UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO
PROPUESTA DE INTERVENCIÓN EDUCATIVA
MEETING PEOPLE

TRABAJO RECEPCIONAL

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

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Chapter 1: Philosophy and theory.

1.01 Teaching identity and philosophy.

Medina (2010) mentions the English language is a universal language and globalization is the main reason why English is important anywhere in the world. The teaching and learning of an L2 is a challenge in academic and professional training, since there are still difficulties, or progress is slow to incorporate it into language teaching study programs and ensure that students upon graduation have the knowledge and domain of at least one foreign language. (Hernández ,2012) Today the use of the English language is no longer considered a privilege otherwise a necessity for personal progress (Chávez, 2017). There is a problem about the factors that affect the greater or lesser learning of the English language. In México only 5 percent of the population speaks and understand English language. (Becerril, 2015) The EF English Proficiency Index (EF EPI) took a test where grammar, vocabulary, reading and listening comprehension were assessed. The EF English Proficiency Index (EF EPI) is done through a free annual test in order to classify the level of English of each participating country. The results obtained are disclosed in official media. This test was applied by 2 million adults in 112 countries. In 2021 Mexico ranked 19th out of 20 in Latin America and ranked 92nd in the Education First and English Level Index (EPI-2021) ranking. Ali borjian mentions In Mexico, English, which had been taught in secondary schools for decades, began in 1993 to also appear in primary school curricula. (Borjian, 2015) English has been part of the Mexican secondary education curriculum since the 1990s. Since the 1990s, Mexico has implemented and tried to improve education programs for the teaching and learning of English language. This has been the contribution of Mexico as one of those involved in globalization.

Reglas de Operación del Programa Nacional de inglés para el ejercicio fiscal 2017 (S.F.) provides information on the plans and programs for learning and teaching the language that were carried out in Mexico (2017):

- Curriculum for Secondary Education incorporates the teaching of English in 1993.

- The new Plan and Study Programs for Secondary Education are established in line with an A2 level referring to the Common European Framework of Reference for Languages (CEFR) in 2006.
- The mechanisms and strategies are established to implement the National Program of English in Basic Education in 2008.
- First pilot test in the Federal Entities since 3rd. from preschool to 6th. of primary to link with the 3 grades of the secondary level in 2009.
- The Articulation of Basic Education is established, indicating that within the graduation profile the student has basic tools to communicate in English at the end of it in 2011.
- The teaching of English as a second language is included as types of support called "Promotion of the Study Processes of a Second Language (English)" and "Implementation of the Study Processes of a Second Language (English)" in 2015.
- Production and distribution of educational material for teachers and students and the strengthening of language teachers in 2016.

Finally, since 2018 public basic education schools participating in PRONI have focused on strengthening the teaching and learning of English as a foreign language.

Ramirez (2017) mentions the objective of these programs is for Mexican students to complete the third year of junior high school with a B1 level of English proficiency according to "*Secretaría de Educación Básica (2006). Secundaria. Programas de Estudio 2006. Lengua Extranjera Inglés. México. SEP"* Education in Mexico is free and it is also a law that favors the cultural and social development of the country. It is important that Mexico considers the teaching and learning of the English language in the same way in all public schools found in all corners of the country. ("Secretaría de Gobernación", 2020) Heath (2015) mentions that today's students were born into a technological society, and it is necessary for teachers to provide them with information on how to use these tools. In addition, ICTs currently eliminate communication barriers in relation to time and distance, which greatly favors communication.

1.02 Theory underlying your teaching.

Taking into account Vygotsky's sociocultural theory that emphasizes the cognitive development of the student and the data on education in Mexico focused on the teaching and learning of the English language, the following approaches can be mentioned to develop skills and academic habits in students according The Common European Framework of Reference for Languages (CEFR) which considers that intercultural communicative competence is comprised of 3 components, linguistic, sociolinguistic and pragmatic. (Common European Framework of Reference for Languages, 2020) Real communicative exchange such as listening, active and effective speaking, communicative production and creation such as reading and writing develop skills to process, compose and use in various communicative situations the language system especially in the target language. According to The Common European Framework of Reference for Languages (CEFR) the proficiency of speaking English, listening to it, reading it and writing it are the four fundamental skills, therefore the quantitative evaluations become qualitative evaluations to identify the position of the students. Byram establishes a theoretical framework for intercultural competence consisting of five interrelated knowledges: knowledge (savoirs), interpretation and relationship skills (savoir comprendre), discovery and interaction skills (savoir apprendre/faire), attitudes (savoir être) and critical intercultural awareness (critical cultural awareness, savoir s'engager) (Cisneros, 2020)

Motivation to learn the English language.

