



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

Propuesta de Intervención Educativa :

Our Summer Trip Itinerary

Para obtener el Diploma de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, presenta :

MARGARITA LIMA CARRASCO

***Tutor:* MTRA. ROCÍO SALGADO PEREA**

Ciudad de México, a 4 de Julio de 2022



UNIVERSIDAD PEDAGÓGICA NACIONAL

Final Project :
Our Summer Trip Itinerary

Presenter : MARGARITA LIMA CARRASCO

Tutor: MTRA. ROCÍO SALGADO PEREA

Mexico city, July 4th 2022

Our Summer Trip Itinerary

INDEX

Introduction	4
Chapter 1: Philosophy and theory.....	5
1.01 Teaching identity and philosophy.....	5
1.02 Theory underlying your teaching practice and identity.....	6
Chapter 2 : Methodology and practice.....	10
2.01 A practical and useful lesson Plan.....	10
2.02 Designing of necessary tools to assess/test the progress of students.....	19
2.03 Attached evidences of (graphics, photos, images).....	24
2.04 Show evidences of your designed tool to assess your students.....	27
2.05 Video.....	31
Chapter 3 : Experience report.....	32
Chapter 4 : Conclusions.....	34
Chapter 5 : Appendixes and APA style references.....	35
Declaration Letter.....	39

INTRODUCTION

What is a language? There are a lot of definitions to describe this word. Robert Henry Robins defines it as follows: “Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves” (Robins, 2021).

What should we teach in a language lesson? A language comprehends a series of skills such as Speaking, Listening, Reading, Writing and knowledge about Vocabulary, Grammar, Culture of the countries where it is spoken, etc. Thus, we can say that teaching a language is a real challenge. In the past, most of the English teachers used to focus on grammar points as well as translations from English to Spanish and vice versa. Over time, the focus has changed significantly and nowadays we must include all the elements mentioned above and train our students on doing things with the language.

In the current document, there is a description of my teaching identity and philosophy as well as some theory that has helped me form a new version of myself as an English teacher. There is a lesson plan including the four macro skills (listening, speaking, reading and writing) as well as a grammar point and cultural aspects. After that, there are some assesment tools that were designed to evaluate the activities described in the lesson plan. Then, some photos of exercises solved by the students can be seen as well as examples of assessment tools filled out with the information of some pupils. Also, a brief analysis of the usefulness of the assessment tools can be observed followed by a link to watch a video that contains some parts of the lesson. Finally, there is a description of the results that were found out after applying the lesson plan and the assesment tools.

It is a short text that describes an interesting tour over the theory that has influenced on my teaching style, the elements that must be part of an English lesson and the outcomes obtained.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

Along this Specialization, I have built a new and more complete version of my Teaching Identity and Philosophy. The following lines provide an overall view of the principles that are the base of my Teaching Identity and Philosophy.

I usually try to create a comfortable and warm environment in my classrooms so that my students feel confident, calm and motivated. I always try to be kind with them and remind them that if they have some doubts, they can let me know and I will be glad to help them to clear them. The purpose is that students feel free to express themselves and state their doubts and questions without feeling afraid of making mistakes and understand errors as part of the learning process. I also try to foster respect, sympathy, empathy and cooperation among the students so that they can learn from each other and students who have more experience and learn faster can help the ones who struggle with understanding instructions, topics and strategies.

In regards to the Approach that I use during my classes, after analyzing the ones that have arisen through the history of ESL and EFL, I have confirmed that the Communicative Approach is the most suitable for my students. They need to know how to deal with real situations outside the classroom. That is reason why I try to create tasks that might be similar to the ones they could face in real contexts.

Besides, I consider that every day is an opportunity to improve my teaching skills and provide my students with better instruments in order to guide them to exploit their full potential. I feel motivated to keep learning and working hard in order to enhance my teaching and language skills. I would like that my students remember my classes as settings where they learnt a language and enjoyed at the same time.

Last, but not least, another of my basic principles has to do with teaching with love and patience. We get several benefits from our job so why do not we arrive at the classroom with positive attitude and receive our students with a big smile that makes them feel cherished and appreciated?

Furthermore, throughout this Specialization, my teaching identity and philosophy has been transformed and modified in some aspects. Now that I have played the role of a student, some values have arisen in my every day practice as a teacher in the classroom. I consider myself to be more flexible and empathetic now. The fact of noticing that it is hard to deal with professional, academic and personal issues at the same time has helped me understand better my students who also have several commitments so that I try to be more empathetic and flexible with them now.

Before taking this Specialty, I had a lot of questions in regards to how to assess productive skills. Nowadays, the outlook is clearer and the fairness towards the students at the moment of assessment is easier for me. I am aware of the existence of tools that make this process more objective and not based on personal judgements.

1.02 THEORY UNDERLYING YOUR TEACHING PRACTICE AND IDENTITY

After taking this Specialization, my teaching practice and identity are based on some theories and hypothesis regarding language learning such as: The Communicative Approach, The Zone of Proximal Development Theory, Input Hypothesis, The Affective Filter Hypothesis, among others. I will mention them and try to explain in what way they have helped me to construct my teaching practice and identity.

The British Council (s.f.) in one of its websites defines the Communicative Approach as follows:

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Example

Practising question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication.

Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials. (British Council, s.f.)

In the last 50 years, this method has been widely accepted in the field of Language Teaching and Learning. Actually, the current Mexican syllabuses are based on this method. What I like the most of this method is the use of real-world contexts. Thus, students learn vocabulary and phrases that they can use in real life: asking for locations and directions, apologizing, asking for favors, going shopping, ordering food and drinks at a restaurant, giving advice to your best friend, booking in a hotel, etc.

