



## UNIVERSIDAD PEDAGÓGICA NACIONAL

---

---

UNIDAD AJUSCO

### PROPUESTA DE INTERVENCIÓN EDUCATIVA

*Proyecto final para contribuir a mejorar la enseñanza aprendizaje  
en alumnos de Secundaria en Educación Pública*

### TRABAJO RECEPCIONAL

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

PRESENTA:

Gloria Inés Maciel Chávez

ASESOR: ROSA MARÍA CASTILLO DEL CARMEN

TLAJOMULCO, JALISCO 19 DE JUNIO 2022.

## UNIVERSIDAD PEDAGÓGICA NACIONAL

---

---

### UNIDAD AJUSCO

Final project to help improve teaching-learning in Secondary  
School students in Public Education

**What they want and need to learn?**



**What I'm going to  
teach?**

PRESENT:

Gloria Inés Maciel Chávez

ASESOR: ROSA MARÍA CASTILLO DEL CARMEN

## CONTENTS

- **Introduction.....3**
- **Body of the text .....7**
- **Conclusion .....17**
- **Bibliography.....19**
- **Appendixes.....20**

## **Introduction**

What do my students want to learn or what do they need to learn, is the phrase with which I begin this final project to complete this SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE, ONLINE MODALITY, I think that based on what I have learned and my previous knowledge is It is essential to meet our students, in my particular case I am a secondary school teacher in public schools in Tlajomulco de Zuñiga, Jalisco, where the socioeconomic level is medium to low, where on many occasions the students have different economic deficiencies, which low interest or performance or some are with different family problems which is also a factor that influences their academic performance.

For this reason, an unpredictable part of the teaching-learning process is getting to know our students, who they are, what they like and what their interests are in order to take them into account when planning class, as they are high school students. with whom I work are adolescents, a beautiful stage in the life of human beings but at the same time full of ups and downs, for which we can only get to the classroom and try to impose something on the students without taking into account their interests, obviously we have to follow the current programs established by the SEP, but we definitely need to complement this by taking into account the interests of our students in order to capture their attention more easily, and they can see this appropriation of new learning as a natural activity in their daily lives.

In order to provide our students with an adequate learning process, we will have to take into account different theories for the acquisition of this second English language, with this we will know what direction to take and what will be the best way to lead our students to achieve ownership of the second language English.

Knowing and having the certainty that I am teaching the students gives me the necessary tools to be confident when presenting and planning the class, to solve all the doubts that my students may have and to be able to follow and develop a didactic planning in which allows me to achieve the expected learning of my students and to be able to follow the appropriate route for their consolidation.

When teaching a subject to my students, obviously I have to know and master the subject, and if I have a doubt in something, then inform me about it so that when I get to give my class, I have complete assurance that I will teach them correctly and adequately the theme.

It is very important for our students to learn and develop reading and writing skills, with them the students will not only appropriate skills for the second English language, but they will be strengthening skills for their lives, knowing English opens up a number of doors and above all the ability to read and write the boys in the third year of high school need it a lot not only to accredit their classes. In addition to the above, we have to ensure that students understand listening to the English language, which is why we must generate favorable learning environments in which the student feels comfortable and calm to learn.

To consolidate these skills as teachers, we need the student to read and many times we find that the student is not interested in a certain topic, so we need to give them material that attracts their attention and that has to do with the context in which they develop.

However, I cannot leave aside the study program of the SEP, which also tells us the following: "The social practices of the language observe the communicative interaction and how it establishes the focus of teaching and learning. Therefore, language is defined as a communicative activity, cognitive and reflexive through which it is possible, for example, to express, exchange and defend ideas, emotions, desires, interests; establish and maintain interpersonal relationships, access and interpret information, participate in construction of knowledge, organize thought and reflect on the own process of discursive creation" (Pública, 2017)

For that we need to create different strategies for our students to learn to read and write, of course taking into account the key learning of my students.

