



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

DEVELOPING INTERCULTURAL AWARENESS AT UNIVERSIDAD
TECNOLÓGICA DE TEHUACÁN (UTT) THROUGH THE 3R's CLASS

TRABAJO RECEPCIONAL

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

PRESENTA:

Victor Ancelmo Montiel Bernardo

ASESOR: Gabriela Ruiz de la Rosa

CDMX. a 13 JUNIO 2021



UNIVERSIDAD PEDAGÓGICA NACIONAL



UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

DEVELOPING INTERCULTURAL AWARENESS AT
UNIVERSIDAD TECNOLÓGICA DE TEHUACÁN (UTT)
THROUGH THE 3R'S CLASS

TRABAJO RECEPCIONAL



BESTOWS UPON

SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND
TEACHING AS A FOREIGN LANGUAGE

PRESENTS:



Victor Ancelmo Montiel Bernardo

TUTOR: Gabriela Ruiz de la Rosa

CDMX. 13th JUNE 2021

Table of Contents

Introduction	- 1 -
CHAPTER 1. PHILOSOPHY AND THEORY	- 5 -
1.1 My Teaching Philosophy.....	- 5 -
1.2 Foundations.....	- 7 -
1.2.1 Second language learning vs Second language acquisition.....	- 7 -
1.2.2 Educational Technology	- 9 -
1.2.3 A brief history of Educational Technology.....	- 11 -
1.2.4 The Role of media and Technology in Education.....	- 12 -
1.2.5 Definition of Media and Technology.....	- 12 -
1.2.6 Teacher’s and Students’ roles	- 13 -
1.2.7 Language attitude and aptitude in SLA.....	- 14 -
1.2.8 Language use and the language user	- 15 -
1.2.9 Independent Learning	- 16 -
1.2.10 Learning Strategies	- 16 -
1.2.11 Learning styles.....	- 17 -
1.2.12 Motivation.....	- 19 -
1.2.13 Time management	- 21 -
1.2.14 Assessing and Testing	- 22 -
1.2.15 Rubrics.....	- 23 -
1.2.16 Communicative Language Competences	- 23 -
1.3 Audience	- 26 -
Chapter 2: Methodology and practice	- 26 -
2.1 Lesson planning.....	- 26 -
2.2 Lesson plan – Listening skill.....	- 27 -
2.3. Listening Lesson Plan foundations	- 29 -
Step 1 Introduction activity	- 30 -
Step 2 Warm-up activity.....	- 31 -
Step 3 & 4 Pre-listening activity 1, 2.....	- 32 -
Step 5 Pre-listening activity 3.....	- 33 -
Step 6 Listening activity	- 34 -
Step 7 Post-listening activity 1.....	- 34 -

Step 8 Post-listening activity 2.....	- 35 -
Step 9 Post-listening activity 3.....	- 36 -
2.3. Assessing and evaluation tools.....	- 36 -
Step 1 Assessing tool.....	- 37 -
Step 2 Assessing tool.....	- 37 -
Step 3 Assessing tool.....	- 38 -
Step 4 Assessing tool.....	- 38 -
Step 5 Assessing tool.....	- 39 -
Step 6 Assessing tool.....	- 39 -
Step 7 & 8 Assessing tool	- 39 -
Step 9 Assessing tool.....	- 40 -
Chapter 3: Experience Report	- 40 -
3.1 Results of the lesson plan.....	- 40 -
Step 1 Introduction- results	- 41 -
Step 2 Warm-up results	- 41 -
Step 3 Pre-listening 1 results	- 42 -
Step 4 Pre-listening 2 results	- 42 -
Step 5 Pre-listening 3 results	- 44 -
Step 6 Listening Activity results.....	- 44 -
Step 7 & 8 Post-listening 1 & 2 results	- 45 -
Step 9 Post-listening 3 results.....	- 45 -
Chapter 4: Conclusion	- 46 -
Chapter 5: Appendixes and APA style references	- 50 -
5.1 References.....	- 50 -
5.2 Appendixes	- 53 -
Declaration Letter	- 65 -

Introduction

Education is a process which concerns most people due to its importance for life and in life. For instance: Humanists concern about education since it gives hope to create new, free and altruist human beings; Politicians and Planners are also concerned to achieve their goals. It is also concerned by economists because education is the main cause of their profitability. Psychiatrists care about education since education means balance and order. Sociologists and parents and other professionals in education: teachers, tutors, directors, psychologist, advisors among others, they all care about education so teaching becomes effective (Hernández, 1991, p. 18). For Hernandez (1991, p.18) education is a social phenomenon: without it, it is impossible to perpetuate culture. Culture is the conquest, the achievement which human beings obtain from nature and reveals in information, beliefs, habits, costumes, norms and techniques. Thus, sociologists provide the idea that Education is a fundamental fact which is transmitted from old to young generations with its own lifestyles, types or rules in culture that characterize humans.

Education is an individual and personal phenomenon where the main protagonist is each person and that is thanks to its innate capabilities to learn and develop. However, education would be impossible without social interaction. Education is individual and social, then it is wrong to educate with social purposes only and without taking into account an individual perspective but it is also wrong not to take into account this social interaction. Students' autonomy and its capacity to think, criticise, make and self-fulfilment are essential aspects in students' education. What is difficult to conceive are both principles in education: individual-society, freedom- authority, nature-culture, authenticity-solidarity and reflection-training (Hernández, 1991, p. 19).

Education is a consubstantial process in human nature. Since the Palaeolithic period there is an intention from adult generations to transmit knowledge, abilities and rules to younger generations. Otherwise intentionally those generations have

tried assimilating the culture even developing new skills and domains. Vague and incidental education occurs inside the family, tribe or village and it converts into a specialized function of society in which gradually is configured the scholar institution. Thus, the school which was the first specialized place for literate people, sacred learning and for the elite it was giving in access, general assistance and then obligatory. Therefore, a school is an indispensable condition for any person to outlast and adapt in society (Hernández, 1991). Across the years people have been developing and assimilating new skills, domains, customs and traditions. That is known as vague and incidental education which occurs inside the family, tribe or village and other surroundings where education is converted into a specialized function of society in which gradually is configured the scholar institution.

It has been estimated that some 60 percent of today's world population is multilingual. From both contemporary and historical perspective, it is fair to say that bilingualism or multilingualism have always been a practical concern when learning foreign languages. Language learning needs change over time, 500 years ago Latin was the dominant language of education, commerce, religion and government in the Western world and in the sixteenth century, however, French, Italian and English gained importance as a result of political changes in Europe, and Latin became displaced as a language of spoken and written communication (Richards & Rodgers, 1986).

Currently, English is the world's most widely studied foreign language and as English teachers we have a great responsibility in our hands regarding education. We educate to expand our knowledge across the borders, along the world. We educate not only to improve language skills but intercultural talking. Therefore, students can set and adapt their learning necessities and preferences how they desire to. Students decide where their own learning takes place and choose their spaces in a variety of ways- books, tutorials, applications, computer programs and surfing the internet among other resources. Based on this information focused on education principles and processes brings to mind the role of teachers. When talking about the role of the teacher which also takes important roles when

educating such as: mediators, ethnographers, researchers, agents of change, managers, learners and mentors for instance. Both Students and teacher roles lead to a meaningful interaction and learning process in the language classroom. Therefore, language learners do not always need teachers, students can set their own learning spaces in a variety of ways. Many students learn by themselves at home with books, online, CDs, multimedia computer programs, video tapes or by immersion (picking up the language by living or communicating in a place where the language is used). Many other students learn in classes with other students and a teacher, these classes are chosen to go to or required to attend. Then, language learning will involve three main aspects: self-study, immersion and classroom (Scrivener, 2005, p. 15). Scrivener (2005) states that language teaching is another concern and it happens in a wide variety of locations and contexts, with a wide variety of colleagues and learners. This means that there will be numerous experiences and everything will go on own teachers and students' understanding.

Intercultural awareness, teaching material, teaching methodology and lesson planning are the main aspects developed in this final project. We will be checking assignments and other skills on the textbook used for this lesson planning and analyse if what is being taught is really what is wanted to be taught. In textbooks, language learners need more things beyond reading, listening, writing or speaking explanations. They need to be exposed to understandable samples of language. In language learning it seems not to benefit very much from long explanations when it is done in the language that is being learned, students can face an immediate problem which is limited understanding of this new language. Scrivener (2005) says "And even if the explanation is done in their native tongue, explanations about how language works, while of some value, seem to be the most useful in fairly brief hints, guidelines and corrections; language learners do not generally see to be able to make use of complex or detailed information".

Thereby, in this final project are analysed Theories of Second Language Acquisition and Learning and how students learn languages and how teachers create ideal conditions for this process. Educational practice "intuitively" carried on

by parents or professors is not based on objectives and procedures that have not been analysed or investigated. They are based on impressions, beliefs, where products are from their own natural capacities. Education is valid in a simple society where educational contents are few and far between real life experiences. For a child in a primitive society, the school was the tribe; looking at ceremonies and dances, listening to legends and listening to their elders; imitating adult skills, responding to similar behaviour from other members of the tribe (Hernández, 1991).

Then, schools constitute the institutionalised way of education. Meanwhile society is more complex, its functions multiply and cultural knowledge increases which requires specific places, experienced people and appropriate regulations (Hernández, 1991). Starting the process of teaching is a real adventure, at the beginning it starts with planning instead of facing the students themselves in physical classrooms. Then, in a teacher's early life, lesson planning begins with a sheet of paper, an objective or asset of objectives and works its way through a number of procedures, steps, phases to the end. It can be said that lesson planning is a series of decisions made by a teacher where various elements involve students, material, resources, tasks, for instance (Wajnryb, 1993). There are many factors to plan a lesson and some teachers write down daily plans while others plan inside their head. Lesson plans are a systematic record of teachers' thoughts about what will be covered in and during a lesson. This means that lesson plans help teachers to think about the class in advance so they can resolve problems and difficulties when needed.

CHAPTER 1. PHILOSOPHY AND THEORY

1.1 My Teaching Philosophy

All human beings have the capacity to acquire any language they are exposed to and can speak more than one if the context requires it. I remember how I learned Spanish as my second Language and it was not a good experience, my teachers were not bilingual in my hometown where most people speak "Nahuatl " (as their mother tongue or first language). At the beginning of our living experience everything was through the nahuatl language. Back then we did not know about the existence of different languages, Spanish we thought was our biggest fear and barrier but it was not, and when we finally reached secondary school the English language was first introduced amazingly. There are many cultural differences when facing this kind of context of learning and teaching and these cultural differences impact in such a meaningful form the way a language is acquired or learnt.

The most important aspects so far regarding the specialization and my teaching philosophy is the integration of the intercultural competence to my classes which were proposed by Byram (2002, cited in Byram and Starkey (2002):

- Intercultural attitudes (savoir être)
- Knowledge of social groups (savoirs)
- Skills of interpreting and relating (savoir comprendre)
- Skills of discovery and interaction (savoir apprendre/ faire)
- Critical cultural awareness (savoir s'engager)

This intercultural competence is all the time practiced in classes, my groups are formed for different students who come from different cultural backgrounds. Tehuacan is adjoined with Oaxaca and Veracruz states and the region of Tehuacan consists of many small towns which preserve their costumes and

traditions. My classes are multicultural classroom and that is the reason we develop this intercultural awareness and be tolerant to everyone.

If our previous elementary teachers knew how to integrate this model, our educational life in a rural community would have changed and been much better in our learning context. Then, the integration of this Byram model and the integration of the four language skills have been put into practice from now on in a more conscious way to impact in our teaching behaviour.

I have been working hard to avoid mistakes I went through in my childhood as a student, and by this specialization I try to create the best atmosphere for my students to be understood. I have been preparing myself to perform as a guide and example teacher for my students and even for my daughters. On the other hand, assessing and testing, assessing informally than formally to make the language a more trustful place to learn the English language and to make students feel more comfortable by only providing feedback and not a grade that can affect their performance. The way we grade students at the university where all these lesson plans are put into practice are divided as follows: 70% practical and 30% theory which applies well regarding informal assessment.

I live in the region of Tehuacan “The City of Gods” in the south of Puebla State and I have a great number of bilingual students that speak mazateco, mixteco, popoloca and nahuatl as the most significant languages of the region, we have multicultural language classroom. My greatest desire is to make a more comfortable place to learn a foreign language by integrating our mother tongue as a privilege, not as a negative aspect in life.

Communication is essential and a necessity for human beings, so creating a good atmosphere, meaningful activities and clear language practices students may feel free and understood by the teacher which makes the teaching-learning processes more productive. Motivation, perseverance and attitude, the integration of the language skills and the intercultural competence are my keys to succeed and for purposeful language class this all regarding an appropriate way of assessment. As an English teacher is an honour to be part of the engineering I belong, we prepare

students so they are selected for a great variety of scholarships, I will just mention some, where I have been participating along with my students: Citibanamex to make a master's degree abroad we have been participating since 2019, the Universidad de las Americas Puebla also provides scholarships for our students who speak an indigenous language, this consists of taking a 4 weeks course all inclusive in this university campus.

Motivation is also a great part of my teaching learning process which I applied in my professional life. It must be said that motivation plays a very important role in determining success or failure in any learning situation this is to master a reasonable working Knowledge, regardless of students' aptitude. Students feel more motivated when they face these programs in the university and just to mention some of them it must be mentioned that this is a public university and there are many scholarships students can apply so they continue their studies satisfactorily.

1.2 Foundations

Most of the literature review is based on educational technology or technology in education and aspects regarding online education. There is also a distinction between Second Language Learning and Second Language Acquisition which are explained in the first section of this second chapter. Through the pandemic, we as teachers moved to give our lessons online and use various ways of interacting and teaching our students. Most of this information will be shown in the following sections.

1.2.1 Second language learning vs Second language acquisition

According to Ellis (1994) and Sharwood (1994) there is no specific date since Second Language Acquisition (SLA) was established, but a general agreement that took place around the end of the 1960s. There must be a distinction between second language acquisition and foreign language acquisition. SLA is the language that plays an institutional and social role in the community. While foreign language acquisition takes place in a setting where the language plays no major role in the

community and it is usually learnt in a classroom (Ellis, 1994). In a similar definition, SLA is defined as any language different that the first language learned by a learner or by a group of learners, while a foreign language is a language which is not one's mother tongue but is not nevertheless spoken in one's community (Sharwood, 1994). It can be said that SLA is a process in which people acquire a new language different from their mother tongue, where the language has a very important role in a society. While foreign language is the process of learning a new language which has no importance in the learner's community or society.

Second Language Acquisition research is a study which tells us how learners acquire a language different from the first language. Defining the term second brings some ideas on how a language is learned after the first. Mexico is rich in indigenous languages then second language acquisition can take place in certain regions of the country and this aspects will be analysed in the following sections and how it works in context (SEP, 2006)

The next information will be filled out based on Krashen (1981) and his studies on Second Language Acquisition and Second Language Learning.

