UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"Virtual Education at UNEVE and

Approaches in the ELT"

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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Specialization in English Language Learning and Teaching (EEAILE)

PROPUESTA DE INTERVENCION EDUCATIVA

VIRTUAL EDUCATION AT UNEVE & APPROACHES IN ELT

Final Project

To get the specialization in

ESPECIALIZACION EN ENSENAZA Y APRENDIZAJE DEL INGLES COMO LENGUA EXTRAJERA, MODALIDAD EN LINEA

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Mexico City June 20th, 2021.

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Contents

INTRODUCTION

INTRODUCTION

In module one I must improve all the aspects seen during the three units among the twelve lessons, here I can clarify many definitions as well as concepts. First, I describe briefly language, learning, and teaching, in which I include a small autobiography of my teaching experience, and my learning English background.

Then in the second section of language teaching methodologies, I made a reflection on the concept of language, I describe briefly Krashen's hypothesis and the Second language theories besides Larsen Freeman's Model explanation.

Further, I titled communicative approach the next section of this final project and I explained how the CEFR made the competencies part of the language acquisition, also how Kolb's Model made a deep introspection in students' learning.

In addition, in the next section called approach, methods, and techniques I defined each of them with the help of my reading in the platform, to conclude with the last section, roles as teacher and as a student, where I made a reflection in my roles as teacher and how the different roles as students are among them.

I close with some conclusions around all this information which will be useful in the following modules of this specialization.

I will explain the Krashen Hypothesis, and how is the differentiation between acquisition and learning, one the hypothesis of Krashen I will adapt to one of my English classes, in that way I can consider some more inputs to my students.

I re-read the concepts of input, output, intake, and interaction to understand better the ZPD in the students, so again I consider those terms in my class, to let my students a good acquisition. I also check the motivational theories to understand how important motivating students is, in that position I make sure the class will learn the topic by mixing different types of learning. I planned a class with the I+1 input hypothesis.

Then I just make the analysis and write down some conclusions of this comprehension assignment.

When teaching English is also important the Readings and the Listening, they are part of a skill that must be developed gradually in all students. Starting with simple tasks might help a lot when college students read a text more complex or let them listen to their favorite songs could develop a listening skill. Anyway, as teachers we need to be clear in our instructions to develop those important skills in our students.

I wrote something related to the interactive model of reading in which interaction and process are part of good comprehension. In research, according to Publisher Pearson (Pearson, 2021), "the children who read for enjoyment perform better in reading texts, mature wide-ranging vocabulary" with these elements the student increases the knowledge and gets better understanding in upper levels of instruction.

Writing is an important skill to improve the knowledge of grammar, because when we write we need to sequence the ideas into phrases with a grammatical structure, so the tense is implied in our thoughts. In the following contains schema information, I provide the reader a selective tactic to relate the previous facts to comprehend the content of the new text.

To continue with the content, another important fact is the multicultural support, that makes humans strong with their roots and those elements form a single hemisphere, in which we concentrate part of our lives, those memories are experiences, and they provide the restored information to understand better.

Nowadays with the international pandemic situation, we had to migrate to a digital world, in this new reality, as teachers everything that we use is considered a tool or virtual tool, with these elements we can adapt our classes and bring for students something more significant, the new upbringing which came to stay.

In the next content, I explained how reading is contextualized and the lesson plan provides a complete atmosphere to join the exercises plus the cultural awareness of them into a meaningful reading activity.

Then in the writing activity, adapted with the same grammar structure taught, complement the reading activity, in that way all the resources in the students' book are used wisely to make the student more confident in his/her education.

Then the rubric for asses the reading and writing activities is completely made by me, even though the basis is in the teacher's book on how to evaluate, I had to consider other facts to provide as many elements seen in previous classes.

The listening skill late in the 1960s just looked at oral language skill itself, but it was more memorable in the 1980's decade when the author Stephen Krashen introduced his ideas about comprehension input. Despite many aspects of traditional listening that remain in our Mexican Classrooms', currently, the digital and technology life we are living, set a range of multiple choices to adapt in the planning of a day class.

While listening is an individual developed skill and the teacher plays a role to adapt the sources to let the student understand better the main idea of a recording, and select different types of accent listening's as a challenge to us as teachers, in that way we let the female or males or even kids or senior voices adapt little by little the ability to comprehend better.

As the main objective of this assignment Is to Provide methods or techniques in listening to let students comprehend better; I chase pre-listening, while listening and post-listening strategies in each to clarify better a lesson plan and its stages.

In the body, I wrote two lesson plans for the same level but different groups, in which I had to lead the listening activities but I also selected technology and digital follow-up activity for each, in that way my students can organize their digital portfolios in the Teams platform.

Additionally, I add a sample of the book exercises just to look at which exercise I am giving the instructions, finally, I wrote a couple of paragraphs with the conclusions of my listening activities.

In the unit about interculturalism, I made a quick review of a certain concept previously seen like what is linguistic competence, the difference with grammatical competence, and how to deal in a classroom or with somebody else in communicative competence, so I wrote a few lines about them to review certain details and join them with the purpose of the unit.

Furthermore, Byram's model about intercultural competence reflects how the attitudes, the social groups, the discovery and interaction, and the cultural awareness take place in one's mind to achieve those pieces of knowledge, as teachers we studied them and try to get techniques to set inside the lesson plans.

Additionally coming back to the basics about the definition of culture involves an environment to set the correct approach to understand better the way a person uses the multicultural competence to communicate with another person, which leads a form to conceive the traditions observed in different contexts.

In the exercise given inside the readings the metaphor about the iceberg, change completely my point of view about the prejudgments, categorization, ethnocentrism, stereotypes that usually are imaginary in our thoughts, and certainly, we let the mind speaks rather than the reason.

This compilation has the general idea to use the approaches to work with culture in the classroom about how the cultural critics generate barriers between two speakers, then how the emic approach studies the diverse cultures and their behavior, and how the ethic studies the same but with the impact from the outside the system, next the dynamic approach leads how being in movement gets another perspective, by lastly saying that the experiential learning gets further information about other cultures.

Finally, the lesson plan I selected is about the use of grammar in frequency adverbs, and how the impact of knowing other activities in a measure of percentage. I also paste my digital evidence, taken in the software presentation, plus the evidence of virtual classes given on Microsoft teams, with participants raising their hands and examples of how the homework assignments are shown.

My teaching philosophy is a reflection of my beliefs, my values, my experience, and my knowledge, when I teach I have to manage many things at the same time, the level of my students, the course class, the environment I have around, the supplies my school gives to me, the topic I must explain and how many drills do I have to generate to let my students enough resources to understand it.

I learn many things about the drills, the speaking activities, the importance of plan a complete lesson with all the elements to benefit the knowledge of the students. I made research about how the teacher's role can affect or not the progress of the student, in addition, I understood that most of the time are many of them inside a class, it a part of our nature to be a specific role, but it is a challenge to be more than three inside a complete class because according to our students' necessities we must adapt into it.

This project consists of adding a lesson plan and check according to the studies in the lesson if they are functioning well or not, or maybe I must adapt them in the virtual classes right now.

Then I analyzed each of them to see if they are working well, to see if the activities are good enough for college students or if I need to readapt them according to the different styles of learning.

I show how the grading criteria is set in the university which I work at and I share a list in which I can see the individual progress according to the date to complete the whole process of evaluating, which is related into three partial periods and all the three grades are averaged at the end.

In the conclusion section, I write how the information is integrated into one single adapt, this familiarity is now useful not only for me but for more different activities in additional coming classes.

In the appendix section, I add the no plagiarism letter, taking care of all de APA citations, adding the references at the end of this assignment.

CHAPTER 1
PHILOSOPHY & THEORY

CHAPTER 1 PHILOSOPHY AND THEORY

1.01   THEORIES OF SECOND LANGUAGE ACQUISITION: UNDERSTANDING CONCEPTS, ANALYZING PROCESSES, AND TRYING OUT PROCEDURES.

I would like to start talking about language and according to several authors I selected some definitions; what is language? according to (Szczegielniak, 2020) is "The ability to use language, perhaps more than any other attribute, distinguishes humans from other animals" in this position we as humans use the language to interact with other humans, but so more we can communicate with our pets, we find a way to teach tricks to them. In our dairy class, we communicate with our students, as teachers, we use as many words linked by ideas to share experiences and begin to construct the knowledge in them.

For Adam in (Szczegielniak, 2020) the "Language is more than a set of words because words must be ordered in certain ways to create sentences" we use the words to integrate ideas, those ideas are part of what we can say to somebody else, in other position we send information to another, that information becomes part of the person and then he just feedbacks our original message into something more contextually. We integrate those phrases into something meaningfully; in daily classes not only, but we also use textbooks to follow am structure, we write down the blackboard many rules, paragraphs, and examples to let the students understand clearly the topic.

'A function of the language refers to what we do; these functions are realized via lexical and grammatical resources. Of course, grammar is not directly linked to function" (UPN, 2020). So, grammar comes into the description and its definition according to Adam is "Rules for combining sounds into words, word formation, making sentences, assigning meaning" (Szczegielniak, 2020). The functions of language refer to the sender intention, for example, I was a Teacher want the student to learn a grammar rule, but for instance, I also want them to find meaningful the message, that message is information, we as receivers try to feed back the information conceived as the function, If I shout my emotional way of talking can damage the process of learning in my students.

Languages are living exchange systems of meaning, and are bound by context (Minnesota, 2020), by itself just a word does not mean anything but joining many words in a communicative message transforms into information, this information in context allows sharing knowledge. To recreate or feedback something we must process in our brain, those ideas become powerful structures that can be used in other circumstances.

Jacobson's Model of communications explains the elements which are involved in the communicative process here is the diagram:
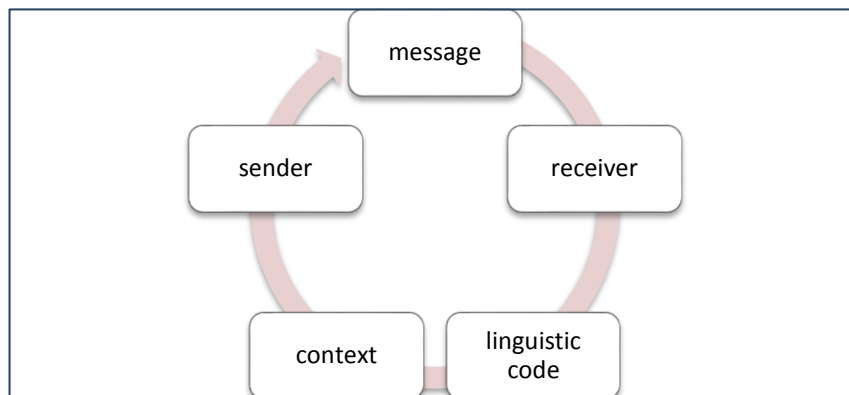
Source: own made by the author

Each element is important for getting the correct approach, the sender has to have functional intention to send a correct message, the message has to have the correct linguistic code besides the grammatical rules in that position the context that is given to the receiver comes in the correct way to assimilate and produce good feedback.

In teaching the student is the receiver, the context is the classroom and the school, the linguistics code is English, and the sender has multiple channels to get the attention of the receiver. The tool textbooks have either the written exercises or the speaking exercises that allow Jacobson's model, we teach the students the grammar and the linguistic situations so that they acquire the knowledge and present some fed back with oral production or written tasks.

1.02 DIFFERENCES BETWEEN ACQUISITION AND LEARNING CONSIDERING THE DIFFERENT THEORISTS.

Acquisition	Learning
A first language is what is taught by our mother or any other person in a family, so we acquire the language in which it is taught by others. Second language acquisition is what is learned in a formal or informal context by somebody else. This could be in school or at home with the help of another family member. Krashen defines acquisition as "automatically process in which a subconscious level develops according to the communicative necessity, there is no conscious effort neither a specific formal of the language… to happens the acquisitions must be an interaction with meta language and individual insight" (Garcia, 2013)	Learning "is a construction process in which previous knowledge has been adapted by internal representations such as definitions or examples" (Wade, 2009) According to Kathleen, learning a second language nowadays is a communicative way used to interact with people and produce messages with information.

1.03 STEPHEN KRASHEN´S HYPOTHESIS.

Stephen Krashen is one of the theorists which made the Monitor Model his theory is based on the idea about second languages are learned. His model comes in 5 hypotheses.

1. The Acquisition-Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Affective Filter Hypothesis

The first Hypothesis is the "Language Acquisition hypothesis", this basis in a second language could be developed in two different ways in a subconscious process comes the acquisition or by learning that is a conscious process with grammar rules.

The monitor Hypothesis: the acquisition has a central role, there are three conditions to use the monitor, he or she knows the rule, the learner must have time, he/she focuses on the form or thinks about correctness. So, errors are natural when a monitor is not used.

The natural order hypothesis: grammar structures are acquired in a predictable order; some grammatical structures tend to be acquired early while others are late.

The input hypothesis is only concerned about acquisition not learning, so the learner improves and progresses with input from the outside.

The affective filter hypothesis: motivation, self-confidence, and anxiety play a role in the person.

The input hypothesis is an external factor that makes people learn a second language. A teacher must know the level of the student to give inputs a little bit higher to their level, so that might be a real conceptualization of the language. The formula to understanding this input is I+1, which means the level we have and the + 1 means the higher input we need to focus on.

1.04   CONCEPT OF THE ZONE OF PROXIMAL DEVELOPMENT AS VYGOTSKY STATED IT

Vygotsky's socio constructivism theory explains that a person has two levels, one is the level of knowledge and the other is the context above us. Vygotsky develops the ZPD (Zone of proximal development) according to this theory learning occurs when a person has interactivity with another person at a higher level. These zones are the real development (knowledge now) and the other is the potential development zone (the one we can acquire with experience or through learning).

1.05   DEFINITIONS AND CONCEPTS

Input: according to the Merriam-Webster dictionary (Merriam-webster, 2020) input means a stimulus that acts on and is integrated into a bodily system. That is what happens when our students receive a stimulus with a higher level of knowledge, and they made it part of them with significance in life.

Intake: conferring the Merriam-Webster dictionary (Merriam-webster, 2020) intake means taking in something such as energy taken in (input). When students receive the stimulus, they make it part of themselves and it is useful forever.

Interaction: consulting the Merriam Webster dictionary (Merriam-webster, 2020) means mutual or reciprocal action or influence, in that position when we share knowledge with students they acquire it and reinforce with several exercises oral or written, they talk with class mates so they interact with the new topic and with somebody else in the classroom.

Output: checking the Merriam Webster dictionary (Merriam-webster, 2020) means mental or artistic production, the amount produced (knowledge) by a person in a given time, the act of producing. That is when we share something with students, they take their time to process, later they produce either the oral explanation with an example or a written task with an exercise, so we distinguish if they are learning and understanding.

1.06   TYPES OF MOTIVATION

In the XX century, the humanistic theories and Elton Mayo and his Hawthorne experiment made the talented human feel involved in the organization principles if they took decisions, they improve their performance. Maslow Abraham designed a pyramid necessities design in which every human must climb each step to feel motivated and happy with those necessities.

Another theory is Frederick Herzberg who designed a diagram with two different types of motivational sources and those could be achievements, recognitions, responsibilities, work itself, and the other posture is what is not motivational, these sources are administrative politics, supervision, salary not being recognized.

Douglas Mc Gregor based suppositions on X and Y theory managers studied human behavior to set motivation in employees and get from them more productiveness.

David McClelland complements Herzenberg and Maslow's theories based on three human orientations associated with the character component.

Motivation could be intrinsic and extrinsic according to Carmen in her book (Castillo, 2012) the first is when someone is attracted by his/her results, independently on the reward is done. On the other hand, when someone must get for an external source the intake to do something.

In class our students, have to be motivated by both, they have to be motivated by their recognitions at home or school with a diploma for their merits, and external by letting them know how important is to learn another language, they could get a scholarship and live real immersion culture and language from another Country.

1.07 SECOND LANGUAGE ACQUISITION, SAUSSURE, CHOMSKY, AND LARSEN FREEMAN

Many theories try to explain the importance of language acquisition in the following chart we can see those

Source own diagram with information in (Müller, 2017)
https://sites.google.com/site/2ndlangacquisition/theories-models

Ferdinand de Saussure studied the sign, the diachrony, and the synchrony, and also he introduced the concepts of signifier and significant, so in Linguistics he contributed a lot in the communicative theory, but in English developed the idea of structuralism, in which the ideas are constructed by many other single words which united get another concept involved with context.

Later Noam Chomsky studied the linking of words and the ways the language could be generated that is called Generative linguistic, in that position someone can identify the content and grammar word order in one phrase and introduced the concept of competence.

Diane Larsen-Freeman worked with a model in which integrates all the elements that were previously talked about with other authors so now the morphemes, phonemes, grammar

meaning, and context are related in one diagram proposed by her, the following could be a similar construction of her model retrieves in Lesson 2 of Module 1 of EEAILE

Larsen-Freeman's Model

Form structure morphes phonetics

Meaning / semantics lexical meaning grammatical meaning

Pragmatics / social context/ linguistic discourse / context pressupositions about context
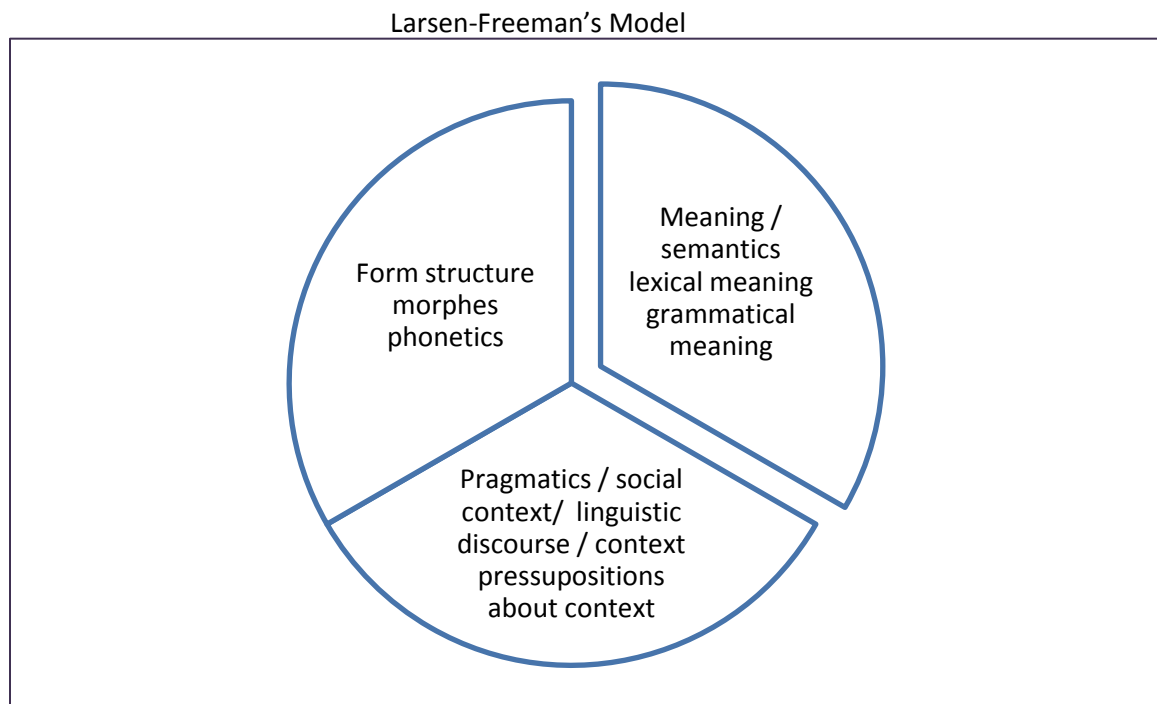
Retrieved (EEAILE, 2020)

1.08 COMMUNICATIVE APPROACH

According to the lecture in module 1, unit 1 lesson 4 of specialization " The CEFRL point out that 'the use of communication strategies can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring and Repair Action to the different kinds of communicative activity: Reception, Interaction, Production and Mediation" (EEAILE, 2020)

The common European is clear in which competencies every student have to develop, moreover communication strategies are part of the development of learning strategies if any student produces a whole phrase to communicate with others is the objective of the communicative language, but to get those elements we as the teacher have to teach certain elements based on the linguistic competencies anyone must acquire.

