UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

ENTENDIENDO EL MUNDO FUERA DEL SALÓN DE CLASES. LA TRASCENDENCIA DE INTEGRAR LAS CUATRO HABILIDADES Y LA CULTURA DE LA LENGUA META

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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México, DF. a 4 de julio de 2022

UNIVERSIDAD PEDAGÓGICA NACIONAL

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

FINAL PROJECT

"UNDERSTANDING THE WORLD OUTSIDE THE CLASSROOM. THE RELEVANCE OF INTEGRATING THE FOUR SKILLS AND THE CULTURE OF THE TARGET LANGUAGE"

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July, 4th / 2022

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Introduction

The intention of this document is to present a practical implementation of the theories, approaches, instruments, and experiences reviewed during the Specialization in Teaching and Learning English as a Foreign Language, in 2022, at UPN, online modality through a six hours lesson.

In the first part of this report, it is stated the relevance of a solid base, that is required to propose radical changes, in the usual way of teaching of middle school teachers. When time and repetition take control over their daily activities and teaching practices, the default result is that students will not reach their maximum potential in the target language, as well as the teacher will not be able to propose something different, creative, and student centered. Therefore, strengthening the knowledge about the research carried out in the last century, in addition to new discoveries, is the answer to produce a real change in the paradigm of language teaching. Moreover, it proposes a new teaching philosophy and modifies the implementations teachers commonly carry out in the classroom.

After this new perspective has been settled in the first chapter, the next chapter proposes a different implementation in the classroom. There are many areas of opportunity, and leading students to the highest goals and purposes in terms of using the language is not an easy task. Observation, analysis, evaluation, and adjustments sometimes are not clear or are not part of a daily and conscious process. That is the reason, it is advisable to perform a lesson and apply what the Specialization has provided, in order to allow the teachers to reflect on their new teaching philosophy.

For the last three chapters, the results and experiences from this practical lesson provides the teachers a specific overview of the changes, and new attitudes to assemble information in order to be able to adjust and evaluate the students' results.

Finally, language and culture cannot be separated. It is not only enough to know the linguistic system perfectly, as well as to identify situations where to use the language correctly. It is strongly recommended to complement these features, within the intercultural communication competence framework, through all our activities in the classroom, by promoting one's own culture and the culture of others with the aim of communicating effectively at the same time.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

I studied in a public middle school, where French was the official foreign language, and learning English in a language center was another subject where I had to demonstrate to my parents that I was good at, for my future. The idea of communicating with people from other countries was not my main objective in this course. However, there were some topics, related to English, that I was attracted to (music, movies, videogames and the internet were fashionable products that I liked a lot). I was curious about the meaning of the words related to those products. Imagine how amazed I was, the day I could identify some English words in the lyrics of my favorite song; or being excited of understanding the English instructions in my favorite videogame. I had motivation and could observe the benefits of learning a new language.

Time went by, and by the time I finished all the levels at the language center, I decided to take a break. Nonetheless, destiny had a surprise for me…the opportunity to travel to Orlando, Florida when I was eighteen years old, and this experience changed my life. I could interact with people, using the language and feeling proud of myself, when I could convey my ideas to them. Additionally, I was delighted with the culture, and I started considering English as something practical for my life.

One day, I read the announcement of a teacher training course in Centro de Enseñanza de Lenguas Extranjeras (CELE), at UNAM. I discovered that this program was not to know more about the language system, but to teach others the language effectively. I was thrilled when I was on the other side of the process. Just after I received my diploma from CELE, I worked immediately for a private middle school, and I spent ten years teaching there.

Nowadays, I work in a public middle school in a different context, mainly because of the size of the classes. Every time I arrived at the classroom, I used to tell students to open their textbook and answer the exercises. This used to be my perspective, and to be honest, it was not motivating for my students (just as it was for me when I was a language student).

For my new teaching philosophy, I can start stating it by recognizing my role in front of my students. Now more than ever, I believe, I represent the importance of learning and using a new language. By using the language, I do not define it as students being grammarly correct or having a great pronunciation anymore. Language has the purpose of letting students achieve communication with the real world, as well as being able to understand it. It really opens doors, and I am of the opinion that students must feel encouraged, to know where they can look to find answers and shoot for the stars. They can make mistakes, and it is appropriate since it is part of their learning process, and also they can ask big questions and be responsible to find the answers. True learning never stops, and as an educator, I am in charge of facilitating those means to help students discover how they can use this knowledge in real situations. From now on, I will ask myself about the authentic purpose for every activity I plan, and how students can use that knowledge out of the classroom.

Furthermore, there is a lot of introspection, because learning is not limited to languages only. In other words, during this specialty, I have been experiencing the student side and it has been helpful to understand how students carry out processes to achieve the target language, or learning in general. Empathy has become the most useful strategy. I use it in order to understand my students, but also to analyze what I am doing as a teacher and assemble information on my practices and professional growth. It is advisable to save time regarding development for our professional career constantly, as well.

In addition to my philosophy, I can highlight that it is important to be passionate about teaching and learning, because teachers inspire and influence students directly, and this allows students to keep on exploring and feeling curious about new inquiries. Sometimes, students are not able to identify and work with where they get information from (input), and which part of this information becomes relevant and meaningful (intake) by themselves. Thus, teachers must also consider interaction, because it promotes other sources different from the traditionals (teacher and textbook), where students not only show knowledge, but they can also modify what they want to convey. They prove that they can develop a critical way of thinking. Students need to use what they are learning, and they can develop a monitor to help them observe possible gaps and improvements in what they produce (output). Teachers are not the center of the lesson these days. However, they still play a pertinent role and can take students to the next level by promoting interaction and collaboration among students, and encouraging them to reach higher mental functions.

Finally, the teacher's role is analyzed from the perspective of beliefs, and theoretical basis, that have led to teacher's practices in the classroom. It is a kind of self-monitoring to identify several practices, which I carry out unconsciously or intentionally. Besides, learner centered instruction gives a new perspective on how students are responsible, for their own learning, and they can use language for real life situations, when teachers consider activities for this purpose. Another useful tool, by far, is teaching materials, which I consider, are as relevant as this new perspective, in order to provide students with a broader and tangible catalog, for students to consider when using the language. On the other hand, technology also provides many opportunities, to keep on learning, and allows students to foster self-learning, outside the classroom by visiting authentic material websites, as well as online repositories to continue working.

Teaching is rewarding and one of the best professions ever in my opinion, because teachers can touch lives. However, it is not a perfect career, because there are days when teachers feel tired, exhausted, desperate, and firmly attached to a comfort zone. It is not easy and sometimes teachers can feel undervalued and overworked. Nonetheless, the future is in our hands to guarantee better and suitable teaching environments, where students can feel secure and able to express their ideas, but most of all, this safe environment can trigger students' hidden talents, and it also allows them to be aware of their potential. Listening, helping, motivating, and guiding are the new parameters teachers must consider every day, in order to encourage students, to achieve their dreams, not only in the classroom but in the real world.

1.02 Theory underlying your teaching practice and identity

Here is a brief description about the theory underlying my practice. The consideration of the relevant advantages in each method, allows the integration of activities, in order to give students a better understanding of the target language.

Reflective professional development in teaching, suggested by Richards (1996), has presented a new perspective for teachers, because every time a lesson plan takes place, the teacher makes decisions. These relevant decisions are made, by considering their set of beliefs as a teacher (role in the classroom for the students, teaching methods and classroom management), and how students go through their own learning process (what expectations are about the students' role to take, and how it could promote and encourage some strategies, to guide students to an effective learning).

I remember my teachers used to emphasize looking up words in the dictionary, and working with textbooks in order to be proficient in the course. I was responsible to get the meaning of the words, and the form to have the general idea. This confusing situation, promoted the idea that learning English was an isolated process. My role as a student, was addressed to know the language as a system, and forget about interaction. Memorizing words from long lists, knowing word order, and identifying correct structures, were the most important features in order to "use the language" correctly.

It is also advisable to consider, the relevance of Larssen-Freeman's assemble of form, meaning, and use (1991), to have a change in the teaching paradigm. This underlies, the complex nature of the language, and provides there are more options, when considering aspects about it. They are strongly connected, and they lead to better understanding, and explode on the whole, when presenting language to students. This can be noticed through figure 1:
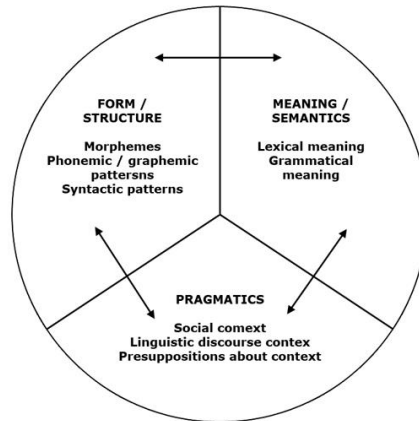
Figure 1: Larsen-Freeman's three-dimensional grammar framework

In my previous practices, I was concerned only in the form and structure part, and I left aside the other elements. It was difficult and did not provide my students with a better perspective about the language. Communication was not part of this language system centered perspective.

The solution, to add more elements in my practices, can come from Jakobson. Communication can be promoted by presenting **Jakobson's Model of Communication** (1960), and showing students how the process is addressed. It is important, that students can identify the relevant role of every element. However, there is still an opportunity to get miscommunication in the process, and this can lead to students' frustration, and rejection of the target language. On the other hand, clarification, rephrasing and confirming can be useful strategies, which can help students to a more efficient act of communication.
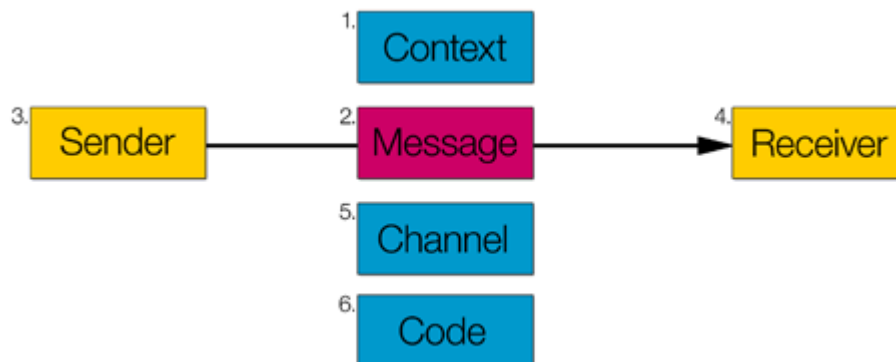
To go on about how students acquire or learn a language, Stephen Krashen in his **Monitor model** (1982), supplies a different perspective, instead of a set of habits as Behaviorism states, students process information in different ways. This information allows teachers to recognize how students develop knowledge of the second language incidentally (**acquisition**), or intentionally (**learning**). With what they learned, they can monitor information and decide, whether their **output** is ready or can be modified. Since the beginning of this specialization. I wondered how a teacher could be able to understand, how students internalize the information.

When I was a student, I used to think that teachers were kind of silly, because they spoke slowly or articulated more than usual. Now, I know, **Comprehensible input (i+1)** plays a relevant role when students are learning, and it is the kind students should be exposed to. It sounds good, but it has to be implemented along with observation, in order to provide students with proper activities of their level. Neither too advanced, nor too basic. Sometimes, there is a feeling in me, and it makes me wonder if the words I use with my students are according to their level. Suddenly, I feel scared, and I stop talking in English. I repeat the directions or questions in Spanish because it gives the impression of being misunderstood. Now, I feel more in control thanks to Krashen's perspective due to the possibility that I can consider rephrasing or negotiating meaning with students, to make myself clear and to keep on being one of the main sources of input for my students.

Another hypothesis, teachers can use in order to help students in their learning process, is to recognize their **Affective filter.** Recently, because of the pandemic, this term has become more relevant since our students have experienced many complex situations, and this has interfered with their learning process. Even, if there are some aspects beyond the teacher's responsibility, motivation, attitude, confidence, and anxiety could be an excellent opportunity to encourage our students' affective filter. Something that I do, is to be more casual if students face situations like boredom or apathy. It happened to me, that students were tired and not motivated, so instead of being rude or intransigent, I look for activities, related to the program's content but in a different version, they can be games, drawings, memes, jokes, songs and websites. Also, students need time to talk about what they live outside the classroom. **Counseling** takes not so much time, and can be a good investment to help our students.

