



**UNIVERSIDAD PEDAGÓGICA NACIONAL
UNIDAD AJUSCO**

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**VIAJAR ES MI PASIÓN
TRABAJO RECEPCIONAL**

**PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERO, MODALIDAD EN LÍNEA.**

PRESENTA:

Cecilia Guadalupe Arévalo Ruiz

ASESOR: Elin Emilsson Ingvarsdottir

MÉXICO, DF. A 19 JUNIO, 2022



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Introduction

This lesson plan is applied to 10 students in the second semester who have been studying for a bachelor's degree in European Languages at Universidad Vasco de Quiroga, Morelia, Michoacán. These students are going to develop three fields of study, such as teachers, interpreters, and translators, and by speaking three languages, English, French, and Italian. Therefore, their learning must be focused on methods, approaches, and techniques that may provide all the necessary tools for students fulfill the degree's objectives.

The present project is based on the learning-teaching process in which is going to show the different methodologies, approaches, and techniques that could be applied to students in their classes. On the other hand, it is showed how the diverse methodologies and approaches, as well as techniques, establish links between methodologies, theories about language, and theories about language learning. This section is crucial since to have a meaningful class is necessary sometimes to make use of different concepts from different link methodologies and approaches in order to make a teaching-learning relevant process in each lesson.

Being a teacher is not an easy task, this profession requires many specific and important things, firstly, to have a clear knowledge about the didactic general of the learning process that concerns seeking after methods and techniques to improve teaching, so that knowledge reaches students effectively. Therefore, didactics is part of learning and has a scientific character. It could be said that it oversees approaching, analyzing, designing the schemes and plans destined to shape the bases of each pedagogical theory, and whose purpose is to provide the appropriate knowledge in each stage of the students' learning.

On the other hand, to have a global knowledge of methods, theories, approaches, and competencies of the learning language process. This section is fundamental due to those factors will guide and help teachers to follow a remarkable sequence of the teaching-learning language process, thus that students can obtain meaningful learning.

Therefore, teachers within each classroom face occurrences that allow them to develop a deeper understanding of the teaching-learning process. Each learning space is a setting in which a series of didactic variables interact that make teaching and learning a complex act. Teachers relate to students, objectives, methods, activities, materials, assessment, and context. However, an approach to understanding this complexity can be achieved by addressing the perspectives, and the teaching actions to interpret the multitude of variables that occur in the phenomenon of the exercise or application of didactics.

Hence, teaching English subject must be a gradual process in which teachers created methodologies where the linguistic aspects of the acquisition of the languages are seen as a global task, taking care of contents such as grammar, teaching it from a contextual perspective, vocabulary, the development of intercultural competence, and the development of the four competencies of the language as listening comprehension, writing production, reading comprehension and oral production. The teaching of English requires changes based on a new vision and a new paradigm for the comprehensive training of students, which allows reducing the failure rates and school lag, reducing the dropout rate, and improving the efficiency of the programs educational.

When it comes to acquiring a second language, it is understood that it is a slow process that does not necessarily have the same implications as the traditional concept of "learning". From this perspective, learning a language requires reflection on it and involves a conscious process of its rules and uses, being able to recognize and adhere to them. On the other hand, acquiring a language involves an unreflective process, noticeable in children who listen to and assimilate their mother tongue, unaware of the grammatical rules, and in this way, it is incorporated into their brain unconsciously.

Stephen Krashen, the renowned linguist from the University of Southern California, known for his high contributions to his discipline and specifically for his work "Second Language Acquisition Theory", designed a fundamental proposal of the theory: "This occurs naturally, exactly like the acquisition of the mother tongue, under appropriate conditions. Foreign languages are not skills taught, studied, or memorized, but they are assimilated and developed

gradually, naturally, in real communication situations, the result of human coexistence in authentic environments of a foreign culture”. (Krashen, 1982)

The teaching of a second language for several decades has had a great boom and demand in world society, with the English language standing out, particularly in Mexico. Among the most common reasons are the demands in the labor field, globalization, and the appearance of new technologies such as video games, and social networks, which in most cases includes the Internet. That is why in various language schools in the country, both private and public, language teaching has been implemented. In its beginnings, methodologies focused on the simple translation of texts, on grammar, or repetition of everyday phrases were applied; Unfortunately, these practices still prevail (Richards and Ranandya, 2008).

Today with the transformation of technology and globalization, the need has arisen to implement a foreign language in the school process of children as a fundamental axis in the development of the human being, since in childhood there are infinite possibilities to learn, where the senses are reception channels for everything that the universe offers us; It requires the promotion of activities that expand the level of intelligence, language development, neurological maturity, motor skills, following instructions, self-esteem, sensory and social integration to adapt it to study habits, based on the general principles of learning. These experiences allow the student to build his knowledge from his actions to comprehensively strengthen the skills, knowledge, and attitudes to project himself in life and above all to the socio-cultural needs and the context, as a first approach, also generating motivation to be included in a globalized world like the one that is presented to us today.

Communicative skills in English as a second language can be strengthened through the different interactive strategies from collaborative learning, contextualized to the praxis of the classroom and the daily life of the student body. This language allows the development of linguistic, academic, social, and cultural skills, which broaden the projection of knowledge and reduce the scientific and economic gap of a community, introducing individuals to a globalized world, where academic and professional exchanges are the basis of development, (Truscott, 2006).

The main objective of teaching a foreign language is to develop habits and skills, as well as to provide students with new knowledge about a language, and to contribute to the scientific conception of the modern world based on the quality of language as a social phenomenon and the thought-language-culture relationship.

Framework

Chapter 1: Philosophy and Theory

1.01 Teaching identity and philosophy

Writing a better version of my teaching identity and philosophy to cope with our current Mexican teaching needs, I could say that I must respond to the demands of a teaching-learning model based on the development of competencies, with a communicative, functional, and sociolinguistic approach, linked to a cultural openness of the language. In addition, someone who understands the psychological and social development processes of their students and their implications for learning a language, being creative and innovative to create more favorable conditions for learning the English language in a social context in which the language is Spanish.

And finally, someone who has a high degree of commitment to their educational work and is fully aware of the importance of learning English as a tool that will allow their students to better incorporate themselves into the growing demands of the globalized world. and the knowledge society.

Throughout my teaching experience, I have gone creating my teaching philosophy which is based on judgments from different well-known authors who have written and established plenty of meaningful approaches and methods to the learning-teaching process of languages.

Firstly, Krashen (1981) believes that students' negative emotions are like filters that filter comprehensible language input. If students produce negative emotions in the process of language learning, these negative emotional factors will filter out part of the comprehensible input. On the contrary, if students maintain a high degree of positive attitude in the process of learning, then the function of the filter will be reduced accordingly.

Analyzing how I plan my classes and how I provide input to my students I consider that the higher filter hypothesis is presented all the time, due to this, I try to transmit to them a strong motivation, strong confidence, and a low anxiety level, taking care and ensuring that they get a comprehensible language input and during the time they can complete their learning process better of the L2. On the other hand, Gardner (1999) mentions that motivation is the key to successfully learning English, and interest in learning English is one of the most important factors in how well students learn a foreign language. Motivation for language learning is a complex set of variables including effort; desire to achieve goals and attitudes toward the learning of the language.

