

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA EL TRABAJO COLABORATIVO COMO UNA FORMA PARA DESARROLLAR LAS HABILIDADES DEL IDIOMA INGLÉS PROMOVRIENDO LA INTERCULTURALIDAD

TRABAJO RECEPCIONAL

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

PRESENTA:

MARTHA NORMA RAMÍREZ ALBARRÁN

ASESOR: MTRA. ROCÍO SALGADO PEREA

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UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

EDUCATIONAL INTERVENTION PROPOSAL

THE COLLABORATIVE WORK AS A WAY TO DEVELOP THE ENGLISH LANGUAGE SKILLS PROMOTING INTERCULTURALITY

RECEPTIONAL WORK

**THAT TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGN
LANGUAGE**

ONLINE MODALITY

PRESENTS:

MARTHA NORMA RAMÍREZ ALBARRÁN

TUTOR: MTRA. ROCÍO SALGADO PEREA

México City, July 4th, 2021.

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Introduction

In this project, first, it is described the teaching identity and philosophy, the beliefs, the values and the reflections. It is explained how the knowledge of this specialization has improved the teacher's practice inside and outside the classroom. The teaching experience helps to be conscious that it is mandatory to work on different aspects, like to reinforce the knowledge and change the perspective about education. The reflection on the practice, activities, assessment contributes to the education of the students.

Next, It is presented the theory underlying the teaching practice and identity. It is presented the theory used in the lesson plan to develop the four skills and at the same time, it is analyzed the teaching practice. It is described different concepts related to the development of skills, assessment, feedback, interculturality and technology. It is made a reflection of how the theory applied to the practice impacts the teaching-learning process on the students. It is explained the rationale behind, how it supports the activities, material and assessment with the theory. It is detailed how to integrate the concepts and strategies to develop English language skills and interculturality. It is also explained the importance to integrate the use of technology and interculturality in all the activities.

Next, it is presented the lesson plan designed to guide the student to develop reading, listening, writing and speaking skills. It also contains activities that help to integrate interculturality and technology with the skills. It is detailed the content of each lesson, and the rationale behind the activities. It is presented the lesson plan, which incorporates the theory reviewed in this specialization, applied to the development of reading, listening, writing and speaking skills. The lesson plan integrates the vocabulary needed and the grammar structure focus on the curriculum for fourth-grade students at the high school level. The lesson plan describes step by step the different activities the students need to develop to improve each one of the skills. The last lesson is focused on the development of the final product, which is worked with the writing skill.

After that, It is described the design of the tools used to assess the progress of the students and the rationale behind the rubrics. The evidence of the outcomes for the activities that were possible to apply with the students and the evidence for the assessment. It is also included a video where it is explained the experience developing the project and the design of the lesson plan. It is related to the experience lived with the development and outcome of

the activities. Though it was not possible to apply all of the activities presented in the lesson plan, it is made a reflection on the impact they could have on the students' life.

It is also presented an analysis of the outcomes that were possible to obtain and the reasons when it was not possible to apply all the activities. It is explained the assessment tools used that are two rubrics used to assess formally and in a formative way the different activities and the final product. The aspects in the rubrics consider the integration of the vocabulary, grammar, the four skills, the use of technology and interculturality.

Finally, in the conclusion, it is made a reflection about the development of this project, the knowledge and the experience acquired during the specialization. It is explained the relationship between the teaching philosophy and the lesson plan and how they impact the teaching-learning English process and how they impact the education of the students. It is also included the appendixes designed for the development of the activities and the reference cited in this project.

Chapter 1. Philosophy and theory

1.01 Teaching Identity and philosophy

I am convinced that it is throughout education that makes it possible to construct a nation. My students will soon be the people who provide us services and products. So the students must be conscious of the impact of their work on society. Thinking about this, my constant preparation is necessary to make me improve my teaching-learning English practice that will be reflected in the students' preparation. My role as a teacher is relevant and transcendental to achieve the institutional expected goals, which are oriented to improve the quality of the education of the students and contribute to educating citizens committed to their actions.

During this specialization, I have realized that being a teacher implies many responsibilities related to the students' personalities, approaches, methods, techniques, strategies, lesson plans, material, feedback, testing, evaluation, among other important aspects. The mission, vision, objectives of my institución are reflected in my classes. My principles, my values and my constant preparation also are manifested in the interaction with the students. My role implies hard but satisfying work inside and outside the classroom. I need to be aware of the constant changes that are happening in this constantly changing world. So I need to be updated with the technology, incorporate it into my classes and involve the students in it.

It is necessary to guide the students on the activities to facilitate the knowledge. However, the most important is to teach the students to learn how to learn by themselves. To give them clear instructions and monitor the students' work and the development of the activities. To give positive feedback that makes them feel confident to improve their work. As a teacher, I have the opportunity to be an example for my students and to motivate them to create positive changes. To identify the difficult situations and look for the best solution in benefit of the teaching-learning process.

As I have mentioned, I am responsible for many tasks and functions, so the best that I can do is to do these tasks with quality. In my experience, I have noticed that the teacher's words could have a great impact on the students' life. Because of this, I have learned that I need to be very careful with my words and always make the students feel confident about themselves and motivate them.

I believe that to involve the students in the language it is basic to engage and motivate the students, to aware them of the necessity of learning the English language. When the student is engaged in the teaching-learning process, they participate actively and it is easier than they develop the different assigned roles and conclude the assignments. This participation is also important because it makes them feel confident to interact with foreign people in real situations. I believe that motivation is a fundamental aspect that opens and makes it easier the way to learn this interesting and necessary English language.

I have learned in this specialization that it is necessary to consider intercultural competence because it involves communicating effectively in a range of cross-cultural contexts. Though in my community there are not foreign students, I consider that it is also important to teach the students to develop this intercultural competence. The students interact inside the classroom with their partners who have different ideas and they need to respect them. And also, at a certain time, they will have the necessity to interact outside the classroom with international people with different customs, beliefs and ideas, so they need to respect these differences. Byram, Gribkova and Starkey (2002) present a model of intercultural competence that considers intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of Discovery and interaction and critical cultural awareness. All these aspects are focus to have social interaction where respect for human dignity and equality of human rights are necessary (Byram, Nichols and Stevens, 2001). Apart from these aspects, Byram considers linguistic competence and sociolinguistic competence which are focus to be an intercultural speaker instead of a native speaker.

As an English teacher, I also believe that my commitment is to make them aware that the knowledge in this language is relevant in their lives. Due to the importance that this language has in the world, I know that the longer they improve the knowledge in this language, the greater opportunities they will have to compete in this global world, where communication is mainly through the English language. To achieve this, I need to be creative, improve my skills in this language and study the pedagogical part. So my commitment is to do my best effort on my teaching-learning English practice, where the students are conscious and committed to their work, which contributes to being part of a great nation.

1.02 Theory underlying your teaching practice and identity

Talking about the Grammar-Translation Method, the Direct Method, and the Audiolingual method, I consider that it is necessary to use all of them depending on the purpose of the knowledge. I can say that I do not prefer to use one specific method because each one has certain aspects necessary in the teaching-learning process of this language. However, I need to evaluate which one is useful and suitable to use depending on the situation and the expected outcomes. Related to the Theoretical perspectives of the Communicative Approach, Kolb's model of Experiential Learning is the model that my institution has decided to work with. The curriculum is based on the promotion of the competencies, it considers that the students "learn to know", "learn to do", and "learn to be". I believe that working in this way lets the students incorporate positively into society.

To help the students to improve their reading skill, I have incorporated in my practice the Bottom-up approach, where comprehension happens once the smaller pieces of information are put together. But also the Top-down approach where the readers activate previous knowledge, then use meaning and grammatical cues to identify unrecognized words. Together with the reading skill the improvement of the vocabulary is necessary, in this aspect Zimmerman (2009) mentions different strategies. One of the strategies I have incorporated is "Taking context into consideration" because the students reflect on the text and try to guess the meaning of the unknown vocabulary. I also consider selecting meaningful topics for the students, Carrell and Eisterhold (1983), mention the importance of the particular reader's cultural background". I need to be aware that the students understand the readings, reflect on them and make the knowledge part of their life.

In my experience, I have noticed that the writing skill is not easy for the students, however, to engage and make them feel confident in this skill, it is necessary to start easily, for example, "Controlled writing" where the students follow a pattern or short dictations. I also learned that this skill must be accompanied by some principles like connecting reading and writing. This skill requires positive feedback made by the teacher and to involve the students in it. The assessment also helps to improve this skill, however, the different aspects like punctuation, vocabulary or organization, need to be incorporated gradually. I have learned that I need to consider all these aspects to make this process easier for the students and help them to improve this skill.

Speaking is a challenging skill for the students because they need to organize the information at the moment of speaking, so it is accompanied by many mistakes that they do not have the opportunity to correct. There are different criteria that the students need to improve in this skill, like fluency, accuracy, and pronunciation. Taking into consideration that it is not easy for the students to speak, these criteria need to be incorporated gradually. Strategies like the use of guessing, paraphrasing and cooperation are helpful when the ideas are not available at the moment of speaking. Some techniques like mechanical drills, communicative drills and meaningful drills are also important to express and understand the ideas. I have learned that the interaction among the students when speaking is necessary to make them feel confident, willing to participate and approach them in real situations.

Due to the lack of practice with native speakers, the use of authentic material and the background knowledge and personal experiences (McDonough and Shaw, 2003) is helpful to engage the students in this skill. I have learned that the students need to identify different sounds, intonation, tone and speed (processing the sound), and to extract the most significant of the information (processing the meaning). For this, dictation, identify some sentences that they hear and identify the main idea were considered in my lesson plan. I designed different kinds of activities that involve all the students (active, passive and impatient) gradually. To make the students feel confident and monitor this process helps them reach comprehension, grammatical structures and communication. I also learned to consider interactive and non-interactive listening situations and to work under comprehension and acquisition perspectives.

