



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO unidad 092

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Evaluation and Testing

TRABAJO RECEPCIONAL

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

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UNIDAD AJUSCO unit 092
EDUCATIONAL INTERVENTION PROPOSAL

Evaluation and Testing

RECEPTIONAL WORK
TO OBTAIN THE DIPLOMA
OF
***SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN
LANGUAGE, ONLINE MODALITY***

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Culiacán, Sinaloa, México July 04th, 2023

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INTRODUCTION

Evaluation is a process by which learning outcomes are adjusted in relation to intended educational objectives. Since we are born, we are evaluated in weight, height, movements, words. We also evaluate others by appreciating their qualities and defects (Eson,1972). When the man needs to evaluate because thus, he obtains points of reference to guide his performance.

The fact that a child attends school to learn implies a continuous evaluative character: he has difficulties reading, he understands what he reads, his writing is confusing, he draws very well, you know how to add, but he has difficulties with subtraction, he is understandable when speaks, communicates clearly, to name a few examples. Without evaluation there will hardly be true learning since the development of learning has to be guided through the evaluation itself.

In the evaluation, four main functions like those that Cronbach (1977) points out are observed: orientation function for the student and the teacher, evaluative function of the program and procedures, motivating function, and qualifying function or social reference (Hernandez, H. 2007)

The four points that Cronbach mentions are included in the forms of evaluation in the classes that I personally develop in Colegio de Bachilleres, since each of these has an important value in the teaching-learning process coupled with the fact that it meets the objectives and competencies that the curriculum of the school in question is sought.

The four most important skills in teaching a language denoted by listening, speaking, writing and grammar are represented in these lesson plans in order to cover them were designed based on the study program of the Colegio de Bachilleres, in order for students to students reach a metacognition on the subject of the future, I consider that the structure exposed here is enough so that any other teacher can develop them in the classroom.

Focusing on the teaching and documentation of this is interesting because it opens a range of opportunities to learn more and want to develop a theme more intensely, which allows us to be more alert to student learning. In this project that focuses on the teaching of topics that seem to be simple, there are implicit a world of possibilities to face different ways of teaching them always with the intention of obtaining significant learning.

As will be seen in the development of this project, the theme of the future has great potential for the student to face their experiences in coordination with their classmates to be able to express in different ways the learning process of something that in daily life they are always in contact with. such as predictions and plans.

The 4 basic communication skills of the English language were applied with a small group of 25 first grade students and activities were developed to learn the topic and therefore evaluate this knowledge through basic instruments that will give us both qualitative results as quantitative at the end of the semester.

In the video you can see the little or average information that students have when facing a topic that despite not being new, some consider as seen for the first time, this being a palpable weakness that must be faced and that will be reflected. in the teaching-learning process and that will give us the guideline so that this weakness becomes a strength with the appropriate procedure, thereby granting the necessary skills to face the following language issues. This specialization serves to open new vistas for us and more easily face these challenges of teaching the English language.

Chapter 1: Philosophy and theory

1.1 Current teaching context

The preparatory is a high school level, that is, Colegio de Bachilleres del Estado de Sinaloa system, a decentralized public organism. This campus is in the downtown of the city of Culiacan, Sinaloa and has three shifts: morning, evening, and night, with a total of 1,200 students in all three shifts, with the morning being the busiest and most in demand by the students, each classroom has approximately 45 to 50 students who mostly come from the different neighborhoods of the city and who travel by public transport. The campus has 19 classrooms, a laboratory for various uses, a computer room, a library, a cubicle for educational guidance, and another for the DIAP program, three bathrooms for students and one more for staff, a teachers' room, a cubicle for prefecture, the office, a cubicle for social service, a cafeteria and a court for various uses in the center of the historic building, therefore without the possibility of physical growth because it is protected.

It is pertinent to mention that COBAES 27, in addition to the Educational Guidance Department that provides personal and/or group counseling, also has the DIAP (Departamento de Barreras del Aprendizaje) Learning Barriers Department, which offers Psych pedagogical support to those young people who present some barrier to developing their skills. Approximately 75% of the population lives with their parents.

The socioeconomic level of this shift ranges between the medium and low level, since some young people need to work to support themselves in their studies. His degree of academic responsibility fell by 40% of the students and therefore learning is not the best. 30% of the students work collaborating with the expenses and work to support their family. This pandemic has emotionally disturbed most young people, since directly or indirectly they have lost loved ones including their parents, this information has been shared in the advice provided to them. The values of respect, teamwork, empathy, and love for themselves and for the family predominate in them. 70% refer to having good communication with their families.

1.2 Language teaching theories you use in my practice and explain how you address the social practices of language.

Piaget's pedagogical theory, called constructivism, a model in which it is not about acquiring new knowledge, but about getting a new ability with it, that is, applying what you know in a new setting. The student at the preparatory level at the time of entering this brings with him three years of knowledge of the language, the same as the course at the secondary level, or at least that should be it, therefore, he must apply that knowledge in this context of communication. This knowledge is fundamental as scaffolding when being in contact with the new study program, which means that building new ones, based on what you already have, is something that this model generates.

Since English is one more subject in the curriculum, we as teachers must, in addition to acting as guides in the teaching-learning process, also work on promoting values, activities that "construye T": that promote the socio-emotional formation of the young people of public higher secondary education, through didactic and recreational activities that strengthen not only knowledge, but also attitudes, values and tools to improve their present and future well-being. This socio-emotional training is built collectively, has an impact on the entire school community (at the campus and community level) and seeks to strengthen the bonds of participation towards social transformation.

The practice of language in the classroom must always be accompanied by the creation of a positive learning environment (Woolfolk A., 2006 p. 399), discovering with this that the student is comfortable and with this achieves better communication within the classroom, both in your language and in the new one you are learning. In some way or another Hymes's model is used in the classroom, that is, the so-called SPEAKING, since there are important elements in it that support the support of the learning process.

The strategy is used to promote the link between previous and new knowledge (Diaz Barriga, et al, 2002, p.146), this strategy creates adequate links, thereby ensuring greater meaning in the student's learning process.

1.3 Teaching philosophy based on your teaching and learning experience.

I think that the teaching philosophy are all the determining factors to develop a class in the classroom such as the planning of this, the materials to be used, the objectives to be achieved, the strategies to be applied, the institutional regulations, the necessary evaluations, the necessary technologies to expose the themes, i.e., elements necessary to create the teaching-learning process.

My teaching philosophy focuses on students who, being different, each one should use strategies adapted to their different learning styles (Bandler and Grinder, 1988) ,so at the beginning of the semester they perform this test that tells me if they are visual, auditory or kinesthetic based on these results, strategies are designed to create a learning environment focused on all types of learning to achieve a stimulus where they develop mentally, emotionally and socially.

Once in the classroom my very positive attitude should influence so that the students enjoy being present and contribute to the learning process, working in an active way. My role is to facilitate this issue with viable strategies that allow them to digest the contents more and thus achieve meaningful learning at the end of each class. The most significant components for this process will depend on the needs of the students, the objectives, or goals to be achieved, however, the creation of a good learning environment (cordiality, respect, security, and empathy) along with good strategies, teaching techniques are for me very important because these will be decisive for the student to feel comfortable and therefore achieve more significance in what they acquire.

1.4 Teaching practice and identity.

In my opinion, the teaching philosophy are all the determining factors to develop a class in the classroom such as the planning of this, the materials to be used, the objectives to be achieved, the strategies to be applied, the institutional regulations, the necessary evaluations, the necessary technologies to expose the themes, i.e., elements necessary to create the teaching-learning process.

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Chapter 2: Methodology and practice

2.1 A practical and useful lesson plan.

The main intention of this lesson is to know how students learn, the main skills of the English language, for this purpose these classes were designed addressing the topic of the future and taking into account that they are second semester students, and that they will be able to develop sufficient communication through writing through listening as well as in the grammatical form at the same time as the vocabulary, in such a way that for me it is important to know what the learning result is and to objectively evaluate the learning obtained.

