UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Learning strategies to acquire basic vocabulary

1° grade Secondary Students

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

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México, DF. a 19 de junio de 2022.

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INTRODUCTION

"A word is a microcosm of human consciousness." (Vygotsky)

In Mexico, public schools are all over the country, and "Foreign Language Class: English" is in their curricula. The level of English requested by the program when students finish Secondary school is B1 o B1+. Unfortunately, the truth is different, our students are not able to read or even write in English because their English level is low.

In this paper, I will examine and adapt my classes lesson plans' and how much of that is because of requirements and constraints and how much because of my beliefs (conscious or subconscious) about how children learn English as a foreign language and which are the strategies to make them good learners.

For this project, I'll be working with 1st grade students from Escuela Secundaria Técnica No. 57 "Mariano González G." located in Acuamanala, Tlaxcala. The school has 6 groups, two per grade and the students ages between 11 – 16 years old. In 1° grade there are 41 students.

I will also take into account my teaching context. Language learning is different in every context. In schools, there are some paradigms about the development of learning strategies in children from secondary school. How English is taught, also what do I do as English teachers to find a good learning strategy. All of that depend on school contexts and students' interests.

In Mexico, the way children learn English at school, depends on the school context, the abilities children have and the strategies teachers develop in the classroom, underlying students' characteristics.

In general, I will explain my teaching philosophy and the changes I've done to it; the methods and approaches I use in classes and how did I learn about them in practice and theory. Then, I will introduce you the subject and the context. After that, the lesson plans adapted from the program I'm working with at the school. And finally, I will develop the theoretical foundation, the analysis and results, followed by the conclusion.

CHAPTER 1. Philosophy and theory

1.01 Teaching identity and philosophy

To talk about my teaching philosophy is necessary to identify some of the methods that I currently use in class, to be honest sometimes I still teaching as the way I learnt. One of the analyses direct my way of teaching to the audio-lingual method.

But, why the audiolingual method? First, the audio-lingual method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetition/drills is to break down the troublesome sentences into smaller part. Drilling is a key feature of audio-lingual approaches to language teaching which places emphasis on repeating structural patterns through oral practice (Brown, 1998).

The book that I'm using at school has a similar structure, what I mean is that the book focuses om repetition to learn vocabulary, then an example or two with vocabulary, practicing a lot of conversations. Then, presented the grammar structures explanations. So, repetition and paying attention to structures was and is still part of my class, depending the topic and the group characteristics.

1.02 Direct Method

Sometimes, I think I works with the Direct method, to talk about it, lest explain the principles of it. Richards and Rodgers (2001) describe principles of procedures underlying the Direct Method on the following way:

1. Classroom instructions was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.

5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstrating, objects, and pictures, abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

Sometimes I use the Direct method because I focus the class in one thing, the idea is to practice the vocabulary taught and no more, repetition, pronunciation and grammar are an important part of it depending what am I teaching. I pay a lot of attention in the class development and one topic at the time. Slowly but being clear is what I conducted the class in the target language.

According to the Direct Method's explanation, and also to the way the classes are develop, once more I should say that, depending on the group characteristics is my way of teaching. I also have to admit that sometimes I mix the methods and approaches I work with.

In august 2020, I started to work as a teacher, before that I used to work in an office, I was part of SEP's Tlaxcala English State team, so I spend a lot of time checking documents and doing a lot of activities to help teachers to improve their way of teaching. When I had the chance, I took some of the courses but at the end of the day, it was complicated because I was working in an office and not giving classes.

So, when I was sent to my school at the beginning it was difficult for me because I worked in that office for 4 years, and after 4 years I was going give classes but there was an issue, the classes were online, double challenge. I was worried about been a good teacher to my students. As a teacher I was trying to do my best, my idea was to make students feel comfortable in class.

In august 2021, we went back to school and started face to face classes, I was decided to work like I was working online, but believe me, this was pretty bad. I started to work with subgroups, repeating the classes each week, in order to teach both subgroups. The way I start teaching was the audiolingual method, but my idea or my proposal to this school year was to develop and applied the communicative approach in my classes.

1.03 Communicative Approach

The communicative approach describes the methodology which teaches students how to communicate efficiently. Also, it makes emphasis on students' responsibility for their own learning.

According to Krashen, *acquisition is a natural process, similar to the way children develop ability in their first language. It is subconscious process when students are not aware of the fact, they are acquiring language but are using the language for communication.* (Krashen, 1987).

The principles of communicative approach:

- classroom environment provides opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role-plays/ simulations/ surveys/ projects/ - all produce spontaneity - 9 - and improvisation
- within lessons students have to cope with a variety of everyday situations
- more emphasis on active modes of learning, including pair work and groupwork
- it offers communicative activity to students from early stage
- errors are a natural part of learning process
- communicative approach is student-orientated, as it follows students' needs and interests
- communicative approach is not just limited to oral skills. Reading and writing skills need to be developed to promote students' confidence in all language skills
- teaching grammar is set in context, students are awarded of connection between communication and grammar
- use of idiomatic/ everyday language (even slang words)
- use of topical items with which students are already familiar in their own language
- arouses students' interest and leads to more active participation
- usage of authentic resources, such as newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news…etc.

Taking into account this information, the idea was to develop activities using this approach and helping students to improve their vocabulary and make use of it in class, developing the 4 skills. And also, as the statement mention the communicate approach gives a chance to work a little bit different, accepting errors and making the language acquisition different, using cultural information and creating a more natural English language context in my classroom and in my classes. Using these

ideas about the communicative approach, I realized that having "un aula ambiente" where I can turn the classroom the way I want was an amazing alternative because the students were able to be in touch with the language around them. They could see the vocabulary on the wall, helping them to be more confident when it was time to answer the diverse activities during the practice.
 Besides identifying the methods and approaches used in class, it is important to identify my role as a teacher. So, the second part of the analysis is about my roles.

1.04 Teacher's Roles

As a teacher, I develop a lot of roles depending the objective, personal and professional. According to Richards and Lockhart (1996) he lists teacher's roles outside the classroom: needs analyst, curriculum developer, material developer, counselor, mentor, team member, researcher, and professional. Each role is explained in the next chart:

Needs analyst	In some instances, teachers need to assess student needs, either as a group at the beginning of the year or individually as students move into a class. This information is used for appropriate placement as well as course planning.
Curriculum developer	Teachers may need to develop or modify curriculum for courses, based on shifts in student needs or for new courses being created.
Material developer	Some teachers have the option of either using a coursebook or their own materials; some need to create their own materials; lastly, some are materials developers on an ad hoc basis, supplementing the coursebook as needed.
Counselor	A teacher can provide advice and assistance to students who are having trouble.
Mentor	In some schools, senior teachers are either required or expected to guide new teachers as they begin their careers, in classroom management, lesson planning, and professional development.
Team member	In many schools, teachers must work together in teams, either with a large group of teachers, or a smaller focused unit (other EFL teachers, other grade-level teachers, etc.)

Translator interpreter	If you share a native language with students or parents who are not fluent in the language of instruction, you may be called upon to translate or interpret in a range of situations.
Researcher	Teachers may be expected to research language, learning and teaching, generally with an emphasis on "action research" in their own classrooms, or collaborative research with colleagues.
Professional	Joining MEXTESOL and other groups, taking courses like this one, constantly expanding your knowledge base-- all this is expected in some schools.

Teacher roles outside the classroom

Those roles as it are mention are outside the classroom, in my case I have 3 roles, the first one is **needs analyst,** the second one **counselor** and the third one **professional.**

About the need's analyst, well, it is important to identify the group characteristics in order to obtain information and design the lesson plan and some other activities. How do I obtain the information? By applying exams, or survey, even do some interviews to students, the objective here is to have enough information about the group.

About being a **counselor** well not just with the subject also about things students ask. Provide advice to students about school, certain subject or even personal issues.

Professional, in this role, well, in my case I try to take some webinars and courses to improve my teaching and to now the language teaching trends.

Also, to talk about roles, it is important to think about the group characteristics and he class development. Why? Because in a class the teacher is going to behave according to the needs. For example, working with a low-level group it is very common to be a leader: trying to control students learning and also providing information.

Sometimes be a classroom manager is important, depending the activities students are working and how do they develop those activities, the idea is to monitor their work, so it is very common to be this way in every class.

Sometimes we are facilitators and some other we are guides, giving information, helping them to achieve their goals (in class). The idea is to make students feel confident when they are learning. I think I am all of them in a class and each one is important. Taking into account this general information about my teaching philosophy and the roles that are played in my classes.

In the next paragraphs, I will be presenting the school general information, the group characteristics and the student's background. The next information is the description of the subject and context.

1.05 Subject and Context

In Mexico, the way young learners learn English at school depends on the school context, the children's abilities and the strategies teachers develop in the classroom, underlying students' characteristics.

