



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“MEET YOUNG IMMIGRANTS”**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA  
EXTRANJERA, MODALIDAD EN LÍNEA**

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**México, DF. a 13 de Junio del 2021.**



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**Campus Ajusco**

CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS  
Y  
COORDINACIÓN DE POSGRADO



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**FINAL PROJECT**

**“MEET YOUNG IMMIGRANTS”**

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**DATE: JUNE 13TH, 2021**

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## INTRODUCTION

To develop the acquisition of a new language we must consider different aspects of the system of language, but I think the most important one is the one related to the use of language as a tool for social interaction to build understanding among people at a global level, that this interaction allows to accept and respect the different ways of expressing individuality; to respect, appreciate, and recognize the richness of all cultural expressions from a reflective and understanding perspective. In this way, the elements used in language teaching must be meaningful forms that unite the form (syntax), the meaning (semantics) and its use (perspective of social interaction).

In this way we can ensure that students are able to personalize these elements, appropriate them and use them in their daily lives. For this, the creativity of the teacher is a key element, the variety and the reflective use of teaching materials, and by reflective I mean that the materials must meet the characteristics of coherence and cohesion, which must be suitable for the proposed purposes. Another fundamental element is to reflect on the teaching educational practice itself, study the theories about linguistics and communication, its different postulates and how all this can improve, on the one hand, the performance and teaching practice, and on the other hand, meet the established criteria in programs for students to use the language as an instrument of social interaction. To achieve these objectives, tasks must be designed and applied based on the action-based approach that takes as fundamental elements of the development and acquisition of communicative competence the cognitive, emotional and intentional aspects that the students use to communicate their needs and express their understanding of the meanings of communicative interaction. Supporting this trend, new methodologies have been developed in the sense of working with the language in use, leaving behind the perspectives that only propose working with language as a system.

In relation to the Teaching of Communicative Language which emphasizes the use of strategies to develop communicative competences more than linguistic competence, which focuses on the use of the target language in everyday activities and situations<sup>1</sup>, I particularly apply activities such as drills that we practice for a considerable time to use the English language correctly; another activity is to perform certain dialogues (role playing) in front of the class that are based on real situations - a lot of prior practice - in this way my students can acquire meanings and linguistic forms that allow them to perform a certain function or role.

I present to my students visual aids that contain information from their context and we form meaningful and comprehensible dialogues -to their level of cognition-. When I use this methodology I don't stop to explain grammar rules in depth (but I do it when necessary), rather, I focus on my students speaking with a certain degree of fluency. We do some kind of competitions in which my students engage very actively, and I have realized that they enjoy, they even ask me: Teacher, today are we going

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<sup>1</sup> <http://eeai.e.upnvirtual.edu.mx/mod/book/view.php?id=2850&chapterid=6235>

to play and compete? So, you can see that my students find interesting, dynamic and productive the use of CLT approach and strategies.

According to the Task Based Teaching Learning TBLT approach, which among other goals and objectives, offers the opportunity for natural learning inside the classroom and, emphasizes the meaning without ignoring it; the tasks are intended to engage students in genuine problem-solving activities at some level, and the teacher becomes more of a helper.<sup>2</sup>

In current times, the work of teachers is crucial for the development of the country (it always has been). In this sense, to cope with the context of globalization and the expanded use of communication technologies, I believe that we teachers must be committed to professional updating.

The modality of study, the contents of the Specialization and the historical moment due to the COVID-19 pandemic, made us see the importance of the use of digital technologies and their potential applications in the field of education.

Today, technology offers a number of useful resources for interaction in the classroom and outside of it, it is up to teachers that at the moment of selecting them they meet certain criteria of use and meaning. Teachers of a foreign language must ensure that when choosing materials and technological resources also seek to encourage their reflective and constructive use.

Due to the great variety of resources, it could be thought that any material is suitable for the purpose of enhancing learning, however, we cannot implement activities that do not have a clear objective. We must take into consideration a series of institutional factors set by SEP. If we follow a modernizing trend just in order for our educational practice not to be considered outdated and we do not take the whole context into account, the decision to incorporate technological resources into our classes, could be a meaningless and frustrating experience, both for us as teachers and for our students.

Once we have understood that the use of communication technologies must have a clear purpose, we must recognize that, indeed the use of technologies in language learning provides us with enormous benefits in the development of the communicate skills; since there is an a component of interaction, either synchronic or asynchronous, which gives an air of freshness and novelty to the process.

Generally, young middle school students use communication technologies for recreational purposes, but if we look at it from a positive point of view, this also means a certain amount of exposure to the English language because much of the content they access is programmed in this universal language, it does not matter if the producers or manufacturers are Asian, the language will always be English.

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<sup>2</sup> <http://eeai.e.upnvirtual.edu.mx/mod/book/view.php?id=2867&chapterid=6282>

In the development of the communicative competences, of the four language skills, teaching and learning the skill of listening is one of the most difficult to acquire. In my case, as an NNS and ESL student it was a very complicated task, contrary to the syntactic aspect, reading or speaking. Due to my experience now I know about the difficulties of developing the listening skills. One thing is to listen to academic audios from a textbook that have very simple features, and another thing is to listen to real audios, because students have to recognize a bunch of new sounds and words in a conversation or speech and it is not the same to read a text and make pauses than to listen to it and try to understand the intention of the interlocutor. And yes, it is true, most students generate an idea that they are not able to understand the spoken language (as at a certain stage happened to me).

As an ESL teacher, I am focused on learning strategies that in one way or another will allow my students to have a rewarding experience about learning the English language in class. Therefore, I am dedicated to developing strategies for the acquisition of the four skills, but I am somewhat more focused on listening and speaking since these two are a central part of the communicative aspects. Because certainly, by not developing adequate strategies and activities for the acquisition and strengthening of the aural skill of listening and the speaking domain, our students at some point will lose interest in learning the language, perhaps they will be filled with frustration because they do not understand those new words and use them in context with meaningful intention, and they will feel lost, and even they can develop a mental block; which is something I do not want to happen to my students.

The interaction in a second language, in the case of Mexican students, is limited by the elements of the context, I mean that this interaction occurs among students who speak the same L1 and the knowledge of their cultural context, although it facilitates the process, leaves it somewhat incomplete when developing intercultural competence. And it is precisely this aspect of interculturality in which ESL teachers must work, designing strategies, materials and activities so that our students develop critical thinking, but above all, to develop awareness of the importance of knowing cultural traits, beliefs and ways of interaction observed among the world population.

As we grow and develop, our social groups become broader and more diverse; this is a normal trend in the development and growth of an individual in society. In this way our network of relationships also becomes broader, more diverse, complex and interesting.

To view how the world and its inhabitants have reached an understanding of their relations, we must take into consideration an omnipresent agent in our lives. From the mid-nineties a new actor was born and began to influence the form and dynamics of social relations worldwide, the internet.

Relatively not long ago the term "diversity" came into our lives, but our young students were already born into this social paradigm that comprises the concept of "diversity". And thanks to this agent our young population has a broader view of the world and its complex functioning.

Yes, perhaps we should also mention that television and newspapers opened the doors to new settings, cultures and customs; but television and newspapers are produced with certain economic interests and

what we now see on the Internet does not necessarily respond to those interests and therefore there is more freedom in the content, which allows us to understand other realities.

The mass media are *par excellence* the means that have allowed us to "get to know" other places on the planet and their cultural expressions of all kinds; however, many media - the printing press, radio and television - are in some way limited in their content and in the way they are distributed. But the internet is an omnipresent whole in the lives of citizens living in cities and in many cases even in rural places that have the possibility of accessing a WiFi connection.

Information and communication technologies give us the opportunity to peek into other worlds, to explore them, to form an idea and compare them with our reality. We realize that each region of the planet has a particular way of living, that cultural expressions emerge from that way of life that on many occasions are very different from the way of life that we practice. However, despite the differences, we have learned - and we continue to do so - to respect, understand, reflect, accept, and even practice and incorporate certain cultural customs and usages into our lives.

I am quite sure that those who least have problems with the phenomenon of interculturality, diversity and the acceptance of what is different, are young people; because they have grown up with a device that interconnects them and that is always in their hands, it offers them a great variety of content that shows what life is like in every corner of the planet. Countless applications give them access to a global community and by being in global contact, their perception of other realities permeates their concept of themselves and of others.

The importance of teaching the culture of other social groups and countries is based on the idea that our students, given their interaction through the use of Information and Communication Technologies, are individuals who are shaping an identity that is permeated by the cultural contexts reflected in these network materials, and that teachers cannot ignore this issue, on the contrary, we must take advantage of this new reality and incorporate it to achieve the academic objectives that should include the development of intelligence, sensitivity, aesthetic appreciation, and spirituality; and this will be achieved only if we take into consideration the richness of diversity that can be seen through the cultural expressions of the different human groups around the world.

The phenomenon of globalization forces us to move within a world where the English language has become the lingua franca par excellence, regardless of nationality, the inhabitants of the world are interacting more than ever in this language. Therefore, due to this new interaction paradigm, we ESL teachers must understand and teach our students, in addition to the development of communicative competence of the target language, skills that allow them "to communicate effectively in a range of cross-cultural contexts"<sup>3</sup>.

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<sup>3</sup> <http://eeai.e.upnvirtual.edu.mx/mod/scorm/player.php> M3.U1. L1 pp. 5



## **CHAPTER 1. PHILOSOPHY AND THEORY**

### **1.01 TEACHING IDENTITY AND PHILOSOPHY**

Since I was a youngster, I watched my teachers, of any subject, and perceived them as models to be followed, and finally that is what I am doing up to this day.

Most of my teachers were people who –I am sure- love what they were doing, some very strict but somehow nice, and others kind of lax but responsible of their professional role.

Back then, I used to think that my teachers were extraordinary people who not were like the rest of humans –adults-. I have lot of good memories about my teachers and school.

Now, that I am a teacher, I want my students to enjoy the process as much as it is possible. Every single day I provoke a smooth atmosphere so they feel totally confident in class. I always tell them to be ready to learn, it does not matter if they hesitate or even if they fail attempting pronounce a new word, spoken or written. I clearly state that failure is part of the process of living, in any field; that we learn more when a mistake come across in our ways.

Thereby, you can see that my philosophy of teaching is that children and adolescents must enjoy the process by having fun meaningful activities that really catch their attention and fulfill their interests, such as those related to TV series, music, trending topics, technology, literature (I share my taste for Brothers Grimm’s literary works and to my surprise my pupils react with awesomeness when they realize what most Disney productions are based on).

Talking about issues regarding to lesson planning, school facilities and technological resources and my students’ cultural or ethnic backgrounds, and the number of these in class (among many other) are topics that matter when I teach, but I am completely sure that what is more important to overcome a drawback is teachers creativity and passion for what they are doing.

In relation to my performance in class, I am very aware that playing my role, as a professional who has in his hands the possibility of influencing certain attitudes, behaviors and behaviors of my students, must be attached to a professional ethic of respect, tolerance and inclusion. I also understand that the relationship with my students is of an asymmetric type that puts power on my side because I am the authority in the classroom, but that I should not use this authority to be authoritarian but rather to establish rules of healthy coexistence and to select and implement strategies that promote meaningful learning and that there is no harm or detriment to the self-esteem of my students, but rather promoting

their human development by respecting their interaction patterns and taking advantage instead of seeing them as an inconvenience for the evolution of their process.

I have understood that the teaching-learning process has affective and not only cognitive aspects, in that sense I have modified my teaching practice to - to the extent of my possibilities - meet to those areas of the human development of students.

In some way and through some actions, among which I could mention at this moment, is the observation of the practices of some fellow teachers who, I believe, have considerable success in their classes. Another aspect that has shaped my teaching philosophy is my participation in continuous improvement programs. One important thing in this regard is that I always keep in mind some meaningful and sobering experiences in the classroom that have been very instructive in terms of changing my philosophy from being a strict teacher to becoming a teacher more open to interpersonal communication with the students.

In current times, the work of teachers is crucial for the development of the country (it always has been). In this sense, to cope up with the context of globalization and the expanded use of communication technologies, I believe that we teachers must be committed to professional updating.

The cognitive resources achieved so far in this specialization have made me reflect on the importance of knowing and integrating the proposals of the models and their strategies for an improvement of the teaching-learning process in our practice on a regular basis.

Although public education programs continue to be designed with the intention of covering the greatest amount of thematic content in a very short time, we teachers have the possibility of adapting and adjusting them to the needs that we observe in our classrooms.

From the most behavioral perspectives to those strategies that propose the acquisition of communicative competences, we must find a balance between the benefits of each model so that when implementing them we seek the integral development of the linguistic and communicative competences stated in the study plan of SEP.

It is well known that schools in Mexico lack many aspects necessary to carry out our work in the best way. However, it is also very true that teachers make a tremendous display of creativity when carrying out their activities in the classroom, from bringing their own resources such as a tape recorder or speakers to school, to writing on "flip charts" because blackboards are in very bad shape.

There are several core concepts that I have recently incorporated into my teaching philosophy and my identity as a teacher, the communicative approach, the teaching of language as a social practice, and intercultural competence.

I understand that classes for high school students today should help them develop competencies to express their thoughts, feelings, intentions and in general use the language in "real life" so that when students are involved in a real communication, their strategies for language acquisition are used, and this will help them learn to use language to negotiate meanings and avoid breakdowns.

The next concept has to do with the creative use of digital resources. During the Specialization, our training was very focused on the use of information and communication technologies for teaching purposes. Through searching, I discovered useful digital resources, applications, platforms and other technologies focused on teaching and learning the language.

The use of technology in the development of communication skills in L2 is an incredible support for these purposes, or at least it should be for all the ones who are learning a second language or any subject because there are plenty of tutorials that teach people of any age to learn or to make countless things according to their interests and needs. And I cannot avoid mentioning that having lots of tech resources on hand does not necessarily mean L2 students use them for educational or academic purposes. Generally, young middle school students use communication technologies for recreational purposes, but if we look at it from a positive point of view, this also means a certain amount of exposure to the English language because much of the content they access is programmed in this universal language, it does not matter if the producers or manufacturers are Asian, the language will always be English.

Another key concept that I have taken into account to develop my lessons and now form part of my practice is the teaching of the intercultural competence.

Relatively not long ago the term "diversity" came into our lives, but our young students were already born into this social paradigm that comprises the concept of "diversity". And thanks to this agent our young population has a broader view of the world and its complex functioning.

