

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

# **THE USE OF DIGITAL TOOLS TO EVALUATE CLASSROOM ACTIVITIES**

**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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NACIONAL



ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE  
INGLÉS COMO LENGUA EXTRANJERA.

# THE USE OF DIGITAL TOOLS TO EVALUATE CLASSROOM ACTIVITIES

2023



A PROPOSAL BY  
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## INTRODUCTION

This work makes a journey through my work as a teacher starting from what defines my philosophy and identity as a foreign language teacher and then, with the theoretical and methodological bases on which I base the planning that is consequently included in this work, whose objective is to develop the 5 linguistic competences plus one more of interculturality.

Chapter Two deals with the theoretical and practical aspects of the project. The class group is made up of 22 students from the Facultad de Estudios Superiores Zaragoza (Fes Zaragoza - UNAM) between 19 and 32 years of age. On campus, classes are given to students of different degrees, mostly from psychology and philosophy to chemistry or biology. The proficiency level of this course is A2.

Regarding the heterogeneity of this class, it can be said that although each of the students has a different context and interest than their peers, they previously took a level test, which gives a similarity in the skills they master in terms of learning the English language.

The fact that the students belong to different disciplines, have different ages and that some of them even study in another campus, allows for a great variety of experiences, contents, and interests that can be taken advantage of in the classes.

The planning consists of 3 classes of 2 hours each, as this is the way classes are taught for this group. In the first session, we work on reading and grammar. In the second session, we work on listening comprehension and oral expression and, finally, in class 3 we will work on written expression and intercultural skills.

The development of these activities is based on the work method that is the world English 1 book and one of the great advantages it has is that it seeks to integrate

many cultural aspects to increase interculturality in students.

For the first class we propose to work with the phases that have been shown in the previous works. The objective is to awaken the students' interest in the differences in the lifestyles of people around the world and how their habits often depend on the place where they live; adding also activities on the quizziz and padlet platforms that the students in this group master perfectly because they have been working with them during the semester.

For the second session, the students will already be familiar with the topic and the vocabulary, so they will reflect on the differences between the different lifestyles of each country and how this is culturally important to know, and finally, in the last session they will integrate all the elements. On the one hand, the video of the ted talks shows some examples of how the way of thinking changes with respect to the language we speak. Students will have to relate the information shown with the previous work on lifestyles and make a final written reflection in our padlet blog. It is important to mention that we work on this platform because the posts they make can be commented and I give them feedback as well, their classmates can read the other comments and give like or even comment on them as well.

Chapter 3 deals with the post-execution aspects, the report on the experience and the outcome at the moment of executing the lesson plan. In the conclusions there is a final reflection on what the elaboration of this work has entailed and also on the possible difficulties and solutions that may arise when carrying out the lesson plan. This work also includes rubrics to evaluate the oral and written production of the students.

## **CHAPTER 1: PHILOSOPHY AND THEORY**

### **1.1 Teaching Context, Identity, and Philosophy**

In general, the specialization has helped me to expand my horizons regarding the concepts of context, philosophy and identity in teaching. In my particular case, I consider that for me it was a very relevant moment when I reflected on my role as a teacher in these aspects. Once I managed to define them, now they are part of me in every decision I make for my students; I mean from the contents I will work with them to the message I want to convey to them. I will explain each of them in more detail below

#### **1.1.1 Teaching Context**

Talking about my teaching context implies describing the different faculties where I teach. First of all, I will talk about the National School of Cinematographic Arts where I teach English courses for the first and fourth-semester students of the degree in cinematography, so I welcome the new generations and also with me, they take their last course of the English subject.

This community is made up of students between 19 and 24 years old approximately, the students of this career enter a strict selection process in which are taken into account not only the vocation, knowledge, and talent they have for this art but also the experiences they have had in relation to the arts and cinema in general, so we have as a result a group of students, most of whom already have an approach to the language, a good command of it and many times, students who have lived abroad and have a higher level even to that required for their university career.

Having said that, it is easy to understand that the attitude of the students is not usually very participative and motivated; they tend to see the subject more as a

formality than a necessity. This is crucial to my performance as a teacher and, of course, has also shaped my teaching identity, which I will talk about later.

As for the campus, this institution has many facilities to reproduce and share multimedia and digital material since each classroom has speakers with surround sound, a projector, a computer, auxiliary inputs, an internet connection within the campus, blinds, and tables that can be placed in different ways.

On the other hand, I also belong to the teaching community of the Facultad de Estudios Superiores Zaragoza (FES Zaragoza) where the careers in the area of medicine and health, biology, psychology, chemistry, nutrition, dental surgeon, nursing among others are taught. In this faculty I teach different courses: reading comprehension for first year students of QFB and medicine, five skills courses open to students of all careers. It is a general language course where we seek to develop the five skills of English language proficiency.

The reading comprehension courses focus on reading strategies and we work in a different way than in the general course, taking up mainly the strategies proposed by Brown and with authentic materials defined as those that have been produced for purposes other than teaching a language<sup>1</sup>.

Regarding the four skills courses, I can say that there is a placement test that allows for greater homogeneity in each group in terms of the level of possession of the language; however, there is no heterogeneity since the students belong to different careers and the motivation and interest of each one to take this subject depends on their personal context, there are even people enrolled who do not belong to the FES Zaragoza community, which generates a very rich environment in terms of experiences, interests, tastes, and interculturality.

There are large groups of between 30 and 40 students and most of the classrooms do not have spaces that allow the use of computers or devices to project. Despite

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<sup>1</sup> Nunan, D. (1988) Principles for designing language teaching materials. Guidelines, 10.

this, most of my students have internet access, allowing me to work with some mobile tools and applications.

