



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**“MEANS OF TRANSPORTATION AROUND THE WORLD WITH A ROUTINE BY
FOSTERING THE USE OF TECHNOLOGY WITH THE COMMUNICATIVE
APPROACH.”**

TRABAJO RECEPCIONAL

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

PRESENTA:

AVILEZ GARCIA EDGAR ARTURO

ASESOR: DRA. ALMA DELIA GARCÍA SALAZAR

México, DF. a 03 DE JULIO DEL 2023



“Means of transportation around the world with a routine by fostering the use of technology with the communicative approach.”



Edgar Arturo Avilez Garcia

220926088

Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Universidad Pedagógica Nacional

Tutor: Dra. Alma Delia García Salazar

July 03rd , 2023

Contents

Introduction.....	4
Chapter 1; Teaching context, philosophy, and identity.	
1.I Teaching context.....	8
1.II Philosophy.....	8
1.III Identity.	9
Chapter 2; Theoretical concepts, methodology and rationale behind the activities.	
2.I Theoretical concepts.....	12
2.II Methodology.....	13
2.III Rationale behind the activities.....	14
Chapter III; Lesson plan, evaluations tools and activities	
3.I Improved Lesson planning formats.....	15
3.II Design Testing and assessment tool.....	21
3.III Extra activities.....	23
Chapter IV; Results and conclusion	
4.I Results.....	25
4.II Conclusions (reflection)	31
5. References.....	34
6. Appendixes.....	35

Introduction

In this document you could find all the work and knowledge we have been gaining during “Enseñanza y Aprendizaje de Inglés como Lengua Extranjera”. We put into practice all the knowledge such as methodologies, techniques, cultural aspects, student’s needs, context, content, abilities, and other aspects that we as teachers have. However, to be honest most of the time we forgot to put into practice all the information and skills in our daily teaching. At least that is what happens to me sometimes during the years I have been teaching.

Another aspect that we have seen is the trend to use technology among the new generations of students, we have faced a problem inside the classroom where students lose focus on their classes; in this case something that we can do is to include the gadgets they have in our planning lesson. We use the technology to find information on the web; with the tools they have, they can create original activities in that way they will be encouraged to actively participated in the classes.

Working with young people is not quite easy. Even though teaching is well known as to be one of the most complex professional jobs in Mexico. I believe teaching a foreign language has more complexity than teaching other subjects, considering the cultural aspects, content, economical situations, necessities, likes, dislikes, competences, and abilities.

Considering all the aspects we have seen in the course I decided to create my lesson plan with the previous knowledge and activities I used to have in my daily teaching but this time I did my best to include the new skills we have seen. I added all the skills, technology, cultural context, competences, necessities, and

daily life to create real situations where they can use the knowledge to solve their own problems or situations they can face.

My classes now contain a variety of activities where all of them can face difference issues as well as have advantages from all of them according to their abilities to comprehend and acquire the language.

On the document you can also find the problems we face during the classes, the extra activities, the results we have at the end of the classes, the tools we used to evaluate their development and their effort. Also, the background knowledge of the theoretical concepts, skills such as (speaking, listening, writing and reading), approaches, methodologies and techniques in order to have a fundamental understanding of what we were doing as teachers according to the authors that have impacted me.

This work is the effort of months of searching, reading, understating, and interpreting the information on the platform of the course. Also, I had to be autonomous and looked for information on the web. Students saw a difference too because the variety of activities I decided to put into practice. Although I had some trouble with the authors and methodologies, I found amazing all the data we have to foster to improve abilities. This information creates teachers that can handle students in many different contexts.

Finally, in this document I described my development as a teacher before, during and after the course. The philosophy I had before the course, my personality as well as my identity of who I am and the influence it has on my teaching. Another aspect I consider to it was the context of my students as I said before I work in two schools and there is a highly difference among schools

because of the place. The first was on Mexico City and the second in Guerrero; I was able to notice how the place where we are having an impact to on our classes. The first school with over 35 students were more challenging than the second with just 12 students per class.

The project was divided in five classes, with 50 minutes per class. The topic that I chose it was means of transportation because I believe my students could have curiosity about how people move in different cities. With that curiosity we could be able to use technology for looking up into the web and, we can learn about other countries adding the intercultural aspect that my classes did not have it.

I was able to identify areas where I need to work harder and made some changes on my teaching. The outcomes were good enough, my students felt secure and were able to handle all the activities. They also noticed that they needed to reinforce some previous knowledge too. At the end of the classes, my students and I noticed that we can have better results if we try new ways of learning the language, we enjoyed the games, activities, materials and sources we have during the classes.

I would say I am a better teacher now for taking aspects I left behind on my previous years of career as a teacher. I had to review all the authors and ideas of how to improve my teaching philosophy, methods, and ideologies of how to help students to acquire the language. This means that now I am including activities related to approaches such as scamming, brainstorming, task-bases, grammar-translate, communicative activities with my students and so on. I tried to use all the knowledge I have according to my goals and situation that I have. Beside the

experiences I had. If I noticed something works, I decided to continue doing with some changes if is necessary according to the performance it has during in my class and the fluency it has among the students.

Teaching context, philosophy, and identity.

1.I Context

I got two jobs nowadays, the first one is a public school in Xochimilco, **CDMX**. I work in a “**Secundaria Técnica named Francisco Goitia #28**”. I have 6 groups of 3^o grade they are around 14 to 16 years old. To be honest most of the class have problems with the subject because they do not really like English, besides in some cases they think it is not necessary for their life, but the planning lesson is used for my second job, which it is at Centro de Lenguas Extranjeras Taxco called “**CELEEX**” a public school for languages in specific English, but we also have French. It is incorporated to the University of the state of Guerrero located in a small town in the state of Guerrero. It is located on the north of Guerrero; Taxco a small city on the top of a hill which it is well known to be a tourist place because of its architecture, silver jewelry, beautiful sightseeing (Santa Prisca’s church and Crist).

