



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA **“CONTEXTUALIZACIÓN: LA CLAVE PARA UNA** **PLANEACIÓN DIDÁCTICA EN LA ADQUISICIÓN** **EXITOSA DEL IDIOMA ”**

TRABAJO RECEPCIONAL

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

PRESENTA:

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**UNIVERSIDAD
PEDAGOGICA
NACIONAL**
UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“Contextualización: la clave para una planeación didáctica en la adquisición exitosa del idioma”

TRABAJO RECEPTACIONAL ESPECIALIDAD

Enseñanza y aprendizaje de inglés como lengua extranjera

PRESENTA

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JULIO, 2022

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INTRODUCTION

This paper will reflect new acquired knowledge in the specialization in English language learning and teaching as a foreign language in the design and implementation of a pedagogical intervention project in a sequence of activities was worked for a lesson of the syllabus for the students of a second semester in a Public Technological High School, as well the results of evaluation tools to identify the competencies to develop the micro and macro skills in five activities using the interculturality as a main topic with technological resources to make it appealing to the students in their context.

Last year the most spoken language in the world was English and Mandarin Chinese, with 1,268 million and 1,120 million speakers respectively. Next up on the podium is India's official language, Hindi (637 million), while Spanish (538 million) and French (277 million) round out the top five. (Mena, 2020).



Image 1. Interculturality adapted from UPN (s/f)

We are in a moment when the knowledge of another language can open better jobs, scholar opportunities even access to more information around the world, English as the most spoken language it's still a challenge for public schools, both teachers teaching and students to learn, not just for the language on it, because the context of every school are extremely different.

The acquisition of a second language implies not only learning grammar and vocabulary to communicate, English has become an international or global language, it is often referred to as a lingua franca, see Image 1. A lingua franca has been defined as “a language that is used primarily for communication purposes. Speakers ... retain their allegiance to their first language and use the lingua franca to be intelligible to others. (Spencer-Oatey, H. & Franklin, P. 2009)

In this line we have two roads; first the communicative competence: this involves the culture of the L1 and the target language culture and second the intercultural competence, this is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts. (UPN¹, 2022)

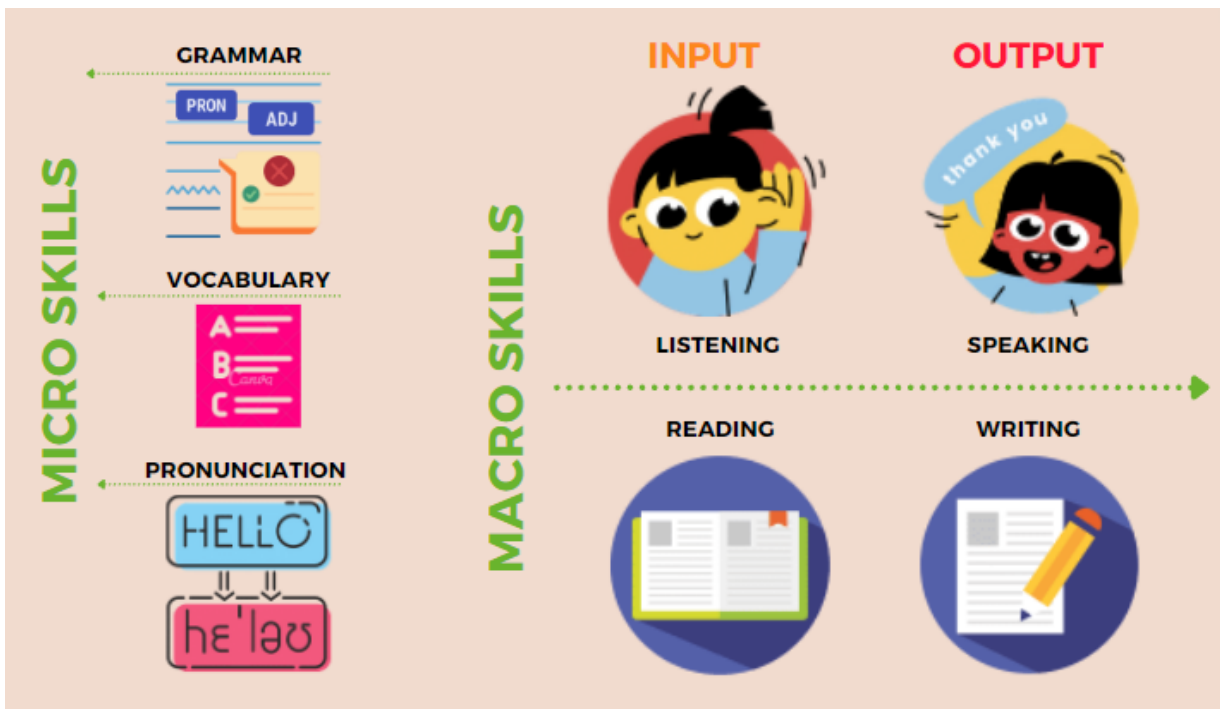


Image 2. Micro and Macro Skills adapted from English Club (s/f)

The pedagogical part is relevant for any teaching philosophy but in the Second Language Acquisition (SLA) it's a must of the teacher to know what are the theories that can help to develop the micro and macro skills of the students.

Being a teacher demand time, preparation and commitment with the role model that we play with our students, when you love what you do, your work speak for you; we aren't perfect and I think the continuing education it's the key of given a better educational service, no matter if is a public or private school.

According to the English Proficiency (2020) where rank the countries with the biggest English spoken in the world, Mexico is in the proficiency as low at the 83 position of more than 100 countries, with this Breene (2019) mention that "better English in a country correlates with higher income, higher levels of innovation and a better quality of life".

At this, with the returning to school because of the pandemic and the working remotely, the indication is that the teachers must be empathic with the students, in secondary school develop the first approach with the language, but this situation made it difficult, relying on Spanglish as a strategy to introduce little by little the micro and macro abilities for the students of the first and second semester (levels).

For these reasons, having in mind the context of the students, is the key in the didactic planning for the success of the SLA; elements such as innovation, creativity and a learning based in a multicultural, confident and empathic environment encourages student safety to learn English.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

1.01.1 Autobiography

My name is Ivonne Camus, I'm 32 years old, I'm a widow, mom of a six years' old son, I have a degree in international business, a master's degree in MBA and last December I finished my PhD in strategic management.

In 2010, I started as an English teacher in a public Technological High School from DGETI with a "*interinato*"¹ as an opportunity to start my work life. I was a senior studying and working in the technical career of management of human resources and English.

In 2014, being a teacher gave me the opportunity to start and finish a master's degree. In this line I want to be prepared for my students and have some better job opportunities. I took the decision to start a PhD in Education because I think it was a great job opportunity.

A few months later I had the chance to work in Bimbo at the logistic area, left my job in the technological high school but went on with the PhD, because of the requirements I started given classes in UNITEC at the International Business for one semester.

At the time I got engaged and in 2015 my groom died in a car accident when I was pregnant, my life changed again so I had to quit bimbo and stop doing my PhD because my pregnancy was high risk.

Being in this situation make me took decisions between my personal and professional future, fortunately my bosses always give me the opportunity to return to Bimbo but my priorities change with my son birth, I knew the time with him will be more important than a "CEO" career, it was my dream and I'm not giving up, just changing the course.

¹Interinato: It is when a worker with "base" ask for a permission to not work but don't loses his "base" and someone external can work it.

Then I remember how it was to work for a public School and realize that I will have the chance to spend more quality time with my son, the past two years maybe I won't be there as I wanted because my academic commitments, (the PhD, courses, and this specialization) but I think I'm also teaching him to get through the obstacles of life and never stop preparing itself.

This is how I decided, thanks to the famous "*Reforma Educativa*" of Peña Nieto, take the entrance exam to the system in DGETI, I wanted to be a teacher in the technical career of Human Resources Management because my profile but the vacancy in the schools close to my home just have available for English; the chief of human resources of one school told me that I could entrance with English (if I have to comply with the requirements) and support the Technical Career of Management.

In 2016 I presented and passed the TOEFL as well as the entrance exam to the DGETI system to be a teacher. I start in the world of English language as a funny way, firstable I never studied English before as well but I always understood, I always prefer the music and movies in their language unconsciously practice the SLA, I start learning consciously when I prepared my classes and practice a lot in Bimbo.

Till now, I never studied for a being a teacher or get a certification until I have to get it as a part of the requirements for the entrance exam to the system in DGETI, that's how I took my TOEFL and got the score, pass the exam and start being an Official English Teacher.

English knowledge opened me many work and academic opportunities, as a student I was lucky to have teachers who shared experiences about how this Second language helped in their professional career, in addition to teaching in a colloquial, fun and understandable way, that is why I like being an English teacher and I hope to be able to pass this knowledge in the correct way to the students that tomorrow will be the generation that seeks those opportunities to get ahead and be in charge of the country.

I think the role model as a teacher, impact in the student since the resume and of course the attitude, I will describe as “the salt of the earth”, I love teaching and I would do it better for my students, as example for my son and for me; we aren’t perfect and I think the continuing education it’s the key of given a better educational service, no matter if is a public or private school.

