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PROPUESTA DE INTERVENCIÓN EDUCATIVA

LET'S TRAVEL!

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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Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

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Contents

Introduction

The main purpose of this final project is to showcase the knowledge I have gained throughout this specialization and the implementation of the lesson plan I designed as a pedagogical intervention project to obtain my Diploma as a specialist in teaching and learning English as a foreign language.

In this final project, I deeply reflect on the knowledge and experience I have acquired throughout the design and implementation of my Pedagogical Intervention Project. It serves as a compilation of the various topics I studied during this specialization: encompassing content curricula, underlying theories, didactic and methodological competences, different types of communication competences in English, the Intercultural approach, attitudes and values, and the digital competences. Through my project, I demonstrate how content can be organized to enhance the learning experience, making it more meaningful and rewarding for both me and my students.

This work is divided in four different chapters. In chapter number one, I first describe my teaching context, state my teaching philosophy, and define my teaching identity based on the new teaching principles I developed during this specialization. Later, I establish the theoretical foundations, principles, hypotheses, approaches, methods, and techniques that are part of my new teaching style, which can also be found along my lesson planning.

Chapter two focuses on the methodology and practice of the final project. Here I explain and analyze the lesson plan format I designed according to my educational context and needs. I discuss the assessment tools implemented, the rationale behind each designed

activity, and the activities my students will be doing, along with the expected outcomes in terms of their progress and attitudes. This chapter also includes the necessary evidence to support my work, as well as a deep analysis of the achieved results.

Chapter three includes a deep reflection and analysis of the obtained results, along with a comparison between the expected results and the possible improvements within the project.

Finally, in chapter four, I provide an extensive conclusion where I reflect on what I have learned and accomplished during this specialization and throughout the design of my final project.

Chapter 1: Philosophy and theory

My teaching context

Dewey (1938) believed that education should be grounded in real-life experiences, he emphasized the crucial role of the teaching context in facilitating meaningful learning and he highlighted the importance of connecting education to students' interests, experiences, and broader social context to engage them in active learning. Additionally, Freire (2011) emphasized the significance of the teaching context by stating that teachers must understand the social, cultural, and historical context of their students to have meaningful and enlightening learning experiences. Therefore, it is highly important for me to deeply describe the context of my students, which made me create the lesson plan I put into practice during the final project for this specialization.

The school I work at does not have a proper name since technical schools in Mexico are identified by numbers instead of names. The name of my school is Secundaria Técnica #79. It is a technical secondary school, which means it is slightly different from a normal secondary school. According to the Secretarial Agreement Number 97 of SEP (Secretaría de Educación Publica by its initials in Spanish) which establishes the organization and operation of technical secondary schools, this type of schools have the duty of educate and train their students in different technological activities that give them the opportunity to join a productive activity as soon as they finish this level of education.

The Escuela Secundaria Técnica #79 is a public secondary school located in Puebla, Mexico. It is around 2.7 kilometers away from the main offices of SEP in Puebla. Since the school is very close to the Secretaria de Educacion, many of its workers choose our school to register their children. So, the students in my school know how the public school system works and sometimes students believe they can do anything without being punished

because they believe their parents can protect them more than to the other children or even other teachers.

Something good about having students whose parents work in SEP is that the school has nice facilities. It has two computer labs with state-of-the-art equipment, the chemistry and physics laboratory are well equipped, and each classroom has a computer and a projector which makes our work as teachers easier. It is also important to highlight that most of our students' parents have a university degree giving our students better academic and life qualities.

Another good and remarkable characteristic of the secondary school I work at is that it belongs to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Associated Schools Network (ASPnet) which according to their web page https://www.unesco.org/es , links 12,000 schools from 182 countries working towards the common goal of building the foundations of peace in the minds of children and young people and operates at the international and national levels with three well-defined priority areas: Education for Sustainable Development, Education for Global Citizenship, and Intercultural and Heritage Learning. So, each teacher in my school must work in class to promote, and make students value fundamental rights like human dignity, gender, equality, social progress, freedom, justice, democracy, respect for diversity, and international solidarity.

The groups I work with are all in third grade of secondary school, there are around thirty-five students per group, and I have six groups that go from group A to group F. Talking about my students' English proficiency, it can be said that most of them are in the A1 level. Many different factors have affected their language learning, development, and

acquisition. First, due to the Covid pandemic in 2020, they had to finish primary school in the middle of the pandemic, then they started their secondary education totally online in the school year 2021 – 2022, they studied second grade in the hybrid educational model, and they are now studying their third and final grade in a normal way for the first time in three years.

During the pandemic and the different educational models developed from 2020 and 2022, my students did not have proper or effective English classes because of the problems the world was facing and because they did not have an official English teacher at school. In first grade they had a temporary teacher and in second grade they did not have a teacher at all, their English classes were covered by other teachers in the school who did not have the adequate preparation to help them with their target language but tried to do their best. I just started working in the school this school year and I had to start since the very basics of the language.

Apart from having a very low level of proficiency in English, my students also face discipline problems due to their age and their addiction to constantly using their cellphones in class.