Michael Long argued that interaction is more than an opportunity for learners to practice the language, but that through interaction, learners develop their second language (1996). He believed that *negotiation for meaning*, and especially negotiation work that triggers interactional adjustments by the NS (native speaker), or more competent interlocutor, facilitates acquisition because it connects **input**, **internal learner capacities**, and particularly **selective attention**, in **productive** ways. Reflecting on this, students are pushed to use what they already know, and they use it in order to avoid communicative breakdowns. Students feel nervous, but at the same time, they can realize what they know and what they need in order to achieve communication.

In the Grammar-Translation Method, Larsen-Freeman suggests (1986), the teacher uses the student's L1 as the main tool to deliver knowledge, and students constantly translate information from one language to the other. A central characteristic is a focus on grammatical topics. This method really helps beginner students in my classes, because they consider they have to use L1 to understand L2. It has great advantages, but at the same time if students keep using only L1 they will experience a rejection of the target language. It should come with a warning of using it carefully and not on a daily basis.

The Direct Method, stated by Rivers (1981), follows a methodology in many ways opposite to GMT. The purpose of the DM is to expose students to the L2 all the time, there are no explanations in L1, nor is there any use of dictionaries, because students are required to infer meaning from context. One goal for students is to achieve native-like pronunciation. This method sometimes gets students frustrated, because they need to have long attention periods and according to their age (teenagers), this cannot be achieved. However, it helps students to be attentive with instructions, and the suggestion can be to provide students with comprehensible input.

The Audiolingual Method is based on behaviorism's principles, and involves students in a series of drill exercises. After its success in World War II with soldiers, this method was used in academic settings. As the DM, AM's goal is for students to achieve native-like pronunciation. However, this contrasts to the teacher's expectations about students achieving native-like pronunciation.

The **Communicative Approach** focuses on communicative competence, rather than linguistic competence. Everything done in the classroom involves communicative opportunities,

because the main goal for students is to use the L2, as a tool of communication. Role plays, games, and problem-solving tasks are common activities. These provide a more comfortable teaching environment for students, and they do not feel stressful or bored since these activities are dynamic.

Task-based Language Teaching (TBLT) proposed by Ellis **(**2003), offers the opportunity for natural-like learning inside the classroom, emphasizes meaning over form without ignoring form, is intrinsically motivating, compatible with the learner-centered educational philosophy, and can be complementary to a more traditional approach. Because of the students' context, they related the projects to school assignments, and they can have tangible evidence of using the language in their academic environment.

For **Kolb's Experiential learning model** presented by Kolb (1984), an activity that I tried is going to the restaurant. Students know the context, and this is where they can experience the use of language with questions or sentences according to the place. Students pick those expressions from the board, and they relate their needs with the proper expression. Learning through doing an activity, sounds out of context for the classroom, nonetheless it promotes learning.

A significant tool, that teachers can apply in the classroom is computer-assisted language learning (CALL). Technology is immersed in our daily activities. Learning the target language is not an exception, and can be related to teaching materials that are chosen, based on the attitude that teachers have about language, language learning, and language teaching. Teachers may construct their own materials, or use commercially produced materials, both tangible and from the Internet. The options can be "realia" (real objects), representation (such as a drawing or photograph of a person, house or scene), text materials, and authentic materials for inside or outside the classroom use.

There are models addressed to teachers, to improve their practices in the four abilities of the language. According to Goodman, the interactive reading model, combines the characteristics from both bottom-up and top-down decoding. An interactive model is one, which has text as input, and has meaning extracted by the reader as output by interacting with the text, and selecting as little or as much of the cues from the text as necessary (1981).

For example, in the classroom students who answered the exercises proposed for this project, felt more comfortable by using top down decoding, since they activated their prior knowledge, and started connecting new vocabulary with the one they already know (students mentioned about the word freaky and they associated to a place in Mexico City, however the teacher enhance the definition by mentioning that that word is also associated to situations considered unbelievable and almost scary).

In this project, students interact with the text, by focusing their attention to the kind of text they are reading. Before knowing what the text was about, the teacher asked students to identify the title and the subtitles. Based on their experience on natural disasters, students have a general knowledge (content schema), where they can connect this with the new information they are about to receive.

Concerning formal schema, students notice the organization of the article in order to understand the general knowledge, and the organization presented. What Meyer mentions about, it is that such organization helps students to identify events, and they are also able to recognize the situations, and their connections with the title to the readers to consider.

For the linguistic schema, students realize the verb tense that narrations use, in each situation described (past tense), and how narration goes through all the text, giving the reader the feeling about how events were developing, and ease the circumstances for students, to obtain and work with the new information. The students found a key word related to the natural disaster, and they could infer content in the story. They did not feel lost, and they wanted to verify their ideas on the content.

About vocabulary strategies, Zimmerman suggests that students can make their personal dictionary (2009), by identifying the difficult words in the text, and interacting with their classmates. Besides, a student can interact with their peers, by using letter-sound knowledge to negotiate the meaning of an unknown word, while a different student might use semantic knowledge to decode the same unknown word. Each student makes connections, between their previous information with the new one, by using different strategies and sharing with peers can increase their strategies catalog to decode and interpret. Students are not necessarily required to have identical strategies

to deal with vocabulary, but they can be encouraged to bring their prior background knowledge, and be allowed to interact with others in order to better decode the text.

Articles help students to better understand and accept cross-cultural awareness, since students realize the structure and the information in these kinds of texts can be found in different cultures around the world. In order to avoid failure in a particular schema, Carrell & Eisterhold argue that the teacher has to determine how much cultural knowledge the students need, in order to understand the text better (1983). By focusing students' prior background knowledge, teachers guide students to use what they already know, and have the experience of listening and working with these materials. Moreover, this can be the result that natural disasters are universal and no matter the language, students can be familiar to those, and they could be a means to promote acceptance of other cultures and others' cultural identities due to similarities to their own culture.

For the writing activities, considering Hyland model of writing instruction, students (2002):
- select a topic.
- brainstorm and perform a draft for their next instructional poster as a prewriting activity.
- compose by getting their ideas down on paper.
- teachers/peers respond to ideas, organization and style.
- reorganize in order to adjust text to readers and check for correct form.
- publish (or present) their final draft.

In addition, a connection can be made between listening and reading, this is because they are considered as receptive skills, therefore students take meaning from the oral or the written language, produced by another person. This condition can lead students to appeal to different knowledge, different processes, and how interaction is part of listening. Let us start by mentioning the use of the knowledge of the syntax of the target language, and the relation with real world knowledge. Krashen (1985) states in his Input Hypothesis, that it is important for the learner to listen to a large amount of spoken English, that is comprehensible. Learners can build up self-confidence, and acquire new words that allow them to be part of some new and different communication environments.

Besides research by Fang (2008), mentions listening comprehension can be mainly seen as a pair of processes, where sound and meaning take a relevant role. Processing sound involves segmenting the stream of sounds, recognizing word/sentence/clause boundaries, rising intonation to notice the speaker wants to continue their statement, and falling intonation when the speaker ends a statement.

On the other hand, the author continues, in processing meaning students should have enough knowledge of the use of markers, and students need to be able to associate language data, in order to anticipate information. Moreover, students need to handle and manage how to store information in memory, and know how to retrieve it later.

As long as what learners can acquire when working collaboratively, the nature of listening takes students sooner or later to experience interaction, learners cannot avoid being inserted in such circumstances, for example taking turns involving listening and speaking.

From their position, teachers can repeat the audio when possible and promote the following activities that Richards, J. C. (2008), states to guide students in order to fulfill the expectations for the listening exercises:

- Pre-listening activities provide contextual knowledge to learners
- Teachers can take into account audio text's length and difficulty in order to make adjustments to present a suitable material for students.
- Teachers help learners to avoid trying to understand every word as a bad habit. Instead, they can make predictions and review key vocabulary.

As a consequence, Richards, J. C. (2008) explains the listening process is related to comprehension, where understanding of spoken discourse is relevant, that is why the following strategies can be considered: selective listening, GIST and sequencing.

However, we can point out that acquisition can also be promoted, because students can notice something about the input, namely intake and this can be the basis for language development.

There are five stages for students according to Kolker, E. (2008), where we can monitor understanding of the spoken discourse, and how they understand things they listen to. Also, we can monitor as well as acquisition. This is when students notice something about the input, and it becomes the intake:

1. Recognition of the target language (the kind of activity and how it is structured: songs, rhymes, conversations of the target language).

2. Recognition of isolated words (cognates, famous or common names, vocabulary words they already know).

3. Recognition of phrase boundaries (words/phrases/sentences boundaries).

4. Listening for the GIST (core idea), global meaning and students can identify the topic.

5. True listening. This is where students follow the meaning of the passage.

Depending on a specific stage, this can be considered as the basis for speaking activities and language development.

Speaking skill is considered as the most common activity when we use a language, but at the same time, it is highly complex when we want to demonstrate we are fluent in it. Barriers appeared during this process, due to students needing to struggle with inhibition, in front of their classmates or with people they do not feel confident at all. They feel observed, and easily criticized and if they do not pronounce a word correctly, or they misuse a grammar structure, due to large classes, there is not enough time to provide follow up individual performances. Unfortunately, school programs consider linguistic features are more relevant than teaching strategies, with a familiar context to speak better in L2. However, students can receive better feedback when they present their project, they feel more secure about what areas they can develop and correct. Swain (1985), shared the perspective of output, as a tool for learners to notice gaps in their interlanguage (associated to interaction), to test emerging hypotheses about the language and to reflect on language through using language. Students consider the result more than the process, and sometimes they forget that they can pick valuable information for their learning, and regulate physical and mental activity as well.

Finally, the following competences provide an integrated perspective for the intercultural communicative competence, that is desirable achieve along students in the classroom:

Noam Chomsky discussed *linguistic competence* (1965), and he states that linguistic competence is linguistic knowledge possessed by native speakers of a language. Chomsky was referring to knowledge of language, not language in use and it is unconscious. Linguistic competence focuses on learning the language itself without taking any type of culture into consideration.

Furthermore, Dell Hymes argues that competence in a language (1971), includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately. Communicative or sociolinguistic competence focuses on learning the language but also learning the culture of the target language, particularly as the culture relates to personal interactions.

Intercultural competence proposed by Byram recognizes that English has become a lingua franca (2002), and many English language learners will use English with other English language learners and not with native speakers of English. It puts forth particular attitudes, knowledge, and skills that contribute to students' abilities to function well in intercultural interactions. In this model the cultures of all people in an interaction are important.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan

Description

The purpose through this lesson is that students will be able to produce instructions to be prepared for an environmental emergency. Some of the achievements to accomplish are:

- Select and review instruction sheets, manuals, and posters.
- Read and understand instructions.
- Write instructions.

The final product expected is a poster, with instructions to be presented in front of the class, where the language abilities can be reflected, as well as the intercultural communicative component.

To start the sessions, the teacher provides students with examples, and activities within the context of natural disasters, where they can use language to learn and most specifically to convey their ideas. The topic is included in the National English Programme, and it is part of the official middle schools education. Therefore, the teacher complements the contents of each session, with exercises, recycling activities, and games such as writing the missing letters, matching pictures, words, and definitions. There are also integrating activities to foster language abilities,for instance: reading activities, where students can predict the general idea, listening activities, where students identify specific information, writing activities, where students proofread a previous version of their final product, and finally an oral presentation.

The students' role is dynamic and active, since their prior knowledge is activated in the activities. Additionally, the teacher promotes a safe teaching environment by asking students triggering questions, and invites students to participate, to respect others' intervention, and to consider cultural context about natural disasters. Students will search about other countries affected, with environmental emergencies similar to Mexico. For example: how Mexico reacts towards these situations and how foreign countries cooperate and proceed when emergency strikes.