As a parent I would like to know that the teachers are in constantly training and making better learning tools, everyone deserve a quality education and this is going to happen if schools give the chance to provide the opportunities for this learning to the teacher who want to self-improvement and also the wants who want to do it for being some better teachers.

1.01.2 Teaching context

- **Technological High School**

The teacher role is more important than the society thinks, in a moment when the young ones are trying to find what is going on with the world; the pandemic showed several education issues and how teaching practice impacts the process of the learners' learning.

This is when the Dr. Krashen’s’ of Affective Filter Theory took an important place in this project, the center of the research is the student in his context, how the generations learn and develop strategies that work for every generation.

According to DGETI (2021) there are 456 schools across the country, 168 C.E.T.i.s. (*Centro de Estudios Tecnológicos Industrial y de Servicios*) and 288 C.B.T.i.s (*Centro de Bachillerato Tecnológicos Industrial y de servicios*), 25 schools in Mexico State, two C.E.T.i.s. and two C.B.T.i.s. in the locality of Ecatepec de Morelos.



Image 3. Logo from DGETI from DGETI Edo-Mex (2022)

The C.E.T.i.s. 65 it's located in the middle of housing complexes that are part Ecatepec and Tecamac, motels and two principal highways; according to The National Survey of Urban Public Safety Ecatepec by the INEGI (2021) is the second place most dangerous to live with 89.9% voted in Mexico. (p. 1)

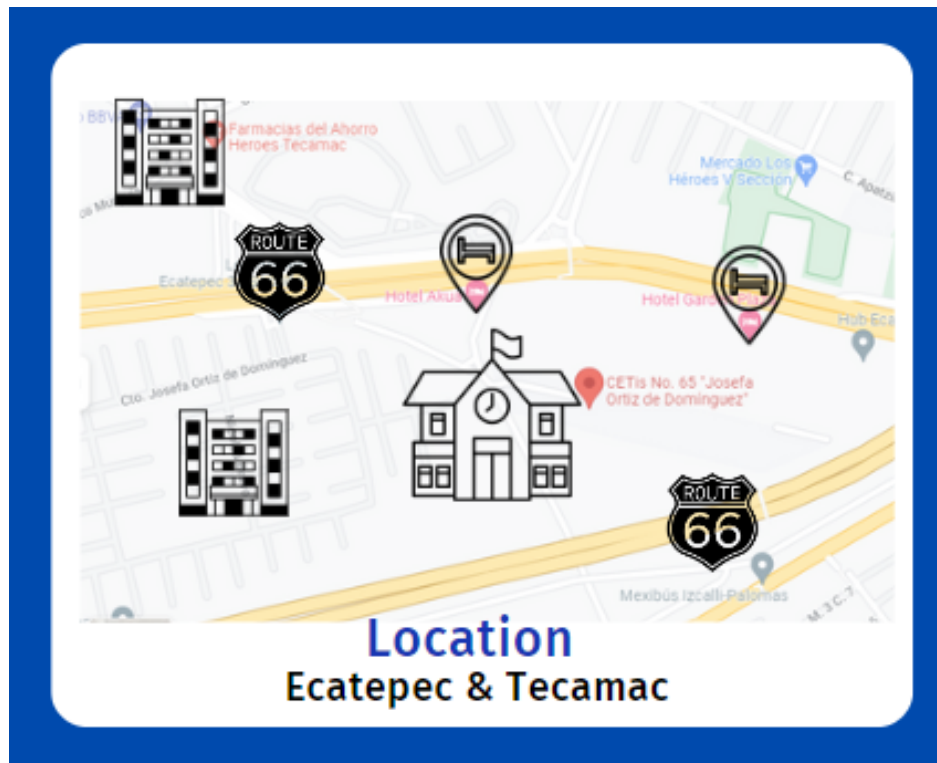


Image 4. Location of the C.E.T.i.s. No. 65



Photo 1. The entrance of the C.E.T.i.s. No. 65



Photo 2. Principal Esplanade of the C.E.T.i.s. No. 65



Photo 3. Library of the C.E.T.i.s. No. 65



Photo 4. Library of the C.E.T.i.s. No. 65

As a result, these are **three of the most common external social problems** that can interfere in the learning process:

- Insecurity in the area,
- Violence
- Economic issues

The C.E.T.i.s. 65 offer two sifts: in the morning from 7:00 to 13:30, in the afternoon from 14:00 to 20:30 hours **and four technical careers:**

1. Electricity
2. Electronic
3. Accounting
4. Management of Human Resources

Every career has 2 groups per semester, shift and technical career.

	Morning Shift			Afternoon Shift		
Electricity	2AM	4AM	6AM	2AV	4AV	6AV
	2BM	4BM	6BM	2BV	4BV	6BV
Electronic	2CM	4CM	6CM	2CV	4CV	6CV
	2DM	4DM	6DM	2DV	4DV	6DV
Accounting	2EM	4EM	6EM	2EV	4EV	6EV
	2FM	4FM	6FM	2FV	4FV	6FV
Management of Human Resources	2GM	4GM	6GM	2GV	4GV	6GV
	2HM	4HM	6HM	2HV	4HV	6HV
Total of groups	24			24		

In line with COSDAC (2018) the Curriculum Structure of Technological High School, English has five levels, one for every semester, from English I to IV with three hours per week, for the last semester with five hours per week.

The Technological High School has suffering several changes adding official programs that we must consider at the moment of teaching, these are:

1. **Construye T**

This program “promotes the development of socio-emotional skills in young people in public upper secondary education, through didactic, sports and cultural activities to improve their present and future well-being” (SEMS¹, s.f.).

2. **Transversal project**

“Transversality begins with the identification of the expected learning between at least three subjects from the same disciplinary field or from other disciplinary fields and professional modules or sub-modules. From this agreement, we have the necessary curricular elements to continue with the development and contextualization of the activities that lead to the achievement of said expected learning in its three basic moments: opening, development and closure” (SEMS², s.f).

- **English Teachers**

The national academy is made up of in three parts: national, state and local, in order the agreements take part from our national academy. Nowadays every teacher has the opportunity to decide the entire teaching planning, as long as it complies with the official syllabus and programs.

However, because of the pandemic it proposed to work with a “*Cuadernillo de aprendizajes esenciales*” to develop as the title says the essential knowledge of English for every semester. This material was made as a collaborative work and wasn't obligatory, still every teacher can decide what material to use, taking in mind the context of the student.

- **Students**

The English subject is still working with the Agreement 442 (from the *Reforma Integral de Educación Media Superior* “RIEMS”) establish three basics norms about students, one of those say “universal recognition of all the modalities and subsystems of high school; is ensuring that young people who are of the age to study it (15-19 years old), acquire common skills and knowledge” (DOF, 2008, p. 16).

Speaking about the context of the generations, Garcilazo (cite to Carcaño, 2020) defines the existence of four generations in Mexico. “First, the Baby Boomer generation, born between 1939 and 1959. Second, Generation X, born between 1960 and 1982. The third, Millennial Generation, born between 1983 and 2005 and, finally, the Contemplative Generation, born between 2006 and 2029”.

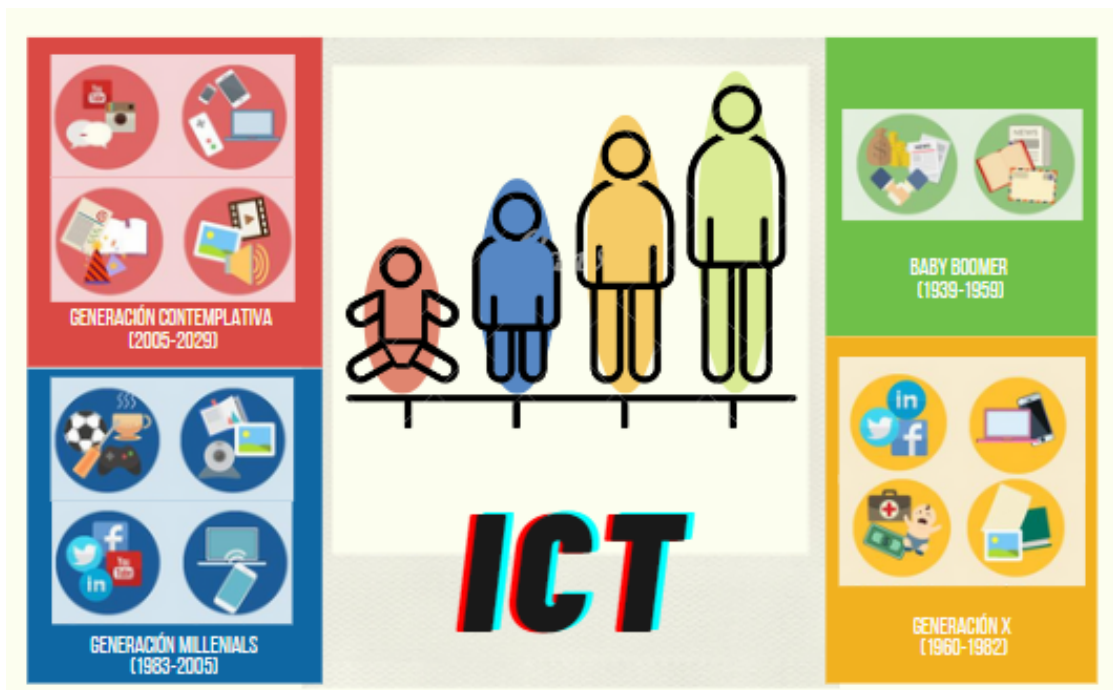


Image 5. Generations in México adapted from Garcilazo (cite to Carcaño, 2020)

Is relevant to mentioned because every generation has different needs and also the learning change, for example the Contemplative Generation, the one we have to work Garcilazo (cite to Carcaño, 2020) describe them as “it was a generation that was born in a climate of violence, which caused them to be overprotected. They are characterized by seeing other generations make decisions - hence their name - and it is difficult for them to make decisions” complementing this appreciation in my opinion, at the moment of the pandemic the learning process has to be at the same learning of TIC´s.

