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"MULTICULTURAL FAMILY CONNECTIONS IN THE DIGITAL AGE: EXPLORING THE ROLE OF TECHNOLOGY IN PROMOTING CULTURAL DIVERSITY IN ENGLISH LANGUAGE EDUCATION"

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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Especialización en Enseñanza y Aprendizaje de inglés como Lengua Extranjera

Module 3 Final Project

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Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Universidad Pedagógica Nacional

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Introduction

In today's increasingly interconnected and diverse world, the ability to communicate and work effectively across cultures is more important than ever before. As such, it is essential for educators to incorporate intercultural learning into their lesson plans. This involves promoting an understanding and appreciation of different cultures, beliefs, and perspectives, as well as fostering skills such as empathy, communication, and critical thinking.

In the process of learning English, the use of four essential skills - listening, speaking, reading, and writing - plays a crucial role. These skills are the foundation for effective communication in the language. Additionally, two popular teaching approaches, the Audio-Lingual Method and the Communicative Approach, have been widely utilized to enhance language learning outcomes. Both approaches emphasize the practical application of language skills in real-life situations. In this brief, we will explore the significance of using these skills and the benefits of incorporating the Audio-Lingual Method and Communicative Approaches in English language instruction.

On the one hand, with the rapid development of technology, integrating it into lesson plans can greatly enhance the learning experience for students. Technology can provide opportunities for students to access information, collaborate with peers, and engage with educational resources in new and exciting ways. Additionally, incorporating technology can help educators to create more personalized and dynamic lesson plans that cater to the individual needs and learning styles of their students.

Combining intercultural learning with technology in lesson planning has the potential to produce well-rounded and adaptable learners who are better equipped to thrive in a globalized world. This combination of interculturality and technology can provide students with the skills and knowledge they need to succeed academically and professionally, as well as to become responsible and engaged citizens of the world.

On the other hand Using family issues in an intercultural activity can have several important benefits for students: Family is a fundamental aspect of culture in many societies. By exploring family issues, students can gain a deeper understanding of different cultural norms, values, traditions, and family structures. This helps foster cultural awareness and sensitivity, promoting respect and appreciation for diverse backgrounds.

Family is a topic that students can easily relate to, as everyone has some form of family experience. By incorporating family issues in intercultural activities, students are more likely to be engaged and motivated to participate actively in the learning process.

Family-related discussions and activities provide ample opportunities for language practice and development. Students can enhance their vocabulary, grammar, and communication skills as they describe their own families, discuss family dynamics, and share stories or traditions from their cultures.

Family-related topics often evoke emotions and personal connections. Students may feel more connected to the content and develop a sense of belonging within the classroom community. This can create a supportive and inclusive learning environment where students feel comfortable sharing their experiences and perspectives.

Exploring family issues can promote social and emotional learning by encouraging empathy, understanding, and reflection. Students may gain insights into different family dynamics, challenges, and experiences, fostering a sense of empathy and appreciation for diverse family backgrounds.

Incorporating family issues in intercultural activities through a detailed lesson plan allows for intentional and structured exploration of these topics, ensuring that students have a well-rounded and enriching learning experience.

In summary, the design and implementation of the Pedagogical Intervention Project is crucial for improving the quality of education and enhancing student-learning outcomes. An evidence-based and practical approach provides students with the necessary skills and knowledge to succeed in their academic pursuits and beyond.

Chapter 1: Philosophy and theory

1.1 Teaching context, identity, and philosophy

Teaching Identity.

I am a teacher who values social justice and equity, the one who prioritizes creating an inclusive and supportive classroom environment who celebrates diversity and encourages critical thinking about issues of power and privilege. I incorporate culturally responsive teaching strategies and actively seek out resources and professional development opportunities that help students better understand and address the needs of marginalized previews teaching methods.

I am also a teacher who identifies himself as a lifelong learner. I perceive myself in the role as an educator with a growth mindset, constantly seeking out new ideas, feedback, and challenges to improve my own practice. I experiment with different instructional methods and technologies, seek out opportunities to collaborate with colleagues and mentor new teachers, and work in a variety of schools and pursue ongoing professional development to stay up-to-date with the latest research and best practices.

Finally, I am a teacher who identifies as a mentor and role model. I prioritize building positive relationships with students, modeling responsible and respectful behavior, and providing guidance and support to help students reach their full potential. I take an active interest in students' personal and academic development, regularly checking in with them, providing constructive feedback, and offering encouragement and praise.

Teaching Philosophy

I am a teacher who believes in student-centered learning. I create a classroom environment that empowers students to take an active role in their own learning. I provide opportunities for collaborative and project-based learning use formative assessments to gauge student understanding and adjust instruction accordingly, and I encourage students to reflect on their own learning process and set personal goals.

I am also a teacher who believes in a growth mindset may prioritize creating a classroom environment that encourages risk-taking, intellectual curiosity, experimentation, and learning from mistakes. I provide regular feedback and opportunities for revision, emphasize the importance of effort and perseverance over innate ability, and model a willingness to learn from their own failures and challenges.

Finally, I am a teacher who believes in the importance of community building. Creating a classroom environment that fosters positive relationships among students and between students and the teacher. I incorporate team-building activities, peer mentoring, and other collaborative learning strategies to promote a sense of shared responsibility and belonging among students.

Teaching Context

Internal Context:

Campus with around 1800 students and 90 teachers. School modality. Groups of between 45 and 50 students. Students are between 15 and 18 years old. The group I will work with it is in the first semester and the composition of it is men and women with a 50-50 ratio.

The students have just entered the Baccalaureate and come from their Majority of official high schools. The English level of the group is uneven. Some students have never taken English classes.

The school has six buildings and two annexes, three computer centers, laboratories, basketball courts and a soccer field. There are ramps for students with disabilities. Moreover, there is a program of Scholarships.

External Context:

The campus is located in the town of Chicola, near the Municipality of Orizaba; the students come from different municipalities and nearby towns. There is public transport in which the students can travel. Most of the students come from lower middle class families.

The area where the school is located has electricity, telephone and internet access. However, no everyone can afford those expenses.

1.2 Theory underlying your teaching practice and identity

The specialization in teaching English as a second language has provided me with the necessary knowledge, skills, and competencies to support the language development and academic success of English language learners. It has enhanced my teaching practice and it has prepared me to meet the unique needs of a diverse and multicultural student population.

The main topic we learned at the beginning of the specialization was the model of communication, on the one hand it was proposed by Dell Hymes in 1972, it expands upon the concept of communication beyond the traditional focus on linguistic competence. Hymes' model takes into account the social and cultural aspects of communication and emphasizes the importance of context in understanding how language is used. The model is often referred to as the "SPEAKING" model, with each letter representing a different component:

S – Setting and Scene: This refers to the physical and social context in which communication takes place. It includes factors such as the location, participants, and the purpose of the interaction.

P – Participants: This focuses on the identities, roles, and relationships of the individuals involved in the communication. It considers factors such as age, gender, social status, and cultural background, as these can influence how communication is understood and interpreted.

E – Ends: This refers to the goals, intentions, and desired outcomes of the communication. It involves understanding why communication is taking place and what the participants aim to achieve through their interaction.

A – Act Sequence: This component encompasses the specific speech acts, or utterances, performed by the participants during the interaction. It includes analyzing the structure and content of the language used and the ways in which the participants convey their messages.

K – Key: This represents the tone, style, and manner in which the communication occurs. It includes aspects such as formality, politeness, humor, and cultural norms that influence the linguistic choices and expressions of the participants.

I – Instrumentalities: This refers to the channels and modes of communication utilized, such as spoken language, written language, body language, or other nonverbal means. It involves understanding the different means through which communication is conveyed and interpreted.

N – Norms: This focuses on the social and cultural rules and expectations that shape communication. It considers the shared knowledge, values, and beliefs that influence how language is used within a particular community or cultural group.

G – Genre: This refers to the specific type or genre of communication being employed, such as a conversation, interview, lecture, or storytelling. Each genre has its own conventions, structures, and purposes that shape the communication.

By considering these components, the Hymes' model provides a comprehensive framework for analyzing communication beyond linguistic aspects. It highlights the importance of understanding the social, cultural, and contextual factors that influence how we as humans use language and we interpret it in real-world interactions.

On the other hand, The Jacobson Model of Communication, proposed by Roman Jacobson, is a communication model that focuses on the functions of language in the communication

process. Jacobson, a Russian-American linguist and semiotician, introduced this model in the 1960s as a way to analyze the various elements involved in communication. The model is often referred to as the "six functions of language" or the "Jacobson's model of communication."

- Sender/Addresser: This refers to the person or entity initiating the communication and conveying a message. The sender encodes the message, selecting specific words, symbols, or gestures to express their intended meaning.

- Receiver/Addressee: The receiver is the intended recipient of the message. They decode the message, interpreting the encoded information and making sense of its meaning.

- Message: The message is the content or information being transmitted from the sender to the receiver. It can take various forms, including spoken or written words, visual cues, gestures, or other symbols.

- Context: The context refers to the circumstances, environment, and situational factors in which the communication occurs. It includes the physical setting, social and cultural norms, and the shared knowledge and experiences between the sender and receiver.

- Channel: The channel represents the medium or means through which the message is transmitted. It could be face-to-face conversation, written text, telephone, email, or any other form of communication medium.

- Code: The code refers to the system of rules and conventions that allows the sender and receiver to understand and interpret the message. It encompasses

language, grammar, vocabulary, nonverbal cues, and other shared symbolic systems.

According to Jacobson, effective communication occurs when all six functions are present and aligned. However, communication breakdowns can occur if there are issues with any of these elements, such as misinterpretation, noise, or inadequate encoding or decoding of the message. It highlights the dynamic and multifaceted nature of language in the communication process. It recognizes the importance of considering various factors and functions involved in successful communication.

Then, We began to use the basic elements, to know how to do the activities as academic discussions, progress tests, then the information to get immersed little by little about Language, Second language acquisition and Approaches of ELT. The classification of English Language Teaching (ELT) approaches is not attributed to a single individual, as it has evolved over time through the contributions of various scholars and educators in the field. Different researchers and experts have proposed classifications based on their perspectives and understandings of ELT approaches, some notable contributors to the classification of ELT approaches are:

Richards and Rodgers (1986), proposed a widely used classification of ELT approaches in their book "Approaches and Methods in Language Teaching". Their framework categorizes approaches into three main groups:

- The structural approach, which is also known as the grammar-translation approach, it emphasizes the explicit teaching of grammatical rules and the translation of sentences between the target language and the learners' native language. It focuses on accuracy in language production and often involves memorization of vocabulary and sentence patterns. This approach was popular in the early days of language teaching when teacher-centered instructional style was the hit.

- The functional approach, also referred to as the communicative approach, places a strong emphasis on the use of language for meaningful communication. It focuses on developing learners' ability to understand and produce language in real-life contexts. This approach considers language as a tool for expressing functions and meanings, such as making requests, giving advice, or expressing opinions. Learners engage in communicative activities, role-plays, and authentic tasks that reflect real-world language use. The functional approach encourages learner-centered and interactive classroom environments.

- In addition, the interactive approach, also known as the task-based approach, emphasizes the importance of learners engaging in meaningful tasks that require communication and problem solving. It promotes active participation and collaboration among learners. In this approach, language is learned through the completion of tasks or activities that simulate real-life situations. Learners are encouraged to negotiate meaning, work in pairs or groups, and engage in authentic communication. The interactive approach focuses on both accuracy and fluency in language use.

Thornbury is known for his work on task-based language teaching (TBLT) and his categorization of ELT approaches. He suggests a framework that distinguishes between synthetic, analytic, deductive, and inductive approaches to language teaching. (Thornbury, 1999)

Larsen-Freeman contributed to the classification of ELT approaches by introducing a framework that differentiates between traditional and innovative approaches. Her classification focuses on the underlying assumptions and beliefs that shape teaching practices. (Larsen-Freeman, 2000)

David Nunan is an influential author in the field of language teaching, He has written extensively on the communicative approach. His work emphasizes the importance of authentic communication, task-based learning, and learner engagement in language classrooms. (Nunan, 1989).