Finally, also at FES Zaragoza, I teach English 1 and English 2 in the nutrition program. The heterogeneity of these courses lies in the fact that they are all students in the same program and are between 19 and 21 years old; however, there is no homogeneity in the language proficiency level 4.

It is in this particular context that my work for this project is based. This is a level 4 group, which according to the Common European Framework<sup>2</sup>, we work with the World English 1 method from CENGAGE publishing house, which is compatible with the established contents, the planning is focused on covering the contents of unit 10. Talking about the teaching context is very important because it allows us to clearly establish the characteristics of our students, our possibilities as teachers, and the materials to which we and the students have access.

### **1.1.2 Teaching Philosophy**

To talk about my teaching philosophy is necessary to answer the questions: What is teaching for me? What do I teach in an English class? And What are my roles in the institution where I work and of course, what are my student's roles in it? Teaching for me is a lifestyle always changing and challenging. As teachers we must plan our classes, thinking or considering many aspects: The goals for the course, the goal for the class, the characteristics of the group, like age, occupation, etc., and also consider the elements that we have in our classroom if that class is synchronic or syncretic, face-to-face or online. The complexity of this profession and its labor or mission work consists in the multi-determined and heterogeneous character that requires different perspectives and methods to use.

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<sup>2</sup> Marco Común Europeo [https://conacyt.mx/wp-content/uploads/convocatorias/becas\\_extranjero/documentos/2021/Marco\\_Comun\\_Europeo.pdf](https://conacyt.mx/wp-content/uploads/convocatorias/becas_extranjero/documentos/2021/Marco_Comun_Europeo.pdf), p 5



The responsibility of contributing to the integral formation of a human being has been placed in the hands of the teacher"<sup>3</sup>. Hence the transcendence of the role of teaching in the formation of individuals as agents of social transformation.

Being a teacher today is a challenge. Choosing this profession as a way of life is to be aware that nothing is static or safe, nothing is ever the same or the same, it is like a journey on a vast sea where we know the route, we have the compass, in the suitcase we carry the materials we will need, we build the right boat for the whole crew for that journey to knowledge but there is always the possibility of storms or unexpected events that divert us from our original route or plan. To be a teacher is to be prepared to handle any unplanned situation that arises on this journey. To make decisions with ethics and professionalism. To be a teacher is to be the captain who leads the entire crew but with the participation of everyone.

Even teaching the same subject year after year. To be a teacher is to transmit knowledge to a group of people who, although they share some common interests, each one of them is a world of his or her own. This profession requires us to be very clear and aware of our role in society and our function in front of our students. "The teaching job is undoubtedly one of the most committed to which a human being can devote himself since the burden of responsibility is so great that even involuntary mistakes are capable of stifling the spirits of children, young people, and adults who place in their teacher some hope for improvement in their living conditions. The responsibility of contributing to the integral formation of a human being has been placed in the hands of the teacher"<sup>4</sup>. Hence the transcendence of the role of teaching in the formation of individuals as agents of social transformation.

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<sup>3</sup> Espinosa, A. ¿Qué es la responsabilidad docente? p. 37.

<sup>4</sup> Espinosa, ¿Qué es la responsabilidad docente?, p37.

The main purpose of learning a new language is to communicate and understand someone's thoughts, opinions, and intentions so the Communicative Approach focuses on students' needs more than the professor's needs moreover as a teacher I encourage my students in how to use the language in a particular social context "That means that it is equally important to consider not only the **object** of language but also the **process of interaction** and the way in which people interact with each other to convey ideas, feelings, thoughts or intentions, and purposes"<sup>5</sup>.

In my experience, mixing schools of thought work to reach many goals. I started my trip teaching English in nursery, kindergarten, and elementary school when I was 26 years old. I learned a lot from that experience, mainly, how amazing our brain is since we are just babies and also, how young students learn everything that helps them to socialize, interact with others, or if the experience is helpful in any aspect of their lives. For example, If in a game the winner is the first student to carry to the teacher a "red object" or "a blue thing" students need to understand what the color red is.

Two years later, I have been teaching at FES Zaragoza on Saturdays to Students of the same community and also to the ones who lived near to it. That means that in the class could be people from 16 to 60 years old. This context gives the opportunity for the students to interact with different people, and to know other ways to think and each person has his or her own goals and aspirations for the target language. Here I started to apply what Howard Gardner called: The theory of Multiple Intelligences in his book he says that each person has eight types of intelligence (verbal and linguistic, logical-mathematical, musical, visual-spatial, intrapersonal, interpersonal, bodily-kinesthetic, and naturalistic) but one or some of them are more developed than others, in this respect, a person can show more

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<sup>5</sup> Universidad Pedagógica de México. Especialización de Enseñanza del inglés como Lengua Extranjera [eeai.e.unvirtual.edu.mx/mod/book/tool/print/index.php?id=4399](http://eeai.e.unvirtual.edu.mx/mod/book/tool/print/index.php?id=4399)

competences in some areas and few progress in others<sup>6</sup>.

Nowadays I'm still teaching at FES Zaragoza not only on Saturdays, but also in Weekly days different types of courses: Reading and comprehension for Medicine, Dentistry, and Chemist students. Courses of different levels of language (A2 to B2) for the same community and at Escuela Nacional de Artes Cinematográficas, therefore I have different types of groups and students, and even my teaching philosophy is based on my student's needs, sometimes necessary to take a hand of other theories like Structuralism to explain to my reading and comprehension students, grammar structures and also the origins of the language to understand better the differences, similarities, and characteristics about English.

Then talking about the roles played by both teachers and students, it is very interesting to reflect on how knowledge, beliefs, and experiences modify or condition our role as teachers in different contexts. Each one of us as teachers finds ourselves in a very particular social context and this context changes in each group and in each class we teach.