The first contact that a public high school student has with the English language begins in junior high school, unfortunately in the past 5 years the statistics say that only 1% or less, arrive with a "pre A1" level according to the CEFR (Common European Framework of Reference for Languages).

Reasons why improve the strategy of explaining the micro skills in Spanish, give and answer directions in Spanglish and develop the macro skills by the student in English.

1.01.3 Challenges

The technological high school teacher profile, focused in the subject to teach, left a side the pedagogical part just to the experience and to the beliefs of the teacher at the moment to teach, have courses about it thanks to the COSFAC (*Coordinación Sectorial de Fortalecimiento Académico*) but not obligatory.

It was difficult at the beginning with all the pedagogical theories but when I started to relate with the goal at the development and construction of the lesson plan, I understood the importance and relevance to know this background for a better SLA.

The challenges at the moment to implement this proposal start with the unstable internet connection from the school and the students, it is important to create a collaborative work

with the staff of the schools too, in this case fortunately the one in charge of the networks could install in the library a modem as sees in the Photo 5 and 6 since then still there for the ones who need to use; or the other day when he missed have to improve as in the Photo 7 shows.



Photo 5. The activities were prepared to developed in the classroom

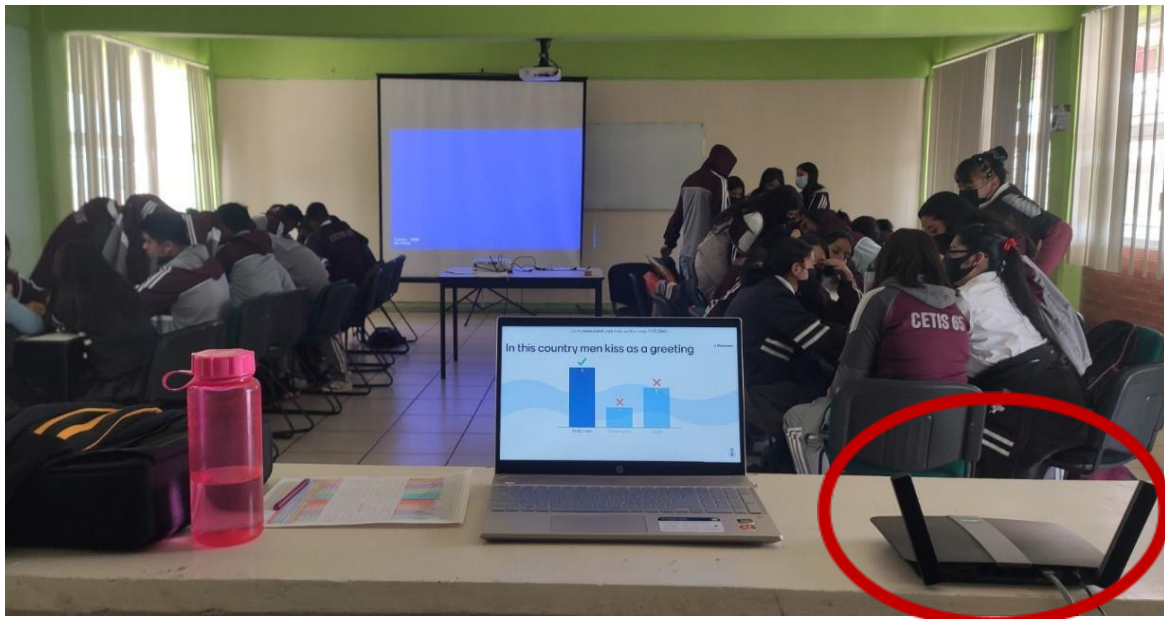


Photo 6. In the library with a borrowed modem



Photo 7. Evidence of how the technical problem was solved

The students want to work with their cellphones. At the beginning of the organization a teacher could think that the internet is limited to every student in a public school because of the economic crisis, but it is more common for one student to spend his money on the internet than to eat.

So this was the opportunity to use it for learning inside of social media or games, in this line are a few cases that this might be true and work in a sheet or write the answers back of the general rubric.

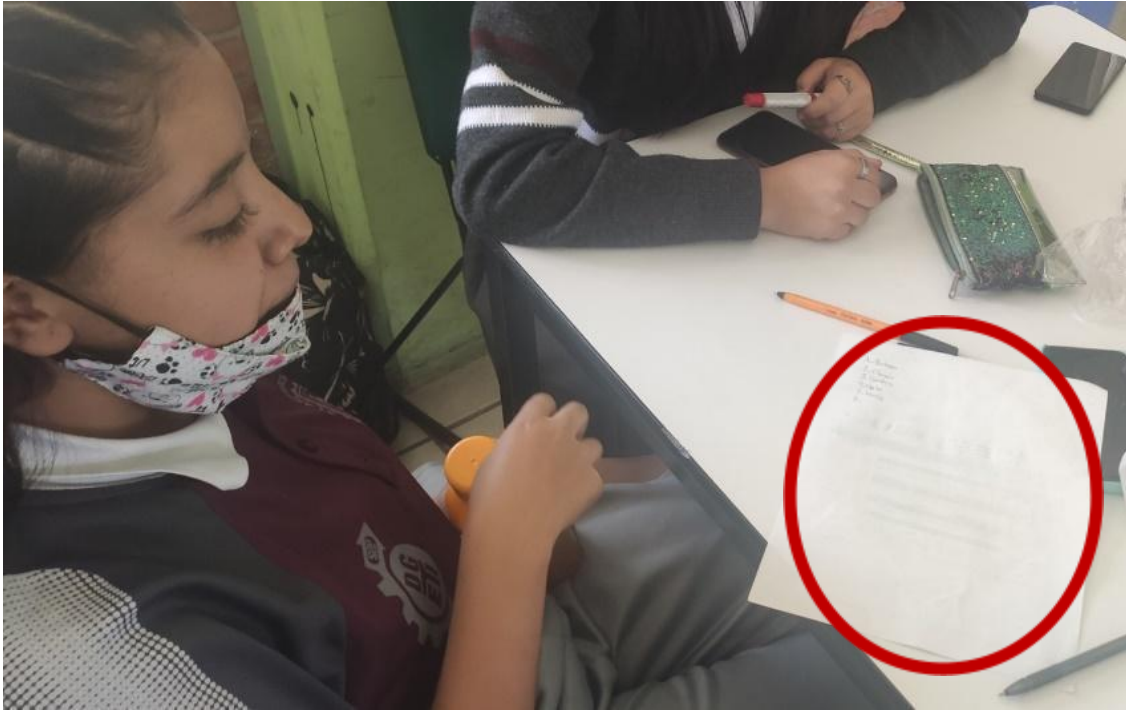


Photo 8. Team that end up their internet connection and wrote the answers on the back of the rubric



Photo 9. Teams using technology for the activities of the lesson plan

1.02 THEORY BEHIND MY TEACHING PRACTICE

As a young English teacher I think the generations that I'm working with are so different from when I was a student and in every school year, I believe my teaching philosophy part of the quote "I want to teach thinking how I would have liked to my teachers teach me but in the contexts of the students" with a significant learning.

One of the most important things at the moment of teaching another language it's to focus on something productive, something the students may use as I said "significant knowledge" for example the importance of developing a self-introduction, for studying in another country (interculturality) or a job interview.

In this idea when I started reading about the pedagogical theories in the acquisition of a second language, I immediately identified with Dr. Stephen Krashen's hypothesis:

I. Acquisition/Learning Dichotomy

Krashen's investigations describe, for one side the acquisition as a natural and subconscious fact in the SLA and for the other, the learning as something conscious and giving information.

II. Monitor Hypothesis

This happens when the student starts to understand the knowledge, and try "to test or verify the grammaticality of their language once they have produced it" (UPN², 2021), for this Krashen's suggested three conditions:

- ✓ **Focus on form:** form is more important than meaning in the learning process.
- ✓ **Knowledge of the rule:** when they know the "grammar"
- ✓ **Time:** The moment for the student start to notice the rules and start to apply

III. Natural Order Hypothesis

For this hypothesis the student starts to receiving the information and analyzing at the same time for itself at a “natural order”, for example when we are young, our parents don’t say “this is an apple in singular” and “those are flowers as plurals”, they say “look an apple and over there some flowers”, we are having this input knowledge natural, from an easy way increasing the difficulty by the learning of the student.