In the school I got students from 14 years old to adults, we have the course divided by levels according to **The Common European Framework of Reference for Languages (CEFR)**.

It’s my favorite place to work, the students really enjoy the language so I can apply all my activities and strategies in class to accomplish our goal even though a teacher’s work is hard, with them is quite easy to improve every class.

They are quite cheerful, their level is low because they are beginners, but they learn quicker than I expected because they never miss classes, pay attention, and always deliver their homework. I got 9 students with most teenagers and just a few adults, the classroom has plenty of space, I got a tv for sharing the digital book and play some audios too.

1.II Philosophy

My previous teaching theory was based on a combination of all. I tried to focus on **Chosmky** theory, the competence and performance know the system and can produce and recognizing grammatical sentences, but other factors influence what they say, (**Chosmky 2006**). I got to manage my ideas of how to teach the topics I had in my planning lessons according to my programs of educational systems.

I don't say that anything of the theories is not good. In fact, I think each theory has something good such as, Structuralism, Generative Linguistics, Sociolinguistics, Functional Linguistics and Pragmatics, I managed to take advantages of all them and put them in to my daily classes' routine. Furthermore, I work and practice with speaking, grammar, vocabulary, intonation, listening, writing and the purpose of that, I mean the situation and the context of my students, so they can improve their abilities even skills in their daily life to express themselves in real situations.

So in my daily routine my philosophical theory was a combination of a variety of aspects in where I was able to be autonomous, in this case I did not follow an specific method, I chose from different methodologies, I had the chance to improve the language function and variation of my student and at the same time I could encourage them to learn new vocabulary, expressions as well as writing their ideas in articles, notes, drawing, poems, manga and so on. Now with the listening I have strategies to understand main ideas, focus on the text too, so they can identify the way they say expressions in English and main information too.

After the months and the modules passed, I have changed and improved my philosophy, being a teacher is not just about skills, grammar, methodologies, now before choosing a topic I consider their likes, culture, background, experiences, context, their purpose, adding more methodologies and techniques which help my students accruing to their needs and beliefs too.

1.III Identity

During this all lessons we have identify so many approaches, methods and what we call ways of teaching a language, there are many factors that will have an influence in our daily routines as teachers, but the real teaching for me happens every single day in the real life, what I am trying to say it is that sometimes we think with a perfect method or activity our students can improve themselves, but it is not as simple like that. I got two jobs the first one in a public school with teenagers from 12 to 13 and my philosophy sometimes need to be a little bit traditional because I got 45 students for just 50 minutes 3 times a week, it is quite

complicated to ask them for being autonomous sometimes, they do not have the materials such as pens, notebooks even a single pencil however I do my best by adapting the curriculum, using my own materials, the social media and others items inside the classroom.

On the other hand, my second job is in a Centro de lenguas as I said before it is in **CELEEX** Taxco where the students are divided by level (English level) there are 8 level from beginners to advanced, they are from 15 to 35 years old, I got from 5 to 15 students per group, in this case my teaching philosophy is quite the opposite from the first job I had told you about it, they can be very active in their processes, I just guide them to the activities or tasks, I used the **task-base** approach among with the **communicate** approach too. My goal is to let them use the language as a tool to acquire new skills, they use the language in real situations, we had role plays, writing, asking, and talking just in English at least from 60% to 80% in the classroom.

So, to give a better version of my teaching I would say is to try to be the same teacher in my two jobs, it would be a tough job, but not impossible. I will reinforce my students' attitudes, let them to be autonomous little by little, creating new materials with a variety of techniques as well. I need to look for new games, activities, tasks that let them think and use the language by themselves. I need to be aware of their capacities even though they do not have a lot of experience or knowledge with the language they can succeed as well.

To conclude the analysis of my teaching, after all the modules and new knowledge and information we have checked I understood we must include aspects such as culture, needs, likes, experiences, origin, purposes, economical

situations, context, family, their cognitive processes, the way they used to learn, the use of technology in their daily routines.

Theoretical concepts, methodology and rationale behind the activities.

2.1 Theoretical concepts

I decided to work with the topic of transportation which I considered it was an easy topic to teach the differences between cultures among countries around the world. Also, I added the routines people (young persons) could have. In this case, maybe we could find a lot of stereotypes according to **Byram** (2002); there will be positives and negatives and we can have learned them by social medias, friends, television or even families. So, I was trying to identify if it was a situation with my students as well.

We could work with the third culture when we first talked about our own public transportation and routines that we normally have. Then with the help of social media, we will be searching for information about other countries and finally, we can have comparison among different ways of living. We would analyze how people move and the reasons why they have certain routines or activities in their daily life too.

Another author that I consider was **Richards** who explains the Communicative Approach, to let the students, improve their skills by using the language instead of focusing on the language. Beside to the fact that I was using the book *Interchange* which it is focused on the Communicative Approach in its content. By adding all the skills (listening, speaking, writing and reading), following a nice sequence of strategies and activities to gain all the language skills in the right time.

Also, in my planning lesson I tried to add some authentic materials to understand better the topic. For example, the sounds of the vehicles and some readings about the same topic or how people go to school. Even though it seems obvious, there will be a lot of imaginary ways students use during the classes.