Another important factor in my teaching philosophy is how my students obtain input. According to the Natural Hypothesis, students acquire the parts of language in a predictable order. For any given language, certain grammatical structures are acquired early, while others are acquired later in the process. This hypothesis suggests that this natural order of acquisition occurs independently of deliberate teaching and therefore teachers cannot change the order of a grammatical teaching sequence. (Krashen, 1982)

Something important to mention is that as a teacher I always try to provide input to my students in the correct way, paying attention to their learning styles, their motivation, and their L2 deficiencies, in order to make it easier than they can get Intake satisfactorily, on the other hand, the process to get a real Output is important the development of relaxing activities that remove students' inhibitions and encourage their participation and interaction to verify that students were learned Output and they are able to use that knowledge in context. In this way, my pedagogical objectives as a teacher not only include providing optimal input in acquisition situations, and making this input understandable, but I also must create situations with low levels of anxiety and motivation which promote a filter low affective. In this way, my students

will try to get more input, they will tend to interact, be more receptive to the input they get, and acquire more of the second language.

I describe myself as a teacher committed to her work, someone who is looking forward to being efficient when teaching a language. To me, it is quite important that my students feel motivated, active, and well all the time in their classes. I want to show them new ways to learn through the application of different approaches and methods in order to they don't learn in a traditionalist in which they are focused just on grammar and vocabulary, and they have lacking real context. In that way, I've been applying a communicative approach since through this approach, students develop the functions of the language, that is, they further evolve their speaking ability.

I deem that my philosophy is slightly clearer than it was before since now I desire to be a different kind of teacher, someone who is a guide for students in their acquisition of the language, also someone who provides a high level of motivation and interest in learning the language, in that way, I started applying methodologies which were focused at first on their ways of learning and their needs, hence I began to apply the communicative approach. This first time gave me different perspectives on the teaching process since I improved my creativity, patience, and class dynamism.

1.02 Theory underlying your teaching practice and identity

The Acquisition-Learning hypothesis

According to Krashen, there are two ways to develop language skills. Acquisition involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication; this is the process that is used for the development of native languages. Learning, on the other hand, is the conscious acceptance of knowledge "about" a language (that is, the grammar or form). Krashen claims that this is often the result of formal language instruction.

According to this theory, the optimal way a language is learned is through natural communication. As a second language teacher, you should ideally create a situation where language is used to serve authentic purposes. This, in turn, will help students to "borrow" language rather than just "learn" it.

The input hypothesis

This hypothesis suggests that language acquisition occurs when students receive messages that they can understand, a concept also known as understandable input. However, Krashen also suggests that this understandable input should be a step beyond the student's current linguistic ability, represented as $i + 1$, in order to allow students to continue to advance with language development.

This hypothesis highlights the importance of using the foreign language in the classroom. The goal of any language program is for students to be able to communicate effectively. By providing as much understandable information as possible, especially in situations where students are not exposed to LT outside of the classroom, the teacher is able to create a more effective opportunity for language acquisition.

The affective filter hypothesis

According to Krashen, one of the obstacles that manifests itself in the acquisition of language is the affective filter; that it is a "screen" that is influenced by emotional variables that can impede learning. This hypothetical filter does not affect direct acquisition, but rather prevents input from reaching the language acquisition part of the brain. According to Krashen, the affective filter can be triggered by many different variables, including anxiety, self-confidence, motivation, and stress.

In any aspect of education, it is always important to create a welcoming and safe environment in which students can learn. In language teaching it can be especially important, since in order to capture and produce language, students need to feel that they are capable of making mistakes and taking risks. This refers directly to Krashen's hypothesis of the affective filter.

The zone of proximal development (ZPD)

Vygotsky (1978) sees the Proximal zone of development as the area where the most sensitive instruction or guidance must be given - allowing the child to develop skills that he will later use on his own - developing higher mental functions.

Vygotsky also sees interaction with his peers as an effective way to develop skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with the help of more skilled peers, within the zone of proximal development. The ZPD is a very important concept for the teaching-learning process to be developed. Its use in higher medical education creates new possibilities for analysis, as it allows scientifically determining the development achieved by students and how to enhance it.

The ZPD concept is present in the didactic principles, in the formation of values and in ICT. In addition, it allows the teacher to efficiently manage the learning of their students through joint activity and communication.

The communicative approach

The communicative approach is marked by the development of teaching through tasks. In an attempt to turn the classroom into the setting for real communicative processes, it is proposed to carry out tasks (meaningful activities that result in a certain product) as the articulating axis of the teaching-learning process. Following Nunan (1975) we can define task as “a unit of work in the classroom that involves students in understanding, manipulating, producing, or interacting in L2 (second language) if their attention has focused primarily on the most important meaning, than in the form”.

For this reason, the communicative approach uses activities, projects, games, and real tasks in which the foreign language serves as a vehicle to achieve a goal, promoting interaction between students and the development of communicative dynamics in which participants receive feedback.

For instance, when I make use of the communicative approach the activities that I'm used to applying are, role-plays, debates, and conversation in context.

Top down and bottom-up approaches

Bottom up refers to using the incoming input as the basis for understanding the message. Top-down method on the other hand, uses background knowledge in understanding the meaning

of the message. There have been several arguments about the use of these two methods. According to Anderson, A. y Lynch, T. (1988) bottom-up help learners to develop word recognition skills, whereas top-down method help learners to develop real life listening skills. But alone it's not adequate for developing word recognition skills.

Zhang, Y. (2012) suggested that bottom-up method can be used for long term language retention, but top-down method can be used for quick acquisition by learners such as travelers, as it provides insufficient basis for communication. As a result, it can be seen as a matter of the aim of the listening. At the same time, it's been clearly stated that effective listening occurs when top down (meaning to language) and bottom up (language to meaning) approaches occur together.

Therefore, in any situation of listening comprehension, this process possibly goes from being an active process to a merely receptive, passive, and unresponsive one, which could trigger deficiencies in understanding the information that is emitted orally.

The main objective of listening comprehension is therefore to understand, and from there create new knowledge and modify behaviors. Achieve the so-called competence that, when translated into action, allows the user of the language to connect with their environment. For this to happen, the listener must reach a high level of comprehension, that is, they must be able to decode the sounds and assume a position before the message. Various authors have discussed these levels of understanding, the concepts of which will be reviewed below.

