



UNIVERSIDAD PEDAGOGICA NACIONAL  
AJUSCO

Especialización en Enseñanza y Aprendizaje de Inglés como Lengua  
Extranjera

A RENEWAL WAY TO TEACH

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# A RENEWAL WAY TO TEACH

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## Table of contents

Introduction .....	1
Chapter 1: Identity and teaching Philosophy .....	4
1.1 Theoretical foundations .....	4
1.1.1 Context of the groups .....	5
1.1.2 The classrooms context.....	7
1.1.3 The teacher's philosophy .....	8
1.1.4 XXI century skills .....	9
1.2 Theoretical basis of language, language learning and language teaching of the model .....	11
1.2.1 Structuralism linguistic system .....	11
1.2.2 The principle of arbitrariness of language .....	11
1.2.3 Jacobson's communication model .....	12
1.2.4 Model of form, meaning and use .....	12
1.2.5 Negotiation of meaning .....	13
1.2.6 Zone of Proximal Development .....	13
Chapter 2: Lesson Plan .....	14
2.1 Applications.....	14
2.1.1 Introduction to the Lesson .....	15
2.1.2 Communicative skills development .....	17
2.2 Procedures Evidences (images, graphics, photos, etc.) .....	22
2.2.1 Activity to integrate informal and casual vocabulary in students ...	22

2.2.2 Evidence that there are internet failures at school .....	23
2.2.3 Activity 1. Oral expression practice (Social interaction activity).....	24
2.2.4. Activity 2. Practice Writing .....	25
2.2.5 Activity 3. Inferring Ideas, reading and listening .....	27
2.2.6 Reading: International Day of Indigenous People .....	28
2.2.7 Flashcards .....	28
2.2.8 Activity 4. Interculturality and culturality Project .....	29
2.2.9 Five groups Originating From the State of Mexico webpages .....	31
2.3 Video that shows the application of the lesson plan .....	32
Chapter 3: Design of Assessment Tools .....	33
3.1 Testing tools for activities .....	33
3.1.1 Flashcard Self-Assessment .....	33
3.1.2 Flashcard Assessment .....	34
3.1.3 Project Assessment .....	35
3.2 Relation behind the Assessing and/or testing tool .....	36
3.2.1 Micro skills .....	36
3.2.2 Macro-skills .....	36
3.2.3. Assessing Vocabulary .....	37
3.2.4 Grammar Assessment .....	38
3.2.5 Writing Assessment .....	39
Chapter 4: Report and analysis .....	40
4.1 Report and analysis .....	40

4.1.1 Activity 1 Oral expression practice .....	40
4.1.2 Writing practice activities .....	40
4.1.3 The last writing activity was the duolingo tasks .....	44
4.1.4 Activity 3. Inferring Ideas, reading and listening .....	44
4.1.5 Activity 4. Interculturality and culturality Project .....	45
Chapter 5: Conclusions .....	46
Chapter 6: Appendices / Letter of Originality .....	48
Chapter 7: References APA style .....	49

## **Introduction**

This project has as its title "a renewed way of teaching" since before the specialty the way of teaching was traditional, this alludes to the application of what was learned during the specialty.

The first chapter of the project refers to the contexts of the teacher, the school and the students, respectively, as well as the philosophy and theory of the teacher.

In chapter 2 the methodology and practice were worked on. The methodology includes a carefully carried out lesson plan, each activity follows a sequence and covers the 4 skills including those of the 21st century as well as interculturality and culturality.

The methodology includes a detailed description and in-depth analysis of the learning activities and mentions what was done by both the teacher and the students.

Section 2.2 shows the evidence in a chronological order of the activities that were planned.

In section 2.3 you will find the URL of the video where the evidence of application of the activities mentioned in the study plan is shown.

Chapter 3 mentions the evaluation process and tools with a brief description of the logical test behind each of the designs to check how to evaluate or assess the students' knowledge.

Chapter 4 contains a reflection and analysis of the results of carrying out the activities, as well as a comparison of the expected results and the results obtained and possible solutions are given.

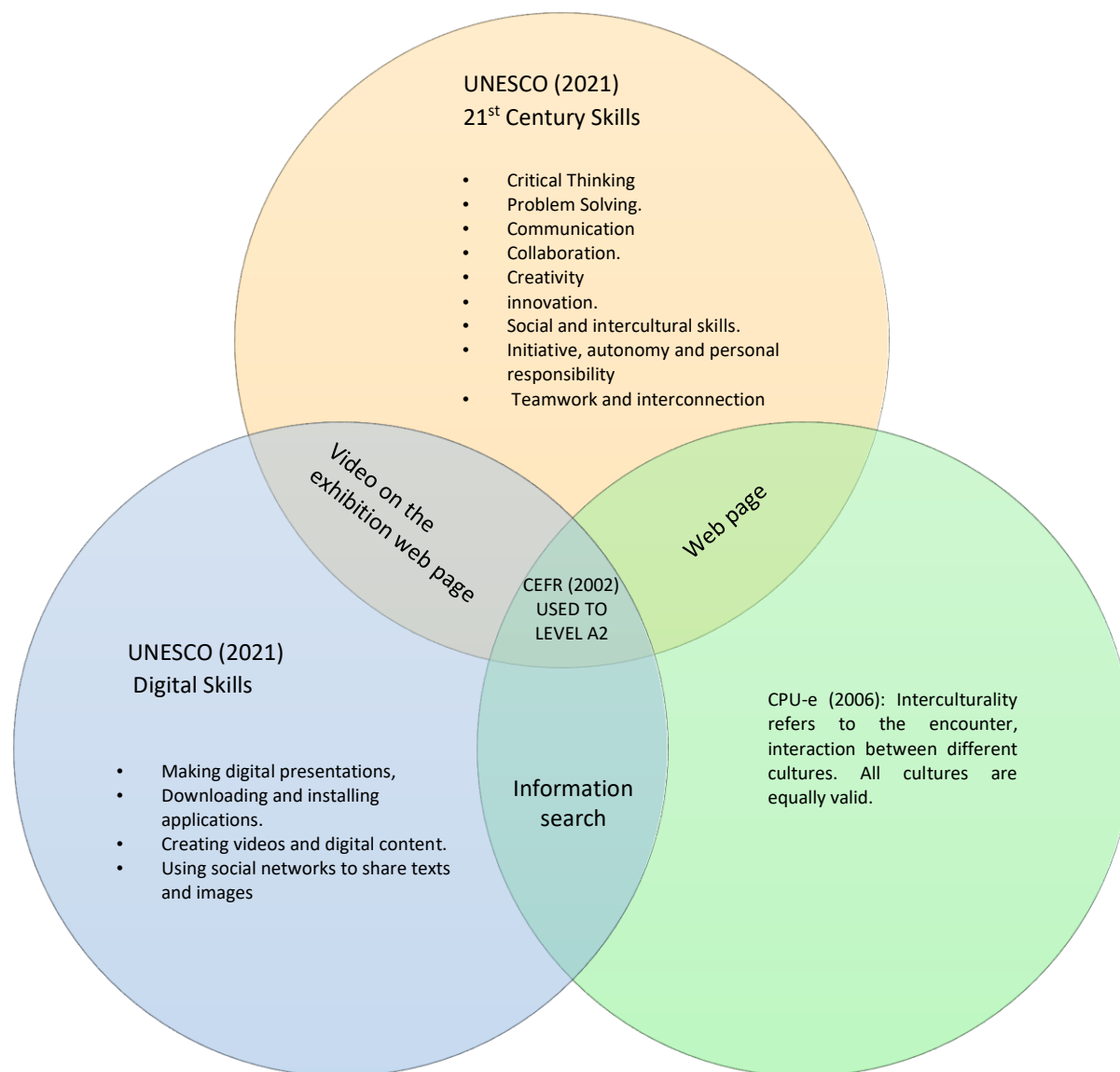
Chapter 5 narrates the conclusions of this project. In the course of the specialty, the teaching-learning theories were reviewed, along the way each teacher identified his own teaching philosophy.

In the case of the methodology, the professor identified those with which she works and those that she selected and included for her application.

Below is a diagram representing the relationship of the common macro, 21st century skills, digital skills and interculturality.

**Figure 1**

***Diagram: 4-dimensional relationship***



Note: This diagram shows the relationship of 4 dimensions worked during the 3 modules with the tutor and that were integrated into the project as an innovation.

