



UNIVERSIDAD PEDAGÓGICA NACIONAL

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**PROPUESTA DE INTERVENCIÓN
EDUCATIVA**

**Developing reading and writing strategies in the
classroom through reading news articles**

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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**SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND
LEARNING AS FOREIGN LANGUAGE**

UNIVERSIDAD PEDAGÓGICA NACIONAL

FINAL PROJECT

**DEVELOPING READING AND WRITING
STRATEGIES IN THE CLASSROOM
THROUGH READING NEWS ARTICLES**

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INTRODUCTION

The main aim of this paper is to display how the teacher has designing and implementing their acquired knowledge from the Specialization; the planning and how had been applied in a lesson plan is the reflection of what the teacher has learned. The teacher put into practice the theories studied during the Specialization and working with the language skills in the classroom trough analyzing news articles on the classroom, supported on the use of technological devices within an intercultural approach in order to develop the communicative competences in the students.

In this paper, you will be able to read about the findings of the application a lesson plan at the secondary school General 18 de Marzo, located in Alamo Temapache, Veracruz with students of the second grade. Furthermore, the procedures and outcomes obtained are portrayed, as well as the evidence that supports the selection and development of the chosen activities.

In the first chapter, the teacher shares his beliefs and teaching philosophy, highlighting the impact of the Specialization and how has enrich his teaching practice, by emphasizing on the importance of being updated and continuously improving to provide the best education for his students. Observing the role of teacher as a lifelong learner, it is comprehensible that teaching is not just about imparting knowledge but also about constantly expanding his own understanding. By continuously learning and staying informed about the latest research and best practices, he can better support the growth and development of his students.

In this dissertation, there reflects the bases of the teaching practice and identity, and as proof of the academic growth, it can be observed this new teaching style that has been acquired during the Specialization. In order to display this, there are guiding principles using on the theoretical foundations, principles, hypothesis, approaches, methods, and techniques studied during the whole Specialization; it was not easy but always motivated with constantly defies, sharing ideas with other excellent peers and colleagues, guided by the outstanding work of

the tutor, stablishing collaboratively working and enriched the teaching practice and the personal development with other experiences of the classmates.

In the following chapter, there are detailed descriptions of the developing of the plan which has been designed. The plan follows the necessary social and economic conditions of the student focus group and incorporates elements relevant to the Mexican syllabus in the basic educative system, specifically within the secondary level. Further, there are more specified description of the students and their characteristics.

Following the previous principles, the activities in the lesson plan were designed to align with the learning objective, which is for the students to comprehend information and produce a short writing piece. To achieve this, the activities involve reading news articles that focus on current and relevant social and cultural events. The chosen events can be from the own city of the students, their country, or the world, depending on their interests and following the syllabus requirements. The lesson plan aims to develop the four language skills (listening, speaking, reading, and writing) through the topic chosen by the students. By using authentic material such as news articles, the students engage with genuine language materials that reflect real-world situations and foster their language proficiency.

In the first step of the lesson plan, the teacher focuses on activating the previous knowledge of the students and introducing relevant vocabulary. This is done through a brief discussion about their knowledge of the news. The teacher guides the students through questions that aim to immerse them in the topic and stimulate their thinking. Following the introduction and preparation activities, the teacher presents authentic reading materials to work on the students' reading skills. The materials include three different readings, as well as the reading from the textbook. By incorporating authentic reading materials and the textbook reading, the teacher exposes the students to a range of texts and perspectives. This helps develop their reading skills, vocabulary acquisition, and comprehension abilities. The pre-reading and post-reading activities further enhance engagement and foster critical thinking and communication skills among the students.

After the reading approaches, the teacher asks to the students to do some pre listening actions such as reading the conversation and guessing the word missing in order to prepare them for listening stage. In it, the students listen a recording of three students talking about news, the purpose of this is to develop their listening comprehension skills and enhance their understanding of spoken English in the context of news topics.

Based on the established foundations, the next step involves the students selecting a topic of their choice, according to their preferences and interests. Once the topic is chosen, the students work collaboratively in teams to write a short news article based on their own experiences.

Indeed, the lesson plan is designed in a way that allows students to gradually integrate and develop the four language skills (listening, speaking, reading, and writing) throughout the activities. Each activity serves as a building block towards achieving the final goal of the lesson plan. This holistic approach ensures that students can develop and apply their language skills in a comprehensive manner, preparing them for effective communication in real-life situations.

In order to assess the teaching-learning process, the educator chose specific tools to analyze the outcomes, and providing feedback, when it is required. In this paper it is Including evidence of student and teacher performance as a valuable aspect of assessing the teaching-learning process of the project. By providing photos and links to videos, it allows for a more comprehensive understanding of the outcomes and the impact of the lesson plan.

Finally, the teacher reflection, analysis, and conclusions section of the paper provides an opportunity for the educator to reflect on the project results, analyze the outcomes, and draw meaningful conclusions. By reflecting on the teaching experience, analyzing the performance of the students, and drawing conclusions, the teacher can provide valuable insights into the project results. This allows for self-evaluation, professional growth, and sharing of knowledge with other educators, contributing to the ongoing improvement of teaching practices.

1. TEACHING PHILOSOPHY AND THEORY

Teaching is not an easy task, when a young and non-experienced teacher comes to the classroom and does not have sense of what needs to be taught and the approaches and techniques to achieve the learning goals is certainly a tough path. It is important to analyze and understand how the perspectives have changed and some of them reshaped during the whole specialization and of course, which new mentalities have been acquired about teaching English. The role of a teacher is well defined by Brown (2000) in his *Principles of Language and Teaching*, “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.”. The understanding of the process of the student learns will shape the whole identity of the teacher, the style, philosophy of education, approaches and techniques in the classroom.

As a teacher, I have faced with multiple issues in my classroom during my short experience, however, I have learned what it is important in the learning process in order to be aware of the necessities of my students and improve my teaching practice. In the current situation which as teacher I have confronted, the teaching- learning process is in constant evolution in the classroom; no one day is identical to other, the challenge that as a professional educator defy every day is enormous.

Currently, the different changes that the world is confronting needs a new paradigm about teaching English in the Mexican classrooms; the student needs an instruction suitable with the new criterions of the new global society; facing these changes, the government in Mexico has executed several modifications in the official syllabus and structure of the educative system such as The. New Educational Model and the reforms on the educative field; the individual and the relation with the community are the central axis of the curricula.

As a new element in the public educative system, it is important to analyze if these changes fits with my own teaching philosophy and identity; according to the *Marco Curricular y Plan de Estudios 2022 de la Educación Básica Mexicana (2022)* “the teaching of English as a foreign language with the purpose of a intercultural exchange where the language is seem as a possibility of expression which allows the awareness of the children to see in different

shapes the world, create relationships with other people with their own identity and share different ways of thinking, feeling and acting.”. The importance of these new visions about teaching English impact directly in my daily practice, observing the importance of interculturality and the community in the development of the individual and how the languages are one of the many aspects that reflect that growth.

Working in a class is not a homogenous activity, as teacher, the importance of involve the learner in different activities, the promotion of an active participation, increasing motivation and led that students own their learning process are the keys for a meaningful and holistic development.

The importance of budling an identity and philosophy from my own social and cultural perspective is deeply important as my character as teacher needs to understand and appreciate my current cultural contact as well to put an emphasis on the needs and realities of my students, the specialization has built on me the awareness about the recognizing, respecting and appreciating the values, cultural background and other social aspects of my students.

Finally, about my teaching practice, my perspective has been transformed since the beginning of the specialization; instead of a traditional and more conventional teaching approach, currently, the appreciation on creates a flexible and adaptable planning which recognize the limitations and challenges of my current teaching setting but adapt the available resources and academic infrastructure in order to support the success of the learning process of the students.

1.2 THEORETICAL FOUNDATIONS

Learning a language, even in our native tongue, is a gradual process that can be comparatively easier due to our exposure to it from birth. In our familiar environment, we acquire our mother tongue (L1) implicitly. On the other hand, learning a second language (L2), as stated by

Krashen (1982), is a more intricate undertaking. This is because L2 is typically acquired outside of our familiar context, and various factors come into play that can either enhance or hinder the teaching and learning process.

Throughout the entirety of the Specialization, the exploration and contemplation of numerous approaches and theories that have evolved within the realm of language teaching have provided a basis for contemplating how students acquire a second language and how teachers can adeptly guide them through this transformative process.

1.2.1 THEORIES OF SECOND LANGUAGE ACQUISITION: UNDERSTANDING CONCEPTS, ANALYZING PROCESSES, AND TRYING OUT PROCEDURES.

Second Language Acquisition (SLA) refers to the process through which individuals learn and acquire proficiency in a language that is not their native or first language. In the study of Second Language Acquisition (SLA), there are diverse theories and models that elucidate the process of learning a second language. These encompass perspectives such as behaviorism, cognitivism, constructivism, and sociocultural theory, providing insights into the mechanisms and factors influencing second language acquisition.

This section delves into the examination of various linguistic theories. It encompasses Behaviorism as proposed by B.F. Skinner (1953), Structuralism as expounded by Saussure (1959), Generative Linguistics theory mainly advocated by Noam Chomsky (Cook, 1988), and the Sociocultural theory by Lev Vygotsky (1986). The development and implementation of the lesson plan in this project draw upon several hypotheses examined during the Specialization. As emphasized, it is crucial to consider the significance of the students and the process of second language acquisition when designing activities for meaningful learning.

	Structure of Learning	The learning process	Acquisition of language
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Behaviorism	Learning takes place when individuals receive positive reinforcement or punishment because of their responses to a specific stimulus.	A stimulus refers to an input that influences the response, which in turn becomes the output for that stimulus. The behavior exhibited can be either positively or negatively reinforced.	Language acquisition occurs through the reinforcement or punishment of stimuli. Language can be learned through repetition, which leads to the formation of habits.
Generative Linguistics	There are predominant limits or principles that govern the execution of language.	Every individual has the ability to recognize a universal grammar present in languages spoken in the whole world.	The principles of language can be observed in interlanguage, universal grammar, generative linguistics, and deep structures.
Sociocultural Theory	The connection between thinking and language arises from the interaction of social, historical, cultural, and cognitive factors, as they both emerge as a product of this interaction.	Learning takes place as a psycholinguistic process, primarily through social mediation. A language serves as a symbolic tool for higher mental processes.	The process of language learning occurs in both the inter-mental and intra-mental domains, facilitated by cooperative learning, the construction of meaning, and sociocultural factors.

Figure 1: Different SLA Theories

1.2.2 Different Second Language Acquisition Theories

Behaviorism

The Behaviorism visualizes learning on the interaction between a stimulus and response (EEAILE Lesson 5, 2022). This means, that the learning process respond under the concepts of imitation, practice and the reinforcement and formation of behaviors. The repetition is the fundamental role in the acquisition of new knowledge according to Behaviorism.

Generative Linguistics

The Generative Linguistic was not only interested in describing language (achieving the level of descriptive adequacy) but also in arriving at an explanatory level of adequacy in the study of language (Brown, 2017). This is the description of the rules of the language. This theory is interested in the deep study of the description of the language, the questions what and why were the base of the questioning of research who tried to analyze what underlying factors—innate, psychological, social, or environmental circumstances—caused a particular behavior in a human being? (Brown, 2017).

Sociocultural Theory

This theory came into light during the 1990s. Develop by the Russian psychologist Vygotsky; This theory has its base in the study and analysis of higher mental functions. As (EEAILE Lesson 7, 2021) says; In fact, is a *theory of the mind*. This research is based on the observations of the abilities which humans have developed trough years. It is a theory that looks at the development of **higher mental functions** which are made possible because of humans' ability to use cultural and biological (brain) artifacts (EEAILE Lesson 7, 2022).

1.2.3 Stephen Krashen's Hypothesis

Krashen develop this model of SLA in the 1970s. Unlike other proposes, this model does not see language development as habit formation. Rather, under this framework, language is viewed as information processing (EEAILE Lesson 5, 2022). Here, Krashen proposed a distinction and relation between acquisition and learning. Acquisition seems as intuitive and more natural meanwhile learning as a formal and conscious process.

Monitor Hypothesis

Learners, on the other hand, also use their learned knowledge to test or verify (i.e., monitor) the grammaticality of their language once they have produced it (EEAILE, Lesson 5, 2022). This hypothesis points to the idea that learners are able to edit or polish their utterances if they make a mistake in spontaneous conversation. An example is the use of the verb do and

does in questions in simple present. After explanation, students can correct themselves when they mismatch verb do when third person.

The Natural Order Hypothesis

Krashen proposed that children acquire morphemes in a fixed and predictable order (EEAILE Lesson 5, 2022). This idea led us that there are predictable sequences in which learners acquire linguistic knowledge. This is helpful for our teaching practice because allow us to prepare a sequence or syllabus that will be supported by previous knowledge. The complexity of the structure taught will be based on the mastered knowledge shown by the students.

The Input Hypothesis

Krashen defined the learner's current level of development as *i* and the level just beyond that as *+1* (EEAILE, 2022). There argues that acquisition occurs when a learner is exposed to a comprehensible language that is a little bit beyond their proficiency, a concept presented as **i** for input and **+ 1** as the level of input beyond their proficiency level. All the knowledge below that level, the learner has already comprehended and acquired and anything above is knowledge extremely demanding for the learner.

This approach emphasizes the importance of lexical items and the use of the correct input to accomplish successful communication in our students. In our classes, we must be aware of this, because the content of our syllabus or lesson planning must be stimulating but not too demanding in order to keep our students interested in the topics presented in the class and they have a success learning process.

