UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

ASKING ABOUT PERSONAL INFORMATION

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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INTRODUCTION

In this assignment I had to become aware, analyze and recall the teaching and learning methods, take into account the context in which I am currently working. In the first part I make known my teaching philosophy where I emphasize the importance of having clear objectives of what is intended to be achieved with the students and my actions within the school institution and in the classroom I make it known that since the teacher arrives at time in the classroom, greeting, positive attitude as it influences the student.

The responsibility and teaching work is projected because we are sowers of awareness not only of knowledge but for the development of learning in its physical, cognitive, social and affective processes where students will keep as a good or bad memory for the rest of their lives most of what he received from each of his teachers.

In the second part, different methods of teaching the English language are addressed that for years' psychologists, pedagogues, linguistics, and philosophers have searched for the correct and universal method, this methodological search has concluded that this method does not exist and possibly will never exist, for what the teacher should know about them and make use of the one he considers most appropriate for the diversity of the students and their different contexts. from the grammar method to the communicative approach

The method proposed by Dell Hymes is approached as a framework that allows approaching the analysis of all communicative activity where he realizes that to reach a complete understanding of linguistic phenomena it is not enough to analyze the internal structures of language, but there are also to consider the context in which the statements are made.

The dichotomy between acquisition and learning of English is addressed, where acquisition is associated with the way in which communicative competence in the mother tongue is internalized and developed, learning is associated with the development of competence in a foreign language, the different methods for teaching English such as: translation method, audio lingual, communicative

approach, total physical response, as well as the concepts of culture and interculturality.

Next, the four skills of English are addressed, since it is essential that as a teacher we develop the 4 skills, an explanation is given of what it consists of and its importance, as well as the teaching of grammar, which is fundamental for students for formal English and that if they manage to learn it, it will be easier for them when developing the other skills.

I present the techniques that I use in the project, such as the drill that deals with repetition for memorization and good pronunciation, as well as the importance of using information and communication technology and different educational materials, emphasizing flashcards and developing activities playful through games to learn vocabulary.

CHAPTER I PHILOSOPHY AND THEORY

1.1 MY TEACHING PHILOSOPHY

My teaching philosophy is based on serving students as our main individual, taking into account that we are offering a public service as employees of the federal government and that they will be the future of our country, so it is not only from a cognitive but also an emotional level., social, affective, seeking at all times to promote their autonomy, critical and to develop a life project.

I believe that education within the school should promote the exchange and interaction of students, from various activities such as debate, interview, questionnaire, situation or problem, games, with different relevant topics and different learning situations, favoring socialization, work collaborative and strengthening values such as respect, tolerance, empathy, humility. Honesty among others.

Since I started as a teacher I realized that I needed a lot of pedagogy because I couldn't get them to pay attention to me, so I learned to work through games so that they start the class motivated, with songs, trying to achieve a good proactive and flexible attitude and reaching out to the diversity of students in the classroom.

I consider it essential that I continually prepare myself academically, pedagogically, since right now what is being used a lot is information and communication technology, and personally, it is made easier for me because I like it and because it is easier for me to use it, but at home, not at school since there is no internet there so I have to use data from my cell phone and obviously these are expenses for me as a teacher.

One of my goals as a teacher is to promote the development of an autonomous attitude in the student, through motivation and reflection, as well as always setting an example for the student, from arriving early to the classroom, greeting, dressing appropriately, having a good relationship with co-workers, good discipline, flexible environment.

1.2 HYME´S MODEL OF COMMUNICATION

Dell Hymes' speaking model is not only helpful for navigating cross-cultural communications and thusly improving our communicative competence in a specific language, but it is also a great tool to facilitate our ability to speak up in any social situation. By leveraging the SPEAKING framework, we can tackle any communication event or speech act and become more effective communicators.

Recap:

S – scene and setting – physical location of the speech

P – participants – people who are speaking

E – ends – the purpose or reason of the speaking

A – act sequence – speech acts and the order they are presented in

K – key – the way the speaking is performed (tone, manner, delivery)

I – instrumentalities – the mode of communication used

N – norms of interaction – the social rules of what is proper in conversation

G – genre – the type of speech act or event (gossip, jokes, conversations) within the culture

the Dell Hymes speaking model can be deliberate about making the right communication choices for each of the eight components. It´s also an invaluable tool

during foreign language acquisition. The elements of the framework are all culturally dependent, which illustrates that learning a language is also about learning the culture.

Personally, taking this model into account implies understanding, understanding and reflecting on the topic or conversation that is taking place, it helps to better acquire the language, learn more vocabulary, grammar, intonations, pronunciations, which is not normally made known. to the student and with this he understands the conversation more.

