UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

MONITOR HYPHOTESIS

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

ABRIL CALIOPE NIETO LOPEZ

ASESOR: ROCIO SALGADO PEREA

GENERACIÓN 2018-2019

GRUPO 3

México, DF. A 30 de Junio del 2019.

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

EDUCATIONAL INTERVENTION PROPOSAL

MONITOR HYPHOTESIS

DEVELOPMENT WORK

TO OBTAIN THE DIPLOMA OF

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA

EXTRANJERA, ONLINE MODALITY

PRESENTS:

ABRIL CALIOPE NIETO LOPEZ

ASSESSOR: ROCIO SALGADO PEREA

GENERATION 2018-2019

GROUP 3

June 30th, 20

Table of Contents (TOC)

Introduction

Working with students from Nursing and Radiology is one of the most grateful experiences. This kind of students is compromised with their subjects and most of them enjoy learning English as a second language. The School that facilitated the elements for this work is Cetis 76 Junior High School, and it's located in Calzada de la Viga 1040. Iztalcalco Mexico City.

The population is two thousand students' specialists in Nursing and Radiology. From first to fourth-grade students have English classes

only 3 times a week per 1 hour each class as a basic component of their middle school education.

The main aim of this project is to present the knowledge learned in the Specialty applied to fourth-grade classes and to report the results of our experience, present the pieces of evidence and conclude with our final impressions.

The structure starts with a brief executive summary, proceeding with a statement of the teaching identity, the theory that goes behind this project, the lesson planning, the assessing and marking the structure, the pieces of evidence to support this work and finally the conclusions and the suggestions for better improvement for further work.

During our first session, the students were relating words in their language that were presented in the video and start to ask their first questions related to how and expressing some sentences with modal verbs. Later on the same lesson, the pupils created some affirmative, negative and interrogative sentences using Modal Verbs at the same time they will be assessed with homework creating a mental map with Modal Verbs.

In our second Lesson Interactive approach, activating the students' prior knowledge and cultural context. Students read "Hispano Culture in the US" reading. And remember the previous vocabulary. The Objective of the lesson was to continue with the past lesson and helping the students to produce by themselves and in pairs

a written summary and a brief speaking production. Using mental maps in class to reproduce dialogues and providing examples made and finally, homework will be to envelop material to remember the Modal Verbs using creative ideas.

In the Third lesson, the students applied their knowledge of previous classes the students will prepare drafts of exercises using the modal verbs and giving feedback. Homework was to a puzzle (crosswords) and creative exercises using the Modal Verbs.

In the fourth session, the students were required to produce using the modal verbs. This activity was done on teams of 5 members. After that, the students present their small dialogue to the class. Students present a small dialogue to the

class and they make some examples of modal verbs on the board. The assessment for this session is to deliver a project draft using the subjects related.

On the fifth session, the students gave a final work based on the learning of the modal verbs. The draft was reviewed, and the corrections made. The final class activity was related to making in a post it with a modal verb sentence that they want to do or love to do.

Each one of our lessons was created to promote and practice listening, speaking and writing skills focusing in the socio-cultural theory, monitor hypothesis and communicative approach.

Chapter 1: Philosophy and theory

1.01Teaching Identity and philosophy

Teaching philosophy used in the present project is related to the experiences used in the classroom as a student and also as a teacher.

The language is defined in today's as "a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby an individual comprehends the World and

integrates him / herself into society" [1] In today's society English language have been used not only for interconnect individuals it is also use to develop perceptive knowledge. Teaching language programs are focused on language system and language use.

Language system are related to the rules that allow us to create sounds and compose word to compose utterances and language in use refers to the communicative meaning of language. It can be compared to usage, which refers to the

---

[1] (EEAILE. 2013).

rules for making language and the structures we use to make it.[2].

Teaching is linked to different standpoints some of this are related to different circumstances such as the reason why students are studying the language, the practical uses of the dialectal, external conditions, and socio-cultural environment.

Working as a ESL teacher after the specialty opened a new window for knowledge and understanding the linguistics behind the classes.

---

[2] (EEAILE. 2013).

The different language theories can help us understand the origins of the language and how come from a concept to language teaching in the classroom, each theory have different conception itself and explains the differences and contributions to linguistics.

Historical linguistics contributed during XIX th Century principally with German root dialects and regional variations, proving the relation with other languages such as romantic languages. With this research a clear picture of a common linguistic ancestor was established for the family of languages[3].

The linguistic research focused more on the features of language and the nature of these

[3] (EEAILE. 2013).

features; Structuralism by Ferdinand de Saussure, taught us that language is a system of signs that does not have a direct relationship with "the outside world". This statement called the arbitrary nature of language means there's no relation between the sounds and the combination on make works and sentences.

Noam Chomsky work known as generative linguistics state that there's a finite set of rules than can be applied to create a sentence that is grammatical in any language. Native speakers can identify grammatically correct and incorrect sentences. He made the distinction between competence and performance paying attention of perception and speaker production.

Steven Krashen with the monitor hypothesis asserts that a learner's learned system acts as a

monitor to what they are producing. In other words, while only the acquired system can produce spontaneous speech, the learned system is used to check what is being spoken.

Before the learner produces an utterance, he or she internally scans it for errors, and uses the learned system to make corrections. Self-correction occurs when the learner uses the Monitor to correct a sentence after it is uttered. According to the hypothesis, such self-monitoring and self-correction are the only functions of conscious language learning[4].

Hymes expresses that a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she

---

[4] (Wikipedia 2019)

acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others."[5]

For the present work the theories and hypothesis presented represent the approach that has been given in the classes making improvements learned in the specialty and adding productivity and new techniques that improves the class and knowledge of the students.

---

[5] (Hymes 1972, 277)

1.02 Theory underlying your teaching practice and identity

Socio Cultural Theory.

In the early years of ESL student Socio Cultural Theory was well know because the context of the classes was related to the socio cultural environment and helped to process better the utterances and have a better grammatical understanding due to the interaction with native speakers trying to achieve knowledge in a natural way. The ZPD was guided by the teachers and developed in the classroom and outside of it due to a constant practice in a proper exposed environment and autodidactic learning conducted to a great registration, practiced in in the classroom as a teacher and also practiced I a

daily basis working as specialist for a world class company.

"Sociocultural Theory, a theory of learning and of human development. It has been inspired by the work of the Russian psychologist Lev Vygotsky. According to Vygotsky, languages are learned as a result of interactions between social and cognitive factors"[6].

The socio-cultural theory mainly statement referees that children, young learners or adults are entrenches in different socio-cultural context and their development is advanced due to social interaction with skilled individuals. This theory is concerned by the complex cognitive

---

[6] (EEAILE 2013).

activities influenced by the environment. The child proximal development this means with assistance children will accomplish the task effectively. So, providing the students a context where they can learn English, they will be able to perform in a natural way and will create more knowledge.

Learning is based in interaction with other people, then the knowledge or information is absorbed on a personal level from each individual. Socio Cultural theory focuses not only in persons also in attitudes and cultural beliefs. 'tools of intellectual adaptation.' As Vygotsky called them[7].