IV. Input Hypothesis

This is practically all the information that the student receives but we have to send that information for the understanding of the student.

V. Affective Filter Hypothesis

When the student has an environment of confidence, security, friendly and feels empathy from the teacher, the learning process could be easier and “fluid”, also the motivation that we can give as teachers to the student in the process, celebrating them accomplishment, will give this bond of confidence in the learning process.

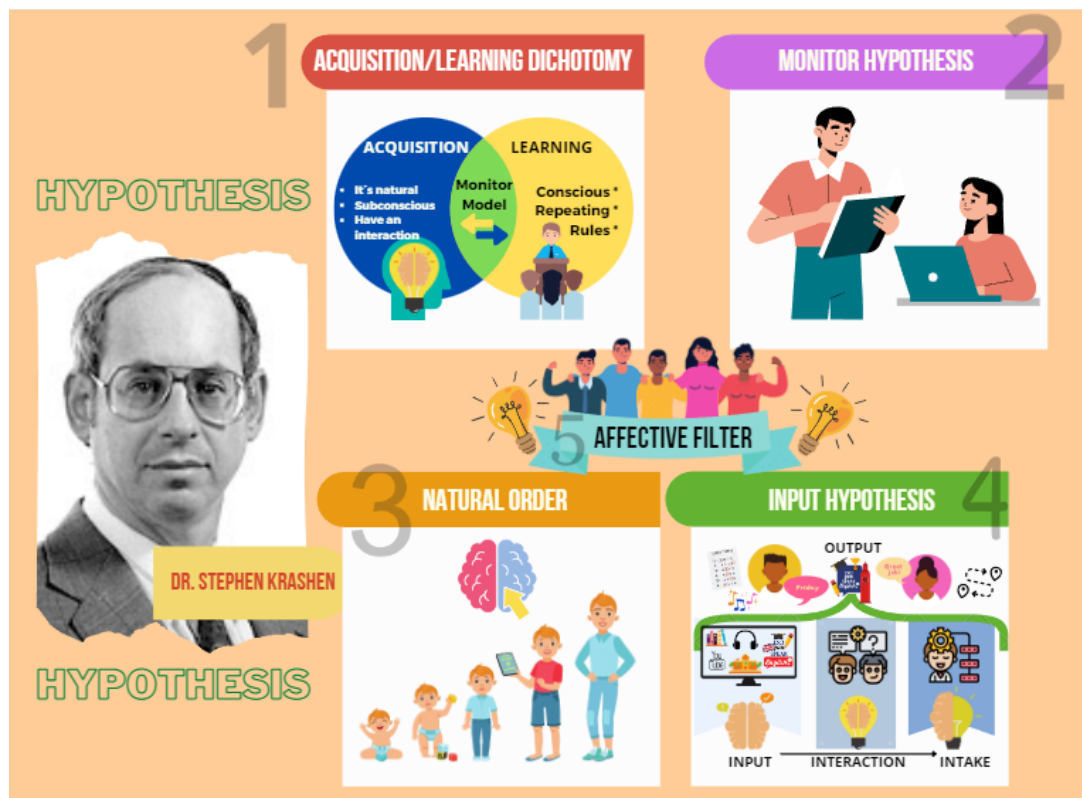


Image 6. Krashen's Five Hypothesis for SLA

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 LESSON PLAN

Objective: The student will know and respect the traditions around the world when celebrating a birthday, identifying and using the grammar and vocabulary according to the context.	
System D.G.E.T.I.	School C.E.T.i.s. No. 65
Teacher Ivonne Elizabeth Camus Galicia	C.C.T 15DCT0007C
Subject English II	Semester 2
Career Technical accounting	Date 26/05/2022
Functions	Duration in Hours 3 hours/ 1 session
<ul style="list-style-type: none"> ✓ Talking about birthdays experiences ✓ Know different traditions about it ✓ Identify the vocabulary & the grammar 	Topics related ✓ Simple Present and Past ✓ Progressive Present and Past

TIME	STAGE	DESCRIPTION	MATERIALS
40 min	Warm up	<ul style="list-style-type: none"> ✓ I will start with the attendance, in this moment: ✓ The students will make teams of five, write their names and a team name on a piece of paper. ✓ Next I present the Genially to introduce the main topic. <p>Activity 1 “Trigger question”</p> <ul style="list-style-type: none"> • Do you think birthdays are celebrated the same in Mexico as in India? • Do you think all the countries celebrate the XV años as Mexico does? <p>We talk in “Spanglish” about it</p>	<p>Genially https://view.genial.ly/628442ff53d3c400192770f6/interactive-content-2fm-bday2</p>
50 min	Development	<p style="text-align: right;">Listening</p> <ul style="list-style-type: none"> ✓ After that, I present a video with relevant data about how people celebrate their birthdays in all over the world. ✓ The student begins to watch a video on YouTube <p>Activity 2 “Quiz”</p> <ul style="list-style-type: none"> • In teams will answer a quiz using the app Mentimeter <p style="text-align: right;">Reading</p> <p>Activity 3 “Match the vocabulary”</p> <ul style="list-style-type: none"> ✓ After a small reading comprehension, every team will match the images of birthday vocabulary with the right word and send it to the classroom. <p style="text-align: right;">Writing</p> <p>Activity 4 “Dictation”</p> <ul style="list-style-type: none"> • To make it more interactive, the students scan a QR code • At my signal they will write 5 words of the previous vocabulary as a dictation. 	<p>YouTube https://www.youtube.com/watch?v=7jrTqtX8g9k</p> <p>Mentimeter https://www.mentimeter.com/app/presentation/5c76cd17b47b9b8e38910fc67c99c30d/aa352b60b4d8</p> <p>Padlet https://padlet.com/teacerivonnecg/bfb0ueex70qv6rn5</p>
40 min		<p style="text-align: right;">Speaking</p> <p>Activity 5 “Comparative Chart”</p> <ul style="list-style-type: none"> ✓ The students will research about the differences and similarities between the quinceañera party and sweet sixteen. • Each team will go to the board to write a difference and/or similarity. 	<p>Board & Markers</p>
15 min	Feedback	<ul style="list-style-type: none"> ✓ For practice the students will read 3 interactive tales in Duolingo 	<p>Duolingo</p>

2.02 EVALUATION AND ASSESSMENT

It is understandable that the teaching strategies that teachers chose, will impact what and how the students learn as well the decision about what activities to implement in every lesson plan, for this: the formative assessments let students show that they're learning, and summative assessments let them show what they've learned. In the Image 7, I describe a few examples that I use in the formative and summative activities to evaluate.

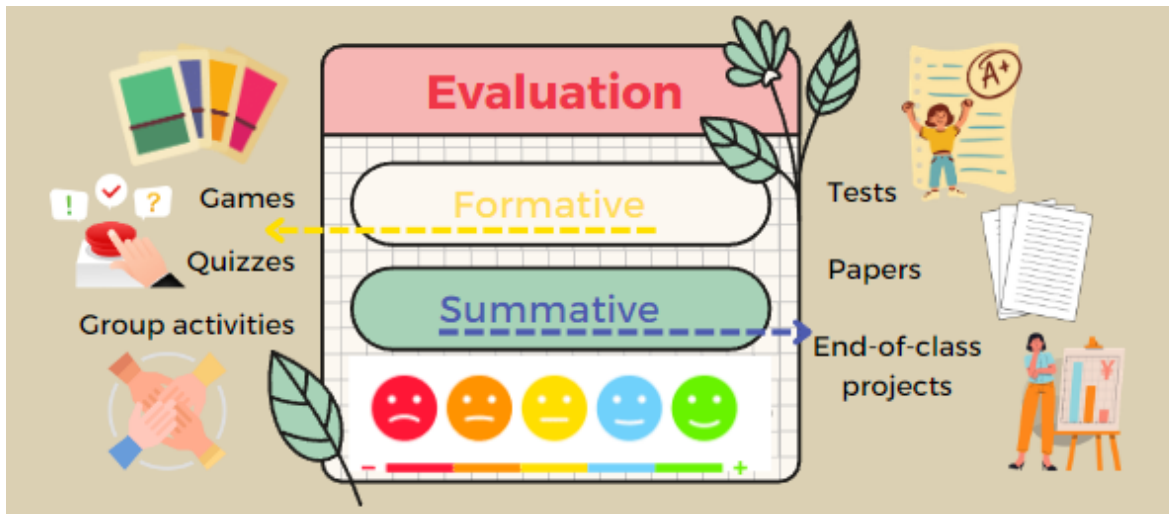


Image 7. Formative & Summative Activities. Adapted from UPN³ (2022)

The assessment process is ongoing, and that it can be both informal and formal, in the image 8 shows the differences. Students need different ways of evaluating, not only with traditional feedback, today we see how the "meme" culture can help the teacher to give the students, a funny feedback in essays for example.

