UNIVERSIDAD PEDAGÓGICA NACIONAL
Especialización en Enseñanza y Aprendizaje
de Inglés como Lengua Extranjera

ENGLISH LANGUAGE TEACHING SPECIALIZATION

FINAL PROJECT

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DESIGN A LESSON PLAN THAT INTEGRATES THE FOUR SKILLS

WHEN LEARNING ENGLISH LANGUAGE

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INTRODUCTION

In the design of the corresponding about lesson plan, it is important consider for the elaboration of the plans: diagnostic of the group, study programs, strategies and theories that to high-quality education and receive contents and skills that allow to the students to obtain the learning needed to face the challenges of the XXI century.

Moreover the assessing and testing is refer to the importance on selecting the best way of evaluate the language. Finally, a lesson plan and its evaluation are shown as a result of a deeply reflection on how to integrate the four skills, use of language, vocabulary and intercultural activities in order to achieve the target language.

The lesson plan is based in a group of 45 students that are studying the 2nd grade of high school; they are in a public school in Tenosique, State of Tabasco and have a basic level of English. With different styles of learning: 65% Visual that they prefer using pictures, images and spatial understanding, 25% aural they prefer sound and music and 10% kinaesthetic where they prefer using hands and writing. Begins with a video about the grammar “Present Perfect” and what does it represents the different slides, they have to write in your notebook the examples and then they have to do mental map for the end of the class and finally present to the classmates in the classroom.

Then, difference between assessing and testing is mentioned to emphasize the importance on selecting the best way of grading. The lesson plan and its evaluation are shown as a score to integrate the four skills: writing, reading, speaking and listening. This use of language, vocabulary and intercultural activities in order to achieve the goal for learn english language.

It is possible to find a definition like the author Keefe (1988): styles of learning where the students act according with interactions, situations and environments”.

In general where (Woolfolk, 1996:126), explain that if the teachers use the differentstyles of learning we will have better students and the high of level

increase. In the other hand, Revilla (1998) mention that styles of learning can be change according with the personality, emotions of the each person.

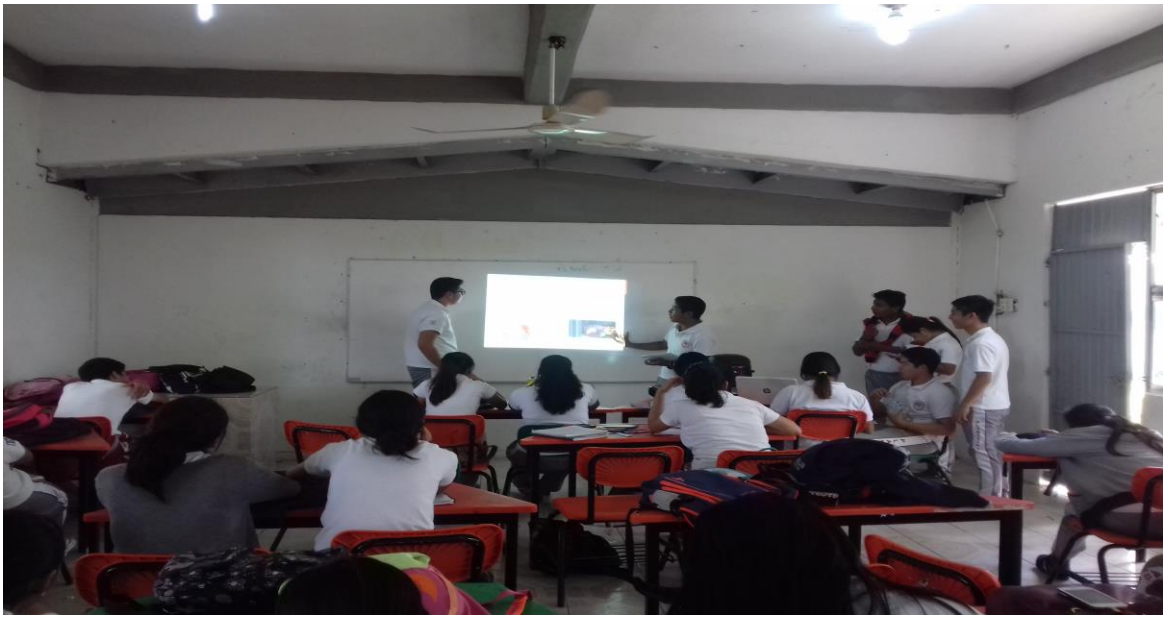
Moreover Kolb shows 4 different styles: active, reflexive, theoric and pragmátic (Alonso et al, 1994:104). Moreover the PNL has three different visual, auditiva y táctil (Pérez Jiménez, 2001).response. I believe that this stimulus can be any type of input that causes the learner to change his/her activity or behavior, for example thoughts, emotions, and sensory activity. At school I can see the response is what the learner does as a result of a given stimulus. Under this framework, learners must not only be exposed to a stimulus at least once, respond to the stimulus, but must also receive some type of feedback. In my clases I try to use lesson “Construye-T”, one lesson per week because the student can be motívate and take more responsability for do the homework and participate in the activities.