Differences between Second Language Acquisition and Second Language Learning.	
Language Acquisition	Language learning
<ul style="list-style-type: none"> • It is similar to the process children use in acquiring first and second languages. • It requires meaningful interaction in the target language. • It requires natural communication. • Error correction and explicit teaching of rules are not relevant to language acquisition. • Caretakers and native speakers can modify their utterances addressed to acquirers. 	<ul style="list-style-type: none"> • It is thought to be helped a great deal by error correction. • There is a presentation of explicit rules. • In language learning error correction is maintained, it helps learners come to the correct mental representation of the linguistic generalization. • There is no order of learning , although syllabi implicitly claim that learners proceed from simple to complex

<ul style="list-style-type: none"> • There is a fairly stable order of acquisition of structures in language acquisition where structures tend to be acquired early and which tend to be acquired late. • Product of meaningful interaction. 	<ul style="list-style-type: none"> • The order of learning may not be identical to the acquisition sequence. • Conscious learning is available to the performer only as a monitor. • Conscious learning may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced.
--	---

1.2.1.1 Language attitude and aptitude in SLA or SLL

Second language attitude refers to personality factors, which are directed to acquisition in an indirectly or unconscious way of learning. Language attitude produces two effects: encourages input for language acquisition and allows to the acquirer to use the input for acquisition (Krashen, 1981).

In Krashen (1981) language aptitude may be related to conscious learning. Carroll (1973, cited in Krashen, 1981) defines as the "rate at which persons at the secondary school, university and adult level learn to criterion". In Carroll (1973, cited in Krashen, 1981) there are three modern aptitude tests: Phonetic coding ability which is concerned in storing new language sounds in memory. Second, grammatical sensitivity is concerned to "the individual's ability to demonstrate his/her awareness of the syntactical patterning of sentences in a language". Third, inductive ability, related to conscious learning and problem solving. In sum, language attitude and aptitude are both necessary in second language learning or acquisition, according to the impact they have on learners.

1.2.2 Educational Technology

Technology in education implies the use of actual tools and equipment to support teaching such as: software, programs, networks, the use of projectors, computers, audiocassettes, television monitors and so forth (Bates & Pool, 2003). And nowadays including tablets, laptops, and cell phones as most current and versatile. All these new technologies require expert people to develop a good education

which implies teaching and learning. The use of these tools, programs and such as web programmers are used in a way that students learn appropriately with educational purposes. It can be considered that the use of material like papyrus or the use of rocks to write on it, all of them are considered educational technology (Bates & Pool, 2003). This means that technology has always been with humanity but when man discovered electricity, new means of communication appeared: telephone, radio, television, and of course computers in the twentieth century. Nowadays all these technologies have been applied to education areas. Another important invention was the internet to create new ways of learning and the opportunity to have online courses which is something new and appeared since 1995 (Saetler, 1990, cited in Bates and Pool, 2003).

In the second half of the 20th century the digital revolution had accelerated the way in which people socialized, did business, communicated and so on. It is called the digital revolution because of information of many kinds: text, sound, graphics and video. Nowadays, more items can be found which help people to interact among others such as: computers, televisions, radios, phones, fax which are the new way to develop the world (Hanson-Smith, 1997).

Most of the items shown in the previous paragraphs were introduced into educational purposes, as professors, teachers among others, it is necessary to help students to understand the strengths and weaknesses of the technology in the educational system. Currently, students have the opportunity to research by themselves through going to the libraries, online libraries, or searching online (internet) and so on, a couple of hundred years ago the students were not allowed to look for information by themselves because it meant that they would undermine the professor's authority and knowledge (Bates & Pool, 2003). Nowadays, students can learn by themselves, anywhere and anytime as if what has been taught inside the classroom is not enough.

Educational technology encompasses any means of communicating with learners other than through direct, face-to-face, or personal contact. Such means of communication can include software, programs, and networks as well as

projectors, computers, audiocassettes, television monitors, and so forth (Bates & Pool, 2003). Educational technology is defined as means of communication or the popular impression of audiovisual aids (Lucido & Borabos, 1997). In an earlier definition, Dieuzeide, (1971, cited in Gentry, 1987) defined educational technology as the body of knowledge resulting from the application of the science of teaching and learning to the real world of the classroom, together with the tools and methodologies developed to assist in these applications. In a similar way, Collier et al. (1971, cited in Gentry, 1987) states that educational technology involves the applications of systems, techniques, and aids to improve the process of human learning (Gentry, 1987). As can be seen, the authors consider the educational technology as means of communication by the use of technology for educational purposes.

1.2.3 A brief history of Educational Technology

Educational technology has always been presented in the human kind, since the cave paintings or wall paintings and the hieroglyphics. Another important aspect of the earlier use of the educational technology is the discovery of the Ten Commandments carved on tablets of stone by Moses (Bates & Pool, 2003). Another important development in the history of educational technology is that in ancient Greece, the Elder Sophists used the term “techne” to refer to the process of applying knowledge systematically to the practical art of instruction (Lucido & Borabos, 1997).

Other important aspects of the evolution of items used in educational areas, such as the printing press which was developed in China in the ninth century A.D., but Gutenberg developed his own printing press in the fifteenth century A.D., which made feasible the production of books (Bates & Pool, 2003). The discovery and application of electricity opened to new devices as telephone, radio, television and computers have been applied to educational areas. In sum, there have been many factors, devices and contributions that have been introduced and applied to educational areas which have helped the development of educational technology

and one of the most important is the internet-based courses that appeared in the mid-1980 (Saettler 1990, mentioned in Bates and Pool, 2003).

1.2.4 The Role of media and Technology in Education

In other words, applying media and technology creates new ways of teaching and learning, in this section of the literature review it will be shown roles and functions that media and technology take into account in teaching and learning processes.

According to Jonassen and Reeves (1996, cited in Reeves, 1998), “there are two major approaches to use media and technology. First, students can learn “from” media and technology, and second, they can learn “with” media and technology. Learning “from” media and technology is often referred to in terms such as instructional television, computer-based instruction, or integrated learning systems (Hannafin, Hannafin, Hooper, Rieber, & Kini, 1996; Seels, Berry, Fullerton, & Horn, 1996 cited in Reeves 1998). On the other hand, learning “with” technology is referred to in terms such as cognitive tools (Jonassen and Reeves 1996, cited in Reeves, 1998) and constructivist learning environments (Wilson 1996, cited in: (Reeves, 1998)”.

1.2.5 Definition of Media and Technology

Media and technology are words that are commonly used nowadays, according to Bates and Pool (2003), “speech, writing, drama, radio and television programming, computer programming and web based courses are all media (symbol systems)”. However, classrooms, books, theatres, cinemas, radio sets and transmitters, cable, and computer networks are all technologies.

In addition, media are means of communicating messages, which implies a sender and a receiver of the data, in other words data can be information about, education, entertainment, business among others (Lucido & Borabos, 1997). Salomon (1978 cited in Bates and Pool, 2003) provides another definition as “media can be analyzed in terms of their cognitively relevant capabilities or

attributes". It can be concluded that media are means of communicating ideas, messages and all aspects that can be transmitted via technology.

On the other hand, Kozma 1994 (cited in Bates and Pool, 2003) refers to technology as the physical, mechanical or electronic capabilities. Technology is defined as "The systemic and systematic application of behavior and physical sciences concepts and other knowledge to the solution of problems" (Gentry, 1987). Using another concept, Simon (1983, cited in Gentry, 1987), defines technology as "a rational discipline designed to assure the mastery of man over physical nature, through the application of scientifically determined laws". In sum, technology can be seen as a means of transmission and communication by using physical sources to transmit communication, knowledge, ideas and so on. As a result, media can be considered just as the system to communicate knowledge by the students, teachers among others. While technology is the instrument in which media are transmitted.

1.2.6 Teacher's and Students' roles

Being a teacher was not in my plans however it is part of my daily life now. Just like it is mentioned in lesson 12 we as teachers perform as actors in a play where different roles are followed and created. As teachers we have roles at school in the classroom and outside the classroom. A quick overview about roles is that they are defined as a set of expected or anticipated actions for a certain setting or task (Richards & Lockhart, 1996). It is mentioned that roles also must be considered in conjunction with people that surround us and since most teaching occurs within the institutional setting of a school lets analyse how schools interferes and determine teacher' roles.

As mentioned in Richards and Lockhart (1996) the influence of the school where teachers work determines the teachers' roles. In other words different teaching settings such as kindergarten, elementary school, junior high, high school or universities create particular roles for teacher and it all depends on how teachers are exposed to the administrative structure, the culture operating in the institution

the consistency of the program and its administrators, schools methodologies, use of textbooks, workload demanded of the teachers among other teaching settings.

Besides roles at school and inside the classroom, there are teacher roles outside the classroom. Currently, since teachers and students take classes via electronic devices these roles have been modifying.

Talking about students' roles brings to mind, engage learning, which is a process where students participate in their learning. Students do not only participate but get involved from the beginning to the end of the course of study. One aspect of engage learning is to make students participate in real-life activities through collaboration, exploration and discovery with peers. It is just as mentioned in the teacher role, students have different roles in their learning process, concerning age, environment, context of learning, teachers' behaviour towards them, and institutional context among others. As a conclusion for roles, it must be said that teaching in all areas entails roles and tasks, then the role of the teachers will determine how students perform, as in the following role pairings taken and adapted from (Calvert , 1975). (see appendix 1 & 2).

1.2.7 Language attitude and aptitude in SLA

Second language attitude refers to personality factors, which are directed to acquisition in an indirect or unconscious way of learning. Language attitude produces two effects: encourages input for language acquisition and allows the acquirer to use the input for acquisition (Krashen, 1981).

In Krashen (1981) language aptitude may be related to conscious learning. Carroll (1973, cited in Krashen, 1981) defines as the "rate at which persons at the secondary school, university and adult level learn to criterion". In Carroll (1973, cited in Krashen, 1981) there are three modern aptitude tests: Phonetic coding ability which is concerned in storing new language sounds in memory. Second, grammatical sensitivity is concerned to "the individual's ability to demonstrate his/her awareness of the syntactical patterning of sentences in a language". Third,

inductive ability, related to conscious learning and problem solving. In sum, language attitude and aptitude are both necessary in second language acquisition, according to the impact they have on learners.

1.2.8 Language use and the language user

A student learning a second language and its culture does not stop being competitive of his/her own language and culture. The students do not acquire two ways of thinking or two ways of communicating, on the contrary he or she is being plurilingual and developing interculturality (Council of Europe, 2001).

The use of language is concerned according to the context of specific situations in the social life. For example, there are indeterminate numbers of domains according to the users' concerns. The domains that are used the most in language learning at least are the following ones (Council of Europe, 2001):

- **Personal domains**, which concern the person in his way of living, lifestyle, friends and everything that surrounds him/her.
- **Public domains**, in which the person gets along as a member of a society or any organization where he or she shares information related to any purpose.
- **Occupational domain**, in which the person concerned is engaged in his job or profession.
- **Educational domain**, in which the person concerned is in learning and principally in an educational institution.

In some cases more than one domain may be involved to another according to the interaction, such as: occupational domain and educational domain where a professor takes place in both places.

1.2.9 Independent Learning

Independent learning is described as self-regulated learning (Meyer , Haywood, Sachdev, & Faraday, 2008). Since independent learning is a broad concept, there are some definitions related to this term. Candy (1991, cited in Mayer et al., 2008) defines independent learning as “method and educational philosophy in which learners acquire knowledge by themselves and develop the ability to undertake enquiry and critical reflection”. In a further definition, independent learning is a process where students/learners develop values, attitudes, knowledge and skills to guide their own learning (Bates and Wilson, 2002; Gorman, 1998; Kesten, 1987; Williams, 2003, cited in Mayer et al., 2008). Another valuable definition, according to Kesten (1987, cited in Mayer et al., 2008) independent learning is “in which the learner, in conjunction with relevant others, can make decisions necessary to meet the learner’s own learning need”. It can be said that independent learning is a way of learning in which learners make important decisions, reflections in order to guide their own learning. We can see independent learning when students click on the material and tools shared in the class to be done at the student’s place. Students show evidence of their work on Google classrooms so the teacher checks students work or performance on the given activities.

1.2.10 Learning Strategies

Learning strategies have learning facilitation as a goal and are intentional on the part of the learner and its goal is to affect the learners’ motivational or affective state, it also affects the way in which the learner selects, acquires, organizes and integrates new knowledge (O'Malley & Chamot, 1990). In another definition, Tarone (1981, cited in O'Malley and Chamot, 1990) defines learning strategies as attempts to develop linguistic and sociolinguistics in the target language. In a similar definition, language learning strategies are defined as steps or actions taken by learners to improve the development of their language skills (Oxford & Cohen, Andre D. Cohen, 1992). Finally, language learner strategies are defined as thoughts and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language tasks.

In sum, learning strategies are attempts which help students to increase knowledge in the target language by taking consciousness on the steps and actions that students take (Cohen, 2011)

Faerch and Kasper (1984) and Tarone (1981) (cited in O'Malley and Chamot, 1990) divide learning strategies into three: learning, communicative and production strategies. Learning strategies refers to language acquisition while communicative and production strategies concerns the use of language. In addition, the learning strategies have been divided into three categories, cognitive strategies, metacognitive strategies and affective and social strategies (O'Malley et al., 1985, cited in O'Malley and Chamot, 1990, Cohen (2011)). According to Cohen (2011) cognitive strategies refers to language learners' strategies of identification, grouping, retention and storage of language material, comprehension or production of words. In O'Malley and Chamot (1990) cognitive strategies help students to enhance learning from incoming information. While metacognitive strategies according to Cohen (2011) are strategies used to control one's learning, plan, check and evaluate their own cognition. In a similar definition, Brown et al., (1983, cited in O'Malley and Chamot, 1990) refers to the use of high skills in order to plan, monitor and evaluate the success of learning activity. Finally, according to Cohen (2011) the affective and social strategies refer to emotions, motivations and attitudes, which learners choose in order to interact with other learners. O'Malley and Chamot (1990) describe that these strategies involve interaction with other learners or ideational control over affect.

1.2.11 Learning styles

The outcomes from the tools assigned for the students vary because of the learning styles of the students themselves. Learning styles are internally based characteristics, which help to intake and understand new information; the learning styles involve students/ users' preferred way of absorbing, processing and retaining information and skills (Reid, 1995). In another definition, learning styles are "...the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (Dunn

and Griggs, 1988, cited in Cohen and Weaver, 2005 and Oxford, 2003). Learning styles are “general approaches such as: global or analytic, auditory or visual, which students use in acquiring a new language or in learning any other subject” (Oxford, 2003). In sum, learning styles are ways in which students prefer to learn, acquire a new language, skills and knowledge.