We need to create a place where the student listens to the English language for as long as possible, otherwise he could not appropriate this second language, as

teachers we need to speak to the student in English, and use different resources so that he understands us in Spanish as images, gestures etc

Now, we have to design how we are going to do so that our students develop and consolidate these skills of reading and writing in the second English language.

## **Body of the text**

In order to be able to teach my students, as a teacher, I need bases, theories on which to support myself and base my teaching practice, so below I will present some of them in which I support my teaching practice so that my students can obtain the expected learning.

Something that has helped me with the day to day to be able to impart these teachings to my students is the didactic, which is our tool in the classroom, it will help us to design how we will make our students acquire the expected learning, for this currently many Teachers have relied on constructivism, which helps us to consolidate the learning of our students, since they themselves are the ones who build their knowledge, they become the main actor in this educational process for which we are here, in order to continue guiding them in the construction of this knowledge, then I will analyze constructivism and its main actors that give us the guideline for our day to day in the classroom.

We understand didactics against constructivism as the way in which our students will learn in a meaningful way, that is, to put this knowledge into practice, and to be competent with it, under this approach we find the products of studies carried out by Piaget, Ausubel, Bruner and Vygotsky among others with whom we see didactics as the process of acquisition of learning by students, which will start from previous knowledge such as, for example, my high school students are starting from the knowledge they have acquired during their journey formative education, to continue with him in this degree. (Limas, 2004)

Speaking about **behaviorism** is that it can be possible to modify some behaviors of the students who needed to work on this area of opportunity, on the other hand it allows us teachers to have a very specific planning, as well as to develop the imagination in our students .

On the other hand, it has some disadvantages that I consider personally, such as that we try to regulate behavior and emotions empirically, as well as that it considers emotions as conditioned reflexes.

We can also observe "The second school of thought in SLA, generative linguistics, emerged in the late 1960s and gained popularity in the 1970s and 1980s. The field of linguistics, argues that language could not be explained as simple responses to stimuli. Moreover, providing descriptions of languages failed to provide complex descriptions of the grammar systems of a language." (UPN, 2021) .

We can also observe that this theory tells us that the precursors of it wanted to explain the most complex rules of grammar, they were interested in explaining why things.

Now let's review this theory "The third school of thought is known as Sociocultural Theory, a theory of learning and of human development. It has been inspired by the work of the Russian psychologist Lev Vygotsky. According to Vygotsky, languages are learned as a result of interactions between social and cognitive factors. By now, it is important to note that the trends from sociocultural theory have led to the investigation of cooperative learning, construction of meaning, and sociocultural variables." (UPN, 2021).

The constructivist didactic helps me as a teacher to be a guide in the learning process of my students, leaving aside the traditionalist theories where the student only dedicated himself to receiving information and storing it, with constructivism, the student becomes the main actor of their own knowledge and learning which will start from the knowledge they have in order to generate new knowledge and intellectual skills. (Limas, 2004)

I really like to teach my students to use the main constructivist models such as Ausubel's, which is based on meaningful learning which is related to an idea of the child's cognitive structure, as an example the student must have previous ideas and structures.

The secretary of public education proposes the following in its English program for basic education: "Participate as a user and learner of the language in communication tasks or activities that are real or close to their reality, such as elaboration of a



language product, that is, oral texts or written with social and didactic purposes." (Pública, 2017).

The curricular proposal of Foreign Language. English takes an approach of action focused on social practices of language. These are oriented to the process and the integration of learning and offer students opportunities to participate in various communication exchanges that demand the appropriate use of knowledge, skills, attitudes and strategies, and to reflect on different aspects of language, language and culture. (Pública, 2017)

Having pedagogical bases, now I have to review what the program proposed by the SEP is to be able to design a class plan where, in addition to integrating the aforementioned, I take into account the context, needs and tastes of my students so that they achieve a better adherence to the activities or projects proposed for their learning.

The interaction will be the way in which the student develops around the new knowledge.