Penny Ur has contributed to the communicative approach through her practical and classroom-focused publications. She has provided guidance and resources for implementing communicative activities and tasks that promote language learning and interaction. (Ur, 1983)

These are just a few examples of authors who have contributed to the development and implementation of the communicative approach in language teaching. Their works have played a significant role in shaping the approach and highlighting its importance in language education today.

It is important to note that these approaches are not mutually exclusive, and many contemporary language-teaching methods integrate elements from multiple approaches. The choice of approach depends on various factors, including the goals of language instruction, the characteristics of learners, and the teaching context. Effective language teaching often involves a combination of approaches and techniques tailored to meet the needs of learners and promote language development in diverse and meaningful ways.

The communicative approach is important in modern language teaching due to its focus on developing learners' ability to use language in real-life communicative situations. Here are some reasons why the communicative approach is valued:

- Practical Language Use: The approach emphasizes the practical application of language skills in authentic contexts. It aims to equip learners with the ability to communicate effectively in real-life situations, such as conversations, interactions, and tasks.

- Meaningful Communication: The communicative approach emphasizes the importance of meaningful communication over rote memorization of grammatical

rules. It encourages learners to understand and convey messages, express opinions, negotiate meaning, and engage in interactive exchanges.

- Language Fluency and Accuracy: The approach aims to develop both fluency and accuracy in language use. While fluency focuses on the ability to express oneself smoothly and confidently, accuracy emphasizes the correct and appropriate use of language structures and vocabulary.

- Learner-Centered Approach: The communicative approach promotes learner autonomy and active participation. It encourages learners to take ownership of their learning process, set goals, and engage in communicative activities that reflect their interests and needs.

- Cultural Understanding: The approach recognizes the interplay between language and culture. It provides opportunities for learners to explore and understand cultural norms, practices, and perspectives through authentic communication and exposure to diverse contexts. (Savignon, 2002)

So, not all forms of human interaction can be considered as communication. Because communication is not:

- Involuntary or Unintentional Actions: Communication involves intentional and purposeful acts of conveying messages.

- Random or Unintelligible Sounds: Random noises or sounds that do not carry any intentional meaning or convey information cannot be considered communication.

- One-Way Information Transfer: Communication involves a two-way exchange of information, where there is a sender and a receiver actively engaged in the process. If information is merely transmitted or delivered without the opportunity

for feedback or interaction, it is not considered communication. For instance, a pre-recorded announcement or a public address system delivering a message without any means for the receiver to respond or engage does not qualify as communication.

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It is important to note that these examples represent instances that do not meet the criteria for communication. However, communication itself is a complex and multifaceted process, and determining whether an interaction qualifies as communication or not may vary depending on the context and interpretation of the participants involved.

That is the reason we got immersed in Communicative Language Teaching (CLT) that is considered important in modern language teaching, because CLT focuses on developing learners' ability to communicate effectively in real-life situations. It aims to equip learners with the necessary language skills to understand and express themselves in various contexts, such as conversations, discussions, and practical tasks. It promotes active learner participation and engagement. It encourages learners to take an active role in the learning process, engage in meaningful interactions, and collaborate with others. Learners are provided with opportunities to practice their language skills in authentic and purposeful ways. It CLT emphasizes the development of both fluency and accuracy in language use. While fluency focuses on the ability to communicate smoothly and confidently, accuracy aims to ensure the correct and appropriate use of language structures, vocabulary, and pronunciation.

Also it CLT emphasizes the importance of understanding language in its cultural and situational context. Learners are exposed to authentic materials, cultural aspects, and different communicative scenarios to enhance their understanding of language use within specific contexts.

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the development of communicative competence, which refers to the ability to use language effectively and appropriately in real-life situations. CLT places importance on meaningful communication, interactive language use, and the integration of language skills (listening, speaking, reading, and writing) in the learning process. (Jeremy Harmer, 2001).

Another approach I will mention is, The Audiolingual Method, also known as the Audio-lingual Method or ALM, it was a popular language teaching approach in the mid-20th century. While it had, its relevance and usage in the 1950s and 1960s, today it has diminished over time. However, it is worth discussing why it was considered important at the time and some notable authors associated with it. (Fries, 1952).

The Audiolingual Method aimed to develop learners' oral proficiency in the target language. It focused on listening and speaking skills, with an emphasis on accurate pronunciation, intonation, and mastery of language patterns. The method relied heavily on repetition and pattern drills to reinforce language structures and vocabulary. It aimed to create automatic responses by having learners practice language patterns repeatedly.

It aimed to develop language habits through extensive practice. By repeating language patterns in various contexts, learners internalize the target language and respond automatically. It emphasized the teaching of grammar through the presentation of model sentences and structural patterns. It aimed to teach grammar deductively by providing learners with explicit rules and examples. Richards, J. C., & Rodgers, T. S. (2001).

While the Audiolingual Method was significant in its time, it has lost popularity in recent years due to criticism of its overemphasis on drilling and lack of attention to communicative competence and meaningful language use. Contemporary approaches such as Communicative Language Teaching (CLT) have gained prominence, focusing on meaningful communication, learner engagement, and the integration of language skills.

It's important to note that language teaching methods and approaches evolve over time, shaped by new understandings of language acquisition and pedagogical principles. While the Audiolingual Method had its strengths, its usage today is limited, with many language educators embracing more communicative and learner-centered approaches.

The elements I have used on this lesson plan are designed in specific to this school, which uses the audiolingual approach, Communicative approach and Communicative Language Teaching. Because communication is essential in English classes in junior high schools as it promotes language acquisition, exposes students to authentic language use, enhances fluency and confidence, develops cultural awareness, fosters collaboration and social skills, encourages critical thinking and creativity, and prepares students for practical language use in real-life contexts.

Therefore, communication is fundamental to the use of the CEFR. It serves as a guiding principle for assessing proficiency, setting learning objectives, informing curriculum development, promoting learner-centered instruction, and fostering intercultural communicative competence. By emphasizing communication, the CEFR ensures that language learning focuses on practical language use and the development of effective communication skills.

The reachable CEFR recommended to acquire on this institution is B1 level, where students should be able to understand and produce language that is more complex, express opinions, discuss a range of topics, and engage in extended conversations. They should have a solid foundation in grammar and vocabulary, enabling them to communicate effectively in various everyday situations.

The strategies used to monitor students are formative and supportive, focusing on providing constructive feedback that guides students' language development. Striking a balance between giving students opportunities for autonomous communication and providing guidance and support when needed. Council of Europe. (2001)

Some activities are:

- Observation: Paying attention to their interaction patterns, language use, fluency, accuracy, and participation. Taking notes on their strengths and areas for improvement.

- Checklist/Rubric: Develop a checklist or rubric that outlines the specific criteria you want to assess during the task. This could include aspects such as vocabulary use, grammar accuracy, pronunciation, communication strategies, active listening, and collaboration. Use the checklist or rubric to evaluate and record each student's performance.

- Audio/Video Recording: Using audio or video recording to capture students' performance (with permission) during communicative tasks. This allows for later review and more in-depth analysis. It also enables students to reflect on their own performance and identify areas for improvement. Vocaroo is one of the best elements to use.

- Peer Observation: Encourage students to observe and provide feedback to their peers during communicative tasks. This can be done through structured peer observation activities or by using peer feedback forms. Peer observation helps students develop their own observation skills and promotes a collaborative learning environment.

- Teacher-Student Conferences: Engage in one-on-one conferences with students to discuss their performance, provide individualized feedback, and set goals for improvement. This personalized feedback can help students understand their strengths and areas to focus on, fostering their language development.

- Error Correction: While students are engaged in communicative tasks, make note of common errors or language issues that arise. Provide targeted and timely error correction, either in the moment or during post-task feedback sessions. Encourage students to self-correct and learn from their mistakes.

- Post-Task Reflection: After completing communicative tasks, allocate time for students to reflect on their performance. Have them discuss what went well, what challenges they faced, and how they can improve their communication skills. This reflection has to be individually, in pairs, or in small groups.

- Portfolios/Work Samples: Have students maintain portfolios or collect work samples that display their communicative tasks over time. This allows for a more comprehensive and ongoing assessment of their progress and growth in communicative competence.

So, the assessment has to be summative, serving an important role in the overall assessment process, allowing for the evaluation of students' overall learning and achievement at a specific point in time. It provides a comprehensive view of students' knowledge, skills, and understanding of the subject matter. Summative assessments, such as exams, projects, or final papers, provide a snapshot of students' performance and can determine their level of proficiency.

In addition, Summative assessment can help students prepare for future educational or professional goals. By evaluating their performance against established standards, students can identify areas they need to focus on for further growth and improvement. Summative assessments provide a measure of readiness for higher education, employment, or other educational pathways.

Chapter 2: Methodology and practice

2.1 A practical and useful lesson plan

"Multicultural Family Connections in the Digital Age: Exploring the Role of Technology in Promoting Cultural Diversity in English Language Education"

Lesson Plan					
IDENTIFICATION DATA					
School:	CBTIS 142, Chicola		Teacher's name:	Salín Armas Torres	
Class:	Inglés I	Semester:	1st Semester	Especialidad:	
Number of session:	5	Time elapsed:	5 hours	Application date:	26/04/2023
Installation:	A spacious and clean classroom for 45 students with both natural and artificial ventilation and lighting. There must be 45 desks and benches, wheelchair accessibility, a projector, computer, speakers, sufficient electrical outlets, and a				
power strip.					

Topic:	How many people are in your family?	Subtopic:	What do the people in your family do daily?
Learning Outcome:	Students will use vocabulary to describe family members. Students will describe the activities that members of their family do daily using the present simple.		
Subjects with which the topic is related (transversality):	Horizontally it is related to Information and communication technology, Reading and Oral Expression I and Logic. Vertically with Reading and Oral Expression II.		
Generic competence:	The students listen, interpret and communicate messages relevant to different contexts using the appropriate codes and instruments. The student respects cultural diversity, beliefs, values, ideas, and social practices.		

Attribute:	The student expresses ideas and concepts through linguistic, mathematical, or graphic representations. The student recognizes that diversity takes place in a democratic space where there is respect, all people have equal rights, and any form of discrimination is rejected.
Disciplinary competence:	Produces texts based on the correct use of language considering the intention and communicative situations. Communicates in a second language through logical, oral or written discourse consistent with the communicative situation.
Activity: Motivational - ConstruyeT	"Cuna es igual a destino" - "Cradle equals destiny"

Internal Context:
Campus with around 1800 students and 90 teachers. School modality. Groups of between 45 and 50 students. Students are between 15 and
18 years old. The group you will work with It is in the first semester and the composition of it is men and women with a 50-50 ratio.
The students have just entered the Baccalaureate and come from their Majority of official high schools.
The English level of the group is uneven. Some students have never taken English classes.
The school has 6 buildings And 2 annexes, three computer centers, laboratories, basketball courts and a soccer field.
There are ramps for students with disabilities. Moreover, there is a program of Scholarships.
External Context:
The campus is located in the town of Chicola, near the Municipality of Orizaba.
The students come from different municipalities and nearby towns.
There is public transport in which the students can travel.
Most come from lower middle class families.
The area where the school is located has electricity, telephone and internet access. However, no everyone can afford those expenses.