---

[7] (Vygotsky 2012).

The zone of proximal development (ZPD) Includes all the skills that a person can achieve but need guidance to accomplish the goal, observing and practicing can help the students to be in the ZPD and learn and extend the ZPD[8].

It is important to mention that in the present work was decided to add the social cultural theory as one of the significant statements in the project because can be easily added to the daily work in class due to the importance of the socio cultural background in the students and the co relation with the socio cultural attitudes that are created and recreated in the classroom.

---

[8] (Cherry, K. 2018).

In this practice is very important to socialize between teacher and peers also peers and peers, reading, playing, having casual conversations, getting to know each other, roleplaying in the classroom, working in teams are some activities that are functional and related with the socio-cultural theory.

Practical uses of this theory in the classroom, can be applied when the teacher give instructions in the class and guides the students to learn and comprehend the concepts in the lesson, the students will require assistance but later on their ZPD will expand and the student will learn. Giving hints and prompting the students will help them to go on their ZPD to improve their knowledge. The lower limit of a student's/child ZPD is the level of analysis that the student

achieved without any help. The upper limit is the support that the teacher can provide to each student.

Monitor Hypothesis.

The monitor hypothesis of Krashen as a student refer a clear mind understanding the concepts that was learned and at the same time monitoring or reflecting on the use of the language, correcting or feed backing own selves to deliver a better use of the language and have an appropriate communication.

As a teacher this clearly an excellent grading hypothesis to verify that the students produce unplanned natural speech and also to keep on track the utterances, errors, mistakes and promote self-correction in the students using rubrics that become grades and also provide information of the students proficiency with the type of the monitor hypothesis users. Monitor over users, monito Under users, and optimal monitor users.

"Krashen proposed that what learners have learned can serve as a monitor of their production. In other words, by monitoring their

language production they can modify their output.

The monitor cannot always be used. In his original proposal, Krashen suggested that two conditions must be met: 1) focus on form, and 2) knowledge of the grammatical rule. A third condition has since been added, namely 3) time. Let's look at each of these individually.

Focus on form. For the monitor to be active, the learners need to be focused on the form of the target language. For the monitor to be used, the student must be paying attention to this aspect. This condition implies that form is more important than meaning in the learning process.

Knowledge of the rule. For example, if your students say, "He have it", they must know that with a 3rd person singular pronoun, the verb

must end in –s in order for the Monitor to have an effect.

Time. Learners need time to think about the rules in order to be able to use them"[9].

The teacher will produce language that the student has been learning, with this information the student will be monitored by the teacher. The most important thing in this process is to see if the language is produced correctly in this stage, If the language is incorrect the Monitor/Teacher will help the student by giving feedback to adequate consciously the new language acquired to their regular knowledge.

---

[9](EEAILE 2013).

27

Acquired competence

learned competence (The monitor).

While language that is learned can only be held up as a monitor or inspector to evaluate production. For this inspector to operate, certain conditions must be encountered, notably, a deliberate focus on form on the part of the learner, knowledge of the broken rule(s), and time to process figure out the error[10].

---

[10] (Linguistic Girl 2018)

Communicative Approach : Communicative

Language Teaching (CLT)

The early years of studying ESL as L2 was related to the basic structures of learning some phrases focusing in grammar more than a language performance, giving importance to the grammar rules than communicative processes and speeches. As a teacher of ESL I found that this structures can be useful but not for learning processes anymore, communicative competence is necessary in the students to develop a better understanding of the language and also to improve their skills.

The origins of Communicative Language Teaching (CLT) are to be found in the changes in

the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as a foreign language.

In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities[11]. This is the way that we used to learn English by practicing structures and grammar in the classroom and repeating them till they were part of our knowledge.

The communicative approach in language teaching starts from a theory of language as

---

[11] (Communicative Language Teaching 2015).

communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communica-tive view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as mem-ory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.[12]

---

[12] (Chomsky 1965: 3)

2.01 A practical and useful lesson plan.

Teaching sequence template

Lesson plan identification cell.	
Author	Abril Caliope Nieto Lopez
Educational stage	High school level CETIS 76
Title of your Lesson plan	Modal Verbs uses and applications.
Learning Objective of the plan/Competence	Listening, reading, writing and speaking.
Communicative skill considered	Listening, reading, writing and speaking
State of the following options	Introduction of the topic:
Functions	Listening and answering exercises, producing writing and speaking.
Main Grammar structure	How, uses in questions and exclamations
Other Grammar structures	How in indirect questions
Brief description of the plan	Applying the Monitor Model and using intercultural resources we are going to review the topic.
Hours of the plan	5 hours.

implementation	
Contents required for the lesson	Reviewing concepts and producing using the Monitor model and their hypothesis.
Links of the content	Hispanic American Contributions to American Culture https://www.youtube.com/watch?v=vJt8FaPEPmI
EEAILE tutor online	Rocio Salgado Perea.

Introduction to the Lesson.

Subsecretaría de Educación Media Superior

Unidad de Educación Media Superior
Tecnológica y de Servicios

Subdirección de Enlace Operativo en el Distrito Federal

Centro de Estudios Tecnológicos industrial y de servicios No. 76

"Benito Juárez García"

INSTRUMENT OF DIDACTIC PLANNING

IDENTITY DATA

Institute: SEP-UEMSTIS-SEMS

Campus: CETIS 76	Profesor: Abril Caliope Nieto Lopez			
Subject: MODAL VERBS AND CULTURAL APPROACH	Semester: 4TH	Specialty Radiology/ Nursing	Application Period: february – July	
			Hours of lesson: 5 hrs.	

FORMATIVE INTENTIONS ELEMENTS OF THE CURRICULUM

Purpose of the teaching strategy by subject:

Expected Products:

The products expected for this lesson plan is

that the students can comprehend and apply

all the new concepts learned and write and

speak about the subject.

Specific Content:

MODAL VERBS. Could, would, should, ought

to, will, must, can, have to, may, might.

Methodology and practice

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Interactive approach, Activating the students' prior knowledge and cultural context. By showing you video: Hispanic American Contributions to American Culture https://www.youtube.com/watch?v=vJt8FaPEPmI Time: 15 mins.	Interactive approach Students will watch video to get knew facts about Hispanic American contribution to American culture. Paying attention to vocabulary and trying to understand.	Session Number 1
Set the objective or competencies of the lesson	The Objective of the lesson: knowing words related to L1 and giving context with the previous knowledge that was implicit such as works food- mole, language-Español. (Acquisition learning hypothesis). Homework. Create a Mental map with Modal Verbs. Time> 10 mins.	The Objective of the lesson: Students will watch the video without any type of help they will gist for information and later they will try to get input of the worlds based in the context.	Session Number 1