To evaluate these class lessons, strategies were designed such as an exam which includes the grammatical part, the listening part including vocabulary, in addition to the evidence portfolio it was requested to develop a writing with an approximate number of words where they used the topics of the future using the going to as well as the will; If applying a strategy is like the activity where the student listens to an audio conversation and answers the exercise to test listening in a specific way, they were also asked to develop a free-form conversation where they will talk about their next vacation using the topics, In other words, they were only asked to speak to overcome their own vacations by asking themselves freely what they would or would not do where they would do it using the theme of the future.

The participation of the students during the development of the lesson plans can be very nourishing on the part of some students when it comes to this participation being in English, but knowing my context, I allowed them to participate in Spanish today or in English based on your communication skills.

According to the evaluation that is done at the beginning of the semester to know what type of students are taking into account in the way that they learn best, that is, if they are auditory, kinesthetic, etc., the learning they obtained will depend on each student, well, when asked what had been the most difficult thing to obtain as cognitive knowledge, the answers varied, sustaining that listening had been the most complicated and others than writing, and so on..

2.2 Theoretical concepts, methodology and rationale behind the activities.

Psychology has always been working and investigating wanting to know how students learn and how they should learn, to get the most out of the teaching-learning process. At the Colegio de Bachilleres del Estado de Sinaloa, for more than a decade they have been working with the constructivism theory of Jean Piaget and other authors, which broadly tries to help students build their own knowledge with the support of the teacher and with his previous knowledge, that is, with the knowledge he builds he must be able to solve situations that are presented to him in daily life, when he achieves this he becomes an independent thinker, a problem solver, responsible in the environment of learning.

These lesson plans allow the student to be immersed in constructivism, since the exercises are designed so that part of them influences the students to build knowledge, and that in turn is significant, and therefore can be manifested in their real life, solving situations typical of their age and that these lead them to achieve a more integral life.

LESSON PLAN 1. (READING AND LISTENING)

<p>READING Birthday celebrations</p> <p>Birthday celebrations have many variations depending on where you are within the same country as Mexico, and this will have greater diversity when talking about other countries, that is why it is interesting to listen to the students, being a multicultural group, the how birthdays are celebrated in their respective cultures or within their families.</p> <p>Learning objectives: scan for information in a text; see examples of going to an ordinal numbers in context.</p> <table border="1" data-bbox="204 789 779 1184"> <thead> <tr> <th data-bbox="204 789 516 863">READING AND LISTENING</th> <th data-bbox="516 789 779 863">VOCABULARY</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 863 516 1184"> <ul style="list-style-type: none"> • Reading: Birthday Celebrations • Listening: What will Walter do? • Reading: A Story of Perseverance • Listening: My Birthday Trip </td> <td data-bbox="516 863 779 1184"> Ordinal numbers Future Plans </td> </tr> </tbody> </table>	READING AND LISTENING	VOCABULARY	<ul style="list-style-type: none"> • Reading: Birthday Celebrations • Listening: What will Walter do? • Reading: A Story of Perseverance • Listening: My Birthday Trip 	Ordinal numbers Future Plans	<p>A [10 minutes</p> <ol style="list-style-type: none"> 1. Book closed. Ask : how do people your age celebrate their birthdays nowadays? 2. Listen to Ss' answers and write them in one corner of the board for students to build vocabulary. 3. Have Ss' open their books to page 58 (annex). 4. Have a volunteer read the direction line aloud. Make sure Ss' understand the directions. 5. Give Ss' some time to do the exercise. 6. Walk around the classroom and monitor Ss' work. 7. If Ss' ask about new vocabulary, help them with a simple definition or a drawing. 8. When most Ss' are finished, have volunteers read the statement and the answer aloud
READING AND LISTENING	VOCABULARY				
<ul style="list-style-type: none"> • Reading: Birthday Celebrations • Listening: What will Walter do? • Reading: A Story of Perseverance • Listening: My Birthday Trip 	Ordinal numbers Future Plans				
<p>EXTENTION [10 minutes]</p>	<ol style="list-style-type: none"> 1. Say: Read the article carefully again. 2. Have Ss' close their book. 3. Say: let's summarize. Tell me about Walter, Sandra, Josh and Martha. 4. Elicit all the information Ss' can remember. 5. Write the information on the board. 6. Make a point of using the vocabulary Ss' previously asked about. 7. You will inevitably have to use the grammar point of the lesson. 8. Make a point of using the vocabulary Ss' previously asked about. <p>You will inevitably have to use the grammar point of the lesson.</p>				

VOCABULARY Ordinal numbers

https://zdcslink/xNWRm?_ga=1774446732.1679980253 Duolingo

Students could use this App to reach the vocabulary necessary for this topic.

Learning objectives: Learn the spelling and pronunciation of ordinal numbers.

1 Plans to Celebrate

Reading Birthdays Celebrations

A Read and answer: Who is not going to have a birthday party?

How do cool teenagers celebrate their birthdays?

Birthdays are important celebrations for most people. But do all people eat birthday cakes and have a party?

Meet Walter. He normally has dinner with his whole family. But this year, he has different plans. He turns 18 so he's going to celebrate with his friends at the beach. They're going to rent a hut by the sea on Oahu and party all weekend. Way to go, Walter!

Meet Sandra. You won't believe it, but Sandra doesn't like parties. So this year, she's not going to celebrate her birthday. She's going to visit her cousins in the U.S. So, she's not going to throw a party like Walter, but she's going to do a lot of traveling and sightseeing.

Josh and Martha are twins. They turn 17 on January first. For their birthday, they are going to bake lots of muffins, visit their friends, and share the muffins. And the party? They are planning to have a party in the summer, when all their friends are on break and ready to have fun.

What about you? How are you going to celebrate your birthday this year?

B Find out which month has the most birthdays in your class.

Vocabulary Ordinal Numbers

A Complete the chart with the missing numbers and words.

1 st	first	9 th	ninth	seventeenth	17 th	seventeenth	20 th	twenty-fifth
2 nd	second	10 th	10 th	18 th	eighteenth	18 th	21 st	twenty-sixth
3 rd	third	11 th	eleventh	19 th	19 th	19 th	22 nd	twenty-seventh
4 th	fourth	12 th	12 th	20 th	twentieth	20 th	23 rd	twenty-eighth
5 th	fifth	13 th	thirteenth	21 st	twenty-first	21 st	24 th	twenty-ninth
6 th	sixth	14 th	14 th	22 nd	twenty-second	22 nd	25 th	thirtieth
7 th	seventh	15 th	fifteenth	23 rd	23 rd	23 rd	26 th	31 st
8 th	eighth	16 th	sixteenth	24 th	twenty-fourth	24 th		

B Listen and repeat.

A [10 minutes]

• Say: Raise your hand if your birthday is this month.

Now, ask those who raised their hands: When is your birthday exactly?

• Listen to their answers (Ss will probably use cardinal numbers) and rephrase the date using ordinal numbers.

• Say: In English, we use ordinal numbers for dates.

• Have a volunteer read the direction line aloud.

• Give Ss some time to do the exercise independently.

• When most Ss are finished, have volunteers come to the board and write the answer for the blanks in the exercise for everybody to see.

• Offer corrections if necessary.

A [10 minutes]

• Say: Raise your hand if your birthday is this month.

Now, ask those who raised their hands: When is your birthday exactly?

• Listen to their answers (Ss will probably use cardinal numbers) and rephrase the date using ordinal numbers.

• Say: *In English, we use ordinal numbers for dates.*

• Have a volunteer read the direction line aloud.

• Give Ss some time to do the exercise independently.

• When most Ss are finished, have volunteers come to the board and write the answer for the blanks in the exercise for everybody to see.

• Offer corrections if necessary.