Affective Filter Hypothesis

Krashen proposed various factors that are bound to influence the learning process in both positive and negative ways. These include motivation, attitude, confidence, and anxiety (EEILE Lesson 5, 2022). Krashen explained that there are different emotional factors that prevent learners from effectively acquiring an L2, such as anxiety, even if there is sufficient

and appropriate input available. Here, there are two important aspects that teachers must take in account: the high and low filter. As teachers, we must create a relaxing atmosphere in our class in order to have students with low filter which allow them to acquire the presented input because if filter goes up, the input (even if comprehensible) will not be acquired because of the “mental block”.

1.2.4 The Zone of Proximal Development (ZPD)

One of the most known concepts proposed by Vygotsky was the notion of a zone of proximal development (ZPD). The ZPD describes tasks that a learner has not yet learned but is capable of learning with appropriate stimuli (Brown, 2017); This is something important which is related to our teaching practice, because the success of the improve our students’ language skills and their new knowledge is the main goal in the learning process. The construction of knowledge must be meaningful and should follow a process, in which, the student finds challenges in order to maximize his cognitive development. As is illustrated in the next picture.

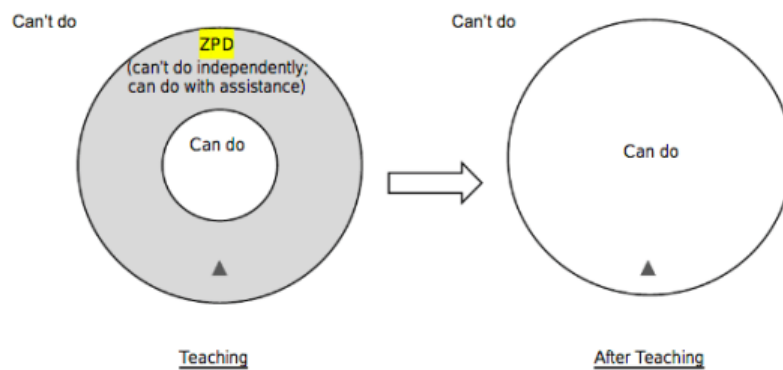


Figure 2: ZPD Theory taken from Wass

An important condition that is shown, is the collaborative role between the teacher in the whole learning process but also, the same student and their peers. These collaborative processes can occur between learners, within whole groups activities, and between teachers-learner collaborations (EEAILE Lesson 7, 2022). This is, that the co-construct of knowledge between all the subjects involved in the learning process not just depend on the teacher. The

role of the educator is renamed as facilitator because the teacher is not the center figured in all the process but help to improve the abilities of the students in a collaborative work.

1.2.5 The interactive Model of Reading

Due the complex of explain the reading proceeds, different models had appeared in order to explain how the reading process functions. As Anderson explains (2002) "reading is defined as an active, fluent process which involves the reader and the reading material in building meaning". Without a doubt, there are a lot of components that are involve in the reading approach; There are other factors that influent in this process, as reader's prior knowledge, life experiences in general, attitude toward reading of the topic (EEAILE Lesson 1, Module 2, 2022), Although the reading process includes the same text, the creation of meaning is different in every person due the different context where the reader settles. The impact of the atmosphere of the reader is highly meaningful in the comprehension of the text.

The interactive reading model combines the characteristics from both bottom-up and top-down decoding (EEAILE Lesson 1, Module 2, 2022). In other words, this model based its structure in how the language is processed and the background knowledge of the reader, these two branches are represented by the concepts: bottom up and top down.

Schema Theory

Considering the notion that context and experience background of the reader are meaningful angles in the reading process, the schema theory relies on the knowledge of the individual that have already acquired through various experiences. These experiences and knowledge are activated when reading and can help the reader connect previous experiences to the content of the text (EEAILE Lesson 1, Module 2, 2022).

Content Schema

Content schema refers to previous general knowledge we have about a particular topic. We use the knowledge we have about past experiences to make connections to new information in the text (EEAILE Lesson 1, Module 2, 2022). By linking prior and current information, comprehension of the new text is achieved. This can be observed in the classroom when

teaching a new topic like English description. Students utilize their existing knowledge of adjectives in their native language (L1) and connect it with the new information in the second language (L2). This synthesis results in the emergence of fresh knowledge for the students.

Linguistic Schema

linguistic schema which refers to the linguistic information we have stored in our mind in order to decode words and their meanings (Signhal, 1998). The success of this schema hinges on the reader's ability to decode language through phonetics, grammar, and vocabulary knowledge. Understanding is achieved by relying on linguistic information. However, it is crucial to recognize that if a student lacks comprehension of word meaning, language structure, and a substantial vocabulary, the entire process of reading comprehension will be unsuccessful. Examples about linguistic schema are the following: a) verbs are converted into past by using -ed, b) the progressive is formed by using “be” plus the ending -ing, c) the prefix un- is used to make the opposite of some words like “unhappy,” (EEAILE Lesson 1, Module 2, 2022).

Formal Schema

Formal schema or rhetorical patterns refer to the knowledge we have about the different organizations of text (Meyer 1975). The formal schema describes how a specific type of text is structured and how is presented in different ways of format and style; For instance, letters, essays, newspaper articles, and postcards all have different organization (EEAILE Lesson 1, Module 2, 2022). Each literally style possess their own structure and rules, the knowledge of every style will help students to recognize every text and what to anticipate of it. One clear example is the structure of an academic essay, if the student is not habituated in the writing and structure of the paper, it will be very difficult to complete the task.

1.2.6 Strategies for understanding vocabulary

In order to describe actions implemented in the daily teaching practice when teaching new vocabulary through reading texts, the strategies can be divided into three stages: before reading, during reading, and after reading. These strategies are presented in a table format, as depicted in the next chart.

Before reading	During reading	After reading
<ul style="list-style-type: none"> - Pre- teach words that I consider will be difficult for the students. - Use realia, real objects, pictures, videos to present vocabulary. - Teach students the structure of words and their use, for instance, compound words, prefixes, roots, and suffixes, to break down a word into the meaningful units - Use the Spanish equivalent when it is necessary. 	<ul style="list-style-type: none"> - Use different strategies to help students process the meaning of difficult words - Talk-through the words as students hear these during oral reading - Teach the students how to use the dictionary to clear doubts about certain words and confirm their guesses about the meaning of the vocabulary they find in their reading - Analyze as a collective unknown word in order to clarify the vocabulary. 	<ul style="list-style-type: none"> - Reinforce new words through activities, work group discussions, and assignments following students' reading (textbook or photocopies assignments). - Make the words meaningful to students by connecting the words with their social and academic context, people, or experiences. - Help students integrate new words into their speaking and writing vocabularies.

Figure 3: Reading strategies

1.2.7 The importance of cross – cultural awareness for reading

Reading comprehension is a complex process of the interaction between the writer's language and the readers' prior background knowledge or memory schemata (Wang Lin, 2002); the lack of necessary cultural background of the text we are reading may decrease the interest of what we are reading and consequently, make a more difficult comprehension of the text.

Now, reading a foreign text where the cultural references are totally different from our mother tongue, will increase the difficulty to understand what we are reading. We can comprehend the grammar but if there are certain words which do not exist in our context, we will face lot of difficulties to understand the whole text. I remember a lot of this issues in my college days; reading passages from Persuasion by Jane Austen, there were lot of words and phrases which I comprehended grammar but not exact words, so, understanding the text was really challenging; for instance: inside the novel there is a play which will be performed by the main characters: Lovers' Vow; if you are not familiarized with theater and European history

of art, you will never understand why is controversial to represented the play in the scenario of the novel, therefore, the comprehension of the entire novel will be affected because Austen does a social critic using the play as a reflection of the deep feelings of the protagonist.

As a L2 learner, we should not only learn the knowledge of grammar and textbook vocabulary but also try to contact the cultural and social aspects of the language, in this case, English. Learning the background knowledge of literature, history, geography, local conditions and other social aspects will be better for the understanding of the language. Our perspective of the language only will increase eliminating the barriers of communication between our mother tongue and the L2 language.

1.2.8 Hyland's approaches for teaching writing

These approaches aim to enhance students' writing skills and promote effective communication in written form. Hyland's approaches often emphasize genre-based instruction, the development of metacognitive awareness, and the importance of considering the specific context and audience when writing.

A process model of writing instruction.
1. <i>Selection of a topic</i> : by teachers and/or students
2. <i>Prewriting</i> : brainstorming, collecting data, note taking, outlining, etc.
3. <i>Composing</i> : getting ideas down on paper.
4. <i>Response to draft</i> : teacher/peers respond to ideas, organization, and style.
5. <i>Revising</i> : reorganizing, style, adjusting to readers, refining ideas.
6. <i>Response to revisions</i> : teacher/peers respond to ideas, organization, and style.
7. <i>Proofreading and editing</i> : checking for correct form, layout, evidence, etc.
8. <i>Evaluation</i> : teacher evaluates progress over the process.
9. <i>Publishing</i> : in-class printed versions or presentation, on bulletin boards, websites, etc.
10. <i>Follow up tasks</i> : to address weaknesses detected.

Figure 4: Hyland's process for writing

Although this writing process may appear to be aimed for more advanced writers, most of the steps can be used successfully by beginners in middle school students in Mexico, especially the first five steps (EEAILE Lesson 4, Module 2, 2023).

1.2.9 Skills and sub skills of listening

Listening is a receptive language skill (as is reading) that requires a person to take meaning from the oral language produced by another speaker (EEAILE Lesson 7, Module 2, 2023), this means receiving language overcomes producing it, also, is the process of interpreting messages, interpreting what is said. In the listening procedure, the listener goes through certain processes in constructing a message out of information that he or she hears in the target language (EEAILE Lesson 7, Module 2, 2023); When we are listening, there is not a single activity happening in that moment, the procedure is more complex than we are thinking.

Quoting from the previous observation made in class, it can be stated that the practice of speaking English in the classroom has proven to be highly beneficial for students. Engaging in English conversations not only boosts their confidence but also prepares them to listen and communicate effectively in real-world situations beyond the classroom. In our instructional planning, it is crucial to prioritize the practice of core listening skills and sub-skills. One such example is the skill of deciphering meaning, which not only proves valuable within the confines of the classroom but also in the students' everyday lives.

As EFL teachers, we must remain acutely aware of our students' preparedness to comprehend English both within the classroom and in real-world contexts. Students who possess well-developed listening comprehension skills are able to actively participate and engage more effectively during class discussions (EEAILE Lesson 8, Module 2, 2023). This serves as a significant reminder of the importance of incorporating listening skills and sub-skills into our lesson plans.

1.2.10 Listening Strategies

Good listeners need to know different sub skills according to the different settings where they are listening to and the reason for listening to it. At the beginner levels and even upper levels, we are not very good with the listening skills. As part of the development of strategies for building listening skills, is necessary to understand **spoken discourse** (EEAILE Lesson 8, Module 2, 2023); A way to discuss this is through the interaction of bottom up and top down processing; the first refers to the usage of incoming aural input as the basis for understanding the message, meanwhile, the second one refers to the use of background knowledge or previous information of a specific topic in order to understand the meaning of a message.

Phase/ activity	Approach	or	Bottom up	Top down
- Pre - listening			- Review on the vocabulary that may be used in the explanation of a new topic	- Students expose their prior knowledge, understanding and experiences about the new topic
- While listening			- Comprehension of words, using exercises that involve selecting listening as verb form, structural exercises.	- Verification of assumption from the previous phase and contrasting with the new information they have just learned.
- Post listening			-Summarizing, drawing a conclusion of whole information.	- Construction of a new knowledge from the information received

Figure 5: Strategies for listening

1.2.11 Authentic materials for listening comprehension, use of technology

One of the characteristics that should be taken into account when selecting materials for listening activities is that the material needs to be relevant to our students, that is, meaningful (EEAILE Lesson 9, Module 2, 2023); a huge advantage of technology is that our student learning continues outside the classroom, they are always in contact with the target language through music, videos, videogames, etc.; including this kind of input into our planning is

helpful, like modern songs or funny videos (with their corresponding techniques and exercises).

The incorporation of authentic materials alongside the textbook proves advantageous for the students. Emphasis is placed on cognitive and metacognitive strategies to determine the objectives of the class and goals for the students. One particularly motivating approach that has been implemented involves watching videos by the YouTuber Mr. Beast. The students find these videos highly engaging and thrilling, resulting in increased participation during classes.

1.2.12 Nature and functions of Speaking skill

Speaking is an interactive process that entails reciprocity. It functions as a two-way road where we communicate with others and anticipate a response or acknowledgment of our presence (EEAILE Lesson 10, Module 2, 2023). This process involves both the production and reception of information, contributing to the construction of meaning. Within this procedure, two types of styles can be distinguished: casual and formal. Rather than being distinct and isolated stylistic compartments, these styles are better understood as existing along a continuum (EEAILE Lesson 10, Module 2, 2023).

For its nature, speaking may be planned or unplanned, most of times, we use in informal and unplanned situations (everyday talking) but other times, we can rely on some preparation (e.g. a conference or class) in order to regulate our speech; language that is used more frequently by people also becomes more readily available to them (cognitively speaking) (EEAILE Lesson 10, Module 2, 2023); for that reason, as speaking is so used, for its efficiency or facility, there are many nuances of meaning (and vocabulary) that are lost in the process.

1.2.13 Skills and sub skills of Speaking

Speaking skills are beyond and more sophisticated and multifaceted than just conversation skills. Lackman (2010) acknowledged the following skills as significant and essential to develop speaking; Functions, fluency, accuracy, appropriateness, grammar, turn taking

skills, relevant length, responding and initiating, repair and repetition, range of words and discourse markers. The next table divided the sub skills of speaking I found on the EEAILE Unit 4 which are indispensable for succeeding in teaching and approach speaking.