Reid (1995) divides learning styles into three major categories: cognitive learning styles, sensory learning styles, and personality learning styles. According to Reid (1995) cognitive learning styles include field-independent, the students learn step by step, sequentially and so on. In Field-Dependent learning strategies students learn more in context, holistically. On the other hand, analytic learning style students learn individually and global learning style students learn more by interacting with other people. Moreover, in reflective learning style students take time to think before giving an answer and in impulsive learning strategy students learn by acting immediately and by taking risks. Finally, Kolb’s experiential model which is concerned about experiences, observations and perceptions, processes (Cited in Reid, 1995).

In contrast, sensory learning styles are divided into perceptual styles which include: auditory learner, who learns more through the ear; visual learner, who learns through the eyes; tactile learner, who learns through touching; kinesthetic learner, who learns through complete body movement; haptic learner, the one that combines the tactile and the kinesthetic. Another division of the sensory learning style is the environmental learning style, which includes: physical learner, who learns according to the environment and arrangement from the classroom and such factors as: temperature, sound, light, food, mobility, time and so on. On the other hand, sociological learners learn more effectively in teams, groups, pairs or teamwork (Reid, 1995). In this last group most of the students were involved since classes were given online and through interactive and audiovisuals tools.

1.2.12 Motivation

Motivation is a term that has been used every day in professional contexts and that it denotes something of high importance (Dörnyei, 2001). In another definition Dörnyei and Otto (1998, cited in Dörnyei, 2001) define motivation in second language as “dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes are desired and selected, prioritized, operationalized and (successfully or unsuccessfully) acted out”. In sum, motivation can be the things that push (pursue) people to achieve goals, purposes, and aims and so on.

According to Weiner (1994, cited in Dörnyei, 2001), motivation can be divided into two, these can be external (social) and internal motivations (personal). External motivation or social motivation as social environments or factors which alter students' behavior such as: social welfare goals become a productive member of the society, social approval and solidarity goals which concern to do well in school to be recognized by the professor, classmates among others or to bring a degree of honor to one's family. On the other hand, internal or personal motivation, which is presented in the absence of others (society) such as achieving personal desires or fulfilling personal knowledge to be more educated. Motivation is another important aspect to take into account in this specialization, this motivation can be presented at the time they learn something new, at the time they reinforce vocabulary, the listening, reading, writing and speaking language skills. These students are motivated to learn and reinforce the English language.

Integrative and instrumental motivation are the most mentioned aspects in learning the English language. At the Technological University of Tehuacan, the workplace where these practices are given, there are many scholarships for students to study a master's degree abroad or to participate in a foreign university for a summer course, or just a course at any time of the year. There are many examples shown to new students that motivate them to be part of an English speaking country (use of integrative motivation) and make them feel capable to do it just like many others

at university. Instrumental motivation comes when they take their professional practices in Técnico Superior Universitario (TSU) which occurs in the middle of their engineering career. They face big companies where they are required to speak or have the English language knowledge. Students learn that by learning a foreign language they can have more working opportunities and aspire to a better and well-paid job which motivates them to learn a different language different to Spanish (English and French are the main foreign languages at university). On the other hand, few of them feel motivated at the very beginning (intrinsic motivation) since many of the students have not been exposed to the English language. However, we have full classes in academic counselling where they attend for joy and even take more than one foreign language and participate in scholarships to be more prepared.

Although motivation can have a vague even an abstract or a hypothetical conception this term subsumes an indefinite sum of motives, financial to idealistic beliefs in other words motivation as a term that covers a variety of meanings. Thus, motivation is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation (Dörnyei, 2001).

I have been working hard to avoid all my teacher mistakes in my student life and my desire is to create the best atmosphere for my students' language development. As stated in Dörnyei (2001), motivation may be the key to create successful or unsuccessful learners but it also says that learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of a second or foreign language, regardless of their language aptitude or other cognitive characteristics. On the other hand, without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language.

Through motivation we know why people decide to do something, how hard and for how long to accomplish or sustain an activity. The following needs are taken from Maslow (1970, mentioned in Dörnyei, 2001):

- **Physiological needs** (e.g. hunger, thirst, sexual frustration); .
- **Safety needs** (need for security, order and protection from pain and fear); .
- **Love needs** (need for love, affection and social acceptance); .
- **Esteem needs** (need to gain competence, approval and recognition); .
- **Self-actualisation needs** (need to realise one's potential and capabilities, and gain understanding and insight).

Knowing these needs it is important to help and understand our students. There are more key variables that would explain a significant proportion in people's actions. In other words, the challenge has been to identify a few central motives that are simply more important than the others. Broadly speaking, different scholars have come up with different 'most-important' motives, and this is what differentiates between the various competing theories. Finally, no one can deny that our personal likes and dislikes, i.e. attitudes, also play an important role in deciding what we will do and what we won't (theory of planned behaviour) (Dörnyei, 2001).

1.2.13 Time management

"Time is finite and there are only so many hours available in a day to live our lives, accomplish the tasks that need to be accomplished, and enjoy our lives" (Mancini, 2003). In another definition, time management refers to control, regulate, plan and schedule one's time. The ways in which the time is spent, and what it is accomplished with it, are a reflection of your current time management skills. Time management skills are an integral part of being successful in the time-pressured environment of college; helping allocate time between classes, study, and all the other things you want to do (Haynes, 2001). In sum, it can be said that time management plays an important role in helping reach goals and accomplishing

things in life. Time management is another important aspect in performing the activities developed during the lesson planned in this specialization. All of the steps are timed but specially step 2 and 6 which can be considered as challenging due to the time the activity provides in order to be answered.

1.2.14 Assessing and Testing

Assessment and testing are two main aspects that were taken into consideration for module 3 lessons 4, 5 and 6. Language testing is a powerful and meaningful word in the field of education and an important component of any language classroom. However, there must be a distinction between testing and assessment. Testing can be defined as “a method of measuring a person’s ability, knowledge, or performance in a given domain” in other words an instrument is needed in order to measure a learner’s ability. While assessment is defined as “an ongoing process that encompasses a much wider domain (than testing)”. This can be explained that assessing can be done by the use of tests where knowledge collected later can be used to inform teaching instructions (Brown H. , 2004).

Testing and teaching are so closely interrelated that cannot be separated without being concerned with the other. One way to reinforce or motivate students’ learning is through tests as the main means of assessing their performance in language. A good language test can find out what candidates can do with language focused on everyday communication activities. A test can have a positive or negative effect on teaching. A good communicative test of language should have a more positive effect on learning and teaching which should also result in improved learning habits (Heaton, 1988).

This last lesson plan of the final project encompasses and integrates the following topics: assessment, interculturality and the four language skills are going to be the main aspects to be taken into consideration. With all this, it comes to mind the function of testing, Heaton (1988) says that this evaluation of students’ performance for purposes of comparison or selection he also says that a good classroom test will help to locate the precise areas of difficulty encountered by the

class or by the individual student. Further information related to assessment, intercultural competences and integrated skills is shown in the following sections (Heaton, 1988).

1.2.15 Rubrics

Another important aspect in this writing activity is the use of rubrics. Rubrics are given at the beginning of the quarter so students familiarize with what is going to be assessed in productive skills. The use of rubrics goes together with Assessing and testing. A rubric consists on instruments to assess or provide feedback on student progress for a specific task (see appendix 15). It is know the importance of rubrics so students realize how well they are advancing in their productive language skills learning. The rubrics used were the ones proposed in lesson 6 of Module 2 and Lesson 7 of Module 3. “Particularly with speaking and writing skills rubrics are used, there are a variety of rubrics to help the teacher provide feedback and assess achievement. Rubrics can either provide a general overview or can focus on specific aspects of the skill” (Jacobs & et al., 1981).

1.2.16 Communicative Language Competences

The ability to communicate is regarded by all human competences. Talking about users/ learners’ competences the following divisions are considered: general competences and communicative language competences. In general competence can be found in the following division: Declarative knowledge can be found into the general competences, which include: knowledge of the world, sociocultural knowledge, and intercultural awareness. In addition to the general competences, there is another important aspect which it is concerned to skills and know-how which includes: practical skills and know-how, intercultural skills and know-how and finally existential competence is another division found in general competences, which is not only concerned on knowledge or understanding and skills but selfhood, individual personalities, motivations, values among others. Finally, the last division in general competences is the ability to learn, which consists in applying, observing and participating in new experiences and incorporating new knowledge into existing knowledge, modifying the knowledge as needed.

On the other hand, the communicative language competences are the ones concerned with use of general competences as shown above and more specifically language-related communicative competences which include: linguistic competences, sociolinguistic competences and pragmatic competences.

The first division in communicative language competences is the linguistic competences, which are aspects of communicative competence and have to do with achieving an internalized functional knowledge of the elements and structures of the language (SIL International, 1999). Linguistic competences include the following competences: lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence and orthoepic competence (Council of Europe, 2001). Lexical competence concerns the ability to recognize and use words in a language; lexical competence also includes understanding the different relationships among families of words and the common collocations of words (SIL International, 1999), in contrast to Council of Europe (2001) lexical competence is the ability to use vocabulary or knowledge of a language. While grammatical competence is the ability to use grammatical resources of a language or “the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae)” (Council of Europe, 2001). In another definition of grammatical competence, SIL international (1999) defines it as the ability to recognize and produce the distinctive grammatical structures of a language to use them effectively in communication. On the other hand, semantic competence refers to the learner’s awareness and control of the organization of meaning (Council of Europe, 2001). Phonological competence is another division in linguistic competences which is concerned in recognizing and producing meaningful sounds of a language such as: vowels, consonants, stress patterns among others (SIL International, 1999). In the Council of Europe (2001), phonological competences involve knowledge and skills to perceive and produce phonemes, allophones, and syllable structures among others. In relation to phonological competence, orthographic competence can be found, which consists in knowledge and skills of

producing symbols in written language which include the form of letters, spelling, and punctuation marks among others. Finally, orthoepic competence, which refers to the production of correct speech from written language in a prepared text or discourse.

On the other hand, sociolinguistic competences are related to the knowledge and the necessary skills to deal with the use of language in society (Council of Europe, 2001) or the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation (SIL International, 1999). Sociolinguistic competences are divided into: linguistic markers of social relationship, politeness conventions, expressions of folk-wisdom, register differences, dialect and accent. Linguistic markers of social relationship are the first division, this division can differ from different languages and cultures and includes, relative status, closeness of relation among others. Furthermore, politeness conventions are the second division in sociolinguistic competences, this division concerns in the correct use of polite expressions toward people, such like: please, thank you among others and it is divided into positive politeness (like showing interest in a person), negative politeness (correction, contradiction among others) and impoliteness (frankness, bluntness). Then, expressions of folk-wisdom which contribute to popular culture such as: idioms, proverbs, familiar quotations, expressions among others. Another division in sociological competences is the register differences, which refer to different levels of formality: frozen, formal, neutral, informal, familiar and intimate. Dialect and accent as a final division of sociolinguistic competences, which refer to the ability to recognize linguistic markers, such as: social class, regional provenance, national origin, ethnicity among others (Council of Europe, 2001).

Finally, pragmatic competences as the last division of communicative language competences, which concern the users'/learners' knowledge, in organizing, structuring and arranging messages. Pragmatic competences are divided into three sections according to the messages: "a) organized, structured and arranged ('discourse competence'); b) used to perform communicative functions ('functional

competence’); and c) sequenced according to interactional and transactional schemata (‘design competence’)” (Council of Europe, 2001).

1.3 Audience

Lesson plans pursuit language assessment, intercultural competence and the four language skills which are demonstrated in the lesson plans presented so far. Through lesson plans the classes are carried out in a more conscious way in the Technological University of Tehuacán, Puebla (UTT) within a group of the 9th quarter in the field of Industrial Processes engineering. This class is focused on listening as the main skill to be developed but reading, writing and speaking language skills are also integrated. The explanations and details of the class procedures will be shown according to the number or steps shown on the lesson plan. The rationale can be seen in the following section where each step is explained and supported with theoretical foundation and evidence regarding assessment, skills and interculturality.

Chapter 2: Methodology and practice

There were many lesson plans developed and applied during this specialization and this is an example of the last of them. It is divided into nine steps in order to pursuit the listening language skill while integrating the other language skills. The first five steps on this lesson plan were designed in order to activate students’ previous knowledge regarding “reducing, reusing and recycling”. Through these activities we obtained informal and formal assessments which are specified in the next section, tools and materials are also shown for a better comprehension. The six step is where the main listening activity lies which consisted of a lyrics activity. The last activities were productive activities where the writing and speaking language skills were performed and practiced.

2.1 Lesson planning

Starting the process of teaching can be considered a real adventure, it all starts with learning how to plan instead of facing the students themselves face-to-face. Lesson planning are other components through this specialization. It can be said

that lesson planning is a series of decisions made by a teacher where various elements involve students, material, resources, tasks, for instance (Wajnryb, 1993). There are many factors to plan a lesson and some teachers write down daily plans while others plan inside their head. Lesson plans are a systematic record of a teacher's thoughts about what will be covered in and during a lesson this means that lesson plans help teachers to think about the lesson in advance so they can resolve problems and difficulties.

Lesson plans provide a structure for a lesson as a map to be followed during the session and to keep a record of what has been taught. Scrivener (2005) states that before starting or going into a lesson plan, it is important to be clear about what you want to do. It is known that a lot is going to happen on the spot of the class and as a teacher it cannot be predicted how students will respond, what is important is how well prepared the teacher is and to cope with whatever happens. As said in the previous assignment, Lesson planning is considered a thinking skill which consists in imagining the lesson before it happens.

2.2 Lesson plan – Listening skill

INSTITUTION: UNIVERSIDAD TECNOLOGICA DE TEHUACAN **LEVEL:** ENGLISH 8

No. of students: 24 **100' MINUTES**

TEACHER'S NAME: Victor Ancelmo Montiel Bernardo **DATE:** April, 2021

TOPIC / LANGUAGE FUNCTION / GRAMMAR POINT: Reduce, Reuse, Recycle/ Present Passive Negative/ Talking about environmental problems

AIM1: To make students communicate in English the history and culture of their hometown, their country and the world, in addition to understanding, evaluating and proposing solutions to the problems that arise in society.