My students are approximately fourteen and fifteen years old, which means they are typically more interested in improving their social lives or understanding themselves than paying attention to class. They frequently arrive late to my classes, find it challenging to focus during the fifty minutes class sessions, and they tent to prioritize checking their cellphones over listening to instructions or doing the assigned work. Therefore, it requires significant effort on my part to motivate them engage in their studies and consistently reinforce discipline and good study habits in every class.

Another crucial factor to take into consideration when describing my teaching context is the class size. I have approximately thirty-five students in each of my classes, necessitating strict control over the group to maintain their attention and ensure they work well in class.

My teaching identity

Araújo and Borges (2023) argue that teachers' identities are shaped through dynamic interactions with students within a sociocultural context, where meanings are constructed, and conflicts arise. Furthermore, according to Goodison (1992), the development of teaching identity is influence by personal and professional experiences, as well as social, cultural, and historical factors. Therefore, it is crucial for me to outline the evolution of my teaching identity in order to justify the rationale behind the design and implementation of the lesson plan I have created.

My career as an English teacher started in 2008 when I was just nineteen years old. I had just finished studying English at Interlingua when I got a job at the same school. I worked there for five years during which I learned, applied, and got used to their teaching method. Interlingua's method is mostly communicative and eclectic, and all its classes follow the same pattern. They start with a short story that introduces new and useful vocabulary, then some sentences from the story are grammatically analyzed to teach students the language rules, after that, students repeat several sentences with the target structure, subsequently, students have to use the target structure and vocabulary to make short sentences in more open but still teacher controlled activities, to finally conclude the class with more complex, contextualized and free activities like role plays, presentations or discussions where students are asked to use what they learn during the class.

Working at Interlingua made me realize how effortlessly it was for me to teach English, how much I genuinely enjoyed teaching, and how good I was at it. Additionally, my experience there helped me improve my English proficiency. As a result, I decided to stop my studies in Tourism Management and pursue a career in English teaching instead.

After working at Interlingua, I pursued my degree in English teaching at the Benemérita Universidad Autónoma de Puebla (BUAP). During my studies there, I had the opportunity to delve into the theories related to language teaching. I also obtained a certificate as a qualified English teacher. Moreover, due to my exceptional academic performance, I was given the opportunity to study abroad at the University of Nottingham in England for a semester. The experience of studying abroad was truly enlightening, as it emphasized the importance of use the foreign language in authentic contexts and it also started my passion for travelling and ignited my curiosity about other knowing different cultures and costumes.

Upon my return from England, I began working at Prepa en Línea SEP. It was there that I first discovered the vast array of teaching opportunities and resources available online, and the incredible potential they held for engaging our students. During my time at Prepa en Línea SEP, I got a scholarship that allowed me to work as a Spanish Assistant in a secondary school in Nottingham, England. This experience was a turning point, as it made realize that despite all the advantages of working in a first-world country, my preference was to work in my own country and with for my fellow nationals.

Upon returning to Mexico again, I attempted to pursue a career in high school teaching. I worked at a Prepa BUAP and I simultaneously continued my work at Prepa en Línea SEP. However, driven by the desire for a better salary and a quality of life, I decided to resign from both positions and seek a career in basic education at SEP.

I became a secondary technical school teacher in 2019. To be honest, it was quite challenging for me at the beginning. I had been used to work with students above the age of 16, so transitioning to working with teenagers forced me to reevaluate my teaching identity.

I had to explore new strategies to effectively manage, instruct, and motivate a classroom of thirty-five adolescents within a fifty-minute timeframe.

My school and coworkers have also improved my teaching identity. Working in a school that belongs to the UNESCO has made me include the fundamental rights it promotes in my classes, especially the ones that are more related to the English class like respect for diversity and international solidarity. That is why I always try to address activities that involve knowing the culture, traditions, or food from different countries.

Lately a coworker of mine, another English teacher, has made think about the importance of playing games in the classroom. She plays games with her students almost every single class and she says children learn better when they play. I rarely include games in my classes because I like having the control of my students and I do not feel comfortable when I lose it or when my students are too excited shouting or moving from one place to another, especially because they are teenagers, and I am afraid they can hurt themselves or another classmate. To be honest, I never taught I would work in a secondary school. I always wanted to work in a university or in high school, but destiny made work in this level. I remember that when I gave my first class in secondary school, it was very difficult for me to control the group and make them work. I believe that is why I am afraid of losing control and the main reason I do not add more games in my classes. Nevertheless, I believe it is time to make my classes more active and enjoyable for my students and for me.

Talking about my teaching personality, it can be said that I am sweet, strict, and very polite with my students. I like having routines during my classes like taking the attendance or writing the class number, the date, and the goal of each class and making my students repeat them after me to help them with pronunciation and intonation. I normally

explain the class in ten of fifteen minutes and then I have my students do an activity like writing sentences or a dialogue. At the end of the class, the last ten of fifteen minutes, they go to my desk to read their work so I can check what they wrote, and I can correct their pronunciation and give them some feedback.