LISTENING 1

AUDIO : Track 32 Ordinal numbers



TRACK 32 VOCABULARY ordinal numbers.mp4 (Command Line)

2 Vocabulary Ordinal Numbers

A Complete the chart with the missing numbers and words.

1 st	first	9 th	ninth	seventeenth	25 th	twenty-fifth	
2 nd	second	10 th		eighteenth		twenty-sixth	
3 rd	third	11 th	eleventh	19 th		twenty-seventh	
4 th	fourth		twelfth	20 th	twentieth	28 th	
5 th	fifth	13 th	thirteenth		twenty-first	29 th	twenty-ninth
6 th	sixth	14 th		22 nd	twenty-second		thirtieth
7 th		15 th	fifteenth	23 rd		31 st	
8 th	eighth	16 th	sixteenth	24 th	twenty-fourth		

B Listen and repeat.

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B [10 minutes

- Now, say: *Listen and repeat.*
- Play the audio one or twice for a pronunciation practice.
- Check Ss' pronunciation without the audio. Give each Ss a piece of paper with one or two ordinal numbers from 1st to 31st in numeral on one side and in letters on the other.
- Make sure they can pronounce the numbers they have correctly.
- Say: *Go around the classroom and show your classmates the numeral side of the paper; your classmate will pronounce the ordinal number. Correct your classmates if necessary.*

" If time allows, also have Ss ask: How do you spell the number?

- Finally, you can dismiss the class by asking volunteers to say the date of their birthday, now using ordinal numbers.

Results identifying areas of opportunity.

When students have previous knowledge, today of what ordinal or cardinal numbers are, it is much easier when they receive the explanation to apply it in another language, however in this lesson plan there had to be a previous explanation about the subject referring to the difference between these 2 numbers, which leads us to somehow delay the development of the plan, today that is, it had to be explained how it is applied in Spanish in the subject of mathematics for example and then continue with the organized lesson plan.

It was not difficult for them to understand the subject because the complications only occur in the use of the numbers (*days of the month*) 1st, 2nd, 3rd, 21st, 22nd, 23rd and 31st, where the final two letters of the words *first*, *second*, and *third* are written,

already Since the rest of the numbers are only added the letters **th** (*example fourth*), then there was the need to work on their pronunciation.

When solving the exercise in the book, today it was easy because you only had to add the endings in the numbers or the numbers depending on what the exercise was asking for. Normally it is not difficult to find volunteers to express an exercise orally, however, on this occasion today when they realized that they had a camera in front of them, it is not possible to avoid that they feel a little shy when participating, since they are normally Ask them not to look at the camera.

As an area of opportunity, it is important to mention and make sure that the student knows the subject previously, that is, to have communication with the mathematics teacher, for example, to find out if the subject was seen or not beforehand, in this way we will be achieving more learning clear and precise when explaining it in English class.

In conclusion, learning the topic of ordinary numbers was simple, coupled with the fact that we used it when writing the date on the blackboard at the beginning of each class.

LESSON PLAN 2 (GRAMMAR, SPEAKING AND WRITING)

GRAMMAR Be going to and Time expression

Learning Objective: Practice be going to and the time expressions.

GRAMMAR	SPEAKING AND WRITING
BE going to and time expressions. will for predictions be going to (plans) vs will	speaking: a new celebration writing: predictions about my future

3 Grammar LESS

Be going to and Time Expressions

<p>I'm going to graduate in two years. I'm not going to graduate next year. He's going to take a bus tomorrow morning. He's not going to take a bus tomorrow night. They're going to study tomorrow afternoon. They're not going to study on Saturday.</p>	<p>Are you going to graduate next month? Yes, I am. / No, I'm not. Is he going to take a taxi tomorrow night? Yes, he is. / No, he isn't. Are they going to study next weekend? Yes, they are. / No, they aren't.</p>
--	--

A Complete the questions and sentences with a form of *be going to*.

1. You are going to start driving lessons next week. (you / start)
2. _____ his friends at the park tomorrow afternoon? (he / meet)
3. _____ the new movie next week. (they / see)
4. _____ early tomorrow morning. (she / get up)
5. _____ all day on Saturday. (I / rest)
6. _____ from high school in two years. (we / graduate)

B Ask and answer questions about your plans for tomorrow morning, afternoon, and night.

A: *What are you going to do tomorrow morning?*
B: *I'm going to go to school.*

[10 minutes]

- Direct Ss' attention to the grammar box. Say: *Listen and read along. Read the sentences in both columns aloud.*
- Say: *We use be going to to talk about our future plans. We usually use it when we plan to do something in the future using a specific date or time.*
- Say: *The yes/no question, affirmative, and negative forms of be going to are similar to the present continuous, which we already know. We only need to be careful to use the correct form of be--am, is, are--and to add the main verb afterward.*
- Direct Ss' attention back to the grammar box and elicit the main verb in each sentence from the class. (graduate, take, study) Tell Ss that the main verb is always in its base form.
- Say: *We need to learn the different time expressions to talk about our future plans. Write the following on the board:*

1. tomorrow	tomorrow morning tomorrow _____ tomorrow _____
2. in a day in two days	in a week in a _____ in a _____
3. next week	next month next _____
4. On Saturday	on the weekend
5. in + season in + month	in summer in September

Explain the expressions on the board like this:

1. Tomorrow is the day after today.

	<p>2. In (a day) describes the amount of time until something will happen in the future.</p> <p>3. Next week is the week after this week.</p> <p>4. On Saturday is a specific day in the future. On ... is the preposition that is used with days of the week, and parts of days of the week, for example, on Saturday afternoon.</p> <p>5. In ... is the preposition that is used for longer periods of time.</p> <ul style="list-style-type: none"> ○ Elicit other similar expressions from the class. Have them suggest other time words to fill in the blanks. ○ Say: <i>The time expression usually goes at the end or at the beginning of the sentence.</i> ○ Play the audio again. Have Ss listen and repeat.
<p>A [10 minutes]</p>	<ul style="list-style-type: none"> ○ Direct Ss' attention to exercise 3A. ○ Read the direction line and example sentence aloud. ○ Say: Work independently to complete the sentences. Use the pronoun and verb in parentheses. ○ Then have Ss work in pairs to check their answers. ○ Go over the answers with the whole class.
<p>B [10 minutes]</p>	<ul style="list-style-type: none"> •Direct Ss' attention to exercise 3B. Read the direction line aloud. •Call on two volunteers to model the activity by reading the example conversation aloud.

	<ul style="list-style-type: none"> • Say: Ask and answer questions about your plans for tomorrow morning, afternoon, and night. Work with a classmate and take turns. • Walk around the class and monitor Ss' work. • Then have one or two Ss report back to the class.
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Result and areas of opportunities.

In the grammatical part where the use of going to and will had to be explained, there was not so much complication for the students who already have a good command of the use of the verb be and a number of other verbs, since they would have to know how to order the form well that the future is structured especially when it comes to the use of going, however we have students who have the so-called fossilization of errors, that is, from the lowest levels such as primary and secondary they do not end up mastering the basic theme of the verb be, for therefore I must work at this level even with that weakness on the part of some students.

When answering the exercise in the book, there was not so much difficulty because as it is a complementation exercise, you only must complete and fill in the spaces with the correct form of the verbs be and add the main verb, which is already predetermined within the parentheses of each sentence.

The situation became more difficult when they would have to write about their plans and they still do not master verbs or the use of the verb be, coupled with the fact that they must add time expressions and so on.

SPEAKING A new celebration

Gooread: <https://www.goodreads.com/> this link helps students to find many reading according with the lever they are studying, and it would be useful to reach the learning objective.

Learning objective: practice be going to and the future time expressions to talk about the future plans.

NOTE: when there are situations in which Internet access is limiting, as is often the case, then it can be solved by printing the material or asking the student to do the activity once they get home.

4 Speaking A New Celebration

A Follow the steps to create a new celebration.