Finally, the way I evaluated the classes was according to the self-assessment method. The students have what they have learnt and share their opinions, ideas in order to create their own feedback in our classroom with the teacher and students at the same time.

2.II Methodology

In the project I decided to incorporate a methodology that it was not in the platform but I believed it was really helpful to break the ice inside a classroom. The Total Physical Approach by **Dr. James J Asher (1991)** who explains that children learn their mother tongue by the help of body language, another reason why I consider this method it was because most of the time the students felt tired with all the information they have. A good way to motivated them or wake them up is to move before introducing any topic. During the five classes I planned to have 5 games with movements, audios, games and sounds. All of these activities were planned to encourage them to participate actively in the five sections.

The second method I used was the Grammar-Translated by **Karl Plotz**, this method has been criticized and I understand the reason why. However, it is useful to have the base as well as structure of the language. In my classes I did not just to pretend to teach grammar and vocabulary as the main goal, my idea was to mix and take all the aspects and techniques from the three approached I chose before. So, with this method my idea was to help my students acquire some rules,

vocabulary and how to create a sentence with a particular tense which it was simple present tense.

The third method was the Communicative Approach by **Richards**. A method which it was used to develop the speaking ability in order to help students communicate with foreign people and native speakers. Also, considering the fact that my students were using the book named "Interchange" which the sequence and goals is to develop the Communicative Approach too. My goal was to let them acquire all the grammar, vocabulary, base of the language, speaking abilities, phrases, interests of new countries around the world and a reflection of their own routine by using English as a tool to learn new knowledge.

2.III Rationale behind the activities

All the activities that were planned during the project and classes where according to the authors of the platform, authors, techniques, my ideology as a teacher, my student's needs as well personalities, context, content, book, school, goals, and the achievements that I pretended to succeed on.

Another aspect that I considered it was my previous experiences as an English teacher. What I mean is that I had planned and set many activities before, a few of them had been successful and others did not work the way I wanted. The reason of this situation is because the students are different. They will never learn the way others do.

However, I was able to adapt some situations during the years and do my job better through experiences. The reason why I mention this situation is because I added some extra activities, I considered it would work during the project without taking completely references of the authors and techniques on the platform.

Lesson plan, evaluations tools and activities

3.I Improved Lesson planning formats

Level: A1 beginners

Time: 50 minutes per class

Classes: 5 classes

Book: Interchange 4 edition by Jack C. Richards

Topic: Transportation, daily routines, and days of the week unit 6.

Purpose: Be aware of different means of transport used in Mexico and in other countries around the world.

Speaking: Asking for and giving information about how people get to school or work. Talking about their daily and weekly routines.

Listening: Listening for activities and days of the week.

Writing: Write about your weekly routine

Reading: Reading about transportation and routines in other countries.

The purpose of this planning lesson was to apply my project using the three methodologies that I mentioned before (Communicative Approach, Grammar-Translated and Total Physical Response). I tried to convey cultural aspects, technology, media sources, trendy activities, gamification which is about playing on the web learning at the same time.

Finally, I had traditional activities where my student's developed creativity, handmade skills and processed their skills using paper, notebooks, books, pencils, pens, and other materials.

Day	Activities	Materials
First class	<p>Warm- up: Before we start the class everybody must be on their feet, we will play a game called 3 claps, which is about clapping their hands according to the number the teachers say, the person who makes a mistake will answer to the next question: How do you get to school?</p> <p>Pre: After we discuss some ideas from the previous game, The teacher will introduce some verbs according to the lesson (ways of transportation) from the book interchange such as: walk, ride a bike, take the bus, take the subway. We will practice them and answer to the question “What are other ways of transportation?” in this activity I will encourage them to think in other countries such as in Germany, The United States, or Japan. In this scenario I will tell “Do you have any idea of how people move? For example, in Mexico we have bikes and the subway then we will discuss a little bit more. See Appendix 1</p> <p>Development: We will read a short paragraph about public transportation; we will look at some new vocabulary and practice our reading skills focusing on intonation and fluency when they read. See Appendix 2</p> <p>Conclusion: Going back to the previous activity about thinking of the different ways of transportation in other countries they will search on the internet for those ways around the word, then in class we will share them, and they will write them on their notebooks with some drawings o r</p>	<p>Book</p> <p>Notebook</p> <p>Speaker</p> <p>Pencils</p> <p>Pens</p> <p>Projector</p> <p>Colors</p> <p>Scissors</p> <p>Flashcards</p> <p>Laptop</p> <p>Tv</p> <p>Textbook</p> <p>Wi-Fi</p> <p>Board</p> <p>Markers</p>

	<p>even pictures if they want to print some pictures from the web or search for some cut-outs in magazines or books. If they don't have access to the internet the teacher will present them the following means of transportation. See appendix 3</p>	
<p>Second class</p>	<p>Warm- up: The next class we will play forward, backward, down and up a game which let us move in the class room, then the students who makes a mistake will have to participate in the class but this time the activity would be to sing a song or dance to have fun before we start the class (My students love salsa songs, so I will play the song "No te voy a querer". See Appendix 4</p> <p>Pre: We will remember the vocabulary we have seen the class before by using brainstorming activity which students will tell the ways for transportation we have in the world.</p> <p>Development: We will practice the present simple tense to express our own statements about the way we move in the city and how people move in the origin places too. We will copy read and complete some sentences in their book. Then we will discuss any doubts or questions about the tense.</p> <p>Conclusion: Finally in teams they will need to write their own statements witting in their notebooks the way they move and telling me other two way of how they would like to move in the city or in another country. For example, in Venice people move in gondolas (boats). See appendix 5. We can give them this example to understand better the</p>	<p>Book</p> <p>Notebook</p> <p>Speaker</p> <p>Pencils</p> <p>Projector</p> <p>Colors</p> <p>Scissors</p> <p>Pens</p> <p>Laptop</p> <p>Tv</p> <p>Speaker</p> <p>Song</p> <p>YouTube</p> <p>Wi-Fi</p> <p>Board</p> <p>Markers</p>