Another way to express this idea that learning requires multiple stimulus-response opportunities is to say that learning is a reiterative process between stimulus-response, which means it happens repeatedly and over time. In my case the students are 15 to 18 years and also the “generation milennials” it could be different because they want to learn english language with music, movies, videos accrding with their interets but they does not like write the gramar as result I have

to design strtegies by team for the students increase your abilities of the languages speaking with their parners. Moreover Bloomfield explains the development of language. First, heargues that language is speech (not writing). The basis for his assertion is that speech occurs before writing. He supported this argument by reference to three important facts. Krashen proposed the Affective Filter hypothesis. He believed that when students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed to cannot be acquired. On the other hand, if students are comfortable and calm their filter is lower or their affective filter is down. In this condition, the language input that your students receive can be readily learned.

According with this authors Krasthen I am agree with him because the enviorement in the classroon it is neccessary for relax to the student as result they can learn better. Studying the cultura we can understand the organized human mentalsystem, Vygotsky proposed a research methodology: the genetic model(6). This method tries to uncover how the mind develops as a result of its close interaction with the social world through tools which are both physical (e.g., pencils, calculator, textbooks, etc.) and symbolic (e.g., language, both written and oral). In this course, we are interested in language, a symbolic tool. Therefore, before discussing the genetic model we want to open a parenthesis and briefly discuss what we mean by language as a symbolic tool that we use to regulate our cognitive operations.

This project of the English specialization, I will analyze and carry out a series of activities intended to develop in my students' language competences. I will incorporate the use of technology for this purpose and make reference to the topics seen will first provide my reflections on the methodological principles and approaches. Moreover I based my activities on guidelines for developing listening, writing, Reading and speaking activities.



The Project based learning (PBL) is a well known method for imparting thinking competencies and creating flexible learning environments. Advancing in the low achieving students. This is an on-going challenge for educational systems. Routing low achievers into low learning tracks creates a vicious circle. In order to extract pupils and their teachers from the on-going cycle of failure, and to promote pupils cognitively and emotionally, four steps were taken defining significant goals for the pupils as well as for the teachers, changing the learning environment, carrying out original projects taking advantage of the pupils special skills and abilities, and changing assessment methods for project-based learning activities in the classroom.

Formative assessment is defined as the process used by teachers and students to recognise and respond to student learning in order to enhance that learning, during the learning. The findings indicate that the teachers used two kinds of formative assessment, planned and interactive. Planned formative assessment involved the teachers eliciting and interpreting assessment information and then taking action. It tended to be carried out with the whole class. Interactive formative assessment involved the teachers in noticing, recognising and responding, and tended to be carried out with some individual students or small groups. This paper discusses these two types of formative assessment, how they are related, how they are integral to teaching and learning processes, and how they are dependent on teachers' pedagogical knowledge.

According to Gillis,G (20013) The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages.

The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with the speaking skill. Gillis. G (2013) The Importance of Speaking Skills October 17, 2013 Retrieved from www.geraldgillis.com/importance-speaking-skills/

Some factors contribute to the complexity of the speaking process. However, they can be organized under two key components of spoken language. Spoken language needs to be first, accurate and second, fluent. When students develop both accuracy and fluency, they become successful and confident at

communicating in English. Students' speaking skills will improve as teachers use activities that specifically develop speech accuracy and fluency.
Accuracy
Speaking accurately means being able to use the correct sounds, words, and grammar when speaking. Spoken language needs to be accurate in order for communication to be successful. Vocabulary - Knowing enough words to produce spoken language is the very first thing students need to learn.