1. Think of something to celebrate. (e.g., International Cupcake Day)
2. Choose a date in the calendar. (e.g., August ninth)
3. Plan how to celebrate that day: symbols, TV or radio spots, posters, ads, songs, or more.

B Present your new celebration to the class.

Our celebration is International Cupcake Day. It's on August 9th. To celebrate, we are going to create a campaign to bake and decorate cupcakes. People are going to give them away to their favorite people.

International Cupcake Day
August 9th

WB p. 69
Video 4

Block 4 | 59

Can you talk about plans for the future? Yes No

A [10 MINUTES]

- Direct Ss' attention to exercise 4A. Read the direction line and the instructions aloud.
- Elicit another possible example. If Ss cannot come up with one immediately, suggest Best Friend Day.
- Form groups of four or five.
- Walk around the class and monitor Ss' work.

B [10 minutes]

- Say: Let's hear about your new celebrations.
 - Say: Listen to the example and read along in your book.
- Play the audio.
- Invite a member of each group to present their new celebration. Allow other classmates to comment on the proposals.

NOTE

If Ss feel they need more help, suggest they do the additional practice exercises on page 69 of the Workbook.


Result and areas of opportunities.

This skill is where I have the most area of opportunity when working with these first grade students, since being one of the most important for communication within any language is the least personal achievement to develop in my students, since the easiest for them is to answer in Spanish, otherwise they decide not to speak, either because of panic to use the language, lack of confidence and therefore knowledge, only some (very few) manage to communicate their ideas in a way, even if it is basic in the English language.

To solve this situation and knowing that it is a weakness, by turning it into an area of opportunity, we usually make them talk even a little when we take attendance, ask them to answer the question, which is usually the topic to be discussed in that class, as shown in the video at the beginning of each lesson, this generates a little more confidence in them and they want to use the language more frequently in the classroom or outside of it.

LESSON PLAN 3 (LISTENING)

LISTENING 2

<p>LISTENING 2 What will Walter do? Learning objective: listen for general information; hear examples or will in context</p>	<p>A [10 minutes]</p> <ul style="list-style-type: none"> • Books closed. This is a good time to practice listening for general comprehension. <p>Tell Ss that they are going to listen to a conversation. Say: Listen carefully, the situation may be familiar to you.</p> <ul style="list-style-type: none"> • Play the audio only once. • Ask questions to elicit general comprehension: Who participates in the conversation? What is the situation? There is a problem; who has the problem? How does the girl react? Does the boy feel better at the end of the conversation? • Now, have Ss open their books to page 60. • Have a volunteer read the direction line aloud. • Play the audio again and have Ss do the exercise. • Go over the answers. Have volunteers read the statements and say the answer to the whole class. • Have the class explain why the false statements are false.
<p>Extension [5 minutes]</p>	<ul style="list-style-type: none"> • Have Ss open their books to the audio script on page 89. • Divide the class into four large teams (two Carries and two Walters). • On your left, the team up front is Carrie 1, and the team at the back is Carrie 2. On your right, the team up front is Walter 1, and the team at the back is Walter 2. • Say: We are going to do a pronunciation practice. I read one line and the team I point at repeats. • Encourage Ss to copy your pronunciation, fluency, and intonation. • Change roles and do the activity once again if Ss have fun doing it.
<p>B [10 minutes] AUDIO Track 34</p>  <p>Track 34 LISTENING What will Walter do.mp4</p>	<p>Have a volunteer read the direction line aloud. Say: <i>Walter needs help with a classmate, thank of possible solutions to his situation.</i> What should he do? Give Ss some time to do the exercise. Walk around the classroom and help Ss express their ideas. Do not take the situation lightly, as there may be some Ss who are in the same situation as Walter in your class. When most Ss are finished, have pairs share their advice to Walter with other pairs. After some time, ask: What was some good advice that you heard? Have volunteers report the ideas to the whole class.</p>

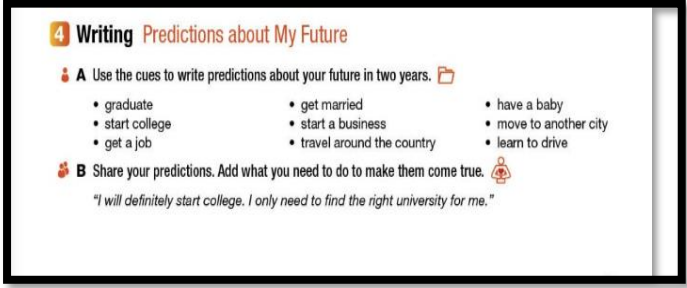
	
FORM for listening	https://docs.google.com/forms/d/e/1FAIpQLSdCgwzUAPvu8STPYzb5A8s99Vxi1KRqfg_8Q_lbmbHQHDtsSA/viewform?usp=sf_link

Results and areas of opportunities

Learning listening skills is very important because it is part of the interpersonal relationship and processing important information. Depending on the situation we are going to learn as comprehensive listening is the next level of critical listening skills that humans usually develop in early childhood and it is also necessary to say that comprehensive listening requires basic language skills and vocabulary to understand what is being communicated through a speaker's words and in our case was a conversation between two persons and the students had to listen and answer the exercise true or false, which was easy for most of the students in class.

All the listening activities have a very good advantage because the book usually has images that are related to the conversation to be heard by the students, in addition to the fact that at the beginning of the class the theme of the book is mentioned in the warm up or when passing attendance. That way they will get involved in the subject and it will be easier for them. Some will not understand the whole conversation, but at least they will obtain the information required in the exercise.

WRITING Predicting the future.

<p>WRITING Predictions about my future. Learning objective: Practice will to make predictions about your future.</p>	<p>A [10 minutes]</p> <ul style="list-style-type: none"> ✓ Direct Ss' attention to exercise 4A. ✓ Read the direction line and the cues aloud. Check that Ss ✓ understand the cues. ✓ Say: Work independently to write at least five predictions about your life in the next five years. ✓ Walk around the class and monitor Ss' work.
<p>B [10 minutes]</p> 	<ul style="list-style-type: none"> ✓ Direct Ss' attention to exercise 4B. ✓ Call on a S to model the activity by reading the example. ✓ Say: Share your predictions with your classmates. Listen to each classmate present his/her predictions and then ask questions about each other's predictions. ✓ Walk around the class and monitor Ss' work. ✓ When most Ss have finished, call on one or two to report to the class. ✓
<p>Teaching Tip</p>	<p>Recycling Previous Content It's important that Ss realize that everything they have learned in previous lessons is useful to them.</p> <ol style="list-style-type: none"> 1. Point out previously learned grammar or vocabulary that Ss will use in an activity. 2. If Ss don't remember a grammar point from a previous lesson or semester, suggest they go to an online resource to look it up and do some practice exercises. 3. Motivate Ss to make their own picture dictionaries and/or vocabulary flashcards by letting them use these study aids in class and for certain evaluations.

Result and areas of opportunities.

This writing skill is one of the ones that my students master the best, since it has been easier for them to express ideas in writing, and in this situation, it was not the exception since it was easy for them to prepare a text with an introduction, development and conclusion using the form of the will as indicated in the lesson plan.

In addition to the previous ones, they were given more because in the exercise of the book it indicates the topic that they should write, that is, they should have written about their predictions in the next two years, in addition to the fact that the book has prepared the topics that they should include such as graduation, start college, get a job, etc. It is important to mention that there are topics that they like to talk about more, and this was one of them, because they use their imagination to develop the topic and at the same time they say that it allows them to dream a bit by predicting what they will probably do and also visualize in some way what they would like to happen.

Closing SPEAKING

speaking (closing activity)	Ask students to make a conversation about future, using the will and going form to end the activity. Students : A: Carla (group 206) B: Sofia (group 206) Campus: COLEGIO DE BACHILLERES DEL ESTADO DE SINALOA. COBAES 27, Culiacán, Sinaloa, Mx.
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Two students were asked to develop a conversation, where they would talk about their plans or predictions for the coming summer, and Carla and Sofía were selected to develop the activity; because they felt a little embarrassed to speak in front of their classmates, it was decided that this would take place outside the classroom, for this reason they did a short tour of the campus and that is what the video concludes with.

