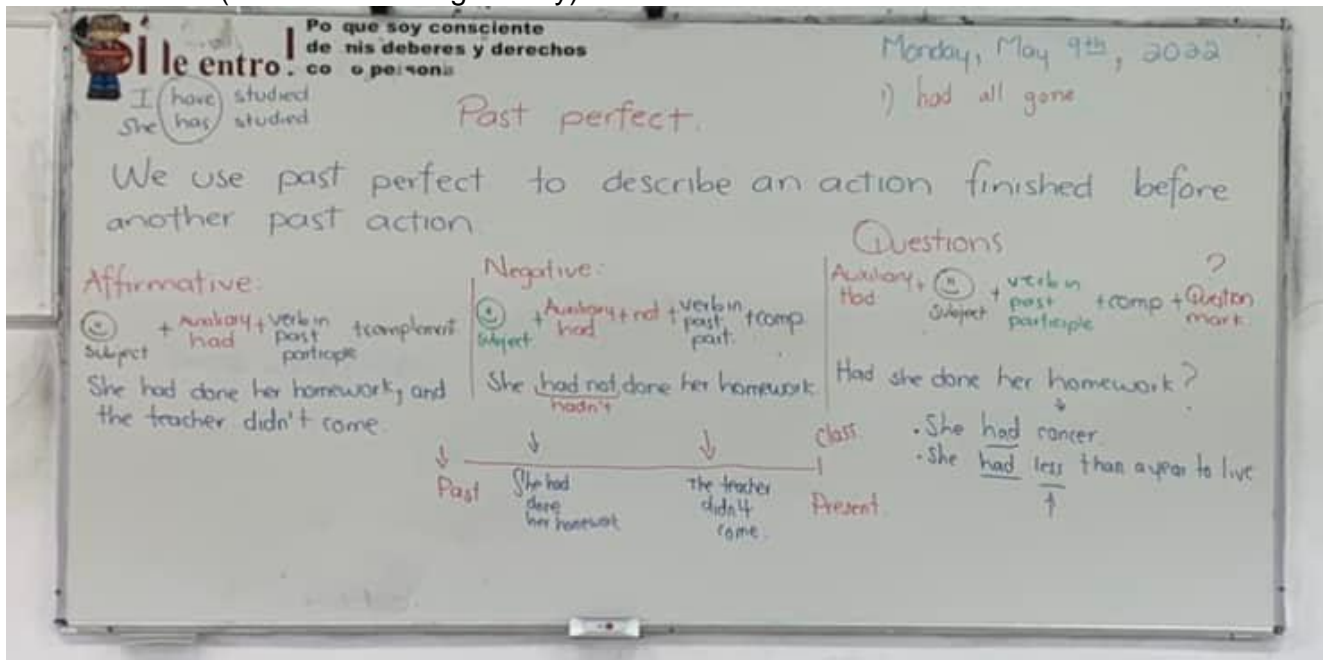
Evaluation of the unit.



While listening

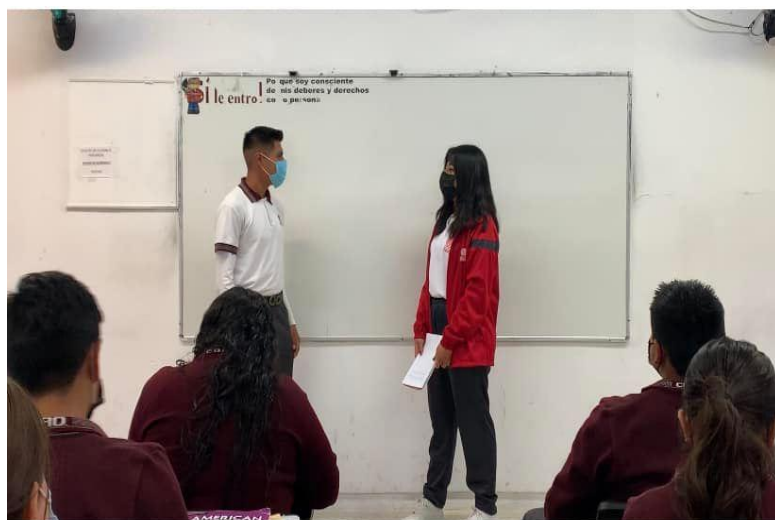


Grammar (Before the writing activity)



Oral participation.