SUB SKILL	DEFINITION
Fluency	Students speak with a logical organization without planning or organizing
Accuracy	Students practicing using accurate structures, word and pronunciation
Range of word and grammar	Students using vocabulary and grammar for speaking on a specific topic
Responding and initiating	Students practice by starting a new topic or by making responses
Reparation of breakdowns	Students practice rephrasing sentences when the speaker feel what was spoken was not comprehensible
Turn – talking	Students practice ways of interjecting
Discourse markers	Way or organizing a speech trough words and phrases (connectives such as on the other hand, firstly, secondly, etc.)

Figure 6: Sub skills to develop on the classroom

1.2.14 Integrated skills

Several approaches have been developed based on the principles of skill integration. Notably, content-based instruction, task-based language teaching, and theme-based instruction have gained recognition (EEAILE Lesson 12, Module 2, 2023). Content-based instruction focuses on learning subject matter through language, task-based language teaching emphasizes engaging in tasks that require communicative language use, and theme-based instruction centers around incorporating relevant curriculum content. Implementing skill integration approaches in the classroom exposes students to authentic language and encourages them to interact more naturally with the target language. Furthermore, this approach enables teachers to observe their students' progress while they engage in multiple tasks simultaneously. It also promotes the use of authentic content and meaningful learning, leading to highly motivating classes for the students.

2. METHODOLOGY AND PRACTICE

2.1 COMMUNITY AND SCHOOL CONTEXT

When crafting lesson plans, it is essential to consider the social, economic, and cultural context of the learners. A comprehensive understanding of the learners' social, economic, and cultural backgrounds aids in developing lessons that are pertinent and captivating. By establishing connections with students' experiences, these lessons provide meaningful learning opportunities that engage and resonate with the students.



Figure 7: 18 de Marzo secondary school facade

The Secundaria General Diurna 18 de Marzo is located in Alamo Temapache, a little city situated in the north of the state of Veracruz. It borders with the municipalities of Tepetzintla, Cerro Azul, Tamiahua, Tuxpan and Tihuatlán. According to SEFIPLAN (2022), the economy of the region is primarily based on agriculture, commerce, and industry. The region is known for its agricultural production, particularly in the cultivation of sugarcane, citrus fruits, and coffee. These agricultural activities contribute significantly to the local economy and provide employment opportunities for many residents; According to CONEVAL (2023), more than the fifty percent of the population of Alamo live in poverty, this poverty rates can

indeed have a direct impact on various aspects of community development, including education.

According to the last scholar census provided by SIGED (2023), there are more of 354 active students in the secondary school and more of 80 teachers working on both shifts. The secondary school has a morning and an afternoon shift which attends the educative necessities of the Alamo population. The school is located in the downtown of the city which facilitates the communication with the whole community as with the well-functioning of public services. But as most public schools in Mexico, there are issues that the school faces like deficiency of the water system, the internet signal breaks down when raining or windy or the usual power outages due to the geographical and social characteristics of the zone.

The school has 18 solid and build classrooms, there are spacious and with big windows. The school used to have air conditioning but due to the lack of money and the common outages, there are some which are not working anymore.

2.2 GROUP PROFILE

In order to implementing the approaches from the planning worked on EEAIL, the focus group chosen were the students of the morning shift which study on the second-grade group C. The ages of the participants ranged between 13 to 14 years old. Even though the level of English in most of the students is A2 and upper, there are five students which level is below to the rest of the students. The book we worked is English Backpacker Student's Book II which is the textbook operated by SEP. Teachers need to be prepared to teach in classrooms where diversity exists (EEAIL Lesson 3, Module 3, 2022); Considering the main characteristics of the students is crucial in planning instructional activities. Secondary school students have unique cognitive, sociocultural, and emotional capabilities that need to be contemplated.

Concerning about time exposure it becomes even more crucial to maximize every minute of English class to develop effectively the competences of the students; concerning about that Mexican public secondary school assigns three hours per week to English classes and each

group has 20-30 student, it is important prioritizing key competences, engaging students in meaningful activities, and providing targeted support will contribute to their language development and overall learning experience.

2.3 THE PRACTICE OF THE LESSON PLAN

LESSON PLAN ONE

LESSON STAGE: WARM UP AND SPEAKING

Stage	Inter-action	Time	Procedure	Objective/ Purpose of stage
1	Warm up Speaking	T>Ss 4-5	<ul style="list-style-type: none"> - Teacher will ask to Ss for some piece of news about the local, national and international that they have heard or watch recently; Teacher will elicit Ss to speak what they know and ask to describe the news. Teacher will ask also the media in which they observe news. - Ss will work on pages 80 and 81 (Appendix) and will do a brainstorm about what they observe in the pictures; in pair group, Ss will comment about the several pictures on both pages. - Ss will comment the headlines of the news presented on the textbook. They will guess about what the news is about. Volunteer students will share their opinions in the class. Ss will check the glossary in order to acquire new vocabulary. 	<p>Engage Ss to the topic of the class through intercultural input.</p> <p>Motivate Ss to participate and feel comfortable about their knowledge.</p>

UNIT 6
120692
120692

What's on the news?

Social practice of the language:
Compare the same news in several newspapers.

Environment: Family and community.
Communicative activity: Exchanges associated with media.

Learning goals

- revise news articles.
- read news articles.
- compare the same news item in different newspapers.

Product

- Comparative table.

Reading booklet

- Holiday blend Close.

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GETTING READY

1. In groups, discuss what comes to your mind when you think about these words.

2. In pairs, choose your favorite section. Explain why.

3. Write in the chart the latest news you know. Then in groups, discuss your opinions.

Newspaper

- Sports
- economy
- entertainment
- international
- events

Mexican news	International news
Example: 80-year-old student granted law degree	Example: Hurricane Florence: "We are planning for devastation"

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Figure 1: Lesson plan stage: warm up and speaking and an example of a reading text using as warm up from the textbook.

The importance of show authentic and motivating material to the students such as interesting videos and a variety of pictures in order to create an atmosphere which allows the participation is fundamental during the warm up; in this stage, the activation of the schemata of the learners in order to boost their previous background as motivating to question and analyze the information they are getting in the L2 material; generating a comparison between the local, national and the international news in order to appreciate the differences and similarities which the cultures shares through vocabulary, grammar and social contexts.

It is important to motivate students in this stage in order to enhancement their confidence for the next stages. The integration of the context and identity of the students with the national and international news is important in order to create a connection with the textbook and the authentic material. The performance of the students is evaluated it in an informal approach by the teacher giving feedback about unknown vocabulary or pronunciation, always trying to encourage the work of the students.

LESSON STAGE: READING

The importance of keeping in practice techniques such as skimming and scanning in the students in order to promote the previous reading work of the last plannings is a key for success in the reading stages; improving the previous techniques in order to build real and meaningful meaning and comprehension of what the students are reading.

2	Skimming reading and feedback	S-S S>T	5-15	<ul style="list-style-type: none"> - Ss will skimming the news article on page 80; in a group reading, Ss and teacher will read out the text and with the help of the images, they will argument what the news is about. Teacher will write the next questions on the board: <ul style="list-style-type: none"> - What is a hazardous asteroid? - What is the news about? - In work pair Ss will comment their answers. Then, in a brief group comment approach, Ss will share their answers. Teacher will give feedback about the Ss answers. - Ss will skimming the news article on page 81 of the textbook. Teacher will write some questions about the reading on the board in order to observe what Ss understood about the piece of news. - Ss will read again their answers in a voluntary approach in order to compare their answers to the other S. They will self-correct some mistakes in order to motivate them. (Teacher will recall on no incorrect answers, just different conclusions of the reading). - Ss will complete the table of exercise 3 making a comparison in both texts of the textbook. They can use the glossary to look up for words or their mobile phones for the online dictionary. - Teacher will provide feedback of the activity at the end. 	<p>To develop Ss' skimming reading skills.</p> <p>Improve Ss vocabulary.</p> <p>Ss questioning about social aspects of the news.</p> <p>Increase Ss motivation of their linguistic skills.</p> <p>Contrast their social and cultural context with other using the L2 language</p>
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Figure 2: Reading planning stage.

By revising short and multiple pieces of news, students guess what the news is about; working on teams, they will share their ideas orally, using their schemata and producing new vocabulary trying to share their ideas about the reading material. Students can use the glossary in order to get more vocabulary for the activity and clarify ideas. Teacher will encourage students to analyze what they are reading by giving ideas which help them to land their opinions about the headlines they are interpreting. Students will formulate two or three easy questions about some news that they have heard recently on the textbook. Teacher will monitor this activity in order to provide help and clarify questions.

At the end of these brief approaches, students will read their productions on their teams and then in whole class; the purpose of this is that teacher could have the chance to assess their progress by a fast and easy approach as an informal assessment, as may be many possibilities of answers produced by the students, the rubric will be grammar, vocabulary and spelling.

On the bottom of the page there is a self-assessment format which invites the students to reflect on their progress through the lesson. Students will complete it; teacher will be reading the two sentences in front of the class in order to monitor and give positive feedback to the students.

The image shows two pages from a textbook. Page 78 is titled 'ON THE ROAD' and 'LESSON 1: Revising news articles'. It contains several news headlines: 'Mexico needs more responsible, sustainable tourism', 'World's longest nonstop flight: Airbus A350-900ULR set to enter service', 'Archaeologists uncover evidence of brutal 5th century massacre', 'Why are chemical weapons worse than other weapons of mass destruction?', and 'Newspaper headlines: What kinds of stories let the headlines in your local newspaper in Mexico?'. Below the headlines are instructions for a group activity and a self-assessment section with 'Yes' and 'No' columns. Page 79 is titled 'Listen to Pablo, Lupe and Kevin having a conversation. Complete the dialogue.' It features a photo of three students and a dialogue script. Below the dialogue is a grid for taking notes and a final instruction to have a conversation about the news.

Figure 3: Reading material taking from the textbook.

LESSON STAGE: LISTENING

The main aim of this stage is to enhance students to first, produce by oral approaches, their ideas about the listening material of the textbook and then, invite to the students to make guesses about the listening script in order to make assumptions about the material; the idea of make a comparison between their first answers with the post listening is to analyze their knowledge about the topic and encourage them to observe the integration of the skills in the language learning process.

3	Listening Writing	L	5-10	<ul style="list-style-type: none"> - Teacher will play the listening of reading number two. Both times in order to clarify the questions. In the first listening, teacher will stop when Ss have questions about pronunciation; teacher will clarify doubts about vocabulary. - Teacher will provide a work sheet where Ss must fill the blank spaces about vocabulary of the reading exercise of page 80. Ss will correct themselves their worksheets in order to motivate them. - Ss will discuss how they feel about the memory exercise and the implications that they had when they were solving the task. Brief comment in the group. - Ss will start to discuss about similar news situations that have happened in their community or Mexico. 	<p>Increase listening skill on the Ss.</p> <p>Increase schemata activities in order to increase it.</p> <p>To develop Ss scanning skills.</p> <p>Work team.</p>
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Figure 5: Listening activity on the lesson planning.

Listen to Pablo, Lupe and Kevin having a conversation. Complete the dialogue.

Pablo: Have you read the news on _____?

Lupe: No, what is it about?

Pablo: It seems that in _____ users will have to be at least _____ to use the services.

Lupe: Oh, really? What do you think about it?

Pablo: I disagree with it.

Kevin: _____?

Pablo: Personally speaking, I _____ people should be able to use technology without limits.

Kevin: I partially agree with you. Young people should have limits.

Pablo: Yes, reckon you are _____.

Compare your answers to activity 4. Then listen again to check activity 4.

Choose a Mexican piece of news you have seen or heard recently in any field. Take notes of your opinion about it.

1	2	3	4	5	6	7	8	9	10

Have a conversation about the news you chose in activity 6. Follow the model of the conversation in activity 4.

ON THE ROAD

UNIT 4 LESSON 1 **79**

Figure 4: Listening activity on the lesson planning.

After listening, it is important to encourage students to put on practice the techniques for a better understanding of the listening task, such as taking notes on what they are listen or making predictions about the listening activity material. It is important for the teacher to give a pre listening activity such skimming reading of the material in order to clarify questions about vocabulary and grammar and avoid frustration in the students because cannot understand what the text is about or the instructions.

The integration of reading, writing and listening by the student is an important factor for the teacher in order to assess the progress of the L2 skills of the student; this kind of formal assessment will be performed by the student in a short writing task on the same textbook which will be grade by a simple rubric which will focus comprehension, vocabulary and grammar in order to bounce motivation to the student, the feedback will be in the same class, giving a positive attitude for the results of the work of the students.

LESSON STAGE: WRITING AND PROGRESS ASSESSMENT

The writing and progress assessment stage at the end of the first lesson, it is intended that students will be able to comprehend short news articles and make predictions about certain topic by skimming and scanning reading texts. In addition to the writing assessment, it is intended that students create a discussion about the reading text, expressing their opinions and contrasting their ideas using the news article as main reference.

4	Scanning reading Writing	T	5-10	<ul style="list-style-type: none"> - Ss will write a Mexican piece of news that teacher will show on the board about Mexican artist Peso Pluma (https://variety.com/2023/music/news/peso-pluma-musica-mexicana-interview-1235589189/) - Then, Ss will share their personal opinions about the task, they will discuss what they understood about the reading and the questions about vocabulary. - Ss will answer five questions about the reading of Peso Pluma in order to assess reading comprehension (they are free to write any way of a possible answer, encourage them to express their ideas freely). 	<p>Observe if Ss comprehend a text.</p> <p>Improve vocabulary.</p> <p>Writing creation</p>
5	Scan reading	T-Ss	5-10	<ul style="list-style-type: none"> - Individually, Ss will write a short news article on page 77 (Appendix). Using their schemata, they will produce a short writing on their textbook about any situation they have seen or heard. - Teacher will assess the writing creation at the end of the class. 	To help the Ss a deep comprehension of the text

Figure 5: Writing and integration activities on the lesson planning.

