UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

PREVENCION DEL ABUSO ANIMAL Y LAS BODAS EN OTROS PAISES.

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

MARIA DE JESUS LETICIA ORDUÑA ROSALES

ASESOR: GABRIELA RUIZ DE LA ROSA

México, DF. a 13 de junio de 2021.

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DATE: JUNE/ 13TH/2021

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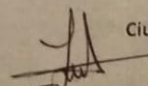
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TABLE OF CONTENTS

INTRODUCTION

In this essay you will find my Teaching Philosophy since I started the specialty and how I have been evolving through time, I also explain the way of teaching and learning the subject, all of this supported with the knowledge acquired during this Post Degree, later you will find two plans with activities focused on Interculturality, one of them covers the skills of Speaking and Listening and the other one Writing and Reading, with each of the stages that are presented during a class, supported with the theories and approaches from my point of view that were applied. I explain some possible problems that students may encounter in carrying out these activities together with possible solutions, using each eventuality as an area of opportunity and in general, this essay is concentrating part on what has been learnt during this course, choosing and discerning the best knowledge and approaches to put into practice. We will analyze the theories and tools that were used for the evaluation of the activities, we will find a video with the most important moments of my lesson plans, a description and the results of these and two more videos made by my students for the speaking activity, we will see the evolution of the works elaborated during the course, since in this assignment is the set of each one of the knowledge that has been acquired through a laborious learning process, both by the student and my performance as a teacher, with this I reflect the strength that my teaching has been taking during this time, as well as the challenges and problems that we had to put into practice these activities, looking for alternatives and solutions to be able to carry them out successfully. With this specialty it is demonstrated why it is so important to be prepared not only in the subject to teach but also to know-how and in what way to teach it, there is a reason why there are specialized careers in teaching at any level and subject, even more so in English which is one of the most complicated and difficult to learn, it is said that only 5% of Mexicans know English, it is a very low percentage compared to other more developed countries. However, the more teachers are prepared and the more knowledgeable they are, the higher this percentage will be. I am one of those people who believe that we can all do it if we put our minds to it.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

I remember when I was starting my career my father told me, you shall learn English, at this moment I didn't know anything about English, I was studying at IPN and this school there is an English school called "CENLEX", CENTRO DE LENGUAS EXTRANJERAS thus I was decided to begin to study it. It was very hard for me because when I studied secondary school I had French as a subject, I did not know anything about English I was in zero about this language. Then I began to learn English, my English teacher always spoke English all time and I thought, What? How did I understand English? I had to ask my boyfriend, he knew a lot of English and I needed that someone explained it to me in Spanish. I felt that I was so old when I decided to take my English career.

CENLEX taught with approaches as Structuralism, Sociocultural Theory, Generative Linguistic, Behaviorism, and Audiolingual Method. Why? Their lessons were full of Grammar, all-time my teachers were teaching structures, vocabulary, and pronunciation. These are reasons because I think that Cenlex was working with Structuralism, Cenlex focuses part of the teaching on phonology, morphology and syntax without leaving aside the part of the Cognitive abilities focused on social and cultural interaction (Sociocultural Theory) with inherent mental function (Generative Linguistic), for example, conversations between friends, when they visit places out of town full of traditions and customs, or in any other real environment, such as in a restaurant, at a party, at school, at home, etc.(Social Practices),sometimes we were asked to translate a text taking into account all the grammatical rules, verb tenses, new vocabulary, etc, (Grammar Translation). Besides my teachers did not allow me to speak Spanish(Audiolingual) whatever doubt that I had, I had to speak English. So I had to repeat the level 1, 5 times, and level 2,3 times, so on. I repeated every level 2 or 3 times. The program consisted of 4 Basic,6 intermediate, and 5 Advanced,15 levels altogether with 200 hours.

I believe that Social Practice and Kolb's Experiential were taught in this School. Kolb's Experiential appeared here because in its stage Concrete Experience says that some teachers believe that learning does not get to the brain, unless that it has arrived there via the heart. I think it is true, all my teachers made that information was memorable via affective

motivation, after that follows the other stages. Now I am a teacher who believes that English is easy when you match your emotions. I started listening to English music because my teacher Carlos taught some beautiful songs, the students had to fill the gaps listening to the song, I always wanted to listen to it many times. I began to love English because these pretty songs touched my heart.

I spoke with my peers and there were many activities where the learners imitated the teachers, repeated the conversations of the books, so on. It is the part where Behaviorism and Audiolingual entered, with the repetitions and drills, the dialogue, application of activities, use of memorized materials adapted to the situation of the individual students. My books were, for instance, Streamline, Interchange and for the last levels, Pet book. The program focused on the textbook and workbook. The students listened to some conversations with a tape and sometimes the teachers read them to us because Technology was not too advanced. When my English classes had finished, I had to study very hard with my boyfriend, besides I had my English classes in my career and they helped me to learn more. If I saw a new English word, at this moment I would look at the word in my dictionary, I was always carrying it with me. Therefore, as I learned English in the same way I teach it because from my point of view only a child has no established ideas in his mind, his brain is fresh free of ideologies and only they can learn English based on practice (Social Practices), but an adult person already has ideas made in his head and that's why I believe that they should be taught with practice but also with grammar.

I worked in a secondary school named "Izcoatl" in this school most of the students are of low-income families. I had 9 groups with 30 or 35 students in every group. My students did not have an English teacher for 2 years, and they did not know anything about English practically. They were not taught for a long time. I had to explain basic knowledge. How to say hello, how to ask to go to the bathroom, so on. It was not easy but I was trying that they had these habits, in consequence, I used the Grammar Translation Method because I intended to reach the best level for them, they had lost valuable time.

I remember when I started to teach English was in an open high school, and I had the same case, I did not have a lot of time because I had to teach many topics in 6 weeks besides most of the students were old people, for adults, it was more complicated than for young people. They were workers with family and many responsibilities, they did not have enough time for

studying, when I had an opportunity I used the Audiolingual Method but sometimes it was impossible. For all these reasons Grammar Translation has been the best for me although I know that there are best methods and approaches, only when I have the opportunity I use them.

Currently I am an English teacher in my church I belong to Mormons, The Church of the Jesus Christ of Latter Days-Saints and here we are using Communicative Approach, we have a special platform for the classes named English Connect.

When I finished studying English in Cenlex I got an English teacher job very fast but these days, it is necessary a Certification level 12, I took some courses for preparing for this exam, as First Certificate but I did not do this Certification however it helped to get DTES3 Certification.

I desire is to get a place as an English teacher in SEP because I help dogs and cats in street situations and I spend much money and time helping them. I am glad about it because it is my mission in my life.

My professional experience in teaching English has been at all levels but especially to the high schools and adults, I worked in a state high school, but because of the pandemic, no test was done, and Teaching Professional Service assigned my hours to another teacher, yet I'm fighting for more hours. Despite this, I have students where I can apply these skills so it is very important for me to obtain my Post-Graduate to compete for a place in Sep. Unfortunately, Mexico does not have the culture of language teaching as it should be and most of my students have never had English and when I arrive with them they are true beginners, they don't even know basic concepts of Spanish like what a subject, a verb, etc. My passion is to teach and I do it with a lot of love and dedication not only for money but for service to others and my philosophy to cope with the problems concerning current Mexican Teaching needs is that I have an open mind to learn and listen to my students, recognizing my mistakes with humility and say when I do not know something, adapting to new challenges and changes, because I do not know everything, we are always learning new things every day. I adapt my classes according to my students, helping them every time, valuing their efforts, and giving their feedback. I need to change my strategies as a teacher with every group.