Finishing the unit.



2.04 Evidences of the designed tools to assess.

Checklist listening (Session 03)

Names: Reséndiz Ortiz Saúl Group: 6.04 Date: 31st May

Sam's talk about exercise.

Pre-listening scaffold (Vandergrift, 1999)	Yes	No
I understood the task. (What I have to do)	✓	
I asked the teacher for clarification if necessary.		✓
I have made predictions on what I'm about to hear.		✓
I have encouraged myself.	✓	
Post-listening scaffold (Vandergrift, 1999)	Yes	No
I concentrated on the task.	✓	
I verify my predictions.	✓	
I evaluated the logic of what I understood.	✓	

Check list and self-assessment. (Reading, session 02)


Name: Castillo López Adonai Group: 6.04 Date: June 2nd

Comprehension check list.

Title of the reading: "**Keeping healthy, stories from around the world.**"

	Not very well.	Average.	Well.	Extremely well.
I can summarize the text and point out the main ideas.		✓		
I understood what I read.		✓		
I can answer and ask questions about the text.			✓	
I could retell the text to someone who has never read the text before.	✓			

Summary of the text:
The text talk about some sport that are practiced in some countries like USA.

Teacher's feedback:
Great job, just you can (try) try to add more information when summarizing.
Well done


Rubric (Writing, session 04)

Names: Concepción Pérez Lozano Group: 604 Date: May 30th

Write about your favorite sport

Total =	Poor quality. 1	Average 2	Above average/Exemplary. 3
COHESION.	Fails to use appropriate vocabulary or terminology, or uses them incorrectly.	Adequate vocabulary, but lacks some precision. ✓	Uses pronouns, conjunctions, linkers and lexical linking with a few mistakes.
ORGANIZATION.	Lacks clear sense of direction.	Some topic sentences and transitional phrases. Generally clear flow of thoughts and ideas.	Uses paragraphing, logical sequencing of ideas and sequencing ideas in an accepted (non-lexical) order.
ACCURACY.	Numerous and significant errors in grammar/spelling which interfere with comprehension and distract from the message.	Writing contains some errors in grammar/spelling. Appears spell-checked, but missed a typo or two.	Employs appropriate grammar and spelling with few mistakes. ✓
APPROPRIATENESS.	Style and/or tone inappropriate for the target audience.	Writing style and tone are generally acceptable for the target audience. ✓	Writing style and tone are appropriate and relevant to the target audience.
RANGE OF LANGUAGE.	Fails to use appropriate vocabulary or terminology, or uses them incorrectly. ✓	Adequate vocabulary, but lacks some precision.	Uses the given vocabulary with precise word choice that enhances overall meaning. Integrates terminology from the given topic.

FEEDBACK: You are improving a lot, I'm so proud of you!

11

Students' self-assessment

Speaking skills (oral participation, session 01)

Name: VEGA OLIVERA TOMÁS Date: May 30th

I spoke about: SPORTS AROUND THE WORLD.

	Always	Sometimes	Not yet
I looked at the audience			✓
I spoke with good volume.			✓
I spoke with expression by making my voice interesting to listen to.			✓
I spoke clearly.		✓	
I stayed on topic.	✓		
I spoke at a good pace (not too fast or too slow)			✓

I was really good at:
EXPRESSING MY IDEAS.

I had difficulty with:
THE VOLUME OF MY VOICE

Next time, I'm going to try to improve:
MY FLUENCY.

2.05 Performing and recording the activities (video)

Here you have the link for the recording:

<https://drive.google.com/file/d/11zNivWbMhGTqlzhK61Ed7zoCldYJt4m/view?usp=sharing>

Chapter 3: Experience report.

The results were amazing!

I'm so proud about my student's job, they are not the kind of students who participate in class and go to the front and speak in front of their classmates. Most of them are very shy. Talking about speaking, I learned that I do not have to worry so much about mistakes.

Mistakes are part of learning. Whatever I do, I don't draw attention to the mistakes as the point of the activity is not accuracy but fluency. I'll often find that if another student doesn't understand what is being said, they will ask for clarification which will lead to the student who spoke either self-correcting or getting peer correction, both of which are far more effective than me interrupting.