- Sounds - Accurate spoken language is produced when students can correctly pronounce the words that they use when speaking. Not knowing how to correctly articulate certain sounds often causes miscommunication and misunderstanding.
- Grammar is another equally important factor in learning to speak because it allows students to place words correctly within sentences and ultimately enables them to carry on meaningful communication.
- Culture - Every aspect of life is subject to certain cultural patterns and rules. So when people are communicating, the knowledge of what is appropriate when and where always comes up.

Fluency
Speaking fluently in a new language requires the ability to speak with appropriate speed, acceptable flow, and proper tone of voice. When students are first learning to speak, they often tend to focus on their language accuracy and this focus frequently slows down their speech causing them to be less fluent. With students at the high intermediate and advanced levels, you should focus on fluency. To develop speaking fluency, you can focus on the following features:

- Speaking rate - Students need to speak with acceptable speed. Speech that is too slow or too fast results in miscommunication. When students pause too long or too many times, such as after every word, they speak too slowly. On the other hand, students who do not pause properly while speaking also produce incomprehensible speech. So you need to help your students speak at an appropriate rate by teaching them how and when to pause.

- Stress - When a syllable sounds louder and longer, it is called a stressed syllable.When students learn to place stress correctly in words, their language accuracy and fluency improve.
- Intonation - When people speak, they use high or low tones to convey different meanings. Teaching has to students how to use intonation correctly will help them with both accuracy and fluency.
- Reduced words - In spoken English not all words are clearly said. In fact, many words are used in shortened forms and some words even get combined. For instance, you can explain that within a sentence, nouns, verbs, adjectives, and adverbs usually get stressed and said clearly. But, connecting words, helping verbs, pronouns, and prepositions often get reduced.

As you can see, speaking in a new language is truly a complex process that includes many important elements. For this reason, developing speaking skills in students can be a long journey. You can make the journey shorter and more pleasant by using activities that have characteristics that experience has shown to be most helpful. Characteristics of successful speaking activities Students' speaking skills can improve considerably when you keep in mind the following four principles of successful speaking activities suggested by Ur (1996).

Moreover, students should talk as much as possible during any class period. Plan activities that require students to talk during class. Participation is even.During any speaking activity, every student should have an equal opportunity to speak. You should carefully monitor classroom discussions and ensure they are not being dominated by a minority of talkative participants. Motivation is high.When students are highly motivated to participate in classroom discussions, they overcome fear and eventually develop stronger speaking skills. You can keep students motivated by selecting topics that your students are interested in or already know. Playing games or having contests will also keep students excited about participating. Language is at an acceptable.

Dialogues

Dialogues and drama are another way to get students talking. With dialogues, students are assigned roles and given scripts for their parts. Then they practice reciting their lines and perform when ready. This is a good way to build confidence in learners because they know what they are saying is correct and that they know exactly when to say what. Students notice structures and learn new vocabulary, which helps develop their speaking accuracy. Students also get to practice speaking fluently as they focus on pausing and using intonation in the right ways to deliver authentic performances.

Role-play

Role-plays are like dialog performances, but there is no predetermined script. You

assign students roles and a situation and they act accordingly using language they have learned previously. It helps to review the words and phrases they might need in the role-play before they start. Role-playing is a good way for students to practice using spoken language. It is helpful for all levels of students and develops both accuracy and fluency.

Conversations

Participating in classroom conversations is a common way for students to develop speaking skills. During conversation sessions, students and teachers talk about topics that are interesting to them and at the right level for their language skills. As students speak extemporaneously, they build speaking fluency. Conversations are most suitable for use in intermediate and higher level classes.

Rehearsed presentations

To build your students' speaking accuracy and fluency, you may assign them to give short speeches on various topics. They should have a chance to think, research, plan, and rehearse their speeches. Rehearsed presentations are usually most successful when students are at intermediate and higher levels because they usually require stronger speaking skills.Songs and games

Using songs and games in teaching English is also good for developing students' speaking skills. Songs and games can be used for developing either accuracy or fluency.

- Based on your teaching philosophy and on your experience, which aspects would you take into account when designing and/or implementing online listening activities and explain the rationale behind them.