Perspective on the changes my professional practice has suffered along the Specialty.

Undoubtedly I think that my way of teaching English has a different perspective because somehow I applied the methods and approaches that are handled here but I did not have a theoretical basis for them, plus there are other theories that were completely unknown to me, today I can know with bases how to apply them better for my students to learn in a faster and easier way, my teaching is more concrete, accurate, objective and refined. As an example I would say that I was completely unaware of Krashen's Input Hypothesis which says that the student learns by exposing him to a level of language higher than his current level "i +1", pushing him to dare to know a little more beyond, now I can apply this theory without feeling doubt without doing right or wrong, I am more accurate in my teaching, I believe in the ability of my students, for me there are no people more intelligent than others, it's just a matter of discipline. Another example is the Task-Based Approach where the learners are asked to present a topic in pairs, the teacher guides and corrects mistakes to achieve the objective in the best way, it is based on a specific sequence of learning activities or teaching cycle, named simply Pre-task, Task Cycle, and Language Focus. For me, these two topics have been the most relevant to my teaching. I used to teach intuitively, remembering how I was taught, but I didn't know the best technique for each skill or its theoretical basis, now I think I can call myself a real English teacher.

1.02 Theory underlying my teaching practice and identity

STRUCTURALISM

It was concerned with describing several aspects of the language including the phonology, syntax and morphology. Structuralism concerning phonology refers to the system of sounds of a language and their combination to form words, the syntax is the grammar of a language, i.e. the set of rules within a language to form and combine a sentence, morphology studies the formation of the words of a language. In a general way, we say that structuralism is the correct use of the elements of a language and accepts mental approaches during the learning process. (In:EEAILE, 2020)

GENERATIVE LINGUISTIC

This approach tells us that we are born with the basis for acquiring language as an inherent mental function without complex descriptions of the grammatical systems of language. (In:EEAILE, 2020)

BEHAVIORISM

This approach tells us that human beings learn by receiving negative or positive stimuli and response, with some type of feedback, learning requires stimulus-response constantly and over a period of time (In:EEAILE, 2020)

AUDIO LINGUAL METHOD

This method tells us that in learning a language, habits must be formed through imitation and practice to achieve a mastery similar to that of a native speaker. With this method, students process the language subconsciously like native speakers, for this reason only the use of English in the classroom is allowed, using memory, drills (repetitions) without focusing so much on grammar, only superficially. (In:EEAILE, 2020)

THE GRAMMAR TRANSLATION

 With this method we can set grammatical rules, conjugate verbs, translate texts into Spanish and memorize new vocabulary. (In:EEAILE, 2020)

SOCIOCULTURAL THEORY

This addresses how social and cultural factors interfere with second language learning. This theory looks at the development of Higher Mental Functions (Cognitive abilities: memory, attention, rational thinking, emotion, learning and the development of a person's voluntary and intentional control, in the case of a child who has no control over mental activities the development occurs with social and cultural interaction in an elaborated context. (Lantolf, 2006. In:EEAILE:2021)

COMMUNICATIVE LANGUAGE TEACHING

This approach involves the learner's ability to use language to communicate, rather than grammatical knowledge, and relates to authenticity, acceptability and adaptability. (In:EEAILE, 2020)

SOCIAL PRACTICES

It is the use of a language in different environments based on the needs, interests, tastes, plans and preferences of the speaker. (Básica,2006.In:EEAILE:2021)
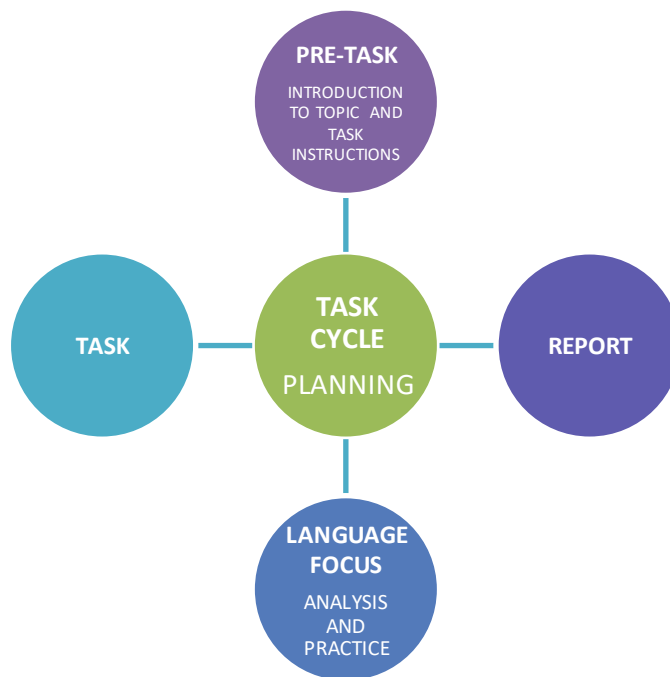
INPUT HYPOTHESIS

Krashen said that language could be acquired by exposing the learner to input at a level slightly higher than the current "i+1" level, i.e. pushing the learner to a higher level of knowledge than he or she already possessed. (Krashen, 1982.In:EEAILE:2021)

TASK-BASED APPROACH

The Task-based Approach focuses on a sequence of learning activities or teaching cycles. The cycle has only three steps, named simply Pre-task, Task Cycle, and Language Focus.

Pre-task, this stage is what we commonly call the warm-up where the student activates his previous knowledge about the subject, the Task Cycle has 3 stages and an optional one, in the first stage the students in pairs can use the language in a spontaneous way to transmit the message and not look so much at the mistakes that may arise, in the planning the teacher guides and suggests about the linguistic so that the students can give the report, and with the teacher's help, the students have the fewest possible errors. The optional phase is to see how a native speaker would do it. In Language Focus, the students have the opportunity to ask questions about the topic. (Willis, 1998.In:EEAILE:2021)

TASK-BASED APPROACH

PRE-TASK
INTRODUCTION TO TOPIC AND TASK INSTRUCTIONS

TASK CYCLE PLANNING

TASK

REPORT

LANGUAGE FOCUS
ANALYSIS AND PRACTICE

## KOLB'S EXPERIENTIAL LEARNING MODEL

Kolb thought that knowledge is gotten by experiences. Some teachers believe that learning does not get to the brain, unless that it has arrived there via the heart The learning cycle involves four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. (Kolb, 1984. In:EEAILE:2021)