This project took place in **Escuela Secundaria Técnica No. 57 "Mariano Gonzalez G." (Appendix 1)** public/government secondary school located in Acuamanala, Tlaxcala. The school is one floor and there are 5 buildings. The first building is divided in two: the English classroom, the administration office (principal, academic coordinator, etc.) The second building (technology subject) is divided in two, there are computers in one classroom and tables and chairs in the other one. The third one is divided in 4: the library, Spanish classroom, Math classroom and the teachers' office. The next one has 4 subjects' classrooms: geography, Physical education, arts, history and ethics. and the last one, the lab and the restrooms.

In the school there are 205 students (male and female), it has 6 groups, two per grade 1° A: 41 ss, 1° B: 41 ss, 2° A: 39 ss, 2° B: 37 ss, 3° A: 23 ss and 3° B: 24 ss). Learners' age: 12-15 years, students' attitude is complicated and also difficult because they took online classes for more than a year and a half (from March 2020 to July 2022). Face to face classes became a disorder because of the students' lack of commitment. According to the program English class is two hours and a half, divided in three 50 minutes modules/classes a week.

Group description:
- **Grade and group:** 1° grade group B- (**Appendix 2**)
- **Number of students:** 41 students (male and female list). (**Appendix 3**)
- **Students' English proficiency level:** pre-A

- **English class:** 50 minutes per class (3 classes a week)
- **General information:**   When they were in 5° and 6° grade in elementary students during pandemic, they didn´t have English classes, the teachers used to send activities. And also, it is important to specified that in Acuamanala just one elementary school has English teacher so, most of the students didn't have classes before secondary school. When they started secondary school, in August 2021, we worked with subgroups, the principal divided each group in two and one week we worked with the first half and the next week with the second half. Till January 2022, we worked with the whole group; at the beginning it was complicated because they didn't like each other. The relationship was bad, they weren't a group. And for us (the teachers) was difficult to work with large groups.
- **Program:** Adapted to starters or beginners.
- **Material (e-book):** Top Notch Fundamentals (Pearson)
- **Students' needs:** they need practice to develop the 4 skills: speaking, listening, reading and writing. They prefer writing activities than the other ones, their speaking is lack of practice, pronunciation details, lack of vocabulary.

Objective: to help students to acquire or learn basic vocabulary according to the program, and to work and develop the four skills (listening, speaking, reading and writing) in English class.

Using this information, the lesson plan was designed to help students to acquire vocabulary and make the learning meaningful.

CHAPTER 2. Methodology and practice

2.01 A practical and useful lesson plan
The lesson plan is going to be divided in 3 activities, two session per activity, that means that I worked with the group for two weeks. At the end of each activity, there will be the description and comments about them done. The material that I am working with is Top Notch Fundamentals from Pearson **(Appendix 4)**

Teaching Sequence template

Tomado de Velasco R, (2006) *Método de clase con Lectura de comprensión. Curso "Estrategias de lectura formativa en inglés para secundaria".* Cursos y Talleres en línea. Recuperado de http://red.ilce.edu.mx/

1. Lesson plan identification cell.	
Author	Ricardo Velasco Preciado
Educational stage	1° grade Secondary school
Title of your Lesson plan	**Events and time**
Learning Objective of the plan/Competency	**Purpose of the language:** tell the time, confirm that you are on time. Talk about the time of an event. **Purpose formative-intercultural:** share information with students about the time: 12 – 24 hours clock, the punctuality and the differences between British English and American English.
Communicative skill considered	Reading, writing, listening and speaking
State of the following options	New topic
Functions	Talk about the time and events
Main Grammar structure	Prepositions in, on at
Other Grammar structures	Questions with be, Wh questions
Brief description of the plan	The main idea is to teach students about the time, the Wh questions about it, the use of the propositions of time, in, at on. And tell the time, confirm that you are on time and talk about the time of an event,
Hours of the plan implementation	5 hours
Number of sessions	Total 6 sessions: 3 sessions per week (50 minutes per sessions)
Contents required for the lesson	Numbers, the verb be, and Wh questions
EEAILE tutor online	Gernot Rudolf Potengowski

2. Introduction to the lesson

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lessons	Teacher reviews the number for times, ask Ss to count together from 1 to 60. Ask students What time is it? Show them a clock. Explain Ss some information about telling time in English: o'clock (for exact hour) and write examples on the board. Write some time examples on the board. Explain Ss A. and P.M, then write on the board some examples. Point out that noon refers to 12:00 P.M. and midnight refers to 12:00 A.M. Point out that both can be sated as twelve o'clock.	Ss count from number 1 to 60. Try to remember all of them. Ss answer the question looking at the clock and remembering the numbers.	01
During the lesson	Have Ss to listen and repeat the examples and then, write times on the board,		

| | and ask Ss to say them in as many ways as possible.

Then, tell Ss to copy them in their notebooks and write them as many ways as possible. | Ss repeat the examples and say the time as many ways as possible.

Ss copy in their notebook, pay attention to the grammar and spelling. | |

Plan: The session objective is to check students' knowledge about numbers and start talking about the time and the diverse or different ways to say the hour. Adding new vocabulary like noon, midnight, half, quarter, past, after and to.

The use of A.M and P.M in the vocabulary as we use it in Spanish to express the time. Din this session, reading, listening and writing are the skills we are going to work.

Step of the lesson	Teacher activities	Students activities	Session number
Activation During the lesson	To practice, have students to work in pairs and take turns to tell an hour and show the time on their paper clocks. **Cultural information:** Explain Ss that English speakers use *oh* instead of *zero* telling the time. Examples: *eight oh three* (8:03) and *ten oh five* (10:05). Also explain that, in U.K. the 24-hour clock is	Ss tell the time in pairs. Ss pay attention to the explanation.	02

	normally used instead of A.M./P.M. for train, bus and air timetables. The 12-hour clock is normally used in the U.S, Canada and Australia.		
Close the lesson	Show Ss a map with the time. Point to London and ask them *What time is it in London?* And have Ss to repeat the questions and ask them the answer. Ask Ss more questions about times around the world. Like *What time is in Beijing? What time is in Caracas?* Ask Ss Students to work in pairs asking and providing the times (alternative ways).	Ss look at the map and answer some questions.	

Plan: Practice the numbers, the diverse ways to say the time, asking at the beginning of the lesson the time in different ways and also using the vocabulary is the main idea of the session. Practice vocabulary and the use of material is a good way to make student thinks and be in touch with the language not just writing but showing it with their clocks.

Transversal knowledge is taken into account, the use of the map like in Geography is part of the class, they can see the time around the world and the differences of hours depending the place. A good way of learning general knowledge or general culture. The cultural part is added when I explain the 12- and 24-hours clock.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lessons	Ask Ss *What time is it?* Listen as many ways as possible. Write on the board *English class 9:00*. Ask Ss *What time does English class stars?* Tell Ss to look at the TV and show them the first picture ask them *What time is it?* (8:45), have them to look a second imagen and ask them *What time is it?* (8:55) Show a third image and ask them *What time is it?* (9:20). Write the time in the board and write in front of each hour: *early, on time and late*. Ask Ss questions to check if they understand the context of each picture and time. Check pronunciation.	Ss answer the questions about the time	03
During the lesson	Then, check comprehension by asking Ss about the class, tell them *in our class Who is on time?*	Ss answer the questions according to what I ask.	

	please raise your hand, who is late? please raise your hand and *Who is on early? please raise your hand.*		

Plan: Practice the time vocabulary about the time, the questions, the numbers and how to tell the time. This session was about checking if we arrive on time or not. The example is about English time and the time people arrive, and then present the vocabulary *early, on time and late.* Then, the idea is to check comprehension about the time the arrive to school.

The vocabulary is showed in the television screen and on the board, during the class the information is going to be shown.

Step of the lesson	Teacher activities	Students activities	Session number
Activation During the lesson	**Cultural information:** Explain Ss that in most English-speaking countries, it is important to arrive on time or even early for both formal and informal events. Direct Ss attention to the conversation on the screen and play the audio two times. and explain what a meeting is. Have Ss to repeat each line chorally in order to check intonation.	Ss pay attention to the explanation Students repeat to check intonation	04

Close the lesson	In pairs, tell students to practice the conversation and then, have them to write a similar conversation using one the activities from the screen.	Ss practice and write the conversation, analyses it to write one	

Plan: To start the session, the idea is to start talk about a personal experience with an English Teachers, I mean, from England he was always on time, well actually he used to arrive 5 or 10 minutes earlier, the class was at 4 pm and he used to be there at 3:50. He always told us that we were late because we arrived there at 4. (Cultural information)

After that, the idea is to remember last class vocabulary but this time in use, we are going to listen a short conversation, the students are going to practice in pairs and then, they are going to write a similar one. They need to think and find the logic to the conversation, in order to write one.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lessons	Have Ss to look at the pictures and identify them. Show the vocabulary and ask them to listen, and then to listen and repeat. Have Ss to talk about their favorite events, and tell them to order from number one to number six (one the most and six the least).		05

	Cultural information: explain that in British English, a movie is called film.		
	Ask Ss the events once more and remind them the word meeting.		
During the lesson	Show Ss the next listening activity, read the instructions and ask 6 Ss to read the time aloud.		
	Play the audio three times: the first one, have Ss to identify and write the event, the second, have them to confirm the time, and the third one, to confirm the answer.		
	Check the answers by asking questions about the time and the event.		
	Ask Ss to say aloud the days of the week (remind them that days of the week are always capitalized).		