	<p>activity. We will share in class some ideas and check them grammatically as well.</p>	
Third class	<p>Warm-up: Now we will do something different, this game is not a physical game. Students will listen to an audio where they can hear the sound different vehicles make. They will try to guess what vehicles they are. The students with the most correct guesses will win an extra point. See Appendix 6.</p> <p>Pre: To continue with the present simple tense, we will work with some irregular verbs and how they change with the third person, we will look at some examples on their textbook and with the speaker and the digital book we will listen to the correct pronunciation of the statements. See Appendix 7.</p> <p>Development: After we look at the rules and practice some reading, we will focus on the right pronunciation of the verbs, and we will be working on pairs to create a conversation with irregular verbs using the topic routines meaning all the activities you do in your daily life.</p> <p>Conclusion: To end the class they will have to create a role play in front of the class, they will act their conversation, and everybody must listen carefully to the performance because we will discuss their work after they finish.</p>	<p>Book Notebook Speaker Pencils Projector Colors Scissors Pens Laptop Digital Pens Wi-Fi Tv Office Wi-Fi Board Markers</p>

Fourth class	<p>Warm- up: To start with the class, the teacher will request to raise their hands if they take the bus to get to school then, the teacher will continue with a car, a bike, taxi, skate, subway, or train. Then the teacher will ask them to think the first thing they do when they get to school, a few of them will participate in the class.</p> <p>Pre: Once I got their attention, the teacher will introduce the daily routine topic, the teacher will tell them some statement I do on my week such as: “On Mondays I take the subway to go the gym” and I will ask them if they have a routine or something they always do, just a few will participate.</p> <p>Development: To continue with the statements the teacher will write on the board one activity per day from Monday to Sunday, we will read them aloud and in silence, then they will copy them on their notebooks.</p> <p>Conclusion: Finally, they will write some similar sentences to the ones they have in their notebooks, they can use the same verbs, but they can use their phones to look for new verbs in case they would like to say something different and of course if they do something else in their daily routines, then they will exchange their notebooks with theirs classmates for feedback and correcting any mistakes in their work.</p>	Book Notebook Speaker Pencils Projector Colors Board Markers Scissors Pens Laptop Digital book Tv Speaker Paper Office Pictures Wi-Fi

Fifth class	<p>Warm-up: We will play a game called change your site, in this game they must move from their desk in case the action that I say it is true for them for example: Change if you ride your bike on Sundays.</p> <p>Pre: We will do a listening activity from their textbook which includes a conversation of Kayla talking about her weekly routine and the students must check on the right day of the week. Once we finish, we will share the correct answers and with the group we will discuss their routine and say we have the same routine or not. See Appendix 8.</p> <p>Development: Students will need to think about a country they would like to know a little bit more, then they will need to search for all the vehicles and public transportation in that place, if it is possible to find the most common activities young people do.</p> <p>Conclusion: In a sheet of paper, they will write the vehicles and activities that they could find on the web, they can have drawings or pictures to have a nice work, they must hang them on the whiteboard so everybody can look and learn new things of other cultures.</p>	Book Notebook Speaker Pencils Projector Pens Laptop Colors Drawings Pictures Glue Paper Office Board Markers Digital devices Paper Tv WI-FI
-------------	--	--

Evaluation	In these five classes we will have several activities such as role plays, listening, writings, cartel, and participations, all these activities will have a grade in each student. They must deliver all of them to have a good grade even though they could have some mistakes.	

3.II Design Testing and assessment tool

Before, the evaluation of the exercises and products that I asked to my students. I will deliver first the rules and aspects that I will consider. The evaluation will be formative and summative at the end of the project. They will have to do a role play which will be grade with a short rubric taking in consideration aspects such as pronunciation, fluency, vocabulary, and grammar.

The second percent of the evaluation will be all the activities made by the students. A portfolio that will contain all the products they do. The teacher will consider a second rubric. The second rubric will evaluate the creativity, correct tense, and structure of it.

I decided to evaluate this way because with the portfolio we will have the summative evaluation according to the experiences and development of the students during the classes. On the other hand, with the speaking we will have a reflection of the knowledge and skills they have gained during the five classes.

We will have a final grade which it will be the number (summative evaluation) of their process, activities and speaking abilities.

Role play's rubric

	Fluency	Pronunciation	Vocabulary	Grammar
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures
4	Smooth and fluid speech. few hesitations; a slight search for words. inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is non-native	Adequate language control: vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft	Pronunciation is okay; No effort towards a native accent	Weak language control: basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.
1	Speech is slow, hesitant & strained except for short memorized phrases, difficult to perceive continuity in speech; inaudible	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control: vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured

Cartel and activities in the portfolio for evaluation

Rubric	Yes	No
It has all the activities required.		
It is creative		
It is organized.		
It is clean, and it has a good presentation.		
It has used of technological sources.		
It has coherence.		
Good use of the language		
It is delivered on time		
It has no grammar mistakes		
They are clear and easy to read.		

These two tools were designed and delivered to the students at the beginning of the lessons to let them know with plenty of time all the requirements and aspects they must have to achieve. All the goals and requirements we pretended to achieve.