Opening – First session					
Topic	ESTRATEGY		NECESARY RESOURCES	EVALUATION (MOMENT, EVALUATING AGENT, INSTRUMENT)	TIME
	TEACHING	LEARNING			
Opening class, getting in touch. (presentation)	The teacher introduces himself orally. Presentation of the subject indicating name and general objective. Presentation of the students through an integration dynamic. The teacher asks students who have visual or hearing problems and comes to the front of those who need to be closer to him due to these limitations. The teacher explains to the students that a test will be applied to detect their learning styles and explains the purpose of the test. The teacher tells the students what the	The student listens to the teacher's presentation. Take note of the explanation. Carry out the activity according to the instructions, etc. The students answer and those who need to move forward go to the place indicated by the teacher. Students will take the test and listen to teacher feedback on the results.	Projector. Computer Electric Contacts Multi-contact horns. Regulator. Subject manual. Copy of the apprenticeship contract Copy of the diagnostic evaluation. http://construyet.sep.gob.mx/ resources/pdf/lecciones/leccion8/ 8.2_P_Cuna_es_igual_a_destino _Humanidades.pdf	Diagnostic. Self-appraisal Knowledge. Written exam.	1:00 hour

	expectations are in relation to the work they will do in the course and asks them to discuss in pairs what expectations they have about the subject. The student asks the class to tell him what they discussed in pairs and he will give them their opinion about it. Apprenticeship contract. The class is asked if they know what a contract is and what type of information should appear in this document. The teacher gives the students a contract proposal, which contains the rules, the work method and the form and moment of the evaluation. He proposes to the students to discuss the agreements that could be made or any modification that they consider could be made to the contract.	Students listen to the teacher and in pairs discuss what expectations they have regarding the subject. Some students share with the teacher and the class what they discussed with their partner regarding the expectations. Students brainstorm what they think a contract is and what kind of information should appear. The students read the proposal, make comments and discuss the agreements that could be made. Receive the diagnostic evaluation.		

	The teacher delivers the copy of the diagnostic evaluation. The teacher explains the purpose of the diagnostic evaluation and asks them to answer it. Allow enough time for the student to respond. The teacher explains to the students that they are going to self-assess and provides details of the procedure for the self-assessment. Provides feedback on the evaluation based on the results obtained. The activity "Construy-T" knows- T No. 4 "Cradle is equal to Fate?" is carried out.	Solve the diagnostic evaluation. Students pay attention to the instructions and evaluate their results according to the answer key presented by the teacher. Students pay attention and ask questions if necessary. Students actively participate in the dynamics.			

DEVELOPMENT – Second Session					
Topic	ESTRATEGY		NECESARY RESOURCES	EVALUATION (MOMENT, EVALUATING AGENT, INSTRUMENT)	TIME
	TEACHING	LEARNING			
How many people are in your family? What do your family members do every day?	The teacher introduces the topic and explains the objective of the class Warm Up: The teacher projects a video showing different types of families in a variety of context like: nuclear or small family, large Family, joint Family, blended family, single parent family and adoptive family	Students pay attention and ask questions if they do not understand. The students will watch the video and will be able to discuss among themselves who are the characters that appear in the video. The students will tell the teacher what kind of families are there, and which one they have that appears in the video. Students will carefully observe and listen to the pronunciation of the words. Students will listen and repeat the vocabulary. every word twice	Board Markers Eraser Bond paper Vocabulary cards Notebook Markers Proyector Computer Baffles Family photos Glue (prior to the class, the group is asked through the group leader to bring family photographs) https://www.youtube.com/watch?v=v1Q-RJPcVTo	Formative Peer evaluation Observation Guide Listening & Writing	1:30 hours

			https://www.liveworksheets.com/ rj698495qe		
	In this introduction, it is important to show different types of families so that students learn to respect diversity and understand that the family is the people with whom we live and not only the traditional family exists. The teacher will ask the students the names of the characters and according to the answer of the students will write them down on the blackboard. The teacher will introduce the vocabulary corresponding to the members of	Some students will go to the board to match the words with the correct character. Students will mention in simple words the activities that the characters in the video are doing. (The father eat, The sister study, etc.) Students suggest to the teacher questions that could be included in the survey. Students read the questions written on the board. Students observe the sentences and deduce their structure. Example: What+auxi(does)+subject verb The student answers with simple words while the teacher writes their answers on the blackboard The students analyze the sentences and mention the elements that compose them. Example Subject + verb + complement.			

the family using cards in which the word is shown accompanied by an image. He will pronounce each word aloud. The teacher will repeat the words again but this time he will ask the students to repeat them. Each twice. The teacher will ask the students to match the characters in the video with the word that identifies them. The teacher will ask the group questions about the activities that the characters are doing. (Eat, watch TV, go to school, etc.)	The students follow the instructions to form the trios and begin to work Students interact and correct any errors pointed out by the teacher Some students present to the class very briefly the information they were able to collect. Students respond to the question with different contributions Students create their family tree. Each student goes on to present and the rest listen carefully, evaluating the performance of their partner.			

	The teacher will explain to the Ss that in a group activity a survey will be designed on the daily activities carried out by the members of a family. Ask students to suggest what kind of questions they would ask. The teacher takes the ideas of the students and writes the questions in present simple. Example: What does your family do at night? The teacher asks the students to review the structure of the questions in present simple				

| | and circles or underlines each element according to the contributions of the students.

The teacher asks for the participation of a student volunteer, asks the questions elaborated by the class together and writes down the answers using the present simple: Example My family listen to music at night.

Again, the teacher asks the class to deduce the structure of the answer in simple present. The teacher circulates the items as students respond. | | | | |

	The teacher explains to the students that they are going to take the survey and they are going to work in trios asking and answering the survey questions. The teacher circulates around the room listening to student conversations and making observations when necessary. At the end of the activity, the teacher asks for some volunteers to tell the class about the information they were able to collect.				

| | Subsequently, the teacher asks the class if they know what a family tree is and how it is made.

The teacher asks the students to make their family tree using the material they brought (bond paper, photos, markers) and gives them enough time to do so.

The teacher asks the students to display their family tree, explaining who the members of their family are and some of the activities they do daily. At the same time, ask the class to evaluate them | | | | |

	following the rubrics				

END – Third Session					
Topic	ESTRATEGY		NECESARY RESOURCES	EVALUATION (MOMENT, EVALUATING AGENT, INSTRUMENT)	TIME
	TEACHING	LEARNING			
	At the end of the presentations, the teacher gives general feedback on the issues that will be worked on. Through a Mental Map that is made on the blackboard, the teacher together with the	Students pay attention to feedback. Students contribute to the development of the mental map. Students write sentences in their notebook about what they learned and share with the class.	NOTEBOOK Cellphone Projector Internet resources: Gliffy.com Cmap.ihmc.us Bubble.us Mindmeister.com Spicynodes.org Canva.com	Summative Evaluation Practical (Product) Rubric Writing skill	0.30 min

	students makes a summary				
			Office powerpoint		
	The teacher asks the students to write two sentences in their notebook about what they learned in class as a conclusion and later asks some of them to share it with the class. The teacher explains to the students that as homework they will prepare a short Power Point presentation and upload it to the platform. This will be an evaluative activity. Feedback is sent through the platform.	As homework, students will create a Power Point presentation about their family and wait for feedback from the teacher.			

		Fourth Session			
Topic	ESTRATEGY		NECESARY RESOURCES	EVALUATION (MOMENT, EVALUATING AGENT, INSTRUMENT)	TIME
	TEACHING	LEARNING			
	Review the simple present tense and family member vocabulary from the previous sessions.

Review examples of how to use simple present tense to describe family members and their activities, such as "My mother cooks | Students pay attention to feedback.

Students interact each other

"Memory Match" is a game that involves flipping over cards and matching pairs of identical cards. Any number of players can play the game, and the objective is to collect as many pairs of matching cards as possible. Here are the basic steps to play the game: | NOTEBOOK
Cellphone
Projector

https://matchthememory.com/
familymemorygame | Summative Evaluation Practical (Product) Rubric

Cognitive skills, including memory, attention, and visual perception. | 1.00 min |

	dinner every night" or "My sister plays soccer every Saturday."	Shuffle the deck of cards and place them face down in a grid pattern on the playing surface.			
		Players take turns flipping over two cards at a time to reveal the images on the cards.			
	Use role-play or group discussion activities to practice using the new vocabulary and grammar structures in context.	If the cards match, the player collects the pair and gets to take another turn. If they do not match, the cards are flipped back over and play moves to the next player.			
		The game continues until all the cards have been matched. The player with the most pairs at the end of the game is the winner.			
	Use games or activities like "Memory Match" or "Family Tree Relay Race" to practice vocabulary and grammar structures.	"Family Tree Relay Race" is a game that involves identifying family members based on their relationship to the player. Any number of players can play this game,, and the objective is to be the first team to correctly identify all the family members in the family tree. Here are the basic steps to play the game:			
	Encourage students to ask questions and provide their own examples of the vocabulary and grammar structures.	Divide the players into two or more teams and have each team line up at the starting line.			
		At the other end of the playing area, create a large family tree poster or display that shows the relationships between family members.			
		The first player in each team runs to the family tree display and identifies a family			

	End the session with a group discussion about what the students have learned and how they can continue to practice using simple present tense and family member vocabulary in everyday conversation.	member based on the relationship described, (e.g. "This is my mother's father"). Once the player correctly identifies the family member, they run back to their team and tag the next player in line. Play continues in this relay format until one team correctly identifies all the family members in the family tree. The first team to do so is the winner.		

Fifth Session					
Topic	ESTRATEGY		NECESARY RESOURCES	EVALUATION (MOMENT, EVALUATING AGENT, INSTRUMENT)	TIME
	TEACHING	LEARNING			
	Greet the class and ask students how they are doing. Give each student a copy of the family member vocabulary worksheet. Have them work individually or in pairs to complete the worksheet by filling in the blanks with the correct family member vocabulary.	Students show a verbal greeting, a smile, a handshake, or some other form of acknowledgment. Students solve them, and proceed to build their own sentences.	NOTEBOOK Cellphone Projector Computer or tablet with internet access Headphones or speakers Listening activity worksheet Whiteboard and markers https://www.liveworksheets.com/cs207597xo	Summative Evaluation Practical (Product) Rubric	1.00 hour

	Review the answers as a class and ask students to use each word in a sentence using simple present tense. Explain that the listening activity will be done using technology. Ask students to take out their comwwputers or tablets and put on their headphones or turn up their speakers. Direct them to a website or app that has a recording of a conversation between two people talking about their family members. Ask them to listen to the recording and answer the questions on the listening activity worksheet.	Students pay attention to the instructions. In addition, proceed to turn on their gadgets. Then grab the answer and proceed to record their voice on "vocaroo". Students share their record voices, and comments how was the process to catch the idea and how to select the correct answer.		

	They will use an app to record their voices. Once students have completed the listening activity, review the answers as a class and ask students to share any strategies they used to help them listen for specific information. For homework activity, ask students to write a short paragraph about their own family members using simple present tense, and They will create a tik tok video. They can include information about their family structure, their ages, and their personalities. Have them share their videos with the class or with a partner for feedback and discussion.				

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

It's important to note that these Formative, supportive, and summative assessments are three types of testing and assessment that serve in different purposes in the evaluation of student learning. They are not mutually exclusive and can complement each other. Formative assessments provide ongoing feedback and support, supportive assessments address individual needs, and summative assessments provide a final evaluation of learning outcomes. Using a combination of these assessment types allows for a comprehensive understanding of students' progress and promotes effective teaching and learning practices.

The combination of proposed activities and alternative activities supports student engagement, motivation, differentiation, and individualized instruction. It acknowledges and respects the diverse needs and abilities of students, promoting an inclusive and effective learning environment. It is important to know that the students are going to have two ordinal grades and one extraordinary each one, students individually will be graded with fifty porcent the exam, thirty percent activities in class (copies, media activities, looking for information) and the other twenty percent are homework documents.