In order for the student to learn, I must take into account the aforementioned concepts, how the student will receive this information and how much he will be able to understand it in order to interact with it and produce new knowledge, such as oral or written productions.

There are four types of motivation. Instrumental, integrative, intrinsic, and extrinsic motivation.

The intrinsic motivation to learn the second English language that a student may have is the fact of looking for better work and academic opportunities in their future, every day we can see that people who in addition to their profession know English pay them better or have better opportunities work.

The extrinsic motivation, students are forced to learn by different situations such as being forced by their parents, or simply who wants to study to be a doctor, needs English for their career, since many books are in English and they need it at the end at the time of their degree.

With which we will achieve that the student manages to write in a more natural way since he will be talking about something he knows and is in his environment, for this I carry out the following planning focusing on what the program of studies for high school students with the following expected learning "Produce instructions for prepare for a situation of risk derived from a natural phenomenon. " (Pública, 2017)

With this, the student has to develop instructions with the steps to be prepared for a natural disaster, I have always liked this project as the students develop it.

We started this project by reading and understanding that the natural phenomena, as well as reading the information and being able to rescue the key points, we do this reading first in silence each one and then in a group, in this space I take advantage to correct the pronunciation of the reading, I start reading and they continue reading and then they continue, you can also listen to audios about it.

After having analyzed several texts and knowing the natural phenomena, the students will do the project, this project is to make an instruction on what to do in case of a natural disaster on a piece of cardboard and present it in class.

With this project I seek that students can write and read in a situation that could arise or that they have seen on television.

A previous step to the different natural disasters was to review the types of climate, with which we worked in the form of a brochure



EDUCACIÓN

ESCUELA SECUNDARIA GENERAL  
 “José Pablo Moncayo García”  
 CICLO ESCOLAR 2021-2022  
 PLANEACION SEMANAL

TEACHER. Gloria Maciel Chavéz	SUBJECT: ENGLISH	PERIOD:3	GROUP AND GRADE 2ª;B;C;D	WEEK 1 June
-------------------------------	------------------	----------	--------------------------	-------------

Social practice of the language: To comment one´s own and others experiences in a conversation	Methodology: Project based learning
--	-------------------------------------

SOCIAL LEARNING ENVIRONMENTS : Academic and educational

ACHIEVEMENTS	COMUNICATIVE ACTIVITY	DIDACTIC SEQUENCE / ASSESSEMENT Previous knowledge – development – close Assessment Evaluation form- Instrument – Indicators
Listen and revise conversations about oneself and the others	Exchanges associated with information about oneself and the others	<b>Didactic sequence:1</b> <b>First moment start:</b> I will explain the objective, forecast about the weather <b>Second moment developing:</b> the students will do a forecast about the weather a week <b>Third moment closing:</b> the students will do a drawing about the forecast <b>Organization:</b> all group <b>Product: the mind map</b> <b>Assessment:</b> global and formative Homework:

CURRICULAR ADEQUATION:

observation:

Secondary education students must consolidate listening skills for which they will continue with the expected learning previously applied "Produce instructions to prepare for a risk situation derived from a natural phenomenon." (Pública, 2017)" but in this case explicitly focused on strengthening the listening skills of the students, and for this we will need someone else to speak.

With which we will achieve that the student manages to listen in a more natural way since he will be talking about something he knows and is in his environment, and that previously he was working on it for this I carry out the following planning focusing on what is the program of studies for high school students. with the following expected learning "Produce instructions to prepare for a risk situation derived from a natural phenomenon." (Public, 2017)

With this, the student has to develop instructions with the steps to be prepared for a natural disaster, in addition to explaining natural phenomena.

This project is a continuation of the previous one that they exhibited with instructions on what to do in case of a natural disaster, now the students will make an exhibition with models of natural disasters where some will speak and others listen and vice versa

In this exhibition groups of different grades were invited to generate collaborative learning

With this project I seek that students can listen and understand the emergency of a natural disaster, whether it is a situation that may arise or that they have seen on television.