Intercultural Competence

Intercultural competence constitutes another component of communicative competence. In the best-known model of intercultural competence (Byram 1997), it includes five different elements: 1. attitudes, what Byram calls "knowing how to be", which in turn refers to attributes such as curiosity, openness, empathy, respect for others, tolerance of ambiguity or sensitivity to cultural differences; 2. "knowledge or knowing" about other cultures, which includes their beliefs, behaviors, habits and all kinds of aspects, including material ones, of the reality of the other culture; 3. ability to interpret and relate "know how to understand", that is, know how to extract the meaning of the texts, documents or events of the other culture and compare or relate them

with their own; 4. ability to discover and interact "know how to learn/do" or, what is the same, develop the ability to learn about other cultures (for example, knowing how to ask members of the other culture about their beliefs or behaviors and extract relevant information from their responses); and 5. critical cultural awareness "knowing how to commit", which consists of knowing how to perceive and critically evaluate ways of thinking, acting and products of the other culture and of the learner's own, which allows him to become aware of his own values and how these can condition their attitude towards other cultures, their way of being and doing; this, ultimately, should allow you, as a cultural mediator, to find the necessary balance between the two cultures and develop attitudes of sensitivity and tolerance.

The teaching of intercultural competence objective is to prepare students to collaborate with other people in a global society, providing them with skills that allow them to interact with individuals belonging to other cultural frameworks in an increasingly globalized world.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan

Teaching sequence template

Lesson plan identification cell	
Author	Cecilia Guadalupe Arévalo Ruiz
Educational stage	Second semester (level B2)
Title of your lesson plan	Traveling is my passion
Learning Objective of the plan/ Competency	<p>Language aims</p> <ul style="list-style-type: none"> ○ To develop the four skills (reading, listening, speaking, and writing). During the lesson, students will apply these skills based on Grammar topics, Vocabulary related to the unit, Use your English, and

	<p>the specific information for their acquisition of communicative skills in the language.</p> <p>Intercultural aims</p> <ul style="list-style-type: none"> ○ To guide students to discover different destinations for going on holiday, discussing important information about them such as emblematic monuments, gastronomy, and customs.
Communicative skill considered	Reading, listening, speaking, and writing
Functions	<ul style="list-style-type: none"> ○ Talking about holidays ○ Experiences visiting places ○ Recommendations of places
Main Grammar structure	Comparison of adjectives and adverbs /gradable and non- gradable adjectives, adjective order.
Hours of the plan implementation	7-8 hours
Number of sessions	4 sessions of 2 hours
Contents required for the lesson	Close-up B2 Student's book
Link of the content	https://www.eltcloseup.com/close-b2-2nd-edition
EEAILE tutor on time	Elin Emilsson Ingvarsdottir

Introduction to the Lesson

Step of the lesson	Teacher activities	Students' activities	Session Number	Materials
ACTIVATION Before the lesson	The teacher introduces the class, saying that for this week we will be working on a new lesson.		00	Student's book
	The teacher plays a video from YouTube about the difference between trip, travel, and journey.	They watch the video and give their opinions about what they understood.		Video Espresso English, 2018.
During the lesson	<p>The teacher asks students if they understood the difference.</p> <p>The teacher asks to students take a look at lesson 11 from their student's book.</p> <p>The teacher presents the full content of the lesson showing and explaining what we'll be discussing for one week.</p> <p>The teacher asks students is they love traveling? Which places they have visited? and</p>	<p>Students check lesson 11 on page 135 and observe the full content.</p> <p>Students explain what they can see in the picture.</p> <p>Students answer to the question about if they would like to be there.</p> <p>Students tell some anecdotes about their travels and journeys.</p>	01	

<p>Set the objective or competencies of the lesson</p>	<p>What kind of holidays they prefer?</p> <p>The teacher elicits that the unit will be about holidays and travelling.</p> <p>The teacher writes the learning purposes of the lesson and have students read it and comment,</p>	<p>Students give a top 5 kinds of holiday that appeal to them most, giving a reason.</p> <p>Students read the learning purposes of the lesson, clear doubts, and express opinions briefly.</p>	<p>01</p>	
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Reading					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Previous Speaking before the reading skill	<p>The teacher reads the list of potential holiday problems to the students from page 136.</p> <p>The teacher asks students if they have suffered one of those incidents when they have travelled.</p>	<p>Students discuss the list of potential holiday problems, telling some anecdotes when they had been in the middle of those incidents.</p>	<p>Page 136 from the student's book.</p>	01	Students' participation
Exercise B Reading Skim and scan techniques	<p>The teacher asks students to focus on the title of the reading "It could have been worse", which story is situated in Italy.</p> <p>The teacher explains to the students that they don't have to read the text in detail now as they will have another chance to read it later.</p> <p>The teacher asks students to read the</p>	<p>Students read the questions from the Exam task in order to know what the reading will be about.</p> <p>Students practice the skimming and scanning in order to find the correct answer from the Exam task.</p>	<p>Page 136 from the student's book.</p> <p>Reading: It could have been worse.</p>	01	<p>Exercise B of the reading completed.</p> <p>Rubric for reading tasks</p>

<p>Discussion</p> <p>Feedback</p>	<p>questions before the skimming and scanning.</p> <p>The teacher asks students to read the full reading in order for students explain what they understood.</p> <p>The teacher asks students...What did they understand from reading?</p> <p>Teacher gives students feedback, checking and correcting the answers from the Exam Task. In addition, she gives some interesting facts of Italy in order for students get cultural knowledge.</p>	<p>Students explain the reading and infer about it.</p> <p>Students check their answers and discuss the mistakes.</p> <p>Students listen carefully to the facts and make comments about them.</p>	<p>Page137 from the student's book.</p> <p>Teacher's knowledge</p>	<p>01</p>	<p>Students' participation.</p> <p>Rubric for reading tasks</p>
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Listening					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Grammar focus	The teacher presents the topic by showing a page from google.	Students explains what an adjective, by giving some examples.	Page139 from the student's book.	02	Students' participation.
Gradable and non-gradable adjectives, adjectives order	The teacher asks students about... What is an adjective? The teacher explains the gradable and non-gradable adjectives, adjectives order. The teacher asks students to do a dialogue in group in which they make use of the topic in a holiday context.	Students forms groups of 5 members, they invent a context in which they can make use of the grammar topic.	Website resources (British council. s.f.)		Student's oral production in context.
Feedback	The teacher gives students feedback about the mistakes detected in the debate about vocabulary, pronunciation, structure, etc. She leads them into detecting & correcting			02	Speaking checklist Students' participation.