The English subject is part of the study program and the students think that it will not be of any use to them in the future. Diversity in instructional strategies motivates students, for example, the use of technology has been of great importance for the different educational levels, however, its implementation must focus on education in a positive way so that they are more active and promote the motivation of their student´s participation when the teacher assigns collaborative work, in this way the teacher analyzes the performance of the students during the class, providing productive rewards and friendly cooperation.

These activities help reduce student anxiety by creating a class environment that is comfortable for them (Shahid, 2018).

Teachers must assume their responsibility in the processes educational programs developed and the impact they taking responsibility for finding the right time for students and providing the necessary assistance (Huang, 2020). In this way, the students are working in the Zone of Proximal Development to encourage voluntary participation during the collective interaction of the students with their classmates. The security of participating is very independent of whether it is 100% correct or not. The teacher must moderate the intellectual risks of the students, asking questions and admitting when they do not know something; the best way is to mold these behaviors. (Garcia, 2018). In the previous approaches, students realize that learning the English language contributes to overcoming cultural barriers between countries, student mobility and new labor fields to contribute to globalization.

Adapt the classroom for English language teaching using authentic materials and ICTs.

The teacher encourages active inquiry to create activities, assignments, and materials for the class using action research to identify how their students work to design assignments or activities that can facilitate learning and address culture in a variety of ways. The term "authentic materials" refers to an actual language and its use in its own community. Students make significant gains in general cultural knowledge after working with authentic target language materials. The realistic elements of culture are notions such as when and what people eat, their favorite dishes, professions and occupations, description and comparison about friends and relatives, how to approve or disapprove of something, daily routine, comments about education, obligations., etc. (Miller, 2010) Activities such as comparisons, descriptions, puzzles, role plays, tasks, etc., can focus on the negotiation of meanings and the exchange of information. Krashen's "i+1" hypothesis identifies factors that can affect the language proficiency students achieve and how the information students receive must be converted into knowledge to produce the target language (ER, 2008). For example, the instructions of an activity, asking for permission, asking and writing down the time and date, making mental and conceptual maps according to readings, debating topics of interest in teams, Solving word search puzzles and crossword puzzles according to the vocabulary of the current month, etc. The third culture in the classroom is where students meet. It is a neutral space, in which they create, explore and reflect on their culture and compare it with the target linguistic culture. Schools are the place where social transformation takes place to avoid distinctions between the culture of their students and the culture within the language

they are learning. And for this reason, we must transmit to our students that there is a variety of behaviors that help the student in the interaction within any culture. (Lervold, 1994)

Some people have the opportunity to study the English language in schools, courses or institutions, however these people have a good income that allows them to do so. Children are the seed of the place where they were born, in this case children are the future of Mexico. Integral development happens in people throughout life; improves their abilities and skills as a result of the impact of environmental, historical, social and cultural factors. (Santi-León, 2019) Cultural interactions and environments develop the aforementioned capacities; This means that intercultural communicative competence allows students to be able to share their ideas of perception of the new culture and demonstrate that it is enough to understand, know, conceive and accept other cultural systems knowing that each one has its own traits and features.

The Internet offers a wide variety of websites which are used by students and can focus on the four English language skills, for example:

 - Students can write, correct and edit texts more encouragingly. They can find different ways to outline key words as reading ideas and solve some grammar exercises.

 - Students can find real texts according to their interest. The texts can contain illustrations such as images or photographs to capture the general meaning of the message.

- Students can listen to music and see the lyrics at the same time, there are also different audiobook platforms that while students listen. They will see some images to understand the audio message.

- Students can record themselves or as a team. There are different supervised platforms to interact with native or non-native people who want to practice or develop English language proficiency. (Vernier, 2010).