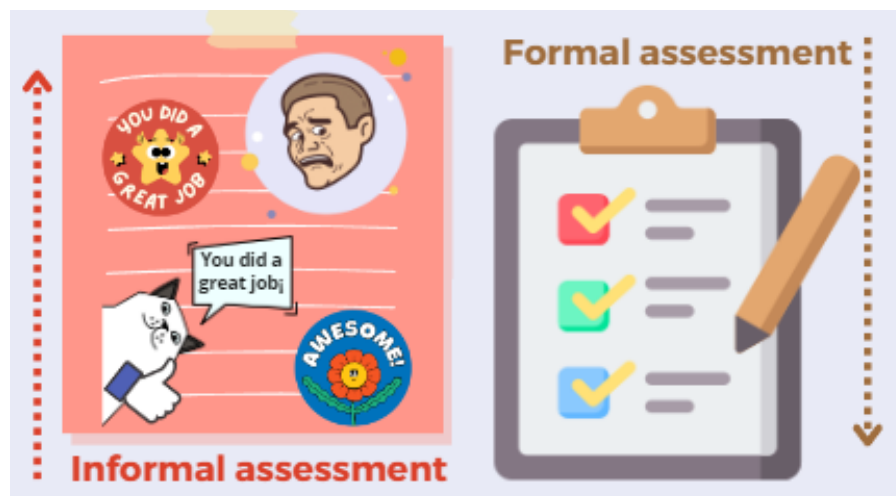


Image 8. Formal and Informal Assessment. Adapted from UPN⁴ (2022)

2.02.1 The assessing or evaluating tools

The general program of English for a Technological High School is: English I: present; English II: past; English III: future; English IV and V the mix with the conditional, perfect tenses, etc.

I teach the first two levels of English, in this moment I'm teaching the second semester or the level two, the classes at school started at the beginning of this year with all the students, this give us the "opportunity" to still working with the syllabus of English I, according to the Common Reference Levels in their Global Scale we work the A1 and the A2.

Common European Framework of Reference for Languages

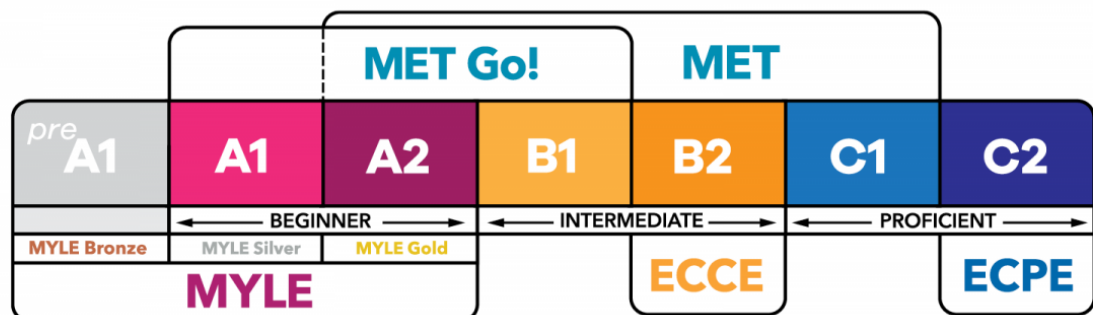


Image 9. CEFR, from Michigan Language Assessment (2020)

The numbers of student to evaluate make a little complicated the feedback as the assessment in an individual form, that's why I develop an evaluative scale where the students work in teams, firstable to encourage the competence of collaborative work and second to make easier the evaluating and feedback process.

2.03 MATERIALS EVIDENCE

- **Genially**

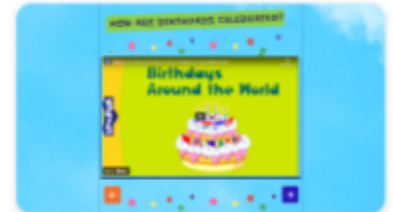
<https://view.genial.ly/628442ff53d3c400192770f6/interactive-content-2fm-bday2>



1 | Portada 



2 | Preguntas d...  ...



3 | Video  ...




4 | Video Copia  ...




5 | Vocabulario  ...




6 | Lectura  ...



7 | Código QR  ...



8 | Ejercicio  ...

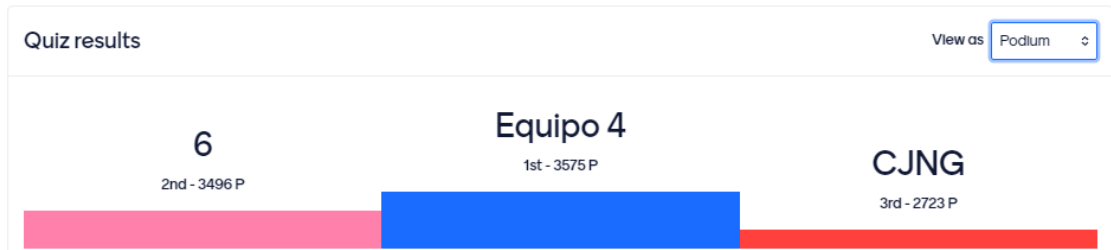
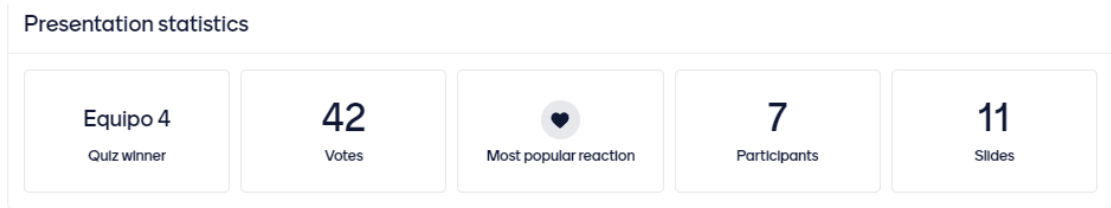


9 | Lectura p/Sp...  ...



• **Mentimeter**

<https://www.menti.com/app/presentation/5c76cd17b47b9b8e38910fc67c99c30d/aa352b60b4d8>




Ve a www.menti.com y utiliza el código 1617 8129

Instructions

Ve a www.menti.com

Introduce el código
1617 8129

O usa el código QR



Leaderboard

941 p	Equipo 4
812 p	Equipo 5
793 p	Equipo 2
0 p	6
0 p	CJNG
0 p	Equipo 3
0 p	Televisa presenta

Leaderboard

941 p	Equipo 4
916 p	Televisa presenta
897 p	CJNG
835 p	6
812 p	Equipo 5
807 p	Equipo 3
793 p	Equipo 2

Leaderboard

1826 p	Equipo 4
1761 p	Equipo 5
1757 p	Televisa presenta
1674 p	6
897 p	CJNG
807 p	Equipo 3
793 p	Equipo 2

Leaderboard


2770 p	Equipo 4
2692 p	Televisa presenta
2617 p	6
2600 p	Equipo 5
1834 p	CJNG
1727 p	Equipo 3
1566 p	Equipo 2

Leaderboard

3575 p	Equipo 4
3496 p	6
2723 p	CJNG
2692 p	Televisa presenta
2600 p	Equipo 5
2582 p	Equipo 3
1566 p	Equipo 2

- **YouTube**

<https://www.youtube.com/watch?v=7jrTgtX8q9k>

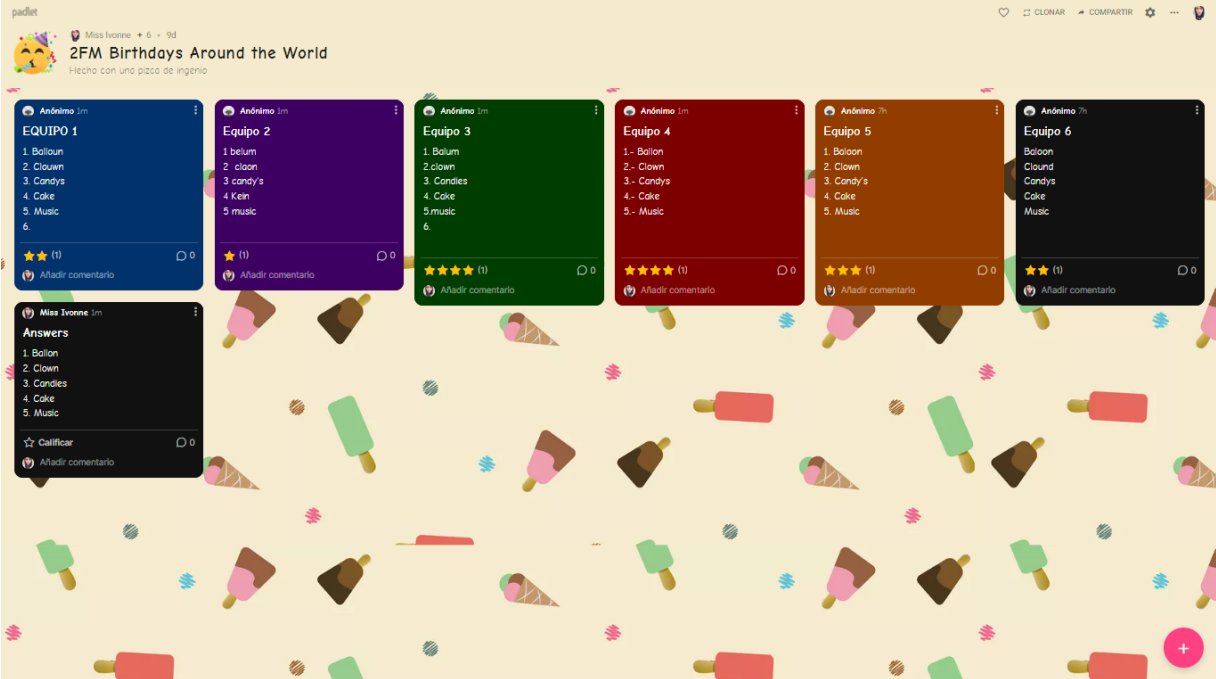


Birthdays Around the World | Culture and History | Holidays | Little Fox | Bedtime...
Little Fox - Kids Songs and Stories • 237.661 visualizaciones

Birthdays Around the World Children around the world have different birthday parties. Let's see what they do! Visit...