	Have Ss take turns saying the days of the week. (e.g.: Students 1: Monday, Student 2: Tuesday, 3: Wednesday, etc). Ask Ss individually *How do you say _____ (day)?* Then, direct attention to the screen and ask four students to read each question and its answer (one per student) and tell Ss to study the examples.		

Plan: Present information about events that we use to go, like to the movies, to a dinner, to a game, etc. Show the vocabulary and the pronunciation to the Ss and then make memory about the last session event (meeting)

Step of the lesson	Teacher activities	Students activities	Session number
Activation During the lesson	Then, direct attention to the screen and ask four students to read each question and its answer (one per student) and tell Ss to study the examples. Explain the grammar to Ss, point out that the answers to a *When* question can be a day, a time or both.		06

	Pay attention to the contraction's information, use the board to show how contractions are formed.		
	To practice, ask questions from the class like: *What day is the class? What time's the class on Tuesday? When is our class?*		
Closet he lesson	Have Ss to answer the activity using the grammar, point out that each line is for one word only; complete the questions and the answers.		
	To check the answers, have students to take turns reading the dialogues to the class. Check the answers are correct.		
	Show students an agenda and tell them to identify the days of the week and times for each day.		
	Explain students the instruction to complete the		

	agenda/chart. Play the audio two times.

Play the audio for the third time and pause after each event to allow Ss more time to write it.

Have Ss to compare the answers.

Then, to check the answers, say a day of the week and have individual Ss to say the correct event and time for that day in a complete sentence. | | | |

3. Communicative skills development

Reading					
Step of the lesson	Teacher activities	Students activities	Material	Session number	Evaluation
Vocabulary introduction	Present the vocabulary in every lesson of the unit.	Students listen and read, in order to practice it.	E-book	01, 03, 05	Reading vocabulary the order I asked them,
Conversation model	The teacher ask Ss to follow the conversation	Pay attention to the audio and follow the	E-book and notebook.	02, 04, 06	Students' participation.

and the	conversation to identify pronunciation and to read ir later.			

listening					
Step of the lesson	**Teacher activities**	**Students activities**	**Material**	**Session number**	**Evaluation**
Vocabulary introduction	Present the vocabulary in every lesson of the unit.	Students listen and read, in order to practice it.	E-book	01, 03, 05	Reading vocabulary the order I asked them. They need to check pronunciation.
Check vocabulary and gramar, listening activities	The teacher asks students to complete sentences or charts from conversation. Plays the audio.	Listen the conversations3 times to complete the activity.	Notebook	01, 03, 06	Check if the activity is correct by asking students.
Conversation model	The teacher asks Ss to follow the conversation and the audio.	Pay attention to the audio and follow the conversation to identify pronunciation and to read ir later.	E-book and notebook.	02, 04, 06	Students' participation

Writing					
Step of the lesson	**Teacher activities**	**Students activities**	**Material**	**Session number**	**Evaluation**
Vocabulary introduction	Present the vocabulary in every lesson of the unit.	Ss copy the vocabulary and at home look for the images.	Notebook and e-book	01,02, 03,04, 05,06	Take notes
Check vocabulary and grammar, listening activities	The teacher asks students to complete sentences or charts from conversation.	Listen the conversations 3 times to complete the activity. Ss write the answer,	Notebook	01, 03, 06	Check the activities completed.
Conversation model	The teacher asks Ss to follow the conversation and the audio.	Pay attention to the conversation and students write a similar one on their notebooks in pairs.	E-book and notebook.	02, 04, 06	Students' notes and reading aloud the result

4. Intercultural component: The activities were oral explanation during the unit (in the 3 lessons). The teacher inserts the intercultural component once per activity, that means it is explained in the classes. It was important to talk about vocabulary, the time, and the punctuality.

5. Evaluation: the lessons evaluation is about participation, class observation, written activities, listening activities, speaking practices, read and write conversations, etc. See further information about this in the theoreticalfoundations.

6. Conclusion: The Conclusion will be the use of all the language divided in 2 activities, the first one, a listening activity about completing and agenda and a written exam. Using all the vocabulary, understood.

7. Follow up activities: After the teacher reviews his students' writing activities and gives them feedback, students check their activities in order to answer correctly checking their mistakes and thinking about it.

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

To design the tools to evaluate the activities from thus unit or these two weeks lesson plan, I thought about the things that I had done during the whole year, in order to choose the effective and the best ones, taking into account the number of students and the time per session, so the evaluation were class observation, activities in class, reading, writing and listening activities. In some classes, I asked students to leave their notebooks to check the activities and then I wrote some notes to feedback students. The purpose was to check the grammar, the vocabulary and the spelling mistakes.
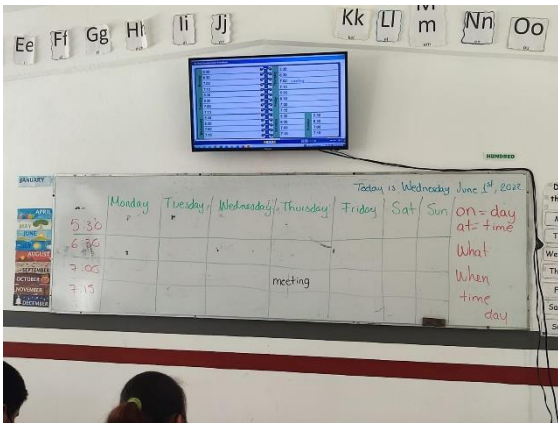
2.03 Evidences

Here are some evidences of my session, I wasn't able to record the class but I took some photos:
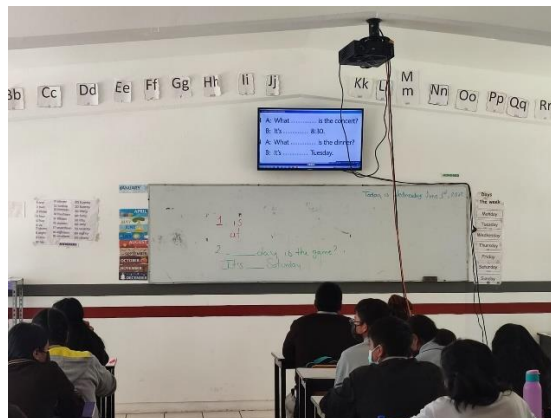
Activity 2. In this session, the group is working with a grammar activity completing some questions and answers using the vocabulary from our classes.

Activity 3. This is the lesson plan last activity, it was about listening a conversation to complete the information from the agenda, the objective was to look at the agenda, identify the event, day and time.