 The success of the teacher requires patience, thoroughness, skill and professionalism. The best teaching arises when personal passion for what is to be taught and for the aspirations of the students are added to a teaching program, without ruling out environmental factors such as economic and social ones. Love is a very strong feeling that crosses dimensions in time. The age of a teacher has no influence on losing the love and passion for learning and teaching. A teacher will find a way for all her students to progress positively (Husbands, 2012). Good teaching consists in creating the pedagogical conditions for a genuine dialogue between the students and the teacher, on the other hand it consists in creating the pedagogical conditions for a genuine dialogue between the students and the teacher. Liberal education is culture and social relations. (Freire, 1997)

Rubrics help structure student work, helping them see problems and solutions in the same way, thus ruling out new ideas and approaches. Today, the rubric is a way of accounting for certain aspects to be assessment, as well as behavior that can be used to assess student performance. The rubric is a learning approach; students can see what is important and where to focus their learning efforts. allow for very clear and consistent communication with students about assessment requirements and how different levels of achievement earn different grades. Rubrics allow you to give very specific feedback to students about their performance. The rubric encourages students to take responsibility for their performance; when used for self-assessment and evaluation to make students aware of the evaluation processes and procedures, giving them a clearer and more orderly idea for a greater experience in an English language learning domain.

Chapter 2: Methodology and practice.

2.01 A practical and useful lesson plan.

The application of the lesson was carried out with first grade junior high school students first grade high school students for the development of the proficiency and fluency of a B1 level according to Secundaria. Programas de Estudio 2006. Lengua Extranjera Inglés. México. SEP. The activities cover the four skills of the English language for the development of linguistic, sociolinguistic and pragmatic skills for communication as mentioned by the MCR. For the planning of the lesson, the sociocultural theory was taken, which is based on the Vygotskian principles whose main objective is social interaction for cultural development and dialogue to negotiate the meaning with mental and physical tools for mistakes correction.

The lesson was divided into two purposes. The Purpose of the language is to ask and describe one or several people taking as reference the personality and physical appearance using the grammar of comparative and superlative adjectives.

The Intercultural purpose is to communicate correctly in an L2 suspending the beliefs of C1 using the comparatives as a reference to describe C2 from C1 without stereotypes in one or more people.

This lesson was divided into six sessions and each session is designed to be solved in one hour. Each activity of each session was divided into a language purpose and an intercultural purpose.

- <u>First session. Vocabulary:</u>

Activity 1. The students played stop. The teacher provided the students a template to play "STOP". The students chose the members of their team. The teacher said in his/her mind the alphabet and a student and the students had to fill the table with the letter in which the teacher stopped.

Activity 2. The students knew how to describe a person. The teacher provided the students a link to solve the activity online. They wrote the words in the correct column separating the vocabulary between personality and physical appearance. At the end of the activity, the students sent their answers and the score obtained to the teacher's email.

Activity 3. The students acquired the meaning of vocabulary.   The teacher provided the students with a link to solve the activity online. They dragged the words into the correct column and separated the positive and negative personality adjectives. They matched the adjectives with their correct meaning. At the end of the activity, the students sent their answers and the score obtained to the teacher's email.

Language purpose:
They acquired vocabulary of qualifying adjectives and their meaning to fluently describe physical aspects and personalities.
Intercultural purpose:
They were able to expand their lexicon when describing a person using qualifying adjectives correctly.

- <u>Second session. Listening:</u>

Activity 1. The students listened to a short film about "Inside out" film. The teacher provided the students a link to listen to a short part of the film. They discussed in an online class the following questions about the movie "Inside out":

Have you seen the movie "Inside out"? Do you like? Why?

The teacher provided the students a link to answer statements about the film and at the same time listen again to the short film of the film. This activity was solved as a group in an online class. At the end the students and the teacher discussed the opinions of the listeners about the situation that the main characters of the film had.

Activity 2. The students listened to a test to describe themselves. The teacher provided the students a link to listen two tests. They listened a personality test and put the personality adjectives in the corresponding columns. They listened to Amanda talking about her personality and they chose what adjectives does she use to describe herself. At the end of the activity, the students sent their answers and the score obtained to the teacher's email.

Language purpose:

They developed the sense of hearing to acquire word stress (word tone) to recognize vocabulary and grammar when listening to a conversation through images.

Intercultural purpose:

They recognized and understood the correct way to interpret the description of one or more people.

- Third session. Grammar:

Activity 1. The students played" Guess who?". The teacher wrote on a piece of paper the description of other teachers. The students chose the members of their team. The teacher gave each team a description. One member of each team read the description. The other teams guessed which teacher was. The team that won was the one who guessed the more than one teacher´s name.