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Using cards Grammar awareness of the Modal verbs in the board. 10 mins 	Interactive approach Students gather in pairs to read "Hispano Culture in the US" reading. Identifying the acquired vocabulary .	Session Number 2
Set the objective or competencies of the lesson	The Objective of the lesson: Continue with the past lesson and helping the students to produce by themselves and in pairs a written summary and a brief speaking production. 10 mins Homework. Developing material to remember the Modal Verbs. 5 mins. v	The Objective of the lesson: Producing written and speaking dialogues and summary based in a known subject.	Session Number 2
Step of the lesson	Teacher activities	Students activities	Session number
Activation	The Objective of the lesson: Analyze the Hispano Culture in the US with a comprehension lecture, using previous vocabulary and context from our past sessions.	Read the comprehension lecture and review the	Session Number 3

			previous vocabulary .	
Set the objective or competencies of the lesson	Interactive approach, Activating the students' prior knowledge and cultural context. Students will read "Hispano Culture in the US" reading (annex) And will remember previous vocabulary and context from past class. (Acquisition, natural order and input). 20 mins. Homework. Developing material to remember the Modal Verbs. 5 mins.	Interactive approach Students gather in pairs to read "Hispano Culture in the US" reading. Identifying the acquired vocabulary	Session Number 3
Activation	The Objective of the lesson: Interactive approach Students gather in pairs to read "Hispano Culture in the US" reading. Identifying the acquired vocabulary 20 mins.	Read the comprehension lecture and review the previous vocabulary.	Session Number 4
Set the objective or competencies of the lesson	Homework. Deliver a project draft using the subjects related. 5 mins.	Students recap on the modal verbs and make a draft to deliver.	Session Number 4
Activation	The Objective of the lesson:		Session Number 5
Set the objective or competencies of the lesson	Homework. Delivery of the final Project. 5 mins.		Session Number 5

Communicative skills development.

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation And tools.
Information Before reading phase	Engage the students with the top bottom approach with new content schema and identifying words that they know. Modeling and teaching learning strategies and Emphasizing comprehe	Students will learn linguistic and content schema and will have a sight based on the video that is presented in the class.	Computer, projector, speakers, internet access. Hispanic American Contributions to American Culture https://www.youtube.com/watch?v=vJt8FaPEPmI	Session number 1 15 mins.	No evaluative

	nsion of the video.				
Opinions about the video and comparing to our culture		Students express analyze, and give opinions about.	Class talks and compare relating video experiences with our own socio cultural background.	Session number 1 10 mins.	Use of what we have learned in class rubric.
1st practice	Watch the video	Students review the video of modal verbs	Computer, projector, speakers, internet access. Video duration: 7mins. Hispanic American Contributions to American Culture https://www.youtube.com/w	Session number 1 10 mins.	No evaluative

			atch?v=vJt 8FaPEPmI		
2nd practice	Create some affirmative, negative and interrogative sentences using Modal Verbs.	Knowing words related to L1 and giving context with the previous knowledge.	Notebook, pen, markers, board.	Session number 2 10 mins.	Producing exercises Practice of previous knowledge

Using Rubric |
| Summary | Presentation of lesson with a video, comprehension and interaction with peers affirmative, negative and interrogati | Students get introduction with video. | Board, Computer, projector, speakers, internet access. Video | Session number | Use of what we have learned in class Reviewing and using rubric |

	ve uses of modal verbs				
Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number .	Evaluation
Information processing activity		Students will read Hispano Culture in the US	Copies working in pairs. Annex at the end of the project.	Session number 3 20 mins	No evaluative
Context and Recap	Recap of the previous class for context in Model Verbs	Students will use the modal verbs to produce a simple summary using the reading.	Copies working in pairs. Notebook and pen.	Session number 3 15 mins.	Practice of previous knowledge

Reviewing knowledge using rubric |

1st practice	Practicing	Students will create a brief summary and a brief dialogue related to their opinions on the subject	Notebook and pen using the copies as backup for create the summary and the small dialogue	Session number 3 15 mins.	Practice of previous knowledge Using the draft Rubric

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Grammar explanation on Modal Verbs	Create some affirmative, negative and interrogative sentences using Modal Verbs.	Board and markers. Paper modal verb Cards.	Session number 2 10 mins.	Producing exercises Rubric.
Recap	Recap of the Grammar on Modal Verbs	Students will use the new grammar they recap from past class and reading and will be able to produce questions and answers related to the subject using Modal Verbs,	Notebook and pen using copies	Session number 2 15 mins.	Practice of previous knowledge. Evaluating by content and number of right answers
1st practice	Practicing	Using mental maps in	Notebook and pen, board and markers.	Session number 2	Producing exercises

		class to reproduce dialogues and providing examples made. Using cards, the students will make some examples in the board.	Making drafts of homework of mental maps. Example giving by teacher.	10 mins.	Using Rubric.
Information processing activity	Presenting and reading in the class and explaining how to create a small summary using our main aim.	Students will create a brief summary and a brief dialogue related to their opinions on the subject using the modal verbs	Notebook and pen, board and markers.	Session number 3 10 mins.	Producing (creating a written work). Evaluating by teams using rubric.
1st practice	Giving instructions and feedback in the errors.	Using the knowledge of previous classes, the student's write impressions about the reading. Later they will prepare	Copies, notebook and pen. Comprehension reading is in the annex of this present project.	Session number 3 15 mins.	Practice of previous knowledge. Evaluating by content

		drafts of exercises using the modal verbs and giving feedback.			
Information processing activity	Grammar review and providing some examples to make clear the activity.	Students present a small dialogue to the class. They make some examples of modal verbs.	Board, markers, notebook, mobile phone. Using the mobile phone students will find context to create a small dialogue using modal verbs. Video to make some examples of uses of modal verbs in a dialogue. https://www.youtube.com /watch?v=TZgxHUyqxHA	Session number 4 15 mins.	Practice of previous knowledge. Evaluating by content
Recap	Helping the students to remember the use of each of the modal verbs.	Examples of modal verbs in the notebook as a reference for the dialogue.	Board, markers, notebook, mobile phone.	Session Number 4 10 mins.	Practice of previous knowledge.
1st practice	Monitoring the activity.	They make some examples of modal verbs on the board.	Board, markers, notebook.	Session Number 4 5mins.	Producing exercises Practice of previous knowledge

Information processing activity	Engage the students with the last class of the lesson plan. Reviewing all the information.	Students express and give opinions.	Board and markers, notebook and pen.	Session Number 5 10mins.	Use of what we have learned in class.
Recap	Last class of Modal verbs, doubts and giving feedback.	Students give their opinion of the modal verbs and express their doubts.	Board and markers, teacher gives feedback to questions of the students. The feedback is in the board.	Session Number 5 20 mins.	No evaluative Using Draft Rubric.
1st practice	Giving instructions to make the activity in the classroom using post its.	The activity is to make in a post it with a modal verb sentence that they want to do or love to do in life.	Heart Post it, pen and board. Post it.	Session Number 5 10 mins.	Producing exercises Practice of previous knowledge. No evaluative

| Speakinging					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Producing examples , giving	Students create a small	Notebook and pen. Copies of dialogues.	Session number 2	Practice of previous knowledge

	them copies and speaking with the students to engage them to create a dialogue.	dialogue in pairs using the Modal verbs.		15 mins.	Producing exercises Using Rubric.
Recap	Making emphasis in the Modal verbs so they can understand how to be used. E.g. Could I borrow a pen?	In pairs students gather to create and speak a dialogue using the modal verbs.	Notebook and pen.	Session number 2 15 mins.	Practice of previous knowledge.
1st practice	Monitoring the students during the activity.	Using mental maps in class students reproduce dialogues and provide examples.	Notebook and pen. Mental maps .	Session number 2 10 mins.	Producing exercises and oral practice. Producing exercises Using Rubric.
Information processing activity	In this case the teacher will be monitoring	Students present a small dialogue to the	Students speaking. Using their notebook and pens. Board and markers.	Session number 4 10 mins.	Practice of previous knowledge.