I learned to integrate with all the skills the basic aspects of grammar and vocabulary. Making use of multimedia technology gives them the advantage to compete in this global world connected through the internet. Developing interculturality is necessary because it helps the students to develop linguistic and communicative competencies, which is needed to understand and respect other cultures. Byram (1997) mentions that is helpful to know the process of interactions at the individual and societal levels to be an intercultural speaker. Students should have opportunities in the classroom to build stronger relationships or change their behaviour in benefit of intercultural competence. Students need to develop linguistic and communicative competencies to be successful. Linguistic competence is linguistic knowledge possessed by native speakers of a language, which is unconscious. Linguistic or grammatical competence in a second language refers to knowing the grammar of a language but not knowing the social context. On the other hand, Hymes (1971)

describes that competence in a language includes not only grammatical knowledge but also social knowledge, when and how to use the grammar appropriately, which is related to communicative competence.

Communicative competence refers to knowing the sociolinguistic rules of the target language (verbal and nonverbal). For this, students need to learn about the culture of the target language. It is not easy to define culture, Martin and Nakayama (2010) relate “culture” with refinement, mannerism, civilization, the arts and dominant, but I will focus on culture as shared language, beliefs and values. Taking into consideration that English has become the lingua franca in this global world, used by people of different cultures, it is required that students develop also intercultural competence. Apart from the knowledge of other cultures, it is necessary to face new and unknown situations to experience different feelings (Humphrey, 2002). But mainly to learn to have an intercultural communication focus on understanding the diversity of the different cultures.

I realized of different aspects that assessment implies to measure the performance of the students, for example, the difference between assessing and testing, the practicality, reliability, validity, authenticity, and washback aspects, the format of the tests, the instruments, the traditional and performance-based assessments, the characteristics and interests of the student. Whatever the assessment formal or informal, formative or summative, and the instruments, it needs to be focused on what we need to assess according to the curriculum. Assessment needs to be focused to help the students to improve their knowledge and skills, let them know their weaknesses and strengths, and motivate them. Of course, the incorporation of technology in the assessment is also necessary.

I have learned to incorporate all this knowledge in my lesson plans for the development of the skills, and it has made me reflect on the transcendence of my practice. The improvement in my practice is reflected in the teaching-learning process, which will impact the student's training.

Chapter 2. Methodology and practice

2.01 A practical and useful Lesson Plan

This lesson plan is designed thinking in the development of listening, reading, writing and speaking skills. The topic “My favourite country” was selected because it helps the students to understand and be aware of the intercultural aspect. When the students notice the differences among other countries they learned to respect different ideas. This topic is developed in the four skills to reinforce interculturality, which is an important aspect to be considered when interacting with people of other countries. This topic is interesting for the students and useful to review the grammar rules and vocabulary of comparatives and superlatives. The skills are organized in a specific order to help the students to acquire them, gradually and effectively. First, it is worked on the receptive skills and then the productive skills, because the receptive skills, in a certain way, the information is received, which is easier. With the productive skills, the students need to produce their work. In this way, the students develop the skills gradually and they feel confident when they achieve to do the activities and to improve their skills.

With the receptive skills, it is used the same text for both skills, the reading skill and then the listening skill because if they read the text and then listen to it, it is easier than they get more words that they have read previously. It was chosen this order because taking into consideration that is not possible to interact with people of other countries, the students have no contact with the language from native English speakers. With the productive skills, first, it is considered the writing skill, because in a certain way they have the opportunity to think and organize their ideas on paper, which is easier than speaking. Then the ideas used in the writing skill will be used for the speaking skill when they only remember and organize mentally the information. When they write they can follow examples and they have the time to correct the mistakes. Hyland (2002) mentions that in the writing process a person selects, develops, arranges, and expresses ideas in units of discourse and suggests following an approach when writing. However, when they speak, they have little or no time to correct something, they speak what they think.

Knowing that it is mandatory to implement multimedia technology in our activities and teach the students to take advantage of it, Meskill (1996) describes the potential of the technology,

so it is incorporated in all the skills, to explore and use these resources. The students need to explore and use these resources to take advantage of them, for their benefit, because technology is immersed in our daily life. Bella (2005) mentions that a blog is an easily created and updateable Website, that benefits the development of reading and writing skills. Liao (1999) mentions the importance to communicate via email. It is also incorporated the use of technology because it motivates the students to learn the English language. Apart from that, the use of technology facilitates to develop the activities dynamically.

Most of the activities are organized to be developed in teams because working in this way helps them to interact and construct their knowledge. Working collaboratively helps the students to learn from their partners, and also they learn from their mistakes. Collaborative work has advantages for the students, for example, organization, help their partners, learn to find solutions and work for a common goal. When the students work collaboratively they interact with their partners and realize that their partners have different ideas that they need to respect. Collaborative work guides them to develop intercultural communicative competence.

Talking about grammar, the comparatives and superlatives structures are considered because the students use them to describe their favourite country and highlight the differences, apart from the fact that is in the fourth-semester curriculum. The topic "My favourite country" has been interesting for the students because they interact with their partners and facilitates that the students remember and construct information about the countries. The comparatives and superlatives structures with the topic about countries help the students feel motivated and interested when they describe the information of their favourite country.

Lesson one is focused on the reading skill. Reading is an active cognitive process where interacts with the reader and the reading material. The interactive models of reading consider, how linguistic elements are processed and interpreted by the brain to understand the reading. The reader decodes the symbols into sound or visual representation of speech, and the reader uses previous knowledge to infer or guess the meaning, finally, the reader makes critical thinking, attempting to reach a global understanding and make judgments on the message (Sanchez Lozano, 2004).

There are three approaches: 1. Bottom-up (see language at the lowest linguistic level, and comprehension happens once the smaller pieces of information are put together. 2. Top-down (the readers activate previous knowledge, then use meaning and grammatical cues to identify unrecognized words), 3. Interactive (combines both, It has a text as input and has meaning extracted by the reader as output, by interacting and selecting necessary cues from the text).

Strategies for understanding vocabulary. Vocabulary is a fundamental aspect to improve language and reading skill. There are different strategies to increase the vocabulary: 1. Reflecting, the students reflect on their knowledge of the new words, for this Zimmerman (2009), presents the degree of knowledge of the words, 2. Asking questions about words. Zimmerman (2009) suggests teaching the students to ask questions of the words about meaning, grammatical features, word parts, register and collocation), 3. Taking context into consideration (It is important to consider linguistic and cultural clues. This is useful for reading comprehension, but not for learning the particular word).

Cross-cultural awareness for reading. To facilitate the reading process is essential that the teacher knows and activates the content, linguistic and formal schema. The students' schema knowledge helps to be aware of the cross-cultural differences, which entails understanding the reading because the social and cultural knowledge influences the reading process. Knowing the students' schema helps the teacher to select culturally relevant meaningful topics. Carrell and Eisterhold (1983), mention the importance of the particular reader's cultural background".

The rationale behind the Reading lesson plan. Considering the theory, the lesson plan for the reading skill considers collaborative and individual activities, the student reads the text twice, first in the group and then individually, after that they realize some comprehension exercises to know if they understand the content of the text. The lesson plan considers the bottom-up approach when the students make use of small pieces of information like adjectives and put them together in a sentence to describe a country. It also considers the top-down approach to recall their previous knowledge. To develop the vocabulary it is considered considering context, the students realize different activities to improve vocabulary, avoiding the use of the dictionary, mainly they analyze the context to guess the meaning of the unknown word. The reading text is about a topic that explains the

characteristics of other countries, it mentions the differences and similarities with other countries, in this way, the students are aware of the cultural differences.

Lesson two is focused on the Listening skill. Considering that we do not live in an English-speaking country, the contact with this listening skill is limited for the students. So the teachers need to look up for better opportunities for the students to practice this listening skill. This skill is difficult for the students because of time, confidence, nervousness, etc. However, it is necessary to find how to convert these obstacles into opportunities to involve the students in this listening skill. Teachers need to prepare the students to face the listening process in the real world; to engage them little by little to make them feel comfortable, confident and willing to participate in it. There are two important components of the listening comprehension process: Processing sound and Processing meaning. Both of them are necessary, in the first, the students identify the different sounds, the intonation, the tone and the speed; while in the second the student extracts the most significant of the information.

There are also interactive and non-interactive listening situations, and the students need to face both of them like in the real world. McDonough and Shaw (2003) cite that the students need to make use of their background knowledge and personal experiences. When the listener constructs a message it includes 1. Perception (the listener processes the sound and turns the information into something meaningful), 2. Decoding (how the listener understands the chunks and the sentences) 3. Prediction and selection (the listener filters and identifies relevant information).

The speaker presents some characteristics that influence this process, they have the background and linguistic knowledge that helps for the comprehension. Making use of authentic material helps to discover, imitate, and acquire expressions and pronunciation to enhance this skill. It is also necessary to consider that in any classroom there are different kinds of listeners. These kinds of listeners are the most participative (active), the less participative (passive) and the students with short active periods but easily distracted (impatient). Monitoring helps the students to give their best effort and feel proud of their work, helping to acquire the listening skill. To succeed in the listening process we need to be conscious that the students may feel frustrated because of the speed of delivery.

It is also necessary to be conscious of some theories necessary during the listening process, like comprehension, grammatical structures and communication. In this process, there are

different stages: Recognition of the target language (students identify the sounds of this language), Recognition of isolated words (They identify unknown words), Recognition of phrase boundaries (They identify some sentences), Listening for the gist (They identify the main idea) and True listening (They understand most of the meaning of a passage (Kolker, 2008).

The listening process can be seen under two perspectives, as comprehension (we help the learning process of a target language) and as acquisition (includes the tools of communication to help this listening process), and teachers need to be prepared to work under these perspectives when needed. We also need to visualize the difficulties that can occur during the teaching-learning listening process like redundancy, idioms, slang, reduce forms, rate of delivery, interaction (Brown, 2007), stress, rhythm and intonation. Apart from noticing the difficulties, it is important to look for solutions, because they are always present, so we need to learn to face them.

The rationale behind the Listening lesson plan. In the lesson plan, it is considered to activate previous knowledge and to listen to the same text used in the reading skill. Connecting these two skills facilitates the understanding of the listening because they have read the same information. The lesson plan, considers activities to process the meaning as well as the sound, The students process the sound when they listen to the recording and identify the words and also they process the meaning when they try to understand the message of the different sentences.