<p>Listening part</p>	<p>the mistakes by themselves.</p> <p>The teacher plays a video (Gilding across the Gobi), in which students will learn some facts about this place.</p> <p>The teacher asks them to look at the globe to see which part of the world the Gobi is in.</p> <p>The teacher gives students background information in order to have an idea about it.</p> <p>The teacher asks students to answer a Kahoot about the video they have watched,</p>	<p>Students read each exercise before the audio. They give some facts about it,</p> <p>Students listen carefully the recordings and answer the exercises.</p> <p>Students watch the video carefully, once they watch it, they discuss it.</p> <p>Students play a Kahoot relate to the video.</p>	<p>Students' book page 146. Video section.</p> <p>A video from National Geographic.</p> <p>Play a Kahoot</p>		<p>Students complete the exercises.</p> <p>Kahoot results</p>
<p>Feedback</p>	<p>The teacher verifies the students' answers, clarifying the correct ones. In addition, the teacher asks students some questions in order</p>	<p>Students reenforce their cultural knowledge by watching the video.</p>			

	<p>to reinforce the feedback...</p> <ul style="list-style-type: none"> • What can you learn by traveling to different countries? • If you could choose one place to visit in the world, where would it be, and why? 	<p>Students check the answers, correcting the mistakes.</p> <p>Students infer about the questions by giving interesting answers.</p>			
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Speaking					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Speaking activity	<p>The teacher assigns a FCE exercise. She explains that this activity is in pairs. The teacher shows some pictures about holidays and asks them some questions, such as:</p>	<p>Students chose their partner and get ready to start the activity.</p>	FCE Cambridge sample	03	<p>Students' production.</p> <p>Speaking checklist</p>
	<ul style="list-style-type: none"> • Look at pictures A and B and describe the kind of holiday they represent. 	<p>Students do the activity, answering the questions.</p>		03	

<p>Feedback</p>	<ul style="list-style-type: none"> • Which of the two holidays would you enjoy most? Why? • Have you ever been on a holiday like the one shown in picture A or B? If so, what was it like? • Why do you think holidays are important? • Do you prefer beach holidays or educational and cultural holidays? Why? <p>The teacher indicates that each group of two members must take their turns in order to answer the questions, 8min per couple.</p> <p>The teacher gives students general feedback about what she observed from students. She gives them some tips and remarks on what they did correctly.</p>	<p>Students get feedback about their speaking production, taking notes on what they did mistakes.</p>			
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<p>Feedback</p>	<p>story competition". The competition rules say that the story must begin with the words: Joe put his hands into his pocket and realized his passport was gone...</p> <p>The teacher stipulates that they must write from 150-190 word.</p> <p>The teacher gives students feedback about the mistakes detected in the debate about vocabulary, grammar, structure, etc.</p>	<p>Students receives feedback, they correct their mistakes of everything.</p>			
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Analysis of the procedure of the learning activities

Activation

This lesson plan is focused on holidays, in the activation step the teacher asks students for the differences between trip, travel, and journey since these words are used when it comes to vacations.

Students give the differences showing some of them confusing answers, therefore the teacher decides playing a video from YouTube about it, in order for students check their answers and she could provide feedback. After this, the teacher presents the full content of the lesson showing and explaining what we'll be discussing for one week also she elicits the objectives. Then, the teacher asks students is they love traveling? Which places they have visited? and What kind of holidays do they prefer? Here students asked the questions by telling many anecdotes about all the places they have visited, such as France, England, Italy, Spain, Germany, New York, and Canada. On the other hand, the teacher also shares her traveling experiences that she has had in her life.

It is expected students participate and get interested on the main topic and with the activities.

Reading

For the first skill, the teacher starts with a previous speaking production since she asks students to read some holiday problems seen on page 136. According to them, the teacher asks students if they have suffered one of those incidents when they have traveled. Here it is expected that students provide some anecdotes when they had been in the middle of those incidents. Following the order, the teacher asks students to focus on the reading shown below which is about a woman who had some incidents when she was visiting Italy. Here the teacher asks students to apply the skimming and scanning techniques in order to answer this activity. Once students have finished it, the teacher asks them what they understood from the reading. Students get excited about the reading as well as give the main idea. In the end, the teacher gives feedback, checking and correcting the answers, in addition, she gives some interesting facts about Italy in order for students to get cultural knowledge.

Listening

In this skill, the teacher adds three more different skills, they are grammar, speaking, and listening. In the beginning, she introduces the topic that the unit shows by showing pages from Google about gradable and no-gradable adjectives and adjectives order. Here, the teacher asks for previous knowledge, asking students if they remember or identify what is an adjective and its functions in a sentence. It is expected students know since they have an advance level as well as an excellent grammar knowledge. Then the teacher explains the topic by giving examples and situations in where they can make use of it. The activity developed is focused on a dialogue in group in which students must use the previous topic by imaging a situation in context. Students love these kinds of activities since they find them meaningful use grammar in real and conscious situations and not just by answering the exercises shown in the book. After this, the teacher gives students feedback about the mistakes detected in the debate about vocabulary, pronunciation, structure, etc. She leads them into detecting & correcting the mistakes by themselves.

Then, for the listening part, the teacher uses the video (Gilding across the Gobi) that the book provides, in which students will learn some facts about this place. However, before the teacher plays it, she introduces the activity by asking students where the Gobi Desert is and if they know something about that place. The teacher shows students a Kahoot she made in order to check if they understood. The Kahoot has 6 questions, which are based on the video. Once students watch the video, they play the kahoot. It's expected students get interested in the video and the game. During the feedback, the teacher verifies their answers by adding two questions in order to reinforce the feedback. Those questions are: What can you learn by traveling to different countries? If you could choose one place to visit in the world, where would it be, and why? As mentioned before, those students are advanced thus their listening comprehension, their speaking is superb, therefore, the expected outcomes are meaningful as well as students' attitudes.

Speaking

The speaking skill is mainly focused on a FCE speaking practice, which is about holidays too. Here, the teacher explains that the activity is in pairs, each one will see 4 pictures A, B, C, D, and based on them, the teacher will ask two questions. Then, the teacher indicates that they must take their turns in order to do the activity. Once the five pairs finish the activity, the teacher gives students general feedback about what she observed from students. She gives them some tips and remarks on what they did correctly. It is expected students get positive results and like this Cambridge simulation.

Writing

For this skill, the teacher introduces vocabulary, prepositions and collocations related to holidays and travels. Here, the teacher gives students some sheets, both check them in order to look over meaning, pronunciation, and application. After this, the teacher assigns students to write in their blogs a short story from 150-190 words that must begin with the next words: "Joe put his hands into his pocket and realized his passport was gone" ... students must make use of grammar, vocabulary, and the use of English learned during this lesson. The teacher gives 35 min to write it. Once students finished, the teacher gives students feedback about the mistakes detected in the debate about vocabulary, grammar, structure, etc. She leads them into detecting & correcting the mistakes by themselves too. It is expected students do an excellent job, in addition, students get interested, and feel motivated.

2.02 Tools to assess/test the progress of students

Activation

The rationale behind the materials used for the activation part are a video from a YouTube channel called Espresso English, it is focused on the differences about trip, travel, and journey. I decided to use it since it is a good way to introduce the main topic of the unit. The video goes to the point, expresses clear differences, and is entertaining for students. For this video, the teacher didn't create an assessing tool as such but only checked if students understood the differences by asking them an example. The outcomes received were positive and correct, in a nutshell, students understand it since they gave favorable examples. The last material is

mainly focus on the student's book. From the teacher view, Close-up B2 has an excellent, interesting, and meaningful content in each skill. Here it was necessary to use a speaking check list since in this section the teacher asked students some questions about the picture shown in the cover page of unit 11. The check list is focused on fluency, coherence, appropriate vocabulary, pronunciation, grammar, and creativity aspects. Each item was evaluated on a scale from 1 to 5, with 1 being the lowest rating and 5 being the highest, which gave rise to a series of ranges. The outcomes were on the scale from 4 to 5, students shown just few mistakes in prepositions and collocations (grammar aspects).