The students were only assigned the topic to be discussed and they developed the conversation trying to use both will and going as structures of the future that had been dealt with in the three lessons of the video

In addition to the above, it was a good idea to further contextualize the work carried out by knowing part of the campus facilities and thus understanding more about even the facilities we have deficiencies, but always with the desire to permeate our knowledge in the students.

Reflect on my own teaching practice.

Working for education today is a responsibility that all teachers have, because it is necessary that, with the preparation of the students, we throw them into society as prepared as possible, because in some way they will be the ones in charge of offices, hospitals, educational institutions, government posts, etc. Having said this, our commitment is greater, even knowing that in these generations the degree of interest and responsibility is less on the part of the students, since they live in a world of social networks, where what interests them, most is being part of these, leaving education itself as a priority.

As professors at high school, we have a commitment to ensure that students leave the best prepared to enter the university, or also the labor area, in such a way that these students achieve success in the workplace that will lead them to have a higher quality of life.

The effort that we must put into each class today will be showing them what they have learned, which they will use in their daily life at the time, with some batteries having a greater impact than others, according to the context in which they are developed.

In the case of the subject of English, even though students take it as one more subject that they must take at the high school level, it will be always present in their lives, from watching a television series, reading a manual, the music they listen to, etc.; hence the commitment we have today in the classroom.

I consider that for my part I put enough effort to achieve the expected learning, however we know that this is not enough to achieve thefts by the students since they are

the ones who from their trenches must put a large part to achieve metacognition of learning.

2.2 Tools to assess/test the progress of students.

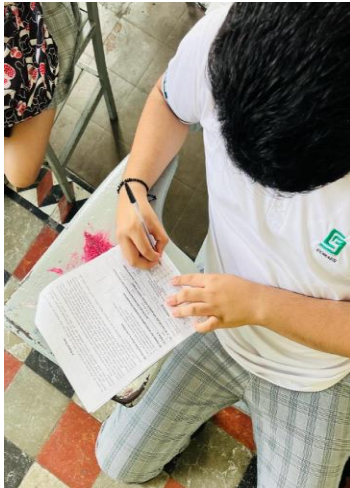
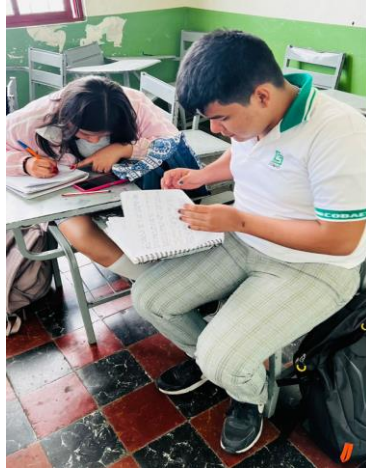
Among the most complicated activities in the world of teaching is evaluating students, since it is very necessary to do it in the most objective way possible, in addition to the fact that the student must be evaluated according to their ability, way of learning , among many other characteristics, which sometimes get out of hand, because we do not fully understand the context where the student comes from, since they are in first grade, we assume that they have 3 years of language teaching at the level secondary.

To evaluate the knowledge of these topics of the lesson plans in question, evaluations such as: Diagnostic, formative, self-assessment were considered. Co-evaluation, hetero-evaluation, summative evaluation, and final evaluation.

With all the forms of evaluation mentioned above in school control, three columns are reported that include: portfolio, exam, and complementary activities as it appears in the list attached to this work.

2.3 Evidence

The evaluation tools: diagnostic evaluation, co-evaluation, hetero-evaluation, summative.



The images illustrate some moments in which the evaluations were carried out in the classroom with the students, considering that in some I do not have photo evidence, since these start from the beginning of the semester and I still did not know how I could need them. for this final project and for them no photographs were taken. But at the end, some results obtained from the students will be annexed, such as written exam results, and the evaluated attendance list.

2.4 Designed tools to assess your students.

The first evaluation tools were: diagnostic evaluation

Diagnostic Test

1 Complete the sentences with *be going to* and ordinal numbers. _____ /12

- I _____ (have) a birthday party on November _____ (second).
- _____ you _____ (celebrate) Independence Day on September _____ (sixteenth)?
- Javier _____ (make) a big dinner for Christmas Eve on December _____ (twenty-fourth).
- Diana and Alma _____ (not go) to the graduation party on June _____ (twenty-first).
- What _____ they _____ (do) on May _____ (third)?
- Susana _____ (not visit) her relatives for New Year's Eve on December _____ (thirty-first).

2 Complete the plans and predictions with the words in the box and the verb forms in parentheses. _____ /5

buy go help start work

- Olivia _____ a new phone tomorrow. Her old one broke. (be going to)
- I think I _____ a program to recycle plastic bags after I graduate. (will)
- We think this new app _____ deaf people. (will)
- Where _____ you _____ after you graduate? (be going to)
- Jake _____ to the meeting. He has to work right now. (will not)

3 Circle the errors and rewrite the sentences. _____ /8

- Lorena is going start driving lessons tomorrow. _____
- I am to travel for a year after graduation. _____
- What you going to get your mom for her birthday? _____
- Julio will probably to go to Europe. _____
- The forecast predicts it going to rain this weekend. _____
- I think it will sunny and hot. _____
- You going to the beach this summer? _____
- Mia and Pedro will no go to the concert tonight. _____

Total points: _____ /25

At the beginning of the moment (a period of three during the semester), this diagnostic evaluation is applied to them, which is not very helpful, since it does not open the panorama to know how much the students know about the subject and thus develop the teaching strategies during the process and development of lesson plans.

On this occasion, as in most cases, students always tend to maintain that they did not see the subject in high school, but we know that by nature they will always say the same thing to justify the little attention they paid to the next level before. essential. It is not general, since there will be students who have some knowledge of the subject, as was the case in this case, some could answer up to 20 correct answers out of a total of twenty-five.

LISTENING What will Walter do?

Learning objective: listen for general information; hear examples of will in context.

2 Can I predict my future?

Learning Objectives

- ✓ I can share predictions for my future.
- ✓ Vocabulary: Future plans
- ✓ Grammar: Will for predictions

1 Listening *What will Walter do?*

A Listen and write T (true) or F (false).

1. Walter is not worried about his future. _____
2. Carrie has plans to go to college. _____
3. Walter's parents can't pay for college. _____
4. Walter doesn't want to study. _____
5. Walter will go to college with Carrie. _____
6. Carrie suggests applying for a scholarship. _____

B Discuss: What can Walter do? Write some pieces of advice for him.

You can ...

Walter

Evaluating listening is a good challenge in class because it will depend on various factors for the student to obtain general or specific information about it. Normally the textbook recommends playing the track twice however and more realistically it is necessary for some students to play it more times. The exercise is usually done individually so that the student

pays quality attention on his own and gets used to hearing another language.

In addition to the above, the exercise to assess listening was very simple. In this lesson plan, perhaps a factor that influences them, according to some, which is British English and therefore they will have a slightly different pronunciation of some words, for example. when an American says water is quite different in British accent, just to mention something.

Formative assessment

1 Use the words to complete the sentences.

achieve effort focus goals patience perseverance

1. When you start a new project, you need to have complete focus to finish it.
2. What are your _____ for next year?
3. Carlos has very little _____. He gets angry when there are problems.
4. Sandra needs some money to _____ her dream of becoming a doctor.
5. We need to make an _____ to win the basketball tournament.
6. Ana needed _____ to develop her app for deaf people.