The lesson plan balances the practice of the interactive and non-interactive activities. It considers the previous knowledge making a connection with the new knowledge. In the listening process the speaker plays an important role, they have the background and linguistic knowledge, which helps the listener to enhance comprehension (Fang, 2008). However, in the lesson plan, the students are involved gradually to take the role of the speaker and not only the listener. This was useful because the students gain confidence in their listening and speaking skills. The students also are aware of the grammar structures and vocabulary. Brown (2007) explains that using a wide variety of material help the students to develop listening skill.

Considering the perception, decoding and prediction aspects in the activities the students identify the sound of some words by dictation, identify some sentences that they hear and

identify the main idea of the listening. To develop the listening activities the activities are organized in pre, while and post-listening to motivate and engage gradually the students, to do the listening meaningful, and make the knowledge part of their experiences. In these stages, it is considered the top-down process (from general background knowledge to specific). For example, in the activation, it is considered the background knowledge to engage them in the topic.

The lesson plan considers different types of activities that engage different kinds of students to integrate into the development of the activities. The students develop the activities gradually to obtain the best outcomes. Other aspects like their age, interests, cultural references, the available technology, realistic expectations are considered when selecting the recording because these aspects affect the teaching-learning process of this skill.

Lesson three is focused on the Writing skill. Writing skill is not easy to develop, it requires work, time, and following a process model. Hyland (2002) mentions that in the writing process a person selects, develops, arranges, and expresses ideas in units of discourse and suggests following an approach when writing. Language structures: It considers the coherent arrangement of words, clauses, sentences, and follows a system of rules. It has four stages 1. Familiarization, where they are taught grammar and vocabulary. 2. Controlled writing. The students practice writing following a pattern. 3. Guided writing. Students imitate model text. 4. Free writing. Students use patterns they have already learned to write new messages.

Writing process. This model follows a planning-writing-reviewing-process. It considers 10 steps: 1. Selection of a topic. 2. Prewriting (brainstorm). 3. Composing (getting ideas down on paper) 4. Response to draft. 5. Revising. 6. Response to revisions. 7. Proofreading and editing. 8. Evaluation. 9. Publishing. 10. Follow-up task (to address weakness detected). Brown (2007) considers that when teachers are guiding this skill, they need to consider some principles (learn and use the habits of “good” writers, balance process and product, connect reading and writing, provide opportunities for as much authentic writing as possible). The productive writing skill takes time to be developed, so it needs to be a quality time where applying gradually these principles helps to improve the writing process in the students since beginner’s levels.

The writing process requires that writers incorporate the micro and macro skills gradually and teachers strengthen their use. Micro skills consider to produce graphemes (handwriting), orthographic (spelling), efficient rate of speed, acceptable core of words and use appropriate word order patterns, acceptable grammatical systems, and express a particular meaning in different grammatical forms. Macro skills consider to connect ideas, use rhetorical forms and conventions, distinguish between literal and implied meanings, develop and use a battery of writing strategies, among others.

The rationale behind the Writing lesson plan. The lesson plan considers the topic “My favourite country” because the topic is interesting for the students, which helps them in the writing process. The goal is that the students describe, compare and contrast their favourite country. Talking about the stages, the students have familiarization with the grammar and vocabulary when they develop different exercises related to them. The students have controlled writing because they follow the pattern of the reading text. Also, guided writing is considered when the students imitate model text. At last, the free writing is developed because the students write their sentences to describe their favourite country.

The steps of the writing process were incorporated gradually, according to the advancement and confidence the students had with the development of the skill. The lesson plan considers the incorporation of the micro and macro skills to guide the students to write understandable writing. The five-paragraph essay model (introduction, three body and a conclusion paragraphs) is good (Macbeth, 2010), but it was not used exactly in this way because some students only consider one or two paragraphs in the body of their writings, however, it was reinforced the importance of the structure of their writings.

The strategy applied to teach the writing skill was Imitative or writing down (short dictations), Intensive or controlled (writing some sentences) and self-writing (using the reading text). This helps the students to improve their writings gradually, giving them the confidence to obtain the expected outcomes.

The writing skill must be accompanied by positive feedback, so it is considered to give general feedback, which was helpful because there were some repeated mistakes, peer feedback, which involves the students in this process and they detected how their partners write and detect other mistakes. Finally, the teacher gave personal feedback, at this point the drafts have the minimum quantity of mistakes. The assessment also improves the writing

skill, so the lesson plan considers the Content (the knowledge of the subject), Organization (the expression of clear, logical, cohesiveness and fluent ideas), Vocabulary (appropriate and varied use of words), Language use (correct use of grammatical structures), and Mechanism (legibility and accurate use of spelling, punctuation and organization) mentioned by Jenkins (2009). The rubric was useful because the students and teacher were focused on what is expected of them to consider in the writings.

Lesson four is focused on the Speaking skill. This productive skill is more difficult than writing, because all the information is in the mind, and it needs to be organized at the moment of speaking, which conducts to have mistakes that are not corrected like in the writings. The speaking skill has some characteristics: It is made of idea units, it may be planned or unplanned, the vocabulary is more generic or vague, employs fixed phrases, fillers and hesitation markers, contains errors, involves reciprocity, it could be casual or formal. The conversations also have some features: it is made up of routines, is purposeful, interactive, is about something, it has a formal or casual style.

Fluency, accuracy, and pronunciation are necessary aspects to improve speaking. Fluency is defined as reasonable speech (Richards, 1990), and accuracy as clear, articulate, grammatically and phonologically correct language. Pronunciation considers stress, rhythm and intonation. Despite these aspects are not easy to develop and required time and effort, they need to be incorporated gradually.

Strategic competence, which refers to the speakers' ability to contribute in interaction with other speakers, and to maintain the flow of the conversation by preventing potential communication breakdowns. And communication strategies are strategies used by learners to deal with communication problems. Also, it is helpful the use of guessing, paraphrasing and cooperation which are strategies to overcome competence gaps, because the students need to be skillful when the ideas are not available at the moment of speaking. All these strategies are useful to be fluent and confident while speaking, so the student needs to make controlled use of them, when necessary.

Of course, the teacher's role is important, however, it is considered that the students needed to be independent in this challenging skill. Working under this context, the students could make use of some techniques to express and understand the ideas, like mechanical drills, communicative drills and meaningful drills. Despite fluency, accuracy, and pronunciation are

necessary aspects to improve speaking, it is considered to integrate them gradually to make the students feel confident with the language, not focusing on their mistakes. However, it is considered the grammar and vocabulary aspects, which are basic in the speaking skill.

The rationale behind the Speaking lesson plan. In the lesson plan is considered to take advantage of the classroom space, the little time and the work of the students to practice speaking interactively among them, because the more practice the students have, the better speakers they will become. The teacher gave the instructions, guide the students and monitor the development of the activities. The students interact among them because they must have social interaction activities to gain confidence and develop this skill. Gradually the students integrate the use of guessing, paraphrasing and cooperation to help their fluency when the ideas are not available at the moment of speaking. To work with this skill a semi-controlled technique is used, knowing that the students are not able to generate their ideas at the moment of speaking, to have had practice with the writing skill helps them to control the speaking. The students build their sentences while speaking considering the grammar structure of comparatives and superlatives and making use of different adjectives.

Lesson five is focused on the final product with the writing skill. The students started on lesson three a cycle that implies writing a text about their favourite country, revising it with the partner's feedback and rewrite it again. They have familiarization with the grammar and vocabulary worked in the reading and listening skill, they take the model of the reading text to get an idea how to write and also integrate free writing because they generate their ideas. Using this second draft the students work on their final product developing their writing skill. This time the teacher gives them personal feedback, and the students make the necessary corrections to obtain another draft. It is also considered that the student also reviews and corrects their writing the final product is organized, understandable and without mistakes. The students also share their final product with their partners through Google drive, in that way, they have the opportunity to read other writings to know how their partners write, and to understand other ideas. They make use of technology and work in an intercultural way.

Here is presented the design of the lesson plan:

Date & Place: Ixtapaluca, June 13th, 2021.

1. Lesson plan identification cell.	
Author	Martha Norma Ramírez Albarrán
Educational stage	CECyTEM Ixtapaluca II
Title of your Lesson plan	My favourite country
Learning Objective of the plan/Competency	Reasoning and background knowledge, understanding information, developing the skills, integrating technology and incorporating the intercultural competence, knowing the differences of different countries
Communicative skill considered	Reading, listening, writing, speaking, intercultural competence in my English Teaching
State of the following options	Recycled topic
Functions	Talking about facts, Describing a country, comparing and contrasting countries
Main Grammar structure	Comparatives and superlatives
Other Grammar structures	Adjectives
Brief description of the plan	The students will know facts of different countries. The students will read and listen information about some countries and compare them, then they write some comparison between countries and speak about them.
Hours of the plan implementation	5
Number of sessions	5
Contents required for the lesson	Reading/listening/writing/speaking/audio/ Video/format cards/ interactive game
Link of the content	http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparatives-and
EEAILE tutor on line	Rocío Salgado Perea

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
<p>Activation make a brainstorm</p>	<p>The teacher shows flags of different countries and ask the students What is your favourite country? What do you like most about that country (a characteristic)? Appendix 1. Activation. My favourite country.</p>	<p>The students answer the questions individually in front of the group and listen to their partners Material: Map and flags in power point.</p>	<p>1 5 minutes</p>
<p>Set the objective or competencies of the lesson. Set the objective or competencies of the lesson Reading, writing, speaking, listening and intercultural competence.</p>	<p>Objectives: To develop the skills of reading, writing, speaking, listening and interculturality integrating the use of technology, to know information about different characteristics of some countries. To achieve these objectives I will design different activities before, during and after to develop these skills.</p>	<p>The student will participate in the development of the activities, in this way, they will develop the skills gradually.</p>	<p>1 1 minute</p>