Activity 2. The students learned the comparative and superlative adjectives. The students chose the members of their team. The teacher gave each team an activity sheet. They filled in the blanks in the sentences following the grammar of comparative and superlative adjectives. They referred to a grammar rule that was on the page. At the end of the activity,

the teams read 5 sentences where they used superlatives and 5 where they used comparatives for their feedback.

Language purpose:

They Identified and acquired the correct use of the comparative and superlative adjectives to describe one or more people.

Intercultural purpose:

They analyzed and described the physical characteristics and personality of a person in L2 avoiding prejudices.

- Fourth session. Reading:

Activity 1. The teacher provided the students a link to read a text. The students read information about Andy´s best friend (Andy is the main character of the reading). They read the text and answered the questions. At the end of the activity, the students sent their answers and the score obtained to the teacher's email.

Language purpose:

They were able to construct meaning to understand the text by decoding with prior knowledge of vocabulary and grammar.

Intercultural purpose:

They learned to describe a person, in a subtle and respectful way, using comparatives as a reference.

- Fifth sesión. Writing:

Activity 1. The students wrote about his/her best friend. The students wrote in a Word document the description of their best friend comparing themselves with them to give a reference of how he/she is and how he/she looks like.

They illustrated the writing with a photograph. They sent their writings to teacher´s email. for later evaluation according to a rubric.

Language purpose:

They were able to join their ideas to develop text with previous knowledge about the vocabulary and grammar seen to build a written message.

Intercultural purpose:

They learned to use the comparison as a relationship of similarity between two individuals avoiding superiority and inferiority.

- <u>Sixth session. Speaking:</u>

Activity 1. The students did a little representation. The students made a representation where at a party they described some European boys to find them at a party, in addition they commented on their beliefs and stereotypes about European people.

At the end, the teacher gave a reflection on how and when is the right time to make comparisons based on the beliefs and stereotypes we have of other people, especially if those people are from another region.

Language purpose:

They developed their intelligibility by putting into practice the vocabulary and grammar seen interactively.

Intercultural purpose:

They understood the importance of reserve their C1 belief to create a space where they could communicate in L2 in a decentralized way.

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

Table 1 breaks down the aspects evaluated the continuous assessment in this lesson plan.

Assessment of the lesson plan.		
Session number per hour	Assessment	Purpose that the Assessment had.
First Vocabulary	Activity 1. - Work in team. - Response time. - Non-repetitive responses. - Team socore.	The students developed communication skills creating a synergy in the team.
	Activity 2. - Response time. - Categorization. - Individual score.	The students differentiated and categorized the vocabulary between personality and physical appearance.
	Activity 3. - Response time. - Categorization. - Meaning. - Individual score.	The students recognized and categorize the meaning of vocabulary between positive and negative.
Second Listening	Activity 1. - Auditive comprehension. - Participate to answer the questions. - Participate by giving your opinion.	The students recognized the vocabulary to understand the message and predict the context of the conversation.
	Activity 2. - Response time. - Auditive comprehension. - Meaning.	The students acquired the correct intonation and use of the vocabulary seen.

	- Individual score.	
Third Grammar	Activity1. - Response time. - Team socore.	The students learned the correct use of grammar seen in an appropriate context.
	Activity 2. - Response time. - Correct use of grammar rules. - Team socore.	The students developed L2 grammar in form/structure, meaning/semantics and pragmatics.
Fourth Reading	Activity 1. - Response time. - Reading comprehension. - Interpretation.	They builder your answered based on your own criteria according to the grammar and vocabulary seen.
Fifth Writing	Activity 1. - Rubric to evaluate the writing.	They Integrated grammar and vocabulary seen to compose a message.

Rubric   for assessing Writing.

Names:_____ Date: _____

Aspects to evaluate.	6%	4%	1%
Content. 6%	Thorough development of ideas.	Some knowledge of topic.	Limited knowledge of subject.
Organization. 6%	Ideas clearly stated/supported.	Loosely organized but main ideas stand out.	Ideas confused or disconnected.
Vocabulary. 6%	Effective word/idiom choice and usage.	Occasional errors of word/idiom form.	Frequent errors of word/idiom.
Usage. 6%	Effective complex constructions and few errors of agreement.	Effective but simple construction and minor problems in complex contractions.	Major problems in simple/complex constructions and frequent errors of negation
Mechanic. 6%	Few errors of spelling and punctuations.	Occasional errors of spelling and punctuations.	Frequent errors of spelling and punctuations.