3.III Extra activities

While I was developing the planning lesson, I identified that I must include some extra activities for reinforcement some grammar aspects and vocabulary. For example, they did not remember the days of the week, a topic they should have known a course before. So, I delivered them the link of a video of YouTube

explaining the right pronunciation of them and the translation as well. **See**

appendix 9

Working in the last part of the project, we had to do a routine. Unfortunately, they were having some trouble to understand the structure of the Simple Present Tense. To solve the problem, I gave them some more examples and worksheets by using the web (online exercises) to let them practice the structure of the tense.

See appendix 10

Finally, the last extra activity was about practicing for improving their speaking skills. We did some reading, focusing on the intonation, pronunciation, fluency, and coherence while they were practicing the language.

I asked them more questions during the sections, and I let them ask each other more questions too. I was just monitoring and guiding them when they were having some trouble while they were answering all the questions in class.

I did not plan to have many extra activities. I was planning to cover all the aspects and doubts of my students with the activities I had already planned before. Because I believed I had covered every single aspect they must use or need to comprehend the topic in general. However, during the classes I noticed that every student had a difficult situation to understand everything on the lesson plan. Also a few activities were complex for them too. So, I had to apply and search for more activities to give them a hand to understand and reinforce the knowledge they did not catch.

Fortunately, we have a WhatsApp group which it is used to clarify doubts, give announcements, and for giving some extra activities(links) which were chosen according to the topic. **See appendix 11**

Results and conclusion

4.1 Results

The result was very different for each student, moment, activity, etc. But at the end of each class and project everything was achieved and accomplished with the effort of my students as well as mine. It was a group work with a lot of effort where everybody takes an important part on it.

First, my students did not feel comfortable with the idea of recording the classes. They were a little bit nervous; it was something new for them. In the end I managed to convince them to work as a normal day of English classes without worrying about the phone. The first day we began with a warm-up by using the method of The Total Physical Education, we broke the ice, and we had fun clapping. Then we began with the topic “means of transportation”. I asked a personal question. The first question it was the way they get to class. They had some previous knowledge such as car, bike and walk.

We introduced the new vocabulary with the unit 6 of their textbook. Then I fostered them to think about other vehicles does exist in other cultures, countries, or places around the world; we had a brainstorming of ideas to find out if we had some previous knowledge of the topic. Then we read a short paragraph of their textbook to practice some intonation, fluency, vocabulary and finally pronunciation.

Afterwards, we conclude the class with a suggestion; I invited them to use technology (internet, devices) to find out others means of transportation around the world. I added that if they do not have access to the Wi-Fi; they were able to use my laptop which it was connected to the service of the institution. They could use their notebooks to draw, paste pictures or in case they did not want to use

technological devices, they could use their notebooks too. They were very creative and all most everyone used their notebooks. **See appendix 12**

On the second class, we also began with a physical game which consists of moving their body. Then the students who made a mistake would have to dance a “cumbia” Mexican dance to have fun and encourage them to pay attention to the class and wake them up; to have an active class. The dance was funny, and everybody was enjoying the moment, then I asked for the vocabulary we saw the previous class. They were participating with the help of the questions “How do you say _____ in English?” Once we finished the review, I introduced the Simple Present tense, with some sentences of the whiteboard. I explained all the grammar aspects and showed them how to create a sentence. Also, we review pronouns, verbs and complements in general. For example, the sentences were like these: I go to school by car, or You ride a bike in Taxco. They copied the sentences on their notebooks, and we cleared all the doubts they had.

We used the computer to go on the internet and I showed them a picture of the famous “Gondolas” (boats) used in Venice as a vehicle to move through the waterways. I asked them if they knew them and if they were aware of this type of transportations. Then I let them think if in Mexico we have something similar. After a while a student said that we had “Trajineras” in Xochimilco, which of course it was pretty similar vehicle to the “Gondolas” because it is a boat and people move in them in the south of Mexico City.

We were discussing other means of transportation and the final activity was to search for new vehicles around the world or in country they would like. Nevertheless, this time we wrote some sentences on their notebooks using the

simple present to express the ways of people move around the world. **See appendix 13.**

The third class, I wanted to start with something different; we practiced our hearing sense. I played them the sounds of the vehicles; they had to guess which vehicle it was. They were curious to hear the sounds and at the same time we were reviewing one more time the vocabulary of the lesson.

To continue with the sequence of the simple tense, I taught them the rules for the third person (he/she/it) and how we must change the verbs on this situation. We cleared some doubts and we read a paragraph from the textbook which contained this structure of third person. We practiced our pronunciation too.

We also asked a few more questions such as “How does your (mother/father/brother/sister/friend/etc.) go to school?”. They answered them by using the pronouns. The answers were like; She goes by car; He goes by train and so on. I wrote them on the whiteboard to let me copy and see the structure of the questions as well as the sentences. Then they needed to get in pairs to work together and create a situation where both students asked the same questions and answered them with their own information in front of the classroom (role-play).

Also, I gave them the rubric which it contained all the aspect that I will consider evaluating their performance. I was monitoring the pairs by going around the classroom and looking at their notebooks. I decided to performance an example of the activity just in case they could have doubts on the task. I did it myself and it worked because everybody was more comfortable about the performance. Once they were ready, they went forward to do the role play while I was evaluating them. They were extremely nervous. Speaking it is something they

were not used to, but they handled the situation and express their ideas with all the requirements well at the end. Of course, in some cases I had to participate to help them out and follow the sequences of the task. **See appendix 14.**

The fourth class was introduced by the next instructions; raise your hand if you drive a car, if you ride a horse, a bike, a scooter, etc. Afterwards on the whiteboard I wrote the statement “On Mondays I drive my car to go to school”, we discuss the meaning of the sentence and asked them if they know what a routine is. They gave me some ideas; for example, they said it was something you always do, activities people do in their daily life and other great ideas.