- **Padlet**

<https://padlet.com/teacherivonnecg/bfb0ueex70gy6rn5>



padlet

Miss Ivonne + 6 · 9d

2FM Birthdays Around the World
Hecho con una pizarra de ingenio

Equipo 1
1. Baloon
2. Cloun
3. Candy's
4. Cake
5. Music
6.

Equipo 2
1. belun
2. cloun
3. candy's
4. Kein
5. music
6.

Equipo 3
1. Balun
2. cloun
3. Candy's
4. Cake
5. music
6.

Equipo 4
1- Baloon
2- Cloun
3- Candy's
4- Cake
5- Music

Equipo 5
1. Baloon
2. Cloun
3. Candy's
4. Cake
5. Music
6.

Equipo 6
Baloon
Cloun
Candy's
Cake
Music

Answers
1. Baloon
2. Cloun
3. Candy's
4. Cake
5. Music

Calificar

2.04 RUBRIC

I called a “general rubric” because I check the activities week by week; I believe the organization of the weeks per activities with a topic at the moment to explain to the student, is the key because they’ll know what we are going to work on from the beginning of the partial. In the **appendix A** will find my evaluative scale and how I organize the weeks and the percentage of every activity for the final grade of the 3rd partial.

In this partial I’m going to evaluate 2 products and the developed of 3 main topics where we work the micro and macro skills; the first is the evaluative scale signed by the student and the parent; second the proposal for this paper; third we will work the simple and progressive past tense knowing about Malala Yousafzai; fourth activities and habits in their childhood using “used to and to be used to” and finally a transversal project as a summative assessment.

Every week has their “general rubric”, in this case I’m going to explain the one who I used to evaluate the proposal lesson for this paper, this rubric is divided in 4 parts:

1. **The description of the activity:**

- ✓ Name,
- ✓ Level to develop,
- ✓ Objective or goal,
- ✓ Subject and name of the teacher.

2. **The competence to develop:** The description of the two official general competence and the disciplinary; the date, group, number of team and members of the team.

3. **The rubric for every activity:**

- ✓ In the **first activity**, the students participate in “Spanglish” evaluating them if they make it, are in process or starting; how much English- Spanish they used as a diagnostic.
- ✓ The **second activity** it’s a Quiz where at the moment I evaluate five questions about the YouTube presentation.

- ✓ The **third** is matching the picture with the word
- ✓ The **fourth is a dictation** to practice the vocabulary and with it the writing skill.
- ✓ The **fifth** a speaking activity where the students developed all the skills too.

EDUCACIÓN

Subsecretaría de Educación Media Superior
Comisión General de Evaluación Educativa

Actividad: "Birthdays around the world"
 Nivel: Common Reference Levels: Global Scale A1 & A2
 Objetivo: Know and respect the traditions around the world when celebrating a birthday, identifying the grammar and vocabulary according to the context.
 Asignatura: Inglés II

Profesora: Miss Ivonne Camus
 Competencia Disciplinar: Comunicación
 Descripción: Se comunica en una segunda lengua mediante un discurso escrito, oral o escrito congruente con la situación comunicativa.

Date: 26 de Mayo del 2022
 Group: 2FM # Team: 6

Team members:

1. Havelanda Gutierrez Leonardo Daniel	4. Pineda Hernandez Tere Marcela
2. Ayala Pina Nayeli	5. Reyes Burgos Erick
3. Lopez Lopez Paol	6.

Activity 1 Participation: At least two of the team participate giving a point of view for the trigger questions (in Spanish).
 Trigger Question: **Accomplished** In process Starting

Activity 2 Listening Quiz

Q1	Q2	Q3	Q4	Q5
✓ 0.2	X 0	✓ 0.2	X 0	✓ 0.2

 Total: 0.8 of 1.0 (2)

Activity 3 Reading Vocabulary

Accomplished	In process	Starting
19-16 0.5	15-12 0.4	11-8 0.3
7-4 0.2	3-0 0.1	

 Total: 0.5 of 0.5

Activity 4 Writing Dictation

Accomplished	In process	Starting
5/5 0.5	4/5 0.4	3/5 0.3
	2/5 0.2	1-0/5 0.1

 Total: 0.2 of 0.5

Activity 5 Speaking Comparative chart

Speaking			Writing			Reading			Listening		
Fluency Congruence			Ideas Organization Word choice			Fluency			Identify similarities and differences		
A	IP	S	A	IP	S	A	IP	S	A	IP	S
0.5			0.5			0.5			0.5		

 A: Accomplished 0.25/ IP: In progress 0.15/ S: Starting 0.05
 Total: 1.0 of 1.0
 Final Score: 2.5 of 3.0

Feedback: Hello guys!!! you work veeeey well as a team, I like that you support each other to speak the language but you have to keep practicing writing! Great job! In

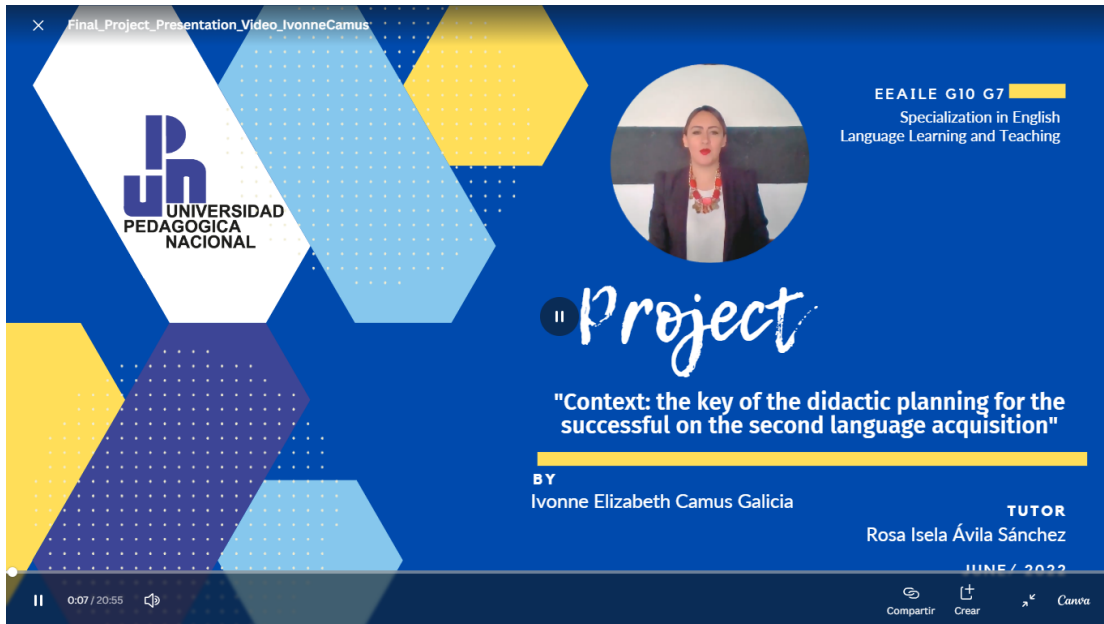
Dra. en A. E. E. Ivonne Camus
 teacher.ivonnecg@gmail.com

2.05 VIDEO

In the next video explain the experience of developing the lesson plan

- Click on the link to watch it:

https://www.canva.com/design/DAFFR9KWwaw/18m6zjTruJJCCbBTGupwxA/watch?utm_content=DAFFR9KWwaw&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



CHAPTER 3: EXPERIENCE REPORT

The time for the implementation of this proposal was a little rushed, but fit with the 3rd partial and I could adapt with the *planeación didáctica* that I developed before the semester began.

It was fully developed in two groups, 2FM and 2HM to compare the results about these two different contexts.