In summary, it can be concluded that my teaching identity was strongly shaped during my first years as an English teacher at Interlingua, but it has been transformed due to the influence of my new school level, my students, my coworkers, this specialization, and my own motivation to keep learning and improving myself as a teacher.

My teaching philosophy

When it comes to teaching English, there are numerous theories and methodologies, with its own strengths and weaknesses. However, I believe in the importance of using proper grammar to effectively communicate your ideas and interact with others.

I still use the teaching methodology I leaned while working Interlingua, as I firmly believe it is highly effective for teaching English as a foreign language. Therefore, I must confess that I am a teacher who has a deep appreciation for grammar. I am convinced that language students can successfully express their ideas in their target language when they know and can use different grammar structures correctly.

However, I acknowledge that grammar is merely a tool for communication and then main reason a person studies a foreign language is to be capable of communicating their ideas. Therefore, the lesson plan I have designed is based on the Communicative Approach and incorporates the principles by Hymes and Krashen.

According to Berenzenko, Cherkahva and Musilenko (2022), the communicative approach has the main goal of providing students with input and promoting interaction among them. Interaction plays a crucial role in communicative tasks as it is vital for language acquisition. Within the communicative approach, language is used for communication and learned through communication (p.94). Consequently, in the lesson plan I designed, I provided my students with the necessary vocabulary, information, and grammar structures to make them effectively communicate their ideas while writing and presenting an itinerary for visiting a famous city from around the world.

In the communicative approach, it is not enough for students to possess knowledge of the target language forms, meaning and functions, they also need to apply this information in negotiating significance. This involves using language appropriately within a specific social context. Students need to acquire both meanings and linguistic forms to effectively perform functions. It is what students must learn on terms of communicative competence rather than linguistic competence. Therefore, as part of the lesson plan I designed, my students are required to read and analyze different brochures from famous cities around the world. They then need to decide which places they would like to visit and plan an itinerary accordingly. In the final of the lesson plan, they are expected to present their itinerary to the rest of the class, while their classmates attempt to guess the city they are planning to visit. Thorough these reading and speaking activities, my students will have the opportunity to put into the communicate approach into practice, engaging the negotiation of significance using their target language.

In this approach, teachers work as facilitators while students take on the role of communicators. They actively participate in their learning process through cooperation, collaboration, and engagement. Almost everything is done with a communicative intent, and classes are designed to incorporate authentic materials. When designing my lesson plan, I made sure that I played the role of facilitator. I presented vocabulary, assisted my students in eliciting grammar rules, and I organize their work. However, they are the ones actively engaged in their learning process by communicating their ideas.

In the first class, they share the places they would like to visit in London. In the second class, they plan an itinerary for visiting their hometown, Puebla city. In the third class, they discuss about the different activities they would like to do while visiting the

chosen city. Finally, in the last class, they use their target language to present their itineraries and guess the cities their classmates are visiting.

Furthermore, this approach takes into consideration the concept of "Communicative Competence" proposed by Dell Hymes and the term "Second Language Acquisition" coined by Stephen Krashen.

According to Ahmed (2023), "Hymes introduced the term 'communicative competence' to refer to both the tacit knowledge of the language and the ability to use it for communication. This view reflects his perception of communicative competence as a broad term that includes all skills and abilities required for communication" (p.13). Additionally, Byram (2021) states that "Hymes argued that linguistics wishing to understand first language acquisition needed to pay attention to the way in which not only grammatical competence but also the ability to use language appropriately is acquired" (p.13). This is precisely why my lesson plan incorporates the practice of the four different language skills. In addition to teaching grammar, my primary aim is to enable my students to express their ideas effectively and achieve successful communication.

Krashen (1981) developed the theory of second language acquisition, which included important and relevant hypothesis that I took into account while developing my lesson plan: the Input Hypothesis and the Affective Filter Hypothesis. I usually aim to speak English that is slightly beyond my students' level of proficiency, and I always strive to create a safe and motivating environment in my classes to facilitate their acquisition of their target language. In the lesson plan I designed, the audio I prepared for the first class is slightly challenging for them, and the reading material in the brochures are also at a higher

level. Additionally, I made efforts to ensure that my students feel as comfortable as possible.

Finally, I believe that while the teaching method I use for English is eclectic, the majority of my classes are based on the Communicative Approach. This approach emphasizes students' interaction using their target language, and I often incorporate authentic material in my classes. At the beginning of each lesson, we analyze the usage of a specific grammar structure, and we review some relevant vocabulary. Afterward, my students use that structure to communicate their own ideas, as Akanbi and Ndidi (2020) stated, "In the communicative approach, the four skills of language are developed…as communication takes place, meaning or the message is given priority while grammar and vocabulary are considered tools for the realization of speech acts" (p.58).

Chapter 2: Methodology and practice

My lesson plan

The following lesson plan was designed to be applied with students from third grade in the technical school #79 in Puebla, Puebla. The group that will work with it will be the third-grade letter D, which has thirty-five students enrolled and whose English level of language is A1. They have been my students since last August 2022 and they will be working with the lesson plan during the last days of April and the first days of May 2023. Most of the students in the class like English and they feel comfortable performing small listening, reading, writing, and speaking tasks.