2 Write about these people's plans using *be going to*. Then write predictions using *will*.

1		Wed. June 6 Cooking classes start	Verónica's plan: <u>She's going to take cooking classes.</u> Prediction: <u>She will be a chef.</u>
2		Tue. Sept. 10 Chess tournament!	Ethan's plan: _____ Prediction: _____
3		Fri. May 1 Excursion to Cuetzalan, Puebla	Emily's plan: _____ Prediction: _____
4		Sat. Feb. 22 Yolanda's birthday!	Arturo's plan: _____ Prediction: _____
5		Mon. Nov. 4 Project presentation	Julie and Laura's plan: _____ Prediction: _____

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Block 4 Workbook | 71

Formative assessment

Formative assessment is used in the first attempt to develop instruction, it means the students elaborate exercises as shown above. The goal is to monitor student learning to provide feedback, because is checked in class to helps identify early gaps in the class instruction. Based on this feedback, you will know where to focus for further expansion of your instruction.

In these exercises the students answered in the class, most of them did not have problems, the only was when they must use the future will or going to, they do not sure about when to use because both sounds right for them. Sometimes they do not see the different between a prediction or a plan, but once the found the meaning they could write the right sentences, and this exercise was preparing them for the writing section ahead of.

Our opportunity for next classes is to do more exercises like this for having mor practice about the topic, because the book just had this exercise, and beside the number of classes according to the DGB programs does not have enough time to expand the topic, but we could work in extra activities as homework for the students.



4 Writing Predictions about My Future

A Use the cues to write predictions about your future in two years. 📁

- graduate
- start college
- get a job
- get married
- start a business
- travel around the country
- have a baby
- move to another city
- learn to drive

B Share your predictions. Add what you need to do to make them come true. 🗣️

"I will definitely start college. I only need to find the right university for me."

The evaluation of writing with this exercise allowed them to differentiate more clearly the use of the future saying predictions and the use of the auxiliary Will, and being in a team this work was easier for them because with the support of their classmates, it enriches the vocabulary by Write the situations that are suggested. In this exercise they were asked to write a 100-word text with the predictions and also another text where they used the use of going to talking about plans for the near future, that is, what they would do during the summer with their families or friends.

These activities in which 3 or 4 students participate are highly enriching because they like to talk about their activities and are also interested in those of their classmates, although sometimes they are asked to let their imagination fly like this time and make plans, even if they were fictitious, the important thing was the production of the text.

The recommendation here is to adapt the exercise depending on the group, and in order not to be so behaviorist and rather to be constructivist, they are asked to prepare the text without assigning the theme of what they will talk about, but rather give them the indications to use going to and they structure the text where the introduction, development and outcome lead and in this way the construction of their learning will be achieved much more, that is, that they be the most constructivist possible, and this is possible in some groups, even though they have made more progress significant of the topics.

Due to time constraints, since the semester ended just this week, the peer evaluation was not done in the group, but it is very interesting that the texts are exchanged between teams, and they find themselves and from their perspectives errors in the writing of the text.

Summative assessment

Final evaluation, which included reading, grammar, vocabulary and listening.

Colegio de Bachilleres del Estado de Sinaloa
 Dirección Académica
 Coordinación Ejecutiva Zona 04
 Tener examen parcial de inglés II
 Semestre 2023-tipo A

Instrucciones. Lee detenidamente cada reactivos, selecciona la respuesta correcta y anótala en la tabla de respuestas incluida al final.

I. The Ideal Teachers
 The ideal teachers may be young or old, tall or short, fat or thin. They should know their subjects, but they can make mistakes, because are not perfect.
 The ideal teachers must be enthusiastic and must never teach anything are not interested in. The ideal teachers should be a lot of action or address and they shouldn't be afraid to show their feelings and experiences their likes and dislikes. They must like their students and respect them, but they must also respect themselves and take pride of their work.
 Other attitudes that the ideal teachers should have are: an understanding of their students and be able to relate to them. They should be kind, encouraging and helpful, also they should motivate their students to want to learn. Also, these professionals should see their students as individuals, and acknowledge their differences. They must show how to encourage the self-development and growth of each of their students. The ideal teachers are who grow, learn, and improve themselves along with their students.

II. Choose the best option to answer the questions.

1. The ideal teachers should know about...
 a. their personalities b. the topic they are teaching c. the curriculum d. the school

2. The article mentions that the ideal teachers must be...
 a. Passionate about their job b. immersed in their student's life c. good as fathers d. energetic

3. Should the ideal teachers be professional?
 a. Yes, it is b. Yes, they should c. No they shouldn't d. Yes, he is

4. Why does the article say that the ideal teachers grow along with their students? Because...
 a. when they interact with them, they learn.
 b. they like to work with different students.
 c. they see the students' going up.
 d. they sometimes encourage their students.

III. Match the columns using the auxiliaries.

5. I have a headache. b. You have to study hard.
 6. Can you play tennis? c. No, I can't.
 7. I am really tired. d. You should go to see the doctor.
 8. I got 6 in exam.

A Magical Town.
 The colonial city of El Fuerte was founded in 1584 at the town of San Juan Bautista de Carasco, by the Spanish captain Francisco de Zarza. It is located on El Fuerte Bay (Gulf).
 Just walk through its historic attractions and feel as though you are traveling through time. This well-preserved place enjoys established indigenous traditions that will make your journey an unforgettable experience.
 From the main the Plaza de Armas, with its attractive clock square you can see the Sagrado Corazon de Jesus temple in the distance. It is a magnificent stone building which has a spire tower and some unique bells. Walking a little bit further you will learn about San Pablito, a beautiful building where you can buy local handicrafts or simply sit down and enjoy a cup of coffee. Without a doubt, you will want to come back.
 Also when visiting this attractive and magical town, you are going to find among many other things, beautiful architectural buildings like: The Municipal Palace, the House of Culture, the Posada del Hidalgo Hotel. Just to mention some of the most important places nearby the city there are ancestor's tombs (Carnamental centers), there, you are going to watch old-style dances, eat delicious and traditional food and know a lot about the "Tzucma" people.
 Come to live a unique experience in one of Mexico's Magical places! visit El Fuerte, where your adventures will be legendary!

III. Choose [T] for (True) or [F] for (False)

9. When you visit El Fuerte, you will learn about indigenous dancing. T F
 10. In this magical town you will listen to modern music only. T F
 11. In El Fuerte you are going to know ancient cultures. T F
 12. The "Municipal Palace" is a modern building. T F

IV. Choose the correct option to complete the sentences.

13. I think, I _____ go to the gym this afternoon because I don't have money.
 a. won't b. be going to c. will d. going to

14. Are you and your wife going to visit your mother tonight?
 B: I don't think so. Maybe we _____ stay in and watch television tonight.
 a. is going to b. are going to c. won't d. will

15. My girlfriend Martina _____ to Ariana Grande's concert in Hazelton next Friday.
 a. are going to go b. is going to go c. goes d. will go

16. At 7:00 _____ go out with your family?
 B: I don't know. I don't have time to do it.
 a. is you going to b. going to c. are you going to d. am going to

V. Listening Section
 An invitation for a party

17. What is the message number one about it?
 a. a meeting working b. an invitation to a party c. a working suggestion d. a question

18. What is the girl organizing?
 a. a congress b. a holiday party c. a birthday party d. a meeting

19. Where is the party going to celebrate it? In...
 a. the girl's home b. a friend's house c. a court's house d. a nightclub

20. At the end of the message what did the girl send to his friend?
 a. an invitation card
 b. an invitation for his friends
 c. instructions for the party
 d. instructions on how to get the house.

Nombre del Alumno:	Grupo:
Nombre del Profesor:	Fecha:
Contenido a evaluar: MOMENTO III	
TPOC:	

TABLA DE RESPUESTAS
 TERCER EXAMEN PARCIAL DE INGLÉS II
 SEMESTRE 2023-A

No.	Respuesta	No.	Respuesta	No.	Respuesta
1		6		11	
2		7		12	
3		8		13	
4		9		14	
5		10		15	
				16	
				17	
				18	
				19	
				20	

This exam was applied to close moment 3, and the results that can be observed, is that the student who masters the most vocabulary has a better result in the Reading part,

since being reading comprehension, it was easier for him to understand the questions that would be solved based on the text, however, since it is a multiple choice and single answer exam, the student has more opportunities to get the answer right than if it were a subjective answer exam.