Group		2FM	2HM
Technical career		Accounting	Management of Human Resources
Total of students		40	39
Boys		12	11
Girls		28	28
ENVIRONMENT	Internal The relationship between the students	<ul style="list-style-type: none"> It is noted fellowship and respect in the academic improvement 	<ul style="list-style-type: none"> They aren't cordial, The group is divided, Already stolen 2 cell phones, Have been verbal attacks and almost a fight between two girls.
	External The relationship between the students and the teacher	<ul style="list-style-type: none"> The teachers who teach this group agree that they are some calm students. The environment of trust created makes learning meaningful in which different activities can be introduced. 	<ul style="list-style-type: none"> Teachers agree that it is difficult to create an ideal environment for participation and knowledge acquisition. To a moment to another the climax of the group changes because of one opinion or participation of some student.
Results of the lesson plan		It was developed this week Were more than 3 hours, because the 5 th activity took more time, and fortunately, the next hour they have "tutoring" and their tutor give us the time to finished	It was developed according to the schedule. To my surprise, the group worked very well till the 3 rd activity.



Photo 10. Students of the 2FM



Photo 11. Students of the 2HM

The connection still a problem because, the internet is unstable; I asked to the systems manager and told me that it is a problem because the wind blows very strong in that area, the school is still working with the internet supplier for this problem, he helped me to keep the router in the library to develop the activities. Some of the students didn't have internet in their phones so they wrote the answers in the rubric. For a moment the participation wasn't the same but they still have a good attitude I want to think because of the activities like them. For practice the students read one of the three interactive tales in Duolingo that program for them.



La fiesta sorpresa
A entregar el Vie 27 de Mayo a las 20:00

Estado de la tarea

- 36 de 40 Completadas
- 2 de 40 Tarde
- 2 de 40 No entregadas

Surprise Party

Lily and Zari see Vikram buying balloons in a store.

Thanks, it's my wife's birthday. I'm having a surprise party for her.

Completa la oración

We just saw her in the store.

in the story

win the score

in the store

3.01 EVIDENCE

Activity 1 "Trigger question"

TRIGGER QUESTION

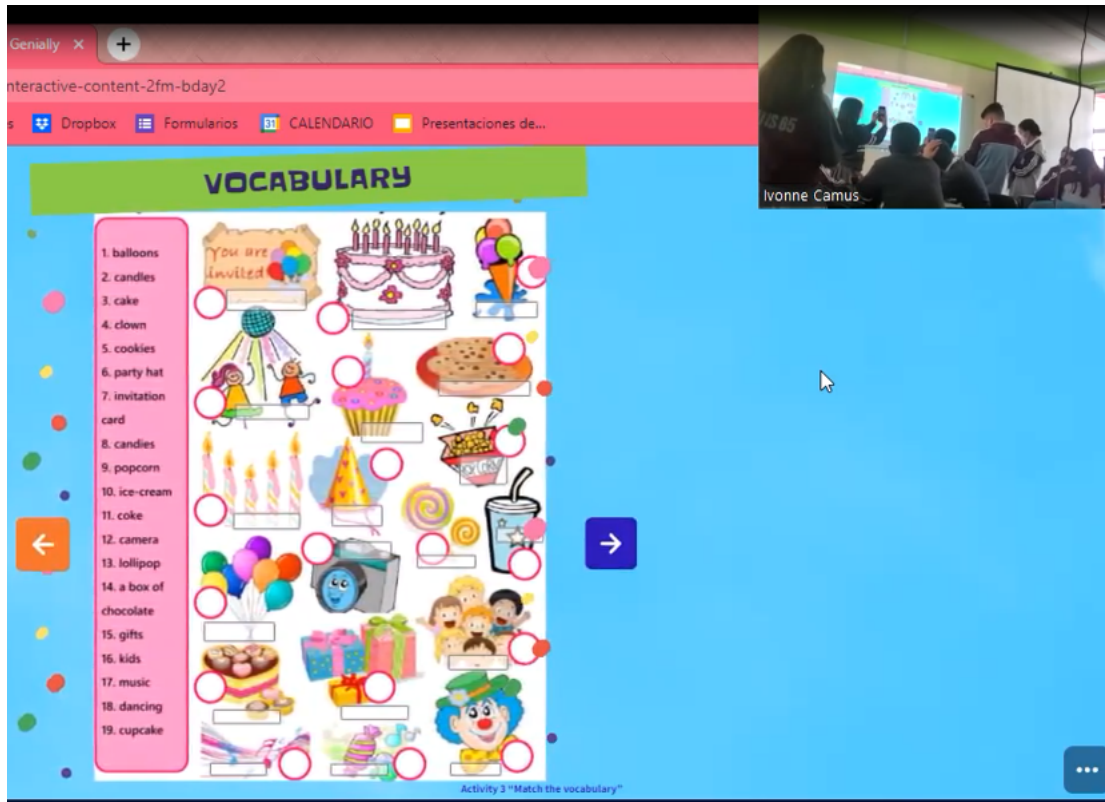
- Do you think birthdays are celebrated the same in Mexico as in India?
- Do you think all the countries celebrate the XV años as Mexico does?

Activity 1 "Trigger question"

Activity 2 "Quiz"

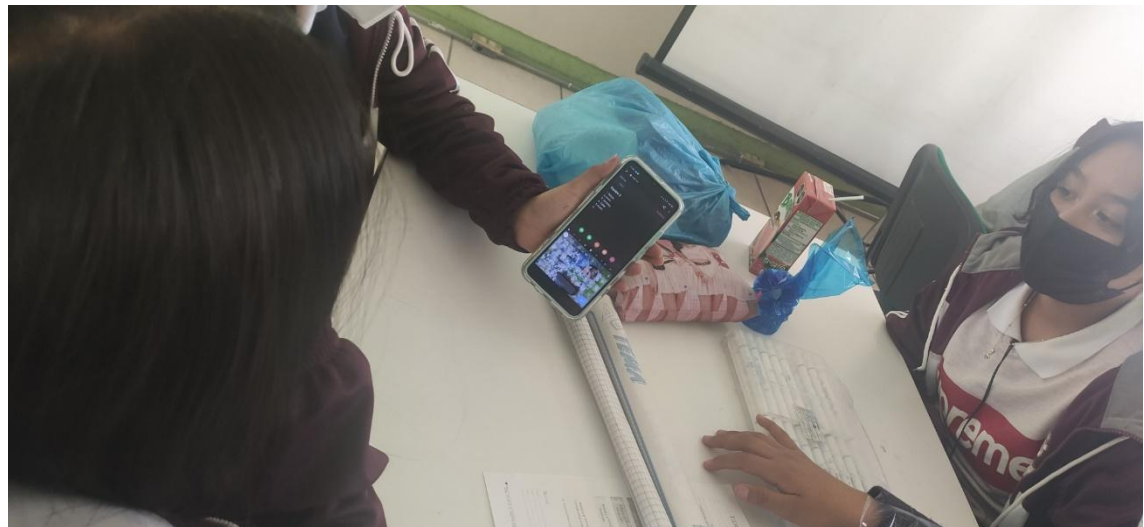
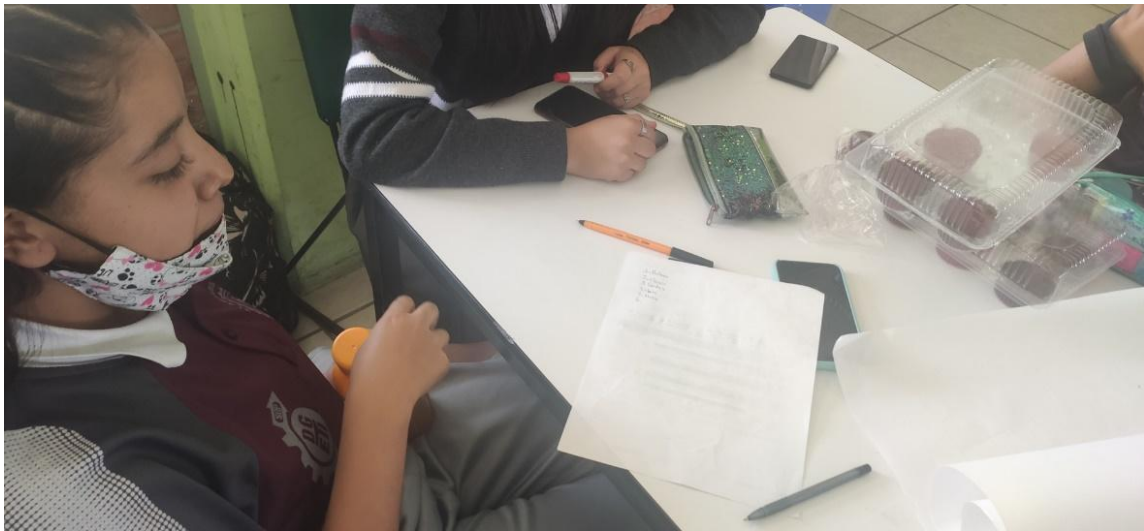


Activity 3 “Match the vocabulary”