Act.	Assesment	Objective	Procedure	Skill
1	Summative and formative	To test understand the main ideas, details, and specific	The students will tell the teacher what kind of families are there, and which one they have that appears in the video. comprehension questions that require	Practice listening Testing Listening/ Speaking

		information presented in the video.	students to recall facts, identify key points, or make inferences based on what they watched.	
			Listening a conversation, selecting the correct answer.	
			Each student goes on to present and the rest listen carefully, evaluating the performance of their partner.	
			Students share their record voices, and comments how was the process to catch the idea and how to select the correct answer.	
2	Summative and formative	To test grammar rules, its application, error correction, contextual usage, Sentence transformation. can provide a comprehensive evaluation of	Students observe the sentences and deduce their structure. Example: What+aux(does)+subject verb	Grammar
			Students will mention in simple words the activities that the characters in the video are doing. (The father eat, The sister study, etc.)	
			The students analyze the sentences and mention the elements that compose	

		students' grammar knowledge and usage.	them. Example Subject + verb + complement.	
3	Summative and formative	To test Fluency, Pronunciation, Oral fluency, interactive Skill, Listening and Responding, and Language accuracy.	Students respond to the question with different contributions Students pay attention to the instructions. In addition, proceed to turn on their gadgets. Then grab the answer and proceed to record their voice on "vocaroo". The students will tell the teacher what kind of families are there, and which one they have that appears in the video. Students suggest to the teacher questions that could be included in the survey.	Speaking

4	Summative and formative	Writing	Students create their family tree.	Writing
			Some students will go to the board to match the words with the correct character.	
			Students write sentences in their notebook about what they learned and share with the class.	
			As homework, students will create a Power Point presentation about their family and wait for feedback from the teacher.	
			"Memory Match" is a game that involves flipping over cards and matching pairs of identical cards. Any number of players can play the game, and the objective is to collect as many pairs of matching cards as possible	
			Students solve them, and proceed to build their own sentences.	

5	Summative	To test	Students will listen and repeat the vocabulary. every word twice Students will carefully observe and listen to the pronunciation of the words.	Vocabulary
6	Summative and formative	Reading	Students read the questions written on the board.	Reading
7	Summative	Motivation	Answer a SEP diagnostic evaluation (Construye T) that motivetes students to continue studying The use of ludic activities	Motivation Students show a verbal greeting, a smile, a handshake, or some other form of acknowledgment.

2.3 Attached evidence of (graphics, photos, images)

Fig 1.- Presentation

Fig 2. - Construye-T
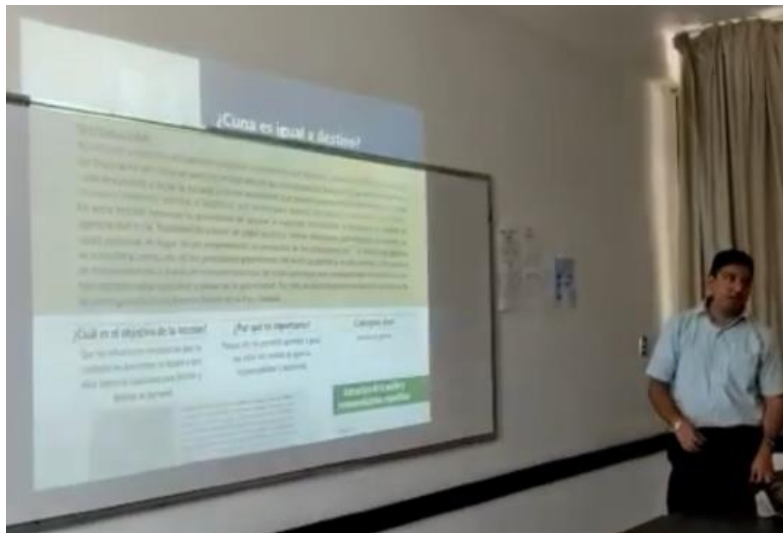
Fig 3.- Listening to the video

Fig 4.- Families around the world

Fig 5.- Family tree

Fig 6.- Family tree – creation
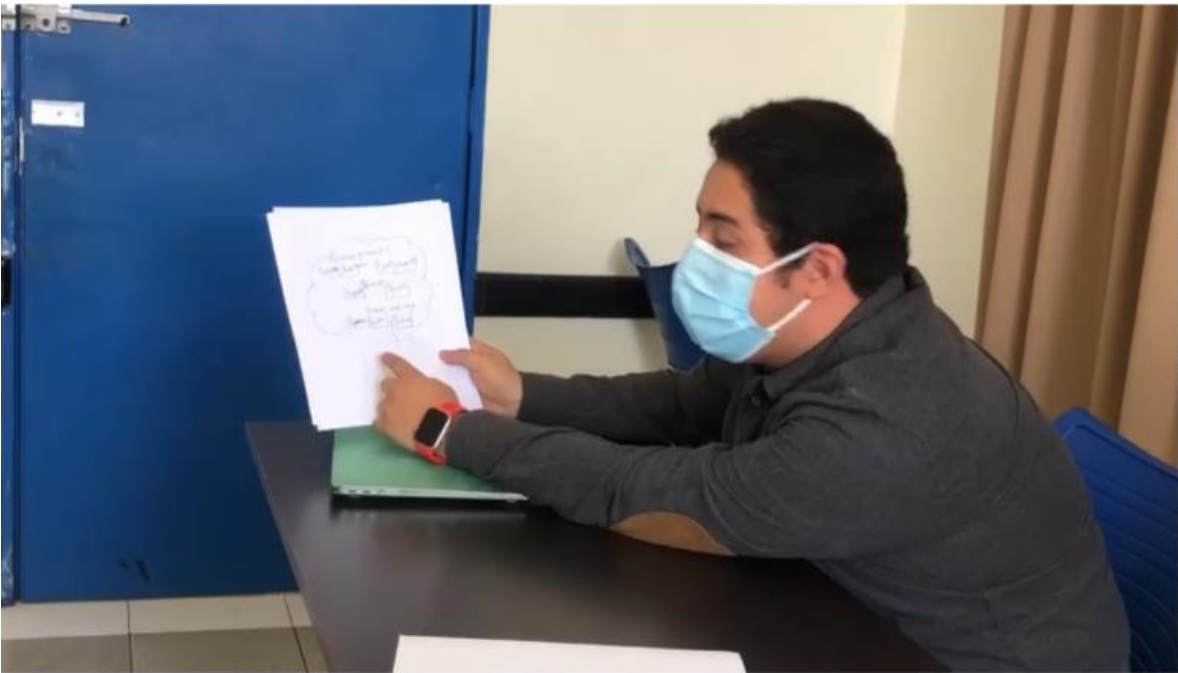

Fig 7.- Family tree b – creation

Fig 8.- Explanation

Fig 8.- Explanation b

Fig 9.- Explanation c

Fig 10.- Feedback

Fig 11.- Creating the mental map

Fig 12.- Information to create mind map

- Affirmative Sentences
  - My father works as a teacher.
  - She likes to read books.
  - We play soccer every weekend.
- Negative Sentences
  - He does not eat meat.
  - They do not watch television.
  - I do not speak French.
- Interrogative Sentences
  - Does your sister play the piano?
  - Do they live in the city?
  - Is he a doctor?

Family Tree Vocabulary:

- Family Tree
  - Ancestors
  - Descendants
- Immediate Family
  - Parents
    - Father / Dad
    - Mother / Mom
  - Siblings
    - Brother
    - Sister
  - Children
    - Son
    - Daughter

Fig13.- Extra activity information A

- Extended Family
  - Grandparents
    - Grandfather / Grandpa
    - Grandmother / Grandma
  - Grandchildren
    - Grandson
    - Granddaughter
  - Uncles
  - Aunts
  - Cousins
- In-laws
  - Father-in-law
  - Mother-in-law
  - Brother-in-law
  - Sister-in-law
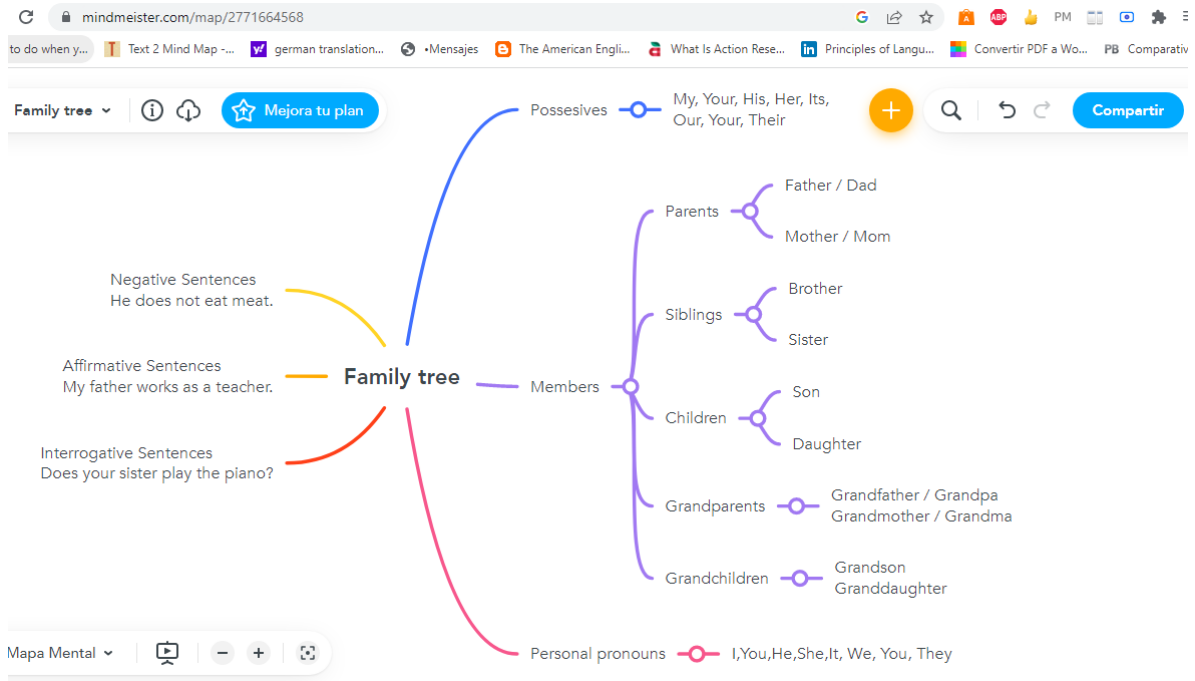
Fig 15.- Family Tree – mind map
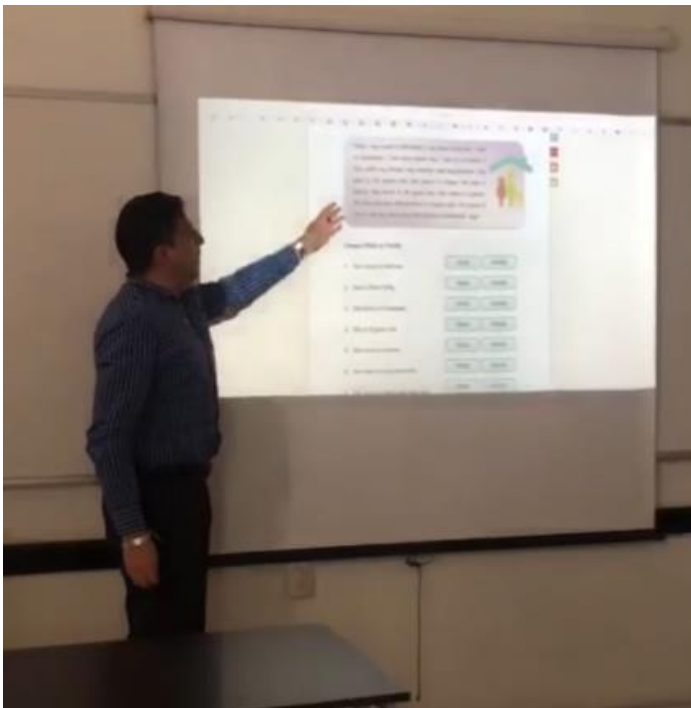