KOLB'S EXPERIENTIAL LEARNING MODEL
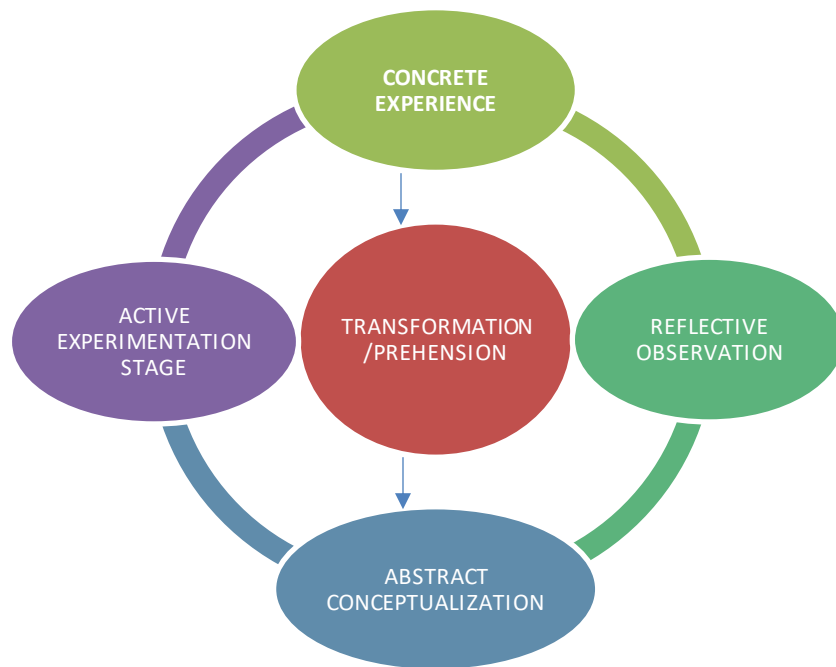
Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan

Teaching sequence template

1.Lesson plan identification cell.	
Author	María de Jesús Leticia Orduña Rosales
Educational stage	Third grade Middle School.
Title of your Lesson plan	Expressing and listening to ideologies from other countries
Learning Objective of the plan	To investigate, summarize, express and hear about weddings and animal abuse prevention in other countries by applying the simple present tense so that students can transmit and understand a message of interculturality, supporting it with pictures and using their creativity when presenting it, and with this, the student gets to know more about other cultures and further develop intercultural skills.
Communicative skill considered	Speaking and Listening
State of the following options	How to use the Present Simple to express about other cultures and to identify it when listening to it . Recycling topic
Functions	Expressing and understanding about other cultures
Main Grammar structure	Simple Present
Other Grammar structures	Verb to be
Brief description of the plan	Students talk for 2 to 5 minutes maximum about weddings or animal abuse in other countries, while their classmates listen attentively.
Hours of the plan implementation	1
Number of sessions	1
Contents required for the lesson	Speaking, listening and video
Link of the content	These links are a support guide for students to develop the activity. https://youtu.be/dQGmL6jYqpA (from minute 1 to 2:19) https://youtu.be/sGRkVqr8EII https://youtu.be/TM_SgWTfRc4 https://www.google.com/search?q=traductor+google+ingl%C3%A9s+espa%C3%B1ol&rlz=1C1CHBD_esMX886MX886&oq=tra&aqs=chrome.1.69i59l2j69i57j69i60l5.10753j0j7&sourceid=chrome&ie=UTF-8 Appendix 3.Video Evidence

2.Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Introduction activity [Describe the introductory activities of the lesson. It must activate prior knowledge, create a context and motivate students to take the lesson]	The teacher starts by asking if they know what culture is, asks for examples, then presents them with a video to better understand the topic, then talks about interculturality, and asks what their favorite country is, why they like it and if they know anything about their culture, and reinforces the topic with a video as well. It is the warm-up.	Students answer questions asked by the teacher	1
Set the objective of the lesson [Describe how you will present the objective of the lesson]	The teacher explains how they can express themselves about other cultures using the present simple tense in a speech and about the support material they can use, To convey an intercultural message	Students listen attentively to what the speaking is about, what they have to do with it and ask any questions to achieve the desired objective.	1
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]		The speaker speaks individually but interacts with peers when answering questions and the teacher supports the students at all times.	1
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	The teacher shows the unfamiliar words to the pupil and asks if they have any doubts about their meaning if there are doubts the teacher explain them, if they		1

	know the vocabulary then the learner say what they mean to the class and thus check if they are correct.		
1st practice [Describe the students activities to practice what was presented to them] **Speaking: Integration of skills** (Brown, 2007)**and Communication Competence** (Snow, 2007) **Listening:Receptive skill** (Britsh, 14th de April de 2010)	Students record themselves with their mobile phone or any other device they have at hand, making a speech about the culture of other country and thus practicing their speaking and listening applying the Simple Present	Students do as requested by the teacher	**1**
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	The teacher presents a different topic than the one requested to the students and asks them to make questions about it. For example, speaks about the mentality of the Japanese people.	The teacher helps to answer and make these questions together with the students.	**1**
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	The teacher teaches the students how to use the Simple Present with a similar example, in a cultural speech, for expressing, for asking, etc.	The students ask any questions if they have doubts.	**1**
Summary [Describe how you summarize what was presented on the lesson]	The student learns to express, listen and understand what interculturality is by applying the Simple Present and losing the fear of speaking in English.		

3.Evaluation POINTS

Rubrics

The student knows how to express himself/herself in a way that is understood	2
He/she uses his/her creativity and imagination.	2
Uses the Simple Present	2
Fluency and good pronunciation	2
Integrates support material	2
Total	**10**

4.Conclusion

The teacher asks students if they like the activity and reinforces what they learned, the teacher may suggest practicing the speaking   and listening at home as many times as necessary until they learn it well.

5.Follow up activities

The students can do the same with other speaking and listening activities of their choice with any other material available at home or on the internet.

Teaching sequence template

1.Lesson plan identification cell.	
Author	María de Jesús Leticia Orduña Rosales
Educational stage	Third grade, Middle School.
Title of your Lesson plan	Reading and Writing ideologies from other countries
Learning Objective of the plan	To analyze and understand the information given by the expositor from the previous class about interculturality when reading it,to apply and build questions with Simple Present that he/she expresses aloud to the lecturer, and she/he can communicate through self-developed questions by applying the knowledge acquired.
Communicative skill considered	Writing and Reading
State of the following options	How to use the Simple Present tense when analyzing a text about other cultures and to be able to construct questions with this tense based on the analysis. Recycling topic
Functions	Analyzing and understanding about other cultures
Main Grammar structure	Simple Present
Other Grammar structures	Verb to be
Brief description of the plan	Students should analyze and understand the text on interculturality given by the expositor in the previous Reading and Listening class so that they can ask questions to the lecturer about the topic in the Simple Present tense.
Hours of the plan implementation	1
Number of sessions	1
Contents required for the lesson	Writing, Reading with text about other cultures
Link of the content	These links are a support guide for students to develop the activity. https://youtu.be/m0kTGL6Flzg https://youtu.be/8gN9rSN54VI,https://youtu.be/TZAklerD988