1.3 THE DICHOTOMY-ACQUISITION / LEARNING

ACQUISITION: to refer to the handling of a language that is achieved spontaneously in a natural context, while the term LEARNING, which is sometimes used for the same as the previous one, normally tends to be linked to an intentional activity, which entails a complementary activity of an instructional type, most of the time in an institutional context (Krashen, 1981).

Acquisition implies an unconscious internalization of linguistic rules whereas learning involves a conscious emphasis on the structure of language. Therefore, we could say that first and second language acquisition processes are differentiated by means of this dichotomy: we acquire a first language but we learn a second language.

1.4 THE AFFECTIVE FILTER HYPOTHESIS: Students are affected by motivation, anxiety and confidence so the teacher must create a comfortable environment, motivating them and promoting participation and involving them in activities cooperatively, diversifying activities.

Krashen affirms that a student with high motivation, self-confidence, a good self-image, and a low level of anxiety is better able to succeed in acquiring L2.

From my point of view, motivation must be taken into account, since it is the process that initiates, guides and maintains goal-oriented behavior.

It is that force that makes us act. They can be biological, emotional, social and cognitive that can force this behavior. Abraham H. Maslow (1991) defines motivation as the impulse that every human being has to satisfy their needs. These, according to the author, can be classified into five. First of all, physiological needs (hunger, thirst, sexual frustration), then security needs (feeling safe, order and protection from pain and fear), affiliation (related to social factors such as love, affection and social acceptance), recognition (on the conception of oneself) and, at the top we find those of self-realization (need to reach personal potential and aptitudes). Maslow states that we can only satisfy higher needs when we have already fulfilled the previous one.

1.5 GRAMMAR-TRANSLATION METHOD

Bases the teaching of a second language on the detailed analysis of grammatical rules and their exceptions and then applies the knowledge acquired to the translation of sentences and texts that is carried out from the target language to its own and vice versa. The first language serves as a reference system in the acquisition of the second language.

The teacher rarely uses the target language. Students spend a lot of time reading texts, translating them, doing exercises and tests, writing essays. There is relatively little focus on speaking and listening skills.

1.6 THE AUDIO-LINGUAL METHOD

It is based on linguistic structuralism, which conceives language as a system made up of different levels: morphosyntactic, phonetic-phonological and lexical. On the other hand, psychological behaviorism provides the theoretical foundation on how a language is learned: through repetitions that consolidate habits.

1.7 THE COMMUNICATIVE APPROACH OR COMMUNICATIVE LANGUAGE TEACHING

It is an approach in which emphasis is placed on helping students to use the language in a wide variety of contexts and gives importance to learning the functions of language.

Its main objective is to help students create meaningful sentences (rather than to help them build perfectly correct grammatical structures or achieve perfect pronunciation). This means that the learning of the foreign language is evaluated taking into account how the student develops their communicative competence, which could be defined as the student's ability to use their knowledge and thus communicate appropriately.

Some characteristics of this effective method:

It emphasizes communication in the foreign language through interaction.

Introduces real texts in the learning situation.

It gives importance to the personal experiences of students as elements that contribute to learning in the classroom.

It tries to relate the language learned in the classroom with activities carried out outside it, in real social contexts.

1.8 THE TOTAL PHYSICAL RESPONSE (TPR)

It is a language teaching method that combines speech with action and proposes to teach the language through physical activity.

A connection to memory may be stronger if it is established through verbal repetition or through association with a motor activity.

The objective of the Total Physical Response is to develop oral competence in the second language at initial levels. Special emphasis is placed on the development of comprehension skills before teaching speaking, emphasis is placed on meaning rather than form, and attempts are made to minimize the stress of the learning process through physical actions and play.

1.9 COMMUNICATIVE COMPETENCE

Communicative competence is the ability of a person to function adequately and effectively in a given speech community. That is, in a group of people who share the same language and patterns of use of that language.

In the case of the English language, it implies respecting the set of rules of grammar and other levels of linguistic description (lexical, phonetic and semantic), but it is also vital to know and use the rules of use of that language, closely related to the context. historical, social and cultural environment in which communication takes place.

Communicative competence is made up, according to the linguist Michael Canale, of four types of interrelated competences:

• Grammatical competence. It groups the lexical, syntactic or semantic skills acquired by the student of a foreign language.

• Sociolinguistic competence. It refers to the context and the adaptation of the communication to that environment and interlocutors.

• Discursive competence. Ability to develop a correct and coherent message to achieve communication.