The next images are from the final evaluation. I applied an exam with the next activity and those were the results.
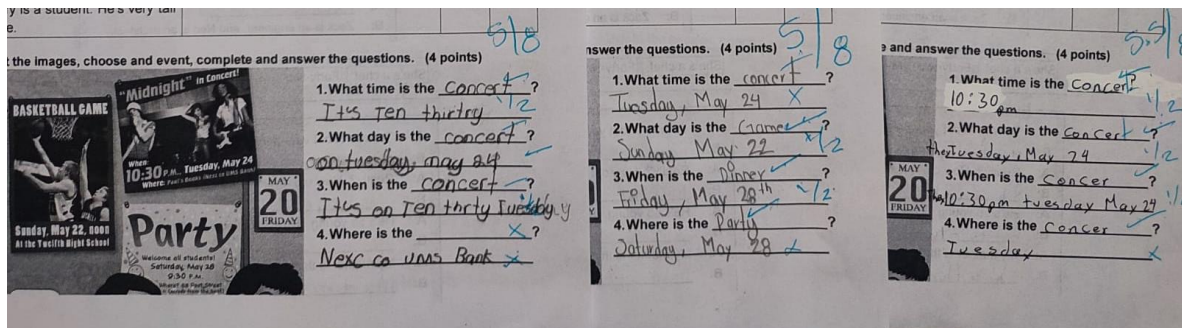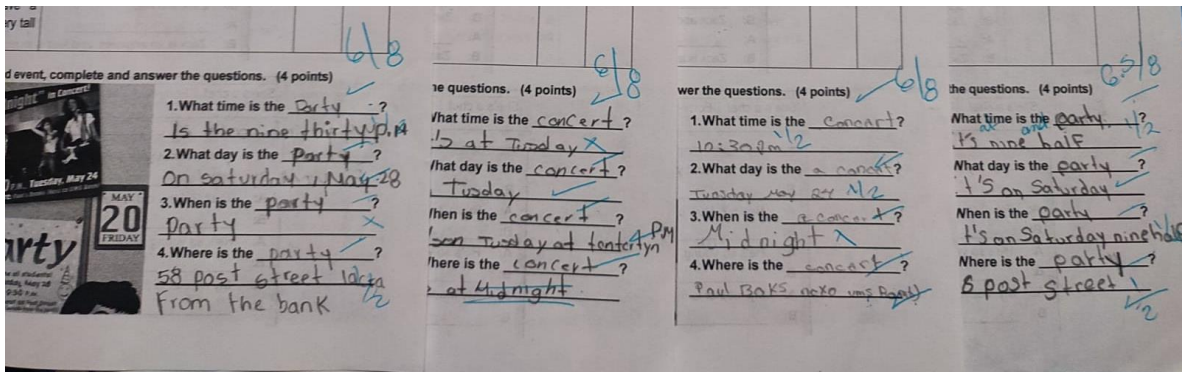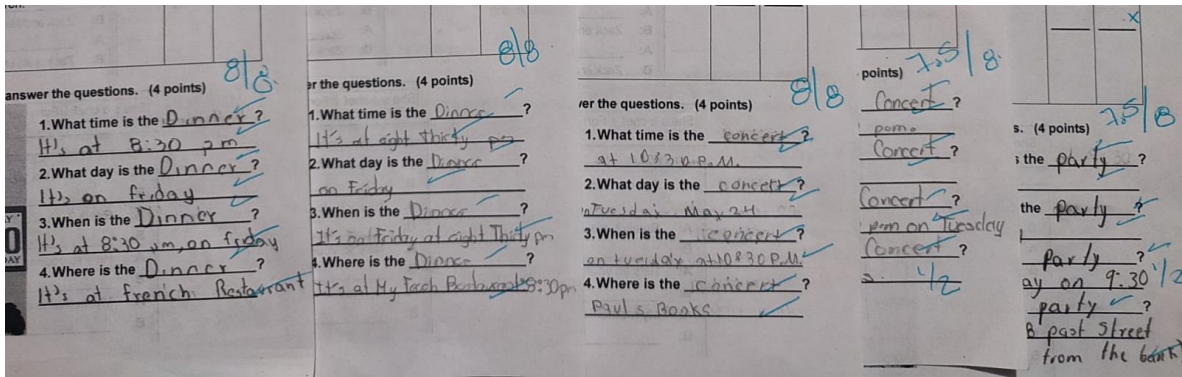
The students exam results about events and time.

Here is a video link about the project: **https://youtu.be/WgqpJJiqWmM**

2.04 Tools to assess the students

In school settings, we frequently ask three types of questions that involve vocabulary assessments. One set of questions, ordinarily asked by administrators, focuses on how a school or district compares in broad performance with other schools and districts. This type of assessment helps administrators track the long-term performance of their schools and can signal changes and needs that must be addressed. Within the classroom, teachers ask questions that help them with instruction. They want to know how their instruction is working-whether or not students are

learning particular concepts, words, and strategies. A third kind of question is asked when students seem to be having problems. These are diagnostic questions that try to pinpoint some aspect of a student's word knowledge or word-learning strategies.

Also, there are other ways to asses. Teachers "can engage students in brainstorming a topic before teaching about it to assess both prior conceptual knowledge of the vocabulary" (Peregoy & Boyle, 2016 p. 265). Also, individual self-assessment provides an indication of the vocabulary knowledge. The teacher can ask students to complete a chart, according to the needs. For example:

1. Recognize the word	2. Can define the word	3. Can use the word in a sentence	4. Can use the word in several context.

But also, there are other ways to evaluate vocabulary like:

- Observation: Teacher takes notes when students work in small groups or with a partner.
- Collect students' personal dictionaries to analyze the entries, take the strengths and discuss in an individual conference.
- Engage the students in a discussion of word meanings.
- Portfolio: It is a way of assessing students during the school year. Teacher collects students' work such as written stories, exercise sheets, drawings, presentations, etc.
- Checklist: It helps to collect the same data for each student to assess both the progress of one student and the entire class.
- Multiple-choice test and matching items are other forms of traditional assessments.

There are 41 students in the group I am working with, so one of the main evaluations that I apply is observation, class observation. I walk through the halls between the students' tables and I asked some questions in order to check vocabulary learning.

Also, the other evaluation activities were: class observation, written activities and listening activities that Ss answered in the classroom, a lot of participation in class. Because of the time (50 minutes) and the number of students became a little complicated to evaluate.

All classes, students were participating and motivated because they knew the answers and also, they told me that a lot of practice was working. When I finished the activities, I applied a written exam, and some of them answered all the questions correctly and some other didn´t. **Appendix 5**

2.05 Performing and recording activities

From the lesson plan and the activities done un class, I will explain the theoretical foundation to support the lesson plan, and the information I took into account.

Learning English has become an important thing for people because we are trying to be more competitive in several aspects such as education, culture and technology. So, language teaching and learning is important and also part of our basic education. To talk about the performance in class, first I need to explain about language acquisition perspective.

The acquisition of a foreign language (in my case English) has become very important in this globalized world, in which human is interacting among countries to do cooperation in diplomacy, politics, education, science and technology. So, English is a universal language that is use by almost all the world, and it is important to acknowledge that it is not easy to learn, but it is rewarding when you do it.

2.06 Second Language Acquisition

Language acquisition is the process by which humans acquire a language, the way the learn and how to communicate and interact with people, acquiring some capacities to perceive, produce language and use words in the right way to understand. This capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary.

Language must be vocal (when we speak) and manual (when we write). But, when it comes to language acquisition, it refers how to learn their first language.

The human capacity to acquire and use language to communicate with others, it makes a distinction from another organism. The way we acquire some capacities to communicate has become in a major concern, about understanding how children get those capacities that seems to be an input.

> *"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers is concerned not with the form of their utterances but with the messages they are conveying and understanding."* (Krashen)
>
> *Language acquisition takes place during human interaction in the target language environment (Krashen).*

Acquire a language is focus on people ability to interact with others. Some of the most important paths on language acquisition are: context, communication, and social interaction.

Also, it is important to mention the acquisition of vocabulary. Researchers agree on the fact that vocabulary is an important component in an EFL context because *without vocabulary nothing can be conveyed* (Wilkins, 1972) and *without vocabulary no communication is possible* (Flose, 2004).

2.07 Approaches and methods

There are approaches and methods that have been used to teach English. Each theory presents an approach and some methods that explain the way a language can be teach. There are several ways to teach a language and these are some groups that represent some of them:

- First group; known as "traditional approaches", including the Grammar-Translation Method, the Direct Method and the Audio-lingua Method (Behaviourism). All of them have in common a view of language teaching, which is repetitions and imitation of language forms.

- Second group, focus on communicative methodologies, which mark the beginning of a "major paradigm" (Richards & Rogers). The most known approaches are the Natural Approach (Innatism), Communicative Language Teaching (CLT/Interactionism), Content

Based Teaching (CBT), the Task-Based Learning (Information Processing), and Cooperative Language Learning. The main point of communication methodologies is to focus in how to communicate rather than the structures.

- Third group: known as "Innovative" or "Alternative" approaches. The main point of these methods is a particular theory of learners and learning rather than a theory of language and language learning. Some methods from this group are: Whole Language, Total Physical Response, the Silent Way, Suggestopedia, and Community Language Learning are some of the methods and approaches that belong to this group.

- And there's a fourth group, not exactly made up by methods and approaches, but indicates nowadays activities, known as eclecticism. It in certain way claims to select the aspects that are useful and appropriate for certain teaching situation. Some authors, such as Richards and Rogers (2001), consider that being aware and knowing different methods and approaches can give teacher an initial practical knowledge base to explore and develop the own beliefs, principles and practices. And Larsen-Freeman (2000) says that "methods and approaches serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions".

These are the methods and approaches in language teaching. And some of them were explained in my teaching philosophy. In this part of the project, I will mention SEP´s proposal and its objective in basic education, that is to get to B1 level and applied Task Based Learning (TBL) in classes.

2.08 Task Based Learning

Task Based Learning or TBL is and approach in which learning revolves around the completion of tasks. The objective of this approach is to focus in the authentic use of the language for genuine communication.

In order to understand this approach, first is needed to define what task is. According to Willis (2007), tasks can be real-life situations or have a pedagogical purpose. In both cases, a task should:

- ✓ provide opportunities for students to exchange information with a focus on meaning, not a specific form or pattern/structure;
- ✓ have a clear purpose: learners should know the outcome they are expected to produce when they finish performing the task. The outcome may vary. It might be making a YouTube video tutorial, finding a solution for a problem or writing an email requesting information;
- ✓ result in an outcome that can be shared with more people;
- ✓ relate to real world activities.