- 1) Classroom management and organization: In my case, depends on the group I'm working on because some rules depend on the institution, like the time they enter the class. I can say that I have a routine with my students, I pass the assistance, check the homework and then, we start the class.
- 2) Teacher control: I'm a teacher who likes to interact with my students making some funny comments during class but at the same time, they know that the line of respect between each other is very important for the dynamic in class.
- 3) Curriculum content and planning: I include different types of activities like individual, in teams, groups, pairs, etc. Also, I try to create activities related to my students' majors.

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<sup>6</sup> GARDNER Howard, "The theory of Multiple Intelligences", 487-488

- 4) Instructional strategies: I feel comfortable working with a book and following a method but sometimes it's quite boring so I always create my own material and very frequently is authentic material. This works for me in most of the groups I have.
- 5) Motivational techniques: I think that as teachers we must motivate our students, I talk to them to know what are their interest and their goals and they work on projects related to them. Learning is more remarkable when it's part of a good experience and helps to reach a goal.
- 6) Assessment philosophy: I use to work in an evaluation based on projects. Even work and present their projects developed during the course, also consider the small tasks done in class, homework, and participation, important for their assessment.

As for my role as a teacher, I am always in front of a group and I like my students to be participative so that they always take away meaningful learning. My role is not that of a power figure who gives orders and my students become only listeners. Participation, collaboration, teamwork, interculturality, and effective communication are skills that I seek to develop with my students in addition to those established in the objectives of the subject.

### **1.1.3 Teacher Identity.**

To talk about my identity as a teacher it is important to reflect on the role we play in society, we transmit knowledge but also our social role is important for the human, social, economic, and professional development of people. In this sense, I always intend that my values and beliefs build an optimal and humane environment during class and coexistence with my students.

Teaching is composed of various multidisciplinary phenomena that are constantly changing and require and from my perspective we must always promote the professionalization of teaching. I fully share the following definition of teaching as:

"The teaching job is, without a doubt, one of the most committed to which a human being can devote himself since the burden of responsibility is so great that even involuntary mistakes are capable of stifling the spirits of children, young people and adults who place in their teacher some hope of improvement in their living conditions. In the hands of the teacher is placed the responsibility to contribute to the integral formation of a human being"<sup>7</sup>.

Based on my experience in teaching practice, I can say that one of the most efficient ways to face all unforeseen situations in this world of constant change, is the professionalization of teaching and professional updating that keeps us current and functional in various topics, both in the field of knowledge we teach, as well as in the didactic and technological aspects, and other tools that will allow us as teachers to emerge from each challenge and the new reality that we have to face.

Let us also remember that when we educate individuals, regardless of the academic level, we do so as a social commitment within a historical framework that sets guidelines for our context and the current situation, as well as for the new needs, interests, goals, and commitments that arise. In responding to these new demands, we cannot be left behind.

On the other hand, my identity as a teacher has also been marked by this radical change that we had to live with during the pandemic of the year 2020, since I suddenly had to implement and train teachers and students in terms of technological knowledge in order to carry out our classes, and it allowed me to see that we must always be professionals open to change, self-criticism and collective construction. These skills can improve our experience as teachers and that of our students in any context. Working as a team with other teachers is always very enriching, listening to our students and fostering values such as empathy, community, and solidarity, will create a motivating environment in our classes that

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<sup>7</sup> idem, Espinosa, p.38

will always bring very profitable results.

To end this section I will also mention that part of my identity is the inclusion of new technologies in the classroom in the teaching-learning process at different times of the class and focused on different skills. I really love to explore and learn about new work and practice options that besides being fun, allow my students to develop their creativity, have fun and achieve meaningful learning.

## **1.2 Theory underlying my teaching practice and Identity.**

As mentioned in the previous topic, part of my philosophy is to integrate different schools of thought and not just one in the methodology and planning of my classes. In this sense, I will start by listing some theoretical postulates that I share in this particular lesson plan. We will start with the following concepts by Stephen Krashen<sup>8</sup>:

### **A) Monitor Hypothesis.**

In this theory, the statement is Learners can modify their output by monitoring their language but focusing on form, having to of the rule, like the grammar structures, and having time to think about the rules. In class for example that could be possible when two students are creating and having a conversation, they are monitoring each other and paying attention to the structures. In this sense, the team activities established seek that the students monitor themselves at the moment of participating and exercising their participation, in addition to this, the co-evaluation is an important part of this type of activity.

### **B) Input Hypothesis**

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<sup>8</sup> EEAILE- UPN <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=4470&chapterid=9650> 26-abril-2023

In this theory is established that learners will acquire structures in a specific and predictable order through comprehensible input which is part of the current linguistic development. Regarding the input, everything the students receive from external information is part of this hypothesis. The materials I provide them with, on the one hand, help to arouse interest in the topic and help them feel that they are in an optimal learning context. For example, the pictures, the short text, the video, the vocabulary practice in Quizlet, and of course the examples I list on the board.

### C) Affective Filter Hypothesis

Here, the aspects of motivation and feelings are considered very important to the learning process. If students have a higher affective filter, like negative experiences, those not related to their goals, shy students, etc, the learning could be less than in students who have a less affective filter (Motivation, interest, friends, not native speakers, etc) develop a higher learning process. For example, showing them the content of interest is very relevant to arouse their interest. Fostering a healthy and respectful environment where everyone feels confident to share or express their points of view will allow for more participation in the class.