The Common European Framework of Reference for languages includes the domain of the competencies we must dominate they are the discourse, sociolinguistics, strategic competencies.

1.09   KOLB'S MODEL

According to the University of Puget on its website "Kolb's approach synthesizes goal-directed and behavior learning theories to create a learning cycle which values process and the ongoing nature of learning. The Kolb learning cycle is typically represented by four stages through which the learner repeatedly progresses (McLeod, 2013) retrieved in (UNIVERSITY, 2020)
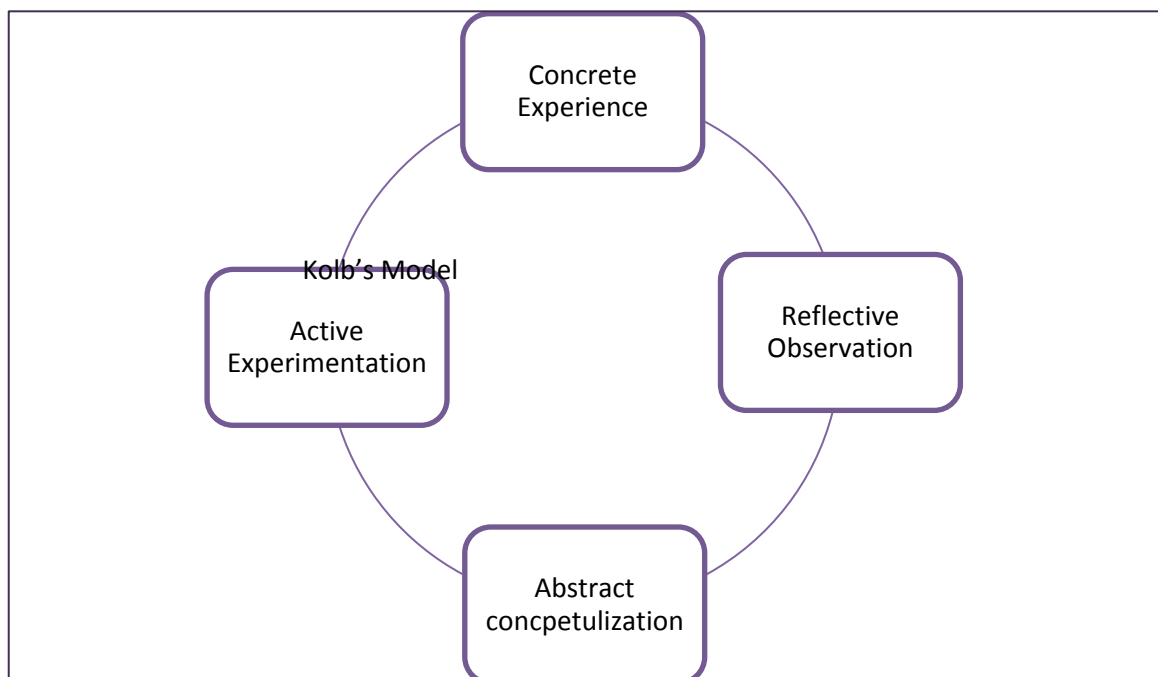
Source: owns idea with EEAILE Lecture Module

The concrete experience stage is when the student finds a previous experience and reminds his/her mind with some knowledge. In the Reflective Observation, the students view their past experiences and identify inconsistencies among learning and understanding, in the abstract conceptualization stage the student generate a new concept by analyzing previous ideas and

forming new deductions or conclusions about that new knowledge, in the last stage active experimentation the student looks for where to use those new concepts.

This Model is very well accepted because emphasizes in make learning rentable to students, increases the effectiveness of learning, links theory to practice, increases students' engagement, assists in memory retention, leads to the development of skills of lifelong learning.

1.10   APPROACH, METHODS, AND TECHNIQUES

In Module 1, unit 3, lesson 9, (EEAILE, 2020) I read and understand the methods and techniques and according to the lecture it says "

> *An approach is the "theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings." (3). A method is "a generalized set of classroom specifications for accomplishing linguistic objectives" focused on the role of teacher and student, sequencing, materials, and how they can be used in many different learning contexts. Techniques are the specific types of exercises or activities used in class to reach pedagogical goals. Techniques are quite easy to talk about because they are the specific things that we do in class"*

We teach topics based on approaches in other words there are as many authors as theories with them, me as teacher select different methods to teach a specific topic, and we selected those according to the experience and the group, finally, a technique is what I consider best to help in my classroom could be a projector with a power point presentation, a mind map in a bond paper, some visuals to clarify the idea and so on.

Some of the variety of method is the Grammar Translation Method, the Direct Method, and the Audiolingual Method, the Grammar Method consist in finding some cognates in mother tongue to clarify ideas. Direct Method only speaks in English and it is directly heard by somebody else without translations, Audiolingual Methods consist of oral reproduction from listening or teacher directions.

1.11 LANGUAGE LEARNING AND MY TEACHING EXPERIENCE

By this year, I have had twenty-two years teaching English, now I realized how important was to learn another language since my childhood, additionally, I must say that my acquiring of a foreign language was unexpected, in my elementary school I had the opportunity to study as a subject English, so I noticed immediately that I liked, I was quite of good at this matter of study but at least gave me the chance to know more than any other, in that precise moment.

As a result of that, when I studied the Jr. High School, I knew more than the rest of the class I thought I knew as much as the English teacher I had, the reason was my parents changed me into a public school, so the Teacher Paty [I remembered her name] just told me to help her in grading and explaining to my class mates, that made me the official assistant in English class for the three years. That experienced liked me, I had the opportunity to help my classmates with comprehension.

For this reason When I was at CCH in UNAM my high school I just made an exam and completely forgot about continue studying English, clearly the event marked me as a unique student, because the Principal of the CCH and the Coordinator of the CCH's, in that time, -Teyssier was his last name- called me into an interview offering me a scholarship to Virginia at the 34th annual Ceremony of the Golden Plate Award from the American Academy of Achievement.

By then 1994 year, I with 4 more classmates from another Prepas at UNAM were just the Honor Students with a high average from school, I learned a lot, I practiced my English, I understood that episode changed my point of view, I just wanted more of that wonderful access to a different style of life.

Moreover, when I was in College I finished all the levels and got my first certifications which awarded my level of English, so I continued updating myself, and right now I had more than forty Recognitions from different courses in which I had either participated or taken.

If I am not mistaken I will say how I started teaching; by the year 2000, was my very first job as an English teacher, I remembered I was taking a course to update myself causing by the stroke at UNAM, -[the place I was studying my first degree]-; the principal of that school offered me an

English Position, I was afraid because I just knew the language and I realized I have to have more techniques, strategies, and methodologies, in other words, the Teachers course at least.

Classes gone fine, the level was basic with teenagers, I explained without a method, I had to look for several examples and handouts to deliver and work inside the classroom, anything to complete my 2-hour session 2 days a week, but still missing the rest of the knowledge.

Soon I got another job working in a kinder garden level, I gained more experienced, but I knew I did not want to work with small kids, later I got another job in an elementary bilingual school, there the environment was more than perfect, the school just had a small number of students so my third grade level with just 6 girls was excellent, by then I look for another better payment and found a perfect place for me, the principal in that school offered me to prepare myself during the week with the teacher's course and on Saturdays, I will be teaching classes to basic levels.

With that preparation, I just looked for something better and I found Conalep, a place that I stayed 10 years teaching English, I learned much more experience there and I felt just prepared for the university level, so I moved to Technological University in Ecatepec, I have been teaching there since 2006, so far 14 years.

I had to prepare myself more with a Master's Degree because the new regulations of the Professional Profile demand that, and I found a Masters somehow related with my first degree and the teaching experience I already have; that leads me to another University the Valley State Ecatepec College, in which I have worked since 2013, so far 7 years there.

New strategies, updated techniques, better position at work made me realized that is very important to acquire better knowledge and soon I was enrolled in my Ph.D., this one is very related to how to lead, manage, and organized a language center, but one of my bosses told me about this specialization, I read it and found it more than the perfect match for me, it is giving me trust in what I was doing for more than twenty years.

So right now, I feel more confident, more prepared, and ready to continue giving and sharing a little of my English understanding with my students.

CHAPTER 2
METHODOLOGY & PRACTICE

CHAPTER 2 METHODOLOGY AND PRACTICE

2.01 THE INTERACTIVE MODEL OF READING

Reading is a complex process of understanding a complete idea, when reading certain words may not be known but must be understood by context., sometimes it is not necessary to understand the whole paragraph rather skimming for certain details give more than a clue to understanding. In other cases, readings are used to evaluate levels, in that way the ideas, the words in many readings are not related to withs readers' vocabulary, the suggestions for other teachers can help to develop to achieve those general ideas in readings.

According to (Sandoval, Rosa Isela; 2012) "reading is a selective process, it involves partial use of available minimal language cues selected from perceptual input based on the reader's expectations", I agree with her and her colleagues because even though we do not know a lot of words used in a reading, certain cues, or key words gives the input to understand better.

That is not a matter of guessing, reading takes time but certainly the ability to catch the author's intentions, at any level the experience in the reader can be considered to do some understandings better than the last reading, in that way the expertise might be gaining time to feel the most comfortable with the intention of the reading.

2.02 SCHEMA THEORY, CONTENT, FORMAL AND LINGUISTIC SCHEMATA

To understand a reading or a listening we have the schema theory, this says conferring to (Abi Zarei, 2012) "according to the schema theory, any text spoken or written, does not by itself carry meaning…[…]comprehending word requires the ability to relate the material to one's knowledge". These words are so wise, why? Because when we read something new, nothing related to a specific topic, the words alone mean nothing but, by experience in coherence, tends to be interpreted by the reader's experience.

Another author's point of view says referred in (Abi Zarei, 2012) that "a schema is a structure in semantic memory that specifies the general or expected arrangement of a body of information". This can be interpreted by defining previous knowledge which can be used to organize the intentions of the writer's ideas, in that position when our thoughts are arranged the information results in something meaningful.

With the schema theory, some modifications can be done in our internal database known as knowledge, so this complex process is divided into two other possible ways the bottom-up approach and the top-down. The first one is related to how the text is based and the other in how the knowledge is based.

When we are used to reading, comprehension is a consequence of activating both approaches the bottom up and the top-down, why? the reason is simple, we have lots of information stored in our memory, those data are better known as referent, and when we need certain information it is restored and conceive as the comprehension of the text.

The schema theory has a root, this is based on motivations, we as teachers must find readings that are more than interesting, some that is an external motivator, and that could be a video that refers to the main reading or visual that determines the importance of the reading.

The following picture will demonstrate how the three types of schemata are related:
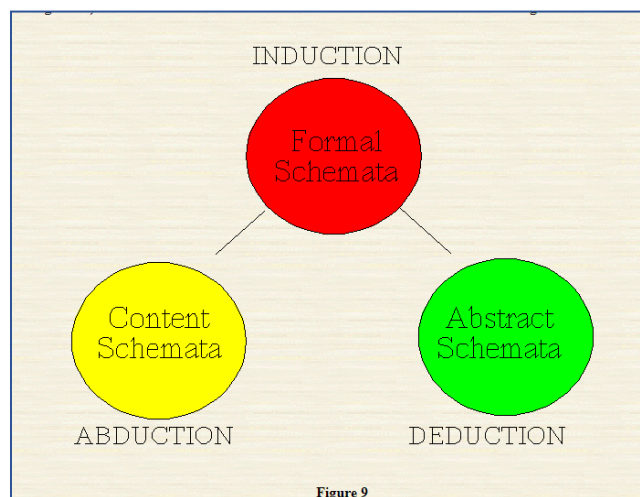
Source: (Oller, 1997)

When a reading is inductive, we are working the formal schemata, then the abduction comes when the previous background is stored, later the deduction comes when all is comprehending, and the information is meaningful.

2.03 THE IMPORTANCE OF CROSS-CULTURAL AWARENESS FOR READING

When someone travels to a foreign country, he/she faces a different reality from videos or readings, the cultural immersion is followed by a wide variety of items, the culture we observe is formed by the experiences the people have and our own beliefs, all the human beings are different than makes enormous interpretations according to ages, neighborhood, characters, verbal and nonverbal communication.

Nowadays the cross-cultural references switch our reader into a different connotation environment, if the reader understands the main idea, he/she can travel with the power of interpretation to another country.

According to the University of Reading (Reading, 2021)" there are many factors that can influence cross-cultural communications or interpretations they are; language and verbal communication, non- verbal communication, preconception, and stereotypes, tendency to evaluate, high anxiety, emotional responses"

And regarding acquiring the factors it is a good idea to understand that the culture is evolving, people gain differently the culture, could be for regions or areas, there is a big difference being cultural and international, the main difference is that society in the one multicultural rather than international.

According to (Mercer, 2018) "cultural awareness is a term that is thrown around a lot nowadays […] not just in education, but also in politics, and media too […] simply means acknowledging." That means bilingual communication, gestures, body language, are important facts to understand better the author's idea either in reading or in listening.

To start by adapting some multicultural ideas into our classrooms, the environment must feel comfortable to our students, the atmosphere has to be inclusively not exclusive, adapt small texts is the beginning of a big one later on, and explain good phrases for our students to explore the cultural differences by themselves and understand better.

2.04 THE DIFFERENT TYPES OF ACTIVITIES WHERE READING IS DEVELOPED ONLINE

The adult's learning has some other difficulties when learning rather than the young teenager or kids, the reason is simple; as a kid, everything they read is absorbed like a sponge and when early adult age the process of recognition varies between other factors.

These factors according to (Activities to Promote Reading Development, 2021) "activities influence the ways their English literacy develops and the progress they make in learning to read English […] these factors are level of literacy, oral overall, educational background, personal goals and the structure of writing and reading taught in the mother tongue"

In this situation, what does the learner need to read better? The answer according to (Activities to Promote Reading Development, 2021) "is phonological processing, vocabulary knowledge, syntactic processing, and background knowledge". Along with these factors, a person faces nowadays the digital village, in which everything is inside software or databases, not only because the digital era faces us but also because due to the pandemic situation, we had to migrate to a virtual world.

Nial Curry (Curry, 2020) on his blog page explains that using the internet resources can be a difference between traditional techniques and virtual ones, he thinks students have to be a critical reader of they have on their hands, and he took a reference from Wallace and Gray cited in (Curry, 2020) this chart is made with the information provided in the same reference :

Try to work out what authors are aiming to achieve	Work out the structure of the argument	Identify the main claims being made
Adopt a skeptical stance towards the authors' claims, checking that they are supported by appropriate evidence.	Asses the backing of any generalizations made.	Check how the authors define their key terms and whether they are consistent in using them.
Consider what underlying values may be guiding the authors and influencing their claims	Keep an open mind, willing to be convinced.	Looking out of instances of irrelevant or distracting material, and for the absence of necessary material.
Identify any literature sources to which the authors refer, that they may need to follow up.		

Source: (Curry, 2020)

The complete answers are given in the teacher's book, but there is no evidence to grade if they are understanding the activities, therefore these rubrics made b for me, give a close idea of how each student is performing. Remember a skill must be developed, and the activities completed to see the overall of the students.

Rubric for Reading

Excellent	Good	Poor	Need extra help
Students can read independently, aloud, or in silence with no phonetic mistakes. Students can understand the instructions and work alone Students help classmates with the activity.	Students can read aloud or in silence with few phonic pronunciations. Students can do the activity with few grammar errors. Students look for help in his/her verb chart. Students ask for help from the teacher.	Students cannot read aloud without helping and produce several phonetics pronunciations mistakes. He/she has the idea of the activity but ask for extra help with classmates or the teacher	Student cannot understand the instructions, imitate what he/she sees. Ask for help from the teacher. Produce an incorrect exercise.

Writing Rubric

Excellent	Good	Lack	Needs improvement
Students write sentences without grammar mistakes. Students follow the instruction and complete the task. Students help classmates to understand better Students write extra information, besides the ones is asked to.	The student starts his/her exercise but with few mistakes, he/she must look in a dictionary or ask for help from classmates. Students can see his/her errors and make a self-correction, Students can help another one.	Students try to write sentences but with grammar errors. Students ask for help or try to seek dictionaries or translators. The student asks many times for translation words and intended o to finish the activity.	The student produces spelling and writing errors. He/she ask for help. The task is done but with many mistakes. He/she asks the teacher for word meaning. He/she needs extra support to accomplish the task.

2.06 METHODOLOGY AND APPROACHES FOR LISTENING

Listening as any other skill taught in the classroom is very important and valid, students have to be able to understand the idea but not all the words, they can predict in a previous drill the new vocabulary or the grammar rules, or simply to catch the main idea of the listening. The ability to recognize different accents is only worth listening to different types of them.