In this activity, the subjects of geography were linked, as well as English and arts, in order to make the exhibition project much better and involve the transversality of the contents, as indicated by the SEP, in addition to working in collaboration with the academies of these subjects.



**ESCUELA SECUNDARIA GENERAL  
"José Pablo Moncayo García"  
CICLO ESCOLAR 2021-2022  
PLANEACION SEMANAL**



<b>TEACHER.</b> Gloria Maciel Chavéz	<b>SUBJECT:</b> ENGLISH	<b>PERIOD:</b> 2	<b>GROUP AND GRADE</b> 2ª;B;C;D	<b>WEEK</b> June 6-10,2022
--------------------------------------	-------------------------	------------------	---------------------------------	----------------------------

**Social practice of the language: Produce instructions to prepare for an environmental emergency**

**SOCIAL LEARNING ENVIRONMENTS : literary and ludic**

<b>ACHIEVEMENTS</b>	<b>COMMUNICATIVE ACTIVITY</b>	<b>DIDACTIC SEQUENCE / ASSESSEMENT</b> Previous knowledge – development – close Assessment Evaluation form- Instrument – Indicators	<b>DIDACTIC RESOURCES</b>
Select and review instructions	Interpret and follow instructions	<p><b>Didactic sequence:1</b></p> <p><b>Didactic sequence:</b>  <b>First moment start:</b> I will star explaining the objective of the class, natural disasters  <b>Second moment developing:</b> the students will know about the hurricane and other disasters  <b>Third moment closing:</b> students will draw a picture about the hurricane and write the most important points  <b>Product:</b> the hurricane drawing and sentences  <b>Homework:</b>                      Assessment formative</p>	Lap top Projector Book Dictionary dictionary Marker Pen Pencil

**CURRICULAR ADEQUATION:**

observation:



**ESCUELA SECUNDARIA GENERAL**  
**“José Pablo Moncayo García”**  
**CICLO ESCOLAR 2021-2022**  
**PLANEACION SEMANAL**



<b>TEACHER.</b> Gloria Maciel Chavéz	<b>SUBJECT:</b> ENGLISH	<b>PERIOD:</b> 2	<b>GROUP AND GRADE</b> 2ª;B;C;D	<b>WEEK</b> june 6-10,2022
<b>Social practice of the language: Produce instructions to prepare for an environmental emergency</b>				
<b>SOCIAL LEARNING ENVIRONMENTS : literary and ludic</b>				
<b>ACHIEVEMENTS</b>	<b>COMUNICATIVE ACTIVITY</b>	<b>DIDACTIC SEQUENCE / ASSESSEMENT</b> Previous knowledge – development – close Assessment Evaluation form- Instrument – Indicators		<b>DIDACTIC RESOURCES</b>
Select and review instructions	Interpret and follow instructions	<b>Didactic sequence:2</b>  <b>Didactic sequence:</b> <b>First moment start:</b> I will explain the objective, read instructions project (cardboard) <b>Second moment developing:</b> the students will do the project about the natural disasters (instructions what can I do in case of....) The students will write at least 10 instructions about what can I do in case of.... Each instruction need an image or a picture <b>Third moment closing:</b> the students will review the project <b>Organization:</b> all group <b>Product:</b> the cardboard about natural disasters instructions <b>Assessment:</b> global and formative Rubric		Laptop Projector Book Dictionary Marker Pen Pencil Card board
<b>CURRICULAR ADEQUATION:</b>				
observation:				