• Strategic competition. It refers to the ability to compensate for errors in communication through verbal and non-verbal resources. It comes into play when there are deficiencies in any of the previous competences.

To these skills, some experts add others such as pragmatic skills (the ability to convince and persuade other people through language) or textual skills (which is manifested through the understanding and production of texts).

1.10 CULTURE: Kluckhohn (1951) definates it as: Culture consists in patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups.

Culture can be defined as all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation. Culture has been called "the way of life for an entire society." As such, it includes codes of manners, dress, language, religion, rituals, art. norms of behavior, such as law and morality, and systems of belief.

1.11 INTERCULTURALITY

Interculturality refers to the egalitarian exchange and communication relations between cultural groups that differ according to criteria such as ethnicity, religion, language or nationality, among others.

As a matter of principle, the term does not recognize the superiority of one culture over another, regardless of the majority-minority relationship.

Interculturality aims to build a more democratic society by visualizing, describing and equally valuing the modes of appropriation and re-elaboration of meanings between different groups.

It refers to the processes of interrelation and communication of knowledge, codes, patterns and values between different cultural groups, understanding that there is equality between subjects, regardless of the position they occupy in the system.

CHAPTER 2 METHODOLOGY AND PRACTICE

2.1 THE FOUR SKILLS IN ENGLISH LEARNING.

Promoting an adequate communicative competence within the pedagogical process favors the apprehension in the students of the educational messages that it is capable of transmitting. Through the skills used by him, he will be able to broadcast the contents so that they motivate students, strengthen their knowledge, feelings and values, by encouraging them to be more creative and stimulating the development of their communication skills. It can be said that skills are educable in the sense that it is possible to contribute to their development in various ways; it is said, for example, that knowledge of the process to follow, of the techniques to carry it out, access to information on how precise resources and materials should be handled, understanding of the problem to be solved, and others, contribute to the development of skills, and therefore of competencies.

The place of skills in the activity structure should not be overlooked. A. N. Leontiev (2001) when explaining it, states that all activity is conditioned by the emergence of a motive, finding behind it a need. It also explains that the activity is made up of actions aimed at an end and related and internally linked but that they must have their operational aspect, that is, the procedures necessary to achieve the end.

To learn the English language, it is very necessary to develop the 4 skills which are:

1. Listening. - This skill develops listening skills in students and can be improved by listening to dialogues, readings, songs, conversations, etc.

2. Speaking. - This ability is a clear achievement objective for students, where classes must be taught in English, in order to become familiar with their idiomatic expressions, sentence formation and perception capacity.

3. Reading. - Reading provides a better perception of the language in this case English, creating situations of doubt and consequently the search for new words and also reading allows improving writing and pronunciation.

4. Writing. - This skill is important for the student because it allows him to convey his ideas in an orderly and concrete manner, through simple texts or paragraphs.

2.2 TEACHING GRAMMAR

One way to teach grammar is to introduce and practice it, in other words, the teacher first introduces, introduces, explains, clarifies, introduces the point of language that is intended to be worked on in the lesson and then, when it seems to be reasonably understood, passes to five students the opportunity to practice using the language themselves.

In the lesson plan, the grammar that I saw with the students is to be, which is one of the most important verbs in English and is also the most used, since in addition to being used conjugated as to be or to be, it is also used as a verb. Help many times. It is an irregular verb, this means that, unlike regular verbs in English where the root of the verb is always maintained, it changes its way of writing in almost all its conjugations.

2.3 DRILL TECHNIQUE

A structural or mechanical practice exercise, also known as a drill exercise or a drill activity (in English, drill) is a controlled practice activity designed to automate (assimilate or reinforce) the grammatical contents —structures or grammatical categories— worked on in a didactic unit. The students are presented with some statements and then with some linguistic stimuli, to which they are expected to respond orally quickly and in an increasingly automatic way, that is, without having to think about grammatical rules. In traditional FL teaching these exercises correspond to the second of the three conventional phases: presentation, practice and production.

In the implemented lesson, I used several variations of the exercise, such as:

Repeating the grammar element on its own.

Repeat the grammar element in a phrase/sentence.

I introduce sentence by repetition. Students must respond with a follow on reply.

2.4 TEACHING USING TICS

The use of information technologies in the teaching of English with simple activities promotes an active participation of the student, where interactive learning strengthens the necessary skills for English, supposes a set of advantages that conventional or traditional models do not provide.

Interactive English learning is the most effective way to master this second language. This methodology has multiple advantages:

Student motivation with interactive learning.

It reinforces their security in conversational learning.

Eliminate the fear of something new.

Interactive learning makes the class a fun process.