Students must infer relationships between the speakers to recognize the topic they are talking about, and then the following activity must contain information related to the topic. According (Johnson, 2012) in her book English Training Manual, she offered a wide exemplification of the different skills in listening, these are:

- ☆ Listening for the main Idea: students listen to identify the overall ideas expressed in the whole recording.
- ☆ Listening for details: students listen for groups of words and phrases at the sentence level.
- ☆ Listening for specific information: students listen for information at the word level.
- ☆ Predicting: students try to guess key information contained in the recording before they listen.
- ☆ Inferring Meaning: students listen to identify the difference between what the speaker says and what they mean.
- ☆ Identifying meaning: students listen to identify the mood of certain speakers.
- ☆ Listen for opinions: students listen to identify the attitude of certain speakers.
- ☆ Inferring relationships: students listen to identify who the people are in the recordings and what the relationship is between them.
- ☆ Recognizing text: students listen to aural and contextual clues to identify where the conversation takes place and who is speaking.

When teaching English there are some useful techniques in every step we are, but we need to identify the activity: pre-listening drill or task, when listening activity, post-listening drill or task.

Pre listening	While listening	Post listening
Tell students that listen and try to understand the majority of the words. (it is OK if they do not catch all).	Play the recording once to understand the general topic or situation.	Students compare their notes and answers.
Tell students to focus on the instruction or type ok skill to develop.	Play the recording secoind for specific details.	Encourage students to respond what they hear.
Elicit two or three questions to reinfoce the bases of the listening.	Tell students to write down specific detailes they hear.	Play the recording just to check the exact moment of the answer.
Brainstorm the students ideas in the blackboard to focus on the specif ideas of the listening.	Divide students into temas to wtrite down the ansaers and then swap to check.	Ask students to wirte down the new words or the ones they do not know.
	Repaet the recording if it is nesseacry in critical cases to undersatnd better (not always).	Make a list of possible other solutions or ideas.

Source: authors own idea with information of Kathleen in (Johnson, 2012, p. 76) .

Buck (2001) posted in (Richards, 2021) identifies two kinds of strategies in listening: Cognitive and Metacognitive strategies for Listening. Cognitive strategies are related to mental activities involved in comprehension and how to input the memory into long-term memory for later retrieval. The metacognitive strategies refer to conscious or unconscious mental activities that manage the cognitive strategies.

2.07 INTERCULTURALLY DIFFERENTIATION

When we are in another country or when we talk to a tourist or a foreign person, we use communicative English to understand each other, sometimes we just let our words say something could be in inappropriate lexis perhaps the other person could feel nonsense or incoherent way, but the main idea is to interact with the other one.

To communicate better we need to know the certain background about the other's culture, that might give us a step forward to know details important for them and easier for us to get a point.

2.08 LINGUISTIC COMPETENCES

Noam Chomsky referred to the knowledge of the language, not the language in use by itself, it mentioned it is unconscious in the way we process the idea in our brain, perhaps we learn naturally to speak by listening to others; he said "When learning our first language, we are not conscious of learning the rules (e.g., sounds, structures, words). We just naturally begin speaking; we are "wired" to speak" (EEAILE, 2021)

2.09 COMMUNICATIVE COMPETENCE

Dell Hyme was the fir one who introduces the title communicative competence, he asserts quoted in (EEAILE, 2021) "that competence in a language includes not only grammar, words, and sounds, but also the social knowledge of when and how to use them appropriately". It is normal for a Mexican student to speak naturally with an informal language to others, and at college, they learn the differentiation to speak more properly to a chief or a boss or someone with a charge in an organization, that is called competence and we as teachers make the difference between both types of colloquial language and formal language.

Communicative competence refers to both verbal and nonverbal communication, we say many things with our gestures and postures also refers to knowing the sociolinguistic rules of the target language, the language we use in the formal situation with polite requests.

For jack Richards (Richards, 2006) in his research mentioned the following explanation "Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom".

Communicative competence in a person includes many aspects of language knowledge they are according to Richards in his research:

1. Knowing how to use language for a range of different purposes and functions
2. Knowing how to vary our use of language according to the setting and the participants
3. Knowing how to produce and understand different types of texts.
4. Knowing how to maintain communication despite having limitations in one's language

2.10 INTERNATIONAL LANGUAGE OR GLOBALIZED LANGUAGE

According to (Pachina, 2020) "many people consider English to be a global language because it is the one language that is spoken and understood by the majority of the population in almost every region of the world".

"There are approximately 360 million native English speakers and almost twice as many speaking it as a second language…. It is perhaps this worldwide acceptance and usage of the English Language that propels it as an extremely essential global language" (Pachina, 2020).

In this way English has been international for communication purposes, it is commonly referred to as a *Lingua franca*, this colloquialism comprehends a "language that is used primarily for communication purposes rather than the first language of the other speaker, and use the lingua franca to be intelligible to others" (EEAILE, 2021).

I must differentiate the communicative competence and the intercultural one, according to our reading at the specialization the communicative competence as seen before involves two cultures the native one and the acquisition one; and intercultural competence is less about knowing a lot of cultural-specific information about various countries and more about communicating effectively in arranging of-cultural context quoted at (EEAILE, 2021).

The model of intercultural competence of Michael Byram defines the following sequence of stages to comprehend:

skill of interpreting and relating *savoir comprende*	knowledge *savoir*	critical cultural awareness *savoir s'engager*
attitudes *savoir etre*	skill of discovery and interaction *savoir aprende*	
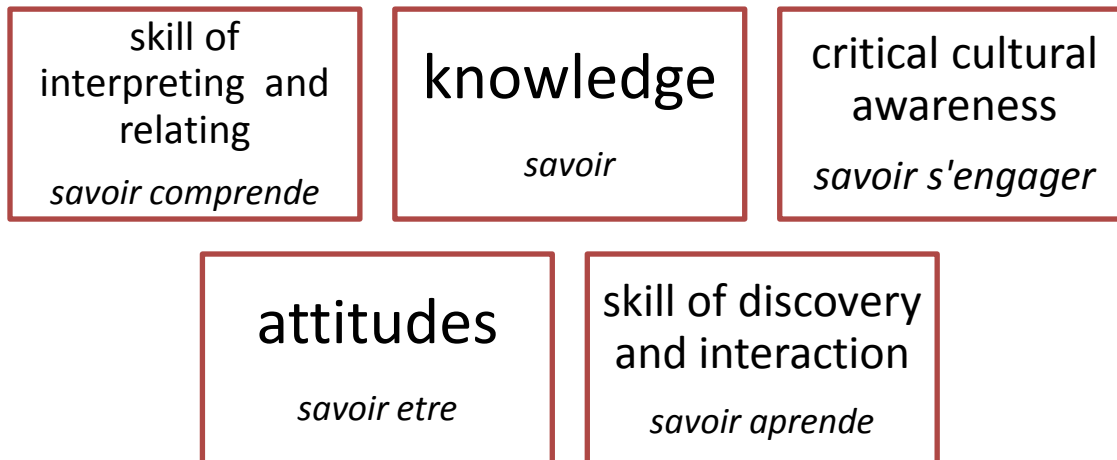
Source: author's idea with information of (Müller, 2017)

Based on (Müller, 2017) and on the reading in the specialization (EEAILE, 2021)I want to show how one of each comes gradually into my classroom.

☆ Intercultural attitudes reflect curiosity and openness, readiness to suspend disbelief about other cultures and beliefs about one's own, willingness to relativize one's values, beliefs and behaviors can decenter. How can it be developed in class? By using brainstorming, visual aids when working with texts to create curiosity and interest, using texts written by or about learners from other cultures telling about their lives, children's and young adult literature, authentic texts – brought by learners (songs, interviews), virtual and face-to-face encounter projects (e-mail, exchange) – getting-to-know phase important, cultural similarities in the forefront

☆ Knowledge of their social groups and their products and social practices in one's own and one's interlocutor country, and of the general processes of society and individual interaction. How can it be developed in class? facts (film, texts, internet, authentic material), working with stereotypes in class, guest speakers.

☆ The skill of interpreting and relating is the ability to interpret a document or event of another culture to explain it and relate it to documents and events from one's own. How can it be developed in class? tasks that allow careful reading, analysis, interpretation of

texts –to achieve a change of perspective, creative tasks working with literary texts (writing new scenes, new ending), look at the action in literary text from the point of view of minor characters, projects/simulations – learners experience a situation from a different cultural point of view (how does the American school work – what is a typical day like at such a school), role plays / certain games.

☆ The skill of discovery and interaction is the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraint of real-time communication and interaction. How can it be developed in class? comparing e-mails, face-to-face and virtual encounter projects (web cam), chat, study visits – ethnographic observation tasks (sounds, images, smells), negotiation of cultural misunderstandings, role plays, critical incidents.

☆ Critical cultural awareness is the ability to evaluate critically and based on explicit criteria, perspectives, practices, and products of one's own and other cultures and countries. How can it be developed in class? By critical comparison example: how Australian and German society deals with immigration.

2.11 CULTURE

One definition of culture with words of (Williams, 1958) "Culture is ordinary: that is the first fact. Every human society has its shape, its purposes, its meanings. Every human society expresses these, in institutions, and arts and learning.

Culture is shared because in many ways we can say, or act or let another knows about one's culture, in the classroom is common that exchange students talk about their owns culture to the rest of the students. Culture is also contextual in the way it emerges out of a specific context, environment, and history. Culture is dynamic as well due to the fact it can be read in many books and transcend another's comprehension, so that is why culture is learned. And when we observe many actions that happen in our country, we can learn unconsciously the culture.

2.12 ETHNOCENTRISM

This term in the Oxford bibliographies (Bylor, 2012) applies to cultural or ethnic bias (conscious or unconscious) in which an individual views the world from the perspective of his or her group, establishing the in-group as archetypal and rating all other groups concerning this ideal.

In this reference, we can say that something that is learned in our culture is well known as a stereotype, and if somebody else does it differently could be seen as an error, my dissertation about it is to mediate and try to understand another's point of view. Categorization is an important cognitive process, this process helps us make sense of the world, and helps provide meaning to our lives (EEAILE, 2021).

We can predict how a person could act or say something according to his/her beliefs, but we never finish learning about another's mind and acting, we can have many surprise endings and that is a problem it classifies as a good person when is a bad one.

The FODA diagram can show a teacher to view their deficiencies and continue updating the good ones. This is a simple exercise that can be included in our daily lesson plan by just doing weekly, I can recognize where should I pay more attention. Here is one example of it:

| weakness | oportunities |
| threats | strenghts |

Source. author's idea

Approaches to working culture in the classroom with information of (EEAILE, 2021)

The Cultural Criticality Approach and Cultural Dialogism	Under this approach, there is a dichotomy regarding intercultural communication theory, research, and practice: cultural criticism and cultural dialogism. Cultural dialogism is a different perspective; it emphasizes internationalism, worldwide communication, and humanism. It focuses on developing cross-cultural communication skills through self and cross-cultural awareness. This approach is culture-general and seeks to overcome differences
The 'Emic' and 'Etic' Approach	The two approaches are based on anthropological, sociolinguistic, and ethnographic research models. The 'emic' approach studies cultures and behavior from the inside, as the members of the cultures understand them. Only one culture is examined; the structure is discovered by the analyst and criteria are relative to internal characteristics. This approach helps to understand how reality is organized within a cultural perspective The 'etic' approach studies culture and behavior from the outside of the system. It examines many cultures, comparing them; the structure is created by the analyst, and criterion is considered absolute or universal. This approach is culture general.
The Dynamic Process Approach	Culture and communication are not monolithic, but dynamic, always changing, multi-level and complex. Students are trained to access and critically analyze cultural practices, meanings, social processes, and their outcomes, whatever their status. There are three levels of analysis: national, group, and individual.
The Experiential Learning Approach	As we saw in Module 1, Kolb's Experiential Learning Cycle states that it is not enough to read or listen about other cultures for becoming intercultural: it is also fundamental to be confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy, and empathy

2.13 THE ROLES OF A TEACHER

According to Module 1 Unit 3 Lesson 12: "A role can be defined as the set of actions that are expected or anticipated for a certain setting or task. All of us have many roles to play" (EEAILE, 2020)

Type or role	Description of the role
The planner/ the organizer	The teacher prepares the lesson in detail and designs appropriate activities according to the different types of learners
The informer/ the coach	The teacher gives the students specific information about the grammar and the activities
The manager/ the controller	The teacher organizes the classroom area and all around the environment is very detailed with chart routines, and with rules on a blackboard.
The monitor/ the prompter	The teacher goes around the rows and is checking the individual learning.
The involver/ the participant	He takes care of every student in the class is participating in all the activities, so he/she is inclusive.
The Parent/friend	The teacher always asks if something is wrong, so he/she gives comfort.
The Diagnostician	The teacher can recognize the causes of students' difficulties or problems.
The Resource	The teacher is always there to give suggestions or advice to students.

Source: adapted with information of (Cambridge, 2019)

In other words, as a teacher I play many roles inside and outside the classroom, sometimes I complete one of those, and some others I am getting role by acquiring it or updating with a course, these roles are curriculum developer, analyst, material developer, counselor, mentor, team member, translation interpreter, researcher, professional.

The following diagram represents these roles to clarify the idea, the place where I need to pay more attention, and the ones I already got:

Teacher Yazmin

- curruclum developer
- analyst
- material developer
- councelor
- mentor
- team member
- translation interpreter
- researcher
- professional
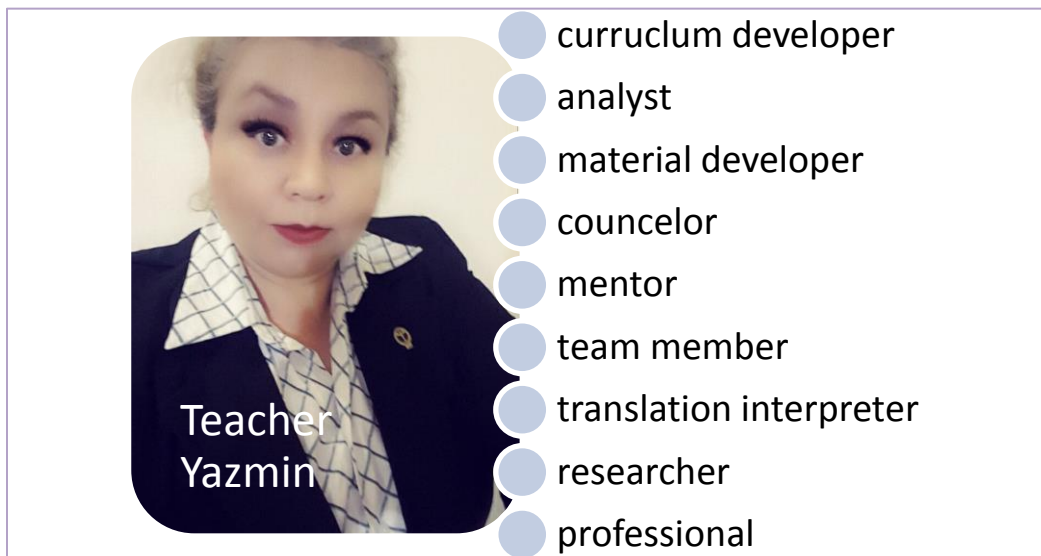
Source: owns idea with lectures of the EEAILE Lesson 12 at Module 1

We must study these roles because, in each class, we could be different types at the same time. Consequently, there could be many names for a teacher's role but when we identify each of them, inside a classroom we could be as many as we can be according to the necessities in class, in addition, a whole interactive teacher has to be a complete portion of each role, but there are some other factors that are part of the success of an English class.

The other roles', are the students' ones inside a classroom this diagram shows the student member inside a Team's class (virtual session):
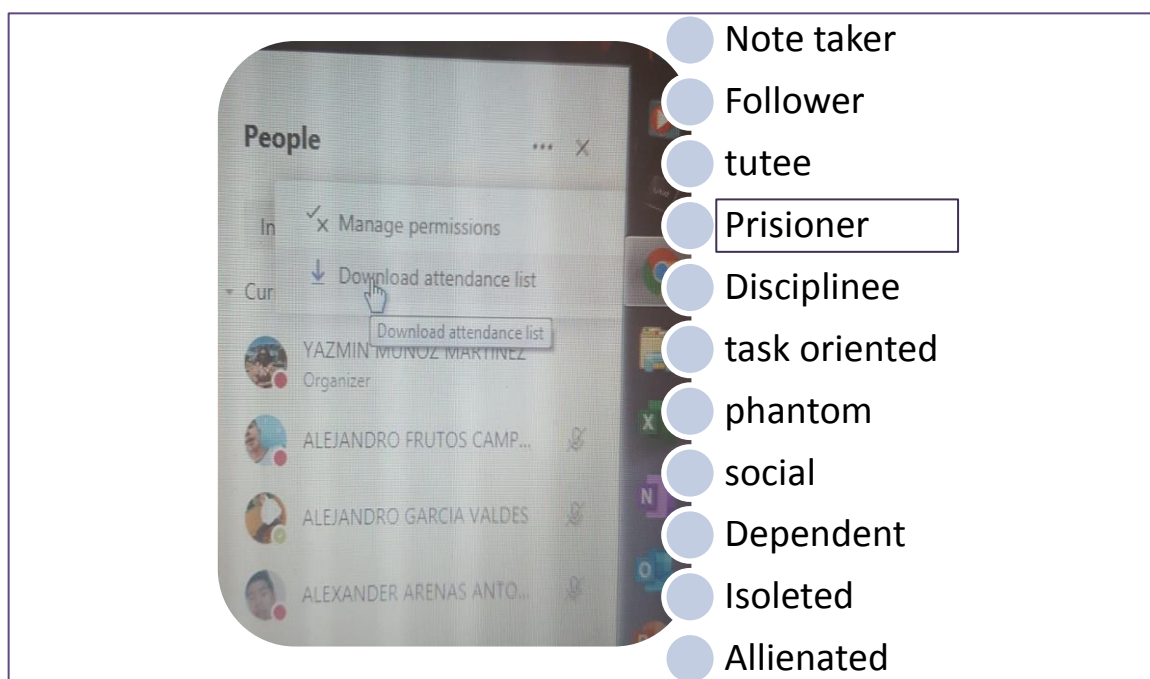
Source: owns idea with lectures of the EEAILE Lesson 12 at Module 1