**ESCUELA SECUNDARIA GENERAL**  
**“José Pablo Moncayo García”**  
**CICLO ESCOLAR 2021-2022**  
**PLANEACION SEMANAL**

<b>TEACHER.</b> Gloria Maciel Chavéz	<b>SUBJECT:</b> ENGLISH	<b>PERIOD:</b> 2	<b>GROUP AND GRADE</b> 2 <sup>a</sup> ;B;C;D	<b>WEEK</b> JUNE 6-10,2021
<b>Social practice of the language: Produce instructions to prepare for an environmental emergency</b>				
<b>SOCIAL LEARNING ENVIRONMENTS:</b> familiar and community				
<b>ACHIEVEMENTS</b>	<b>COMUNICATIVE ACTIVITY</b>	<b>DIDACTIC SEQUENCE / ASSESSEMENT</b> Previous knowledge – development – close Assessment Evaluation form- Instrument – Indicators		<b>DIDACTIC RESOURCES</b>
Select and review instructions	Interpret and follow instructions	<b>Didactic sequence:3</b>  <b>Didactic sequence:</b> <b>First moment start:</b> I will objective project natural disaster instruction <b>Second moment developing:</b> the students will expose the cardboard about natural disasters instructions <b>Third moment closing:</b> some students will comment something that they like about the exposition <b>Organization:</b> all group <b>Product:</b> the first step of the project <b>Assessment:</b> global and formative Rubric		Laptop Projector Book Dictionary dictionary Marker Pen Pencil
<b>CURRICULAR ADEQUATION:</b>				
observation:				

## Rubric

Excellent	Bueno	Regular	Need help
Delivery time and form Write adequately in English the general idea of the topic Add images or drawings for better understanding	Write the General idea of the topic in English Add images or drawings	Choose any theme Write some ideas of the topic have some pictures	delivered out of time I don't use the right materials Write in Spanish lacks images



## **Conclusions**

It is a commitment as a teacher that I have with my students to give my best to be a good guide that accompanies them in the development of their learning and skills, to get them to go out of their comfort zone and seek to achieve things that perhaps they thought that they would not achieve, many times when the student hears me speak only in English the barriers of I cannot or I do not know or speak to me in Spanish because I do not understand, and from there my work begins not only to work as a traditional teacher who simply teaches, but to give the value to students many times of believing in themselves and believing that it is possible for them to learn that the only limitation they have is themselves.

As we can see, teaching our students to read and write will be an everyday job where it is worth making mistakes without fear of learning, where in a collaborative way we will all learn more because I learn together with them every day, and the firm commitment of that they improve their reading and writing skills, continuing to encourage them so that they learn to self-evaluate themselves and learn among peers, always with my accompaniment to polish the areas of opportunity that they have.

Teaching our students to listen and understand will be a daily job, it is to practice one day yes and the next too, an activity that has helped them a lot is listening to songs in English, they decide which song to listen to and the only thing I ask of them is that they listen and preferably also sing to favor pronunciation also in addition to listening, and as teachers we have to continue creating different didactic situations that help our students favor these skills, in addition to knowing, self-assessing and learning among peers, as well It is very interesting the co-evaluation that gives them another perspective of their work without being told by the teacher and along with it the evaluation of their work by the teacher where they will observe their strengths and areas of opportunity.

What do I teach while I'm teaching English? I teach them that English should come out of the book that the important thing is not to have a 10 but that it really helps them to communicate, express themselves, that nothing happens if they make

mistakes once, that they can learn from their mistakes, be able to read different things, listen music, read news, continue their academic and personal training, that they are able to learn what they decide

## Bibliography

Harmer, J. (2007). *The Practice of English Language Teaching Fourth edition*. Pearson.