To learn a second language requires a high degree of motivation on the part of the student. Although this motivation stems from each student, the learning models must encourage it until the objectives are achieved.

2.5 EDUCATIONAL MATERIAL

The educational material is the set of means that the teacher uses for the teaching-learning of the students, so that they acquire knowledge through the maximum number of senses. It is a practical and objective way where the teacher sees satisfactory results in teaching-learning Rojas, L., (2008).

The development of communicative competence requires multiple support materials, some of them are provided by the available textbooks; however, it is necessary that

the teacher knows the existence of other types of materials (posters, flash cards, index cards, overhead projector, etc.) and knows how to produce and use them efficiently.

2.6 FLASHCARDS

The Dual Coding theory. The theory proposes that visual and verbal information are processed in the human mind through different channels creating separate representations for the information that is processed through each channel. points out the existence of two channels in the formation of verbal and non-verbal processes of cognition. Cognition is multimodal and is nourished, indistinctly, by verbal processes and non-verbal realities.

García F, (2010), states that: Flashcards provide enjoyment and above all a lot of fun in the various interactive games they provide, they are also designed not only for children but for all educational levels, usually these cards are designed by the same teacher these in turn provide an active mind discovering skills of all kinds as well as the child's social development, through role-playing.

"Flashcards or didactic cards are a strategy especially for raw data, for example, historical data, vocabulary, symbols from other languages, etc." (Aguayo, 2011, p.19).

Learning a foreign language requires the training of the four basic communication skills: listening, speaking, reading and writing, which are presented as the main objective of teaching English, in this sense the learning of vocabulary through The use of flash cards directly affects the acquisition of the four skills. These develop receptive listening and reading language skills and productive writing and speaking skills. Johnson K (1998), cited by Gonzales 2013, p.23), states that: Flashcards are a teaching material commonly used in English classes at Basic Education and Early Childhood Education levels. These are used to introduce new vocabulary and to review and consolidate the vocabulary already studied. It can be used at the beginning of the session, as a first contact and point of connection with the previous session and during or at the end of it to review the vocabulary seen previously (p.23).

The flashcards are useful at any time during the study even more so of a foreign language, denoting the feasibility to carry out countless individual, couple or group activities and is highly motivating, participatory for students.

2.7 VOCABULARY

English vocabulary is essential for learning and teaching the English language, since without sufficient knowledge of vocabulary people cannot understand others or express their own ideas. Wilkins (1972) wrote that ". . . while without grammar one can express very little, without vocabulary nothing can be transmitted". In different languages, even without grammar, with some useful words and expressions, one is able to communicate. As students develop greater fluency and expression in English, the acquisition of productive vocabulary is important to further develop their communication skills.

2.8 PLAYFUL ACTIVITIES

They are also mechanical and the word is still not contextualized, but it allows working in pairs or small groups, which makes it more dynamic and representative. Recreational activities are, for example, crossword puzzles and word searches; match words with simulated actions; discover words that rhyme; the game of hangman or chained words.

2.9 LINK FOR THE VIDEO

This is the link for the video:

https://drive.google.com/file/d/1uKsAtKCRze6NHj8Sn3L-MD38TBKzYxb7/view?usp=sharing

2.10 DIDACTIC PLANNING

NATIONAL ENGLISH PROGRAM IN BASIC EDUCATION CYCLE IV
SECOND LANGUAGE: ENGLISH (2021-2022)

School: Josefa Ortíz de Domínguez		Grade: 1	Section: "A, E"
Teacher: Verónica Ramírez Salazar			
Social practice of language: Students will communicate interact, and collaborate with others.	**Learning environment**: Familiar and community		**Product:** A survey to know about people´s occupations.
Communicative activity Communication and interpersonal relationships.	**Expected learning:** • Students are required to use verb to be in present simple, in its interrogative form to get information from other people. • Student design a survey to get information about a person´s occupation by asking about his/her name, age, and objects that interviewed individual uses at work.		

CONTENTS	**Know about the language:** Making questions.	
	Do with language: Integrations of learning communicates.	
	Being with the language: Contextualization of learning communities through students' interests and academic experiences.	

DIDACTIC STRATEGY:

The student will recognize and use the vocabulary of occupations to make questions for different people.

DIDACTIC SITUATION:

Position the student through to the different activities using grammar, vocabulary, reading and speaking.

CONTENT:

Know vocabulary about occupations, wh questions.

The correct use of the verb to be in affirmative, negative and interrogative structure.

Collaborative work, tolerance, respectful and cordial attitude towards their colleagues.

TOPIC: Making questions.