3. Communicative skills development.

Cultural awareness and intercultural competence in my English Teaching

Step of the lesson	Teacher Activities	Students activities	Materials	Session number	Evaluation
Information processing activity The students will interact with the content of the lesson individually and in teams.	The teacher will organize the activities and the teams The teacher will give the instruction for each activity The teacher will monitor the activities and give feedback. The teacher will assess the development of the activities.	The students will follow the instructions, ask the doubts, confirm the information. The students will participate with their previous knowledge. The students will do the activities. The students will interact in the teams. The students will correct their activities and improve them. The students will participate with their opinions and reflections.	Reading text, Notebook, Exercises, links, audio, video, pen, pencil, colors	1	My favourite country rubric
Vocabulary introduction In team the students participate describing a country using and adjective	The teacher will present different adjectives in a roulette Appendix 2. APP Roulette Wheel of luck	The students will describe a characteristic of a country using an adjective. The <u>clean</u> streets of <u>Canada</u>	APP Roulette Wheel of luck	1 8 minutes	My favourite country rubric
1st practice Read the text	The teacher will give the instructions of the activity and monitor the development of it. Appendix 3. Text My favourite country	The students will read the text in turns loudly and comment the information they understood.	Reading text, Notebook, Pen, pencil, colors	1 6 minutes	My favourite country rubric

<p>2nd practice or Social interaction In pairs the students identify adjectives in the text</p>	<p>The teacher will explain the activity, will give an example, monitor and review the activity Appendix 4. Underline the adjectives in the text</p>	<p>The students will work in pairs and underline the adjectives in the text</p>	<p>Reading text, Notebook, Pen, pencil, colors</p>	<p>1 6 minutes</p>	<p>My favourite country rubric</p>
<p>3rd practice GrammarFocus Remember the rules for comparatives and superlatives</p>	<p>The teacher will guide the students to remember the rules for comparatives and superlatives Appendix 5. Complete the list of comparatives and superlatives</p>	<p>The students will complete a list of adjectives with comparatives and Superlatives</p>	<p>Notebook, Pen, pencil, colors. https://www.teach-this.com/images/resources/comparative-and-superlative-practice.pdf (page 4)</p>	<p>1 8 minutes</p>	<p>My favourite country rubric</p>

<p>4th practice A student will guess the country that correspond with the information.</p>	<p>The teacher organize the group in teams of 5 or 6 students, then give the instructions and guide the participation of the teams. Appendix 6. Facts of different countries</p>	<p>The students relate the cards about facts of different countries and take notes of the information in their notebook.</p>	<p>Cards, Notebook Pen, pencil,</p>	<p>1 (8 minutes)</p>	<p>My favourite country rubric</p>
<p>5th practice or Social interaction Read and answer the comprehension exercise</p>	<p>The teacher will give the instructions, monitor and review the activity Appendix 7. Reading comprehension</p>	<p>The students will read the text individually and answer the comprehension exercise.</p>	<p>Reading text, Notebook, Pen, pencil, colors http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparatives-and</p>	<p>1 8 minutes</p>	<p>My favourite country rubric</p>
<p>Vocabulary introduction In pair the students participate dictating adjectives</p>	<p>The teacher will give the students two lists of adjectives and give the instructions Appendix 8. Dictating adjectives</p>	<p>The students working in pairs, stand up back to back, and dictate the adjectives and the other student write them and then they invert roles</p>	<p>Lists of adjectives, notebook, pen, pencil.</p>	<p>2 8 minutes</p>	<p>My favourite country rubric</p>

1st practice Listen the audio	The teacher will give the instructions of the activity and monitor the development of it. Appendix 9. Audio My favourite country	The students will listen the audio then they participate saying the information they hear.	Audio, Notebook, Pen, pencil https://drive.google.com/drive/u/5/my-drive	2 12 minutes	My favourite country rubric
2nd practice The students will write the sentences in the Countries' notes.	The teacher will play the audio again, monitor and review the activity. Appendix 10. Countries's notes	The students will listen the audio again and take notes of the sentences they understand	Flags of different countries, cards, box, Notebook Pen, pencil,	2 10 minutes	My favourite country rubric
3rd practice GrammarFocus Apply the rules for comparatives and superlatives	The teacher will give the instructions, monitor and review in group the comparatives and superlatives exercise Appendix 11. Gap-fill exercise	The students will answer the Gap fill exercise.	Gap fill exercise, Notebook, Pen, pencil, colors http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparatives-and	2 10 minutes	My favourite country rubric
4th practice or Social interaction The students order some sentences	The teacher will explain and review the activity Appendix 12. Order exercise	The students will listen the audio again and order some sentences.	Audio Notebook, Pen, pencil, http://esol.britishcouncil.org/	2 10 minutes	My favourite country rubric

			content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparatives-and		
Vocabulary introduction In trios the students participate dictating adjectives with the definitions	The teacher will give the instructions, and monitor the development of the activity Appendix 13. Adjective definition	Two student stand up far away one to the other, one of them has the information, the other write the information and the other run to read the information with one partner and return to dictate the information to the other partner, then they change roles.	Lists of adjectives with definitions notebook, pen, pencil.	3 12 minutes	My favourite country rubric
1st practice Match the country with its information	The teacher give the instructions to do the activity, monitor and review it. Appendix 14. Match exercise	The students relates the country with the information of the country	Match exercise Notebook Pen, pencil,	3 10 minutes	My favourite country rubric
2nd practice Write comparative and superlative sentences	The teacher will give the instructions, give two examples how to write the sentences and monitor the development of the activity Appendix 15. Writing comparative and superlative sentences	The students will write comparative and superlative sentences related with a country, review the work of their partners and give feedback to their partners (first draft).	Notebook, pen, pencil.	3 10 minutes	My favourite country rubric
3rd practice GrammarFocus	The teacher will give the instructions, monitor the	The students will answer a comparative and superlative	Notebook, pen, pencil.	3 8 minutes	My favourite country rubric

Multiple choice exercise	development of the activity and review the exercise Appendix 16. Multiple choice exercise	exercise in a website. https://www.curso-ingles.com/practicar/ejercicios/comparatives-and-superlatives			
4th practice or Social interaction Working individually the students write about their favourite country	The teacher will give the instructions, monitor the development of the activity and give a general feedback. Appendix 17. Cards	The students will write a text using comparative and superlative sentences about his/her favorite country and other countries. (second draft). Each student will dictate a definition of an adjective, the other student who has the card that correspond with that definition says the adjective.	Notebook, pen, pencil.	3 10 minutes	My favourite country rubric
Vocabulary introduction Speak loudly the adjective with the correspond definition	The teacher will give the instructions and monitor the development of the activity. Appendix 17. Cards	Each student will dictate a definition of an adjective, the other student who has the card that correspond with that definition says the adjective.	Cards of adjectives and definitions	4 8 minutes	My favourite country rubric
1st practice To share information about their favourite country	The teacher will give the instructions and monitor the development of the activity Appendix 18. List of adjectives.	Using the adjectives the students will construct a comparative and a superlative sentence about their favorite country and share it with the group.	List of adjectives, flags, Notebook, pen, pencil. https://englishstudyonline.org/list-of-adjectives/	4 8 minutes	My favourite country rubric
2nd practice GrammarFocus Dictate the sentences	The teacher will give the instructions and monitor the development of the activity	The student dictates the sentences they construct (applying the rules for comparatives and superlatives)	Flags, sentences notebook, pen, pencil.	4 11 minutes	My favourite country rubric
3rd practice or Social interaction Interact saying comparative and superlative information about some countries.	The teacher will give the instructions and monitor the development of the activity	One students mention a country, Another student says a comparative sentence and another student a superlative sentence related with that country	Flags	4 13 minutes	My favourite country rubric

4th practice
Watch a video of different cultures (Interculturality)

The teacher will reproduce a video. Appendix 19. Video and spoken reflection

The student watch the video and give their opinion of different customs in different countries

Video: 4
https://www.ted.com/talks/derek_sivers_were_just_different 10 minutes

My favourite country rubric

1st practice Vocabulary introduction Mention some comparatives between two different countries or a superlative	The teacher will give the instructions and monitor the development of the activity.	Each student will mention a comparative or a superlative sentences	Flags	5 10 minutes	My favourite country rubric
2nd practice To present information about their favourite country. The students write the final version about their favourite country	The teacher will give feedback to the second draft realized on session 4 and monitor the development of the activity	The students will present the writing about their favourite country in google drive as their final product	Notebook, Pen, pencil, colors	5 30 minutes	Final product writing rubric
Summary To resume the knowledge of the lessons The students practice interculturality.	The teacher will monitor the activity	The students will give their opinion about other countries to their partners	Notebook, Pen, pencil, colors	5 10 minutes	My favourite country rubric

2. Intercultural component With the information about different countries the students realize about the differences.
3. Evaluation I will evaluate the different activities with two rubrics
4. Conclusion Final reflexions will be about the different cultures learned in an interactive, collaborative and intercultural way, which motivates them to learn by themselves.
5. Followupactivities To record their writing (Appendix 20. Recording the writing)

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

Assessing and testing are different but necessary to measure the performance of the students and the teacher to take actions to reinforce the practice. Assessing is a general ongoing activity and implies a long process that measures the abilities and performance of the students over time, formal or informal, it collects qualitative and quantitative data. Testing is part of assessing, but more specifically, it collects information about knowledge, applied at a specific time and place. Different aspects need to be considered in the design of a test, like practicality, reliability, validity, authenticity, and washback, being validity the key principle focus on measure what it set out to measure. Validity and reliability are confusing terms, reliability implies consistency and dependability while validity measures only what is set out to measure.

To assess the students the traditional and performance-based assessments are useful, the first one is more objective, for receptive skills, focus on knowledge and facts; while the other is more subjective, for productive skills focus on use. There are some standardized testing formats for listening and reading skills, so the people assigned to design the tests must be careful to select them. For productive skills, it is helpful to use rubrics that consider aspects that need to be developed by the students. In all the skills we also need to consider the relevance that the vocabulary and grammar have. It is necessary to find strategies to engage the student to acquire and assess these aspects effectively. When assessing, the teacher must consider the adolescent characteristics, their likes and dislikes, interests, weakness and strengths, attitudes, motivation, interaction, cognitive styles, physical and emotional changes.