The first text that refers to the ideal teacher was considered more difficult to understand compared to the other that talks about a magical town in this state, that is, the context helps the student to understand, since most of them have read about it before. the fort the town in question, coupled with the fact that they only had to say if the sentence was true or false, the probability of getting it right was fifty percent.

In this evaluation there are factual and procedural questions, since the learning model that we use is constructivist, where the student must intuit the answer according to the information he reads.

In the listening part, the student listens to the audio twice and the facility for some of them consists in the fact that they are addressing the main theme of moment 3 (there are 3 stages or moment in the semester, so they use to have three evaluations in total), which was the future, and it is easier for them to understand and select the correct answer.

Self-evaluation

Self-Evaluation ✓

A Read the sentences. Write your score for each.

What I can do Score Key 3 = I can do this very well. 2 = I can do this. 1 = I need more practice.

1 I can talk about plans for the future.
I'm going to start driving lessons next week. →

2 I can share predictions for my future.
I will definitely go to college. And I'll probably get a job. →

3 I can make plans and predictions for future events.
The app is going to inform people about polluted beaches. This will put pressure on hotels to clean the beaches. →

4 I can ask questions about future plans.
What are you going to do this weekend? I'm going to go to a party. →

TOTAL →

Time for Reflection

B Read the sentences and check (✓) your score.

1. I can work in groups collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can use facts to make plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can express my ideas confidently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can show respect for others' opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Discuss.
"If you are going to do something, do it right." How does this sentence connect to the block?

At the end of moment 3, the student made a self-assessment on the subject being studied and in this he realizes what his weaknesses and strengths are, in addition this self-assessment includes the section on reflection, which allows the student to become aware of the way of working with his peers is also a factor that can influence their learning.

It is assumed that the student was sincere when answering this evaluation, since previously it was explained to him that the result did not influence his final grade, which was only for them to analyze their learning obtained. Most of them answered the first three options with a three and the fourth with a one, which shows me again that one of the weaknesses of the class is the little communication in English that the students develop, this being an opportunity to work on the semester three of the following school period.

2.5 Performing and recording the activities (VIDEO).

The following elements recommended by you were added to the video, such as: extending to more time very close to the recommended ten minutes, the home page of the video that coincides with that of the final project (cover), was integrated information contextualizing the place and group with whom the class lessons were worked on, a small

analysis of the learning that students should have at the end of these, the bibliography as well as the credits of the video were also added.

[Video del Proyecto final](#)



Chapter 3: Experience Report

The interesting thing about working with human beings is that there will always be variable things, because each person is different, and that same person can go through a personal and family situation and their behavior will have another variation, which could well be positive or not. In the case of students, we see them every day during a semester or school year, and more when it comes to adolescents who are just forming their personality and who are also acquiring new knowledge.

Evaluating this knowledge, even taking into account all the changes that young people go through, is a titanic challenge, especially when it comes to making the most objective evaluations possible, because in addition to the variable behavior of young people, there are those of us teachers who, despite since we are now adults, we can also go through situations that make us act differently, even though we have emotional intelligence, but it is the most interesting thing about being human, we are not perfect but always working on the process of being so.

Every time we face a new group and with the lesson plan in hand, we are faced with challenges that may or may not be fully met, but we know that the results will vary, and for this the fact of studying this type of specializations where through reading, new authors, diverse experiences we can reengineer the teaching-learning processes to obtain more positive results.

The design of the lesson plans for these topics leads me to want to explore new ways to face each challenge, and looking back and reading the learning objectives I realize that perhaps neither the time nor the ways to obtain outstanding results when it comes to a group.

Chapter 4: Conclusions

The teaching philosophy has to do with several factors, for example, the context of the study program and our beliefs, in addition to some form of the way in which we were educated, that is, in some way the teaching-learning method is impregnated, what else we impacted our learning process, from basic education to university.

In my situation, I personally take into account the cognitive intellectual part of the students, since we work in the constructivist model in which the student, with the support of previous knowledge, plus the teacher's contribution, builds his knowledge and thus acquires cognitive learning, another A very important aspect in my teaching philosophy is the emotional part, since working with adolescents implies facing emotions on the part of the students and ourselves. We also work on the ConstruyeT program, which is designed to work on the affective part of the student and In this way, they know how to face their own emotions.

Chomsky was referring to knowledge of language, not language in use; (he referred to language in use as performance). Linguistic competence, according to Chomsky, Teaching a second language should be the same as when we learn our mother tongue, because by nature of the human being, communication begins by speaking, after having listened for a period of time, this begins to speak in a natural way However, we rely on the programs established by the institutions where we have to include, grammar, vocabulary, etc., leaving behind the natural process. But somehow and with the help of technology, strategies, the help of books, we managed to teach a second language considering all the elements.

When English is taught as one more subject within the study program of upper secondary education, we focus on the student leaving with the same skills that they can apply in daily life, either in their next job or in their next university studies, for example. this and more is that we focus on other factors and we do not achieve that the graduated student dominates the language with its four skills, however, they take with them an accumulation of basic knowledge that will help them greatly when they enter a center of languages to study the language more deeply, but each time and with the help of

technology, and with this type of specialization we achieve that the student completes his four semesters and can communicate in a world in a basic way with the English language in his life daily hello good English speaking context.

In this final project, which is focused on knowing the evaluation tools for a certain subject, we worked with a group and with a specific topic to know more specifically what learning is like, focusing on the evaluation with instruments that we normally use in our classes. , and as a result we were able to observe that everything is perfectible, and that there will always be new, more innovative ways to face the teaching process and therefore evaluation. Today any class plan that is designed will have variables because each group is different, each context, the results will always be different, therefore the importance of focusing on the learning objectives and, in the end, in the summative evaluation, see the results and not only translate them into a list to deliver them to school control, but also provide them with information to improve the processes in the following groups and that we obtain more significant learning each time.

A lesson plan may have a perfect design in theory, however, once you face a group today you will notice that whatever you plan, it will always flow in a different way with each group, and even though this type of Specializations greatly supports this teaching-learning process. It is the experience itself that helps us improve each lesson plan day by day and our work as a teacher improves over time.

In the following class lessons that I design for the next semester, I will have a great opportunity to improve them and take into account what I have learned in this postgraduate course, that is, based on the results that with more emphasis to evaluate them to complete this work, observe that there was better learning of the topics, since all the elements were taken into account to be registered and honestly more elements of technology that sometimes we do not use because it requires a greater effort since they are not always available to all the personnel, because they are scarce in the campus, but there is always a good opportunity to improve our work as teachers in front of the classroom.

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DECLARATION LETTER:

I QUIRINO ALEJANDRINO PARRA BOBADILLA declare that the following **ASSIGNMENT** “ **Evaluating and testing** , ” is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unacceptable in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at

http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm “Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfhb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”¹

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

¹ EEAILLE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.

http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. *The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.*"

The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."²

X


Quirino Alejandro Parra Bobadilla

² Reglamento General para estudios de posgrado de la UPN. <http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>

ANNEXES

Works prepared to evaluate the writing work and where the subject studied that was the future is used with the use of going and will.

Camping in Mocorito

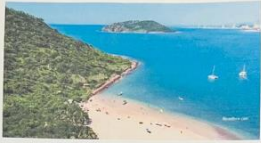


Abigail, Alexandra, Carla, Mayrani, Karely, me and my old sister we are going to Mocorito, Simlaca. This trip is going to be on July 23rd, 2023, at 5:30 am at the bus central, since that this gonna be run.