The Zone of Proximal Development is a theory created by the Russian Psychologist Lev Vygotsky. He argued that a student can achieve a higher performance if he/she is guided by a more expert person. This last person can be a teacher or a “stronger” classmate. That is why the peers interaction in the classroom is very important.

The zone of proximal development refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner.

Thus, the term “proximal” refers to those skills that the learner is “close” to mastering.

Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task.

To assist a person to move through the zone of proximal development, educators are encouraged to focus on three important components which aid the learning process:

- The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other).
- Social interactions with a skillful tutor that allow the learner to observe and practice their skills.
- Scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD.
(McLeod,2019)

This is the reason why I always try to promote collaborative work among my students. It is essential to create a confidence environment in the classroom so that they can be respected, trust each other and of course learn from other students who have more experience and learn faster. In this way, I try to mix my students, sometimes they get together in pairs, in teams of three, four or five people. And I always suggest that they should help each other if they notice that a classmate is having troubles with pronunciation, structures, meaning or other points.

Furthermore, the **Input Hypothesis** seems relevant for my practice. Input refers to all written and oral material that students have contact with. And it is very important to provide the students with comprehensible input, it means, suitable material according to the students' level or slightly above their level.

Krashen's comprehensible input theory is based on a very simple formula that describes how second language education can best serve the needs of learners. The theory is $i + 1$, where i stands for "input." In this formula, the input is the student's current level of linguistic understanding in their second language. The $+ 1$ is the teaching material, which should be one step above the learner's current understanding. The input is therefore comprehensible, but also sufficiently challenging. $i + 0$ would be language instruction exactly on the student's current level, meaning that no learning would occur. If a student tried to learn at an $i + 2$ level, they will likely get confused and struggle to acquire new language skills. This formula explains why immersion without careful instruction is not an effective second language learning strategy (Blakely, 2022).

Therefore, very easy material could make students get bored and no learning would happen. On the other side, very difficult material could make students feel confused and frustrated for not being able to understand. This is the reason why I must be careful at the moment of selecting the material for my students.

Besides, there is another hypothesis of Krashen that makes plenty of sense to me. It is called Affective Filter.

The **Affective Filter** hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. (Schütz, 2019)

This is the reason why I try to create a comfortable and warm environment in my classrooms so that my students feel more confident, calm and motivated. I always try to be kind with them and remind them that if they have some doubts, they can let me know and I will be glad to help them to clear them. Also, I try to foster respect, sympathy, empathy and cooperation among them.

Finally, I attempt to be patient and friendly to some extent with my pupils and always open to learn more about the teaching and learning processes as well as about the language. I consider myself to be an ambitious teacher, but above all, I consider myself to be a life-long learner.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON PLAN

After analyzing some theory that was studied along the Specialization and that has helped me construct my teaching identity and philosophy, it is time to illustrate a lesson plan that was applied with a group of a CECATI. To start, my work context will be described. I work for a Public Work Training Center as an English Teacher: CECATI 46(Centro de Capacitación para el Trabajo Industrial) located in a small town called Xaloztoc in Tlaxcala State. This school year I had the opportunity to work online from home. The group that participated in this research activity is formed by ten students whose age and occupation vary significantly so the youngest student is 15 years old and the oldest is around 40. One of them is enrolled at a Senior High School, six of them are studying at the University and three of them are working at different places. The course that they are taking with us is called Amateur 4 and it represents an Intermediate level of English proficiency.

The lesson plan titled “**Our summer Trip Itinerary**” was applied in 3 sessions. The session number 1 was developed last Monday, May 23rd, the session number 2 last Tuesday, May 24th and the session number 3 last Wednesday, May 25th. All sessions lasted 2 hours each one. The first session was devoted to activate their previous knowledge, teach vocabulary and do a reading comprehension activity about facts, history and touristic places in New York City. The second session was dedicated to

teach more vocabulary, do a listening comprehension exercise about itineraries and time tables and cover grammar to identify sentences in Simple Present Tense to express scheduled activities.

And finally, in the third session, the students were asked to write some examples of sentences in Simple Present Tense according to the information of an itinerary provided by the teacher. Later, the students created their own itinerary for a summer trip to celebrate the end of the School Year and finally they described it for their classmates.

Being successful in learning a language depends to a great extent on knowing the culture of the people we are interacting with. That is why it is so important to train our students in knowing, exploring, respecting, tolerating and accepting other cultures. If students are aware of the existence of other ways of thinking, values, traditions, customs and beliefs as well as their historical, political and social reasons to act in a certain way, they will be able to be empathetic and therefore establish better relationships and achieve better communication with people from other cultures. This is the reason why I selected some reading and listening activities regarding interesting facts, history and touristic places of the most populated city of U.S.A: New York.

Besides listening and reading, students must have the ability to express themselves coherently in a written and spoken ways in different situations and contexts. Thus, it is important to create tasks that are similar to the ones that the students could face in real life, as an example I can mention the itinerary for a summer trip that was asked to them during this lesson. First, they had to write it down and then explain it to their classmates.

The use of technological resources played a critical role in the development of the lesson. In order to learn and practice new vocabulary, a free application called Quizlet was used (*See Appendix 1*). This tool has benefits for both students and teachers. The teachers can create appealing presentations to introduce new terms easily and dynamically. And students can understand the meaning of the new vocabulary effortlessly. Besides, they can practice the pronunciation and spelling

through a variety of lively activities and games. At the same time, they can assess themselves since their scores, percentages and feedback appear immediately after they finish an activity.