Information and communication technologies give us the opportunity to peek into other worlds, to explore them, to form an idea and compare them with our reality. We realize that each region of the planet has a particular way of living, that cultural expressions emerge from that way of life that on many occasions are very different from the way of life that we practice. However, despite the differences, we have learned - and we continue to do so - to respect, understand, reflect, accept, and even practice and incorporate certain cultural customs and usages into our lives.

I am quite sure that those who least have problems with the phenomenon of interculturality, diversity and the acceptance of what is different, are young people; Because they have grown up with a device that interconnects them and that is always in their hands, it offers them a great variety of content that shows what life is like in every corner of the planet. Countless applications give them access to a global community and by being in global contact, their perception of other realities permeates their concept of themselves and of others.

Young people are always an agent of change, there are certain spaces where they concur and from the interaction new expressions arise, beliefs are modified, new cultural practices and ideological positions are born before the phenomena that arise in society. Spaces are not always physical - and most of those that most modify the perception of reality and cultural practices are virtual, we have, for example Facebook, YouTube, Instagram, Twitter, Tik Tok; just to mention those that are most popular among my students-, but a physical space for coexistence and encounter where young people interrelate, strengthen ties, form groups of common interests, etc., is the school.

The school, both as an agent that allows mobility and social progress, or as an agent that enables socio-emotional development, is a space in which diverse cultural manifestations can be observed. We teachers are not individuals who only "teach" a subject, no, we also play various roles as promoters of the full development of our students. A fundamental aspect of this development is education in values, which contributes to the development of cognitive skills, of the mind and body, of a way of thinking and analyzing the different aspects of life and its manifestations, so that our students can be subjects of change in society.

## **1.02 THEORY UNDERLYING MY TEACHING PRACTICE AND IDENTITY**

My teaching practice began more than twenty years ago, and began to teach with the knowledge of the L2 and the pedagogical training that I "copied" from my teachers; but I did not know anything of theories or approaches. Certainly my practice was reduced to using one or two methods that I now know what they are called: The Grammar Translation Method, and the other is The Audiolingual Method.

However, as time has passed, I have been incorporating more techniques and methods into my practice (without having studied the rationale behind them). The method that I use the most in face-to-face classes is the Direct Method. And now that I have acquired a lot of knowledge during the study of the Specialization in Teaching and Learning the English as a Foreign Language, I have incorporated more methods, approaches, techniques and activities so that my work in class has a significant effect on my students, so that they can develop competences that allow them to communicate in real life situations,

that they can know how to solve communication breakdowns and know how to negotiate meanings in a different contexts, to develop a critical thinking and an intercultural perspective.

Next I will expose the methods, theories, principles, hypothesis that now, in one way or another, I have integrated into my educational practice, there are many others that I would like to take as basis for my practice, however, I will only mention those that I have incorporated into my teaching work.

### **1.02.01 THE LANGUAGE TRANSLATION METHOD**

The method focuses on the literature and grammar of the target language, with passages being translated into and from the mother tongue. Consequently it tends to be very much text-based. Typically, the teacher gives instructions and grammatical explanations in the mother tongue. Little or no attempt is made to teach pronunciation<sup>4</sup>.

### **1.02.02 THE DIRECT METHOD**

The direct method focuses on full immersion in the classroom environment where not one word of the students' native language is spoken. The focus is not on grammar but instead on learning through listening and speaking<sup>5</sup>.

The beginnings of the Direct Method were during the late 19th century. Aural (heard) and oral (spoken) aspects of learning a language are more important than reading and writing for this method.

#### **Principles**

1. Language is not contained in books. Instead, language is connected to words which are produced orally and perceived by the listeners.
2. Language is about communication and not about being able to understand literary pieces of written language.
3. Language learning can be better achieved by finding native speakers as informants.
4. Languages of the world are different and should not be taught by comparing the structures to European languages.
5. All languages have an oral form; not all languages have a written form. This observation explains the importance of oral input in the process of language learning.

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<sup>4</sup> <https://www.tefl.net/methods/grammar-translation.php>

<sup>5</sup> <https://blog.alo7.com/esl-teaching-methods-what-is-the-direct-method/>

6. Children learn oral languages first; only later in life will they acquire a written form.
7. Native speakers learn language not by reading a grammar book but by hearing and using the language.
8. Learners will have more success learning the language if they are interested in the society using the language<sup>6</sup>

### **1.02.03 THE AUDIOLINGUAL METHOD**

Audiolingualism became popular in the years following World War II. The method was first used to quickly train soldiers in the mastery of a foreign language. They developed training programs that relied on mimicry-memorization method. Through drills and repetitions, soldiers learned structures that helped them use the foreign language. Due to its success with soldiers in the army, politicians saw the need to train young Americans using this method – which began shortly after the Second World War.

The Audiolingual Method is based on the idea that learning a language involves the formation of habits (from behaviorism) and on principles of structural linguistics. Under this framework language was associated with acquisition of verbal behaviors. These (linguistic) behaviors were to be taught through imitation and practice. Positive verbal behaviors were solidified via positive reinforcement, such as praise and encouragement.

The goal of second language learning is to reach native-like proficiency. Learners will eventually process language at a subconscious level, as native speakers do. The use of the first language is not allowed in the classroom.

Adopting the stimulus-response principles of behaviorism, learners need to use language without having time to focus on the form. This can be realized via the use of memorization of texts and dialogues and also through the use of drills.

Drills should be taught without a focus on grammar. If grammar is to be taught, it needs to be brief since the focus is on repetition and internalization of structures, not on analysis of structures.

Teachers must first teach listening, speaking, then reading, then writing. This ordering follows the order of acquisition of first languages<sup>7</sup>.

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<sup>6</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2850&chapterid=6226>

<sup>7</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2850&chapterid=6229>

#### **1.02.04 THE COMMUNICATIVE LANGUAGE TEACHING**

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Example: Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication.

In the classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials<sup>8</sup>.

“Communicative” is a term which involves the appropriate usage of language within a specific social context; in order to make this possible, our students need to acquire meanings and linguistic forms to know how to perform a function.

Communicative Language Teaching (CLT) as a style intended to redefine what students have to learn in terms of communicative competence rather than linguistic competence; the crucial goal is the ability to use the language appropriately rather than the grammatical knowledge. Like the Audiolingual style, CLT often resembles behaviorist views of learning<sup>9</sup>.

#### **1.02.05 KOLB’S EXPERIENTIAL LEARNING MODEL (CONCRETE EXPERIENCE)**

The humanistic and constructivist approaches to education, which emphasize that learning occurs naturally, include David Kolb’s Theory of Experiential Learning. Kolb proposed that experience was critical in the development of knowledge construction, as learning occurs through discovery and active participation. Kolb defined learning as the process whereby knowledge is created through the transformation of experience.

There are two parts to Kolb’s Experiential Learning Theory. The first is that learning follows a four-stage cycle. Kolb believed that, ideally, learners progressed through the stages to complete a cycle, and, as a result, transformed their experiences into knowledge. The second part to Kolb’s Theory focused on learning styles, or the cognitive processes that occurred in order for acquire knowledge. Essentially,

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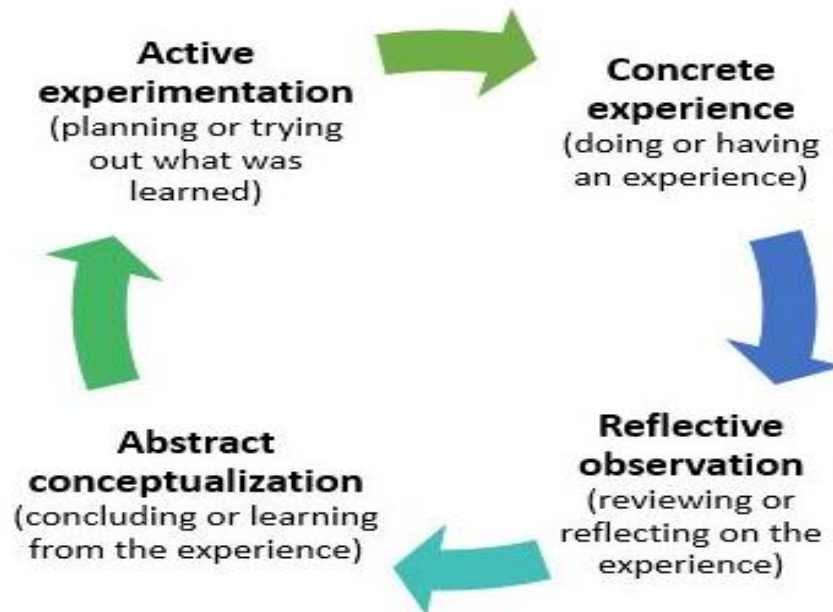
<sup>8</sup> <https://www.teachingenglish.org.uk/article/communicative-approach>

<sup>9</sup> <http://eeai.e.upnvirtual.edu.mx/mod/book/view.php?id=2850&chapterid=6235>

Kolb believed that individuals could demonstrate their knowledge, or the learning that occurred, when they were able to apply abstract concepts to new situations.

Completion of all stages of the cycle allows the transformation of experience to knowledge to occur. Kolb's entire theory is based on this idea of converting experience into knowledge. With each new experience, the learner is able to integrate new observations with their current understanding. Ideally, learners should have the opportunity to pass through each stage.

Experiences are central to Kolb's theory, as he viewed it as a process by which something must be changed or transformed. Memorization or recollection of ideas taught does not equal learning, as no value has been added to the learner. Kolb's model acknowledges that something must be generated from the experience in order for it to be defined as learning<sup>10</sup>.



Taken from: <https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/>

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<sup>10</sup> <https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/>



The following are theories and concepts that have shaped and broadened my understanding of the nature of language and its attributes, which I have found it is a very necessary knowledge to improve my teaching practice.

#### **1.02.06 STRUCTURALISM-FERDINAND DE SAUSSURE**

This school of linguistics, also contributed to early thought and research in SLA in at least two important ways. First, language was conceptualized as complex structures. Each part of the language structure could be analyzed with reference to the larger structure. Structuralism rejected any “mentalist” approach that is, any approach that took account of the user as a creative generator of language. Behaviorism and structuralism concerned themselves with describing language phenomena in purely objective terms.

Structuralism was concerned with describing several aspects of the language including the phonology (phonologists studied the sound system of a language), syntax (syntax refers to the grammar of a language patterns including word order and question formation. Syntax of a language refers to the rules governing how sentences are formed in a language, and determining possible combinations of parts or constituents within a sentence), and morphology (is the study of word formation in a language, or in other words, it studies the smaller units of meaning/function which are called morphemes).<sup>11</sup>

#### **1.02.07 GENERATIVE LINGUISTICS-NOAM CHOMSKY**

Generative linguistics is a school of thought within linguistics that makes use of the concept of generative grammar. The term "generative grammar" is used in different ways by different people, and the term "generative linguistics" therefore has a range of different, albeit overlapping, meanings. Formally, a generative grammar is defined as one that is fully explicit. It is a finite set of rules that can be applied to *generate* all those and only those sentences (often, but not necessarily, infinite in number) that are grammatical in a given language. It is important to note that *generate* is being used as a technical term with a particular sense. To say that a grammar generates a sentence means that the grammar "assigns a structural description" to the sentence.<sup>12</sup>

#### **1.02.08 SOCIOCULTURAL THEORY-LEV VYGOTSKY**

Vygotsky was convinced that learning occurred through interactions with others in our communities: peers, adults, teachers, and other mentors. Vygotsky sought to understand how people learn in a social

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<sup>11</sup> <http://eeai.e.unpvirtual.edu.mx/mod/book/view.php?id=2806&chapterid=6082>

<sup>12</sup> <https://www.translationdirectory.com/articles/article1839.php>



### **1.02.11 CONTRASTIVE ANALYSIS HYPOTHESIS-ROBERT LADO**

Contrastive analysis hypothesis is an area of comparative linguistics which is concerned with the comparison of two or more languages to determine the differences or similarities between them, either for theoretical purposes or purposes external to the analysis itself. It implies a belief in language universals, if there were no features in common, there would be no basis for comparison.

The notion of the L1 interfering with or facilitating the learning process led to the development of the Contrastive Analysis Hypothesis (CAH). The CAH served two purposes. First, it was believed that systematic comparisons could inform teaching practices because knowing about the target language's phonology, morphology, and syntax, teachers would allow teachers to be able to identify areas of difficulty for their learners. This knowledge could be used to design lessons and activities that would benefit their learners.

Learners use their previously acquired habits (L1) to help them acquire an L2. According to these theorists, it is an overreliance on the L1 which leads learners into making errors, due to *interference*<sup>16</sup>.

### **1.02.12 MONITOR MODEL – STEPHEN KRASHEN**

Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill.

Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

... 'comprehensible input' is the crucial and necessary ingredient for the acquisition of language.

The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful.<sup>17</sup>

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<sup>16</sup> <https://dergipark.org.tr/tr/download/article-file/713830#:~:text=Contrastive%20analysis%20hypothesis%20is%20an,external%20to%20the%20analysis%20itself>.

<sup>17</sup> <https://www.sk.com.br/sk-krash-english.html>

Unlike behaviorism, this model does not see language development as habit formation. Rather, under this framework, language is viewed as information processing: the processing of information takes place at the cognitive level. Information processing models investigate humans' processing of language (either L1 or L2) indirectly, i.e., through inference, analogy, and other explanatory tools.

### Hypothesis

- **The acquisition / Learning Dichotomy**

Krashen believes that there are two ways of developing knowledge of a second language. He believes that acquisition is a subconscious and incidental process. Learners pick up language implicitly by being exposed to it. Learning, on the other hand, is a conscious and intentional process. In other words, in the case of learning, language development is an explicit process.

At all times learners can develop language incidentally and implicitly (acquisition) or intentionally and explicitly (learning). When our learners produce language they are drawing on their "acquired" knowledge. That is to say, at the stage of production, learners are more concerned with conveying meaning than they are with focusing on grammatical form.

Learners, also use their learned knowledge to test or verify (i.e., monitor) the grammaticality of their language once they have produced it. By monitoring their language production they are able to modify their output.

Krashen suggested that two conditions have to be met: 1) focus on form, and 2) knowledge of the grammatical rule. A third condition has since been added, namely 3) time.

