UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD 092, AJUSCO

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

INTERCULTURALITY

THROUGH ENDANGERED SPECIES

TRABAJO RECEPCIONAL DE INTERVENCIÓN PEDAGOGICA

QUE PARA OBTENER EL DIPLOMA

PRESENTA:

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CIUDAD DE MEXICO, JULIO 2024.

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SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGN LANGUAGE

INTERCULTURALITY

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FINAL PROJECT OF PEDAGOGICAL INTERVENTION

THAT IN ORDER TO OBTAIN THE DIPLOMA

STUDENT:

ELIZABETH MARTÍNEZ HERNÁNDEZ

ADVISOR:

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CIUDAD DE MEXICO, JULY 2024.

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SECRETARÍA DE EDUCACIÓN PÚBLICA

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DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN DEL DIPLOMA

Se hace constar que el/la participante Martínez Hernández Elizabeth con matrícula 230926036 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "Interculturality through endangered species", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

Gabriela Ruiz de la Rosa

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ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

C.c.p Miguel Ángel Vertíz Galván-Coordinación de Posgrado
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Abstract

The purpose of the project is to present a work, where the integration of interculturality in English learning is crucial for preparing students to navigate a globalized and diverse world. Developing intercultural competencies, such as effective communication and adaptability, enables students to understand and respect different cultures, which is increasingly necessary in multicultural settings.

This project centers on using endangered species as a theme to foster interculturality within the classroom at CECYTE High School in Atitalaquia, in a rural area of Hidalgo state. The participants were fourth-semester students, aged 16 to 17, with English proficiency levels ranging from A1 to A2 according to the CEFR. The instructional plan spanned five sessions, targeting the four language skills: reading, listening, writing, and speaking.

Several educational theories and methodologies underpinned the approach, including Vygotsky's sociocultural theory, Piaget's cognitivism, Krashen's input hypothesis, the zone of proximal development (ZPD), Diane Larsen-Freeman's teaching model, Jakobson's communication model and Input, intake, interaction, and output in my student´s learning processes.

The structure of the lessons was as follows: the first session introduced grammatical structures like "too" and "enough" through listening exercises based on an interview with a leader from a polar bear conservation foundation, the second session revisited the interview for deeper analysis, and students replicated the conversation. In the third session, the focus shifted to reading, where students explored an article about endangered species, the fourth session incorporated multimedia resources by watching a video on the global causes of species endangerment, the final session involved independent research on endangered species, where students selected a species and gathered relevant information.

The classroom activities included a variety of strategies. The objectives of those strategies were to enhance learning, increase motivation, encourage participation, promotes critical thinking, foster collaboration, addresses diverse needs and support active learning. In the first session, students completed comprehension exercises and answered questions based on the interview. In the second session, they rehearsed and presented the conversation. During the third session, they highlighted unfamiliar vocabulary in the reading text. In the fourth session, students generated a list of actions to protect endangered species, followed by a Kahoot! quiz for interactive learning. In the final session, they presented their findings on an endangered species, focusing on its significance.

In order to measure student progress, provide feedback, inform instruction, motivate students, evaluate educational effectiveness, promote accountability and support personalized learning, the assessment methods were diverse, integrating formal, informal, formative, and summative evaluations, with rubrics and checklists playing a central role. These evaluations were used throughout the five sessions.

In conclusion, it was evident that the syllabus's target proficiency level (A2.2) for this group was overly ambitious, as many students lacked foundational knowledge, requiring more time to complete tasks. Given this, it is recommended that constructing meaning be primarily carried out through prior knowledge. Additionally, teaching should align more closely with the students' learning pace, ensuring that they acquire essential knowledge before advancing to more complex topics. Furthermore, teaching should use practical strategies aimed at integrating language education with real-world content.

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INTRODUCTION

When you teach English, you need to analyze, and reflect on your professional development and ask yourself questions like: What is your context? and What is your teaching identity and philosophy? What theories and strategies do you use in your practice? These questions that will help to improve your performance in the classroom. All of the above, it defines you as a teacher.

During EEAILE, I was given enough tools for this project, firstly in Module I, I learned the theory, in other words, the foundation of why and how we do things, Secondly in Module II, I learned about Language skills and technology and in Module III, I could learn about the interculturality, which was a concept that I don't know so clear. All of that, it was necessary to create a lesson plan to put into action.

On the other hand, I have reviewed the language assessment, I have analyzed that testing and assessing our students help us know how I am doing, identifying my strengths and weakness, and modify my course of action to succeed in my teaching and learning professional development.

Now, I have designed my lesson plan based on the syllabus; therefore, my lesson plan includes five sessions with a series of activities aligned with the content in the student's book. Additionally, I include physical and online material that complements the learning objectives, and caters to diverse learning styles and preferences and the test and assessment tools. Taking into account theories, approaches, context and my teaching philosophy,

CHAPTER 1. PHILOSOPHY AND THEORY

1.1 Teaching context, identity, and philosophy.

In this case, we are talking about a group of 19 students who live in the Atitalaquia region, in a town close to an industrial zone. The nearest city is Tula de Allende, 18.4 km away. They are between 16 and 17 years old. Most of them live with their families and have internet service. They study in a public school and it has one computer center, six classrooms, one laboratory, three sports courts, one small library, and sanitary services. They don't have a cafeteria. There is a Wi-Fi connection in the school, but the signal is not efficient. Some of them have a smartphone with internet connection.

They are in the fourth semester of high school. These students have been thought English since 1rst. term, so they are in English IV. Some students work to help their parents, and some of them live in a violent environment. They just have taken classes in a public school, only 50% play video games, and 50% play basketball, volleyball, football, or any other. About how they learn: 50% of them are visual, another 25% learn auditory and 25% are kinesthetic. Our students don't have good skills and habits at writing and listening in L1, so that affect those skills in English.

One benefit of reflective professional development in teaching is that it allows you to observe and understand what you do as a teacher, when you teach English, you must have your teaching philosophy which expresses your values and beliefs about your practice, I'll start with teaching is not a Science, I consider it's an art, and my goal is that I want to become the English teacher that I would have liked to have. Students need to learn something that they like, so that is the work, don't force them. They need to use the language to communicate. For me knowledge about the correct use of the language such as grammar, pronunciation, and vocabulary is important and they are the basis of their skills like speaking, listening, reading, and writing, and of course their attitude about their learning, for instance, how much time they take to learn and their motivation to learn, is a defining factor to learn a second language. In such a way that all is part of a whole.

In order to achieve my teaching goals, I prepare my students to use the language in a real and useful way in an environment where they feel confident, within this, I noticed that my key challenges in

the teaching-learning process are: they love the language and stay motivated in their contexts, because of that, I use methods like gaming, brainstorming, work in pair or teams, role-play activities, songs, mimics, etc. because when they have a good time, they are learning. I try to make my classes interactive where they can participate, play, move, think, communicate, and use the language in common situations.

Additionally, my assessment tools are: formative and summative assessments in which I give constructive feedback to each of them, checklists where I check their attitude and behavior during the classes, and physical and digital portfolios, like a compilation of academic pieces of evidence like photos, writings, worksheets, that exemplifies their skills and experiences during the process finally we have a student's book and workbook where we do activities such as reading, writing, speaking, listening and singing. One of the most important tools is teamwork, with this they can interact and communicate with their pairs.

On the other hand, the learning environment is so important to teach, thus it needs to be inclusive, in other words, as a teacher I need to know the background of each student and know their personalities, their feelings, their ways of learning whether they are more visual, auditory or kinesthetic and you need to plan your class about all of that. it is certainly a difficult task. For instance, in 4th. semester I have students who has a lot of energy, so when he finishes his assignment, I have a different activity just for them.

Mexican EFL teachers are currently accustomed to employing the term "communicative" to determine the main feature of their classes, since one of the main objectives in Mexican textbooks and programs is that students become communicatively competent. This is a term which involves the appropriate usage of language within a specific social context; in order to make this possible, our students need to acquire meanings and linguistic forms to know how to perform a function.

The context in which EFL teaching is currently taking place, involves changing demands, technology, economic needs, etc. Teachers are required to respond to this by changing themselves, taking their students' needs into consideration. (Tomlinson, 2023).

One disadvantage is that in our Mexican Education System in Public schools seeks to have advances in the books and many times the students do not have the level to continue, but you as teacher can't stop.

The fact is that sometimes the contexts and conditions are not the best, you have to face different challenges such as groups with a large number of students, limited resources, students with emotional situations, with a hard context. However, you have to make the best of what you have, and that is why you need to learn more strategies and ways to engage your students and encourage them to continue learning.

Sometimes the terms acquisition and learning can be confusing. Acquisition is a subconscious and incidental process, where learners pick up language implicitly because they have been exposed to it. However, learning is conscious and intentional process and it is an explicit process obviously. In my teaching practice, students sometimes can develop acquisition and learning, according to situation, e.g. when they play a videogame like free fire in their laptop in English they develop acquisition and if we watch a grammar video about adjectives in class they develop learning. Finally learning and acquisition have clear differences as shown in the Figure 1:
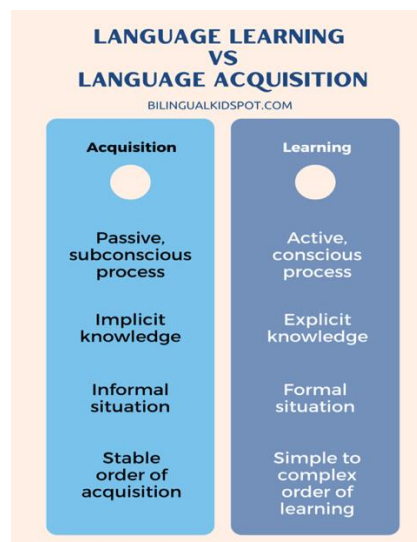

Figure 1. Language learning vs Language acquisition. Anders Norén (2024).