2.14 EVIDENCE OF A LESSON PLAN AND A CLASS PERFORMED

Level English 1	Date: May 25th, 2021	Schedule: 7-9 am	
Group: 1241		Major: Multimedia Engineering	
Objective:	In Unit 6, students discuss sports and exercise habits and ask and answer questions about the frequency of free-time activities. By the end of Cycle 1, students will be able to discuss sports and exercise habits. By the end of Cycle 2, students will be able to ask and answer questions about the frequency of free-time activities.		**Time:** 1'
Warm-up:	Books closed. Introduce the topics of sports and fitness. Ss brainstorm sports and fitness activities. Write Ss' ideas in two columns on the board: Sports Fitness activities football walking baseball jogging basketball weight training		3'- 5'
Vocabulary:	**Vocabulary** **ice hockey:** a game played on ice between two teams who use a curved stick to try to get a puck into the other team's goal **treadmill:** a machine for walking or running **bowling:** a game where you roll a heavy ball down a long wooden lane to try to knock down ten wooden "pins" that are arranged in a triangle **weight training:** lifting weights to become stronger		10'
Check homework:	Teacher checks the sentences with the new vocabulary on teams' assignments		10'
Grammar	Write these sentences on the board: I _____exercise. I _____just watch TV. T plays the video explanation on you tube 3' Explain that the percentages show how often something happens. Play the audio program.		10'
Drill:	Books open. Play the audio program again. Ss listen and read silently. Ask: "Are you more like Riley or Aaron?" Elicit Ss' answers. Ss practice the conversation in pairs.		10'
Follow up:	Students answer grammar plus on ss book page 137		5'
Assign homework:	Explain the task. Point out that Ss can write about any weekly activities, not just sports. Ss read the example paragraph silently. • Ss make notes about their weekly activities individually. • Ss write a paragraph based on their notes. Remind Ss to include their favorite activity, but not to reveal which one it is.		5'
Closure:	T says goodbye and says good vibes to students		4'
			Total 60'- 1 hour

The edited video class might be watched on the drive on this link:
https://drive.google.com/drive/u/0/folders/18pHYcfs32AOndDa4KN

https://drive.google.com/drive/u/0/folders/18pHYcfs32AOndDa4KN1WrPfLMxfhk1JJ

The following link is to check how the class is performed on Microsoft Teams completely virtual and with the class recorded

https://teams.microsoft.com/_#/school/conversations/General?threadId=19:2feae9042ab14180b175693d8ee1c404@thread.tacv2&ctx=channel

This is the lesson plan improved

Level English 1		Date: May 25th, 2021			Schedule: 7-9 am	
Group: 1241					Major: Multimedia Engineering	
	Stage	Inter-action	Time min	Procedure		Objective/Learn frequency adverbs
1	Warm-up	T>sts	4-5	T says good morning to class & asks about their previous classes; S speak free		**Start the lesson**
2	Checking Hw	S-S S>T	10	T on teams' platform check Hw by giving the point and sending back the Revised HW		**Give feedback on the previous topic**
3	Conversation listening	S-s S>T	5-10	T presents the conversation and context of it, to identify the elements of the adverbs of frequency, T plays the record 3 times maximum		**Check pronunciation of the words in context**
4	Video grammar presentation	S>T	8-10	T presents the video https://www.youtube.com/watch?v=OG3VyTSzgPI S watch it and ask questions		**Learn new topic**
5	drill	S>T	5-10	On page 37 exercise 4-part 1		**Practice the new grammar topic**
6	Exercise 1	T-sts	10	On WB page 31-32		**Give extra practice to understand the topic in the context**
7	Follow up activity	S>T	5-10	http://www.macmillaninspiration.com/original/files/2010/07/INSP1_ws3.pdf		**Practice online with a PDF tool S participate**
8	Homework assignment	S>T	4-6	Page 137 grammar plus		**Do by themselves sentences as Hw**
9.	closing	S>T T>S	5	T explains the importance of selecting the correct adverb of each of our activities S give some other examples		**Close the day and the class**
10.	Goodbye	T	4	T says goodbye to class, and everybody says the same by waving their hands		**Send good vibes to S**
			80' 1:30			

2.15 ASSESSMENT TOOL

With the following images, students write a conversation using the information and the frequency of adverbs, I show the class screenshot evidence from where I am taking notes to students' progress grades.
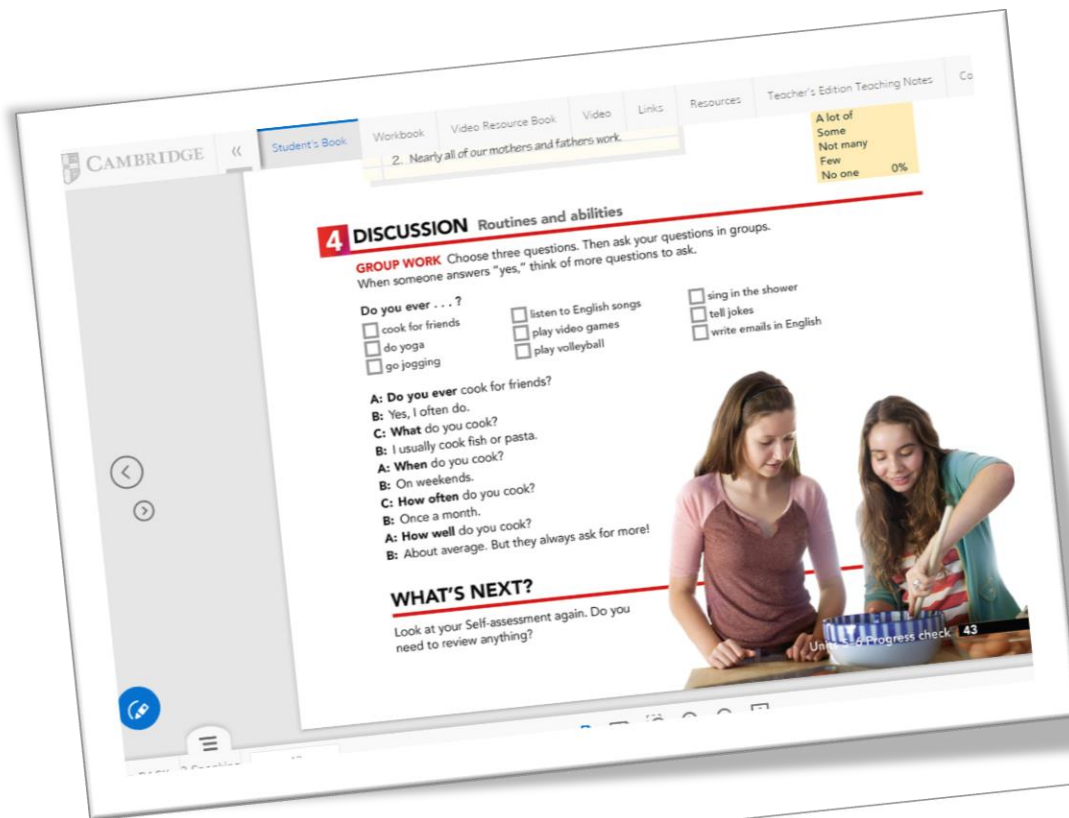
This is a class where students raise their hands to ask permission to speak
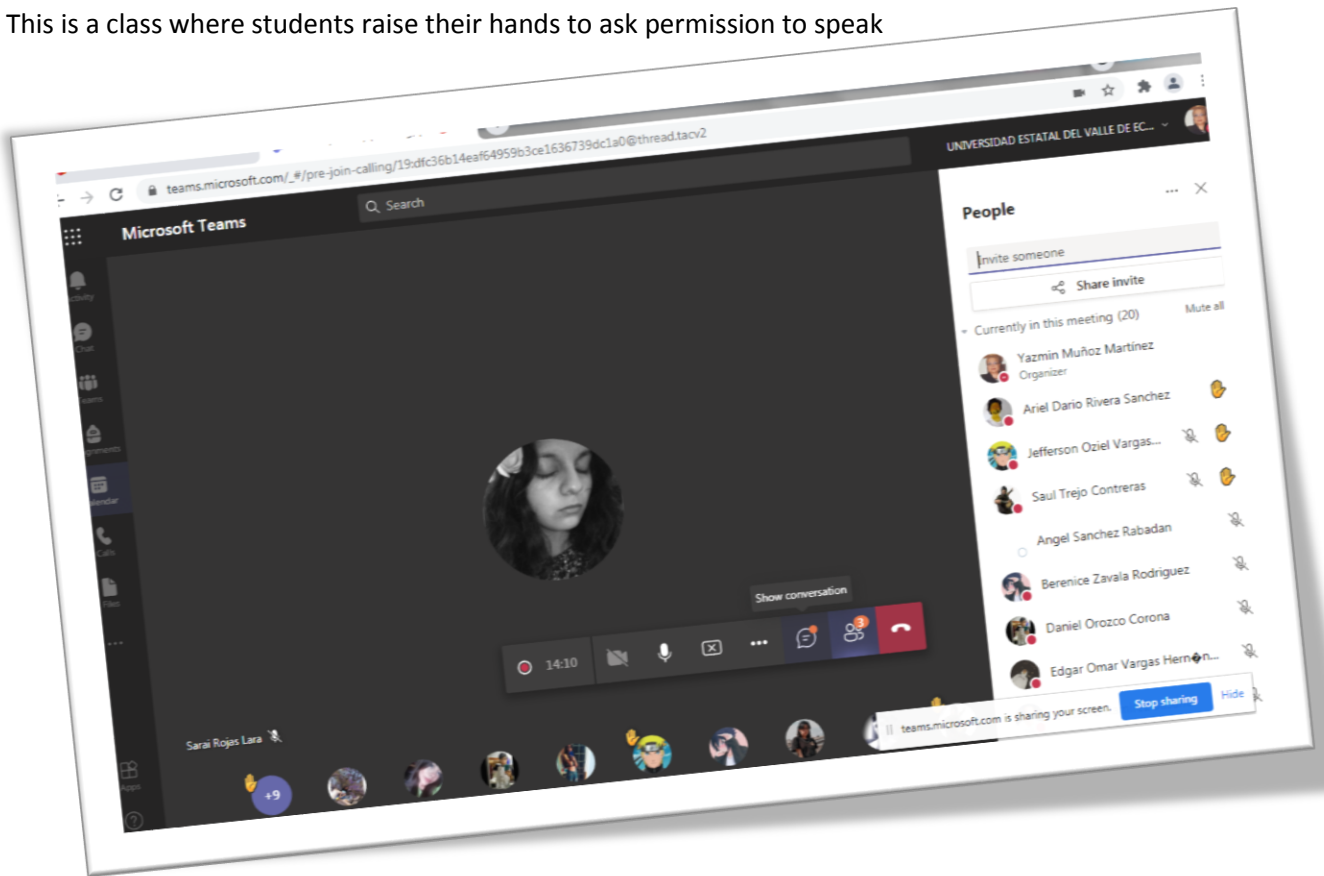
2.16 PIECES OF EVIDENCE

This is how the class is in progress with the tool, of the digital-book
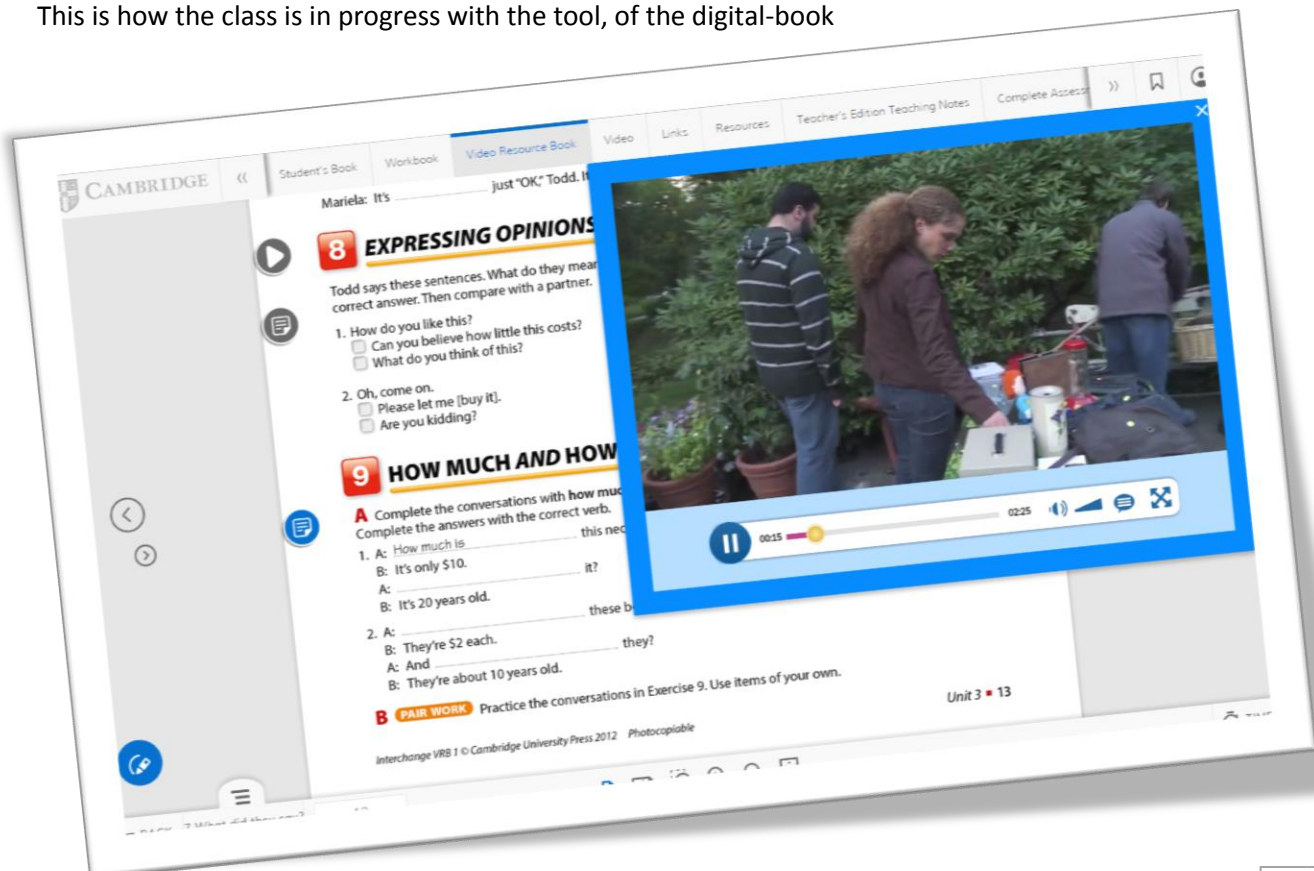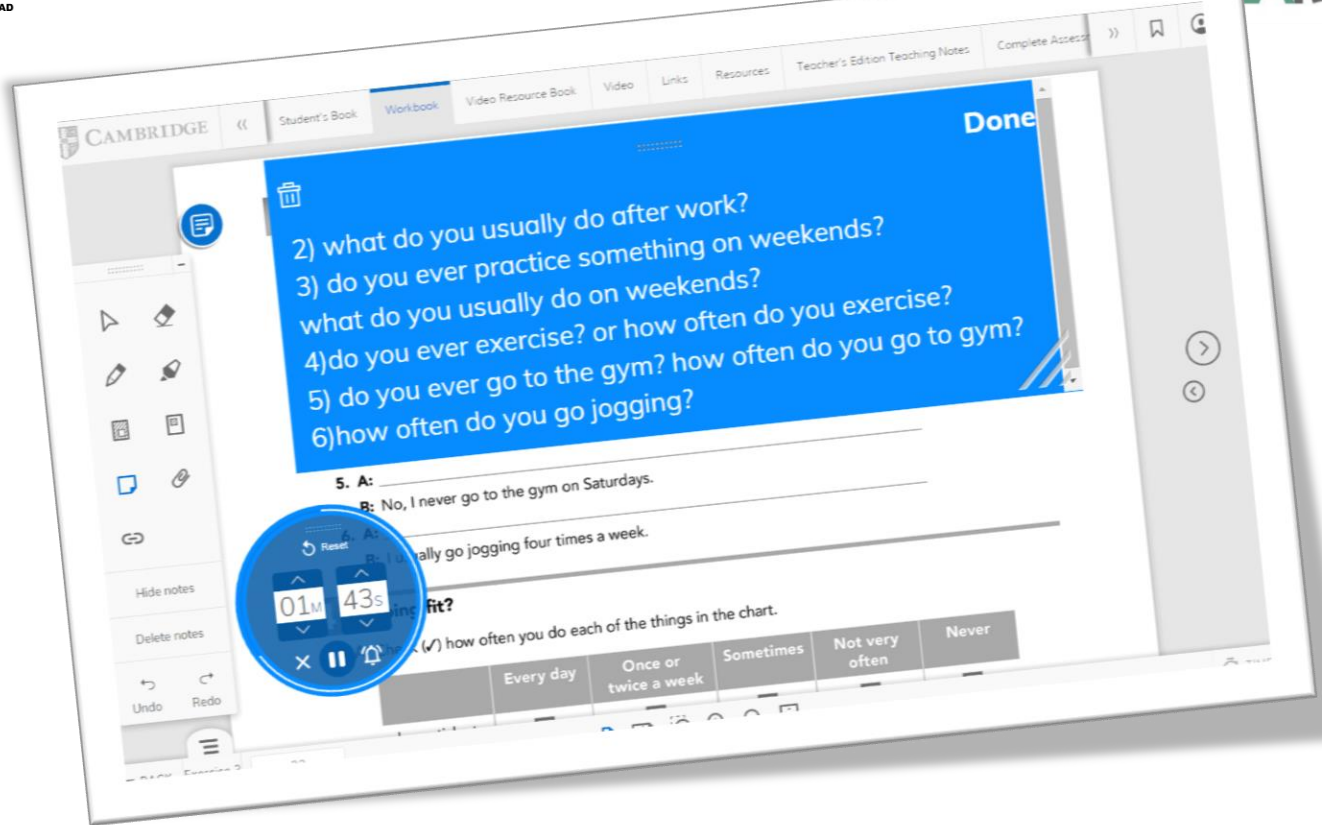
These are the students' writings about the frequent activities using frequency adverbs

Screenshot 1 — Microsoft Teams

Screenshot_2021-05-31-08-32-38-938_com.miui.notes.jpg

Orozco Corona, Di...

Student Work
Returned June 14, 2021 at 8:50 AM
View History

Screenshot_2021-05-31-08

Feedback
Enter feedback

Close

Normal activities and frecuent activities

I usually go to the movies with my family on weekends.
I always accompany my family to visit my uncles. And
sometimes I go out with my friends have fun whenever
we can do.

Screenshot 2 — Microsoft Teams

Hw 4 writing_RLS_G1243.pdf

English 1
Yazmin Muñoz Martínez
Rojas Lara Sarai
G 1243

I always do the chore of my house. I usually do the homework at afternoons and
evenings. I often go to the market for the pantry on Tuesdays and Thursdays. I
sometimes ride my bycicle to go out for a momento. I always want to spend time
with my boyfriend. I usually stay in home at week and weekends. I hardly ever
watch TV. I almost never go to the beach. I always talk to my boyfriend if he and
me are free.