Steps	ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
1	Introduction	Computers, Google classroom, internet,	Whole group	Teacher (T) asks Students (Ss) to open their books on page 14 (Skill Set 4 Level-B1) and	5'

		Google Meet, Skill Set 4.p 12		prepare their microphones and cameras if needed.	
2	Warm-up 1 Activation	Computers, Google classroom, internet, Google Meet, Skill Set 4.p 12 Hotpotatoes jmatch activity: https://d55e68f7m7mqm2pvtiwca-on.drv.tw/LESSON%20PLAN%20EVIDENCES%20AND%20VIDEO/HOT-POTATOES%20-%20LESSON%20%20SKILLSET%20P.14-16/ACTIVATIONactivity.htm	Whole group	T gives Ss An online matching activity (a hot-potatoes activity focused on the listening skill-jmatch-). T gives instructions and asks Ss to match the items to the length of time they take to decompose according to the audio shown in the jmatch activity. T checks responses with the whole group.	10'
3	Pre-listening 1	Computers, Google classroom, internet, Google Meet, Google Jamboard https://jamboard.google.com/d/1FPGC4JTG0fkQ-eIQazuSWiCFhu6mdw3n9hvHHNt8M/edit?usp=sharing	Whole group	T creates a jamboard and automatically the link is shared through the chat so Ss can access. T tells Ss to answer the questions shown on the first slide. T checks Ss' answers.	5'
4	Pre-listening 2	Computers, Google classroom, internet, Google Meet, Go to: or www.menti.com and wait for the code (note: use the code 9053 6766) use the code provided by the teacher since they last only 2 days)	Whole group	T tells Ss to click on the link below: www.menti.com and shares a code provided by the online page and tells Ss to get ready for exercises. T presents 2 questions so Ss write their responses (the app soon shows Ss responses on the screen). Ss brainstorm ideas related to the questions shown on the screen.	10'
5	Pre-Listening 3	Computers, Google classroom, internet, Google Meet, Skill Set 4.p 14 Act.2 (Online book) https://docs.google.com/forms/d/e/1FAIpQLSev3ya1w36YuOEebJ7AHHeajSRYv1Vairs4uYgXCybhaZoUkQ/viewform?usp=sf_link	Volunteers & individually	T asks two volunteers and gives them a chance to read on page 14 activity 2. Each S reads a text out loud online. The text is about recyclable and non-recyclable items. After the reading activity, T gives Ss a link so Ss read the text again and complete the reading activity online. T and Ss check the answers.	10'

6	Listening activity	Computers, Google classroom, internet, Google Meet, Hot-potatoes jcloze activity: https://d55e68f7m2pvtiwca-on.drv.tw/LESSON%20PLAN%20EVIDENCES%20AND%20VIDEO/2a%20Lesson%20plan%20HOT-POTATOES/The3rsong.htm	Individually	T gives Ss a link to develop the main listening activity. T and Ss check the answers of the hot-potatoes jcloze activity.	10'
7	Post-listening 1	Computers, Google classroom, internet, Google Meet, Skill Set 4.p 14-15 –activities 3,4,5,6 https://docs.google.com/document/d/1XnKhDUAL_IK_k4oHVd7p3HEkAm63rwb3qES_ZNWezc/edit?usp=sharing	Volunteers	T gives Ss another link to work on an Online Google document for activities 3,4, 5 and 6. Ss work as a whole group or volunteers. Ss have 10 minutes to complete the activities while T monitors the exercises online. T checks the answers and explains any doubts that Ss may have.	20'
8	Post-listening 2	Computers, Google classroom, internet, Google Meet, Skill Set 4.p 15 – Activity 7& 8: https://docs.google.com/document/d/1XnKhDUAL_IK_k4oHVd7p3HEkAm63rwb3qES_ZNWezc/edit?usp=sharing	Whole group	T tells Ss to work in groups of 3 and answer the three questions on activity 7 page 15 and develop activity 8 which consists of writing about the problems they face in their hometowns and what they do to reduce, reuse and recycle. T Checks the texts during the class	10'
9	Post-listening 3	Computers, Google classroom, internet, Google Meet, Skill Set 4.p 15 – Activity 7& 8:	Whole group	T tells Ss to work individually and make a presentation showing how they apply the 3Rs in their lives.	20'

2.3. Listening Lesson Plan foundations

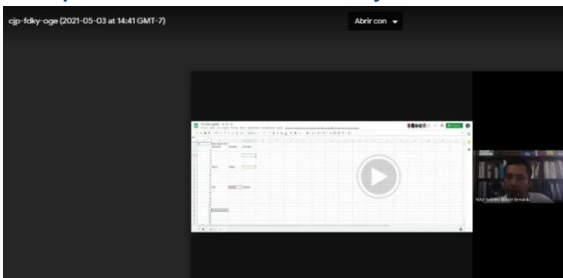
Listening as is reading are considered receptive skills and listening is one of the most difficult skills to teach since it is developed and achieved over time and practice. The process of listening as well as the speaking skill require at least two people (a listener and a speaker), a person to take meaning and a person to produce language which means both the speaker and the listener must be acquainted with the language in use. Being unable to speak or determine the

meaning may result in frustration and a lack of comprehension (adapted from module 2 lesson 7).

This Listening lesson plan includes the four language skills: reading, writing, listening and speaking. This lesson plan is divided into nine steps, it also integrates the previous skills mentioned so they can be developed through the lesson. This lesson plan is focused mainly on the Listening Language skill while integrating reading, writing and the speaking skills as productive skills outcomes of the lesson. The purpose and the language function as well as the intercultural competence to be developed of this Listening activity is to make students communicate in English the history and culture of their hometown, their country and the world, in addition to understanding, evaluating and proposing solutions to the problems that arise in society using the negative present passive voice. There are some kinds of tests in this lesson plan which will also be explained to know why they were used. The explanations and details of the class procedures and steps are shown according to the number or steps on the lesson plan. You can also see the highlights of the class on the 10 minutes [video](#) or on my YouTube channel

<https://youtu.be/Tfv2mwxYn3s>

Step 1 Introduction activity

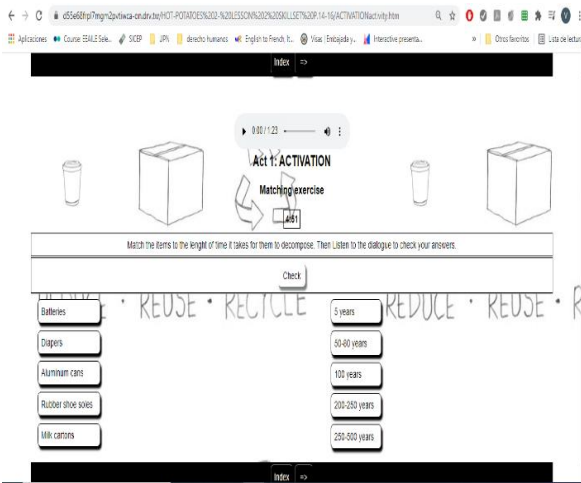


An opening activity's purpose is "to refine understanding of the conventional routines that characterise the start and the end of a lesson" (Wajnryb, 1993).

Teachers and students meet in a Google classroom previously assigned on Google Classroom. As soon as students start joining the class online instructions are given and the teacher provides some tolerance for students that may arrive late (there is a great number of students who have a part-time job or full-time jobs). In this first moment of the class the teacher welcomes and asks names so students feel comfortable and both teacher and students can start to relax. Since this is the first class of the quarter teacher asked students to write down their names on an excel document online for further

attendance. In this step, students are asked to prepare their books online or physical books and go to page 14 so they can work satisfactorily (see appendix 3 for evidence of this step click on the next link to see this step in a video).

Step 2 Warm-up activity



Nowadays we as teachers are giving classes online then all steps of this lesson plan are carried out through Google Meet. Listening activities should be motivating, relevant and important to students as well as easy to grade, and these are some of the hot-potatoes activity characteristics (Brown H. D., 2007). This activity is a Non-interactive

listening situation, which is opposite to the interactive materials. In this Non-interactive listening situation students have the opportunity to run the listening at their own pace and make this activity malleable (see appendix 4). One aspect of non-interactive resources is that students cannot interact with speakers and listeners and there is rarely a request for clarification, slower speech or repetition. However, they can run at their own pace. There are certain processes in which a listener goes through, in this activity the “prediction and selection process” since students can make guesses of what comes next. Selection by filtering information that is making choices about what is important and identify the relevant information (McErlain, 1999).

Step 3 & 4 Pre-listening activity 1, 2

<p>Would you keep using these items?</p>	<p>I would try to use them as little as possible since their contamination to the environment is very strong</p>	<p>Unfortunately yes, because there are few options on the market, but that doesn't mean I wouldn't look for alternatives. (Iszaro)</p>	<p>I would use them as possible but I would also recycle (Alonso)</p> <p>Maybe some of them, but I'm gonna try to reduce the use and search other alternatives. (Angelica Cuevas)</p> <p>I would use with biodegradable materials. (Eric)</p>	<p>What are we going to use to replace these materials? (Marcos)</p>
<p>Why do we need to take care of the planet?</p>	<p>I would use very little because they pollute the planet a lot. (Luis Saucedo)</p> <p>I would not continue using these items, I would try to use other less polluting. (Zuri)</p>	<p>Yes, although you should avoid not using them a lot. (Emmanuel)</p> <p>Instead of disposable batteries I would use rechargeable batteries if possible with solar panels. (jeun manuel)</p>	<p>We could use a substitute with rechargeable batteries. (Giovany)</p> <p>Yes, but I would try to reduce its use. (Diego Ignacio)</p> <p>Would obviously look for more environmentally friendly alternatives. (Lazaro)</p>	<p>I will continue to use them because they are dispensable materials that are used in our daily life. (Ricoñ)</p> <p>Use as little as possible these materials (Martín)</p> <p>Example milk cartons to plant plants (Alonso)</p>

Step 3: This pre-listening activity 1 is focused on developing and practicing the writing language skill (see appendix 5). Free writing as the main approach in this activity. Free writing consists of writing new sentences from patterns students already have (Hyland, 2002). Students are

asked a couple of questions related to the previous activity. Students provided responses according to what they think about using some everyday products.

Step 4: This pre-listening activity 2 is focused on the writing skill. This is also a free writing activity where students are asked to write freely about the questions exposed on this online activity:

- *What materials do you reuse and recycle?*
- *Why do you reuse and recycle?*

First, some theoretical foundations here are shown in order to support this activity. It must be mentioned how intercultural competences are taught in this step. There are many definitions about culture and here and for this activity it is defined as a way of life, the context within which we as human beings exist, think, feel, and relate to others. It can also be seen as a glue that binds a group of people together (Brown H. , 2000). Another important aspect of this activity is the use of vocabulary (lexicon) students already possess they share their knowledge related to recyclable materials. These definitions relate to this activity since it asks students to show some of their background information and share their habits on recycling and why they perform these actions and what they can do to improve doing in order to fight environmental problems (see appendix 6).

Step 5 Pre-listening activity 3

TONS OF TRASH ARE NOT RECYCLED!

Read the text and choose the correct items under the correct category in the table.

Tu correo se registrará cuando envíes este formulario.

¿No es tuya la dirección victorancelmo.montiel@uttehucan.edu.mx? [Cambiar de cuenta](#)

*Obligatorio

Grade and group: *

8a

8b

8c

One of the most serious environmental problems we face today is trash. The main cause of this problem is that trash is not recycled. About three kilos of trash are thrown away every day by the average person. A lot of what is thrown away is still useful, but it isn't reused. Most kind of paper, plastic, glass, and metal can be recycled, but there are things that can't be recycled, like batteries, tissues, and some synthetic fabrics. Furthermore, things like aluminum foil and polystyrene foam are not biodegradable at all. Trash can be turned into energy by burning it, but most of it isn't burned. What can we do about this? The best solution is to apply the three Rs to protect our environment: Reduce, Reuse, Recycle, and save the planet! *

	Recyclable Items	Non-recyclable Items
Tissues	<input type="radio"/>	<input type="radio"/>
Metal	<input type="radio"/>	<input type="radio"/>
Paper	<input type="radio"/>	<input type="radio"/>
Polystyrene	<input type="radio"/>	<input type="radio"/>
Batteries	<input type="radio"/>	<input type="radio"/>
Glass	<input type="radio"/>	<input type="radio"/>
Some synthetic fabrics	<input type="radio"/>	<input type="radio"/>
Plastic	<input type="radio"/>	<input type="radio"/>
Aluminum foil	<input type="radio"/>	<input type="radio"/>

Enviar

To support this summative assignment we have Richards and Renandya (2008) giving a preliminary definition about what reading means: “reading and understanding” that is not just decoding and translating written symbols into corresponding sounds but comprehending. On the other hand, Scrivener (2005) gives another idea about what reading is; he states two ways of reading: reading to oneself and reading out loud. To point out, reading as is listening are both “receptive skills” where the same teaching procedures can be used to help learners. For instance, Scrivener also mentions that people read at different speeds and in different ways and that individuals can control the speed they work at and what they are looking at (Scrivener, 2005).

The main skill to be developed in this lesson is the Reading language Skill and its purpose is to improve a Reading strategy “scanning” (see appendix 7). Scanning is another type of reading strategy that requires fast reading which consists of finding more specific information or details (Vittorio, 2011). Scrivener (2005) mentions scanning as a fast reading strategy that helps learners look for specific individual pieces of information (names, addresses, facts, process, numbers, dates, etc.) After being exposed to these kinds of reading techniques students and teachers can save time and accelerate understanding in a reading comprehension activity.

Step 6 Listening activity

The screenshot shows a web browser window with the URL <https://www.ccs.edu/~jphillip/teaching/2016spring/2016spring/101/PDF/101/101listening.htm>. The page title is "The 3 R's" by Jack Johnson. Below the title is a "Gap-fill exercise" section. It contains a video player with a video titled "REDUCE REUSE RECYCLE" and a gap-fill exercise form. The form has several lines of text with blank spaces for students to fill in. The text includes: "Three it's a magic number", "Yes it is, it's [] magic number", "Because two times three is six", "And [] times six is eighteen", "And the eighteenth letter in [] alphabet is R", "We've got three R's we're going [] talk about today", "We've got to learn to []", "Reduce: [] Recycle", "Reduce: Recycle Recycle", "Reduce: Recycle Recycle", "Reduce: Recycle []", "If you're going to the market to buy some []", "You've got to bring your own bags and you [] to reduce your waste", "We gotta learn to reduce []", "[] if your brother or your sisters get some cool []", "You could try them on before you buy some [] of those", "Reuse, we've got to learn to reuse []", "[] if the first one it's don't work out", "And [] you've got to make some team", "Don't throw it []".

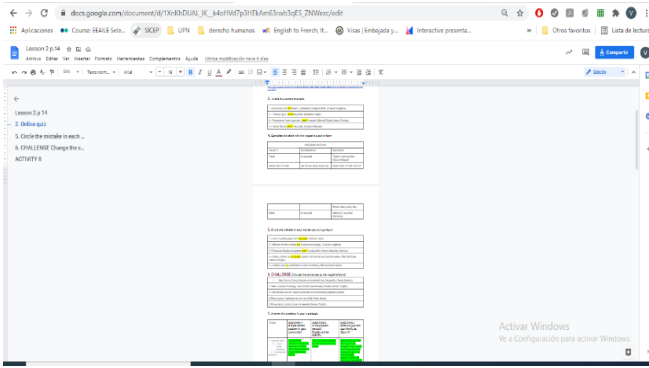
The intercultural competence demonstrated through this activity are some recommendations we as human beings should take before we perform certain activities and take into consideration. Furthermore, this video and lyric activity demonstrates the differences among the 3Rs “reduce, reuse and recycle”. It also helps students pronounce these confusing words.