**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.<sup>18</sup>

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<sup>18</sup> <http://eeai.e.unvirtual.edu.mx/mod/book/view.php?id=2806&chapterid=6073>

- **The Natural Model Hypothesis**

The natural order hypothesis is the idea that children learning their first language acquire grammatical structures in a pre-determined, 'natural' order, and that some are acquired earlier than others.

As an English language teacher you may have noticed that your students sometimes have difficulty learning certain morphemes or grammatical features. Krashen proposed that children acquire morphemes in a fixed and predictable order “natural order”. Knowing the order of acquisition of morphemes can shed light on why our learners may be having difficulty acquiring a specific structure. It is thought that if the learners have not yet acquired a simpler structure, they will not be able to acquire a more complex one or one that naturally comes later in child and adult L2 development.<sup>19</sup>

- **The Input Hypothesis**

Krashen suggested that language is acquired through exposure to comprehensible input. Comprehensible input is (written or spoken) language which is either at or just beyond the speaker/hearer’s current linguistic development. To capture this idea, Krashen defined the learner’s current level of development as *i* and the level just beyond that as *i+1*. Comprehensible input, which is the kind that learners should be exposed to, is given by *i+1*. Anything below that level, the learner has already acquired, and anything above that is cognitively too demanding for the learner.<sup>20</sup>

- **The Affective filter Hypothesis**

In addition to processing language structures, individual factors need to be accounted for which it affects our learners’ degree of success acquiring an L2 as they impact how learners process language.

Krashen proposed various factors that are bound to influence the learning process in both positive and negative ways. These include motivation, attitude, confidence, and anxiety. All these factors affect how we learn an L2. To understand how these affective factors can influence the process of learning a language, 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.<sup>21</sup>

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<sup>19</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2806&chapterid=6075>

<sup>20</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2806&chapterid=6077>

<sup>21</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2806&chapterid=6078>

### 1.02.13 THE OUTPUT HYPOTHESIS-MERRIL SWAIN

For learning to occur, learners must be pushed and must use the L2 all the way. According to the *output hypothesis*, producing (oral and written) language constitutes part of the process of L2 learning.

Negotiating meaning needs to incorporate the notion of being 'pushed' toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately. Being pushed in output, it is a concept parallel to that of the  $i + 1$  of comprehensible input. Indeed, one might call this the 'comprehensible output' hypothesis.<sup>22</sup>

Swain believes that by pushing our learners to produce language in meaningful interactions with other students, we can help our learners in various ways (principles):

- **Learners begin to notice gaps in their interlanguage (IL)**

During interaction between NS/NNS and between NNS/NNS, communication breakdowns can occur – sometimes these breakdowns are a result of word choice, pronunciation, grammatical markings, and so on. There appears to be certain benefits to communication breakdowns. One important benefit that we already saw is that it gives learners the opportunity to negotiate for meaning. Another central benefit to interaction and negotiations is that it draws the learners' attention to features of the language.

- **Learners test emerging hypotheses about the language**

After the learners have noticed a gap in their IL, they can begin to test alternatives. Specifically, as learners produce language and/or try to repair a communication breakdown, they rely on their linguistic knowledge to fix the problem. They may not always know how so they try different options (different words, different structures, different pronunciations) so that their interlocutor understands.

- **Learners reflect on language through using language –Metalinguistic Function-**

The third principle argues that using language allows learners to reflect on language. The language they reflect on can be produced by others or by themselves. During interaction and collaborative work, learners have increased opportunities to use language to reflect on language. At this stage, language is an external process. However, as the learners repair and talk about the problems, they are engaging in a process of internalizing the language. Simply put, through output, language becomes a tool that can lead to language development. The term "collaborative dialogue" has been coined to refer to the process of problem-solving between two learners. Learners take information that is available in the

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<sup>22</sup> <http://eeai.e.unpvirtual.edu.mx/mod/book/view.php?id=2825&chapterid=6150>

external world and convert it into personal, or intramental knowledge. Specifically, “collaborative dialogue is thus dialogue in which speakers are engaged in problem-solving and knowledge-building/co-constructing knowledge”.<sup>23</sup>

#### 1.02.14 MOTIVATION- ROBERT C. GARDNER / TYPE OF MOTIVATION-PETER SKEHAN

**Motivation:** In 1985, Robert C. Gardner introduced three sub-measures namely the intensity, the desire to learn and the attitude towards learning to explain the motivation factor.<sup>24</sup>

Gardner defined motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language”

Another possible definition explained in much simpler terms suggests that “motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.”<sup>25</sup>

#### Type of Motivation-Peter Skehan

- **Intrinsic Motivation** hypothesis: Motivation derives from an natural/personal interest in the learning tasks the learner is asked to perform
- **Resultative hypothesis:** Learners who do well will continue to work hard, those who do not will be discouraged and try less hard
- Internal cause hypothesis / **Integrative motivation:** Learner brings to the learning situation a certain quantity of motivation
- Carrot and Stick hypothesis / **Instrumental motivation:** External influences and incentives will affect the strength of the learner’s motivation<sup>26</sup>

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<sup>23</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2825&chapterid=6154>

<sup>24</sup> [https://en.wikipedia.org/wiki/Motivation\\_in\\_second-language\\_learning#:~:text=In%201985%2C%20Gardner%20introduced%20three,a%20tool%20for%20L2%20acquisition.](https://en.wikipedia.org/wiki/Motivation_in_second-language_learning#:~:text=In%201985%2C%20Gardner%20introduced%20three,a%20tool%20for%20L2%20acquisition.)

<sup>25</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2837&chapterid=6171>

<sup>26</sup> [http://ijbssnet.com/journals/Vol\\_3\\_No\\_24\\_Special\\_Issue\\_December\\_2012/24.pdf](http://ijbssnet.com/journals/Vol_3_No_24_Special_Issue_December_2012/24.pdf)

### 1.02.15 MODEL OF INTERCULTURAL COMPETENCE - MICHAEL BYRAM

The ability to evaluate your own culture's perspectives and practices critically is a necessary step toward intercultural competence<sup>27</sup>.

Intercultural communicative competence, or ICC, refers to the ability to understand cultures, including your own, and use this understanding to communicate with people from other cultures successfully.

#### *Example*

ICC could include understanding how gestures and the distance between speakers vary from culture to culture.

#### *In the classroom*

Ways to develop this competence include learners producing a written or online guide to their own country and culture for visitors, reading and discussing guides written by visitors, researching aspects of a target culture in various media including cinema, literature and television, giving presentations on aspects of the target culture, and exploiting the teacher's own expertise of their own culture<sup>28</sup>.

### BYRAM'S CONCEPTUALIZATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE<sup>29</sup>

<b>Intercultural attitudes</b> ( <i>Savoir être</i> )	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativize one's own values, beliefs, and behaviors. Ability to "decenter".
<b>Knowledge of social groups</b> ( <i>savoirs</i> )	Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general process of societal and individual interaction.
<b>Skills of discovery and interaction</b> ( <i>savoir apprendre/faire</i> )	Ability to acquire new knowledge of a culture and cultural practices and ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
<b>Critical cultural awareness</b> ( <i>savoir s'engager</i> )	Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

<sup>27</sup> <http://eeaille.upnvirtual.edu.mx/mod/scorm/player.php> M3. U1. L1. pp. 7

<sup>28</sup> <https://www.teachingenglish.org.uk/article/intercultural-communicative-competence>

<sup>29</sup> <http://eeaille.upnvirtual.edu.mx/mod/scorm/player.php> M3. U1. L1. pp. 9



Byram advocates for a very different type of language teaching than has been popular in the past. The traditional versions of linguistic and communicative competence assume a native speaker model of language learning. Byram argues that since students will not achieve that goal, the learner becomes “an incomplete native speaker” (16). This goal, he maintains, is impossible to achieve. A second reason he criticizes the native speaker model is that, “even were it possible, it would create the wrong kind of competence. It would imply that the learner should be linguistically schizophrenic” trying to fit into the native speaker community and separating from her own culture. This conflict could lead to psychological stress and loss of identity.

There are three fundamental characteristics to Byram’s model of intercultural competence:

- It proposes an attainable ideal, the intercultural speaker, and rejects the notion of the native speaker as a model for foreign language learners.
- It is a model for the acquisition of intercultural competence in an educational context, and includes educational objectives.
- Because it has an educational dimension, it includes specifications of locations of learning and of the roles of teachers and students<sup>30</sup>.

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<sup>30</sup> <http://eeaille.upnvirtual.edu.mx/mod/scorm/player.php> M3. U1. L1. pp. 10

## **CHAPTER 2: METHODOLOGY AND PRACTICE**

### **2.01 A PRACTICAL AND USEFUL LESSON PLAN**

It is a unit of 5 hours centered on aspects related to intercultural communication, and integrated skills, as well as linguistic aspects

#### **2.01.01 REASON FOR CHOICE OF THE TOPIC**

The topic is about young immigrants living in the United States of America, the issues derived from immigration are very controversial. However, the approach I gave it was from the intercultural aspect. Worldwide, there is a general perception and idea about the "American way of life", about making dreams come true and success, about the great opportunities to study, work and live in this country. Many text books for teaching the English language focus on cultural aspects of North America, its lifestyle, its technology, its fashion, its schools, its sports, its traditions and festivities, its television series and movies. In this sense, I took advantage of the fact that this topic is within the cultural schemes of my students.

I addressed the linguistic aspect with the study of the auxiliary verb "would" and "Second Conditional", the activities were focused on expressing hypothetical situations in the case that my students moved to the United States—for academic and professional job opportunities, primarily-, how their lives would change or would be, what would be the most important aspects about living abroad, the importance of speaking the English language, making friends from different backgrounds, missing their families and friends, learning to appreciate new customs and traditions, respect and tolerance due to the fact that in the States people of different origins, nationalities and religions coexist.

All the content is hosted at:

<https://classroom.google.com/c/MjUxODA5NDA4MjE3?cjc=hytll4d>

EDUCATIONAL STAGE	CUARTO GRADO DE NIVEL BACHILLERATO
COMMUNICATIVE COMPETENCE CONSIDERED	READING/ READING COMPREHENSION
TITLE OF THE LESSON	MEETING YOUNG IMMIGRANTS
LEARNING OBJECTIVE OF THE PLAN/COMPETENCY	<p>The Students (Ss) will be able to:</p> <ul style="list-style-type: none"> <li>• Develop, learn and apply their digital skills for online learning</li> <li>• Remember, learn and practice vocabulary, grammar rules, and features of words</li> <li>• Develop and practice reading strategies: <ul style="list-style-type: none"> <li>• To identify the purpose of the reading, which in this case is to have information on reasons why people immigrate to the US.</li> <li>• To use efficient silent reading techniques to improve fluency: which consists of: a) not pronouncing every word, b) visualizing more than one word at a time, c) trying to determine the meaning of words from their context ( inference and guessing).</li> <li>• To use the techniques of skimming (for main ideas, reading the titles and the subtitles, looking at the words in bolds and illustrations).</li> <li>• Scanning<sup>31</sup> (for specific information).</li> </ul> </li> <li>• Work collaboratively</li> </ul>
FUNCTIONS:	The students express in L2, obligations, advice, predictions and concerns about social, scientific or technological situations presented in informative texts.
MAIN GRAMMAR STRUCTURE:	Modal verb: <b>WOULD</b>
BRIEF DESCRIPTION OF THE PLAN:	<p>It is a series of stories about young immigrants living in The United States.</p> <p>These are several online activities that were worked on <i>Google Classroom</i> platform: identification of the topic through brainstorming / recognizing and getting new vocabulary / teamwork to find the main ideas of the text / the student will prepare questions about the text</p>

<sup>31</sup> <http://eeai.e.unpvirtual.edu.mx/mod/book/view.php?id=2382&chapterid=4982>

	to share them with their peers / individual quiz resolution on <i>Googledocs</i> site
HOURS OF THE IMPLEMENTATION:	1
NUMBER OF SESSIONS:	1 of 50 minutes
CONTENTS REQUIRED FOR THE LESSON:	Reading –online-: “Meet young immigrants” on <a href="http://teacher.scholastic.com/activities/immigration/young_immigrants/index.htm">http://teacher.scholastic.com/activities/immigration/young_immigrants/index.htm</a>
LINK OF THE CONTENT:	<a href="https://classroom.google.com/c/MjUxODA5NDA4MjE3?cjc=hytll4d">https://classroom.google.com/c/MjUxODA5NDA4MjE3?cjc=hytll4d</a>
EEAILE TUTOR ONLINE:	ELIN EMILSSON

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Opening	<ul style="list-style-type: none"> <li>Ask the students to look at the text in general, mainly the images, titles and subtitles</li> <li>Immediately ask them:               <ol style="list-style-type: none"> <li>Do you know what the reading is about?</li> <li>What information do you have on the subject?</li> <li>Where have you gotten the information from?</li> </ol> </li> <li>Ask them to identify the vocabulary they already know and share them with the group</li> <li>Ask Ss to look at each paragraph to try to get a general idea of the reading</li> </ul>	01

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Development	<ul style="list-style-type: none"> <li>Ask the Ss to use the Skimming and Scanning strategies for reading comprehension (already explained by the teacher)</li> <li>Suggest the Ss to guess the meaning of the unknown words from the context</li> <li>Suggest the Ss to use an online dictionary and at the same time check the pronunciation (phonetics)</li> </ul>	01

	<ul style="list-style-type: none"> <li>• Ask the Ss to identify the main idea of the text</li> <li>• Ask the Ss to share with the class their findings about the main idea of the reading</li> </ul>	
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STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Closing	<ul style="list-style-type: none"> <li>• Ask the Ss to individually take and answer the online questionnaire on <i>Gloogledocs</i>, at: <a href="https://docs.google.com/forms/d/e/1FAIpQLSdnU6HyS7DoApDQ4hWR4YG7GaM4sAfO1KmDMFb_9ukvq3dzw/viewform">https://docs.google.com/forms/d/e/1FAIpQLSdnU6HyS7DoApDQ4hWR4YG7GaM4sAfO1KmDMFb_9ukvq3dzw/viewform</a></li> <li>• Ask the Ss to participate in a feedback session</li> </ul>	01
EDUCATIONAL STAGE	CUARTO GRADO DE NIVEL BACHILLERATO	
COMMUNICATIVE COMPETENCE CONSIDERED	WRITING	
TITLE OF THE LESSON	MEET YOUNG IMMIGRANTS	
LEARNING OBJECTIVE OF THE PLAN/COMPETENCY	<p>The Students (Ss) will be able to:</p> <ul style="list-style-type: none"> <li>• Develop, learn and apply their digital skills for online learning</li> <li>• Remember, learn and practice vocabulary, grammar rules, and features of words</li> <li>• Listen to a text and identify vocabulary</li> <li>• Develop and practice writing strategies</li> <li>• Work collaboratively</li> <li>• Write a short paragraph</li> </ul>	
FUNCTIONS:	The student uses different communicative strategies according to the audience, context and his/her objectives.	
MAIN GRAMMAR STRUCTURE:	AUXILIAR VERB: WOULD	
BRIEF DESCRIPTION OF THE PLAN:	<p>These are several online activities that were worked on <i>Google Classroom</i> platform.</p> <p>The activity is based on a real material from the web:</p>	