Throughout this project, the dimensions of 21st-century skills, digital skills, and interculturality were considered, topics that were seen in the course of the 3 modules as additional teaching by the tutor who also recommended the intersection of these areas, to innovate. The subject that was worked on in the partial "used to" corresponds to Level A2 of the Common European Framework of Reference (CEFR) (2002), which indicates that:

The student can understand frequently used phrases and expressions related to areas of experience that are particularly relevant to him (basic information about himself and his family, shopping, places of interest, occupations, etc.). He/she knows how to communicate when carrying out simple and daily tasks that do not require more than simple and direct exchanges of information on matters that are known or habitual to him/her. He/she knows how to describe in simple terms aspects of his/her past and his/her environment, as well as issues related to his/her immediate needs (p. 26)

For the CPU-e magazine (2006) "one of the concepts of interculturality in a national context is when different ethnic groups live in the same country, such as, for example, the situation of indigenous groups and the mestizo population in Mexico", Under this concept, interculturality was worked on with groups originating from the State of Mexico, which is where the CBTIS 29 is located. The intercultural relationship - digital skills and 21st-century skills were worked on through the development of a web page by the students who were integrated into teams.

In the development of this project, the students managed the fundamental competencies that UNESCO (2021) says in this regard:

...allow people to learn from others; analyze the diversity of opinions that exist on the same topic; discover the value of pluralism; confront their ideas with others different from their own; argue and define positions and build greater citizen empowerment. (p.5)



# Chapter 1: Philosophy and Theory

## 1.1 Theoretical foundations

Teacher's Angelica first experience with English was in middle school where she taught using the Grammar translation method, in this regard Larsen (1986, p 4-17) comments:

“The first language of the students was always kept as a reference for the analysis and as a means of instruction in the target language. Instruction in the target language proceeded deductively. Grammar rules were introduced, followed by a very mechanical practice. The teacher was the authority in the classroom, while the students were passive recipients of instruction”

The second experience as an English student was in high school where they taught 2 semesters of English and where learning was the same as in middle school, only that they implemented the translation of songs from English to Spanish. Teachers in this grade also used the grammar translation method.

The author had been teaching mathematics at CBTIS for 3 years, where she currently works. She was presented with the opportunity to work at the airport in the international area, so she asked permission from the school and started working at the airport. To serve customers, she learned several phrases in English to offer the jewelry that was sold, it was not difficult for her to change some nouns for others (the structuralism approach). When people saw that she was speaking to them in English, they thought she knew English and asked questions that she often couldn't answer. It was then, when she had been working for 2 years, she took advantage and looked for private teachers to teach her English and help her little by little, but she studied for a short time. Finally, when English was included in education in Mexico and that it was mandatory, she thought that if she studied it would help her because she was working in an area where she could practice and that when she returned to school it could also help her to teach English, That is how she entered a private school called Quick Learning where she was taught English through the direct phonetic method and whose fundamental principle is the one mentioned by Rivers (1981): "children learn oral language first; only later in the life will acquire written form" they use sounds through images and in this way when reading the images you learn the word and its pronunciation without the need to speak in Spanish. After a year, they start teaching sentence structures and grammar. After finishing the course, she entered

Harmon Hall where she studied only the last 2 levels. The purpose of her study there was to obtain a document that is granted by the SEP and that, according to a colleague from the CBTIS, would help to support English teaching.

Upon returning to work at the school in 2011, there was a need for English teachers, so the author told the director that she could support him as an English teacher and he accepted.

### **1.1.1 Context of the groups**

The first day of class is used in part to introduce the teacher to the groups and find out her level of English. To measure the level of listening and speaking, it is done through a short presentation: "Good morning, I am very glad that you are here. I am your English teacher; my name is Angelica. I wish we could have a great semester. I am speaking in English because I want to know if all of you can understand what I am saying and thus determine if I can teach only in English or how much English I could use during the class. So please raise your hands, students who can understand everything I said" between 4 and 5 students did, then those who understood 75% were asked to raise their hands, then 50% and the result was the same, finally who was asked that he had not understood anything, and most of the students raised their hands. To dig a little deeper, the students who raised their hands at the percentages of 100, 75 and 50% were asked what was the reason why they understood English well, to which the students replied that in some way or another they had taken classes in private schools, either primary, secondary or both, some others studied or are studying in private English schools and some are self-taught, learning through online games or songs., they were also asked if they like English, to which the majority answered yes. The last students who raised their hands (around 30 to 40 students) commented that they studied in public schools and that they do not like English mainly because they do not understand it, and some do not think it is necessary since they do not plan to continue using it.

From that moment on, each semester the same technique is applied to find out their level of English, their like and determine how the classes will be taught. From this scenario, the subject is taught in Spanish as a bridge so that students understand what is being spoken, as Sánchez (1997) points out:

... Starting from Piaget's ideas about the importance of social interaction to learn the language, he advocates explicit learning, in which the teacher serves as a guide to the student, and at the same time as a bridge between the target language and the language mother. of the student (As cited in Fernandez, 2009 p. 8).

Little by little activities are included purely in English.

This same situation occurs when they are asked to introduce themselves in English and comment on how old they are, the names of their parents, siblings, and best friends, and what their hobbies, likes, and dislikes are. About 12 students make their presentation speaking from 80 to 100% of what was requested, another 15 students mention their names, that of their parents, siblings, and best friends but they do not know how to talk about their hobbies, likes, dislikes. Of the rest, some only said their names, but after insisting, 4 students did not want to say anything, insisting that they did not know how to speak English and that their pronunciation embarrassed them. Although each class begins by telling the students that the most important rule in the class is that they must respect each other to have the confidence to participate, some students did not want to speak in front of their classmates, but fortunately, now they have more confidence to do it.

Continuing with the investigation of the level of English, students are asked if they like to read in Spanish, from 10 to 12 students answer yes and when asked if they like to read in English, the comments of some students are striking: "with problems, we read in Spanish" and this is a reality of our country, many Mexicans do not have the habit and the pleasure of reading. According to INEGI (2020)

"Four out of ten literate people aged 18 and over the state that they have read at least one book in the last 12 months. The main reasons for not reading were: lack of time and lack of interest, motivation or pleasure in reading"

In the second class, the teacher dictated some simple sentences to know how the students are doing in writing and faced the problem that some students do not know how to write even very basic words in English. It is worth mentioning that these groups began to take face-to-face classes a month before the end of the previous semester and from that month they only showed up to school 15 days since the classes were staggered, this case is mentioned because it is

important to take into account that, although the students connected to the classes, that did not mean that they were present, the cameras on were an option and not an obligation. Now that most of the students are in the face-to-face mode, they can see this problem when assigning them writing activities.

It is important and should not be neglected to mention that some students have presented emotional problems due to the pandemic that have led them to extreme stress in such a way that 4 students have had to go to a psychiatrist, one of them wanted to take life, a student has Asperger's syndrome and 2 more suffer from anxiety when they feel stressed. In a way, there is a certain difference between these students and those before the pandemic, unfortunately, as mentioned above, there were only very few who attended their classes remotely.

#### 1.1.2 The classrooms context

Internet was recently installed in all the classrooms from where teachers teach remotely, but unfortunately, there is no good signal and when someone wants to use applications, the classroom computers are stunned, this causes setbacks to being able to use some technologies. In class, such is the case of a practical team application called class notepad where students can read and listen at the same time in English and can select the speed at which they need to read, another benefit is that if the student does not know a word, they place the cursor on a word, a card is displayed with a representative image of the meaning and there is also a voice in which the pronunciation of the word is heard.

The school has an English laboratory where a speaker was recently installed that is connected to a screen and this to a computer, unfortunately, the room does not have good internet, bad signal or on several occasions there is no connection.

Teaching is a commitment that teachers have towards students and this means that they prepare and continue to prepare to teach them in the best way, good teaching must be available to all students and not just those who have money to pay for a private education. Teachers must be aware that their commitment is with the students since students and teachers form the real school.

### **1.1.3 The teacher's philosophy**

The teacher's philosophy is based on humanism since for her the emotions and feelings of young people are very important since when they are going through family or health problems they find it difficult to concentrate in class.

The teacher implemented the behaviorism approach she always tries to motivate them to participate and gives them extra tenths that make participation more attractive, when a student does not know the answer she always tries to take him by the hand so that he/she gets the answer and feels satisfied and confident to participate again.

For the teacher, the students must know from the beginning that English is not difficult, but that they have to learn its structure, vocabulary, idioms, etc. For Piaget (1970) in his learning theory, the different mental structures are modified and combined through experiences, adaptation to the environment, and the organization of our mind. Learning occurs as a result of changes and novel situations. Our perception of the world is renewed as we grow. This process is made up of schemes that we order mentally. Adaptation occurs through a process of assimilation, which modifies the external reality, and another of accommodation, which is what changes our mental structures. For example, if our students have had a bad previous experience with learning English, we will think that the language is difficult (assimilation). However, if we bring them closer to the language, for example, by showing them the structure of a sentence and asking them to modify it with new verbs, etc. and we make them see that it is not so difficult, the students will be forced to change their previous classification (accommodation) and recognize that if we make a little effort, English is not so difficult.

