UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

Final Project

"Teaching and learning English with an intercultural approach"

MODULE 3

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

PRESENTA:

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1

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Specialization in English Language Learning and Teaching

Online program

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Tutor: Rocío Salgado Perea

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Index

Introduction

Every time I think about teaching, I think about well – being, quality of life. I think that the world would be a better place, if everyone had access to very high-quality education. Speaking a second language is a skill that allows having better opportunities, even more if the second language is English. Being able to communicate with a high percentage of civilization is a great advantage that allows us to connect with the rest of the world in several ways; professional and personal being the most relevant.

In this essay, we will talk about education, theoretical basis, teaching and learning English as a second language, language acquisition, evaluation and assessment, culture, social practice of the language, knowledge, lesson planning and my teaching practice and philosophy. I believe that education is the key to development, peace, and evolution in any society. I think that teachers in any part of the world are agents of change that are building and tutoring human beings into being their best. Integral education involves several topics; it is a commitment and our responsibility to deliver quality education and develop critical thinking in our students. Evaluation and assessment are of main importance in teaching because they allow us to have a better understanding of our students and groups, which allow us to plan concise and functional lessons. Culture is a main pillar; when teaching a second language, which allow us to teach and practice respect, tolerance, inclusion and assertive communication. Education, according to the current curriculums, is concerned in developing the whole person in our students, considering linguistic, communication and social practice, sociolinguistic, pragmatic and emotional aspects.

This document presents information about Elementary School English students in Hermosillo, Sonora. You will find data about their knowledge and capabilities, syllabus, learning strategies, study plans and evaluation technics. I teach from 1st grade to 6th grade; this paper will focus on sixth graders.

The scope in elementary school according to the 2018 study plan is *Language and Communication.*

The main purpose of the English subject as a foreign language is that the students develop abilities, knowledge, attitudes and strategies for learning, participate, and interact in social practices of the language, spoken and written, with native and non-native English speakers.

The Egress profile for elementary school according to the 2018 study plan is: Describes in English, aspects from his/hers past and its environment and its immediate necessities.

1st Cycle. 1st and 2nd grade.

The purpose of this cycle is for students to sensitize and familiarize with other language than their own, so they can react and respond to basic communication and personal routine needs. In this cycle students are expected to recognize the existence of other cultures and languages, get motivated to learn English with a positive attitude.

2nd Cycle. 3rd and 4th grade.

The purpose of this cycle is for students to interact in immediate and known communication situations, through expressions regularly used in texts. Students are expected to identify different aspects between cultures and people, participate in decisions to improve their English studies, apply information from previous experiences to use it in the future, exchange personal and predictable information, stablish social courtesies in common situations.

3rd Cycle. 5th and 6th grade.

The purpose of this cycle is that students interact in common and known communication situations through oral and written short texts. Students are expected to be able to describe ways in how different cultures modify the comprehension between people and groups, comprehend people influence and attitude when learning a foreign language, apply simple vocabulary in some common situations, exchange relevant and personal interest information, participate in short social and structure exchanges of known situations.

Knowing the general idea of the main characteristics of the program in Elementary school, will allow the reader to comprehend the action taken in order to achieve the goals in each lesson.

We have learned about language assessment, which help us develop critical thinking and analytical skills, which are characteristics that we desire to develop in our students. Communicating what you mean can be challenging in your mother tongue, well, it can be harder in a second language. Knowing the background, context and culture of a community or place will absolutely help get the correct message through, because

communication is not only what we say, but how and when we say it, matters too. Evaluating and testing help us gather this data.

In this essay, we will analyze and reflect on different approaches and terms. I will share some of my experiences when testing and assessing my students, how easy or difficult it can be. The challenges we encounter because of how objective or subjective assessment can be when not done properly. We will study a lesson plan where I integrate all four skills, listening, reading, writing and speaking. All these while integrating culture and evaluation and assessment. I will expose the difficulties of the context where I work regarding resources and more specifically technological resources.

We were recently introduce to a quarantine status that brought to light many technological limitations. Nowadays technology facilitates communication around the world and the access to information in real time. It allows us to keep in touch with people from other cities or even other countries. This worldwide connection forces us to stay inform and to be able to adapt and change according to our and other's needs. This does not mean than we are ready or even have the resources to change from traditional classroom classes to online teaching for everyone. As I have always express in my essays, I believe teachers are agent of change and we can do it all, even in the harshest of situations. I will elaborate on this topic through the essay.

I hope you find this final project interesting and of use.

Chapter 1: Philosophy and theory

1.01 Teaching Philosophy

My personal teaching philosophy is based on caring and competence. What do I mean by that? I believe that being a teacher requires commitment and responsibility. One of the reasons I decided to go through with this Specialization is exactly what I mean by competence, I wanted to learn more, to know more, to be able to give and offer more to my students. I understand continuous training as a commitment that will help me develop competences and strengthen the ones I already have. Caring for me is fundamental, we have to care about our students, to be patient and tolerant, but most of all empathic. I currently work with children; they are so transparent, that it makes it easier to understand their needs. With adults, it is different but not impossible; adults can tell if their teachers

care about them and their learning process. I am not talking about love, that is different, we are not required to love our students but I do believe we are require to care for them. I just want to add, that I do love all my students.

As for my technical teaching philosophy, I believe that feeling, going through meaningful experiences and understanding different situations or role-playing different scenarios, allow us to learn, so I like to work with Task - based approach and the Communicative approach. I think Steven Krashen's model explain many features of my teaching philosophy and practice, I identify with the Input Hypothesis and the Affective Filter Hypothesis. I think creating the ideal environments for learning is fundamental, and it does not have to do entirely with the resources, I think it has to do a lot more with affection, confidence and acceptance between the students and the teacher, for everyone to feel safe.

The process I guide my planning and teaching to ensure it is effective is:

- **First Stage**
- Diagnostic test
- Learning Style test
- Temperaments recognition for behavioral purposes
- **Second Stage**
- Lesson Planning
- Curricular adjustments
- Lesson development and ongoing adjustments as needed
- **Third Stage**
- Assessment and Testing
- Feedback
- Curricular Evaluation

I believe motivation is fundamental, so I am always an open minded, available and happy teacher regarding my students. Every student is different and the way we approach their needs can be influential in their progress, not only in their language process acquisition, but in their lives too.

I would love to be able to work with technology, I have requested a classroom, I have requested internet, I have requested a space to keep a computer, but none of them have happen. I barely manage to get a CD recorder. I know it is only a matter of time until our circumstances enhance. Meanwhile, I create my own material and print some of them

too. I do know how to work with technology so let me explain what I would do if I had it available. First, I would create slides with many pictures and creative information for vocabulary introduction. We would play and sing along music videos. We would read stories while looking at interactive pictures. We would play fill in the blank with an interactive activity. I would create different Kahoot's for my students to practice what they learn and for me to assess their English acquisition process. I would evaluate them with a more friendly approach, through digital activities and games. I would keep a better communication with them for homework assessment. I would play different accents for them to know and recognize English around the world. It would definitely be a dream come true, for me, when I finally have a classroom to work in.

My first teaching job was in a private elementary school, which has great recognition in Hermosillo. Everything that I needed as a teacher was available. That was 15 years ago, and I already had access to technological resources, it was even mandatory to plan a lesson using the computers and the software available. Since I started working for PRONI, I adjusted my teaching practice to every need I notice in my students, the school or the system. I could recognize the resources limitations, the denial from other teachers and principals, related to the importance of the subject and the cultural impact it has in the community. I have found myself justifying those attitudes towards the subject or the resistance towards English, from peers and principals, thinking that there are other needs that are more important or points of view to consider, which is something I do not believe in. I believe that great education, build great citizens, and learning a second language gives that possibility. This Specialization has given me the intellectual resources to support my opinion, that English must be taught in an optimal environment, that we have to create it, supporting our teaching in technological resources and our own competences. While it is true, that we can count stones and trees and read the advertisement in the streets; as one principal once told me because I was requesting access to a printer, referring to how we do not need material, that we should work with whatever we can find. Teaching must evolve into whatever our students need, with the resources all the scientific advances have to offer, to develop critical thinking and to access meaningful experiences through technology. Since I still do not have access to such resources, in this essay I will present a lesson plan where you will see and analyze how I adapt to the conditions and context I work in, to make English accessible, available, interesting and fun for my students.