Also, I asked them to remember the days of the week which surprisingly they did not remember. I needed to give them an extra activity to reinforce the previous knowledge they supposed to have and continue with the new one.

Once we got the days of the week together wrote the next statements on the whiteboard: “On Tuesdays, I drive my scooter to go to the gym”, “On Wednesdays, I take the bus to go to the mall”, “On Thursdays, I run in the park”, “On Fridays, I read my books”, “On Saturdays I walk to my school”, and finally “On Sundays, I take a taxi to go to the supermarket”.

They had to copy the sentences on their notebooks, we read them, and we saw the structure of the sentences and to conclude with the present simple tense. I explained that one of the purposes of this tense was to tell the routines or facts people do in their daily life. With this tense it is possible to express a routine. They understood better the tense and I asked them for telling me about their routines in their daily life. Also, I encouraged them to include the vehicles they used and activities they always do using the simple tense.

They could use any verb they would like to. If it was possible to add the vehicles was better but if not, it was okay.

Once they finished, they had to share their notebooks with other students to check if they did a mistake in their statements. They had to find out the mistakes they could have and let them know to the person; with this activity they could have some feedback from their classmates. Once they discussed their sentences and possible errors. They could participate by reading them aloud and the class must pay attention carefully to find out if it was right or wrong.

At the end of the lesson I checked them all and we correct some common mistakes such as “On Mondays, I goes to the park by car”. In this case, the mistake was the capital letter from the day of the week and the verb “goes”, which it is used with a third person. We discussed and explained a few more errors and we finished with the class. **See appendix 15.**

The last class we began with a physical game because they were a little bit tedious with the topic, so I said: “Change if you ride your bike on Sundays”, and other options, they had to change their site and we review all the previous knowledge we had.

To continue with the routine, we had a listening activity to improve their ability to comprehend the vocabulary and structure of the language. We listened to an audio of their textbook, we hear it twice and we shared the answers together. The audio was about a routine of a woman who lives in another country. She said all the activities she had in her daily routine. After we revised all the answers. We tried to catch the new phrases and vocabulary we hear and tried to know the

previous knowledge we had gained previously.

To conclude and explain the last activity for closing the topic I encouraged them to think about the countries they would like to know and find out new ways of transportation through the city. Also, including routines young people could have as well as the activities and means of transportation that people might had in the city.

To help them find out the vehicles and routines, I told them to search on the web to look for information and examples of activities people do in their city. Once they had all the information, they had to decide which country they could use to create a cartel. The cartel will have to explain the activities they could have in the city that they had chosen before. They were able to use materials such as paper, images, colors, markers, computer, Word, Power point, Canva and other applications they had the chance to use.

They were happy to use technological devices to do the cartel, all of them had a lot of doubts during the class. First, we started to create a draft so I could let them know if they were doing a good job or find any mistake; they could have in their work. At the end of the class, they showed their cartel and read their information. We shared all the information and they delivered their portfolio with all the activities we did during the five classes. **See appendix 16.**

To conclude with the results, I recorded the classes with the help of my students as I said before at the beginning of the lesson, they were nervous but as the time passes by; they were feeling more comfortable, and we could manage to record without any problems all the classes we had. I believe we achieved all the goals. I considered them before putting into practice my lesson plan. The goal was

to include all the abilities such as listening, speaking, writing, and reading. I used the Grammar Translation Method and the Communicative Approach which it was the most important part to me because in my experience the best way of acquiring the language is by communicating with people. Practicing the language, they were trying to learn. The video of the five sessions is able on the following link to have the evidence of all section and activities I had written down. **See appendix 17.**

The evaluation was conducted by all the instructions I gave them at the beginner of the lessons. I gave them a rubric for the role play and one for the portfolio of the evidence we had done during the five classes. They did everything required to get the result and goals we wanted to accomplish without any trouble.

4.II Conclusions (reflection)

To begin the conclusions of the course I would start with my own reflection as an English teacher when I started to work with kids as an English teacher, I tried to look on the web for games, materials, flashcards, books, audios, and everything I had in mind to let my students have all the sources and catch their attention.

Even though I had background knowledge from my university I did not mind about reading of the authors, methods, and techniques, I was just trying to focusing on my students and activities to have fun while they were learning. After a while I entered to the SEP "Secretaria de Educación Publica", I am in junior high school tecnica 28 in Xochimilco Mexico, and into the University of Guerrero in its school of languages (English and French).

To be honest working in the public school is harder than I expected. Sometimes students do not want to participate or focus or even use the English language because they do not seem the use of it because of their context, which I

did not consider before. On the other hand, on my other school students wanted to learn the language which makes it easier to teach and follow the sequences of my planning lesson to achieve the teacher goals which are to let the students be autonomous, catch their attention to the language, acquired the language and create real situations where students can see the use of the English language in their daily lives.

I noticed something was missing in my new era of teacher in the city, so I decided to continue learning so I looked into the web for a master's degree but I found great course which it is this one, I read all the mission and vision of the school so I decided to apply for it. Fortunately, I was accepted even I did not feel secure with my self of could take part of it.

During the course I had reinforce information and knowledge I saw a few years ago while I was studying in the university, also I found new authors, techniques, methods I did not know I was using, I mean I used to apply activities that had influence in methods such as the communicative approach or the task based. For example, when I was doing role plays, games, cards, videos, and so on.

Of course, I was not doing the best job but not even the worst, I just needed to follow a sequence in my lesson plan, sort out my techniques, goals, sources, methods for helping my students and tried to encourage them to take a look at the subject and wake their interest on it.