The input plays a very important role in this learning process to occur, all the structures, audio, conversations, and questions both mine and the material we use in class are focused on producing as much intake as possible. Thinking about the relationship of why a specific lesson works or not made me reflect on the activities that the kids perform, I consider that it must be taken into account that the input is sufficient for the student to receive and process the information, but not only the quantity is important but also the quality and the way in which it is presented. Let's think that there are students who have more developed certain types of intelligence than others, so if we include input with activities that involve the greatest number of multiple intelligences, perhaps it will be a successful lesson.

Another important concept is the interaction hypothesis. In this theory Michael Long states that negotiation of meaning occurs when native speakers or people who are more proficient in the language facilitate acquisition because they connect with the input they receive.

In both cases, they provide the learner with modified input that through feedback, clarification, revision, reformulation, repetition, and restatement is a negotiation of meaning and is known as Interactional Modifications. In this sense, when in the interaction there are problems of comprehension or understanding, negotiation arises and this is how intake can occur. In this lesson, my role as a teacher seeks to perform in this way.

As for the Communicative Approach, Task-Based approach, and Kolb's Model of Experiential Learning, First, I will remark on his definition of the task of Willis: "My definition of 'task' is: ...a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever"<sup>9</sup>. Considering this, as teachers, we must take into account that each assigned task must be clearly established with a learning purpose.

As for the Rehearsal tasks distinction, it refers to the activities that are carried out during the class to activate knowledge. Such activities can be those used to introduce the student to a context, activities to work with the vocabulary of the session, etc.

The Activation tasks are those that involve communicative interaction. An example is when teams are assigned a problem or a case and together they have to make decisions according to the characteristics of the tasks. The interaction that arises, the exchange of ideas, proposals, and other comments regarding the realization of the activity is when learning occurs.

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<sup>9</sup> EEAIL- UPN <http://eeail.upnvirtual.edu.mx/mod/book/view.php?id=4470&chapterid=9650> 20-10- 2022



The concepts of linguistic, communicative, and intercultural competence. The distinction of these conceptualizations for us teachers opens the panorama for us to have a broader approach to the objectives we pursue during the course based on our methodology and institution that must match our daily execution in each session. In this work, we intend to put into practice the concepts mentioned above in teaching planning.

Let us begin by defining intercultural competence and how it is reflected in the planning shown in the appendix of this paper. According to the video presented in the academic discussion of this unit, interculturality is directly related to the interaction and communication we have with someone from another country, region or locality in an efficient and appropriate manner. The importance of interculturality in teaching a foreign language is reflected in the way we interact appropriately in another culture considering not only the linguistic skills but also the values, behaviors, and attitudes transmitted in the communicative process.

As Spanish-speaking ESLA teachers, it can be a great challenge to transmit this competence to our students, since interculturality can be limited or subject to what we as people have experienced or know about other cultures, such as values, ways of expressing ourselves with their different connotations that go beyond the simple knowledge of the language and that often change or undergo variations with the passage of time. "It's important then, to emphasize the importance of the cultural input in the teaching of a foreign language, as well as of analyzing the factors of the failure in the cultivation of students' capacity of intercultural communication"<sup>10</sup>.

The Inca intercultural assessments framework is an element that has been of great help to teachers in the development of this competency <sup>11</sup>:

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<sup>10</sup> Zhu, H (2010). College English teaching viewed from the perspective of intercultural communication. English language teaching, 3, 107.

<sup>11</sup> <https://eeaille.upnvirtual.edu.mx/login/index.php>

- \* Tolerance for ambiguity
- \* Behavioral flexibility
- \* Communicative Awareness
- \* Knowledge discovery
- \* Respect for others and Empathy.

Also, at the same time helps to determine the level of language proficiency in basic, intermediate, and full with their respective characteristics. The differences lie in the complexity of the answers.

In terms of communicative competence, it talks about the interaction between two cultures, yours and the other's, and how effective communication is achieved. Linguistic competence focuses on learning the language itself without taking any type of culture into consideration. The learning of grammatical structures and rules is what is taken into account; the difference with the others is that Communicative or sociolinguistic competence focuses on learning the language. Throughout the class, we work with the communicative model, based on the idea that successful language learning is based on having to communicate real meaning. Students are encouraged to express their ideas from the beginning, development, and closing of each class. Students participate and communicate with their peers as it happens in real contexts.

Regarding the topic of interculturality, in this particular planning the idea is that students can reflect on the different lifestyles in different cultures and establish what factors they believe affect or influence the lifestyles of people from different cultures. Also, to compare their own lifestyle with that of people from other countries.

In another sense, when watching the video they will see that the language we speak influences the way we perceive the world, we create paradigms, beliefs, and of course, lifestyles and the way we perceive others and our actions. This is extremely important for students who are learning a second language. It is a way for them to broaden their perspective and reflect on their own learning strategies.

Regarding the use of technology, I always try to incorporate mobile applications or some tool at some point in the class in order to integrate elements and learning acquired since the pandemic. Also, technology allows us to find materials and share them with our students.

In this particular case, “Educational media” gives teachers and students the ability to access channels or instruments of communication. the internet is used to consult recent statistics, updated and new information. Also to access the padlet and quizziz. In this sense, we use Padlet as a private blog in which students share different kinds of information such as texts, images, opinions, etc. In addition to creating individual posts, students can comment and like the posts of their classmates.

As for Quizziz, it is a mobile application that allows to perform different types of exercises, in a quick way, students can join the game and participate individually and collectively.

### **1.2.1 Rationale behind the activities.**

Each class is divided in three stages: Starting, developing and closing. It is important to me that my students know that this class structure is always present. Behaviorism talks about the importance of habits to foster and make learning more efficient. This is one of them. Practicing vocabulary with the Quizlet application, and using Padlet for their written productions where they can also comment on other students' posts, give likes, etc.