In order to make my students practice their reading and listening comprehension, the following websites were used: <https://www.really-learn-english.com/english-reading-comprehension-new-york.html> (See *Appendixes #2 and #3*) and <https://www.esl-lab.com/intermediate/new-york-travel/> (See *Appendixes #4 and #5*)

This kind of websites eases the teaching, practice and assessment processes since we can find a lot of complete reading/listening comprehension activities that are classified by difficulty levels ranging from beginners to advanced levels.

In the following charts, the complete lesson plan is described.

1. Lesson plan identification cell.	
Author	Margarita Lima Carrasco
Educational stage	CECATI No. 46, Course: Amateur 4. Intermediate level.
Title of your Lesson plan	Our Summer Trip Itinerary
Learning Objective of the plan/Competency	<p>Language purpose:</p> <ul style="list-style-type: none"> ○ Develop the abilities of Reading and Listening Comprehension in regards to trip itineraries through the use of Simple Present Tense to talk about future scheduled events. Besides, develop the skills of Writing and Oral Production in order to express their plans for a scholar summer trip. <p>Formative-intercultural purpose:</p> <ul style="list-style-type: none"> ○ Guide the students to reflect on the tourist activities and places that can be visited in the most populated city of U.S.A. as well as in Mexican destinations.
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	Recycling topic
Functions	<ul style="list-style-type: none"> -Talk about touristic activities and attractive places in NY -Talk about touristic activities and attractive places in Mexico -Talk about scheduled events and itineraries
Main Grammar structure	Simple present for Future Events
Other Grammar structures	
Brief description of the plan	<p>New York city was selected because in previous classes the students showed interest towards this city.</p> <p>The creation of a scholar trip itinerary was planned because it represents a probable task that students may find in real life.</p>
Hours of the plan implementation	6 hours
Number of sessions	3 sessions, 2 hours each
Contents required for the lesson	<ul style="list-style-type: none"> -Text: "New York" -Audio: "New York Travel" -New York Trip Itinerary (sample)
Link of the content	<p>https://www.really-learn-english.com/english-reading-comprehension-new-york.html (See Appendixes # 2 and 3)</p> <p>https://www.esl-lab.com/intermediate/new-york-travel/ (See Appendixes # 4 and 5)</p>
EEAILE tutor on line	Rocío Salgado Perea

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation			00
Before the lesson	Teacher asks students to search information about New York with relatives, friends, internet, magazines, books, etc.	Students search and take to the session information in English about New York taken from relatives, friends, internet, magazines, books, etc.	
During the lesson	<p>The first day of the lesson, the teacher writes on a document of Microsoft Word the date, topic and the objective of the class. The teacher shares her screen with the participants.</p> <p>The teacher greets every student</p> <p>Teacher assess briefly the topics worked in the previous class.</p> <p>The teacher activates the students' previous knowledge by asking the following questions :</p> <ul style="list-style-type: none"> • What do you know about NYC? • What are the most famous touristic places in NYC? • What are some of the nicknames of NYC? • What does the Statue of Liberty represent? • What is the name of the big park in NYC? 	<p>The students greet their classmates and the teacher and they describe briefly how they feel that day</p> <p>Students answer some questions regarding the previous lesson.</p> <p>Students answer orally the questions.</p>	01

Set the objective or competencies of the lesson	The teacher shows the learning objectives of the lesson and has the students discuss about them.	The students read the learning objectives of the lesson, express doubts and comments.	
---	--	---	--

3. Communicative skills development.

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	-The teacher introduces new vocabulary through Quizlet App.	-The students practice the new vocabulary through Quizlet.	Text "New York"	1	Participation of the students
Information processing Activity -Prediction	-The teacher shows the pictures of the reading and the title.	-The students predict what the reading will be about.			Participation of the students
-Reading aloud	-The teacher asks students to take turns and read aloud a paragraph, correcting their pronunciation, intonation and stress.	-The students read aloud and repeat words or phrases when the teacher makes corrections.			
-Comprehension skills	-The teacher asks students to answer some comprehension questions individually. Then, he asks them to read aloud the questions with their answers.	-The students answer the questions individually. Later, they discuss about their answers. They evaluate themselves and correct their mistakes.			Multiple choice exercise
-Free-Recalling information	-The teacher has students remember the most important	-The students try to remember interesting information			Participation of the students

	information about the text.	about the text and express orally what they recall (without looking at the text)			Tool: Rubrics
--	-----------------------------	--	--	--	--------------------------

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction	-The teacher introduces new vocabulary through Quizlet.	-The students practice the vocabulary through Quizlet.	Audio "New York Travel"	2	Participation of the students
Information processing activity	-The teacher plays the audio twice and has the students answer some comprehension questions individually. Then, she gives them the script to check their answers. After that, she asks them to get together in teams and discuss their answers.	-The students listen to the audio twice and answer the questions. Then, they get together in teams and discuss their answers taking into account the script. After the discussion in teams, they discuss with the whole group.			Multiple choice exercise
Comprehension skills					Participation of the students
-Grammar focus	-The teacher elicits the structure of Simple Present Tense and examples from the script.	-The students highlight all the examples of Simple Present Tense to describe future events.			
-Free-Recalling information	-The teacher has students remember the most important	-The students try to remember information			

	information about the audio.	about the audio and express orally what they recall (without looking at the script)			Tool: Rubrics
--	------------------------------	---	--	--	--------------------------