Integrating technology in the approaches of the class, it is proposed that students have more interest and curiosity for the lesson; working on teams, the students will read and comprehend news from the Variety website about the Mexican artist Peso Pluma. All the material and websites are specific for their English level proficiency. Another goal for this first phase is that the students can make a comparison of their social context and the social aspect that they are reading on the articles; by doing questions about their cultural knowledge of certain English spoken countries, teacher will elicit to students to active their schemata and previous knowledge in order to reach the social aspect goal of the lesson.

The first work for the portfolio will be create it in this stage; students after reading the reading material, guessing about what is about and listening the teacher's reading of the same material, they will perform a brief discussion about what they comprehend on the news article in order to express the ideas and opinions of the students about the previous mentioned aspects of the task. By giving certain expression written on the board, teacher will guide students in their contributions, by doing in a more structured and appropriate form; teacher will remind to the students the use of the phrases and that they can use it in other conversations.

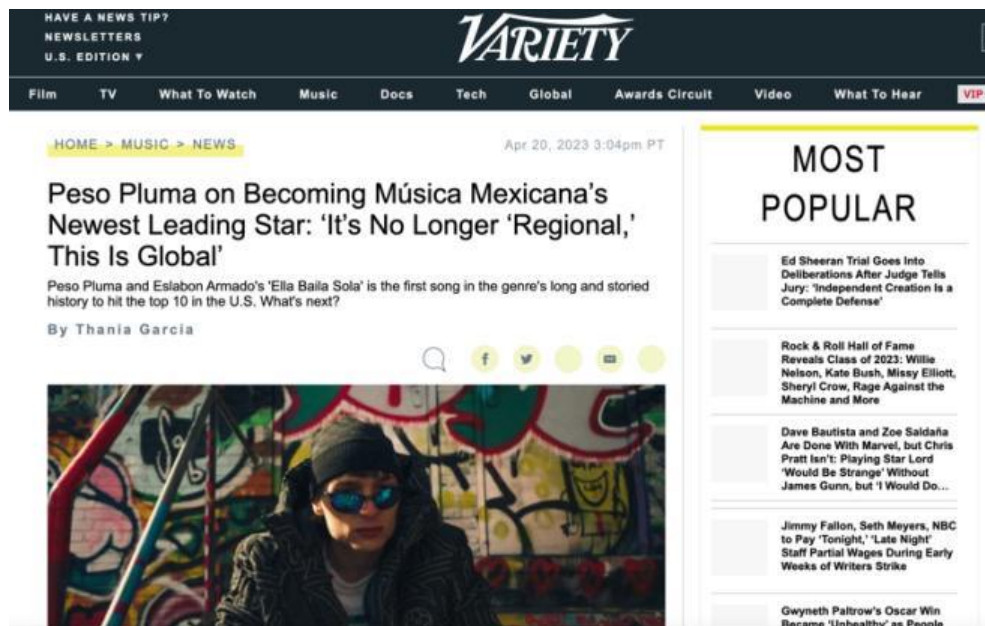


Figure 6: Writing assessment taken from the Variety website.

After the group discussion, students will write a short piece of news (teacher will provide de rubric for this assessment, such as number of words and the format); it is important to recall on the students that the aspects of evaluation for this assignment will include their use of grammar, vocabulary, sentence structure, coherence and language proficiency; teacher will clarify the questions about the aspects for evaluation in the class in order to avoid misunderstanding on the students and provide motivation for the work.

Students could use their mobiles phones and other electronical devices to assist in this task. Teacher will provide feedback on areas for improvement and suggestions for how to strengthen their writing skills. The feedback will be always constructive.

LESSON PLAN TWO

LESSON STAGE: WARM UP AND SPEAKING

The second part of the lesson planning has the purpose to deep into the multicultural aspects of the unit; by contrasting with a more shaping perspective the different news articles which students will bring to the class with the purpose of make a more comprehensible and interesting discussion about the differences and similarities from their community context, the same country and the L2 countries which appeared on their material.

	Stage	Inter-action	Time	Procedure	Objective/ Purpose of stage
1	Warm up Speaking	T>Ss	4-5	<ul style="list-style-type: none"> - Teacher will ask to Ss for some piece of news about the local, national and international that they have heard or watch recently; Teacher will elicit Ss to speak what they know and ask to describe the news. Teacher will ask also the media in which they observe news. - Ss will work on pages 80 and 81 (Appendix) and will do a brainstorm about what they observe in the pictures; in pair group, Ss will comment about the several pictures on both pages. - Ss will comment the headlines of the news presented on the textbook. They will guess about what the news is about. Volunteer students will share their opinions in the class. Ss will check the glossary in order to acquire new vocabulary. 	<ul style="list-style-type: none"> Engage Ss to the topic of the class through intercultural input. Motivate Ss to participate and feel comfortable about their knowledge.
2	Skimming reading and feedback	S-S S>T	5-15	<ul style="list-style-type: none"> - Ss will skimming the news article on page 80; in a group reading, Ss and teacher will read out the text and with the help of the images, they will argument what the news is about. Teacher will write the next questions on the board: <ul style="list-style-type: none"> - What is a hazardous asteroid? - What is the news about? - In work pair Ss will comment their answers. Then, in a brief group comment approach, Ss will share their answers. Teacher will give feedback about the Ss answers. 	<ul style="list-style-type: none"> To develop Ss' skimming reading skills. Improve Ss vocabulary. Ss questioning about social aspects of the news.

Figure 7: Second lesson plan stage: warm up and speaking.

The use of authentic material as I previously mentioned, it is important to catch the attention of students and, to increase the touch with real language. In the warm up, with the use of WH questions, it is intended to activate the students' schemata; by writing short ideas, listening their classmates' opinions and by skimming the headlines of the news of the textbook, teacher will evoke the use of previous knowledge in order to link with the new ones. It is important to recall in the students to ask for clarification if they understand any of the warm up approaches of the teacher in order to understand the instructions and comprehend the activities that will be performed in the next stages.

LESSON 2: Reading news.

1. Read the headlines. Which is the most worrying? Discuss it with your partner.

- The truth about the 'potentially hazardous' asteroid that is not going to hit Earth.
- Massive asteroid bigger than the 'Great Pyramid of Giza' will make a close approach to Earth NEXT WEEK traveling more than 20,000 miles per hour.

2. Now read and listen to the news.

News article 1: 'The truth about the 'potentially hazardous' asteroid that is not going to hit Earth'

News article 2: 'Massive asteroid bigger than the Great Pyramid of Giza will make a close approach to Earth NEXT WEEK traveling more than 20,000 miles per hour'

READING NEWS...

In news, information is reported using verb forms like *said, has said, told, has told, reported, tweeted, etc.* + a sentence usually between quotation marks.

Example: "We could be growing much more." Mr. Frolik said.

Aspects	Text 1	Text 2
Similarities		
Differences		
Author		

3. Complete the table of comparison between the two texts. Add two new aspects.

4. Discuss the following statements in groups.

- "No asteroid currently known is predicted to impact Earth for the next 100 years".
- "A massive asteroid estimated to be double the size of a Boeing 747 is headed toward a close approach with Earth next week".

Self-assessment

I can understand a news article. Yes No

If your answer is no, read the text again with the help of your teacher.

Figure 8: Images and headlines news using as warm up from the textbook.

LESSON STAGE: READING

By reading short and multiple pieces of news, students can compare their own social context with others while they are able to comprehend the reading material. Encouraging students to analyze what they read in order to answer the questions that teacher will write on the board, beside this, students can consult the glossary at the end of the book in order to clarify

questions about vocabulary. It is important for effectively education purposes like this lesson planning, the use of web sites which contain reliable sources that provide accurate information and a proper use of the syntax and level for the students.

Through skimming, teacher will elicit to students to make brief prediction about what the text is about, guiding their ideas by just reading the headlines, students will change their ideas in a short brainstorm approach in the teams and the in the whole class; at the end of the reading, students will check if their predictions are correct or not, teacher will also recall on positive feedback and if the answers of the students are incorrect, ask them in which way their answers differ from the text in order to boost confidence and analysis capacity. In this stage is important to monitor the activity in order to do and informal assess to encourage them and observe their progress.

2	Skimming reading and feedback	S-S S>T	5-15	<ul style="list-style-type: none"> - Ss will skimming the news article on page 80; in a group reading, Ss and teacher will read out the text and with the help of the images, they will argument what the news is about. Teacher will write the next questions on the board: <ul style="list-style-type: none"> - What is a hazardous asteroid? - What is the news about? - In work pair Ss will comment their answers. Then, in a brief group comment approach, Ss will share their answers. Teacher will give feedback about the Ss answers. - Ss will skimming the news article on page 81 of the textbook. Teacher will write some questions about the reading on the board in order to observe what Ss understood about the piece of news. - Ss will read again their answers in a voluntary approach in order to compare their answers to the other S. They will self-correct some mistakes in order to motivate them. (Teacher will recall on no incorrect answers, just different conclusions of the reading). - Ss will complete the table of exercise 3 making a comparison in both texts of the textbook. They can use the glossary to look up for words or their mobile phones for the online dictionary. - Teacher will provide feedback of the activity at the end. 	<p>To develop Ss' skimming reading skills.</p> <p>Improve Ss vocabulary.</p> <p>Ss questioning about social aspects of the news.</p> <p>Increase Ss motivation of their linguistic skills.</p> <p>Contrast their social and cultural context with other using the L2 language</p>
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Figure 9: Reading activities taken from the lesson plan.

In this moment in the class, it is helpful to invite students to use the news articles or any information outlet to stay informed and expand their knowledge about grammar and socio-cultural aspects which they may find interesting; teacher will focus that the main success of these approaches is to gain deeper understanding of reading material on the L2.

LESSON 2: Reading news

1. Read the headlines. Which is the most worrying? Discuss it with your partner.

- The truth about the 'potentially hazardous' asteroid that is not going to hit Earth.
- Massive asteroid bigger than the 'Great Pyramid of Giza' will make a close approach to Earth NEXT WEEK traveling more than 20,000 miles per hour.

2. Now read and listen to the news.

Self-assessment

I can understand a news article. Yes No

If your answer is no, read the text again with the help of your teacher.

Learning to learn

How effective is it to ask and answer questions in order to understand a news article?

READING NEWS...

In news, information is reported using verb forms like *said, has said, told, has told, reported, tweeted, etc.* + a sentence usually between quotation marks.
Example: "We could be growing much more," Mr. Frolik said.

3. Complete the table of comparison between the two texts. Add two new aspects.

Aspects	Text 1	Text 2
Similarities		
Differences		
Author		

4. Discuss the following statements in groups.

- "No asteroid currently known is predicted to impact Earth for the next 100 years".
- "A massive asteroid estimated to be double the size of a Boeing 747 is headed toward a close approach with Earth next week".

Making connections

Have you ever read about a similar situation in the news of your country? Can you give details about it?

Figure 10: Approaches from the lesson plan and reading activities.

LESSON STAGE: LISTENING

Teacher will play an audio recording from the same textbook in order to familiarized students with the content of the reading of the same page. Before starting the first listening, teacher will encourage students to solve the questions about vocabulary and grammar; teacher will motivate them to use the glossary as a tool for solving the questions. During the first listening, teacher will pause the recording when observe that students have questions about pronunciation or how to correctly say certain words from the textbook. It is important that teacher monitoring the activity in order to act properly in this kind of behavior by the students.

3	Listening	L	5-10	<ul style="list-style-type: none"> Teacher will play the listening of reading number two of page 80 (Listening 41). Teacher will play it twice in order to clarify the questions. In the first listening, teacher will stop when Ss have questions about pronunciation; teacher will clarify doubts about vocabulary. Teacher will provide a work sheet where Ss must fill the blank spaces about vocabulary of the reading exercise of page 80. Ss will correct themselves their worksheets in order to motivate them. Ss will discuss how they feel about the memory exercise and the implications that they had when they were solving the task. Brief comment in the group. Ss will start to discuss about similar news situations that have happened in their community or Mexico. 	<p>Increase listening skill on the Ss.</p> <p>Increase schemata activities in order to increase it.</p> <p>To develop Ss scanning skills.</p> <p>Work team.</p>
	Writing				

Figure 11: Listening activities on the lesson plan and the glossary of the unit.

The second listening will likely be a chance for students to familiarize further with the words and content of the reading and reinforce the understanding of the vocabulary and pronunciation. This repetition will be helpful for the students to complete a short task which teacher will provide on a worksheet. At the end of the task, students will grade themselves and by volunteer participation, students will address their answers and comment their performance during the listening task. Teacher will provide feedback at the end.



Figure 12: glossary of the unit.

LESSON STAGE: WRITING AND PROGRESS ASSESSMENT

By the end of the first lesson, it is intended that students will be able to comprehend more elaborate and extended news articles, make predictions about certain topic by using reading techniques such as skimming and scanning and will be able to share opinions and conclusions about topics that they have read or have seen using more complex structures. By asking students to look for a news article which they are interested in, teacher will be eliciting them to read more authentic material from the L2; beside this, this is the second material for the creation of the material of the portfolio.