Reading

The rationale behind the reading tool is based on Close-up again, as I already mentioned, the book provides interesting contents, in this case, the reading on page 136 has a section called Exam task with 6 multiple option questions which must be answered according to the article. The testing tools are focused in two parts, the answers of the exam task in where I checked and corrected mistakes. And a rubric of reading comprehension which is focused on comprehension, grammar, and format skills, with 3 scales: below, approaching, and exceeds. Each item was evaluated on a scale from 1 to 3, with 1 being the lowest rating and 3 being the highest, which gave rise to a series of ranges. Here I used it when I was checking with students the exam task and by asking some extra questions in order to increase this process and get more evidence. The outcomes were satisfactory since students got all the questions correct, therefore, they stayed on the third scale of the rubric. In the end, the teacher used their traveling knowledge as a material too since told students some interesting facts about Italy.

Listening

The rationale behind of materials for this skill are firstly based on website resources about the grammar topic (gradable and non-gradable adjectives and adjectives order shown in the student's book. Most of times Close-up doesn't show a full grammar explanation since it's an

advance level. Therefore, I looked for websites in order to provide a deep explanation. The assessing tool used for this material it was again the speaking checklist, as mentioned before, this tool is based on 5 degrees that grade the fluency, coherence, appropriate vocabulary, pronunciation, grammar, and creativity aspects. The outcomes were excellent, students shown all the mentioned aspect on the highest degree, however they felt slightly confused with the British accent, in the same way, students looked interested in the activity since they practiced the grammar topic in a real context in a speaking activity.

The second material used here; it was a video from the student's book. National Geographic books provide a video at the end of each unit, for unit 11 the video is called Gilding across the Gobi. Therefore, in order to assess the listening skill, I created a Kahoot that has some questions about the Gobi Desert. I used a technological tool thus this game was played from their phone. The outcomes were positives too since all of them got right the answers, as well as students felt keen on for the Kahoot and about their results.

Speaking

For this skill, the material used was just a FCE Cambridge sample. Therefore, the rationale behind of this document is based on a real certification. It has different topics which shows 2 or 4 pictures, each one contains many questions about it. In this case, it was chosen the exercise about holidays. The assessing tool was the speaking checklist, as it explained in the procedure this task was in pairs, therefore each student was assessed individually by this tool.

The outcomes were satisfactory and meaningful too, however, some students felt apprehensive and shown an issue with the fluency and coherence, due to the nervous since I explained them that it is slightly the same what is do in a Cambridge exam. Students are keen on to do the certification since for them it is mandatory if they want to graduate. In the end, they got the experience to do something like that, and as well as they learnt some techniques in order to avoid situations that could affect their speaking production in their future Certifications.

Writing

Talking about the materials, the rationale behind is based on the creation of a blog from the website www.blogger.com, where students must post something specific about the unit they are working on. As I mentioned before, the activity was focused on unit 11, which was about holidays. This material tool required the use of technology which was helpful for students since it was a creative way to share on the internet that's what they wrote.

The assessment tool used here is the checklist, which is based on different evaluating aspects, such as clarity and consistency, appropriate vocabulary, order, correct use of grammar, and the number of words assigned.

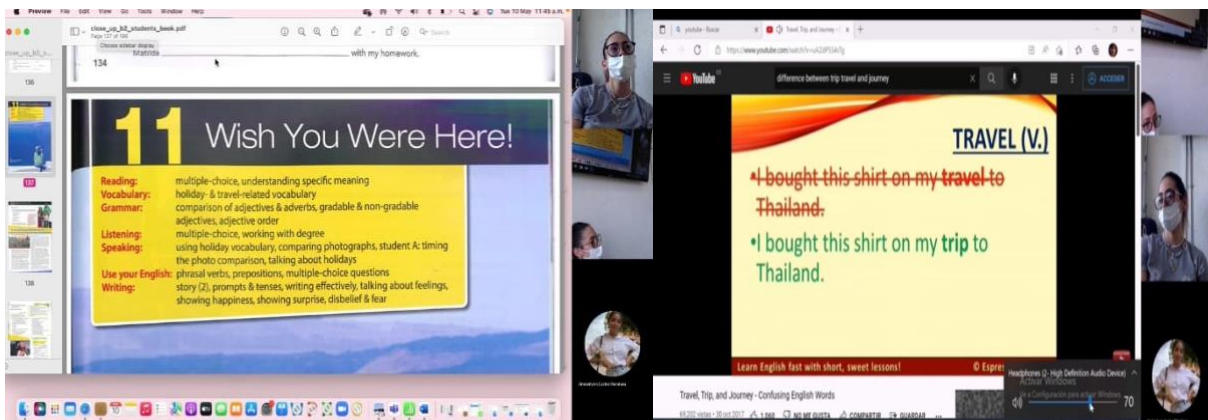
In the same way, another material that was used by students was focused on the use of the English and vocabulary section, I gave students sheets from the internet with words, prepositions, and collocations based on the topic in order for students to make use of them in their writing activity.

2.03 Attached evidence

The following section shows all the evidence that demonstrate a clearer idea of what the procedures are.

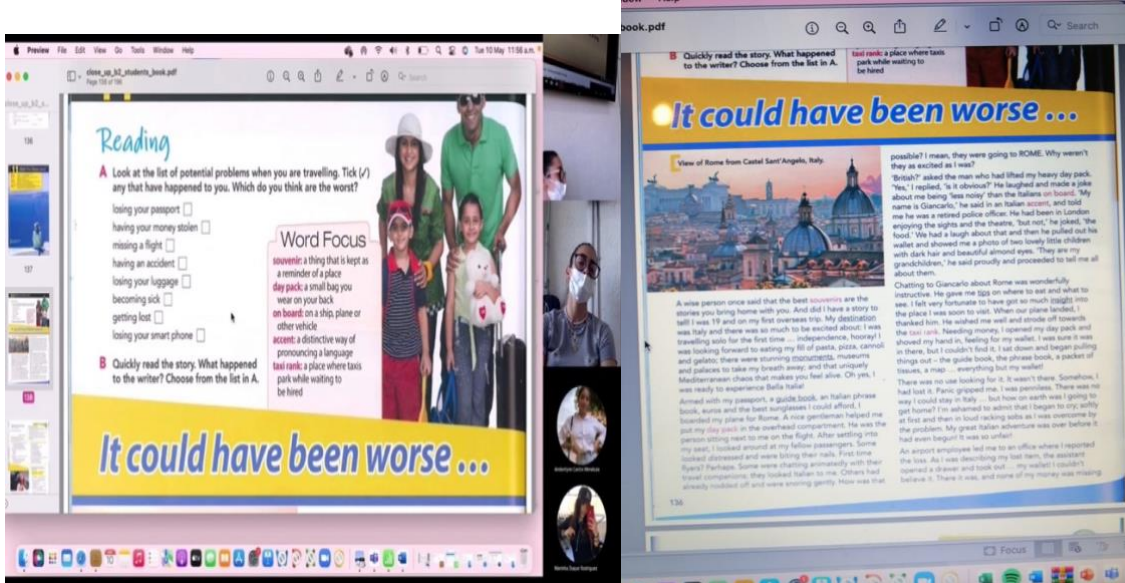
1# The cover page of the unit which shows
All the content that it has.