About myself I learned that sometimes it is ok to go with the flow, and lead my students to choose what they want to talk about, it was so obvious that they enjoy more when they talked about something that is interesting for them.

The writing activity allowed them to write about a topic that really know, when I told them that was free style, they were very comfortable with the activity because they do not have to use specific structure of follow a lot of rules, they just have to use specific grammar and that's it.

Something that I changed in my practice and I'm so proud about it, was the steps for the listening session, I used to let them listen to the audio twice and no more, it did not matter if they had doubts, and now that I had a specific plan with specific steps, I felt that they were not so stressed about understand. They were so calm and they understood better.

In the reading session they asked lots of question, this is not common with them, at this point I felt that they were noticing some changes in the flow of the class that they were so motivated about participating.

To sum up. The sessions were amazing, students participate, they understood, and the evaluating tools were a total success because the feedback they receive helped them, and these tools also helped me to understand the way they learn.

Chapter 4: Conclusions.

As I mentioned in my teaching identity, I studied Pedagogy, some of the different theories that I saw in the specialization I had already seen them during my career but with a different approach, this specialization gave me the opportunity to remember all those theories and now apply all the knowledge in teaching a second language.

The development of listening, writing and speaking skills are fundamental and, for obvious reasons, extremely important in learning any language. English, being a fundamental language in learning, is not exempt from what has been said.

Let's remember that learning our native language follows an order, which is the same as it follows during this specialization. We first learn to speak, based on repetitions of what we hear from our parents. Later in school, we learn to write. Finally, and although listening is an ability that we are born with, we learn to analyze and differentiate sounds; this is where we really develop listening skills.

Improving our students reading and writing skills also goes hand in hand with developing their communication skills. The more they read and write, the wider their vocabulary will be and the more accurate and effective they will be able to express concepts to others. Improving their communication skills also helps make them a better student. Both reading and writing are important; we can't live without the other.

They are skills that keep improving due to little things that go unnoticed most of the time. How much we read and write today affects our future job, family, position, and even our salary in some way.

I'm so proud about what I have learned in this specialization and I also feel so satisfied with all the concepts that I applied in my classroom with my students.

Chapter 5: APPENDIXES AND REFERENCES.

Culture

- 1 Look at the pictures. Where do you think these sports events take place? Read and check your ideas.

Keeping healthy – stories from around the world

Running for fun

Running regularly helps you keep fit. That's why millions of people run several days a week and regularly take part in races. Some runners combine the sport with doing something good for others. They collect money for their run and give it to a charity. Some charity runners run a full marathon dressed in a crazy costume to collect more money for their charity.

Travis Snyder from the U.S. thought for some time about an idea for a fun run where professionals and amateurs could run together. In 2012 he organized the first "Color Run – The happiest 5K on the planet." What started with 6,000 participants in Phoenix, Arizona, is now held annually in many cities around the world, with millions of runners. The idea is simple: You start wearing something white, and at every kilometer people spray and paint you in different colors – 1K is yellow, 2K is blue, 3K is green, 4K is pink, ... a "color extravaganza"! Why do people go on a Color Run? Because "it's healthy, fun, and colorful," as one runner put it.

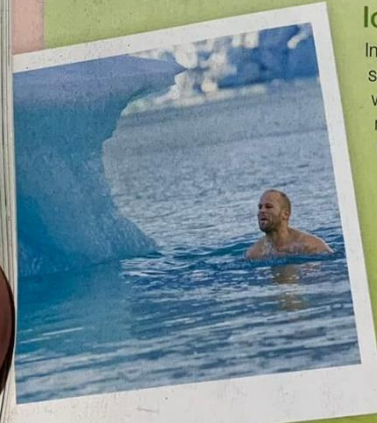
Soccer and volleyball together

The scene in the photo is something you can see on beaches in Brazil and around the world: people playing volleyball – but with their feet! The name *footvolley* is a combination of *football* and *volleyball*, and that's what the sport is. You hit a soccer ball over the net, just like volleyball, and you can't use your hands, just like soccer. Footvolley began in 1965 as a way for soccer players to sharpen their skills, but now it is a very popular sport. Many soccer stars such as Ronaldo and Ronaldinho are also footvolley players.