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
-Grammar focus	-The teacher shows an example of trip itinerary and have students write sentences in Simple Present Tense (Eg: The plane departs at 11:15 am). Then, the teacher asks the students to interchange their sentences and evaluate grammar and punctuation.	-The students write sentences according to the information given in the itinerary. Then, they interchange their sentences and evaluate each other. They mark the errors with another color, give the sentences back to the owners and they must correct their own mistakes.	New York Trip Itinerary (sample)	3	Writing sentences
-Feedback	-The teacher takes notes of the most common mistakes, explain them and give them more examples.	-The students ask questions and clear their doubts about Simple Present Tense			Participation of the students
-Writing	-The teacher forms teams of 2 people and have them write a similar itinerary. When it is	-The students write a short itinerary for next summer to			Itinerary

	finished, she checks them and gives them feedback.	celebrate the end of the School Year according to their own interests and likes.			Tool: Rubrics
--	--	--	--	--	--------------------------

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
-Describing	-The teacher has students explain their own itineraries and takes notes of the most common mistakes to let them know later.	-The students describe the itineraries they created. At the end, participants vote to select the one that seems more interesting.	Their own itineraries	3	Participation of the students. Tool: Rubrics

When the lesson plan was being written, I expected that most of my students would not have difficulties in the receptive skills (listening and reading comprehension). On the other hand, I supposed that they would have more problems with the productive skills (writing and speaking). I thought that students would not have troubles with Simple Present Tense because in a basic course they were working with this verbal tense to express their daily routines. Moreover, I assumed that they would feel nervous when explaining their own itineraries since they were going to be recorded for this research project.

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

Assessment is a necessary process to find out the students' strengths and weaknesses so that teachers can take actions to guide the students towards an improvement in their language skills.

During this lesson called "Our Summer Trip Itinerary", rubrics were used to assess the students' performance, progress and advance in the four abilities: reading comprehension, listening comprehension, writing and speaking.

A rubric is a type of scoring guide that assesses and articulates specific components and expectations for an assignment. Rubrics can be used for a variety of assignments: research papers, group projects, portfolios, and presentations.

Rubrics help instructors:

- Assess assignments consistently from student-to-student.
- Save time in grading, both short-term and long-term.
- Give timely, effective feedback and promote student learning in a sustainable way.
- Clarify expectations and components of an assignment for both students and course teaching assistants (TAs).
- Refine teaching methods by evaluating rubric results.

Rubrics help students:

- Understand expectations and components of an assignment.
- Become more aware of their learning process and progress.
- Improve work through timely and detailed feedback. (Cornell University, s.f.)

There is an instrument called Rubistar. It is a free website that helps teachers create rubrics to assess the students' knowledge, performance and skills in a short period of time. The link is <http://rubistar.4teachers.org/index.php?skin=es&lang=es> and includes templates and ideas for creating and editing rubrics for different areas such as Oral projects, Writing, Reading and other areas.

In the following charts, the rubrics that were created through the online tool Rubistar will appear.

READING RUBRIC: KNOWING MORE ABOUT NEW YORK CITY

Teacher Name: **Margarita Lima**

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 identify 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.

Date Created: **May 26, 2022 02:25 pm (CDT)**

Fig 1. Rubrics for assessing Reading

LISTENING COMPREHENSION RUBRIC: UNDERSTANDING A PLAN FOR A NEW YORK TRIP

Teacher Name: **Margarita Lima**

Student Name: _____

CATEGORY	4	3	2	1
Comprehension	Student seems to understand the entire message and accurately answers 5 comprehension questions.	Student seems to understand most of the message and accurately answers 3-4 questions	Student understands some parts of the message and accurately answers 1-2 question related to the message.	Student has trouble understanding or remembering most parts of the message.

Date Created: **May 26, 2022 03:12 pm (CDT)**

Fig 2. Rubrics for assessing Listening

WRITING RUBRIC : ELABORATING AN ITINERARY FOR A SUMMER TRIP

Teacher Name: **Margarita Lima**

Student Name: _____

CATEGORY	4	3	2	1
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to	It was very difficult to figure out what the itinerary was about.

	out what the itinerary was about.		figure out what the itinerary was about.	
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.

Date Created: **May 26, 2022 08:11 pm (CDT)**

Fig 3. Rubrics for assessing Writing

Oral Presentation Rubric : TALKING ABOUT OUR SUMMER TRIP ITINERARY

Teacher Name: **Margarita Lima**

Student Name: _____

CATEGORY	4	3	2	1
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.
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.

Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
-------------------------	--	---	--	--------------------------------------

Date Created: **May 28, 2022 11:19 am (CDT)**

Fig 4. Rubrics for assessing Speaking

These assessment tools were very useful since they reduced the subjectivity to evaluate, it means that the grades that students obtained were not result of a personal judgment based on personal opinions or feelings towards the students. Instead, a set of guidelines for both students and teachers were used to guarantee reliability in the evaluation of this academic work. And Rubistar was an excellent tool that helped me create quality rubrics in a very short period of time.

2.03 ATTACHED EVIDENCES OF (GRAPHICS, PHOTOS, IMAGES)

The lesson plan titled “**Our summer Trip Itinerary**” was applied in 3 sessions. The session number 1 was developed last Monday, May 23rd, the session number 2 last Tuesday, May 24th and the session number 3 last Wednesday, May 25th. All sessions lasted 2 hours each one. In the first session, the objective of the lesson was described, students’ previous knowledge was activated through a series of questions, some new vocabulary was taught (See Appendix 1) and a reading comprehension activity about facts, history and touristic places in New York City was done.