1.02 Theoretical Foundations

Now a day it is our responsibility as teachers to support students in every way we can, guide them to develop critical thinking skills. We are a critical component of education and even more, of a successful education program. We are the ones that create the environment that makes learning possible. We must plan lessons and select activities that make learning interactive, social and enjoyable as well as making sure that the social processes of the language are preserved. We must never forget that language learning is a process and that each student will acquire language at different speeds, pace and moments.

Several people have studied second language acquisition for a long time. Now we can learn about these studies as theories or school of thoughts. In the first module, we learned about Behaviorism and Structuralism, Generative Linguistics and Sociocultural Theory. I understood that Behaviorism is a theory of learning because we, as humans, only learn the information, we do not learn how to use it or the reason why we are learning it, we just learn because of receiving negative and positive reinforcement. In this course, it is define as "Behaviorism can be broadly defined as a school of psychology that bases learning on the interaction between a stimulus and a response." (EEAILE, 2019)

Structuralism complement this theory by giving us the objective approach of the language, complex structures. "Structuralism describes the phonology, syntax and morphology of the second language." (EEAILE, UPN, 2019)

Generative linguistics contradicts Behaviorism by "arguing that language could not be learn or acquire by simple responses to stimuli". (EEAILE, UPN, 2019) It is more focus on studying the "why". Next, we have Sociocultural Theory, which, according to Lev Vygotsky, "languages are learned as a result of interactions between social and cognitive factors." (Vygotsky, 2019)

1.1 Schools of thought chart

School of thought	Acquisition	Learning
Behaviorism and Structuralism		Humans learn through negative and positive

		reinforcement, stimulus. It builds habits.
Generative Linguistics	Language performance through principals. "Why" is the main idea of this theory.	
Sociocultural Theory		Humans learn through experience, in this case, it is believed that there is a connection between social interactions and cognitive factors.

1.2 Steven Krashen Model Chart

Steven Krashen

Second Language Acquisition

Monitor model (1970)

Acquisition/Learning Dictonomy

Monitor Hypothesis

Natural Order Hypothesis

Input Hypothesis

Affective Filter Hypothesis
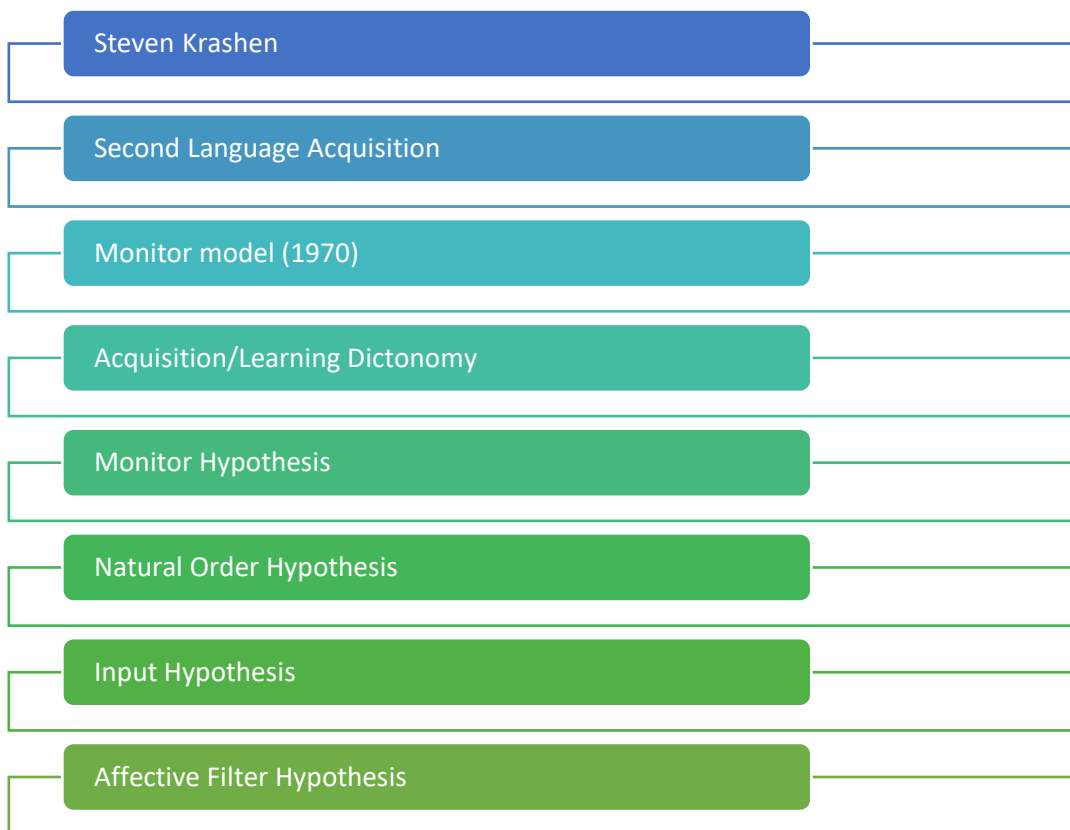
Steven Krashen's Hypothesis connects all the crucial points of second language acquisition. It starts explaining that it does not require extensive knowledge of grammatical structures; instead, it says that acquisition needs meaningful interactions in the target language. It explains that learning will happen consciously once the student has acquire the language unconsciously by being expose to it. Then, it starts analyzing how to monitor

learning in the students, it focus in the relationship between learning and acquisition, how one will lead to the other when the student is ready, when it has been exposed to the target language enough and when the students know the grammatical rules that they are studying. The "**monitor**" has an important role when the learner correctly uses it, when it is use only for corrections or support. The **Natural Order** hypothesis explains how we should present grammatical structures to our students, in a predictable and specific order, especially those under 12 years old, it is known and studied that according to their age they are more likely to understand and comprehend certain grammar structures better than others. It also mentions how important it is for students to understand a simple grammar structure before moving on to a more complex one.

The **Input** hypothesis is the one that I find more useful. I understand that it explains how the student or user acquires the second or target language; it explains how the student improves when it is expose to "input" that is beyond its current stage of linguistic competence. It is very important to understand, that first as teachers, we must know and identify the current stage or level of our students, so we can create "comprehensible input" that they can understand and use while acquiring the content they are being exposed to. I understand that "comprehensible input" means information that the student can comprehend and that according to the lesson they will acquire the knowledge through a meaningful activity. The equation "i + 1" is used to explain this information, where "i" stands for the current level of our student and "+1" to the new information that is aim to acquire. Another of Krashens' hypotheses is known as the **Affective Filter**, I believe this hypothesis explains substantial criteria for a student to have a successful experience during their Second Language Acquisition process. This criterion includes motivation, anxiety, personality traits and self –confidence. It explains how an extrovert student is more likely to acquire the target language faster than an introvert student is; this is directly connected to participation and practice, which is a main trait of a meaningful experience or knowledge. As teachers, we must create an environment where all of our students feel comfortable and secure, so that their filter is low and they can concentrate and enjoy during a session of the target language.