Every session has a closing part, where students can notice the learning they got. By using rubrics and a self assessment instrument, students and the teacher are able to be aware of the contents and to know where their evaluation comes from. This evidence helps students to assemble information to enhance their learning process. At the end of the lesson, through the use of a

portfolio students can have tangible proof of their work and effort to learn the target language, as well as they can notice features of the target language on use and structures.

LESSON PLANING
Date & Place May, 2022.
CDMX

1. Lesson plan identification cell.	
Author	Luis Rodolfo Díaz Munive
Educational stage	Second grade Middle school
Title of your Lesson plan	Environmental emergencies
Learning Objective of the plan/Competency	Students identify and give instructions to be prepared for an environmental emergency
Communicative skill considered	Listening / Speaking/ Reading/ Writing
State of the following options	Introduction of the topic and recycling
Functions	Reading and understanding informational posters Writing instructions
Main Grammar structure	Imperatives
Other Grammar structures	Sequencing words(First, then, after that, next and finally)
Brief description of the plan	In this plan, students work with different techniques and approaches proposed by the teacher to practice macro skills in the classroom.
Hours of the plan implementation	Six
Number of sessions	Six
Contents required for the lesson	Reading/Audio/Video
Link of the content	https://es.liveworksheets.com/pg1557495eh in case of earthquake https://es.liveworksheets.com/ot1557460fk in case of fire https://es.liveworksheets.com/bu1557430ra in case of flood https://es.liveworksheets.com/yc1526102cc in case of hurricane https://www.youtube.com/watch?v=2t-88javFZU Hurricane Mathew
EEAILE tutor on line	Rocío Salgado Perea

Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number	Evaluation
Activation	Teacher asks students to describe natural disasters in one word. Then, the teacher writes their answers on the board in order to connect their ideas to the definition in the textbook.	Students write the topic and use adjectives to describe a natural disaster. Students read the definition from the textbook and identify features, consequences and examples of natural disasters.	1	Natural disasters handout Observing understanding vocabulary along students
Practice or social interaction	Teacher asks students to write the missing letters in the handout to identify the examples and to write their names on the board. The teacher elicits their names and how they are pronounced. Then, the teacher asks students to work in teams to role play and discuss their experiences with natural disasters and what they did to avoid injuries	Students complete a handout to name some examples of natural disasters. Students go to the board and write their answers. Then, students repeat chorally the names from the board. Students get in teams, discuss and brainstorm some ideas about the questions. Students write down their answers in their textbook or notebook and role play the questions and take turns to speak.		Choral pronunciation Note-taking tasks Textbook exercises
Set the objective or competencies of the lesson	Teacher invites students to mention where people can find information about what to do in case of emergency in public buildings or facilities and asks, "**Do you know what to do in case of an emergency?"** The teacher elicits their	Students mention poster's features and start considering how they will gather the information in order to create a poster by the end of this unit	1	Textbook exercises Note-taking tasks

| Practice or social interaction | responses and presents the elements of a poster to identify and to organize information about what to do in case of an emergency.

Teacher asks students to explain how people can read and understand those posters. What parts they can identify and point them out to place and get information from the poster. | | | | |
| --- | --- | --- | --- | --- | --- |

Communicative skills development.

Listening					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	Teacher reminds students of the aims and product for the end of the unit

Teacher highlights that a manual or a poster can guide people to avoid injuries and dangerous situations in environmental emergencies such as an earthquake if it is read properly | Students participate by mentioning what was presented last session

Students read carefully the definitions and connect words they already know with new ones in order to answer the exercise. | Poster

Textbook | 2 | Cloze exercise Questions |
| Pre-listening | Teacher requests students to match a natural disaster with its definition in order to know more about simultaneous events that happen when an | Students go to the board and present their answers.

Students read once more the | | | Matching concepts and definitions exercise

Note-taking tasks. |

While-listening	emergency takes place and about possible situations people may expect when they happen. Teacher plays the audio and asks students to complete the radio clip about how an earthquake develops indoors and outdoors.	"In case of earthquake" poster and by observing the recommendations students point out possible hazards to avoid when earthquakes occur. Students listen to an audio of a radio capsule in order to identify hazardous situations. Students write down their answers in their textbook or notebook and discuss their answers with the class.	Audio		Students' participation Rubric listening skill Textbook exercises Note-taking tasks.
Grammar focus Post-listening	Teacher explains the use and structure of instructions by presenting common instructions generally spoken by a mom and the teacher in the imperative form. Teacher invites students to write on the board some common instructions they have heard. Teacher asks students to take a look at five instructions to perform during an earthquake. Students get in teams and	Students circle the action words that describe what people tell others to do and identify from the instructions in the imperative form. Students mention who usually asks them to do something Students mention common instructions they usually perform.		2	Written response on the notebook Students' participation Note-taking

	discuss whether they are true or false.	Students discuss their answers from the True or False exercise and share their ideas with the class. Students color the self-assessment instrument to establish their achievements in the expected learning(understanding instructions)			tasks. Self-assessment traffic light for students Understanding instructions

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher dictates examples of general instructions to perform in case of an emergency. The teacher explains to students that instructions can be similar to different emergencies.	Students write down in their notebooks a list of instructions in case of an emergency. Students get in teams and choose a disaster in which they can settle some instructions from the list and start giving instructions to tell people what to do in case of that disaster. Students go	Pictures/ Textbook	3	Written response on the notebook Note-taking tasks.
Practice or social interaction	The teacher invites students to work in teams and choose the most appropriate instructions they consider for a specific natural disaster from the list. The teacher tells students to add more instructions of their own.				Students' participation Note-taking tasks.

Information processing activity	Teacher asks students to work in a graphic catalog about nine natural disaster they consider the most relevant in Mexico Teacher asks students to create a list with five events that take place at the same time as one disaster they select and can provoke injuries or dangerous situations.	to the board and write their answers under the headings and pictures of that specific disaster. Students share their instructions with the class and mention some hazardous events. Students create a natural disaster catalog, choose a relevant emergency they consider and write five situations they may expect during that emergency and file it to their portfolio. Students color the self-assessment instrument to establish their achievements in the expected learning (giving instructions)			Students' participation Portfolio documents (Natural disasters catalog and simultaneous events during a specific disaster) Self-assessment traffic light for students Giving instructions

Reading					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing activity	Teacher recalls students about the importance of choosing clear and direct illustrations when creating an informational poster. The illustrations must match with the instructions provided by the texts. The teacher presents four activities from the repository website liveworksheets.com	Students look at the activities and match the illustrations with the instructions. As soon as they finish students can click the button finish and students can check their answers. Students receive their grade and a small feedback if mistakes appear.	website/ video	4	Questions Exercises' screenshots with students' grade
Practice or social interaction	The teacher asks students three questions before presenting a natural disaster broadcast: "**What is global warming? Do you think Natural Disasters have a connection with global warming? Which countries do you know have more Natural Disasters?**"	Students take a look at the questions and share their answers in pairs. Students share their answers with the class Students write the global warming definition in their notebook.			Students' participation Note-taking tasks.
	The teacher elicits students' answers and gives students a definition about global warming. The teacher presents a list of the number of natural disasters by country in 2021.	Students watch the video and answer the questions individually. Then, students get in teams and discuss their answers.			Students' participation Note-taking tasks.

Information processing activity	The teacher presents the video and asks students to identify the countries that are affected on the video. The teacher asks students to mention Hurricane Mathew's consequences. Teacher tells students to give their opinion about how poor countries face the emergency. Teacher elicits and writes students' responses on the board	Students share their answers with the class.			Students' participation

Writing					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing Activity Pre-reading While-reading	Teacher asks students if they think Natural disasters are modern events or they have occurred in the past. The teacher tells students if they remember old stories about natural disasters. The teacher gives students a reading about "strange" situations around past natural disasters. The teacher divides the class in teams and each team selects and	Students answer the teacher's questions and they give their opinion about Noah's ark story and add more stories. Students pay attention to the content of the text and discuss the paragraph they were given. A member of each team presents the most relevant information about their paragraph and shares it with the class.	textbook/ text	5	Students' participation Note-taking tasks. Rubric reading skill Text exercises

	discusses one specific disaster. The teacher invites a member of each team to present the relevant and extraordinary facts about their paragraph.	Students mention another historical natural disaster they may know.			Questions
Post-reading	Teacher asks students to find more about historical natural disasters.				
Grammar focus	Teacher presents sequencing words in order to help students organize the information in their project.	Students take notes in order to prepare their presentation of their project.			Note-taking tasks.
	The teacher uses examples such as grades in middle school, subjects in daily schedule and when indicating instructions.	Students consider relevant information such as clear and direct instructions, graphics or illustrations, possible audience, sequencing words and grammar features as well as spelling to be included in their final product			Students' participation
Information processing Activity	Teacher shows students a list of steps to create an informational poster where they can find ideas about what to include when talking about environmental emergencies and to be a checklist for them to consider when creating their poster	Students write imperative statements by considering five situations which may happen during the environmental emergency they			Rubric writing skill

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
First draft of their final product	Teacher recalls students to create a list with imperative statements to give instructions in their poster to tell people how to deal with the emergency(a draft of their poster)	chose Students color the self-assessment instrument to establish their achievements in the expected learning sequencing words)			Portfolio document (poster draft) Self-assessment traffic light for students Sequencing words

Speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Practice or social interaction with the final product of the lesson.	Teacher provides students with a list of considerations when analyzing and presenting the content of their informational poster: **"Can you identify the emergency? Are the instructions clear (correct use of grammar and spelling)? Are instructions ordered in sequence? Do illustrations match the instructions?"** Teacher invites students to present their project to the class.	Students perform their presentation on their instructional poster in case of an environmental emergency in front of their classmates Students provides their classmates a grade based on the teacher's list of considerations Students write down some suggestions their classmates can consider for a better version of a new poster	Poster	6	Poster with instructions Rubric speaking skill Rubric Oral presentation

Intercultural component Students search on the internet about other countries that are affected with similar environmental emergencies just like Mexico. How do they deal with the situation and how much are they affected with these problems?

Evaluation Along the development of this unit, students provide a wide set of evidence where they can notice how they can gather information on what they can include for the final project (portfolio papers), as well as they can notice features of the target language on use and structures.

Conclusion Students can be aware of how they manage to complete and hand in the expected products. As well as they have their self-evaluation on reading and understanding instruction sheets, writing instructions and editing instruction sheets.

Follow up activities After the teacher gives students feedback and they have their peer evaluation, students make a final version of the product, which can be hung around the classroom or the school inviting the school community to read them

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

Inside the classroom a complex task is carried out every time teachers prepare students' assessment for each end of a period and sometimes it concludes in arguments, misunderstandings and of course weak evaluation of learning. Evaluation and assessment are common features when teachers assemble evidence in order to provide a grade for students. Nonetheless, a significant criterion for rating learning or competencies is required in order to facilitate this process. The rubric tells both teacher and student what is important and what is the expected outcome when assessing.

Providing students with a specific rubric for each ability or for the lesson outcomes, these rubrics look for helping students to understand teacher's expectations on the task to develop. Additionally, it guides them to notice opportunity areas to improve and they can receive more accurate feedback. On the other hand, benefits for the teachers are having an objective and consistent instrument to avoid arguments and make scoring easier, friendlier, and faster because rubrics standardize grades and help students understand where their grades come from.

Rubric for the productive skill SPEAKING

Barriers appeared during the process of presenting in front of the class due to students struggling with inhibition or with people they do not feel confident at all. They feel observed and easily criticized and if they do not pronounce a word correctly or they misuse a grammar structure.

However, students need to realize there is more than just pronouncing correctly, there are more relevant aspects such as preparation, comprehension of the topic, content, even volume where students can receive better feedback and in addition, they can feel more secure about what areas they can develop and correct. Swain (1985) shared the perspective of output as a tool for learners to notice gaps in their interlanguage (associated to interaction), to test emerging hypotheses about the language and to reflect on language through using language. Instead, students consider the result more than the process, and sometimes they forget that valuable information can emerge for their learning and regulate physical and mental activity as well.