2.Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Introduction activity [Describe the introductory activities of the lesson. It must activate prior knowledge, create a context and motivate students to take the lesson]	The teacher asks if they remember what the previous class was about, what cultures were discussed, what was said in general about each of them. The student reads a text about Special Days for Families in other countries such as weddings, Christmas, Birthdays and with the help of the teacher will answer the questions that come in the text as part of the warm-up. **Appendix 1**	Students answer questions asked by the teacher	1
Set the objective of the lesson [Describe how you will present the objective of the lesson]	The teacher explains to the students the importance of analysing and understanding the information captured from the presentations of the previous class so that together with the text (**Appendix 2**) that the expositor shares with their classmates concerning the culture presented, they can better clarify the topic and elaborate questions in Simple Present from the text analysed, and express them aloud to the speaker, the links will be provided to the students before the class so that they can	Students listen attentively to what the speaking is about, what they have to do with it and ask any questions to achieve the desired objective.	1

	review how to ask the questions.		
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]		The student reads, analyzes and asks individually but interacts when asking questions to the expositor and the teacher supports the students at all times.	**1**
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	The teacher asks the students doubts about unfamiliar words in the texts and if there are doubts the teacher explains them, if they know the vocabulary then the learner says what they mean to the class and the teacher checks if they are correct.		**1**
1st practice [Describe the students activities to practice what was presented to them] **Reading:The Interactive Model** (Goodman, 1981) **and Schema Theory** (In:EEAILE, 2021) **WRITING:Language structures** (Hyland, 2002)	Students read about the culture of other country and thus practicing their reading and writing making questions in Simple Present for the expositor with respect last class presented	Students do as requested by the teacher	**1**
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	The teacher presents a different topic than the one requested to the students and asks them to make questions about it	The teacher helps to answer and make these questions together with the students.	**1**

Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	The teacher reviews with her students how to make questions with the Simple Present with a similar example, in a cultural speech	The students ask any questions if they have doubts.	**1**
Summary [Describe how you summarize what was presented on the lesson]	The student learns to analyze, understand, read an interculturality text and write questions in Simple Present with this reading		

3.Evaluation   **POINTS**
Rubrics

The learner understands and comprehends the subject matter read and presented.   3
The learner knows how to structure questions in the Simple Present tense.   3
The learner has good pronunciation when expressing questions to the expositor.   2
The learner is participative and contributes to the class   2

                                                                    Total   **10**

4.Conclusion

The teacher asks students if they like the activity and reinforced what they learned, the teacher may suggest practicing the reading and writing at home as many times as necessary until they learn it well.

5.Follow up activities

The students can do the same with other reading and writing activities of their choice with any other material available at home or on the internet.

Description of the development of the activities.

My Lesson Plans are made up of 2 sections, one with Speaking and Reading, in which the objective was that the student had to investigate, summarize, express and hear about weddings and animal abuse prevention in other countries by applying the simple present tense, so that they could transmit and understand a message of interculturality, supporting it with pictures and using their creativity when presenting it, and with this, the student got to know more about other cultures and further develop intercultural skills.

At the beginning the students were given some links to watch a video about Interculturality and culture so that with this we can introduce them to the topic, then the students were asked to record an intercultural video with two topics to choose from, either animal abuse prevention or weddings in other countries, then the students presented in class the topic of the video they recorded and turn her classmates listening to her applying the skill of Listening

In the following section, Reading and Writing skills were developed when the student analyzed and understood the summary given by the speaker on the topic seen in the previous intercultural classes, so that the student could read it, analyze it, constructed and applied questions in Simple Present to the speaker and thus achieve communication with him/her. The topic of Interculturality was activated by reading a text called "Special Days for families" (Herrera, 2013)to start developing the Reading activity. To carry out the Writing activity, the students made a summary using the Simple Present of the topic they developed in their presentation, which they shared with their classmates for their reading and comprehension, finally they identified sentences in Simple Present in the summary given by the speaker to ask questions in Simple Present and continue developing the Writing skill. My students preferred to talk about weddings in other countries rather than animal abuse prevention, so I focused my video on this topic specifically.

Theories that support my Lesson Plans

SPEAKING

STRATEGIC COMPETENCE AND COMMUNICATION STRATEGIE

Two types of competencies are known as strategic and communication (Snow, 2007.In: EEAILE:2021). Strategic competence is the speaker's ability to interact with other speakers and in this way the flow of communication is presented avoiding the fewest errors, for example, to understand what is said, not to speak very quickly. Strategic competence is part of the communication competence and communication competence is used by the students in case there are any inconveniences in the communication or if the language is not mastered very well, the communication strategies are compensatory for balancing the differences in the speaker's code and are divided into strategies of achievement and reduction.

According to Brown H. D., (2007. In:EEAILE:2021) approaches based on the **integration of skills** are:

Content-based instruction (CBI), which tells us that learners only obtain the necessary (non-linguistic) knowledge to achieve the content and its language objective.

Theme based instruction, which focuses equally on non-linguistic content and the content is the vehicle for language instruction.

Task-based language teaching, which focuses on the functional purpose that learners occupy in the language in the real world, focuses on pragmatic competences, i.e. managing the aspects and dimensions of language.

Experiential Learning and Episodic learning, these approaches tell us that language learning is not only intellectual but also holistic, in experiential learning the learner has to be exposed to the real world, e.g. interviewing a foreigner and in episodic learning affective engagement is achieved by using storytelling.

Integrating reading and speaking activities in the EFL classroom: an illustration, in this approach it is useful to integrate other components such as reading and pictures to prompt the learner to talk about the topic.

According to what was observed in this skill, we applied **Communication competences** here because the student, despite not having a good command of the language, knew how to carry out the activity and although the student did not have perfect pronunciation, he managed intelligibility well and made himself understood. At the moment of carrying out the activity, **Integration of skills** was used by the speaker because the student has the necessary skills to develop his speaking with a realistic theme (Interculturality), holistic by being exposed to the real world and integrating other components such as readings and pictures.

LISTENING

Listening is a **receptive skill** and together with prior knowledge of L1, learners can more easily understand what we perceive in another language. There are two types of listening, Interactive and Non-interactive. (Britsh, 14th de April de 2010.In: EEAILE:2021))

Interactive Listening is real activities where we can listen and participate alternately as the speaker and the listener (called turn-taking), this can be done through the media, or in person, the point is to have a real conversation and to be able to ask for clarification of any doubts.

Non-interactive listening is one-sided because they are activities where only the learner can listen to the speaker or read to him/her and the learner does not have the opportunity to ask for clarification, e.g. a song, a film, a series, a text, etc. (Nathaniel, s.f. In: EEAILE:2021)

The important elements on which listening can be supported are external stimuli, personal experiences, prior knowledge, background knowledge, and context.

In this activity presented, **Interactive listening** (Receptive Skill) is used because the speaker and the listener can interact when the listener develops questions about the topic and the speaker has to answer them.

READING

The Interactive Model is the material (reading) where the learner gives meaning to the text as he/she reads it, (Goodman, 1981.In:EEAILE:2021). The Interactive Model is the combination of the Bottom-up and Top-Top down approaches and in order to understand it better, we will define each of them. Bottom-up is the approach where the learner looks at texts with hierarchy and begins to decipher linguistic units from the smallest to the largest, (Dechant, 1991. In:EEAILE:2021), In top-down, the learner starts to make assumptions about the topic by activating what he/she already knows, giving it a general meaning and then breaking it down into smaller pieces. (Chamot, 1994. . In:EEAILE:2021)

Schema Theory

Schema is the experiences and prior knowledge that are activated when reading and help the reader to understand the topic of the text.