According to Sahr, Sarah classroom activities should have a beginning, middle, and end. Here's a quick summary of how you might want to enact a listening activity:

1. Prelistening:

The purpose of the Prelistening Activity is to prepare students for the actual listening task, to ensure student success, to get them excited about listening and most, importantly, to set the context for the listening to come so that they don't have to tackle it abruptly. Prelistening Activities should motivate students and answer the questions.

Three parts to Prelistening (you should do all three)

1. Think-About: Here is where we want to activate our students' prior knowledge by giving an opinion, looking pictures, brainstorming the text, among others. By doing so, we teachers are able to know how familiarized or students are regarding the topic and in what degree they can use what they know to solve the task. This schemata can guide their interpretation of what is being expected of them and help them spend less mental effort on figuring out what is being asked. However, the lack of background knowledge in our students will require some extra help like providing key vocabulary. Otherwise, the task would require a higher cognitive load that may overwhelm our students.

2. Vocabulary: Providing or eliciting key vocabulary related to the topic is quite important in listening. Why is that so? Not knowing words within a recording may prevent our students from getting the gist of the whole audio. As second language learners, we have surely experienced the frustrating sensation of being blocked because of one word that is crucial to get the idea. Thus, reviewing vocabulary, giving words list and eliciting vocabulary related to the topic may come in handy.

3. Predicting: Educated guessing is such an important part of teaching.(Predict for the title will be said) However, this requires higher order thinking skills development and this can only be possible when having students to think outside the box. The teacher has to make a great emphasis in being able to infer information from context even with scarce details.

While-Listening:

Students tend to listen carefully if they have a purpose or a task to perform based on the listening. A thorough procedure could be like the following. Students should:

• Listen to Main Idea: This listening is for understanding the general picture.(Draw what is described in the passage, Jot down key phrases and some details)

• Listen to Specific Events: Good for making timelines and categorizing. (Match or order pictures)

• Listen to Details: close activity, multiple choice questions, etc. (Complete a chart or graph,Take a phone message)

Postlistening:

There should always be some follow-up activities after listening, not necessarily for the purpose of checking comprehension, but to give the students the satisfaction of knowing the applications of what they have just heard to their learning or, even, to their life. The postlistening activities are often based on something from prelistening or while-listening activities.

Post-listening should not be considered as a mere test. It is merely checking to see if the students understood the passage and can use what they heard in the future. “How can I apply this to my life?”

These are the steps according to Sara we need to follow to prepare a listening activity with our students. However in my practice I don´t manage like that I used to ask to my high school. The students to check videos in you tube according with these videos there are different topics and I choose

some of them and I ask my students to check them. On the other hand, they only have to watch the video at home and when they were in class I ask some questions about the video that I prepared before but I have never made pre-listening and post-listening activities all the activities were while-listening.

The importance of using authentic materials and the impact of technology in teaching listening. For the last skill, I revised some considerations and aspects to have in mind when designing speaking activities. In the critical analysis, I will

explain the rationale behind the activities I propose to develop my students' skills and I will also provide the rubrics for the writing and speaking activities. I decided to have all the sessions linked by a topic that could be relevant and meaningful to my students.

I believe that, with this project, I realized that most of the activities I had been working with my students were lacking apurpose connected to the real world. I sometimes work with the communicative approach, but I am starting to incorporate some elements of the content and task based approaches because, it is very important that my students feel motivated and comfortable in the class.

Good assessments, that reflect good practices in language learning, are likely to have a positive washback both from the teaching perspective (what the teachers do in preparation or as part of the assessment) and the learning perspective. Indeed, as we pointed out at the start of this chapter, good assessments will actually offer real opportunities for learning (Tomlinson, 1995).

Self evaluation Davison and Leung (2009) offer a four-stage process to guide teachers in organising classroom assessments: 1. Planning assessments. 2. Collecting information on student learning through the assessment. 3. Making judgements about performance. 4. Providing appropriate feedback. As views on assessment have changed this whole process has become much more inclusive (Bullock, 2011). There is considerable interest in the idea of students selfevaluating and in getting the students to build up a picture of their own learning. You hear terms like reflection, peer evaluation, self-evaluation and self-assessment. All these procedures are attempting to make students better learners, to get them to think more about their own learning, to be aware of their own shortfalls and strengths. The ultimate goal is to make the students more independent learners and hopefully more motivated too. These processes are at the heart of assessment

since one of the key goals of assessment is to provide information that will help students in their learning.