48

	the activities in the class.	class. They make some examples of modal verbs on the board.			Practice of previous knowledge. Evaluating by content Rubric.
Recap	Monitoring and grading the activity	Students in pairs using previous written dialogue.	Students speaking. Using their notebook and pens. Board and markers.	Session number 4 10 mins.	Producing exercises and oral practice
1st practice	Monitoring the students during the activity.	Using previous written dialogue students will present to the class their work.	Students speaking. Using their notebook and pens. Board and markers.	Session number 4 10 mins.	Producing exercises and oral practice

Modal verbs English grammar with examples in PDF. (2018).

ISLCollective Copyright License. (2014, November 28)

Modal verbs English grammar with examples in PDF. (2018).
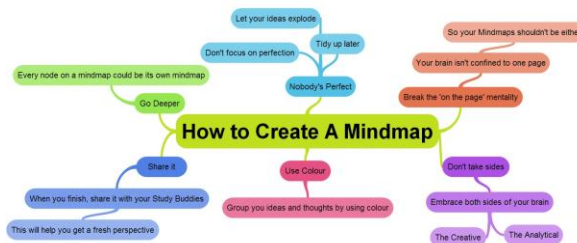
goconqr.com

First-time snowboarder

Kyle: Hi. I'd like to rent a snowboard, please.
Sarah: OK. Have you ever been snowboarding?
Kyle: Um, no. But I've skied before.
Sarah: Well, we offer lessons. You don't have to take them, but it's a good idea. You'll learn the basics.
Kyle: All right. When is your next lesson?
Sarah: At 11:00. You've got to complete this form here to sign up.
Kyle: No problem. What else do I need to know?
Sarah: After your lesson, you should stay in the beginners' section for a while. It's safer for the other snowboarders.
Kyle: OK. Anything else?
Sarah: Yes. You must wear a helmet. Oh, and you ought to wear sunscreen. The sun can be very strong.

Modal verbs in Context. (2013, April 24). Retrieved June 21, 2019

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

In this project the assessments were significant to know the level of understanding of our students, outside of the classroom, they were requested to produce in different times with homework, and projects that were polished/ drafted in different stages to their final project.

The assessments were stated as It follows:

ASSESMENTS	LANGUAGE SKILLS	ACTIVITIES IN CLASS	HOMEWORK/PROJECTS
Lesson 1	Writing listening reading	Create some affirmative, negative and interrogative sentences using Modal Verbs.	Creating a Mental map with Modal Verbs
Lesson 2	Speaking listening writing reading	Using mental maps in class to reproduce dialogues and providing examples made. Using cards, the students will make some examples in the board.	Developing material to remember the Modal Verbs.
Lesson 3	Writing	Reading comprehension of the cultural approach and debating with different points of view.	Creating a puzzle and creative exercises using the Modal Verbs.

		Using the knowledge of previous classes, the students will prepare drafts of exercises using the modal verbs and giving feedback.	
Lesson 4	Speaking, Writing, Listening	Students present a small dialogue to the class. They make some examples of modal verbs on the board and finally.	Deliver a project draft using the subjects related.
Lesson 5	Writing,	The activity was related to make in a post it with a modal verb sentence that they want to do	Delivery of the final Project.

		or love to do.	

The evaluation was done using the monitor hypothesis by Stephen Krashen. Giving to the students comprehensible input in the class, creating exercises and assessments so they could improve their linguistic competence. After that, the conversion of these results was transformed into a scale where the highest grade was 10 and the lowest was 0. This scale is the school grading scale that has been done in our educational public system.

The monitor hypothesis scale was used with every student and it was tracked in a notebook, later it was converted in regular scale.

RUBRICS

CATEGORY	4	3	2	1
Spelling/Capitalization	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.
Knowledge Gained	When shown a blank base map, the student can rapidly and accurately label at least 10 features.	When shown a blank base map, the student can rapidly and accurately label 8-9 features.	When shown a blank base map, the student can rapidly and accurately label 6-7 features.	When shown a blank base map, the student can rapidly and accurately label fewer than 6 features.
Map Legend/Key	Legend is easy-to-found and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.

Labels & Features – Neatness	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.

Modal verbs English grammar with examples in PDF. (2018).

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.

Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Identifies opinions	Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the article. Explanation is weak.	Student has difficulty locating opinions in an article.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Relates Graphics to Text	Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.

Date Created: **Jun 17, 2019 12:48 am (CDT)**

MODAL VERBS ORAL PRESENTATION

Teacher Name: **Mrs. NIETO**

Student Name: _____

CATEGORY	4	3	2	1

Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.

Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.

MODAL VERBS CREATIVE ASSIGNMENT

Teacher Name: **Mrs. NIETO**

Student Name: _____

CATEGORY	4	3	2	1
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.

Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.

Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Date Created: **Jun 17, 2019 12:53 am (CDT)**

DRAFT ESSAY

CATEGORY	9-10	6-7-8	3-4-5	0-1-2-3
TECHNIQUES	Excellent use of techniques taught	Good use of techniques taught	reasonable use of techniques taught	No or little evidence of use of techniques taught

CONTENT	Excellent content. Well thought out action, story line & interest sustained well throughout	Good content. well thought out action, story line & interest sustained generally throughout	Only fair content. Some evidence of thought out action, story line & interest sustained partially	Not much content. Little evidence of thought out action, story line & interest sustained minimally
STRUCTURE, PARAGRAPHING	Paragraphs &structure very well planned overall and linked together well	Paragraph & structure fairly well planned and linked together reasonably well	Paragraphs & structure show some attempt at planning and not linked together in correct sequence	Paragraphs & structure show little attempt at planning and not linked together in correct sequence
SPELLING PUNCTUATION	accurate use of spelling & correct punctuation	almost accurate use of spelling & correct punctuation	some problems with accurate use of spelling & correct punctuation	very little attempt to use accurate spelling & correct punctuation
VOCABULARY	Mature & sophisticated vocabulary - on a par with an AGE editorial	Some sophisticated vocabulary - on a par with an AGE editorial	Ordinary use of words with not much sophistication	Little use of an extended vocabulary - basic vocab only

FINAL PROJECT ESSAY

CATEGORY	9-10	6-7-8	3-4-5	0-1-2-3
TECHNIQUES	Excellent use of techniques taught	Good use of techniques taught	reasonable use of techniques taught	No or little evidence of use of techniques taught
CONTENT	Excellent content. Well thought out action, story line & interest sustained well throughout	Good content. well thought out action, story line & interest sustained generally throughout	Only fair content. Some evidence of thought out action, story line & interest sustained partially	Not much content. Little evidence of thought out action, story line & interest sustained minimally
STRUCTURE, PARAGRAPHING	Paragraphs &structure very well planned overall and linked together well	Paragraph & structure fairly well planned and linked together reasonably well	Paragraphs & structure show some attempt at planning and not linked together in correct sequence	Paragraphs & structure show little attempt at planning and not linked together in correct sequence

SPELLING PUNCTUATION	accurate use of spelling & correct punctuation	almost accurate use of spelling & correct punctuation	some problems with accurate use of spelling & correct punctuation	very little attempt to use accurate spelling & correct punctuation
VOCABULARY	Mature & sophisticated vocabulary - on a par with an AGE editorial	Some sophisticated vocabulary - on a par with an AGE editorial	Ordinary use of words with not much sophistication	Little use of an extended vocabulary - basic vocab only

Date Created: **February 09, 2005**

Grading scale.