Total score: _____

Sixth Speaking	Activity 1. - Rubric to evaluate the writing.	The students developed pragmatic skills in an inactive channel to communicate in an L2.

Rubric for assessing Speaking.

Name:_____   Date:_____

Aspects to evaluate.	6%	4%	1%
Pronunciation. 6%	The student makes minimal mistakes and it is easy to understand his/her message.	The student makes some mistakes and is confused to understand his/her message.	The student makes several mistakes and the message is not understandable.
Fluency. 6%	The student is able to transmit the message.	The student shows difficulty in transmitting a message.	The student is not competent to transmit a message.
Usage/ word choice. 6%	The student uses the vocabulary appropriately.	The student uses vocabulary moderately and expresses himself/herself simply.	The student shows a lack of vocabulary.
Ideas/meaning. 6%	The student connects his/her ideas using correct vocabulary and grammar.	The student connects few ideas with vocabulary and grammar.	The student does not relate his/her ideas to vocabulary and grammar.
Nonverbal language. 6%	The student uses his body and kinesics to make sense of his/her message.	The student shows difficulty making sense of his/her household using his or her body.	The student shows no connection with his/her message and his body.

Total score: _____

Table 1 Continuous assessment in this lesson plan called "*Meeting people".*

Two tests have been implemented in this lesson plan. In Test 1 the students wrote 5 sentences dictated by their teacher. The sentences contained comparatives and superlatives in addition to the vocabulary seen, which was qualifying adjectives.

Below the sentences the students made a table divided into three aspects which were:

- I know what this work means.
- I have heard of this word.
- I have not heard of this word.

When all the students finished, some of them read their sentences as a group so that their classmates and the teacher could give feedback on the meaning of the adjectives used.

In the Test 2 the teacher provided the students a link to answer a google form. This evaluation was done individually and the teacher gave the feedback one day after the test. The teacher answered students' questions individually.

Table 2 breaks down the aspects evaluated the testing in this lesson plan.

Lesson plan tests.		
Number of the test.	Testing.	Purpose that the the Testing had.
Test 1.	- Vocabulary seen. - Grammar seen.	The students identified the aspects that need to be improved and reinforced.
Test 2.	- Listening; Instructions. - Vocabulary seen. - Grammar seen. - Score. - Delivery time.	The students improve their proficiency in the competence of L2 skill.

Table 2 Testing of the lesson plan called "*Meeting people*".

Image 1. The students listen carefully to the teacher giving the instruction of the game "STOP"
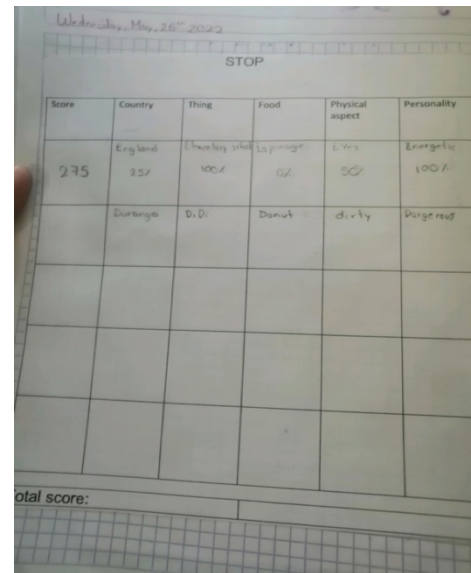
Image 2. A student's notebook showing data from the game "STOP".

Image 3. Activity of a student where the categorization of vocabulary between personality and physical appearance is shown.

Image 4. Activity of a student where the recognition of the meaning of the vocabulary between positive and negative is shown.

Image 5. Students answer questions related to the short film "inside out" and participate as a group.

9.3/10

Personality – listening exercises

1) A PERSONALITY TEST

Listen and put the personality adjectives below in the corresponding column.

CIRCLE	TRIANGLE	STAR	SQUARE	SPIRAL
CALM CONFIDENT	RESPONSIBLE	LOYAL OUS	GENEROUS	CREATIVE

1) DESCRIBING YOURSELF

Listen to Amanda talking about her personality. What adjectives does she use to describe herself?