When the teacher teaches a new topic, the first thing she does is relate her previous knowledge (mainly in her L1 and her previous knowledge in L2) about the topic and take them by the hand so that they acquire the new knowledge, but it is very important that they understand what is being talked about, because for example if you tell them that they will see the "present perfect" theme, the students will not know what tense is being talked about since in their language it is known as the "preterit perfect". ", in this regard, as David Ausubel (1983, p. 14) states:

...meaningful learning occurs when new information "connects" with a relevant concept "sub sensor" pre-existing in the cognitive structure, this implies that new ideas, concepts, and

propositions can be learned in a meaningful way to the degree to which other relevant ideas, concepts, or propositions are adequately available in the individual's cognitive structure and function as an "anchor" point to the first

The teacher's way of teaching has been changing due to the specialty she is studying and little by little she has seen the changes that have occurred in the students. In the previous semester, which was when she started her degree, she included activities for the students as she progressed in her learning. In the end, the students were happy with the teaching methods she used.

#### **1.1.4 XXI century - skills**

Now teacher makes sure that the activities students are assigned also meet 21st-century skills: Higher Order Thinking and Reasoning, Collaboration, Cooperation, Communication, Creativity, Organization, Problem Solving, Self-Direction, and Social Responsibility, Quality, excellent results, high productivity.

The application of these dimensions in the project is mentioned in table 1.

Table 1

***Skills of the 21<sup>st</sup> century***

<b>Skills of the 21st century or of the new knowledge society.</b>	<b>How does teacher integrate it into the activity? How does teacher integrate interculturality? How does teacher integrate the technology?</b>
<b>Collaboration</b>	The students will work collaboratively to organize, prepare and present the topic they were assigned about the original peoples of the State of Mexico. In the teams there is no leader, everyone works, collaborates and gives their opinion equally. Each student will collaborate with ideas to develop the theme and integrate it into a web page.
<b>Cooperation</b>	The teams were formed voluntarily. Students work together for a common good. The team will divide the work of web development to expose their topic.
<b>Communication.</b>	To form the teams, to organize and distribute the topics, as well as to agree to organize the creation of the web page.
<b>Creativity</b>	Students will use their creativity to integrate the exposition of the topic that corresponds to them and illustrate it
<b>Organization</b>	To distribute the topics and prepare the website.
<b>Problem solving</b>	The students will have to solve the problems that arise during the distribution of the topics, their preparation and presentation.
<b>Self – direction and Social Responsibility</b>	Individual students will be responsible for researching, developing and presenting the topic that corresponds to them, as well as fulfilling the part assigned to them for the development of the web page. Social responsibility in terms of collaborating with their peers in the development of the topic.
<b>Quality, excellent results, high productivity.</b>	The project that the students will develop will be of quality, will have excellent results and the students will improve in their learning of English and in their programming class.

Note. This table mentions how 21st century skills, interculturality and digital skills were integrated into the project.

## **1.2 Theoretical basis about language, language learning and language teaching of the model.**

Today there have been many changes in the identity and philosophy of Teaching. A tour will be made through the lessons that influenced the teacher's teaching in module 1 and it will be mentioned how it influenced her work.

### **1.2.1 Structuralism linguistic system**

Structuralism has been applied to the formation of sentences from their structure, to what Saussure (1983) called a syntagmatic and paradigmatic relationship within the linguistic system. He developed the idea, coined the structuralist approach to language, that sentences are made up of groups of words or phrases, like the noun phrase:

I used to work every Sunday

where each word can be replaced by different members of the same paradigm or word class (noun, adjective, verb, etc.).

When the teacher and students work on the construction of sentence structures, personal pronouns are usually placed instead of the subject, which can then be changed by proper nouns, common nouns, etc. as in the following example:

Luis used to work every Sundays

The verb is also replaced by another verb, as well as the object. Example:

Marc used to play the flute at all the parties.

Marc used to dance at every party.

### **1.2.2 The principle of arbitrariness of language**

It is frequently used in classes, according to Saussure (1998) which means that "there is no direct relationship between the sounds of a language, the combination of these sounds to form words or the combination of words to form sentences, and reality itself." For example, the verb



play is more common like "jugar" and when it is applied with a musical instrument, young people are surprised the first time they see it.

Continuing with EEAIL "Words and phrases can have a variety of meanings, that is, they are polysemous, the meaning of what someone says can vary depending on the context of use", examples:

Playing soccer / playing the guitar

I miss my country /Miss Claudia was my teacher.

### **1.2.3 Jacobson's communication model**

Jacobson's communication model (1960) has been used by the teacher in modal verbs, for example, the modal "can" is used to ask for help.

It can denote friendliness or anger depending on the tone of voice, the context

Example

Raul is trying to lift something heavy and the people there are not helping him.

Sender: uses an annoying tone of voice

Message: can you help me?

Context: Raul fights so that what he has been carrying does not fall

Code: discomfort in the voice and perhaps in the gestures

Channel: oral communication.

### **1.2.4 Model of form, meaning, and use**

For the introduction of the theme of "used to" a video in Spanish was used as a bridge. This video introduces form which, from Larsen-Freeman's (1991) perspective, refers to the actual "form" of language and the rules that these forms generate. Pronunciation and spelling, grammar, and word formation are also presented in the video.

The video also includes "meaning" that helps explain the meaning of words, phrases, and even broader levels of language. Finally, "use" helped focus on the context and intent of the

expression. Here the functions of language, the use of language, and sociolinguistic aspects came into play.

### **1.2.5 Negotiation of meaning**

In general, each class goes through a process of meaningful negotiation when it is not clear about what the other person said. The negotiation of meaning is a process that speakers go through to arrive at a clear understanding between themselves and the circumstances.

It is very common to practice the meanings of negotiation with the students, mainly with some verbs that confuse the meaning, for example, "I was" from the verb to be and "I going" from the verb to go, in Spanish, they are pronounced in the same way.

### **1.2.6 Zone of Proximal Development**

The activities carried out in class are developed through peer work where the most capable students help those who have problems with English, or with the help of the teacher, Vygotsky (1978) argued that the Zone of Proximal Development (ZPD) is “the distance between the actual developmental level determined by independent problem solving and the potential developmental level determined by problem-solving under the guidance of an adult or in collaboration with more capable peers”.

## Chapter 2: Lesson Plan

### 2.1 Applications

Taken from, R. (2006) *Método de clase con Lectura de comprensión. Curso “Estrategias de lectura formativa en inglés para secundaria”*. Cursos y Talleres en línea. Recuperado de <http://red.ilce.edu.mx/>

Date & Place México, D. F. 2006

1. Lesson plan identification cell.	
Author	Angélica María Sánchez Asencio
Educational stage	Second semester of high school
Title of your Lesson plan	Fair of groups originating from the state of Mexico
Learning Objective of the plan/Competency	<p>Language purpose</p> <ul style="list-style-type: none"> <li>Develop in the student the ability to comprehend readings that have anecdotes and biographies in English at an intermediate level, by understanding and identifying regular and irregular verbs in the past; inference of new vocabulary and obtaining specific information for their acquisition of communicative skills in the language.</li> </ul> <p>Formative-intercultural purpose</p> <ul style="list-style-type: none"> <li>Guide students towards reflection on life, customs, indigenous languages, etc. of the original groups of Mexico</li> </ul>
Communicative skill considered	Reading/Writing, speaking/ listening
Functions	Talk about past events Tell about customs, languages, religions, etc. of the original groups of Mexico
Main Grammar structure	Used to
Other Grammar structures	Simple past
Hours of the plan implementation	6-9 hours
Number of sessions	3 sessions of two hours and 3 sessions of one hour
Contents required for the lesson	Text: International day of indigenous people
Link of the content	<a href="https://www.gob.mx/inafed/articulos/sintamos-orgullo-de-nuestros-pueblos-indigenas-reconozcamos-sus-derechos-y-promovamos-su-desarrollo-dia-internacional-de-los-pueblos-indigenas">https://www.gob.mx/inafed/articulos/sintamos-orgullo-de-nuestros-pueblos-indigenas-reconozcamos-sus-derechos-y-promovamos-su-desarrollo-dia-internacional-de-los-pueblos-indigenas</a>
EEAILE tutor on line	Shelick Galvan



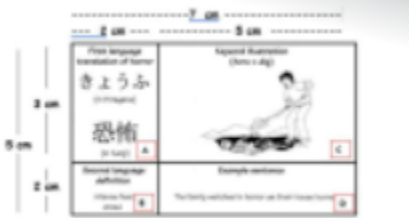
<p>Activity 1</p>	<p>Teacher says the students to write 3 questions, then they play with 2 balloons; one has the question mark “?”, other has the plus sign “+” and the third the minus sign “-”</p> <p>Students hit the balloons and the student who has the “?” balloon make one of their question, the student with “+” must answer the question in affirmative form and finally, the student with “-” balloon answers the question in negative form.</p>	<p>Students must write 2 questions, hit the balloons and when the teacher says “stop” the students will participate</p> <p>Student with “?” must ask with one of their question</p> <p>Student with “+” must answer the question in affirmative form</p> <p>Student with “-” must answer in negative form.</p>	<p>02</p>
<p>Activities 2</p> <p>2.1</p> <p>2.2</p> <p>2.3</p>	<p>The teacher asks the students to complete the story of Sam and his grandfather by writing "used to" or didn't use to, depending on the case, as well as the verbs found at the top of the text.</p> <p>The teacher dictates 5 sentences in Spanish that the students must translate into English</p> <p>The Teacher will create and program a team’s form with questions and sentences on the topic "used to"</p>	<p>Students will read and complete the story about Sam and his grandfather by writing "used to" or didn't use to, depending on the case, as well as the verbs found at the top of the text.</p> <p>Students must translate the 5 sentences into English</p> <p>Students have to answer the team's form applying their knowledge</p>	