As mentioned in UPN platform (In:EEAILE, 2021)there are 3 types of **Schema, Content, Linguistic and Formal.**

I think that the Interactive Model is being applied in this reading because first, the student identifies complete sentences when reading (Top-down) and then focuses more specifically (Bottom-up) on the syntax of the sentences when reading the summary and the questions, however, we cannot ignore that reading always applies the Schema Theory, this happens here at the moment of activating the knowledge by the acquired experiences, for the Content of the Schema is carried out when remembering cultures from different countries.

WRITING

Hyland, (2002.In:EEAILE:2021) defines writing as the process a person develops to express ideas and suggests the following points when teaching writing.

1) Language structures, refers to the coherence of words, clauses and sentences that are structured according to rules.

Within this is familiarization, controlled, guided and free writing.

2) Discursive structures, refers to the way writing is organized according to the genre.

3) Creative expression, writing is learned, it is a process of self-discovery and to share personal meaning, each writing needs creativity.

4)Writing processes, here we reflect on the strategies used in writing and develop metacognitive awareness. The Model of writing instruction contains a selection of a topic, prewriting, composing, response, proofreading, evaluation and publishing.

In the writing activity, the approach Language Structures is carried out because the summary must be coherent and the questions that the listener are going to elaborate on must be well structured with grammar rules, vocabulary options, imitating models using the text they researched to write about the topic to be presented and using free writing applying acquired knowledge.

Some of the problems that the student may have at the time of carrying out the speaking could be that they forget their text because of nerves, or they stutter a lot and do not make themselves understood, but they can have an accordion at hand for any difficulty that may arise, prior to this they also had the opportunity to practice their presentation when they record their video before presenting their theme to their classmates, with regard to listening there may be a mental block on the part of the listener, however, if this happens, the expositor will give them a written summary of the presentation so that they can try to listen attentively at the beginning and then, with the written summary, they can make the questions , this activity may cause problems in structuring the sentences, but, the teacher will be supporting them at all times to clarify their doubts, in addition the teacher will share some links explaining Simple Present so that they can review them at home, and when the listeners are reading the summary, a problem that may arise is that they do not know much of the new vocabulary, but the student can support himself with his translator or dictionary, and as a last option he can consult the teacher. The exhibitor may also present problems at the time of writing his summary or he cannot connect the ideas and his text does not have coherence, but in the same way, the teacher will review the summary before the exhibition so that it is carried out or with the least number of errors possible.

INTERCULTURALITY

Linguistic, Grammatical, and Intercultural Competences

Linguistic Competence

Linguistic Competence refers to the grammar of a language without considering the context when applying words or structures, it is also called grammatical competence because you can have the words or the grammar but you do not achieve the meaning of the message because you do not consider the context, for example, if I say "I am boring" it can be interpreted with the feeling that I am bored although the reality is that this expression means that I am boring for other people, the correct phrase would be "I am bored", to feel boredom, for that reason, it is very important to consider before trying to transmit a message the context.

Communicative Competence

This competence focuses on being able to communicate with the language and not on the structure of the language because the language is used to interact in a social context, the context, the situation, the relationship between the speakers and the sociolinguistic norms determine what is said and how it is said, for example, a conversation between friends or family is not the same as a conversation with your teachers, (In:EEAILE, 2021).

Intercultural Competence

Communicative competence involves two cultures, one's own and that of the other person with whom one is speaking, whereas Intercultural Competence is about knowing the culture of several countries in lesser quantity but enough to communicate in different intercultural contexts.

Ethnocentrism

On many occasions, we believe that only our culture is the only one, the best and we do not think that other different cultures are depending on the country we are talking about and this leads us to judge others by their way of seeing the world and this is called Ethnocentrism

In the activities presented in the planning in both cases a linguistic competence is being applied since the students are asked in their intercultural speech to handle the Simple Present tense and they must know the grammatical rules to be able to form it in affirmative

sentences, negative sentences and questions, it is applied from the moment the student begins to summarize, This knowledge is necessary but the communicative competence is not left aside as these activities are used to get to know other cultures in a social context and they must use an appropriate language according to the topic expressed more formally in real situations, presented in those cultures. With all these activities the students will begin to develop an Intercultural awareness, understanding that their culture is not the only one, nor the best, that every one of them is different and that there is a very extensive cultural diversity, where there must be respect for each one of them leaving aside the feeling that only their own is the real and true one to avoid Ethnocentrism If we allow this idea to grow, we can fall into racism, discrimination, conflicts, confrontations with other students from different countries, but if we achieve higher awareness in our students, we will be avoiding ideologies of superiority and judging others for their way of seeing the world differently from the way we see it.

Expected outcomes on processes and attitudes.

The expected results in the Speaking activity were that the students would begin to lose their fear of the language when speaking it in front of other people, polish their pronunciation and fluency, and begin to develop their Listening skills by applying the Simple Present tense for both skills. For Reading, the goal was that they could better understand and analyze the texts in English to create a summary, construct sentences in the Simple Present tense with the least possible errors grammatically speaking, learn new vocabulary related to these topics and at the moment of reading aloud improve pronunciation, because that is the best way to do it, to hear oneself read, focusing these four skills to Interculturality. It was expected that most of the students participated in this activity with enthusiasm and pleasure, understanding the fear and the environment of speaking in front of an audience and even more so in English.

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

The tool I chose to assess my activities was the **Rubrics** and I agree that to assess speaking, one must observe and listen attentively, considering non-verbal language, such as gestures, hand movements, body movements, etc; For this skill to be achieved, at least two people are needed, one to speak and the other to listen. Consider that the accent can vary depending on who is speaking, whether it is a foreigner or a Mexican, but this Mexican speaks a dialect and has that accent, in the same way, the accent is given depending on the state where they come from, for example, those from Merida speak with different accents than those from Chihuahua. Other elements to consider when assessing Speaking are micro and macro skills, micro-skills to consider in speaking are speaking in chunks of different sizes, accents and rhythm, if possible using reduced forms of words and phrases, fluency with different speeds, fillers, self-corrections or backtracking to better clarify the message, using grammar correctly, concisely, e.g. having order, patterns and rules in words and being able to express oneself in different grammatical forms. With regard to the Macro Skills, the message should be focused on the objective of communication and the situation of the participants, connect and transmit the main idea and as support use the non-verbal language together with verbal language, with regard to non-verbal language could be body language, facial features and use of hands, so that the message can be transmitted better, emphasizing the words is very useful, creating a context and if possible verify the understanding of the interlocutor. All this should be carried out according to the level of the students, in my case the students are at a very basic level, my priority is to get the message transmitted, without considering so many detailed elements and complex grammatical structures in an energetic way, as these are the first exposures to the language they have.

According to Taken in Kuhlman (2008. In:EEAILE:2021) some of the items that can be considered in rubric assessment are Pronunciation/diction, Fluency, Word choice, Usage, Ideas/meaning, of which some of these were considered in my rubric assessment.

O'Malley and Valdez (1996. In:EEAILE:2021) say that to provoke speaking in students it is easy to use picture-cued descriptions or stories, radio broadcasts, video clips, information-gap activities, improvisations, oral reports, and debates, of which several of the above my students were exposed to and made use of.