1.2 Theory underlying your teaching practice and identity.

There are three main schools of thought in the history of SLA: The first school of thought is behaviorism and structuralism, the second is generative linguistics and cognitivism, and the third school of thought is sociocultural theory, all of which have been influenced by linguistics and psychology.

1.2.1 Behaviorism and structuralism.

The first perspective, behaviorism, emerged in the early 1900s and is a theory of learning based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviorists believe that our actions are shaped by environmental stimuli, as we can see in the following Figure 2 :
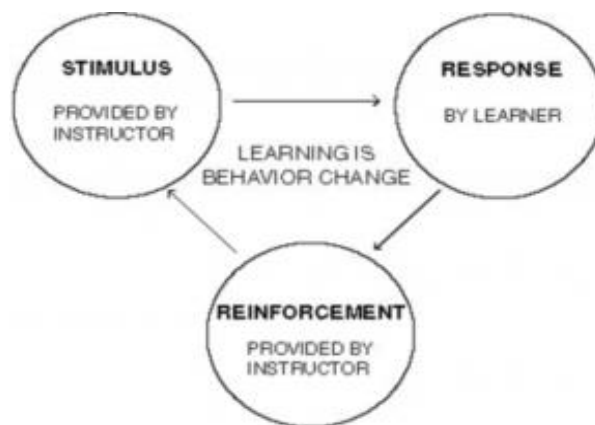
Figure 2: Model of Behaviorism. Della Perez (2022).

On the other hand, structuralism conceptualize the language as complex structures, and each part of the language structure could be analyzed with reference to the larger structure furthermore structuralism was concerned with describing several aspects of the language, such as phonology, syntax, and morphology. Finally, behaviorism and structuralism concerned themselves with describing language phenomena in purely objective terms.

1.2.2 Generative linguistics.

The second school of thought in SLA, generative linguistics, emerged in the late 1960s and gained popularity in the 1970s and 1980s, Generative linguists focused on the principles – or universal constraints –governing the underlying processes of language performance.

Generative Linguistics assumes that the human ability for natural language is innate and that a speaker of a given language has command of certain linguistic knowledge in order to produce correct sentences in that language.

"Structural linguistics and the behavioral psychologists were interested in description, generative linguistics were far more interested in a more ultimate question, why". Themes of research include interlanguage, universal grammar, generative linguistics, and deep structures.

1.2.3 Sociocultural theory

Lev Vygotsky, in Sociocultural Theory, thought that human development is the consequence of social interaction and can significantly differ between cultures. sociocultural theory proposes that human learning is predominantly a social process and that people's cognitive functions depend upon their interactions with others around them, particularly those who are "more skilled" than themselves. Sociocultural theory emphasizes the impact of social interaction on individuals' mental development.

1.2.4 Cognitivism

Cognitivism, learners actively process information, by linking old and new information together in a meaningful and cumulative way. Cognitivism theory assumes that learning takes place as a result of mental or cognitive processes, not simply due to external stimuli. For example, mental processes include thinking, remembering, knowing, problem-solving, observing, categorizing, and generalizing. The focus of cognitivism is on the human mind and how people think and understand.

1.2.5 Stephen Krashen´s Hypotheses

Stephen Krashen assumes that when our learners produce utterances that are target-like, they show evidence of having learned that part of the linguistic system, in other words, by monitoring their language production they are able to modify their output. (**Monitor Hypothesis**). But the monitor cannot be used at all times. In his original proposal, Krashen suggested that two conditions have to be met: 1) focus on form, and 2) knowledge of the grammatical rule and third had been added; time. e.g., when they make a presentation in class and they have to explain any topic they present those three conditions.

On the other and, Krashen proposed that learners acquire language in a natural and predictable order (**Natural order Hypothesis**). In my teaching practice and in the English program in a public school there are an order to teach. e.g., they learn present simple first and past simple after. i.e they practice present and past after with the objective of maintaining order.

Krashen talks about the **Input Hypothesis**, which is closely connected to the Natural order Hypothesis. In this Hypothesis he suggested that language is acquired through exposure to comprehensible input. Comprehensible input is (written or spoken) language which is either at or just beyond the speaker/hearer's current linguistic development. To capture this idea, Krashen defined the learner's current level of development as i and the level just beyond that as +1. Comprehensible input, which is the kind that learners should be exposed to, is given by i +1. Anything below that level, the learner has already acquired, and anything above that is cognitively too demanding for the learner.

The **Input Hypothesis** states that only comprehensible input (i.e. oral or written input slightly or roughly beyond a learner's current level of proficiency) can be learned. E.g., when we teach in classroom in different grades in high school would appear that we check the same topic in different level for example first and third term we check activities' vocabulary, however in the third term we check more activities, including those we check in first term.

Finally, Krashen's **Affective filter Hypothesis** suggests that an individual's emotions can directly assist or interfere with the learning, In turn, the ease with which learning occurs depends on the affective filter, which is a function of variables such as anxiety, motivation and stress, and can be

considered high or low. A high affective filter will hinder both acquisition and learning, while a low one will enhance them. In my teaching practice maintaining respect without mockery, order, respect turns, raising their hand to participate and positive feedback contribute to student's confidence and low the affective filter. (Krashen, 1982)

We can conclude all of the above with the following Figure 3.
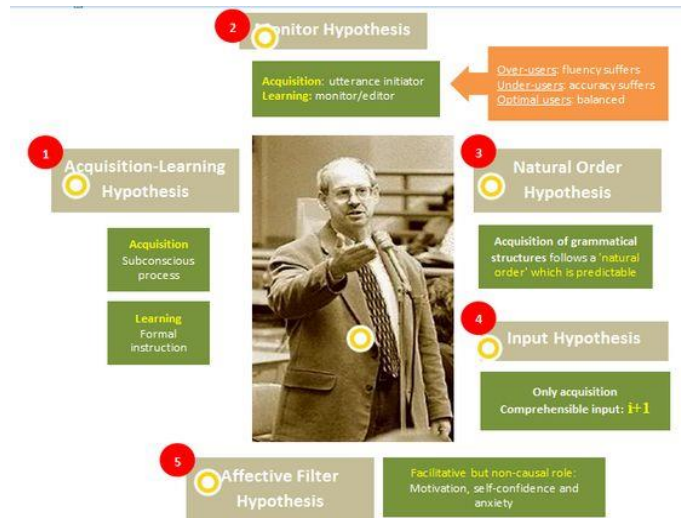
Figure 3. Stephen Krashen´s Hypotheses. Thinglink, (2024)

1.2.6 Diagram explaining the concept of the zone of proximal development (ZPD).

Zone proximal Development or ZPD by Vygtosky the fundamental idea behind the ZPD is: "Any function in the child's cultural development appears twice [each on a different plane]. First it appears on the social plane, and then on the psychological plane. In other words, it first appears between people as an interpsychological category, and then within the child as an intrapsychological category". (Vygotsky, L. 1978).

As we can see in the graphic, in four-stage model of ZPD the Zone of proximal development is a zone where the learners receive help to develop their capacity, in other words, the difference between a learners' actual developmental level and the level at which they could perform solving

tasks with the assistance defines the ZPD. So, ZPD is "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, L. 1978). As we can see in Figure 4.
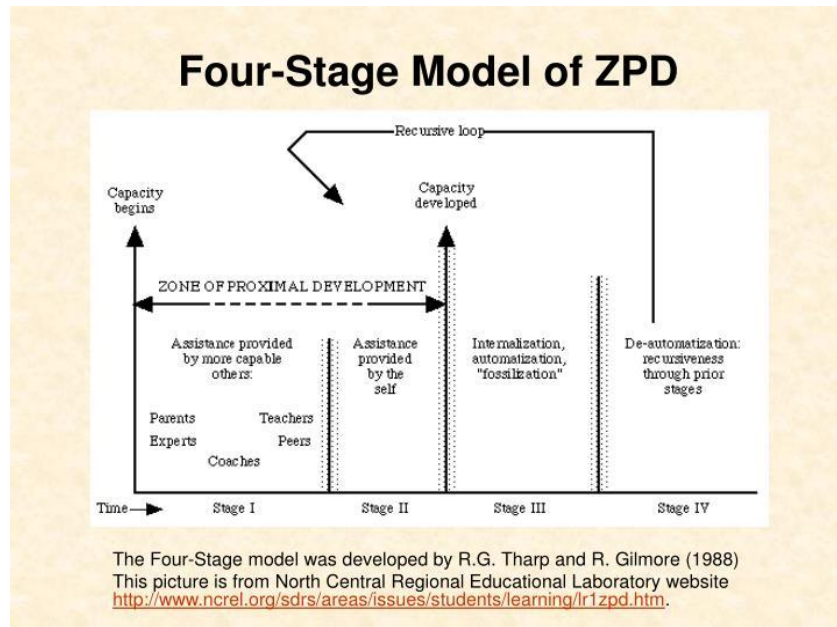
Figure 4. Four-Stage Model of ZPD. Thorpe (2024)

1.2.7. Input, intake, interaction and output in my student´s learning processes.

Now we are going to talk about the Input, intake, interaction and output. We start with their definitions:

Input can be defined in teaching as spoken or written forms of language to which students are exposed. e.g., it can be when you give instructions, when you work in their book in a reading, do short presentations, when they converse in English. My classroom is definitely full of inputs.