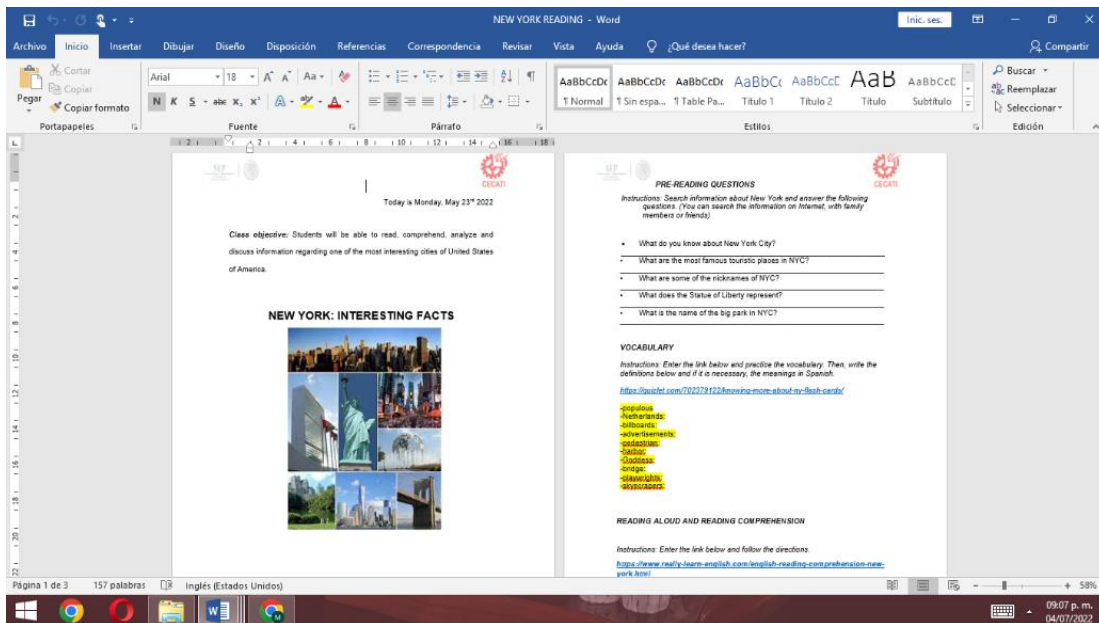


Fig. 5 Sequence of activities in class #1

Wh Questions

16. **Where** was the inauguration of the first US President held?

- A. In Washington, D.C.
- B. In Philadelphia.
- C. In New York City.

17. **Why** is Times Square called "The Crossroads of the World"?

- A. Because it is where Russian and American politicians meet.
- B. Because it gathers thousands of tourists from all over the world.
- C. Because it connects the East and West of the US.

18. **Which** building is considered to be one of the Seven Wonders of the Modern World?

- A. Empire State Building.
- B. One World Trade Center.
- C. Chrysler Building.

19. **Who** were the first foreign settlers in New York?

- A. the German
- B. the British
- C. the Dutch

20. **How** was New York called in 1609?

Fig.6 Reading Comprehension exercise

The second session was dedicated to teach more vocabulary, do a listening comprehension exercise about itineraries and time tables and cover grammar to identify sentences in Simple Present Tense to express scheduled activities.

Man: We will go to Times Square where you can have lunch on your own for about an hour from about 1 to 2.

What are they going to do later?

They will be attending a Broadway play.

The group is going to watch a musical. ✓

They will catch an exciting movie.

✓ **Correct!**

Man: Uh, we will meet back at the hotel at 6:00 p.m., and we'll have dinner at a very nice Italian restaurant downtown, and then we'll catch an exciting Broadway musical around 8:30 p.m.

Your score: **4 / 5**
Nice try! Review your answers.

Visit TrainYourAccent.com for pronunciation practice.

Fig.7 Listening Comprehension exercise

To Fluency

PRESENT SIMPLE (FUTURE)

“...we fly in about an hour and a half, so at at the moment we’re just killing time.”

present simple (future) when an event is on a schedule (fixed time).



So, we can use the present simple to talk about the future when an event is on a schedule

Fig.8 Explanation about Simple Present Tense for Future Events

And finally, in the third session, the students were asked to write some examples of sentences in Simple Present Tense according to the information of an itinerary provided by the teacher. Later, the students created their own itinerary for a summer trip to celebrate the end of the School Year (their final product) and finally they described it for their classmates.

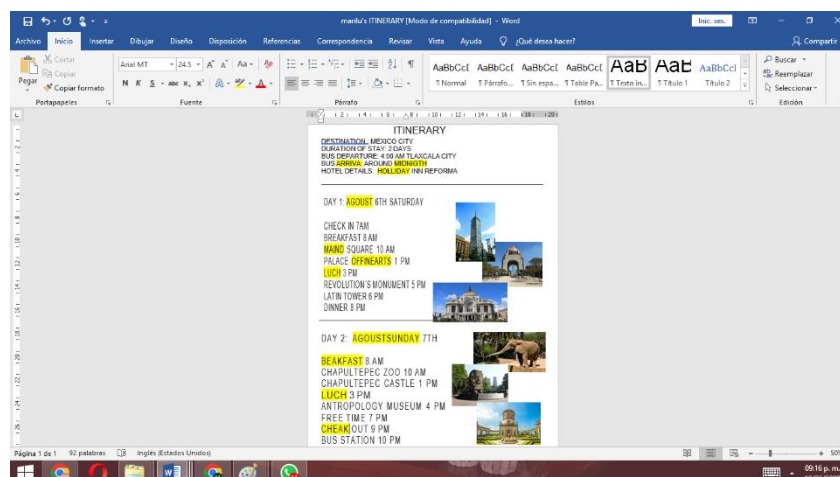


Fig. 9 An itinerary created by a student (final product)

2.04 SHOW EVIDENCES OF YOUR DESIGNED TOOL TO ASSESS YOUR STUDENTS.

Undoubtedly, the rubrics that were used to assess my students were successful and help me evaluate in an objective manner. I would not change anything from them since they fulfilled my expectations. In the following pictures, there are some examples of rubrics that were used to evaluate four students in different areas.