Task based learning is divided in 3: **pre-task, task and post task:**

Pre-task is the moment when the teacher contextualizes the topic, create interest in students and prepare the learners to do or perform the task. In order to prepare students is important to share information to students like content and language. This is to activate students, in order to perform the language.

Task learners perform the task in groups, pairs or individually. In this moment, students use their knowledge about the topic to develop the activity. In this phase or stage the teacher needs to monitor and provide support to students.

Post-task stage is when students evaluate their performance. This might be done by comparing the outcome of their task to that of a proficient user of the language. Feedback by the teacher is important.

To be honest, we need students with an intermediate proficiency level of English to work with this approach. This is a good proposal but it is useless to my school context. Once more, I will explain the communicative approach principles:

- classroom environment provides opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role-plays/ simulations/ surveys/ projects/ - all produce spontaneity - 9 - and improvisation
- within lessons students have to cope with a variety of everyday situations

- more emphasis on active modes of learning, including pair work and groupwork
- it offers communicative activity to students from early stage
- errors are a natural part of learning process
- communicative approach is student-orientated, as it follows students' needs and interests
- communicative approach is not just limited to oral skills. Reading and writing skills need to be developed to promote students' confidence in all language skills
- teaching grammar is set in context, students are awarded of connection between communication and grammar
- use of idiomatic/ everyday language (even slang words)
- use of topical items with which students are already familiar in their own language
- arouses students' interest and leads to more active participation
- usage of authentic resources, such as newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news…etc.

Taking into account this information, the idea is to develop activities using this approach and helping students to improve their vocabulary and make use of it in class, developing the 4 skills. And also, as the statement mention the communicate approach gives a chance to work a little bit different, accepting errors and making the language acquisition different, using cultural information and creating a more natural English language context in my classroom and in my classes.

Besides the information already mentioned or explained, according to general topic, it is important to talk about the skills and how to improve them:

2.09 How to improve or develop the 4 skills: Reading and Writing

Reading and writing skills are related. People need to be able to read in English to understand written English. Writing skills are needed to make people understand in English written communication, from formal usage when you writing an important business letter to social context as writing notes to friends.

Reading is an important activity we do to learn, and it is defined as an active, fluent process which involves the reader and the reading material in building meaning. There are two important factors

that facilitate the meaning-building process: The reader and the reading material (The person and the text).

Successful readers engage in several cognitive processes. Reading has three stages (Sánchez, 2004): hat reading has three stages:

1. **Decoding:** readers translate symbols into sounds or visual representations of speech. The reader identifies several cues to facilitate this stage. Some of the cues include morphemic analysis, semantic knowledge, syntactic knowledge, and contextual clues to identify the meaning of unknown words and/or phrases.
2. Making **inferences: or makes guesses about meaning. In this stage the reader uses previous knowledge and experiences to comprehend the text.** They use what they already know about the topic to make guesses about the meaning of the text. Making inferences is going to help learners understand the text.
3. **Critical reading:** the reader attempts to reach a global understanding of the author's intended meaning and seeks to identify the authors' underlying intentions. The reader is able to make judgments on the message.

So, as it was exposed when we read, we need to decode or translate the speech, followed by guessing the meaning from experiences and then the critical reading to make judgements about the message.

How can we improve reading in English?

Reading is a passive skill of language learning (as listening). If we want to learn English, is important to read a lot of material in English. That is a good way to develop reading and learning new vocabulary.

When we talk about reading is also important to talk about **Schema**. It is the knowledge about a topic that people have already acquire through the experience. Those experiences and knowledge are activated when reading can help the reader to connect previous experiences to the content of the text.

One of the similarities between reading in an L1 and in an L2 is that all reading requires knowledge of **schema.** What is a schema? Schema is knowledge about the topic that individuals have already acquired through various experiences. These experiences and knowledge are activated when reading and can help the reader connect previous experiences to the content of the text.

There are three types is Schema knowledge:
- ✓ **Content schema:** is the background knowledge an assay or the topic it relates to (Carrell, 1988). It involves many things, such as topic familiarity, cultural knowledge, conventions and previous experience of the domain.

- ✓ **Linguistic schema:** refers to readers' prior linguistic knowledge, including the knowledge about phonetics, grammar and vocabulary as traditionally organized. Eskey said that good readers know the language (Eskey & Grabe, 1988). They should decode both the lexical units and syntactic structures they encounter in texts. Carrell and Eisterhold wrote that the second language readers should master certain linguistic knowledge to decode the text. Therefore, accumulated linguistic information is a necessity for readers to obtain when they want to decode meaning of a passage.

- ✓ **Formal schema:** defined as "background knowledge about the formal, rhetorical, organizational structures of different kinds of texts" (Carrell, 1983), formal schema is "abstract, encoded, internalized, coherent patterns of meta-linguistic, discoursed, and textual organization that guide expectations in our attempts to understand a meaningful piece of language" (Carrell, 1983). It is the knowledge of different text genres and their respective structural organization, language structures, vocabulary, grammar etc.

The interactive model of reading

Developed by David E. Rumelhart (1977), describes a reading process and the way linguistic elements are processed and interpreted by the brain. The model combines both surface structure systems, such as the sensory, bottom-up portion of reading with deep structure systems, such as the thinking, or top-down, aspects of reading to build meaning and memory for

all learners. And it works this way: readers use both knowledge of word structure and background knowledge to interpret the texts they read (individua process of information).

How to improve writing

Writing is one of the most important skills in English as a second language learner, it is a skill people need to improve. That's because unlike in speaking exercises when you write you leave a record.

Writing is important in language acquisition because it reinforces grammatical structures and vocabulary that we try to teach. Writing skills can be developed when the learners' interest is acknowledged and when they are given frequent opportunities to practice writing. One of the main goals of ESL students is to learn to produce a well-thought-out piece of writing, a specific writing program must think about learners needs.

How can we prepare students to write?

Activating prior knowledge is one method in which teachers can assist ESL students before they even begin writing. Making sure students have the opportunity to think about what they already know before the task begins helps students incorporate new information into existing structures of knowledge which activates long-term memory (Watt-Taffe &Truscott, 2000).

Several strategies can be used to accomplish this including graphic organizers, cooperative learning, read-aloud, and group discussions:

Graphic organizers can be used as visual tools for students to write or draw what they already know about a subject. From this activity, teachers can then evaluate whether further instruction is needed. This is where read-aloud, cooperative learning, and group discussions come in to play. If needed, a hand-selected text can be used in order to provide additional background information, which can lead to group discussions.

Cooperative learning is also a great strategy to help students gain more background knowledge. This strategy requires students to collect information from books, the internet, or each other as they

work together with another student or group of students, preferably students who are native to the English language.

Second language writers have a different linguistic base than native English speakers who can instinctively manipulate the language (Pour-Mohammadi, Zainol Abidin, & Cheong Lai, 2012). Therefore, vocabulary is an enormous obstacle for English learners creating the need for teachers to provide both definitional and contextual information about keywords

Mistakes in spelling, grammar and word choice are very common as English language learners, because we are lack of vocabulary, or maybe we misunderstood the word or even we do not manage the right word to give meaning.

2.10 Listening

Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives, as Lindsay and Knight shows: We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else's conversation (eavesdropping); a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class (Lindsay and Knight, 2006)

There are some challenges when talking about listening skills for English language learners, and also there are some strategies to face them:

- Predicting content: it depends on the context to predict the topic, the grammar tense, vocabulary, etc. The knowledge of the world helps us anticipate the kind of information we are likely to hear. (Ahmed,2015)

- Listening for gist: imagine the whole picture, information comes in a sequence, and in the sequence information, there are content words that can help form the picture.

- Detecting signposts: there are signposts in language that help us follow what we're listening to. These words, which link ideas, help us to understand what the speaker is talking about and where they are taking us. They're particularly important in presentations and lectures.

- Listening for details: interested un a specific kind of information, ignoring anything that doesn´t sound relevant. In this way, you are able to narrow down your search and get the detail you need.

- Inferring meaning: using clues and prior knowledge about a situation to work out the meaning of what we hear.

Take into account these skills help us to develop listening skill in our students.

Characteristics of the speaker and the listener as well as the listening processes

In order to address listening, it is important to consider the person that is speaking (the speaker). The speaker background and linguistic knowledge (sentence structures, words and expressions). This is part of what the listeners use to learn from and make use of context in order to enhance comprehension. (Fang, 2008)

In EFL classes, the teacher is usually the speaker or the main speaker, because he or she is usually the main voice for the students and sometimes, they are used to the teacher's accent, and this sometimes affects the students understanding. So, to provide an effective speaking for our students and help them to develop speaking and listening skills is important to listen to the radio, watch Tv or even the internet, in order to pay attention to different accents and pronunciation.

The listener is the person who goes through certain processes in order to construct a message from the information that he or she hears in the target language (in our case English).

If there is a speaker and a listener, we can talk about the listening process. According to McErlain (1999), this process includes or develop three stages:

1. **Perception:** the process of identifying speech sounds the listener hears, trying to recognize the intonation and sounds, and turning this information into something meaningful for them.