Intake can be defined in teaching as what students are able to internalize (a behavior which is made automatic). In other words, intake is what they do learn.

The **interaction hypothesis** a theory of second-language acquisition which suggested that the development of language proficiency is promoted by interaction and communication (face to face), which facilitates language acquisition, due to it connects input, internal learner capacities, particularly selective attention; and output.

The **Interaction Hypothesis** helps us understand how interactional modifications and feedback help the development of our students' English language. In conclusion, Interaction promotes comprehensible input, makes linguistic form salient and as a consequence learners can modify their output.

The **Output** is the language they produce, either in speaking or writing (i.e. The productive skills). In my opinion this the part where you notice what they are learning and if you need to be changes in order to be more productive and efficient.

In my student's learning processes is essential how those concepts (Input, intake, interaction and output) take place:

In my English class I try to provide my students with comprehensible inputs according to their level e.g., to Watch a video, first try to check new vocabulary and I give them a brief introduction about the topic of the video, When the video finish I ask them about what they understand about the topic, so I can check her intakes and I give feedback about their answers without mention if they are wrong or right. Then we continue with work in pairs, I chose the pairs, keeping in mind that students with better proficiency help their partners. In this case I know they feel confident with their partners. So, interaction is crucial. Finally, I check again their intakes, so I stand next to every pair and I hear their talking practice and again I give positive feedback.

Chapter 2. Methodology and practice.

2.1 A practical and useful lesson plan.

2.1.1 Identification the teaching purpose.

In my lesson plan, according my syllabus the teaching objectives are:

- Use too or enough to talk about threats to wild life.
- Talk about endangered species and solutions to problems.

On the other hand, the principal purposes of this lesson plan are:

1. Through the **listening activity**, student:

- Identifies and interprets the general idea and possible development of a spoken or written message, using his/her previous knowledge, non-verbal, clues and context

2. Through the **reading activity**, student:

- Identifies, orders and interprets ideas, data explicit concepts in a text, according to the context and medium.
- Evaluates a text and compares the content with others, taking into consideration previous and new knowledge.

3. Through the **writing activity**, student:

- Express ideas and concepts in creative and coherent texts, with clear introductions, developments and conclusions.
- Produces texts using the appropriate forms of the language, in accordance with his/her communicative purpose.

4. Through the **speaking activity**, student:

- Present his/her points of view to an audience in a precise, coherent and creative way.
- Communicates in the foreign language in spoken or written discourse and in accordance with the communicative purpose and situation.

5. Through the **intercultural activity**, student:

- Values and describes the role of means of communication in the development of different cultures, taking into consideration the communicative purposes of different genres.
- Analyzes and compares the origin, development and diversity of systems and means of communication.

6. Through **all activities**:

- Makes hypotheses about natural and social phenomena, based on varied sources.
- Values logical thinking in daily and academic communication processes.
- Uses information and communication technology to do research, solve problems, produce materials and share information.

2.1.2 Rational behind each activity in my lesson plan.

In this assignment I designed a lesson plan about "Are they protected enough?", this topic makes reference to "Talk about endangered species and solutions to problems" and how to use "too" and "enough". I designed five sessions: 2 for productive skills (speaking and writing), 2 for receptive skills (reading and listening) and a last one for interculturality.

Firstly, I design my lesson plan with Diane Larsen-Freeman's model in mind, which is based on complex dynamic systems theory because, I'm making sure to take in account the systemic, semantic and pragmatic dimension of language. She sees all three as complex, non-linear, dynamic processes and considers English grammar not only as a set of structural patterns but also as an important resource for creating meaning and for adapting language appropriately to the communicative context. (Larsen-Freeman, 1991). Thus, in this case, it is important to know how to use "too" and "enough" correctly. Therefore I´m considering when students in receptive and productive skills in the topic "Are they protected enough?", realize:

- "Form" refers to "shape" of the language and the rules that generate these forms, pronunciation and spelling, grammar and word formation will fall under that aspect of language.

- "Meaning" will help us account for the meaning of words, phrases, and even larger levels of language. Vocabulary, semantic fields, reference, etc., will be dealt with in this aspect.
- "use" helps us focus on the context and intention of the expression. Language functions, language use and sociolinguistic aspects come into play here.
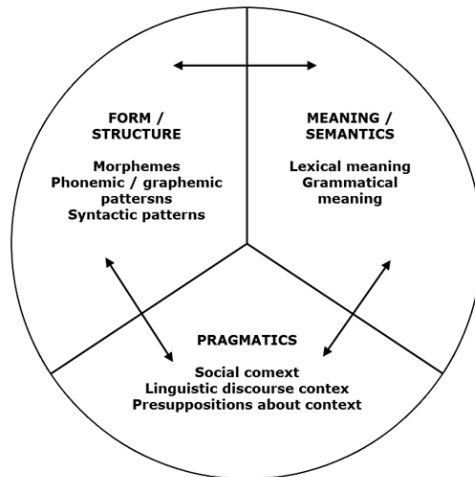
All of that, we can see in the follow in Figure 5.

Figure 5. Larsen-Freeman's three-dimensional grammar framework. (Larsen-Freeman, 1991)

Secondly, In the design of my lesson plan, I use the model of communication developed by Jakobson, who shows the different aspects that come into play when we are communicating, as shown in the Figure 6.
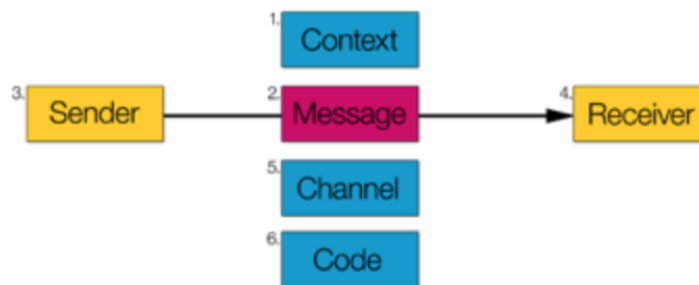

Figure 6. Jakobson's Model. Wikimedia (2024)

I consider that students work in small groups because as Jakobson demonstrated: a *sender* formulates a *message* to a *receiver* using a *channel* and a *code* in a *context.* (Jakobson, 1960). Thus, each one of these elements play an important role in communication in my classroom. Thus, they need to interact and carry out effective communication to talk about the endangered species or conduct the Rick Truman's interview in a productive skill.

Thirdly, my lesson plan takes into account The Common European Framework of Reference for Languages (CEFR), because it focuses on the purpose of language learning. It considers "users and learners of a language" primarily as "social agents,". So it is clear that students are the "social agents" and they need to socialize, this makes it in a social practice of classroom teaching. And this is why students need to socialize when they work in groups on the topic of "Are they protected enough? ", they need realize that they are members of society where communication is necessary to analyze the problem and propose solutions and of course this topic is a global issue as a society. I like this approach, because they do not feel forced as an obligation, they feel the need to communicate in a pleasant atmosphere.

Finally, all of that was taken into account when designing my lesson plan, which is learner-centered approaches focus less on the academic repetition of content and more on the individual thinking process, and problem-solving skills of student. As analyzing text and proposing solutions to the endangered species problem, to name a few.

2.1.3 Listening activity. session 1 out of 5.

When designing my listening comprehension activities, I had several guidelines in mind. First, I selected material adapted to my students' profile. Second, I made sure that the difficulty level of the material matched their knowledge. Finally, the speed and accent were kept understandable because, in this case, I focused on comprehension.

I designed activities which students could improve their listening sub-skills such as listening for detail, deducing meaning from context inferring attitude, feeling and mood and predicting, since the first time that they listen de interview with Rick Truman, they can deduce the meaning because they know the topic and some vocabulary. They can infer the attitude, feeling and mood and

predicting by the tone of voice and when they express that there aren't enough founds for their campaign.

In this case, I use the recommended track from the student's book because this audio does not present redundancy and hesitation like others in the student's book. It is important to mention that when students listen to the track, they become passive listeners because they are involved in the process of perception, decoding, prediction, and selection to construct a message from the interview with Rick Truman. Consequently, they can understand the general idea and answer the questions in their student's book about the interview.

I employ various strategies in the pre-listening-stage, including a background knowledge, recalled questions and intonation, to assist in listening comprehension activities. For instance, session starts with recalled question and intonation the question 'What can you see in the pictures?', This helps them recognize and consider what they know about those animals, making reference to their background knowledge.

Bottom-up and Top-Down processing happened simultaneously in this listening process, as they simultaneously utilized the incoming aural input as the basis for understanding the interview, along with background knowledge or previous information about that topic.

For me, it was important to delineate the listening activities into distinct phases: pre-listening, while listening, and post-listening, as outlined in the lesson plan. The pre-listening phase aims to prepare students through both Bottom-up and Top-down approaches, involving activities that access into their prior knowledge, encouraging predictions about the content of the audio interview, reviewing key vocabulary, even incorporating grammar lessons on the usage of 'too' and 'enough' and in this point, I incorporate technology by utilizing an exercise by reading QR code. The while-listening phase focuses on comprehension. In this case, I use Track 5 students identify the main idea, sequencing events, and so on, often. Finally, the post-listening stage encourage students to respond to comprehension. Consequently, students engage in answering questions related to the listening material.