TIME: 50 minutes per session

2.10.1 SESSION 1

_____**BEGINNING**_____

FRAME: The teacher reports the expected learning for the following sessions:

• Students are required to use verb to be in present simple, in its interrogative form to get information from other people.

• Student design a survey to get information about a person´s occupation by asking about his/her name, age, and objects that interviewed individual uses at work.

But each session has a purpose and an evaluation instrument is used where they can find out their strengths and weaknesses. In this sequence, work is done individually, in bins, in teams and in groups.

1.- The teacher draws on the board the hangman and play with the students with the word "occupations".

2.- The teacher shows flashcards about occupations and the students identify the vocabulary that they knew and know different vocabulary, the students copy in their English notebook in two columns one column in English the other in Spanish.

Like this:

ENGLISH	SPANISH
Hairdresser	peluquero
Plumber	plomero
salesperson	vendedor

3.- The teaches use the technique drill where the students repeat the vocabulary seen.

4.- The teacher enters to the link:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Jobs_and_occupations/Jobs_Test_2_di78506un

and all the group do the exercises, choosing the correct answer depends of the picture.

5.- The teacher gives to the students a word search about occupation, the students paste it in their English notebook and do it.

DIDACTIC RESOURCES:

Blackboard, markers, eraser, worksheets (word search), internet, pencil, lap, power point, flashcards, tape, English notebook

SPACE: aulic

ORGANIZATION: individual.

PURPOSE FOR THIS SESSION: Students learn more vocabulary about occupations.

EVALUATION STRATEGY:

Action: Evaluate oral and written participation responsibly

Evaluation types:

By its function: Diagnostic

For its moment: Initial

By its agents: Coevaluation and Heteroevaluation

Technique: Performance Analysis

Instrument: Checklist

OBSERVATIONS:

It is possible to identify students who have knowledge about occupations.

2.10.2 SESSION 2

_____**BEGINNING**_____

1.- The teacher announces the purpose of the session.

Grammar about verb to be.

The students write date and weather on the board.

2.- The teacher pastes flashcards on the board about occupations and the students go to the board and complete the word according to the pictures. (Appendix 1)

3.- The teacher explains the grammar of the verb to be in the affirmative, negative and interrogative form as a chart.

4.- The students copy the chart in their English notebook.

5.- The teacher shows a video using the verb to be in this link:

https://www.youtube.com/watch?v=O-pELo5MMkQ

DIDACTIC RESOURCES:

Blackboard, markers, eraser, video, speaker, projector, pencil, lap, English notebook.

SPACE: aulic

ORGANIZATION: individual

PURPOSE FOR THESE SESSIONS: Know and identify the different structures of the verb to be.

EVALUATION STRATEGY:

Action: Evaluate written participation responsibly

Evaluation types:

Because of its function: Formative

For the moment: Initial

By its agents: Heteroevaluation

Technique: Performance Analysis

Instrument: Checklist

OBSERVATIONS:

It is possible to identify if there was comprehension of the topic (verb to be)

2.10.3 SESSION 3

_____DEVELOPING_____

WARM UP

The teacher shows flashcards about personal pronouns and verb to be to remember it.

I am - You are - He is

Ask about contractions: I´m - You´re - He´s

TEACHING AND LEARNING STRATEGIES:

1.The teacher shows flashcards about people, animal, thing and ask to the students:

What is this?

The students answer: It is a lion

The teacher asks: What is the correct pronoun for this picture?

Students answer: It

The teacher asks: Is it a lion?

The students answer: Yes, it is. No, it isn´t.

2.- The teacher gives to the students a worksheet about verb to be where the students do eight exercises.

a). - Fill in the correct form of the verb to be (affirmative).

b). - Fill in negative form.

c). - Correct the mistakes.

d). - Answer question about yourself.

e). - Ask questions with short answers.

f). - Write a story about a friend.

NOTE: In these exercises the teacher helps to understand well and maybe some students need to work in pairs.

3.- At the end the students do a coevaluation and paste the worksheet in their English notebook, if we don´t finish the activity it will be for homework.

DIDACTIC RESOURCES:

Blackboard, markers, eraser, notebook, pencil, worksheet.

TIME: 50 minutes

SPACE: aulic

ORGANIZATION: individual or pairs

EVALUATION STRATEGY:

Action: Identify the correct form of the verb to be.

Evaluation types:

By its function: Summative

For its moment: Procedural or continuous

By its agents: Hetereoevaluation and co-evaluation

Technique: Performance Analysis

Instrument: Checklist

PURPOSE OF THE SESSION: Know the use correct of the verb to be

OBSERVATIONS:

Identify the students who have problems of the grammar seen.