	<a href="http://teacher.scholastic.com/activities/immigration/young_immigrants/">http://teacher.scholastic.com/activities/immigration/young_immigrants/</a>  Students must carry out a series of activities to have a context, vocabulary is reviewed, silent reading and as a product they will be asked to individually write a short text about what they would do (in terms of aspects like: communication with family and friends back in their country, how to make friends in that country/community/school/place of work, new traditions, strategies to learn L2); if they had to move, temporarily or permanently for any reasons –mostly academic and professional work reasons-, to a speaking English country.
HOURS OF THE IMPLEMENTATION:	1
NUMBER OF SESSIONS:	1 of 50 minutes
CONTENTS REQUIRED FOR THE LESSON:	Reading and video (on line)
LINK OF THE CONTENT:	<a href="http://teacher.scholastic.com/activities/immigration/young_immigrants/">http://teacher.scholastic.com/activities/immigration/young_immigrants/</a>
EEAILE TUTOR ONLINE:	ELIN EMILSSON

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Opening	<ul style="list-style-type: none"> <li>• Present the text with scripts to Ss and will play the audio tape so that the Ss listen to it for the first time</li> <li>• Play the audio a second time and will ask the Ss to pay close attention the scripts</li> <li>• Ask the students to do a read aloud activity</li> <li>• Play a video that contains the grammar content of the lesson WOULD so that they can develop the linguistic aspect: <a href="https://www.youtube.com/watch?v=m3P0CgjcSQg">https://www.youtube.com/watch?v=m3P0CgjcSQg</a></li> </ul>	02

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:

Development	<ul style="list-style-type: none"> <li>• Present the text but now it contains 20 missing words</li> <li>• Ask the Ss to fill in the gaps with the words they are able to identify from the audio</li> <li>• Ask the Ss to share their answers with the group</li> </ul>	02
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STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Closing	<ul style="list-style-type: none"> <li>• Ask the students individually, to write a hypothetic situation about them being immigrants in The United States. They are expected to take items from their cultural backgrounds and follow the teacher's directions for this activity.</li> <li>• Propose the students to share their work and the teacher will ask the rest of the group to give feedback on the work of the their classmates</li> </ul>	02

EDUCATIONAL STAGE	CUARTO GRADO DE NIVEL BACHILLERATO	
COMMUNICATIVE COMPETENCE CONSIDERED	LISTENING	
TITLE OF THE LESSON	INTERCULTURALITY	
LEARNING OBJECTIVE OF THE PLAN/COMPETENCY	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Remember, learn and practice basic expressions and vocabulary</li> <li>• To listen to whole conversation and understand what it is about</li> <li>• Predict the contents</li> <li>• Acquire, practice and work on listening strategies</li> </ul>	

FUNCTIONS:	The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools
MAIN GRAMMAR STRUCTURE:	
BRIEF DESCRIPTION OF THE PLAN:	<p>It is a short conversation between three people, the main topic about traditions. I got the material from YouTube:  <a href="https://www.youtube.com/watch?v=2GI7q0vbuK0&amp;t=583s">https://www.youtube.com/watch?v=2GI7q0vbuK0&amp;t=583s</a></p> <p>The main objective is to develop the communicative aural skill of listening to help the student become familiar with factual information from a real conversation (skit) between native speakers. Thus, by listening to a real interaction and obtaining information from it, the student will use it in class to discuss issues related to interculturality.</p>
HOURS OF THE IMPLEMENTATION:	1
NUMBER OF SESSIONS:	1 of 50 minutes
CONTENTS REQUIRED FOR THE LESSON:	On line video
LINK OF THE CONTENT:	
EEAILE TUTOR ONLINE:	ELIN EMILSSON

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Opening	<ul style="list-style-type: none"> <li>• Present a list of new vocabulary</li> <li>• Play the video for the first time so that the Ss try to guess the gist of the conversation</li> </ul>	03

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Development	<p>While listening</p> <ul style="list-style-type: none"> <li>• Play the video a second time so that the Ss make a list about vocabulary they were able to understand</li> </ul>	03



	<ul style="list-style-type: none"> <li>play the audio and ask the Ss to find words from the audio in a word search puzzle</li> </ul> <p>Purpose: in this stage the student can recognize individual words, phrases, and sentences boundaries, and starts to have a feeling for the global meaning -Recognition of phrase boundaries/Listening for the Gist</p>	
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STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Closing	<p>Post listening</p> <ul style="list-style-type: none"> <li>Hand in the script of the audio which contains gaps and play the video again</li> <li>Ask the Ss to fill in the gaps with the missing words they were able to identify from the audio</li> <li>Hand in a quiz to be answered with information from the audio while it is played again</li> </ul> <p>Purpose: At this point the Ss are able to follow the meaning of the passage, although they will continue to encounter elements they do not comprehend –True listening.</p>	03

EDUCATIONAL STAGE	CUARTO GRADO DE NIVEL BACHILLERATO
COMMUNICATIVE COMPETENCE CONSIDERED	SPEAKING
TITLE OF THE LESSON	“INTRODUCING MYSELF TO THE WORLD”
LEARNING OBJECTIVE OF THE PLAN/COMPETENCY	To develop the communicative speaking skill by interacting in a short conversation. The Ss will present themselves and will answer to hypothetical questions about how their lives would be like if they lived in the United States
FUNCTIONS:	The students communicate in a foreign language through a logical speech, oral or written, consistent with the communicative situation
MAIN GRAMMAR STRUCTURE:	SECOND CONDITIONAL
BRIEF DESCRIPTION OF THE PLAN:	<p>The plan is based on this material:  <a href="http://teacher.scholastic.com/activities/immigration/young_immigrants/">http://teacher.scholastic.com/activities/immigration/young_immigrants/</a></p> <p>It is a short interview where the teacher will ask hypothetical questions about what their lives would be like if they had to immigrate to the United States. The</p>

	<p>questions are of the same nature as those contained in the videos of the selected material.</p> <p>Since it is a task for beginners, the strategy is a <b>skill-getting</b><sup>32</sup> process, even though it has not a grammar focus but rather it aims to practice structured interaction. Here the kind of communication that will be practiced is referred as <b>pseudo-communication</b><sup>33</sup> because it is based on a pre-established dialogue, in this way the students do not have to deal with decisions in their interaction and they will be focused only on the development of fluency and accuracy.</p>
HOURS OF THE IMPLEMENTATION:	1
NUMBER OF SESSIONS:	1 of 50 minutes
CONTENTS REQUIRED FOR THE LESSON:	On line video
LINK OF THE CONTENT:	<a href="http://teacher.scholastic.com/activities/immigration/young_immigrants/">http://teacher.scholastic.com/activities/immigration/young_immigrants/</a>
EEAILE TUTOR ONLINE:	ELIN EMILSSON

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Opening	<p>PRE-SPEAKING</p> <ul style="list-style-type: none"> <li>• Present the video which contains the linguistic aspects of the target grammar: SECOND CONDITIONAL <a href="https://www.youtube.com/watch?v=61Oou-WbGfQ&amp;t=92s">https://www.youtube.com/watch?v=61Oou-WbGfQ&amp;t=92s</a></li> <li>• Present the vocabulary</li> <li>• Play the audio for the first time so that the Ss get into context</li> <li>• Ask the Ss to take notes from what they can understand</li> </ul>	04

<sup>32</sup> <http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=2408&chapterid=5230>

<sup>33</sup> <http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=2408&chapterid=5230>

	<ul style="list-style-type: none"> <li>• Check the script along with the Ss to verify that they have understood most of the conversation</li> </ul>	
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STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Development	WHILE-SPEAKING ✓ ACTIVITY ONE <ul style="list-style-type: none"> <li>• Ask some random questions so the Ss voluntarily answer them –warm up-</li> <li>• Ask questions to every student and they now have to reply individually</li> </ul>	04

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Closing	<ul style="list-style-type: none"> <li>• Guide a group activity: the Ss will tell how it was to speak in English and will tell what they think what are their strengths and weakness</li> </ul>	04

EDUCATIONAL STAGE	CUARTO GRADO DE NIVEL BACHILLERATO
COMMUNICATIVE COMPETENCE CONSIDERED	INTERCULTURALITY
TITLE OF THE LESSON	“INTERCULTURAL ACTIVITY”
LEARNING OBJECTIVE OF THE PLAN/COMPETENCY	The Students (Ss) will be able to: <ul style="list-style-type: none"> <li>• Develop, learn and apply their digital skills for online learning</li> <li>• Learn and practice vocabulary, grammar rules, and features of language</li> <li>• Develop Cultural awareness and intercultural competence</li> <li>• Work in teams</li> <li>• Develop Critical Thinking by writing a short text about Culture and Traditions</li> <li>• Answer an online questionnaire</li> </ul>

	<ul style="list-style-type: none"> <li>Take further practice to enhance Cultural awareness and Intercultural competence</li> </ul>
FUNCTIONS:	The students communicate in a foreign language through a logical speech, oral or written, consistent with the communicative situation
MAIN GRAMMAR STRUCTURE:	SECOND CONDITIONAL
BRIEF DESCRIPTION OF THE PLAN:	<p>We will start by watching two videos to promote and develop linguistic competence. The subject of the syllabus is <b>Second Conditional</b>. As we have seen in previous lessons, there are aspects of the class that may take a bit of L1 to get the objective to the students, obviously, the examples are explained in L2 as well as the practice (questionnaire and writing tasks).</p> <p>Once the linguistic bases have been established, we give way to the intercultural aspect with the resource of two videos in L2 that will give us the opportunity to develop the activities with which it is intended that students develop awareness about the importance of the interculturality aspect nowadays.</p>
HOURS OF THE IMPLEMENTATION:	1
NUMBER OF SESSIONS:	1 of 50 minutes
CONTENTS REQUIRED FOR THE LESSON:	On line video
LINK OF THE CONTENT:	<a href="https://classroom.google.com/u/0/c/MjUxODA5NDA4MjE3/a/MzE0NDU4NTkxMDky/details">https://classroom.google.com/u/0/c/MjUxODA5NDA4MjE3/a/MzE0NDU4NTkxMDky/details</a> <a href="https://classroom.google.com/u/0/c/MjUxODA5NDA4MjE3/a/MzE0NDc5MzAxNTQ5/details">https://classroom.google.com/u/0/c/MjUxODA5NDA4MjE3/a/MzE0NDc5MzAxNTQ5/details</a> <a href="https://classroom.google.com/u/0/c/MjUxODA5NDA4MjE3/a/MzE0NDg2MDE0MTQ1/details">https://classroom.google.com/u/0/c/MjUxODA5NDA4MjE3/a/MzE0NDg2MDE0MTQ1/details</a>
EEAILE TUTOR ONLINE:	ELIN EMILSSON

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Opening	<ul style="list-style-type: none"> <li>Present the Ss the first video regarding linguistic aspect of the language</li> <li>Ask the Ss to take notes about the linguistic aspects</li> </ul>	05

	○ Ask the Ss to take a questionnaire in Google Classroom to assess the linguistic competence	
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STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Development	<ul style="list-style-type: none"> <li>• Present the Ss the second two videos regarding Intercultural aspects</li> <li>• Ask the Ss to reflect on the content of the videos</li> <li>• Ask the Ss to write a short text that reflects their Critical Thinking about aspects of Interculturality using the Second Conditional structure</li> </ul>	05

STEP OF THE LESSON	The teacher will:	SESSION NUMBER:
Closing	<ul style="list-style-type: none"> <li>• Ask the Ss to individually take and answer the online questionnaire on <i>Gloogledocs</i></li> <li>• Ask the Ss to take an activity with <i>Hot Potatoes</i> digital tool to reinforce some concepts about interculturality</li> </ul>	05

### 2.01.02 DESCRIPTION OF THE OUTCOMES OF THE LESSON

To begin with, I must comment that the preparation of the contents, the selection of materials, the selection of strategies and the implementation of activities, required all my commitment, creativity and tolerance for frustration.

In the current context of the COVID-19 pandemic, I think the results were very satisfactory, considering that the classes have been held virtually and technology imposes certain constrains and restrictions on interaction and communication.

I really think that the lessons have a very creative content since I have used various technological resources for their design, but above all I have considered the current context, that the activities are based on a theory that supports them, are meaningful, based on meaningful material and have a communicative approach.

In general, my perception is that the lessons and the materials are satisfactory, and on the part of the students, their response has been of great interest and enthusiasm, since the lessons are presented with creativity and the technological resources are varied.

My students have a good command of the use of digital technologies, wikis and applications; so the use of them has been of great help, in fact I realize that there are many pedagogical possibilities when it comes to using technological resources, and I discovered that now that the situation of the COVID-19 pandemic forced us to work in a completely virtual environment. And I think that from now on I will integrate its use in a very intensive and creative way, this will allow me to have better results in the planned objectives, but above all, it will give my students the opportunity to interact with a very striking, creative and pedagogical way to promote and improve the acquisition of communicative skills.

Regarding the linguistic aspect, my students have felt very comfortable and safe interacting with the materials and activities proposed. I have chosen certain short but complete video-lessons to explain the grammar content, these have a bit of L1 to make sure that my students understand this very necessary –but not central- aspect of the language. Even though I did not focus the activities on the grammatical aspect, but rather they are also focused on developing communicative skills with more resources, strategies and approaches.

One aspect that was somehow new to them is related to the intercultural approach. This topic provoked critical and reflexive thinking on the importance of recognizing their cultural roots and those of others, their customs and traditions, on the respect for diversity in multiracial environments, and above all the possibility of living temporarily or permanently in other countries and cultural environments as a result of study and professionals job opportunities.