Next, two scoring rubrics are presented as proposals to enhance students productive speaking ability in the lesson:

Student Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

Rubric for the oral presentation considering the outcome of the lesson

Student Name: _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.

Rubric for the receptive skill READING

In compliance with Goodman, the interactive reading model combines the characteristics from both bottom-up and top-down decoding. An interactive model is one which has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text as necessary (1981). The most common excuse students mention is that they do not know the target language and they feel overwhelmed already. A great approach for students to start interacting with texts is to guide them through consistent steps in order to improve their comprehension and confidence when reading.

Teacher Name: **Luis Rodolfo Díaz Munive**

Student Name: _____

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot list important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Rubric for the receptive skill LISTENING

Teachers are guides and facilitators and they promote activities that Richards, J. C. (2008) states to guide students in order to fulfill the expectations for the listening exercises:

- Pre-listening activities which provide contextual knowledge to learners
- Teachers can take into account audio text's length and difficulty in order to make adjustments to present a suitable material for students.
- Teachers help learners to avoid trying to understand every word as a bad habit. Instead, they can make predictions and review key vocabulary.

As a consequence, Richards, J. C. (2008) explains the listening process is related to comprehension where understanding of spoken discourse is relevant, that is why the following strategies can be considered: selective listening, GIST and sequencing. The relevance of managing

information from listening activities can result in attractive and motivating practices where students can develop self-confidence and awareness of spoken discourse advantages.

Teacher Name: **Luis Rodolfo Díaz Munive**

Student Name: _____

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Rubric for the productive skill WRITING

Writing activities considering Hyland model of writing instruction (2002) provide students with a well-organized methodology where students follow significant steps towards better producing with more elements to be considered and enhance students' final product of the lesson:

- select a topic.
- brainstorm and perform a draft for their next instructional poster as a prewriting activity.
- compose by getting their ideas down on paper.
- Teachers/peers respond to ideas, organization and style.
- reorganize in order to adjust text to readers and check for correct form.
- publish (or present) their final draft.

Student Name: _____

CATEGORY	4	3	2	1
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn\'t seem to care.

Self-assessment traffic light for students

This instrument allows students to assess their own performance in understanding the contents of the lesson. It promotes that students have to be responsible for their own learning and encourages them to become autonomous learners.

Furthermore, it helps the teacher to identify topics where students are aware of their strengths and where they are facing problems. It also provides a general perspective on the class development.

2.03 Attached evidences of (graphics, photos, images)

You can see the links of the following pictures in the appendix.
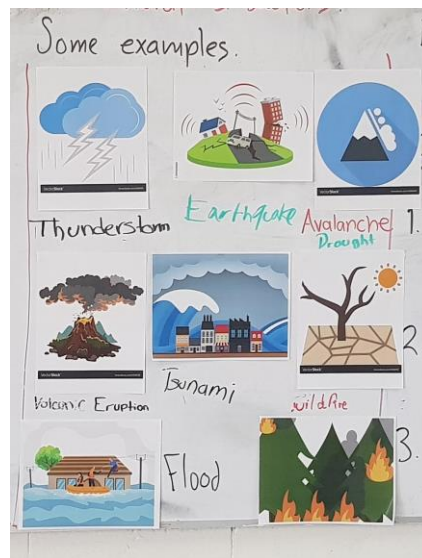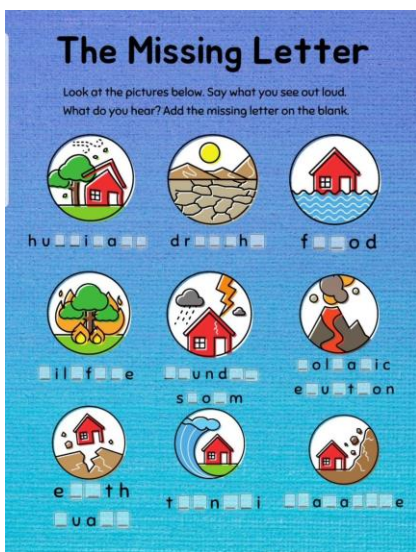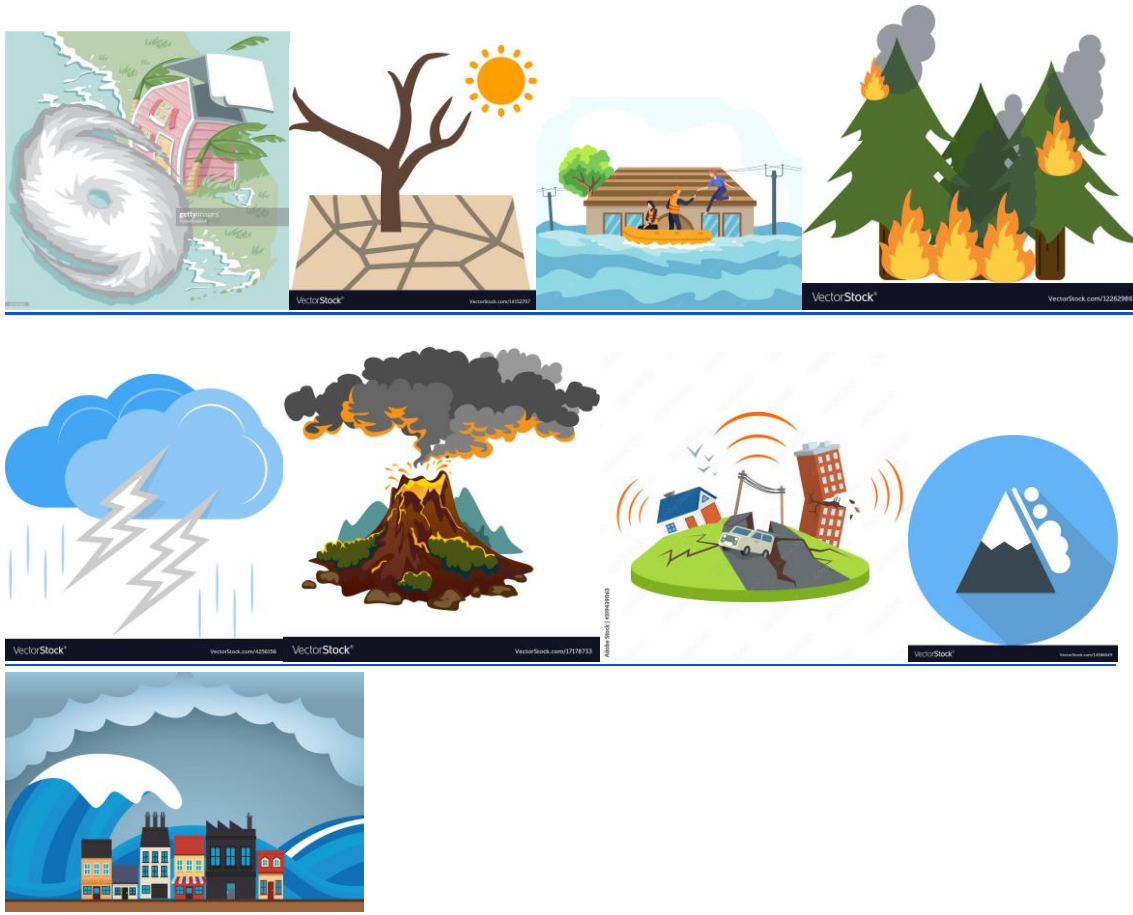
[Photograph] Activity performed in the classroom

Environmental Emergencies

Environmental emergencies can happen anywhere at any time and they can have terrible consequences for individuals and communities such as injuries, diseases, or even death. Some examples of environmental emergencies are:

_____   _____   _____   _____

Taken from *Sunburst 2 Secondary Activity Book* Herrera, Mario (2021) Pearson

[Photograph] Activity performed in the classroom

Taken from *Sunburst 2 Secondary Activity Book* Herrera, Mario (2021) Pearson

3 Work in teams. Write possible consequences for human beings.

Environmental Emergency	Consequences
Natural disasters	→ Destruction of property and personal injuri or illness.
Severe weather	→ Natural disasters and drought (sequia).
Chemical and oil spills	→ Pollution.
Radiation exposure	→ Skin burns, and diseases such as radio toxemia.

Reader's Book
Read pages 33-36 from the Reader's Book.

Introduce students to the theme of the unit and have them connect it with their personal experience.

Unit 3 **41**

[Photograph] Activity performed in the classroom

4 Work in pairs to label the poster parts with words from the box. Then, identify those parts in other posters.

In Case of Earthquake

Tremor

Use the stairs.

Do not use the elevator.

Get under desk and hold on.

Cover your head and neck.

Stay away from utility wires.

Do not stand at a doorway.

Stay away from dangerous objects.

Drive to clear area and avoid bridges.

illustration

instruction

title

Taken from *Sunburst 2 Secondary Activity Book* Herrera, Mario (2021) Pearson
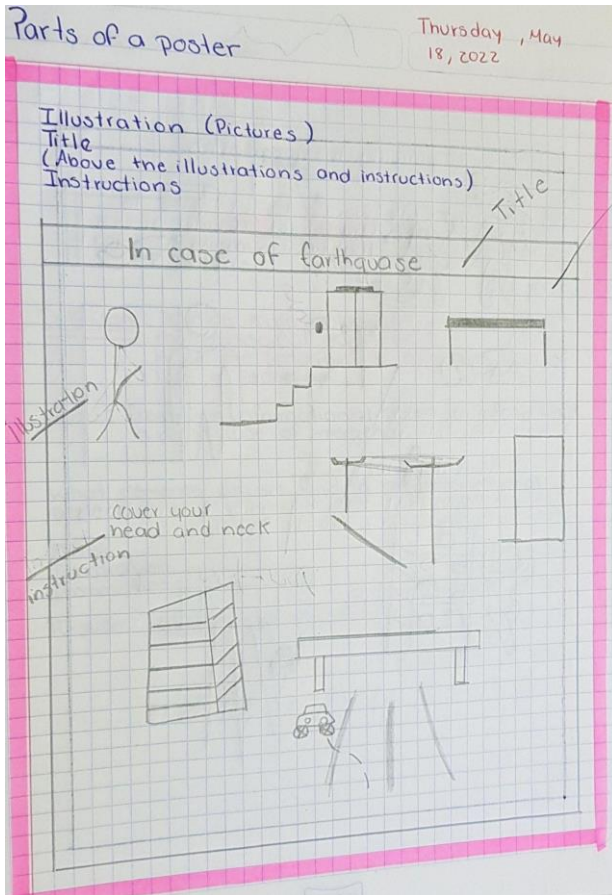
[Photograph] Activity performed in the classroom