2.4	The teacher schedules the Duolingo activities trying to include the topics recently seen, the topic that is being seen and the topics with which the students have problems, for example the object pronouns.	Students will do the Duolingo's activities	
2.5	The professor writes sentence with blank spaces that the students have to fill in	Students answer the activities	

**2.1.2 Communicative skills development.**

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<b>Vocabulary introduction</b>  <b>Activity 3. Inferring Ideas, reading and listening</b> <ul style="list-style-type: none"> <li><b>Prediction</b></li> </ul>	The teacher asks the students based on the title what they think the text will be about.	Through brainstorming, the students answer what they think the reading will deal with from the title	Reading computer or any device with	03	Formative



<p><b>3.4 table with regular and irregular verbs</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension skills and feedback</b></li> </ul> <p><b>2nd practice or Social interaction</b></p> <ul style="list-style-type: none"> <li>• <b>Use of language</b></li> </ul>	<p>specifications</p>  <p>In section A they must write the word in Spanish.  In section B they must write the definition of the word in English.  In the box C they must illustrate the word with an image that represents it  In box D you must write a sentence with the unknown word.</p> <p>The teacher asks the students to identify the regular and irregular verbs in the past tense in the text and write them in a table where they separate the regular from the irregular in columns.</p> <p>Once the students have finished reading, the teacher asks them to read aloud a second time, but this time without the immersive reader. The students will take turns reading by paragraphs and another student will explain what they have read in their own words.  Students continue reading the text</p>	<p>Students will identify and write the regular and irregular verbs of the text</p> <p>Students participate by reading a paragraph and explaining it in their own words.</p> <p>Students continue reading</p>	<p>Table</p>	<p>05</p>	<p>Formative</p>
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<p><b>Activity 4. Interculturality and culturality Project</b></p>	<p>and explaining until they finish reading.</p> <p>The teacher asks the students to answer the comprehension questions and once they finish among the whole group and through participation, the students answer each of the questions and the students correct their mistakes and the teacher will give them feedback</p> <p>The teacher asks the student to form 5 teams.</p> <p>The teacher explains the activity to be carried out, which is the fair of groups from the state of Mexico</p> <p>He asks each team to choose a group from the state of Mexico:</p> <p>otomies Nahua Massahua Matlatzinca Tlahuica</p> <p>Each team will divide up and investigate the following:</p> <p>Origin of its name history customs gastronomy festivities outfit dialect</p>	<p>the text and explaining until they finish reading.</p> <p>Students answer the questions and participate to check the correct answers.</p> <p>Students will think and write about the ideas they can infer from the text.</p> <p>Students form teams of 10 or 11 members.</p> <p>Each team choose a group originating from the State of Mexico.</p> <p>Each team will divide up and investigate the following topics:</p> <p>Origin of their name history customs meal festivities outfit language Location economic activity</p>	<p>computer or any device with internet access</p>	<p>06 - 08</p>	<p>Formative and summative</p>
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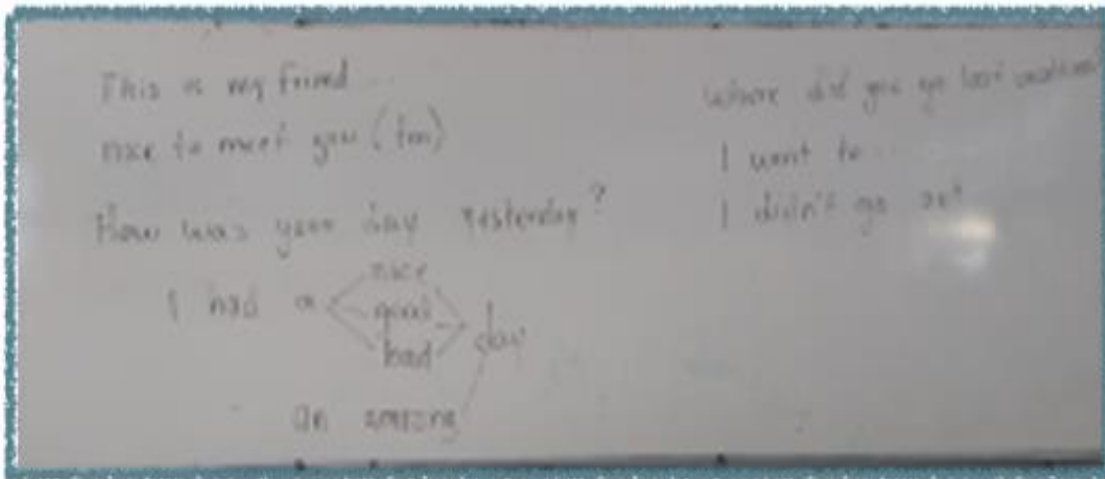
	<p>Location economic activity</p> <p>Each student investigates what corresponds to him and will make a paragraph in English which he will have to present at the fair</p> <p>Each team will present their exhibition through a video that they will include in a web page that they will create themselves and where they will be able to illustrate the subtopics.</p>	<p>Each student investigates what corresponds to him and will make a paragraph in English which he will have to present at the fair</p> <p>Each team will organize to create the web page where they will include the presentation of the "group originating from the state of Mexico" that corresponds to them, as well as the representation of the subtopics that each student.</p>			
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## 2.2 Procedures Evidences (images, graphics, photos, etc.)

### 2.2.1 Activity to integrate informal and casual vocabulary in students

**Figure 2**

*Activity to integrate informal and casual vocabulary in students*



**Figure 3**

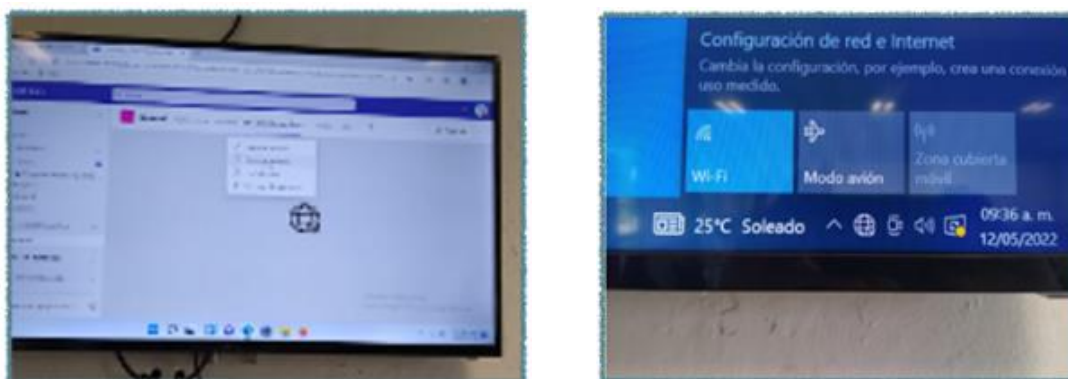
*Activity to integrate informal and casual vocabulary in students*



## 2.2.2 Evidence that there are internet failures at school

**Figure 4**

*Evidence that there are internet failures at school*



**Figure 5**

*YouTube video of the theme: used to*

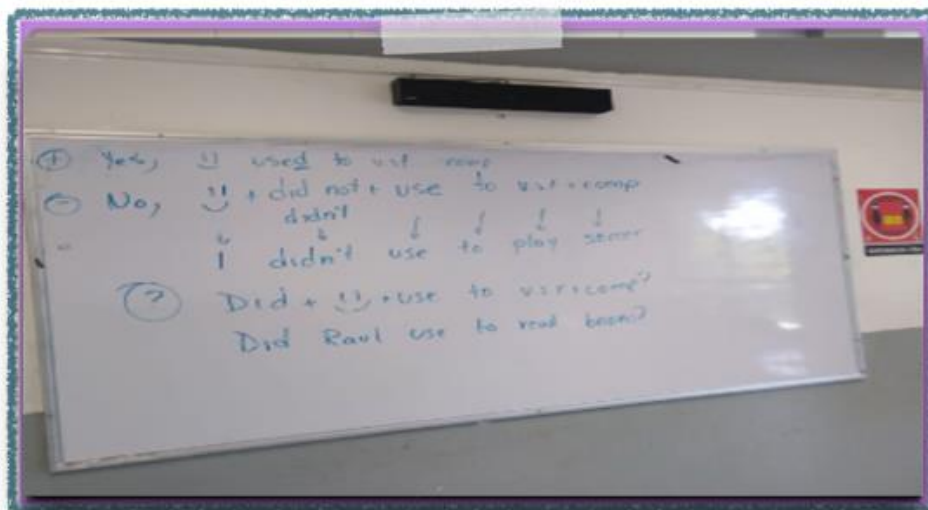


Taken from: British Council. Learn English Teens. (2017, 10 October). Grammar snack: Used to [Video]. <https://www.youtube.com/watch?v=yhGQchXSkKY>

### 2.2.3 Activity 1. Oral expression practice (Social interaction activity)

**Figure 6**

*Oral expression practice No. 1*



Note: This figure shows the structure of the topic and the ways to answer affirmatively or negatively.