TALKATIVE ✅   ROMANTIC ✅
MOODY ⬜   SHY ⬜
LAZY ⬜   HARD-WORKING ⬜
HONEST ✅   INDEPENDENT ⬜

Image 6. Activity of a student where she first answered an audio test and then a description of Amanda, who is a character in the audio.

Image 7. The students are working on the activity sheet where they are filling the gaps with comparative and superlative adjectives.
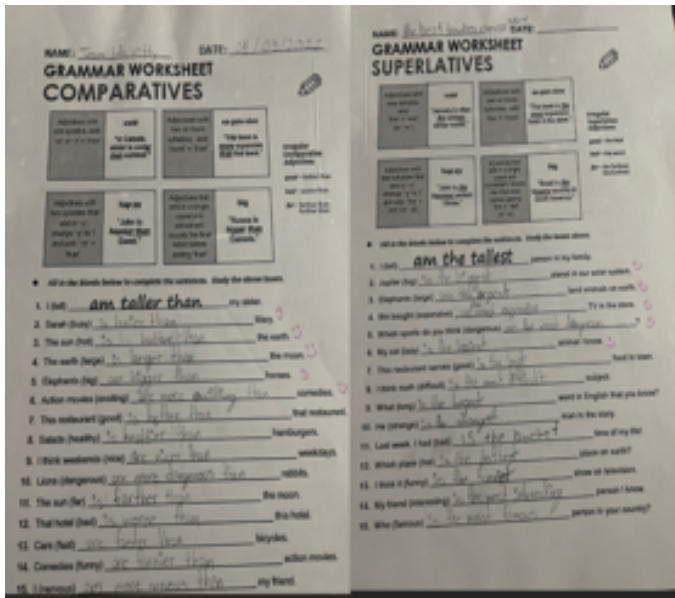
Image 8. Activity sheet of a team where they evaluated
grammar as a team with the help of the teacher.

*Image 9. Activity of a student answered questions according
to the information in the text.*
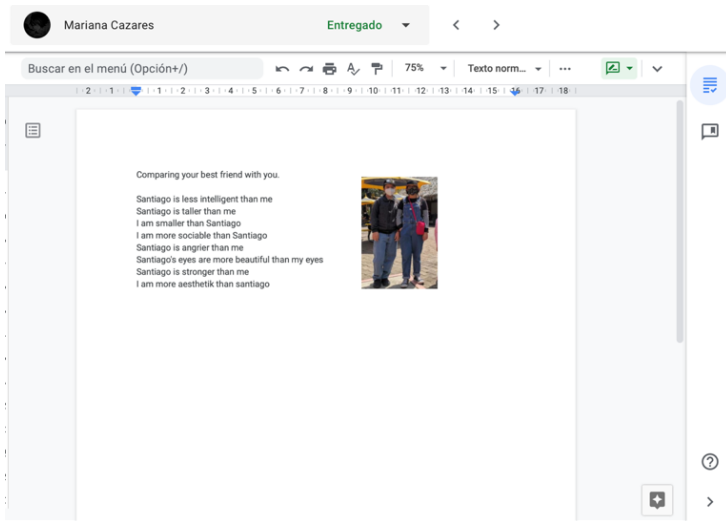
Image 10. Student writing using the vocabulary and grammar seen throughout the lesson.

Image 10. The students are representing a role play where they are developing intercultural competences.

2.04 Evidences of my designed tool to asses my students.

Image 11. The students are answering a self-assessment test according to the vocabulary and grammar seen.

1mage 12. Self-assessment of a student where she wrote 4/5 sentences dictated by the teacher. In a table the student classified the vocabulary according to her knowledge.