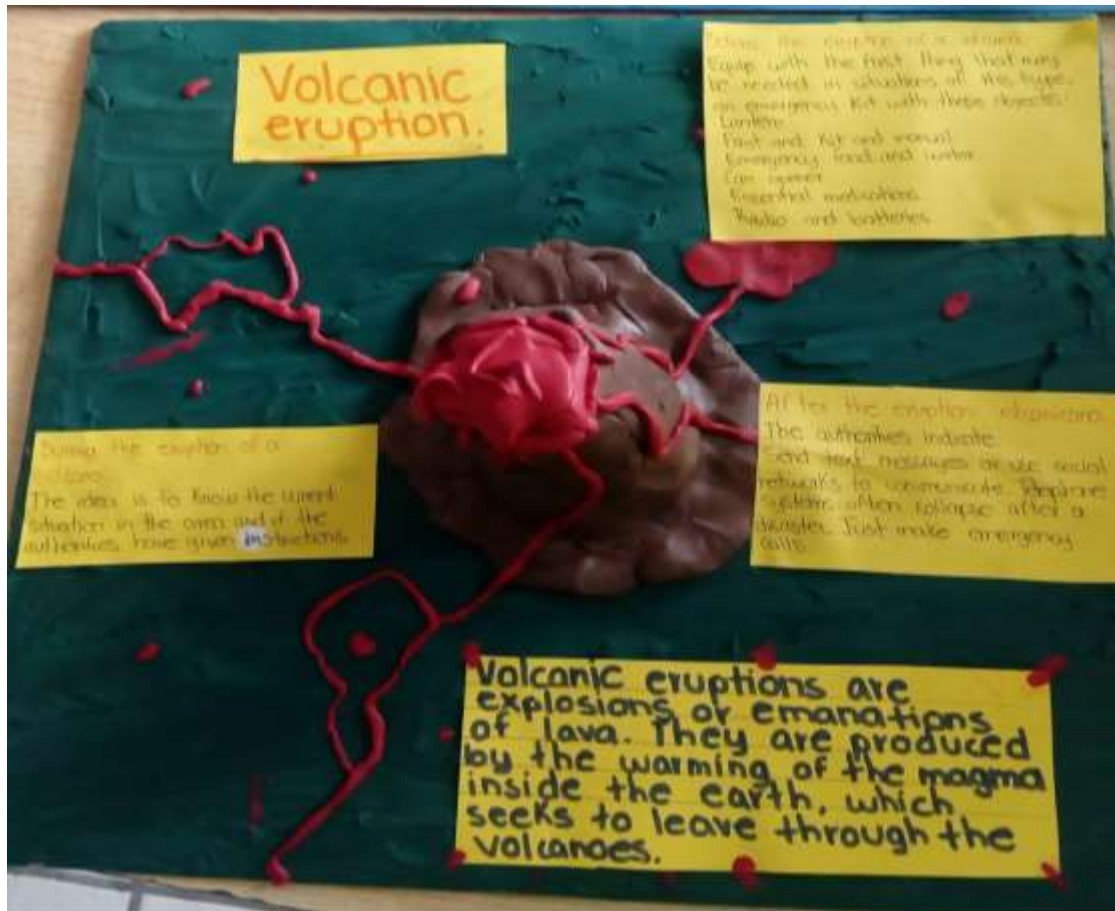
Januts, L. A. (2019, Julio). *English 2nd Secondary*. Castillo. Retrieved from Move on.

Limas, V. S. (2004). *Universidad de San Martín de Porres*. Retrieved from Cultura; Vol 18, No 18 :  
[http://www.revistacultura.com.pe/imagenes/pdf/18\\_07.pdf](http://www.revistacultura.com.pe/imagenes/pdf/18_07.pdf)

Pública, S. d. (2017). *APRENDIZAJES CLAVE PARA EDUCACIÓN INTEGRAL. LENGUA EXTRANJERA INGLÉS. EDUCACIÓN BÁSICA*. México: SECRETARÍA DE EDUCACIÓN PÚBLICA.

UPN. (2021, October 3). *EEAILE UPN Virtual UNIT 2*. Retrieved from Second Language Acquisition:  
<http://eeaile.upnvirtual.edu.mx/course/view.php?id=135#section-3>