### **2.01.03 RATIONALE BEHIND THE ACTIVITIES**

#### **2.01.03.01 READING**

#### **My approach to teaching reading**

Starting from the notion that reading is defined as an active process which includes the reader and the reading material for the construction of meaning, I must consider several factors when implementing a reading activity. In the first instance, that the chosen material, whether if I design it myself - taking into account the contents of the official program -, or if I get it from the internet and modify it, is to take into consideration the ability of my students, which is influenced by their previous knowledge (cultural background, tastes, needs, etc.) their life experiences and in general by their attitude towards the class of English language.

Now I would like to say **how I present a reading activity**, the first thing I ask my students to do:

1. I normally ask my students to look at the text in general, mainly the images, titles and subtitles; I immediately ask them:
  - a) Do you know what the reading is about?
  - b) What information do they have on the subject?
  - c) Where have you gotten the information from?
2. I ask them to identify the vocabulary they already know and share them with the group
3. I ask you to look at each paragraph to try to get a general idea of the reading

I never tell students to start reading the text, because doing this could generate discouragement and confusion, and what I am looking for is to engage students in an activity that they find compelling from the very begin.

In this time, the activity I will present as part of the project is a reading text entitled: ***“Meet young immigrants”***<sup>34</sup>. I got it from the internet.

Below I explain the rationale behind the implementation of this reading intercultural activity:

It is an activity that was studied under the **Top-Down Decoding approach**<sup>35</sup>, since the students were asked to think about what they already knew about the topic.

The intention of this step is for students to activate their **Schema**<sup>36</sup>, which is the knowledge that they already have and that they have acquired through experiences in their life years (via the social media or from relatives living in the United States). In this process, they realize that there are similarities in the reading process in their L1 and L2 that they are learning (look at the illustrations, at the titles and subtitles, the words in bold, etc.)

With this reading strategy it can be verified that the students activated the **Content Schema**<sup>37</sup>, because they already have some particular knowledge on the topic of immigration. They are connecting old information with new information. Furthermore, this text allowed them to use

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<sup>34</sup> <https://classroom.google.com/u/0/c/MjUxODA5NDA4MjE3/a/MzQ3NDUxMDgxNDE1/details>

<sup>35</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2382&chapterid=4967>

<sup>36</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2382&chapterid=4968>

<sup>37</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2382&chapterid=4988>

their Formal Schema since it is a social article obtained from an internet page<sup>38</sup>, in this sense a reading strategy was implemented in which they were asked to look at the titles and subtitles, the information in bold and the illustrations.

### **Instructional approaches to reading**

The **Phonics instruction**<sup>39</sup> was used only to clarify some doubts about the sound of some words, as in the case of “**meet**”; in this case I explained the pronunciation rule of the double “ee”. To just to give an example of the phonics approach to this reading. But it did not take too much time to do this, because the intention was for my students to acquire knowledge on this current topic.

Another activity to verify that the students understand the text was to implement a questionnaire in **Gloogledocs**<sup>40</sup>, to answer the questionnaire it was suggested to use the following strategies:

- **To identify the purpose of the reading**, which in this case is to have information on covid-19 care.
- **To use efficient silent reading techniques to improve fluency**: which consists of: a) not pronouncing every word, b) visualizing more than one word at a time, c) trying to determine the meaning of words from their context (inference and guessing).
- **To use the techniques of skimming** (for main ideas, reading the titles and the subtitles, looking at the words in bolds and illustrations).
- **Scanning** (for specific information).

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<sup>38</sup> [http://teacher.scholastic.com/activities/immigration/young\\_immigrants/index.htm](http://teacher.scholastic.com/activities/immigration/young_immigrants/index.htm)

<sup>39</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2382&chapterid=4976>

<sup>40</sup>

[https://docs.google.com/forms/d/e/1FAIpQLSdnU6HyS7DoApDQ4hWR4YG7GaM4sAfO1KmDMFb\\_\\_9ukvq3dzw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdnU6HyS7DoApDQ4hWR4YG7GaM4sAfO1KmDMFb__9ukvq3dzw/viewform)



## **What challenges do my students face when completing a reading task?**

In general, the majority of high school students may be considered as beginners, since in secondary level the subject is based on learning individual words or independent expressions, some grammar and conjugation of verbs as a memorization activity (students are even asked to draw a picture of certain objects many times repeatedly and label them with the word with the intention of "learning" vocabulary). Activities of this nature are not integrated into meaningful activities and end up to be forgotten. What I mean is that when students get to public middle schools, they have very little knowledge of the English language, but rather than seeing this as a drawback, I prefer to take this situation as an opportunity to implement activities so that the students little by little start to like the English language

Therefore, I must consider these elements for the design and implementation of the activities and strategies for L2 learning.

One thing that I always keep in mind is that when I implement strategies of any kind, is to help my students gain independence while learning new words, and to achieve this, I can implement some of these strategies:

- Repeated exposure to the words by using them in expression and sentences repeatedly
- Explaining the grammatical features and parts of the words: verbs and tenses/modals/nouns/adverbs/prefixes/suffixes/etc.
- Practicing idioms and informal words (slang)
- Inferring and guessing from the context
- Identifying true and false cognates
- How to use online dictionaries and their features to gain pronunciation and examples of words in sentences

## 2.01.03.02

### WRITING

One of the things that most surprises me about the development of communication processes in the different cultures, is the ability of human beings to assign names and meanings to elements of the environment, to transform sounds into symbols, and how the development of each culture has followed the same pattern. Over the years (thousands of) cultures have found codes to communicate, and at a point in the development of history, these came together in a common and standardized type of symbolism to communicate; that is, through the development of the most widely used alphabets or writing systems in the world, Latin, Arabic, Chinese and other Orientals, Cyrillic (Russian), etc.<sup>41</sup> But is the Latin alphabet and the English language the ones most widely used to communicate in the world. In this sense, in my opinion, I think that Western cultures have a significant advantage over learning a Germanic L2 and speaking an L1 Romance or vice versa, because they share the same writing system and many reciprocal influences.

Talking about these communicative skills, writing is one of the most difficult to learn and to teach. It requires a series of previous skills to be able to express ideas in writing. Even in L1, children learn first to read, once children are able to identify symbols with sounds and their conventions, they can begin the journey towards the adventure of writing to communicate.

As Weigle<sup>42</sup> states “writing as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one’s rights and duties.” Hence, it is an important requirement that ESL teachers take considerable time to review our students’ level of knowledge about the conventions of their L1 as a prerequisite to start our journey in teaching L2, because I feel that if I do not do so, it is like walking on an unstable ground.

The writing activity was designed and developed following Hyland's<sup>43</sup> suggestions and the six approaches that teachers should consider when teaching students the writing skills, mainly the one that refers to **Language structures** approach and **the stage of Controlled writing**:

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<sup>41</sup> <https://www.ethnologue.com/guides/most-spoken-languages>

<sup>42</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2390&chapterid=5052>

<sup>43</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2390&chapterid=5053>

*“Students practice writing following patterns, and they substitute some ideas. One of the most empowering teaching techniques is known as the discourse frame, where the student observes the key transition phrases that provide the structure unique to a certain genre, and then writes their own text by changing only the characters or objects.”<sup>44</sup>; and also the approach **Guided writing** because the students imitated a model text.*

Other approaches that were taken into account were the **Creative expression**: *“Writing is learned, not taught. Writing can be transformed into a process of self-discovery and a way of sharing personal meaning”<sup>45</sup>*; and **Content**: *Writing activities are often organized around social issues which students know something about. Students can also select their own topics to write about. Materials and activities can be adapted to students of different proficiency levels by varying the amount of information provided or required<sup>46</sup>.*

A relevant principle that I had in mind when I implemented this activity was the one related to **Connect reading and writing**: *“Students gain important insights by reading often, and reading a variety of texts. One way that students can learn to write is by observing what is already written; this includes patterns of language, vocabulary choices, and register, among others”<sup>47</sup>.*

### 2.01.03.03 LISTENING

(Non-interactive<sup>48</sup>)

- **What is the activity about?**

It is a short conversation between three people, the main topic about traditions.

I got the material from YouTube (it is the same one I used before):

<https://www.youtube.com/watch?v=2GI7q0vbuK0&t=583s>

The main objective is to develop the communicative aural skill of listening to help the student become familiar with factual information from a real conversation (skit) between native

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<sup>44</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2390&chapterid=5053>

<sup>45</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2390&chapterid=5053>

<sup>46</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2390&chapterid=5054>

<sup>47</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2390&chapterid=5058>

<sup>48</sup> <http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2400&chapterid=5119>

speakers (family of immigrants). Thus, by listening to a real interaction and obtaining information from it, the student will use it in class to discuss issues related to interculturality.

The aural skill of listening is one that needs to be worked on the most in the classroom because it is a little more difficult to develop; consequently, by integrating this material in the class session, through various activities, I really think that my students will be able to develop effective comprehension strategies.

I have selected a very basic level of conversation with a Natural approach also using the Input Hypothesis since taking into account students' previous knowledge and background the selected material has to do with something familiar to them (culture and traditions), this way we avoid frustration and lack of understanding, doing this, my expectations are moderate and as a result the achievements of my students will be satisfactory.

It was considered to carry out the activity with a bottom-up and top-down processing approach, since we begin by recognizing isolated words (vocabulary), and then we move on to the construction of meaning by solving exercises to assess their comprehension according to the underlying of the Conversation Theory.

Activities have been implemented in a gradual linear process: pre-listening for students to begin to become familiar with the content of the audio and use their previous knowledge and review key vocabulary, while-listening for students to work in their zone of proximal development with dynamic and entertaining exercises; and finally post-listening so that they respond effectively to the comprehension of the material.

#### **2.01.03.04 SPEAKING**

To start with this part of the Project I would like to say that having studied the last unit regarding the skill of speaking, I am satisfied to have learned the approaches that explain the nature of speaking and I also would like to mention some valuable ideas<sup>49</sup> I keep in mind to face the activities in class to teach my students this skill.

- Most everyday talk is unplanned and informal
- Speaking employs more generic or vague vocabulary than written language

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<sup>49</sup> <http://eeai.e.unpvirtual.edu.mx/mod/book/view.php?id=2406&chapterid=5192>

- Speaking employs fixed phrases, fillers, and hesitation markers
- Speaking contains slips and errors
- Speaking involves reciprocity
- People adjust their speech in response to the context of situation

Speaking is a tool to interact through conversations, and some relevant aspects of conversations<sup>50</sup> that I would like to list are:

- Conversation is made up of routines (fixed expressions which speakers use to accomplish certain specific moves in conversation and in interaction)
- Conversation is purposeful (people engage in conversation to accomplish certain objectives or fulfill certain functions)
- Conversation is interactive
- Conversation is about “something”

And to continue with the nature of speech, there are some topics that catch my attention as an ESL and NNS teacher, these have to do with aspects such as the fluency, the accuracy and the accent that all teachers want our students to obtain while they study an L2, but I really think that these are aspects that our students cannot easily achieve due to a series of factors that play against our goals (little class time, limited exposure, lack of technological resources at school, among others). However, in my case, teaching to speak is one of the skills that I like to work on the most during classes, because I believe that this aspect of the language is the most important to interact and the one that allows me to be more creative, to implement more strategies to make my students participate more actively in class and the one that my students enjoy the most due to the diversity of exercises that I use in class.

After studying the rationale behind the approaches to speaking, I must acknowledge that many of the activities that I implement in class are not that meaningful in the sense that they are more like activities for my students to speak in English so that they gain confidence and realize that they actually can speak in English; having said this, I know that I have to develop new strategies for my students to develop certain level of independence while interacting orally by making up independent sentences to express own ideas; but this process has to be little by little I cannot move so fast otherwise my students may create a mental block, and that would be against my purpose

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<sup>50</sup> <http://eeai.e.unvirtual.edu.mx/mod/book/view.php?id=2406&chapterid=5192>

## 2.02 ASSESSMENT AND EVALUATING TOOLS

### 2.02.01 SPEAKING

STUDENT'S NAME:		ACTIVITY:	DATE:	FEEDBACK
CRITERIA	4 POINTS	3 POINTS	2 POINTS	
PRONUNCIATION /DICTATION	STUDENTS (S) IS EASY TO UNDERSTAND AND MAKES FEW ERRORS	S MAKES MANY ERRORS IN PRONUNCIATION BUT CAN BE UNDERSTOOD	S IS VERY DIFFICULT TO UNDERSTAND OR RESPONDS IN L1	
FLUENCY	S CAN EFFECTIVELY COMMUNICATE IN DIFFERENT CONTEXTS	S CAN GENERALLY COMMUNICATE IN MOST SITUATIONS	S CANNOT COMMUNICATE EFFECTIVELY IN ANY SITUATION	
WORD CHOICE	S USES APPROPRIATE WORDS TO EXPRESS MEANING	S USES WORDS OR PHRASES TO EXPRESS SIMPLE MEANINGS	S SPEAKS USING UNRELATED WORDS	
USAGE	S MAKES MINOR ERRORS IN GRAMMAR AND STRUCTURE AND CAN BE UNDERSTOOD	S MAKES MAJOR OR FREQUENT MISTAKES IN GRAMMAR AND STRUCTURE BUT IT IS POSSIBLE TO UNDERSTAND	S MAKES MAJOR OR FREQUENT MISTAKES IN GRAMMAR AND STRUCTURE MAKING SPEECH DIFFICULT TO UNDERSTAND	
IDEAS/MEANING	S RESPONDS WITH CONNECTED VOCABULARY AND LANGUAGE TO EXPRESS IDEAS. RESPONSE CONTAINS FEW ERRORS	S RESPONDS WITH LIMITED VOCABULARY AND LANGUAGE TO EXPRESS IDEAS. RESPONSE CONTAINS FREQUENT ERRORS	UNABLE TO RESPOND USING ENGLISH LANGUAGE VOCABULARY	

Taken from <http://eeai.e.upnvirtual.edu.mx/mod/scorm/player.php>

### RATIONALE

Speaking is a productive skill, therefore the use of this rubric that considers the evaluation of the acquisition and performance of Micro and Macro-skills is of great help for monitoring the development, performance and achievements of the student.