Fig 16.- Reading practice

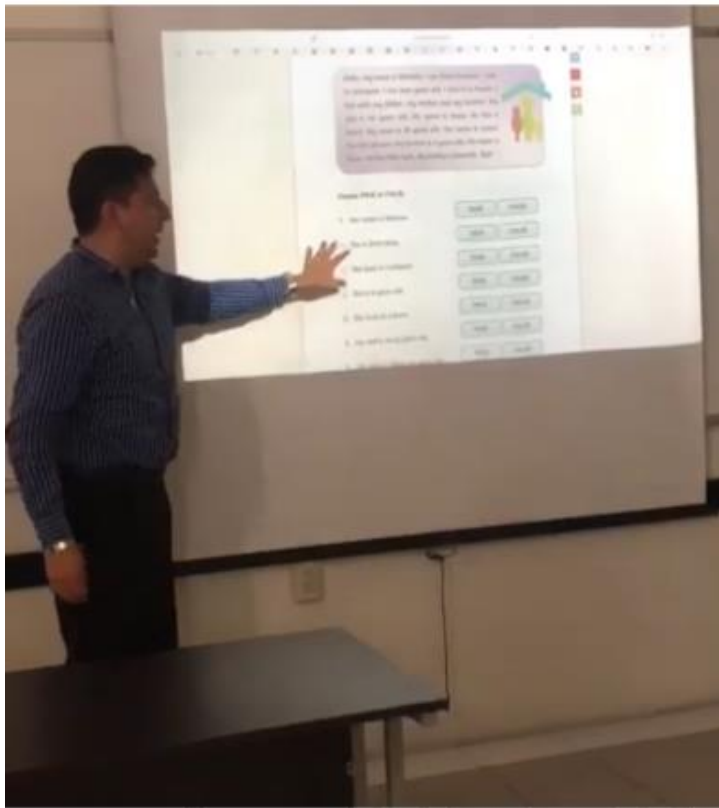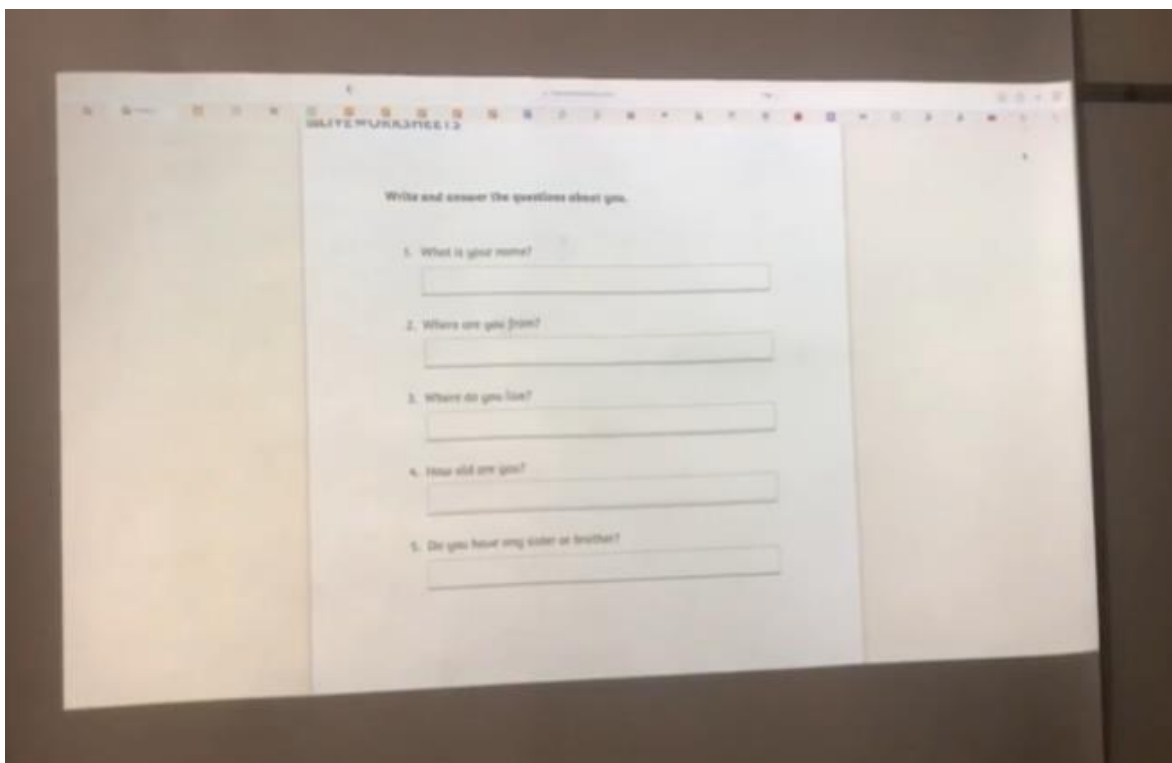Fig 17.- Speaking / Listening – Answers.

Fig 18.- Students evidence

Fig 19.- Speaking / listening - Vocaroo

links

https://voca.ro/160ncYsUwnPB

https://voca.ro/1cy9mwy8GpbA

https://voca.ro/12zfoq2qCkTR

https://voca.ro/1jeQ0qEJsSgC

https://voca.ro/1evaHXxnu1hh
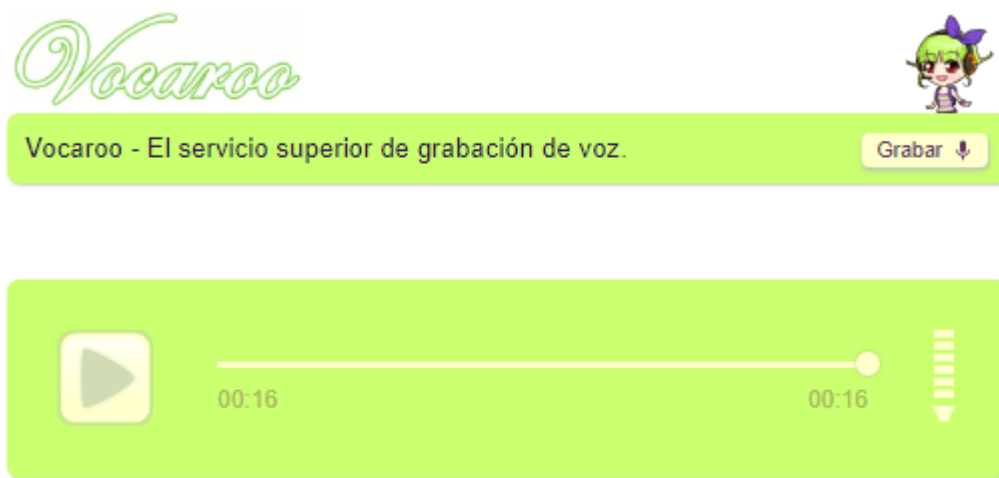
Fig 20.- Vocaroo

Fig 21.- Ludic Activity

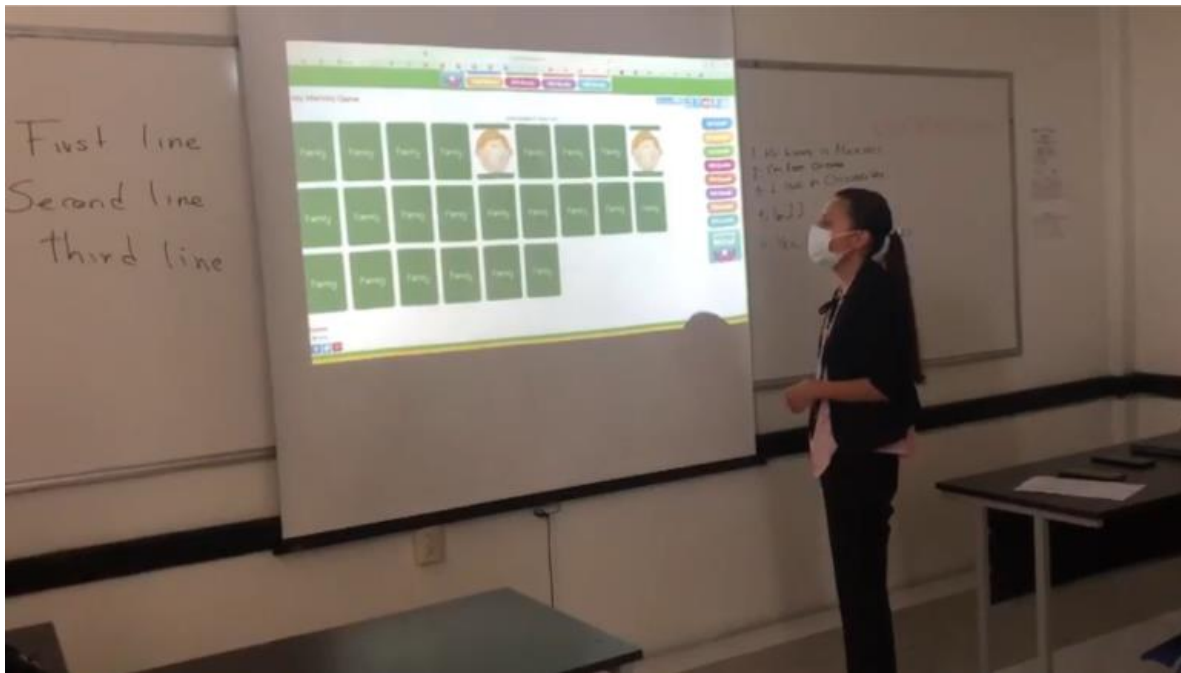Fig 22.- Ludic activity evidence a

Fig 23.- Ludic activity evidence b

Expressing attached evidence of graphics, photos, or images in communication is important

because, they can often convey information more effectively and succinctly than lengthy

explanations. By including visual evidence, students can enhance the clarity of their skills

by providing visual representations that complement and clarify the contextual content.

This is particularly useful when describing complex data, processes, or visual details that

may be challenging to explain in words alone.

The included attached evidence, it is important to ensure that the visuals are relevant, clear,

and appropriately captioned or labeled. They should enhance the content and contribute to

the overall understanding and impact of the communication.

2.4 Show evidence of your designed tools to assess your students.

At the time the activities were carried out, we had a 99% participation from the students

On the first session The procedure for presenting a teacher on the first day of class was

succesfull. On the one hand to know me and on the other hand to have an icebreaker

activity, Course overview, classroom rules and expectations, Introduction of teaching

technologies and methodologies, and question and answer session.

It sets the tone for the entire course. It allows me to establish the authority, build rapport

with students, and create a positive learning environment. It provides an opportunity to

outline course expectations, clarify any doubts or concerns, and create a sense of

community within the classroom. A well-planned and organized first-day presentation

helps students feel more comfortable, motivated with the SEP activity "construye T" which

encourages students to continue studying and go beyond, and prepared for the learning

journey ahead.

On the second session During the English class, students engage in various activities that

promote their language learning. One such activity is watching a video, which allows them

to enhance their listening and writing skills. While watching the video, students pay

attention to the dialogue and actions of the characters. They then practice their speaking

and vocabulary skills by pronouncing the words and phrases they hear.

In addition, the video serves as a basis for grammar and speaking exercises. Students are

encouraged to describe the activities depicted in the video using simple sentences. For

example, they might say, "The father eats" or "The sister studies." By observing these

sentences, students deduce the underlying grammar structure, such as "What + auxiliary

verb (does) + subject + base verb" or "Subject + verb + complement."