Abigail is going to take the repellent and a pair of flashlights but she is not going to take the food, Carla is going to take the table and seven chairs for us, Mayrani is going to take the food, Karely is going to take a big tent and some water, but she is not going to take the sleeping bags, Alexandra is going to take the tableclothes and I am going to take seven pillows and the seven sleeping bags.

The trip will be very exciting because I am going to Mocorito, Simlaca and I am going to combine with my companions.

Trip to Mazatlan



We are going to go to Mazatlan, Simlaca, to Venado's Island. We are going to go: Valentina, Junior, Pawlette, Christopher, my uncle Pedro and me. This trip is going to be on August 03/2023 at 5:00 am at the buses terminal.

Pawlette is going to take two tents and five sleeping bags, but she is not going to take food; Christopher is going to take some food and water, but he is not going to take pillows; Valentina is going to take five pillows and a table clothes, but she is not going to take a table; Junior is going to take a table and five chairs, but he is not going to take repellent; Jorge is going to take a flashlight and repellent, but he is not going to take a tent.

Jorge's conclusion:

I hope to have good time with my friends and see new places, as well as enjoy the camping experience.

- 160 words

Cast : People who participate in the video recording class and activities.

THANKS TO COLEGIO DE BACHILLERES DEL ESTDO DE SINALOA
FINAL PROJECT

DIRECTED BY Teacher Quirino Parra

CAST

TEACHER	<i>Quirino Alejandrino Parra Bobadilla</i>
CAMERA BOY	<i>Diego Maximiliano Gutiérrez Aguilar</i>
CAMERA GIRL	<i>Pamela Rivera Sánchez</i>
CONVERSATION GIRL 1	<i>Bañuelos Gonzales Sofia Gabriela</i>
CONVERSATION GIRL 2	<i>Carla Lineth Cebrero Verdugo</i>
STUDENT 1	<i>Deysi Angulo Martínez</i>
STUDENT 2	<i>Kevin Alejandro Angulo Medina</i>
STUDENT 3	<i>Bañuelos Gonzales Sofia Gabriela</i>
STUDENT 4	<i>Kenia Dayana Barrón Ramírez</i>
STUDENT 5	<i>Adriana Valentina Cárdenas Uriarte</i>
STUDENT 6	<i>Alexandra Berenice Corrales Molina</i>
STUDENT 7	<i>Jesús Junior Díaz Coronel</i>
STUDENT 8	<i>Felipe Alejandro Enríquez Valenzuela</i>
STUDENT 9	<i>Christopher Antonio Espinoza Chávez</i>
STUDENT 10	<i>Joel Arturo Garay Rojo</i>
STUDENT 11	<i>Manuel Beltrán García</i>
STUDENT 12	<i>Jesús Alberto García Medina</i>
STUDENT 13	<i>Luz Dayana Gutiérrez Medina</i>
STUDENT 14	<i>Aryzem Guadalupe Hernández Fernández</i>
STUDENT 15	<i>Jorge Antonio Hernández Razo</i>
STUDENT 16	<i>Victoria Yamileth López Avilés</i>
STUDENT 17	<i>Orcar Geovan Machado Rocha</i>
STUDENT 18	<i>Elibeth Martínez Aranda</i>
STUDENT 19	<i>Carmen Paulette Salvador Hernández</i>
STUDENT 20	<i>Arturo Ramos Lara</i>
EDITION	<i>QUIRINO ALEJANDRINO PARRA BOBADILLA</i>

Attendance list and qualifications of the official moment 3, in which three main aspects are evaluated such as: Exam (summative evaluation), portfolio of evidence, in which and integrate work assigned in class, annexed examples on the previous page and finally activities complementary, such as homework, class work, conduct, participation among others.

SEPyC		DEPARTAMENTO DE REGISTRO Y CONTROL ESCOLAR		REGISTRO DE ASISTENCIA Y EVALUACIÓN		COLEGIO DE BACHILLERES DEL ESTADO DE SINALOYA																						
TERCER PARCIAL		NUMERO DE CLASES																										
F413	INGLES I	2022B	Matutino	1	106																							
CLAVE	ASIGNATURA	PERIODO	TURNO	SEMESTRE	GRUPO	TOTAL	ACTIVIDAD COMPLEMENTARIA																					
No.	MATRICULA	NOMBRE DEL ALUMNO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL	PORTAFOLIO	EXAMEN	ACTIVIDAD COMPLEMENTARIA		
1	2240270831	ANGULO MARTINEZ DEISY MAGALY																						10	8	10		
2	2240270835	ANGULO MEDINA KEVIN ALEJANDRO																							10	6	8	
3	2240270835	ARIAS RODRIGUEZ ZHURABETH FRIANDEHSC																							8	9	8	
4	2240270888	BANUELOS GONZALEZ SOPHIA GABRIELA																							10	9	10	
5	2240271094	BARRAZA MEDINA CORNELIO																							8	4	8	
6	2240270883	BARRON RAMIREZ KENIA DAYANNA																							8	4	8	
7	2240270883	CALDERON HERNANDEZ DANIEL ALFREDO																							8	4	8	
8	2240270884	CALDERON HERNANDEZ RODOLFO JESUS																							8	4	8	
9	2240271178	CALDERON HIGUERA JOSELINE GUADALUPE																							8	4	8	
10	2240270836	CARRACHURE GARCIA ITZMIN ESPERANZA																							7	1	7	
11	2240270834	CARDENAS JAGOOBO JESUS RENE																							8	4	8	
12	2240270886	CARDENAS URIARTE ADRIANA VALENTINA																							10	8	10	
13	2240270835	CARRILLO MADERO NANGI VALERIA																							10	8	10	
14	2240270880	CEBEREROS VERDUGO CARLA LINETH																							10	8	10	
15	2240270886	CORRALES MOLINA ALEXANDRA BERENICE																							10	8	10	
16	2240270887	DIAZ CORONEL JESUS JUNIOR																							10	8	10	
17	2240270837	ENRIQUEZ VALENZUELA FELIPE ALEXANDRO																							10	8	10	
18	2240270897	ESPINOZA CHAVEZ CHRISTOPHER ANTONIO																							10	8	10	
19	2240270881	GARAY ROJO JOEL ARTURO																							10	8	10	
20	2240270883	GARCIA BELTRAN MANUEL																							10	8	10	
21	2240270890	GARCIA MEDINA JESUS ALBERTO																							10	8	10	
22	2240270891	GONZALEZ RAMOS SAMUEL ORLANDO																							10	8	10	
23	2240270892	GUTIERREZ MEDINA LUZ DAYANA																							10	8	10	
24	2240271096	HERNANDEZ FERNANDEZ ARYCEM GUADALUPE																							10	8	10	
25	2240270883	HERNANDEZ RAZO JORGE ANTONIO																							10	8	10	
26	2240270884	LOBIZA QUASTE VALERIA																							10	8	10	
27	2240270843	LOPEZ AVILES VICTORIA YAMILETH																							10	8	10	
28	2240271192	MACHADO ROCHA OSCAR GEOVAN																							10	8	10	
29	2240270755	MADESO RODRIGUEZ SOFIA																							10	8	10	
30	2240270893	MARTINEZ ARANDA ELIBETH																							10	8	10	
31	2240240001	MARTINEZ DIAZ HOMAR YERAI																							10	8	10	
32	2240270845	SALVADOR HERNANDEZ CARMEN PAULETTE																							10	8	10	
33	2240270894	SANCHEZ LUNA REYNA KARELI																							10	8	10	
34	2240270849	TORRES SANCHEZ JESUS GUADALUPE																							10	8	10	
35	2240270851	VARELA VARELA MAYRANI DE JESUS																							10	8	10	
36	2240270854	VERDUGO MATIAS ABIGAIL																							10	8	10	
37	2240271010	ZAMBUJO GARCIA VIANEY																							10	8	10	
		Ramos Lara Ariana																							7	1	7	