Understanding language means more than decoding symbols but decoding

sounds. That is, “sounds or letters strike our ears and eyes in a swift and linear fashion creating words, which in turn very quickly form phrases, clauses, and sentences so that the comprehension seems to be nothing more than recognition of a sequential string of linguistic symbols, albeit at a rapid pace” (Scovel, 1998). This lyrics activity includes what Scovel (1998) mentioned on sounds and letters and how they enter inside students to make this activity comprehensible and these characteristics are included in this listening activity (see appendix 8).

Step 7 Post-listening activity 1

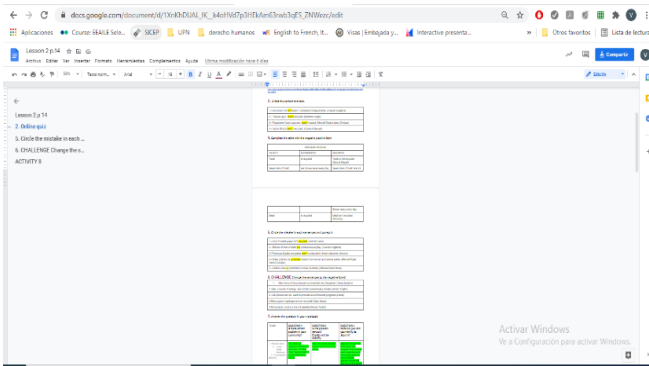
For activities three, four, five and six, students are asked to go to the student’s book page 15 where there are items related to the grammar point previously explained in the previous class-Present passive- but now it is present passive in its negative form. In these set of activities, the teacher provides a document online



where all students meet in order to carry these activities (See appendix 9). This kind of activity increases students' confidence since they all work together as a group and help each other through this activity students develop their

skills of discovery and interaction established by Byram (2002). A writing strategy developed here is the imitative or writing down which consists of students writing simple words where students write words just like they see them in the previous listening and reading activities (Brown H. D., 2007).

Step 8 Post-listening activity 2



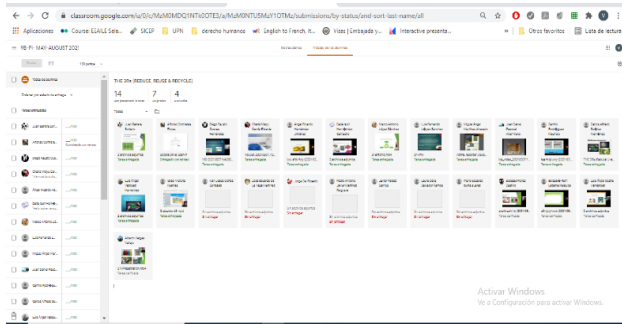
These two last activities 7 and 8 develop the writing and the speaking activity as the two main productive skills. It also includes the intercultural competences which deals with Byram's conceptualization of intercultural

communicative competence (See appendix 9). Savoir Être, comprendre and apprendre/ faire are aspects to develop in these two writing activities. In this last step, students are asked to work in groups of 3 and answer three questions on p. 15 activity 7 of the skill book 4 (Byram & Starkey, 2002).

This is a team work activity where students demonstrate previous schema content to be used in the previous activities with the purpose of integrating previous knowledge. This is also a "guided writing approach" which consists of imitating model texts (this text will be similar to activity2 page 14). This can also be a controlled task where samples are offered, models, possibly useful language items, advice, and organizational frameworks, students into teams of 3 have to write a two paragraph text based on the previous questions. There are some restrictions

for their writing since students have to use the present passive in affirmative and its negative form to talk about the problems and solutions in their communities as well as recyclable and non-recyclable materials.

Step 9 Post-listening activity 3



There are some characteristics which were taken into account for this presentation (adapted from module 2 lesson 10):

Speaking may be planned or unplanned: speaking totally differs from writing and most everyday talking is unplanned and informal. However this presentation called for some preparation since there were previous exercises where students learned and practiced grammar and vocabulary to be ready to be shown in this final productive activity as well as a PowerPoint presentation was asked so students could guide their presentations. Speaking employs a more generic or vague vocabulary. The only thing asked to students was to present freely according to how they apply the 3Rs in their lives so they feel comfortable while presenting (see appendix 10). Speaking employs fixed phrases, fillers, and hesitation markers. Students try to use fixed phrases from previous experiences and filler in order to explain what they mean in the presentation and there is much hesitation since students take their time to produce language. Speaking contains slips and errors. This is something that happened unconsciously and because of nervousness, students knew they were recorded however they did their best while presenting (O'Malley & Valdez Pierce, 1996).

2.3. Assessing and evaluation tools

Assessment, integrated skills and intercultural competence are the main support of our teaching lesson and lesson planning, which have been utilized since forever. We now know that assessment has always been involved formally and informally in all our classes. On the other hand, intercultural competence has always been

applied to my classes, however these terms had been forgotten but still used correctly. Through this specialization I have been able to analyse deeply my teaching process and how to impact my students' language learning. Integrating the four language skills is complicated but integrating language assessment, the intercultural competence and the four language skills to our lesson is a big challenge. You can see the different assessment tools used in most of the steps of the whole lesson plan divided into steps as shown on the lesson plan document stated before.

Step 1 Assessing tool

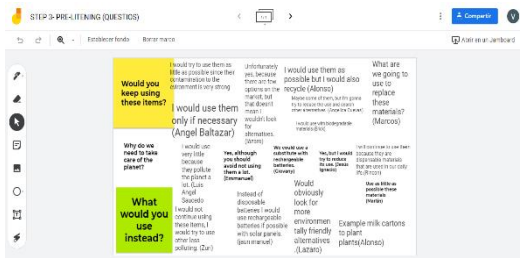
No assessing tool was integrated and included into this activity since it is only the introduction and its purpose is to welcome the students and make a list before the official lists come.

Step 2 Assessing tool

This activity was designed using a hot-potatoes program recommended by the developers of this specialization where many activities can be designed for educational purposes. A track or listening record was uploaded and a matching activity is used to develop this assignment. This activity gives an informal and formative assessment and provides a great lexicon related to some daily products and the time they take to decompose. See activity online: <https://d55e68frpl7mqm2pvtiwca-on.driv.tw/LESSON%20PLAN%20EVIDENCES%20AND%20VIDEO/HOT-POTATOES%20-%20LESSON%20%20SKILLSET%20P.14-16/ACTIVATIONactivity.htm>

Timing is another aspect in this evaluation tool, we have already discussed the importance of time in the foundation section of this research and it is known that time plays an important role in helping reach goals and accomplishing out of life which is the main purpose to fulfil in this activity.

Step 3 Assessing tool

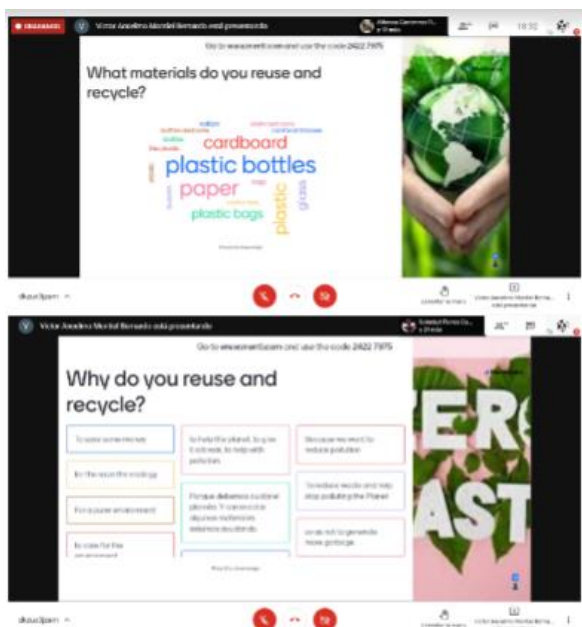


O' Malley and Valdez (1996) state that writing might be the most suitable language skill to be assessed within the quadrant Observation process. This step of the lesson plan take into consideration the first stage of

the writing process. Prewriting in which students brainstorm ideas, choose vocabulary or key concepts. A jamboard activity was used in order to assess students' free writing which can be seen in the following link:

<https://jamboard.google.com/d/1FPGC4IJTG0fk0-elQazuSWiCFhu6mdw3n9hvHHNvt8M/edit?usp=sharing>

Step 4 Assessing tool



This activity was designed using the following webpage: www.metimeter.com/app and it consists of creating interactive presentations where students can interact in real time through their cell phones or computers. In this application program students can practice and integrate reading and writing. It also provides the use of live polls, quizzes, word clouds and more to get real-time input. In order to enter Go

to www.menti.com and use the code 9053 6766.

In this stage students make use of the lexicon and established vocabulary they already possess (McKeown, 2002). Students are asked to provide examples of recyclable materials they know. A mind map is created in real time so students can compare their responses.

Step 5 Assessing tool

TONS OF TRASH ARE NOT RECYCLED!

Read the text and choose the correct items under the correct category in the table.
Tu correo se registrará cuando envíes este formulario.

¿No es tuya la dirección victorancelmo.montiel@uttehuacan.edu.mx? [Cambiar de cuenta](#)

*Obligatorio

Grade and group: *

8a

8b

8c

One of the most serious environmental problems we face today is trash. The main cause of this problem is that trash is not recycled. About three kilos of trash are thrown away every day by the average person. A lot of what is thrown away is still useful, but it isn't reused. Most kind of paper, plastic, glass, and metal can be recycled, but there are things that can't be recycled, like batteries, tissues, and some synthetic fabrics. Furthermore, things like aluminum foil and polystyrene foam are not biodegradable at all. Trash can be turned into energy by burning it, but most of it isn't burned. What can we do about this? The best solution is to apply the three Rs to protect our environment: Reduce, Reuse, Recycle, and save the planet! *

This is a summative activity assigned for students to complete it during class. It consists of a reading activity where scanning is the main reading strategy to develop and practice. The activity was designed on Google formularies and assigned in the students' Google classroom and graded as part of the final grade. You can see the formulary (online test) on the following link, grades are transferred automatically to the students' class:

https://docs.google.com/forms/d/e/1FAIpQLSey3ya1w36YuOEebJ7AHHeajSRyY1Vairs4uYgXCybh_aZoUkQ/viewform?usp=sf_link

Step 6 Assessing tool

"The 3 R's" by Jack Johnson

Gap-fill exercise

I fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free hint. If an answer is giving you trouble, you can also click on the "1?" button to get a clue. Note that you will lose points if you ask for hints or clues!

REduce REuse REcycle

Three it's a magic number
Yes it is, it's [] magic number
Because two times three is six

The following assessment tool was designed on a hot-potatoes application in order to integrate and put into practice the listening and writing skill. As stated in lesson 6 module 3, this is a kind of selective listening task since it involves the selection

of bits of information in a listening passage, this is a fill in the gap activity and it requires taking notes or just looking at the lyrics shown on the interactive activity online. You can see the online activity on the following link: <https://d55e68f7rpl7mgm2pvtiwcakon.driv.tw/LESSON%20PLAN%20EVIDENCES%20AND%20VIDEO/2a%20lesson%20plan%20HOT-POTATOES/The3rsong.htm>

Step 7 & 8 Assessing tool

There is no evaluation tool in these steps however students are required to work collaboratively and at the same time on a document online created on Google

docs. There is much feedback given through all these steps activities of the book since students are answering grammar activities. Doubts are clarified when answering and checking responses. You can check the final version of these activities on the following link:

https://docs.google.com/document/d/1XnKhDUAL_IK_k4oHVd7p3HEkAm63rwb3qES_ZNWezc/edit?usp=sharing

Step 9 Assessing tool

This is the last activity in which students participated presenting how they apply the 3Rs (reduce, reuse and recycle). This activity is held for a summative assessment which also provides meaningful feedback regarding pronunciation and writing. Through this activity, Critical cultural awareness is put into practice which consists of accepting other people's beliefs, values and behaviours to increase our recycling habits through students' suggestions. This final activity, integrates all of the previous steps developed, since the activation of content from the first step through listening, writing and reading activity. After practicing the previous skills, the last skill to put into practice is a productive language skill "Speaking" through a presentation. You can see the result in the next section where results are presented.

The use of rubrics is a necessary aspect when assessing writing or speaking skills, there are some rubrics that are used which were taken or adapted from module 2- lesson 6 and module 3- lesson 7 in order to assess these productive language skills. These rubrics are used to provide feedback mostly and to let them know how they are advancing in their language learning. (See appendix 17 & 18).

Chapter 3: Experience Report

3.1 Results of the lesson plan

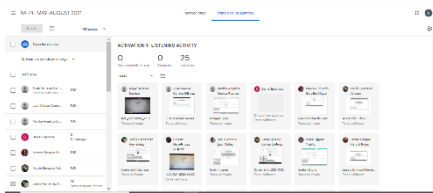
There are always internet connection problems that must be mentioned. It is not necessary to mention in all of the steps developed, the only way I could fix this is by showing them offline and project the activities to everyone. This applies for step

2 and step 6 where internet connection was vital to carry the activities on. However we just had to wait a little bit longer than we supposed to.

Step 1 Introduction- results

The only results obtained in this introductory activity was the list in order to take attendance before the official list arrives. Click on the link shown in conclusion to see a part of what each step 1 consisted of. The actual outcomes in this step were achieved, make a list on Google Sheets for attendance, there were some new students that were integrated to this group.

Step 2 Warm-up results



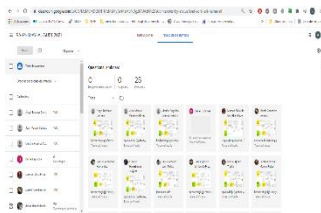
This is a simple activity but it provides and activates a meaningful background to get student's attention and familiarize them with the following reading activity on step 3. Warm ups

are considered simulations so students get ready for new or upcoming activities. This activity's purpose is to relate the activity to the student's lives. Richards and Renandya (2008) mention that this phase can also be related to the activation of the Schema Content which refers to the activation of previous knowledge that students possess at a particular topic in order to relate to a new activity, this activity will also be used in post productive language activities (Richards & Renandya, 2008).

This is an educational and cultural activity since it informs students about the time it takes for each item to decompose. Through this warm-up students are aware and informed of the time that 5 items take to decompose and make students conscious of the consequences using these kinds of materials. This activity also provides a grade which is not summative for the final grade. However, it provides feedback which makes it an informal but process-oriented assessment. It tells and gives students related vocabulary of what comes next and as a teacher I gave explanations about the activity and clarify doubts. As explained in module three lesson 5 this is a kind of formative assessment since it adds experience while

evaluating them in acquiring the language (Brown H. , 2004). There was some feedback regarding numbers and how to pronounce them or tell them. There were many participants in this activity however they were having troubles telling the numbers so feedback was provided on numbers and how we tell them.