2.10.4 SESSION 4

_____DEVELOPING_____

WARM UP

The teacher shows flashcards about occupations and verb to be to remember it.

Architect, actor, singer, actress.

TEACHING AND LEARNING STRATEGIES:

1.The teacher shows flashcards about famous people like Brad Pitt, Justin Bieber Shakira.

The teacher asks: Who is she/he?

The students answer: Shakira

The teacher repeats: She is Shakira.

The teacher asks: What does she/he do?

Students answer: Actor

The teacher says: She is an actor/actress. Depends of the image.

The teacher asks: Is she/he a doctor?

The students answer: No, she isn´t. No, he isn´t.

2.- The teacher gives to the student images and the students answer the correct answer. (Appendix 2)

Is he a teacher?   No, he isn´t.   He is an actor.

3.- The teacher writes on the board where the students re-arrange the sentences:

a / I / not / teacher / am_____.

4.- The teacher reviews the activity and do a feedback.

DIDACTIC RESOURCES:

Blackboard, markers, eraser, notebook, pencil, English notebook, worksheet.

TIME: 50 minutes

SPACE: aulic

ORGANIZATION: individual or pairs

EVALUATION STRATEGY:

Action: Do exercises orally and writing in the correct form of the verb to be.

Evaluation types:

By its function: Summative

For its moment: Procedural or continuous

By its agents: Hetereoevaluation and co-evaluation

Technique: Performance Analysis

Instrument: Checklist

PURPOSE OF THE SESSION: Know the use correct of the verb to be in their different ways.

OBSERVATIONS:

Identify the students can express orally and writing way.

2.10.5 SESSION 5

_____CLOSING_____

WARM UP

Use the letters to write the names of different jobs. For each word, you can only use each letter one time.

N	D	L	B
U	T	E	H
A	O	R	S
F	M	I	
C	W	P	

16 possible answers.

TEACHING AND LEARNING STRATEGIES:

1.Teacher writes on the board the next vocabulary:

salary, uniform, unusual, and stressful.	Do you sit at a desk?	Is your job dangerous?	Is your job fun?
Do you get a big salary?	Do you have to work at night?	Is your job stressful?	Do you work with many other people?

2.- The teachers ask to the students that work in pairs preferably face to face and lead in with the question of what kind of job they would like to have such as: doctor, pilot, nurse, etc.

3.- The teacher distributes the handouts, "A" to one student in the pair, and "B" to the other. Tell them not to look at each other's handout, but that they must ask questions on the left to their partners and try to guess each job. Partners must answer with "Yes, I do (sometimes)," or "No, I don't" & "Yes, it is," or "No, it isn't".

NOTE: the teacher will check the activity ensuring that the students are doing it correctly.

4.- The students do their own questions to make the survey using the grammar seen (verb to be and occupations).

5.- The teacher reviews the activity and help them if they need.

DIDACTIC RESOURCES:

Blackboard, markers, eraser, notebook, pencil, English notebook, worksheet.

TIME: 50 minutes

SPACE: aulic

ORGANIZATION: pairs or small teams.

EVALUATION STRATEGY:

Action: Do a small survey using the verb to be and occupations.

Evaluation types:

By its function: Summative

For its moment: Procedural or continuous

By its agents: Hetereoevaluation and co-evaluation

Technique: Performance Analysis

Instrument: Checklist

PURPOSE OF THE SESSION: Finish with the product the survey.

OBSERVATIONS:

Identify the students can express orally and writing way.

2.11 INSTRUMENTS OF EVALUATION

<table>
<tr><td colspan="5" align="center">CHECKLIST

Hetero- evaluation ☐ Co-evaluation ☐ Self-evaluation ☐</td></tr>
<tr><td>SUBJECT</td><td></td><td></td><td>FINAL SCORE</td><td></td></tr>
<tr><td>TEACHER</td><td></td><td>GROUP</td><td>SECTION</td><td></td></tr>
<tr><td>TEAM OR STUDENT</td><td></td><td></td><td>LIST NUMBER</td><td></td></tr>
</table>

Value of the activity	Evaluation	Did	Didn´t	Observations
	The student did all the exercise complete			
	The student answer the exercise using the information given.			
	The grammar is used correctly.			
	The student submit the activity on time			
			Total Score:	

Impressions of the Teacher:

_____

_____

Written activities

Teacher: _____

School: _____ **Date:** _____

Subject: _____ **Group: :** _____

Criteries	Yes	No
The information is relevant		
The structure chosen corresponds to the type of text		
The grammar is used correctly		
The writing is legible		
The extension of the text corresponds to the one requested.		
The units of the text are relevant		
Total		

CHAPTER 3 EXPERIENCE REPORT

3.1 RESULTS BY SESSION

3.1.1 SESSION 1

In activity No. 1, which begins with the hangman game, obviously the students like this kind of playful activity because they are not writing, it is not dictated to them, but rather it is a simple game and competition, since if they do not guess the word they hangs and it's like I win the game, so I like to practice it because they remember the alphabet, they have fun and it motivates them to participate and they even realize if they made mistakes when saying a letter, they correct themselves.