The lesson plan is divided in four different sessions, and it has the main purpose of promote the intercultural competence among the students while making them put in practice the four language skills: listening, reading, writing, and speaking.

The first lesson starts with a review of the most important touristic sites in London, then it continuous with a listening activity where students listen to a dialogue between a tour guide in London and his clients. In the audio the tour guide explains the sites they are going to see and gives a brief explanation about the interesting characteristics of each place. While listening to the audio the students have to number the places in the order, they are going to visit them. After that, students would write a sentence about the place in London they would like to visit the most and why. At the end of the class each student read their sentences to the teacher, and she helps them with grammar and pronunciation and, gives them some feedback. The main idea of this first lesson is to give students some ideas about the different touristic activities that can be done in London as well as have them practice their listening, writing, and reading skills.

In lesson number two students listen again the audio from the previous class but this time they listen to it while reading the script. After that, students work in pairs to find of the sentences in the text with the word "will" or the contraction "ill" and write the sentences they find on the board. Then students analyze the use of the auxiliary will with their teacher's help. Afterwards, students imagine a friend from London is in Puebla visiting and they write five activities they will do with him using the auxiliary will. To finish the class, the students read their sentences to the teacher, and she helps them improve their work. This second lesson has the main purpose of helping students understand and use the auxiliary will to make plans in the future while practicing their listening, reading, and writing skills.

During lesson three students are divided into groups and each group is given a different brochure about a city around the world. Each team should imagine they are in the city from the brochure, and they should write an itinerary about all the activities they will do the following day. When students finish the teacher checks their itinerary and gives them some feedback. The intention of this third lesson is to put in practice the students reading and writing skills as well as the correct use of the auxiliary will and let students know a little bit about different cities around the world.

Finally, in the last lesson students are given the opportunity to present their itineraries, they go to the front of the class to talk about the activities they will do in the city they are visiting, and their classmates must guess what city they are talking about. During each presentation students will be assessed by their teacher and at the end they will be assessed by their classmates and themselves. During this last class students are given the

opportunity to put in practice their speaking skill while talking and listening about different cities around the world.

It can be seen all along the lesson plan that alongside promoting the four language skills listening, reading, writing, and speaking, it also promotes the intercultural competences. It fosters the intercultural competence because it integrates cultural content, it uses authentic materials, and it encourages the students' critical thinking.

Table 1

Lesson plan

Visiting places around the world							
Session	Objective	Stage	Procedure	Material	Interaction	Anticipated problems	Possible Solutions
#1	To learn about the cultural characteristics of London, put into practice listening skills and describe the places they would like to visit.	Introduction	The teacher asks Ss what they know about London. The teacher introduces important vocabulary words using a power point presentation	Power Point presentation with pictures of different sites in London: Madame Tussauds, Oxford Street, The Big Ben and The Houses of Parliament, The London Eye, The Tower Bridge, The Tower of London, and Buckingham Palace.	The teacher interacts with the Ss by asking them questions about the different places in London	Students might not know anything about London	The teacher will be read to answer any questions they may have abou the tourist sites in London.
		Procedure	The teacher explains Ss	Audio and worksheet	The students	Ss might have problems	The teache can play th

					interact with each other to share and check their answers.	understanding the audio	audio as many time as necessa
			they will hear and audio between a tour guide and different tourists where the tour guide tells them what places in London they are going to visit. Ss listen to the audio three times and put the places they are going to visit in order from 1 to 8. Ss check their answers with the teacher.				
		Closure	Students write in their notebooks what places in London they would like to visit using the expression "I would like to visit…because … Students read their sentences to the teacher. The teacher checks their work and help them with pronunciation.	Notebooks	Students come to the teacher's desk to read their sentences and ask any questions they may have.	Ss might be shy when reading their sentences or they might mispronounce some words.	The teache will give them confidence and will he them.

Session	Objective	Stage	Procedure	Material	Interaction	Anticipated problems	Possible Solutions
#2	To improve the receptive skills by listening the audio while reading the script, learn to use the auxiliary will and write an itinerary about the different places they will visit in their city.	Introduction	The teacher asks Ss if they remember the places the tourists were going to visit in the audio from the previous class. The teacher gives a copy of the transcript to each student, and they read it while listening to the audio again.	Transcript	The teacher interacts with her Ss to help them remember the places they talked about in the previous class	Ss might have problems remembering the places from the previous class.	The teache can use the Power Poi presentatic to help Ss remember them
		Procedure	The teacher asks Ss to read the transcript in pairs and circle all the phrases they find with the auxiliary will – 'll. Ss write the phrases they find on the board. The teacher helps Ss analyze the use of the auxiliary will.	Transcript Board Markers	Ss work with a classmate to find and circle the phrases. Ss go to the board individually to write a sentence. Ss interact with their teacher to understand how to use the	Ss might have problems finding the sentences with the auxiliary will. Ss might have problems writing on the board in English.	The teache will be walking around the classroom help her Ss They teacher ca spell the words or can ask he Ss to do it