2# The introductory video for the unit

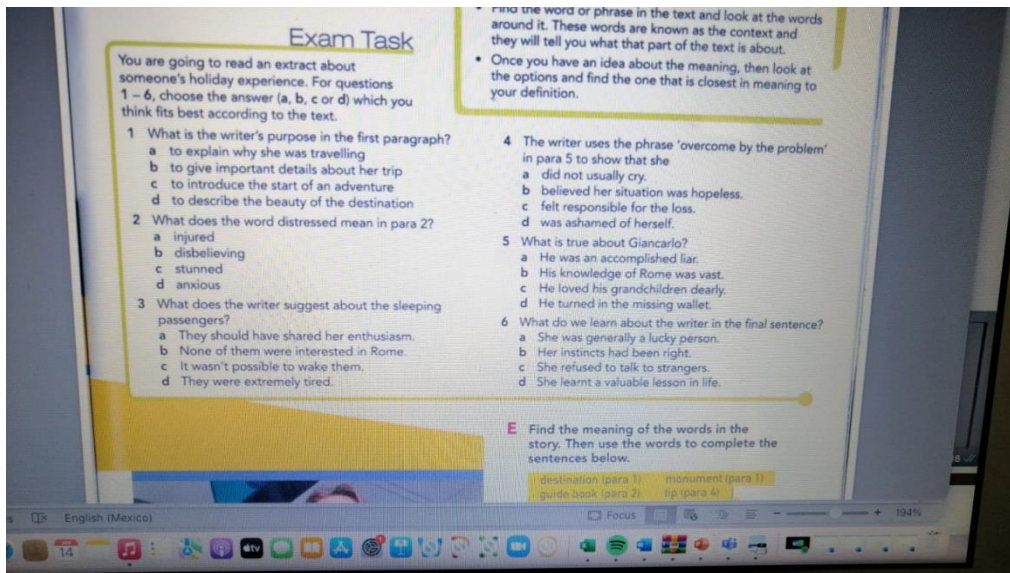


3# The speaking activity based on the reading section

4# The reading based on the skimming and scanning techniques



5# The exam task based on the previous reading



6# and 7# Materials for the grammar explanation

The image shows a computer screen with a Microsoft Edge browser window. The browser displays a lesson titled "Comparisons with adjectives and adverbs" from the website <https://www.english.com.br/ingles/ingles/comparisons-with-adjectives-and-adverbs>. The page includes definitions of adjectives and adverbs, and lists regular forms for one and two syllable words, and for three or more syllable words. To the right of the browser window is a colorful chart titled "COMPARATIVE & SUPERLATIVE ADJECTIVES" by English.com.br. The chart is organized into rows based on syllable count and ending patterns, with arrows pointing from the base form to the comparative and superlative forms.

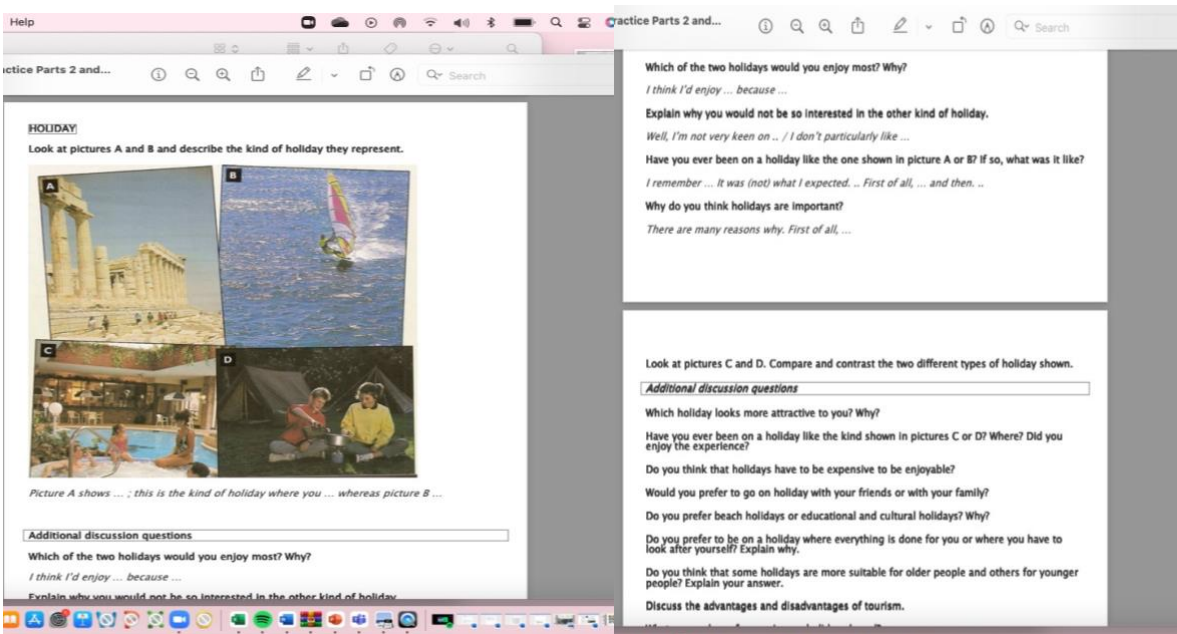
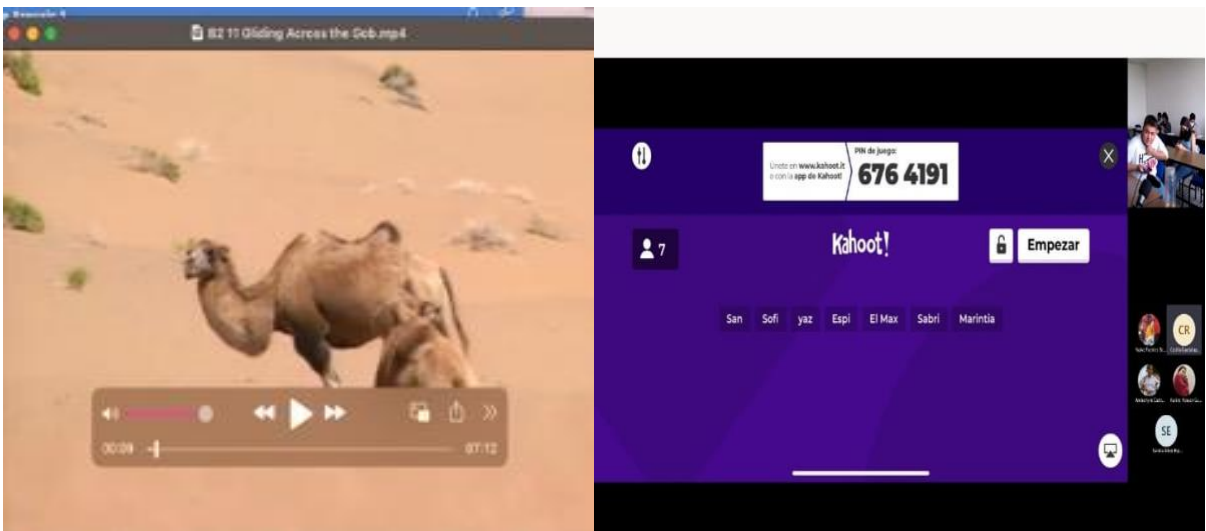
Syllable Count	Base Form	Comparative	Superlative
1 SYLLABLE	OLD	OLDER	THE OLDEST
1 SYLLABLE + ER	SMALL	SMALLER	THE SMALLEST
	HEAVY	HEAVIER	THE HEAVIEST
1 SYLLABLE + ING	HOT	HOTTER	THE HOTTEST
	BIG	BIGGER	THE BIGGEST
	THIN	THINNER	THE THINNEST
1 SYLLABLE + Y	HAAPPY	HAPPIER	THE HAPPIEST
	BOOBY	BOOBIER	THE BOOBIEST
2 OR MORE SYLLABLES	FAMOUS	MORE FAMOUS	THE MOST FAMOUS
	INTERESTING	MORE INTERESTING	THE MOST INTERESTING
2 SYLLABLES ENDING IN Y	BOOBY	BOOBIER	THE BOOBIEST
	SHY	SHYER	THE SHYEST
	FINE	FINER	THE FINEST