Rojas Lara, Sarai

Student Work
Returned June 14, 2021 at 8:55 AM
View History

Hw 4 writing_RLS_G1243.p

Feedback
Enter feedback

1 / 1 ✓

Return

Close

Screenshot 3 — Microsoft Teams

Frequent activities. Angeles Salvador. 1141.pdf

Angeles Salvador. 1141.
Write about your frequent activities using adverbs, save it as
image or PDF.
I almost always get up at 9:50 a.m. I usually take classes in
the afternoons. I always turn in all my assignments on time. I
sometimes wear makeup during the week even if I am only at
home. I often have coffee or cereal for dinner. I hardly ever
eat junk food.

angeles salvador. y...

Student Work
Returned June 14, 2021 at 11:06 AM
View History

Frequent activities. Angele

Feedback
Enter feedback

1 / 1 ✓

Return

Close

Hw 4, writing.pdf

HOMEWORK 4
WRITING

I always exercise four or fives times a week I go walking
twice the weekend in the park mexico
I go cinema almost always three times a month with my
family.
Sometimes I skate once time in the week with my friends.
Usually I and my family go a restaurant korean the once
time a week.

hern●ndez cervan...

Student Work
Returned June 14, 2021 at 12:54 PM
View History

Hw 4, writing.pdf

Feedback

Enter feedback

1 / 1 ✓

Return

Questions and answers (page 137). Angeles Salvador. 1141.pdf

Angeles Salvador. 1141.

Write and answer the questions, take a screenshot, save it as image or PDF.

Put the words in order to make questions. Then complete
the answers with the words in parentheses.
1. you   what   weekends   usually   do   do   on
   Q: _What do you usually do on weekends?_____ (often / play sports)
   A: I _often play sports._
2. ever   you   go jogging   do   with a friend
   Q: _Do you ever go jogging with a friend?_____ (always / alone)
   A: No, ___I go always alone._
3. you   play   do   basketball   how often
   Q: _How often do you play basketball?_____ (four times a week)
   A: I _play four times a week._
4. do you   what   in the evening   usually   do
   Q: _What do you usually do in the evening?_____ (almost always / go online)
   A: My family and I ___almost always go online._
5. go   how often   you   do   to the gym
   Q: _How often do you go to the gym?_

angeles salvador. y...

Student Work
Returned June 14, 2021 at 10:50 AM
View History

Questions and answers (pa...

Feedback

Enter feedback

1 / 1 ✓

Argueta Osnaya, HW4.pdf

ARGUETA OSNAYA LAURA ITZEL
GROUP: 1111

I usually exercise once or twice a week. I often go for walks in the
afternoon on Tuesdays, Thursdays, Fridays and Saturdays. I always
do stretching on Sundays and Mondays. Sometimes I go to the
park and play soccer with my family on the weekends. I always
drink water before doing any activity. I usually do laundry on
Fridays. I almost always wash the dishes in the afternoon every
day.   8:46 a. m. ✓

argueta osnaya, la...

Student Work
Returned June 14, 2021 at 12:47 PM
View History

Argueta Osnaya, HW4.pdf

Feedback

Enter feedback

1 / 1 ✓

Return

Microsoft Teams

My activities of the week.pdf

Name: Gillian Ximena Jaramillo Higareda.

My activities of the week.

Every Monday is the day when we hardly have clases i always do all my homework so that i dont have so many things to do during the week i hardly go out with my friends so as not be distracter i never have doubts about some topi con Thursdays we always have clases from 8 am in the morning until 5 pm...

jaramillo higareda.

Student Work
Returned June 14, 2021 at 12:55 PM
View History

My activities of the week.p

Feedback

Enter feedback

1

Close

Microsoft Teams

TAREA-ENGLISH.ACT4.pdf

ACT. #4

Sometimes I go to the dance academy, I always take care of my grandmother from Monday to Friday, I usually go out with my friends on weekends, I usually watch movies or series on Netflix when I don't have homework, I almost always see the sinior Voice on Mondays and Tuesday at 7:30 pm, i usually bed at 12:30 or 1:00 a.m, I hardly ever watch mimi contigo.

torres mu☻oz, viri...

Student Work
Returned June 14, 2021 at 12:58 PM
View History

TAREA-ENGLISH.ACT4.pdf

Feedback

Enter feedback

1   / 1

Close

Microsoft Teams

I almost always get up at 6 o'clock.pdf

GONZALEZ CABRERA JANETH 1211

I almost always get up at 6 o'clock, I always brush the teeth and clean my face.
I always dress in the morning

I usually take class in 7 o'cock, I often have breakfast after i take my firts class
My class usually finish at 3 o'clock

I harly ever go the dawtown because all day have homwork
I usually read in the afternoon
I almost always listen to music with my homework

I hardly ever walk in town
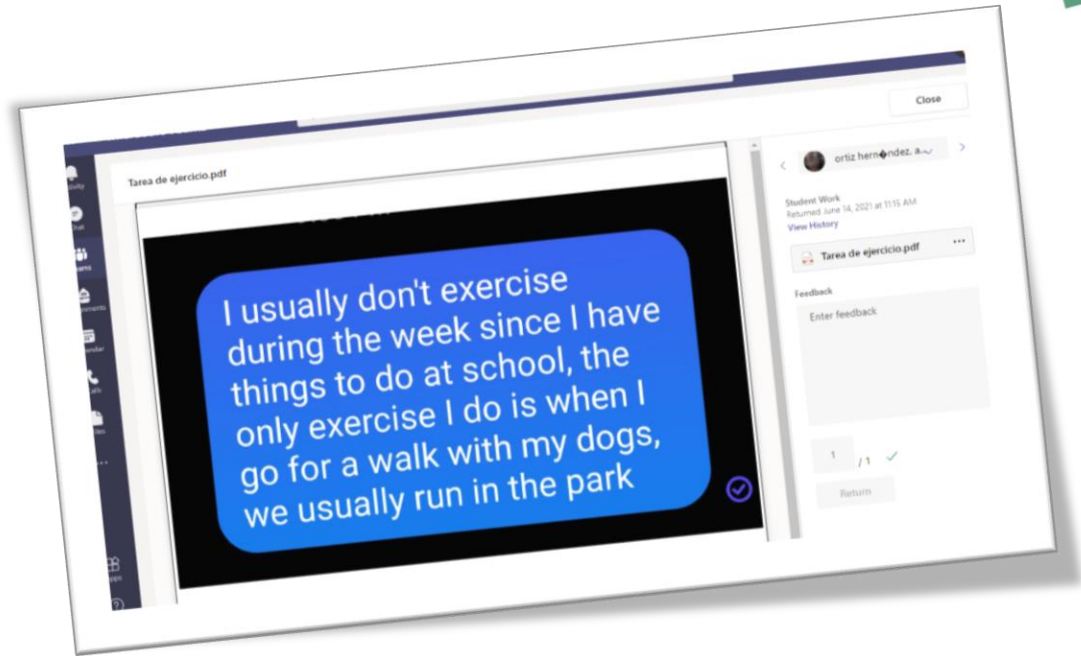i usually check my social network after do homework
never sleep early

Gonzalez Cabrera. ...

Student Work
Returned June 14, 2021 at 1:47 PM
View History

I almost always get up at (

Feedback

Enter feedback

1   / 1

Return

Close

47

CHAPTER 3

EXPERIENCE REPORT

CHAPTER 3   EXPERIENCE REPORT

In Module 1, I identified many aspects I had forgotten, since the origin of the language learns the importance of defining language, then how different schools take into consideration that not only constructivism is a related n teaching practice, it is necessary to identify the type of the students I have to create tasks according to the theory school.

The practice gives us experience so more in each class we have different situations, so I need to refresh myself with those schools and let my philosophy leads my professional practice.

Reading more about Chomsky, Saussure, Jacobson and other authors give me a guide to follow a philosophy. It is based on the Common European Framework of Reference of Languages (CEFRL) gives the correct level of percentage of knowledge, English is nowadays used in many places and different Countries, for academic purposes or to set a level, it gives the confidence to speak with native speakers or just to continue with higher levels like masters in other countries.

A normal class level 1 at university, the topic is auxiliaries do/does with questions, I explain the grammar rules, later I show some exercises in context, then I let them do some more in the book, I show them some native messages to listen carefully to the pronunciation (input), they have to do a task with a class mate (interaction), as follow up an activity they create a dialog with those words they take their time to process (intake) and finally, they produce (output).

I must pay attention to some more activities for input, in that way my students can understand better the grammar topic. They could be videos, parts of movies, listening as messages, recordings, visuals with phrases. I should pay attention to their homework to see if they are doing the output properly if not, I could set some other activities printable or online.

Two of my female students in 4th level at university, one is very dedicated with her studies, and tasks, she always participates giving examples, her motivations are intrinsic, and she practices enough to interact with another classmate and give very good outputs. I just encourage her to continue in the same way.

The other of my students is slower than the first, she needs more attention in her tasks and must find the external motivation to feel active with language, her inputs are the same for all

groups, her intakes take longer time to achieve and her outputs might improve little by little. My suggestion is to have tutoring guided with her.

In both of my students' cases, I see different types of motivation. One has one internal and the other one has the external, both work synchronously to achieve the tasks, I Noticed how important it for each of them is to acquire the language, now that they have their first evaluation period, they see their effort and want to continue with the hard work to get the international scholarship to travel to Canada.

In the input activity planned in my class I can see the effectiveness of listening details and several times to a different voice, they like how the sound of a Native speaker is giving a piece of real information.

I understood clearly the different Krashen's' hypotheses and how they might be included in our daily work, we have to see the level of our students to improve them and test how well they adapt to a topic.

Thinking about organizing a different activity with the importance of input, make me feel confident with the good work, in that way I can adapt different activities to different levels and according to the necessities.

Now I comprehend better the learning and acquire a position in each of us, even in us Teachers, to notice the differentiation inside the classroom.

3.01 COMPARE YOUR EXPECTED OUTCOMES WITH THE OBTAINED RESULTS.

- ☆ I see the importance of concepts acquire and learning.
- ☆ I separate Krashen's hypothesis.
- ☆ I read and understand the motivation theories.
- ☆ I adapt input theory to one of my planned classes.
- ☆ I have in consideration that learning a second language involves not only one theory but many others which take into consideration for the result.

I must work on some more other activities to let my students learning is worth it and the process is not boring. Activities such as videos, movies, spots, sketches, short movie theaters, original calls from a native speaker, conferences, cultural activities.

There are some facts I must take into consideration to reorganize my philosophy of teaching, those are according to Ciara in her essay (O'farrel, 2016)

1. Evidence of your beliefs
2. Show your pedagogical thinking
3. Examine your teaching values
4. Monitor your development as a teacher

According to Kenny 2008 quoted in (Espinosa, 2014) "it is a clear and logical statement that communicates what your fundamental values and beliefs are about teaching and learning, why you hold this values and beliefs, and how you translate these values and beliefs into your everyday teaching and learning experiences"

Some concrete relevant reasons to change own philosophy are according to Jorge (Espinosa, 2014)

a) The teacher's beliefs about teaching and learning usually have a positive impact on the students and classroom environment.

b) Teachers tend to implement classroom practices that reflect their philosophical beliefs.

c) A well-done teaching philosophy helps the instructor to reflect and act appropriately in the classroom.

Some guided questions in Ciara's Ph document, helped my mind to organize my ideas and happily, I can share my best thoughts:

What do I believe when I teach? Of course, my first goal is the learning process, a student has to switch his/her brain to start thinking in English, sometimes the student tries to orientates the grammar topic into the mother's tongue grammar, properly there are some similarities, rather the students must integrate those examples is a real contextual situation, that is the only way he/she understands the value of a grammar topic.

In addition, a Mexican student wants just to acquire as many new vocabulary words, to use them in a particular situation, the fact is that not only vocabulary is necessary when talking in a foreign country he/she learns that as a way of speaking in mother tongue is the same situation in English.

So, my strongest belief when I teach English to Mexican students is to help them acquire another language, to communicate effectively in a real context or situation sometime in the future. My students are college students, and there are many exchanges and scholarships to foreign countries, so I explain to them the importance of having good communication and integrated skills.

What do I believe about learning? Well, this process is a whole integrated task, that not only the teacher is involved but also the students themselves, the school, the supplies he/she has, the home help -mean family extra support to achieve his/her goals-; learning is not only to get a perfect grade rather it comes when the satisfaction of knowing how to use it is easier in his/her life.

Learning comes when a student opens his/her mind into another culturally different from our ones, linking ideas, vocabulary, examples, facts, and grammar tenses in an airport situation for saying an example gives the student the importance of studying long hours at night.

Another good point is, what are my goals as a teacher? Of course, my second goal is the satisfaction of a good explanation with a well-integrated drill, so the student understands the importance of a formal situation, help my students to achieve their mistakes, and let them become their essays to good production is another fabulous goal, furthermore, I like to update and learn more techniques and strategies to use them properly in my classroom is another likely goal.

I think we must be prepared for what we faced, because every class is quite different from another, and every classroom situation is more different from the previous.

What do I expect to be the outcomes of my teaching? Certainly, I have to say that having good material to elicit some questions inside the classroom, prepare a lesson plan for each of the classes, if I have everything planned I have no extra time, is the opposite I will need extra time to accomplish all my suggested activities, select different strategies for each class, feel completely prepared with the background and experience to deal any inconvenient.

What is the student-teacher relationship I strive to achieve? There are many roles a teacher must learn, specifically there is not only one inside a class we must become many of the teacher's soles according to the situation in the following chart I explain in detail every role.

Consequently, there could be many names for a teacher's role but when we identify each of them, inside a classroom we could be as many as we can be according to the necessities in class, in addition, a whole interactive teacher has to be the complete portion of each role.

How has my research influenced my teaching? As I got more knowledge background I have known that the experience plus the knowledge topics are related, sometimes we can combine either action with activities, some other we can decide either of teach first the grammar or the vocabulary, or any other skill and later let the student produce orally and practically, in that way I gained wisdom, besides I feel capable to deal with any circumstance inside the classroom.

What teaching practices do I use and prefer (lecture, lead discussions, guide problem solving, provide demonstrations?) I decide when planning certain activities but according to the class overall and the time of the class plus the supplies provided by the school coordination, we can adapt those practices into reality, occasion made the differentiation, so one thing is how we plan the activity and another is how we adapt it into the class, drills can be flexible and adaptable to any circumstance.

What are my plans for developing or improving my teaching? (learn new skills, try our new approaches?) it is very valid to say that we never stop learning, and when we get the experience by working hard, we need a master certification, and when I studied that, later the coordination following the authorities recommendations is asking for the competency certifications which determines the domain of the language, so I have to update again, additionally my first major is not English as a second language so I had to decide which is better a master in English Language Teaching or this specialization to get the methodology support, as far I can see, I never stop learning and I have to be updated to provide my students the best or last improvements in English Language learning.

Speaking is a mature process because when they feel ready, they just do it, on the other hand, if the student feels insecure or shy, he/she just hears another student's oral production to imitate. But letting them speak and telling that error may occur they learn, I always tell them a theory which says, "from the error or mistake we learn, and we can have a new theory to research later from that new knowledge".

In session one, the idea to practice with the student's ideas about his/her last weekend activities let them feel more comfortable to remember the actions, so it is easier for them to practice the

speaking, they just focus on the verb in the past tense. This activity works for me and the follow-up activity to write a chart with past tense verbs was a controlled drill to practice.

In session two, I like to teach past tense with this activity because, when the students bring the photos from their previous acknowledge or important event, they feel confident, they remember exactly how things happened and they work very nicely with the 'timeline about my past events'.

In session three, talking about occupations and descriptions about a job, let the students select a different job or one very similar to what they are studying, they related the grammar wh questions or yes-no question so simple present questions with the profession, in this way is easier for the student to identify the answer and produce. In my teaching I like to use this activity with them, finally, they paste and post on the board in the hall of the building, so everyone can read.

In session four talking about the daily routines is an activity to share information with classmates they learn about another's point of view and they just remember the exact times for completing the activity, this helps the student to complete the activity and to practice wh questions with simple present answers.

Subsequently, all of my activities have one point in common to let the student understand and do certain activities which are familiar and relate in a way the structure, to develop the skill and have fun, if I can let these things happens, my students will understand the topics.

3.02 ASSESSMENT

According to the criteria in the academic topic for every level of English, the following is the grading criteria

Criterios y Procedimientos de Evaluación y Acreditación

Exámenes parciales	40%
Resolución de ejercicios en clase	30%
Participación en clase	10%
Trabajos y tareas fuera del aula	10%
Asistencia	10%
	100%

Source: (UNEVE, 2020)

In this chart, I can adapt the activities inside the class and the participation as well, plus the homework this can sum 50 % of the student's evaluation in every partial evaluation period.

Here I can share how the progress of each student is according to the first partial period with the attendance and participation list of one of the English groups and the university which I work for.