To assess **Listening**, Ramirez (1995. In:EEAILE:2021) gives us a classification as follows:

Listening Comprehension Formats:

Selective listening: Recording specific information, Dictation, Transcription

Gist: Comprehension questions, Translation, Making decisions, Identifying sociolinguistic factors

For the activities that were carried out, the student-focused on Specific information recording tasks, since the student concentrated on listening, understanding as much as possible of the speaker and taking notes that he/she used to solve later tasks.

To evaluate the **Reading**, we must start from the comprehension of it, considering the micro and macro skills to be evaluated, whether it is only to understand letters, words, sentences, phrases or even a longer text. In my Reading activity it is evaluated using the questions that the student asks the speaker when he/she reads his/her summary and with this, we can identify if he/she understood the text or not, this evaluation strategy is related to free-recall, summaries, alternative summary formats, and information-transfer formats, but we will focus on Free-Recall which indicates that after reading the text the student takes note of the main ideas and later elaborates a summary, but in our case instead of making a summary the student will elaborate questions in Simple Present and this is where the way in which we assess writing enters in.

For **Writing** we will analyze the alternatives to assess this skill by rubrics because they help us to do it in a more specific way, they can be adopted for any context and at any level, according to O'Malley and Valdez Pierce (1996. In:EEAILE:2021), there are 3 ways to grade by rubrics, by their organization, by their composition and by their mechanics.

Organization: Use single words, phrases, write simple sentences/phrases, begin to write a paragraph by organizing ideas, develop a logical paragraph, present multi-paragraph organization logically, though some parts may not be fully developed, present multi-paragraph organization with clear introductions, development of ideas, and conclusion.

Mechanics: Misspells even simple words; little formatting evident, some errors with spelling and punctuation that detract from meaning, mostly effective use of mechanics; errors do not detract from meaning, effective use of capitalization, punctuation, spelling and formatting.

Composition: No clear idea, little or no elaboration, many digressions, not a focused idea or more than one idea, sketchy elaboration, and many digressions, central idea, but not as evenly elaborated and with some digressions, focus on central ideas with an organized and elaborated text.

The rubric evaluations that were applied are Formative since they are being applied in the learning process of the students.

Theoretical Foundation of my Assessment

First, we will focus on what Testing and Assessment is according to Brown H. D (2004.In:EEAILE:2021), Testing is defined as "a method of measuring a person's ability, knowledge or performance in a given domain" and Assessment is not the same as testing. Assessment is defined as "a continuous process that covers a much broader domain ", we will focus on the Assessment part.

Informal and Formal assessment:

Every time the teacher gives feedback, learning strategies or some other correction to the students for performing some activity this is called Informal assessment, whereas Formal assessment is more detailed, more planned, more official, both are aimed at achieving the students' objectives.

Formative and summative assessment

Formative assessment tells us that it is given during the process of language acquisition and summative assessment can be given at the end of the course to measure the knowledge acquired by the student for a certain period, bimester, semester, etc.

From my point of view, all teachers always carry out an either formal, informal, summative or formative. assessment as they are basic for any level of teaching in order to obtain the best results in student learning.

It is important to clarify that speaking and writing are "productive" and listening and reading are "receptive", because speaking and writing create or elaborate knowledge and reading and listening are receivers of this knowledge, they are more for comprehension and analysis. (Ramírez, 1995. In:EEAILE:2021)

Some of the characteristics to be considered in speaking according to Taken in Kuhlman (2008. In:EEAILE:2021) are: **Speaking** is an observable skill so it might be easier to assess, when speaking, we include non-verbal language such as hand, body movements, speaking requires interaction with at least two people, speaking may show language variation, that is, some particular dialects may appear as issues to discuss, speaking cannot be assessed in isolation.

2.03 Attached evidences of (graphics, photos, images)
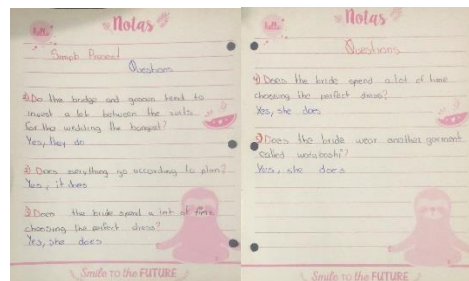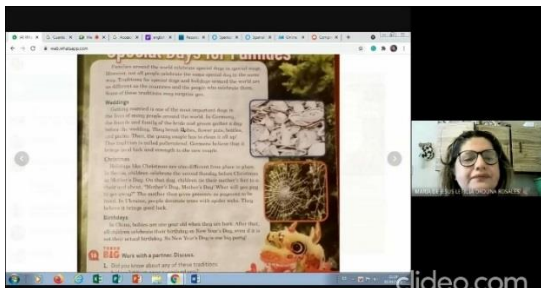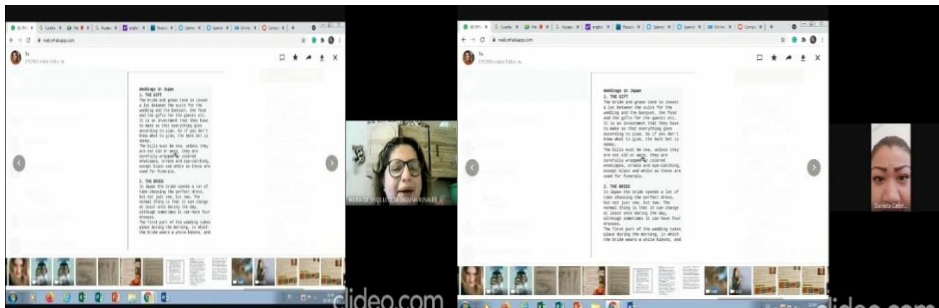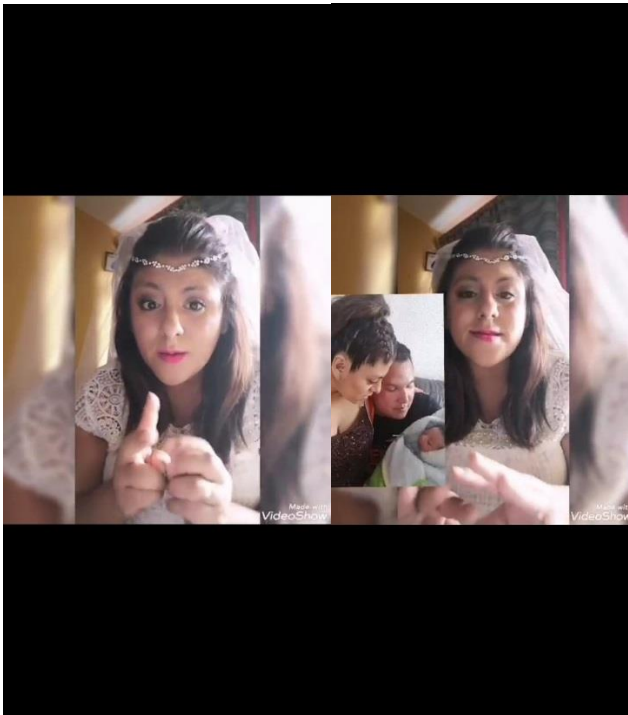
Hello. I am Yanira Zoe Juarez Cardenas. Today I am going to present on the subject of weddings in the United States.