Step 3 Pre-listening 1 results



Students were asked two questions related to the use of products mentioned in step 2. This activity had students reflect on how these products impact and damage the environment when using those materials. Now students are aware about the time these products take to decompose and they also provide meaningful responses and solutions regarding self-awareness on using these kinds of products. This was a speaking and writing activity whose main purpose was to collect students' answers and provide feedback where needed making it an informal and formative assessment activity (See appendix 11).

There are always many people writing when participating, however just some of them want to speak when needed. What I usually do to motivate them is to give them extra participation in each class whenever they speak, so at the end as a teacher I check their performance and help them by providing extra points and it actually works in order to have more speaking participations. There is a problem that must be mentioned, since this university is situated in a rural community, there are many students who work while taking class. We as teachers provide opportunities so they can complete their activities after established time. Many of the students cannot speak while working but they send audios whenever they can so they can be considered for participation.

Step 4 Pre-listening 2 results

The main result obtained through this activity was the amount of words presented by the students regarding recyclable materials. All this vocabulary is intended to be used in further productive skills demonstrations. There are many responses and most of them are very rich, useful and productive to implement in real life. There is

no grading in this activity but there are many words presented (to increase students' lexicon) and feedback is given so students know where and how to use them.



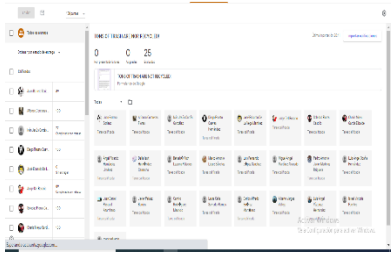
This step is linked to the previous step where schema content is activated so students can link previous knowledge with the reading they have in the main activity. Through this activity students

share background habits on reusing, recycling and how they reduce using harmful materials and what can be improved to make this world a better place to live (See appendix 12).

To request and provide information on relevant facts about the use and preservation of resources is one of the main cultural objectives of this activity through asking for and giving information on the preparation and consistency of various products. Another cultural aspect shared in this activity can be explained as follows “culture is a blueprint that guides the behaviour of people in a community and it is incubated in family life. It governs our behaviour in groups, makes us sensitive to matters of status, and helps us know what others expect of us and what will happen if we do not live up to their expectations” (Larson and Smalley 1972 mentioned in Brown, 2000).

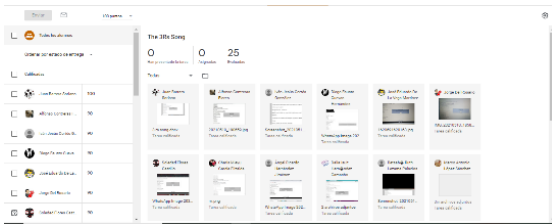
At the very beginning of the class it always takes time to get online, follow teacher's instructions and get to the activity online but I found a solution which consists of copying the instructions on the meet chat for the ones that are distracted or late for the class. In this activity, things must be done simultaneously, the teacher and the students so all responses can appear at the same time and questions can appear after a completed one. The only problem in this activity is that the results can only be downloaded by the teacher so later can be shared by the students. What it is asked then to do is to make a screenshot while working on their computers or cell phones so they can prove their participation on the questions on this webpage.

Step 5 Pre-listening 3 results



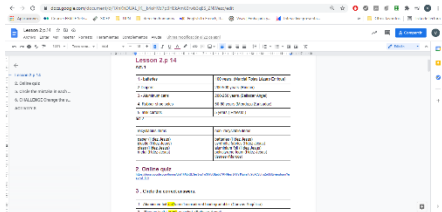
The main objective on step 5 was to choose correct answers found in the reading. Readers can understand the meaning by using previous linguistic information so they are able to respond to the questions exposed on the activity online (See appendix 13). This activity was developed on Google forms and it was adapted from Skill set 4- Student's book page 14. This activity provides a formal grade that will be summative at the end of the quarter. This grade is taken into account for the first partial which will be sent through the classroom platform. As it can be seen, this can be an informal or a formal assignment tool. Informal because it provides important feedback when checking the activity and formal because it is a planned sampling technique (Brown H. , 2004). This was a short quiz which was developed in no more than 10 minutes, its reading was developed by some victims in order to check their attention to the class as well as to check their reading skill.

Step 6 Listening Activity results



This is an interactive activity which uses some vocabulary used during the previous activities and for a better understanding of the lyrics activity. This activity is meant to be a practice for writing, listening and pronunciation. Through it, students can identify words related to reducing, reusing and recycling. Students make use of the lexicon on this topic and through some volunteers, students practice the song by repetition and listening at their own pace. Most of the students completed this activity on time as established, however to upload the activity in the appropriate place in the classroom it always takes time and as in all the other activities there were some students that upload the activity after the assigned time (See appendix 14). Internet connection problems arose because it took longer so the video could play satisfactorily. The solution would have been presenting the audio and then students could do it at their place and alone.

Step 7 & 8 Post-listening 1 & 2 results



The main objective of these activities is to use the Present passive in its negative form as well as to differentiate among affirmative statements and the use of the present passive. This section can also be considered as an evaluation of the previous activities in which previous grammar points were taken into consideration; however these are not summative activities but formative and informal. These kinds of activities are pretended to be answered collaboratively and responsibly by the whole class, students learn to work as a whole and help each other if there are mistakes. If there are mistakes made by some students, they are corrected by themselves. On the contrary if there are any errors it is corrected and explained by the teacher.

Students work collaboratively with the teacher at the same time online on Google Docs and to keep students participating while the Teacher monitors all the time for further information or doubts that may appear. At the end of these activities the teacher checks the answers and gives support to each activity (See appendix 15). There are not any problems when working on Google Documents, we have been working 3 quarters online already and students know how they should act and interact online, respecting each one's contributions. It must be mentioned that through this kind of activity, students help each other where errors or mistakes may appear.

Step 9 Post-listening 3 results

Students are asked to present (using any presentation program PowerPoint, Google presentations, zoom etc.) their ideas to the group in order to practice their speaking skill as a final activity. Students are free to talk in their presentations and questions are asked if needed (See appendix 16). In this final step students presented the way they perform the 3Rs in their lives and give some important suggestions to their classmates and convince them to apply them at home and in society. Some of the final results can be seen in the following link where some

students volunteered to be recorded:

<https://drive.google.com/file/d/17EwTihjJX9Hx6X39zgFh-DRNqerZf2Z/view?usp=sharing>

The ones that could not present during class, recorded themselves presenting their ideas on recycling, this was how we solved the problem of delivering the activity.

On the other hand, as it can be seen in most of the activities, just one of them turned the camera on, they were told at the very beginning of the school year to do it only if they want to, it was not obligatory and this was an announcement from the principals of the university then we as teachers cannot force them to do so.

Chapter 4: Conclusion

To conclude this assignment it was required to plan a series of nine steps which are shown on the lesson plan presented on Chapter 2. The lesson plan was developed based on the students' book activities "Skill Set 4 by Manuel Luna and Adriana del Paso macmillan education" and put into practice through online sessions. It must be mentioned that this is the ninth quarter of their major. This book was chosen for its communicative competency-focused methodology which was also designed to help 21st century learners acquire English Skills and develop professional competencies. This book fulfils the specialization requirements to analyse the skills taught during the whole course and it was completely helpful and easy to be analysed. The lesson plan was written according to the number and sequence of the activities of the book, there activities were also transformed to digital tools using some applications such as: hot-potatoes for the warm-up activity and the main listening skill on step 6 so students practice and improve their listening language skill by integrating reading, writing and speaking language skills. Mentimeter is another program which was used in order to develop online and interactive activities where students put into practice their writing skill. Google formularies, Jamboard and Google docs were also used during the classes in order to fulfil steps 5, 7 and 8. These are extensions used in the Google Meet program and offer the opportunity to interact with the whole class. There are many tools that can provide a meaningful understanding and interaction for students and teachers, however these are the only ones used for this lesson. Google meet is used in order

to take and give classes at a specific time that was assigned by the major director at the beginning of the quarter.

The lesson plan used through the specialization can be understood by any person, steps are sequenced and materials are established in the same document. The steps follow a sequence so the class can be successful. Links are provided and free to be seen for anyone who possesses the link which makes this lesson and materials more accessible. Some troubles arise when teaching the class, they are internet connection problems mostly since all classes are given online. When talking about participation most students participate and are active and volunteer but there are some other students who participate after classes because they have a part-time or full-time job in order to complete and fulfil their studies. Most of the activities are formative but we need them to prove their assistance so students must upload their everyday evidence on their Google classroom. This is just a partial delivery of the whole process and the teaching practice but the highlights of the class can be seen on the 10 minutes video provided on the following links:

Saved on Google drive	https://drive.google.com/file/d/1jRqU2mJtqGy0s_FM1siHgON7Y7cWfc4m/view?usp=sharing
My YouTube channel	https://youtu.be/Tfv2mwxYn3s

An important aspect in this lesson as in all lesson plans is the “Intercultural competence” since it has always been applied to my classes, however I did not know the appropriate term and how to apply it before. Through this specialization I have been able to analyse deeply my teaching process and how to impact my students’ language learning. Integrating the four language skills is complicated but integrating the intercultural competence to our lesson is a big challenge, culture has many definitions and it applies to most things done and developed in classes.

As mentioned in the introduction, even the language itself is part of a culture and vice versa that is they both cannot be separated in order to interact intelligibly. In this final lesson a cultural aspect was shown and developed “recycling habits”.

Students are exposed to some cultural background scenarios in order to expose their recycling habits in a final spoken activity. There are some different scenarios shown in each activity so students are exposed to much input through the session. After each productive activity students also show their intake and show their lexicon. By doing these activities the grammatical point was put into practice online in steps 7 and 8.

The main objective for any target language is the need to communicate, as can be seen through this lesson, we focused on communication and language production, and this is all based on the communicative language teaching. At the beginning I even said that I had applied my teaching methodology focused on behaviorism integrating with some language production. Currently, the communicative language approach is my support for teaching. In the 1970s, it all started when educators saw that learners could produce sentences accurately but were unable to communicate outside the classroom. It was noted that language learning did not only require linguistic structures but language functions such as: promising, inviting and declining invitation among many other functions (Larsen-Freeman, 2000). It was noticed that linguistic competences were not enough to achieve these needs but it required communicative competence (Hymes 1971, cited in Larsen-Freeman, 2000).

Finally, Communicative language Teaching aims to apply the theoretical perspective of the Communicative approach by making communication its main goal. Its origins are to be found in the changes of the British Language teaching tradition dating from the late 1960s as a response to the sort of criticisms to the prominent American Linguist Noam Chomsky who had levelled at structural linguistic theory (Richards & Rodgers, 1986). British saw the need to focus on communicative proficiency rather than on mere mastery of structures. This approach and the book used at the university where all classes are given regards and supports this communicative language teaching and before leaving this writing I would like to share the basis of this approach and its more distinctive features:

Taken and adapted from Finocchiaro and Brumfit (1983, cited in Larsen-Freeman, 2000).

Distinctive Features of the Communicative Approach , according to their interpretations:	
1 Meaning is paramount.	12 Reading and writing can start from the first day.
2 Dialogues, if used, centre around communicative functions are not normally memorized.	13 The target linguistic system will be learned best through the process of struggling to communicate.
3 Contextualization is a basic premise.	14 Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
4 Language learning is learning to communicate.	15 Linguistic variation is a central concept in materials and methodology.
5 Effective communication is sought.	16 Sequencing is determined by any consideration of content, function, or meaning that maintains interests.
6 Drilling may occur, but peripherally.	17 Teachers help learners in any way that motivates them to work with the language.
7 Comprehensible pronunciation is sought.	18 Language is created by the individual, often to trial and error.
8 Any device that helps the learners is accepted- varying according to their age, interests, etc.	19 Fluency and acceptable language is the primarily goal: Accuracy is judged not in the abstract but in context.
9 Attempts to communicate may be encouraged from the very beginning.	20 Students are expected to interact with other people, either in flesh, through pair and group work, or in their writings.
10 Judicious use of native language is accepted where feasible.	21 The teacher cannot know exactly what language the students will use.
11 Translations may be used where students need or benefit from it.	22 Intrinsic motivation will spring from an interest in what is being communicated by the language.

Chapter 5: Appendixes and APA style references.

5.1 References

- Bates, T., & Pool, G. (2003). *Effective Teaching with Technology in Higher Education: Foundations for success*. Michigan: Jossey-Bass Higher and Adult Education Series.
- Brown, H. (2000). *Principles of Language Learning and Teaching*. New York: Longman.
- Brown, H. (2004). *Language assessment: principles and classroom practices*. New York: Pearson Longman.
- Brown, H. D. (2007). *Teaching by principles. An interactive approach to language pedagogy*. Person Education.
- Byram, M., & Starkey, H. (2002). *Developing the Intercultural Dimension in Language Teaching: a practical introduction for teachers*. Strasbourg: Council of Europe.
- Calvert, B. (1975). *The Role of the Pupil*. London and Boston: Routled and Paul.
- Cohen, A. (2011). *Andrew D. Cohen*. Retrieved from <https://netfiles.umn.edu/users/adcohen/2011%20-%20L2L%20Strategies%20-%20in%20Hinkel.pdf?uniq=-jhw8zn>
- Council of Europe. (2001). *Council of Europe*. Retrieved from http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
- Dörnyei, Z. (2001). *Teaching and Researching Motivation*. England: Person Education.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford, New York, USA: Oxford University Press.
- Gentry, C. G. (1987). EDUCATIONAL TECHNOLOGY. A QUESTION OF MEANING. MICHIGAN: LIBRARIES UNLIMITED. Retrieved from <http://bsuipt595.pbworks.com/f/gentry.pdf>
- Hanson-Smith, E. (1997). *Technology in the Classroom: Practice and Promise in the 21st Century*. Alexandria: TESOL.
- Haynes, M. (2001). *Personal Time Managment*. Boston, MA, USA: Fifty-Minute Series Book.
- Heaton, J. (1988). *Writing English Language Tests*. New York: Longman.
- Hernández, P. H. (1991). *Psicología de la Educación*. México : Trillas.