UNIVERSIDAD ESTATAL DEL VALLE DE ECATEPEC
Secretaría Académica
Departamento de servicios escolares

Carrera: Ingeniería en Comunicación Multin Clave: 060401
Grupo: 1241   Docente: MUÑOZ MARTINEZ YAZMIN
Materia: INGLES   Semestre: 2

#	Matrícula	Apellido Paterno	Apellido Materno	Nombre	25-Feb
1	20204002	AGUILAR	ESPINOZA	DIANA	A
2	20204004	ALONSO	REYES	MARÍA REBECA	A
3	20204005	ALONSO	ROQUE	ANA MARIA	A
4	20204006	ALVAREZ	RODRIGUEZ	FERNANDA	A
5		REYES	EUSEBIO	LUIS FERNANDO	
6	20204010	APOLINAR	ESCOBAR	KAREN ITZURY	A
7	20204011	ARELLANO	TOVAR	NIDIA RUBI	A
8	20204012	ARGUMEDO	MORALES	DANIEL	
9	20204013	AVILA	VILLASEÑOR	ALEXIS ALFREDO	A (P)
10	20204015	BAUTISTA	ASCENCIO	MANUEL ALEJANDRO	A
11	20204016	BEDOLLA	MUÑOZ	DIEGO	A
12	20204018	BRAVO	BERNAL	NAYELI	A (P)
13	20204019	CAMPOS	ARAIZA	JUAN CARLOS	A
14	20204020	CANTU	LEON	ANA ARAED	
15	20204021	CANUTO	SANCHEZ	ELIZABETH ANDREA	A
16	20204022	CARAPIA	AGUILAR	OMAR ADAHIR	A (P)
17	20204023	CASTELAN	SANAGUSTIN	JAZMIN BERENICE	A
18	20204024	CASTILLO	SERRANO	AXEL ALEJANDRO	A
19		REYES	CORTES	BRANDON ANTONIO	A
20	20204026	CASTRO	HERNANDEZ	FRANCISCO	
21	20204027	CENOBIO	JIMENEZ	VANIA DAMAR	A
22	20204028	CERRITOS	VIDAL	JUAN ANTONIO	A
23	20204029	CERVANTES	ZARAGOZA	DULCE ITZEL	A
24	20204030	CHÁVEZ	ARCE	TAMARA JATZIBE	
25	20204031	CONTRERAS	HILARIO	DANYAEL	A
26	20204032	CORDOVA	QUIROZ	BRYAN OSSIEL	A
27	20204033	COVA	HERNANDEZ	ANGELA MONSERRATH	A
28	20204034	CRUZ	DÍAZ	MARIO ISAÍ	
29	20204037	DELGADILLO	MANCILLA	ABIGAIL	A
30	20204038	DELGADO	RANGEL	ORLANDO ULISES	A (P)
31	20204039	DELGADO	REYES	PABLO DEMNER	A
32	20204040	DOMÍNGUEZ	REYES	JESSICA YAHEL	A (P)
33	20204041	ELENO	BELTRÁN	GABINO DANIEL	
34		SANCHEZ	AGUILAR	FRIDA ITZEL	
35		RAMIREZ	MARTINEZ	VANIA	A
36	20204003	ALFARO	GONZALEZ	BRENDA BELEN	A
37		ABREGO	TOLEDO	ALEJANDRA AIDEE	A

In the following documents I will show the grades of the whole semester, in both groups, as well as the excel book in which I graded the students' overall progress:

DIRECCIÓN DE
Licenciatura en Acupuntura Humana Rehabilitatoria
CRITERIOS DE EVALUACIÓN

PERIODO: 2021-1
GRUPO: 1111

NOMBRE DE LA ASIGNATURA:
Inglés I

Matrícula	Nombre	PRIMER PARCIAL				SEGUNDO PARCIAL				TERCER PARCIAL				PROMEDIO FINAL	CAUSAS DE REPROBACIÓN
		5	4	1	10	5	4	1	10	3.8	4	1	8.8	9	
20206014	AGUIRRE NAVA IRIS HAYDE	3.8	3	1	7.8	3.9	4	1	8.9	.9	.5	.5	1.9	6	
21106001	AHEDO MEDRANO DAMARIS	3.8	3	1	7.8	3.4	4	1	8.4	3.1	4	1	8.1	7	
20206002	ALCANTAR DOMINGUEZ GUADALUPE LIZBETH	3.5	3	1	7.5	2.7	3	1	6.7	3	3	1	7	7	
20206003	ALDANA VELÁZQUEZ HILDA XITLALLI	3.9	2	1	6.9	3	4	1	8	3.5	4	1	8.5	8	
20206004	ALFARO LOZANO KAY NICTE	3.8	3	1	7.8	4	4	1	9	3.6	4	1	8.6	8	
20206005	ARCIGA ROJAS VALERIA	3.6	2	1	6.6	3.4	3	1	7.4	4.8	4	1	9.8	10	
21106002	ARGUETA OSNAYA LAURA ITZEL	4.3	4	1	9.3	4.8	4	1	9.8	4.2	4	1	9.2	9	
20206006	BARRIENTOS RAMIREZ MICHEL ALEXANDRA	3.9	3	1	7.9	4.3	4	1	9.3	3.5	3	1	7.5	5	
20206007	BATALLA BLAS ALBERTO ALEJANDRO	3.4	2	1	6.4	1.3	1	1	3.3	2.8	2	1	5.8	5	
20206008	BAUTISTA VEGA ITZEL EDITH	2.4	2	1	5.4	3	2	1	6	2.8	2	1	6.7	7	
19206005	BELLÓN GARCIA GUADALUPE SCARLETT	3.1	3	1	7.1	3.1	3	1	7.1	2.7	3	1	8.9	9	
21106003	CABRIADA ESTRADA MONICA	3.6	3	1	8.6	3.1	4	1	8.1	3.9	4	1	9.6	10	
20206011	CAMPOS DIMAS MONTSERRAT	4.6	4	1	9.6	5	4	1	10	4.6	4	1	8.3	8	
20206013	CAMPOS SALAS ROSA ISELA	4.4	3	1	8.4	3.5	4	1	8.5	3.3	4	1	8.9	9	
20206012	CARRERA GARCIA BLANCA ESMERALDA	3.5	4	1	8.5	4.3	4	1	9.3	3.9	4	1	0	5	
20206015	CASTELAN GOMEZ JESUS FERNANDO	0	1	.9	1.9	0	0	0	0	0	0	0	8.7	9	
21106004	CASTILLO GONZALEZ KARINA	3.7	4	1	8.7	4.2	4	1	9.2	3.7	3	1	7	5	
20206016	CASTREJON BAEZA JOCELYN	3.4	2	1	6.4	0	0	.4	0.4	3	3	1	0	5	
20206096	CASTRO MARTINEZ DIANA GUADALUPE	3.4	3	1	8.4	1.3	1	1	3.3	0	0	0	7.8	8	
20206017	CERVANTES ESQUIVEL ANDREA	3.4	4	1	8.6	3.8	3	1	7.8	3.8	3	1	8.7	9	
20206019	CHAVEZ CAMACHO ERIKA IVONNE	3.6	4	1	8.4	3.8	4	1	8.6	3.7	4	1	9.4	9	
20206020	CONTRERAS ROA NORMA ANGÉLICA	3.4	4	1	9	4.8	3	1	8.8	4.4	4	1	8.8	7	
21106005	CORNEJO VIVAS JUAN DEMETRIO	4	4	1	7.2	2	3	1	6	3.8	4	1	8.3	8	
20206099	CORTES ESTRELLA TANIA RAQUEL	3.2	3	1	7.6	3.7	3	1	7.7	3.3	4	1			
		3.6	3	1											

Página 1/4

FOR-SA-07-A

PROCEDIMIENTO 07 "EVALUACIÓN DE LA ENSEÑANZA"

Rev. 5

Matrícula	Nombre														
		3.1	4	1	8.1	3	3	1	7	3.6	4	1	8.6	8	
20206093	DOMINGUEZ DOMINGUEZ NADIA	4.4	4	1	9.4	4.5	4	1	9.5	4.7	4	1	9.7	10	
21106007	ESPINOSA CABALLERO JESSICA SARAHI	3.4	3	1	7.4	3.6	2	1	6.6	0	0	0	0	5	
20206023	ESPINOSA CABALLERO VICTOR ALEXIS	4.2	4	1	9.2	4.3	4	1	9.3	4.2	4	1	9.2	9	
20106135	ESPINOZA ORTEGA JOSE ARMANDO	4.6	3	1	8.6	4.1	4	1	9.1	3.6	4	1	8.6	9	
20206027	FLORENCIO AVALOS MARIA GUADALUPE	3.2	4	1	8.2	3.4	4	1	8.4	3	4	1	8	8	
21106008	FLORES PEREZ GUADALUPE DENISSE	0	0	0	0	0	0	0	0	0	0	0	0	5	
21106009	FRANCISCO GARCIA OSCAR	3.8	3	1	7.8	3.7	3	1	7.7	3.8	4	1	8.8	8	
20206026	GALLARDO ALAVEZ VANESSA YOLANDA	2.3	2	1	5.3	2	3	1	6	0	0	0	0	5	
20206090	GARCIA CABALLERO ANGEL JOSUE	0	0	0	0	0	0	0	0	0	0	0	9.5	9	
20206024	GARCIA GAONA SHEYLA BELEN	0	1	.9	1.9	0	0	0	0	4.5	4	1	5.6	5	
20206025	GARCIA GARCIA DIANA LAURA	4.9	3	1	8.9	4.8	4	1	6	2.6	2	1	7	6	
21106011	GARCIA GARCIA TANIA CITLALI	0	0	0	0	3	2	1	7.6	3	3	1	7.3	5	
21106010	GARCIA HERNANDEZ GUADALUPE	1.7	2	1	4.7	4.6	2	1	4.5	3.3	3	1	9.1	9	
21106012	GARCIA PEREZ YOSELIN MARISOL	1.8	1	1	3.8	1.5	2	1	8.3	4.1	4	1	8.1	8	
20206028	GARCIA QUINTERO CITLALI	3.2	4	1	8.2	3.3	4	1	7.7	3.1	4	1	8.2	9	
20206029	GARCIA SANTIAGO LLUVIA	3.2	3	1	7.2	3.7	3	1	9.1	3.2	4	1	8.2	8	
20206030	GARNICA SOTO ARANZA	3.6	4	1	8.6	4.1	4	1	8	3.2	4	1	8.9	9	
20206032	GODINEZ MURILLO CHRISTIAN YAEL	3.8	4	1	8.8	3	3	1	8.6	3.9	4	1	8.6	8	
20206033	GONZÁLEZ BACA PABLO EMILIO	3.8	4	1	8.8	3.6	4	1	8	3.6	4	1	7.4	7	
20206034	GONZALEZ CABRERA JANETH	3.2	3	1	7.2	3	4	1	5.4	3.4	3	1	7.1	7	
20206035	GONZALEZ GARCIA YESSICA	2.6	2	1	5.6	2.4	2	1	7.6	3.1	3	1	8.2	8	
20206037	GONZALEZ PATLAN AIKO SARAHI	2.1	2	1	5.1	3.6	3	1	8.2	3.2	4	1	3.8	5	
20206038	GONZALEZ RAMIREZ JIMMY ABDIEL	3.9	3	1	7.9	3.2	4	1	6.5	1.8	1	1	9.7	9	
21106013	GUERRA RANCAÑO DULCE ALEJANDRA	1	1	1	3	2.5	4	1	9.2	4.7	4	1	9.5	10	
20206094	GUTIERREZ RIOS RAMIRO	4.1	4	1	9.1	4.2	4	1	10	4.5	4	1	9.6	9	
20206039	GUZMÁN RUIZ ESTRELLA CELESTE	4.6	4	1	9.6	5	4	1	9.8	4.6	4	1	7.7	8	
20206095	HERNANDEZ AVILA MARIA FERNANDA	3.4	4	1	8.4	4.8	4	1	8.5	3.7	3	1	0	5	
21106015	HERNANDEZ CERVANTES JESSICA ANAHI	2.7	3	1	6.7	3.5	4	1	0	0	0	0	8	7	
20206041	HERNANDEZ DELGADO DANIELA	0	1	1	.7	1.7	0	0	0	7.8	3	4	1	6.2	5	
20206042	HERNANDEZ GALVEZ IYADIRA	2	3	1	6	3.8	3	1	3.9	2.2	3	1	9.7	9	
21106014	HERNANDEZ GARCÍA ROCIO MONSERRAT	1.5	.5	.5	2.5	1.9	1	1	10	4.7	4	1			
21106016	HERNANDEZ SALGADO MARÍA ELENA	3.2	4	1	8.2	5	4	1							
21106017	HERNANDEZ VARGAS XÓCHITL DENISSE														

Página 2/4

Tabla (Página 3/4)

ID	Nombre
21106018	HERRERA RAMIREZ LUIS FERNANDO
20206040	HINOJOSA SERRANO FRIDA SOFIA
20206019	HOCHSTRASSER JIMENEZ ANNA DARINKA
21106019	ISLAS CALZONCIT JOCELYN
20205043	IZQUIERDO SANCHEZ MARIA FERNANDA
20206044	JARAMILLO HIGAREDA GILLIAN XIMENA
21106020	JARAMILLO ZALDIVAR KAREN CITLALY
20206045	JUAREZ VÁZQUEZ EMILY ANAHÍ
20206048	LARA GARCIA NAIRAN
20206046	LARA MONTOYA EDUARDO ALEJANDRO
20206049	LÓPEZ CONTRERAS LAURA ANGELICA
21106021	MARIANO RAMIREZ ALEJANDRA
20206052	MARTINEZ DOMÍNGUEZ MARIA DE LOURDES
20206051	MARTINEZ GARDUÑO NAOMI ZATZILJA
20206053	MARTINEZ HERNANDEZ ELIZABETH
20206055	MARTINEZ RODRIGUEZ KEVIN ALDAIR
20206056	MARTINEZ SÁNCHEZ ATZIMBA NALLELY
20206096	MARTINEZ VILLEGAS YOSHIRA MICHELLE
21106023	MEJIA DE LA CRUZ FERNANDA
20206057	MENDOZA HERNANDEZ LIDIA PILAR
20206058	MIRELES SANTOS DILCIA
20206059	MOLINA VARGAS KARLA FRIDA
20206061	MONCAYO ROSAS ALONDRA
20206062	NAJERA ARELLANO ZAIRA ITZEL
21106024	NEGRETE AGUILAR ANDREA YAMILE
20206063	ORTIZ ALCANTAR JUANA
21106025	ORTIZ PARTIDA MARICRUZ
20206066	OVIEDO BLANCO ITZURI ALEXANDRA
20206064	PACHECO ALCALA VERONICA
20206067	PANIAGUA PEREZ AURORA YARATZE
20206071	PEÑA GARCIA DIANA ALONDRA
20206072	PEREZ HERNANDEZ KARLA FERNANDA
20206070	PEREZ MALDONADO CAROLINA
20206068	PEREZ OLVERA EMANUEL
20206069	PEREZ SANCHEZ KAREN
20206073	

MUÑOZ MARTINEZ YAZMIN
NOMBRE Y FIRMA DE PROFESOR/A

PROCEDIMIENTO 07 "EVALUACIÓN DE LA ENSEÑANZA"

Tabla (Página 4/4)

ID	Nombre
21106026	PUGA Y COLMENARES SANCHEZ SANDRA
20206075	RAMIREZ COLORADO KARLA DANIELA
21106028	RAMOS MÉNDEZ LIZETTE GRACIELA
21106027	RÍOS TINAJERO MARTHA GABRIELA
21106029	RODRIGUEZ ACOSTA YATZIRI YOCELIN
20206076	RODRIGUEZ HERNANDEZ SARA YAMILETH
20206077	RODRIGUEZ HUITRON CARLOS ANDRES
21106031	RODRIGUEZ VICTORIA ULISES
21106030	ROJAS CASTILLO ANDORENY LETICIA
20206078	ROJAS CERDA FRANCISCO MARTIN
21106032	RUBIO SANCHEZ MARTHA
21106033	RUEDA SÁNCHEZ JAQUELINE
20206079	SALINAS NAVA KARLA
20206083	SANCHEZ GAMIÑO JUAN JOSE
20206081	SÁNCHEZ HERNÁNDEZ JOANNA MARTIN
21106034	SÁNCHEZ HERNANDEZ MARIA FERNANDA
21106035	SÁNCHEZ MARTINEZ OSVALDO
20206091	SOTRES PEREZ REBECA
20206084	SUAREZ APOLINAR DAFNE JIMENA
20206085	TORRES MUÑOZ VIRIDIANA
21106036	VALDEZ SOTO ANDREA FERNANDA
21106037	VÁZQUEZ ISLAS ANDRÉS
20206097	VEGA GONZALEZ SARA
20206086	VILLAGRÁN GÓMEZ ÁNGELA MICHEL
20206087	VILLANUEVA HERNANDEZ CONSUELO AMELIA
21106038	YÁÑEZ PÉREZ JENNIFER
20206088	

LÓPEZ ESPINOSA EMMA
NOMBRE Y FIRMA DE DIRECTOR/A DE CARRERA

DIRECCIÓN DE
Ingeniería en Comunicación Multimedia
CRITERIOS DE EVALUACIÓN

PERIODO: 2021-1
GRUPO: 1141

NOMBRE DE LA ASIGNATURA: Inglés I

Matrícula	Nombre	PRIMER PARCIAL Teórica	Práctica	Bl.	Final	SEGUNDO PARCIAL Teórica	Práctica	Bl.	Final	TERCER PARCIAL Teórica	Práctica	Bl.	Final	PROMEDIO FINAL	CAUSAS DE REPROBACIÓN
		5	4	1	10	4	5	1	10	4	4	1	9	7	
20204001	ABREGO TOLEDO ALEJANDRA AIDEE	2.2	2	1	5.2	3	2	1	7.7	3.1	4	1	8.6	9	
20204002	AGUILAR ESPINOZA DIANA	3.4	3	1	7.4	4	2.7	1	9	3.6	4	1	7.6	7	
21104020	AGUILAR HERNANDEZ GAEL ALEJANDRO	4.1	4	1	9.1	4	4	1	7.5	3.6	3	1	9.5	9	
20204003	ALFARO GONZALEZ BRENDA BELEN	3	3	1	7	4	2.5	1	9	4.5	4	1	9.8	10	
20204004	ALONSO REYES MARÍA REBECA	4	3	1	8	4	5	1	10	4.8	4	1	9.1	8	
20204005	ALONSO ROQUE ANA MARIA	4	4	1	8	3.3	4	1	8.3	4.1	4	1	7.8	7	
20204006	ALVAREZ RODRIGUEZ FERNANDA	3	4	1	8	2	3.5	1	6.5	3.8	3	1	9.9	10	
21104001	AMBRIZ MARTINEZ CRISTIAN	2.8	3	1	6.8	4	5	1	10	4.9	4	1	9.4	9	
21104002	ANGELES SALVADOR YAEL	4.6	4	1	9.6	4	4	1	9	4.4	4	1	8.1	7	
20204010	APOLINAR ESCOBAR KAREN ITZURY	4	4	1	9	4	4	1	7.3	3.1	4	1	7.8	9	
20204011	ARELLANO TOVAR NIDIA RUBI	1.9	3	1	5.9	4	4.7	1	9.7	3.8	3	1	8.5	8	
20204012	ARGUMEDO MORALES DANIEL	3	4	1	7.6	3	4.3	1	8.3	3.5	4	1	9.9	8	
21104022	ARRIAGA CAMPOS YASAR MISAEL	3.6	4	1	9.3	4	4.4	1	9.4	4.9	4	1	8.8	8	
20204013	AVILA VILLASEÑOR ALEXIS ALFREDO	4.3	4	1	6.7	4	4.1	1	9.1	3.8	4	1	7.2	7	
21104023	BARRANCO ALCANTARA, PAOLA ELIZABETH	2.7	3	1	7	3	3.6	1	7.6	3.2	3	1	4.3	7	
20204015	BAUTISTA ASCENCIO MANUEL ALEJANDRO	3	3	1	10	3	3.3	1	7.3	2.3	1	1	8.2	8	
20204016	BEDOLLA MUÑOZ DIEGO	5	4	1	8	3	3.4	1	8.4	3.2	4	1	7.2	8	
20204018	BRAVO BERNAL NAYELI	4	3	1	7.2	4	3.9	1	8.9	3.2	3	1	8.6	9	
20204019	CAMPOS ARAIZA JUAN CARLOS	3.2	3	1	8.8	4	4.1	1	9.1	3.6	4	1	8.6	8	
21104003	CANO CHAVEZ RAUL	3.8	4	1	7.4	4	4.2	1	9.2	3.6	4	1	6.7	7	
20204020	CANTU LEON ANA ARAED	3.4	4	1	6.2	3	3	1	7	2.7	3	1	9.9	10	
20204021	CANUTO SANCHEZ ELIZABETH ANDREA	2.2	3	1	10	4	4.4	1	9	4.9	4	1	9	9	
20204022	CARAPIA AGUILAR OMAR ADAHIR	5	4	1	8.7	3.9	4	1	8.9						
21104024	CARRASCO SANCHEZ SUSAN PAULINA	3.7	4	1											