Whenever I start working with a new student or group or even a new school year, I always start with a diagnostic test. This test is the only one that it is not based on what students have learned or should have learned, but instead it is based on what they should now according to the study plan. This kind of test is still valid and reliable, I even consider it necessary, and it helps me measure what they know and where to start. Then we have

formative and summative assessment and testing. What makes these two so important? Well, it is my understanding and, in my experience, the only way to know where our students are, what they need and how to provide them with new information to get them where we want them to be in their second language acquisition process. As mention in the course, Formative assessment primary goal "is to add to the students' learning experience by evaluating them in the process of acquiring the language". (UPN, 2020) I understand that formative assessment is everything I do during a period of time to know how my students are doing, to gather data that will allow me to decide if it is time to move on to another topic. The assessing tool I use depends on the skill I am assessing, an example can be an interview, which I would document and evaluate with a rubric, for writing it would be a written assessment with positive comments and feedback to improve. Summative assessment, in the other hand, help us measure everything our students have learned in a period, in Elementary School this period is determined by trimesters. The content studied in a trimester must be tested and assess periodically. I believe we are all meant to use Criterion – based testing, we are interested in having our students know their strengths and where they must improve, so this kind of testing is the one we should always implement, remembering to create tests with content that is valid and reliable.

Since we are preparing students to be competent in English proficiency, we should orient them into recognizing traditional assessment, and the formats that they will probably face when testing their English proficiency. That is why I consider it is important to familiarize students with different formats like multiple choice, true or false, dictation, fill in the blanks (cloze). These formats can even be found and worked on, in the activity book set by the PNIEB program.

Performance based assessment (PBA) relates better with the development of critical thinking and analytical skills, which are characteristics that we desire to develop in our students during their second language acquisition process. We want our students to think by themselves, to solve problems, to have an opinion and defend it. We can help them develop these criteria by having them answer open – ended questions, solve problems, having interviews between them, and many other ways. My students are very strong in Math skills, so I usually have then analyze a graph or solve a problem related to a topic they are studying in other classes. Rubrics play a very important role when evaluating and assessing these skills.

My students are required to have an English notebook, when they are not able to own one, I find one for them. The notebook is the fundamental material they need in our

class. Since resources are very limited, the books arrive late every year and incomplete, we do not have an English classroom or computers nor internet, so the notebook is our reliable instrument for our class. Sometimes the notebook play the role of a portfolio, since we can access a printer now, I give them specific printed material and they must always paste it in the notebook, so by the end of the course they have and amazing portfolio, memoir notebook they can always go back to, to study and review. When we do have the means to create a new portfolio with a folder or a binder, then I apply all the steps require for it. I set a goal; I plan to achieve it, research and analysis, creation of the evidence and the report of the achievements.

Coming back to testing and assessment, I have found that ongoing assessment makes it easier to test at the end of each trimester. Assessment may seem like a lot of work at the moment, but the reality is that by the end of the year you already have all the data you need for your own evaluation and development because you have been gathering it through all the school year. Learner - Centered assessment seems more natural and involving in the classes, kids need to be the center of attention and this makes it easier to involve them in the assessment activities. Micro and Macro skills help us organize our assessment strategies, according to each group and each student needs. For example, Intensive listening task, this can be apply at every level as long as we know and recognize specifically each English level our students have. We can use repetition, recognition and association with the beginners and matching information with beginners/intermediate level.

Chapter 2: Methodology and practice

2.01 Lesson Plan

For this project, I have chosen Unit 1 "Let´s Go shopping!" It is a very complete topic, that teaches students not only vocabulary, but it also allows them to apply it in so many different scenarios. I really like this topic because students find it very interesting and I can see how motivated they are by using and understanding this information, at the end of the lesson they always want more time to keep on practicing because of how invested they are in the class.

Description of the Activity book, Unit 1.

2.1 Content

Contents

Social Practice: Participate in commercial transactions

Environment: Familiar and community

Specific Objectives chose to review:

- Identify speakers and the way they address each other.
- Identify places where items are purchase and sold.
- Perceive the differences in tone, pauses and intonation of each speakers discourse.
- While listening, understand expressions used by speakers in dialogues.
- Identify products based on the description of their characteristics.
- Distinguish questions from answers, based in intonation.
- Repertoire of words necessary for this social practice of the language.
- Assume the role if the speaker to practice pronunciation in dialogues.
- Write questions to obtain information about the characteristics and prices of products.
- Write expressions used to ask for or offer information about different products,
- Complete sentences used to close a transaction.
- Write expression for a dialogue and read them aloud.
- Play the role of a speaker.

In this unit, students will learn to identify speakers that will lead them to negotiation of meaning through a spoken discourse at first. They will learn about intonation and how it

14

relates to meaning and intention in a conversation. They are not to worry about perfect grammar or structures, but they will be introduced into formal and informal language by recognizing and differentiating greetings and farewells in the dialogues. All of the content seen in these lessons is presented in American English.

Lesson Planning

Lesson planning is essential for teaching; it is all about deciding exactly what we are going to teach, how and when. Objectives and activities must be established clearly, so that teaching is successful and effective. The materials should be appropriate for the objectives and the class. That said, let us look into a small part of the lesson plan of this topic. Next, we will find a chart where we can see how the objectives are organize per lesson and some achievements I aim to reach through these lessons. In these lessons we are going to work with the activity book *Yes, we can! Sixth grade, unit 1.*

In these lessons, we will work with the four pillars of language: speaking, listening, reading comprehension and writing. Along the whole topic, students are going to practice English. By the end of the lesson, they are going to listen, read, write and speak the example dialogues and role – play the scenario.

In the next pages, I will present a lesson plan where I will use all four skills of English, taking in account comprehension. I will consider time, so you can see how long or how many classes each skill and each topic take to teach in a 32 student's class. These lessons will include cultural aspects, testing and assessment.

Let me explain in a small introduction the core of the lessons.

For this topic, I start by activating previous knowledge, known as content schemata (the research) and later on, linguistic schema with the question they have already use before. The first exercise is focus on reading comprehension, so the most important part of the lesson is for them to read, read all together and analyze the reading together and at the end answer individually the questionnaire, they can use a dictionary if needed but the reading book usually has the new words definition at the bottom of the reading. At the beginning, students predict the topic from the title, which I help them analyze. After they read by themselves, I ask them what they think the reading is about and I guide them through it. Then we read together, volunteers take turns to read aloud, we comment and discuss the reading and they continue to answer the questionnaire by themselves. Once they finish they are allow to comment their answers with a peer. When everyone is ready,

we check the answers together and comment on spelling and writing conventions. In the second and third lessons, we work with controlled writing and free writing. First, I start with a review from last class, showing them some food pictures, they will relate to the new vocabulary and content we already study. Then, students will ask the question "What is your favorite staple food?" between them, and they should write the answer in the notebook with a previous given structure, they will only fill the blank and make a chart. I explain the free writing activity, where they are going to write at least four sentences about their favorite food and its features, a description. I remind them of adjectives, punctuation marks and capital letters (spelling), is important for them to know what I am going to evaluate and correct if necessary. At the end of the class, once they finish their work and I check it, any volunteers may read their work aloud; they share it with the class. While we wait for the rest of the classmates to finish and I finish checking their work, students may work in a word search of Mexican typical food (cultural information). Next, in the third and fourth session we will work with **listening** and **speaking**, where I use a non-interactive activity for them to learn, I play a conversation between two people and they have to answer their activity book. They paste the conversation in order and then we check it. The audio is played and repeated as many times as necessary, and then they practice the dialogue in pairs and volunteers role – play the conversation for the rest of the group.

Speaking activities in this topic can be define as Content - Based Instruction because we are working a topic stablished by the English program and that its purpose is for students to communicate in a commercial transaction of any kind. Therefore, it is mix or complemented with Task – Based Language Teaching, which focus on experiences learners will deal with in the real world.

Intercultural aspects are all over these lessons; food is a topic that allows us to connect so many things, from very basic vocabulary to complex grammar structures. In these lessons we associate culture through staple foods and typical food around the world, but I also like to talk about healthy habits that can be related with habits of different cultures and how when talking about healthy food it is the same around the world. We have to find ways to associate our culture with the world and more specifically with English speaking countries for our students to immerse and imagine all the culture they are expose to.