2. **Decoding:** The way that listeners create some kind of understanding of a message by taking in chunks and not just sentences.

3. **Prediction and selection:** Predicting, or making guesses about what comes next, allows the student to listen without needing to understand every word; selection is being able to filter information (make choices about what is important) and identify the relevant information.

In other words, the process goes from identifying sounds and information, understand that information and finally, identify the important information. Also, there are other processes students can use when they try to understand English. And those elements are: recognize the parts that satisfy the what the person needs or wants (pay attention to what is important) in order to make that meaningful.

Listening Strategies

To develop strategies for building listening skills, is necessary to understand spoken discourse; one way to do it, is analyzing the listening comprehension as the result of the interaction between "bottom-up" and "top-down" listening skills which includes two processes:

1. *Bottom-up:* comprehension starts with the received data that through the analysis of sounds, words, clauses, sentences, and texts, a message can be received; this is a process of decoding. When teaching, we need to consider the amount of vocabulary and knowledge of sentence structure that our students may have. This will define the type of activity that should be used. Bottom-up skills involve "decoding", that is, constructing a message from sounds, words, and phrases. Top-down skills involve using background knowledge to make inferences about what the speaker intended. (Richards,2008)

2. *Top-down:* refers to the use of background knowledge or previous information of a specific topic in order to understand the meaning of a message; that is, while bottom-up processing goes from sound to language to meaning, top-down processing goes from meaning to language. Top-down listening skills, for example, make our students produce questions they expect to hear on a specific topic. (Richards,2008).

According to Richards (2008), a way to explain the Bottom up and top-down process is:

- **Pre- listening:** prepares students with these two processes thorough activities that involve prior knowledge, making predictions, and reviewing key vocabulary.

- **While-listening:** focuses on comprehension through exercises that involve selective listening, general idea, sequencing, etc.

- **Post-listening:** leads us to a response to comprehension and may require student's opinion about the topic.

It is common to repeat our students this process and one way to do it, is playing the audio three times. The idea is to go through what was mention and get the goal that is the listening comprehension from the audio.

2.11 Learning strategies

Meanwhile I was thinking about all the information from the process to get this project done, it is also important to know of do young students learn English. Young learners at school learn English with someone who guide them, that's our role. Teachers decide how to teach and what is the best way to help children learn. But all the time, the responsibility is from the teacher.

Coyle (1999) emphasizes that:

1) Content, teachers need to facilitate progression in knowledge, skills, and understanding related to curriculum specific targets.

2) Communication: teachers need to facilitate students' use of language for content while learning to use language.

3) Cognition: teachers need to develop students' thinking skills that link concept formation, comprehension, and language.

4) Culture: teachers need to provide exposure to alternative perspectives and shared understanding, thus depending awareness of otherness and self. (Pinkley, 2011)

My doing as teacher is based on: speaking in English all the time or most of the time and this way students are getting closer to the language, and they unconsciously receive and remember some words. in classes I try to develop extra activities besides the one from the program and the settled in the lesson plan the idea is to work different activities to develop the four skills in class. Also,

making the class attractive to them is the most important because that way they like it. I work with the techniques, strategies and activities I think are best for their level.

Learning strategies are tools and techniques that learners develop as they learn. Learning strategies are an important part of developing autonomy (British Council, 2011).

As a teacher, I always try to work the better way I can but, there are some constraints that do not allowed me work as I want. The time per week is not enough to get a memorable learning of English, so, depending on students' abilities I try to manage the learning by strategies, realizing time and context.

Some of the strategies I use at class are:
- *Grouping:* putting things in groups. Reflects the way your brain organizes information, e.g. by categories: animals, food, furniture, etc.(*CILL)
- *Repetition:* repeat a word out loud. (*CILL)
- *Sound:* This means remembering English sounds by using sounds in your own language. (*CILL)

Those may be some of the most known. In my case, I try to adapt some strategies, depending on students' abilities and attention to class. Some of them are:

- Games: games in general, is a great strategy with this, children pay attention about pronunciation and indications.
- Images: show an image to the students.
- Puzzles: guess a verb, an action or something about the topic, this develops mind and helps to learn the language.
- Short movies (cartoons): children hear pronunciation, find the word in the film and try to guess something about the scene or movie.
- Songs: if children like a song, it's easier for me to teach them that song, because they want to sing it all the time. I try to explain the idea, and the practice pronunciation, listening, a little bit of writing and they have fun.
- Stop: children love playing stop, because they do exercise outside and practice the language (pay attention to the partners and the pronunciation).

As teachers, what we do in classes with our students should depend on the context. At work, I don't behave as a normal teacher, I get closer to the children, and I work with them in teams (I sit down with them). I notice that they feel comfortable and they like and enjoy my class. Sometimes I give then advices to learn and practice English; I tell them to pay attention to their videogames, because they can hear words and learn them.

It is well known that, there are a lot of learning strategies but at the same time, there are Learning styles. Learning styles are the different ways people prefer to learn. There are a wide variety of styles and also terminology used to describe them. (British Council, 2011).

It is how (in my case children) decide to learn English, for example: In a group of learners there will be a variety of learning styles. Addressing their needs means using a range of techniques and resources, including visual realia, colours, movement, music, games and social interaction. (British Council, 2011).

Also, there are some other strategies that I work with and are:

- **Word cards:** are useful tools to promote deliberate vocabulary learning effectively and to facilitate the learning of large numbers of words in a short time and the ability to recall them for a very long time (Mastropieri & Scruggs, 1998; Nation, 2008).
- **Association with pictures:** highly useful for those learners who are visually oriented (Arias, 2003). This allows visual learners to associate what they see or imagine, to make the words more memorable for them, and to retrieve the words easily from their long-term memory into a working memory (Thornbury, 2004).
- **Association with a topic:** Oxford (1990) states that "this strategy incorporates a variety of memory strategies like grouping, using imagery, associating and elaborating, valuable for improving both memory and comprehension of the new expression"

For the lesson plan I worked with these strategies, most of my students are visual so working with these strategies is effective because of the objective and the results of them.

2.12 Vocabulary

Vocabulary constitutes an essential part of every language-learning and deserves a lot of attention. Learning vocabulary is very important to English language teaching because without enough vocabulary, students cannot understand, express ideas or communicate. Wilkins (1972) writes that *while without grammar very little can be conveyed, without vocabulary nothing can be conveyed*.

Teaching vocabulary helps students understand and communicate with others in English. So, vocabulary can be defined and the words of a language, including single items and phrases or chunks of several words which covey a particular meaning the way individual words do.

2.13 Cultural Awareness and intercultural competence

As part of the lesson plan, I added information about the Cultural awareness and the intercultural competence to show students some cultural details.

Culture and language teaching is interrelated, to teach a language there are cultural details or cultural information that needs to be known.

Cultural awareness is a means of conceptualizing many of the skills and understandings necessary for all instances of intercultural communication (Baker, 2009). Cultural awareness is defined by Tomalin and Stempleski (1993) as "sensitivity to the impact of culturally-induced behavior on language use and communication" (Baker, 2009). It also involves the ability to compare cultures and discover points of similarity and difference which can lead to an ability to decenter and relativize our cultural viewpoints. Cultural awareness can be accurately raised with the right understanding about what culture actually is.

When I start classes with a new group, for me is important to think about what kind of information can be given in classes in order to make a comparison between cultures and also, to make them closer. And also, it is important to take into account the intercultural competence as a teacher. Nowadays is very common to read, listen or even talk with colleagues about communicative competences (Spanish and English) at the school, but also it is important to talk and intercultural competence as an aim for foreign language education.

What is intercultural competence? intercultural competence is the preparation of individuals to interact appropriately and effectively with those from other cultural backgrounds (Sinecrope et al., 2012). But how can we define culture? Nieto's (1999) definition of culture as, "…the ever-changing values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people. . ." makes it difficult to identify which aspects of a given culture should be included in classroom instruction. Furstenberg (2010) further explains that, "…culture is a highly complex, elusive, multilayered notion that encompasses many different and overlapping areas and that inherently defies easy categorization and classification". From the given information, the objective of intercultural competence is to prepare individual for intercultural relationships, in order to understand different cultural contexts.

In language teaching the concept of Intercultural competence has grown, the term can be understood as being able to behave appropriately in intercultural contexts, and involves the capacity to stablish intercultural relationships on emotional and cognitive levels. According to Jensen (1995) "the ability to stabilize one's self –identity while mediating between cultures". There is a different conceptualization about it, from Byram, Gribkova and Starkey (2002). This definition includes five savoirs:

- **Intercultural attitudes (savoir être):** curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
- **Knowledge (savoirs):** of social groups and their products and practices in one's own and in one's interlocutor's country…
- **Skills of interpreting and relating (savoir comprendre):** ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
- **Skills of discovery and interaction (savoir apprendre/faire):** ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge.
- **Critical cultural awareness (savoir s'engager):** ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Intercultural competence develops the ability to understand, interpret, acquire knowledge from different cultures and knowing how to manage the that and behave in certain context, that is not ours but a new one that we know as students at school.