The basic idea of a portfolio is to provide a much wider range of evidence of the language skills of a student. The roots of the idea probably go back as far as the work of Dewey (1916). Portfolios offer students the opportunity to demonstrate what they have learned and experienced with the target language. It can include a whole range of language evidence reflecting a much wider range of skills. It might include tests, readings, written work, essay plans, feedback and reflections. Norton and Widburg (1998: 237) describe a portfolio as 'a systematic and selective collection of a student's work that has been assembled to demonstrate a student's motivation, academic growth and level of achievement.' 158 | A practice-based exploration of technology enhanced assessment A practice-based exploration of technology enhanced assessment | 159 In our experience, a lot of teachers struggle with the idea of a portfolio because it is not always clear what to include in them. There is no one definition of a portfolio but the idea is that they demonstrate and reflect the language experiences that the student has had, and through this, demonstrate a broader picture of a student's language ability. It is not just the products of a portfolio that are of interest. The process of actually developing and finding content for the portfolio often means that both the teachers and the students play a role in the form they take.

Testing and assessment has changed enormously over the last 50 years and we believe that most of the changes have been very positive.

Technology has played a role in assessment for a long time but with the introduction of the internet, of Web 2.0 technologies and now mobile technologies, the role technology can play is greater than ever. There will be many teachers out there who are using technology in their assessments, but in general it is still not the case. The large majority of assessments are still paper-based and the use of ICT for assessment, just like the use of ICT for teaching, is still at a very experimental stage. To highlight the point, I have now used blogging as an assessment tool for

over 100 students, and yet not one had ever done a blog before as part of their assessment. Technology often bemuses teaches because it changes so fast. It is 'constantly evolving' (Beatty 2010: 8) and it is nearly impossible for teaching and learning to keep up with these changes. Try not to worry about this. Choose technologies that fit well with your assessment criteria and that will broaden your assessment base and don't worry whether they are the latest thing or not. Our view is that ICT can offer great affordances to assessment and we encourage you to make use of it, and in doing so hopefully broaden your assessment base. Try it on informal assessments with your class and gather plenty of feedback from your students. Remember, most teachers tend to introduce it step by step. You will certainly change and adapt your assessments as you learn more from using them. Most of the teachers we spoke to said their students were very supportive. It will be a step-by-step process but one that both you and your teachers will find very rewarding.

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ANEXO:

LESSON PLAN

Learning Objectives

Students will be able to use the present perfect tense in written and spoken language.

Introduction

- Ask your students to share some of the things they or their family members do every week.
- Have them talk about the actions using complete sentences. For example, a student may share: *I go to school. Dad does the dishes.*
- Write some of the sentences on the board (verbatim, even if they contain mistakes).
- Have volunteers read the examples and correct any mistakes they notice. To help them, you can ask a guiding question such as: *Does anything sound weird when you read it out loud?*
- Explain the different participles that a verb can have. If a verb describes an activity that's currently taking place (e.g. jumping), then it's a **present participle**. It if describes an action that's already happened, it's a **past participle**(e.g. jumped).
- Let them know that you can tell whether a verb is regular or irregular based on its past participle. If a verb's past participle ends in -ed (e.g. laughed), then it's a **regular verb**. If it doesn't end in -ed (e.g. ran), then it's an **irregular verb**.

Activity: Why not?

That tricky use of the present perfect to talk about *an action that happened in the past but that has relevance now* can be practised with a variety of drills. Here is example. Write the following on the board.

- Because I've seen it a hundred times!
- Because I've read it!
- Because I've finished my work!
- Because I've never met him!

Tell the students they must respond to one of your prompts with an expression from the board. Call on individual students and ask questions which will elicit one of the answers.

- Why don't you want to see Mission Impossible 2?
- Why don't you have your book today?
- Why are you sitting there doing nothing?
- Why don't you ask him out?

You can make your own questions and answers like this, or you can just make the questions and challenge the students to come up with their own (perhaps more creative) answers beginning with the sentence stem:

- Because I've …
- Because I haven't ...