**Figure 7**

*Oral expression practice No. 2*



Note: Game to practice questions and answers on the topic

**Figure 8**

Oral expression practice No. 3

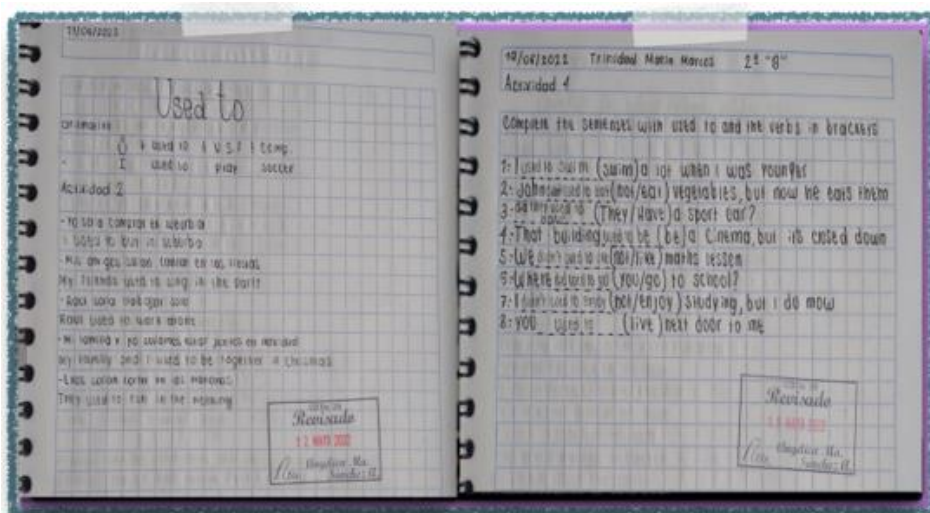


Note: Game to practice questions and answers on the topic

### 2.2.4 Activity 2. Practice Writing

**Figure 9**

Practice Writing No. 1



Note: activities taken from Altun, L. (2019). *The world's most engaging learning platform*. Quizizz. Retrieved July 4, 2022, from <https://quizizz.com/admin/quiz/5c20c9af19299d001ac39329/used-to>

Figure 10

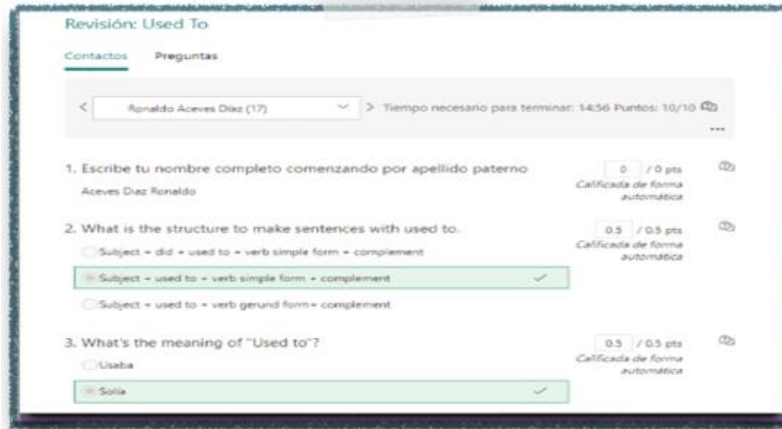
Practice Writing No. 2



Note: This activity is about Sam and his grandfather, the author and the data are not known by the teacher

Figure 11

Form used to



Note: Fernandez, U. (2021). The world's most engaging learning platform. Quizzes. Retrieved May 2022, from <https://quizizz.com/admin/quiz/61a7c2031a9460001fa6c80f/used-to>

**Figure 12**

*Duolingo activities*

The screenshot shows the '4A PROGRAMACIÓN' page in Duolingo for Schools. The page has a sidebar on the left with navigation options like '3A PROGRAMACIÓN', '3B PROGRAMACIÓN', '3B LAB. GUÍMICO', '4A PROGRAMACIÓN' (selected), 'XX', 'NUEVA CLASE', 'AJUSTES DE PRIVACIDAD', and a user profile for 'Angy71415'. The main content area has tabs for 'ESTUDIANTES', 'ASIGNAR', 'REPORTES', and 'CONFIGURACIÓN'. The 'REPORTES' tab is active, displaying a table of assignments.

TAREA	COMIENZO	FECHA DE ENTREGA	COMPLETADOS
Pronombres I	Jue 26 de Mayo de 2022	Jue 9 de Jun de 2022	32/53
¿En serie?	Jue 26 de Mayo de 2022	Jue 9 de Jun de 2022	28/53
Opiniones	Jue 19 de Mayo de 2022	Lun 6 de Jun de 2022	34/53
Positivos	Mie 18 de Mayo de 2022	Lun 6 de Jun de 2022	35/53
Viajes	Mar 15 de Mar de 2022	Vie 8 de Abr de 2022	30/52

Note: Taken from Duolingo for schools. (n.d.). Retrieved June 18, 2022, from <https://schools.duolingo.com/classroom/4808135/students>

### 2.2.5 Activity 3. Inferring Ideas, reading and listening

**Figure 13**

*Reading and listening*

The left image is a digital document titled "Trigger questions" with a list of questions for students to discuss indigenous groups. The right image is a handwritten student worksheet with a similar list of questions and a table for responses.

**Trigger questions (Digital Document):**

The teacher asks the following trigger questions to the students about indigenous groups

- What did you know about their rights?
- Before 2007, did Mexicans use to celebrate the rights of Indigenous Peoples?
- Do you think they still follow the same traditions they used to have?
- Do you think it's fair that we Mexicans make fun of their language while other countries admire them?
- How much do you know about the original cultures of Mexico?
- Did you know that there are 62 indigenous peoples in the country?

**Handwritten Student Worksheet:**

The worksheet has a title "INTERNATIONAL DAY OF INDIGENOUS PEOPLES" and a list of questions similar to the digital document. Below the questions is a table for recording responses:

What indigenous groups do you know?	What traditions do you know?
Mixtec	Mixtec
Maya	Maya
Guaraní	Guaraní
Quechua	Quechua
Aymara	Aymara

There is a handwritten word "Pasa" written in the bottom right corner of the table area.

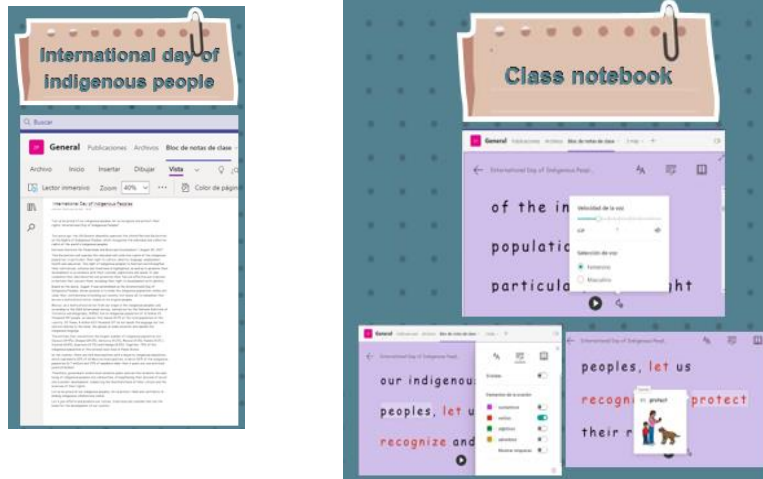
Note: Trigger questions for activation of reading knowledge



## 2.2.6 Reading: International Day of Indigenous People

**Figure 14**

*Reading and listening: International Day of Indigenous People*



Note: Reading taken from <https://www.gob.mx/inafed/articulos/sintamos-orgullo-de-nuestros-pueblos-indigenas-reconozcamos-sus-derechos-y-promovamos-su-desarrollo-dia-internacional-de-los-pueblos-indigenas>. (2017, August 9). Retrieved May 12, 2022, from <https://www.gob.mx/inafed/articulos/sintamos-orgullo-de-nuestros-pueblos-indigenas-reconozcamos-sus-derechos-y-promovamos-su-desarrollo-dia-internacional-de-los-pueblos-indigenas>.