In this work I tried to apply all had learnt in the course with my students and the outcomes were amazing, we had fun, we use technology, saw their needs, likes, dislikes, their context and cultural interest from other countries and even in

our own country, we found that in different states of the republic of Mexico, we can have other views from the students behavior against the language.

Both schools have a different point of view from Guerrero to Mexico City, I found interesting but also, they have somethings in common, such as the use of technology in their learning process, they liked to use technological gadgets to show their abilities of what they have acquired.

To sum up, I was glad to be part of this new experiences with my teacher, classmates, students and myself trying to be a better teacher, improving my skills, my level of the language, including cultural aspects, technology, methods, previous author and ideas of how to teach a second language in any social context.

Although, I cannot say I am the best teacher now, I will continue to keep it up with all the work, trends, authors and ideologist to become an excellent teacher who takes care of their students, look for new courses, cares of the context, economic problems, needs, likes, life, culture, families in general everything that is around the academic situation to do better with the new generations of students in Mexico.

1. References

Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: a practical introduction for teachers*

Brown, D. (2007) *Teaching by Principles. An interactive approach to language pedagogy*. Prentice Hall Regents.

Chomsky N. (1985) *El conocimiento del lenguaje, su naturaleza, origen y uso*. Versión Española de Eduardo Bustos Guadaño. Alianza Editorial Publisher.

file:///C:/Users/Dell/Downloads/Chomsky-El_Conocimiento_Del_Lenguaje.pdf

Hymes, D. H. (1972). On Communicative Competence. In Pride, J. B., & Holmes, Sociolinguistics, 269-293. Baltimore, USA: Penguin Education, Penguin Books Ltd.

Richards, J.C. and Lockhart, C. (1996) *Reflective Teaching in Second language Classrooms*. Cambridge University Press.

Jakobson R., "Closing Statement: Linguistics and Poetics," in *Style in Language* (ed. Thomas Sebeok), 1960

2. Appendixes 1

6 I ride my bike to school.

- Discuss transportation and family
- Discuss daily and weekly routines

1 **SNAPSHOT**

Listen and practice.

Getting Around in the City



1. walk 2. ride a bike 3. take the train 4. take the subway
5. take the bus 6. take a taxi/cab 7. ride a motorcycle 8. drive

Check (✓) the kinds of transportation you use.
What are some other kinds of transportation?

Note: picture of the page we will start the lesson. Taken from: (Richards) fourth edition.

Appendixes 2

2 **CONVERSATION** They use public transportation.

Listen and practice.

Yuto Nice car, Austin! Is it yours?

Austin No, it's my sister's. She has a new job and she drives to work.


Yuto Is her job here in the suburbs?

Austin No, it's downtown.

Yuto My parents work downtown, but they don't drive to work. They use public transportation.

Austin The bus or the train?

Yuto The bus doesn't stop near our house, so they take the train.



Note: First reading we will check in the lesson. Taken from: (Richards) fourth edition.

Appendixes 3

Note: Flashcards of transportations.

Taken from: <https://www.teacherspayteachers.com/Product/Free-Transportation-Flash-Cards-3806400?st=8779bd2d240f580258eb8e1c8a6322a0>

Appendixes 4

Note: Song for the second class “No te voy a querer”:

<https://www.youtube.com/watch?v=Ynl6U4HoRFM>

Appendixes 5



Note: Picture that I will share with my students. (Eugene), taken from: https://www.freepik.es/fotos-premium/venecia-italia-25-mayo-2019-gente-descansando-muelle-ciudad-mirando-vacaciones-verano-gondolas_20237573.htm#page=2&query=venice%20gondola&position=22&from_view=keyword&track=ais

Appendixes 6

Note: Sounds: Guess the Sound Game | 10 Vehicle Sounds to Guess

<https://www.youtube.com/watch?v=Kv5mxMZu0z8>

Appendixes 7

Simple present statements with irregular verbs

<i>I/you/we/they</i>	<i>he/she/it</i>
I have a bike.	My mother has a car.
We do our homework every day.	My father does a lot of work at home.
My parents go to work by train.	The train goes downtown.

GRAMMAR PLUS see page 137

B Yuto is talking about his family and his friend Austin. Complete the sentences. Then compare with a partner.

- My parents have (have / has) a house in the suburbs. My mom and dad go (go / goes) downtown to work. My parents are very busy so I do (do / does) a lot of work at home.
- My brother doesn't live with us. He has (have / has) an apartment in the city. He goes (go / goes) to school all day, and he does (do / does) his homework at night.
- I have (have / has) a new friend. His name is Austin. We go (go / goes) to the same school, and sometimes

Note: Regular verbs. Taken from: (Richards) fourth edition.

Appendix 8

8 LISTENING Kayla's weekly routine

▶ Listen to Kayla talk about her weekly routine. Check (✓) the days she does each thing.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dinner with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Listening about Kayla's routine. Taken from: (Richards) fourth edition.