READING RUBRIC: KNOWING MORE ABOUT NEW YORK CITY

Teacher Name: **Margarita Lima**

Student Name: **Barradas Sarmiento María Guadalupe**



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 identify 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.

Fig 10. Rubrics for assessing Reading (filled out)

LISTENING COMPREHENSION RUBRIC: UNDERSTANDING A PLAN FOR A NEW YORK TRIP

Teacher Name: **Margarita Lima**

Student Name: **Flores Hernández Kristel Aurea**


CATEGORY	4	3	2	1
Comprehension	Student seems to understand the entire message and accurately answers 5 comprehension questions.	Student seems to understand most of the message and accurately answers 3-4 questions 	Student understands some parts of the message and accurately answers 1-2 question related to the message.	Student has trouble understanding or remembering most parts of the message.

Fig 11. Rubrics for assessing Listening (filled out)

WRITING RUBRIC : ELABORATING AN ITINERARY FOR A SUMMER TRIP

Teacher Name: **Margarita Lima**

Student Name: **Pérez Magdaleno Diana Elizabeth**




CATEGORY	4	3	2	1
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling 	Writer makes more than 4 errors in grammar and/or spelling.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the itinerary was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the itinerary was about. 	It was very difficult to figure out what the itinerary was about.
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation. 	Writer makes more than 4 errors in capitalization and punctuation.

Fig 12. Rubrics for assessing Writing (filled out)

Oral Presentation Rubric : TALKING ABOUT OUR SUMMER TRIP ITINERARY

Teacher Name: **Margarita Lima**

Student Name: **Sánchez Angeles Bibiana**




CATEGORY	4	3	2	1
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.
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.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences. 	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Fig 13. Rubrics for assessing Speaking (filled out)

Through the use of these rubrics, the following results were obtained: 50% of the students need more practice in pronunciation as well as in comprehension rehearsal. In regards to the listening comprehension activity, most of the students (80%) had troubles with one of the five questions whose answer was not explicit in the audio so that they had to infer the response according to what the speaker said. The other 4 questions were easy to solve for them. In reference to Writing, only 10% of the students needed extra help to create their itinerary. Finally, at the moment of explaining their schedules, 50% of the students had some problems with producing complete sentences and pronunciation.

2.05 VIDEO

After describing the lesson plan and the evaluation tools, it is time to illustrate the lesson through a short video that includes some portions of each step of the lesson. In the first scene, an introduction activity can be observed, specifically, the presentation of new vocabulary. In the second scene, there is a first practice regarding reading aloud. In the third scene, there is another practice that has to do with Reading Comprehension. In the next scene, there is a grammar focus with an explanation of the Simple Present Tense structure. Then, in the subsequent scene there is a Grammar practice about that verbal tense and finally, there is an example of a final product presented by a team. Here is the link of the video:

<https://youtu.be/LIQKi4dPqyE>.

CHAPTER 3: EXPERIENCE REPORT

When the lesson plan was being created, students were thought to have no problems with the structure of Simple Present Tense since they had already worked with that verbal tense in a basic course when they talked about daily routines. However, 30% of the students did not remember well the structure of Simple Present Tense so explaining it took me more time of the one that was programmed in my Lesson Plan. In this respect, it is necessary to make students aware of the importance of taking notes and reviewing them from time to time.

Besides, students were thought to be nervous when they had to explain their itineraries since they knew they were going to be recorded for this research project. And it came true for some students despite the fact that they usually are asked to record themselves for some projects. At the end of the lesson, the students mentioned that the difference is that in those cases, the public is reduced to their own classmates and teacher and in this special occasion they knew they were going to be observed and heard by other teachers. Thus, a possible solution for this problem could be that in future lessons some colleagues could be invited to observe the classes so that the students get used to being observed and heard by other teachers. And the benefit could be awesome because the students could have the opportunity to interact with other people and learn from them. Additionally, the students as well as me could receive feedback and some ideas about how to improve our performance.

Other results that could be observed after applying the lesson plan activities and the assessment process are the following:

50% of the students need more practice in pronunciation as well as in comprehension rehearsal. In regards to the listening comprehension activity, most of the students (80%) had troubles with one of the five questions whose answer was not explicit in the audio so that they had to infer the response according to what the speaker said. The other 4 questions were easy to solve for them. In this respect, it

is crucial to provide the students with this kind of inference questions for them to get used to reflecting and solving these questions. In reference to Writing, only 10% of the students needed extra help to create their itinerary. Finally, at the moment of explaining their schedules, 50% of the students had some problems with producing complete sentences and pronunciation. Each student received feedback privately to let them know their strengths as well as the specific points where they have to focus on more.

Throughout the application of the tasks set in the lesson plan, my students have learned facts about New York City, a little bit about its history and its main touristic attractions. They have learned another use of the Present Simple Tense, they already knew that it is used to talk about routines and habits but now they also know that we can use it to express scheduled activities in the future, that do not depend on us. They also learned about some Mexican Destinations such as Mexico City, Cancún, Tlaxcala state and touristic activities they can do there.

Despite their learning, it is important to recognize that there is still a long way to go. And that it is important to provide them with more practice and strategies in order to enhance their language level.

CHAPTER 4: CONCLUSIONS

Certainly, an English lesson must be a well-organized and complete process that must include activities that help students develop and enhance their listening comprehension, oral production, reading comprehension and writing without setting aside the Intercultural competence and the grammar skills. Every task must have the purpose of doing things with the language and we must design tasks that are similar to the ones they could face in real life.