Session	Objective	Stage	Procedure	Material	Interaction	Anticipated problems	Possible
					auxiliary will.		
		Closure	Ss write three activities they will do with a foreigner in their city, for example: We will eat mole poblano. Ss read their sentences to the teacher. The teacher checks their sentences and helps them with pronunciation.	Notebooks	Ss can work in pairs to check their sentences or compare their work. Ss give their notebooks to the teacher. The teacher listens to her Ss and helps them.	Students might have problems writing their sentences.	The teache will help them and will ask the most advance Ss to help the classmates
Session	**Objective**	**Stage**	**Procedure**	**Material**	**Interaction**	**Anticipated problems**	**Possible**
#3	To practice the reading skill by having them read a brochure about different cities around the world and write a visit itinerary.	Introduction	The teacher asks students what they know about other countries like USA, Italy, France, etc. The teacher writes the Ss ideas on the board.	Board Markers	The teacher asks questions and Ss answer them	Some Ss might not know anything about other countries.	They teacher wi give them some cues
		Procedure	The teacher organizes students in teams of four.	Readings Notebooks Pens Dictionaries	Students decide who they	There might be a student that would like to work	The teache will find a suitable

					want to work with.	by himself or herself.	team for th student.
			The teacher gives each team a brochure about the most important activities to do in different cities around the world. (Each team will have a different city) Ss read about the city they got and write an itinerary using the auxiliary will.		The teacher talks with each group. Ss in each team work together to read the get the most important ideas in the reading to write their sentences.	Students might have problems understanding some words from the text. Ss might not know the necessary vocabulary to write their sentences	The teache will encourage them to try to get the main idea from the text. Each team will have a dictionary work with.
		Closure	Ss give their itinerary to the teacher. The teacher checks their writing and give them feedback. For homework students will prepare a presentation about the cities they will visit.	Itineraries Pens	The teacher talks with each team about their writings.	Students might tend to use Google translator to write their itinerary.	The teache will remind her Ss the importance of writing their own work.

Session	Objective	Stage	Procedure	Material	Interaction	Anticipated problems	Possible
#4	To improve their speaking skills by presenting their itineraries to class.	Introduction	The teacher will remind students the importance of respect their classmates when presenting.	Power Point Presentations	The teacher talks to the Ss	Ss might not pay attention to their classmates	The teache observes her Ss and control the class atmospher
		Procedure	Each team will present their itineraries in front of the class and the rest of the class will try to guess what city is being presented.		Each member of a team must participate.	Ss might be shy or afraid of speaking in front of the class	The teache will them overcome their fear b giving ther confidence
		Closure	Ss talk about how they felt when presenting		Ss talk with their teacher about their feelings	Students might not feel comfortable talking about their emotions	The teache will try to give them confidence

My assessing tools

Wiliam and Leahy (2015) identified five key strategies of formative assessment: clarifying, sharing, and understanding learning intentions and success criteria; the teacher's role in determining learners' progress; providing feedback as a teacher; the role of peer assessment in supporting student learning, and the goal of fostering independent learners. Consequently, at the beginning of the school year, I applied a diagnostic test to assess my students' language proficiency level. The lesson plan I designed will be assessed using several assessment tools, enabling me to give them feedback to help them become independent language users, both from myself and their classmates.

Over the course of the four lessons, I will use two different assessment tools: an assessment rubric and three different checklists. One checklist will be used to evaluate my

students' in-class work, another will be provided to the students to assess their classmates'

presentations, and the last one will be used for my students' self-assessment. Lastly, the

assessment rubric will be employed to evaluate the students' presentations.

In each class, my students' performance is evaluated using the in-class work

checklist, and they are given a stamp in their notebooks based on their performance. The

available grades they are excellent (10), satisfactory (8), basic (6), insufficient (4) poor (2)

or not applicable (N/A). I find this assessment tool to be highly useful because assigning a

grade based on their performance in each class motivates my students to work hard both in

the classroom and during their independent practice at home to improve their pronunciation

and fluency. Additionally, it improves their confidence when they are able to identify and

correct their own mistakes.

Table 2

In-class work checklist

Criteria	Yes	No
The student works in the notebook.	2 points	0 points
He participates in class.	2 points	0 points
He practices English at home.	2 points	0 points
He has good pronunciation and fluency.	2 points	0 points
He identifies and corrects his or her mistakes.	2 points	0 points
Total points:		

The checklist for classmates' presentation is also highly beneficial as it encourages the entire group to observe their classmates' presentations with full attention while maintaining a quiet and respectful environment. It also serves as motivation for the presenters to give a great performance.

Table 3

Classmates' presentation checklist

Criteria	Yes	No
The group presented their itinerary on the agreed-upon day	2 points	0 points
All the members of the team participated in the presentation	2 points	0 points
The presentation was clear	2 points	0 points
The students' pronunciation and fluency were good	2 points	0 points
The itinerary was good and interesting	2 points	0 points
Total points:		

The students evaluated their own performance using the self-assessment checklist, which proved to be very enlightening for them. It made them reflect on the different aspects of their performance, such as their roles as a team member, presenter, language user, and observer. Furthermore, it encouraged them to reflect on their understanding and ability to use the auxiliary "will" in making itineraries.