Whatever skill we need to assess, whatever the instrument used, formal or informal, formative and summative, the most important is to focus on what we need to assess according to the curriculum. The assessment must be focus to help the student to improve their knowledge and skills. It must make the students feel confident, to let them know what are their weaknesses and strengths. The assessment helps to motivate the students to continue doing their best. It is also helpful to reflect on our practice and do the necessary changes to reinforce the teaching-learning process. So the length, variety, games, stories, images and typography must be considered when designing tests. Finally, the use of

technology and multimedia tools like whiteboards, videos, PowerPoint slides among others, help to incorporate the interaction between the test taker's language and the communicative knowledge task during the assessment.

The rationale behind the assessment. To assess the activities it was designed a rubric for a formal and formative assessment. The rubric considers all the activities that the student realized according to the lesson plan. The assessment for the receptive listening skill, which is a cognitive process that can not be observed and measured directly, is assessed with the listening comprehension activities. The reading skill is also assessed with the reading comprehension activities. For the productive skill are considered only some aspects because of the challenge it represents. In writing skill, the grammatical aspects of the language knowledge and the goal-setting of the strategic competence are considered. The speaking skill is considered the pronunciation and usage for the assessment.

The rubric considers different vocabulary and grammar activities that align with the curriculum. The vocabulary is acquainted because the basic meaning is recognized paying some attention to the words. The grammar activities are intended to focus on form, meaning and use. This is a formal and formative assessment adapted to high school adolescent students who must reach A2 CEFR level. It provides information needed to adjust teaching and learning while they are happening.

The assessment considers two rubrics. The first one is focused on assessing the formative activities developed during the activities in the different lessons, it assesses the vocabulary, grammar, reading, listening, writing and speaking activities. The assessment also includes collaborative work and intercultural behaviour when developing the different activities. It also considers how the students incorporate the use of technology in the activities. The second one assesses the final product that is the final version of the writing developed previously with some drafts. The assessment of the final product considers some necessary aspects to develop writing skill. It also considers the integration of technology and interculturality.

Here are the rubrics to assess the activities:

My favourite country Rubric

Name: _____ Group: _____

Date: _____ Topic: My favourite country

Grammar Structure: Comparatives, superlatives and adjectives

	Excellent to Very good	Good to average	Fair to poor	Very poor
Participation in the brainstorm	The student has an active participation	The student has a regular participation	The student has a minimum participation	No participation
Vocabulary activities describing a country using adjectives, comparatives and superlatives	The student does all the activities using adjectives, comparatives and superlatives (4-5)	The student does some activities using adjectives, comparatives and superlatives (2-3)	The student does few activities using adjectives, comparatives and superlatives (1)	No participation
Grammar activities describing a country using adjectives, comparatives and superlatives	The student does all the activities using adjectives, comparatives and superlatives (4)	The student does some activities using adjectives, comparatives and superlatives (2-3)	The student does few activities using adjectives, comparatives and superlatives (1)	No participation
Reading activities using adjectives, comparative and superlative	The student does all the reading activities (4)	The student does some of the reading activities (2-3)	The student does few of the reading activities (1)	The student does not participate in the reading activities
Listening activities using adjectives, comparative and superlative	The student does all the listening activities (3)	The student does some of the listening activities (2)	The student does few of the listening activities (1)	The student does not participate in the listening activities
Writing activities using adjectives, comparative and superlative	The student does all the	The student does some of	The student does few of the	The student does not

	writing activities (3)	the writing activities (2)	writing activities (1)	participate in the writing activities
Speaking activities using adjectives, comparative and superlative	The student does all the speaking activities (3)	The student does some of the speaking activities (2)	The student does few of the speaking activities (1)	The student does not participate in the speaking activities
Technology	The student integrates technology in all the activities	The student integrates technology in some activities	The student integrates technology in few activities	The student does not integrate technology
Interculturality	The student Interacts respectfully	The student has few interaction with some respect	The student interacts but does not respect other ideas	The student does not interact

Comments: _____

Final product writing rubric

Name: _____ Group: _____

Date: _____ Topic: My favourite country

Grammar Structure: Comparatives, superlatives and adjectives

	Excellent to Very good	Good to average	Fair to poor	Very poor
	100%	75%	50%	25%
Content	Substantive and relevant	Mostly relevant but lacks detail	Little substance	Not substantive
Organization	Clear Ideas, logical sequencing, cohesive.	Limited ideas logical sequencing, cohesive.	Confusing ideas, logical sequencing, cohesive.	Little knowledge of ideas, logical sequencing, cohesive.
Vocabulary	Effective word/idiom choice and usage.	Occasional errors of word/idiom choice and usage.	Frequent errors of word/idiom choice and usage.	Little knowledge of word/idiom choice and usage.
Grammar	It contains a wide variety of comparatives and superlative using the rules correctly	It contains few comparatives and superlative using the rules correctly	It contains comparatives and superlative but does use the rules correctly	It does not contains comparatives and superlatives.
Language use	Few errors of agreement, tense, number, word order/function, articles, pronouns and prepositions.	Several errors of agreement, tense, number, word order/function, articles, pronouns and prepositions.	Frequent errors of agreement, tense, number, word order/function, articles, pronouns and prepositions.	Dominated by errors of agreement, tense, number, word order/function, articles, pronouns and prepositions.
Mechanism	Few errors of spelling, punctuation, capitalization, paragraphing.	Occasional errors of spelling, punctuation, capitalization, paragraphing.	Frequent errors of spelling, punctuation, capitalization, paragraphing.	Dominated by errors of spelling, punctuation, capitalization, paragraphing.

Comments: _____

2.03 Attached evidences (images, graphics, photos)

Though it was not possible to apply all of the activities because of the situation we are living in, It was possible to ask for some activities and the student showed interest in the development of the activities. It can be said that when a lesson plan is well structured, designed, and support by the theory is the first step to obtain the expected outcomes. The design of the activities must be oriented to make the students learn by themselves, to construct their knowledge because this is more significant in their lives. The design and organization of the different activities facilitate that the student develops and improve the four skills gradually, to make them feel confident developing the activities in a funny, interactive, collaborative and effective way. In the teacher's experience, the students must have an active role, to make them feel more interested, motivated and willing to participate and learn the English language, which is the goal in this subject.

It is considered different materials that make easier and meaningful the acquisition of this skill. Brown (2007) explains that using a wide variety of material helps the students to develop listening skills. It was integrated multimedia technology, Meskill (1996) describes the potential of the technology, so it has been incorporated in the development of all the skills, to explore and use these resources.

The selection and design of the material considers the characteristics of the students, to engage them in the activities. It was also considered the motivation, the use of technology, interaction, collaborative work and interculturality. In all the activities, were given instructions, guidance, monitoring and positive feedback. It was incorporated the use of technology in the development of the material because the students are at the vanguard of technology. Technology also involves them gradually for communicating interactively in English using technology.

These are some of the activities that it was possible to apply with the students, some of them were developed using technology while others on paper. Some activities were focused to reinforce the grammar structures of comparatives and superlatives while others on reading and listening comprehension. It was also developed the drafts for the writing skill and the final product with the writing skill.

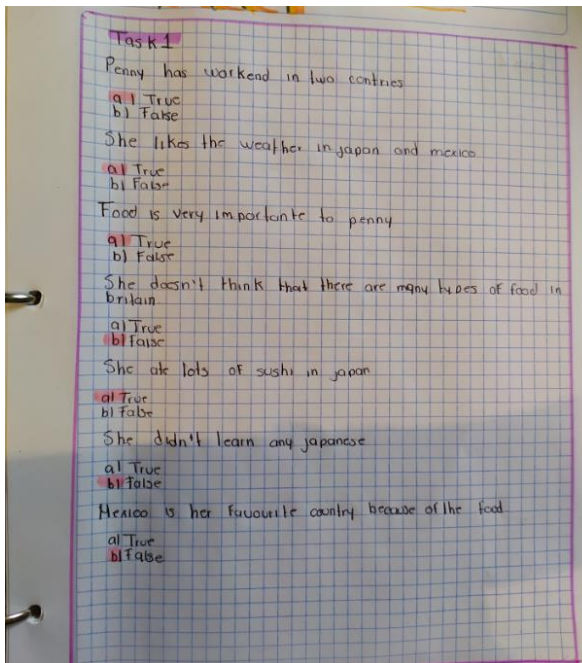
When the students talk about the intercultural topic “My favourite country” makes the students reflect on the cultural differences, and be aware of how to interact with people of other cultures respectfully. The students learn to have an intercultural communication focus on understanding the diversity of the different cultures. They need to learn to be critical in an impartial way, to understand other’s points of view trying to be polite, more honest and trustworthy. They must understand that other cultures are different from our culture. Here are evidences of the activities realized:

List of comparatives and superlatives

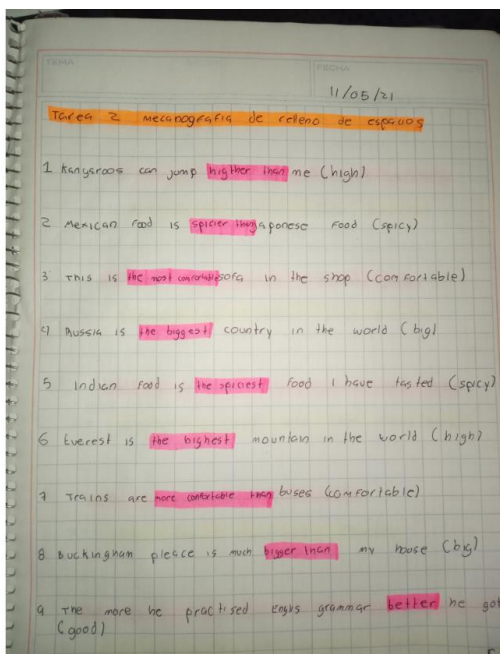
8. Write the comparative and superlative forms of the adjectives in the table.