INSUFICIENT	I
REGULAR	R
UPGRADE	U
SUFICIENT	S
EXCELLENT	E

Conversion scale.

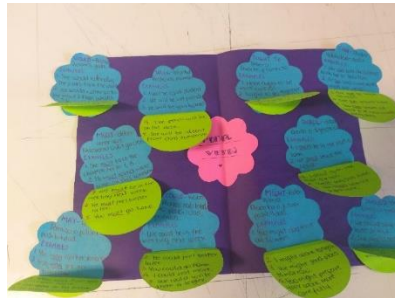| INSUFICIENT	0-5
REGULAR	6
UPGRADE-UPGRADE +	7-8
SUFICIENT	9
EXCELLENT	10

Monitor Over-Users	EXCELLENT
Optimal Monitor –Users	UPGRADE- SUFICIENT
Monitor Under-Users	INSUFICIENT - REGULAR

2.03 Attached evidences of (graphics, photos, images).

SCIENTIFIC METHOD OF ALCOHOLISM IN SOCIETY

Conclusión

Sientific investigations show that most who consume alcohol they are men but the incidence of alcoholim women has been increasing during the last 30 years
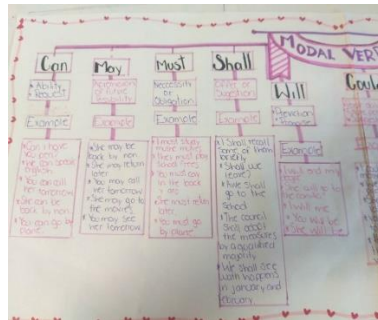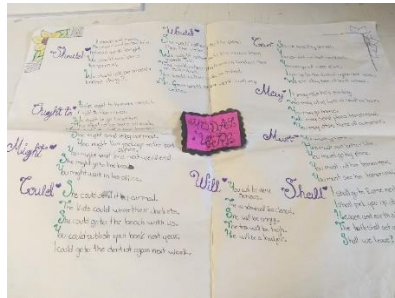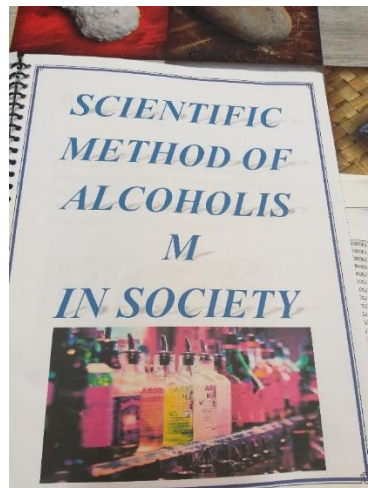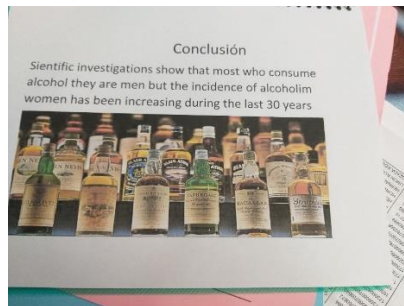
2.04 Show evidences of your designed tool to assess your students.

The used tools designed as we could see were made exclusively to review with each student, the tools were easy to read and convert to our school scale, this period was really good because the use of these new techniques gave the learners new applications in the classroom and

made them independent to create and produce by themselves. The tool applied for this lesson plan was a propose using the Monitor Model by Krashen and it could be used further times because it's subjective and can be converted to an objective scale for grading students.

This grading was a great opportunity to get to know the students from a different angle, seeing their progress with a different structure and following different procedures helped me accord that there are different skills that they can do easily than others, but sometimes the final product was excellent in most of the cases.

The numbers show that there was an increase in the grades of the third period using the new

techniques in the classroom. It's a great achievement for the class not only in the grades also in the real students' knowledge. The level of English increased in the field of the subjects that were learned in this lesson plan, because of the student's interest in the class and the improvement on their assessments.

It is possible to see how some average students increased their grades, and our regular students were constant in their understanding and improving in each class. The application of this was a success, simplifying the work and magnifying the ways that we can get to grade and know the student's potential.

SECRETARÍA DE EDUCACIÓN PÚBLICA
SUBSECRETARÍA DE EDUCACIÓN MEDIA SUPERIOR
UNIDAD DE EDUCACIÓN MEDIA SUPERIOR TECNOLÓGICA INDUSTRIAL Y DE

PLANTEL: CENTRO DE ESTUDIOS TECNOLÓGICOS INDUSTRIAL Y DE SERVICIOS NO. 76
DOCENTE: NIETO LOPEZ ABRIL
C. C. T.: 04DET0075M
REPORTE DE EVALUACIÓN
GRUPO: 4D
TURNO: VESPERTINO ASIGNATURA O SUBMÓDULO: INGLES IV
PERIODO: SEMESTRAL 2 - 2018