Using all the information presented, the next lesson plan was designed taking into account the communicative approach that I am interested to work with in the lesson plan, and also the cultural information, acquired in real life situations that I experienced and also, some that I read about.

CHAPTER 3. Experience Report

To start the class, I showed the students flashcard with the numbers from 1 to 60, and I realized that a lot of students didn't know some of the number so I decided to print past the numbers in the wall to support my activities. After the flashcards I asked the students about the time and they answer eight forty (8:40), to do that I contextualized them by pointing and my watch and repeating the question twice or more. After that, I wrote the time on the board as example. Then, I showed them on the TV screen (**Appendix 6)** some examples with all the alternatives to say the time and I asked the students to analyze the example, after that, we listened to the pronunciation and then I asked students to repeat them one by one, it took a lot of time. Finally, I wrote some hours on the board, and I asked the students to copy them and write the time the four ways I explained, when they finished, I asked some questions about the time to some students. In this session, we practice listening to check the vocabulary pronunciation, reading about the time and writing when they wrote the four alternative ways to tell the time. I asked the students to bring a paper clock for the next sessions.

 The next day I started asking the time again, the students 4 students participated, they looked at the numbers on the wall and said the time correctly (4 alternative ways). After that I wrote the time on the board and I explained about the use of the 12-hour clock and the 24-hour clock in some English-speaking countries. After that, I wrote some hours on the board, this time the time was written with letter not with numbers, so the students took their paper clocks and start working with them, they recognized identified the hour and showed it to me using their clocks. After that, they work in pairs showing an hour and telling to his/her partner the time. I observed the class and most of the students were doing the activity. After a few minutes of practice, I showed the students a map (**Appendix 7)** with the time and I asked the time of 2 places as example. Later, I told them to

work in pairs asking each other times and then writing them down. When they grade the written time, were correct.

The third session, once more I asked Ss the time to 4 students and they answered, this time they were confident about their answer and were motivated to participate. This time I showed some images and i asked the time about the first image, they answered and then, I asked them to read the information on it. I showed two more images and I did the same dynamic **Appendix 8**. I looked at them and I asked about that day, if they arrived early, on time or late to school. One by one answered to my question, then I wrote some examples using their classes schedule and the idea was to made them think about that. We spend some time checking the time schedule in order to practice the time.

The fourth session we started looking at last class images, but this time we worked with a short conversation, I told students to read the conversation or at least try to read it, then I played the audio three times. In pairs, students read the conversation aloud, then I asked them about questions or doubts and I congratulate them about their reading because they did great. Finally, I told them to write down a similar conversation.

The fifth session, I presented some pictures to the students and they identified the events from each one. Then I played the audio and asked them one by one about an event, after that, I asked them to order the events from 1 to 6 (1 the most and six the least they like). After that, I told them about the words film and movie, the interesting part was that they already knew the words, not the difference but they knew the words. Then, we continue with the class and I asked them about last conversation event, at the beginning they couldn't remember the word but I showed them the conversation and they were able to remember the word. After practicing the vocabulary, a lot of times, I showed Ss the next activity and explained the instructions. The students helped me reading the time aloud and, I played the audio two times, the students were in silence and paying attention, I played the audio once morel, the students didn't have all the answers but finally I play the audio once more but this time I paused every conversation in order to help them, that way they completed the activity. We check the answers and before the class was over, we practiced the days of the week and then they left the classroom.

CHAPTER 4. Conclusions

To complete this project was an enormous challenge for me because the objective was very ambitious. To develop the 4 skills in 1° grade secondary students, to make students acquire vocabulary and to adapt and design activities in order to make learning meaningful were a lot of things to do. Working in a public school is always a challenge, because in the group you are going to work with has 40 students or more; in my case 41 students, then the time per session is too short to teach and evaluate the whole group.

When I was planning the activities and checking the program I paid special attention to the group characteristics, their abilities, their background, and how to get their attention and even motivate them. All in order to make students acquire meaningful knowledge.

Also, it is important to know how to develop the diverse skills as language teachers, and to know the important of each one. And it is well known that learning vocabulary is necessary to communicate in English or in any other language. But as a language teacher, I need to choose an effective way or tool or way to teach and assess vocabulary. In my case, with such a large group, the way I asses' students was by observation and active participation. In every class, I try all students participate in classes and to answer the class activities, depending if it was listening, reading, writing or speaking.

In conclusion, this project helped me to think about my teaching philosophy and the changes about it. I added more details to my class, and I tried to pay attention to other stuffs that I didn't use to do. I am learning a new way of teaching and learning from the sessions and from the groups. I tried to change the paradigm about the English teacher and the English class, by motivating students, be very polite to them, work more than one skill in classes, have the chance to work in an "aula ambiente", and add cultural information in my classes gave me the chance to show that English can be useful, interesting and meaningful.

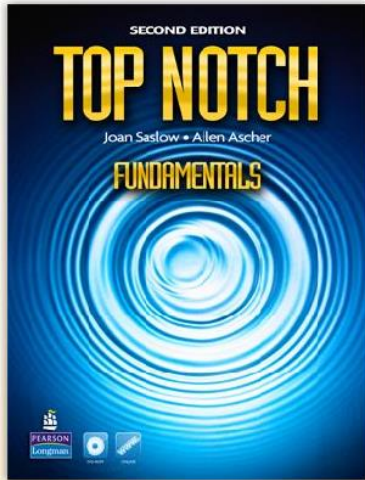# CHAPTER 5. Appendixes and APA style references

5.01 Appendixes

Appendix 1. Escuela Secundaria Técnica No. 57 "Mariano Gonzalez G.

Appendix 2. The group

ESC. SECUNDARIA TECNICA No. 57 "MARIANO GONZALEZ G."
ACUAMANALA DE MIGUEL HIDALGO, TLAXCALA
Registro de Inasistencia y Evaluación 3o TRIMESTRE

Asignatura:	Lengua Extranjera I (Inglés)		
Profesor(a):	alina Carlín Tapia		Formato TP1 2021-
			Fecha de entrega: 16/06/2022

	Grupo y grado	1o A								Habilidades			
	Tasa	Holalina	CONTENIDO PROGRAMATICO 3TRIM										
	Inscritos	41											
	Aprobados	41											
	Reprobados	0											
	Altas												
	Bajas												
	Promedio general	8.3											