Adjective	Comparative	Superlative
cheap	cheaper	cheapest
beautiful	more beautiful	most beautiful
pretty	Prettier	Prettiest
easy	easier	easiest
big	bigger	biggest
light	lighter	lightest
heavy	heavier	heaviest
fast	Faster	Fastest
reliable	more reliable	most reliable
slow	Slower	Slowest
new	Newer	Newest
dry	drier	driest
heavy	heavier	heaviest
old	older	oldest
new	Newer	Newest
compact	more compact	most compact
easy	easier	easiest
bitter	more bitter	most bitter
advanced	more advanced	most advanced
suitable	more suitable	most suitable
warm	warmer	warmest

Reading comprehension



Gap-fill exercise



Order exercise

11/05/21

more & reordencion

1. ~~than hotter is Britain Mexico~~
A = Mexico is hotter than Britain

2. ~~colder was than Mexico Japan~~
A = Japan was colder than Mexico

3. ~~the Japanese was healthiest food~~
A = Japanese food was the healthiest

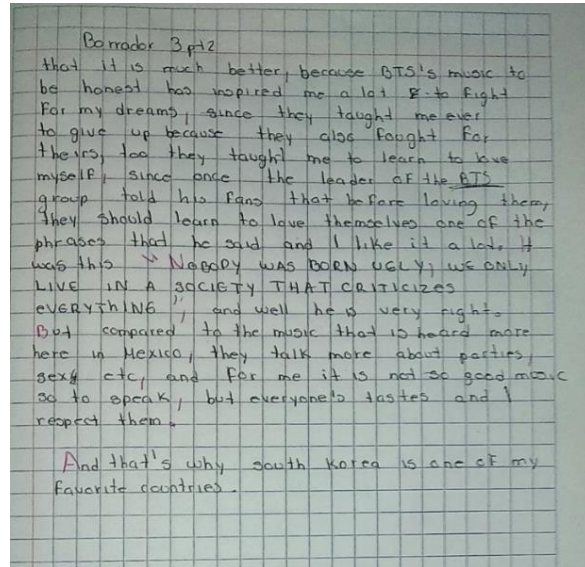
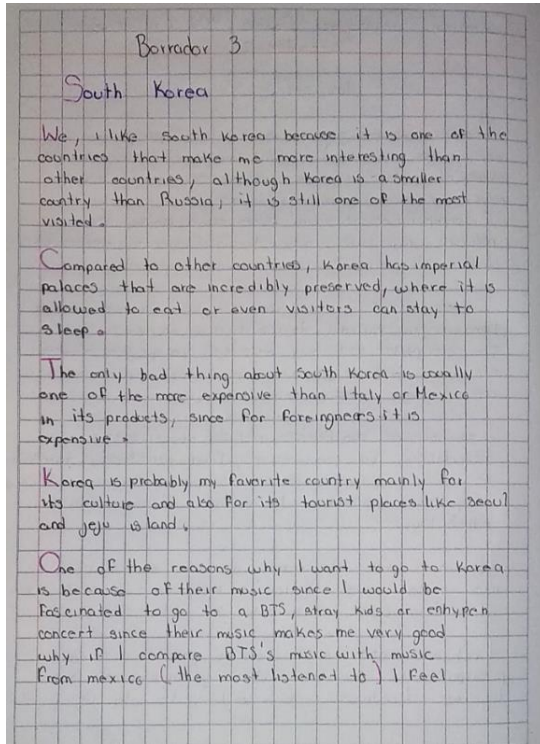
4. ~~country sunniest the it's~~
A = It's the sunniest country

5. ~~The more I learned difficult it got the more~~
A = The more I learned the more difficult it got

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Draft and Final product

Draft

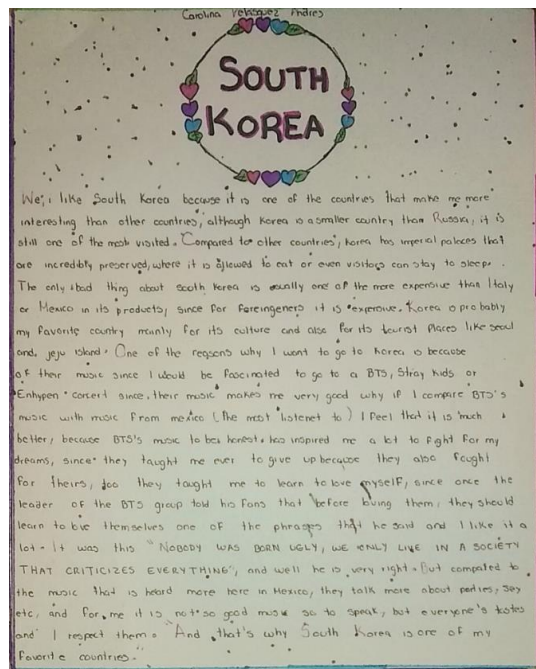


2.04 Show evidences of your designed tool to assess your students.

To assess the activities were used the rubrics designed for this purpose. The first rubric assesses the development of the activities, the vocabulary exercises, the grammar exercises and the four skill activities. Though it was not possible to apply all the activities, they were interested in realizing the activities that were possible to develop. The rubric does not consider the different criteria to develop each skill, like fluency or pronunciation, because of the time and the situation. However, the rubric considers the development of the activities, which gradually helps to develop the skills.

The second rubric is used to assess the final product and it is focused on the writing skill. This rubric considers different criteria to develop writing skill. The students wrote some drafts, then they wrote the final version about their favourite country. The rubric assesses the content, organization, vocabulary, grammar, language use and mechanism. When assessing the students it is considered the different criteria according to their English level. It was considered all the criteria mentioned by Jenkins (2009) because the students must know what they need to consider when writing.

Final product



My favourite country Rubric

Name: Carolina Volquez Group: 402

Date: May 14th Topic: My favourite country

Grammar Structure: Comparatives, superlatives and adjectives

	Excellent to Very good	Good to average	Fair to poor	Very poor
Participation in the brainstorm	The student has an active participation ✓	The student has a regular participation	The student has a minimum participation	No participation
Vocabulary activities describing a country using adjectives, comparatives and superlatives	The student does all the activities using adjectives, comparatives and superlatives (4-5) ✓	The student does some activities using adjectives, comparatives and superlatives (2-3)	The student does few activities using adjectives, comparatives and superlatives (1)	No participation
Grammar activities describing a country using adjectives, comparatives and superlatives	The student does all the activities using adjectives, comparatives and superlatives (4) ✓	The student does some activities using adjectives, comparatives and superlatives (2-3)	The student does few activities using adjectives, comparatives and superlatives (1)	No participation
Reading activities using adjectives, comparative and superlative	The student does all the reading activities (4)	The student does some of the reading activities (2-3) ✓	The student does few of the reading activities (1)	The student does not participate in the reading activities
Listening activities using adjectives, comparative and superlative	The student does all the listening activities (3)	The student does some of the listening activities (2) ✓	The student does few of the listening activities (1)	The student does not participate in the listening activities
Writing activities using adjectives, comparative and superlative	The student does all the	The student does some of ✓	The student does few of the	The student does not

	writing activities (3)	the writing activities (2)	writing activities (1)	participate in the writing activities
Speaking activities using adjectives, comparative and superlative	The student does all the speaking activities (3) ✓	The student does some of the speaking activities (2)	The student does few of the speaking activities (1)	The student does not participate in the speaking activities
Technology	The student integrates technology in all the activities ✓	The student integrates technology in some activities ✓	The student integrates technology in few activities	The student does not integrate technology
Interculturality	The student interacts respectfully ✓	The student has few interaction with some respect ✓	The student interacts but does not respect other ideas	The student does not interact

Comments: There was no time or opportunity to do all the activities.

Final product writing rubric

Name: Carolina Velazquez Group: 402

Date: May 20th Topic: My favourite country

Grammar Structure: Comparatives, superlatives and adjectives

	Excellent to Very good 100%	Good to average 75%	Fair to poor 50%	Very poor 25%
Content	Substantive and relevant ✓	Mostly relevant but lacks detail	Little substance	Not substantive
Organization	Clear ideas, logical sequencing, cohesive. ✓	Limited ideas logical sequencing, cohesive.	Confusing ideas, logical sequencing, cohesive.	Little knowledge of ideas, logical sequencing, cohesive.
Vocabulary	Effective word/idiom choice and usage. ✓	Occasional errors of word/idiom choice and usage.	Frequent errors of word/idiom choice and usage.	Little knowledge of word/idiom choice and usage.
Grammar	It contains a wide variety of comparatives and superlative using the rules correctly ✓	It contains few comparatives and superlative using the rules correctly ✓	It contains comparatives and superlative but does use the rules correctly	It does not contains comparatives and superlatives.
Language use	Few errors of agreement, tense, number, word order/function, articles, pronouns and prepositions.	Several errors of agreement, tense, number, word order/function, articles, pronouns and prepositions. ✓	Frequent errors of agreement, tense, number, word order/function, articles, pronouns and prepositions.	Dominated by errors of agreement, tense, number, word order/function, articles, pronouns and prepositions.
Mechanism	Few errors of spelling, punctuation, capitalization, paragraphing.	Occasional errors of spelling, punctuation, capitalization, paragraphing. ✓	Frequent errors of spelling, punctuation, capitalization, paragraphing.	Dominated by errors of spelling, punctuation, capitalization, paragraphing.

Comments: The student writes about to respect other cultures

2.05 Video

The video presents the development of this project and the different activities contained in the lesson plan.

https://drive.google.com/file/d/1AMyQb4RMMDnad1DBoC9dYeg_OXswEfpj/view?usp=sharing

Chapter 3. Experience report

It was not possible to develop all the activities, because of the time and the instructions of the authority that limited or cancel the meet sessions. Those weeks, the students were required to go to the school to take classes of their specialization module, and they could not connect to the online English classes. However, there was the opportunity to ask for some activities, and the students showed interest in developing these activities. The activities in the lesson plan consider the interaction to help each other to do the activities, to resolve problems and to learn from each other, that is collaborative work. The activation activity results helpful to connect the previous knowledge with the new topic, which facilitates preparing the students to think about it. To set the objective of the lesson at the beginning let the students know the expected learning.