NUM	NO. CONTROL	NOMBRE DEL ALUMNO	1er.P	2do.P	3er.P	1er.A	2do.A	3er.A	PF
1	17309060760791	CABRERA SANCHEZ SAMANTHA							
2	17309060760794	CABRERA VERDEJA DIEGO ALBERTO	10	8	9	10	12	9	
3	17309060760621	CIRIACO MACEDO KARLA GUADALUPE	10	8	8	9	10	12	9
4	16309060760470	COLIN MORALES STEPHANIE MICHELLE	10	10	8	9	10	12	9
5	17309060760949	COSME DE LA CRUZ MELANY ABIGAIL	10	8	9	10	12		
6	17309060760798	DIAZ VEGA HARUMI JAQUELIN	10	10	8	9	10	12	10
7	17309060761025	FLORES MANRIQUEZ SAYURI VANESSA	10	8	9	10	12	9	
8	17309060760659	FRANCO GARCIA ALONDRA MICHEL	8	10	9	10	12	9	
9	17309060760866	GONZALEZ RANGEL YANIT DAMARIS	10	8	9	10	12	9	
10	16309060760848	GRANADOS SANDOVAL KARLA MONSERRAT	10	10	8	9	10	12	9
11	17309060760896	GRESS CRUZ MARILYN	10	10	9	10	12	9	
12	17309060760958	GUTIERREZ MARTINEZ SARA	10	10	10	10	12	10	
13	17309060760903	HERNANDEZ AGUILAR KATYA ELIZABETH	10	10	8	10	12	9	
14	17309060760902	HERNANDEZ MARTINEZ MIRNA ALONDRA	10	10	9	10	12	9	
15	17309060760901	JUAREZ MARTIÑON JOCELYN	10	10	8	9	10	12	9
16	17309060760907	LOPEZ BARBA MICHELLE LEILANI	10	9	9	10	12	9	
17	16309060760336	LOPEZ BRITO JESSICA					10	12	9
18	17309060760843	MACHUCA CORTES ELI RENE		8	9	8	10	12	9
19	16309060760803	MEDINA SANCHEZ WENDY DENISE		8	10	9	10	12	6	7
20	16309060760086	MENDOZA FLORES NAHUM DAVID		8	9	8	10	12	7	6
21	17309060760094	MONTOYA RODRIGUEZ JULIA YAMILET		10	10	9	10	12	8	
22	17309060760897	MORALES CARBAJAL GUADALUPE VIRIDIANA	10	8	9	10	12	10	
23	17309060760499	MORALES MERINO MARLENIHE CITLALI	10	10	8	9	10	12	9
24	17309060760682	OSORIO ROSAS YIYARI YUTSIL	8	10	8	8	10	12	9
25	17309060760897	PARRA SALCEDO JONATHAN ISMAEL	8	10	8	8	10	12	8
26	16309060761044	PEDRAZA REYES ALEJANDRO	10		8		10	12	8

Recibida
04/06/19
Gabriela

Abril C. Nieto Lopez
17/04/2019

SECRETARÍA DE EDUCACIÓN PÚBLICA
SUBSECRETARÍA DE EDUCACIÓN MEDIA SUPERIOR
UNIDAD DE EDUCACIÓN MEDIA SUPERIOR TECNOLÓGICA INDUSTRIAL Y DE

PLANTEL: CENTRO DE ESTUDIOS TECNOLÓGICOS INDUSTRIAL Y DE SERVICIOS NO. 76
DOCENTE: NIETO LOPEZ ABRIL
C. C. T.: 04DET0075M
REPORTE DE EVALUACIÓN
GRUPO: 4C
TURNO: VESPERTINO ASIGNATURA O SUBMÓDULO: INGLES IV
PERIODO: SEMESTRAL 2 - 2018

NUM	NO. CONTROL	NOMBRE DEL ALUMNO	1er.P	2do.P	3er.P	1er.A	2do.A	3er.A	PF
1	17309060760546	ALVARADO MARTINEZ ANA CRISTINA	6	8	9	7	10	12	5	8
2	17309060760843	AMADOR RESENDIZ LUCIA	6	10	10	7	10	12	5	8
3	17309060760090	ARCE ESPEJEL XIMENA	10	10	10	10	12	9	
4	17309060760903	BECERRIL PEREZ KEILA ITZEL	10	10	9	7	10	12	8	9
5	17309060760996	BERMEJO FLORES RENE	6	10	10	7	10	12	8	
6	17309060760534	CAMPOS SORIA MARIA LUISA FERNANDA	10	8	10	7	10	12	9	
7	17309060760672	CERVANTES LARA GUSTAVO ANGEL		10	9	7	10	12	8	8
8	17309060760540	CHAVEZ AGUILAR KARINA ITZEL	6	10	10	7	10	12	9	
9	17309060760079	CHAVEZ FLORES LORENA	9	10	10	7	10	12		
10	17309060760536	CHAVEZ HERNANDEZ OSCAR	6	10	9	7	10	12	8	
11	16309060760655	CLAUDIO VAZQUEZ YISED EDELMI	6	8	9	7	10	12	6	
12	16309060760429	COLIN CRUZ MOISES TONATIUH		8	9	7	10	12		
13	17309060760783	CORTES NIETO MARIANA	6	9	9	7	10	12	8	
14	17309060760125	CRISTOBAL HERNANDEZ JORGE	6	10	10	7	10	12		
15	17309060760145	FRANCO CAMPOS NAMOR RAMSSES	6	8	10	7	10	12	8	
16	17309060760007	GAONA MAYO KARIM SAMANTHA	6	10	10	7	10	12	8	
17	17309060760696	GARCES GUTIERREZ MERILEM	6	10	10	7	10	12	9	
18	17309060760706	GARCIA HERNANDEZ DIANA JUDITH	6	10	10	7	10	12	8	
19	17309060760366	GARCIA MARTINEZ ALEXANDRA	6	10	10	7	10	12	9	
20	17309060760969	GIL ESTEBAN GABRIELA	6	10	10	7	10	12	9	
21	17309060760710	HERNANDEZ MARTINEZ JOSE EDUARDO	6	10	10	7	10	12	7	
22	17309060760760	HERNANDEZ PEREZ MARIANA LIZBET	6	10	10	7	10	12	8	
23	16309060760217	HERNANDEZ RAMOS MARIA FERNANDA	6	8	10	7	10	12	8	
24	17309060760829	HERNANDEZ SEVILLA CARMEN ELIZABETH	6		10	7	10	12		
25	17309060760638	LIMON RUIZ FRANCIA ITZEL	6	10	10	7	10	12	8	
26	17309060760376	LOZADA ROSALES DOMINIC ANDREY	6			7	10	12		

Recibida
04/06/19
Abril

Abril C. Nieto Lopez
17/04/2019

It is possible to see how some average students increased their grades, and our regular students were constant in their understanding and improving in each class. The application of this was a success, simplifying the work and magnifying the ways that we can get to grade and know the student's potential

Chapter 3: Experience Report

Video Presentation.

https://www.youtube.com/watch?v=tqtk3aEns

SY

Discussion

Field experience report

For the spring of 2019 semester, being the teacher of Radiology and Nursing in Cetis 76 Benito Juarez Garcia, putting on practice the project "Monitor hypothesis" for students of 4th semester, was necessary to make a research using all the knowledge learned in the specialty and pointing in the subjects that are important for this project.

In the session number 1 One difficulty faced was the problem that the school is living with the resources in the classroom, each classroom supposed to have a computer and a projector, to perform all the activities as we normally do in other periods, in this case we had to switch from our classroom to other classroom to access to projector or computer and follow our class.

The importance of this project was not commented to the students they just followed as regular class, the class started with the presentation of the video pointing on getting the facts of contributions of the Hispanic American contributions in USA, they participated nervously at the beginning of the class, once they engaged with the subject they were participative and enjoyed the subject. Some students pointed to Mexican contribution to this culture, such as food or music. This subject can become emotional to the students. It was amazing to see how the pupils enjoyed the video and participated. Later on the same class the students saw a video of the modal verbs and start to review the subject that was explained by the teacher in the class later on, providing some examples of it and asking them to create their

own examples. Homework of that day was making a mental map of the modal verbs.