Table 4

Self-assessment checklist

Criteria	Yes	No
I worked with my classmates to write our itinerary	2 points	0 points
I practice my presentation	2 points	0 points
I believe my pronunciation and fluency were good	2 points	0 points
I understand and can use the auxiliary will to make plans in the future	2 points	0 points
I paid attention to all the presentation given by my classmates	2 points	0 points
Total points:		

Finally, the assessment rubric proved to be useful for my students as it provided clear instructions on what they needed to do before, during and after their presentation. And, it helped them organize and present their group work effectively.

Table 5

Presentation assessment rubric

Criteria	Excellent (20 points)	Satisfactory (15 points)	Basic (10 points)	Insufficient (5 points)	Not applicable (5 points)
Communicative competence	Students communicate their ideas very clearly	Students communicate their ideas mostly clearly	Students communicate their ideas somewhat clearly	Students communicate their ideas unclearly	Students communicate their ideas not clearly
Grammar and vocabulary	Students' grammar and vocabulary was correct	Students' grammar and vocabulary was mostly correct	Students' grammar and vocabulary had some mistakes	Students' grammar and vocabulary was poor	Students' grammar and vocabulary was inappropriate

Itinerary writing	Students' writing was. accurate	Students' writing was mostly accurate	Students' writing was somewhat accurate	Students' writing was not accurate	Students' writing was not inaccurate
Speaking skill	Students' presentation was fluent	Students' presentation was mostly fluent	Students' presentation was somewhat fluent	Students' presentation was difficult to understand	Students' presentation was incoherent
Teamwork	Students' teamwork was successful	Students' teamwork was not very successful	Students' teamwork was ok	Students' teamwork was not very successful	There was not any teamwork

My evidence

As planned, I started applying my lesson plan in the last few days of April. Initially, it was easy for me to organize myself to perform and record the first few classes. However, in the beginning of May, it became a bit challenging due to all the class suspensions for teacher's day celebrations. Fortunately, I managed to finish implementing my lesson plan just in time.

I did not have any problems with recording my students' work or faces. I talked with my school authorities, and they granted me permission to do so without any problems. At the beginning, my students were a little nervous about being recorded, but over time, they got used to it. Nevertheless, I believe my recordings could have been better with a

higher quality camera, microphone, or a professional cameraman. Fortunately, the video recorded with the assistance of my fellow coworkers is clear enough to showcase the work I did with my students.

In retrospect, I believed I should have taken more pictures, but to be honest, I was more concerned about being recorded and focused on speaking as clearly as possible to ensure the video was comprehensible. I think my voice was clear enough, but my students' voices were too low, and at times, they couldn't be heard in the recording.

Compiling all the recordings into a ten-minute video was a little challenging, not because of the technological aspects of editing, but due to the decision-making process of including everything I wanted to showcase.

The first class was a total success. My students learned about different sites in London, and despite encountering some difficulties and complaining about the audio being too fast and the accent being a bit challenging to understand, they could understand the main idea of the audio and they could organize the mentioned touristic sites. Moreover, at the end of the class, they expressed their desire and reasons to visit one of the places mentioned in the audio.

In the second class, my students had a better understanding of the audio as they were able to read the script while listening. They felt more comfortable following along with the audio while reading. Explaining the usage and grammar rules of the auxiliary "will" was very easy, and my students could understand it very easily. However, it was a little difficult for them to imagine a Londoner visiting them in Puebla, but they were able to write a brief itinerary detailing the activities they would do with the visitor in the city.

During the third class, I noticed that my students were genuinely interested and excited about reading about different cities in the world. I printed the necessary brochures for each student group, and I had to share the PDF version of the brochures because my students wanted to read them all. The text in the brochures was slightly beyond my students' English proficiency level, but I motivated them to understand the main idea of each text. Additionally, I made sure that there were enough dictionaries available in the classroom.

Recording the final lesson was complicated because my students were nervous about presenting and spoke very low, making it difficult to clearly understand their voices in the video. Nonetheless, overall, I believe the quality of my ten minutes video is good enough to demonstrate the way I implemented the designed the lesson plan.

You could see the video of the implementation of the lesson plan I designed in the following link:

https://drive.google.com/file/d/1C6DiEoKL3ZAW868ccrIawed0QLt3h7Nx/view?usp=share_link

Class#6

Date: April 26th 2023

Goal: Touristic places in London

Visiting London

2 Oxford Street - (ciudad reconocida)

1 Madame Tussauds, Museum. - Museo de cera

6 Tower of London

5 London Eye - Rueda de la fortuna

4 Houses of Parlament - Casa del presidente

8 Buckingham Palace -

3 Big Ben - La campana (reloj)

7 Tower Bridge - El puente de la torre.

I would like to visit Oxford street because
I like to visit clothing stores

Class # 7   Date: April 27th 2023

Class # 8   Date May. 7 2023

Goal: Writing an itinerary

In Barcelona

We will visit la sagrada familia
We will eat Paella in Can Sole
We will see the show of Magic Fountain.
We will dinner churros with chocolate
We will go to the hotel grums and Spa.
We will eat patatas Bravas
We will risit the Spa
We will go to explore park Guell
We will go to las Ramblas
We will eat Escalivado in the Gothic Quarter.