Página 1/6
FOR-SA-07-A

PROCEDIMIENTO 07 "EVALUACIÓN DE LA ENSEÑANZA"

Rev. 5

Matrícula	Nombre	Teórica	Práctica	Bl.	Final	Teórica	Práctica	Bl.	Final	Teórica	Práctica	Bl.	Final	PROMEDIO FINAL	CAUSAS
20204023	CASTELAN SANAGUSTIN JAZMIN BERENICE	3.1	4	1	8.1	3	4.5	1	8.5	3.4	4	1	8.4	8	
20204024	CASTILLO SERRANO AXEL ALEJANDRO	3.5	4	1	8.5	4	4.3	1	9.3	3.6	4	1	8.6	9	
20204026	CASTRO HERNANDEZ FRANCISCO	0	0	0	0	1	1.7	1	3.7	1.2	1	1	3.2	5	
20204027	CENOBIO JIMENEZ VANIA DAMAR	3.1	4	1	8.1	3	4.1	1	8.1	3	1	1	8	8	
20204028	CERRITOS VIDAL JUAN ANTONIO	3	3	1	7	3	4.6	1	8.6	3.2	3	1	7.2	8	
20204029	CERVANTES ZARAGOZA DULCE ITZEL	3.5	4	1	8.5	4	4.5	1	9.5	4.3	4	1	9.3	9	
20204030	CHÁVEZ ARCE TAMARA JATZIBE	2.6	2	1	5.6	3	4.6	1	8.6	3.3	3	1	7.3	7	
21104004	CHAVEZ DÍAZ DIANA ALONDRA	4.4	4	1	9.4	3	5	1	10	4.5	4	1	9.5	10	
20204132	CHAVEZ LOPEZ ARMANDO	3.7	4	1	8.7	3	4.9	1	8.9	4.4	4	1	9.4	9	
21104025	CHÁVEZ MORÁN CRISTOPHER JESÚS	3.5	3	1	7.5	4	3.7	1	8.7	3.5	4	1	8.5	8	
21104047	CISNEROS ORTEGA BRENDA BELEN	2.8	2	1	5.8	3.5		1	7.5	3.1	4	1	8.1	7	
20204031	CONTRERAS HILARIO DANYAEL	3.5	3	1	7.5	3	4.4	1	8.4	4.2	4	1	9.2	8	
20204032	CORDOVA QUIROZ BRYAN OSSIEL	3	3	1	7	4	4.3	1	9.3	3.6	4	1	8.6	8	
20204033	COVA HERNANDEZ ANGELA MONSERRATH	4	3	1	8	3	4.4	1	8.4	4.2	4	1	9.2	9	
20204034	CRUZ DÍAZ MARIO ISAÍ	2.9	2	1	5.9	3	3.4	1	7.4	4.6	4	1	9.6	8	
21104005	CRUZ RESENDIZ YAMILET	3.5	4	1	8.5	3.4	4	1	8.4	3.9	4	1	8.9	9	
21104021	CUEVAS PONCIANO EDER ALBINO	2.4	3	1	6.4	3.7	4	1	8.7	3.7	4	1	8.7	8	
20204037	DELGADILLO MANCILLA ABIGAIL	3.1	4	1	8.1	3	3.4	1	7.4	3.8	3	1	7.8	8	
20204038	DELGADO RANGEL ORLANDO ULISES	5	4	1	10	4	4.4	1	9.4	4.5	4	1	9.5	10	
20204039	DELGADO REYES PABLO DEMNER	5	4	1	10	4	5	1	10	5	4	1	10	10	
20204040	DOMINGUEZ REYES JESSICA YAHEL	4	4	1	8.5	4	3.5	1	8.5	3.8	4	1	8.8	9	
20204041	ELENO BELTRÁN GABINO DANIEL	0	0	0	0	0	0	0	0	0	0	0	0	5	
20204042	ENRIQUEZ DEGANTE ALEXIS VANDERLEI	0	0	0	0	0	0	0	0	0	0	0	0	5	
21104027	ESCOBEDO LINARES KAREN VALERIA	0	0	0	9.5	4	4.1	1	9.1	4.3	4	1	9.3	9	
20204043	ESCOBEDO NAVA ALAN RODRIGO	0	0	0	0	0	0	0	0	0	0	0	0	5	
21104028	FERNANDEZ SOTO DIEGO JAIR	4.5	4	1	0	0	0	0	7.9	3.4	3	1	7.4	8	
20204044	FLORES ESTRADA DANA ELIZABETH	0	0	0	8.9	3	3.9	1	9.3	4.2	4	1	9.2	9	
21104029	FLORES FLORES ALEXISGEOVANNI	3.9	4	1	9.5	4	4.3	1	9.1	3.7	4	1	8.7	9	
21104006	FLORES MARQUEZ CINTIA YESENIA	4.5	4	1	9.1	4	4.1	1	9.9	4.7	4	1	9.7	10	
21104030	GALLOSSO MÁRQUEZ MÓNICA	4.1	4	1	9.4	4	4.9	1	10	4.3	4	1	9.3	10	
19204083	GARCIA CARREON AMERICA JOSELYNE	4.4	4	1	9.6	4	5	1	0	0	0	0	0	5	
21104007	GARCIA ESTRADA BRENDA SARAI	4.6	4	1	2.1	0	0	0	0	0	0	0	0	5	
20204048	GARCIA GARCIA LAURA QUETZALY	1.1	.5	.5	1.9	0	0	0	9.2	4.3	4	1	9.3	9	
20204049	GARRIDO RAMIREZ JAURY	.5	.5	.9	8.7	4	4.2	1	9.5	4.5	4	1	9.5	10	
	GAYTÁN HERNÁNDEZ JAVIER	3.7	4	1	9.5	4	5	1	10				6.6	7	
		4.5	4	1	7.1	3	3.7	1	7.7	2.6	3				
		3.1	3	1											

Página 2/6
FOR-SA-07-A

PROCEDIMIENTO 07 "EVALUACIÓN DE LA ENSEÑANZA"

Página 3/6

ID	Nombre	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
20204051	GONZALEZ HERNANDEZ JESSICA ITZEL	3.8	4	1	8.8	4	4.1	1	9.1	4.2	4	1	9.2	9
21104008	GONZALEZ HURTADO MEGAN JANET	3.9	4	1	8.9	3.2	5	1	9.2	4.1	4	1	9.1	9
21104031	GONZÁLEZ OROZCO GRISELLE ROCÍO	4.4	4	1	9.4	3.2	5	1	6.9	3.7	3	1	7.7	8
20204053	GUILBERT DE JESUS KEVIN	3.4	4	1	8.4	2	3.9	1	7.2	3.8	3	1	7.8	8
20204054	GUTIERREZ MEDINA ISMAEL IAN	3.8	3	1	7.8	3	3.2	1	9.1	3	4	1	8	8
20204055	HERNANDEZ ARENAS ANGEL ISAAC	3.9	4	1	7.9	4	4.5	1	9.5	4.7	4	1	9.7	9
20204056	HERNANDEZ DELGADILLO FERNANDA ITZEL	4.2	4	1	9.2	4	4	1	9	3.9	4	1	8.9	9
21104032	HERNANDEZ HERNANDEZ DAVID ALEJANDRO	4.1	4	1	9.1	4	4	1	6.8	0	0	0	0	5
20204057	HERNANDEZ PEREZ JAIME DE JESUS	0	1	.4	1.4	2	3.8	1	9.6	3.7	4	1	8.7	0
21104033	HIDALGO PEREZ CAMILA	4	4	1	9	4	4.6	1	9.5	4.5	4	1	9.5	9
20204059	HUERTA MOJARRON KELLY ABRIL	4.1	4	1	9.1	4	4.5	1	9	4.3	4	1	9.3	9
20204061	ISLAS CARDENAS ARELY UZBETH	3.5	4	1	8.5	4	4	1	9.6	4.7	4	1	9.7	10
20204062	JAIMES PEREZ LUIS DANIEL	4.2	4	1	9.2	4	4.6	1	9.2	4.6	4	1	9.6	10
21104009	JIMENEZ ARRONA MARINA RUBI	4.7	4	1	9.7	3.2	5	1	7.6	4	4	1	9	5
20204063	JIMENEZ ENCISO EVELIN NAYELI	3	3	1	7	3	3.6	1	1.5	0	0	.6	0.6	5
20204064	JIMENEZ SANCHEZ SANTIAGO	1	1.4	1	3.4	.5	.5	.5	8.3	3.9	4	1	8.9	5
20204065	LADISLAO SANTIAGO CESAR IVAN	3.2	4	1	8.2	4	3.3	1	8.3	0	0	0	0	5
20204066	LEON HERNANDEZ CITLALI SINAI	0	0	0	0	0	0	0	9.5	4.2	4	1	9.2	9
20204067	LEON ORTA DANNA PAOLA	3.9	4	1	8.9	4	4.5	1	8	4	3	1	8	8
20204068	LÓPEZ AGUILAR LUIS ANGEL	4.1	4	1	9.1	4	3	1	6.4	2.2	2	1	5.2	7
20204069	LÓPEZ ARGUELLES MARIA FERNANDA	4.5	4	1	9.5	2	3.4	1	0	0	0	0	0	5
19204125	LÓPEZ AVIÑA LUIS ENRIQUE	0	0	0	0	0	0	0	9.2	4.7	4	1	9.7	10
20204070	LÓPEZ MOLINA FERNANDA YOCELIN	4.7	4	1	9.7	4	4.2	1	7.3	2.3	2	1	6	7
20204071	LÓPEZ PEREZ ANDRES ELIAS	4	3	1	8	3	3.3	1	8.1	3.9	3	1	7.9	8
20204072	LOPEZ SILVA ISMAEL	3.1	4	1	8.1	3	4.1	1	0	0	0	0	0	5
20104130	LÓPEZ VÁZQUEZ DEREK JAVIER	0	0	0	0	0	0	0	9.7	4.7	4	1	9.7	9
20204073	LUCIO GONZALEZ KARINA	3.7	4	1	8.7	4	4.7	1	9	3.9	4	1	8.9	9
21104034	LUNA GUTIERREZ ITZA JAEL	4	4	1	9	4	4	1	9.8	4.5	4	1	9.5	10
20204074	LUNA SUASTE MAITE AISLIN	4.6	4	1	9.6	4	4.8	1	8.3	3.9	4	1	8.9	9
21104011	MARMOLEJO HERNANDEZ AZUL PAMELA	3.5	4	1	8.5	3.3	4	1	7.4	3.2	2	1	6.2	7
20204075	MARQUEZ PEREZ DANNA PAOLA	3.3	4	1	8.3	3	3.4	1	9.4	4.8	4	1	9.8	10
20204076	MARTINEZ DE LA CRUZ MARIA BELEN	4.4	4	1	9.4	4	4.4	1	8.7	4.2	4	1	9.2	9
20204077	MARTINEZ DE LEON SALVADOR HUSAI	3.8	4	1	8.8	3	4.7	1	9.6	4.7	4	1	9.7	10
20204078	MARTINEZ GONZALEZ YAEL	4.6	4	1	9.6	4	4.6	1	9.4	4.7	4	1	9.7	9
20204079	MARTÍNEZ MOLINA JIMENA	4.8	3	1	8.8	4	4.4	1						

Página 4/5

ID	Nombre	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
21104035	MEDINA ROMO ERICK	3.9	4	1	8.9	3	4.3	1	9.3	4.1	4	1	8.3	8
20204080	MEJORADA PEREZ ALFREDO	4.1	4	1	9.1	4	4.3	1	7.9	3.3	4	1	9.2	9
21104012	MENENDEZ AGUILAR SEBASTIAN IGNACIO	2.4	3	1	6.4	3	3.9	1	9.1	4.2	4	1	9.3	9
20204081	MIRANDA MATUS ERICK JOSUE	3.8	4	1	8.8	4	4.1	1	8.6	4.3	4	1	8	8
21104049	MONDRAGON ARMENDARIZ ALMA NAYELI	3.3	4	1	8.3	3.6	4	1	7.9	3	4	1	9.7	9
21104036	MORALES CABRERA ADRIAN	2.8	3	1	6.8	3	3.9	1	9.3	4.7	4	1	7.9	8
21104019	MORALES DIAZ FRIDA	4.4	4	1	9.4	4	4.3	1	7.3	3.9	3	1	8.8	9
20204082	MUÑOZ ALVAREZ PAULINA	3.7	4	1	8.7	3	3.3	1	8	3.8	4	1	9.3	9
21104037	NARVAEZ SILVA DIANA LAURA	4.1	4	1	9.1	3	4	1	9.2	4.3	4	1	9	9
20204135	NERI HERRERA DANIELA MICHELLE	3.9	4	1	8.9	4	4.2	1	9.1	4	4	1	9	9
20204083	NORIEGA MARTINEZ AXEL YAEL	4.5	4	1	9.5	4	4.1	1	8.1	4	4	1	9.5	9
21104013	NUÑEZ CELAYA KAREN ITZEL	3.5	4	1	8.5	3.1	4	1	9.4	4.5	4	1	9.7	9
21104038	NUÑEZ URBINA BRYAN ANDRES	4.5	4	1	9.5	4	4.4	1	9.7	4.7	4	1	9	8
20204084	OAXACA GONZÁLEZ DANNIA	4	4	1	9	4	4.7	1	8.4	4	4	1	8.6	9
20204085	OLARTE MORALES DANNA PAOLA	3.9	3	1	7.9	3	4.4	1	9.6	3.6	4	1	8.6	8
20204086	OROZCO CORONA DANIEL	4.3	4	1	9.3	4	4.6	1	3	3.6	4	1	9.1	8
21104039	ORTIZ HERNÁNDEZ ATHDIRY	3.5	3	1	7.5	1	1	1	8.3	4.1	4	1	8.7	8
20204087	PADILLA CHAVEZ GABRIELA AZUCENA	3.7	3	1	7.7	3.3	4	1	8.2	3.7	4	1	8.9	8
21104040	PATLAN ESCUTIA GEORGINA	3.3	3	1	7.3	3	4.2	1	9.3	3.9	4	1	8.9	9
20204088	PEÑA ARELLANO LUZ DAYANA	3	3	1	7	4	4.3	1	9.1	3.9	4	1	8.3	9
20204089	PEREZ ARENAS JESSICA ALONDRA	3.9	4	1	8.9	4	4.1	1	8.9	3.3	4	1	8.5	8
21104041	PEREZ LARA ORLANDO GIOVANNI	3.9	4	1	8.9	3	4.9	1	9.3	3.5	4	1	8.5	8
20204090	POLO VALTIERRA GAMALIEL	3.4	3	1	7.4	4	4.3	1	8.9	3.5	4	1	9.1	9
20204091	PRECIADO MORENO PAOLA ABIGAIL	3.9	3	1	7.9	3	4.9	1	8.1	4.1	4	1	8.9	6
21104042	PULIDO PEREZ PABLO AXEL	3.5	4	1	8.5	3.1	4	1	0	3.9	4	1	8.7	9
21104043	RAMIREZ GARCÍA DOLORES ITZEL	4	4	1	9	0	0	1	9.2	3.7	4	1	9.1	9
20204093	RAMIREZ MARTINEZ VANIA	4.6	4	1	9.6	4	4.2	1	9	4.1	4	1	8.8	9
20204094	RAMÍREZ PÉREZ NATALIA	4.5	4	1	9.5	4	4	1	9.2	3.8	4	1	0	5
20204095	RAMIREZ SUSANO GUSTAVO	3.1	4	1	8.1	4	4.2	1	0	0	0	0	0	5
20204096	RAMIREZ SUSANO XIMENA	0	0	0	0	0	0	0	0	0	0	0	9.1	9
20204097	RAMÍREZ VEGA CRISTIAN	0	0	0	0	0	0	0	9	4.1	4	1	5.9	7
20204098	RANGEL POPOCA REY DAVID	3.4	4	1	8.4	4	4	1	7	2.9	2	1	2.7	5
21104014	RENDON MARURI ISRAEL	4	4	1	9	3	3	1	5.4	1.7	.5	.5	2.7	5
20104098	REYES CORTES BRANDON ANTONIO	1.2	2	1	4.2	2	2.4	1						
20204133	REYES GONZALEZ EDGAR													