Introducing Session 2 with a modal verbs flashcards as an ice breaker showing the students visually the last session information in a very easy and outgoing procedure. The students remembered past session and clarified some doubts about the subject. After that it was solicited to create some sentences using the modal verbs, in this phase of the class the students were really engaged with the topic, they were focused in the subject and produced written sentences related to modal verbs, their result were good but with some slips that were fixed after feedback and the results were marked with the rubric and presented in the draft mark sheet. The support material for this sentences

was the previous mental map they brought as homework. Later on the same session dialogue copies were provided to the students associated with modal verbs we read the dialogue to the class and then in pairs taking parts of the representation. Students were enthusiastic with this process because they were understanding so that leaded to a more interactive session.

Session 3 the students were provided with reading material (annex) for this session continuing with our first session subject that was Hispano Culture in the US. Interculturalism seen from a different point of view. Mexicans as a contributors of another cultures and the influence of our cultures around the globe, especially United States of America. The students identified the previous vocabulary

acquired,   and then in pairs they reviewed the comprehension lecture and create a brief summary of the reading later they made make a small dialogue.

Opinions of the students were represented in the dialogues that they prepared and presented for the class. When the students understand the context of the subject it's easier for them to produce written and spoken products related to the reading, some students couldn't create a dialogue properly but with feedback they understood the issue and produced the dialogue again. Homework was related to a creative way to present modal verbs as we see it there were a lot of different expressions.

Session 4 Students make a recap on the last session using the reading Hispano culture in US, followed by a video: "Modal Verb | Would | Easy English Conversation Practice | ESL". To see some examples of modal verbs. Students copied the examples in their notebook and use them as a future reference for their final project using modal verbs. Once again the students gathered in teams to develop their draft using a formally story or developing a subject using the information and adding or finding the modal verbs to their projects. By using the rubric was possible to provide them effective guidelines to proceed successfully with this assignment. On the same session students made some examples on the board to engage and remember all the details on the subject.

Session 5 was a short session we clarified doubts and reviewed the drafts of their final project. Students gave their opinions about their drafts and expressed all their questions and uncertainties by teams so that took a little bit of time clarifying each doubt of the students by their own work. After that the class activity include a small closing exercise of creating a sentence of one thing they would like to do or achieve in the future using modal verbs and then copy it in a heart post it and then place it on the board. Homework was related to make the final version of their project and deliver it next class.

Chapter 4: Conclusions

The present work is the result of many hours of lesson planning sessions that were presented in this academic work based in the knowledge

learned in the Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera. The opportunity to learn, review and recreate important linguistic approaches, theories and hypothesis enriched my previous knowledge as an ESL Teacher. This work is the result earned learning, practicing and teaching the elements that were presented in the specialty.

Planning, applying, recording and evaluating, the semester was just one part of this reflective work that was done during the period that started in August 2018. This new perspective of class planning and performance is unique due to all new characteristics reviewed in the specialty and is the result of individual and collective work of teaching and learning ESL.

The methodology learned and used in this work was based in the socio-cultural theory by Vygotsky the monitor hypothesis by Stephen Krashen and the communicative approach was communicative language teaching by Hymes. This project experienced changes due to diverse situations. Academically the spaces for the classes changed from class to class also students had nursing practices for a month. This practices are very important to them because they must attend in order to pass the semester and gain the proficiencies to graduate, practices are mandatory and helps them to obtain their competences for a nursing technical degree. Ambiental contingence was another important aspect to mention because it reduced the time with groups and the classes had to be reduced to adapt to this semester, our school English

academy decided to reduce the use of books and workbooks in this period. This difficulties in the semester shown that there's some activities that had to change due to some external uncontrollable situations for us as a teachers. For that reason some of the activities were modified in order to adapt to the schedules and to coordinate the time with the groups.

Technology deficiencies were presented in this semester due to laptop insufficiencies and projectors, school administration made a shortage on this area to support other areas that required attention some of those were related to new restrooms and changing auditorium floors, so this semester technology elements were provided by the school. We try to manage these issues inviting the students to use their mobile

devices and some homework to get the chance to apply language skills in the classroom and outside of it.

Analyzing this aspects academic and external in our semester the results of this project weren't expected as they came, because the results of the planning and the application of our lessons vary due to external factors affecting the progress of the classes.

The techniques and hypothesis learned and applied in the present work became an extraordinary experience of learning. Creating the lesson plan using the knowledge of the Socio cultural theory to understand that the environment and previous life experiences affect in a positive way the way that people learn and how they will produce utterances and later will

produce sentences to later on create language totally helped to advance my lessons and comprehend the students. The Monitor Hypothesis show us that the learner itself can be monitor of their own progress and produce with awareness of their own flaws autocorrecting themselves before producing, this was excellent to apply in classroom because I really care about the awareness and self-correction that creates confidence in the students and also help them to accept the feedback in a positive way. The communicative language teaching pays attention in the environment that is around us, being real and taking the technology as a defense and complement to learn a L2.

Assessing and grading with the Monitor hypothesis was an excellent way to upgrade me

as a teacher. Rubrics are excellent tools to use than simplify the work and also give more quality grades based in our specific requirements for each one of the sessions. At the end of this grading we conclude that the 80% were optimal students and that was more than 10% students the last year, so this mean the time that we are investing in applying the socio cultural theory, monitor hypothesis and communicative approach method had been successful in the students to understand better the language and also to improve their grades.

The monitor Hypothesis grading helped to get to know each one of the student's abilities and flaws, the feedback was personal and the results were positive. Applying the monitor hypothesis in large learners classrooms become hard to be

assessed and graded it takes to much time inside and outside of the classroom to get precise results, the results are good but require more time than expected. Recommendations.

The socio cultural theory, monitor hypothesis and communicative approach are very effective to work with high school groups, however working with large groups was difficult to assess and grade. This could be possible with help and long period of grading each assessment with quality and substance required to provide superior feedback and upgrade our student.

Every learner requires time to be graded and to get feedback from the teacher, this method has multiple benefits to the learner because it requires total attention and a prompt advice every time is needed, so the positive results will

increase each time the student gets the feedback and a grade.

The present work states that the lesson plan used to teach multi-cultural factors, new strategies to work in class, assessments and grades was a good method to develop English as Second Language but also can be improved to better grading with benefits for the teacher as well as the student.

Chapter 5: Appendixes and APA style references.

References in APA style

1 EEAILE. (2013). What is Language? Retrieved June 2019, from

http://eeaile.cealupn.net/mod/book/view.php?id=1299&chapterid=2819

2 Lesson 05 Summary. (2013). Retrieved June 16, 2019,
from
http://eeaile.cealupn.net/mod/book/view.php?id=1329&chapterid=2971

3 EEAILE. (2013). Language Theories and Language
Teaching: A Brief Overview of Schools and Concepts.
Retrieved   June   24,   2019,   from
http://eeaile.cealupn.net/mod/book/view.php?id=1299&chapterid=2807

[4] Wikipedia. (2019, June 08). Input hypothesis.
Retrieved June 24, 2019, from
https://en.wikipedia.org/wiki/Input_hypothesis

[5] Hymes, Dell H. (1972). "On communicative competence".
In Pride, J.B.; Holmes, J. Sociolinguistics: selected readings.