The expected outcomes for these lessons are very specific. Since we are learning and starting with a very relatable topic, food, I expect students to engage all the way from the beginning. Every student gets a chance to participate and to read. During the brainstorming and schema activation students are very excited, it is always noticeable who

the extroverts are and that some introverts need some encouragement to participate, but these kinds of activities are the ones that allows them to feel confident and engage in the activities. Since I already know my students' temperaments and personalities, I always help them, guiding the participations when it is necessary. All the students have a reading turn; they already know it, that is why it is so important to create the correct environment at the beginning of the class, letting them know what we are going to do for the next 50 minutes. Some students love to read, some others do not, but none of them reject their turn to read, they know I will be there for them every step of the way. For this lesson, we did not have any difficulties. For the free writing activity, students can work in pairs, so they can support each other. I only have ten dictionaries to provide them with, so sometimes we even have to work in teams of three people. This is one of the activities where they require more of my personal assistance, I usually write some common vocabulary they already have studied, in order to provide them with some input they can use in their writing activity as output. Some students decide to work by themselves and I allow it, which is the actual instruction. They are the ones that usually finish first. The listening activity is an activity that I guide and assess with specific questions and turns, so I am able to keep record of their participations and comprehension. I usually socialize the listening activities, to make the most out of the time and the resources. When I need to assess or test it, I find a personal activity to do it, like and interview for each student.

By the end of these lessons, where the students practice all four skills, students are able to recognize different aspects of commercial transactions. Places, items, people, phrases, currency, cultural similitudes, and differences All of this information is given to them through different approaches, keeping in mind to allow them to live lifelike situations that lead them to meaningful learning.

Let's continue with the lesson plan and rubrics.

2.02 Lesson Plan Format

1. Lesson plan identification cell.	
Author	Martha Valenzuela
Educational stage	Elementary School 6th grade
Title of your Lesson plan	Shopping for staple foods / Commercial Transactions
Learning Objective of the plan/Competency	Identify places where items are purchase and sold. Identify products based on the description of their characteristics. Distinguish questions based on punctuation and intonation. Food related differences between cultures, currency (numbers) /Social and Cultural
Communicative skill considered	Reading, writing, listening and speaking.
State of the following options	Introduction of the topic
Functions	Shopping, asking for food, description and characteristics of staple food, cultural differences and similarities.
Main Grammar structure	Questions and answers
Other Grammarstructures	Free writing
Brief description of the plan	Research about typical food or dishes around the world. Read "Shopping for staple foods", introduce topic with brainstorm of typical food of different countries, answer reading comprehension activity at the end of the reading. Word search Of Mexican Staple food. Write about your favorite staple food. Discuss healthy food, recipes.
Hours of the plan implementation	4 sessions of 50 minutes.
Number of sessions	4
Contents required for the lesson	Reading, reading and activity books, notebook, CD recorder and word search copies.
Link of the content	
EEAILE tutor online	Rocio Salgado Perea

2. **Introduction to the Lesson.   T: teacher Ss: Students**

Step of the lesson	Teacher activities	Students activities	Session number
Before the class 10 minutes (previous class) Greetings 2 minutes. Activation 10 min for research 5 min for brainstorming 5 min for kahoot, vocabulary introduction. Reading 15 minutes by themselves. Reading 10 minutes all together Conclusion and Farewell 3 min.	Ask students to research about different typical dishes around the world. Ask students about their research. Ask students what they think a staple food is. Brainstorms for typical or staple food of different countries. Present some food examples using a kahoot. (projector and internet needed) Ask student to open reading book, read by themselves for 15 minutes. Read together.	Students will research about the topic and write the answers in their notebooks. Ss will comment their research. Student will answer the questions. Write them on the board. Ss will add information to their research. Ss will decide which is the answer and teacher will select it for them. Ss will start reading in silence. Take turns to read all together.	1
Set the objective or competencies of the lesson	Explain the topic and the activities. Make students aware of cultural differences through food.	Research. Listen and ask doubts. Read, reading comprehension.	1

3. **Communicative skills development**

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation

Information processing activity	Instructions for individual reading.	Students will read individually and in silence, they can use a dictionary if needed	Reading book	1	Reading comprehension questionnaire.
Vocabulary introduction	Brainstorming – Flashcards- word search	Brainstorming, identifying objects in flashcards Wordsearch	Board, markers, flashcards. Copies	1 2	
1st practice	Individual reading	Individual reading	Reading book	1	
2nd practice or Social interaction	Group reading, pronunciation and intonations corrections.	Reading by turns.	Reading book	1	Reading Rubric
Grammar Focus	Questions and answers	Identify questions punctuation and intonations. Answer reading comprehension questionnaire	Reading book	1	Check reading comprehension questionnaire
Summary	Research, vocabulary, punctuation, cultural information, food, questions and answers.				
Writing and speaking					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing Activity Greetings 2 min.	(8 min)Activate previous vocabulary	Mention vocabulary and answer questions.	Board	2	

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
1st practice 25 min	10 min. Explain how to write a description, adj.	10 min. Write a description of their favorite Mexican staple food. 5 min. Share with a classmate.	Board, notebook	2/3	Check work Writing rubric
2nd practice or Social interaction 25 min. 5 min for conclusion and farewell.	(5 min) Instructions to ask classmate their favorite staple food. Write it in the notebook.	(10 min) Ask classmates: What is your favorite Mexican staple food? Write answer in the notebook. Make a chart.	Notebook	2/3	Check work
Grammar Focus	Adjectives. Question and complete answer.	My favorite food is _____ .	Notebook	2/3	Write examples in the board. Check.
Summary	Reading about staple foods around the world. Free writing applied in descriptions. Questions and answers, adjectives, word search.			3 sessions to complete and check activities together.	

Listening and speaking.					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Information processing Activity Greetings 10 minutes	Explain instructions for listening activity on activity book.	(10min) Ask doubts, complete the exercise.	Activity book	3/4	Check work

1st practice 15 min.	Listen to a dialogue. Play conversation. T will ask what they understood; guide them in the correct way.	Ss will answer the activity and ask any doubts.	Activity book Checklist	3/4	Check work Listening rubric
2nd practice or Social interaction Rest of the class, until everyone has participated.	Read dialogue and check. Socialize activity. Play a video where a commercial transaction is taking place. First between native speakers and a second one between different cultures but in English. Volunteers will role – play the activity.	Answer and participate. Volunteers' role – play activity. Ss will comment their perception and understanding of the videos.	Activity book	3/4	Check work Speaking rubric
Grammar Focus	Adjectives. Question and complete answer.	Book, commercial transaction.	Activity book	3/4	Check work
Summary	Reading about staple foods around the world. Questions and answer, adjectives, word search, activity book listening activity, role – play, activity book includes currency review.			4 sessions to complete and check activities together.	

4. **Intercultural component**   Explain how every culture has its own typical food and how that affects our nutrition and development and how some food names do not change, like "tacos". Explain how food unites us around the world and help us connect with people. Students will comment on videos, and the accents they listen too, they will express their understanding and doubts. The purpose of the videos is to motivate them in a cultural aspect, to help them overcome any accent related insecurities. Food word search activities.

5. **Evaluation**   Correct answers for reading comprehension questionnaire, rubric for free writing (favorite staple food), rubric for role – play, speaking activity, and check dialogue on activity book. Check list for listening assessing. Conclusion. Students acquire international information that allows them to have conversations that are more significant. They are more aware of our differences and similitudes with other cultures.

6. **Follow up activities**   Have students ask their family member if they know the staple foods they learn and where are they from. Write answers in the notebook.