## 2.2.7 Flashcards

**Figure 15**

*Flashcards*



Note: Worksheets made by students

## 2.2.8 Activity 4. Interculturality and culturality Project

**Figure 16**

*Interculturality and culturality Project*



Note: Students preparing the project

**Figure 17**

*Expostion No. 1*



Note: Second semester students at the exhibition

## Second semester students at the exhibition Figure 18

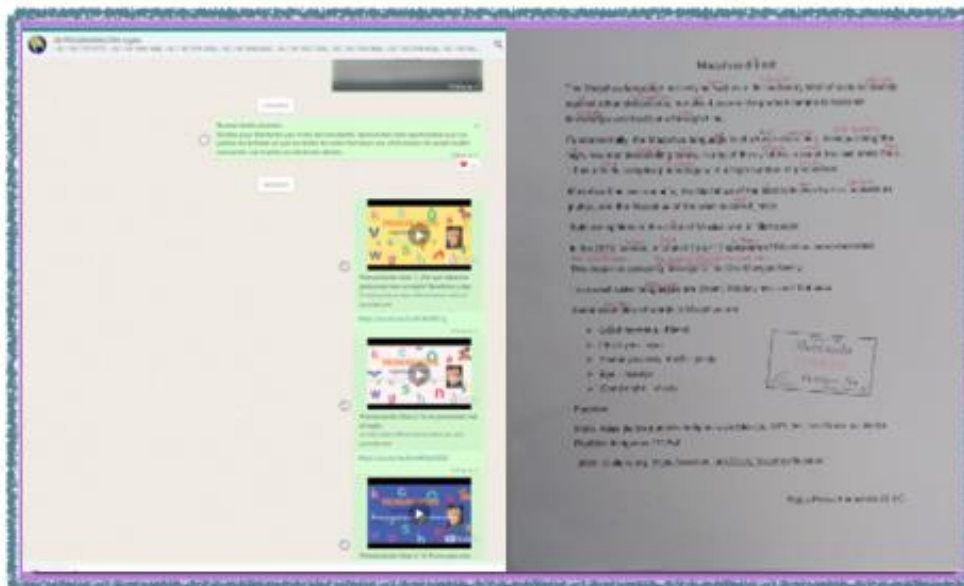
Exposition No. 2



Note: stands prepared by students

## Figure 19

Youtube videos on pronunciation



Taken from: García, S. (2022, 1 marzo). Pronunciación clase 1: ¿Por qué debemos pronunciar bien el inglés? Beneficios y tips [Video]. Inglés fácil con Shel. <https://www.youtube.com/watch?v=Us4C4ks9D1g>

## 2.2.9 Five groups Originating From the State of Mexico webpages

Figure 20

*Web pages*



Note: Images from the web pages of the 5 groups from the state of Mexico

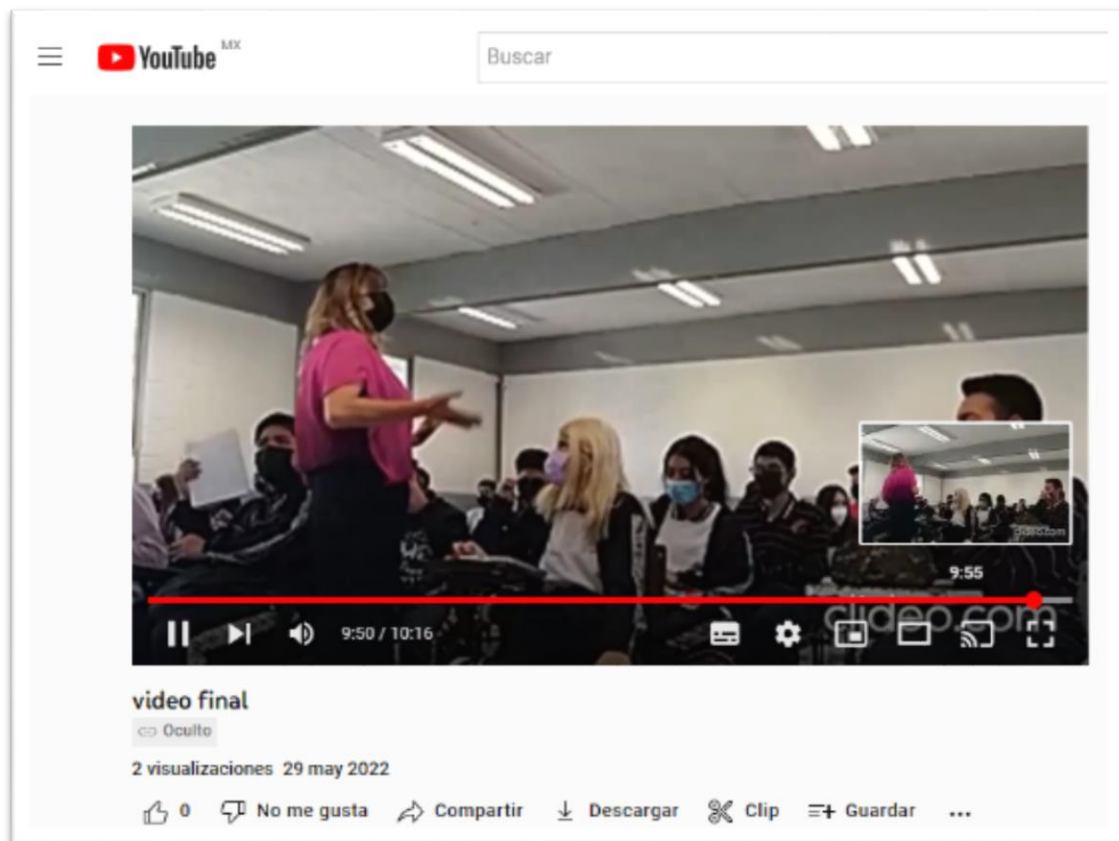
### 2.3 Video that shows the application of the lesson plan

The activities of the lesson plan were recorded in the classroom and a compilation of the most important parts of each lesson was made. The URL of the video is as follows:

[https://youtu.be/Ye75Zu\\_1Tak](https://youtu.be/Ye75Zu_1Tak)

#### Figure 21

*Lesson Plan Video*



Note: Video that shows the application of the lesson plan

## Chapter 3: Design of Assessment Tools

### 3.1 Testing tools for activities

#### 3.1.1 Flashcard Self-Assessment

Table 2

*Self - assessment*

AUTO EVALUACION				
Students name: <u>Ordaz Hernandez America</u>				
Group: <u>2B programación</u>				
Word	Sé lo que significa esta palabra y puedo usarla en una oración.	Sé bastante lo que significa esta palabra.	He oído hablar de esta palabra.	No he oído hablar de esta palabra.
Entities	X			
Wife	X			
Recognize	X			
Agree	X			
Languages	X			
Concern	X			
Employs	X			
Sentence	X			
Ancestor	X			
Keep	X			
Countries	X			
Which	X			
Proud	X			
On	X			

Note: Adapted from [www.pac6.org/images/upload/Assessing\\_vocabulary\\_v2.ppt](http://www.pac6.org/images/upload/Assessing_vocabulary_v2.ppt)

The self-assessment rubric helped the students to assess whether they understood well the meaning of the unknown words taken from the reading "five groups Originating from the State of Mexico" and if they can use it in a sentence.

### 3.1.2 Flashcard Assessment

**Table 3**

*Heteroevaluation Assessment*

Students name:				
Group:				
Word	Section A Student writes the word in Spanish.	Section B student writes the definition of the word in English.	Section C student illustrates the word with an image that represents it	Section D student write a sentence with the unknown word.

Note: Adapted from [www.pac6.org/images/upload/Assessing\\_vocabulary\\_v2.ppt](http://www.pac6.org/images/upload/Assessing_vocabulary_v2.ppt).

The teacher's evaluation rubric served to assess whether the students delivered the flashcards with the characteristics and sections requested, this rubric was of great help for the evaluation

### 3.1.3 Project Assessment

Team number: 3 Original group name: HATAKO Group: 11P					
Criteria	5 points	3 points	1 point		
Pronunciation	Student (S) is easy to understand and makes few errors	S makes many errors in pronunciation but can be understood	S is very difficult to understand or responds in L1		
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations	S cannot communicate effectively in any situation		
Word choice	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings	S speaks using unrelated words		
Usage	S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand		
Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	Unable to respond using English language vocabulary.		
Stand	The stand illustrates all the topics	The stand illustrates 60% the topics	The stand illustrates 30 the topics		
Website Presentation	The images are attractive to the visitor	The images are good but they do not attract the attention of the visitors enough	The images are good but they do not attract the attention of the visitors enough		
Navigation on the Website	It is easy to navigate the website	It is a bit difficult to navigate the website	It is difficult to navigate the website		

Taken from: Kuhlman, N. (2008). An Introduction to Language Assessment in the K-12 Classroom. [Table]. In ELT Advantage modules.