The choice of the words *for* and *since* are often confused by students when using the present perfect. A game can be made out of these choices. Ask the students to make two signs that they can hold up (these can be a simple piece of paper folded over). Tell them to write *for* on one sign, and *since* on the other. When you call out a time expression, they must hold up the right sign. Write on the board *I have been in English class …* and proceed to call out the following times:

2002, last week, two weeks, a minute, hours, ages, when I was a child, etc.
Students hold up the right sign.

- 1976 – Harry and his family move to Kuwait.
- 1988 – Harry finishes school and starts working for Cleanoil, an American oil company.
- 1996 – Harry is promoted to manager at Cleanoil.
- 1997 – Harry meets Amina.
- 2000 – Harry and Amina get married.
- 2001 – Harry Jr. is born.

Make sentences about Harry's life up to now. Use the words.

Teachers can make their own examples, with their own lives. Then encourage the students to do a similar activity with their own lives as examples.

activity that is frequently used to practise the words *already*, *yet* and *still* with the present perfect is a travel itinerary. The following is a very simplified example:

The Martin family are on holiday in North America. Here are their travel plans Monday – Morning: Niagara Falls, Canada. Afternoon: fly to New York City.

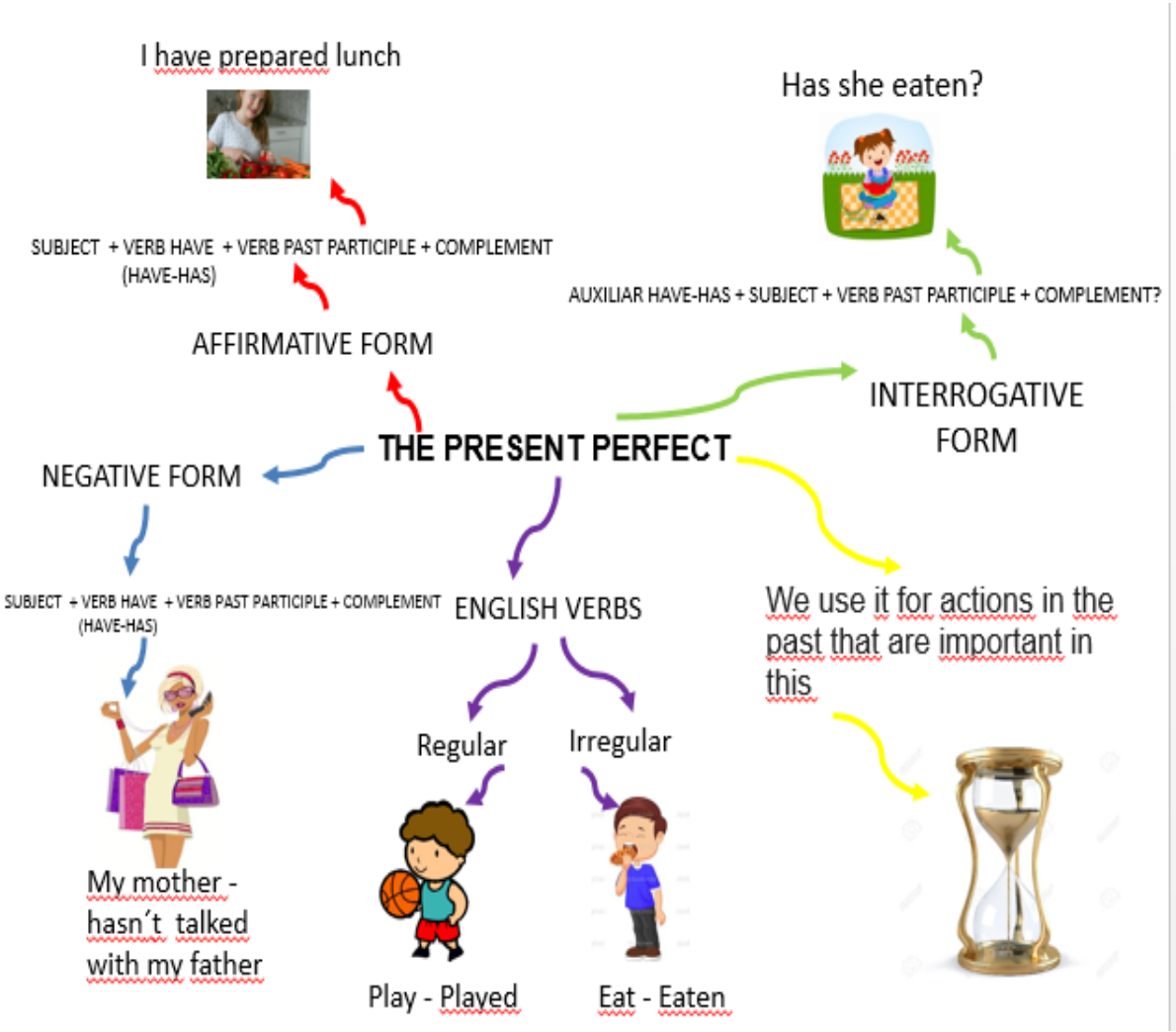
- Tuesday – New York City
- Wednesday – Morning: arrive in Washington.