2.03 Rubrics

The school where I work has classrooms between 28 to 35 students. I have found that rubrics and checklists help me be more efficient, to take real advantage of the whole 50 minutes available per lesson. I prepare the rubrics for each activity, so I already know what I will assess and evaluate. I always leave a comments column available because my students surprise me in a positive way in a daily basis, and I like to be able to keep record of each of their achievements. All the rubrics are based in two aspects; the first one is the nature of the skill. For example, if is reading or speaking I assess intonation and/or speed. The second aspect is the content of the lesson. Knowing my students help me personalize the rubrics, I do not expect the same from each student, I assess them taking in account their own pace and rhythm but considering the expected outcomes of the lesson or activity.

a) Listening

Lesson:		Activity: Let's go shopping!		Date_____
Listening Indicators	Students			
Repetition needed	Yes ⬡	No ⬡	How many times? ⬡	Notes:
Main idea of the conversation	Got it ⬡	did not understand ⬡	partial understanding ⬡	Notes:
shows interest/effort in the activity	Yes ⬡	No ⬡	So so ⬡	
Are there 5 people in the conversation?	**True # students** _____	**False # students** _____	Didn't participated	Notes:
Are there 2 people in the conversation?	**True # students** _____	**False # students** _____	Didn't participated	Notes:
Attitude / confidence	Excellent ⬡	Good ⬡	Regular ⬡	Poor ⬡

b) Writing.

Student:	1	Activity:	Free writing about staple food.	Date_____
Idea of the text, phrase, sentence or paragraph.	**Excellent**, clear to understand ⬡	**Good**, mistakes in tenses or spelling. ⬡	**Regular**, not clear. Mixes English and Spanish. ⬡	**Poor**, not understand able ⬡
Adjectives	**Excellent,** order and meaning ⬡	**Good**, small mistakes ⬡	**Regular**, mistakes that do not allow to understand the word ⬡	**Poor**, not understand able ⬡
Spelling, ortography	**Excellent** ⬡	**Good**, small mistakes ⬡	**Regular**, mistakes that do not allow to understand the word ⬡	**Poor**, not understand able ⬡
Format	**Excellent**, name, date, respects margins. ⬡	**Good,** included most of the information ⬡	**Regular**, just name ⬡	**Poor**, no format ⬡
Grammar structure	**Excellent** ⬡	**Good** ⬡	**Regular** ⬡	**Poor**, not understand able ⬡
Punctuation	**Excellent** ⬡	**Good**, misses some punctuation marks ⬡	**Regular**, wrong punctuation ⬡	**Poor**, no punctuation ⬡

c) Speaking

Student: 1		Activity: Role - play		Date_____
Indicators	Reading			
Pronunciation	**Excellent**, clear to understand ⬡	**Good**, small mistakes in short and long sounds. ⬡	**Regular**, not clear. Confussing letters and sounds ⬡	**Poor**, not understandable ⬡
Intonation	Excellent ⬡	Good ⬡	Regular ⬡	Poor ⬡
Speed	Excellent ⬡	Good ⬡	Regular ⬡	Poor ⬡
Attitude / confidence	Excellent ⬡	Good ⬡	Regular ⬡	Poor ⬡

d) Reading

Student:_____		Activity_____		Date_____
Indicators	Reading			
Pronunciation	**Excellent**, clear to understand ⬡	**Good**, small mistakes in short and long sounds. ⬡	**Regular**, not clear. Confussing letters and sounds ⬡	**Poor**, not understandable ⬡
Intonation	Excellent ⬡	Good ⬡	Regular ⬡	Poor ⬡
Speed	Excellent ⬡	Good ⬡	Regular ⬡	Poor ⬡

e) Reading Rubric example.

Student: 12 E.F.   Activity: Staple food   Date_____

Indicators	Reading			
Pronunciation	**Excellent,** clear to understand ☑	**Good,** small mistakes in short and long sounds. ⬡	**Regular,** not clear. Confussing letters and sounds ⬡	**Poor,** not understandable ⬡
Intonation	Excellent ⬡	Good ☑	Regular ⬡	Poor ⬡
Speed	Excellent ⬡	Good ☑	Regular ⬡	Poor ⬡

Comments/notes:
Confident.
Keeps getting better.
Eager to participate

Lesson Plan Intercultural Component: "Explain how every culture has its own typical food and how that affects our nutrition and development and how some food names do not change, like "tacos". Explain how food unites us around the world and help us connect with people".

In my opinion, culture is a combination of our background, beliefs, values, history, traditions, that evolves into art, which is a way to express all that we are as a country, society or individuals. We learned about five different characteristics of culture: culture is shared, culture is contextual, culture is dynamic, culture is learned and culture is unconscious. These five characteristics help us resume and define what culture stands for, where it comes from and why is so important to teach it when teaching a second language.

In the lesson plan I present, culture is of great importance; because food and traditions can be consider one of the main cultural aspects of any nation. I include culture in every lesson, since the beginning when students must research about typical food around the world, so that they can start identifying our differences and similitudes, if there are any. We talk and learn about staple foods around the world, about their favorite food and I usually let them work on a word search activity that they love, always with an academic purpose. In this case, we work with Mexican food and I usually complement it with a healthy food word search for them to learn and review vocabulary,

. Assessment plays an important role because it supports our teaching with data and information we can only acquire through this process. Learning to communicate in a different language can present many challenges; one of them is assertive communication. We must have an open and respectful communication with our students in order to assess them correctly. That is why it is so important to create safe, tolerant and respectful learning spaces.

2.04 Rationale Behind the activities

As I mentioned in the beginning, I relate my teaching practice and philosophy with Steven Krashens' Hypothesis and Task Based approach. I also relate it with the Sociocultural Theory by Lev Vigotsky and the Zone of Proximal Development, because all of them involve taking in account our students' previous knowledge, significant learning through experiences, lifelike situations, and meaningful input.

The next chart shows the rationale behind each skill and activity presented in the lesson plan.

2.4 **Skills and theoretical foundations chart**

Reading	Writing	Listening	Speaking
Top bottom approach — Activation of previous knowledge, schemata	Schema Theory	Communicative activities/skills	Oral practice
Interactive Reading model	Language structures, grammar	Interactive and non interactive situations	Conversations role –play, dialogues.

Macro and micro skills are the foundation of the rationale behind each skill. All the activities are plan to help the students use their previous knowledge, put it into practice and relate it to the new input they are expose to, hoping that the output will be according to what I expect by students to achieve. Meaningful and lifelike situations help students remember and retain knowledge.

I use a class structure that helps me organize and create the desire environment for teaching and learning English. I always start greeting my students and we usually

sing a song that they love. We socialize for a few minutes, bond and I motivate them for the class that just started. The Initial stage mainly concentrates in the topic introduction, the Development stage focus on explanations, instructions, guidance and assessment. The closing stage is where we talk about what we just went through, focusing in a topic summary, doubts, comments and sometimes homework.

Every activity is based on a goal, whether it is reading, writing, listening or speaking, they are all meant to relate between them, so the students can create a process in their minds. This process is supposed to help them achieve speaking, that is why the topic ends in a role-playing activity.