Each lesson must be developed in an environment of trust where the students can help each other and learn from everyone. It is our job to create an atmosphere of confidence where they feel free to express themselves and motivated enough to participate without feeling afraid of making mistakes. In addition, every activity should be carefully designed according to our students interests and their language proficiency level.

Moreover, it is crucial to design assessment tools that allow us to evaluate our students' performance in an objective manner and that provide us with information about our pupils' strengths and weaknesses so that we can take decisions in regards to our teaching methods as well as their learning strategies.

Undoubtedly, not only have learned my students along this Specialty and Final Project design, but also, I have retrieved plenty of relevant information that I had forgotten such as theories, approaches and hypothesis regarding the teaching and learning processes. But overall, I could remember the importance of providing my students with tasks that let them acquire cultural awareness and intercultural competence.

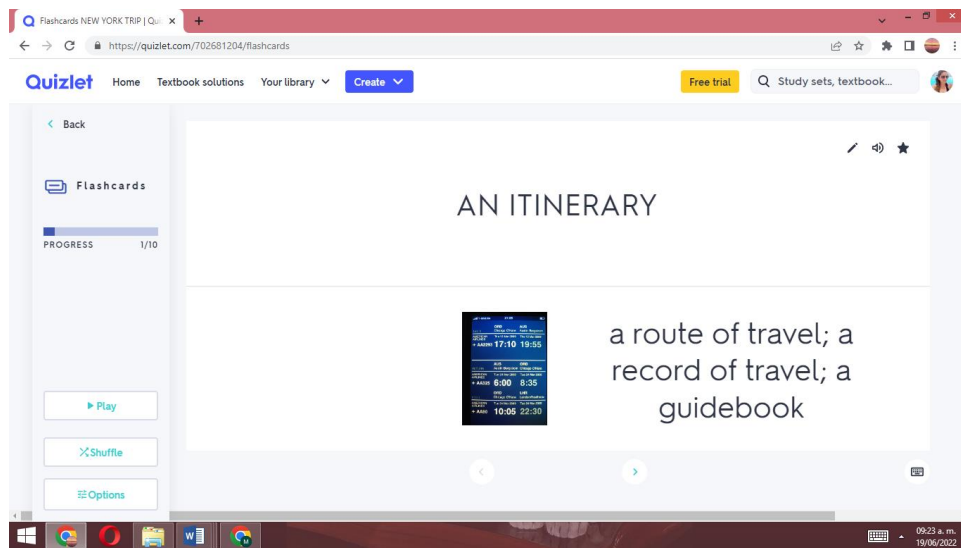
Undeniably, it has been an enriching process for my professional growth although I had to deal with a challenge during this Specialty and it was the pressure to cover all the requirements of both my job and the Specialty at the same time. But it was completely worth it since there was a wealth of information in the EEAIL platform.

Besides, through the writing tasks, we were encouraged to search further information to enrich our works and it was totally enlightening.

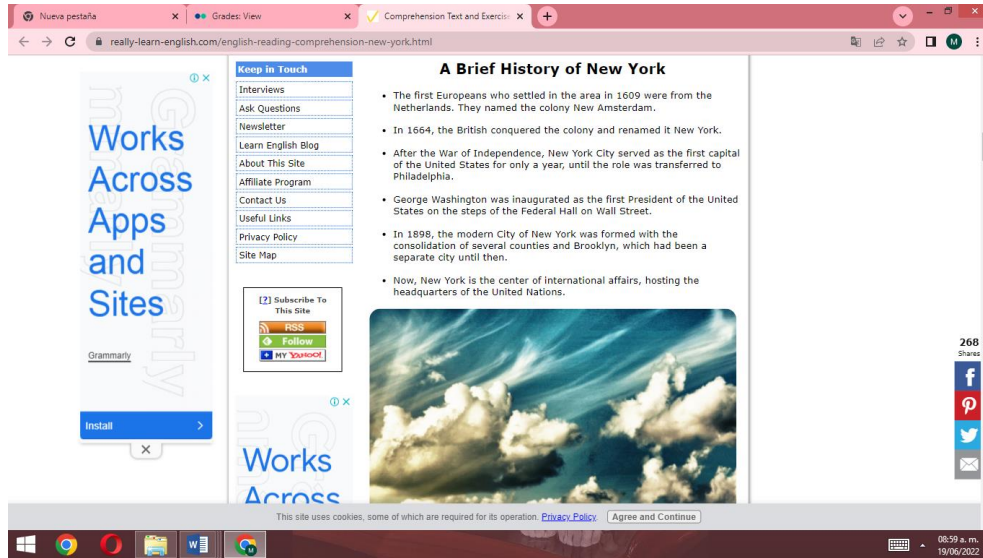
Furthermore, interacting with my colleagues and my tutor allowed me to learn a lot from them so that this Specialty was an educative experience for me as a teacher and as a life-long learner and I am sure that my current and future students will benefit from this experience, too.

Finally, I would highly recommend this Specialization to other colleagues due to the several instructional benefits I received as well as my professional and personal growth I have experienced during this school year.