In this case, the use of a holistic rubric -like the one presented in this work and which was taken from the readings of the Specialization-. This rubric considers the evaluation of the observable performance of this productive skill. In this sense, the use of the model presented was considered since the evaluation tool covers the observation, monitoring and control of various communicative variants, such as the fact that the aspect of speech includes non-verbal language such as body movements, facial expressions that help the speaker to get the message across.

In the case of the activity implemented, I consider it is quite meaningful because it meets the condition of interaction, since this strategy was developed through a dialogue between peers. The activity was based on authentic materials that I got from the internet, it is a social article about children who have

immigrated to the United States. The “Second conditional” was used as an approach to the usage. To make the activity meaningful, the students asked hypothetical questions about a possible experience as young interchange student, employee or immigrant in the United States. It was a short interaction so as not to overwhelm the students and to make them feel comfortable and ready to participate.

The skill was evaluated in a formal context, and although the reports do not appear in my format, a column was implemented for feedback on their performance, that is, a report that should indicate their strengths and weaknesses to give a meaningful sense to the process of learning.

**2.02.02 WRITING**

Student's name:	<b>Activity:</b>
Date:	
<b>MARKERS:</b> <b>Excellent/Very Good: 10-09</b> Good/average: 8-7 Fair/poor: 6-5 Very poor: 4-0	<b>Observations:</b>
Content=30% Organization=20% Vocabulary=20% Language use=30% Mechanics=10%	<b>Content</b> Substantive development of a main idea Adequacy and relevance of supporting detail
	<b>Feedback:</b>
<b>Organization</b> Fluent expression of ideas; not choppy or abrupt Logical sequencing Cohesiveness Ideas not confused or disconnected	<b>Vocabulary</b> Sophisticated range with effective choice of words and idioms Meaning not obscured by incorrect words Word choice not limited by lack of vocabulary Appropriate word register, which is a level of formality appropriate to the topic and the audience
<b>Feedback:</b>	Feedback:
<b>Language use</b> Use of complex constructions Few errors of agreement, tense, number, word order, and function	<b>Mechanics</b> Mastery of conventions of spelling, punctuation, and capitalization

Correct use of articles, pronouns, and prepositions Meaning not obscured by grammatical errors	Obscured meaning by lack of appropriate punctuation and/or spelling Paragraphing demonstrates coherence of ideas
<b>Feedback:</b>	<b>Feedback:</b>

Based on: <http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=2396&chapterid=5092>

## RATIONALE

Writing is a productive skill and in it mentioned in the readings of this lesson “probably writing is the most suitable skill to be assessed”. And taking into consideration the suggestion by O’Malley and Valdez-Pierce<sup>51</sup> on how to organize and produce a piece of writing: Pre-writing/ Writing process/Post-writing or revising/Editing or Publishing. So this “procedure diagram” to be observed during the process of creation would be of great help in order to achieve the goals established for the development of this skill.

In this case, I am presenting the rubric I used in the Project of Module 2. And, to be honest, it is now that I know it is called a holistic rubric, which, following of the lesson, follows a communicative approach since the process and product are based on the authentic material gotten from the internet with which I have worked during this project: Meet Young Immigrants.

### Intercultural awareness

To work this part of the lesson you need to make some research on internet to get to know some important facts about the cultures mentioned in the questions.

\*Obligatorio

Correo electrónico \*

Tu dirección de correo electrónico \_\_\_\_\_

Imagine you have a Peruvian friend, and she feels embarrassed because of her mom’s traditional clothing. What would you tell her about the importance of preserving traditional clothings. Remember to use “Second conditional structures. Example: “If people asked me, I would tell them that it is important to...” (You are expected to write at least a 100 word paragraph) \*

Tu respuesta \_\_\_\_\_

[https://docs.google.com/forms/d/e/1FAIpQLSe459BnZel2ovx\\_KjK1YNz\\_RpDwQWm3aXF2tP4PO4doEihxqA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSe459BnZel2ovx_KjK1YNz_RpDwQWm3aXF2tP4PO4doEihxqA/viewform)

<sup>51</sup> <http://eeaile.upnvirtual.edu.mx/mod/scorm/player.php> M3. U2B. L7. Pp. 7



2.02.03  
READING

## Q: MEET YOUNG IMMIGRANTS

Based on: [http://teacher.scholastic.com/activities/immigration/young\\_immigrants](http://teacher.scholastic.com/activities/immigration/young_immigrants)

\*Obligatorio

The kids mentioned that America is different from their countries for the following reasons, except: \* 5 puntos

- Their houses are different
- Roads and streets look different
- Celebrations and traditions are different
- People's appearance is different

The kids mentioned that their families have immigrated to America for the following reasons, except: \* 5 puntos

- to learn the English language
- to escape from a war
- to get a job
- to visit the beach

[https://docs.google.com/forms/d/e/1FAIpQLSf7JKbdIZ13w\\_g8xLjpozN6wzrz6\\_2TPAYisABkIsnUwiZbgw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSf7JKbdIZ13w_g8xLjpozN6wzrz6_2TPAYisABkIsnUwiZbgw/viewform)

**2.02.04**  
**LISTENING**

## Intercultural awareness

To work this part of the lesson you need to make some research on internet to get to know some important facts about the cultures mentioned in the questions.

\*Obligatorio

Correo electrónico \*

Tu dirección de correo electrónico \_\_\_\_\_

Imagine you have a Peruvian friend, and she feels embarrassed because of her mom's traditional clothing. What would you tell her about the importance of preserving traditional clothing. Remember to use "Second conditional structures. Example: "If people asked me, I would tell them that it is important to..." (You are expected to write at least a 100 word paragraph) \*

Tu respuesta \_\_\_\_\_

[https://docs.google.com/forms/d/e/1FAIpQLSe459BnZel2ovx\\_KjK1YNz\\_RpDwQWm3aXF2tP4PO4doEihxqA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSe459BnZel2ovx_KjK1YNz_RpDwQWm3aXF2tP4PO4doEihxqA/viewform)

### **RATIONALE**

Although the general opinion about the "tests" in the sense that they are a "subset" of the evaluation process, and that they are considered only as instruments that provide "information" that may have to do with administrative aspects rather than with the formative aspect of the evaluation process; to avoid this perspective, following the recommendations of my tutor, now I pay close attention so that the design (questions and answers) has a communicative approach, and the whole test has "something" to tell me, but most of all, that my students, don not see it as "instrument of torture" but like more meaningful and challenging, because when the student "passes" his/her exam there is a feeling of success. In this way, I always look for my students to have a rewarding test-taking experience and not the contrary.

I understand that the elaboration of the items in the exams, in addition to having a “communicative approach”, they must provide the effect of “washback”, which will give us information on “what to teach and how to teach”.

Regarding the consideration that "listening" is a receptive or comprehension-oriented skill, I have used a conversation as a teaching stimulus and to verify understanding, I have used the format of "answering multiple choice questions". And to cover the "validity" aspect, I have taken into consideration that the test is based "on the classroom experience in terms of program, activities and evaluation criteria"<sup>52</sup>.

## **2.02.02 DESCRIPTION OF THE DEVELOPMENT AND THE OUTCOME OF THE ACTIVITIES**

Although it has been an exhausting journey, the results of the work are very satisfactory in the sense of achieving the planned objectives.

From the moment of "thinking" about the topics, materials, activities, strategies, methodologies; that is, the organization of ideas, turned out to be a very complicated but at the same time very enriching in terms of professional development.

Subsequently, the preparation of materials (selection, modification or adaptation), the use of communication technologies, from the use of the cell telephone with pedagogical and obviously communication purposes, educational platforms with a wide variety of tools, learning new educational technological applications are another very demanding aspect in the new modality of distance or online education (either synchronously or asynchronously). As for the innumerable amount of educational resources, one can get lost among the selection of "the best options" to promote and foster learning, since those best options are definitely of enormous help in the process, but they also may not be appropriate to the contexts of our students or of the historical moment that we are going through; and although the objectives deserve a great effort, I believe that we must maintain a position of balance that considers these current conditions that have definitely modified the social context and give a new dimension to our activity and the objectives set by the authority.

Regarding the achievements of the implementation of the activities, these have been very gratifying, since it is the first time that I live an experience of this nature – online classes and new modes of interaction with all the implications imposed by the use of the technology. In addition, considering the new social scenarios, my teaching philosophy has prevailed, that is, a position of empathy towards my students, a philosophy that has to do with understanding the other, seeing my students as human beings and not as a name in an attendance list. This personal position has definitely impacted the results, as my students have responded very positively and have even given me feedback on how the contents, strategies and activities have been approached. In this sense, I believe that from now on my professional performance has changed because the learnings obtained in this Specialization have

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<sup>52</sup> <http://eeai.e.unvirtual.edu.mx/mod/scorm/player.php> M6. U2A. L6. Pp. 9

"shaped" my personality as a teacher, as a student and as a person, because they have not only been academic but also of human development because this has been a learning experience for life owing to the constancy and the attachment to the study and fulfillment of this professional objective.

## 2.03 EVIDENCES OF THE PROCESS

**2.03.01 READING ACTIVITY**

The image shows two screenshots from a computer screen. The top screenshot is of the Scholastic website 'MEET YOUNG IMMIGRANTS'. The page features a banner with the title 'Immigration STORIES OF YESTERDAY AND TODAY' and a navigation bar with options like 'Explore Ellis Island', 'Meet Young Immigrants', 'Immigration Data', and 'Virtual Field Trip To Ellis Island'. The main content area is titled 'MEET YOUNG IMMIGRANTS' and includes a list of children's profiles: Asya (Ukraine), Taylor (South Korea), Vandi (Sierra Leone), and Sadana (India). A large yellow sticky note for Asya contains her name, age (9), grade (3rd), current home (Atlanta, Georgia), and place of origin (Nikolaev, Ukraine). Below the sticky note is a short paragraph about her life and a 'Watch my VIDEO!' button. A map of Ukraine is also visible.

The bottom screenshot is of a Google Classroom assignment page. The assignment is titled 'READING: MEET YOUNG IMMIGRANTS' and is worth 3 points. The instructions state: 'Dear students you will find a series of short stories about young guys who have immigrated to the United States, please go to [http://teacher.scholastic.com/activities/immigration/young\\_immigrants/index.htm](http://teacher.scholastic.com/activities/immigration/young_immigrants/index.htm) and read them to get to know their experiences.' It then outlines reading strategies: 'skim' for general overview and 'scan' for specific facts. The assignment includes a questionnaire and a feedback session. At the bottom, there are links to the Scholastic website and a Google Form.

classroom.google.com/u/0/c/MjcxMzA2MDIyOTAw/MzUxMzI2OTcwNDQ0/submissions/by-status/and-sort-first-name/all

4° B PayB Instrucciones Trabajo del alumno

Devolver 5 puntos

### QUEST: MEET YOUNG IMMIGRANTS

21 Entregaron 9 Asignadas

Todas

AGUILAR RAMIREZ JOSE R...	5
ALVAREZ GALVAN FRIDA F...	5
ANTUNEZ RODRIGUEZ IGN...	5
BERNAL NAVA YOLANDA	5
CARBAJAL SOTO SAMANTHA ABIGAIL	5

AGUILAR RAMIREZ JOSE RUBEN  
CamScanner 05-27-20...  
Entregadas

ALVAREZ GALVAN FRIDA FERNANDA  
Screenshot\_2021052...  
Entregadas

ANTUNEZ RODRIGUEZ IGNACIO DANIEL  
IMMIGRANTS  
2021\_05\_27\_16\_00\_0...  
Entregadas

BERNAL NAVA YOLANDA  
Q: MEET YOUNG IMMIGRANTS  
Screenshot\_2021052...  
Entregadas

CARBAJAL SOTO SAMANTHA ABIGAIL  
Q: MEET YOUNG IMMIGRANTS

ESQUIVEL CRUZ MARIA LUCERO  
IMMIGRANTS

FLORES RUIZ LAURA ALEJANDRA  
Q: MEET YOUNG IMMIGRANTS

GARCIA SANTILLAN MAXINE  
Q: MEET YOUNG IMMIGRANTS

01:04 p.m. 12/06/2021

classroom.google.com/u/0/g/tg/MjcxMzA2MDIyOTAw/MzUxMzI2OTcwNDQ0#u=NTUyMjI3MTE4MjNa&t=f

### QUEST: MEET YOUNG IMMIGRANTS

SANCHEZ LUIS YESSICA 4.5/5 Borrador

Sin devolver Devolver

Archivos  
Entregada el 28 may., 16:04  
Ver historial  
IMG\_20210528\_1602...

Calificación  
4.5/5

Comentarios privados  
Very good job!!!  
Cancelar Publicar

IMG\_20210528\_160247\_174.JPG

Q: MEET YOUNG IMMIGRANTS

Puntos totales 45/50

Based on:  
[http://teacher.scholastic.com/activities/migration/young\\_immigrants](http://teacher.scholastic.com/activities/migration/young_immigrants)

Correo \*  
sanchezyessica@gmail.com

(Sadana: paragraph 1) "landed" 4/4 means: \*

when the plane descends from the sky and touches the "land"

when travelers descend from the planes and walk the "land"

01:07 p.m. 12/06/2021

## 2.03.02 WRITING ACTIVITY

classroom.google.com/u/0/c/MjUxODAsNDA4MjE3/a/MzE0NDc5MzAxNTQ5/details

EEAILE 69-GP1 20-21 Instrucciones Trabajo del alumno JM

### INTERCULTURAL AWARENESS -WRITING ACTIVITY-


JM AR • 10 abr. (Editado: 13:21)  
10 puntos


First of all, we are going to watch the two following videos to reflect on their content and to raise our awareness about cultures, traditions and diversity.

Secondly, we are going to open the questionnaire, and select a question to work on.

To undertake this part of the lesson we need to make some research on internet to get to know some important facts about the cultures mentioned in the questions.

You are going to work in teams of four, choose a question to develop your assignment.