Different vocabulary activities were considered during the sessions, they were focused mainly on the adjectives, and they were varied to create motivation, interactivity and reinforce the vocabulary. The grammar was focused on remembering and reinforcing the rules, and practicing with different types of exercises related to comparatives and superlatives. The reading, listening, writing and speaking skills were developed in this order, which facilitates the development of the activities and the use of the knowledge acquired on the previous skill. The design of the activities to develop the four skills consider motivation, collaborative work, the use of technology and the promotion of interculturality.

Some of the activities that were possible to apply are the followings:

To remember the rules of comparatives and superlatives the students complete the List of Adjectives writing the comparatives and superlatives form (Appendix 5. List of comparatives and superlatives)

Once the student has read the text two times they realized a comprehension exercise to measure their understanding of the reading text (Appendix 7. Reading comprehension).

When the students listen to the recording twice they answer two comprehension exercises to know if they understand the information (Appendix 11. Gap-fill exercise and Appendix 12. Order exercise)

Draft and the final product. For the writing skill, the student describes, compares and contrasts their favourite country making use of comparatives, superlatives and a variety of adjectives. Some students recorded their writing which is a follow-up activity (Appendix 20. Recording the writing)

Though it was not possible to apply all the activities because of external factors, the students participate actively in developing the activities that were possible to apply. The activities were planned and designed carefully considering different aspects to reach the expected outcomes. In the development of each skill was considered the theory and a variety of activities, it was helpful to engage the student and to reinforce the knowledge. With the support of the theory, there are more possibilities for the students to reach the goal of the curriculum, to develop the skills, to work collaboratively and to incorporate interculturality.

It is important to mention that after applying the activities it is necessary to do an auto analysis and reflect on the outcomes to evaluate if the goals were reached. In case of the expected outcomes were not what was expected, it must be considered the redesign of the activities. The practice must be evaluated constantly and updated, adapted to the necessities of the students.

Chapter 4. Conclusions

To have developed this project has made me reconsider the significance, the transcendence and the impact of my teacher's role on the students' education. I have noticed how my teaching philosophy has been modifying through this year. During the three modules of this specialization, I have realized some theoretical and practical considerations that I have not noticed before or at least not so deeply. I have reflected on how the theory impacts the students' training. I have reconsidered Kolb's model, not only because the institution has adopted it, but also because I am convinced that is the most suitable to achieve the expected outcomes. I have adopted new strategies to help the students to develop the four skills. I have improved the way to give feedback and to assess the students; which has been useful to help the students to acquire the language. I have learned to integrate the reading, listening, writing and speaking skills in one topic and the necessity to integrate technology and intercultural competence with the development of these skills.

When I reviewed the theoretical foundations studied during the three modules I noticed the necessity to consider the theory in the lesson plan and the practice. It is important to support the practice, with the old theory, as well as with the new research in the education area. To have a whole perspective of the theory has made me consider different methodologies, theoretical perspectives of the Communicative Approach, strategies and different important aspects developing the four English language skills, the materials and the assessment. I detailed the rationale behind my activities, material and assessment, which is important to lay the foundation of the work developed with the students in the classroom. The activities were designed thinking on the best way to engage the students in the activities and to interest them in the English language developing collaborative work. With the theoretical support of the activities, there are more possibilities for the students to acquire this second language gradually.

I have reflected on the different aspects to take into consideration when assessing which have an impact on the teaching-learning process of this language. For this, I considered a rubric to assess the formative activities, it assesses the development of vocabulary, grammar, reading, listening, writing and speaking activities. The assessment also includes collaborative work, technology and intercultural behaviour when developing the different activities. The final product is assessed with another rubric, it considers some necessary

aspects to develop the writing skill as well as the integration of the technology and interculturality. It is necessary to consider the assessment theory because it helps the students to improve the acquisition of the language in the best way.

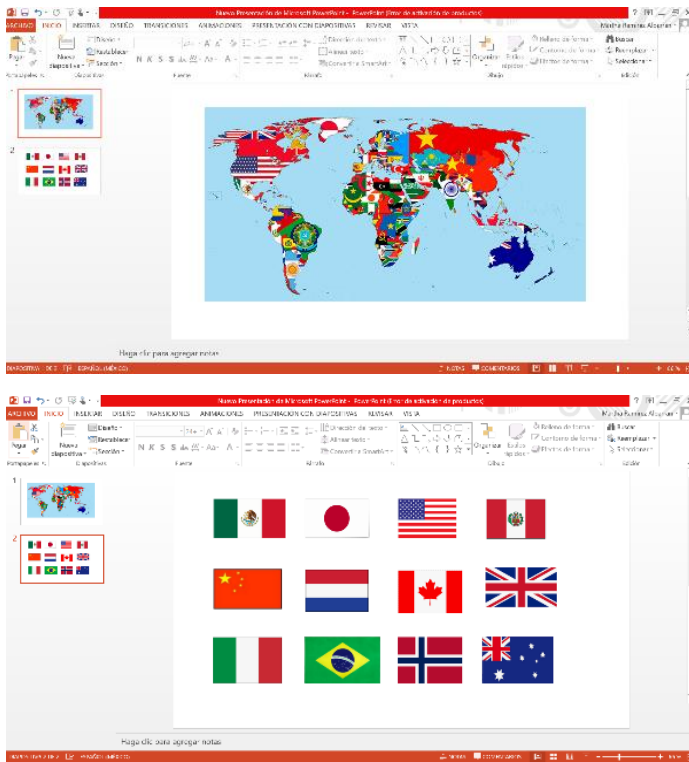
Though it was not possible to apply all the activities because of the situation we are living in, I can say that when a lesson plan is well structured and designed, is the first step to obtain the expected outcomes. When a lesson plan is supported with the theoretical aspects, it is focused to develop the activities in the best way to make the students acquire the knowledge. In my lesson plan is relevant the motivation, the interaction among the students and the collaborative work. I am convinced that the design of the activities must be oriented to make the students learn by themselves, to construct their knowledge because this is more significant in their lives. The activities are designed to make the students feel confident and improve their skills gradually in a funny, interactive, collaborative and effective way.

In my practice, I have noticed that when the students are involved in the activities they are more interested, motivated and willing to participate. Putting the student in an active role facilitates that the student learns the English language, that is the goal in this subject. To sum up, I relate my teaching philosophy with my lesson plan because they are oriented to make the student learn by themselves. My teacher's role considers guiding them, monitor the activities, and give positive feedback. It is expected that the student develops the activities collaboratively and that they have the desire to learn the English language by themselves.

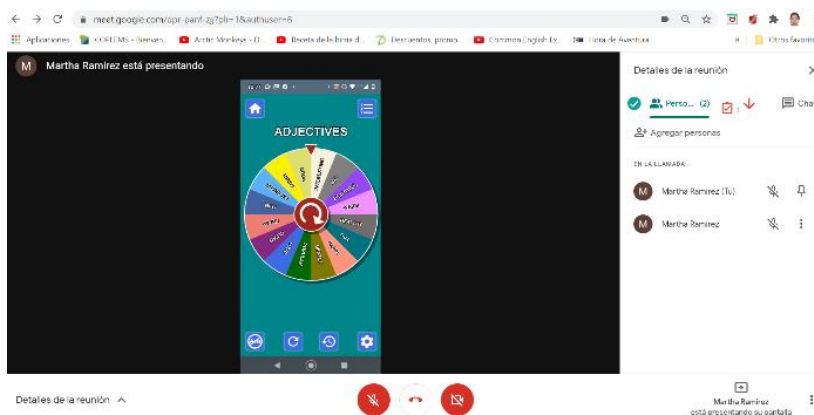
Chapter 5. Appendixes and APA style references

5.01 Appendixes

Appendix 1. Facts of different countries.



Appendix 2. APP Roulette Wheel of luck



Appendix 3. Text My favourite country

esol.britishcouncil.org/sites/default/files/Comparisons%20tapescript.pdf

Comparisons tapescript.pdf 1 / 2 90%

BRITISH COUNCIL ESOL Nexus

COMPARISONS

Comparisons audio script

Now I live in England, but I've lived and worked in several countries. I think my favourites were probably Japan and Mexico, mainly because of the food and because of the weather. As you know, the weather in England is often very cold, very grey and quite wet. In Mexico it's much hotter, the skies were much bluer and there was less rain there, so it was lovely. And that was most of the year even in winter. Japan was lovely, also. It got more humid than Mexico in the summer and colder than Mexico in the winter, but it was still very, very sunny there – sunnier than in England.

The food ... well, I know some people eat to live, but I don't; I live to eat. I love my food, so Japan and Mexico were both wonderful countries for me. I know the food in Britain is maybe more varied than in other countries, because we've got so many different types of cooking here, with all of our Indian restaurants, Chinese, Thai, Italian... the list is endless. But Mexican food was definitely the spiciest food I've had, so that even on fruit we often had chilli. Japanese food – this was probably the healthiest food and the most delicious, and I became a bit of an addict to sushi by the end of my time there.

Language in the countries ... for me Spanish was easier – that's the language of Mexico – because I'd studied it at university before, and it's more similar to English. Japanese was extremely difficult – the most difficult language I've ever come across. And the more I learned, the more difficult it seemed to get.

So, overall, choosing between Mexico, England and Japan, I think Mexico is my favourite. It's the most relaxed country, and the weather is beautiful. It's the sunniest and hottest country, and it has beautiful beaches. So if I chose, I'd live there.

Appendix 4. Underline the adjectives

BRITISH COUNCIL ESOL Nexus

COMPARISONS

Comparisons audio script

Now I live in England, but I've lived and worked in several countries. I think my favourites were probably Japan and Mexico, mainly because of the food and because of the weather. As you know, the weather in England is often very cold, very grey and quite wet. In Mexico it's much hotter, the skies were much bluer and there was less rain there, so it was lovely. And that was most of the year even in winter. Japan was lovely, also. It got more humid than Mexico in the summer and colder than Mexico in the winter, but it was still very, very sunny there – sunnier than in England.