## Appendix













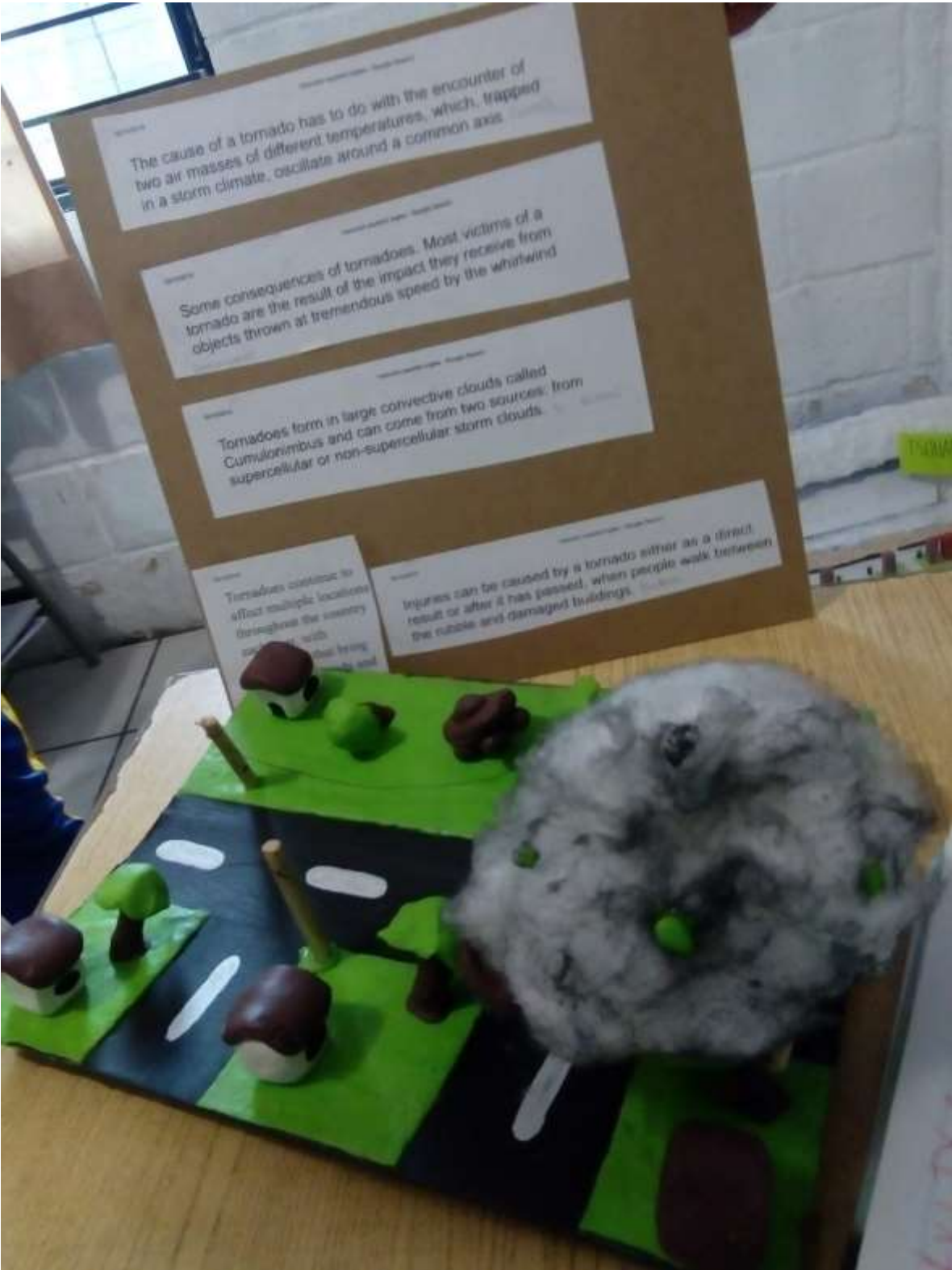
















ESCOLA SECUNDARIA GENERAL "José Pablo Montoya García"  
CICLO ESCOLAR 2021-2022  
PLANIFICACION SEMANAL

TEACHER: Gloria Maciel  
SUBJECT: ENGLISH  
PERIOD: 3  
GROUP AND GRADE: 2º BICICLO  
WITH: [unclear]

Social practice of the language: To comment on a own and others experiences in the classroom.  
SOCIAL LEARNING ENVIRONMENTS: Academic and educational

Methodology: Project based learning