2.1.4   Speaking activity. Session 2 out of 5.

In my case, in the audios, they could realize that the speaking is made up of idea units, it was planned during practice, but when they got nervous it became unplanned. They noticed that speaking employs more generic or vague vocabulary than written language. They did not need to be perfect when they speak and they can use fixed phrases, fillers, hesitation markers. In audio of the interview, they realized that speaking had a two-way road. Finally, we could use both casual and formal style at school.

In my lesson plan I designed activities which my student could improve their speaking sub-skills such as inferring attitude, feeling, mood, using interactive strategies, summarizing, paraphrasing, when they practiced an interview with Rick Truman.

In my class, I prioritized fluency over precision, because they wanted people to understand their message and form is not the main thing. So, in class I need to work on accuracy. As for the role of pronunciation, they imitate the American accent because most of them consume material in American English, I focus on developing intelligibility, which require focusing on pronunciation, i.e., accent, rhythm and intonation.

On the other hand, I employ semi-controlled techniques because I assist them in carry out their performance. Therefore, I provide feedback and answer their questions, allowing them to practice and improve their interview.

To mention micro and macro-skills, H.D. Brown (2007) offers a simplified list of micro-skills and macro-skills. The macro-skills isolate those skills that relate to the discourse level of organization while those that remain at the sentence level continue to be called micro-skills. As we can see in Figure 7.

	Speaking
Micro skills	Refers to producing the small chunks of language (phonemes, morphemes, words, collocations, phrasal units)
Macro skills	Imply the speaker's focus on the larger elements; fluency, discourse, style, cohesion

Figure 7. Microskills and Macroskills for speaking. Perez (2024).

Students improve their micro-skills and macro skills. At the beginning, I provide phonemes, morphemes, words, collocations, vocabulary, and phrasal units such as 'too', 'enough', 'protected enough', 'too stressful', 'cherished enough', etc. With regard to the macro-skills, which involve the speaker's focus on larger elements like fluency, discourse, style, and cohesion, students perform the interview as a unit using the transcript as a reference.

2.1.5 Reading activity. Session 3 out of 5.

In the design of this receptive skill, I taken into account Sanchez Lozano (2004), who consider three stages: decoding, making inferences and critical reading. In the previous lesson they acquire concepts, vocabulary, morphemes about grammar and endangered species, allowing to make inferences that they do not know yet, but they can infer in the text of the web, and finally they get the general idea about why species are endangered.

In reading activity, content schema is so important and 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. Using content schema can connect old and new information, which can help us understand the message of a text more clearly. Students read and get knew knowledge about endangered species, Thus, students, building on old knowledge, connect their experiences and knowledge about the environment, pollution, poaching, deforestation, etc. with updated data and new causes, and new animal species.

Regarding to bottom-up, top down and interactive approach, bottom-up approach is the piecing together of smaller elements of language including the graphemes (the letters), the grapheme-phonetic (letter-to-sound) relationships, the phonemes, the syllabic structures, the morphemes (prefixes, roots, suffixes), the words, and the sentences. Bottom-up see texts as a hierarchical organization where "the reader first processes the smallest linguistic unit, gradually compiling the smaller units to decipher and comprehend the higher units (e.g., sentence syntax). In this approach readers can comprehend a given reading passage even if they do not recognize every single word. Students can take a bottom-up and top-down approach because in previous lesson I mention smaller elements such as: graphemes, morphemes, prefixes and words about how to use "too" and "enough" and students make sentences, so they use meaning and grammatical cues to identify unrecognized words– that is, extract meaning from the context of endangered species.

2.1.6 Writing activity. Session 4 out of 5.

In the productive skill, in this case writing, the approach that I use is language structures. They had to write a coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules in this specific topic.

The relevant principles used in teaching writing include learning and using the habits of 'good' writers, such as focusing, revising, and planning. Additionally, accounting for cultural literacy backgrounds is important due to different conventions between Spanish and English. Providing opportunities for as much authentic writing as possible allows students to express their ideas effectively in their text about the "How can we protect endangered species?".

I employ an intensive and controlled teaching strategy, as the answers involve information from the listening; in other words, writing is guided and controlled. I provide support and guidance.

I think this activity promote more micro-skills that Macro skills, due to the text that students had to write is short and the students handwrite and spell words, use grammar and use appropriate word order patterns.

2.1.7 Interculturality activity. Session 5 out of 5 and optional session 1 out of 1.

I use the Model of Intercultural Competence by Michael Byram. He believes that in order to be an intercultural speaker, a person needs to know the social and cognitive processes that impact us, beginning at birth and continuing throughout our lives. He points out that, "knowledge of the processes of interaction at the individual and societal level" are part of intercultural competence. "If an individual knows about the ways in which their identities have been acquired, how they are … perceived, and how they in turn perceive their interlocutors from another group, that awareness provides a basis for successful [intercultural] interaction". (Byram, 2002). Therefore, in the intercultural activity, students familiarize themselves with emblematic animals from different countries. Through this, they acquire knowledge through a process of interaction at both the individual and societal level, becoming aware that different animals exist due to cultural, geographical, climatic, historical factors, among others. Recognizing these differences among countries enriches their understanding.

In this case, the Byram model consider:

- Intercultural attitudes. Students are curios and open-minded about the different countries and animals.
- Knowledge of social groups
- Skills of interpreting and relating. In this case, students interpret and deduce why those animals live in that country.
- Skills of discovery and interaction. They discover knew knowledge, even knew countries and new animal species.
- Critical cultural awareness. Ability to evaluate critically and recognize that these differences among countries enriches their understanding, expanding their knowledge.

In this activity involve technological skills.

On the other hand, Dell Hyme´s in his publication of his theory communicative competence, he asserts that competence in a language includes not only grammar, words and sounds, but also the social knowledge of when and how to use them appropriately. (Hymes, 1971), in other words, communicative competence includes to know about other cultures to interact and communicate.

So, students are learning about other cultures, in this case countries throughout their emblematic animals. All of the above, taking into account, culture as shared language, beliefs and values. (Martin, J. 2010).

Seeking to avoid ethnocentrism (the practice of judging others by your own worldview), positive and negative stereotypes, prejudice (negative attitude toward a cultural group that is usually based on little or no experience).

Finally, I considered the Sociocultural Theory of Vygotsky, who believed that human development is the consequence of social interaction and can significantly differ between cultures. sociocultural theory proposes that human learning is predominantly a social process and that people's cognitive functions depend upon their interactions with others around them, particularly those who are "more skilled" than themselves. Sociocultural theory emphasizes the impact of social interaction on the mental development of individuals. In this activity, students interact and communicate effectively to explain emblematic animals from different countries.

It is important to mention that I use an intercultural activity which students can observe and explain image about the animals around the world in the optional activity.

2.1.8   Plan ahead possible solutions to problems that may arise while carrying out the activities.

I think some difficulties may be internet connection, some students don't like the activities, some students have difficulties to understand some topic, in this case, I will provide support and guidance to achieve the purpose with additional activities to reinforce the topic.

2.1.9 Lesson planning formats.

<div align="center">

**COLEGIO DE ESTUDIOS CIENTÍFICOS Y TECNOLÓGICOS
DEL ESTADO DE HIDALGO PLANTEL ATITALAQUIA**

LESSON PLAN
</div>

Subject	English IV
Educational stage:	High school
Vocational program:	Industrial production
Group:	4B
Communicative skill:	Listening. Receptive skill
Objectives:	• Use too or enough to talk about threats to wild life. • Talk about endangered species and solutions to problems.
Grammar structure:	Use too or enough.
Proficiency level:	A2
Sessions of the total plan implementation.	5 sessions/45 minutes per session.
Unit:	Unit 2: Too Good
Lesson:	Are they protected enough?
Session:	1 out of 5
Teacher:	Elizabeth Martínez Hernández

Subject:	English IV	Unit:	2: Too Good
Grade and group:	4B	Vocational program:	Industrial Production
Communicative skill:	Listening	Session:	1 out of 5

Step of the lesson	Activity	Resources

Introduction	**Lead in discussion. Speak Up** 1. I will ask them a question about the images in their student's book. 2. So, students share their opinions about images, they discuss the images with their classmates.	• Student's book, p. 34 (Appendix No. 1)
Grammar concepts	**Learn to Learn- Grammar. "too" and "enough"** 1. Professor explains about the grammar concepts: how to use "enough" and "too". 2. Professor shows the words too and enough cards. 3. Professor provides examples on the board. 4. Professor encourages student to mention some examples. 5. Students verbalize their examples for the group. 6. Students write examples in their notebook. 7. Professor projects exercises to students from QR code and solves them as a group.	• Student's book Goon 4, p. 35 (Appendix No. 5) • Too" and "enough" cards. • Notebook
Listening	**Tune In** 1. Professor mentions some phrases that students will hear in the listening. 2. Professor plays the audio at normal speed. 3. Students listen to the interview and mark the phrases that their hear. 4. Professor plays again and students answer the questions on page 35.	• Student's book, p. 35. • Track 5.
Post-listening	**Closure** 1. Professor and students review the activity on the board. 2. Professor checks their books and notebooks individually and provide positive feedback.	• Student's book, p. 35.