In activity No.2 where I first showed them flashcards about occupations, they realize the vocabulary that they lack and it allows them to remember vocabulary that they already know prior knowledge, as well as learn more vocabulary in a way that reminds them of the images, so encourages participation.

In activity No. 3, use the drill technique, all of this so that they take into account the pronunciation of the word and do not say it how it is written, but in the correct way, they repeated several times, first I helped them, that is, first I I said it right away, they repeated it, but it ended where they alone managed to repeat it as a group. In this activity I do try to make them aware that they should repeat it so that when they read or do an oral activity it does not harm their grade by not saying it the right way.

In activity No. 4, use information and communication technologies since they motivate the student and we can exercise the topic seen, where the website you use gives us the answers and here the students do a self-assessment and continue learning in a more creative, simple.

In the end they took homework from the crossword of the occupations where they were images and they had to write the word vertically and horizontally, and since they did not manage to finish it in class, it was decided to assign it as homework as a playful and reinforcement activity with the aim of that they learn the vocabulary for

the following sessions, so most of the students took it and they only complemented each other since not all the students could answer it 100%.

In general, they learned vocabulary, played games and had fun with the images presented, therefore, there was motivation.

3.1.2 SESSION 2

In activity one, only the date and weather were written, where sometimes there are errors, a misspelled letter or a letter that eliminates it, here the students themselves correct it. In activity 2 it was an activity where they had to pay attention to the image, remember how it is written, not how it is pronounced because they had to complement the word according to the image. I like these types of activities because they remind themselves of what they have seen and make them think, as well as helping them to participate by improving their grade.

Activity 3 was an explanation of the verb to be in its affirmative, negative and interrogative form, where a chart was made on the blackboard, writing structure, remembering pronouns, writing the correct form of the verb to be as well as complements for each sentence and the I did the first ones as a teacher but in the end I asked them to participate and finish the table with the purpose of making sure that they really understood the subject, in this activity it took me most of the time.

In the end, a video (feedback) was seen, this helps them because there is no shortage of people who have been left with some doubt, the result was great because the video made them repeat the sentence, think about why I asked them and they answered and I realized that it was achieved the objective of the explanation of the verb to be.

The result in session 2 was generally favorable because I consider the most difficult part for them, the explanation of grammar, although they are lazy to write and there is no lack of someone who wrote incorrectly, where when checking if I asked them to improve their handwriting and that they will be well fixed when writing, also congratulate those who presented the painting with a good quality.

3.1.3 SESSION 3

I started remembering pronouns and the verb to be by means of images, immediately with other images I asked them questions. Is it a lion? Where the majority was limited to answering only yes or no, I even had to write the answer on the board to make it clearer and repeat yes, it is. It was practiced on several occasions and in the end I managed to get them to answer me as it should be and not just yes or no.

Only 3 exercises were carried out, one in an affirmative way and two in a negative way, where I put them to read, answer the correct verb to be, a good, collaborative and participatory work environment was generated. Observe some who could not with the exercises, I asked them to work in pairs so that the strongest academically explained to his partner.

3.1.4 SESSION 4

In this session we continue working with the missing activities of the activity sheet, remembering first the pronouns and the verb to be, then personal questions, the interrogative form is reaffirmed and to write a story about a friend. In the latter is when they presented more problems, more questions about whether it is right or wrong, they were reviewed and errors were corrected and a small annotation was made at the end for feedback purposes.

In general, listening, reading, speaking, grammar, and writing exercises were carried out with the activity sheet.

3.1.5 SESSION 5

In this session they were moved by some actors and they began to ask me questions if I liked them, because they prefer to speak in Spanish since they are not used to working with me yet, but little by little I was getting them to answer me in English. If they were actors, singers, what did they do? Afterwards, most of them did the exercises in pairs because if they needed help, as a teacher I was the whole class monitoring that they were really working on the activities, reading, answering, completing the sentences and arranging the sentences correctly. In this activity they did take a long time and asked a lot, but they worked collaboratively and responsibly.