This evaluation rubric allows for evaluating pronunciation, fluency, and the adequate use of words to express the meaning if the student makes the minimum errors in grammatical structures. There was a criterion that I omitted because it was not possible to evaluate it due to the type of specification that the students used, this criterion evaluates if the students respond with vocabulary and connected language to express ideas and if the answer contains a few errors



### **3.2 Relation behind the Assessing and/or Testing tool**

For the evaluation of the Project, an evaluation rubric was developed where pronunciation and fluency were evaluated in the first instance.

Word choice that evaluates the appropriate use of words that express meaning

Usage: This evaluates if the student makes fewer errors in the grammar and the structure can be understood.

The ideas/meaning evaluates if the student responds with vocabulary and related language to express ideas and also the answers have few errors.

This rubric also contains a space to evaluate the web page and which considers if the page has images that reflect all the topics that are requested, as well as if it is attractive for visitors and how easy it is to navigate through it.

The micro and macro skills are taken from Brown (2004) that are considered working in these activities are:

#### **3.2.1 Micro skills**

1. Produce chunks of the language of different lengths.
2. Produce reduced forms of words and phrases.
3. Produce fluent speech at different rates of delivery.
4. Monitor your oral production, and use various strategic devices-pauses, fillers, self-corrections, and backtracking- to enhance the clarity of the message.
5. Use grammatical word clauses (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and end elliptical forms.
6. Express a particular meaning in different grammatical forms.

#### **3.2.2 Macro-skills**

1. Accomplish appropriately communicative functions according to situations, participants, and goals.

2. Convey links and connections between events and communicate relations such as the main idea, supporting the idea, new information, given information, generalization, and exemplification.
3. Use facial features, kinesics, body language, and other verbal cues along with verbal language to convey meanings

### **3.2.3. Assessing Vocabulary**

To assess vocabulary, two rubrics were used, a self-assessment rubric that allows students to assess whether they learned the words with the flashcards. The second rubric was for the summative evaluation carried out by the teacher

From the unknown vocabulary, the flashcards were evaluated if they contained section A with the unknown word written in Spanish, in box B the definition in English, in box C an image that represents the word and in box D an example in English that includes the word. word. Known vocabulary is used when students form sentences or do exercises, and whose meaning they know from the context of the sentence, for example, the word playing, they recognize it as practicing a sport, but when an example is given whose meaning is to play an instrument is mimed and students infer the meaning.

To evaluate the established vocabulary, an activity was used that was worked from the beginning of the second part, at the beginning of the class the teacher writes phrases that are normally used in a talk, such as example, various forms of greeting such as: Hello, hi, how are you? How have you been? Etc. And how it can be answered, all these sentences are put together by the teacher and the students, they are written on the board and the students are asked to stand up and practice with each other, the students had to ask and answer and vice versa, in this way the students appropriated those sentences and they learn new vocabulary and grammar in various tenses, as Leer (2000) points out:

“students need to know a lot about vocabulary, grammar, sound system and spelling of the target language, but they must also be able to take advantage of that knowledge in an effective way for communicative purposes in normal time conditions”.

### **3.2.4 Grammar Assessment**

When the teacher teaches grammar, he first explains the equivalent of the topic in Spanish so that the students internalize and know what is being talked about, (that is, both in Spanish and in English) also in this way he makes sure that the students know the subject in Spanish because it has happened that sometimes they do not know. It is seen when it is used and in what cases (use) as well as the difference between forming a sentence in English and one in Spanish, for example, when starting a topic and you will see the review of it that you already saw in a YouTube video, it is explained to them that in Spanish it is not necessary to use the personal pronoun within the sentence since it is implicit in the conjugation of the verb, for each person it is conjugated differently and in English, the same is conjugated for all people except in sometimes there is a difference in third persons and therefore it is necessary to place the subject both in written and spoken form (How a sentence is formed). When students form their examples and do written exercises, the evaluation is formative since feedback can be given instantly, this evaluation has no value, but it allows the students to realize their mistakes as the activities are reviewed.

As mentioned in the EEAILE (2022)

To learn grammar as a whole in a second language, both teachers and students must study and review the salient features of grammar specific to different contexts and registers for successful language acquisition. To provide our students with a better understanding of form (How is a sentence formed?), function (What does it mean?), and usage (When/why is it used?) in grammar, teachers should provide Explicit instruction in context, along with related supplemental practice activities for use in conversations and other language features.

The summative evaluation of grammar is graded through a form questionnaire of the teams' platform to analyze the performance of the group.

### **3.2.5 Writing Assessment**

To evaluate the writing, the formative and formal evaluation was used, formative since as sentences are made, a sentence is selected per student which is verified to be well written and the sentence is assigned, so it is done successively until ending with the sentences with which the activity counts, a little more time is given to the students who have not finished yet, once that time has elapsed, the selected students go on to write the answers on the board

and each student verifies that their sentences are well written if they have any questions they are resolved. Writing contests are also held, dividing the group into 2 teams and one student from each team goes to the blackboard, the students and the teacher dictate a sentence in Spanish and translate it into English, or sentences are dictated in English and they write them.

Formal evaluation as indicated by Brown (2004)

“The formal evaluation includes specific exercises or procedures that, as teachers, we need to improve the skills and knowledge of our adolescent students. This type of evaluation consists of planned and systematic techniques that help teachers determine student performance... as well as the portfolio that our students develop throughout the school year and that includes different activities, built-in class”.

In this case, a notebook is evaluated instead of portfolios, where all the activities carried out in each part are found.

Another way to assess writing is in an activity on the teams' platform, in an application called forms, where a questionnaire is programmed and students have to answer with multiple-choice, complete sentences, etc. This form is automatically graded, you just have to review the writing part and write down the percentage that corresponds to the question.

## **Chapter 4: Report and analysis**

### **4.1 Report and analysis**

Next, the in-depth analysis of the results of carrying out the activities is narrated.

#### **4.1.1 Activity 1 Oral expression practice**

Activity 1 would start with a video containing the theme "used to", where students would analyze the content and write down the sentences that are presented in red and according to the sentences noted and the context of the video, the students would intuit the structures of the topic in its affirmative, negative and interrogative forms and at the end through brainstorming these structures would be corroborated. Unfortunately, the internet wasn't working, so to reactivate prior knowledge, the teacher asked the students to write down 10 things they used to do before they entered high school and 10 things they didn't use to do that they now do. From the written sentences, the students gave their opinion about what is "used to" and how it is used. As the structures were seen, the students participated with examples of their authorship following the structure.

In the next phase, the teacher asked them to write 2 questions using "used to" and questions with "wh" if necessary, immediately afterward the teacher released some balloons for the students to participate. The students liked this activity because they had fun hitting the balloons and it helped them practice the 3 topic structures and speaking. The activity met the teacher's expectations.

#### **4.1.2 Writing practice activities**

To develop this skill, the teacher dictated some sentences in Spanish and the students translated them into English. The objective of this activity was for the students to apply the knowledge acquired to translate sentences from L1 to L2. A group revision was made and the students corrected their errors and doubts were clarified.

The next activity was some sentences where the students wrote in the blank spaces “used to” and the verbs that were found in parentheses and in the form requested by the sentence. The group revised the answers and doubts were clarified.

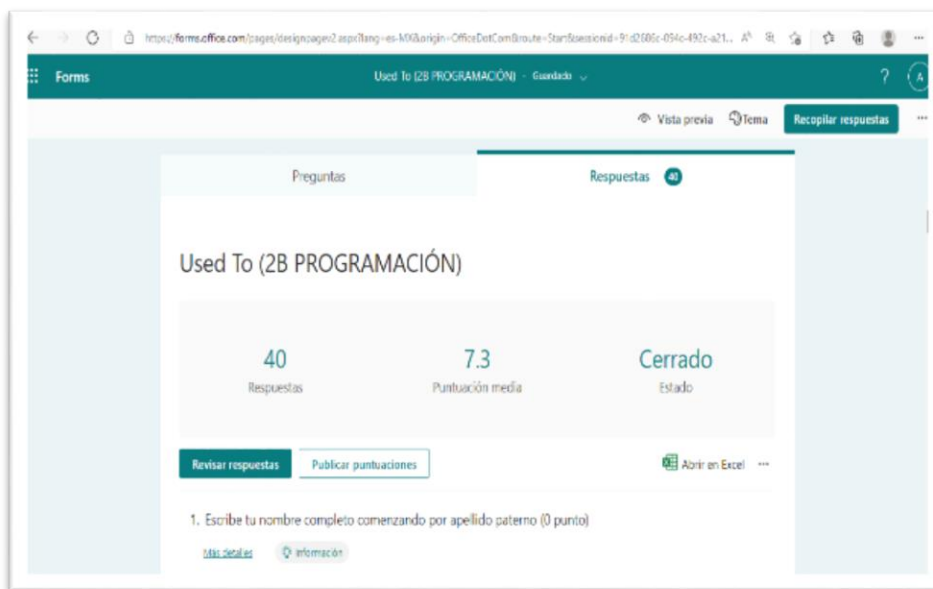
In the third exercise, the students read aloud one by one and answered using "used to" and one of the verbs found above the text. The students had to understand the reading to be able to choose the verbs. This activity was difficult to a certain degree because there were words that the students did not know and their meanings were acquired as a group.