Subject:	English IV	Unit:	2: Too Good
Grade and group:	4B	Vocational program:	Industrial Production
Communicative skill:	Speaking	Session:	2 out of 5

Step of the lesson	Activity	Resources

Warm-up	**Warm-up**	• "too" and "enough" cards
	1. Professor shows "too" and "enough" cards and asks questions about the use words too and enough learned in previous lesson.	
	2. Professor mentions some examples, where they mark how to use "too" and "enough".	
Speaking activity	**Speak up: Performing conversation.**	• Student's book, p. 95 (Appendix No. 3)
	1. Professor divide students into pairs.	• Track 5.
	2. Professor plays the audio about Rick Truman's interview.	
	3. Professor instructs students to examine the transcript in the book.	
	4. Professor explains the pronunciation and meaning of the vocabulary.	
	5. In pairs, students practice the interview and professor provides support and guidance as needed.	
	6. Students perform the interview in front of the group.	
Closure	**Closure**	• Notebook
	1. Professor provides positive feedback.	
	2. Professor asks students to reflect on what they have learned during the lesson.	

Subject:	English IV	Unit:	2: Too Good	
Grade and group:	4B	Vocational program:		Industrial Production
Communicative skill:	Reading	Session:		3 out of 5

Step of the lesson	Activity	Resources

Warm-up	**Lead in discussion. Speak up.** 1. Professor asks questions about the listening activity done in the previous lesson. 2. Professor ask the question "why are the species endangered?" 3. Students share their ideas with their classmates.	• Student's book, p.34 – 35. • Notebook
Reading activity: **Closure**	**Read, mark and play.** 1. Professor divides students into small groups of 3. 2. Professor sends a link and provide printed reading. (Appendix No. 4) 3. Professor encourages students to read in their small groups. 4. Students underline the words they don't know. 5. Professor explains meanings of some phrases or words. 6. Students solve a Kahoot activity in classroom. (Appendix No. 5) **Closure** 1. Professor provides positive feedback. 2. Professor projects the results on the board. 3. Professor asks students to reflect on what they have learned during the lesson.	• Printed reading. • Kahoot! app. • Notebook • Printed reading

Subject:	English IV	Unit:	2: Too Good	
Grade and group:	4B	Vocational program:		Industrial Production
Communicative skill:	Writing	Session:		4 out of 5

Step of the lesson	Activity	Resources

Warm-up	**Lead in discussion. Speak up.** 1. Professor asks questions about the reading activity done in the previous lesson. 2. Professor shows a video about the causes of endangered species and asks students to share their opinion. (Appendix No. 6)	• Video about the causes of endangered species
Process Writing.	**Process Writing.** 1. Professor divides students into pairs. 2. Professor asks the students to write two paragraphs or 70-80 words about the topic. "How can we protect endangered species?". 3. Professor provides support and guidance as needed answers questions about the grammar, punctuation, content, etc. during the students write their ideas.	• Notebook
Closure	**Closure:** 1. Professor checks writings individually and provide positive feedback. 2. Students read their writings for their classmates. 3. Professor divides the class into small groups. 4. Professor gives them a list of emblematic animals of each country around the world. 5. Professor instructs students to choose a country. 6. Professor asks students to bring printed information and printed pictures of the chosen animal and the chosen country for the next class.	• Notebook

Subject:	English IV	Unit:	2: Too Good	
Grade and group:	4B	Vocational program:	Industrial Production	
Activity:	Interculturality activity	Session:	5 out of 5	

Step of the lesson	Activity	Resources

Warm-up	Lead in discussion. Speak up.	• Student's book, p. 34-35.
	1. Professor asks questions about the writing activity and how to use "too" and "enough" done in the previous lesson.	
	2. Professor explain the emblematic animals around the world with an image.	
Process Writing.	**Knowing emblematic animals of different countries.**	• Web page Canva.
	1. Professor shows a map of emblematic animals. (Appendix No. 7)	
	2. Professor instructs students to work in groups.	
	3. Professor asks students create a presentation on web page Canva about the emblematic and endangered species (Appendix No. 8)	
	4. Professor provides support and guidance.	• Notebook.
Closure	5. Professor instructs students to project their presentation and to explain the country and the animal that they chose	
	Closure.	
	1. Professor provides positive feedback.	
	2. Professor recaps the lesson by highlighting the importance of interculturality and save endangered species.	

Subject:	English IV	Unit:	2: Too Good	
Grade and group:	4B	Vocational program:	Industrial Production	
Activity:	Optional activity (Interculturality)	Session:	1 out of 1	

Step of the lesson	Activity	Resources

Warm-up	**Lead in discussion. Speak up.** 1. Professor asks questions about the writing activity and how to use "too" and "enough" done in the previous lesson. 2. Professor explain the emblematic animals around the world with an image.	• Animal of image No. 1
Process Writing.	**Knowing emblematic animals of different countries.** 1. Professor instructs students to work in groups. 2. Professor give them an animal's image. 3. The professor asks students to do the activities and explain the animals that are found in a specific continent. 4. Professor provides support and guidance.	• Animal of image No. 2
Closure	**Closure.** 1. Professor provides positive feedback. 2. Professor recaps the lesson by highlighting the importance of interculturality and save endangered species.	• Notebook.

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

2.2.1 Testing and assessment tools.

I believe that, as a teacher, testing and assessing help us know what students have learned, and enable us to modify our course of action to succeed in our teaching and learning professional

development

It is clear that testing and assessment are different concepts. Testing is defined by Brown as 'a method of measuring a person's ability, knowledge, performance in a given domain" while assessment is described as 'an ongoing process that encompasses a much wider domain' (Brown, 2004). Therefore, we need to assess and test our students depending on our objectives, so aligning our methods with our goals is crucial.

The principles underlying test development are:
- Practicability: When the test is easy to administer, score, and interpret, and that can be implemented efficiently within the given resources and time frame.
- Reliability. It means that the test yields consistent and dependable results over time, across different administrations, and among different raters or scorers.
- Validity. A valid test measures what it set out to measure. It refers to the extent to which the inferences drawn from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.
- Authenticity. If the tasks on the test simulate what the learner may do in a real-life situation, the test is authentic.
- Washback. It is about the impact of the test on teaching practices and on students' learning. If students receive feedback, they are then able to change their learning strategies or focus.
- Objectivity is necessary to get an accurate judgement of what a student knows, understands and can do, this means evaluating everyone in the same way.
- Simplicity refers to clarity and ease with which questions, evaluation criteria, and results can be understood.
- Scorability refers to the degree to which responses to assessment items or tasks can be scored accurately and reliably.
- Administrability, refers to the ease with which an assessment can be administered, managed, and implemented within a given context.

We can see all of the above in the image below.
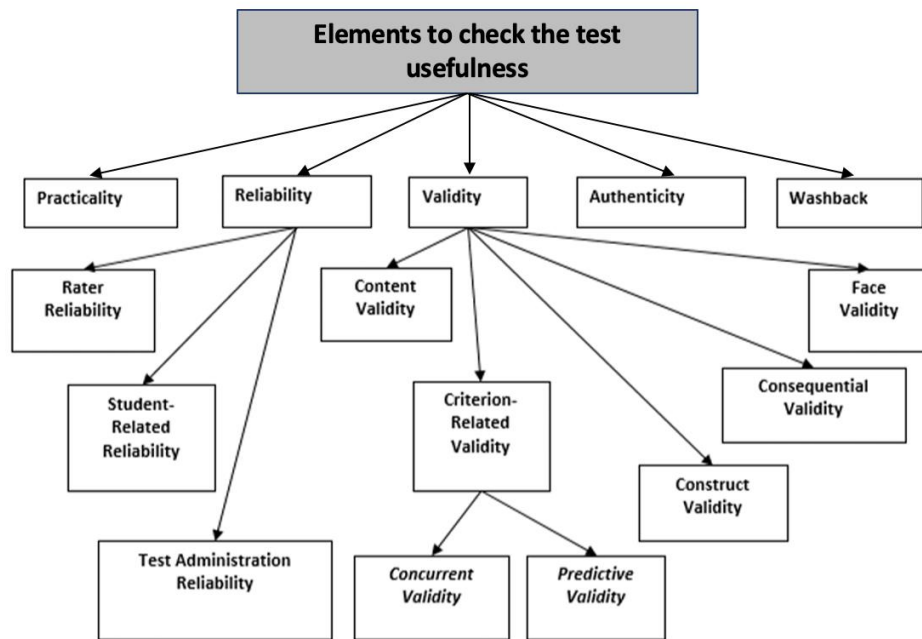
Modified from:

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://www.rjelal.com/8.2.20/1-7%20NGUYEN%20LUONG%20TUAN%20DUNG.pdf

2.3 Attached evidence of testing and assessment tools.

In this case, I use the follow rubrics to assess and evaluate the activities:

1. For Listening session. Session 1 out of 5

Listening Checklist

Student's Name: _____

Semester and group: _____   Date: _____

☐	He/She listens attentively when audio is playing.
☐	He/She identifies key ideas that are presented.
☐	He/She mark the phrases that he/she heard.
☐	He/She answers questions about the topic.
☐	He/She makes notes on main points.
☐	He/She can identify grammar structures: too and enough.

Observations: _____

_____

_____

2. For Speaking session. Session 2 out of 5

Speaking Rubric |

Student's Name: _____

Semester and group: _____ Date: _____

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Taken from https://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/104/Rubric_Speaking.pdf

3. For Reading session. Session 3 out of 5

Reading Rubric

Student's Name: _____

Semester and group: _____ Date: _____

Reading Comprehension/Critical Thinking Questions Rubric

Category	4	3	2	1
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.	Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.
Detail	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers contain some details.	Answers lack the required detail or are incomplete.
Use of Information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.
Mechanics	Conventional spelling and grammar is mostly correct.	Conventional spelling and grammar is usually correct.	Work contained several spelling and grammar errors.	Work contains many spelling and grammar errors.

Taken from http://www.mitchellteachers.org/SocialStudiesDepartment/rubrics/ReadingComprehensionQuestionsRubric.pdf

4. For Writing session. Session 4 out of 5

Writing Rubric

Student's Name: _____

Semester and group: _____   Date: _____

	Good 3 pts	Fair 2 pts	Poor 1 pts	Deficient 0 pts
Coherency/ Consistency	**Good** Piece was easy to read and understand. It moved well from point to point and had a clear emphasis.	**Fair** Piece was basically easy to read and understand. It moved fairly well from point to point. Emphasis was clear enough but lacked focus.	**Poor** Piece was not very easy to read or understand because it either lacked a clear focus, consistency, build or some combination thereof.	**Deficient** Piece was incoherent. It lacked focus. It was obvious the student did not put enough time or effort into the piece.
Relevancy	Good **Stu**dent demonstrated understanding by writing a piece that included relevant information and examples.	Fair Student demonstrated understanding of the topic but was lacking in amount of relevant details.	Poor Not sure if student understood the point of the assignment. Their piece was severely lacking in relevant details.	**Deficient** The student did not display understanding of the assignment. Piece was not relevant to the topic.
Vocabulary/ Syntax	**Good** Vocabulary and sentence structure are commensurate with grade level. Sentences were varied and vocabulary was sophisticated.	**Fair** Sentence structures could have been more varied and vocabulary could have displayed more sophistication.	**Poor** Sentence structures and vocabulary were too simple given grade level.	**Deficient** It was obvious the student did not put enough time or effort into the writing of the piece.
Conventions	Good The piece was completed with no glaring grammatical errors or spelling errors.	Fair The piece contained one glaring grammatical error or more than one spelling error.	Poor The piece contained several grammatical errors and spelling errors.	**Deficient** It was obvious the student did not put enough time or effort into the writing of the piece.

Taken from https://www.rcampus.com/rubricshowc.cfm?code=E6436W&sp=true

5. For Interculturality session. Session 5 out of 5 and optional session. Session 1 out of 1.

Interculturality Checklist

Student's Name: _____

Semester and group: _____   Date: _____

☐   They identify the emblematic animals.

☐   They can explain information about the emblematic animal.

☐   All the team worked.

☐   Their explanation was clear.

☐   They show interest in intercultural activity.

☐   They respect the classmate's explanation.

Observations: _____

_____

_____

2.4 Evidence of assessment and evaluation.

Listening Checklist

Student's Name: Alondra Isabel Alvarado Diaz

Semester and group: 4° "B"   Date: 06 Junio-03-23

☑ He/She listens attentively when audio is playing.

☑ He/She identifies key ideas that are presented.

☑ He/She mark the phrases that he/she heard.

☑ He/She answers questions about the topic.

☑ He/She makes notes on main points.

☑ He/She can identify grammar structures: too and enough.

Observations:

You're good at English 😊

Reading Rubric |

Name: _Agustín Rivas Hde._ Class: _9B_ Date: _06/03_

Reading Comprehension/Critical Thinking Questions Rubric

Category	4	3	2	1
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.	Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.
Detail	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers contain some details.	Answers lack the required detail or are incomplete.
Use of Information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.
Mechanics	Conventional spelling and grammar is mostly correct.	Conventional spelling and grammar is usually correct.	Work contained several spelling and grammar errors.	Work contains many spelling and grammar errors.

Taken from http://www.mitchellteachers.org/SocialStudiesDepartment/rubrics/ReadingComprehensionQuestionsRubric.pdf

Writing Rubric

	Good 3 pts	Fair 2 pts	Poor 1 pts	Deficient 0 pts
Coherency/Consistency	**Good** Piece was easy to read and understand. It moved well from point to point and had a clear emphasis.	**Fair** Piece was basically easy to read and understand. It moved fairly well from point to point. Emphasis was clear enough but lacked focus.	**Poor** Piece was not very easy to read or understand because it either lacked a clear focus, consistency, build or some combination thereof.	**Deficient** Piece was incoherent. It lacked focus. It was obvious the student did not put enough time or effort into the piece.
Relevancy	Good **Student** demonstrated understanding by writing a piece that included relevant information and examples.	**Fair** Student demonstrated understanding of the topic but was lacking in amount of relevant details.	**Poor** Not sure if student understood the point of the assignment. Their piece was severely lacking in relevant details.	**Deficient** The student did not display understanding of the assignment. Piece was not relevant to the topic.
Vocabulary/Syntax	**Good** Vocabulary and sentence structure are commensurate with grade level. Sentences were varied and vocabulary was sophisticated.	**Fair** Sentence structures could have been more varied and vocabulary could have displayed more sophistication.	**Poor** Sentence structures and vocabulary were too simple given grade level.	**Deficient** It was obvious the student did not put enough time or effort into the writing of the piece.
Conventions	Good The piece was completed with no glaring grammatical errors or spelling errors.	**Fair** The piece contained one glaring grammatical error or more than one spelling error.	**Poor** The piece contained several grammatical errors and spelling errors.	**Deficient** It was obvious the student did not put enough time or effort into the writing of the piece.

Taken from https://www.rcampus.com/rubricshowc.cfm?code=E6436W&sp=true

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Speaking Rubric

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener canno understand

Taken from https://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/104/Rubric_Speaking.pdf

Interculturality Checklist

Student's Name: Aymar Zapatero Trinidad

Semester and group: 4°B   Date: 06-05-24

- [x] They identify the emblematic animals.

- [x] They can explain information about the emblematic animal.

- [x] All the team worked.

- [ ] Their explanation was clear.

- [x] They show interest in intercultural activity.

- [x] They respect the classmate's explanation.

Observations:

You are good at English :)

2.5 Video evidence

As a result of the application of the lesson plan, I edit the video Assignment 2B. M3. A lesson plan in action, that it is in the link:

https://www.youtube.com/watch?v=-JjVJ5ZEFAQ&t=357s

Chapter 3. Experience Report

3.1 Results of the listening planning application.

In the listening activity, we began by showing images on page 34 of their student's book as a warm-up on the section 'Speak Up', featuring animals, some of which are endangered species. After that, I explained on the board the section 'learn to learn' as a grammar section how to use words. Then, the students read examples in the book so they could solve and answer the exercises in group.
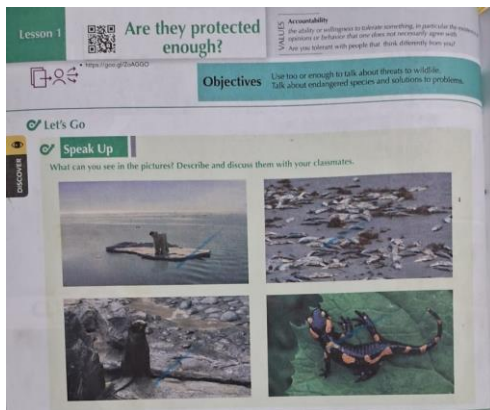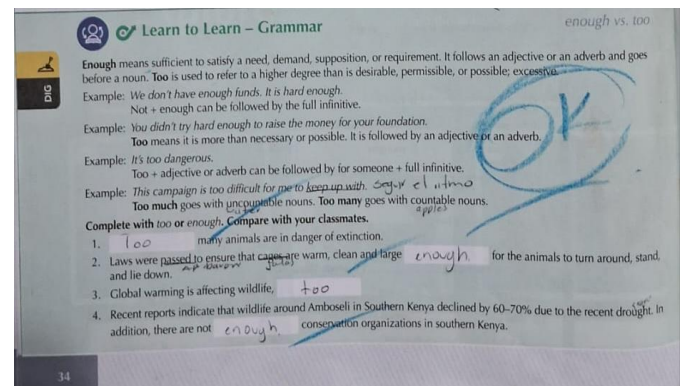
Speak Up section   Learn to learn section

And we read the QR code and they did the exercises on the whiteboard.
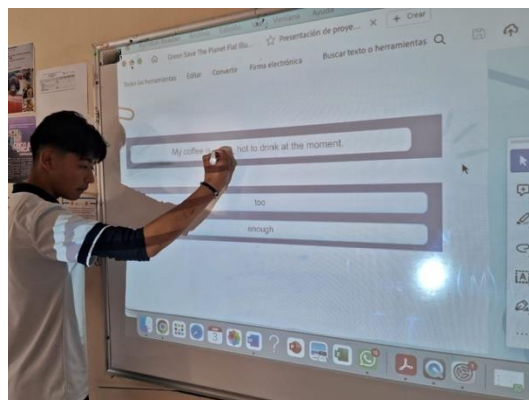
Evidence of QR code activity

After that, we played the audio four times and they ticked the correct answers that they heard in the Track and answered the questions.
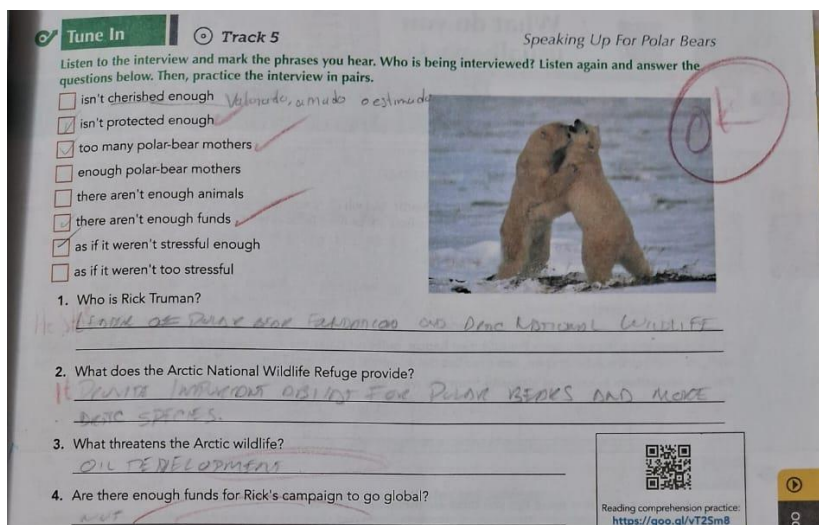
Listening activity exercise

3.2 Results of the speaking planning application.

In the speaking activity, first we checked the vocabulary in the transcript on page 95 and they looked for the sentences that contain 'enough' or 'too'.
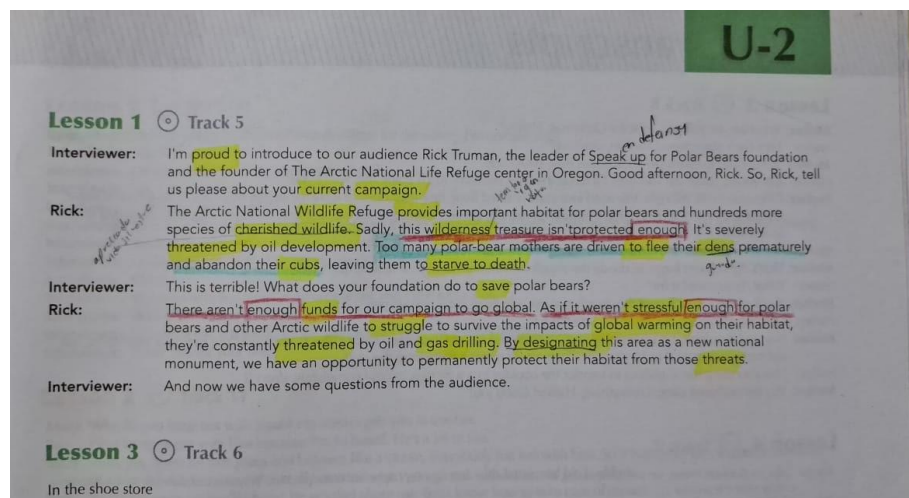
Transcript of page 95

After that, they performance the interview in pairs in front of the group.

Evidence of the speaking activity

3.3 Results of the reading planning application.

Regarding the reading activity, I showed them some pictures of endangered animals, so they worked in groups and choose the animal what they wanted. After that they underlined the words that they don't understand. So, they played kahoot! at home.

Evidence of activity in groups of three.   The podium of Kahoot! activity.

3.4 Results of the writing planning application. In writing activity, I projected a video about causes of endangered species on the whiteboard, subsequently they answer the question How to protect endangered species?
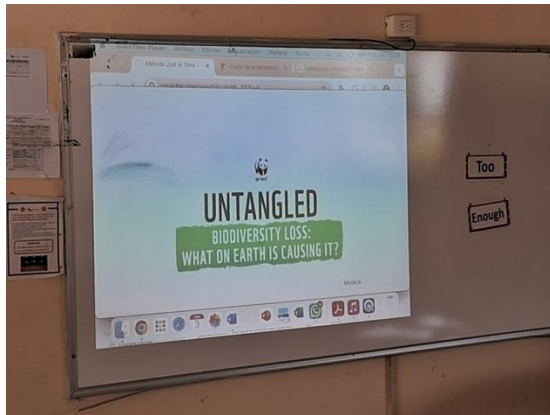
Evidence of projected video.   Evidence of writing activity
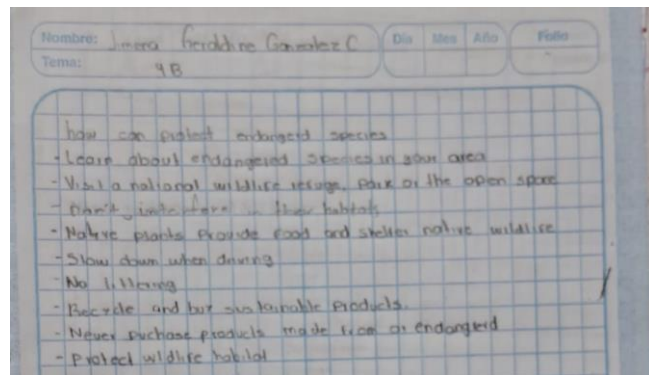
3.5 Results of the Interculturality planning application.

In the interculturality activity the students chose an animal of the map that was an emblematic animal and endangered species.

An emblematic Animals Map

Evidence of the students giving a presentation.

Chapter 4. Conclusions

I consider the topic of 'Endangered Species' to be very important for teenagers because they are concerned about global warming, pollution, contamination, deforestation, among other issues. They have shown interest in these topics.

In this project, I can conclude that in public schools, the level of English is deficient for most of the students, so the syllabus does not correspond to their needs. Most of the time, I need to take more time to complete an activity because I need to explain basic topics that they still don't understand, even though they are in the fourth semester. In consequence you need to prepare more material or to have optional activities.

I think it is important that the students learn what they need to learn and not what the syllabus marks. Therefore, I need to adapt my lesson plans to the students' needs. I consider that the use of different methodologies contributes to better performance as a teacher, so you need to know your context, your teaching purpose and what they need to learn. On the other hand, in implementing this lesson plan, the skills that were more difficult are listening and reading activities.

APPENDIXES

Appendix No. 1

Student's book, Goon 4, p. 34.

Lesson 1 — **Are they protected enough?**

https://goo.gl/ZoAGGO

VALUES — Accountability
the ability or willingness to tolerate something, in particular the existen opinions or behavior that one does not necessarily agree with
Are you tolerant with people that think differently from you?

Objectives — Use too or enough to talk about threats to wildlife.
Talk about endangered species and solutions to problems.

✓ Let's Go

✓ Speak Up

What can you see in the pictures? Describe and discuss them with your classmates.

👥 ✓ Learn to Learn – Grammar

enough vs. too

Enough means sufficient to satisfy a need, demand, supposition, or requirement. It follows an adjective or an adverb and goes before a noun. **Too** is used to refer to a higher degree than is desirable, permissible, or possible; excessive.

Example: *We don't have enough funds. It is hard enough.*
Not + enough can be followed by the full infinitive.

Example: *You didn't try hard enough to raise the money for your foundation.*
Too means it is more than necessary or possible. It is followed by an adjective or an adverb.

Example: *It's too dangerous.*
Too + adjective or adverb can be followed by for someone + full infinitive.

Example: *This campaign is too difficult for me to keep up with.*
Too much goes with uncountable nouns. **Too many** goes with countable nouns.

Complete with *too* **or** *enough*. **Compare with your classmates.**

1. _____ many animals are in danger of extinction.
2. Laws were passed to ensure that cages are warm, clean and large _____ for the animals to turn around, stand, and lie down.
3. Global warming is affecting wildlife, _____
4. Recent reports indicate that wildlife around Amboseli in Southern Kenya declined by 60–70% due to the recent drought. In addition, there are not _____ conservation organizations in southern Kenya.

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Appendix No. 2

Student's book, Goon 4, p. 35.

Tune In ⊙ Track 5

Speaking Up For Polar Bears

Listen to the interview and mark the phrases you hear. Who is being interviewed? Listen again and answer the questions below. Then, practice the interview in pairs.

- [ ] isn't cherished enough
- [✓] isn't protected enough
- [✓] too many polar-bear mothers
- [ ] enough polar-bear mothers
- [ ] there aren't enough animals
- [✓] there aren't enough funds
- [✓] as if it weren't stressful enough
- [ ] as if it weren't too stressful

1. Who is Rick Truman?
   He is [leader of polar bear foundation and Arctic National Wildlife]

2. What does the Arctic National Wildlife Refuge provide?
   It provide important habitat for polar bears and more Arctic species.

3. What threatens the Arctic wildlife?
   Oil development

4. Are there enough funds for Rick's campaign to go global?
   Not

Reading comprehension practice:
https://goo.gl/vT2Sm8

Group Work

Endangered Species

Read about these endangered species and discuss how they can be protected with a partner.

- Lizards retreat to the shade when temperatures are too warm, which can leave them hungry and with too little energy to reproduce. Many lizards have died in areas where global warming has caused higher spring temperatures, and a continued rise in global temperatures could increase their need to stay in the shade longer, leaving them with less energy to do much else.
- This summer, the American Bird Conservancy identified Gulf Coast least-tern colonies as a primary concern for bird habitats threatened by the Gulf oil-spill disaster and associated clean-up activities.
- Too many least terns have been found dead along the Gulf Coast, with nearly half of those showing obvious signs of oil.

Vocabulary Booster

Complete the words to match the definitions. Spell them aloud. Use them to write sentences.
1. the shelter or retreat of a wild animal = ☐ e ☐
2. a place providing protection or shelter = ☐☐☐☐☐ g
3. an expression of an intention to inflict pain, injury, evil, or punishment = ☐☐☐ h ☐☐
4. the area or environment where an organism normally lives = h ☐☐☐☐☐
5. an operation or series of operations pursued to accomplish a purpose = ☐☐☐ m ☐☐☐☐
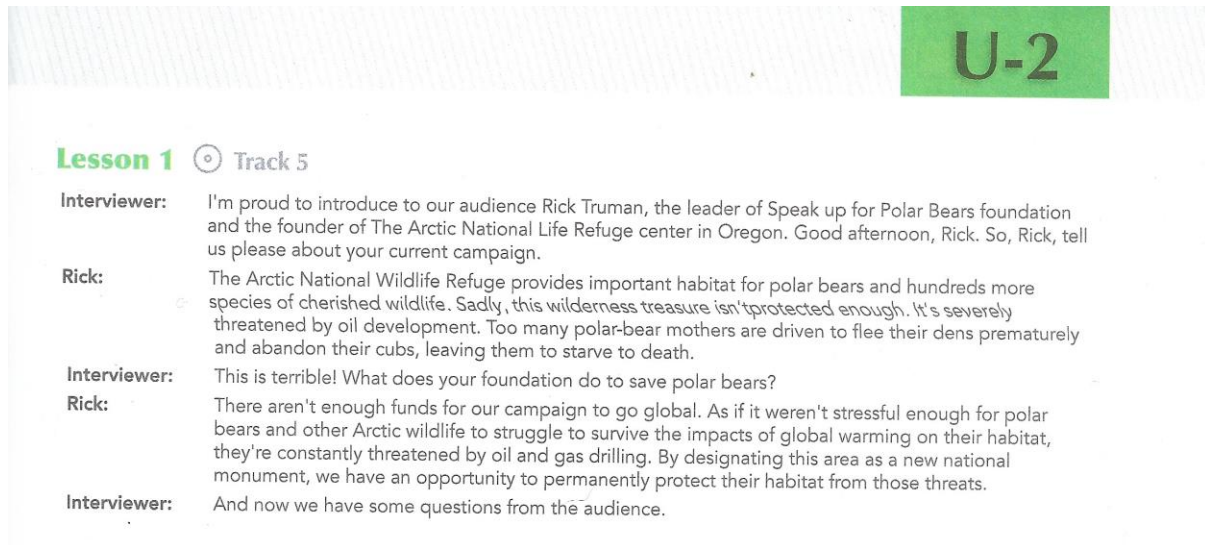
Formative Self-Evaluation			
Check the correct square.	Yes	More or less	Not really
Did I achieve the lesson objectives?			

UNIT 2 · Too Good

35

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Appendix No. 3

Transcript of Rick Truman's interview for the speaking activity in session 2 out of 5. Student's book, Goon 4, p. 95

U-2

Lesson 1 ⊙ Track 5

Interviewer:	I'm proud to introduce to our audience Rick Truman, the leader of Speak up for Polar Bears foundation and the founder of The Arctic National Life Refuge center in Oregon. Good afternoon, Rick. So, Rick, tell us please about your current campaign.
Rick:	The Arctic National Wildlife Refuge provides important habitat for polar bears and hundreds more species of cherished wildlife. Sadly, this wilderness treasure isn't protected enough. It's severely threatened by oil development. Too many polar-bear mothers are driven to flee their dens prematurely and abandon their cubs, leaving them to starve to death.
Interviewer:	This is terrible! What does your foundation do to save polar bears?
Rick:	There aren't enough funds for our campaign to go global. As if it weren't stressful enough for polar bears and other Arctic wildlife to struggle to survive the impacts of global warming on their habitat, they're constantly threatened by oil and gas drilling. By designating this area as a new national monument, we have an opportunity to permanently protect their habitat from those threats.
Interviewer:	And now we have some questions from the audience.

Appendix No. 4

Link and screenshot of the reading activity of session 3 out of 5: 16 of the world's most endangered animals.

https://www.ifaw.org/international/journal/world-most-endangered-animals
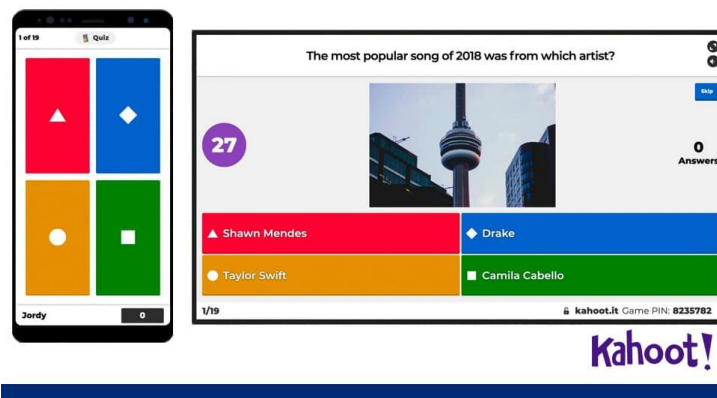
16 of the world's most endangered animals

September 5, 2023

What are the most endangered animals in the world? The IUCN classifies nearly 4,000 species as critically endangered, meaning they face such severe threats that they could soon become extinct in the wild. This list includes 16 examples of the planet's most endangered animals, from birds, fish, and reptiles to marine and land mammals.

Appendix No. 5

Example of kahoot! app for the reading activity of session 3 out of 5.

Retrieved: from: https://www.questionpro.com/blog/es/mentimeter-alternativas-cuales-son-y-las-5-mejores/

Appendix No. 6

Link and screenshot of the video "Untangled: Biodiversity loss - what on Earth is causing it?" for the writing activity in session 4 out of 5: https://www.youtube.com/watch?v=lcNh_ZS3u-k

Appendix No. 7

Image and questions of emblematic animals around the world for interculturality session in session 5 out of 5 and optional activity in session 1 out of 1. Image of animals No.1.
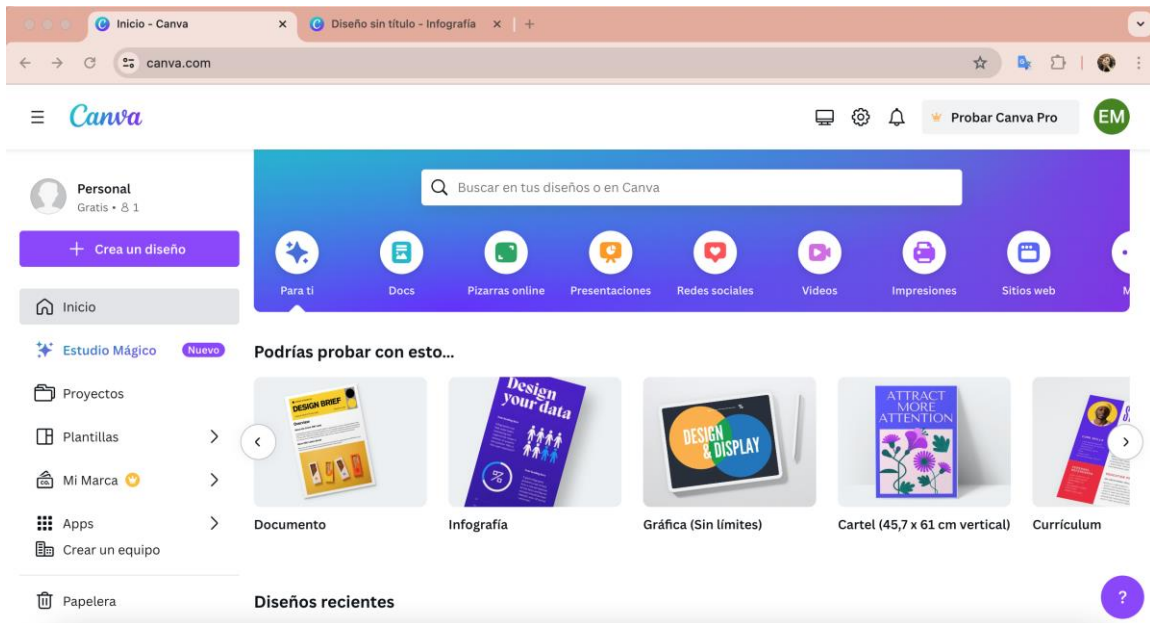
Retrieved from:

https://stock.adobe.com/mx/search?k=map+world+animals&asset_id=99962679

Appendix No. 8

Link and screenshot of web page for interculturality activity in session 5 out of 5.

https://www.canva.com/

Appendix No. 9

Image to answer the questions for optional activity session 1 out of 1. Image of animals No. 2

Animal world map. Etsy Inc. (2024)

Retrieved from:

Follow the instructions.

1. Circle in red the animals you find on the map.

2. Answer the questions.

2.1 How many animals can you see in the map?

2.2 What is the Mexico's emblematic animal?

2.3 What animal do you like the most?

2.4 Why did you choose that animal?

3. Complete the table.

Emblematic animals around the world					
America	Europe	Africa	Asia	Oceania	Antartica

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