- Hyland, K. (2002). *Second Language Writing*. Hong Kong: Cambridge University Press.
- Jacobs, H., & et al. (1981). *Testing ESL Composition : A practical approach . in Weigle, S.C. Assessing Writing*. Cambridge: Cambridge University Press.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. University of Southern California: Pergamon Press Inc.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Lucido, P., & Borabos, M. (1997). *EDUCATIONAL TECHNOLOGY*. QUEZON CITY: KATHA PUBLISHING CO.,INC.
- Mancini, M. (2003). *Time Managment* . USA: McGraw-Hill. Retrieved from <http://nikado.net/TimeManagement.pdf>
- McErlain, T. (1999, April 14). *The Nature of Listening: The need for listening in English for Academic Purposes*. Retrieved from Asociasion Europea de Lenguas para fines Especificos: <http://www.aelfe.org/documents/text1-McErlain.pdf>
- McKeown, M. (2002). *Bringing words to life: robust vocabulary instruction*. New York: Guilford Press.
- Meyer , B., Haywood, N., Sachdev, D., & Faraday, S. (2008). *Independent Learning*. Nottingham: DCSF Publications.
- O'Malley, J., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. USA: Cambridge University Press.
- O'Malley, J., & Valdez Pierce, L. (1996). *Authentic Aseessment for English Language Learners: Practical Approaches for Teachers: In Kuhlman, N. (ed) An Introduction to Language Assessment in the K-12 Classroom. ELT Advantage modules*.
- Oxford, R. (2003). *Microsoft Academic Search*. Retrieved from <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>
- Oxford, R., & Cohen, A. (1992). *Andre D. Cohen*. Retrieved from <https://fdde40f2-a-551982af-s-sites.googlegroups.com/a/umn.edu/andrewdcohen/docments/1992-Oxford%26Cohen-LgLrngStrats-Concept%26ClassifinALL.pdf?attachauth=ANoY7cqDcu5qecoFlkvC8ZoBa44Sr2I9k2uD23J9n7j6wQEok7yI0vO8Fl6BX1dvgM3pGr92AglK2oVUs1lbw1g9bQQOq6J0WeJ>

- Reeves, T. (1998). *The Impact of Media and Technology in Schools. A researched report prepared for The Bartelsmann Foundation.* Goergia. USA: Journal of The Journal of Art and Design Education.
- Reid, J. (1995). *LEARNING STYLES IN THE ESL/EFL CLASSROOM.* BOSTON, MASSACHUSETTS, USA: HEINLE & HEINLE PUBLISHERS.
- Richards, J. C., & Renandya, W. A. (2008). *Methodology in Language Teaching. An Anthology of Current Practice.* Cambridge: Cambridge University Press.
- Richards, J., & Lockhart, C. (1996). *Reflective Teaching in Second Language Classroom.* Cambridge: Cambridge University Press.
- Richards, J., & Lockhart, C. (1996). *Reflective teaching in second language classrooms. .* Cambridge: Cambridge University Press.
- Richards, J., & Rodgers, T. (1986). *Approaches and methods in language teaching: A description and analysis.* Cambridge: Cambridge University Press.
- Scovel, T. (1998). *Psycholinguistics.* USA: Oxford University Press.
- Scrivener, J. (2005). *Learning Teaching The Essential Guide to English Language Teaching.* UK: Macmillan.
- SEP. (2006). *Secundaria. Programas de Estudio.* Mexico: SEP.
- Sharwood, M. (1994). *Second Language Learning: theoretical foundations.* New York, USA: Longman.
- SIL International. (1999). *SIL International.* Retrieved from <http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlrnngprgrm/AspectsOfCommunicativeCompeten.htm>
- Vittorio, P. (2011). *Test Builder for TOEFL iBT.* Oxford: Macmillan Education.
- Wajnryb, R. (1993). *Classroom Observation Tasks.* Cambridge: Cambridge Unicersity Press.

5.2 Appendixes

Appendix 1 **Teacher's role**

Teacher roles outside the classroom	Appendix 2 adapted from our new context of teaching (Richards & Lockhart, Reflective teaching in second language classrooms. , 1996).
Needs analyst	In here teachers needed to assess students' needs, either as a group at the beginning of the year or individually as students move into a class. It was difficult and more laborious by designing formularies for students to answer and classifying information. This information is used for appropriate placement as well as course planning.
Curriculum developer	Teachers may need to develop or modify curriculum for courses, based on shifts in student needs or for new courses being created. Our courses were adapted to be develop and given through online platforms.
Material developer	Some teachers have the option of either using a course book (in some groups we continued with books); some need to create their own materials (for last semesters or quarters all materials used in class were modify and adapted to the students' needs.
Counselor	Asesorias are colled these type of classes which are given by the teachers. In here, a teacher can provide advice and assistance to students who are having trouble.
Team member	I am a member of the industrial faculty in the university where I work. We have meetings every week. I am a member of the English areas and we have to meet sometimes. In many schools, teachers must work together in teams, either with a large group of teachers, or a smaller focused unit.

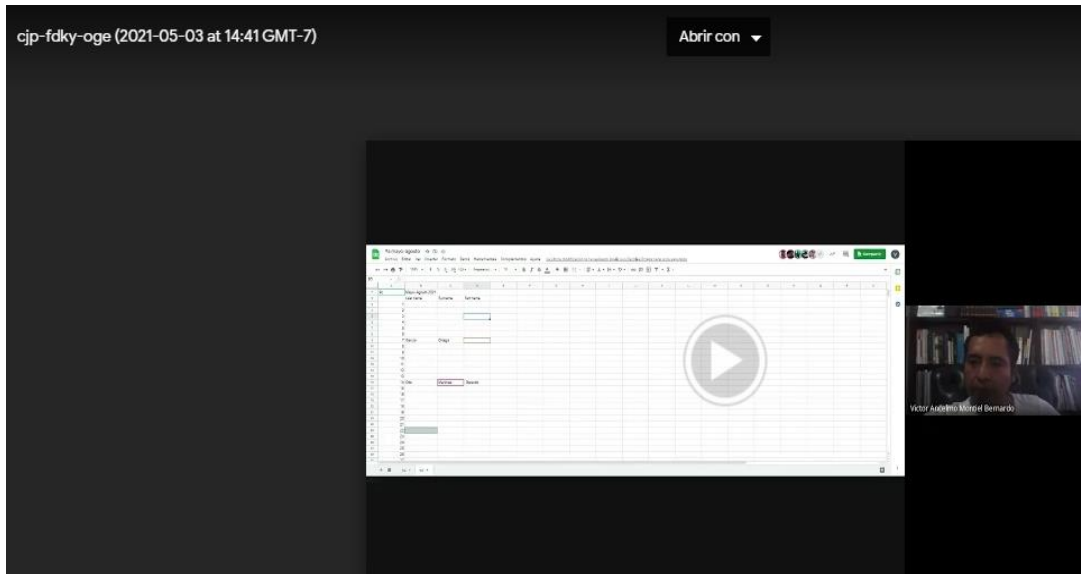
Appendix 2 **Student's role**

Appendix 17- Students' role	
instructor	Student
Lecturer	Note-taker- This applies on an online context where most of notes have been saving as online documents.
Leader	Follower- Students follow classes from home due to the pandemic. However, there are some other circumstances where students do not have the opportunity to have the appropriate tools to take a current learner role.
Warden	Prisoner. Teacher and students are now prisoners taking and giving classes at home.
Disciplinarian	Disciplinee. Since there is interference and internet connection problems, students are required and must to pay attention if they want to listen to the whole lecture and take advantage of the class.

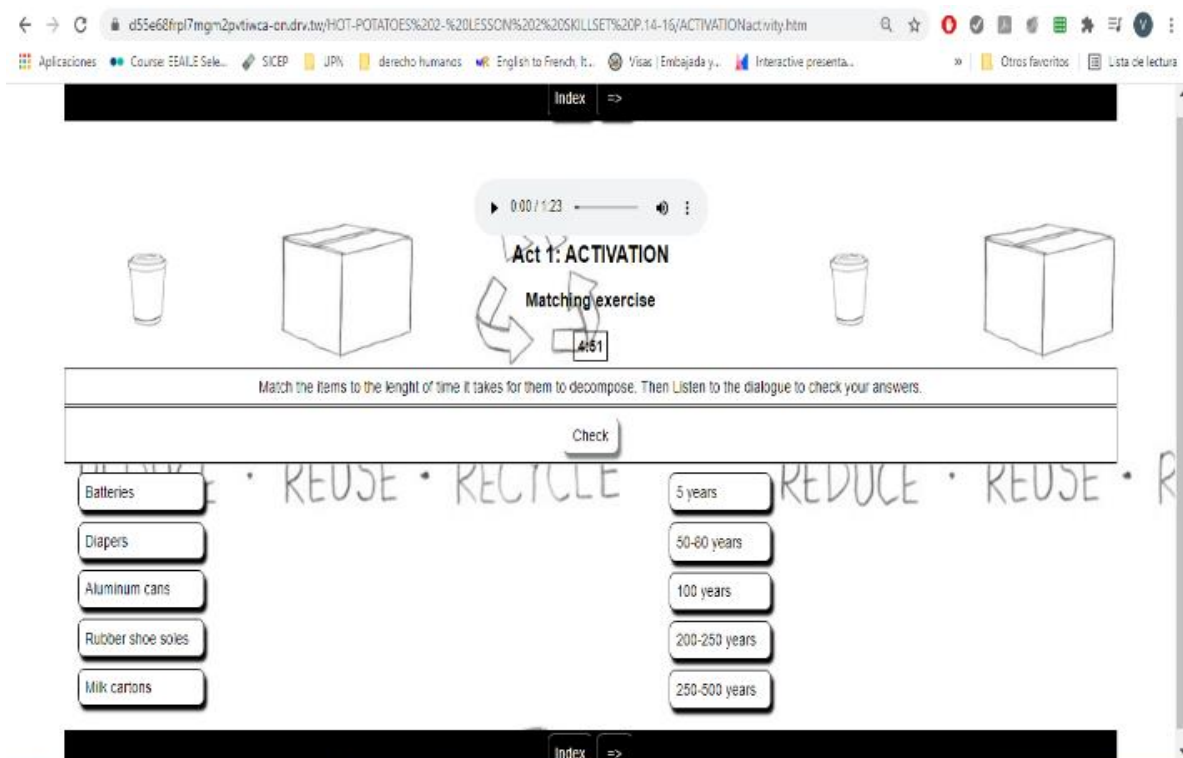
Appendix 3 Introduction

Video link:

https://drive.google.com/file/d/18Wg81ZULqRSd771_kIMUstsVvcGH_Mx/view?usp=sharing



Appendix 4



The image is a screenshot of a web browser displaying an interactive exercise. The browser's address bar shows the URL: d55e68f7pl7m9m2pvtiwca-cndrv.ttw/hOT-POTATOES%20-%20LESSON%20%20SKILLSET%20P.14-16/ACTIVATIONActivity.htm. The page has a black header with "Index" and a right arrow. Below the header is a video player with a progress bar at 0:00 / 1:23. The main content area is titled "Act 1: ACTIVATION" and "Matching exercise". It features two columns of icons: a coffee cup and a cardboard box on the left, and a coffee cup and a cardboard box on the right. Below the icons is a text box with the instruction: "Match the items to the length of time it takes for them to decompose. Then Listen to the dialogue to check your answers." Below this is a "Check" button. At the bottom, there are two columns of buttons. The left column contains: "Batteries", "Diapers", "Aluminum cans", "Rubber shoe soles", and "Milk cartons". The right column contains: "5 years", "50-80 years", "100 years", "200-250 years", and "250-500 years". The background of the page has faint text: "REUSE • RECYCLE" and "REDUCE • REUSE • R". The browser's taskbar at the bottom shows "Index" and a right arrow.

Appendix 5

Would you keep using these items?

I would try to use them as little as possible since their contamination to the environment is very strong

What are we going to use to replace these materials? (Marcos)

Unfortunately yes, because there are few options on the market, but that doesn't mean I wouldn't look for alternatives. (IáZaro)

I would use them as possible but I would also recycle (Alonso)

Maybe some of them, but I'm gonna try to reduce the use and search other alternatives. (Angelica Cuevas)

I would use with biodegradable materials (Erick)

Why do we need to take care of the planet?

I would use very little because they pollute the planet a lot. (Luis Angel Saucedo)

Yes, although you should avoid not using them a lot. (Emmanuel)

We could use a substitute with rechargeable batteries. (Giovany)

Yes, but I would try to reduce its use. (Jesús Ignacio)

I will continue to use them because they are dispensable materials that are used in our daily life. (Rincon)

What would you use instead?

I would not continue using these items, I would try to use other less polluting. (Zuri)

Instead of disposable batteries I would use rechargeable batteries if possible with solar panels. (jaun manuel)

Use as little as possible these materials (Martín)

Would obviously look for more environmentally friendly alternatives. (Lazaro)

Example milk cartons to plant plants (Alonso)

Appendix 6

What materials do you reuse and recycle?

cardboard, plastic bottles, paper, plastic bags, glass

Why do you reuse and recycle?

- To save water and energy
- To help the planet, to give it a break, to help with pollution
- To reduce the amount of waste produced
- To reduce the amount of waste produced
- To reduce the amount of waste produced
- To reduce the amount of waste produced

Appendix 7

TONS OF TRASH ARE NOT RECYCLED!

Read the text and choose the correct items under the correct category in the table.

Tu correo se registrará cuando envíes este formulario.

¿No es tuya la dirección
victorancelmo.montiel@uttehuacan.edu.mx? [Cambiar de cuenta](#)

*Obligatorio

Grade and group: *

- 8a
- 8b
- 8c

One of the most serious environmental problems we face today is trash. The main cause of this problem is that trash is not recycled. About three kilos of trash are thrown away every day by the average person. A lot of what is thrown away is still useful, but it isn't reused. Most kind of paper, plastic, glass, and metal can be recycled, but there are things that can't be recycled, like batteries, tissues, and some synthetic fabrics. Furthermore, things like aluminum foil and polystyrene foam are not biodegradable at all. Trash can be turned into energy by burning it, but most of it isn't burned. What can we do about this? The best solution is to apply the three Rs to protect our environment: Reduce, Reuse, Recycle, and save the planet! *

	Recyclable Items	Non-recyclable items
Tissues	<input type="radio"/>	<input type="radio"/>
Metal	<input type="radio"/>	<input type="radio"/>
Paper	<input type="radio"/>	<input type="radio"/>
Polystyrene	<input type="radio"/>	<input type="radio"/>
Batteries	<input type="radio"/>	<input type="radio"/>
Glass	<input type="radio"/>	<input type="radio"/>
Some synthetic fabrics	<input type="radio"/>	<input type="radio"/>
Plastic	<input type="radio"/>	<input type="radio"/>
Aluminum foil	<input type="radio"/>	<input type="radio"/>

Enviar

Appendix 9

The screenshot shows a Google Docs document with the following content:

Lesson 2 p.14

2. Online quiz

3. Circle the mistake in each ...

6. CHALLENGE Change the s...

ACTIVITY 8

2. Circle the correct answer.

1. ¿Qué hora es? ¿Es el sábado o el domingo? ¿Cuándo se abre?

2. ¿Qué hora es? ¿Es el sábado o el domingo? ¿Cuándo se abre?