8# Evidence of the speaking activity based on the grammar section



9# Video for the listening comprehension

10# Kahoot based on the listening activity



11# Speaking activity based on a FCE speaking practice

12# Evidence of the previous speaking activity



13# Vocabulary sheet based on the main topic of the lesson plan

TOPIC: TRAVEL

Sample answers, useful vocabulary and resources for IELTS speaking exam

CONTENTS	
1	SAMPLE ANSWERS Sample questions and answers from speaking part 1, 2 and 3
2	KEY VOCABULARY Words and terms frequently used when talking about travel
3	WORD FORMATION Learn how to use a wide variety of parts of speech, such as nouns, verbs, adjectives.
4	COLLOCATIONS Find out groups of words that are usually used together by native speakers.
5	USEFUL RESOURCES References to teaching and authentic materials related to this topic: IELTS blogs.

← English Blogs

Blog 5-Joe's passport

May 15, 2022

Joe put his hands into his pocket and realized his passport was gone.

At first he tried to keep calm and searched into his backpack and coat to see if his wallet was there by any chance, but it wouldn't be that simple. Joe went all the way back where he had been walking looking for it asking a few people if they had seen a red wallet around, but his luck would seem to have runned out.

Joe was said, stressed and feeling hopeless until he had a glance of a police officer close to him. Without any high hopes or expectations, he walked in front of the officer with watery eyes asking for the last time if he had seen his wallet.

Long and behold the officer had actually caught a pickpocket who had stolen Joe's wallet, Joe was so happy that his eyes were enlightened with hope once more. He thanked the officer and departed rushing to his flight.

14# Evidence of the writhing activity

2.04 Evidence of my designed tool to assess my students

Analyzing the different tools that were used to evaluate the activities established in the lesson plan, they were considered completely successful and enriching, since they allowed to show qualitative results that could be analyzed and interpreted in order to provide meaningful feedback for the students.

From the teacher point of view, those tools to assess students don't need any changes since each one is formed by elementary aspects that work in order to assess students' skills within each activity.

Writing skill

1# Checklist for writing

Checklist for writing tasks
Student: Kevin Vargas

Writing aspects	1	2	3	4	5
The written production is clear and coherent.					X
There is appropriate vocabulary for the topic.					X
It contains the requested specifications. (Number of words)					X
There is an order.					X
There is a good use of grammar.					X

FEEDBACK: Kevin showed an excellent writing production, he fulfilled all the aspects marked on the checklist, which were identified in the highest level. At the same time, he showed creativity and spontaneity by writing the story in the blog.

2# Sent feedback

The screenshot shows a digital interface for a student named Kevin Arturo Varga. It displays a document titled "Blog 5.docx" under the "Student Work" section. Below the document, there is a "Feedback" section with the following text: "FEEDBACK: Kevin showed an excellent writing production, he fulfilled all the aspects marked on the checklist, which were identified in the highest level. At the same time, he showed creativity and spontaneity by writing the story in the blog." The interface also shows a "Points" section with the value "7 / 7" and a "Return" button.

Listening skill

3# Kahoot game



4# Checklist for speaking

Checklist for speaking tasks

Speaking aspects	1	2	3	4	5
There is fluency and coherence					x
There is an appropriate vocabulary for the topic					x
Pronouns words accurately					x
There is a good use of grammar					x
There is creativity in the activity					x

FEEDBACK: Students didn't show any difficulty by doing the dialogue in pairs. They integrated everything in the correct way.

Speaking skill

5# Checklist for speaking

Checklist for speaking tasks

Students: Amanda, Melany, and Karina

Speaking aspects	1	2	3	4	5
There is fluency and coherence			x		
There is an appropriate vocabulary for the topic					x
Pronouns words accurately					x
There is a good use of grammar					x
There is creativity in the activity					x

FEEDBACK: Those students showed some problems with fluency and coherence, which were caused by nerves from doing the activity however, in the other aspects they didn't show difficulties.

Reading skill

6# Rubric for reading

Rubric for reading tasks			
Skills	1 Below the Standard	2 Approaching the Standard	3 Exceeds the Standard
Comprehension	Student did not complete assignment and/or did not answer more than half of questions correctly.	Student answered at least half of the comprehension questions correctly.	Student answered all (100%) comprehension questions correctly. Student fully demonstrates comprehension of main idea from the reading.
Grammar	There are numerous spellings or grammar errors, making the answer impossible to understand. There is no punctuation.	There are numerous spellings or grammatical errors, making the answer difficult to understand. Most Punctuation is not used correctly.	Proper use of modern English spelling and grammar is employed consistently throughout the assignment. Punctuation is utilized correctly and only when necessary.
Format	Paper is not formatted correctly.	Paper is partially formatted.	Paper is formatted correctly.

FEEDBACK: students didn't present any problem in order to understand the reading from page 136. They stayed on the highest rating. Therefore, it's important to mention that this skill is not a problem for students, on the contrary, it's one of their easiest English skills.

7# Quiz

Exam Task

You are going to read an extract about someone's holiday experience. For questions 1 – 6, choose the answer (a, b, c or d) which you think fits best according to the text.