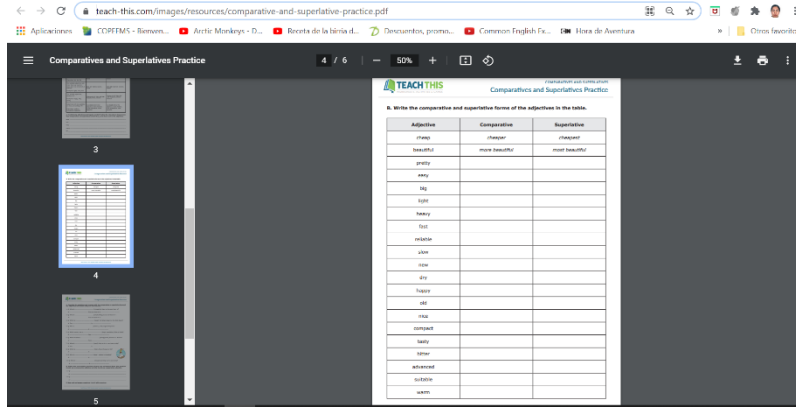
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Language in the countries ... for me Spanish was easier – that's the language of Mexico – because I'd studied it at university before, and it's more similar to English. Japanese was extremely difficult – the most difficult language I've ever come across. And the more I learned, the more difficult it seemed to get.

So, overall, choosing between Mexico, England and Japan, I think Mexico is my favourite. It's the most relaxed country, and the weather is beautiful. It's the sunniest and hottest country, and it has beautiful beaches. So if I chose, I'd live there.

Appendix 5. Complete the list of comparatives and superlatives

<https://www.teach-this.com/images/resources/comparative-and-superlative-practice.pdf>



Appendix 6. Facts of different countries

Comparatives and Superlatives

Which is the most densely populated country in the world?	Monaco is the country with the highest population density.
Which is the country with the largest population?	In China live more than 1.3 billion people.
Which is the world's smallest country?	The world's smallest country is Vatican City (0.44sq km/0.169sq miles)
Which is the world's largest country?	The world's largest country is Russia (17,075,400 sq km/ 6,592,846 sq miles)
Which language is spoken by the most people?	Mandarin Chinese is spoken by about one billion people?

Comparatives

China is _____ India	bigger than	more big than
Africa is _____ Europe	larger than	more large than
Chile is _____ Monaco	populateder than	more populated than
USA is _____ Canada	polluteder than	more polluted than
Canada is _____ Mexico	colder than	more cold than

Appendix 7. Reading comprehension

Task 1 - comprehension

My Favourite Country - True or False Game

Listen to the recording again and decide if these sentences are true or false.

1. Penny has worked in two countries.

a. True

b. False

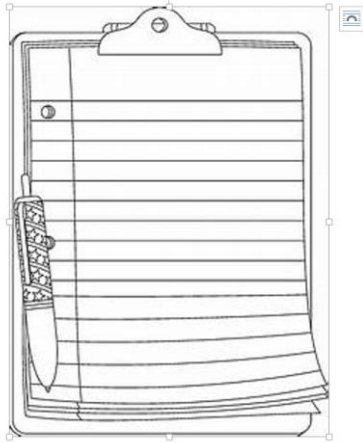
Appendix 8. Dictating adjectives

LIST 1. Student A	LIST 2. Student B
1. aggressive	1. attractive
2. comfortable	2. courageous
3. determined	3. dizzy
4. difficult	4. delightful
5. cute	5. crowded
6. creepy	6. crazy
7. combative	7. blushing
8. clumsy	8. bright
9. cloudy	9. bored
10. busy	10. awful

Appendix 9. Audio My favourite country

<https://drive.google.com/file/d/1jmAGVangFWIAh5VeBHBvyaR9PSWugjTb/view?usp=sharing>

Appendix 10. Countries's notes



Appendix 11. Gap-fill exercise

<http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparatives-and>

← → ↻ No seguro | esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparative... 🔍 ☆

Aplicaciones COPEEMS - Bierven... Arctic Monkeys - D... Receta de la birra d... Descuentos, promo... Common English Ex... Hora de Aventura

Task 2 - gap fill typing

Complete the sentences with the correct form of the comparative or superlative adjective.

My favourite country - Gap Fill Typing Game

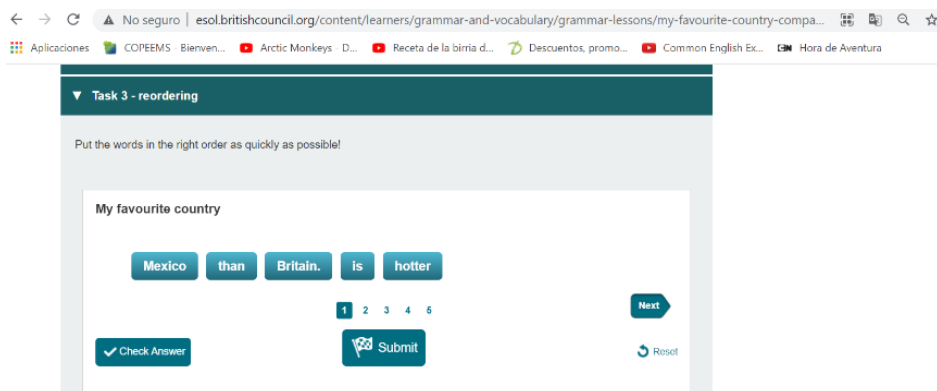
Complete the sentences with the correct form of the adjective and the/that. Some sentences are comparative and some are superlative.

1. Kangaroos can jump me. (high)
2. Mexican food is Japanese food. (spicy)
3. This is sofa in the shop. (comfortable)
4. Russia is country in the world. (big)
5. Indian food is food I have tasted. (spicy)
6. Everest is mountain in the world. (high)
7. Trains are buses. (comfortable)
8. Buckingham Palace is much my house. (big)
9. The more he practised English grammar, he got. (good)

[Transcript](#) [Check Answer](#) [Submit](#) [Reset](#)

Appendix 12. Order exercise

<http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparatives-and>



Appendix 13. Adjective definition

Adjective	Definition
Crazy	Mentally unbalanced
Angry	Feeling anger or strong resentment
Alive	Living, existing
Cheerful	Happy, pleasant
Comfortable	Producing or giving physical comfort
Dangerous	Full of danger or risk
Crowded	Filled with people
Dark	Having very little or no light
Difficult	Hard to understand or solve
Different	Not identical

Appendix 14. Match exercise

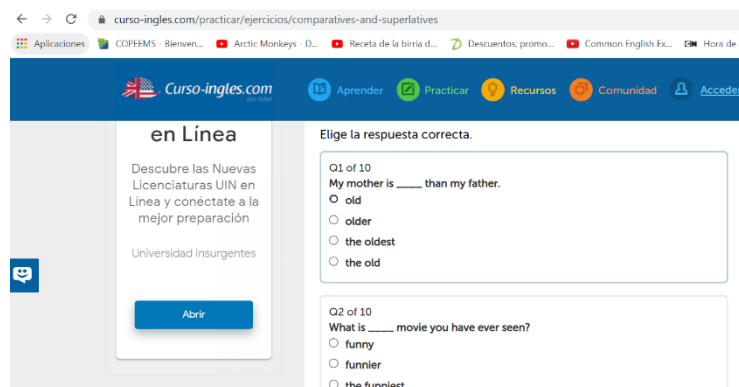
Country	Information
A) Sweden	() has the world's highest mountains (The Himalayan mountains)
B) Africa	() is the country with the largest population.
C) Russia	() is the highest city in the world.
D) Vatican City	() is colder than Peru
E) Asia	() is the world's largest country
F) Canada	() has more countries than America.
G) China	() has the most islands
H) La Paz	() is smaller than Mexico

Appendix 15. Writing comparative and superlative sentences



Appendix 16. Multiple choice exercise

<https://www.curso-ingles.com/practicar/ejercicios/comparatives-and-superlatives>



The screenshot shows a web browser window with the URL [curso-ingles.com/practicar/ejercicios/comparatives-and-superlatives](https://www.curso-ingles.com/practicar/ejercicios/comparatives-and-superlatives). The page features a blue navigation bar with the logo and menu items: Aprender, Practicar, Recursos, Comunidad, and Acceder. Below the navigation bar, there is a section titled "en Línea" with a button labeled "Abrir". The main content area displays a multiple choice question: "Elige la respuesta correcta." followed by "Q1 of 10 My mother is ____ than my father." with four radio button options: old, older, the oldest, and the old. Below this, another question is partially visible: "Q2 of 10 What is ____ movie you have ever seen?" with options: funny, funnier, and the funniest.

Appendix 17. Cards adjectives and definition.

CRAZY	COMFORTABLE	Mentally unbalanced	
		Feeling anger or strong resentment	
ANGRY	CHEERFUL	Filled with people	
ALIVE	DANGEROUS	Having very little or no light	Living, existing
		Hard to understand or solve	Happy, pleasant
CROWDED	DIFFERENT	Not identical	Full of danger or risk
DARK	DIFFICULT	Producing or giving physical comfort	

Appendix 18. List of adjectives.

<https://englishstudyonline.org/list-of-adjectives/>

The screenshot shows a webpage with the title "LIST OF ADJECTIVES FROM A-Z" and a magnifying glass icon. Below the title is a table with three columns: A, B, and C. Each column lists adjectives starting with that letter.

A	B	C
<ul style="list-style-type: none"> • aback • abaft • abandoned • abashed • aberrant • abhorrent • abiding • abject 	<ul style="list-style-type: none"> • acceptable • accessible • accidental • accurate • acid • acidic • acoustic • acrid • actually • adamant 	<ul style="list-style-type: none"> • bloody • blue • blue-eyed • blushing • boiling • boorish • bored • boring • bouncy • boundless

Appendix 19. Video and spoken reflection

https://www.ted.com/talks/derek_sivers_weird_or_just_different



Appendix 20. Recording the writing

<https://www.spreaker.com/episode/44904320>

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Nombre completo del(la) autor(a):	Martha Norma Ramírez Albarro		
Matrícula:	200926046		
Domicilio:	Río Cutzamala 18-A, San Buenaventura, Ixtapaluca, México, 56536		
Teléfono:	55 73 61 03 44		
Correo electrónico:	200926046@g.upn.mx		

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