4	Scanning reading Writing	T	5-10	<ul style="list-style-type: none"> - Ss will look for a piece of information from the BBC website (https://www.bbc.co.uk/newsround) in order to fulfill the task of page 82. They will select two of their interest and will write it down in order to include it on their portfolios. - Then, Ss will share their personal opinions about the task, they will discuss what they understood about the reading and the questions about vocabulary; they will answer the questions: Are you able to read the full article? Do you understand what the news article is about? - Ss will make a comparative table like on page 81 in order to assess reading comprehension (they are free to write any way of a possible answer, encourage them to express their ideas freely); they will be able to create their own table or mind map or take the previous table as a model. - Teacher will assess this task on the class, following a rubric where vocabulary, grammar and coherence are the main factors. Teacher will give feedback on the textbook. 	<p>Observe if Ss comprehend a text.</p> <p>Improve vocabulary.</p> <p>Writing creation</p>
5	Scan reading Assessment	T-Ss T- Ss	5-10	<ul style="list-style-type: none"> - Individually, Ss will read the short news article on page 83 (Appendix). Using their knowledge, they will find the similarities and differences on both texts; they will also guess the new vocabulary by reading the whole context and providing ideas about the meaning. - Ss will assess themselves on task one of page 83. - Teacher will give a short explanation of useful phrases presented by the book such as: I really think..., I consider ..., In my opinion/My opinion is; in order to create awareness on how express opinions on the L2 language; volunteer students will give examples about it. 	To help the Ss a deep comprehension of the text

Figure 13: Writing and integration activities on the lesson planning.

Integrating technology in the approaches of the class, it is proposed that students have more interest and curiosity for the lesson; working on teams, the students will read and comprehend any article chosen by them in the website of the BBC. All the material and websites are specific for their English level proficiency. Another goal for this first phase is that the students can make a comparison of their social context and the social aspect that they are reading on the articles; by doing questions about their cultural knowledge of certain English spoken countries, teacher will elicit to students to active their schemata and previous knowledge in order to reach the social aspect goal of the lesson.

The first work for the portfolio will be create it in this stage; students after reading and listening, they will do a brief brainstorm about their selected news articles in order to express the ideas and opinions of the students about the previous mentioned aspects of the task. By giving certain expression written on the board, students will guide their contribution in a more structured and appropriate form; teacher will remind to the students the use of the phrases and that they can use it in other conversations.

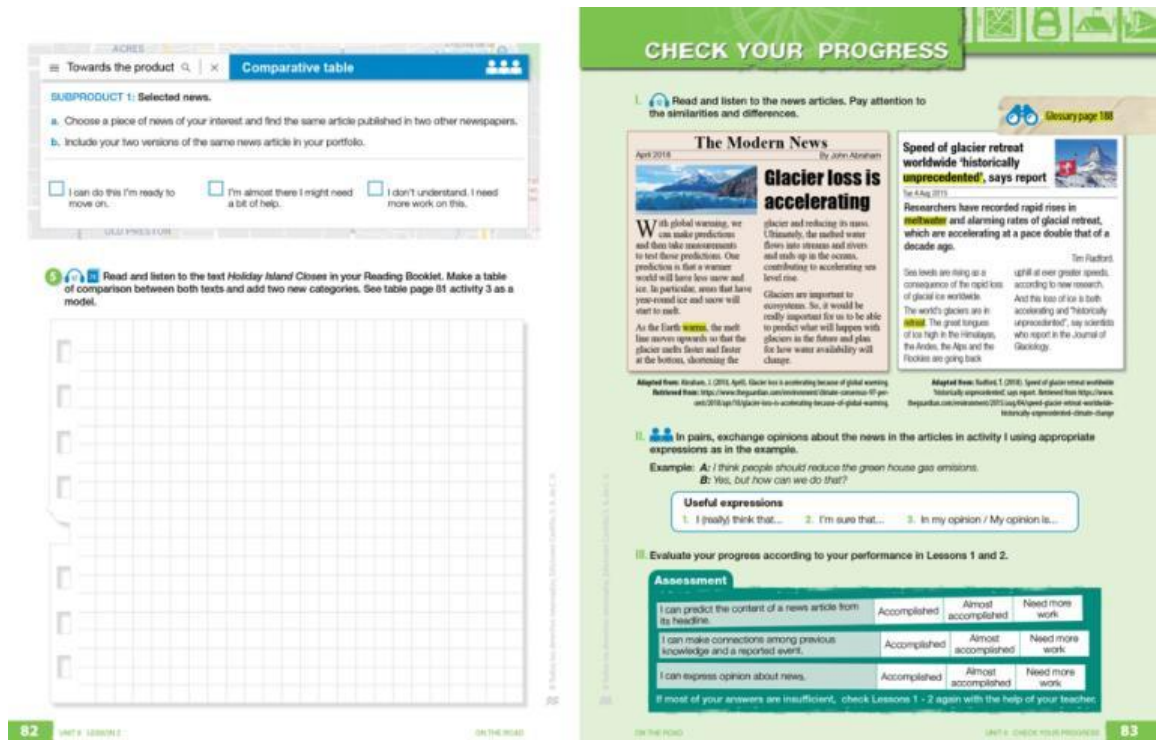


Figure 14: Writing activity and assessment on the textbook.

On the textbook, students will find again another self-assessment in which the students will evaluate their progress through the lesson; it is important to focus this kind of approaches to the student in order to praise the autonomy of their learning process; intrinsically motivation may lead to the student to research beyond of the content seen on class, which is one of the goals of the class, to boost the curiosity of the student of acquire more knowledge and question the reality of their learning process.

This planning has the goal to create more awareness in the student about their social and cultural life aspects and of course, to create new knowledge and reaffirm it in the student, besides this, to integrate in a well-rounded approach the four skills of the language in the students, in order to motivate to practice the L2 outside the classroom and assess the whole learning process in the final product in a holistic approach.

LESSON STAGE: WARM UP AND SPEAKING

By encouraging students to express their feelings and opinions to the issues presented in the textbook, it is intended that they connected to the material due the authenticity and close ap]

LESSON 3: Contrasting news articles

1 Read and listen to the news article.

The Informer

Teenagers' sleep quality and mental health at risk over late-night mobile phone use

My 2.00 Hour

A longitudinal study of 1,101 Australian high school students aged between 13 and 16 found poor-quality sleep associated with late-night texting or calling was linked to a decline in mental health, such as depressed moods and declines in self-esteem and coping ability.

Lead researcher, Lynette Vernon of Murdoch University in Perth, said "If you're finding your son or daughter is moodier and not coping at school, you often put that down to adolescence – but it could be as simple as them not sleeping at night."

"The **consequences** of not coping – lower self-esteem, feeling moody and less self-regulation, aggressive and delinquent behaviors – the levels increase as sleep problems increase."

Teenagers who reported "constantly texting into the night" said when surveyed a year later, the problem had **worsened**. "It's exciting – they're highly invested in it... Some kids are staying up until 3 am."

"Teenagers need eight to 10 hours of sleep for healthy development," Vernon said. Phones disrupted sleep in two ways, with the bright light from screens **disrupting** natural circadian rhythms, and messages received before sleep **raising** cognitive and emotional **arousal**, Vernon has said.

Education was the best prevention, Vernon said. Parents could also set a good example by demonstrating good habits around phone use themselves.

Adapted from: Hall, I. (2017, September), Teenagers' sleep quality and mental health at risk over late-night mobile phone use. Retrieved from <http://www.bbc.com/news/health-42077849>

2 Read the text again and underline the main ideas. Create some questions about the article.

3 Take turns to ask and answer the questions you created in activity 2.

THE JOURNALIST

Wide awake: Late-night phone use harms teenagers' mental health and sleep quality.

TEENAGERS' LATE-NIGHT MOBILE PHONE USE IS **HAZARDING** THEIR MENTAL HEALTH AND SLEEPING PATTERNS, ACCORDING TO A NEW STUDY.

By Hayley Halpin



The study of 1,100 students aged 13 to 16 in Australia found that late-night mobile phone use was directly linked to poor sleep quality, which led to poorer mental health outcomes, reduced coping and lowered self-esteem.

Lead researcher Lynette Vernon, of Murdoch University in Perth, said the findings showed a need for **guidance** around the use of mobile phones in bedrooms. The researchers looked at teenagers' mobile phone habits over the course of four years. Students were asked what time of the night they received or sent text messages and phone calls, and about their perceptions of their sleep quality.

The results showed that 85% of students in their first year of high school (aged around 13) owned a mobile phone. Around one-third of these students reported they never texted or received phone calls after lights out. However, three years later 93% of the students owned mobiles and only 22% of these students reported no late-night mobile phone use.

As the students' levels of mobile phone use **grew** over time, so did their poor sleeping behavior, with a **fall** in depressed mood and a decline in self-esteem evident. "Heavy mobile phone use becomes a problem when it **overrides** essential aspects of adolescent life," Vernon said.

Adapted from: Halpin, H. (2018, April), Wide awake: Late-night phone use harms teenagers' mental health and sleep quality. Retrieved from <http://www.theguardian.com/technology/2018/apr/04/wide-awake-late-night-phone-use-harms-teenagers-mental-health-and-sleep-quality>

4 Compare this article with the other version (page 84 activity 1). In groups, analyze differences and similarities between them.

How old is the world's oldest dog?



The world's oldest dog, Bobi, has just celebrated his 31st birthday.

By Joe Wicks
BBC News

He celebrated in style, with more than 100 guests, and even a dance troupe turning up to honor the dog!

Leonel Costa, who is the owner of Bobi, said his dog gets a lot of attention as the world's oldest dog, and reporters from all over the world come to take a picture of him.

Bobi is apparently currently in good health, after a successful recent check-up at the vets. Leonel describes him as "one of a kind" adding he tries to keep him in a "calm, peaceful environment" to keep him healthy and happy.

Figure 15: Warm up text references from textbook and authentic material.

By stimulating the students with the pictures and headlines, teacher will create a short discussion by looking the pictures and skimming the headlines; students will guess what the text is about and express their opinions using the appropriate structures for expressing opinions which were studied in previous classes.

	Stage	Inter-action	Time	Procedure	Objective/ Purpose of stage
1	Warm up Speaking	T>Ss	4-5	<ul style="list-style-type: none"> - Teacher will ask to the students about issues that they have faced in recent moments, like a breakup, stress for exams, problems at home, etc.; Teacher will elicit students to speak their experiences and if they know more people who are dealing with the same situation. - Ss will skimming the readings on pages 84 and 85 and will do a brain discussion about what they observe in the pictures; in pair group, students will underline unknown word and will guessing the meaning by context, then, they can use the dictionary or a technological gadget to solve their queries. Teacher will provide feedback. - Teacher will read the text reading; students will answer questions where WH is used; brief discussion at the end about the issues proposed by the book. 	<p>Engage Ss to the topic of the class through intercultural input.</p> <p>Motivate Ss to participate and feel comfortable about their knowledge.</p>
2	Skimming reading and feedback	S-S S>T	5-15	<ul style="list-style-type: none"> - Students will read the reading of the lesson three on page 85; they will read twice the text, the first one using skimming techniques; after the first reading, teacher will formulate some questions to the students using WH questions. Teacher will write the next questions on the board about the issues presented by the book. - In work pair Ss will scanning the same text of page 85 in order to answers the questions that were presented previously by the teacher. 	<p>To develop Ss' skimming reading skills.</p> <p>Improve Ss vocabulary.</p>

Figure 16: Warm up activities on the lesson planning.

After discussion, students will be scanning the text looking for unknown words and with the help of their mobile phones, they will create a short glossary on the same textbook. Teacher will be monitoring the activity in order to assist students with have questions or queries about the activity or words. The importance of engaging students with positive and creative approaches in this stage is highly important in order to activate their schemata and previous knowledge and linked with the new one; using WH questions to ask them about what the text is about and relating the stories with their own experiences in order to build a relationship with the text readings, using their social context and experiences and the ones presented by the book.

LESSON STAGE: READING

Reading is essential for developing the skill of comprehension; by enhancing reading in this stage, it is intended that students link their critical thinking and analyze and make inferences to different kind of texts, in this case, a more complex news article. Students will read the two readings of the textbook in order to first comprehend the ideas that the author wants to

transmit; by skimming and scanning, students will achieve the comprehension of the message.

2	Skimming reading and feedback	S-S S>T	5-15	<ul style="list-style-type: none"> - Students will read the reading of the lesson three on page 85; they will read twice the text, the first one using skimming techniques; after the first reading, teacher will formulate some questions to the students using WH questions. Teacher will write the next questions on the board about the issues presented by the book. - In work pair Ss will scanning the same text of page 85 in order to answers the questions that were presented previously by the teacher. - Students will write their answer on their notebook. Teacher will grade this activity on the class checking grammar and vocabulary. - Ss will read again their answers in a voluntary approach in order to compare their answers to the other teams. They will self-correct some mistakes in order to motivate them. (Teacher will recall on no incorrect answers, just different conclusions of the reading) - Ss will share their personal opinions about the reading and if they have felt like the people who appears in the reading. Students will discuss their answers using the structure: <u>in my opinion, I consider, I think ...</u>; teacher will elicit to use those phrases in order to recall on previous knowledge on the students. - Ss will create a table of similarities and differences on their teams from their point of view according to the reading; students will compare their differences in a brief class discussion. Students will grace themselves and teacher will give feedback during the class. 	<p>To develop Ss' skimming reading skills.</p> <p>Improve Ss vocabulary.</p> <p>Ss questioning about social aspects of the news.</p> <p>Increase Ss motivation of their linguistic skills.</p> <p>Contrast their social and cultural context with other using the L2 language</p>
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Figure 17: Reading accomplishments on the lesson planning.