Process	Description	Examples
Sentence meaning	David eats chicken	A person named David is doing the activity of eating white meat
Words and meaning	3 Words	David is the first name of the person eats is the action He does.
Morpheme	4 Morphemes	David" (proper noun), "eat" (base verb), "-s" (third-person singular present tense marker), and "chicken" (noun).
Syllable	5 Syllables	"Da-vid" (2 syllables), "eats" (1 syllable), and "chick-en" (2 syllables).
Phonemes	18 Phonemes	/d/ /eɪ/ /v/ /ɪ/ /d/ (5 phonemes) for "David," /iː/ /ts/ (2 phonemes) for "eats," and /tʃ/ /ɪ/ /k/ /ɪ/ /n/ (5 phonemes) for "chicken."
Grameme-phonetic		Voiced Syllables: "Da-vid": Both syllables in "David" are voiced. The initial "D" sound /d/ is a voiced consonant, and the vowel sound /eɪ/ in the second syllable is also voiced. Voiceless Syllables: "eats": The syllable "eats" is voiceless. The initial sound /iː/ is a voiced vowel, but the final sound /ts/ is a voiceless consonant. "chick-en": The second syllable "chick" is voiceless. The initial sound /tʃ/ is a voiceless consonant, and the vowel sound /ɪ/ is also voiceless. The final syllable "en" is voiced, with the nasal consonant /n/ being voiced.
Graphemes		D+a+v+i+d+e+a+t+s+c+h+i+c+k+e+n

Table Bottom – up

Process	Description	Examples
Sentence meaning	David eats chicken	A person named David is doing the activity of eating white meat
Words and meaning	3 Words	David is the first name of the person eats is the action He does.
Morpheme	4 Morphemes	David" (proper noun), "eat" (base verb), "-s" (third-person singular present tense marker), and "chicken" (noun).
Syllable	5 Syllables	"Da-vid" (2 syllables), "eats" (1 syllable), and "chick-en" (2 syllables).
Phonemes	18 Phonemes	/d/ /eɪ/ /v/ /ɪ/ /d/ (5 phonemes) for "David," /i:/ /ts/ (2 phonemes) for "eats," and /tʃ/ /ɪ/ /k/ /ɪ/ /n/ (5 phonemes) for "chicken."
Grameme-phonetic		Voiced Syllables: "Da-vid": Both syllables in "David" are voiced. The initial "D" sound /d/ is a voiced consonant, and the vowel sound /eɪ/ in the second syllable is also voiced. Voiceless Syllables: "eats": The syllable "eats" is voiceless. The initial sound /i:/ is a voiced vowel, but the final sound /ts/ is a voiceless consonant. "chick-en": The second syllable "chick" is voiceless. The initial sound /tʃ/ is a voiceless consonant, and the vowel sound /ɪ/ is also voiceless. The final syllable "en" is voiced, with the nasal consonant /n/ being voiced.
Graphemes		D+a+v+i+d+e+a+t+s+c+h+i+c+k+e+n

Table Top-down

To further reinforce their language skills, students are assigned a writing task to create their own family tree. This activity combines writing and motivation as students express their creativity and personal connections. Each student then takes turns presenting their family tree to the class, providing an opportunity for listening and speaking practice. The rest of the class listens attentively, evaluating their partner's performance and providing constructive feedback.

Through this integrated approach, students have the opportunity to develop their listening, speaking, writing, and grammar skills in a meaningful and interconnected way. It encourages active participation, collaboration, and a deeper understanding of the language components.

Observation Checklist

ITEMS	NEVER	OFTEN	ALWAYS
Takes notes & pays attention during class		X	
Engages with the teacher & students during class			X
Performs well in the laboratory exercises		X	
Consistently gets good grades throughout the tests		X	
Demonstrates problem-solving and assessment skills		X	
Consistently does & submits homework on time		X	
Works well with classmates and other children		X	

According to this checklist. The following table was done:

1.	Activities to lead students into the activity
	Teacher introduced the information on board to the topic by a warm up questions; do you have a large family? (avoiding Spanish, using hands and mimic (to create new knowledge and they can trust in me)
2.	How is the schemata activation done
	Teacher encourages students to create their own sentences on board.
3.	Identify the interactional patterns throughout the lesson
	The teacher had the authority and ability to manage the behavior and learning of the students in the class. The teacher was responsible for providing instruction and guidance to the students, ensuring that they understand the material being taught, and evaluating their progress.
4.	Determine the teaching purpose
	The ultimate goal is to prepare students for success in their future endeavors, whether that be in further education or in this case in their chosen career. Students were exposed to simple present and the correct usage of third person in a singular and plural idea to signalize their family members.
5.	Analyze the listening processes throughout the activity
	Perception: They listened to the teacher's instructions. Decoding: Students analyzed how the expressions could be used to build their own sentences and questions. And could create their family tree. Prediction: Students could answer their own sentence. Selection: Students showed interest and wanted to participate more. So students need to pay attention to understand what it was required to do and how it could be answered, creating meaningful information to write correctly their sentences. And have an emphasis in reading in a coherent way. Unfortunately outside of the classroom was a sport event that could attract their attention with the noise.
6.	Classify the type of listeners

	Gifted and talented students: These students may excel in reading and writing, and may be able to handle more advanced material than their peers may. There were 6, because they have traveled to the U.S. and lived there.
	Students with learning disabilities: These students may have specific difficulties with reading and writing, such as dyslexia or dysgraphia. Approximately 4 students.
	Struggling readers and writers: These students may have difficulty with decoding and comprehension, and may struggle with basic reading and writing skills. Most of them because English is not promoted as important, just another class.

Table 1. Class analysis

On the third class, the activity was carried out, we had a 70% participation from the students, because some of them had a meeting in another city.

At the end of each student presentation, the teacher provides constructive feedback to help students improve their performance and enhance their skills. This feedback is valuable for students to understand their strengths and areas for growth.

To consolidate the information learned in class and facilitate comprehension, the teacher and students collaboratively create a Mental Map on the blackboard. This visual representation captures the main ideas, concepts, and connections between different topics, serving as a reference tool for future lessons and reinforcing understanding.

To promote reflection and active engagement, the teacher assigns the students the task of writing two sentences in their notebooks, summarizing the key takeaways from the class. This activity encourages individual reflection and helps solidify comprehension. Some students are given the opportunity to share their summaries with the class, promoting peer learning and creating a supportive learning community.

As part of their homework assignment, the teacher informs the students about an upcoming task that involves creating a short PowerPoint presentation related to the topic discussed in class. This assignment serves as an evaluative activity, allowing students to demonstrate their understanding and application of the knowledge acquired. The presentations will be uploaded to the platform, and the teacher will provide feedback through the same platform, ensuring effective communication and assessment.

By implementing these strategies, the teacher cultivates an inclusive and interactive learning environment. Students receive personalized feedback, actively participate in summarizing and reflecting on their learning, and are motivated to apply their knowledge in practical contexts. This integrated approach promotes deeper understanding, critical thinking, and student ownership of their learning journey.

The following table describes deeper the knowledge.

1.	Activities to lead students into the activity
	Teacher introduced the information speaking reinforcing the listening practice, then a warm up questions motivating students to speak having rhythm, intonation and pronunciation.
2.	How is the schemata activation done
	Students recall their background knowledge, activating their top down skills. Teacher encourages students to speak giving some good advice.
3.	Identify the interactional patterns throughout the lesson
	The teacher had the authority and ability to manage the behavior and learning of the students in the class. The teacher was responsible for providing instruction and guidance to the students, looking at him as an example.
4.	Determine the teaching purpose
	The ultimate goal is to prepare students for success in their future endeavors, whether that be in further education or in this case in their chosen career. Students were exposed to zero conditional and the correct usage of simple present that some of them had mistakes, but on this occasion mistakes flew away.
5.	Analyze the listening processes throughout the activity
	Perception: They listened to the teacher's instructions. Decoding: Students analyzed how the expressions or vocabulary could be used. Prediction: Students could answer their own sentence. Selection: Students showed interest and wanted to participate more. Importance of body language to express their ideas deeply, as non verbal stuff.

	And have an emphasis in reading in a coherent way.
6.	Classify the type of listeners
	Active listeners: who are fully engaged in the listening process. They pay attention to the speaker, ask questions, and provide feedback to demonstrate that they are listening and understanding what is being said. All the students were immersed. Passive listeners: Passive listeners are those who do not actively participate in the listening process. Fortunately it was not any. Critical listeners: They seek to understand the speaker's perspective but also analyze it critically, when they were fully immersed in the speaking habit.

Table 2. Class analysis

On the fourt class, we began by reviewing the simple present tense and family member vocabulary from our previous sessions. We revisited the basic rules of using the simple present tense and discussed how it can be applied to describe family members and their activities. For example, we practiced sentences like "My mother cooks dinner every night" or "My sister plays soccer every Saturday." This helped us reinforce our understanding of the grammar structure.

To put our knowledge into practice, we engaged in role-play activities and group discussions. This allowed us to use the new vocabulary and grammar structures in meaningful contexts. We took turns pretending to be different family members and describing their daily routines or hobbies. This interactive approach helped us internalize the language and build confidence in using it in real-life situations.

To further reinforce our learning, we participated in games and activities with "Memory Match" These activities provided opportunities to practice both the vocabulary and grammar structures. We had fun matching words with their meanings or racing to correctly construct sentences about family members. Enhancing memory skills, promoting cognitive development, improving problem-solving abilities, support brain health, provide enjoyment, fostering social interaction, and develop transferable skills.

Throughout the session, our teacher encouraged us to ask questions and contribute our own examples using the vocabulary and grammar structures. This allowed us to

personalize our learning experience and foster a sense of ownership over the language. We appreciated the chance to express ourselves and engage in meaningful conversations.

As we wrapped up the session, we had a group discussion to reflect on what we had learned and brainstorm ways to continue practicing the simple present tense and family member vocabulary in our everyday conversations. This reflection helped solidify our understanding and motivated us to actively use the language beyond the classroom.

By integrating various activities such as role-play, games, discussions, and personal examples, our English class provided a comprehensive learning experience. We reviewed and applied the simple present tense and family member vocabulary in engaging and interactive ways, ensuring that our language skills are reinforced and ready for use in real-world situations.

1.	Activities to lead students into the activity
	Teacher introduced the information speaking reinforcing the listening practice, then a warm up in the simple present tense and family member vocabulary from our previous sessions.
2.	How is the schemata activation done
	Students recall their background knowledge, activating their top down skills. Teacher encourages students to speak giving some good advice.
3.	Identify the interactional patterns throughout the lesson
	The teacher had the authority and ability to manage the behavior and learning of the students in the class. The teacher was responsible for providing instruction and guidance to the students, looking at him as a facilitator.
4.	Determine the teaching purpose
	The ultimate goal is to prepare students for success in their future endeavors, whether that be in further education or in this case in their chosen career. Students were exposed to zero conditional and the correct usage of simple present that some of them had mistakes, but on this occasion mistakes flew away.
5.	Analyze the listening processes throughout the activity
	Perception: They listened to the teacher's instructions.

		Decoding: Students analyzed how the expressions or vocabulary could be used.
		Prediction: Students could answer their own sentence.
		Selection: Students showed interest and wanted to participate more.
		Importance of body language to express their ideas deeply, as non verbal stuff.
		And have an emphasis in reading in a coherent way.
6.		Classify the type of listeners
		Active listeners: who are fully engaged in the listening process. They pay attention to the speaker, ask questions, and provide feedback to demonstrate that they are listening and understanding what is being said. All the students were immersed. Critical listeners: They seek to understand the speaker's perspective but also analyze it critically, when they were fully immersed in the speaking habit. Comprehensive Listeners: Comprehensive listeners aim to comprehend and understand the complete message being conveyed. They strive to grasp the main ideas, details, and nuances of the information. Comprehensive listeners pay attention to the speaker's organization, key points, and supporting examples to form a clear understanding of the topic. Selective Listeners: Selective listeners focus on specific parts or aspects of the message while filtering out other information. They tend to concentrate on what is most relevant or interesting to them and may ignore or overlook other details. Selective listeners prioritize certain aspects based on their own preferences or needs.

During the last session, there was a Parent-Teacher Conference: which provides an opportunity for parents/guardians and teachers to discuss students' progress and development. These conferences are typically scheduled during school hours, leading to students being excused from classes.