- What is the writer's purpose in the first paragraph?
 - to explain why she was travelling
 - to give important details about her trip
 - to introduce the start of an adventure
 - to describe the beauty of the destination
- What does the word *distressed* mean in para 2?
 - injured
 - disbelieving
 - stunned
 - anxious
- What does the writer suggest about the sleeping passengers?
 - They should have shared her enthusiasm.
 - None of them were interested in Rome.
 - It wasn't possible to wake them.
 - They were extremely tired.
- The writer uses the phrase 'overcome by the problem' in para 5 to show that she
 - did not usually cry.
 - believed her situation was hopeless.
 - felt responsible for the loss.
 - was ashamed of herself.
- What is true about Giancarlo?
 - He was an accomplished liar.
 - His knowledge of Rome was vast.
 - He loved his grandchildren dearly.
 - He turned in the missing wallet.
- What do we learn about the writer in the final sentence?
 - She was generally a lucky person.
 - Her instincts had been right.
 - She refused to talk to strangers.
 - She learnt a valuable lesson in life.

E Find the meaning of the words in the story. Then use the words to complete the sentences below.

destination (para 1) monument (para 1)
guide book (para 2) lip (para 4)

English (Mexico) Focus 104%

2.05 video

The following link shows the performing and recording of the activities and materials which were carefully planned during the development of this lesson.

<https://drive.google.com/file/d/1OQYH0y5g-visGfdBdBE6Wirro9GKyKXI/view?usp=sharing>

Chapter 3 Experience Report

By analyzing the activities carried out with a keen outlook on what worked and what didn't work, and in the same way, the analysis about what I have learned through the process of learning and carrying out activities about myself and my teaching philosophy.

Throughout this lesson plan, the development of the established activities was carried out in the best way. From the beginning, students were showing motivation and interest during the execution of each one of them. The topic exposed in this lesson was vacations and trips, subjects that are undoubtedly attractive to anyone. In the process, there was an advance, and dynamism in the teaching-learning of the students was noticed. For instance, within the reading ability, students projected an excellent level of comprehension since the reading did not show any difficulty in vocabulary and grammar. In that same part, an oral activity was developed, in which most of the students participated immediately, by maintaining a degree of fluency and coherence all the time. Therefore, by comparing the expected outcomes, I could mention that they were the same since I was convinced of my students' capacity.

In the listening template, a slight difficulty is shown, and this was due to the British accent exposed in the video. The students felt a bit confused by that. However, the activity was carried out and students understood and acquired cultural information that could be verified in the Kahoot, students got a great score. Here the grammatical development was used in conjunction with an oral activity, resulting in the excellent handling of the topic in context. According to the

expected outcomes I didn't expect students would have problems with the accent, therefore I could guide them by explaining the pronunciation of the words.

On the other hand, in the speaking template the results were also superb, however some students felt very nervous since the activity was based on the development of a real Cambridge test, therefore, it was a very significant activity for the students since they are interested in taking the exam the next year. The expected outcomes were slightly different since I didn't expect they would feel like that.

Finally, for the part of the written production, the students showed coherence and clarity, there is an excellent use of marked and assigned vocabulary as well as in the use of grammar.

Making a general analysis of the application of the activities, I can realize that one as a teacher must always have different strategies that can be applied when the objectives are not being fulfilled as they should be. On one side, part of my philosophy is based on the time to cope with our current Mexican Teaching needs, I could say that I must respond to the demands of a teaching-learning model based on the development of competencies, with a communicative, functional, and sociolinguistic approach, linked to a cultural openness of the language. In addition, someone who understands the psychological and social development processes of their students and their implications for learning a language, being creative and innovative to create more favorable conditions for learning the English language in a social context in which the language predominant is Spanish.

Chapter 4: Conclusions

The study of the theoretical references to the development of receptive skills in the teaching-learning process allowed us to characterize the process from different points of view.

Throughout this specialty, I was able to learn too many significant aspects to improve and enrich my teaching work. Among them are Krashen's hypotheses, such as the input and the affective filter hypothesis, those approaches provided and advanced my teaching further, in the same way, other aspects concerning about the effective application of the intercultural competence, and finally on the different points of the assessment and testing.

I consider that effective teaching is based on principles of learning. It is not possible to separate the main component of a teaching process, as to consider the skills, the methods, approaches, and the techniques on which this process rests. Anyway, sometimes teaching happens almost immediately and other times it is accomplished only through a long, patient, and diligent process. Then, it can be condensed to preparation, presentation, application, review, and evaluation.

Through this process, the teacher must consider several principles which describe the anted performance of the learners. On the other hand, it is too important to highlight that within the importance of motivating students to study English, it should be noted that they should always be reminded that this language is going to be very necessary in their lives, since, as mentioned during the development of the work, it is one of the most spoken in the world, in addition to the fact that most of the useful information for them in their future careers is written in that language, perhaps this does not attract their attention so much, but if they are informed that through the language they are going to interpret what the songs of their favorite artists say, perhaps their interest is greater since with this tool they will be able to access better jobs, better salaries and, therefore, a better quality of life in the future.

Since the arrival of the communicative approach to language teaching, the development of the four language skills: speaking, listening, reading, and writing, has always been one of the main

objectives for both curriculum designers and teachers since they have been a fundamental element in the development of communicative competence.

Many authors worldwide agree on the importance of integrating language skills, while others prefer to treat them separately; This is large since they have their characteristics, which is why, in the opinion of the authors of this work, at some point in the class they should be treated separately.

Speaking and writing skills are productive; however, oral discourse is linear when compared to the hierarchical structures of written language. Oral text, unlike written text, is often context-dependent and personal, which means that to take part in a conversation it is necessary to have certain prior knowledge. The oral text has elements of non-verbal languages, such as gestures, looks, and pauses, which help to understand, while in written language the entire message must reach the reader through words and diverse grammatical structures so that they understand what is expressed, which makes writing more difficult. Some authors suggest that by teaching students to improve their learning strategies in one skill, they will improve their performance in the rest.

A task-based approach is very effective for practicing more than one communication skill in the same class; in performing it, students are required to understand, produce, manipulate, or interact using authentic language while paying attention primarily to meaning and not to form. In this process, working in groups and pairs encourages interaction and collaboration and thus increases motivation by being able to use the language naturally. Hence the importance of the social environment in the analysis of human behavior to reflect their experiences understandably.

Students quickly learn about the richness and complexity of the English language when it is used for communication. Furthermore, this approach emphasizes that English is neither an object of academic interest nor a way to pass an exam, but rather a real means of interaction and communication between people.

In general, I consider all those tasks that I provide to be complex and meaningful due to stimulating creativity, and imagination, and each one encourages different skills even if they are just focused on writing, speaking, reading, and listening. I proposed those tasks based on specific levels since I work with those. I've been applying them a couple of months ago and I've noticed my pupils get interesting doing them. Also, I've noticed they have been showing progress in writing and reading skills.

Another point I've observed as well is my students feel pleasant due to the tasks are based on technology, as it's known nowadays, most the people get fascinated being in touch with it so in this case, it was not an exception.

The main challenges that I faced throughout this specialty were initially the use of authentic materials, unknown approaches and methods, and self-control.

On the other hand, I faced challenges regarding the time dedicated to each of the assignments and projects carried out due to my working hours. From then on, I had an excellent experience and enormous satisfaction studying this specialty that will be very helpful for the continuous improvement of my work as a teacher.

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