LESSON 3: Contrasting news articles

1 Read and listen to the news article.

The Informer Teenagers' sleep quality and mental health at risk over late-night mobile phone use

A longitudinal study of 1,101 Australian high school students aged between 13 and 16 found poor-quality sleep associated with late-night texting or calling was linked to a decline in mental health, such as depressed moods and declines in self-esteem and coping ability.

Lead researcher, Lynette Vernon of Murdoch University in Perth, said "if you're finding your son or daughter is moody and not coping at school, you often put that down to adolescence – but it could be as simple as them not sleeping at night."

"The **absence** of net coping – lower self-esteem, feeling moody and less self-regulation, aggressive and delinquent behaviors – the levels increase as sleep problems increased."

Teenagers who reported "constantly texting into the night" said when surveyed a year later, the problem had **worsened**. "It's escalating – they're highly invested in it... Some kids are staying up until 3 am."

"Teenagers need eight to 10 hours of sleep for healthy development," Vernon said. Phones disrupted sleep in two ways, with the bright light from screens **disrupting** natural circadian rhythms, and messages received before sleep **giving** "cognitive and emotional **avalanches**," Vernon has said.

Education was the best prevention, Vernon said. Parents could also set a good example by demonstrating good habits around phone use themselves.

over the course of four years. Students were asked what time of the night they received or sent text messages and phone calls, and about their perceptions of their sleep quality. The results showed that 85% of students in their first year of high school (aged around 13) owned a mobile phone. Around one-third of these students reported they never texted or received phone calls after lights out. However, three years later 83% of the students owned mobiles and only 22% of these students reported no late-night mobile phone use.

As the students' levels of mobile phone use **grew** over time, so did their poor sleep behavior, with a **rise** in depressed mood and a decline in self-esteem evident. "Heavy mobile phone use becomes a problem when it **overrides** essential aspects of adolescent life," Vernon said.

2 Read the text again and underline the main ideas. Create some questions about the article.

3 Take turns to ask and answer the questions you created in activity 2.

4 Compare this article with the other version (page 84 activity 1). In groups, analyze differences and similarities between them.

Figure 18: Reading from the textbook.

After two previous classes, it is intended that the vocabulary development of the students have been improved; after skimming and scanning, students will answer the questions written on the board by the teacher in order to express what they understood of the text. It is important to remind them that the answers must be creative and not following the same sentence from the book in order to increase their critical thinking and freedom for their opinions.

The product of this stage will be a short table comparing similarities and differences characteristics of the text from their point of view; it is significant to foster the creativity of the students and to point the importance grammar and coherence. The table will be done in pair work and teacher will be monitoring the activity in order to motivate them assistance them for questions of vocabulary and grammar. Students will present their outcomes during the class.

LESSON STAGE: LISTENING

By involving students into listening approaches, it is intended that students increase their listening skills and linked with the others. As listening is crucial for effective communication, relating the experiences from the text and the students' knowledges will be helpful to respond positively to the approaches and create empathy with the towards the authentic material.

3	Listening	L	3-10	<ul style="list-style-type: none"> - On the board, teacher will explain more about the issue presented by the news article (the overuse of the mobile phone). Using the reading text of the book, teacher and students will skim the vocabulary and they will be guessing about what the text is about. Ss will listen the recording of the article twice. - Teacher will write questions about the listening audio on the board. Students will read it aloud in order to clarify and practice the vocabulary. - After the first listening, students will be looking familiar words and structures. Teacher will pause the recording if the students have questions about pronunciation and will do comments in order to activate their schemata; Teacher will supervise the activity in order check if any of the previous behaviors happen. - Teacher will play the listening for a second time; in this moment, students will be more familiarized with the vocabulary and structures; teacher will pause the audio in order to reinforce some words which may be difficult to pronounce or understand. Also, it is intended that students have the answers of the activity already. - Students will read their answers aloud on the class in order to confirm the answers. Teacher will provide feedback and correct any mistakes by giving positive comments and reinforce the right answers of the students. 	<p>To develop Ss scanning skills.</p> <p>Increase cultural queries from the readings by the students.</p> <p>Work team.</p>
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Figure 19: Listening approaches from the lesson plan.

Following the same routine of the previous classes, teacher will do some pre-listening activities such as brief discussion about the reading material and introducing relevant background to the approach. After this, teacher will play the record twice; in the first listening, teacher will recall using active listening strategies, for instance, note taking, identifying main ideas of the text, pronunciation; it is important to remind to the student the use of these techniques in order to success in the listening task.

The second listening will be more focus on consolidating the knowledge, understanding and practicing what they have read. Teacher will pause the audio when observe that students have difficulties on understanding the listening. At the end, teacher will do a brief discussion about the opinions of the students about the difficulty of the audio; by doing some comprehension questions and asking for a summarizing about the audio to the students in order to consolidate the understanding and practice the L2 language.

Read, listen and circle the words you hear in this third version of the news article.

MEDICAL MAGAZINE

Night phone use a danger for adolescent mental health

Provided by Murdoch University

Glossary page 185

students **held** a mobile phone and around one-third of these students **if** **declared**/**reported** they never looked or received phone calls after lights out. But three years later 93 per cent of the students owned mobiles and only 22 per cent of those Year 11 students reported no late night mobile use.

Dr Vernon said "these results are **concerning**, although the answer is not as simple as just banning adolescent phone use."

RESEARCH CONDUCTED BY MURDOCH AND SPRIETH UNIVERSITIES IN AUSTRALIA TRACKED CHANGES IN LATE-NIGHT MOBILE PHONE USE, SLEEP AND MENTAL HEALTH **(a)** **SIGNALS** **(b)** **INDICATORS** OVER THREE YEARS IN A LARGE SAMPLE OF AUSTRALIAN TEENS.

They found that **(a)** **adolescents**/**teenagers**' late-night mobile phone use was directly linked to poor quality sleep, which subsequently led to poorer mental health outcomes, reduced coping, and lowered self-esteem.

The study **surveyed** 1100 students from 29 schools **(c)** **annually**/**yearly** over four years in total, starting in Year 9 and following them until Year 11. Students were asked what time of the night they received or sent text messages and phone calls, and their perceptions of their sleep **(d)** **quality** **condition**.

The researchers also **(e)** **examined**/**investigated** adolescents' symptoms of depressed mood, involvement in delinquency or aggression, and their coping and **(f)** **self-esteem**/**self-respect** over time.

Results **(g)** **revealed**/**showed** that in Year 9, more than 85 per cent of

«There are many potential **(i)** **benefits**/**advantages** of mobile technology, but these results **(j)** **demonstrate** the importance of adults "setting limits where they are", enforcing electronic curfews, and teaching good sleep **(k)** **customs**/**habits** during the high school years," Dr Vernon has said.

Adapted from: Murdoch University (2017, May). Night phone use a danger for adolescent mental health. Retrieved from <https://www.murdoch.edu.au/news/2017-05-night-phones-adolescent-mental-health.html>

66 UNIT 9 LESSON 3 ON THE ROAD

ACRES

Towards the product **Comparative table**

SUBPRODUCT 2: Notes

a. In your group, read your news, and take notes of possible comparisons between both texts.

b. Include your notes in your portfolio.

I can do this I'm ready to move on. I'm almost there I might need a bit of help. I don't understand. I need more work on this.

3. In groups, give your opinion on the topic of the two versions of the news using the expressions on page 83, activity II (Check your progress).

4. In groups, complete the table to compare the news in activities 1 and 4.

News version	Source	Date	Headline	Visuals	Quotations	Main details
1	The Informer					
2						

67 UNIT 9 LESSON 3 ON THE ROAD

Figure 20: Listening activities from the textbook.

LESSON STAGE: WRITING AND PROGRESS ASSESSMENT

FINAL CHECK

Read and listen to these two news articles about the same topic.

Threatened olive ridley sea turtles found dead off Mexico

Hundreds of Endangered Sea Turtles Found Dead Off Mexico

Assessment

I can contrast the same piece of news in several newspapers.	Accomplished	Almost accomplished	Need more work
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If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

Figure 21: Final approaches of the lesson.

As the writing is crucial because the individual transform their thoughts and ideas into written forms, the main goal of this stage is that students have the capacity to organize their thoughts about the knowledge that they learned in the class and crafting sentences and ideas into effectively written messages; as teachers, we must remember that this skill requires reflection, improvement during a period of time and refining the ideas and landed in well-structured messages.

First, students will share through a short discussion their opinions about the news that they read on the lesson and will make a short comparison table on pair working; the rubric for the comparison of the news of the book will be through different components such as the type of visuals (pictures, graphs, etc.), source, style, formality, vocabulary and structures used, etc.; students will create in this stage their final product for their portfolio.

Students will design as closure for the unit a short piece of news using as model any piece or reading from the book or the material from the previous classes. Teacher will encourage students on use their imagination and creativity to produce their products, fostering to explore

different forms to express their ideas, thoughts and emotions on the news that they are going to create; it is important to recall to the students on the use of the rubric in order to their products follows certain aspects such as use of vocabulary, spelling, content, grammar structure and the clarity of the writing; all these aspects from a beginners perspective.

4	Scanning reading Writing Final product	T	5-10	<ul style="list-style-type: none"> - Ss will complete the comparison table of page 87; working in pairs, students will discuss similarities and differences between the three pieces of news which were presented during the lesson; students will be scanning the texts in order to fill the table. Teacher will be monitoring this activity in order to clarify doubts and questions of the students and observe the results of the table. - Then, students will present their outcomes in the class in a brief discussion; after this, teacher will grade the tables using a rubric where grammar, vocabulary and presentation will be evaluated. - Guiding by the news article from the textbook and the previous activities, students will write a more elaborated news article from any situation from their local context; students will create this product on the class and teacher will be monitoring in order to help students with vocabulary, grammar and other aspects which show up during the writing process. 	<p>Observe if Ss comprehend a text.</p> <p>Improve vocabulary.</p> <p>Writing creation</p>
5	Self-assessment	T-Ss	5-10	<ul style="list-style-type: none"> - Individually, Ss will do the self-assessment on page 89. Students will be questioning themselves about their acquired knowledge during the stages of the lesson. This also will be reflecting on the products that they will deliver. - Teacher will assess the writing creation at the end of the class. 	<p>Students will observe their progress during the lesson.</p> <p>Strength their knowledge</p>
6	Discussion	Ss		<ul style="list-style-type: none"> - Students will make a brief discussion about the lesson and what they found interesting about the news article, what they learned and how they feel during the writing process. 	

Figure 22: Writing approaches and closure of the lesson plan.

2.4 DESINGING OF ASSESSMENT TOOLS TO ASSESS THE PROGRESS OF THE STUDENTS

Language assessment is much more than simply giving a language test; it is the entire process of test use. Indeed, the goal of language assessment is to use tests to better inform us on the decisions we make and the actions we take in language education (EEAILE Lesson 6, Module 3, 2023). Following this statement, it is essential on design valid and reliable assessment tools and practices which align with clear learning objectives and reflect the real progress of the students and their use in the real world.

The assessment is mainly focused on productive skills such as writing and speaking but allows the applications of receptive skills; as the teacher will observe the different activities, the recollection of the learning outcomes produced by the students will be constantly in order to assess the student in a formative and summative approach as Brown suggests.

As our school works with the textbooks designed and proposed by Secretaria de Educación Pública (SEP), in this scenario, for the second year of secondary school, the respective book is Backpackers 2nd and the level of competence is B1 according to the Common European Framework of Reference of Languages; fitting all the approaches, materials and every assessment to the level A2 to B1 in order to create a more flexible planning which can observe and assess the students with more clarity according to their real English proficiency level, social context and give better opportunities to observe their authentic progress but without losing the objectives of the lesson planning.

WRITING AND READING

Assessing writing and reading skills will be through the observation, monitoring and assess the abilities to effectively express ideas in the written form and comprehend the messages from the written texts. Probably writing is the most suitable skill to be assessed within the quadrant Observation of Process (EEAILE Lesson 7, Module 3, 2023); following these ideas, it is intended that teacher will assess the whole process on the three stages five stages suggested by O'Malley and Valdez-Pierce (1996) which will involves the prewriting activities, drafts, revisions, feedback and the final product.

RUBRIC FOR WRITING ASSESMENT				
CATEGORY	EXCELLENT	GOOD	FAIR	DEFICIENT
POINTS	4	3	2	1
Do the ideas concern to the student and hold relevance in the work?	The writing is confident and clearly focused, capturing the student's attention. The inclusion of significant details enhances the quality of the writing.	The writing is sort of focused and engaging, with some inclusion of specific details.	The writing contains sentences that are somewhat or completely lacking in detail.	The writing lacks coherence in connecting knowledge and does not have a central subject
Is the text structured in an organized manner?	The writing demonstrates a well-structured beginning,	The writing adheres to the correct text format and	The writing can be characterized as disordered	The writing is poor in structure and remains

	middle, and end, with clear transitions and a focused conclusion.	includes a coherent conclusion	and lacking secure organization.	incomplete, lacking proper transitions or a conclusive ending.
Is the application of grammar structures and conventions accurate?	The student provides during the activity exact information and related to the material, using the appropriate vocabulary	The composition is almost good, lack of spelling, punctuation, and grammatical errors, and there are no instances of sentence fragments.	Most of the spelling, punctuation, and grammar in the composition are correct, facilitating the reader's smooth progression. However, there are still some remaining errors.	Lot of grammatical errors, misspellings, and incorrect punctuation disrupt the flow of reading, causing difficulties and interruptions.
SCORE				

RUBRIC FOR READING ASSESSMENT				
CATEGORY	EXCELLENT	GOOD	FAIR	DEFICIENT
POINTS	4	3	2	1
Does the student demonstrate the ability to reflect upon their reading of the news article?	The student exhibits the capacity to engage in reflection regarding the news article, drawing connections between the content, their personal experiences, and prior readings.	The student demonstrates the ability to establish connections between the news article, their own life experiences, and the broader context of their reading.	The student would benefit from encouragement to establish connections between the news article, their personal experiences, and the broader context of their reading	The students lack the ability to establish connections between the news article, their personal lives, and the content they are reading.