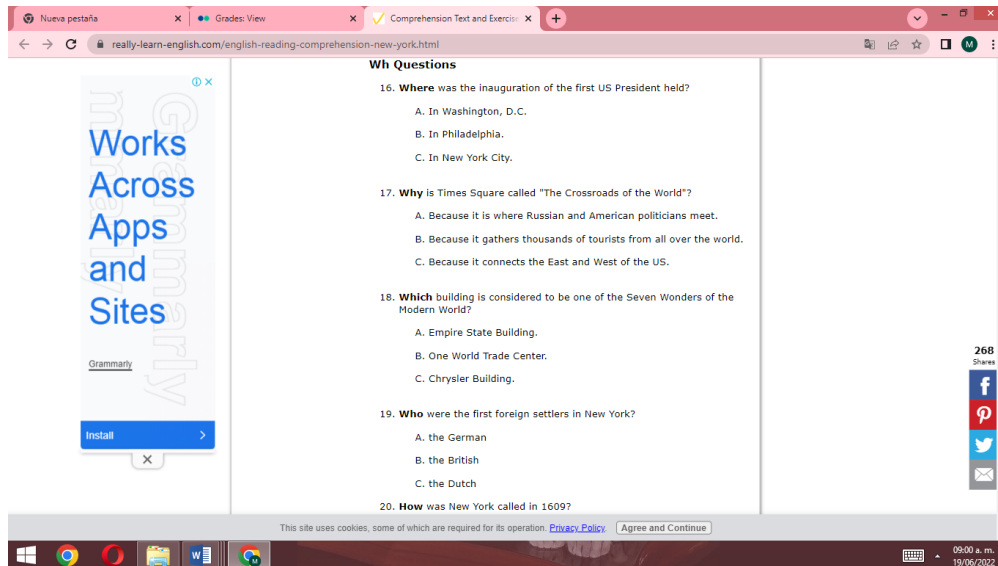
CHAPTER 5. APPENDIXES AND APA STYLE REFERENCES



Appendix #1 New vocabulary through Quizlet



Appendix #2 Text about New York




Appendix #3 Reading Comprehension Questions

esl-lab.com/intermediate/new-york-travel/

See Listening Script Back To Intermediate Quizzes

Level:	Topic:	Speakers:	Length:
intermediate	travel	man	2:05



Pre-Listening Exercise

If you had time and money, what are three places in the world that you would visit and why? Would you travel by plane, ship, or train? Would you rather stay in a big hotel, a small inn, or even a youth hostel?

Idioms

"hit the road" = go somewhere
"We plan on hitting the road early tomorrow morning."

"be in the same boat" = be in the same situation
"Everyone has to pay for his or her own trip, so we're all in the same boat."

Try More Free Listening at Dailyles.com

Search

Follow Randall: [f](#) [@](#) [t](#) [v](#) [in](#) [d](#)

- Things to do in New York City
- Jekyll Island Lodging
- Clearwater Beach Hotels
- Last Minute Hotel Bookings
- 10 Best Affordable Hotels
- Glacier Park Lodging
- Cheap Beachfront Hotels
- Hotels for Your Budget
- Miami Beach Hotels
- Normal Pulse Rate Chart

Windows taskbar: 09:05 a.m. 19/06/2022

Appendix #4 Listening Comprehension exercise

esl-lab.com/intermediate/new-york-travel/

Listening Exercise

A. Listen to the recording and answer the questions.

00:00 — 00:50

What time does the plane depart?

7:00 a.m.

9:00 a.m.

6:00 a.m.

How will the group get to the hotel from the airport?

They will ride the subway.

They will take taxis.

They will be going by bus.

New York Travel

- 10 Best Cruises for Seniors
- English Speaking Lessons

Microsoft 365

Accede a tu empresa desde cualquier lugar

Conecta con tu equipo al instante y accede a los archivos desde cualquier lugar con 1 TB de almacenamiento en la nube de OneDrive por usuario

Windows taskbar: 09:05 a.m. 19/06/2022

Appendix #5 Listening Comprehension questions

REFERENCES

Blakely, Sasha (2022). Comprehensible Input. Theory and Examples. Retrieved from <https://study.com/learn/lesson/comprehensible-input-hypothesis-examples.html>

British Council (s.f.) Communicative Approach. Retrieved from <https://www.teachingenglish.org.uk/article/communicative-approach>

Cornell University (s.f.). Using Rubrics. Retrieved from: <https://teaching.cornell.edu/teaching-resources/assessment-evaluation/using-rubrics>

McLeod, S. (2017). Kolb's Learning Styles and Experiential Learning Cycle. Retrieved from <https://www.simplypsychology.org/learning-kolb.html>

Robins, R. (2021, March 9). Language. Encyclopedia Britannica. Retrieved from <https://www.britannica.com/topic/language>

Schütz, Ricardo (2019). Stephen Krashen's Theory of Second Language Acquisition. Retrieved from <https://www.sk.com.br/sk-krash-english.html>

DECLARATION LETTER
DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD
PEDAGÓGICA NACIONAL

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

C. Rosa María Torres Hernández

RECTORA DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL

PRESENTE:

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: “Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor”, suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Our Summer Trip Itinerary		
Tipo:	<input type="checkbox"/>	Trabajo recepcional	<input type="checkbox"/> Tesis
Presentado para obtener el grado de:	<input checked="" type="checkbox"/>	Especialidad	<input type="checkbox"/> Maestría <input type="checkbox"/> Doctorado
Programa de posgrado:	Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera	Tutor(a), Asesor(a) o Director(a):	Mtra. Rocío Salgado Perea
Nombre completo del(la) autor(a):	Margarita Lima Carrasco		
Matrícula:	210926164		
Domicilio:	3ª Priv. Álvaro Obregón No. 208. Col. Ferrocarrilera. Apizaco, Tlaxcala.		
Teléfono:	2411272937		
Correo electrónico:	210926164@g.upn.mx		

Atentamente,
Ciudad de México, 19 de Junio de 2022.



Margarita Lima Carrasco
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a)
de la tesis o trabajo recepcional:

Coordinación de Posgrado UPN

Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado