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AJUSCO UNITY

**EDUCATIONAL INTERVENTION PROPOSAL
HOME HABITS: ARE WE LIVING IN THE SAME WAY?**

**EVALUATION WORK
TO OBTAIN THE DIPLOMA OF THE SPECIALIZATION IN TEACHING AND LEARNING
ENGLISH AS A FOREIGN LANGUAGE. ONLINE MODE**

PRESENTED BY:

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Mexico City. July 05th, 2021



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
HÁBITOS DEL HOGAR: ¿ESTAMOS VIVIENDO DE LA MISMA FORMA?**

**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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Introduction

To begin with, the following document is presented in order to conclude the Specialization in English Language and Teaching as a Foreign Language. With its main objective, to show the knowledge acquired at this journey. Modules 1, 2, and 3 conveyed to the wider perspective of what theories in teaching and learning construct in teachers to possess a teaching philosophy, methodology and resources to elaborate and apply to our classes. In module 1, we analyzed different materials, we had a great introduction to forum discussions, and got familiarized with video calls as we exposed our thoughts about diverse topics. In module 2, we met the bases of the specialization, focusing on theories and methodologies of each skill, as well as their particularities, using technology to develop real materials attending our student's needs, completing our labor as teachers. In module 3, all of the components mentioned before are integrating, adding the intercultural communication, which is considered as essential for very particular and valuable reasons. Why? Because learners are presenting an intercultural necessity to be developed, making this aspect crucial. This intercultural element permits Ss to be aware of their intercultural limitations to reach a consciousness of the best panorama of many of the concepts that constitute this beautiful language.

This document is the assembled point for all the learned aspects of the three modules to develop and present a project where students could learn beyond the four skills to be communicative and capable of possessing intercultural competences, getting learners closer to identification and experience of many different human situations in the educational, social and personal aspects. The lesson planning dispensed in this document has its main interest in abording a topic adapted to my learners' level, considering the current program and objectives, where Ss could progress in every skill, dealing with all the opinions and perspectives of their classmates. It focuses mainly in getting closer to polite requests to visit someone, then, moving forward to family and personal habits, considering cultural differences as a fructuous debate opportunity for Ss to put themselves in another person's life and habitual routines, which is the final step to construct a website entry about the after online classes and evening routines.

Such project takes place at the French Anglo Lyceum, in Coatzacoalcos, Veracruz. My Ss from junior high school have a complete campus, with proper classrooms, internet, whiteboards, projector, lunch counter, scholarships, festivals celebrating cultural and social awareness, etc. They take English 5 hours per week. Some particularities that aren't anecdotal, but factors that could affect learning and of course, teaching, is that they're experiencing very different family environments through the pandemic situation; at the beginning, this fact was showing in the Ss with divorced or working abroad parents, but, with the psych-pedagogical department at our school, we've been working towards the best surroundings for our learners. Another detail previously mentioned in other documents is the economical background: most of them are doing good, but some had a hard time adapting to monetary changes from time to time.

In this work, the interactive model of reading which refers to the combination of bottom-up and top-down approaches (Rumelhart, 1985), is addressed to give balance and structure to the lessons. The purpose of this model goes to learners and their reading abilities according to the process of how the linguistic elements are understood by the cognitive system, combining sensory and thinking aspects of reading. Previously, I focused on speaking, since they're expressing more opinions nowadays, I'm targeting reading and writing this time.

With that, the intercultural component is considered in the lesson planning. The definition used in this work was the cultural awareness defined as "recognizing and accepting that people have different values shaped by diverse cultural backgrounds. What some people consider to be "normal" behavior in one country can be entirely different in another" (MacMillan Life skills, 2018). This concept is expected to be applied as learners develop of the skills by being receptive of others habits, accepting diverse activities or ideas of other families when they got the input of the importance in daily routine from other people. In this perspective, students can develop themselves more successfully in their personal and academical affairs, so they are benefited from cultural awareness by being more sensible about what daily activities, approaches and family/personal time implies, borrowing others concept to integrate their reality.

A session for each skill brought together with another is taken into account for the application. Listening opens up a grade of difficulty, but it should be considered to find balance in the lessons, to create ways to speak naturally, read with a background vocabulary, and finally, write. This order allows my students to connect listening to speaking and reading to writing, but also, to start with the “easiest” skill in a simple activity to challenge Ss with some difficulty for each skill and each activity. The sequence for these lessons is stated in the Lesson planning chapter, considering social interaction to practice, individually, by pairs and also, in teams. The listening activities are based on the proposal of listening’s practices of Schwartz (1995), taking into account the strategies to be based on an interactive approach in order to stimulate language production in the students. The listening is provided by the Cambridge LMS website and internet resources shared in YouTube. Reading and writing is exemplified by real examples and structural images contained in the syllabi.

Lastly, the lesson plan is ready to share processes and results. Such plan is based in home habits that accompany students in their daily lives, considering the contingency effects, also, the cultural and intercultural assets involving their activities, routines, decisions and surroundings. These will be based theoretically with the corresponding theories, approaches and techniques used in the development of the activity, as well as the results of the students’ work, evaluation and, to finish, conclusions and final considerations.

Chapter 1. Philosophy and Theory

1.0.1 Teaching Identity and Philosophy

I can write here, standing vastly nourished at a point in my teaching journey that, it's clearer to observe a more constructed personal identity and philosophy, since I had the chance to look over different approaches and theories involved in language teaching, the components in this philosophy are, not only the result of one's own personal framework, but the factual evolution of the theories in the teaching constituent that has planted bases to develop new methodologies and approaches, according to the present learning necessities. I consider the creation of a teaching identity and philosophy as a process that goes according to the background of the facilitator and the moment in time he or she is experiencing through life. Many things can influence our sculpturing as instructors. Sometimes, it's detectable a behavior's imitation of the teaching situation in which a person was educated. Some teaching methods aren't exactly obsolete or incorrect, but good examples to weight our class requirements, these have to cover specific purposes for the living time, meaning that, as teachers, we must consider the viability according to the learner's profile, needs, cognitive development and main objectives. Personally, I affirm that my teacher identity and philosophy have to be related to my Ss' reality, since teaching is and has to be centered in our students, in fact.

It's important to show how through this specialization I have been complementing and finding a humble purpose in hand with finding my identity as a teacher, catching up new perspectives with help of experience recollections in English classes. As Brown said: "You would have to face the question of who your learners are, where they are learning, and why they are learning" (Brown, 2007, page 86), I should add here that we're now targeting how do our students learn. We're in 2021, experiencing a pandemic situation internationally. In Mexico, English learners demand an education that fits with globalization caliber and their particular requirements. Therefore, the last few years, our educational system has enacted several changes, such as an Educational Reform (2013), and The New Educational Model implementation (2019), moreover, the student profile in Middle School Education has new bases, having communication channels and interculturality as their core.

As teachers, we had to identify the different necessities that learners have in order to elaborate a program according to those needs. We've become fieldworkers that assess for solutions, rather than a score. In line with my current (and past) Ss needs and mine, it has been possible to establish a cordial and relaxed, but greatly exigent ambient in class, sharing some features in common, like music, online games suggested by learners, ways to create vocabularies online and more, all of these to create classes. Ss have a voice, which they appreciate when is listened, I had a nice recipiency from them when they got asked about what kind of comfortable and enjoyable dynamics prefer, in the opinion of their tastes and demands, relating to real circumstances, they actually stated opinions.

Let's remember that, students who have an active role in class develop mental abilities in a genuine mechanism, they feel confident to participate, adding a basification of class and personal constructs, also, these Ss accustom other students, since they can perform deductive and inductive roles in a cultural context. I believe my profession is a facilitator to Ss in various contexts, we teachers have to learn and ace theoretical information and expertise for teaching-learning growth in various surroundings.

I'd like to mention the use of the communicative approach, for the reason that it unsealed opportunities to listen my students about what they really want, something that young learners find valuable, considering they feel pressured with online classes and assignments. They're happy when I show them how wonderful they are in English, when we can understand the purpose of a lesson, and they can bring up things they like in a topic. They feel the importance of their presence in class.

Students are encouraged daily in class. They feel more capable and comfortable because of the functional use of materials and assessments/tests. Kolb's Model of Experiential Learning has empowered learners to be motivated in the class (thinking also in external factors they sometimes choose to share in chit-chats, which are highly appreciated). At least they told me they feel that the class is easy-going and a good start to their daily routine, since our classes are at 7:00AM or at 2:30PM for the afternoon students, who also said they are doing good with our classes at that time, exposing when they feel tired or hungry, for example.

This trustable channel with them is currently helping me to guide them to greatly cognitive activities, using meaningful themes in the lesson planning, developed by their suggestions, instead of the teacher's elections. That's why, the materials brought to class have to be complemented with useful resources, attending Ss particularities. Authentic materials are a must, by the hand of student's benefactions, since they're the authors of their knowledge.

I'm a teacher with an eclectic method. Many theories and methods can be useful to my teaching philosophy. I have reasons to be open to the current generation of Ss and teachers, so the following generations will develop new approaches, materials, methods, procedures, etc., and, along with that, my teaching practice is going to keep updated, to construct a profitable thinking and method, with real foundations.

In the course of this specialization, a lot of input has been supplementing my personal philosophy, adding new perspectives to consider, like theoretical basis and intercultural competence. The syllabi I'm working with is clearer now, every frame of mind and diversity of theories have a reason to support the textbooks.

A truly committed teacher has to identify diverse approaches, as well as to be capable to find or create materials adapted to the students' background, also, to look up for the intercultural competence for the appliance of English as an L2, so that the learner can discern the importance of being interculturally proficient.

When I began to work on lesson planning for this specialization, I focused on reaching an objective, later in all the skills, for example, as Ss proved their cognition in a drill, thematic games, a test, cultural projects, etc. Nevertheless, as the modules proceeded, it became viable to add more stances, reckoning the intercultural competence, especially when materials and current backgrounds were contrasting. Namely, our textbook has traditions and events of the culture of the United States, but it has exercises that opens lucky chances to manage our culture as Mexicans with debates, role-plays and free-talk activities.

With added exercises from my peers and online resources, I'm integrating the cultural outlook for students to know the world and its society, mostly the one we're living on. Students doesn't have to be narrowed by the lyceum materials, these can be completed with original ones, which is a thing our coordinators love.

During the modules of the EEAILE, it was feasible to acknowledge that, as a teacher, one responsibility is to go yonder limitations, intended to dispense than a simple lesson should provide to students instruments suitable to their personal conditions. This is really significant, since the teaching fundamentals learners receive will enhance the learning virtues they'll employ on their own when having a communicative language affair.

Hence the above, a personal philosophy must have deep-routed elements, also components changing and receiving feedback constantly, according to diverse scenarios in teaching, for any kind of happenings.

In this project, developing a class with original or closer to real context materials is a priority. The Touchstone 2 book is a great asset. It has multimedia materials, but is flexible with complements from outside. The familiar and personas habits, as well as routines is proposed as a source for crucial elements, so students can develop their own explanation of the activities and usual or unusual habits they practice, familiar environments, present routines, their feelings towards online classes, staying at home, talking to classmates in other cities and even countries, showing their intercultural competence and human sensibility to others life's.

My personal point of view in one phrase is: more than the supply of expertise and information, teaching involves education of the human being as a whole entity, with wonderful values and self-esteem.

1.0.2 Theory Underlying Teaching Practice and Identity

Looking thoroughly at the purposes of our EEAIL specialization it can be mentioned that one of these is to establish solid foundations for an in-depth understanding and employment of current theoretical-methodological proposals in the field of didactics (both teaching and learning) of English for speakers of other languages (2021).

In general, the teaching process is to transmit knowledge and/or develop skills, but this process has evolved over time and it is important for teachers to know how this evolution has been as well as the new role of the teacher in education, the student's participation is important in this process too.

As teachers, we need to step up our teaching preparation and method with ideas beyond the teaching-learning process formed from the years spent as students, until we are exposed to methods and reflections in our teaching practice, managing principles, engaging techniques, to have a clear view of why we do what we do in class. We must become aware of our own fundamental assumptions, values, and beliefs as Larsen-Freeman (2008) said. The planning process that will accompany us has to show our values and the knowledge we want to reach and transmit to our students.

That's why, it's deeply essential to mention Krashen's theory of the Affective Filter and how it has impacted my teaching vision. Teachers shouldn't only teach, deliver instructions (even if these are clear and simple for Ss), shoot knowledge and so, but to create a healthy and enjoyable environment in class to intentionally lower the affective filter, and, to the opposite, increase the language development of students and higher input. When our learners are motivated and feel in a trustable ambient, they also feel safe to try new things and be open to input (Krashen, S.D. 1986).

A very important asset to consider as teachers is to always have present the context of Ss, their ages, particular learning styles, their interests, previous knowledge, their English level, to help in the process of planning the activities, considering the above. The format of the lesson plan is not the important things here, but the content, time of the activities, the skills considered to develop, the activities, and the assessment. Such format can be adapted, according to the Ss response and unscheduled activities, for example, Ss absences or family situations, since these doesn't permit the completion of the planning.

Something I learned and established in my classes from the EEAILE is to work the four stages mentioned by Hyland about writing, and I've considered as much as possible, even today, that my lesson plan objective is to write a final product: familiarization, controlled, guided and free writing (I focus more on the first two when my Ss are starting the intermediate level, and then, the other two, when they grow in class). As Ss learn the English language, they must establish an effective communication developing four skills, at the same time, achieving an approach to the knowledge of other cultures, as well as their own. Why? Because integrating English language skills in a lesson is a natural process of "skill-mixing" that facilitates teachers "to provide maximum learning opportunities for the different students in classes, it makes sense to integrate different skills" (Harmer, 2007).

While we plan, teach, observe our Ss and grow in our practice journey, the intercultural component must be present. Always based on the differences between personal, family and diverse habits, to considerate other's activities, decisions, likes and dislikes, also, to identify a common context, like the pandemic, to empathize and, instead of judging routines, unusual habits and so, learners can find themselves in a constant dialogue to understand their classmates, family members, their own circumstances and even the T daily activities. This is stated in the intercultural competence and it's cultural awareness by Byram, M. (2000) and Fantini, A. (2000).

Technology is not only part of my philosophy, but a great connector and friend; we build bridges literally and academically with Ss, even in a sympathetic form, and is found as a great element inside an L2 classroom, as stated by Kozma, R. (2003) in the Technology and Classroom practices: an international study. The teacher role, as it senses many aspects mentioned before, like the skills, visions of a useful assessment intervention, interculturality and, of course, technological tools, help the teacher to see all the possible roles to be for learners: a facilitator, who guides Ss, models a variety of situations, coaches' learners and works through a scaffolding view, so Ss are responsible for building his or her own knowledge, in the look for autonomy and a fantastic confidence to keep on learning as they live.

A must in class since I learned about it, is certainly to foster and work towards Ss autonomy to learn. As stated by Little and Legenhausen (2017), Ss play three interdependent roles: communicators, experimenters and intentional learners. This is because, as they're guided thoroughly, in the first role, they use and gradually put on practice their communicative skills. They experience language step by step, when the T looks for analysis of the content and insightful moments to use language in real situations. In the third role, the learner with intention, they gradually develop explicit awareness of the affective and metacognitive aspects of language learning. And these roles should keep the interaction in diverse forms and moments.

With that, the purpose of planning, day by day, consequently teaching, is to help stablish coherence (to see the logic in the lessons), to always have variety in class, since the lack of variety coupled with relentlessness of such a procedure would militate against the possibility of real student engagement (Harmer, 2001). And, of course, to have a guideline and be there for our learners needs, combining feelings, emotions, skills, challenges and excitement to love a second language, to be learners inside and outside the classroom.

Chapter 2. Methodology and Practice

2.01 A Practical and Useful Lesson Plan (Theoretical Foundations and Rationale Behind the Activities)

Lesson #	Procedure of learning activities	Ss and T activities	Expected outcomes on processes and attitudes
Lesson 1	Plenary to share common habits in house and to state the vocabulary for the whole lesson continuity, in order to integrate a rich word asset.	Ss capture the terms, share their knowledge, integrate new words and deliver a product, visualized and retro alimented by the T.	A cquisition of the language summary, opening a door to continue this through the lessons. Confidence and bases for the Ss. Visible production (vocabulary Jamboard).
Lesson 2	Reading skill development as Ss read and ask or share opinions for the unusual home habits proposed, comparing American vs Mexican habits.	Ss and T link experiences, opinions and thoughts towards the logic or weirdness of habits as they practice reading.	Not only to work on reading, but to find visions and new perspectives, agreeing or disagreeing, and questioning others as well.
Lesson 3	Listening skill as they basifysequencers. Individual, their pairs and plenary work to know the habits of others.	Ss and T establish trust to carry the lesson's objectives, stated at the beginning of the class in a playful way. Making questions to others is on the Ss.	Listening focus, not only with an audio, but as they take time to receive information from their classmates. Sympathetic and empathetic ambient.
Lesson 4	Individual work as they answer the questions to finally, develop their product, a written routine and habits narration. Debate on similarities and differences in their routines.	Ss and T are in communication, the T assessing and observing, enlivening the conversations between teams. Ss are the main actors through this class, in order to produce a text of their authorship.	Oral, listening and written production in a free and trustable space. Connection of the vocabulary, linkers and sequencers, in a tangible product.
Lesson 5	Ludic introduction, preparation of a safe and nice space to expose. Speaking skill. Feedback and plenary to share opinions on the expositions.	The role of the Ss is a presenter, an expositor and also, a commentariat. The T supports the Ss presentations, provides feedback at the end, in plenary, with the Ss opinions.	To see and listen Ss speak, sharing personal routines, habits and even, diaries, is a valuable outcome. If Ss expose their materials and lately, share thoughts on others and themselves presentations, the objectives are fulfilled.

The theoretical foundation analyzed in this specialization and the competences of the colloquium profile developed to produce the final project of the course were considered for the lesson plan presented in this document (Appendix 2). As described also above, the procedure of learning activities, the role of the Ss-T, and the contemplated outcomes were envisioned to accompany the student's role to not only enjoy their daily routines as they understand their situations, reflected in others or not, share what they think and, practice, just by being themselves, is a 100% basification of actions, constituting the lesson plan structure.

The theme to be developed for this lesson plan was selected based on the home habits of the learners, the relationships that create routines, activities they need to fulfill, as well as their interests, what is usual or unusual for them, considering the values that must be promoted to respect and have a dialogue between students.

The basis of society is the family, the main core is home, and the habits surrounding people; with such principle, this lesson plan intends to flourish authentic interest, opinions and curiosity in students to learn about other people's habits, routines, interests and the culture around a country, through the home habits of each family.

Mentioned in the UNESCO's 2005 convention, "Culture encapsulates the people's living styles, patterns and habits which are central to their survival in the environment.". That's why, topics that permits Ss to get closer to their own world potentiate their personal growth.

According to the textbook used for the junior high group I'm working with (Touchstone 2), students can understand and use familiar everyday expressions to open dialogue. They can ask and answer questions about personal details such as their daily activities, people living in the same house and things he/she has to do in order to fulfill a routine. They can interact and provide to others their thoughts. The purpose of this English course is to develop the stated linguistic competences of this L2, emphasizing the importance of culture and context, understanding what happens in our society, building knowledge based on this understanding, so Ss must discover learning as they take an important place in different situations and ways of living.

2.02. Designing of Necessary Tools to Assess/test the Progress of Students (Rationale behind the Materials and Assessment)

Focusing in education, assessing makes reference to the wide variety of tools, guides and methods teachers use to register, evaluate and measure the learning progress, learners' skill acquisition, the educational needs of students and their academic reality, nevertheless, as teachers, we need to bring off evaluations with an objective for the full course. According with the syllabus, it's necessary to reflect these objectives by way of language assessment. The priority of the French Anglo Lyceum, my workplace, is to developed speaking skills, of course, but also the extension of a continuous vocabulary (as other formal aspects, like grammar, pronunciation, etc.), listening reading and now, focusing on writing. All needs to be assessed regularly.

The British Council (2021) defines formal assessment as the one applying formal tests or structured continuous assessment to evaluate Ss level of language. It can be compared to informal assessment, which involves observing the learners' performance as they learn and evaluating them from the data gathered. Both are used in my course.

For the lesson 5 of this plan, a project is taking into account. That's why, formative assessment is considered, since it aims assessing the extent to which the most important outcomes at the end of the instruction have been reached, reflected in the exposition of an evening routine, habits and a diary to share with their classmates. Also, this aspect measures more than that: the reactions of the instruction, the effectiveness of learning, and the benefits on a long-term base, all of these to support my learners needs and autonomy, as they receive feedback. Such benefits can be determined by following up Ss who attend our course, or their test. The learned knowledge, their skills and attitudes are possible to be perceived with this. I have to say my Ss learn better as they use the right information, balanced with technology, because, to develop the communicative competency, our learners should have a balance in the development of their skills, and how they use these in the class and outside, too.

Mentioning a rubric, it's a table that lists diverse objectives to be met and how they'll be scored. The complexity of the rubric relies merely on what's being assessed and the extension to grade. For speaking, the vocabulary considerations and writing skills, there are activities considering the communicative approach to language learning, completing an aim proposed for each class, applying it in their daily lives. Considering listening and reading, the assessment proposed here is to cover the contents and topics seen in class, for example, through the vocabulary creation in a *Jamboard* page (found in this document at the appendix-digital material for the lesson).

Informal checks of learning objectives were used in this lesson planning. For example, *Wordwall* and *Kahoot!* are informal checks, where I followed my Ss learning as part of their formative process. Presentations and expositions are one of the best English language learning assessment tools, simply because they allow students to talk, listen, read and write. Students could use photos, posters, dynamic presentations, videos and any auxiliary material to be creative and original but with the main aim present. Ss also suggested to use their previously created diaries, which was a past project to complement their routines exposition.

I decided to center the lesson 5 product as an assessment, since it focuses on learning, teaching and outcomes. It provides information for improving learning and teaching, as said by Angelo, T & Cross, K.P. (1993). This final project adds points to my learner's progress in the next scored evaluation. Assessment is an interactive process between Ss and the school, which notifies how well the students are learning what's being teach. To be honest, the information I get from these process lets me have changes in my learning environment and helps me to share with my Ss some study habits and ways to improve learning.

I believe it's crucial that the learning goals are communicated to the learner, same valuable importance is that the teacher assures to affirm that, the learner not only understands the learning goals, but also, appreciates the assessment criteria which will be used to assess the products. It's very important for teachers to share the assessment criteria with Ss to permit the chances of actual learning.

1) Assessment of the Vocabulary Creation with Images in the Jamboard Site.

According to the Google Classroom Proposed Score. Maximum: 15 points. T provides feedback to Ss.

15-12	Excellent to very good: effective word inclusion with good choice of images. Appropriate examples and participation of all the team members. Wonderful communication and
11-8	Good to average: Adequate examples. Occasional mistakes in grammar, idiom form, the choice of the images and examples. Good participation and creativeness.
7-4	Fair to poor: Limited or some inadequate examples and images. Various mistakes in grammar. Forgot to include words from the pointed vocabulary. Not all the classmates participated, or apported a creative part to the team.
3-1	Very poor: Inadequate and missed examples and images. Many mistakes in grammar (didn't take time to read the shared language summary in Google Classroom). Many classmates didn't participate, nor apported ideas to be creative.

*Google Classroom assessment gives a score to Ss, but to gain the participation points for each bimester evaluation.

In this rubric, the Ss interest to observe their creative process is sustained and considered as they checked their results at Jamboard.

2) Rubric: Writing the Personal Evening Routine Entry.

Intercultural component in their written evening routine.	Excellent/ Very Good	Proficient/ Good	Requires Assistance
Vocabulary, sequencers and linkers for actions are in the presentation. The information is very clear.	Ss included a good quantity of vocabulary words in their text. The information	Ss included some or few vocabulary words in their text. The presented information could have been clearer.	Ss didn't include any words related to the lesson and language summary. There was no development of the
Enunciates his or her principal activities, their feelings towards household chores or liked activities. The learner communicates a personal point of view in a personal way.	Ss created their text creatively, and made their best effort to engage the information, sharing good points of view.	Ss created their text in a good way. The information was covered, maybe without their personal point of view towards unusual or	Ss didn't focused on enunciate their activities, or have some insight, creativeness, nor personal points of view.
The length of the text is the asked one. It contains the main data, title, subtitles asked in the textbook (first things first, dinnertime and time for bed).	The length of the text is good. It contains the main data but maybe, missing something, like subtitles.	The length of the text is short. It contains some data, but it's missing some or various elements.	The text is brief or not attending the necessary development. It contains few or null data, and it's missing a lot of elements required, or having none
Interest in respectful approaches to other routines, habits and opinions towards the pandemic and normal family situations. *Stated in the instructions as to mention in their text, and if other classmates' habits are similar or different from their previous	Ss showed respect and interest as they mention their own personal habits, family ones, as well as other classmate's habits which found contrasting.	Ss showed some respect and/or a little interest as they mention their own habits, as well as other classmate's or family members routines.	Ss showed poor or null respect and interest as they mention their own habits, as well as other classmate's or family members habits/routines.

3) Oral Presentation Rubric to Evaluate the Project Exposition: My evening routine. The habits I practice daily (Ss accorded to present the diary made in a previous project as a complement to their routine. They also wanted to talk about morning routines as an extra).

Category	4	3	2	1
Content	Shows a full understanding of the theme and its appliance in the personal narrative	Shows a good understanding of the theme.	Shows a good understanding of certain content of the theme.	The S doesn't seem to understand the theme very well.
Vocabulary	Uses the appropriate vocabulary for the purpose.	Uses a quite appropriate vocabulary for the purpose.	Uses some or few vocabularies for the purpose.	Uses a vocabulary which is not appropriate for the purpose.
Use of complete sentences	Speaks in complete sentences and transmit the main ideas.	Mostly speaks in complete sentences.	Sometimes, the S speaks in complete sentences.	Rarely speaks in complete sentences.
Comprehension	The S is able to answer accurately to almost all questions proposed by the T and classmates about their PPT.	The S is able to answer accurately to most questions proposed by the T and classmates about their PPT.	The S is able to answer accurately to few questions proposed by the T and classmates about their PPT.	The S is unable to accurately answer questions proposed by the T and classmates about their PPT.
Creativity	The S used 1 or more props showing considerable creativity, which sealed the PPT with their taste.	The S had 1 prop that showed considerable creativity, which made the PPT better.	The S had 1 prop which made the PPT better.	The S had no props or material, design or particularities, even a document) to present the exposition.

2.02.1 Evaluation by Rubrics

The process taking place in a rubric is an evaluation criteria fundament. A rubric is disclosed as an expected development in our learners, arranged in attitude, knowledge, and ability. The activities presented are focused on individual identification of the present daily life, the variety of habits, others opinions on these, family habits, morning, afternoon and evening routines, to construct concepts on each Ss, so then they can have plenaries and dialogues, as well as lectures and support each other in collaborative work teams. In the elaboration of a written evening routine, it's considered the coherence of the ideas, as well as the learner's personal consideration of vocabulary, sequences, connection of activities, logic of steps, motives, perceptions, opinions and even identification of others routines, curiosities, and final events for a day. The feedback is not only in Grammar, but in their creative side, collaborative guidance and final product.

Conclusion

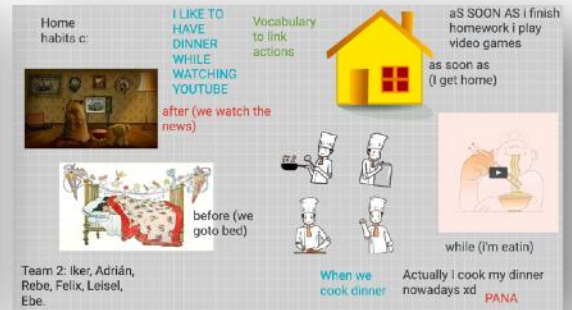
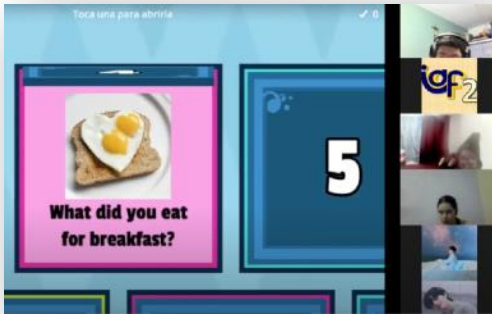
Language, reading, writing and vocabulary development is focused on the use of an L2 and its intercultural development, where Ss can use their knowledge in their own lives to develop more intercultural competences, as well as confidence in themselves, capacity to share opinions on diverse habits, listening to others, receive appreciation and encouraging to keep going on.

Follow-Up Activities

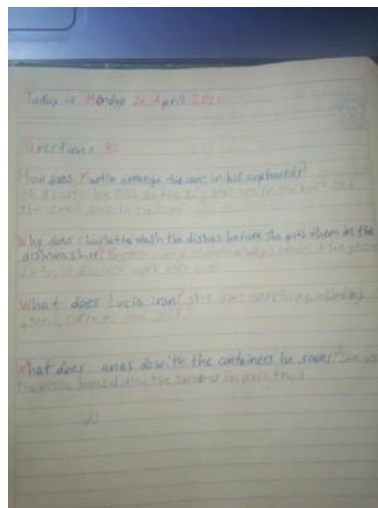
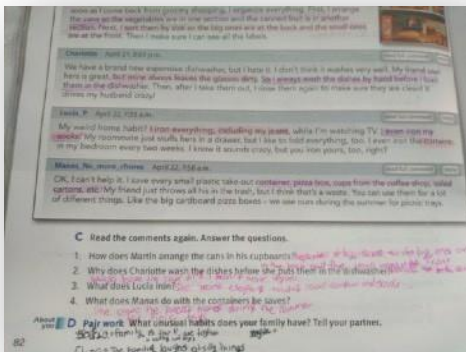
*The follow-up activities were modified to adapt it to the Ss restlessness, so they actually, presented their material to their classmates, instead of just elaborating a written entry.

2.03 Attached Evidences (graphics, photos, images)

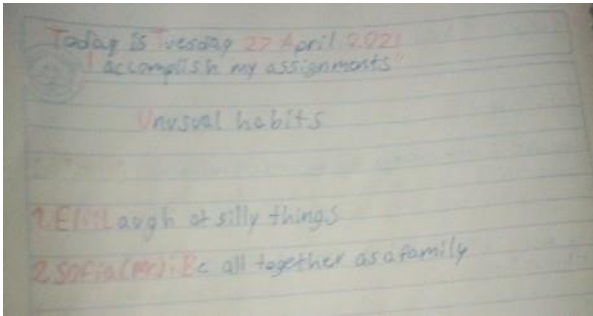
Lesson 1



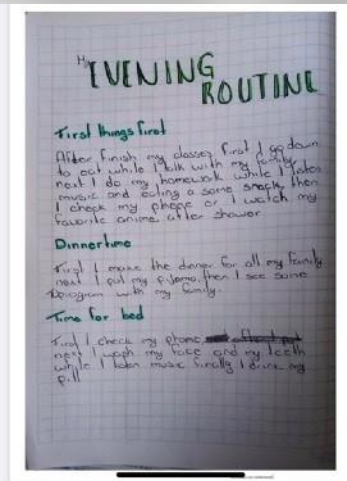
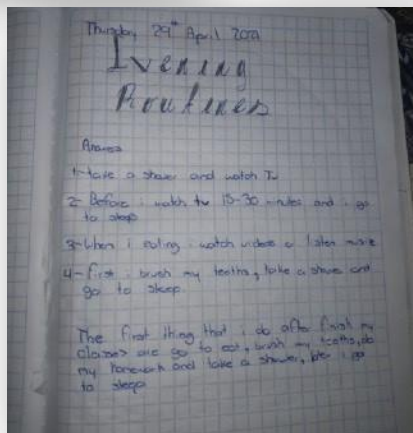
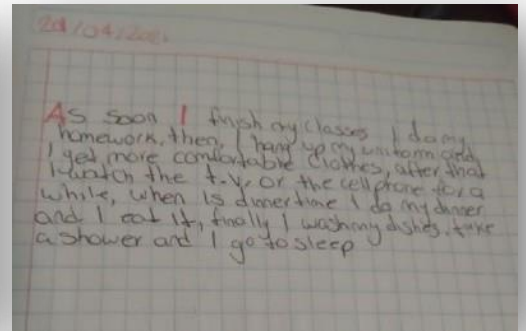
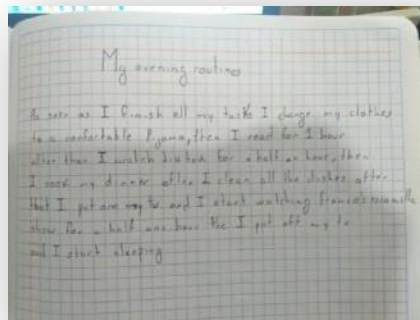
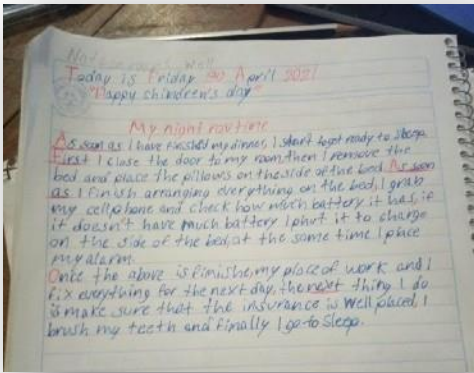
Lesson 2



Lesson 3



Lesson 4



Lesson 5: final product



My evening routines

First things First

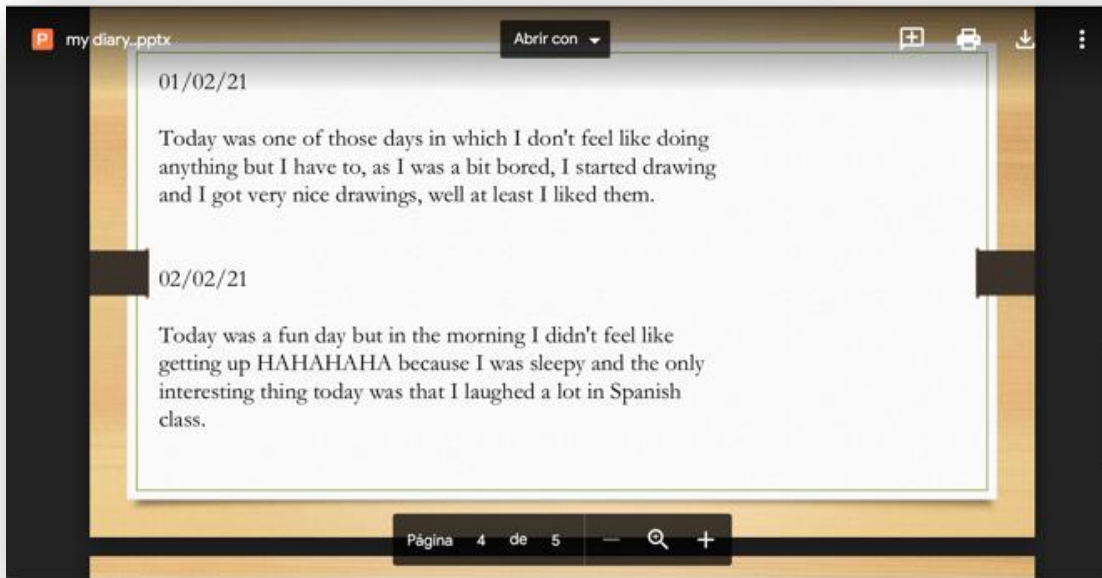
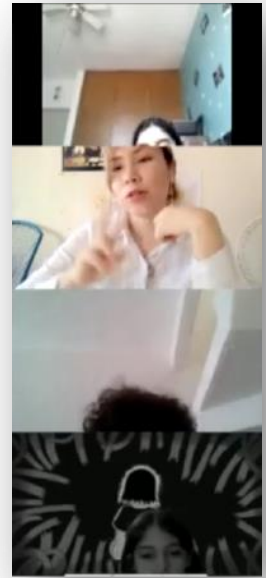
I finish my class, then I do my homework while I listen music, when I finish I go to eat, after I take a break.

Dinnertime

While I'm eating I like to see the TV and talk with my family, when I finish I take my dishes to the kitchen.

Time for bed

I go to the bed at 10 pm, I check phone and I go to sleep at 11 pm.



2.04 Evidences of your Designed Tools to Assess your Ss

1) Assessment of the Vocabulary Creation with Images in the Jamboard Site.
According to the Google Classroom Proposed Score. Maximum: 15 points. T provides feedback to Ss.

15-12	Excellent to very good: effective word inclusion with good choice of images. Appropriate examples and participation of all the team members. Wonderful communication and creativeness.
11-8	Good to average: Adequate examples. Occasional mistakes in grammar, idiom form, the choice of the images and examples. Good participation and creativeness.
7-4	Fair to poor: Limited or some inadequate examples and images. Various mistakes in grammar. Forgot to include words from the printed vocabulary. Not all the classmates participated, or apported a creative part to the team.
3-1	Very poor: Inadequate and missed examples and images. Many mistakes in grammar (didn't take time to read the shared language summary in Google Classroom). Many classmates didn't participate, nor apported ideas to be creative.

*Google Classroom assessment gives a score to Ss, but to gain the participation points for each bimester evaluation.

2) Rubric: Writing the Personal Evening Routine Entry.

Intentional engagement in their written evening routine	Excellent Way Used	Proficient Used	Progress Resistant
Verbosity, accuracy and fluency to their writing are in the presentation. The information is very clear.	Ss included a good variety of vocabulary words in their text. The information presented is clear.	Ss focused more on the vocabulary words in their text. The information could have been clear.	Ss didn't include any words related to the lesson and language summary. Their information could have been clear.
Excellent use of their principal activities, their bedtime, household chores or their activities. The learner communicates a personal point of view in a paragraph.	Ss reported that they included and made their text clear. The learner communicates a personal point of view in a paragraph.	Ss reported that they included and made their text clear. The learner communicates a personal point of view in a paragraph.	Ss didn't include any words related to the lesson and language summary. Their information could have been clear.
The length of the text is adequate. It contains the main data, the content added in the feedback that through fluency, concision and time for text.	The length of the text is good. It contains the main data, but it's missing some of the necessary information.	The length of the text is good. It contains the main data, but it's missing some of the necessary information.	The text is "short" or not showing the necessary information. It contains too much data, and it's missing a lot of details required in the text.
Interest in reciprocal communication to other students, habits and activities towards the partners and normal family situations.	Ss showed interest and asked a little about their own personal habits, family, etc., as well as other classmates' habits which are similar or different from their own situation.	Ss showed some interest and asked a little about their own personal habits, family, etc., as well as other classmates' habits which are similar or different from their own situation.	Ss showed little or no interest and asked a little about their own personal habits, family, etc., as well as other classmates' habits which are similar or different from their own situation.

3) Oral presentation rubric to evaluate the project exposition: My evening routine. The habits I practice daily (Ss according to present the diary made in a previous project as a complement to their routine. They also wanted to talk about morning routines as an extra).

Category	4	3	2	1
Content	Shows a full understanding of the theme and its appearance in the personal narrative.	Shows a good understanding of the theme.	Shows a good understanding of the theme and its appearance in the theme.	The Ss doesn't seem to understand the theme very well.
Vocabulary	Uses the appropriate vocabulary for the purpose.	Uses a quite appropriate vocabulary for the purpose.	Uses some or few vocabularies for the purpose.	Uses a vocabulary which is not appropriate for the purpose.
Use of complete sentences	Speaks in complete sentences and I heard the main ideas.	Mostly speaks in complete sentences.	Sometimes, the Ss speaks in complete sentences.	Rarely speaks in complete sentences.
Comprehension	The Ss is able to answer accurately to almost all questions proposed by the T and classmates about their PPT.	The Ss is able to answer accurately to most questions proposed by the T and classmates about their PPT.	The Ss is able to answer accurately to few questions proposed by the T and classmates about their PPT.	The Ss is unable to accurately answer questions proposed by the T and classmates about their PPT.
Creativity	The Ss used to create good showing considerable creativity, which made the PPT better.	The Ss had a PPT that showed considerable creativity, which made the PPT better.	The Ss had a PPT which made the PPT better.	The Ss had no props or natural, design or personalized (even a document) to present the exposition.

Assessment's 1 effectiveness and results:

The first rubric fulfilled the aspects Ss not only suggested about their creative process when producing tasks, but permitted Ss to review their results in Jamboard and complement the missing details stated in plenary, even between their classmates. Rate of success to give feedback: 100%

Unit 8 lesson 4: Home habits vocabulary!!!

To show a sequence

before

during

next

AFTER

Team 1: Angel, Dana, Johans, Claudia, George, Alberto.

Homework

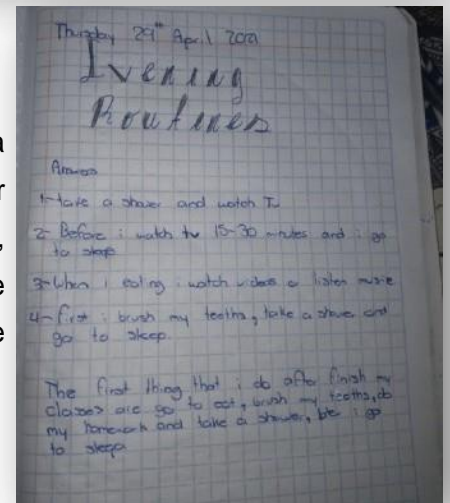
Help!

I feel sleepy after the online classes, so it's nice to sleep and have dinner later.

FIRST I wash my hands then I change my uniform, next I listen music and then I do homework.

Assessment's 2 effectiveness and results:

This rubric caused in most of the Ss motivation to fulfill a content which had specific routes and guidelines for their routine's sequence. In this case, the rubric played a good side, supporting communication between the T and the learners. The Ss who delivered the text later, had the chance to receive feedback and correct their texts. Rate of usefulness: 100%

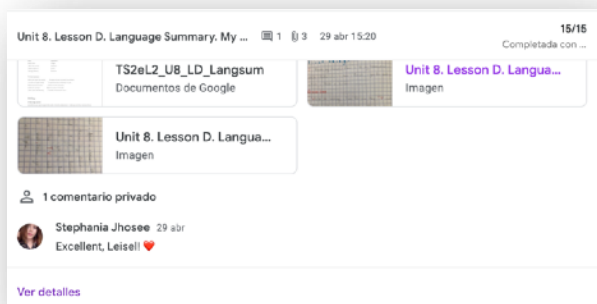


Assessment's 3 effectiveness and results:

The oral evaluation rubric was presented to Ss in order to show their strengths, achievements, domination of the vocabulary and of course, appreciation of their skills and creative side when narrating the routines and diaries. This was highly liked by Ss, since it wasn't just a chart exposed, but a conversation in plenary. Some Ss who didn't present their routines exposition in time got help from their peers and this made me realize the rubric was useful in many aspects. I want to achieve a better and nicer vision of how to give confidence to Ss when reviewing their outcomes through an assessment tool. So, even with the fact that this rubric was great, I think it can get better in time. A 96% to 100% is in process.



Google Classroom Assessment with recommendations, support and feedback.



*Even though the Google classroom assessment gives a score to the Ss, and it's a private tool applied in my workplace, here I share a picture I was authorized to show, this to illustrate the way we assess our learners; if necessary, we give feedback and support them in every activity assigned.

The objectives were met, they scored what was stipulated in each tool, and when something was missing, they were guided to complement their work. This to communicate my learners' process of learning and give feedback with a formal orientation open to improvement. Part of this knowledge of the formative assessment comes and rectifies with help of the author S. Brookhart (2003).

Chapter 3. Experience Report

Development of the lesson planning	Outcomes	Possible problems	Suggested solutions
<p>Lesson 1: the class started nicely, since it's common to scaffold words to prevent Ss for the new unit or lesson. Ss participated and showed knowledge of many words in the LS, they drilled the terms and worked in teams to create a digital vocabulary.</p>	<p>Ss created a product with their own resources, they organized and decided what words and sentences, also images they were using, to illustrate the language summary (LS). Here, and activity about talking of their habits was a great start for them to feel confidence (wordwall). They were evaluated with rubric no. 1.</p>	<p>Some Ss didn't arrive on time and integrated after the drill and previous presentation of the language summary context. 3 Ss didn't have the full disposition to talk with their team mates, which made my learners a little bit uncomfortable. Even with that, they found a solution.</p>	<p>It could be nice to arrange Ss with guides, and for situations like Ss arriving late, to work with them directly as T-Ss, to guide them and observe their own outcomes, even with delays.</p>
<p>Lesson 2: Ss reviewed the latest vocabulary through a game. They talked about yesterday's digital vocabulary they created. Unusual habits were presented with a previous context and logical thinking proposed for Ss. They read the website entry (appendix 1) and were able to share opinions on the habits there.</p>	<p>Ss detected how they perceive habits and activities implied in the language summary, also, how some people around the world, even in our classroom, since they share opinions, think some habits are common, and others, a little unusual or unnecessary (for example, to iron socks). They were able to answer the questions suggested by the book.</p>	<p>There was only one problem, 2 Ss had difficulties formulating the answers, so, as I was prepared, I reviewed with an example asked from a student the subject and object pronouns. Also, the grammar side suggested a soft introduction to sequencers, that Ss kind of got and used in some answers.</p>	<p>In here, it was useful to anticipate some issues with previous structures, so, the suggestion is to maintain observation and detect doubts, because it's not always like this in class. Sometimes Ss doesn't speak or propose answers containing areas of opportunities.</p>

<p>Lesson 3: Ss played with help of the vocabulary an activity which permits affiancing words (Draw it!). They observed the images on page 83 (appendix 2) and mentioned easily the activities proposed in the images, also sharing if they do the same activities in their routine. The listening activity was kind of challenging, but the audio was played as necessary and also, they detected some useful terms to find an order for the routine in the audio. Finally, answering the questions required for the lesson in pairs.</p>	<p>Ss managed the vocabulary smoothly. Here it was important to share activities and talk, but also, to have the listening activity as a challenge with a solution, so key words were presented for Ss. The results were fruitful, because the required answers were answered by them.</p>	<p>The possible problems were detected in the audio, so Ss had key words, and repeated the audio in a prudent and useful way. I have collected learners' suggestions on listening, so my Ss needing assistance were considered, and worked with a guide pair for the questions.</p>	<p>In here, always to pay attention to Ss in need for listening skills development, they need clues, maybe mimicry and key words, also, to repeat the answers and share meanings, working as well with a partner who can guide them and help them as they work together.</p>
<p>Lesson 4: this class permitted emotions to be attended. As they mention habits and routines, they also stated tiredness and desire to feel free from online classes, which showed opportunities to discuss different routines, personal ones, habits, comparing and aboard texts as examples for them to create their own routine narration.</p>	<p>Ss worked calmly and more focused, since the socio-emotional side was considered. They shared habits, activities and routines to understand the article proposed on page 83 (appendix 2). Later, this example opened routes to write their own routine, including their likes and habits, or family members habits. They asked to talk not only about evening activities, but morning ones, and share their diary previously made in another project to compaginated their final project of the lesson. They were evaluated with rubric no. 2</p>	<p>The only reported problem here was structural. But I asked all my Ss to read parts of their routines and upload it in Google Classroom. It was kind of laboratory of grammar work. The details I detected were notified and, now, it was the Ss responsibility to correct it for the announced exposition of routines.</p>	<p>Always propose examples with clear usage of the grammatical structures, expressions, words and efficient instructions, too. Consider the Ss skills, if they are working on their written skill, call them to a mini-session in zoom and guide them, ask a guide Ss to share examples, so the fluctuation of the language is there, in a simple way.</p>

<p>Lesson 5 : the class served their skills and creativity. The warm-up made them move, so it was a little embarrassing for them, but, as they picked some music and asked to be played to narrate their routines, I felt it was a nice environment, a safe one. In plenary, they shared opinions and registered thoughts in Google Classroom. It was a great final class.</p>	<p>The outcomes were the production of the content for the presentation document or PPT. they had a consolidation of the vocabulary, expressions, grammar assets and pronunciation as they used free designs and ways to present, like the music selection. They were evaluated with rubric no. 3</p>	<p>The only problem was the irresponsibility of 2 Ss who didn't present their work. One Ss had a justification and send the PPT. I was grateful for his interest.</p>	<p>If things are out of our control, like Ss lack of commitment, a chat with our coordinators can give them a chance to present their work. This was done and they had the chance to earn the points.</p>
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As this report of activities and results is proportionated, I gave a profound thought on the diverse moments Ss were actually talking, taking chances to participate, laugh at strange or funny habits, then, seeing themselves in others daily activities, like listening to music while they do homework, or watch videos to combat stress.

Some results of Ss who didn't deliver in time the products, but have the interest or were helped to fulfill the purpose of the 5 lessons stated here, sometimes are necessary to understand that, perfect classes and teachers aren't the exact dreams to pursue when studying a specialization or simply, attaining a profession like this. Rather than that, many inconveniences or even, the lazy side of our Ss, which can have particular origins to be guided professionally, can be obstacles, and also, areas of opportunity for the T to propose and deliver something meaningful. In my experience developing this lesson plan, my coordinator and, even my own Ss were terrific elements to have a successful, and also, enriched week of classes.

Ss proposed a channel to speak and say how they felt, and I responded without leaving behind the necessities of the syllabus, as well as the vision of the lyceum. I think it was a great experience to understand my young learners, and even, to know them better.

Chapter 4. Final Conclusions

This final project process and results helped me to see how can I actually help my ss to understand their outcomes and to give confidence for future actions. It's full of personal introspection, observation of the traveled path for the specialization, and a wonderful development of better lesson planning, attending the needs of our Ss, reciprocating our teaching methodology and philosophy, considering the right assessing tools and materials to attend their needs.

I can affirm that, thanks to the EEAILE and my awesome assessor, I finally understand better what's the meaning of being able to provide not only a teaching philosophy, which is a truly commitment to learn from our peers, students, surroundings, experiences, mistakes, try-outs and more. And, to teach our learners and community through a lifelong job, being an eternal learner, too, because new ideas, new materials, modern strategies and philosophies are arising today, and this will continue until the end of times. As a teacher I must be an eternal student, humbly sharing knowledge, caring for their Ss context and necessities, all of these includes a deep and assertive vision of our groups progress, to help them understand how a mistake can be a great chance to develop their skills. I've noticed this happens even with other subjects, when they feel capable of preparing for the exam through projects and participations, they do look present in class, and prepare for the evaluation test at the end of the bimester.

In past documents, I addressed the teaching philosophy and interculturality in the teaching practice, also, the theoretical foundations to acquire a second language, as well as the rationale on how to include the right materials and design the rubrics or tools to asses our learners attending their rhythm of learning, context and current state of mind according to the subject they're focusing on. To correspond the activities proposed for this final project's lesson planning outcomes and design of tools, I tried my best to focus on a topic that they actually wanted to discuss, as they shared in a chat, they feel tired or excited to change some activities from their daily routines. Also, I made Ss notice some areas of opportunity as they

had the chance to listen opinions from their classmates, feedback from their teacher, and saw the assessment rubrics for their vocabulary and writing document, previous to the exposition of habits and routines. This helped them to see how good and creative they are and what can they do best with guidance and practice of the vocabulary words. Strengths and weaknesses like pronunciation, writing and listening comprehension, as well as reading is easy if they use their language summary materials, if they create their own materials, as they did this time, and discuss topics like routines and habits, which all their classmates possess.

I felt somehow emotional but well-based in what to answer when they even shared through the vocabulary words games, like Draw it! They felt tired about the routine, but happy to have classes in the morning that are easy-going and where they can express habits and listen to others life's activities as well.

About the assessment instruments, I selected rubrics with feedback to design these specifically for the lesson planning, considering the four skills integrations in all of the classes. My wishes and goals are to keep considering all the skills, my Ss characteristics and their learning style to improve my assessing creation and content for the future instruments to evaluate and learn from my Ss development. I see my Ss more confident about talking, reading and learning words, so writing was the main aim this time, and it challenged all. The great thing was to assist them and see their texts. I encouraged them to keep going and assured my support.

Finally, I'd like to mention here how grateful and blessed I am, because this specialization has helped me to have a wide and open perspective of teaching, not only my practice, but my classmate's viewpoint. I have a clearer knowledge of the tools that can help me to design assertive lessons, taking into consideration diverse aspects, that rather than not thinking about it, I didn't know how to include all in my assessing plan.

This final project is here, conceived and ready for the next challenge, and I'm very excited to walk towards my goal: to be a teacher who is always learning to teach, and teaching to learn!

Thank you so much.

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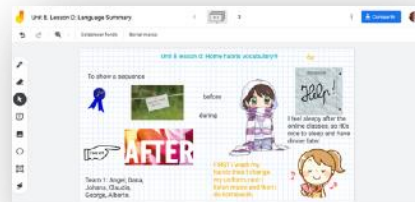
5.1 Digital Material for The Lessons

Lesson 1 material. Jamboard for the vocabulary creation in teams: https://jamboard.google.com/d/12Fc7KfuHyvH0bvQI_X2J0TmQgVFrHq8TftiuBB7xGnc/edit?usp=sharing (Enter the site to observe and find some examples of the language summary creation of the Ss).

Touchstone 2, Unit 8 Audios: https://www.youtube.com/watch?v=lw_DDW0X7Cw

Touchstone 2 Syllabus:

https://issuu.com/juanluisdiaz2/docs/touchstone_2nd_2-tb



Lesson 2 material. Cambridge LMS games: <https://www.cambridgelearning.com/games>

www.cambridgelearning.com/games

Touchstone 2, Unit 8 Audios: https://www.youtube.com/watch?v=lw_DDW0X7Cw

[v=lw_DDW0X7Cw](https://www.youtube.com/watch?v=lw_DDW0X7Cw)

Touchstone 2 Syllabus: https://issuu.com/juanluisdiaz2/docs/touchstone_2nd_2-tb



Lesson 4 socio-emotional material. "The Reflection in Me". Video link: <https://www.youtube.com/watch?v=D9OOXCu5XMg>

Touchstone 2, Unit 8 Audios: https://www.youtube.com/watch?v=lw_DDW0X7Cw

Touchstone 2 Syllabus: https://issuu.com/juanluisdiaz2/docs/touchstone_2nd_2-tb



*We're using the Zoom whiteboard to draw the vocabulary words and expressions

as a game, called "Draw it!", which is like *Pinturillo*. Ss like this activity a lot and it will continue as a main vocabulary practice facility.

Lesson 5: final project presentation.

Language summary appliance (syllabi material).

Wordwall game: <https://wordwall.net/es/resource/3362289/habits-routines>

5.2 Shared Multimedia Through Screen Sharing at Zoom from Ss in Different Lesson's Plenaries



This material was shared by the Ss F. Brito. She said this was a common habit learned when she saw anime.

Link of the image, recovered from Google images on July 5th, 2021: <https://s167.daydaynews.cc/?url=http%3A%2F%2Fp9.pstatp.com%2Flarge%2Fpgc-image%2Fa2f376125e4647539a2b76eda9ff28b5>

This video was suggested as Ss discussed the unusual habits presented in lesson 2, as the learner E. V. Mentioned he once saw something like the stated information in YouTube.

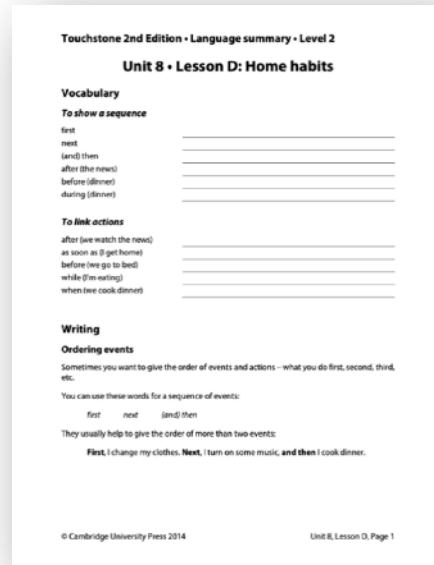
Link to the video, recovered on July 5th, 2021 from: <https://images.app.goo.gl/JLzJCPmJBH4bQGw9A>



6. Appendixes. Syllabus. Touchstone 2, Cambridge.

Appendix 1 (page 82) and 2 (page 83). McCarty, M. McCarten, J. Sandiford, H. (2014). Touchstone 2. Cambridge University Press.

Platform to upload evidences. Image retrieved from: <https://educrea.cl/wp-content/uploads/2017/11/Gclassroom1200x630.png>



Used Apps (all recovered from Google images)



Wordwall



(Appendix 2) 6.1 Lesson Planning Identification Chart: Lesson Planning. French Anglo Lyceum.

1. Lesson plan identification	
Student's name:	Stephania Jhosee Domínguez Hernández
Title of your Lesson plan	"Lesson D: Home habits".
Number of Students:	12
Level of English:	Junior High Intermediate
Age:	12-14 (15) *
Learning Objective of the plan/Competency:	<p>Aim: By the end of the lesson students will be able to identify the vocabulary related to home habits through their own language summary creation online. They'll start to share their different or unusual habits, enabling the observation of their surroundings and true statements, to reach lesson's 2 reading activity.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create and identify the vocabulary for home habits. • Identify habits vocabulary and express activities. • Identify kinds of habits and the most done activities, considering the pandemic situation. • Identify some information in a conversation between classmates who are talking about personal, familiar and others habits; they'll answer specific questions to improve their listening/reading skills. • Identify detailed information in a text to be able to answer specific questions, improving their speaking and vocabulary skills. • Ss will be able to develop awareness of different or unusual habits for each classmate, starting with the observation of their surroundings and true statements, conducting a reading activity. • Identify some information in a conversation between two people who are talking about personal, familiar and others habits; they'll answer specific questions to improve their listening/reading skills. • Identify detailed information in a text to answer specific questions to improve their listening and reading comprehension skills.
Communicative skill considered:	Integrated skills: Speaking/reading; Vocabulary/writing. Introduction and appliance of the vocabulary.
Patterns of interaction:	Individual, pairs, and teamwork.
Approaches:	Communicative and lexical approach.

Vocabulary:	Organized, disorganized, none, some, all, by hand, dishwasher, save, throw, unusual, habits, arrange, canned fruit, size, labels, rinse, weird, iron, take-out, container, waste, picnic trays.
Functions	Give, share and ask for opinions, agreeing and disagreeing with someone, expressing personal/family habits and activities at home, giving advice to overcome bothersome habits from others around you.
Main Grammar structure	Pronouns one and ones. Adjectives to describe a situation (review order of adjectives). True statements about a particular topic. Words to order events, action linkers.
Number of sessions	4 sessions of 1 hour (four classes). Plus: A final session to expose the product of the lesson planning.
Contents required for the lesson	Touchstone 2, Unit 8. Lesson D.
Follow-up activities	<ul style="list-style-type: none"> -Lesson 2: Ss read the website text about home habits, then, answer the questions in part C, after that, share their unusual family habits with a partner/plenary on page 82. -Lesson 3: Ss identify activities, listen to order of events, answer questions about another person's routine on page 83. -Lesson 4: Ss write answers to questions individually, later with a partner, and finally in teams, to find and discuss similarities/ differences. Ss write an article about their evening routines, using the learned expressions to have sequence and link actions.
Assessment: Formal and informal. Portfolio approach: digital recollection of exercises through Google Classroom.	<p>Formal assessment for speaking/vocabulary comprehension inside the classroom. Evidence of the activity. Vocabulary: drill and identify the vocabulary words/expressions in the language summary. Write them in the whiteboard.</p> <p>Reading/Writing: rubric. Informal assessment for Speaking: Responding toprompts/functions, discuss and giving a short presentation, fluency, pronunciation, vocabulary range and use of language appropriately.</p>
Links of the content	<p>Language Summary Online, created by Ss with Google Jamboard: https://jamboard.google.com/d/12Fc7KfuHyvH0bvQI_X2J0TmQqVFrHq8TftiuBB7xGnc/edit?usp=sharing</p> <p>Touchstone 2, Unit 8 Audios: https://www.youtube.com/watch?v=lw_DDW0X7Cw</p> <p>Touchstone 2 Syllabus: https://issuu.com/juanluisdiaz2/docs/touchstone_2nd_2-tb</p>
EEAILE on-line tutor	Teacher Rocio Salgado Perea

6.1.1 Introduction to the lesson

Step of the lesson	Teacher activities	Student's activities	Session number
Activation	The T talks about personal habits, as well as family ones, she mentions the vocabulary and encourages Ss to elaborate their own vocabulary to learn and use the main words of the lesson. She dialogues with Ss to have 4 lessons in which they share their personal and family habits, have introspection in the naturality or unusual forms of the habits, and finally, to read, write and create a product showing the learned outcomes, considering empathy and respect with others routines at home, even more with the pandemic situation.	The Ss must get comfortable about a real context routine analysis. They must observe and identify their family environment, habits and activities, as well as their personal ones. They have to be attentive and understand the steps of the class, as they convey meaning, participates, propose examples and answers, and express their ideas, to finally, create a product of evidence.	1, 2, 3, 4.5
Set the objective or competences of the lesson	The T is a facilitator and advisor to lead Ss's edification of their speaking, listening, reading and writing proficiency, in order to receive the correct feedback and motivation to advance in their learning journey, conveying the skills in a reciprocated environment.	The Ss are able to first, observe, investigate, give meaning to the vocabulary and have usage of it in the current structure. The learners identify the grammar structures contained and purpose of the presented lecture, audio for dialogue, answering questions to speak and finally, write their results in a website entry.	1,2, 3, 4.5

Touchstone 2 Syllabus:

https://issuu.com/juanluisdiaz2/docs/touchstone_2nd_2-tb

6.1.2 Lesson 1: Language Summary: Home Habits (Vocabulary introduction. Technological production. Jamboard access: https://jamboard.google.com/d/12Fc7KfuHvH0bvQI_X2J0TmQqVFrHq8TftiuBB7xGnc/edit?usp=sharing

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	T. greets Ss and chit-chat about the weekend. She leads the topic of how she noticed her habits while she was resting from the COVID vaccination. She enunciates some words, repeating the sequential terms for Ss to notice an order. T previews knowledge by presenting the language summary vocabulary for home habits and a brief review of adjectives.	The Ss listen to the main topic for today's class and are presented to: language summary for home habits.	Zoom app. Language Summary PDF. PPT presentation for examples.	1 5 minutes to warm-up. 10 minutes.	1) Assessment of the Vocabulary Creation with Images in the Jamboard Site. Page 13 of this document.
Vocabulary development	The teacher shows to Ss the lesson D language summary shared in Google Classroom previously. She tells students with examples some words in a sequence, and ask Ss if they now the meanings.	Ss evaluate and scan the vocabulary, finding the words contained in the website lecture.	Language Summary PDF. Jamboard. Textbook.	1 10 minutes.	
1st Practice	The T invites Ss to give a go to a drill activity as they participate in order, reading the sequential words and linkers. After that, Ss join in teams, entering Jamboard to create their vocabulary of images and examples.	Ss practice the vocabulary, to enter the teams and create their own vocabulary presentation.	Language Summary PDF. Jamboard. Textbook.	1 15 minutes.	
2nd Practice or Social Interaction	Ss elaborate their vocabulary, showing the results to their classmates. After that, they go to page 82, finally having a conversation about their true statements about their house and main household activities nowadays. The T permits Ss to talk freely.	The Ss observe the results of the vocabulary elaboration. Having knowledge of the main vocabulary, they're invited to answer the true statements personally, to chat in plenary and share their habitual actions in the kitchen, how they manage their clothes, etc.	Language Summary PDF. Jamboard. Textbook.	1 20 minutes.	
Grammar Focus	The T reviews simple present for habits. Order of adjectives. How to give opinions, the new vocabulary.	The Ss convey the learned structures from previous lessons, giving a sense of meaning to show their thoughts and emotions, reflected in others first approach to home habits.	Vocabulary of images (PPT). Zoom app. Jamboard.	1	
Summary	The T encourages Ss to learn and identify the vocabulary with a free creation activity, so Ss can expose it, then apply the terms in a nice conversation, attending the textbook opening activity	Ss are firstly guided to conform, listen, practice and apply the corresponding vocabulary as a summary of the crucial words to enunciate personal habits, family ones, as well as the conduction of exposing their routines in the future lessons.	Vocabulary of images (PPT). Zoom app. Jamboard.	1	

6.1.3 Lesson 2. Do You Have an Unusual Habit? (Reading and speaking). Textbook:

https://issuu.com/juanluisdiaz2/docs/touchstone_2nd_2-tb

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	T. greets Ss and chit-chat about the previous topic. She applies a Cambridge LMS game to review yesterday's vocabulary, remembering the Jamboard creation. Ss share opinions on the examples created by their classmates.	The Ss review the language summary for home habits elaborated yesterday with an online game.	Zoom app. Language Summary. Cambridge LMS game.	2 5 minutes to warm-up. 10 minutes.	Google classroom assessment. This material is private and only related to the lyceum.
Vocabulary development	The T brings up to Ss how some texts require questioning the logic, fluidity and meaning of the ideas presented there. She asks Ss to skim the website entry to identify words from the vocabulary.	Ss evaluate and scan the vocabulary, listening to the words, pronunciation and meaning. They're invited to repeat the words they hear.	Textbook website entry about home habits.	2 10 minutes.	
1 st Practice	The T invites Ss to read the website entry (appendix 1) Ss participate in order, stating their thoughts on it as they question how normal, useful or unusual the home habits mentioned there are for them.	Ss read and listen to their classmate's lecture. They also share their thoughts on the text ideas.	Textbook website entry about home habits. Zoom app.	2 15 minutes.	
2 nd Practice Or Social Interaction	After discussing the habits read in the website entry, Ss answer the questions in part C individually. Then, share their answers aloud, correcting mistakes if necessary.	The Ss elaborate and fundament their ideas of the information presented in the text to answers the questions in the book. They solve this by themselves, sharing possible answers in plenary.	Textbook website entry about home habits. Zoom app. Microphone.	2 20 minutes.	
Grammar Focus	The T reviews simple present for habits. Order of adjectives. How to give opinions, the new vocabulary applied in a text.	The Ss convey the learned structures from previous lessons, giving a sense of meaning to show their thoughts and emotions, now, finding these in a website entry, questioning their thoughts on usual or weird home habits.	Textbook website entry about home habits. Zoom app.	2	
Summary	The T encourages Ss to identify the vocabulary with a website entry that possesses many ideas to provoke Ss insightful dialogue between classmates, showing in their capacity to understand a text and answer questions related to the topic.	Ss integrate the vocabulary of home habits with the reading skill. Since they had a previous approach to the words conforming the entry, they're expected to understand the main ideas and have opinions about it.	Textbook website entry about home habits. Zoom app.	2	

6.1.4 Lesson 3. Evening Routines (Listening). Textbook:

https://issuu.com/juanluisdiaz2/docs/touchstone_2nd_2-tb

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	T. greets Ss and invites them to play "Draw it!" in the whiteboard. Here Ss practice and consolidate the vocabulary of sequence/link for actions.	The Ss establish the vocabulary with a fun activity to start the class.	Zoom app. Whiteboard.	3 5 minutes to warm-up. 10 minutes.	Vocabulary drawings and participation in Google classroom.
Vocabulary consolidation	The T brings up to Ss how Ss observe the images presented in part 2A, page 83. They're encouraged to mention what are the activities shown in the images. Also, if they tend to do or make these. They can mention other ones true for them.	Ss identify the actions in the presented images. They present their own activities for actual evening time.	Textbook images. Zoom app. Microphone.	3 10 minutes.	
1 st Practice	The T prevent Ss for the listening activity. They have to listen about Mike's activities when he gets home, numbering the pictures in the correct order. Since the audio is complex, it can be repeated as necessary. The T proposes Ss to enunciate any kind of doubts to help Ss to feel safe.	Ss have in mind the possible content of the audio. They have to listen and give an order of the events of the main person in the audio, named Mike.	Textbook images. Audio 3.22 from the Touchstone 2 book: https://www.youtube.com/watch?v=lv_DDWOX7Cw Zoom app.	3 15 minutes.	
2 nd Practice or Social Interaction	Ss answer in pairs/teams the questions in part C. The answers are stated in plenary, so all Ss can have the principal elements to construct their answers, and also, be guided by pillar Ss with their answers.	The Ss elaborate and fundament their answers, finding an order of events, listening to the vocabulary words, also, sharing in plenary the main ideas from their peers, to construct their answers confidently.	Textbook images. Audio 3.22 from the Touchstone 2 book. Zoom app. Google Classroom.	3 20 minutes.	This activity is assessed in teams, with the teacher writing the results of the answers from the book.
Grammar Focus	The T reviews simple present for habits. Order of adjectives. How to give opinions, the vocabulary applied in a listening exercise and a writing formulation of answers in plenary.	The Ss convey the learned structures from previous lessons, giving a sense of meaning to show their capability to detect order in a sequence, finding these in a listening activity which disembugue in a plenary of possible answers to build a written solution.	Textbook images. Audio 3.22 from the Touchstone 2 book. Zoom app. Google Classroom.	3	
Summary	The T encourages Ss to go further in their listening skill, as well as the speaking and writing skills, too, since they're participants and leaders of the exercise, permitting Ss to have confidence as they enrich each other's answers.	Ss integrate the vocabulary of home habits with the listening skill. They're having a firm conduction of the skills to elaborate answers, write these and, of course, maintain their speaking participations in group and individually.	Textbook images. Audio 3.22 from the Touchstone 2 book. Zoom app. Google Classroom.	3	This keeps going: evaluation of vocabulary, speaking and listening, until the final product. The coordinator of languages is present.