1. Match the words below with definitions 1-10.

*avalanche   drought
earthquake   epidemic   famine*

*flood   forest fire   mudslide
tsunami   volcanic eruption*

1 A(n) .... is when the ground shakes and buildings collapse.

2 A(n) .... is when hot rocks, fire and steam suddenly come out of the ground.

3 A(n) .... is when water covers the ground in places which are usually dry.

4 A(n) .... is when snow and ice fall quickly down a mountain.

5 A(n) .... is a long period of time without enough food in a region.

6 A(n) .... is a very large and long wave following an earthquake under the ocean.

7 A(n) .... is when there is no rain for a long time.

8 A(n) .... is a fire that spreads quickly through a large area of trees.

9 A(n) .... is when a serious disease spreads to lots of people.

10 A(n) .... is when a large quantity of wet earth suddenly falls down the side of a hill.

You can see the link of the previous pictures in the appendix.
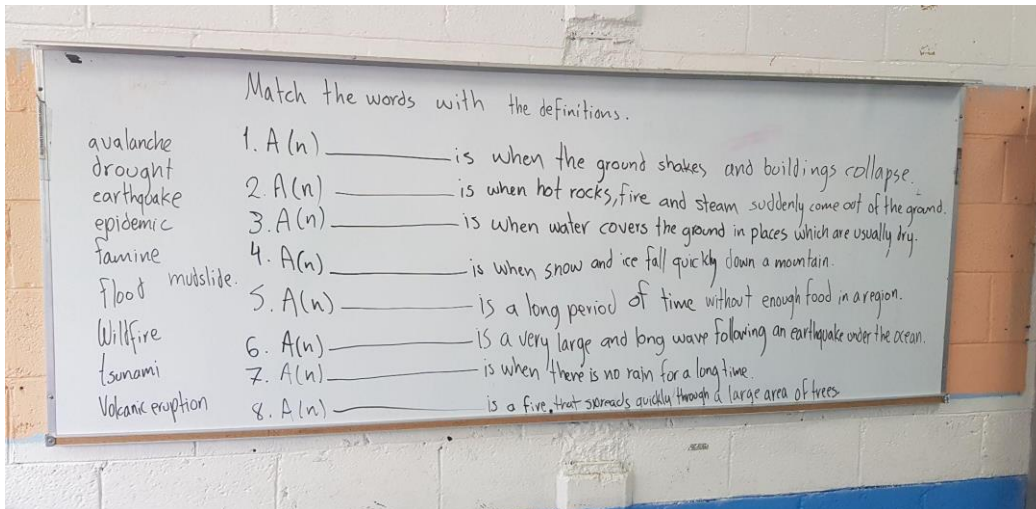
[Photograph] Activity performed in the classroom
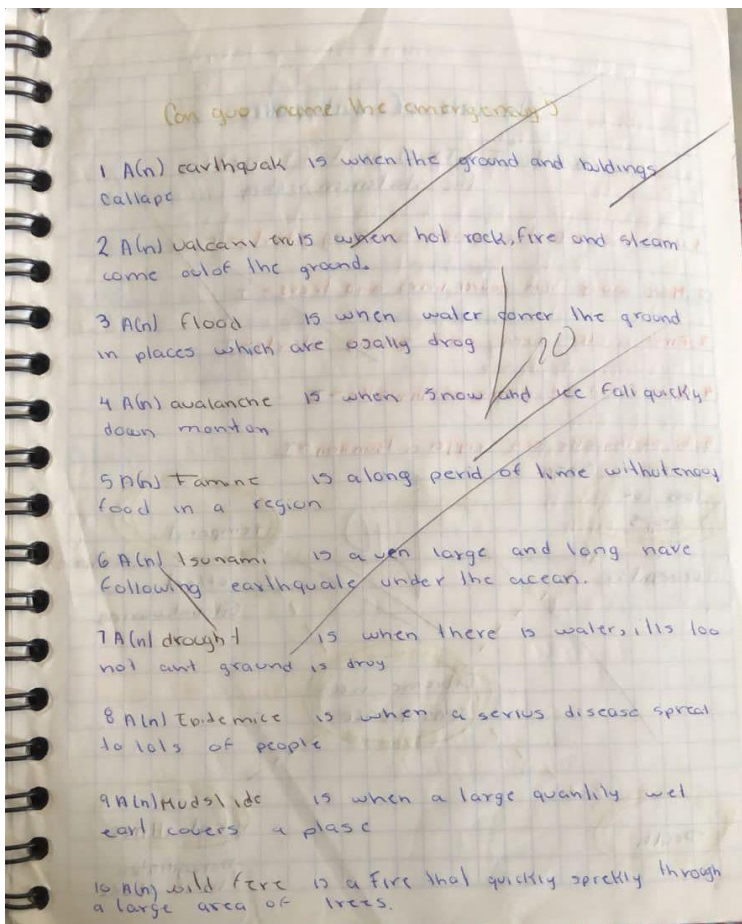
[Photograph] Activity performed in the classroom

5 Listen to the radio clip and fill in the gaps. (13) (189) (BA)

In our capsule today, I'll explain to you what we have to expect during an earthquake. The first thing is that the ground or floor will _____, in some cases violently. You may see swaying buildings or _____ a roaring sound. Inside a house, unsecured objects and ceiling panels may _____, windows may _____, and power may _____. On the street, constructions, such as bridges and utility wires, may also fall creating hazardous situations. So, once you manage to go out, check your surroundings and stay in a safe place.

Taken from *Sunburst 2 Secondary Activity Book* Herrera, Mario (2021) Pearson
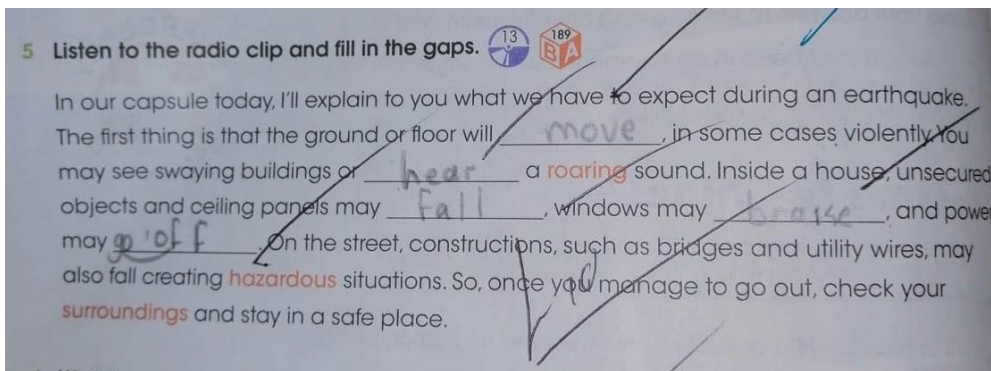
[Photograph] Listening activity performed in the classroom

IN CASE OF EARTHQUAKE

I. READ THE MANUAL IN CASE OF EARTHQUAKE WRITE "T" (TRUE) OR "F" (FALSE)FOR THE STATEMENTS BELOW

1.**Use** elevator when shaking starts. [   ]

2.**Move away from** power lines and trees. [   ]

3.**Find** a clear area when shaking starts. [   ]

4.**Run out** of the building during strong shakings. [   ]

5.**Give** first aid during the earthquake. [   ]

6.An earthquake **can trigger** a tsunami. [   ]

You can see the link of the previous picture in the appendix.
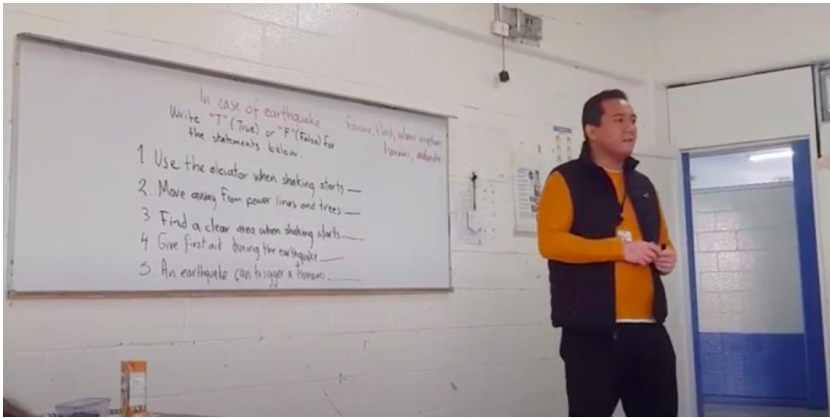
[Photograph] Activity performed in the classroom
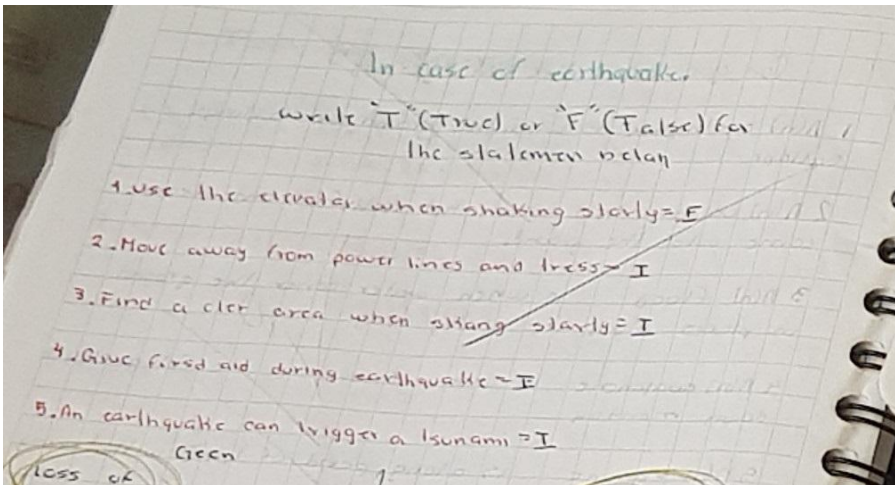
[Photograph] Activity performed in the classroom
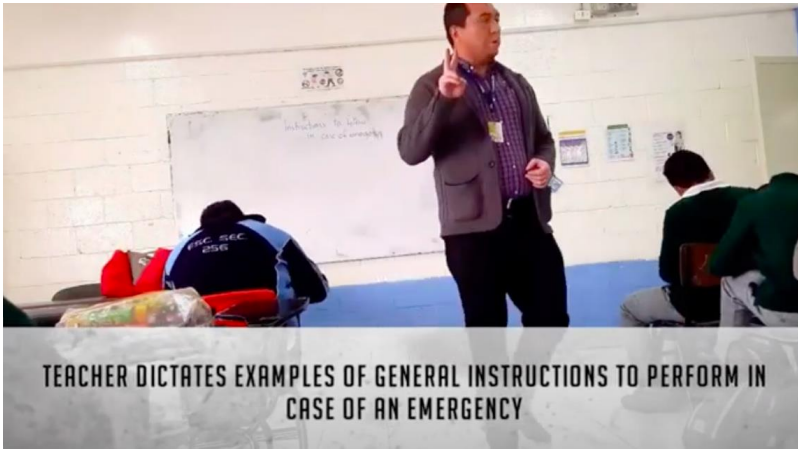
TEACHER DICTATES EXAMPLES OF GENERAL INSTRUCTIONS TO PERFORM IN CASE OF AN EMERGENCY