In the first phase of the class Starting class 1, as an input I show the students pictures of different lifestyles around the world, we talk about the activities in the pictures and then the students participate by commenting on their own and their family's lifestyles. The communicative approach promotes participation through student discussion. Students read a short excerpt and solve exercises from their book. After review and feedback, they practice with the vocabulary on the Quizlet platform. This also represents an input and a form of informal assessment.

Activity 1 of the lesson plan corresponds to the warm-up where the aim is to introduce and interest the student in the topic to be developed in class. Through the question about what they think about the word lifestyle through nouns and adjectives. In activity 2 they are fully introduced to the topic through 2 photos and two small texts about two different lifestyles, one healthy and the other unhealthy, from there they will recognize new vocabulary and grammatical structures with the modal verbs to be reviewed in the session.

In activity 4 there is an intake that serves as a transition for the development of the class, In activities 3 and 4, examples of advice will be given and the proper grammatical structure will be explained; afterward, students will solve exercises in their textbook and in the Quizziz platform. The monitor hypothesis is where it is evident in this part of the class since the students can review their mistakes in the platform and thus progress in the game and also in the team activity where the students share some opinions and comments about their own lifestyles. In activities 3 and 4, students will do exercises to reinforce what was explained and learned in the lesson. The activities are first, individually and then in teams, first to seek that they apply the knowledge and then to exchange ideas with their peers and there is that correction among them. Part 5 of the first class, lessons 1 and 2, is the closing of the class. Here the students are asked to summarize and concretize what they have learned in class. The closing activity is done through a mobile application. The playful way in which this activity is carried out allows students to be more interested and motivated to participate. At the end of the class, students will take a test on the vocabulary and grammatical structures seen in the

Quizziz platform. This process is carried out in a similar way in all the lessons, only that in each class different skills are developed.

The dynamics are similar in the rest of the classes. As we can see, we work with Monitor, Input, and intake hand in hand and simultaneously with the communicative approach, Behaviorism, Interculturality, and communicative approach.

In class 2 where we work on Listening and speaking. In the first stage of the class, they will discuss about the countries with the healthiest habits and then they will read an article about these statistics, in teams, promoting the communicative part, they will compare their answers with those published in the article. In the development they will work in teams to perform exercises from the book and will continue working as a group. For the closing, they will share their advices by team, they will publish it in padlet and the other teams will comment on the work of their classmates.

Class 3 begins with a discussion about culture and how language makes us part of a culture and how this determines our behavior and way of thinking in our society, as input they will watch a video and perform a comprehension exercise. It is important to mention that the video is authentic material that will help them to have better listening skills.

As for the problems that may arise, I consider that some of the students not bringing their material may happen even though it is a requirement for them of the subject. If that happens they can work in pairs and write down their answers in their notebook.

Another problem that may arise is that when working on the closing activity, students do not have data on their cell phones that allow them to access the app. For this, I can configure the game so that it is done in teams and only one cell phone is used for every 4 or 5 students.

## CHAPTER 2: METHODOLOGY AND PRACTICE

### 2.1 Lesson Plan

I. GENERAL DATA	
PROFESOR(A)	JESSICA CECILIA UREÑA DEL ÁNGEL
SUBJECT	Lifestyles
SEMESTER	2023-1
SCHOOL	UNAM - FES ZARAGOZA
DATE:	

II. PROGRAM	
UNIT	10
OBJECTIVES	<p>The student will:</p> <ul style="list-style-type: none"><li>* Give Advice about Healthy Habits<ul style="list-style-type: none"><li>•</li></ul></li><li>Compare Lifestyles<ul style="list-style-type: none"><li>•</li></ul></li><li>Ask about Happiness<ul style="list-style-type: none"><li>•</li></ul></li><li>Discuss the Importance of Sleep<ul style="list-style-type: none"><li>•</li></ul></li><li>Explain Healthy Activities</li></ul>

LEARNINGS	<p><b>Declarative And Procedural Learning:</b> 2Nd Establishes The Subject Matter Of Academic (Cultural) Type Texts.</p> <p><b>Declarative And Procedural Learning:</b> 3Rd Obtains Specific Information From Oral And Written Texts Of An Academic Or Cultural Type.</p> <p><b>Procedural And Attitudinal Learning</b> 4º Writes Short Texts To Solve Academic Or Cultural Tasks.</p>
TOPICS:	Modals ( <i>could, should, must</i> ); <i>have to</i> / <i>Questions with How</i>

### III. SEQUENCE

TIEMPO DIDÁCTICO	<p>CLASS 1: LESSONS 1 AND 2 ( 2HOURS)</p> <ul style="list-style-type: none"> <li>* Lesson 1 : Reading</li> <li>* Lesson 2: Grammar</li> </ul> <p>CLASS 2: LESSONS 3 AND 4 ( 2 HOURS)</p> <ul style="list-style-type: none"> <li>* Lesson 3: Listening</li> <li>* Lesson 4: Speaking</li> </ul> <p>CLASS 3: LESSONS: 5 AND 6 (2 hours)</p> <ul style="list-style-type: none"> <li>* Lesson 5: Writing</li> <li>* Lesson 6: Intercultural</li> </ul>
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### IV. PROCEDURE

The students will read Robert and Noura's lifestyles where they will identify new vocabulary and the differences between them. Students will answer a page in their books. After that Teacher will explain the grammar structure to suggestions, advices and obligations, they will answer some exercises in the book and the printed material given by teacher. Finally, together will check the answers