2.05 Video:

https://drive.google.com/file/d/12MgocXNWrZccL4EHeWus0oxXPcI2pCf0/view?usp=sharing

2.06 Materials

2.5 Commercial Transactions
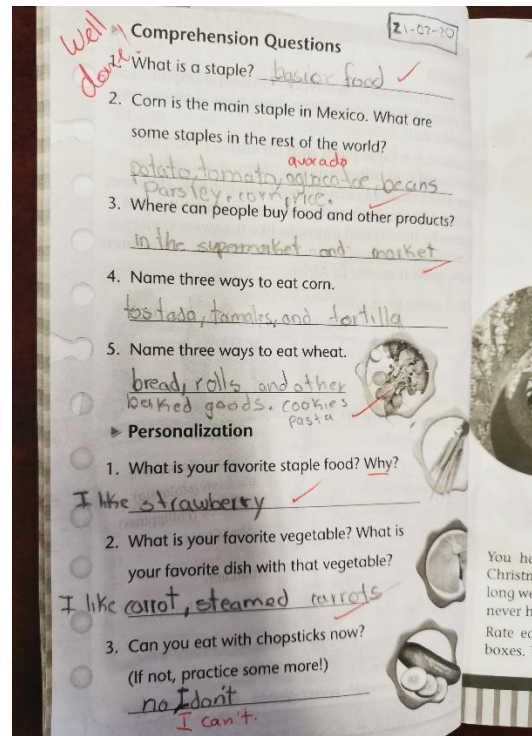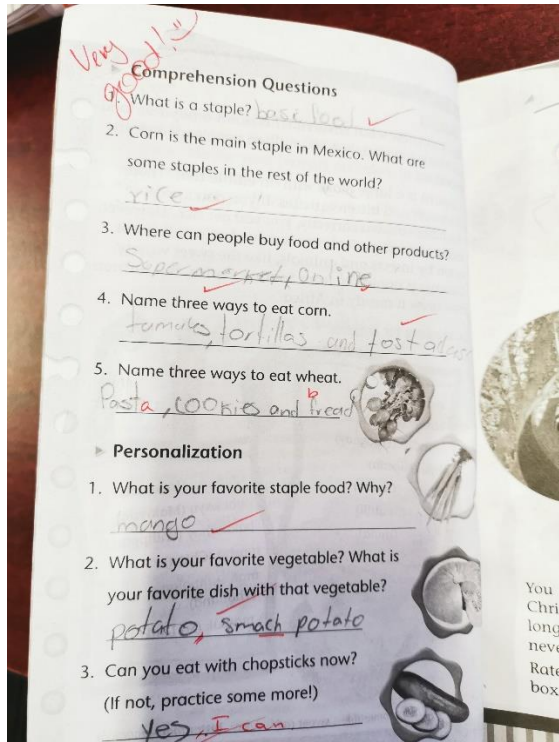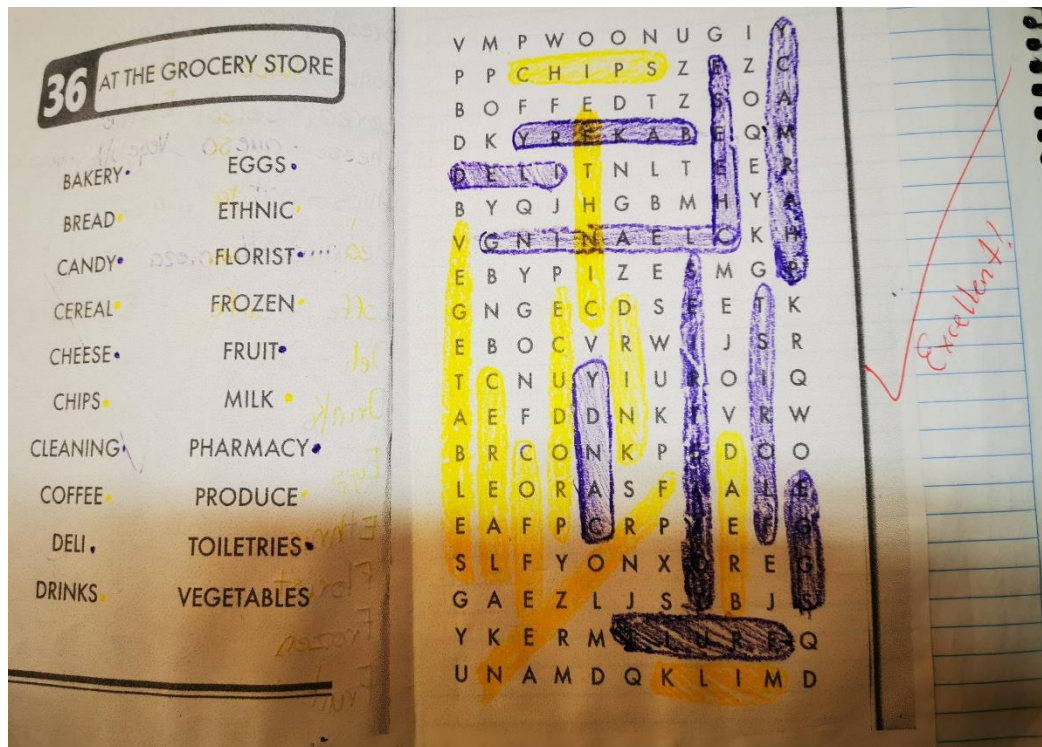

We used a cash register and different plastic items to make it more fun and interesting for the students. We also have a Cd recorder for the audio activities in the books. This is an example of role-playing a conversation; they are at the cash register in the supermarket, as the book propose.

2.6 Reading Comprehension Questionnaire

2.7 Word Search

2.8 Listening activity

2.9 CD Recorder **2.10 Listening Audio Scripts example**
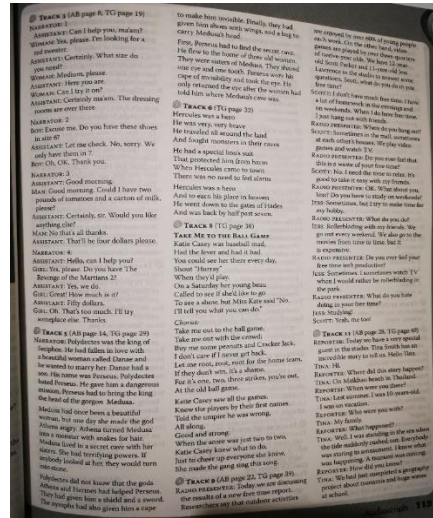
Technology used for listening activities.

All the materials used in these lessons are plan and design according to the students'
needs and the lessons purpose. Some of them are included in the book and others are
materials provided by the teacher or by the same students. Didactic materials always make
lessons more interactive and ludic, which makes it a lot more interesting for students.

I work with elementary school students; their ages go from 5 years to 12 years old. All
of them are underage, so it is difficult to videotape, photograph, record or document any activity.
All the pictures included in this essay are for academic purpose only; I will try in the best of my
ability to show the work done during the school year with pictures taken only for school
activities.

The activities presented in these lessons were applied in the classroom, gathering
evidence became difficult because most of my students did not take their English activity book,
notebook and reading book home. The quarantine period due to COVID -19 was unexpected
and abruptly announced, that is the reason why they left their material in the school and were
not able to pick it up. Due to those circumstances, I had to find other ways to continue with their
English learning process. I made booklets for each grade and for each month. We review some
topics in the first weeks, and then I continued presenting new material, relating it to some of

their other subjects, so they could comprehend it and find it interesting. My students have good Math skills, so I took advantage of that quality and have them analyze graphs and very easy math problems, for them to practice reading comprehension. They worked with the spelling bee vocabulary too and made some free writing sentences. Technology was indispensable to communicate, WhatsApp and the e – mail played a very important role to keep on with the good work. It is sad to recognize that not all the students have access to this means and resources and that we are far from achieving equality in this sense. I also received very good comments from the parents and students about the videos I had them see on the internet, they liked it and found it fun and interesting. I had to think about activities they could work in a sheet, without printing it and with no internet access, for those students who had to learn and work in those conditions. I had a good response from the parents and students; I even had to create a new e – mail account to receive all of their work and evidence. Some of them even made a portfolio.