[Photograph] Activity performed in the classroom
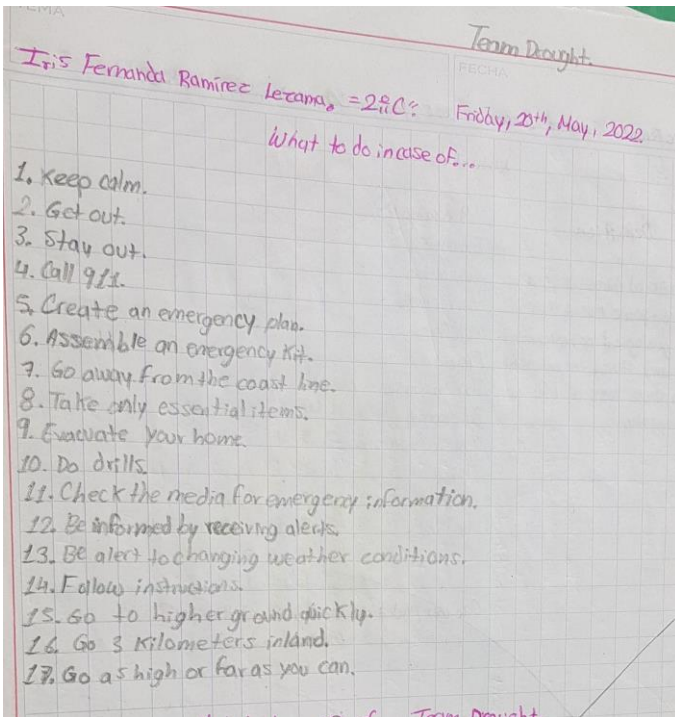
[Photograph] Activity performed in the classroom
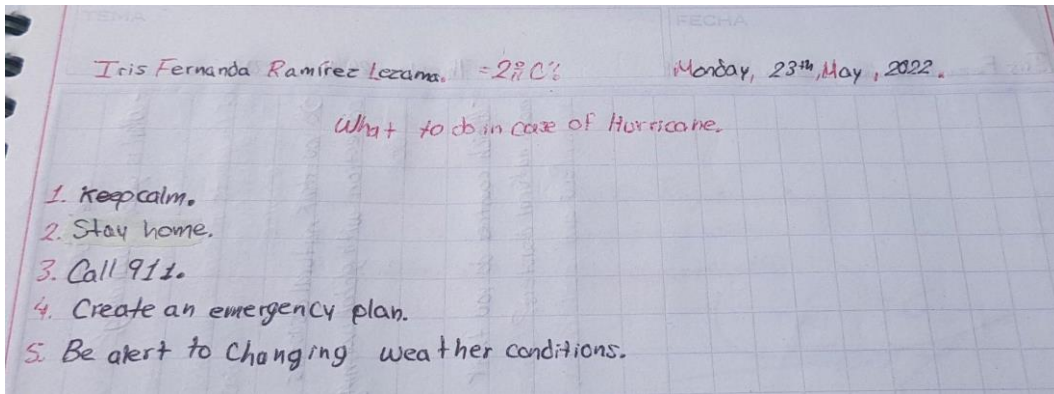
[Photograph] Activity performed in the classroom
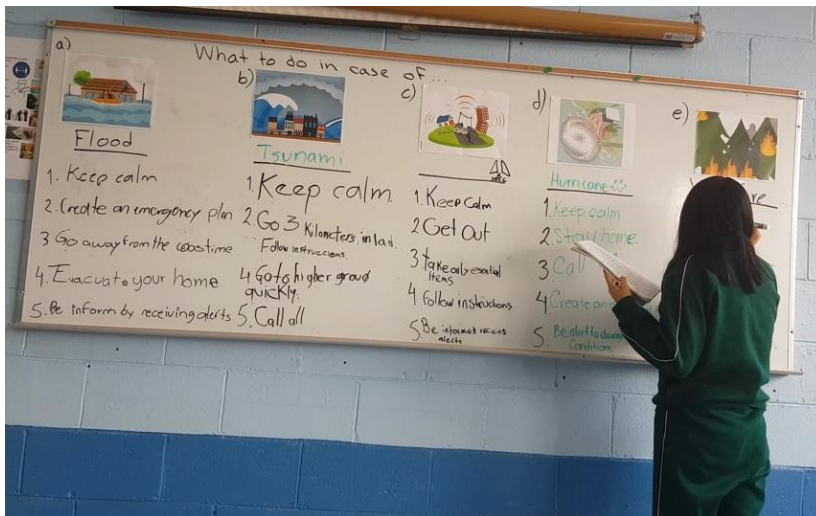
[Photograph] Activity performed in the classroom

Use of technology outside the classroom
You can see the links of the following pictures in the appendix.

Hurricane Matthew Strikes Haiti

Society › Geography & Nature

Countries with the most natural disasters in 2021
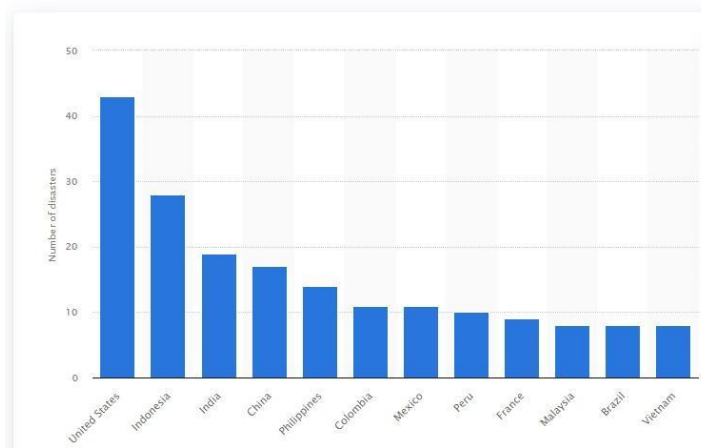
Use of a portfolio
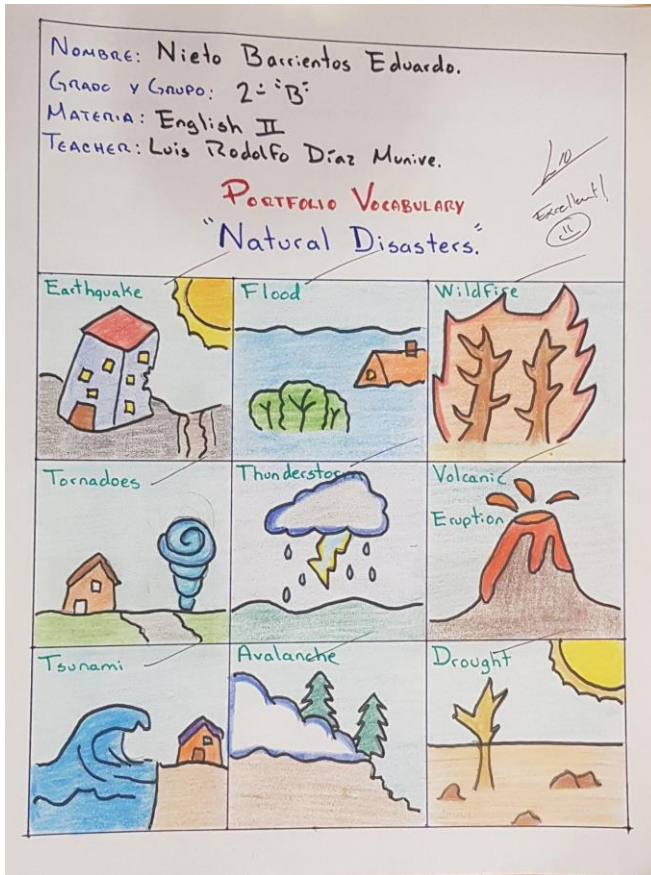
[Photograph] Natural disasters catalog.
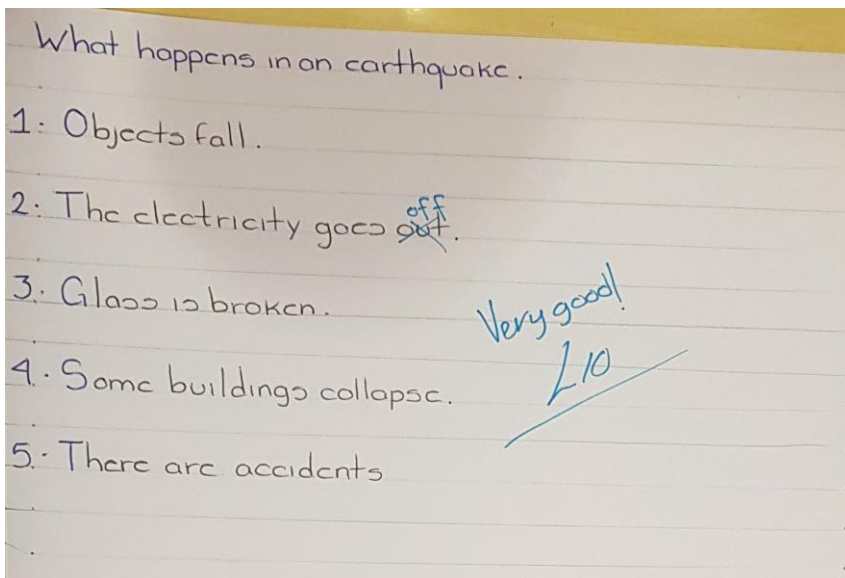
[Photograph] Simultaneous activities during a disaster

Earthquake.

First
1. Keep calm

After that
2. Eliminate fire sources
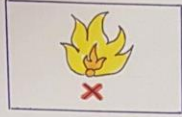
Then
3. Stay away from windows and objects that could fall.
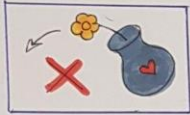
Next
4. Do not use elevators.

After
5. Locate safe areas

Finally
6. Locate safe evacuation rutes.

Great!
Don't forget to use (Sequencing words!!!)

∠9

[Photograph] Writing activity performed in the classroom

Monday, May 8th, 2022

Organizing the information

Secuencing words : words that help us to understand the order of events that are happening in a text.

Horario

First
Second

Examples

First, second, next
meanwhile, after that.

Informational poster :

A single poster that tells the audience something they probably do not already know.

Title

Short and interesting

Text

Clear to the point

Effective use of graphics color and fonts.

[Photograph] Activity performed in the classroom

Steps to elaborate an informational poster

step 1   Select the natural disaster on the audience.

step 2   Brainstorm the information you will provide.

step 3   Select or create matching graphics.

step 4   Make a list of instructions and sequence them logically.

step 5   Use sequencing words to conect the instructions.

step 6   Check for correct gramar and spelling.

step 7   Present it.

[Photograph] Activity performed in the classroom

Freaky Forces of Nature

The forces of nature can be unbelievably powerful. Severe weather such as hurricanes, blizzards, flash floods and thunderstorms can cause serious damage and the loss of life. Some of Mother Nature's forces, however, are so bizarre and unexpected that they can only be described as freaky. Here are some examples.

A It's raining frogs!

The fastest wind speed ever recorded — 511km an hour — occurred during a tornado in the USA in 1999. Scientists classify tornadoes by the damage they can do. A tornado with wind speeds of 110km an hour can sweep away entire houses and throw cars through the air as if they were rockets. A tornado with wind speeds of more than 480km an hour has the power to derail trains, tear grass from the ground, and even rip pavements from the street. But that's not all tornadoes can do. Scientists believe that tornadoes can suck up the surfaces of lakes, rivers and other bodies of water. When they do, they can take frogs and fish along for the ride, and then drop them far away. This may have been the cause of the 'frog rain' in a town in Serbia. Small frogs rained on the town, sending residents running for cover as they tried to escape. 'I thought maybe a plane carrying frogs had exploded in mid-air,' said one resident.

B Flaming twisters

As if tornadoes aren't dangerous enough, one kind is made of fire! Wildfires are so powerful that they can create their own weather. As these fires burn, they consume huge quantities of oxygen. The intense heat causes the air to rise. When fresh air rushes in to replace it, strong winds are produced. Sometimes this makes the fire spin like a tornado. These fire whirls, or fire tornadoes, can be 15m wide and grow as tall as a 40-storey building. They generally last no more than a few minutes, but some have lasted as long as 20. They are, not surprisingly, one of the most dangerous natural disasters. In 1923 in Japan, a fire whirl killed 38,000 people who had gathered in an open space to escape being injured in an earthquake.

C Dodge balls

About 1,000 years ago, hundreds of people were mysteriously killed in the Himalayas. A recent investigation concluded that they were caught in a hailstorm and couldn't avoid being hit by chunks of ice the size of tennis balls that fell on their heads at more than 160km an hour. Hailstorms as deadly as this are rare, but hail itself is not uncommon. It is formed in storms when raindrops are carried into extremely cold areas of the atmosphere by powerful winds. The longer the tiny specks of ice bounce around in the wind, the bigger they become. When the pieces of ice grow too big for the wind to hold up, they fall to the ground as hail. Hail is most common during late spring and early summer when severe thunderstorms are more likely to occur.

D Gas attack!