Matrícula	Nombre													
		3.9	4	1	8.9	4	4.7	1	9.7	4.3	4	1	9.3	9
		1.4	2	1	4.4	0	1.2	0	1.2	0	0	0	9	5
21104015	REYES ROJAS LEILANI	3.6	3	1	8.6	3	4.3	1	8.8	4	4	1	8	9
20204099	REYEZ EUGEBIO LUIS FERNANDO	3.9	3	1	7.9	3	4.3	1	8.3	3	4	1	9	9
20204100	RIVERA SANCHEZ ARIEL DARIO	4.4	4	1	9.4	3.3	4	1	8.3	4.3	4	1	9.3	8
21104044	RODRÍGUEZ REBOLLEDO DAVID	4.3	4	1	9.3	4	3.7	1	7.7	3.6	3	1	7.6	9
21104045	RODRÍGUEZ SÁNCHEZ MIGUEL ÁNGEL ABRAHAM	3.6	3	1	7.8	4	4.1	1	9.1	3.6	4	1	8.8	9
20204101	RODRIGUEZ SANTOS AXEL GIOVANNI	4.1	4	1	9.1	4	4.1	1	9.1	4.5	4	1	9.5	6
21104048	RODRIGUEZ URBINA GRECIA DE JESUS	4.3	4	1	9.3	4	4.4	1	9.4	3.8	3	1	7.8	9
20204103	ROJAS JURADO MICHAEL ABRAHAM	1.6	1	1	3.6	3	2.8	1	6.8	3.8	4	1	9.1	9
20204104	ROJAS LARA SARAI	3.9	4	1	8.9	4	4.6	1	9.6	4.1	4	1	9.4	5
20204105	ROMERO GARCÍA KAREN ITZEL	3.6	3	1	8.9	4	4.9	1	8.9	4.4	4	0	0	8
20204106	ROMERO MARMOLEJO OSCAR JOAN	0	0	0	7.6	3	0	0	0	0	0	1	8	8
20204107	ROSAS BAUTISTA LEILANI ARMENIA	3.6	4	1	8.6	3	4.8	1	8.8	3.6	4	1	8.8	5
20204108	ROSAS MARTINEZ IRVIN JOSHUE	3	4	1	8	3	4	1	8	3	0	.8	0.8	8
20204109	RUIZ GARCIA VEYDA	0	4	.5	1.5	1	1	1	0	3.8	4	1	8.8	9
20204130	SANCHEZ AGUILAR FRIDA ITZEL	2.1	3	1	6.1	2.9	4	1	7.9	4.4	4	1	9.4	9
20204111	SÁNCHEZ MIRANDA KELLY CATADHE	4.5	4	1	9.5	4	4.4	1	9.4	4	4	1	8.2	9
21104046	SANCHEZ ORTIZ BRIAN	4	4	1	9.3	4	4.4	1	9	3.2	4	1	7.5	7
20204112	SANCHEZ RABADAN ANGEL	4.3	4	1	7.1	3	4	1	9	3.5	3	1	0	5
20204113	SÁNCHEZ REYES TANIA DANIELA	3.1	3	1	0	3	3	1	7	0	0	0	0	5
21104016	SANDOVAL FRIAS MIRIAM DENISE	0	0	0	0	2	1	1	4	0	0	0	8.9	9
20204114	SANGINES VARGAS DAGOBERTO ALONSO	1	2.8	1	4.8	0	0	0	8.9	3.9	4	1	9.2	9
20204116	TADEO VALENCIA CARLOS DANIEL	3.4	4	1	8.4	3	4.9	1	9.8	4.2	4	1	4.9	5
20204117	TAPIA DIAZ ABRAHAM	4.2	4	1	9.2	4	4.8	1	5	2.9	1	1	9.8	9
20204118	TARACENA CAZARES KEVIN	0	0	0	0	3	1	1	9	4.8	4	1	0	5
21104017	TIRADO JAIME CESAR	4.3	4	1	9.3	4	4	1	9	0	0	0	0	5
20204119	TREJO CONTRERAS SAUL	0	0	0	0	0	0	0	0	0	0	0	6.6	7
21104018	UROZA MARTINEZ ESMERALDA	0	0	0	0	0	0	0	7.4	3.6	2	1	8.4	8
20204120	URUETA GRANADOS JOCELIN NOELY	3.2	3	1	7.2	3	3.4	1	6.7	3.4	4	1	9.7	9
20204121	VALDOVINOS GONZÁLEZ MONSERRAT CITLALLI	3.7	3	1	7.7	2	3.7	1	8.6	4.7	4	1	8.6	7
20204122	VARA FLORES KARINA	4.4	4	1	9.4	3	4.6	1	7.6	3.6	4	1	9	9
20204123	VARGAS HERNÁNDEZ EDGAR OMAR	2.5	2	1	5.5	3	3.6	1	9.6	4	4	1	9.5	9
20204124	VARGAS RODRÍGUEZ JEFFERSON OZIEL	4.5	4	1	9.5	4	4.6	1	8.6	4.5	4	1	9	9
20204125	ZAMORA MUNDO MARIA DEL ROSARIO	3.2	4	1	8.2	3	4.6	1						
20204126	ZARATE LUNA ANGEL EDUARDO													
20204127	ZAVALA RODRIGUEZ BERENICE													

FOR-SA-07-A

PROCEDIMIENTO 07 "EVALUACIÓN DE LA ENSEÑANZA"

Rev. 5

MUÑOZ MARTINEZ YAZMIN
NOMBRE Y FIRMA DE PROFESOR/A

SALAZAR VEGA MARISELA
NOMBRE Y FIRMA DE DIRECTOR/A DE CARRERA

FOR-SA-07-A

PROCEDIMIENTO 07 "EVALUACIÓN DE LA ENSEÑANZA"

Rev. 5

N.L	NOMBRE DEL ALUMNO	EXAMEN 50%	WORKBOOK 25%	TOTAL DEL WORKBOOK	PARTICIPACION EN CLASE (ASISTENCIA) 15%	TAREAS Y PRACTICAS 10%	TOTAL DE TAREAS Y P.	CALIFICACION 10%
				18.7	12.0	10%	10.0	90
		48	18.7	25	7.5	7%	7.1	81
1	Abrego Toledo Alejandra Aidee	42	25	18.7	8.2	10%	10.0	76
2	Aguilar Espinoza Diana	39.6	18.7	25	15.0	10%	10.0	98
3	Alfaro Gonzalez Brenda Belen	48	25	25	12.7	10%	10.0	95.7
4	Alonso Roque Ana Maria	48	25	25	12.0	10%	10.0	91
5	Alonso Reyes Maria Rebeca	44	25	25	14.2	10%	10.0	94
6	Alvarez Rodriguez Fernanda	40	25	20	6.7	10%	10.0	81
7	Apolinar Escobar Karen Itzury	45	20	12.5	12.7	10%	10.0	78
8	Arellano Tovar Nidia Rubi	42.3	12.5	25	15.0	10%	8.5	99
9	Argumedo Morales Daniel	39.5	25	23.3	7.5	8%	1.4	72
10	Avila Villaseñor Alexis Alfredo	33.4	23.3	0	12.0	1%	10.0	43
11	Bautista Ascencio Manuel Alejandro	30	0	25	14.2	10%	10.0	82
12	Bedolla Muñoz Diego	29.1	25	25	12.7	10%	8.5	72
13	Bravo Bernal Nayeli	24.4	25	25	12.7	8%	10.0	86
14	Campos Araiza Juan Carlos	39.1	25	25	9.7	10%	10.0	67
15	Cantu Leon Ana Araed	23	25	25	15.0	10%	10.0	99
16	Canuto Sanchez Elizabeth Andrea	49	25	25	8.2	10%	10.0	84
17	Carapia Aguilar Omar Adahir	41	25	24.5	10.5	10%	1.4	86
18	Castelan Sanagustin Jazmin Berenice	41	24.5	0	3.0	1%		32
19	Castillo Serrano Axel Alejandro	28	0					
20	Castro Hernandez Francisco							

Which goals do I have for my students? My students have to pass the English subject because it is mandatory for their "situation" -getting Majored paper-, so I have to demonstrate that it is not only a requirement but also a way of communication, as well as a tool to apply for any scholarship, and having a good level of English in their resumes, for a good applying position.

Why do I teach the way that I do? According to my years of experience since 2000 -so far twenty years now- I changed according to the level of teaching, the time class, the mood of my students; the different activities to assign, sometimes it is more than necessary to give a completely different version of the way I usually teach a topic, but I take it as a refresh, and always look for many other videos or printable resources.

What do I do to implement the ideas about teaching and learning in the classroom? First I like to be updated with the latest activities and resources, then I look for something suitable inside the classroom, sometimes it is not possible to use the recorder due to the fact of lack of it, but they have much better cell phones nowadays, and they are always willing to share their mobile data plan to accomplish the goal, either with a video or a recording, those positive attitudes make possible the changing strategy for teaching and learning.

Are these ideas working in the assessment and testing the learning objective in my students? Sometimes assessing weekly or partially gives me an idea of how they are doing with the grammar or vocabulary, some other times it is the test itself, the tool which gives me the average in that goal, so continuously evaluations are the best nowadays to asses

Which are my future goals to grow as a teacher? Initially, I would like to study for the master degree in teaching English, I found it interesting to learn more about techniques strategies, as well as theoretical foundations to get better in my teaching philosophy, then I would like to continue with increasing my level of English into the following certifications level, in that way I will feel more than overstudied to get any surprising issue inside my classroom.

CHAPTER 4
CONCLUSIONS

CHAPTER 4 CONCLUSIONS

My experience working on this final project was rewarding, I noticed my opportunity areas and I had to study more in my philosophy theory, as a matter of expertise or practice, I can manage any level of English class but the idea is to get the importance of usage of the language, to apply correctly the grammar topics, and let the students speak using the communicative approach with small communities of practicing.

In my opinion, had reviewed the history of language and gave a transition into using language and what is a text for is a big difference, I, an empiric teacher just let the student complete and fill books as a command for coordinators, but teaching English is not that. A language that is not the mother tongue can be used just too communicative purposes, but to acquire the language in context is harder to achieve.

As a critic of my textbook I have to say that is repetitive in the series of exercises because what we had seen in the student's book is in the workbooks section, and is again in the unit quiz, finally, at the test either version A or B may have the same sentence, so if a student got the idea since the first example he or she could have the correct answer by the end test easily.

My contribution to this final project is an element in my step-by-step acquisition of English knowledge to improve myself, to test myself as a teacher, to give my best to my class and students.

To prevent mistakes and improve my activities, I have to get more time to plan my lessons, that include that I have to quit one of my job at the university, because with all the administrative work, besides the virtual classes right now I cannot plan a good class, Sometimes I just remember what had a function and I do the same.

Another thing I could do is to continuously update myself with courses, so I can use and adapt technology inside my class. I can suggest my boss get a good publisher and an interactive whiteboard to do some more activities. Right now, my resources are limits due to the fact in the university is Public and relates the budget to the government I must do what faces me in the day at a once.

A whole deep look into the concepts of Specialization made me reflect on my teaching experience and philosophy, I read twelve lessons, each of them several times until I got the

idea, having a wide tour since the essential concepts, language, learning, teaching, until methodologist, techniques, authors.

All of that information now is being processed in my brain to acquire better what I am doing, -teaching-, I am teaching a Second language, the English Language, that is the international one used to communicate with another one, for instance, my English have made many international friends, I did many courses abroad and that is why I am doing this.

I reoriented my basis on the teaching principles to select better the methods in my daily teaching, now I consider myself much more analytic, with more content background called knowledge.

Making differentiations with all these ideas has developed another facet in my story, I started by accident but I continue with more emphasis, I am more cautious with what I am selecting, even more, careful with my roles, and now consider myself a better cognoscitive element.

Preparing and updating are not easy, I have to deal with normal issues at work, extra "tasks" when one of my bosses let me do partial information to deliver on logy and deadlines, besides the usual work at home, because due to this world pandemic the classes are virtually using technology and platforms.

I have seen that time goes faster, and If I could have done this specialization just ten years before, probably I could have had better opportunities or perhaps another job in a different and well-paid Prestigious University, so far I had to double my efforts and prepare for upcoming situations.

Therefore, is not the end, I can see a light at the end of the tunnel, I feel confident, and now can recognize and relate all the information among the English Language Teaching. This is a new reorientation, refresh of ideas, acquiring new concepts, getting along with theories, authors, and structure the techniques and strategies in my daily teaching.

This final project made me realized the importance of writing and reading activities. Sometimes we do not expect the students to learn something else, with these activities, in fact, we just assign them because they are inside the book, but extra activities can make more confident the students' progress.

The rubrics which are made by own's reflections are suitable for any other activities, and the progress of each can be assessed in an excel paper just to reinforce the skills adding to another rubric paper provided by the publisher.

The theory schema and the linguistic schema, travel my mind into another possibility of conception, occasionally the previous vocabulary helps the student to learn better, often the previous knowledge can make a difference into acquiring a reading or not, the reason is that cultural preconception is a reason why he/she catches a complete phrase different from the idea of the context reading.

The activities that I selected were inside the English level 1 Interchange Intro book, in unit 14, the follow-up activities were different from the original class, that changes completely the spaces that I had inside the timing class. In that way, I set the student a different form of recognizing writing and reading activities. Letting the student develop those skills at a higher level.

Currently, I wrote down on this research several facts that students need to have on their minds to comprehend the reading tasks, looking detailed of the authors intention changes completely the idea of reading, think in a differentiation culturally speaking in the background can reproduce an insight to catch author's idea.

I can conclude that increasing the reading activities are making them a part of my class and can develop easily the skill in my students, furthermore, the writing activities little by little let the ability to write down without errors, those now are essential in my class.

Listening in my daily teaching is an essential part of the student's development. I focus on the main ideas based on the book which guides us in the classroom furthermore I look for another video that they can listen to as many times as they need just to clarify the use of English (grammar).

It is important to select carefully the pre-listening task and write it down if possible, on the blackboard (or digital board), also while listening the sound must be clear as well as volume, try the must to get the best sound if possible. Then the post-listening step can make students identify their own mistakes or probably do self-correction with lower-level classmates.

I can say, now that I see the importance of listening activities I adapt as many times as possible to other follow-up activities, I saw they worked with my students and we complete the inner activities from the students' book.

Remember a teacher only guides the procedure to complete the objective and helps them in the stumbling's they face, Listening's as academic purposes just focus on the use of English but if we select another one with the same grammar structure might help them in comprehend better and acquire the ability to listen.

In module 2 I checked all the topics related to listening, speaking, and reading and I can say that Learning English is composed of four skills (listening, speaking, reading, and writing) all of these have the same importance in the language.

But the difference is: there are receptive skills (listening and reading) and productive skills (speaking and writing). Receptive skills are the basis of productive skills because if you want to produce something you need to know it.

Although according to the English Program in Mexico the students should develop the four skills at the same time. Therefore, there are many aspects as lack of elements like network inside the classrooms, or books in the library to make self-study.

Many people can talk with others but how many people can communicate through writing language? Another important point is some people can communicate through paper but how many people can do it effectively and correctly. For this reason, the role of a teacher is very important because the main idea of our students learning a second language is, they can communicate in the oral and writing language. How I said above, is very important that they can develop both skills because all of them have the same importance in real-life situations.

"Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. Guided writing aims to support learners in this psychologically and cognitively difficult activity" according to (Council, 2021)

When teaching writing it is necessary to explain first a topic and guide the students to complete successfully the task involves vocabulary and rules, they need to organize ideas coherently. Some suggestions to improve writing are to write business letters, writing consequences of doing something, postcards, and improving the same paragraph with other ideas.

We can let the students select one of those suggestions to continue their progress in writing, we can adapt the writings into something real, for example, let the writer do an original postcard and sent it to another classmate, or encourage them to write a motivational business letter to the principal, to increase the motivational activities.

These two skills are very important when we are learning a Language because it provides efficient communication in the world. It is fundamental as teachers apply effective strategies that develop this. In consequence, when we were reflecting on our practice and the units and reevaluated which strategies were suitable, which were being changed, and which must be discarded.

Remember the basic facts about the theory of communication, they say that verbal communicative activity is to express a message to somebody else with the objectives of using a clear language precise and clear when we speak, we have to be impartial give facts rather than only ideas based on solid arguments or other newly researches without losing objectivity.

Inside our word structure, we must convince the receiver with our ideas or words, nowadays we have many technological sources to communicate and produce a good speech. When we speak we produce our ideas with a tone, a volume, a rising or falling intonation, sometimes with ambiguity, some other times with unprecise data, with tons of speed, but furthermore, the ability to speak with other humans is learned by acquisition during childhood we use an informal or formal language depending on the situation or context.

Occasionally we do not pay much attention to grammar rules, because we are focus on the message that be received and understandable, so many times our vocabulary is unprecise, we omit certain cue words to get others retention, or we just repeat so many fillers or hesitate words, the sentences might be not finished grammatically writing son on the idea could be caught.

We are humans and the communication with others is naturally given, we can communicate with our pets for instance but that's is a matter of another type of linguistic code, when we have proximity with another person we produce some energy which produces a good receivers codification to understand the message into the speaking activity.

Subsequently, coherence, fluency diction, volume, tone, are our expectations to fill when we speak, and let students produce oral exercises gives them the trust to continue talking, and gradually they improve and increase both vocabulary and grammar. Another suggestion is to

read in English, in that way their vocabulary will be multiplying and gives them the chance to talk about so many other topics.

In module 3, I watched a motivational video with an international instructor, she made me realized the importance of taking into consideration the sharing culture and learn communicative competencies, and of course how multiculturalization takes part in the students' knowledge in class.

A quick view of theoretical concepts remind the importance of knowing basis on our daily work facing with an exemplification about how to dialogue with another person, that happens not with much regularity, but in my cases, I have had 3 exchange students, one was half Mexican half Chinese, the others were Hattians and they share many of their cultures by explaining situations or examples and we learn many things inside sharing knowledge, besides they also wanted to learn more about us and our traditions, even though that happens one semester ago.

Those experiences made me feel capable to teach with cultural background and intercultural support about experiences lived in another country, because yes when we face the culture immerse, we can explain details how certain things happen.

My experience is to show my students the wonderful power that we have when we learn a lingua franca to communicate with others, and I like to encourage them to travel perhaps in an exchange summer camp, so that can change completely their ideas and of course, they will switch the prejudices, and categorizations.

Appendixes

Appendixes

DECLARATION LETTER:

I Yazmin Munoz Martinez declare that the following F**inal project – trabajo integrator- called** **VIRTUAL EDUCATION AT UNEVE AND & APPROACHES IN ELT,** is entirely my 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.pdfm   "*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/~wwwfhb/sec409.html) and Universidad Pedagogical 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 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 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.

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 so that all parties may locate and view the 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.

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[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

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]

YMM Yazmin Munoz Martínez

Signature

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[2] Reglamento General para estudios de posgrado de la UPN.
http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html

PowerPoint presentation in the colloquium

Book overview

7

Book Overview

8

Activities in class

10

Activities in class
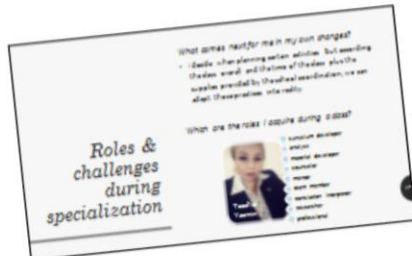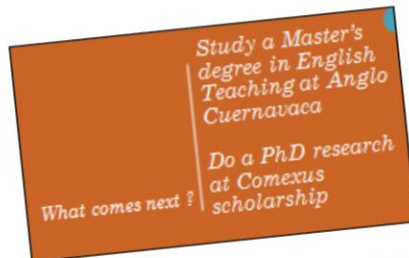
11

Activities in class
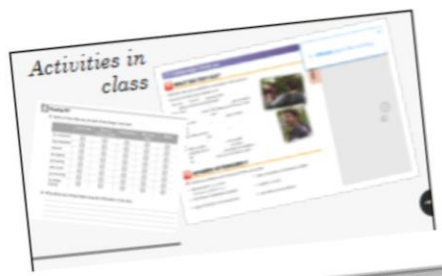
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Thank You

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