2.11 E – mail picture
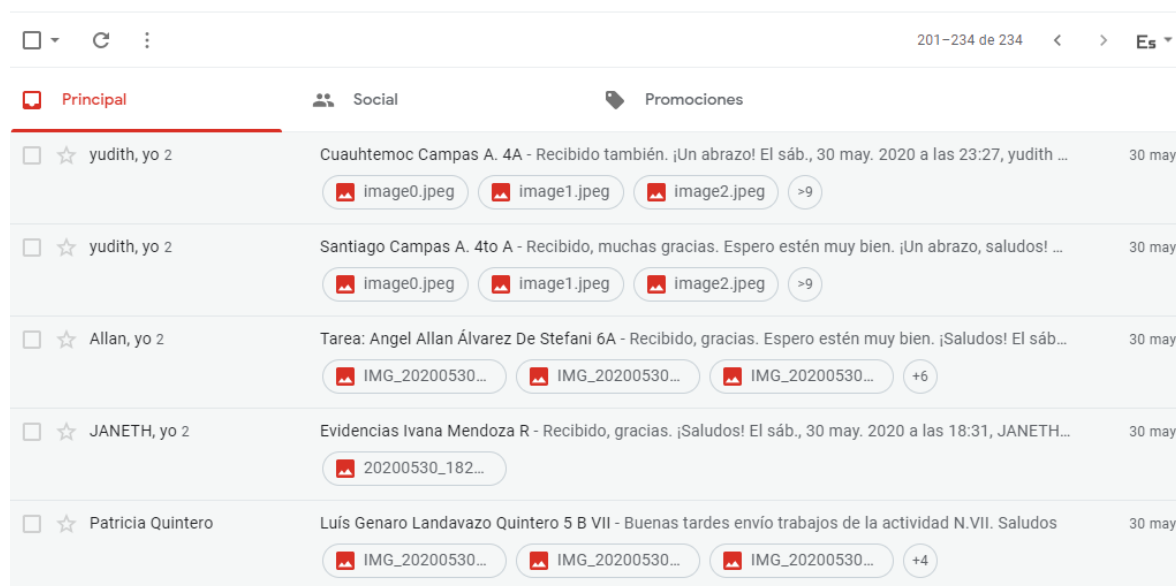
2.12 Portfolio cover   2.13 Student studying at home
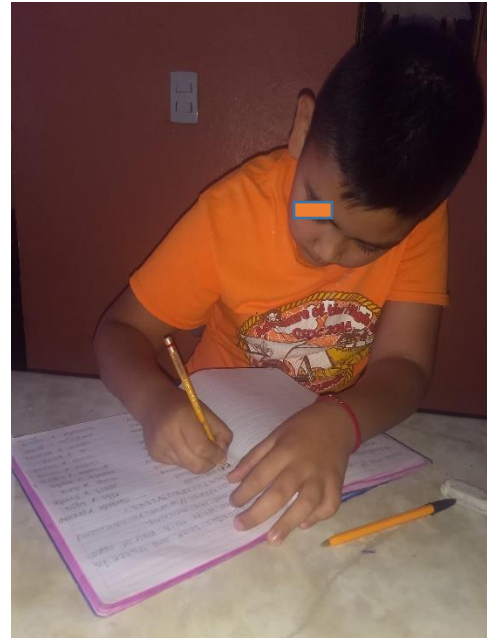
2.14 Math comprehension exercise

2.15 Free writing sentences

9 The current month is December
10 I don't have email
11 I have a big family
12 Today is February 22
13 Decorate the new house with furniture
14 The galaxy is huge
15 I did not receive a Christmas present
16 I will not have graduation.

1. tomorrow is saturday

2. yesterday i finished the other English homework.

3. Saturday begins our vacation at house.

4. My parents see news at night.

5. My brother enters my room without my permission

6. Whenever my parents talk i remember a song.

7. I cant no longer see my friends at school.

8. I have a problem with music 9. I always have time to listen to music 10. I almost finished my notebook

35

Chapter 3: Experience Report

3.01 Development and outcome

The class structure that I mention, integrated by three steps; initial, development and closing, is the frame that allows me to organize every single class or lesson. The topic "Commercial Transactions" is usually very interesting for the students because it is very relatable. Everyone has been to a supermarket, a bakery, a corner's store or a mall. Therefor the scenario and the lifelike situation is very easy to imagine or create with few materials. The unit usually takes the four lessons that I plan it for, which means, we study the topic for a week and a half and is usually the first unit we study in the book.

I was able to work this topic with the group before the quarantine started. I was able to reflect on the activities and achievements, that is why I know how much the students enjoy the topic. For the first activity, the research, all the students did it. They all brought information and share it with the group. Some of the students supported their comments speaking Spanish, they are still not very confident when they speak, but they always participate and make a great effort to speak as much English as they can. There is a native English speaker in the class that without realizing helps me give the students an extra input on intonation, pronunciation and fluency.

Reading is an activity that students enjoy. They all read in silence and started answering the comprehension questionnaire at the end. When we read together, most of them wanted to participate and read aloud. We have worked on creating that safe space for three years now, so they already know the rules and respect each other in their English activities. I use a rubric to evaluate reading; they are very familiar with this exercise. The next lesson, we continue with the topic. I assess speaking with a rubric while they ask their classmates what their favorite staple food is, and they continue to work on their free writing activity. I check the questionnaire individually, while they work on the description, which some volunteers share with the group. In the third lesson we work with listening activities and skills, they all have to pay attention to the conversation and follow the instructions. They usually joke more in this kind of activities, they relax and they want to share different experiences related to the topic. In lesson four, we

finish role-playing the dialogue and I evaluate both, listening and speaking with rubrics. I speak and ask about cultural aspects in the entire lessons; we also work on word search activities related to grocery stores, Mexican menu and healthy food.

I can tell by the results that the students do learn new vocabulary and how to use it in a commercial transaction. They practice reading, speaking and listening, which helps them develop each skill. They also develop critical thinking when asked about the scenarios and the cultural similitudes and differences. The free writing activity allows them to be creative and show their real acquisition of the language, if they are capable of using the language to communicate in a written form. I can also evaluate how much help and assistance they need from me to finish the activities.

Students were very interested throughout all the lessons; they really like the subject, and they make a great effort to accomplish everything I ask them to do. Motivation and respect are key points in our English classes.

Creating the ideal environment; even though I do not have a classroom or technological resources to work with every day, requires effort and different kind of activities. I would like to present some activities that have help me get my students to rely on me and respond to the subject.

The Spelling Bee contest is an activity that motivates and challenges the students. All the students are invited to participate, and their participation is voluntary. I barely made it this year before the quarantine; we only had the chance to work with the school level or stage that in my case has 10 champions that would have competed in the zone competition if it was not for the quarantine.

3.1 Spelling Bee environment

3.2 Spelling Bee 6th grade finalists

My students are competitive, they usually compete in Math contests and even the Knowledge Olympics, so the Spelling Bee Contest has given them another chance to challenge themselves and stand out in a subject they did not even knew they could. Recognition is important, so I prepare a ceremony were all the 1st, 2nd and 3rd places get a diploma. Since November 2019, the parent's association made one of my dreams came true by giving the school a bulletin board for English only, a resource I had been requesting the principal for two and a half years. This allows me to present material and information to all the school community in a daily basis and with cultural purposes.

3.3 Spelling Bee Champions Recognition

I take culture very seriously; I believe that one must understand culture, to be able to communicate effectively. Halloween is an important celebration in the United States, but it is full of prejudice and myths in Mexico. I think talking about it, analyzing and reflecting about the topic allows the students to broaden their minds. I cannot ask them to celebrate or recognize the festivity as their own, because that would not be right, but I can bring the topic up and have them speak about it with their families and in this way, I can reach their whole context, hoping that it will make them respectful and tolerant towards other countries celebrations. One way I like to do it, is by dressing up in a cute and respectful costume. This way, I can speak about the celebration with all my students, from 1st to 6th grade. I integrate myself in all the school activities regarding culture and tradition, so I can speak and explain to my students how culture is share.

3.4 Culture, Halloween.

3.5 Culture, Mexico

3.6 Bulletin Board

The bulletin board gives me a chance to keep the subject near the students, reachable, from cultural aspects, to recognition and presentation of their work, to different grammar topics and celebrations.

3.7 Students' Holiday art

Before we had a bulletin board, I used to make frames that I carried from classroom to classroom to make the subject more appealing and fun.