3. ¿Qué hora es? ¿Es el sábado o el domingo? ¿Cuándo se abre?

4. ¿Qué hora es? ¿Es el sábado o el domingo? ¿Cuándo se abre?

3. Circle the mistake in each sentence and correct it.

1. Yo voy a viajar a España el próximo verano.

2. Yo voy a viajar a España el próximo verano.

3. Yo voy a viajar a España el próximo verano.

4. Yo voy a viajar a España el próximo verano.

6. CHALLENGE Change the sentence to the past tense.

1. Yo voy a viajar a España el próximo verano.

2. Yo voy a viajar a España el próximo verano.

3. Yo voy a viajar a España el próximo verano.

4. Yo voy a viajar a España el próximo verano.

7. Complete the sentences in past tense.

1. Yo voy a viajar a España el próximo verano.

2. Yo voy a viajar a España el próximo verano.

3. Yo voy a viajar a España el próximo verano.

4. Yo voy a viajar a España el próximo verano.

Appendix 10 Results Step 2

The screenshot shows a Google Classroom assignment page for "ACTIVATION 1- LISTENING ACTIVITY". The page displays the following information:

- Assignment:** ACTIVATION 1- LISTENING ACTIVITY
- Score:** 0 / 25 (0 assigned, 25 evaluated)
- Submission Status:** 0 submitted, 0 assigned, 25 evaluated
- Students and Scores:**
 - Ángel Baltazar Demian: 100
 - Juan Manuel Carrera: 100
 - Martha Angelica Cu.: 100
 - Daniel Espinosa: 0 (Sin entregar)
 - Marcos Eduardo Ga.: 100
 - Martin González Vel.: 100
 - Jesús Hernández H.: 90 (Completada con retraso)
- Submissions:**
 - Ángel Baltazar Demian: IMG_20210503_1631... (Tarea calificada)
 - Juan Manuel Carrera: Juan Manuel Carrera... (Tarea calificada)
 - Martha Angelica Cuevas Puertos: imagen1.png (Tarea calificada)
 - Daniel Espinosa: Sin archivos adjuntos (Tarea calificada)
 - Marcos Eduardo García Miguel: Marcos Eduardo Garc... (Tarea calificada)
 - Martin González Velasco: Activación 1.docx (Tarea calificada)
 - Jesús Hernández: ingles actividad.jpg (Tarea calificada)
 - Ernesto Hernández Juárez: IMG-20210503-WA00... (Tarea calificada)
 - Jesús Antonio Leon Tellez: listening.jpeg (Tarea calificada)
 - Jesús Ignacio Limas Juárez: Screenshot_2021050... (Tarea calificada)
 - Sonia López Trujillo: ingles 03.png (Tarea calificada)
 - Lázaro Enrique Marcial Rojas: Lázaro Enrique Marcia... (Tarea calificada)

Appendix 11 Results Step 3

classroom.google.com/u/0/c/MzMO.../submissions/by-status/and-sort-last-name/all

Aplicaciones Course: EEALILE Sele... SICEP UPN derecho humanos English to French, It... Visas | Embajada y... Interactive presenta... Otros favoritos Lista de lectura

9A-PI- MAY-AUGUST 2021 Instrucciones Trabajo de los alumnos

Enviar 100 puntos

Todos los alumnos

Ordenar por estado de entrega

Calificadas	Nombre	Puntos
<input type="checkbox"/>	Ángel Baltazar Damian	100
<input type="checkbox"/>	Juan Manuel Carrer...	100
<input type="checkbox"/>	Martha Angelica Cu...	100
<input type="checkbox"/>	Daniel Espinosa	0 Sin entregar
<input type="checkbox"/>	Marcos Eduardo Ga...	100
<input type="checkbox"/>	Marín González Vel...	100
<input type="checkbox"/>	Jesús Hernández H...	90 Completada con retraso

Questions jamboard

0 Han presentado la tarea 0 Asignadas 25 Evaluadas

Todas

Nombre	Archivos adjuntos	Tarea calificada
Ángel Baltazar Damian	1 archivo adjunto	Tarea calificada
Juan Manuel Carrera Gómez	1 archivo adjunto	Tarea calificada
Martha Angelica Cuevas Puertos	1 archivo adjunto	Tarea calificada
Daniel Espinosa	Sin archivos adjuntos	Tarea calificada
Marcos Eduardo Garza Miguel	Copia de bpibavhógi (...)	Tarea calificada
Marín González Velasco	Copia de bpibavhógi (...)	Tarea calificada
Jesús Hernández Hernández	1 archivo adjunto	Tarea calificada
Ernesto Hernández Juárez	1 archivo adjunto	Tarea calificada
Jesus Antonio Leon Tellez	jamboard.pdf	Tarea calificada
Jesus Ignacio Limias Juárez	1 archivo adjunto	Tarea calificada
Sonia Lopez Trujillo	1 archivo adjunto	Tarea calificada
Lazaro Enrique Marcial Rojas	1 archivo adjunto	Tarea calificada

Appendix 12 Results Step 4

Enviar 100 puntos

Todos los alumnos

Ordenar por estado de entrega

Calificadas	Nombre	Puntos
<input type="checkbox"/>	Juan Barrera Soriano	100
<input type="checkbox"/>	Alfonso Contreras F...	100
<input type="checkbox"/>	Iván Jesús Cortés G...	100
<input type="checkbox"/>	Diego Fausto Cueva...	100
<input type="checkbox"/>	José Eduardo De La...	100
<input type="checkbox"/>	Jorge Del Rosario	100 Completada con retraso
<input type="checkbox"/>	Soledad Flores Cast...	100 Completada con retraso

MENTI: REUSE AND RECYCLE

0 Han presentado la tarea 0 Asignadas 25 Evaluadas

Todas

Nombre	Archivos adjuntos	Tarea calificada
Juan Barrera Soriano	1 archivo adjunto	Tarea calificada
Alfonso Contreras Flores	2 archivos adjuntos	Tarea calificada
Iván Jesús Cortés González	2 archivos adjuntos	Tarea calificada
Diego Fausto Cuevas Hernández	3 archivos adjuntos	Tarea calificada
José Eduardo De La Vega Martínez	2 archivos adjuntos	Tarea calificada
Jorge Del Rosario	2 archivos adjuntos	Tarea calificada
Soledad Flores Castillo	2 archivos adjuntos	Tarea calificada
Charis Meyu García Elizalde	2 archivos adjuntos	Tarea calificada
Ángel Ricardo Hernández Jiménez	2 archivos adjuntos	Tarea calificada
Dalia Isuit Hernández Camacho	2 archivos adjuntos	Tarea calificada
Betab Ruth Lezama Palacios	2 archivos adjuntos	Tarea calificada
Marco Antonio López Sánchez	Sin archivos adjuntos	Tarea calificada

Appendix 13 Results Step 5

Enviar 100 puntos

Todos los alumnos

Ordenar por estado de entrega

Calificadas

Nombre	Puntuación	Estado
Juan Barrera Soriano	89	Calificada
Alfonso Contreras Flores	100	Calificada
Iván Jesús Cortés González	77	Completada con retraso
Diego Fausto Cuevas Hernández	100	Calificada
José Eduardo De La Vega Martínez	0	Sin entregar
Jorge Del Rosario	89	Completada con retraso
Soledad Flores Castillo	100	Calificada
Charis Miley García Elzalde	100	Calificada

TONS OF TRASH ARE NOR RECYCLED!

Última importación: 20:41 [Importar calificaciones](#)

0 Han presentado la tarea 0 Asignadas 25 Evaluadas

TONS OF TRASH ARE NOT RECYCLED!
Formularios de Google

Todas

Nombre	Tarea calificada
Juan Barrera Soriano	Tarea calificada
Alfonso Contreras Flores	Tarea calificada
Iván Jesús Cortés González	Tarea calificada
Diego Fausto Cuevas Hernández	Tarea calificada
José Eduardo De La Vega Martínez	Tarea calificada
Jorge Del Rosario	Tarea calificada
Soledad Flores Castillo	Tarea calificada
Charis Miley García Elzalde	Tarea calificada
Ángel Ricardo Hernández Jiménez	Tarea calificada
Dalia Isuit Hernández Camacho	Tarea calificada
Betsabé Ruth Lezama Palacios	Tarea calificada
Marco Antonio López Sánchez	Tarea calificada
Luis Fernando López Sánchez	Tarea calificada
Miguel Ángel Martínez Alvarado	Tarea calificada
Pedro Antonio Javier Martínez Reigera	Tarea calificada
Luis Ángel Coaña Hernández	Tarea calificada
Juan Daniel Pascual Altamirano	Tarea calificada
Javier Peláez Bantos	Tarea calificada
Camilo Rodríguez Mauricio	Tarea calificada
Laura Celia Salvador Ramos	Tarea calificada
Carlos Alfredo Suárez Martínez	Tarea calificada
Alberto Vargas Vallejo	Tarea calificada
Luis Ángel Vázquez Hernández	Tarea calificada
Israel Victoria Fuentes	Tarea calificada

Esperando accounts.google.com...

Appendix 14 Results Step 6

Enviar 100 puntos

Todos los alumnos

Ordenar por estado de entrega

Calificadas

Nombre	Puntuación	Estado
Juan Barrera Soriano	100	Calificada
Alfonso Contreras Flores	90	Calificada
Iván Jesús Cortés González	90	Calificada
Diego Fausto Cuevas Hernández	90	Calificada
José Eduardo De La Vega Martínez	90	Calificada
Jorge Del Rosario	90	Calificada
Soledad Flores Castillo	90	Calificada
Charis Miley García Elzalde	90	Calificada
Ángel Ricardo Hernández Jiménez	90	Calificada
Dalia Isuit Hernández Camacho	90	Calificada
Betsabé Ruth Lezama Palacios	90	Calificada
Marco Antonio López Sánchez	90	Calificada

The 3Rs Song

0 Han presentado la tarea 0 Asignadas 25 Evaluadas

Todas

Nombre	Tarea calificada
Juan Barrera Soriano	3 rs song.docx
Alfonso Contreras Flores	20210510_190659.jpg
Iván Jesús Cortés González	Screenshot_20210510...
Diego Fausto Cuevas Hernández	WhatsApp Image 2021...
José Eduardo De La Vega Martínez	1620691620163.jpg
Jorge Del Rosario	IMG_20210510_1658...
Soledad Flores Castillo	WhatsApp Image 2021...
Charis Miley García Elzalde	rrr.png
Ángel Ricardo Hernández Jiménez	WhatsApp Image 2021...
Dalia Isuit Hernández Camacho	2 archivos adjuntos
Betsabé Ruth Lezama Palacios	Screenshot_20210510...
Marco Antonio López Sánchez	Sin archivos adjuntos

Appendix 15 Results Step 7& 8

docs.google.com/document/d/1XnKhDUAL_IK_k4oHvD7p3HEkAm63rwb3qES_ZNWezc/edit

Lesson 2.p.14

Act. 1

1.- batteries	100 years. (Marcial Rojas Lázaro Enrique)
2 Diapers	200-500 years (Rincon)
3.- Aluminum cans	200-250 years. (Baltazar Angel)
4. Rubber shoe soles	50-80 years (Mendoza Zurisaday)
5. milk cartons	5 years (Ernesto)

act 2

recyclables items	non- recyclable items
paper (Hdez Jesus)	batteries (Hdez Jesus)
plastic (Hdez Jesus)	synthetic fabrics (Hdez Jesus)
glass (Hdez Jesus)	aluminium foil (Hdez Jesus)
metal (Hdez Jesus)	polystyrene foam (Hdez Jesus)
	tissues (Marcos)

2. Online quiz

https://docs.google.com/forms/d/1FAJcQ_Sv3ya1w3Ry0Esb7AHHea1BRY1Vair4uYpCYbbaZuJKvIeform2uqpcsf_link

3 . Circle the correct answers.

1.- Aluminium foil isn't aren't considered biodegradable. (Cuevas Angélica)
2 - Tissues isn't / aren't recycled. (Baltazar Angel)

Appendix 16 Results Step 9

classroom.google.com/u/0/c/MzMO1MDQ1NTR00TE3/a/MzMO1NTU5MzY1OTMz/submissions/by-status/and-sort-last-name/all

198 P1- MAY-AUGUST 2021

100 puntos


THE 3Rs (REDUCE, REUSE & RECYCLE)

14 preguntas correctas, 7 incorrectas, 4 no contestadas

100 puntos

Activar Windows
Ve a Configuración para activar Windows.

Appendix 17 Rubrics for Speaking



 UNIVERSIDAD
 PEDAGÓGICA
 NACIONAL

Rubrics for assessing Speaking

An example of a rubric that can be used for assessing speaking is shown in Fig 2.1

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student (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.

Fig. 2.1 Rubric to assess speaking (3)

Appendix 18 Rubric for Writing

COMPOSITION PROFILES Rubric

Student: _____ Date: _____ Topic: _____

SCORE _____ LEVEL _____ CRITERIA _____ COMMENTS _____

CONTENT

30-27 EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
 26-22 GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail
 21-17 FAIR TO POOR: limited knowledge of subject; little substance, inadequate development of topic
 16-13 VERY POOR: does not show knowledge of subject; not-substantive; not pertinent; OR not enough to evaluate

ORGANIZATION

20-18 EXCELLENT TO VERY GOOD: fluent expression; ideas clearly/ supported; succinct; well-organized; logical sequencing; cohesive
 17-14 GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
 13-10 FAIR TO POOR: not-fluent, ideas confused or disconnected, lacks logical sequencing and development
 9-7 VERY POOR: does not communicate; no organization; OR not enough to evaluate.

VOCABULARY

20-18 EXCELLENT TO VERY GOOD: sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register
 17-14 GOOD TO AVERAGE: adequate range; occasional errors of word/ idiom form, choice, usage *but meaning not obscured*
 13-10 FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; *meaning confused or obscured*
 9-7 VERY POOR: essentially translation; little knowledge of English vocabulary, Idioms, word form; OR not enough to evaluate

LANGUAGE USE

25-22 EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
 21-18 GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
 17-11 FAIR TO POOR: major problems in simple complex/constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; *meaning confused or obscured*
 10-5 VERY POOR: virtually no mastery of sentence construction dominated by errors; does not communicate; OR not enough to evaluate

MECHANICS

5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
 4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
 3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; *meaning confused or obscured*
 2 VERY POOR: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; OR not enough to evaluate

TOTAL SCORE _____ READER _____ COMMENTS _____

Declaration Letter

I declare that the following **ASSIGNMENT “DEVELOPING INTERCULTURAL AWARENESS AT UNIVERSIDAD TECNOLÓGICA DE TEHUACÁN (UTT) THROUGH THE 3R’s CLASS”** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfwb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”¹*

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The *submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.*"

The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

*d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."*²

Victor Ancelmo Montiel Bernardo

Victor Ancelmo Montiel Bernardo

² Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>