2.5 Class recording

https://drive.google.com/file/d/1f6s5jxrNtP4lzGCnjRpZj8GIO7v_cngO/view?usp=sharing

Alternate link:

https://drive.google.com/file/d/1w1aLW55f5W_tB0eQ3D8FctQSLSIVLg12/view?usp=sha

ring

Chapter 3: Experience Report (Results)

Presenting a lesson plan in an English specialization demonstrates our professionalism, instructional expertise, and commitment to effective teaching practices. It provides a framework for planning, implementing, and evaluating instruction while promoting collaboration, reflection, and continuous professional development.Presenting a well-designed and thought-out lesson plan demonstrates us competence as an English language teacher. It showcases our ability to plan, organize, and deliver effective lessons that align with language learning objectives and principles of language pedagogy.

It provides a clear outline of the learning objectives, activities, materials, and assessments planned for the lesson. Sharing the lesson plan to supervisors, colleagues, or even students, ensures everyone a common understanding of the instructional goals and the intended learning outcomes. Students were interested in activities in Pair work activities (role-plays, information gap activities, dialogue practice),which encourage students to collaborate and practice English language skills together. Promoting teamwork, communication, and cooperation among students.

Using educational games or gamified activities made learning English enjoyable and motivating. Activities like board games, (memory game) word puzzles (joining with listening or reading), quizzes (asking personal data), can reinforce vocabulary, grammar, or language skills in a playful manner. So Multimedia Activities Incorporates multimedia resources, such as videos, audio clips, songs, or online tools, that makes the English class dynamic and interactive. Students can watch videos related to the lesson topic, listen to authentic material, create multimedia presentations, or explore online language learning resources.

The media that had a huge impact was Vocaroo thet provides an interactive and engaging platform for students to reinforce their speaking skills, self-assess, collaborate, and monitor their language progress. It promotes autonomy, reflective learning, and the integration of technology in the English language classroom. Students shared their Vocaroo recordings with their peers or in small groups, enabling them to provide constructive

feedback and support each other's language learning journey. Peer feedback fosters collaboration, active listening, and the development of critical analysis skills.

Motivational activities (SEP construye – T, monitoring and praising) in the classroom can help create an engaging and positive learning environment, encouraging students to actively participate and develop their language skills. I could see By incorporating these strategies, I can create a classroom environment that inspires and motivates students to become active, enthusiastic learners of the English language.

Finally Motivated students can distinguish the importance of using multiculturalism, family members, and the simple present tense in the English class lies in promoting cultural awareness, embracing diversity, and building language skills. By integrating these elements, students develop a deeper understanding and respect for different cultures, improve their oral and written communication skills, expand their vocabulary, and strengthen their grasp of grammatical structures. Additionally, incorporating multicultural topics creates an inclusive learning environment that celebrates the diverse backgrounds and experiences of students, fostering empathy, tolerance, and appreciation for cultural differences.

Chapter 4: Conclusions

In mexico during Mr. Peña Nieto's presidency in Mexico, there was an agreement between the Secretariat of Public Education (SEP) and the presidency to implement English classes as a second language for students starting at an early stage in the education system.from kindergarten. The introduction of English classes as a second language in the early stages of education aligns with the goal of promoting bilingualism and enhancing students' language skills.

Providing English classes from an early age can potentially contribute to the development of students' language proficiency over time, enabling them to communicate effectively in English as they progress through the education system. The agreement between SEP and the presidency implies a coordinated effort between education authorities and government officials to implement this language policy across schools in Mexico.(now adays French has to be used since junior high schools) So Communication plays a crucial role in English language learning as it focuses on developing students' ability to use the language effectively for real-life purposes. It emphasizes the practical application of language skills in various contexts, such as speaking, listening, reading, and writing.

On the one hand, Communicative approaches prioritize interactive and meaningful language use in the classroom. Students are encouraged to engage in authentic communication, express their ideas, and interact with their peers and teachers to develop their language skills. Communicative approaches often involve performance-based assessments, such as presentations, role-plays, or group projects. These assessments reflect real-life language use and provide students with opportunities to demonstrate their language skills in authentic contexts.

Communicative approaches often incorporate authentic materials, such as real-life texts, videos, audio recordings, and images, to expose students to genuine language use and cultural contexts. This helps students develop their language skills in a more realistic and relevant manner. Collaborative activities, such as pair work or group work, are frequently employed to promote communication among students. These activities encourage students

to engage in conversations, negotiate meaning, and practice language skills in a supportive and interactive environment.

When students were giving a report about their own activities, the focus is on effective communication rather than on accuracy alone. Teachers provide feedback and error correction to guide students' language development while still promoting fluency and communication. The actual implementation of communication and communicative approaches in English classes may depend on various factors, including curriculum guidelines, teacher training, available resources, and the specific context of each educational institution.

On the other hand, Incorporating technology in the English classroom can enhance the learning experience and promote multiculturalism. Technology enables students to access authentic resources from different cultures, interact with online communities, and engage in virtual cultural exchanges, expanding their understanding of multicultural perspectives. Incorporating multiculturalism in English classes helps develop global citizenship skills in students. It prepares them to navigate and communicate in an interconnected world, fostering intercultural competence, open-mindedness, and the ability to collaborate across cultures.

By using communicative approaches, assessment, testing, and technology to showcase multiculturalism, students have opportunities to practice and develop their language proficiency in diverse cultural contexts. This promotes language acquisition and fluency while also broadening their cultural knowledge.

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Appendix

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

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De Tesis o Trabajo Recepcional de Posgrado

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Tipo:	X	Trabajo recepcional		Tesis	
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Programa de posgrado:	EEAILE		Tutor(a), Asesor(a) o Director(a):	Dra. Alma Delia García Salazar	
Nombre completo del(la) autor(a):	Salín Armas Torres				
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Teléfono:	2727051456				
Correo electrónico:	Salin_armas@hotmail.com - 220926097@g.upn.mx				

Atentamente,

Ciudad de México...a 09 de Junio de2023.

_____
Salín Armas Torres

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

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Coordinación de Posgrado UPN

Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado

Anex: Extra Material

| Anecdotal Record	
Student	**Date:**
Group:	**Time:**
	Previous knowledge:
Description of observed activity:	**Interpretación de los observado:**
(When describing, detail what was observed without making a personal judgment)	When interpreting, refer to the level of competence demonstrated by the student or the observed behavior.

Taken from: http://instrumentos26evaluacion.blogspot.com/2015/07/registro-anecdotico.html May 15 2023.

Checklist for Individual Written Products (Log or Journal)

Student	Date:
Group:	Time:
	Previous knowledge:

ITEM	Y 4%	No 2%
1. (Punctuality)		
2. (Grammar)		
3. (Spelling)		
4. (Vocabulary)		
5. (Critical thinking)		

Total: 20%

SPEAKING - SELF ASSESMMENT CRITERIA

		4 Excellent	3 Good	2 Sufficient	1 Insufficient
Knowledge of the Content					
1. Knowledge of the content	Has the student shown knowledge of the content?				
2. Preparation	Had the student prepared the presentation?				
3. Answers	Could the student answer the partner's questions?				
4. New information	Did the student give new information not present in the slides?				
Posture, voice and eye contact					
5. Body language	Did the student have a good posture and body language?				
6. Self-confidence	Was the student self-confident?				
7. Eye contact	Did the student keep eye contact with the whole class during the presentation?				
Voice					
8. Pronunciation and intonation	Did errors and pronunciation interfere with the message?				
9. Tone and volumen	Did the student have an appropriate voice tone and volume?				
10. Speed	Did the student talk too fast or too slowly?				
11. Fluency	Was the speech fluent?				
12. Silence	Did he/she use silences correctly?				
Language, grammar, vocabulary and register					
13. Grammar mistakes	Have the gramar mistakes complicated the comprehension? X3				
14. Vocabulary	Was the language clear and easy to understand? Was the vocabulary appropriate and varied? x2				
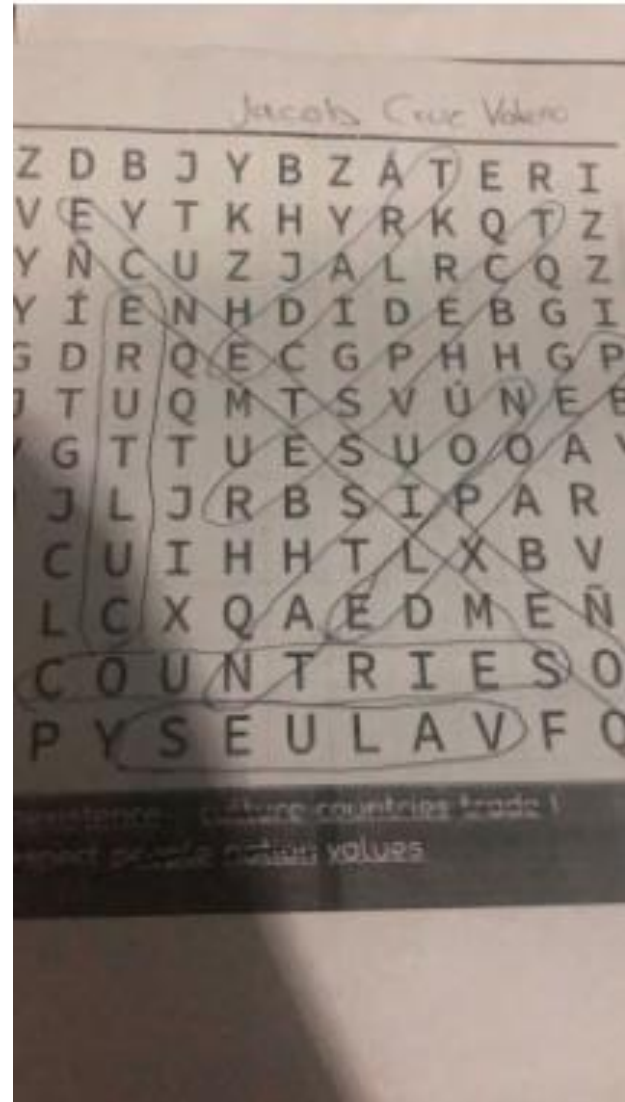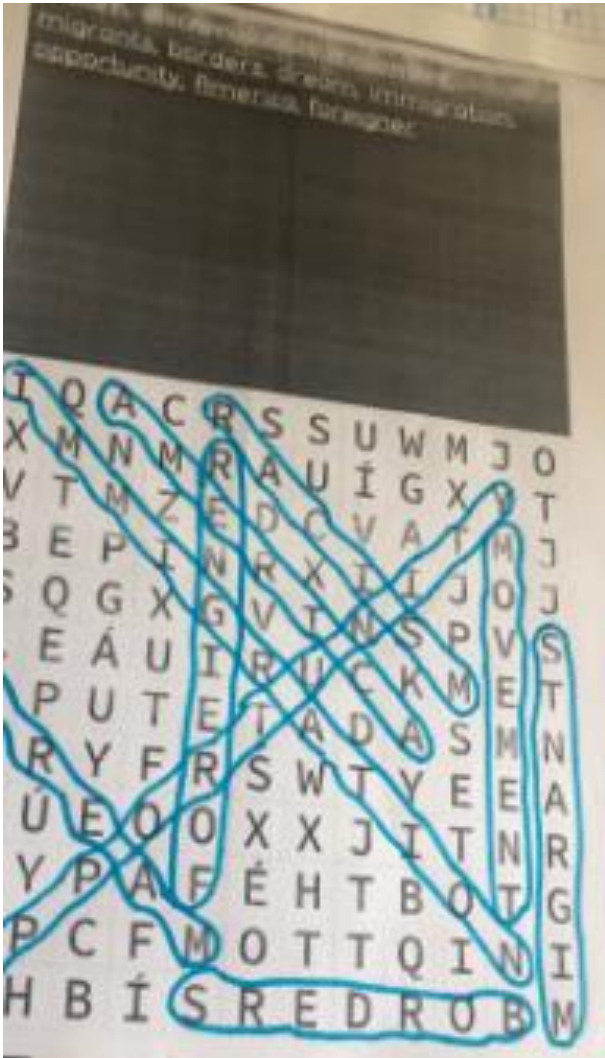
Extra activities