6 Socio Cultural Theory. (2013). Retrieved June 16, 2019,
from

http://eeaile.cealupn.net/mod/book/view.php?id=1329&chapterid=2975

7Vygotsky. (2012). Vygotsky's Sociocultural Theory. Retrieved June 17, 2019, from http://www.ceebl.manchester.ac.uk/events/archive/aligningcollaborativelearning/Vygotsky.pdf

8 Cherry, K. (2018, November 30). Sociocultural Theory: Examples and Applications. Retrieved June 17, 2019, from https://www.verywellmind.com/what-is-sociocultural-theory-2795088

9 Monitor Hypothesis. (2013). Retrieved June 16, 2019, from http://eeaile.cealupn.net/mod/book/view.php?id=1329&chapterid=2965

10 Linguistic Girl. (2018, January 21). The Monitor Hypothesis: Definition and Criticism. Retrieved June

18, 2019, from https://parentingpatch.com/monitor-hypothesis-definition-criticism/

11 Communicative Language Teaching. (2015). Retrieved June 20, 2019, from http://www2.vobs.at/ludescher/Alternative methods/communicative_language_teaching.htm

British Council. (n.d.). Language use. Retrieved June 19, 2019, from https://www.teachingenglish.org.uk/article/language-use

How to Write an Analytical Essay that Digs Deep. (2019, April 22). Retrieved June 16, 2019, from https://www.kibin.com/essay-writing-blog/how-to-write-an-analytical-essay/

Free Bibliography & Citation Maker - MLA, APA, Chicago, Harvard. (n.d.). Retrieved June 17, 2019, from http://www.bibme.org/

ALTEC at University of Kansas. (2008). Create Rubrics for your Project. Retrieved from http://rubistar.4teachers.org/index.php

Library Guides: Academic English Skills: Academic Writing. (2008). Retrieved June 18, 2019, from http://top-au.libguides.com/c.php?g=438320&p=3386772

Materials

Yafai, N. (2015, August 15). Latino/Hispanic Culture in the U.S. · Career Training USA · InterExchange. Retrieved June 18, 2019, from https://www.interexchange.org/articles/visit-the-usa/latino-hispanic-culture-in-us/

Weekly, S. (2016, August 11). Hispanic American Contributions to American Culture. Retrieved June 21, 2019, from https://www.youtube.com/watch?v=vJt8FaPEPmI

ISLCollective Copyright License. (2014, November 28). Modal verbs Quiz. Retrieved June 20, 2019, from https://en.islcollective.com/resources/printables/worksheets_doc_docx/modal_verbs_-_quiz/can--could/75059

Modal verbs English grammar with examples in PDF. (2018). Retrieved June 20, 2019, from https://www.pinterest.com/pin/311170655482534546/

Changing the way you learn. (n.d.). Retrieved June 21, 2019, from https://www.goconqr.com/

Kulek, M. (2014, June 02). Modal Verb | Would | Easy English Conversation Practice | ESL. Retrieved

June 21, 2019, from

https://www.youtube.com/watch?v=TZgxHUyqxHA

Modal verbs in Context. (2013, April 24). Retrieved
June 21, 2019, from
https://advancedenglish1.wordpress.com/2013/04/
24/modal-verbs-in-context/

ALTEC at University of Kansas. (2008). Create Rubrics
for   your   Project.   Retrieved   from
http://rubistar.4teachers.org/index.php

Appendix

Latino/Hispanic Culture in the U.S

The terms Hispanic and Latino refer to an
ethnicity sharing a common history, culture, and
language. According to the Pew Research
Center, Hispanic Americans and Latino
Americans make up more than 18% of the U.S.

population with over 57 million Hispanics and Latinos living in the U.S.

Cultural Influence

Hispanic and Latin Americans come from diverse social, economic, and geographic backgrounds making them all very different depending on their family heritage and national origin. However, there some cultural similarities tend to bring these diverse backgrounds together.

Language

One of the most common cultural characteristics of Hispanic American culture is the Spanish language. In 1980, there were roughly 11 million Spanish speakers in the U.S. representing 5% of the population according to the Pew Research Center. By 2012 the number of Spanish speakers

increased to over 38 million, representing 13% of the U.S. population. Hispanic families often teach their children Spanish as a way of passing down their heritage and culture. This emphasis on bilingualism has helped revive the Spanish language in the U.S.

Religion

Religion plays an important role in Hispanic and Latin American culture. Hispanic and Latin Americans represent a highly Christian constituency. According to a study conducted by the Hispanic Churches in American Public Life (HCAPL), the majority of Hispanic and Latin Americans identify as Catholic and Protestant.

Cuisine

Hispanic and Latin American cuisines are very popular in the U.S. and have had a significant influence on American cuisine and eating habits. Some of the typical items in Latin American cuisine include corn-based dishes such as tortillas, tamales, and tacos and various salsas and condiments such as guacamole, pico de gallo, and mole. Tortilla chips and salsa are so popular that they are now one of the highest selling snack foods in the U.S.

Family

Hispanic and Latin American culture places a strong value on family. Hispanics and Latin Americans tend to have large, close-knit families. It is not uncommon for three generations to live in the same household or nearby each other. Grandparents typically play an important role in

their grandchildren's upbringing. The emphasis on the well-being of the family makes Hispanic and Latin Americans very group-oriented with family gatherings being commonplace.

Media and Entertainment

The U.S. has many Spanish-language media outlets ranging from giant commercial broadcasting networks to local radio stations. The two largest broadcasting networks are Univision and Telemundo, which provide Spanish-language television to the majority of the U.S. The availability of Spanish-language television has made it possible for Hispanic and Latin Americans to follow the sport of soccer in the U.S. This has influenced the growth in popularity of soccer in the U.S.

Hispanic and Latin Americans have had a big influence on music in the United States. In 1986, Billboard magazine introduced the "Hot Latin Songs" chart, which ranks the best performing songs on Spanish-Language radio stations in the U.S. In 1993, they introduced the "Top Latin Albums" chart, which ranks the top-selling Latin albums in the U.S. The Record Industry Association of America began "Los Premios de Oro y Platino", meaning "The Gold and Platinum Awards" to certify Latin recordings that contained at least 50% of its content recorded in Spanish. Numerous Hispanic and Latin American musicians have achieved international fame such as Jennifer Lopez, Christina Aguilera, and Selena.

According to the Pew Research Center, more than half of the U.S. Hispanic and Latino

population reside in three states: California, Texas, and Florida. California has the largest population of Hispanic and Latino Americans with over 14 million Hispanic and Latino Americans. Texas and Florida have a Hispanic and Latino American population of about 10 million and 4 million respectively. New York also has a large population of Hispanic and Latino Americans with a population of over 3 million Hispanic and Latino Americans. These states, as well as many other cities in the U.S., have a very vibrant Hispanic and Latino American community.

Yafai, N. (2015, August 15). Latino/Hispanic Culture in the U.S. · Career Training USA · InterExchange. Retrieved June 18, 2019, from https://www.interexchange.org/articles/visit-the-usa/latino-hispanic-culture-in-us/