<p style="text-align: center;">DEVELOPMENT A N D ACTIVITIES</p>	<p><b>Class 1: Lessons 1 and 2 (2 hours)</b></p> <p><b>Reading and Grammar</b></p> <p><b>Starting:</b></p> <p>1.-P will Initiate a discussion: P Will write on the board the word Lifestyle, and make the following questions Who can define this word? What things define our lifestyle? What adjectives could we use with lifestyle? time: <b>5-10 ms.</b></p> <p>2.-Ss will look at the two photos and read the texts to themselves, page 130. Ss have to complete the exercise, then compare answers with a partner. P. Will check answers as a class, then P. Will go through each of the six phrases, eliciting simple definitions from students For example, <i>works out</i>: does physical activity, exercises; <i>in bad shape</i>: not physically healthy, strong, or fit. Ss will practice the vocabulary in Quizlet by playing Time: <b>25 min.</b></p> <p>3.- P will go over each section of the chart and, to reinforce understanding, will tell the class, <i>My neighbor drinks two liters of soda every day. What advice would you give him? P. Will Elicit and write on the board their ideas. For example, He could drink water instead. Ask, What advice would his best friend give him? (You shouldn't drink so much soda.) What advice would his doctor give him? (You must / have to stop drinking so much soda.)</i> P. Will direct students to the Grammar Reference in the back of the student's book for additional review and practice and page 131 P. Will check the answers with all the group Ss can make notes and sentences on their books, <b>Time: 25 min</b></p> <p>4.- Ss will work in teams (5-6 members) and they will comment some habits of their family members compare with the others and give some advices to their classmates' family members Time: <b>30 min</b></p> <p>5.- T will show a code and also share a link to the students to join in a quizziz activity as a competition. Ss will join and they will solve different types of exercises individually like: identifying the meaning of the vocabulary, filling the gaps to complete sentences and answer some open questions, then P will say who are the top 3 of winners and P will check the questions and comment the different answers of the exercise: Time: <b>30 min.</b></p>
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## **Class 2: Lessons 3 and 4 Listening and Speaking (2 hours)**

4.- P. Will say that we know that some countries have healthier lifestyles than others and together will mention some examples, then P will put students into groups (5-6 p) and have them briefly discuss which three countries they think are the healthiest in the world, and why. P will elicit each group's three answers and the reasons for their choices, which should include factors such as diet and life expectancy. P will share the latest statistics online from the website: <https://worldpopulationreview.com/country-rankings/healthiest-countries> and compare it with their answers Time: **20 min**

5.- Ss will work on their books. P. Will read the directions aloud. Then, P will give students a moment to formulate their own ideas before you put them into groups to compare their answers. P. Will encourage them to support their ideas with reasons, then, P. Will play the audio for students to check and find out how many students guessed correctly. Ss will work on page 132 and look over the table first and note what information they need to identify for each speaker. P. Will play the audio and have students complete the table. Check answers as a class. P. Will replay the audio, stopping at the relevant sections. **Time: 30 min**

6.- P will tell students to listen the pronunciation of *have to*. Play the audio twice, and have students repeat each sentence. P. Will explain to students that they need to recognize when *have to* is reduced and when it is pronounced in its full form, play the audio and check answers as a class. Then, Ss will alternate saying the sentences from to a partner, who must identify which pronunciation has been used. Tell them to vary when they say the full and reduced forms. **Time: 20 min.**

7.- P will write on the board the question: What should the do to have a healthier lifestyle? What does our country need to be in the top 10 of the healthiest countries in the world? Ss will comment their ideas of those answers and then P will form teams with 4 or 5 and Ss have to write some personal recommendations to have a better lifestyle and some recommendations to be in the top 10 of the healthiest countries in the world. Ss will wrote their ideas in a pond paper. Finally students will expose their team work

to all the class Time: **35 min**

8.- Ss will share a photo of their class work in our Padlet site and comment individually an opinion about the lesson. <https://padlet.com/dashboard>Time: **15 min.**

### **Class 3:Lessons 5 and 6 Writing and intercultural (2 hours)**

1.-P will Initiate a discussion: P Will write on the board the word Lifestyles in different cultures, and make the following questions. What is a culture? What aspects define a culture?Ss will discuss these questions and then P will ask: Why soaking a language make us a part of a culture? How do you think, English speakers are different from Spanish speakers? What cultural aspects from the language have you noticed in filmes, series or TV shows? Ss will discuss these answers and give their opinions. Time: **20 min**

2.-P will show them the video: How language shapes the way we think,[https://www.ted.com/talks/lera\\_boroditsky\\_how\\_language\\_shapes\\_the\\_way\\_we\\_think](https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think) P will ask them what is the video about? What is the main idea of the video? and Ss will answer and comment the questions .Time: **30 min**

3.- P will play it again and Ss will look for specific information to fill a chart about the cultural differences in Spanish, Russian and English speakers, then Ss will work in pairs to give more examples about the cultural differences between the languages. Time: **30 min**

4.- Ss will comment with the class the examples they found in teams and share some experiences that they have had about that o the process of learning English as a second language., together Ss will write a reflection about it. Time: **20 min.**

5.- Finally Ss will write in teams some advices about how they could improve their learning of English language after that reflection in our Padlet blog. P will respond their comments with some ideas and feedback for them. **Time: 20 min.**

AIDS AND MATERIALS	<p>Blackboard (Brd), Notebook (Nb), Textbook (Tb), Youtube videos, TV, speakers, markers.</p> <p>Websites: <a href="http://www.padlet.com">www.padlet.com</a>, <a href="http://www.quizziz.com">www.quizziz.com</a>, <a href="https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think">https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think</a></p> <p>Presentation: <a href="https://drive.google.com/file/d/1z9GzPnlrzwEZymhXk5MlnNltm-DRWleG/view?usp=sharing">https://drive.google.com/file/d/1z9GzPnlrzwEZymhXk5MlnNltm-DRWleG/view?usp=sharing</a></p>
EVALUATION	<p>At Different Times With Different Products</p> <p><b>At the Beginning of the Sequence:</b> BRD Notes, Underlining (Declarative and Procedural Learning is Assessed) INFORMAL EVALUATION</p> <p><b>In the Development:</b> Book exercises and practices in different apps FORMAL and INFORMAL evaluation</p> <p><b>At Closing:</b> writing production. Formal evaluation</p>