6.1.5 Lesson 4. My Evening Routine (Speaking and Writing). Textbook:

https://issuu.com/juanluisdiaz2/docs/touchstone_2nd_2-tb

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	Ss can chit-chat as they enter the class, this attends their socio-emotional side. The T congratulate Ss and tells them how wonderful and capable they are, she talks with them and also, shares some positive insights of each Ss. She can share the "Reflection in Me" video.	Ss can connect with the T, and classmates by having some chatting, this is something they used to do before the pandemic. Ss are praised for their great effort through the week.	Zoom app. PPT of positive quotes and cute images.	4 5 minutes to warm-up. 10 minutes	2) Rubric: Writing the Personal Evening Routine Entry. Page 14 of this document.
Vocabulary appliance	The teacher tells Ss about her evening routine, how she talked with a friend in the city and she has a totally opposite routine, also, with a friend from India, who shares with her some activities. Ss are invited to think about their true routine for the morning, the afternoon, and finally, the evening.	Ss listen and identify the structures, conventions and vocabulary with the examples proposed by the teacher. Ss can think about their routines, so they can share it aloud.	Zoom app. Microphone. Images to exemplify the different routines.	4 10 minutes	
1 st Practice	The T ask Ss to share some of their habits in the morning, then other Ss to talk about afternoon ones. Finally, she points out the questions in part 3A, so Ss can answer and later, compare routines with their classmates in the mini-sessions.	Ss share their routines for different moments in a day. They Answer the questions in part 3A, page 83, so they can compare routines with a partner.	Textbook. Zoom app. Microphone.	4 15 minutes	
2 nd Practice or Social Interaction	Ss come back to the main session and read the article in part 3B, identifying the previous vocabulary for sequence and linked activities. They write an individual article about their evening routine in their notebook or in a word document. This is a product they'll use in the future lesson plan to elaborate a real website entry. *Ss can ask for a song to focus on their writing time. They are the main participants of today's class.	Learners need to use their vocabulary knowledge to understand the main idea of the example text, containing the useful words for them to write an evening routine, finally applying the learned concepts in a well-structured writing product. Ss also listen and read their peer's routines, respecting their habits, likes and dislikes, as well as daily decisions.	Textbook. Zoom app. Microphone. Notebook/Word document. Google Classroom.	4 20 minutes	
Grammar Focus	The T reviews simple present for habits. Order of adjectives. How to give opinions, the vocabulary applied in reading, speaking and writing complementation of activities.	The Ss convey the learned structures from previous lessons, giving a sense of meaning to show their routines, being able to share what they do, if they like it or not, how they feel at the end of the day (evening routine) and finally, having a product showing their skills.	Textbook. Zoom app. Microphone. Notebook/Word document. Google Classroom.	4	
Summary	The T encourages Ss create and be confident of their progress, as they can listen, read, understand the vocabulary and its usage, as well as their final writing abilities to create an evening routine, which will work as material for the next lesson plan. Also, to listen to others activities, habits and points of view respectfully.	Ss had an approximation to writing their personal habits and routines, step by step, focusing on every skill as a partner of the other, not only one in a lesson. They're encouraged as always to see their advances, and to product something with their seal and personality.	Textbook. Zoom app. Microphone. Notebook/Word document. Google Classroom.	4	The final written evening routine.

6.1.6 Lesson 5. Final project My evening routine exposition/creation of a diary. Textbook:

https://issuu.com/juanluisdiaz2/docs/touchstone_2nd_2-tb

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	Ss have a warm up using their hands, arms, head and body to express actions selected by a classmate.	Ss remember and apply the vocabulary of the lesson in an activation game.	Zoom app. Ss vocabulary suggestions.	5 5 minutes to warm-up. 10 minutes	3) Oral presentation rubric to evaluate the project exposition: My evening routine. The habits I practice daily. Page 15 of this document.
Vocabulary appliance	Ss prepared a final project to illustrate and narrate their evening routines. They used the vocabulary mentioned in the lesson plan identification. Also, they'll express how they feel towards their classmate's expositions.	Before the expositions, Ss have a chit-chat in plenary, refreshing some expressions and terms worked through the development of the lesson planning.	Zoom app. Microphone. PPT or multimedia exposition document.	5 10 minutes	
1 st Practice	Ss prepare to present their expositions. They have the freedom to use music, multimedia, images and a diary of their activities elaborated some lessons before to accompany their routine narration. Other Ss can share their opinions, agreements or disagreements in the activities proposed, and more.	Ss elaborated a presentation containing their habits, evening routines, also, they proposed to mention morning and afternoon activities, accompanied by their previously created personal diary.	PPT/exposition documents. Zoom app. Microphone.	5 15 minutes	
2 nd Practice or Social Interaction	Finally, in plenary, Ss share their thoughts to their classmates, establishing to comment about the content, habits, if they have similar habits, or to the contrary, if they're opposite to their routines. Also, they can encourage their classmates with the design, pictures and details included in the PPTs. This has to be done in a Google Classroom post.	Ss share their opinions as stated by the teacher. Ss close the session playing a quick Wordwall game in teams, drawing the shown habit or activity in the whiteboard	Zoom app. Microphone. Google Classroom entry to share opinions and thoughts about the expositions. Wordwall game: https://wordwall.net/es/resource/3362289/habits-routines	5 20 minutes	
Grammar Focus	The content of the lesson, as the useful expressions managed to mention habits, usual or unusual, agreements and disagreements towards some activities, the vocabulary of habits/activities, as well as structures were used and reviewed.	The Ss use the content and vocabulary of the lesson, reflected in their presentations, warm up activities and final game to close the session. This topic allowed them to share what they think, using the useful expressions and more.		5	
Summary	The lesson permitted the T to share habits, routines and activities to connect with Ss. First, through the content of the lesson, then, with a real context, considering the Ss present life, activities in home, habits, opinions and final thoughts.	Ss create a final project, containing the grammar assets, vocabulary, expressions and listening development, to share routines, habits, particularities and family responsibilities, all of this tell others about them.	Textbook. Zoom app. Microphone. Google Classroom.	5	

6.1.7 Performing and Recording the Lesson Planning Activities

YouTube Video Name	Link
Module 3-2B Assignment EEAILL's G9 2021	https://youtu.be/KenIqR0hvTo

Content of the video:

This video is a recompilation of the elements constituting this final project “Home Habits: Are we living in the same way?” It responds to the previous lesson plan vision to correspond the syllabus in turn and the necessities of the learners, the school and their community’s desires to express themselves as they’re experiencing the quarantine of 2020-2021. Such lesson plan can be found in the appendix 2 zone.

In here, we present the Touchstone 2 textbook’s content, 5 lessons integrating the four skills, to produce a text which reflects their daily routines and habits, orally presented. It also presents brief moments of their warm up, attending habits and routines, some moments of participation for their final project and, of course, their results, outcomes and learned assets through this wonderful specialization.

Bank of images

Images recovered from Google, illustrating the used apps for this final project

Google Classroom Logo (2021). Recovered in 05/07/21 from: <https://educrea.cl/wp-content/uploads/2017/11/Gclassroom1200x630.png>

Windows Power Point Logo (2021). Recovered in 05/07/21 from: https://upload.wikimedia.org/wikipedia/commons/3/3b/Microsoft_PowerPoint_Logo.png

Zoom Logo (2021). Recovered in 05/07/21 from: <https://videollamadafacil.com/wp-content/uploads/2020/04/Zoom-1.png>

WhatsApp Logo (2021). Recovered in 05/07/21 from: <https://es.logodownload.org/wp-content/uploads/2018/10/whatsapp-logo-11.png>

Wordwall Page Logo (2021). Recovered in 05/07/21 from: <https://www3.gobiernodecanarias.org/medusa/ecoescuela/pedagogic/files/formidable/8/warwall-300x290.png>

YouTube Application Logo (2021). Recovered in 05/07/21 from: https://upload.wikimedia.org/wikipedia/commons/thumb/e/e1/Logo_of_YouTube_%282015-2017%29.svg/2560px-Logo_of_YouTube_%282015-2017%29.svg.png

Cambridge LMS Logo (2021). Recovered in 05/07/21 from: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQM2U5X270OKI4nYg7u9AejYI2Wztkm0ntrTljv6HpVbRp1DIQ3ru2lyVT1xL_VxyP1J5Q&usqp=CAU

Jamboard (cut-out) Logo (2020). Recovered in 05/07/21 from: <https://playmeo.com/wp-content/uploads/2020/05/Jamboard-logo.jpg>

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