The teacher programmed a questionnaire in the team’s platform, it contained multiple-choice questions and fill-in-the-blanks, this questionnaire is programmed to self-assess.

The following image contains information on the average score of the 2nd-grade group B for programming, which obtained an average score of 7.3.

**Figure 22**

*Writing form*



Taken from: Used to (2B PROGRAMACIÓN. (2022, 22 mayo). [Image]. Forms. [https://forms.office.com/pages/designpagev2.aspx?auth\\_pvr=OrgId&auth\\_upn=angelicamaria.sanchez.cb29%40dgeti.sems.gob.mx&lang=es-MX&origin=OfficeDotCom&route=Start&sessionid=91d2686c-094c-492c-a21d-8948183abd25&subpage=design&id=1CytC0RFQUOPI2T3If1V2zVlvIC8qDROk2JCVLhuTGpUQkIRM1RROUo1Nzg5UFU3WUIRU0dMNkJXQiQIQCN0PWcu&analysis=true](https://forms.office.com/pages/designpagev2.aspx?auth_pvr=OrgId&auth_upn=angelicamaria.sanchez.cb29%40dgeti.sems.gob.mx&lang=es-MX&origin=OfficeDotCom&route=Start&sessionid=91d2686c-094c-492c-a21d-8948183abd25&subpage=design&id=1CytC0RFQUOPI2T3If1V2zVlvIC8qDROk2JCVLhuTGpUQkIRM1RROUo1Nzg5UFU3WUIRU0dMNkJXQiQIQCN0PWcu&analysis=true)

The following image corresponds to the 2nd. A for programming, which obtained an average score of 8.2

### Figura 23

*Forms 2A programación*



Taken from: *Used to (2A PROGRAMACIÓN)*. (2022). [Gráfico]. Forms.

<https://forms.office.com/pages/designpagev2.aspx?lang=es-MX&origin=OfficeDotCom&route=Start&sessionid=91d2686c-094c-492c-a21d-8948183abd25&subpage=design&id=1CytC0RFQUOPI2T3lf1V2yi6TvV9BOBDpQsyLJ9WY7NURFI0UIRHMjU5S0k5V0pQWUVNN0VMTUE3TCQIQCN0PWcu&analysis=true>

Finally, the students of the 2nd, B of chemical laboratory technicians obtained an average score of 7.5

## Figure 24

Forms 2B LQ



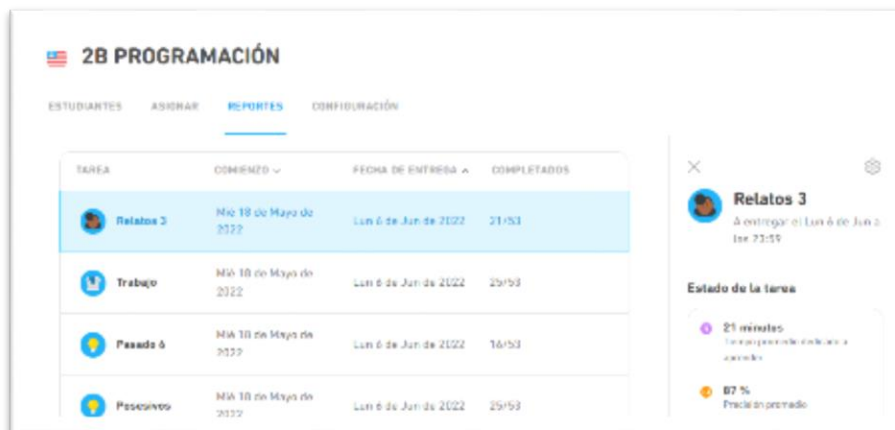
Taken from: *Used to (2B LAB. QUÍMICO)*. (2022.). [Grafico]. forms.  
[https://forms.office.com/pages/designpagev2.aspx?auth\\_pvr=OrgId&auth\\_upn=angelicamaria.sanchez.cb29%40dgeti.sems.gob.mx&lang=es-MX&origin=OfficeDotCom&route=Start&sessionid=91d2686c-094c-492c-a21d-8948183abd25&subpage=design&id=1CytC0RFQUOPI2T3If1V24kP2eQhgXNEikL5vNcheVtUQ1FRUTdDMU1VSIRDQUhZWEpHSEZDU085UiQIQCN0PWcu&analysis=true](https://forms.office.com/pages/designpagev2.aspx?auth_pvr=OrgId&auth_upn=angelicamaria.sanchez.cb29%40dgeti.sems.gob.mx&lang=es-MX&origin=OfficeDotCom&route=Start&sessionid=91d2686c-094c-492c-a21d-8948183abd25&subpage=design&id=1CytC0RFQUOPI2T3If1V24kP2eQhgXNEikL5vNcheVtUQ1FRUTdDMU1VSIRDQUhZWEpHSEZDU085UiQIQCN0PWcu&analysis=true)



### 4.1.3 The last writing activity was the duolingo tasks

Figure 25

*Duolingo for schools*



Note: Taken from Duolingo for Schools. (2022, 18 mayo). Duolingo for schools. Recovered 29 de junio de 2022, de <https://schools.duolingo.com/classroom/4808135/students>

The duolingo activity applies because students can practice all 4 skills. There are students who like this app and there are those who don't like it.

### 4.1.4 Activity 3. Inferring Ideas, reading and listening

The text that was read bears the name of International Day of Indigenous Peoples. For brainstorming, students gave feedback on what they thought the reading would be about from the title and gave feedback on the 5 trigger questions.

They liked this reading because they learned about indigenous groups and reflected on how Mexicans are not proud of them and how many times their rights are not respected.

This activity was planned to be read in the classroom but due to poor internet quality it could not be carried out, the students read it at home. A possible solution would be to download the application and work with it independently of the Teams platform.

The students made their cards, and most did a good job, although two students copied and turned in the same activity.

#### **4.1.5 Activity 4. Interculturality and culturality Project**

This activity fulfilled its purpose as the students spoke fluently and with good pronunciation. In addition, the web pages they created were attractive and easy to navigate. The students met the 21st-century skills and integrated interculturality and culturality.

## Chapter 5: Conclusions

During this specialty, teaching-learning theories were reviewed, along the way the teacher identified her teaching philosophy and adopted the theories of her new teaching method. It was very rewarding to identify where her way of teaching came from, but it was also fruitful to identify the teachings that no longer work with students in this age of technology.

In the case of the methodology, those with which the teacher works were identified, many new teaching strategies were integrated and others were updated or eliminated, for example, the readings that were taken from textbooks were replaced by readings taken from the Internet. This was achieved thanks to the Teams platform notebook application that allows to read and listen to the reading at the same time.

This new methodology changed the professor's perspective and opened up a world of possibilities for activities that can be applied to the 4 skills, in addition to being nourished by the projects presented by the professors of the specialty.

In terms of technology, the teacher was able to use it to apply activities, but also so that the students could work on it to develop their projects, as well as to search for information. This specialty opened up a great panorama to the professor of everything that can be done and that is not done out of fear, but finally, she was able to work from her learning, such as using other applications such as "Canva" to not only depend on PowerPoint, she also learned to edit and paste videos, as well as upload them to YouTube. It opened up a whole new world of possibilities for the teacher, plus she realized that there are a lot of tutorials that help explain how to use the applications. In short, it was a great advance that the teacher achieved in the use and application of technology.

The lesson plan was no longer as traditional in its majority as it was before, this last part where in addition to the new methodologies and technology, include interculturality and culturality and the 21st skills, but also modified understanding of the importance of including them in the lesson plan, in addition, both for the students as well as for the teacher, the realization of the project was of great satisfaction.

In general, the teacher is full of satisfaction for having studied the specialty and for the great change she has achieved in terms of her teaching, she was also able to experience firsthand the importance of empathy and help from the teacher when the student has emotional problems. Since a few words can make a big difference, such as finishing the specialty, the teacher thanks to the tutor for that great help and dedicates his project to her. Thanks, Ms. Shell.

## Chapter 6: Appendices / Letter of Originality

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Programa de posgrado:	Specialization in English	Tutor(a), Asesor(a) o Director(a):	Dr. Sheshik Enrique García Galván
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Atentamente,  
Ciudad de México a 19 de Junio de 2022.

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