Does the student demonstrate mastery of the vocabulary?	The student possesses a broader vocabulary than expected for the reading material, including words that exceed the current grade level. Furthermore, they provide accurate definitions for these words.	The student is familiar with at least the average number of words encountered in the reading. Most of these words are either at or above the expected grade level. Additionally, their definitions for these words are accurate.	The student's vocabulary falls below the average for the reading. However, the words they know are appropriate for the current grade level. Although their definitions are correct, they tend to be concise.	The student's vocabulary knowledge is below the average for the reading material. The words they know are below the expected grade level. Moreover, many of their definitions are both incorrect and brief.
Does the student demonstrate comprehension of the lecture?	The student exhibits the ability to clarify the subject matter using their own words, acknowledging various interpretations, and providing empathetic confirmation.	The student reaffirms their understanding of the subject and identifies the supporting components of the reading.	The student demonstrates a limited understanding of the subject, often in an incoherent manner. They are able to sort inferences and make connections when provided with tutoring or hints.	The student is able to identify the subject with supervision. They require assistance from others to understand inferences when they are explained.
SCORE				

Evaluating Reading Comprehension

Student's name:					Lesson:		Date:	
Skills	Criteria				Points			
	1	2	3	4				
Understanding key events or facts.	Understands one or two events or key facts.	Understands some of the events or key facts.	Understands many events or key facts, mainly in sequence.	Understands most events in sequence or understands most key facts.				
Understanding details.	Gets few or no important details.	Gets some important details.	Gets many important details.	Gets most important details and key language.				
Identifying characters or topics.	Identifies one or two characters or topics using pronouns (he, she, it, they).	Identifies one or two characters or topics by generic name (boy, girl, dog).	Identifies many topics or characters by name in text (Ben, Giant).	Identifies many topics or characters by name in text (Ben, Giant).				
Answering questions.	Answers questions with incorrect information.	Answers questions with some misinterpretation.	Answers questions with literal interpretation.	Answers questions with interpretation showing higher level thinking.				
Doing tasks.	Provides limited or no response and requires many questions or prompts.	Provides some response to teacher with four or five questions and prompts.	Provides adequate response to teacher with two or three questions and prompts.	Provides insightful response to teacher with one or no questions or prompts.				
Total points								

Taken and adapted from: <http://www.stjarys.org/classroom/assessories/lebrubric.html>

Beginners' Writing

Points	Criteria
1	Writing has some words. No punctuation. Scribbly letters. A picture.
2	Writing has short simple sentence(s) on the topic. Some punctuation (full stops and question marks). Letter size and shape need fixing. Picture matches topic.
3	Writing has some simple sentences on the topic. Some attempt to put ideas in order. Some correct, some 'best guess' spelling. Capitals, periods, and question marks used correctly most of the time. Correct printing. Some spacing between words.
4	Writing has most sentences on the topic. Ideas in order. Sentences with some details and describing words. Correct spelling of most high frequency words. Most punctuation correct. Letters and spacing between words are correct.
5	Writing has all sentences on the topic. Ideas in order. There is a beginning, a middle, and an end. Many details and interesting words. Correct spelling for all high frequency words. Correct punctuation; printing and spacing with few errors.
6	Writing has sentences giving more information about the topic. Beginning, middle, and end with a lot of information and details. Sentences use interesting and expressive language. Sentences are put together in a paragraph. Correct high frequency words and some harder words. Correct punctuation. Neat, well spaced, easy to read.

http://www.isbe.net/assessment/pdfs/reading_extended_rubric.pdf

Figure 23: Reading a writing rubric for assessment.

During the whole observation process, teacher will support their observations using checklists, rubrics and specific criteria to guide the observations and the feedback. The main goal is to achieve a holistic understanding of the writing abilities of the students, their approach the skill and areas where they need further assistance or tutoring. Reading will be assess following the reading comprehension rubric which is mainly focus on reading comprehension, understanding of vocabulary and reflection of their readings.

SPEAKING AND LISTENING

Following the concepts of micro and macro skills proposed by Brown (2004), the activities and assessment will be supported by these conceptions; proposing as main goals for listening that students will comprehend spoken language, follow instructions, extract specific information as the understanding of vocabulary and identifying intonation patterns. Mexican students, as beginning learners, should be exposed to clear and simple directions whether oral or written when asked to develop a speaking task. Sometimes students perform poorly in a test because of confusing prompts or instructions (EEAILE Lesson 7, Module 3, 2023). It is vital to remark that the input is comprehensible for the learners, so, the material must be adequate it to their English proficiency level. As for speaking, the achievements which will be evaluated will be the production of spoken language, the way of expressing their ideas

and how effectively the students convey their ideas; the use of vocabulary and discourse markers will be evaluated either.

RUBRIC FOR LISTENING ASSESMENT				
CATEGORY	EXCELLENT	GOOD	FAIR	DEFICIENT
POINTS	4	3	2	1
Does the student exhibit a general understanding of the listening material?	The student demonstrates a precise and comprehensive understanding of all the vocabulary and information, providing correct answers to all the questions.	The student displays a general understanding of the vocabulary and content, accurately answering most of the questions.	The student had difficulty comprehending certain vocabulary and content, resulting in the students being able to answer only a portion of the questions	The comprehension of the students of the vocabulary and content was insufficient when responding to the questions.
Is the student capable of capturing details of the Listening?	The student is capable to comprehend all the information with exact details and can provide exact information when answering.	The student is capable to include much exactly information from the recording and is able to provide details when answering.	The student is only able to give partial details of the listening information. The student only listens seldom pieces of data from the record.	The student is unable to give exact details of the listening and is not able to answer questions of it.
Does the student show accuracy on the responses?	The student provides during the activity exact information and related to the material, using the appropriate vocabulary	The student generally provides precisely answers during the activity, links with the material, using enough vocabulary with few mistakes.	The student only provides few evidence from the material. Lot of information is omitted or is not correct. Lack of vocabulary	The answers of the students are most of the time incorrect and unconnected to the material. Lack of vocabulary during the responses.
SCORE				

RUBRIC FOR SPEAKING ASSESMENT				
CATEGORY	EXCELLENT	GOOD	FAIR	DEFICIENT
POINTS	4	3	2	1
Does the student exhibit clear pronunciation and can be understood?	The student pronunciation is clear and free from mistakes.	The student's pronunciation is generally clear, although some mistakes are present.	The student's pronunciation is clear but characterized by numerous mistakes.	The student's pronunciation is nearly incomprehensible
Do the students speak fluently?	The student is able to communicate effectively without significant difficulty.	The student can communicate, albeit with some difficulty.	The student requires more time to communicate and has trouble in doing so.	The student is unable to communicate.
Can the student comprehend the oral approaches?	The student fully comprehends all questions and provides correct answers, using lot of vocabulary.	The student understands most of the questions and provides satisfactory answers. Good use of vocabulary	The student demonstrates limited comprehension of the questions and often requires repetitions for clarification.	The student is unable to comprehend questions, even when they are repeated.
Are the students able to discuss the content that was covered during the lesson?	The student provides accurate answers with substantial information when responding to questions.	The student provides correct answers, although the responses are limited in terms of information.	The student provides extremely limited information in their answers. Lack of vocabulary	The student does not provide a response to any question.
SCORE				

Evaluating Listening Comprehension

Student's name:		Lesson:		Date:	
Skills	Criteria				Points
	1	2	3	4	
Understanding key events or facts.	Understands one or two events or key facts.	Understands some of the events or key facts.	Understands many events or key facts, mainly in sequence.	Understands most events in sequence or understands most key facts.	
Understanding details.	Gets few or no important details.	Gets some important details.	Gets many important details.	Gets most important details and key language.	
Responding appropriately to features such as: laughter, silence, etc., and / or accentuation, intonation and, rhythm.	Nearly never.	Sometimes.	Most of the time.	Nearly always.	
Answering questions.	Answers questions with incorrect information.	Answers questions with some misinterpretation.	Answers questions with literal interpretation.	Answers questions with interpretation showing higher level thinking.	
Doing tasks.	Provides limited or no response and requires many questions or prompts.	Provides some response to teacher with four or five questions and prompts.	Provides adequate response to teacher with two or three questions and prompts.	Provides insightful response to teacher with one or no questions or prompts.	
At the end of the session, the listener is able to:	Answer factual questions on general information.	Answer factual questions on general and specific information.	Summarize the beginning, middle, and end of the story.	Reveal the sequence of events, providing details on dialogue, and motivation of characters.	
Total points					

Figure 24: Listening rubric for assessment taken from the textbook

3. RESULTS

After implementing my lesson plan, I have observed the following outcomes in terms of the learning process of the students who were selected as focus group. In the execution of the lesson plans on the class, the four skills were considered into account, following a proper and carefully order where each activity and its skill were seen properly and could be followed one by one gradually in order to develop the language abilities of the students systematically and improve their social interaction and meaningful practice in the classroom.

The sequence and their proper activities are detailed in the lessons plans as the rationale behind them are stated in the theoretical concepts. By following this sequence and incorporating social and meaningful interaction, it is intended to create a well-rounded and interactive learning experience for the students. As the lesson plans got a continuum

implementation, observing and assessing the progress of the students, providing support and adjustments as needed to meet their specific needs.

3.1 Warm up and speaking

Warm-up activities are an incredible way to engage students at the beginning of a lesson and set a positive tone for learning. For eliciting students to speak, it was through a series of three questions about their knowledge of the concept of news by following the guidelines of the program and the textbook which they work (Appendix). Focusing on pronunciation in order to improve their communicative skill as their development in a more accurate, fluent and confident speech. The development of vocabulary the warm-up activities is beneficial for students to expand their word knowledge and improve their ability to express themselves effectively during the process of the lesson.

The outcomes were understandable heterogeneous due to the different profiles and abilities of the students. There are students who enjoy speaking during the warm-up and the oral approaches but there are others who are not necessarily good speakers; It is common for students to excel in certain skills while facing challenges in others. There were different circumstances at the beginning in which students struggled with the vocabulary; the use of the mother tongue may be useful for few times but in order to increase their critical thinking, the use of contextual clues such as gestures, real-life objects and the images of the material of the lesson, also, simplifying the vocabulary of the speaking and questions helped students to understand the meaning of the vocabulary words and were useful tools during the first stage.

At the beginning of this stage, the students were motivated because they could read familiar words and easy structures in the adapted newspapers (Appendix); they started to do more questions about vocabulary and with the help of visuals, they guessed about what the news was about. After a brief round of opinions, the most participating students shared their ideas using vocabulary they already knew. Additionally, there were selected students who do not often speak, and they gave the opportunity to participate in order to give them the chance of

shine and boost their confidence. Some of those students did not want to do it but the class encourage them and at the end, they could give a short but meaningful participation.

3.2 Reading

The challenging on designing a lesson plan for reading based on the studied theories during the specialization and employing an interactive reading approach which stimulating reading production which a dynamic and engaging use of authentic material such as the news presented on the class was challenging but worth it.

About the elaboration of the reading material, these were adapted; the different news articles (the material was retrieved from <https://www.bbc.co.uk/newsround>) were modified from the original to those where the required vocabulary and grammar could be learned by the students and these is presented in the text. The elaboration of the reading was according to the textbook syllabus and the current SEP program of English; besides, the activities were developed to be adequate to principles of designing materials by Nunan (1988). The reading approaches incorporated visual materials and applying Total Physical Response (TPR) during the reading activities was an effective way to enhance vocabulary comprehension and minimize reliance on the first language (L1) of the students. For these activities they worked first by an individual form and then in small groups. They could use their phones for looked up words on the dictionary.

Respecting about the outcomes, these were diverse, especially because the students have different proficiency levels and learning styles. Through the reading approaches, there were students who completed the lecture quickly without questions regarding about the vocabulary, however, some learners could not even recognize the vocabulary and comprehend the news article. As the reading approaches continued, there were students that were able to answer most of all the exercises correctly, on the other hand, there were students who could finish within the support of their classmates, and there were others who could not complete none of the lecture activities due they could not comprehend the reading and the whole approach did not make sense for them because they had difficulties understanding the general idea of the reading material. For this reason, monitoring the reading approaches was

highly important, in order to identify individual challenges, track progress, and provide support to those students who are dealing with the activities. Due time, it was not possible to monitor with precision to all students, but I focus on those with the lowest level and asking to those who finished some questions about the reading in order to check their understanding of the reading materials.

3.3 Listening

A representative listening lesson will include a sequence consisting of pre-listening, while-listening and post-listening; always considering both bottom-up and top-down processing (EEAILE Lesson 8, Module 2, 2023). Taking into consideration these ideas, the listening approaches includes pre-listening, while-listening, and post-listening activities. The lesson aims to engage students in both bottom-up and top-down processing, ensuring a comprehensive approach to listening comprehension.

The listening material chosen were from the textbook Backpackers 2nd Secondary Activity Book (Ediciones Castillo, 2022). The listening activities are aligning with the syllabus proposed by SEP and the same textbook. Incorporating authentic materials adapted for their proficiency English level can provide students with real-life listening experiences and expose them to various accents, speech patterns, and contexts.