HC-Training & Language Services

REGULAR VERBS

INF. PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	GERUND	SPANISH
to open	opened	opened	opening	abrir
to accept	accepted	accepted	accepting	aceptar
to love	loved	loved	loving	amar
to learn	learned	learned	learning	aprender
to hurry	hurried	hurried	hurrying	apresurarse
to dare	dared	dared	daring	atreverse
to help	helped	helped	helping	ayudar
to dance	danced	danced	dancing	bailar
to erase	erased	erased	erasing	borrar
to change	changed	changed	changing	cambiar
to walk	walked	walked	walking	caminar
to close	closed	closed	closing	cerrar
to date	dated	dated	dating	citar
to cook	cooked	cooked	cooking	cocinar
to consider	considered	considered	considering	considerar
to count	counted	counted	counting	contar
to answer	answered	answered	answering	contestar
to wish	wished	wished	wishing	desear
to start	started	started	starting	empezar
to push	pushed	pushed	pushing	empujar
to deliver	delivered	delivered	delivering	entregar
to listen	listened	listened	listening	escuchar
to expect	expected	expected	expecting	esperar (esperanza)
to wait	waited	waited	waiting	esperar (lugar)
to study	studied	studied	studying	estudiar
to miss	missed	missed	missing	extrañar
to smoke	smoked	smoked	smoking	fumar
to enjoy	enjoyed	enjoyed	enjoying	gozar
to like	liked	liked	liking	gustar
to talk	talked	talked	talking	hablar
to intend	intended	intended	intending	intentar
to play	played	played	playing	jugar
to wash	washed	washed	washing	lavar
to clean	cleaned	cleaned	cleaning	limpiar

INF. PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	GERUND	SPANISH
to arrive	arrived	arrived	arriving	llegar
to fill	filled	filled	filling	llenar
to rain	rained	rained	raining	llover
to look	looked	looked	looking	mirar
to show	showed	showed	showing	mostrar
to need	needed	needed	needing	necesitar
to name	named	named	naming	nombrar
to order	ordered	ordered	ordering	ordenar
to stop	stopped	stopped	stopping	parar
to stay	stayed	stayed	staying	permanecer
to belong	belonged	belonged	belonging	pertenecer
to plan	planned	planned	planning	plancar
to plant	planted	planted	planting	plantar
to practice	practiced	practiced	practicing	practicar
to ask	asked	asked	asking	preguntar
to want	wanted	wanted	wanting	querer
to remember	remembered	remembered	remembering	recordar
to rent	rented	rented	renting	rentar
to repeat	repeated	repeated	repeating	repetir
to resist	resisted	resisted	resisting	resistir
to jump	jumped	jumped	jumping	saltar
to follow	followed	followed	following	seguir
to point	pointed	pointed	pointing	señalar
to end	ended	ended	ending	terminar
to finish	finished	finished	finishing	terminar
to work	worked	worked	working	trabajar
to try	tried	tried	trying	tratar
to climb	climbed	climbed	climbing	trepar
to use	used	used	using	usar
to dress	dressed	dressed	dressing	vestir
to travel	travelled	travelled	traveling	viajar
to visit	visited	visited	visiting	visitar
to live	lived	lived	living	vivir
to turn	turned	turned	turning	voltear

http://iesmaingles.blogspot.com/2015/08/regular-irregular-verbs.html

IRREGULAR VERBS

INF. PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	GERUND	SPANISH
to sweep	swept	swept	sweeping	barrer
to drink	drank	drunk	drinking	beber
to ride	rode	ridden	riding	cabalgar (montar)
to fall	fell	fallen	falling	caer
to sing	sang	sung	singing	cantar
to set	set	set	setting	colocar
to eat	ate	eaten	eating	comer
to buy	bought	bought	buying	comprar
to meet	met	met	meeting	conocer (gente)
to know	knew	known	knowing	conocer, saber
to get	got	gotten	getting	conseguir
to build	built	built	building	construir
to cut	cut	cut	cutting	cortar
to run	ran	run	running	correr
to grow-up	grew-up	grown-up	growing-up	crecer
to give	gave	given	giving	dar
to tell	told	told	telling	decir
to wake-up	woke-up	woken-up	waking-up	despertar
to shoot	shot	shot	shooting	disparar
to sleep	slept	slept	sleeping	dormir
to begin	began	begun	beginning	empezar
to find	found	found	finding	encontrar
to teach	taught	taught	teaching	enseñar
to write	wrote	written	writing	escribir
to win	won	won	winning	ganar
to keep	kept	kept	keeping	conservar, guardar, mantener
to speak	spoke	spoken	speaking	hablar
to do	did	done	doing	hacer
to hurt	hurt	hurt	hurting	herir
to go	went	gone	going	ir
to read	read	read	reading	leer

INF. PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	GERUND	SPANISH
to become	became	become	becoming	llegar a ser
to send	sent	sent	sending	mandar
to drive	drove	driven	driving	manejar
to swim	swam	swum	swimming	nadar
to hear	heard	heard	hearing	oir
to forget	forgot	forgotten	forgetting	olvidar
to pay	paid	paid	paying	pagar
to stand	stood	stood	standing	pararse
to hit	hit	hit	hitting	pegar
to think	thought	thought	thinking	pensar
to lose	lost	lost	losing	perder
to let	let	let	letting	permitir
to put	put	put	putting	poner
to lend	lent	lent	lending	prestar
to steal	stole	stolen	stealing	robar
to break	broke	broken	breaking	romper
to shake	shook	shaken	shaking	sacudir
to leave	left	left	leaving	salir
to sit	sat	sat	sitting	sentarse
to feel	felt	felt	feeling	sentir
to be	was, were	been	being	ser, estar
to dream	dreamt	dreamt	dreaming	soñar
to hold	held	held	holding	sostener
to have-has	had	had	having	tener, haber
to throw	threw	thrown	throwing	tirar, aventar
to take	took	taken	taking	tomar, llevar
to bring	brought	brought	bringing	traer
to wear	wore	worn	wearing	usar
to sell	sold	sold	selling	vender
to come	came	come	coming	venir
to see	saw	seen	seeing	ver
to fly	flew	flown	flying	volar

http://iesmaingles.blogspot.com/2015/08/regular-irregular-verbs.html

8.2

¿Cuna es igual a destino?

"Cuando ya no somos capaces de cambiar una situación, nos encontramos ante el desafío de cambiarnos a nosotros mismos".
Viktor Frankl

¿Alguna vez has escuchado la expresión popular "cuna es destino" o "el que nace para maceta, del corredor no pasa"? En ambos casos la idea es la misma, que el lugar y el entorno en el que nacemos determina nuestro destino. Si bien es cierto que el contexto en el que vivimos es un factor que influye en muchos aspectos de nuestra vida, siempre tenemos la libertad de elegir cómo enfrentamos los retos que nos toca vivir y tenemos la posibilidad de transformar nuestras circunstancias. A esto le llamamos sentido de agencia. En esta lección vamos a conocer la historia de alguien que decidió que su "cuna no era su destino".

1. Lee el extracto del discurso que dio Malala cuando ganó el Premio Nobel de la Paz.

"Cuando tenía 10 años, Swat, que era un precioso lugar turístico, se convirtió de repente en un nido de terrorismo. Más de 400 escuelas fueron destruidas. Se prohibió que las niñas fueran a la escuela. Las mujeres recibían palizas. Se mataba a personas inocentes. Todos sufríamos.

Nuestros sueños maravillosos se convirtieron en pesadillas. La educación pasó de ser un derecho a ser un delito. Al cambiar de repente mi mundo, cambiaron también mis prioridades.

Tenía dos opciones. Una era callarme y esperar a que me matasen. La otra, hablar alto y que me matasen. Entonces elegí la segunda opción. Decidí hablar en alto.

No podíamos quedarnos sin hacer nada viendo cómo las injusticias de los terroristas se llevaban a cabo. Prohibiendo nuestros derechos humanos y matando a la gente brutalmente.

Los terroristas trataron de detenernos y nos atacaron a mí y a mis amigas el 9 de octubre de 2012, pero sus balas no pudieron vencernos. Sobrevivimos. Y desde aquel día nuestras voces no han hecho más que crecer. Cuento mi historia no porque sea única, sino porque no lo es. Es la historia de muchas niñas. Hoy, cuento también sus historias".[1]

---

[1] Malala. Discurso de Malala Yousafzai en la recepción del Premio Nobel de la Paz 2014. Disponible en: http://peaceinazionai.eu/Webfiles/Files/Discurso%20Malala.pdf (Consultado: 22 de setiembre de 2017).

Actividad construye-T

REGLAMENTO

C O N V I V E N C I A   E S C O L A R

PERIODO: **FEBRERO/JULIO 2023**

DOCENTE: **M.A.E Salín Armas Torres**

REGLAS DE OBSERVACION GENERAL	ACUERDOS
1. Ingresar de manera puntual a clases, sino será considerada falta. 2. Portar correctamente el uniforme. 3. Evitar uso de celular o cualquier dispositivo durante clase a menos que se utilice para alguna actividad indicada por el docente. 4. Participar activamente en clases para contribuir a un aprendizaje significativo. 5. Entregar en tiempo y forma las actividades asignadas, de otra manera reducirá su calificación. 6. Es obligatorio el uso de cuenta institucional, para el acceso a moddle y plataformas escolares. 7. Durante su estancia en centro de cómputo hacer uso correcto los equipos. 8. No se permite descargar software no autorizado 9. No está autorizado abrir páginas de juegos y de contenido inapropiado, en caso de incurrir en este tipo de acciones será sancionado con reporte al departamento de orientación educativa y sus actividades no serán consideradas para su % de evidencias. Si por alguna razón no se atienden dichas indicaciones se negará el acceso a centro de cómputo. 10. Se pide al alumno respeto y buen comportamiento durante la clase, evitando en todo momento el uso de malas palabras. 11. No se permite comer dentro de clase. 12. Hablar Ingl	

Subject: Permission to Show Faces in Research/Investigation

Dear [Participant's Name],

I hope this letter finds you well. I am writing to seek your permission regarding the use of your face in an upcoming research project or investigation. The purpose of this project is to [briefly explain the objective and nature of the research or investigation]. We believe that your participation and the inclusion of your face will greatly contribute to the authenticity and effectiveness of our findings.

By granting permission for us to show your face in this research, you acknowledge and understand that:

Your identity will be revealed through the use of your facial image in various forms, such as photographs, videos, or other visual representations, as deemed necessary for the research or investigation.

The research findings or investigation may be published, shared, or disseminated in academic, professional, or public domains, including but not limited to journals, presentations, conferences, websites, or social media platforms.

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Your participation is highly valued, and we assure you that your personal information and any visual representations will be handled with the utmost care and discretion. We are committed to maintaining the highest ethical standards throughout this research or investigation.

Please indicate your consent by signing and returning the enclosed copy of this letter. If you have any questions or concerns regarding this permission request, please do not hesitate to contact us.

Thank you for your time, consideration, and contribution to this important research or investigation. Your support is greatly appreciated.

Sincerely,

M.A.E Salín Armas Torres

1styles_vaklearningstylesquestionnaireselftest

https://docs.google.com/document/d/1Q6pEiOvPLXlIW_fduDr9Npa71W9YlDdy/edit?usp=sharing&ouid=104229253842063901240&rtpof=true&sd=true

2Learning Style Questionnaire

https://docs.google.com/document/d/1BKfd69u9GwBlFaDMjM6POD01gYNX94iJ/edit?usp=sharing&ouid=104229253842063901240&rtpof=true&sd=true