ENGLISH NOTES BY IYE

☒ Sohresaliente
☐ Satisfactorio
☐ Básico
☐ Insuficiente
☐ No sales

palace where you can get a cup of tea.

Tourist 1: I have another question.

Tour guide: Yes?

Tourist 1: Can we have our money back? We're getting off the bus.

Tour guide: Err, well, you see... Quick! Run! Everyone off the bus! ...

Chapter 3: Experience report

My experience report

When I first found out that I had to prepare a comprehensive lesson plan incorporating activities to practice the four language skills and promote interculturalism, I got really excited because I really enjoy teaching and I was eager for my tutor to observe, analyze and evaluate my performance in my own classroom with my own students, doing what I typically do during my lessons. However, I also felt worried and concerned regarding the task of finding the appropriate and authentic materials suitable for my students' proficiency level.

The initial challenge I encountered while designing my lesson plan selecting a topic that would match with my students' interest and needs. After brainstorming and doing online research, I decided to base my lesson plan on the topic of "Let's travel". I chose this topic because I know my students' interest about other countries, and I believe that through the use of technology, they can virtually explore and learn about different countries in the classroom. Additionally, I hoped to motivate my students to travel in the future,

After deciding the topic, I had to look for the right and authentic materials for my students. To be honest, it is quite challenging to find authentic materials at an A1 proficiency level in English. The best resource I managed to find was an audio clip for the listening activity on the British Council webpage, although it was not as authentic as I desired, it featured a native English speaker. I dedicated a significant amount of time searching for suitable texts to use in class, but unfortunately, I could not find anything.

Consequently, I decided to investigate the countries and personally write my own brochures that included information about what to do in each country. Furthermore, I made sure to add details about the typical cuisine of each place, as I believe that food plays an important role in the culture of a country.

When applying my lesson plan with my students, I realized the strengths and weaknesses of my planning and materials. I also discovered that my students do not know a lot about their own city or other cities around the world. Now I know I need to include more cultural and intercultural activities in my classes.

At the beginning of the first class, I noticed that my students did not have too much information about the touristic attractions in London, but they were aware about their monarchy, and they could recognize the Tower Bridge because of the different movies it has appeared on. Nevertheless, when I started showing them the pictures in the Power Point presentation, they were really interested in knowing a little bit more about the sites, they asked several questions, and I could share with them some interesting facts about each place.

When listening to the audio I could see that it was a little bit faster than the audios we normally listen to, but my students could identify the name of the different sites in London, and they were able to complete the activity with no problem. I noticed that some of my students were worried about not understanding the whole audio, but I told them to concentrate on the main ideas and the main purpose of the exercise which was to identify the order in which the tour guide mentioned the sites in London.

At the end of the class, I was very happy to know that my students would like to visit some of the sites we checked in class, and it was very interesting to know they specific reasons they have to visit the sites they chose. Some of my students are really interested in knowing more about the Monarchy, others would like to have pictures to share with their families and friends and some others are really interested in museums.

After the giving the first class it could be said that the planning was appropriate because it motivated my students to know more about London and they expressed their desire to know some places abroad.

In the second class my students demonstrated that they remembered all the touristic sites mentioned in the audio and some of their characteristics. It was much easier for them to listen to the audio while reading the script and they could understand it much better. When working in pairs they could easily identify the sentences in simple future, but they struggled a little bit with the contraction of the auxiliary will.

When they wrote and we analyzed the sentences on the board, they could infer and understand how to use the auxiliary will to make plans in the future. They had some problems understanding and pronouncing the contraction 'll but after some repetitions and a brief explanation they got it.

They did not have any problems writing their itineraries with the auxiliary will, but I realized they do not know many of the different touristic places in our city despite our school belongs to the UNESCO. They had to imagine a friend from London came to Puebla to visit and they had to write an itinerary but instead of planning an itinerary to visit the cathedral, the different museums or the pyramid in the magic town Cholula, their itineraries included activities like playing video games, going to a mall or to their houses.

Because of the short time I had, I could not ask my students why they planned to visit their houses or their favorite malls instead of going to the historical city center, but it would be very interesting to know their reasons. Nevertheless, I believe I should also include in my classes activities to help my students know their own city.

The third class was very motivating for my students, they were very interested in reading their brochures and I believe the text was adequate for their level. The only thing I would like to improve is their design because they do not look as eye catching as they looked in the computer, I believe I can improve them to make them look better for my students.

I was nice to walk around the classroom listening my students read and shared their brochures. It helped me better realized which of my students need more help with pronunciation and practice with their reading skills. It was also very rewarding to see that my students were able to write their itineraries without trouble, they helped each other, and they could plan very nice trips visiting the most important places of each city.