When a volcano erupts, a glowing sea of molten lava often flows down its sides, destroying everything in its path. But a volcano can produce something even deadlier: a pyroclastic flow, which is a cloud of gas and rock that can reach temperatures above 500°C. The flow crashes down the side of a volcano like an avalanche. These flows typically reach speeds of more than 80km an hour. A pyroclastic flow will knock down, destroy, bury or carry away nearly everything it meets. It can destroy buildings, forests and farmland. People who are caught in the path are obviously among the victims too, but even people that are close by can die as the result of breathing in hot ash and gases. It was this kind of flow that famously destroyed the Roman cities of Pompeii and Herculaneum during the eruption of Mount Vesuvius nearly two thousand years ago.
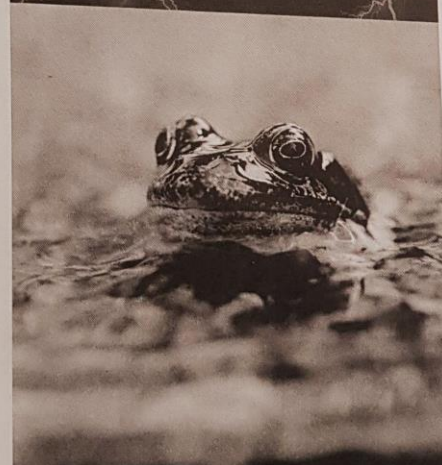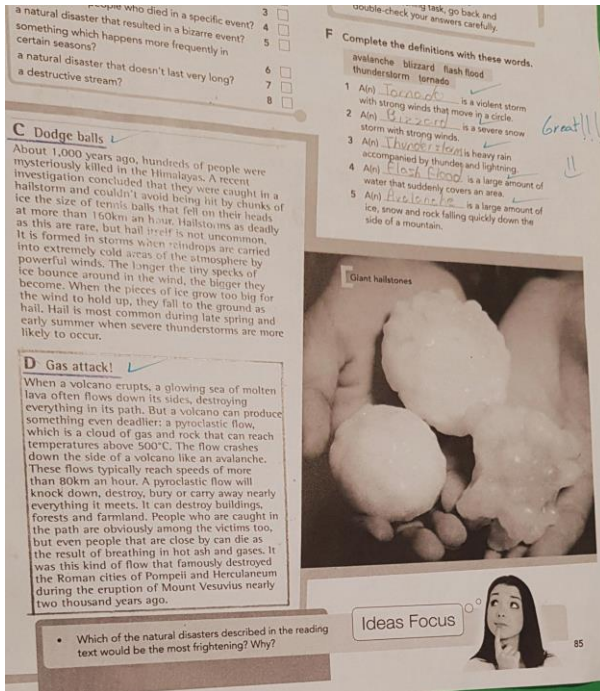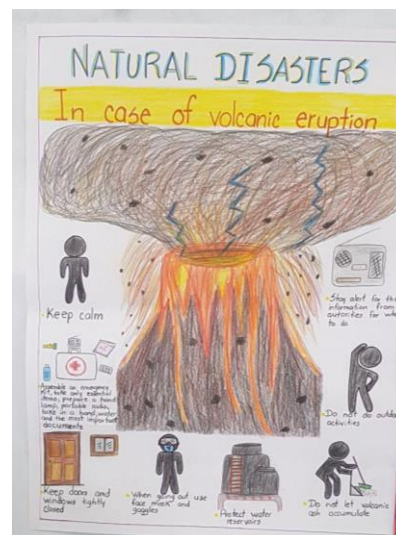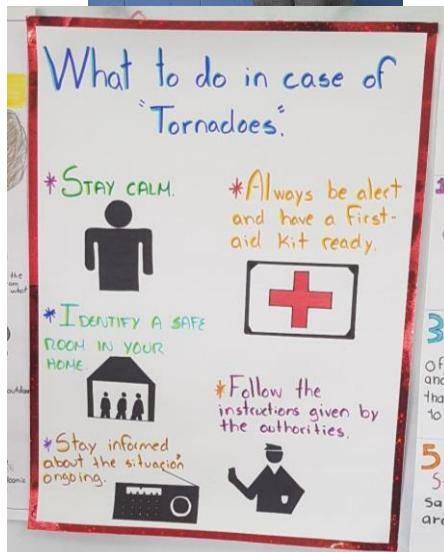
3 A(n) _____ is heavy rain accompanied by thunder and lightning.
4 A(n) _____ is a large amount of water that suddenly covers an area.
5 A(n) _____ is a large amount of ice, snow and rock falling quickly down the side of a mountain.

Giant hailstones

- Which of the natural disasters described in the reading text would be the most frightening? Why?

Ideas Focus

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7 Wild World

Reading

A Which of the following natural disasters are the most common in your country? How often do they happen?

- earthquakes ☑
- wildfires ☐
- floods ☑
- tornadoes ☐
- volcanic eruptions ☐
- tsunamis ☐

Very good

Word Focus

classify: to divide things into groups according to their type
derail: to make a train come off the railway tracks
molten: describes rock that has melted because of great heat
pyroclastic: molten rock fragments and gases that move rapidly down the sides of a volcano

B Read the text quickly. Which of the natural disasters in A are mentioned?

[Photograph] Reading activity performed in the classroom

[Photograph] Reading activity performed in the classroom

[Photographs] Speaking activity performed in the classroom

2.04 Show evidences of your designed tool to assess your students

The rubrics here presented were created by using rubistar.4teachers.org. It facilitates teacher's work when designing rubrics. It provides clear ideas on what to assess for the language abilities.

Along the development of the lesson there were several opportunities where students could show their skills to achieve a task. The results obtained for the language abilities using rubrics are as it follows:

Rubric for the productive skill SPEAKING

For the first rubric students were assessed in four categories: preparedness, comprehension, speaking clearly and volume.

This rubric was used when students participated in the class. Here is an example:

Teacher Name: Mr. Díaz Munive

Student Name: Nieto Barrientos Eduardo

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed. ✓	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic. ✓	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. ✓	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation. ✓	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

Analysis and contrast of the instrument to grade (SPEAKING).

These instruments were designed for a forty students' class. When this instrument was created, the four parameters were considered relevant (preparedness, comprehension, speaks clearly, and volume) and useful in order to provide a reliable grade to students in speaking.

However, this skill can be considered the most challenging, because some students (around 80% of the class) are not able to perform in front of another classmate or even the teacher during the lesson. Examining the instrument, the preparedness parameter is more related to study habits than speaking. Thus, some changes can be conceived since the productive skill of speaking is not graded properly. Some relevant changes could be to incorporate strategies to avoid communication breakdowns, as well as the correct use of expressions to assure communication. Fluency and accuracy are other suggested changes.

When the teacher gave feedback on a student's performance, categories were explained to the students in order to help them reflect on the expectations about their participation. Scoring was the second element to describe in order to explain to students where the grade came from. The scoring rubric was acceptable for the students and it helps to evaluate the students faster and easier.

For the second rubric (ORAL PRESENTATION), students were assessed in five categories: content, preparedness, speaking clearly, volume and vocabulary.

Analysis and contrast of the instrument to grade (ORAL PRESENTATION).

When this instrument was created, the five parameters were considered relevant (content, preparedness, speaks clearly, volume, and vocabulary) and useful in order to provide a reliable grade to students in their oral presentation. Most of the students (around 60% of the class) focused more on preparing their poster to be their support when speaking. Students read their poster and could not speak directly to the audience, neither the teacher. Examining the instrument, the preparedness parameter is more related to study habits than speaking, once again. Thus, some changes can be made in order to provide students a better perspective on what to do in an oral presentation. Speaking is immerse in their performance, thus it would be advisable to evaluate and foster habits to face oral presentation such as: verbal and non-verbal communication, mastery of the content, acceptable voice volume, and interaction with the audience.

This rubric was used to evaluate students' oral presentation at the end of the lesson. Here is an example:

Oral Presentation Rubric : Presenting the lesson outcome

Teacher Name: Mr. Diaz Munive

Student Name: _Nieto Barrientos Eduardo_

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic. ✓	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed. ✓	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. ✓	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation. ✓	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. ✓	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.

When the teacher gave feedback on a student's performance, categories were explained to the students in order to help them reflect on the expectations about their participation. Scoring was the second element to describe in order to explain to students where the grade came from. The scoring rubric was acceptable for the students and it helps to evaluate the students faster and easier.

Rubric for the receptive skill READING

For the third rubric, students were assessed in four categories: identifying important information, identifying details, identifying facts and summarization.

This rubric was used to evaluate students' reading ability on the text presented in the lesson. Here is an example:

Teacher Name: Luis Rodolfo Díaz Munive

Student Name: Nieto Barrientos Eduardo

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference. ✓	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article. ✓	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. ✓	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about. ✓	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Analysis and contrast of the instrument to grade (READING).

This instrument was clearer because it does provide the proper parameters when students read (60 % of the students could achieve the expectations). It really helps students to consider specific information from a text, as well as it points out the outcomes when students finish reading. In addition, it is advisable that students should consider more reading habits and strategies because the main problem was when students struggled with vocabulary, structure and form. Another situation was that students could achieve the task when they worked collaboratively instead of doing it isolated.

When the teacher gave feedback on a student's performance, categories were explained to students in order to help them reflect on the expectations about their participation. Scoring was the second element to describe in order to explain to students where the grade came from. The scoring rubric was acceptable for the students and it helps to evaluate the students faster and easier.

Rubric for the receptive skill LISTENING

For the fourth rubric, students were assessed in four categories: identifying important information, identifying details, identifying facts and summarization.

This rubric was used to evaluate students' listening ability on the radio capsule presented in the lesson. Here is an example:

Teacher Name: Luis Rodolfo Díaz Munive

Student Name: Nieto Barrientos Eduardo

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Analysis and contrast of the instrument to grade (LISTENING).

This instrument was similar to the reading instrument. However, listening is a little bit more complicated for students, because it provides some parameters when students listen (40 % of the

students could achieve the task). It really helps students to consider specific information from an audio, nonetheless, students have to develop note taking habits, as well as strategies to infer and predict what they listen. Vocabulary, structure, form and content are obstacles that most of the students need to work with. A similar situation was that students could achieve the task when they worked collaboratively instead of doing it isolated.

When the teacher gave feedback on a student's performance, categories were explained to students in order to help them reflect on the expectations about their participation. Scoring was the second element to describe in order to explain to students where the grade came from. The scoring rubric was acceptable for the students and it helps to evaluate the students faster and easier.

Rubric for the receptive skill WRITING

For the fifth rubric, students were assessed in six categories (this was the largest rubric): title, illustrations, spelling and punctuation, organization, topic and writing process.

This rubric was used to evaluate students' posters presented at the end of the lesson. Here is an example:

Analysis and contrast of the instrument to grade (WRITING).

This instrument has significant parameters that help students to improve writing skill. However, students are not used to writing in daily basis activities. Around 30% of the students could accomplish the task properly. It helps students to be prepared for writing for the first time and it is advisable students consider rubrics as a strategy which can lead them to improve this skill specifically.

When the teacher gave feedback on a student's performance, categories were explained to the students in order to help them reflect on the expectations about their participation. Scoring was the second element to describe in order to explain to students where the grade came from. The scoring rubric was acceptable for the students and it helps to evaluate the students faster and easier.

SELF ASSESSMENT TRAFFIC LIGHT

Teacher uses this self-assessment tool to revise the main or key learning aims for each session. For example: Can I give and understand instructions? This instrument allows students to assess their own performance in understanding the contents of the lesson. Here are some examples:
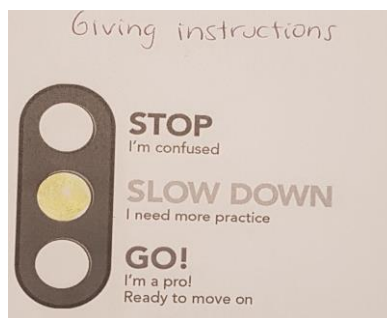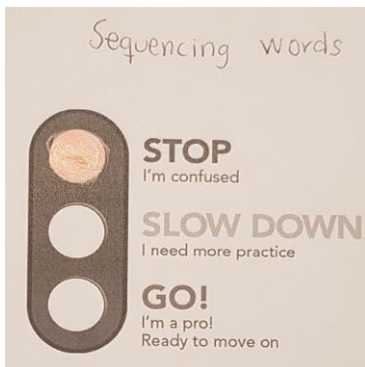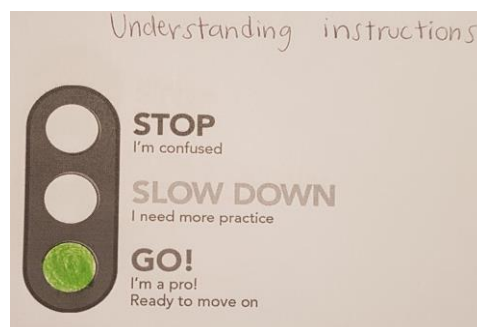
Analysis and contrast of the instrument to grade (SEL-ASSESSMENT).