The bride has to wear a white dress with a veil from the head to the chin with slippers and a bouquet of flowers.

Now we go with the groom has to wear a gala suit with a tie and black shoes.

This is done in a church or wherever the bride and groom want it most.

Vows are give at mass if you don't know what the vows are, I'll expain them to you quickly.

The vows are words that they say to each other like they are gong to love them.

The on who directs the mass is a priest. The pres is the one who give the rules of marriage.
The on who directs the mass is a priest. the priest is the one who gives the rules of marriage. At the end of the mass the go to a party that is held to celebate the marriage. At the party food is give to guest and family.

Before the end of the pary cake is gave to the guests

this is all tank you very much for you attention bye

2.04 Show evidences of your designed tool to assess your students

RUBRICS FOR SPEAKING AND LISTENING

The student knows how to express himself/herself in a way that is understood	2
He/she uses his/her creativity and imagination.	2
Uses the Simple Present	2
Fluency and good pronunciation	2
Integrates support material	2
Total	**10**

RUBRICS FOR READING AND WRITING

The learner understands and comprehends the subject matter read and presented.	3
The learner knows how to structure questions in the Simple Present tense.	3
The learner has good pronunciation when expressing questions to the expositor.	2
The learner is participative and contributes to the class	2
Total	**10**

RUBRICS

Left screenshot — Chat with Zoe Cel Ok (en línea) — 1:47

Rubrics
The learner understands and comprehends the subject matter read and presented.   3
The learner knows how to structure questions in the Simple Present tense.   3
The learner has good pronunciation when expressing questions to the expositor.   2
The learner is participative and contributes to the class   1

Total   9   1:43 p. m. ✓✓

This is your assessment   1:43 p. m. ✓✓

😌   1:43 p. m. ✓✓

🚫 *Este mensaje fue eliminado*   1:44 p. m.

Muchas gracias miss ❤️   1:46 p. m.

Que tenga buen día   1:46 p. m.

You too   1:46 p. m. ✓✓

🥰   1:46 p. m. ✓✓

Right screenshot — Chat with Ma. Fernanda Pa... — 10:53
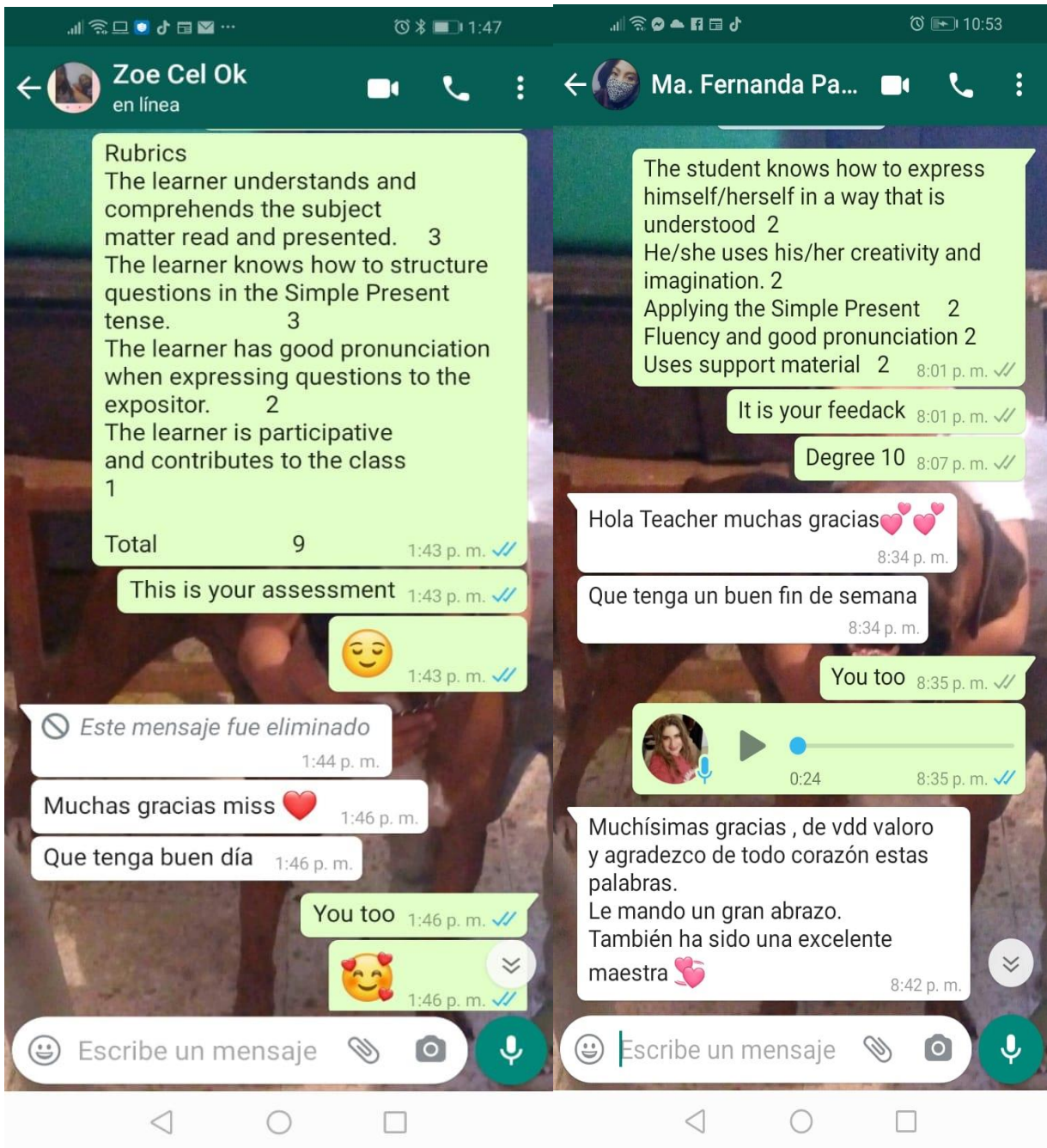
The student knows how to express himself/herself in a way that is understood 2
He/she uses his/her creativity and imagination. 2
Applying the Simple Present   2
Fluency and good pronunciation 2
Uses support material   2   8:01 p. m. ✓✓

It is your feedack   8:01 p. m. ✓✓

Degree 10   8:07 p. m. ✓✓

Hola Teacher muchas gracias💕💕   8:34 p. m.

Que tenga un buen fin de semana   8:34 p. m.

You too   8:35 p. m. ✓✓

▶ 0:24   8:35 p. m. ✓✓

Muchísimas gracias , de vdd valoro y agradezco de todo corazón estas palabras.
Le mando un gran abrazo.
También ha sido una excelente maestra💗   8:42 p. m.

Definitely the Rubrics was the best way to grade these activities since most of them are abstract and in order to evaluate them it was necessary the technique of observation and analysis, using any other type of evaluation would not have given the expected results and the grade could have been lower than it should be, in particular for me as a teacher is more important the process than the end result, I highly value the effort of my students because not only must deal with the lack of knowledge of the language, I value very much the effort of my students because they not only have to deal with the lack of knowledge of the language, but also with the adversities and challenges of their personal life of each one of them and despite all that they made a great effort to carry out the activities as requested in a successful way with a good mood and very motivated, even more in this situation that we are all going through because of the pandemic since they are also learning how to face and cope with this very complicated stage of life, With another instrument a more accurate value would have been achieved but it would have demotivated and devalued them by not obtaining the desired result and what we are looking for as a teacher is exactly the opposite, that they love the language, that they take pleasure in learning it every day.