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REFERENCE BIBLIOGRAPHY FOR THE TEACHER	<p>World English 1, Students' book, 3rd Edition Unit 10. CENGAGE, 2022.</p> <p>World English 1, Teachers' book, 3rd Edition Unit 10. CENGAGE, 2022.</p> <p>Ted Talk video: <a href="https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think">https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think</a></p>

### **2.1.1 Outcomes of Processes and Attitudes.**

The aim of the starting stage is to introduce the students to the topic in a way that awakens their interest and at the same time makes them feel expectant about what they will experience during the class. In team activities, what is expected is that students who do not like to participate much, feel confident to do so.

The monitoring that may arise from the different activities will help students to correct any errors they may have in pronunciation or grammar, in addition to the teacher's monitoring when reviewing the exercises in the book together. Feedback is vital for students to continue building their knowledge by reflecting on the mistakes they may have made.

It is also expected that the thematic objectives of the unit are met satisfactorily. The results are as projected that students feel motivated with the use of different applications and tools in class since in this digital era mobile applications and electronic devices are within the reach of all my students. One advantage is that the university offers us free connection which facilitates access to these tools.

They make a reflection on cultural differences in Lifestyles and social dynamics, students are able to distinguish intercultural differences among countries and they are amazed to learn how language determines our way of thinking. The objectives set for these sessions and the unit met are complete.

A very interesting advantage of using apps during class and for assessment is that students can continue to play and use them freely and constantly in times outside of class.

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

To talk about the assessments is important to mention the different ways of evaluation established in this lesson plan. Formal and informal evaluation, also Formative and Summative. Formal evaluation refers to a grading system-based

evaluation to monitor the students' knowledge instead of the informal one which refers to a method of students' evaluation that does not have any standard grading criteria<sup>12</sup>. In the case of this lesson plan, both apply in different circumstances.

The informal evaluation considers the following activities:

- 1) A quiz let the game to practice vocabulary. With this assignment, I will know how many times have they practiced the vocabulary and the results they get in the different games which gives me an idea of what they are doing about practicing.
- 2) Book exercises. The main purpose of this type of activity is to give them feedback of their results at the same time they are getting input on an a reflection of what they got and why,
- 3) Participations and comments in class. I encourage them to communicate and participate not because it has a number in their final evaluation but by listening to them and giving them feedback
- 4) Oral reflection in class about the video seen in class in teams. The most important think is the process of communication among them and how they construct messages to share their opinions with their classmates.

On the list of the Formal evaluation, there are the following activities:

- 1) Writing Production uploaded in Padlet which has a standard scale of numbers to give a score
- 2) Test on Quizziz about Vocabulary and Grammar. There are 2 Quizziz, each on having 10 questions where students need to solve different types of exercises with a time limit like completing, matching, ordering, and writing and recording short audios. The standard qualification of 1 to 10 to give punctuation is used in this type of assessment.

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<sup>12</sup> Brown H.D. (2004). Language assessment: principles and classroom practices. New York. Pearson-Longman

Those are formal and also summative assessments because there is a standard scale to get punctuation which is also summative and considered on a global scale. The rubric is an important part of these tests. It shows the principal elements in their content in order to know how they have reached the goals established for the class.

## 2.2. 1 Rubrics

RUBRICA PARA PRODUCCIÓN ORAL Y ESCRITA DE LAS LECCIONES 3-6		
PROFESOR(A)	JESSICA CECILIA UREÑA DEL ÁNGEL	UNAM - FES ZARAGOZA
SUBJECT	Lifestyles	
SEMESTER	2023-1	

The structure is:	ADVANCE D	INTERMEDIATE	ELEMENTA RY	BEGGINER
How the organization of the exposition: introduction, arguments and conclusion is presented.	The structure presents: Introduction, arguments and conclusion are complete and clearly presented	The structure is presented mostly completed parts and is mostly clearly organized	The structure is incomplete and are not closely clearly presented all the sections	There is no order in the text and there is just one or less parts of the organization
	4	3	2	1
The creativity of the project is:	ADVANCE D	INTERMEDIATE	ELEMENTA RY	BEGGINER

How the information of the ideas are presented in a creativity way	The exposition elements are very creative (originality) and include: visual aids such as videos, good format and is visually attractive	The exposition elements are creative enough (is not original) and include two of these elements: visual aids such as videos, good format not very attractive	The exposition elements are poorly creative (similar as others) and include just one of these elements: visual aids such as videos, the format is simple	The exposition is not creative ( the same to others) and doesn't include any of these elements: visual aids such as videos, the format is simple and is boring
	4	3	2	1
<b>The grammar structure is:</b>				
Grammar errors found in the exposition	The exposition presents any or just one grammar errors	The exposition presents two to five grammar errors	The exposition presents five to eight grammar errors	The exposition presents more than eight grammar errors
	4	3	2	1
<b>The speech of the students is:</b>				
How the speech of the students is presented	All the students speak loudly and clearly with excellent pronunciation	Almost all the students speak loudly and clearly with almost excellent pronunciation	Few students speak loudly and clearly with some spelling mistakes	Few students speak loudly and clearly with many spelling mistakes
	4	3	2	1

<b>The team job is:</b>				
How the team work together	All the students collaborated with their classmates tasks in their speech and participation	Almost all the students collaborated with their classmates tasks in their speech and participation	The students are poorly integrated. They don't participate in their classmates speech and participation	The students are not integrated. The tasks are separated in their speech and participation
	4	3	2	1

\*NOTE: Students who satisfactorily meet all the criteria to be considered will have a total score of 20 points which will be the equivalent of a 10 grade.