This instrument cannot be considered to evaluate objectively, however it helps students to be aware of the responsibility they have for their own learning process. It provides a perspective about how students feel in front of the content, and how they can recognize what they can do in order to achieve the expected learning. Students feel more comfortable by pointing out how they feel and it can be useful to provide better explanations and definitions to students.

2.05 Performing and recording the activities

Link of the video: https://youtu.be/NCRJYcWGDbk

Chapter 3: Experience Report

When the lesson started, I did not know what would happen, because this was the first time I would change how I had been teaching. For this lesson, there were opening, development, and closing stages, which I had not considered before. Along with, students felt intrigued because of the camera, but they participated actively and enthusiastically, reacting positively to all the activities. The general purpose of all the activities, was to teach in a student centered approach. For the activation stage, the teacher asked triggering questions, related to natural disasters' description, and students provided one word, in order to start their participation. They were encouraged, and performed it quickly. However, when revising the vocabulary of natural disasters' names, they froze. This was expected, because it was an introductory activity where they could show their previous knowledge, and what they knew about the topic. As soon as they received the handout, they

recognized some of the words for each name. Among the students, they were comparing and completing the exercise. Earthquake, flood, thunderstorm, and flood were the most difficult words to work, because they are not similar to Spanish. Nonetheless, using the visual support, as well as the hand out, students were able to identify and work on the spelling and pronunciation of these words. They went to the front, and wrote their answers and became familiar with these new words. In order to use the new learning, students performed a conversation, where they mentioned their experience with natural disasters, they role played the conversation, as a connecting activity to present the lesson outcome. It is important for students to socialize what they are learning, and interaction plays an important role, where they can notice what they can do with the language, as well as monitor how they are using it. The teacher asked students about sources of information, where they could find about natural disasters and surprisingly, students provided different examples, and the teacher highlighted the use of posters. Students could identify the significant elements in a poster correctly, because they are familiar with the structure, and people can find similar posters around in schools or public buildings. The teacher encouraged them to create their own personal "what to do in case of a specific natural disaster", as a project for the end of the lesson. Students were expected to fulfill this task, but unfortunately not all the students could make it properly around 60%.

Students worked with different exercises, and examples of instructions related to natural disasters. To improve their learning, they created a portfolio where they assembled examples to understand better the names of the disasters, what happens around when an emergency comes, and prepared a draft before their final product. The natural disaster catalog was acceptable for most of the students, despite some students thought they had to describe each natural disaster, the students could associate a picture with its specific word as a vocabulary strategy. The second activity was more difficult, because students faced obstacles when writing sentences describing simultaneous events when a disaster happens. Even they were short sentences, students experienced difficulty writing them correctly. Additionally, for the draft of the poster, students got confused, because when they knew they had to present their poster in front of the class, students focused more on the poster than preparing a presentation. They got nervous and they forgot what they had memorized for their presentation.

When planning and designing the activities for the class, I considered the poster as a suitable outcome, because students would see in it, the different concepts and content included in the

lesson. In addition, it was a difficult process, because I had not considered all the activities at the same time, I started with the development of the lesson, because drills and practicing the language skills, as well as the interculturality, related to the topic were clearer for me, but opening and closing were more challenging, since I believe that teachers need a good opening to catch students' attention, and performing a successful closing, let the doors open to connect learning with previous or future lessons of the course.

Additionally, a relevant aspect during this lesson, is that students reflected about how they can be able to use the learning in their daily life. Understanding and giving instructions are part of students' activities outside the classroom. The teacher provided some examples, where they could find instructions, but students were more creative and they proposed more situations, where they could use, or find this learning. Using CALL outside the classroom, promotes autonomous learning among students, since the Internet can be a great source of information to practice the language by themselves, by being exposed to authentic material. Students worked in one of the largest repository in the internet, with specific material related to natural disasters. Most of the students (85%) could achieve the task, but some others had situations using the technology, or having the infrastructure to carry on the activities.

Communicative activities during the lesson, allowed students to have a context to study the grammar. Using manuals (reading skill), radio capsules (listening skill), general instructions for disasters (grammar focus), definitions, and texts, let the students complete the assignments, using the language closely and meaningfully for their lives. For the receptive skills, most of students (60%) could identify key words when reading, as well as working with the elements of an article, to get the core idea of the texts (using skimming and scanning activities to provide a better management of the information). Moreover, pre, while and post listening activities, facilitated students' understanding of the audios (40 % of the students). Speaking and writing, as productive skills, let the students use the language, along the content of the lesson (20% and 30% respectively). They could have tangible evidence, by organizing the information and writing their poster, and by presenting their poster to the class as well.

For the interculturality, students did not mention what Mexicans do when a disaster happens. They mentioned, in general how other countries deal with disasters, but the teacher

missed the opportunity to highlight that Mexico helps other countries, when an emergency comes and that Mexico also has a special unit called "Topos" , to help in case of earthquakes.

For the closing stage, the first impression students got, was that it was a difficult assignment, because they had to assemble a lot of information, and they had to make a poster. Moreover, they had to be prepared to perform a presentation in front of the class. Although they had worked from the easy to the advanced tasks, they felt not very confident about it. Some obstacles, students had to face, were that they focused more on giving instructions correctly, instead of how these can be ordered using sequence words. Unfortunately, most of the students forgot to use sequencing words.

Another situation, is that the school is really close to a Main Road. Environmental noise affects students' presentations. Students had to raise their volume, and at the same time, try to be calm to present their material.

In general, I could say this was a great experience. Students were motivated, and there were not too many moments where they felt lost or out of context. Most of the students participated, and wanted to work in the class, because they knew the lesson objectives and purposes. The teacher tried to use the target language all the time for instructions, and to explain the activities, and the materials. However, Spanish was allowed to be used by the students in order to understand the tasks.

This lesson plan can be modified and adapted to the students' needs, because opportunity areas have been pointed out and language skills can be addressed properly. There are many possible solutions to improve this lesson plan as well, because this has become a never ending observation process, where teachers can take advantage and observe what needs attention and most important how students can be guided in order to help them learn the target language.

Chapter 4: Conclusions

Every good story has to come to an end and this is the point where all the elements seen through the specialty are integrated. To start with my conclusions I can mention that I have included a new and improved perspective for my role as a teacher. The lessons I used to teach before the Specialization were not as dynamic as I wanted them to be. The linguistic system was the center of my practice and students were not as active as I expected. My teaching philosophy and identity now has the purpose of letting students achieve communication with the real world as well as being able to understand it. I was more concerned about pronunciation, lists of vocabulary and just correcting students. Fortunately, they can make mistakes because today I can understand it is part of their learning process as well as considering that every activity has an authentic purpose to let students use that knowledge outside the classroom. I remember evaluating students had to do with having them answering the textbook quietly and not considering more elements. They had to be quiet and just have a passive attitude. Today, I can say motivation promotes an acceptable teaching and learning environment for the students and the teacher. They can express their interests and expectations about the class, being responsible for their learning and more encouraged to participate.

Additionally, the teachers can propose different, creative and student-centered activities inside and outside the classroom. Every time a lesson plan takes place, significant decisions are made, especially looking for communicative opportunities, because the main goal for students is to use the L2 as a tool of communication. My perspective has grown and planning is not seen as a time consuming activity. It is more like the opportunity to consider the development of language abilities as well as encouraging intercultural communicative competence with my students.

Another further consideration for my practice is that teaching materials are relevant for the purpose of providing students with a broader and tangible catalog to consider when using the language. Technology is close to students' daily life activities and it contributes to keep on learning and allows students to foster self-learning outside the classroom by visiting authentic material websites as well as online repositories to continue working.

Providing students with a specific rubric for each ability or for the lesson outcomes looks for helping students to understand teacher's expectations on the tasks to develop. It guides them to notice opportunity areas to improve and they can receive more accurate feedback. Students feel more confident when they know what they have to do. Teachers avoid misunderstandings as well as conflicts because they can be objective when grading students and they know where their grade comes from.

A relevant reflection after this project is that language and culture cannot be separated. It is not enough to know the linguistic system as well as to identify situations where to use the language correctly. It is strongly recommended to complement these features within the intercultural communication competence framework through all our activities in the classroom. Teachers have to provide values and attitudes in order to appreciate one's own culture and the culture of others with the aim of communicating effectively and living together with people from different parts of the world.

Finally, this Specialization in Teaching and Learning English as a Foreign Language has settled a new set of beliefs as well as strong foundations for my further practice as a Foreign language Teacher. At the beginning, I felt overwhelmed because of the amount of activities and assignments I had to accomplish. I had to manage a lot of personal and professional challenges, which almost made me give up. However, I felt encouraged, supported and motivated to continue.

Through the Specialization, I have been exposed to relevant advantages in each method, model, theory, and approach presented which allowed the integration of activities, with the purpose of giving students a better understanding of the target language.

The relevance of Larssen-Freeman's assemble of form, meaning, and use, Kolb's Experiential Learning Model, approaches to teach, activities and strategies to promote language skills, the use of technology in the classroom, and the importance of evaluation in the teaching learning process have become a significant part of the theory underlying in my teaching practice and identity as I mentioned in the first chapter of this project. Additionally, I feel brand new, because I can observe my previous professional version and I choose the new one and how the Specialization has provided me with solid foundations to continue learning and applying this knowledge with my students in further practices. It was until I could apply everything I experienced during the Specialization, I was

aware of how much I have changed thanks to this Specialization. I used to think that my students needed the best book to achieve their goals in using the language. Now, I can use my experience in this specialty, no matter how difficult it was to accomplish the assignments, weekly tests, or my lack of technological abilities to keep up with the online modality, to help and guide my students in acquiring and learning the target language.

Chapter 5: Appendixes and APA style references

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Images used as visual support during the class(links):

- Hurricane:

https://www.gettyimages.nl/detail/illustratie/hurricane-royalty-free-illustraties/165904927

- Drought:
https://www.vectorstock.com/royalty-free-vector/drought-vector-14152707

- Flood:
https://img.freepik.com/free-vector/flood-disaster-illustration-concept-rescuer-helped-people-by-boat-from-sinking-house-through-flooded-road-people-saved-from-flooded-area-town-natural-disaster-concept-flat-style_7737-2043.jpg?w=2000

- Wildfire:
https://www.vectorstock.com/royalty-free-vector/wildfire-destroys-pines-smock-vector-12262986

- Thunderstorm:
https://www.vectorstock.com/royalty-free-vector/thunderstorm-vector-4256156

- Volcanoes:
https://www.vectorstock.com/royalty-free-vector/a-set-of-volcanoes-of-varying-degrees-of-eruption-vector-17178733

- Earthquake:
https://stock.adobe.com/es/images/earthquake-in-city-cartoon-vector-illustration-tectonic-movements-seismic-activity-shaking-of-earth-car-falling-into-crack-in-ground-calamity-flat-color-natural-disaster-isolated-on-white/319439063?as_campaign=ftmigration2&as_channel=dpcft&as_campclass=brand&as_source=ft_web&as_camptype=acquisition&as_audience=users&as_content=closure_asset-detail-page

- Avalanche:
https://www.vectorstock.com/royalty-free-vector/snow-avalanche-vector-14586549

- Tsunami:
https://es.vecteezy.com/arte-vectorial/2507722-efecto-cambio-climatico-ciudad-paisaje-escena-con-tsunami

Write the missing letters exercise (link):

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Natural_disasters/Vocabulary_Unit_4_py1566765sp

Match the words exercise (link):
https://brainly.pl/zadanie/13381089

Earthquake's manual exercise (link):
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Imperatives/In_case_of_earthquake_oz1622718au

Interactive exercises to work online (links):

https://es.liveworksheets.com/ot1557460fk

https://es.liveworksheets.com/yc1526102cc

https://es.liveworksheets.com/bu1557430ra

https://es.liveworksheets.com/pg1557495eh

Hurricane Mathew broadcasting video (link):

https://www.youtube.com/watch?v=2t-88javFZU

Website to monitor disasters in countries (link):

https://www.statista.com/statistics/269652/countries-with-the-most-natural-disasters/

Reading "Freaky forces of Nature":

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Climate_Change/Natural_Disaster_Reading_xg1989677id

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