- Thursday - Washington
- Friday– Morning: fly to Boston.

It's Wednesday morning. Are the sentences true or false?

- The Martin family have already been to Washington.
- The Martin family have not yet been to Boston.
- The Martin family have visited New York City.

You can use places that are more familiar to your students (towns and sites around their country, being visited by a bus tour of British pensioners for example).



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AFFIRMATIVE STATEMENTS

SUBJECT +	HAVE/HAS+	PAST PARTICIPLE
My mother	Has	Prepared lunch
I	Have	Prepared lunch

Negative statements

Subject	Have/has + not	Past participle
We	haven´t	Finished cleaning the house
My mother	hasn´t	talked with my father

Information questions

Wh word +have has +not	Subject	Past participle
Where have	They	
When has	she	Studied?

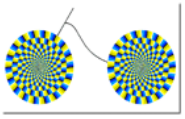
Interrogative Positive and negative

Have/ Has	Subject	Past Participle
Have	They	Done the laundry?
Has	She	Done the laundry?

Haven´t/ hasn´t	Subject	Past Participle
Haven´t	You	Gone shopping?
Hasn´t	She	Gone shopping?

1. Verbs ending in a silent "e"
When a regular verb ends in a silent e, only the letter d must be added. For examp

Infinitive	Past Participle
to close	closed
to move	moved



2. Verbs ending in "y"
When a regular verb ends in y immediately preceded by a *consonant, the y is changed to i* l *the ending -ed is added.*

Infinitive	Past Participle
to study	studied
to carry	carried

IRREGULAR VERBS

In addition to regular English verbs, there are many irregular English verbs, which do not form the past participle with the ending ed. The English irregular verbs are related to the strong verbs of the German language. Irregular verbs form their past and participle forms differently.

There is no set of rules to determine how these irregular forms are formed. The past participles of irregular English verbs are formed in an unpredictable manner, and must be memorized. I suggest memorizing them little by little.

Examples of irregular verbs are:

- speak (infinitive) – spoke (past tense) – spoken (participle form)
- (one form for the infinitive, a different one for the past tense and a third one for the past participle form)

Affirmative	Negative	Interrogative
I have eaten	I have not eaten.	Have I eaten?
You have eaten.	You have not eaten.	Have you eaten?
He, she, it has eaten.	He, she, it has not eaten.	Has he, she, it eaten?
We have eaten.	We have not eaten.	Have we eaten?
You have eaten.	You have not eaten.	Have you eaten?
They have eaten.	They have not eaten.	Have they eaten?

List of Irregular Verbs

Verb Simple Form	Past Simple	Past Participle	Write the meaning of the verb in Spanish
be	was / were	been	Ser o estar
beat	beat	beaten	Golpear, latir, derrotar (en competencia)
become	became	become	Llegar a ser
begin	began	begun	Empezar

UNIVERSIDAD PEDAGÓGICA NACIONAL
Especialización en Enseñanza y Aprendizaje
de Inglés como Lengua Extranjera

ANEXO 3

Instrumento de evaluación: Rubrica para Mapa Mental

Asignatura:	Tema o subtema:
Alumno (a):	Semestre: Grupo: Calif.