3.8 Welcome frame

I believe all these activities help build a connection between the students and the teacher. That is how I get to know my students and how I know which activities will work in a class. I have found that connecting like this with my students help me plan more accurate and efficient classes. I have less students' behavior issues and I win my students respect and recognition through hard work.

As I mention before, during all the quarantine period we kept on working together. We used technology and all the resources available to make the most, out of a very complicated situation. For the graduation ceremony we plan an online ceremony using zoom, where the Spelling Bee Champions were recognized, 1st, 2nd and 3rd place of each 6th grade group.

3.9 Spelling Bee Diploma

3.10 Ceremony
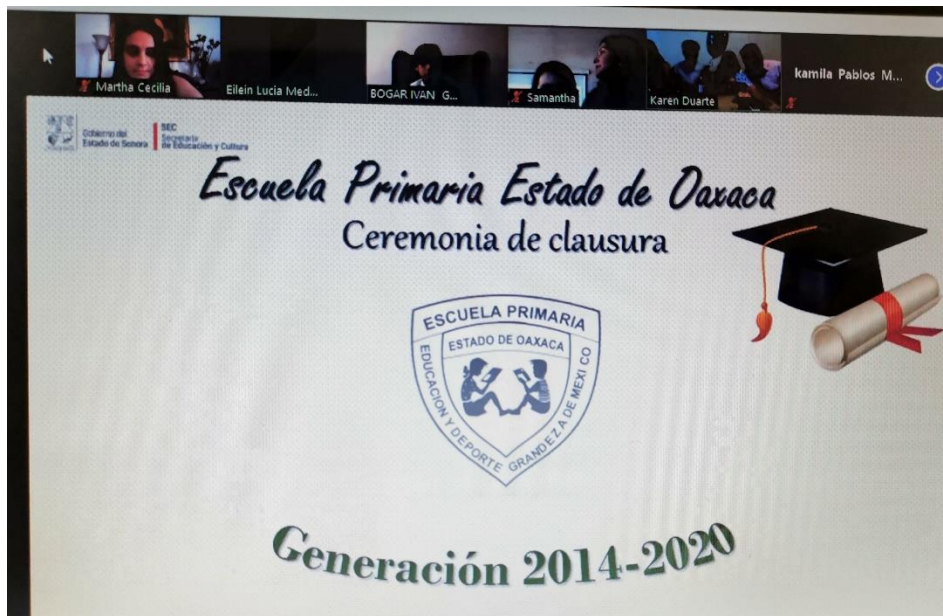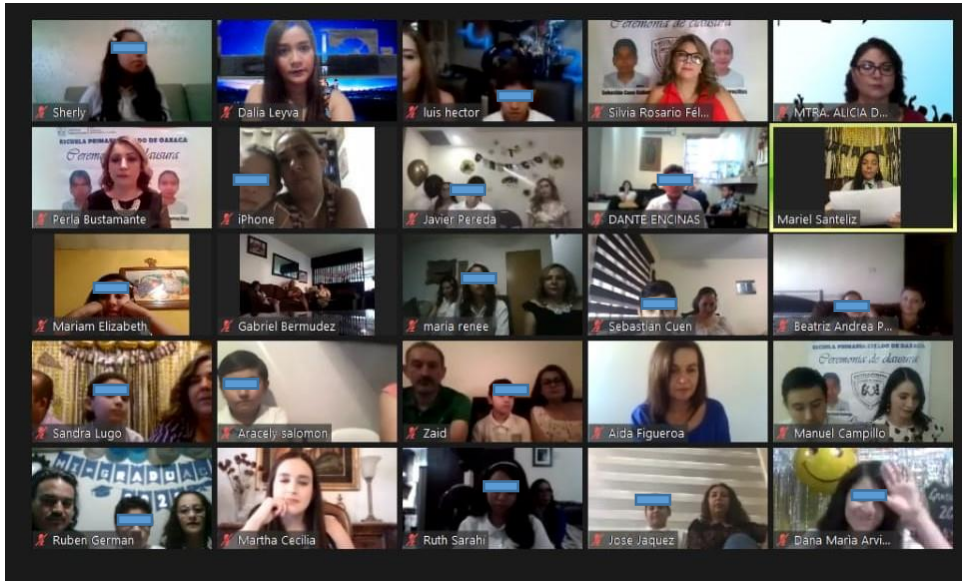
My commitment as teacher goes beyond any difficult circumstance life can bring, as long as there is health, there will be hope, will and hard work to get the job well done.

Chapter 4: Conclusions

4.01 Conclusion

I hope this essay shows how important teaching is to me. Taking in account all that it includes and represents in a society. This Specialization is giving me exactly what I was looking for, fundaments for a better teaching practice. It is clearer now how everything connects and how we are building on our own teaching philosophy. We are given the information for us to analyze, work with, put into practice and find what works best for us but more importantly for our students.

I started teaching English when I was 17 years old. It was my first formal job, and it has been part of my life ever since. I have taught in very different context and with very different students, but what has never change is my will to make it happened and pleasant for my students, no matter the difficulties. I am very careful to respect every students' process. Sometimes is difficult, because of the conditions and the context I work in, but even with every difficulty, I am conscious that it is my responsibility to motivate and encourage my students to study and learn at their own time and pace. I hope I demonstrate through this entire essay, that I really like my job and this Specialization is giving me the terms to express with the correct forms and words what I already do in my day-to-day activities.

For me, teaching is all about making our students identify with the language, making them feel the need to learn it and enjoy the process. Our values and beliefs can define a whole generation, so we should always be objective, impartial and open-minded when teaching and learning.

I find very interesting that Noam Chomsky is the one that links cognition and language and starts talking about performance. Now a day the word competence is mention in everything related to studying and life. I really enjoyed reading about the different contributions he has made to linguistics.

As I mention before, resources for English in public Elementary school are very limited and we do not have access not even to a computer, much less the internet. We teachers still manage to find a way to give students the best tools and opportunities so they can learn a second language and have access to an integral education. I made it work for these lessons using Kahoot, my own cellphone and internet and a projector.

We have a responsibility to teach culture alongside the language, we want our students to comprehend their own culture to be able to empathize with another one and have them analyze and embrace the differences and similarities between them. When culture is share and comprehended, minds and hearts unite, and that is exactly what I want my students to be able to achieve, if that is their desire.

As for the theoretical basis, I can relate better the approaches, combine them and integrate them into my practice. Realize which one is better in each scenario. For example, the Communicative approach for listening and speaking skills, the Task - Based approach when combining all of the skills, the way I relate Krashen's hypothesis with Vygotsky's ZPD and use whatever is best for my students from both of them.

I aim to explain along the essay how I apply all of what I have learned in this Specialization, what I already used to apply and how much I desire to apply all the technological resources I learned about in this course. I believe my class structure works and helps me achieve my goals in each grade. As for lesson planning, I have always developed it, for private and public teaching, there is no difference, planning is necessary for teachers, is the only way to be organize and efficient, and keep track of what works and what does not, no matter the resources or the context we work in.

I believe the main difference of how I started the course and how I will finish is more conscious of my teaching practice. How the details matter for each student and that I have more tools to look for solutions to any situation my students might present. How our decision to be present, involve, competent and efficient can make the whole difference.

I will continue to apply everything I know, and I am learning to achieve the results I want and expect, to keep teaching in the best of my ability.

Chapter 5: Appendixes

5.01 Bibliography

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5.03 Appendixes

there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

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

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

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

TITULO QUINTO: De las sanciones y recursos.

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IV. Baja definitiva en los siguientes casos:

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

Signature:

Martha C. Valenzuela T

Date of the submission.

June 21ª, 2020

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

UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I Martha C. Valenzuela T. declare that the following *Final Project and video* is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

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

Definitions and Examples

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

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[1] EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.
http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%2 0for%20Citation%20and%20References.pdf