Ice swimming

Imagine it's -15° Celsius outside on a sunny Saturday afternoon, and you are somewhere in Canada. Would you rather see a movie with a friend, go for a walk and enjoy the beautiful snow, or go for a swim in a nearby river? Not many of our readers would choose to go for a swim in such low temperatures but in Canada, the U.S., and other countries, ice swimming has been popular for centuries. Some people say it's very healthy because it improves blood circulation and strengthens the body's immune system. Doctors say these things may be true, but you have to be very brave to try it – and it's only for people who are already fit and healthy!

- 2 **2.25** Read and listen to the article again. Answer the questions.
- 1 Who came up with the idea for a Color Run and why?
 - 2 How does a Color Run work?
 - 3 Who first started playing footvolley? Why?
 - 4 What famous people are also footvolley players?
 - 5 What do ice swimmers say are the health benefits of their sport?
 - 6 Should ice swimming be recommended for everyone? Give reasons.



LISTENING



2.22 Listen to 14-year-old Sam giving a talk at school. Which of these is he talking about?

- 1 Four things we all know about regular exercise
- 2 Four things we might not know about regular exercise
- 3 The advantages and disadvantages of regular exercise

2.22 Listen again. A student in Sam's class is taking notes, but she hasn't managed to write everything down. Complete her notes.

Sam's talk:

What everybody knows: exercise is good for:

- strengthening muscles
- controlling ¹your weight.

4 things not everyone might know about exercise:

1. helps with mental health
reason: there's a link between lack of ²movement and depression
2. strengthens your immune ³system.
helps you fight colds and other ⁴infections.
3. is good for your ⁵memory
4. reduces the risk of dying from a ⁶heart attack

3 **SPEAKING** Compare your notes with a partner's. Which of the points from Sam's talk did you already know? Which were new for you?

TEST YOURSELF

UNITS 9 & 10

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

as | until | then | as | career | notice | challenging | get | feel | in | make | training

- 1 If you aren't sleeping very well, perhaps you should _____ more exercise.
- 2 My brother's working _____ a secretary for the summer.
- 3 Have you ever thought about a _____ in marketing?
- 4 The job's OK, but it isn't very _____, so sometimes I don't enjoy it much.
- 5 At the beginning, we got lots of on-the-job _____ so we could do it correctly.
- 6 My mom used to be a teacher, but now she works _____ the travel industry.
- 7 She hated the job, so after a month, she gave her _____.
- 8 I'm going to keep trying _____ I find the answer!
- 9 I don't feel well. I'm going to call the doctor and _____ an appointment.
- 10 I'll call you _____ soon as I get home.

/10

GRAMMAR

2 Complete the sentences. Use the correct form of the verbs in the list.

build (x2) | invite (x2) | work (x2)

- 1 After I finished school, I _____ in a clothing store.
- 2 Our school _____ in 1965.
- 3 We _____ to a party next Saturday, but I don't know if we can go.
- 4 My mom _____ in the bank for 20 years when she left her job there.
- 5 Every year, my sister _____ to talk at a conference, and she always says yes.
- 6 They _____ their house in only six months!

3 Find and correct the mistake in each sentence.

- 1 Millions of hamburgers eat every day. _____
- 2 When we got to London, we had being traveling 17 hours! _____
- 3 Hundreds of houses have damaged by the hurricane. _____
- 4 The baby was very sick, so they were taken her to the hospital. _____
- 5 Last week, I hurt in a car accident. _____
- 6 When she graduated, she was a student there for eight years. _____

/12

FUNCTIONAL LANGUAGE

4 Write the missing words. Choose from the words in the list.

about | afraid | better | feeling | hurts | see | together | would

- 1 A My leg _____ really badly.
B Oh, really? Perhaps you should go and _____ a doctor.
- 2 A Joanna, how _____ coming to the movies tonight?
B Well, yes, that _____ be great. Thanks.
- 3 A I haven't been _____ well all week.
B Oh, I'm sorry to hear that. Hope you get _____ soon.
- 4 A I thought we could do something _____ tomorrow.
B I'm really sorry, but I'm _____ I can't.

/8

MY SCORE /30

22 - 30

10 - 21

0 - 9

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