1 = No Satisfactorio 2 = Regular 3 = Satisfactorio 4 = Excelente

Criterios	Excelente	Satisfactorio	Regular	No Satisfactorio	Total
Título	El título claramente refleja el propósito/contenido del mapa, está identificado claramente como el título (por ejemplo, letras grandes, subrayado, etc.), y está impreso al principio de la página.	El título claramente refleja el propósito/contenido del mapa y está impreso al principio de la página.	El título claramente refleja el propósito/contenido del mapa, pero no está localizado al principio de la página.	El propósito/contenido del mapa no concuerda con el título.	
Nitidez del Color y las Líneas	El estudiante siempre usa Imágenes, conectores y el color apropiado para los aspectos específicos (por ejemplo, azul para el agua, negro para las etiquetas, etc.) en el mapa.	El estudiante usualmente usa imágenes, conectores y colores adecuados	El estudiante en algunas ocasiones usa imágenes, conectores y colores adecuados	El estudiante no usa imágenes, conectores y colores adecuados	
Selección del Color	Todas las líneas están dibujadas con una regla y los errores han sido ingeniosamente corregidos y las características específicas están coloreadas completamente.	Todas las líneas están dibujadas con una regla y la mayoría de los errores han sido ingeniosamente corregidos y la mayoría de las características específicas están coloreadas completamente.	La mayoría de las líneas derechas están dibujadas con una regla, la mayoría de los errores han sido ingeniosamente corregidos y la mayoría de las características están coloreadas correctamente.	Muchas líneas, errores de corrección, y/o las características específicas no están ingeniosamente hechas.	
Contenido temático	Identificó más de 5 ideas principales y secundarias	Identifico	Identifico	Identifico	

		correctamente por lo menos 5 ideas principales y secundarias	correctamente por lo menos 5 ideas principales y secundarias	correctamente por lo menos 3 ideas principales y secundarias	
Etiquetas y Nitidez de las Caracterís-ticas	90--100% de las características específicas del mapa pueden ser leídas fácilmente	80--89% de las características específicas del mapa pueden ser leídas fácilmente.	79--70% de las características específicas del mapa pueden ser leídas fácilmente.	Menos de 70% de las características específicas del mapa pueden ser leídas fácilmente.	
				Suma Total	

*En la columna en blanco, colocar la "escala de valoración, 1, 2, 3 ó 4" dependiendo de la evaluación obtenida por cada aspecto.

Tabla de ponderación

Puntuación: 20 – 18	**Calificación: 10**	**Puntuación: 11 – 9**	**Calificación: 7**
Puntuación: 17 – 15	**Calificación: 9**	**Puntuación: 8 – 6**	**Calificación: 6**
Puntuación: 14 – 12	**Calificación: 8**	**Puntuación: 5**	**Calificación: 5**

Evaluador

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Docente

CONCLUSIONS

This document presents a continuous research that has used qualitative and quantitative tools for exploring student progress in the affective and the cognitive domains. The research tools were: Analysis of student' homework, observations of class activities, Reading and speaking activities, teachers and school management and assessment of students. The findings indicate that scientific-technological PBL elevated pupils' motivation and self-image at all levels and achieved significant affective learning. The activities over three years are summarized and show an increase in the number of students achieving the college admittance requirements. Most of the low-achieving pupils succeeded with distinction in the same matriculation exams that the high-achievers did in the same school.

Planning has to plan on time according with the objective, student`s competences and show them clearly the goals to achieve. Process: Teacher has to evaluate all the process in the assessment during the class. Secuency: Teacher has to include the 4 skills with the different activitiesIn the design of the corresponding about lesson plan, it is important consider for the elaboration of the plans: diagnostic of the group, study programs, strategies and theories that to high-quality education and receive contents and skills that allow to the students to obtain the learning needed to face the challenges of the XXI century.

As reference Reimers and Cárdenas (2016), it is in the definition of 'competency' incorporated to the curriculum where the articulation, pertinence and correlation

with the national educational goals established by the educational systems, such as the Mexican one, are observed.

Teaching is directed strictly by the teacher: it is impersonal, homogeneous and prioritizes the accumulation of knowledge and not the achievement of deep learning outcomes fragmented in academic semesters, classes, subjects, and memory is prioritized, with the consequent accumulation of disconnected contents; knowledge governed a strict calendar of activities in which students are told, rigorously, what to do and what not to do, and new technologies incorporated into old practices.

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