Respecting the outcomes about the listening approaches, it is important to acknowledge the heterogeneous nature of the performance of the students due their level of English; for that reason, some students faced challenges in understanding the native speakers in the recording. During the while-listening, there were multiple listening opportunities, because on the first listening, the students did not fully understand what the speakers were saying so, they required to listening two times. As the listening recording was playing for a second time, involving different listening techniques (such as listening for specific information or identifying main ideas) and breaking the recording into shorter segments for easier comprehension were useful tools to manage their interaction with the listening audios.

By incorporating pauses and note-taking during the last playing of the listening activity, students got additional support to complete their tasking of the textbook and by guidance for vocabulary, they were more confident to write down their answers. Reading the transcript of the listening recording was also useful because allowed students to stop every time they have questions about the vocabulary. There were students who understand the listening and started to repeat words and phrases and were positive when they were asked to participate in the volunteer contribution of the answers, On the other hand, students who were struggling were hesitant to share their answers and had difficulty formulating responses.

3.4 Writing

By Incorporating a holistic approach to language learning, the process of writing elaboration can indeed be linked to speaking, reading, and listening activities. This integration allows for the recycling and reinforcement of vocabulary, grammar structures, and the understanding of the topic within the context of the student; in order to achieve this goal, the process of the writing elaboration was linked by a sequence where speaking, reading and listening supported each skill by facilitates a deeper understanding of the topic of the impact of news while providing students with meaningful language practice and reinforcement.

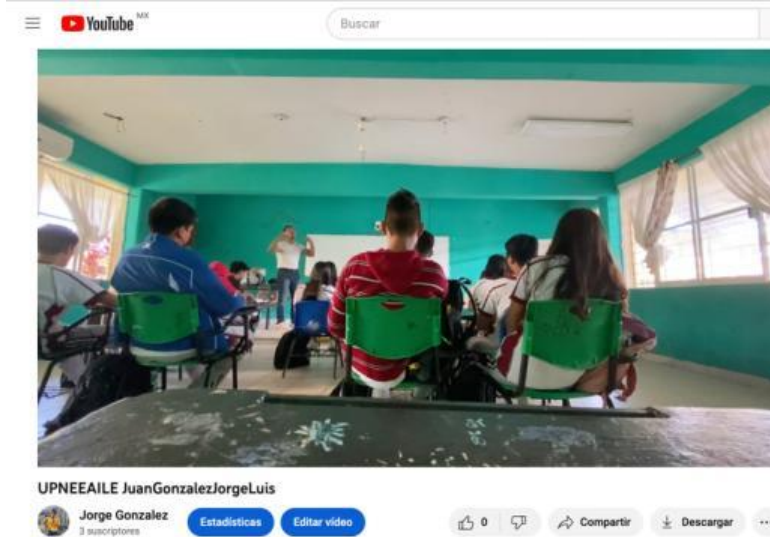
Students were asking if they read, listen or watch news on their home. By incorporating personal and group experiences, and a focus on coherence and the use of the knowledge seen on class by showing examples, students are actively engaged in the writing process as well as to reflect on their own media consumption habits and engage with current events on their local contexts. After all, it is expected that students used their experiences and by teams, create their writing compositions.

The writing outcomes resulted in many heterogeneous writings from the students, indicates a diverse range of writing abilities and styles, which reflects the individuality, level proficiency of each student and their ability to express themselves in writing. While the main structure of their writings was generally correct, there were some spelling errors present which highlights their lowest areas where students may need additional support or practice.

There were few students who used complex grammar structures such the use of conditionals, negative and question forms and vocabulary in their writings which is higher on level than the rest of the class. It is encouraging to note that most of the class demonstrated proficiency in using previously taught syntax, such as the simple present and past simple tenses of regular and irregular verbs, in a correct form. This indicates that students have grasped and internalized the foundational grammatical structures taught in previous classes. On the other hand, there were students who could not complete the writing task due their limited language proficiency and even their lack of confidence because they expressed fear of making mistakes during the writing process which hinder their willingness to practice and engage in the activities.

By allowing the use of electronic dictionaries or translators with definitions for the writing task was a helpful strategy for the writing project, especially for those students with limited language proficiency. Working in teams and promoting peer collaboration was a beneficial approach, especially because students with higher English proficiency could support their peers who were facing difficulties. The final writing product was a short news piece about a situation that students faced during the week. This was a valuable exercise which allowed students to apply their language skills in a real-world context.

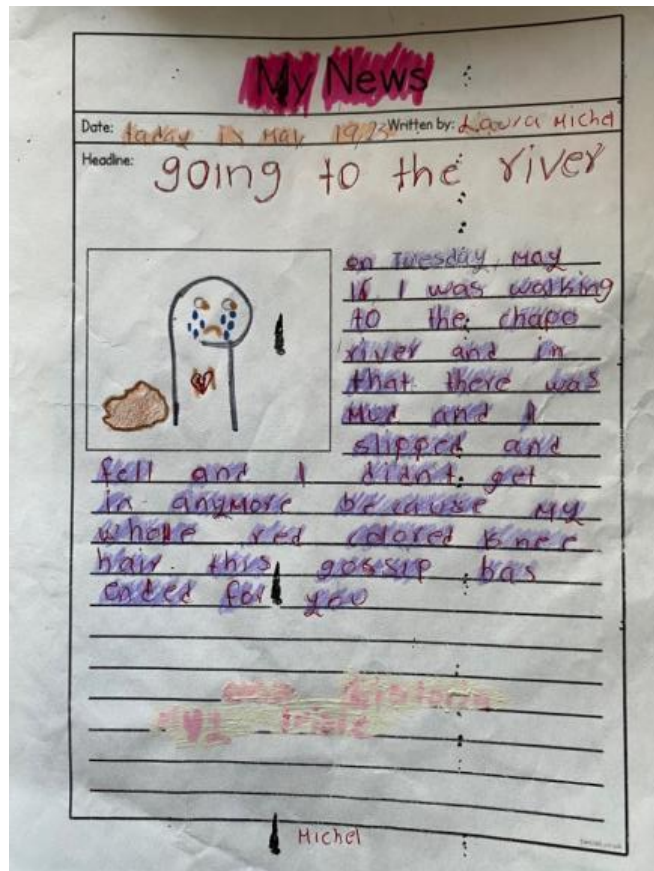
4. VIDEO CLASS LINK OF THE PERFORMING CLASS



The access for the video is in the following URL:

<https://www.youtube.com/watch?v=wsfA8ZyctIE>


5. EVIDENCE OF THE OUTCOMES MADE BY THE STUDENTS



Some examples of the final outcomes written by the students as the same students doing the activities.

CULTURAL TRIPS

On december 13, the educational authorities will decide to increase the number of school excursions. Each students will be able to travel to other planets and carry out exchanges with the students of the planets they visit.




Excellent

My News

Date: Today is may 19th, 2023 Written by: Eydi Vázquez

Headline: My Life



A famous announcement that I was going to tour Mexico so I told my mom, and she bought me some tickets for my birthday, we went and that was the best experience of my life.



CONCLUSION

After putting in practice the lesson plans, it is important to remark on the significance of using cultural topics and their relationship between culture and language use to create a fully immersive learning experience. Taking in consideration some aspects proposed by EEAILE, when designing assessments, it is important to consider the appropriate weighting and balance among the different language skills, based on the specific learning goals and objectives. This ensures a fair and comprehensive evaluation that accurately reflects the real language proficiency of the students and their ability to use English effectively in real-life contexts.

We observed that due to factors of personality, cognitive and physical processes that are in continuous growth in our students largely determine how they should be evaluated (EEAILE Lesson 9, Module 3, 2023); Following the previous statement, there are occasions in which as teachers, we find difficulties on linking with proper assessments the four skills; However, it is crucial to design assessments that encompass all four skills in order to provide a comprehensive evaluation of the authentic language proficiency of the students and the evolution of their abilities in the English skills as well the goals reached by the educator

Reflecting about the outcomes seen during the practices of the lesson plan, it is interesting to observe how technology has become an integral part of our daily lives, and its inclusion in education can bring numerous benefits. Unfortunately, there are potential challenges and limitations of technology integration, such as access disparities and technical issues; By leveraging the benefits of technology while addressing these challenges, we can maximize its positive impact on the learning process of the students and prepare them for the digital age.

6. Appendix

WARM UP AND SPEAKING



READING



The Little Mermaid: Stars impress at UK premier of the Disney remake.



Halle plays Princess Ariel in the Disney Little Mermaid live-action remake.

By Richard Atherton
BBC News

The stars of the new Little Mermaid film headed to the blue carpet for its UK premiere on Monday night.

Actors, crew and celebrity fans turned up to get their first look at the new Disney remake at Leicester Square in London.


The film follows the story of Ariel - the mermaid with a beautiful voice who gives up her life in the sea to be with a prince - and is a live-action version inspired by the 1989 animated musical film.

Ariel will be played by actress and singer Halle Bailey who appears in the trailer singing one of the most famous songs from the animated film - Part of Your World.

Lots of people are excited to see a black actress play Ariel. The film will be on cinemas this May 18th.

LISTENING

4 Listen to Pablo, Lupe and Kevin having a conversation. Complete the dialogue.



Pablo: Have you read the news on television?

Lupe: No, what is it about?

Pablo: It seems that in online users will have to be at least paying to use the services.

Lupe: Oh, really? What do you think about it?

Pablo: I disagree with it.

Kevin: why?

Pablo: Personally speaking, I think people should be able to use technology without limits.

Kevin: I partially agree with you. Young people should have limits.

Pablo: Yes, reckon you are correct. Check

5 Compare your answers to activity 4. Then listen again to check activity 4.

6 Choose a Mexican piece of news you have seen or heard recently in any field. Take notes of your opinion about it.

7 Have a conversation about the news you chose in activity 6. Follow the model of the conversation in activity 4.

UNITS LESSON 1 7

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Audios

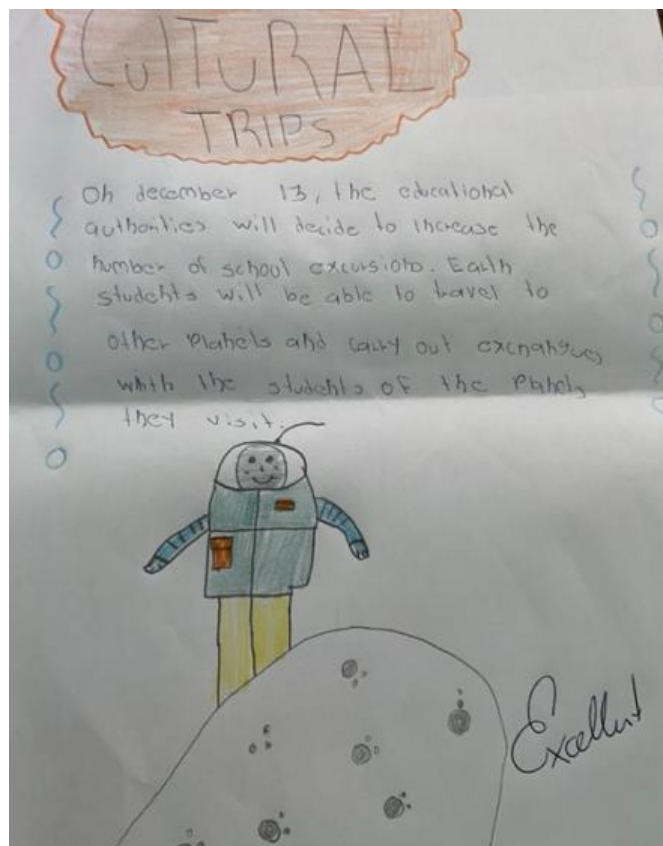
JORGE LUIS JUAN GONZALEZ

- ✓ Audio Track 1
- ✓ Audio Track 2
- ✓ Audio Track 3
- ✓ Audio Track 4
- ✓ Audio Track 5
- ✓ Audio Track 6
- ✓ Audio Track 7
- ✓ Audio Track 8
- ✓ Audio Track 9
- ✓ Audio Track 10
- ✓ Audio Track 11
- ✓ Audio Track 12

Contacto
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03920, Ciudad de México

PRIVACY POLICY

WRITING




FINAL PRODUCT

My News

Date: Today is May 19th, 2023 Written by: Eydi Vázquez

Headline: My Life




A famous announcement that I was going to tour Mexico so I told my mom, and she bought me some tickets for my birthday, we went and that was the best experience of my life.

My News

Date: today is May 19/23 Written by: Laura Michel

Headline: going to the river



on Tuesday, May 16, I was walking to the Chapo river and in that there was Mex and I slipped and fell and I didn't get in anymore because my whole red colored hair. this gossip has ended for you

~~one girl from the class~~

Michel

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DECLARATION LETTER:

I declare that the following assignment “***Final Project***” 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://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_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/~wwwfhh/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

¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

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.*

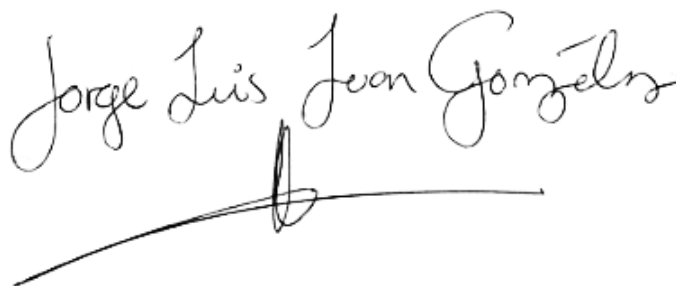
The “Reglamento General para estudios de posgrado de la UPN” states as follows in the

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

A handwritten signature in black ink that reads "Jorge Luis Juan González". The signature is written in a cursive style and is positioned above a long, horizontal, slightly wavy line that serves as a decorative underline.

² Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>