Finally, in the last class when my students had to present their itineraries, I could see that they had studied their cities very well and they had very clear what they had to say during their presentations. However, it was in that class where I identified the great majority of the things I need to improve.

First, I should have printed more brochures and I should have made sure all of the students read them because when guessing, most of them could identify the city they had to talk about, but some did not have any ideas about the other cities. I should also include more presentations in my classes because my students were ashamed about talking in front of the class and their voice was too low to be understood and I believe it can barely be heard in the video that I record. My students are very use to read and talk in English because they normally read or present what they do in class to me but I need to make them talk more in public so they can be more confident.

Despite all the things that could have been improved in the last class, I believe my students reached the goal to understand and use the auxiliary will to write an itinerary to visit a city around the world.

Chapter 4: My conclusions

My conclusions

It has been almost a year since I started studying this specialization. and I believe it is time for me to reflect on the learning process I have undergone and all the knowledge I have acquired, reinforced, and contemplated.

Since the very beginning of the specialization, I have been reflecting on my teaching philosophy. To be honest, I had never thought about having my own philosophy before, and pondering over it has made me realize how much I have changed and improved as a teacher. Contemplating my beginnings as a language student and teacher has helped me identify the main reasons behind my teaching strategies and beliefs. I can also say that my teaching philosophy has changed significantly during my studies in this specialization. Reading about different teaching and learning theories, gaining a deep understanding of different techniques to teach and practice the four language skills, and designing lesson plan have improved my teaching identity and my job as a teacher.

It was very pleasant experience for me to review the concepts of second language acquisition and approaches related to English language teaching. I had studied most of them during my university days, and it felt nice and enlightening to review them once more. I recalled that I had a good understanding of most of the theories and approaches, but without continuous study, I tend to forget about them, despite I apply them in my day-to-day classes. Therefore, I really appreciate the opportunity to refresh my knowledge and put them into practice again.

This specialization has also made me consider the important and significant role that technology plays in language teaching. In today's context, particularly since the pandemic forced us to work from home, it has become necessary to include technological tools into our classes because our students are used to it, and it can also genuinely enhance our

lessons. We can use technology to expose our students to authentic materials and real-life situations. Fortunately, incorporating technology into my classes is not a problem, as my classroom is well-equipped with a computer, a projector, and speakers. I try to use these resources to give better, engaging and more enjoyable classes.

I can confidently say that module three was the most enlightening for me. It made me analyze my teaching context, reflect on the characteristics of my students, my school, and the public education system in my country, and helped me prepare and teach my class in the most effective way possible. As I wrote about my teaching identity and philosophy once again, I realized how much I have changed and improved during my almost fifteen years of teaching experience. It reaffirmed my love and enjoyment for being an English teacher.

Designing, implementing, and recording my own lesson plan gave me the opportunity for self-analysis and reflection. I could see my strengthens and weaknesses on screen, and I can confidently say that I am a very good teacher who loves learning and continually improving her classes and teaching techniques.

Furthermore, this specialization has truly improved my teaching identity. _Over the curse of these almost nine months, through all the readings, exercises, and assignments, I come to recognize that learning a language is not only about learning grammar rules. I now understand the importance of teaching vocabulary, incorporating, and using authentic materials in class, giving students feedback, developing their communicative competence, and making them aware of the importance of interculturalism.

I now include songs in my classes every time I want my students to practice a new structure or learn new vocabulary. I carefully look for and select songs that are attractive and motivating for my students, aiming to create a comfortable and enjoyable environment for them. I sing along with them, and we organize karaoke sessions in the classrooms. Incorporating songs has significantly helped improve their pronunciation, fluency and it has given them confidence in using the target language in authentic and fun situations.

Furthermore, reading about the term ethnocentrism has also made me reflect on the importance of exposing my students to different cultures to make them realize that every single culture is worthy of respect, that there are not cultures who are superior or inferior to another one and that we must recognize and embrace diversity as well as be willing to learn from each other.

In conclusion, this specialization has made me a better English teacher, an improved lesson planner, a better user of technology, and an overall better person.

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Appendixes

Power Point Presentation

https://docs.google.com/presentation/d/1X_GMWyOHnvHZN0CNXHNXBl8b_KLsnMpP/edit?usp=share_link&ouid=112571148279699715478&rtpof=true&sd=true

Worksheet

https://docs.google.com/document/d/1qdYc11meHk6aiaD530ixC1ikLBlCgGOP/edit?usp=share_link&ouid=112571148279699715478&rtpof=true&sd=true

Audio:

https://drive.google.com/file/d/12pPx4Ard3Op0K3HRQGVFvnU5V6aCp7Od/view?usp=sharing

Transcript:

https://learnenglishteens.britishcouncil.org/sites/teens/files/tour_of_london_-_transcript_4.pdf

Brochures

https://drive.google.com/file/d/1RYMUZOtjeOeDSx3OfJHj33bpYXI53Nie/view?usp=share_link

Video

https://drive.google.com/file/d/1C6DiEoKL3ZAW868ccrIawed0QLt3h7Nx/view?usp=share_link

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