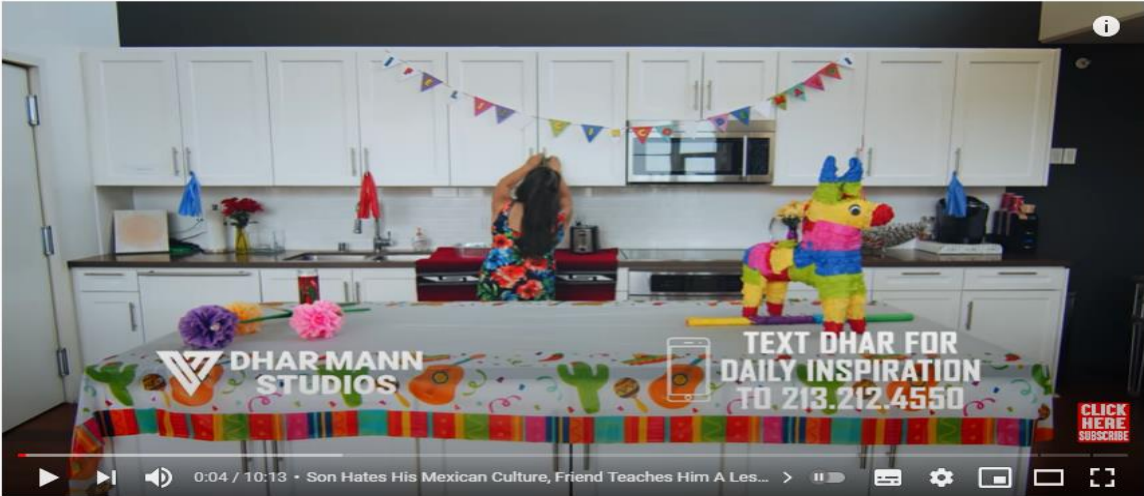
 **Son Hates His Mexican Cultu...**  
Video de YouTube 10 minutos

 **Intercultural awareness**  
<https://docs.google.com/forms/...>

Comentarios de la clase

youtube.com/watch?v=2Gi7q0vbuK0&t=3s

YouTube MX Buscar



#DharMannFam #LiveYourBestLife #LifeTips  
**Son Hates His Mexican Culture, Friend Teaches Him A Lesson | Dhar Mann**  
13,774,622 vistas • 5 may. 2020 252,277 6,488 COMPARTIR GUARDAR

INTERCULTURAL AWARENESS - V x Intercultural awareness x +

docs.google.com/forms/d/e/1FAIpQLSe459BnZel2ovx\_KjK1YNz\_RpDwQWm3aXF2tP4PO4doEihxqA/viewform

## Intercultural awareness

To work this part of the lesson you need to make some research on internet to get to know some important facts about the cultures mentioned in the questions.

**\*Obligatorio**

Correo electrónico \*

Tu dirección de correo electrónico \_\_\_\_\_

In many Assian countries, people do not wear shoes inside their houses (for many reasons). Imagine you are an Assian boy/girl living in Mexico, explain your friends why would you not allow them to come into your house wearing shoes. Remember to use Second Conditional structures. Example: "If I were an Assian boy/girl living in Mexico, I would not allow anyone to walk into my house wearing shoes because..." (You are expected to write at least a 100 word paragraph) \*

Tu respuesta \_\_\_\_\_

Imagine you are a person from anyother country (excent from Mexico), and you

Castro Atlixqueñ o Brenda Geraldine (1) - Word (Error de activación de productos)

ARCHIVO INICIO INSERTAR DISEÑO DISEÑO DE PÁGINA REFERENCIAS CORRESPONDENCIA REVISAR VISTA Iniciar sesión

3 2 1 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

## Castro Atlixqueñ o Brenda Geraldine

### 4th "A" Human Resources Administration

- 1- I was born in Mexico City in a small town called San Mateo Tlaltenango.
- 2-My family is made up of four people: my mother, my father, my younger brother and I.
- 3-My family and I live in the state of California

PÁGINA 1 DE 3 235 PALABRAS ESPAÑOL (MÉXICO)

ES 01:29 p.m. 12/06/2021



## 2.03.03 LISTENING ACTIVITY

**Meet Young Immigrants: Asya**  
Meet Young Immigrants: Asya

Explore Ellis Island

Explore the Historical Timeline

Virtual Field Trip To Ellis Island

**MEET**  
He

**TS**  
to the United States.

**Asya**  
Ukraine

**Taylor**  
South Korea

**Vandi**  
Sierra Leone

**Sadana**  
India

My name is Asya. I was born in Nickolaev, Ukraine, but I have lived most of my life in a suburban town near Atlanta, Georgia. I moved to the United States with my parents when I was a baby. I am now in the third grade and speak both English and Russian. My brother, Tim, is in the first grade. I also

Watch my VIDEO!

**Q: MEET YOUNG IMMIGRANTS**

Based on: [http://teacher.scholastic.com/activities/immigration/young\\_immigrants](http://teacher.scholastic.com/activities/immigration/young_immigrants)

\*Obligatorio

Correo electrónico \*

Tu dirección de correo electrónico

The kids mentioned that they were "worried" about the following reasons, 5 puntos except: \*

- Some of them didn't speak English
- They have a different religion
- At the beginning they didn't have friends at school

The kids mentioned that America is different from their countries for the following reasons, except: \*





## 2.03.04 SPEAKING ACTIVITY

EEAILE G9-GP1 20-21 x MODULE ONE - Google Drive x

drive.google.com/drive/.../folders/1SsjNvfB19q40leveSeddLja3VVipjPRZ

Drive VIDEO

Mi unidad > UPN > MODULE ONE

Nuevo

Mi unidad

Computadoras

Compartidos conmigo

Recientes

Destacados


Papelera

Almacenamiento

6.51 GB de 15 GB utilizado(s)

Comprar almacenamiento

Nombre	Propietario	Ultimos que abri	Tamaño del archivo
CEFR...			5.7 MB
collabor...			21 KB
eeaille_3			595 KB
eeaille_g			419 KB
eeaille_g			419 KB
eeaille_g			419 KB
EEAILE...			231 KB
EEAILE_M1_Less4_LSDC.pdf	yo	13 sep. 2020	145 KB
EEAILE-G9-G1-Collaborative Document 1 (1).docx	yo	13 sep. 2020	21 KB
eeaille_00_language_skills_development_2.pdf	yo	13 sep. 2020	654 KB



4:59 / 8:17

ES 01:52 p.m. 12/06/2021

EEAILE G9-GP1 20-21 x MODULE ONE - Google Drive x

drive.google.com/drive/.../folders/1SsjNvfB19q40leveSeddLja3VVipjPRZ

video\_final\_480p.mp4

VIDEO

Abrir con

Mi unidad > UPN > MODULE ONE

Nuevo

Mi unidad

Computadoras

Compartidos conmigo

Recientes

Destacados


Papelera

Almacenamiento

6.51 GB de 15 GB utilizado(s)

Comprar almacenamiento

Nombre	Propietario	Ultimos que abri	Tamaño del archivo
CEFR...			5.7 MB
collabor...			21 KB
eeaille_3			595 KB
eeaille_g			419 KB
eeaille_g			419 KB
eeaille_g			419 KB
EEAILE...			231 KB
EEAILE_M1_Less4_LSDC.pdf	yo	13 sep. 2020	145 KB
EEAILE-G9-G1-Collaborative Document 1 (1).docx	yo	13 sep. 2020	21 KB
eeaille_00_language_skills_development_2.pdf	yo	13 sep. 2020	654 KB



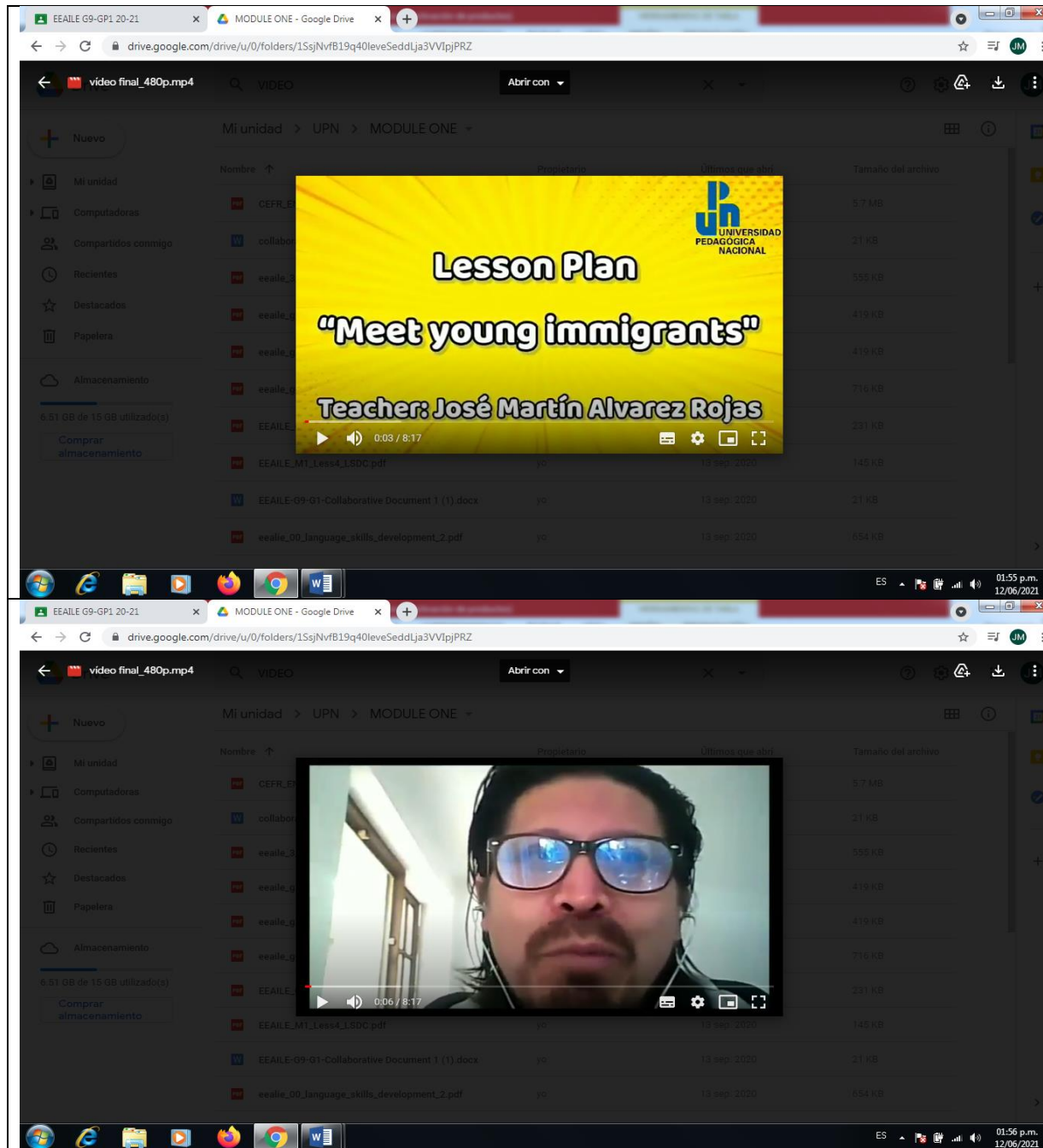
6:47 / 8:17

ES 01:53 p.m. 12/06/2021

## 2.04 PERFORMING AND RECORDING THE ACTIVITIES

The video is hosted at:

[https://drive.google.com/file/d/1KmF3SxBwmeLQzPlq\\_YK7UlBKS1Z8k4Fy/view?usp=sharing](https://drive.google.com/file/d/1KmF3SxBwmeLQzPlq_YK7UlBKS1Z8k4Fy/view?usp=sharing)



EEAILE G9-GP1 20-21 x MODULE ONE - Google Drive x

drive.google.com/drive/u/0/folders/1SsjNvfB19q40leveSeddLja3VVtpjPRZ

Drive VIDEO

Mi unidad > UPN > MODULE ONE

Nuevo

Mi unidad

Computadoras

Compartidos conmigo

Recientes

Destacados

Papelera

Almacenamiento

6.51 GB de 15 GB utilizado(s)

Comprar almacenamiento

Nombre ↑

Propietario

Ultimos que abri

Tamaño del archivo

CEFR...

collabor...

eeaille\_3...

eeaille\_3...

eeaille\_3...

eeaille\_3...

EEAILE...

EEAILE\_M1\_Less4\_150C.pdf 5.7 MB 18 sep. 2020

EEAILE-G9-G1-Collaborative Document 1 (1).docx 21 KB 18 sep. 2020

eeaille\_00\_language\_skills\_development\_2.pdf 684 KB 13 sep. 2020

VIDEO

MEET YOUNG IMMIGRANTS

Teacher's Activity Guide

Asya Atlanta, Georgia

Taylor

Dadana

Gabriella

2:50 / 8:17

01:57 p.m. 12/06/2021

EEAILE G9-GP1 20-21 x MODULE ONE - Google Drive x

drive.google.com/drive/u/0/folders/1SsjNvfB19q40leveSeddLja3VVtpjPRZ

video\_final\_480p.mp4

VIDEO

Mi unidad > UPN > MODULE ONE

Nuevo

Mi unidad

Computadoras

Compartidos conmigo

Recientes

Destacados

Papelera

Almacenamiento

6.51 GB de 15 GB utilizado(s)

Comprar almacenamiento

Nombre ↑

Propietario

Ultimos que abri

Tamaño del archivo

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EEAILE\_M1\_Less4\_150C.pdf 5.7 MB 18 sep. 2020

EEAILE-G9-G1-Collaborative Document 1 (1).docx 21 KB 18 sep. 2020

eeaille\_00\_language\_skills\_development\_2.pdf 684 KB 13 sep. 2020

VIDEO

1:59 / 8:17

01:59 p.m. 12/06/2021

## **CHAPTER 3. REFLEXION AND ANALYSIS OF THE RESULTS OF CARRYING OUT THE ACTIVITIES**

### **3.01 REFLEXION**

In order to understand the results of the implementation of the activities, I believe we must firstly understand the context under which academic activities have been carried out in our country and in most countries around the world in the last year and a half.

The COVID-19 pandemic caused the social life of the general population to take another course. In general, all sectors of society suffered the consequences of this global crisis, there were sectors more affected than others. The educational sector underwent great changes in its organization, schools were closed, but classes did not end, but on the contrary, the activities of teachers increased due to the new way of teaching. At that moment there was a situation of uncertainty because we did not know what the strategies would be to continue with the classes, however, some strategies were soon implemented, which had to do with teaching online classes with the use of educational platforms and digital resources of which most of the teachers had no idea how to use, and the “Aprende en casa” program was implemented, which are classes through television.

Regarding skills in the use of digital resources, a large number of teachers did not have experience but the problem was not so much on that side. A big problem arose when we realized that our students were facing various situations that affected their performance, but above all, a very serious effect was related to attendance. On average, class attendance ranged from 50 to 60 percent, but sometimes, out of 35 registered students, only attended to class 5.