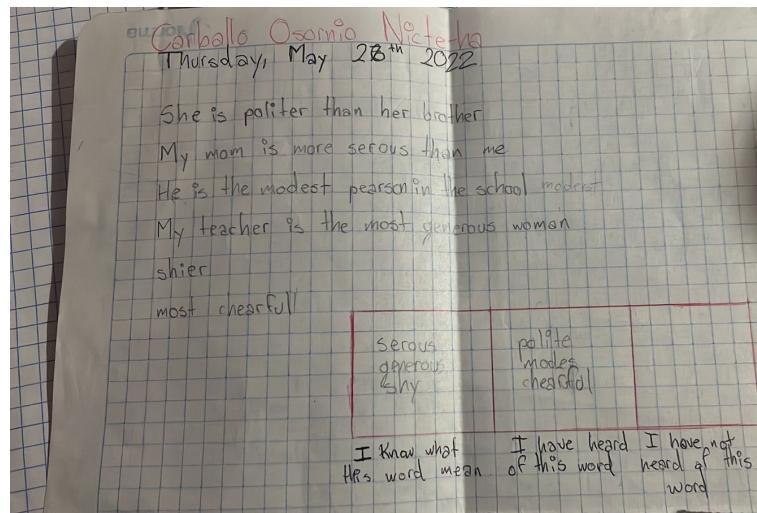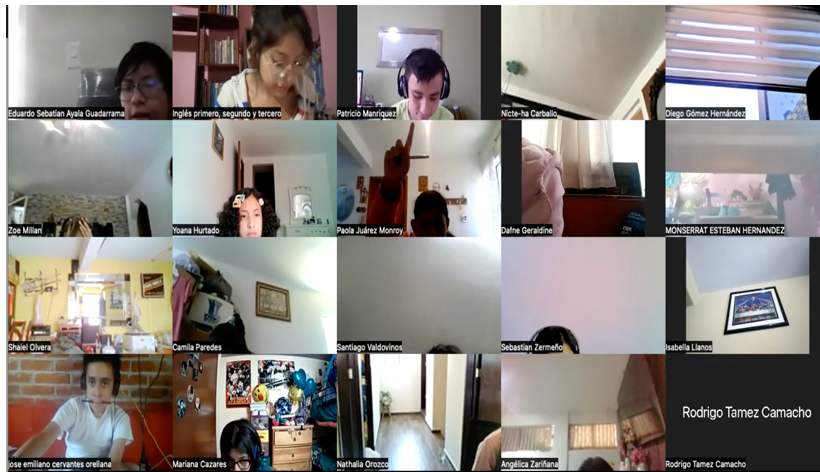*Imagen 12. Application of an online test to students.*

Image 13. Results obtained from the online test of three students.

2.05 Performing and the Recording the activities.

The activities carried out in this lesson plan were recorded in a video where the sequence of the activities is shown.

https://youtu.be/jfB75Llvtmc

Chapter 3: Experience Report.

According to the evaluation scale, writing and speaking were evaluated with a holistic rubric where the percentage in each criterion was divided partially. The score obtained was formal and summative at the end of the evaluation. Test 1 was planned for student assessment, which helped students recognize their learning of vocabulary and grammar.

Test 2 was a formal summative for the students' proficiency in the grammar and vocabulary. In all activities, a continuous assessment was considered. The students developed the ability to exchange information. They communicated and related interculturally they adapted the L2 in their C1 using comparatives and superlatives in the C2 as a reference when they meet people. The students reflected on how and when is the right time to make comparisons based on beliefs and stereotypes of other people, especially if those people are from another region. Throughout all the activities the students received informal formative comments, according to their process of acquiring the students' L2.

Authentic materials are the key to developing communication skills in the third classroom. In this way, the activities promote the development of language skills and intercultural awareness. These activities helped develop the complexity of the importance of intercultural competencies in the classroom for communication among first grade junior high students.

Chapter 4: Conclusion.

Authentic materials have benefits for learning English as it exposes students to real language. These materials are, together with the teacher, the primary source of input information received by students and, therefore, a topic of vital importance in the field of teaching and learning foreign languages. Authentic materials are the key to developing communication skills in the third classroom. In this way, the activities promote the development of language skills and intercultural awareness. These activities helped develop the complexity of the importance of intercultural competencies in the classroom for communication among first grade junior high students.

ICTs are of great support for English language interaction and learning.

Throughout this specialization in learning and teaching English as a foreign language, it allows a person to face several challenges such as: concepts, theories, time organization, etc. Expressing and interacting information of the knowledge acquired with classmates and tutor help to master and improve the English language. Doubts are the main source of interaction. The role of the teacher is a very important position.

A teacher should investigate and adapt techniques to a communicative approach according to the fundamentals of this lesson plan.

Teaching is motivating students with authentic learning materials and interactive learning activities. A teacher guides and monitors that acquired learning.

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