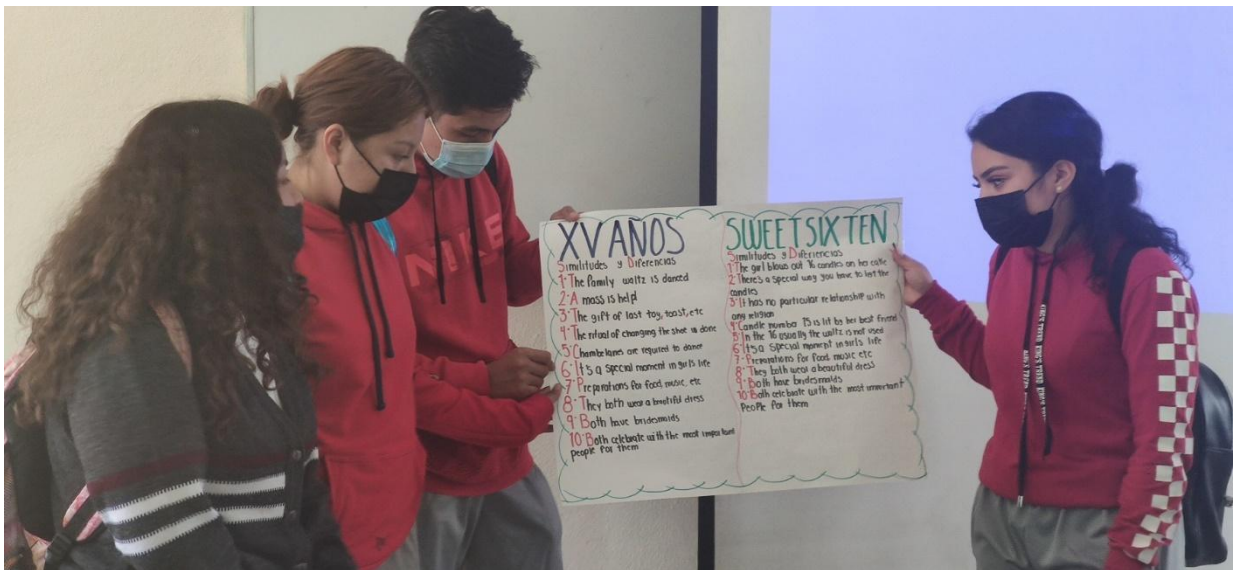


Activity 4 “Dictation”

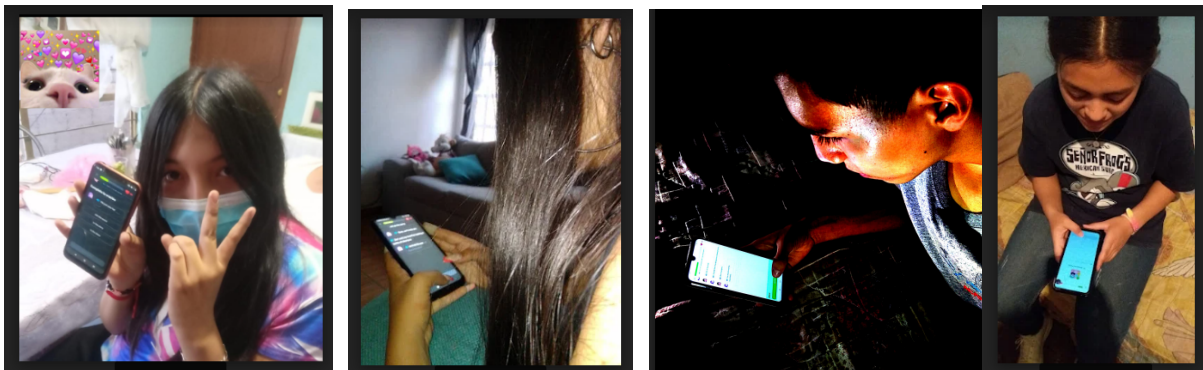




Activity 5 “Comparative Chart”



Feedback & Homework with Duolingo



CHAPTER 4: CONCLUSIONS

I always think that learning another language implies the cultural part, learning English gives the opportunity to the learner, know not just to the cultures where this is the L1, giving access to worldwide culture is an important factor for developing the interculturality.

I discovered from this organization, that the groups worked and practiced "fluid" the four skills in one week with a main topic, this idea I took from my son and how he worked in kindergarten, his Teacher worked with a consonant letter per week, she developed different activities but with this "main topic".

I realized how my son and his classmates learn faster by practicing the same letter for a week than when they were taught one letter per day. I don't know if this practice is the one that "everyone uses in kindergarten" but in high school for the short time that we have I thought I wasn't able to do it.

Choose a main topic with this interculturality characteristic is not an easy work, find out a topic that can result interesting for the students has to be creative and dynamic, this is how I pick up the topic "Birthdays around the world", this topic gives them the opportunity not just know about other cultures, give them the chance to express their own experiences with the most famous party in Mexico the XV años and making a comparative with another tradition that took relevance a few years ago with a show in MTV the Sweet 16.

After choosing the main topic I think a way to make it more dynamic and found this app that is similar to Kahoot but less knowing, Mentimeter have the chance to develop a leaderboard in every answer, give this "sparkle" as a contest with music and the use of their smartphones as a tool to answer in real time.

The key for making a dynamic lesson part I think was a mix of the activities, three are interactive using Mentimeter with the quiz, Padlet with the dictation and Classroom where the teams send their vocabulary. in contrast with the speaking activities that are more traditional.

In the assessment I always work with general rubrics because the time we have for the classes plus the administrative work it is limited, a great strategy has been put the students in teams, develop the collaborative work it is essential in the generic competence, we are not just English teacher we are teachers who teach values and in the technological high school we prepared the student for the employment market.

For a moment the participation and enthusiasm wasn't the same but they still have a good attitude. I think that because I can notice in the record that the activities like them, I will probably use the apps again but in different weeks, not all of them for one lesson plan.

I learned how important the feedback is using an informal assessment, it is part of their safety environment, giving them advice to improve in a positive way, knowing about cultures, being multitasking in their context, with significant learning.

To conclude this paper, I will say that work under pressure not always it is a bad experience, give me the opportunity to think and create a better lesson plan for my students and the key always it is going to be the learning of my students but enjoy the process came to the classroom with a smile thinking their teacher have strategies according to their needs, creative and dynamic classes.

CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES.


5.01 APPENDIX A

This is the Evaluative Scale that I used with my students this final partial and where I develop the activities for the lesson plan.

C. E. T. i. s. No. 65
"Josefa Ortiz de Domínguez"

Forma de trabajar y Evaluar 3er parcial

Ciclo Escolar
Febrero-agosto 2022



Fecha: _____

Nombre del alumno: _____ Grado y grupo: _____

I. Escala Evaluativa

Actividad	Ponderación
1. Escala Evaluativa 3er Parcial	10%
2. Productos per week	60%
3. Proyecto Final	30%
	100%

EXTRA
• Para los casos en riesgo tendrán oportunidad de entregar su **Portafolio de Evidencias Semestral**

II. Cronograma de Actividades

	Week						PRODUCTOS PER WEEK	
	M	T	W	T	F	S		
3P	12	2	3	4	5	6	1 Explicación de la escala evaluativa 3P	1.0
	13	9	10	11	12	13	2.1 Main Topic "Birthdays around the world"	3.0
	14	16	17	18	19	20	2.2 Main Topic "Who is Malala Yousafzai" (simple & progressive past tense)	1.5
May	15	22	24	25	26	27	2.3 Main Topic "My childhood" (used to + to be used to)	1.5
	16	30	31	1	2	3	3. Final Project "Infographic + homework"	3.0
June	17	6	7	8	9	10	Entrega de calificaciones 3P	
	18	13	14	15	16	17	Entrega de Portafolio de Evidencias para alumnos en riesgo	

1. Escala Evaluativa

- La escala evaluativa se podrá revisar en el transcurso del parcial de forma presencial hasta el **jueves 2 de junio**.

2. Productos per week

- Realización de actividades por semana donde se desarrollan las habilidades del idioma como parte de la evaluación continua.

3. Proyecto Final "2nd Bicultural fair: classics of English literature"


- Dando seguimiento a la feria bicultural, en la que dentro de su primera edición se enfocó en la cultura mexicana, para esta segunda parte, el grupo presentará una infografía en inglés, donde por equipos describirán datos relevantes de un autor como parte de la exposición de los clásicos de la literatura en inglés, con la investigación recabada previamente en el 1er y 2do Parcial; dos opciones a decidir de forma grupal:
 - Virtual:** apoyándose de aplicaciones gratuitas como: Genially y/o Canva
 - Física:** tipo periódico mural.

Después de elegir la modalidad, cada equipo designará a un representante para realizar un video (máx. 2 minutos) en el que explique lo investigado.

3.1 Homework
"La práctica hace al maestro" tendrán varias actividades de repaso en casa que se evaluará mediante la aplicación de Duolingo.

Firma de enterado del
padre/tutor

Firma y/o nombre del
alumno



V.02 APPENDIX B

Evidences of the final project



Students of 2nd semester exposed their infographics to the vice principal in Spanglish at the exposition of transversal projects.



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<http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4300&chapterid=9292>

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