3.1.6 SESSION 6

In this last session the students were thinking, analyzing what questions they should ask in order to carry out the interview, despite the fact that they were supported in writing questions on the blackboard and they carried out an activity with questions already provided on their worksheet, in the When I explained to them that they had to make the audio for me as a project, the students got scared and the first thing they said was yes in English, to which I answered yes, so their instinct was surprise and denial, but When I gave them the example and they began to work in pairs, they were a little more relaxed, although very few finished in this session. I had to give them more time, that is, another session so that they would not see it as a task but as an exercise.

CONCLUSIONS

As I had previously commented that for work reasons I changed schools in the middle of March, so I am still learning the context and from what I have observed it is somewhat difficult, it is an evening shift and the majority of the students are in this school because where they wanted to study they didn't have a place and because they don't lose school they leave it as a second or third option.

The students present indiscipline problems and normally do not carry their basic materials such as pencil, pen, notebook, most of them only carry two notebooks where they share all the subjects.

Since I entered the classroom I have always tried to arrive on time, say hello, ask how they are, if I see a student or an unusual situation such as hitting a classmate, his arm in a cast, sad at his bench, I ask the situation, but also give them a speech or a message promoting a value since they lack it in their family.

As for the class, I always like to start with a game, ask the date and weather, sometimes I write it down myself, other times I choose a student or start with a song in English, ask what the previous class is seen to recover the learning.

In the development of the explanation of the topic to be given, whether it is to start with vocabulary so that they can understand the situation or conversation, when I finish giving the topic I like to go around the rows to see if the student can really do the activities or if they need to work in pairs, depending on my objective is how I develop the class, depending on what skill you want to develop, whether it is listening, speaking, reading and writing or grammar.

In the closing, it is usually to give feedback on the topic that was seen, but normally it always buys me time, sometimes we do not get to see the exercises, we do not get to finish in an adequate way to ask questions about how they felt about the activity, conclusions, review The exercise.

The method that I am applying is a scramble, I used the traditional one because in the climate, date, greeting I always implement it, I use the communicative approach since the objective is that the student expresses himself both orally and in writing and in the projects that is how we work , also that of grammar because, although we do not want to, we must explain those grammatical structures so that they can better understand the written texts, that of total physical response because students listen to us and obey the instructions given to them, their exercises, audios , projects, essays, among others.

From my point of view, I consider that if I continue preparing and training, updating not only in the language but also in practicing values, knowing more about psychology, knowing the program, knowing more about technology, I will give a better performance in the classroom with the students, parents and with my fellow teachers, so the method you use to teach English is not important, it is to be aware that we work with human beings, who present a series of economic, family, physiological, psychological and psychological situations. that we must be prepared to give the best of ourselves both as people and as professionals.

The results of this assignment were significant because they are students who find themselves in a difficult context, and since all the students come from a global contingency, they lack a lot of basic vocabulary in English and they themselves were surprised by their audios in the moment they were listening, I told them their mistakes so that they try to pronounce it in the best way, but also some students did very well and they even liked listening to their voices and asking me if they did it right, so they

also I congratulate them for their great effort and make them see that if they can do it it is only a matter of dedication and practice and that they are not afraid, that it does not matter if another student laughs since they are trying and dare to do it.

In the group, the lack of values is observed and heard, so I continually emphasize that no one is perfect, we all make mistakes, but we must persevere and strive to achieve success, goal or objective.

As for the activities that I carry out, I wanted to do them all in the classroom since, for the same reason that it is a difficult context, the students present too much indiscipline, not only those of that group but in general all the groups, so I barely give myself a turned around and the students have already hit someone or insulted him or grabbed his pen, so outside I saw it more difficult to control the group and more because other teachers who can no longer stand certain students ask them to leave the classroom and there they go around and bother whoever approaches them, so I wanted to have a little more control with the students inside the classroom, but I wanted them to work collaboratively.

I also felt a bit stressed since May was a month with several holidays and there were recoveries from the second term, so if we extended more to carry out because when I was going to have the session it turns out that there were no classes, but in general all the sessions were carried out, achieving a favorable personal result.

APPENDIXES

Appendix 1

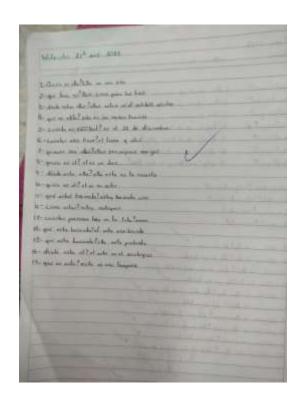__ E __ __ A __.I __   __ __ __ E __

Appendix 2

ANNEXES

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