Another phenomenon that I was able to perceive had to do with how young people use technology, for what goals and purposes. Although there was and still is a generalized belief that young people are experts in the use of information technologies, this statement is true only to a certain degree since, if adolescents certainly have certain skills with the use of digital media, their use is limited to recreational and social purposes; but its use was not focused on developing autonomy in their school learning. However, -for the most part- they soon resolved this situation and were able to carry out the activities to achieve the planned objectives.

Another aspect that made class attendance not normal had to do with emotional and economical aspects. Regarding the emotional aspects, they had to do with the lack of motivation of the students that was affected by reasons of loss of employment of their parents, deaths of relatives and illness. And as for the economy, all we know the factors and their consequences.

Once the above mentioned, I believe that my expectations were moderate and yet the results obtained were very rewarding and encouraging so to continue on the path of learning, creativity and professional

growth for the benefit of our students and the acquisition and development of communication skills from a theoretical, human and intercultural approach.

### **3.02 ANALYSIS**

There are aspects related to the teaching of L2 that I now understand more clearly, the context, the types of motivation, the proper input and output, the use of language with a communicative, social and intercultural approach, the role of the teacher and the student, the nature of the materials, the use of technology, the use of evaluation tools; under which I have designed my lesson plans, strategies and activities.

Teaching through online classes meant facing great challenges, such as setting moderate objectives and expectations, overcoming obstacles, and establishing strategies to achieve planned objectives.

Because most of my students have a basic level of knowledge of the English language, implementing the activities was a very complicated project -under this online mode-, since in face-to-face classes the interaction with them is very dynamic and I constantly give them informal assessment - feedback- so they can know your strengths and weaknesses; I use a lot of drills and other strategies to develop the talking domain –which is the skill that I like to work the most, and which I and my students enjoy very much since it involves a lot of activation of knowledge and I consider it to be very significant for them because they make presentations on topics that are of their interests and contexts (family, friends, music, sports, their personal history, their personal abilities, etc.); and as I mentioned, the interaction on this occasion was limited - for many of the reasons already mentioned - and I think my creativity was at its best in order to achieve the established objectives.

The use of digital materials that I normally use - for several years - was a great support for the achievement of this project, since if I had limited myself to the use of a textbook, we would not have achieved the meaningful learning that we obtained on this occasion (issue on which I have spoken and I have mentioned that I feel that this artifact limits my creativity and my performance in the classroom, that I feel it more like a burden rather than a didactic aid, for years I have been looking for my materials on the internet and I adapt them or redesign them so that they are according to the SEP program, to the needs and tastes of my students, and now I have learned to use those digital materials with the approaches that the study of the Specialization have given us and they are much more effective. Classroom platform is a great work tool for teaching with which I am already familiar; however, my activities were not only limited to the use of that platform, I also used Zoom, Teams, Meets, email and WhatsApp to have a better communication with my students.

Thus, I see that in general the results are very good in terms of achieving meaningful learning on the part of my students, with a communicative approach and integrating the social use of language and intercultural contexts.

Regarding the evaluation process and the assessment tools, I know that I am used to using a more holistic and subjective approach, but that nevertheless, now I also know that when designing the tests they must give consistent evaluation to my students, they must be reliable -valid-, that it has to impact on the teaching practice and on the learning of my students –washback-, which results are appropriate, significant and useful –reliable-, and practical, but above all that the test presents real and authentic situations –authentic-. In this sense, although the tests that I designed and implemented for this project, attended to these characteristics, I understand that from now on I must take into consideration all these points so that this evaluation tool meets these criteria and is not only an instrument that is seen as a torture or an administrative procedure as is usually the nature of the tests in many cases.

By using rubrics I can be more objective and this will have a more objective impact on the appreciation that my students have about their progress, their strengths, weaknesses and needs according to their learning styles and personal motivations to learn the English language; but above all they are a very useful tool to measure the process, either in a formative or summative way.

In relation to this aspect, I know that I must commit myself to looking for more varied ways to assess with rubrics, so that I am in the possibility of providing my students with effective feedback so that it impacts in a positive way on their learning experience, as well as to teach them learning strategies so that they can incorporate them to improve their learning process.

## CHAPTER 4: CONCLUSIONS

Gaining knowledge about SLA is a very important factor for us ESL NNSs teachers even for NSs, since we know the complexities that underlie this process.

According to the literature covered during the Specialization, we realized that some of our students are already fluent speakers in a language other than Spanish (an indigenous language), and at home their parents or a relative speak that language fulltime. My teaching approach begins with the explanation about the great abilities that Mexicans already have in a “genetic” way, because our ancestors did not speak Spanish and that gradually and progressively, due to the exposure they had with the native Spanish speakers, now we speak the Spanish language fluently; I do this to create a context of confidence and for my students to realize the importance of exposure to the language.

In this way, I help my students to learn a foreign language in a context that exposes them for the longest amount of time, using a diversity of available artifacts that must be combined with the creativity of the teacher. These artifacts should be consistent and base on a wide variety of understandable inputs, use modified input to make the SLA process more likely to succeed.

In current times, the work of teachers is crucial for the development of the country (it always has been). In this sense, to cope up with the context of globalization and the expanded use of communication technologies, I believe that we teachers must be committed to professional updating.

The cognitive resources achieved during the study of the Specialization have made me reflect on the importance of knowing and integrating the proposals of the theoretical foundations, principles, hypothesis, approaches, methods and techniques for an improvement of the teaching-learning process in our practice on a regular basis.

Although public education programs continue to be designed with the intention of covering the greatest amount of thematic content in a very short time, we teachers have the possibility of adapting and adjusting them to the needs that we observe in our classrooms.

From the most behavioral perspectives to those that propose to take into account the Intercultural perspective for the acquisition of communicative competences, we must find a balance between the benefits of each model so that when implementing them we seek the integral development of the linguistic and communicative competences stated in the study plan of SEP.

The use of communication technology in education is an element that may seem new to us, however, its applications have been widely used in many countries for many years. In Mexico, perhaps an obstacle to its full implementation is that, as always, the resources allocated to public schools in terms of facilities and equipment is not a priority for our authorities.

Teachers use creativity at all times and look for ways to organize ourselves and take advantage of available resources. At this time of pandemic, it has been very difficult for our students to work from home, as many of them do not have a computer and the only device they have to access the Internet



is their cell phone. For my part, I have tried to understand the conditions of the moment, I have adapted many activities so that my students have the opportunity to work with the limited means they have now.

At this moment, it is not only about the problems of internet connectivity, the situation has many edges, very complex emotional aspects that we are far from understanding when we have not had to suffer the illness of a relative, the loss of employment and the lack of money to meet the most basic needs. I fully understand the intention of this part of the Specialization, but I feel obliged to talk about this situation because the best scenario would have been to have implemented our activities in a different context, however, for my part, I used the best of my creativity to be able to overcome the obstacles, carry out the activities and fulfill the requirements of the Specialization.

One important aspect that I have learned is about the importance of learning to design, select and adapt the materials in addition to creating the contexts with the use of various resources that we can find either in textbooks, in magazines, on the radio, television or the Internet; It is because to develop communicative skills, it is required to activate the contextual information and previous knowledge, that is, external stimuli, which must meet the requirements of being adequate for the interests, needs, and level of students, that focus both, in the intention and the meaning.

Another key fact that I learned is the one related to the speaker, I understood the importance that EFL teachers are the main and perhaps the only voice in English that students hear, in this sense, that it is of great importance that we work on the aspect of improving our speaking skills in order to give our students better listening experiences and being more capable to meet their learning needs in the English class. In my case, I seek a lot of exposure through television, radio and the Internet, I am always looking for technological resources that enhance my skills and as a result, that I can offer better quality resources to my students so that in turn they have the possibility of having a successful or at least non-frustrating experience when they interact and make use of their listening skills and that they realize that they are actually capable of understanding spoken language; but for this, now I know that adequate and constant exposure strategies must be implemented to promote the development and improvement of all the skills, mainly the listening skill, because as we have seen, it is one of the most difficult to acquire.

Just the way I search for resources on the internet, I suggest to my students that they also use all the tools at their hands to improve the development of their skills. For example, I constantly tell them that I continue to learn through internet resources, I am subscribed to several YouTube and Instagram channels of NSs who are dedicated to sharing their knowledge through their social networks, and surprisingly, most of them are for free.

There are many interesting topics that we have studied during this specialization, but the topic on Culture is a part that has left me with many concerns to continue investigating. Very little I had considered the importance of taking into account the element of interculturality, however I am aware

of the trend of global development and the effects that digital resources such as the internet are having on the construction of this “global village”, this is, “*the world considered as a single community linked by telecommunications*”<sup>53</sup>.

Many people around the world are communicating remotely via the internet, among those people are our students.

Many local cultural aspects are becoming a global trend, cultures are mixing, and a hybrid model of cultural products is emerging with more force every day. However, other aspects very closely related to cultural roots are unknown or remain as heritage resources of ethnic groups. Pop culture is more affordable to get, but the aspects that have to do with understanding and communication are more difficult to assimilate.

In the teaching of English as L2, there is a scenario that allows us to look out and analyze how communications worldwide are taking place in a lingua franca –English-; what phenomena are emerging from this process, how we ESL teachers could use this trend to our advantage in the English classroom.

We have reflected on the aspect that the development of communicative competence should not be limited to the teaching of the linguistic aspect, but rather consider this approach to the development of intercultural competence that goes hand in hand with the aspect of the structure of the language, in order to do so. In this way, we achieve that our students develop awareness about what it means to be bilingual, which is not only bunch of data about other cultures, but rather about the correct use of language for communication in different cultural contexts, understanding and respecting them. Having an attitude of curiosity, discovery, and openness will allow our students to use the language to communicate successfully in different social and cultural settings.

In this sense, the activities presented in this project are focused on the development of linguistic and communicative skills, as well as the objective of developing intercultural awareness and critical and reflective thinking. The activities related to the acquisition and development of intercultural skills are based on the Intercultural Competence Model developed by the British language educator, Michael Byram<sup>54</sup>.

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<sup>53</sup> <https://languages.oup.com/google-dictionary-en/>

<sup>54</sup> [http://eeai.e.unvirtual.edu.mx/mod/scorm/player.php\\_M3.U1](http://eeai.e.unvirtual.edu.mx/mod/scorm/player.php_M3.U1). L1. pp. 7

I have understood that the teaching-learning process has affective and not only cognitive aspects, in that sense I have modified my teaching practice to - to the extent of my possibilities - meet to those areas of the human development of students.

In some way and through some actions, among which I could mention at this moment, is the observation of the practices of some fellow teachers who, I believe, have considerable success in their classes. Another aspect that has shaped my teaching philosophy is my participation in continuous improvement programs. One important thing in this regard is that I always keep in mind some meaningful and sobering experiences in the classroom that have been very instructive in terms of changing my philosophy from being a strict teacher to becoming a teacher more open to interpersonal communication with the students.

I see myself as a teacher who, due to my somewhat difficult history as a child, does not tolerate laziness and silly excuses on the part of my students. Faced with attitudes, such as the lack of commitment of my students, I cannot help but remember all the hard experiences that I had as a student and even so I had the commitment to turn in assignments and attend classes on time. For the most part, at present, children and young students are so overprotected by their parents, and this is one central aspect that we teachers have to work with: difficult students-difficult parents.

Another aspect that I want to maintain in my teaching is to be an understanding teacher (very different from being tolerant of lazy attitudes); who, as I said before, promotes constructive dialogue, who constantly seeks new resources to make the learning a pleasant experience at school.

I have also noticed that some of my fellow classmates are experts in this area, and to be honest, I seriously consider myself a novice in the area; however, this feeling makes me want to learn more about theories, their applications, about approaches, techniques, etc., so that my performance in class and as an ESL teacher is better and has a positive impact on the learning of my students.

An important aspect that I have learned in relation to my role as a teacher is that I must consider the contexts of my students, know about their tastes, their needs and interests, the ways they learn; once I have understood this, I have been able to plan and select activities that are meaningful, that focus not only on form, but also on content and use, that promote the communicative aspect of language.

Due to the circumstances imposed by the COVID19 pandemic, I have learned about the great importance of the use of information and communication technologies, about the proper use of materials, that they must be meaningful and authentic, but above all, that I have been able to develop new attitudes and skills that have to do with creativity in the area of education.

In this way, during this year of study, my teaching philosophy has really changed. I have learned from my classmates and my teacher, I have realized that there are intellectual, emotional and behavioral aspects that affect the way we learn, and above all that this has an impact on the way we teach, on what we feel when teaching, learning and working.

Although it has been an exhausting journey, the results of the work are very satisfactory in the sense of achieving the planned objectives.

From the moment of "thinking" about the topics, materials, activities, strategies, methodologies; that is, the organization of ideas, turned out to be a very complicated but at the same time very teaching enriching in terms of professional development.

Subsequently, the preparation of materials (selection, modification or adaptation), the use of communication technologies, from the use of the cell telephone with pedagogical and obviously communication purposes, educational platforms with a wide variety of tools, learning new educational technological applications are another very demanding aspect in the new modality of distance or online education (either synchronously or asynchronously). As for the innumerable amount of educational resources, one can get lost among the selection of "the best options" to promote and foster learning, since those best options are definitely of enormous help in the process, but they also may not be appropriate to the contexts of our students or of the historical moment that we are going through; and although the objectives deserve a great effort, I believe that we must maintain a position of balance that considers these current conditions that have definitely modified the social context and give a new dimension to our activity and the objectives set by the authority.

Regarding the achievements of the implementation of the activities, these have been very gratifying, since it is the first time that I live an experience of this nature – online classes and new modes of interaction with all the implications imposed by the use of the technology. In addition, considering the new social scenarios, my teaching philosophy has prevailed, that is, a position of empathy towards my students, a philosophy that has to do with understanding the other, seeing my students as human beings and not as a name in an attendance list. This personal position has definitely impacted the results, as my students have responded very positively and have even given me feedback on how the contents, strategies and activities have been approached.

In this sense, I believe that from now on my professional performance has changed because the learnings obtained in this Specialization have "shaped" my personality as a teacher, as a student and as a person, because they have not only been academic but also of human development because this has been a learning experience for life owing to the constancy and the attachment to the study and fulfillment of this professional objective.

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## **CONCLUSIONS**

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