No.	Nombre	Inasist.								Calif. Final				
1	AGUILA ESPINOZA MONSERRAT		6.0	8.0	7.0	9.0	8.0			8	9.	9.	9.	9	Lingüística
2	AGUILA HERNANDEZ JOSE GUADALUPE		6.0	8.0	5.0	8.0	7.0			8	2.	2.	2.	2.	Holmolina
3	AGUILA MORALES MARIA FERNANDA		6.0	5.0	8.0	5.0	8.0			8	9.	9.	9.	9.	Lingüística
4	ANTONIO HERNANDEZ MILCA		7.0	8.0	5.0	7.0	8.0			8	2.	2.	2.	2.	Lingüística
5	CAPILDO LUNA JULIET IZAHAMI		6.0	5.0	8.0	8.0	5.0			8	2.	2.	2.	2.	Lingüística
6	CAMACHO HERNANDEZ CARLOS URIEL		7.0	8.0	8.0	7.0	5.0			8	2.	2.	2.	2.	Lingüística
7	CORTES GARCIA SARAHI BELEN		6.0	8.0	5.0	5.0	8.0			8	9.	9.	9.	9.	Holmolina
8	CORTEZ SORIA SAMANTA ABIGAYL		5.0	7.0	8.0	8.0	8.0			7	1.	1.	1.	1.	Lingüística
9	CUANTEPITZI JIMENEZ FERNANDO		6.0	5.0	8.0	8.0	5.0			8	2.	2.	2.	2.	Deportiva
10	CUANTLAPANTZI PICHON JESUS		6.0	7.0		8.0	5.0			8	9.	9.	9.	9.	Científica
11	CUAHUTEPITZI MARTINEZ PABLO		5.0	7.0	8.0	8.0	8.0			7	1.	1.	1.	1.	Artística
12	CUATEPITZI CUATEPITZI HERIBERTO		6.0	5.0	5.0	7.0	8.0			8	2.	2.	2.	2.	Lingüística
13	CUATEPITZI SALAZAR PAULINA		7.0	8.0		5.0	5.0			5	2.	2.	2.	2.	Lingüística
14	CUATEPITZI SALINAS DYLAN		5.0	5.0	8.0	7.0	8.0			7	2.	2.	2.	2.	Científica
15	CUATEPITZI ZAPATA ANGEL GABRIEL		7.0	8.0	5.0	8.0	5.0			5	2.	2.	2.	2.	Holmolina
16	ESPINOSA ESPINOZA EVELIN		7.0		8.0	5.0	8.0			8	9.	9.	9.	9.	Holmolina
17	ESPINOZA FERNANDEZ SALVADOR		7.0		5.0	5.0				5	2.	2.	2.	2.	Científica
18	ESPINOZA RUIZ RICARDO		6.0	8.0	8.0	8.0	7.0			7	2.	2.	2.	2.	Artística
19	HERNANDEZ ALVARADO ERICK MICHAEL		6.0	7.0	8.0	7.0	8.0			7	1.	1.	1.	1.	Artística
20	HERNANDEZ JUAREZ YANIA		8.0							10	2.	2.	2.	2.	Artística
21	IRETA PATIÑO MARVEL URIEL		6.0	8.0	7.0	8.0	5.0			8	9.	9.	9.	9.	Holmolina
22	JUAREZ HERNANDEZ EVANDER JHON		6.0		5.0	7.0	7.0			8	9.	9.	9.	9.	Artística
23	LIMA ROMERO JUDITH ESTHER		8.0		8.0	8.0	7.0			5	9.	9.	9.	9.	Científica
24	LOPEZ CUAHAHI CINTYA NAOMI		6.0	8.0	7.0	8.0	8.0			7	1.	1.	1.	1.	Científica
25	MARTINEZ AGUILA ALEXIS RAUL		7.0		5.0	8.0	5.0			5	9.	9.	9.	9.	Holmolina
26	MARTINEZ GARCIA ABRIL MISHEL		7.0	5.0	8.0	8.0	5.0			5	9.	9.	9.	9.	Científica
27	MELENDEZ ESPINOSA YANNIA		8.0							10	9.	9.	9.	9.	Lingüística
28	MELENDEZ PICHON NAHTALIE		7.0		5.0	5.0	8.0			5	2.	2.	2.	2.	Científica
29	MUÑOZ PICHON ISABELA		5.0							10	9.	9.	9.	9.	Científica
30	ORTEGA CUANTEPITZI JHONATAN		6.0	8.0	5.0	7.0	8.0			8	2.	2.	2.	2.	Deportiva
31	PEREZ LUNA BRAYAN DAVID		8.0			8.0				5	2.	2.	2.	2.	Holmolina
32	PICHON JUAREZ YAMILETH		5.0							10	9.	9.	9.	9.	Científica
33	PICHON ROJAS VALERIA		8.0							10	2.	2.	2.	2.	Científica
34	RAMIREZ PEREZ SANTIAGO		6.0		5.0	7.0	8.0			8	2.	2.	2.	2.	Deportiva
35	ROJAS ORTEGA GONZALO		6.0	5.0	8.0	7.0	5.0			8	2.	2.	2.	2.	Holmolina
36	RUIZ MELENDEZ SAMAI AYIT		6.0	5.0		7.0	7.0			8	2.	2.	2.	2.	Científica
37	SALAZAR ARENAS JIMENA		8.0							10	9.	9.	9.	9.	Científica
38	SANCHEZ CADENA ZARA		7.0	5.0		5.0	5.0			5	9.	9.	9.	9.	Científica
39	SOSA VICENTE MELINA		7.0	5.0	8.0	7.0	5.0			8	2.	2.	2.	2.	Holmolina
40	TORRES MARQUEZ ALONDRA		8.0	5.0	5.0		5.0			5	9.	9.	9.	9.	Científica
41	TZOMPANTZI PICHON BRITANY		7.0	5.0	8.0	8.0	8.0			8	2.	2.	2.	2.	Científica

Appendix 3. The group list 1° B

Appendix 4. E-book. Top Notch Fundamentals
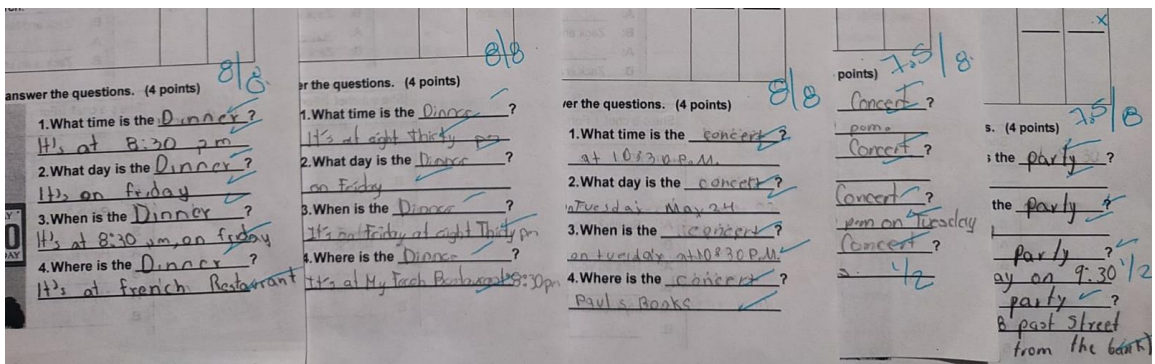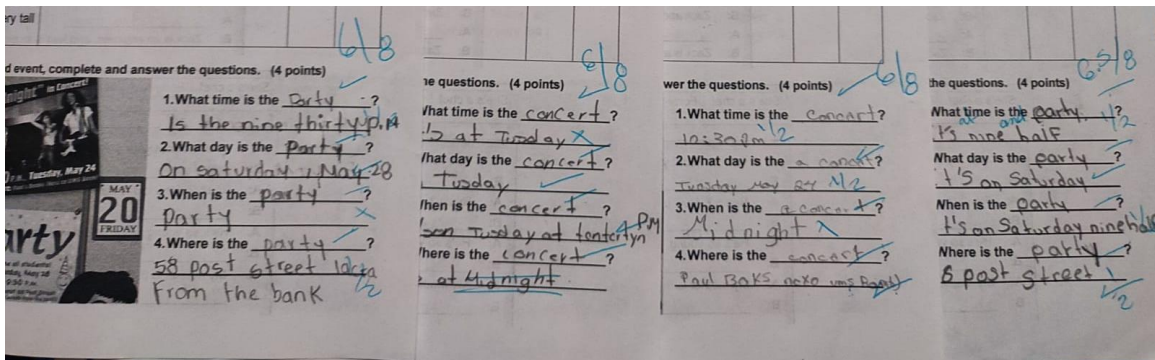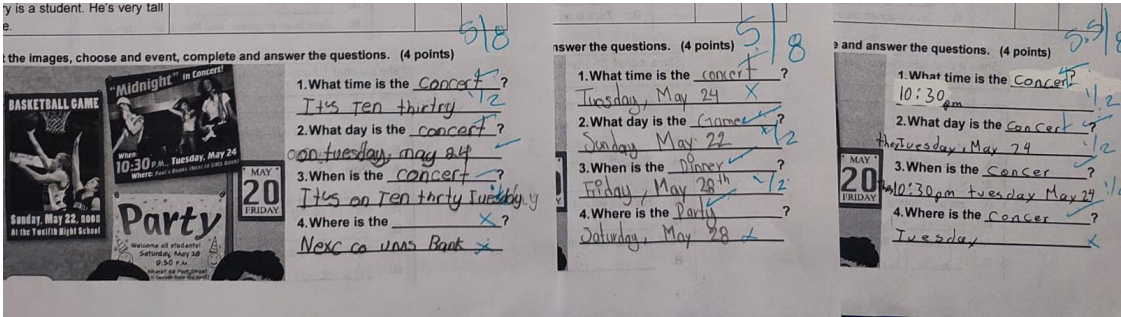
Appendix 5. Exam results

1 It's one o'clock.
2 It's one fifteen.
   It's a quarter after one.
3 It's one twenty.
   It's twenty after one.
4 It's one thirty.
   It's half past one.
5 It's one forty.
   It's twenty to two.
6 It's one forty-five.
   It's a quarter to two.
7 It's noon.
8 It's midnight.

24:00 → 11:59 = A.M.
12:00 → 23:59 = P.M.

Say "eight A-M."
or "eight P-M."

Appendix 6. Time's examples.

Vancouver 9:40 AM
St. John's 2:10 PM
London 5:40 PM
Moscow 8:40 PM
Beijing 1:40 AM
Seoul 2:40 AM
Los Angeles 9:40 AM
New York 12:40 PM
New Delhi 11:10 PM
Tokyo 2:40 AM
Mexico City 11:40 AM
Caracas 1:10 PM
Cairo 7:40 PM
Bangkok 12:40 AM
Taipei 1:40 AM
Honolulu 7:40 AM
Bogotá 12:40 PM
La Paz 1:40 PM
Lima 12:40 PM
São Paulo 3:40 PM
Santiago 2:40 PM
Buenos Aires 3:40 PM
Capetown 7:40 PM
Sydney 4:40 AM

Appendix 7. Map.

1 She's **early**.   2 They're **on time**.   3 He's **late**.

Appendix 8. On time vocabulary

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	X				
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Atentamente,

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