### 2.3 Evidence of the designed tools to assess the students.

These are the links for the created tools to assess the students:

- 1) Quizlet vocabulary : [https://quizlet.com/\\_ddwhfa?x=1qqt&i=2x2vkg](https://quizlet.com/_ddwhfa?x=1qqt&i=2x2vkg)
- 2) Quizziz test, vocabulary; [https://quizizz.com/admin/quiz/645ea66daa6326001d8ec42f?source=quiz\\_share](https://quizizz.com/admin/quiz/645ea66daa6326001d8ec42f?source=quiz_share)
- 3) Quizziz test grammar; [https://quizizz.com/admin/quiz/63fb109c6427a1001eca4bcd?source=quiz\\_share](https://quizizz.com/admin/quiz/63fb109c6427a1001eca4bcd?source=quiz_share)

### 2.4 Video Session

It is worth mentioning that for this purpose, there are no students in the recording due to the fact that FES Zaragoza is out of work, therefore the instruction of the activities established in the planning is given, the different stages are shown but we cannot appreciate the evidence with students.



VIDEO LINK :



### CHAPTER 3: EXPERIENCE REPORT

Regarding the experience, as mentioned above, the results cannot be appreciated with this particular group since the class was not executed due to the political problems that the FES is going through. However, the expected results and possible problems that could occur when carrying out the established planning are described based on my experience as a teacher teaching the subject and using the tools and resources previously established.

On the one hand, it is expected that the results in terms of the thematic objectives will be satisfactorily fulfilled since the organization of the time established allows to comply with all of them. On the other hand, the motivation of students when using digital tools increases their participation and interest. They are more participative and enthusiastic about the activities.

Regarding the video they will watch in one of the sessions, we can say that they are amazed to know how language influences our behavior, decision making and way of thinking. This reflection motivates them to continue improving their level of proficiency.

Analyzing carefully the activities and approaches established, I consider that one of the possible problems that may arise is that at the time of carrying out the team activities, to communicate and to be able to use Spanish on some occasions and not exclusively English. In this sense, the way in which this situation could be avoided could be by establishing clear instructions including specifically that the interaction should be exclusively in English, they should try to make themselves understood all the time using this language and not their mother tongue.

Another possible problem arises when using mobile devices such as cell phones and tablets to work on the applications, since students may or may not carry them, may not have a battery, and in this sense, plan B would be to carry out the activities in pairs or trios, which is possible, or also to carry them in printed form.

Technical issues may also arise such as students having a hard time logging in or having a hard time understanding how to operate the applications and for this, I should consider providing them with clear instructions on how to use the apps.

As for writing, I recognize that is the most difficult of the 4 language skills. Psycholinguistic studies show that this production needs more mental complexity which is why skills are always referred as: listening, speaking, reading, and writing. Considering those aspects, It's necessary to plan writing activities with particular goals and to be emphatic with our students in order to first, create and transmit clear instructions and guided steps to the information of the text to be produced either with questions or examples.

Similarly, I can conclude that offering a full model of what they have to do or the final product provides them with better opportunities to understand and face this challenge successfully. this reduces any confusion that may arise in class and they are clear about the process they should follow.

## CHAPTER 4: CONCLUSIONS

In doing this final work I made a tour of everything I have studied and learned in this specialization. On the one hand, all the theoretical support makes me a more complete and complex teacher when choosing my activities and assessments for my students thinking about the objectives of the class without losing sight of who I am and what my philosophy is at the time of teaching.

Having a teaching identity and philosophy makes us more memorable teachers for our students, not only in the way we choose to engage them but also because our classes and lessons will have a positive effect on them.

As for the theory, when it comes to applying and executing it in a lesson plan it can be complicated at the beginning because we have in mind everything we want to do and how great it is with our group of students but structuring it in a proper, fluid and understandable way for them is the challenge. Most of the time when we have to carry out our plan there will be changes that will have to be made in order to adapt to the situation; however these changes will be more efficient because my decisions will take into account which activities can be combined with the same support that I use and which ones can serve the same purpose.

The specialization has made me a more complete teacher who works more with bases to achieve clear and precise objectives. In this lesson plan I try to include all this support. My activities are designed so that students have a sequence and a common thread that leads them to have an optimal result. I think this has been one of the main improvements, now I am more structured in my planning and I try to always think about what skill I am working on, what is the best way to improve it and what material can be the best for them. Now I understand that providing them with authentic material does not make it good material just because it is a natural approach to the language; it is good material when we work on it, choose the most appropriate material and it becomes understandable and motivating for them.

There is still much to learn and many experiences that will also allow me to make a comparison of myself as a teacher before and after. Each group teaches us something new and in each class unique and diverse situations arise that added to what I have learned in this specialization, will combine to make me a better teacher each new group, each new class.

Being open to criticism, comments and suggestions from other teachers can be very beneficial because it opens up the panorama of the range of possibilities we have. Sharing our work enriches us and that is something I have also learned here. Although there is still a long way to go, I take with me a great experience and a learning that I carry in a practical way on a daily basis, it motivates me to continue preparing and learning.

## APPENDIX 1: DECLARATION LETTER

### DECLARATION LETTER:

I declare that the following [M3\\_U1\\_assignment 2A](#) 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](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/~wwwfhb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness requires 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.”*<sup>11</sup>

#### *Definitions and Examples*

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

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.”<sup>121</sup>*

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