2.05 Performing and Recording the activities.

https://drive.google.com/file/d/12fcLJKGkBK2cd5pCkSkSYFTk7X4TbITE/view?usp=sharing

Chapter 3: Experience Report

In the Speaking activities, it was expected that the student would begin to lose the fear of speaking English in front of others and we were able to accomplish this point, we will continue working with pronunciation and fluency constantly to continue polishing this skill and also improve Listening as this is the bogeyman of all Mexicans because we are not constantly exposed to this type of situations in the real world, The main grammatical content was to apply and analyze the Simple Present through Reading and Writing and although this was the most difficult time to understand and apply, it was fulfilled as expected, Interculturality was present at all times at the time of developing each of the activities. These activities to develop was not an easy task for the students at the time of the exhibition because they were overcome by nerves, however, I was always there to give them confidence and motivate them to complete this activity successfully, another drawback was that the students at the time of listening to the exhibition the message was not entirely clear because of the same situation that the exhibitor was overcome by nerves, Thinking about these inconveniences,

the Reading activity was carried out with the summary of what had already been exposed to clarify the topic, and when reading it there were doubts regarding the unknown vocabulary and new grammatical structures, but I was attentive at all times to clarify any doubts. In the Writing activity, it was not easy to identify the Simple Present and ask the questions but with the explanation and the examples given, it was possible to carry out the activity successfully. As in everything we have weak students but most of my students are very applied and persevering and do their best to meet the objectives of what they are asked to do. The progress of my students in Speaking was noted concerning fluency and pronunciation by applying the technique of observation at the time the student presented his topic in class, for Listening it was seen if this skill was understood by asking key questions for this purpose, clarifying the doubts of the students, with the physical material that the exhibitor took and applying the previous knowledge it was noted that the message was understood, We could see the performance in Reading when the student was asked to read the summary of the previous class exposed and with the reading of the Warm-up called "Special Days for families" here we noticed the same way the pronunciation and fluency, finally for Writing when we read the summary of the class exposed, the questions that were elaborated in Simple Present we could see if the student knew how to analyze and apply this skill and this tense.

CONCLUSIONS

For a long time, I had the idea that knowing English and transmitting it in the best way to my students would be more than enough, but I realize that I was wrong because today I know things that I would never have imagined existed before in order to have a better performance in my teaching, This does not mean that I was wrong, but that there are theoretical bases with which I can have better performance and although I intuitively applied some theories and approaches at the time of teaching my class, I did not have the bases and knowledge of how and when to apply them better, my plans were very poor because I had no idea how they were elaborated, much less the best ways to evaluate them. Each of the plans with the 4 skills mentioned here is more structured and better planned. The activities of this final project were carried out with great effort by my students trying to face with enthusiasm and respect each of the challenges that were presented to us to try to carry them out successfully, I tried to apply the methods and approaches that I was taught in the specialty in the simplest way possible for my students, I see with joy that there is a sea of difference to see my first and last assignments, undoubtedly the result was successful, I am a better version of myself as a teacher and in turn that leads me to my students have a better quality teaching, structured and studied. It is important to clarify that I chose two topics for this final project because I wanted my students to feel free to choose the one they liked the most so that they could do it in a more enjoyable way and thus create in them a taste for study according to what the New Mexican School says. I am very happy and grateful to UPN and to my teacher for all her teachings.

APPENDIX 1

Special Days for Families

Families around the world celebrate special days in special ways. However, not all people celebrate the same special day in the same way. Traditions for special days and holidays around the world are as different as the countries and the people who celebrate them. Some of these traditions may surprise you.

Weddings

Getting married is one of the most important days in the lives of many people around the world. In Germany, the friends and family of the bride and groom gather a day before the wedding. They break dishes, flower pots, bottles, and plates. Then, the young couple has to clean it all up! This tradition is called *polterabend*. Germans believe that it brings good luck and strength to the new couple.

Christmas

Holidays like Christmas are also different from place to place. In Serbia, children celebrate the second Sunday before Christmas as Mother's Day. On that day, children tie their mother's feet to a chair and shout, "Mother's Day, Mother's Day! What will you pay to get away?" The mother then gives presents as payment to be freed. In Ukraine, people decorate trees with spider webs. They believe it brings good luck.

Birthdays

In China, babies are one year old when they are born. After that, all children celebrate their birthday on New Year's Day, even if it is not their actual birthday. So New Year's Day is one big party!

16 **THINK BIG** Work with a partner. Discuss.

1. Did you know about any of these traditions before? Which ones surprised you?

2. Does your family have any special traditions? What are they?

3. What family traditions from other countries do you know about?

Unit 21

40

APPENDIX 2

Weddings in Japan

1. THE GIFT

The bride and groom tend to invest a lot between the suits for the wedding and the banquet, the food and the gifts for the guests etc. It is an investment that they have to make so that everything goes according to plan. So if you don't know what to give, the best bet is money.

The bills must be new, unless they are not old or worn, they are carefully wrapped in colored envelopes, ornate and eye-catching, except black and white as these are used for funerals.

2. THE BRIDE

In Japan the bride spends a lot of time choosing the perfect dress, but not just one, but two. The normal thing is that it can change at least once during the day, although sometimes it can have four dresses.

The first part of the wedding takes place during the morning, in which the bride wears a white kimono, and this shows submission to the new family. This kimono is called shiromuku.

Preparation of the bride to start the ceremony

The bride wears another garment called wataboshi, this is in the shape of a hood and underneath she wears an accessory made up of a wig and cloth called tsunokakushi, which literally means hiding of horns. This garment symbolizes that the woman hides her selfishness and jealousy to show herself pure and gentle to the husband.

3. THE CEREMONY

The traditional Japanese wedding is the Shinto wedding. In this, the bride and groom meet only with the close family and a priest in a sanctuary. The priest offers prayers to the gods, the couple is purified, and prayers are dedicated to each other. Finally they share three glasses of sake called san-san-kudo.

4. THE CELEBRATION

When the bride and groom serve their family and friends at the reception, it is time to eat and drink, in which everyone is looking forward to it. This celebration is called nijikai.

When the older ones finish, they retire and the youngsters move to a more relaxed place where they will eat, drink and continue having fun. This is not included in the price of the reception, so whoever wishes to attend must pay an extra. However, if someone is unable to pay, the bride and groom usually invite them because they do not want their friends to be left without attending because of money.

5. AT THE END OF THE CELEBRATION

Finally, when the guests leave and only a few remain, the newlyweds and their closest friends will move once more to celebrate the sanjikai ("third party") in a smaller and quieter place.

The idea is that they can enjoy with those who have not been lucky enough to see so much due to their responsibilities. The couple change into more comfortable clothes to spend some time drinking and enjoying themselves with their loved ones.

APPENDIX 3

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https://drive.google.com/file/d/1Un53zWCFjbVXzTYQlZb3w6UmVzIK70nb/view?usp=sharing

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