Appendix 9

Note: Days of the week

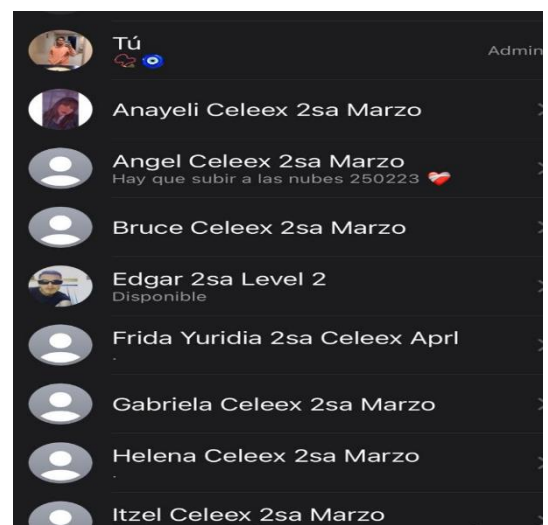
<https://www.youtube.com/watch?v=xNZwIw5haTM>

Appendix 10

Note: Simple present extra exercises

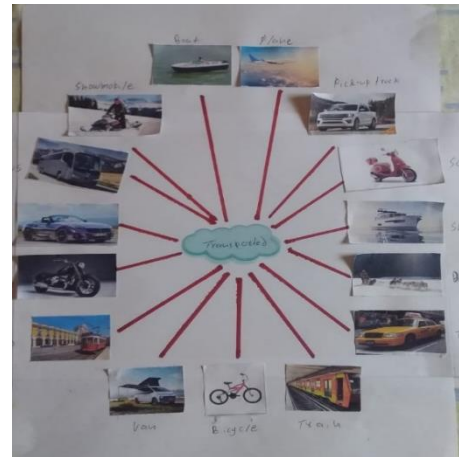
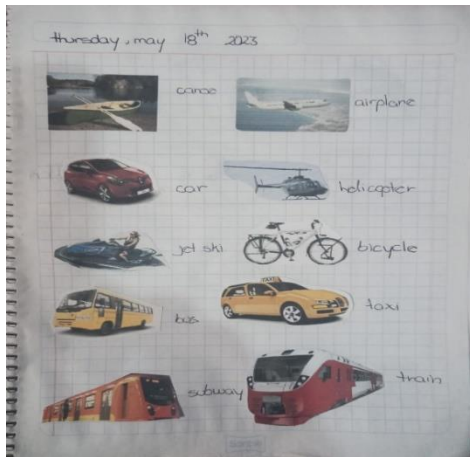
<https://www.really-learn-english.com/simple-present-exercises.html>

See appendix 11



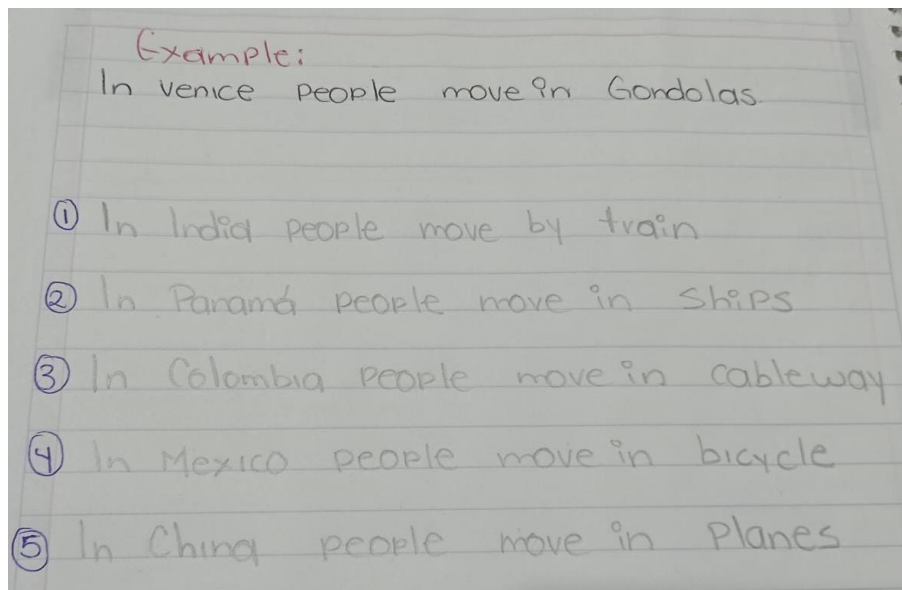
Note: WhatsApp group

See appendix 12



Note: evidence of the first activity from the lesson plan

See appendix 13



Note: evidence of the second activity from the lesson plan

See appendix 14



Note: evidence of the role play

See appendix 15

Monday	Tuesday	Wednesday	Thursday	Friday
I walk to the school at from: 6:15 a.m.	I walk to the school. I ride a bike to go to the mall.	I walk to the school I ride a bike to go to the park.	I walk to the school. I walk to the church.	I take a taxi to go to the cinema.
I walk to the gym at from: 6:00 p.m.	I walk to the gym.		I walk to the gym.	I walk to the gym.

Note: evidence of the routines using the simple present.

See appendix 16.

Paris Francia a routine

- On Saturday, i take a taxi to go to the Eiffel tower in Paris.
- On Sunday, I walk to Disneyland Paris at from: 1:00 P.M. At night, I take a taxi to go to the hotel.
- On Monday, I ride a bike to go to Senda river. At night, i go to Louvre museum.
- On Tuesday, I take the bus to go to the Arc de Triomphe.

PERU 10th June 2023

TAXCO-CDMX- LIMA

We travel to Center Cdmx

We travel by taxi from the center of cdmx to the international airport

We travel by airplane to Lima

11th June 2023

We travel by airplane to Cusco

WANCHAQ (Cusco) - MACHU PICCHU

Cusco (CUZ-A. Intl Alejandro Velasco Astete)

We travel to the hotel by taxi

HOTEL

Saturday

ENGLISH CLASS ACTIVITY conversation

QUESTIONS

Ben Hello Any!, How goes your husband go to work?

Any Hello Ben!, She goes to work by bus

Ben How goes your brother go to school?

Any He goes to school by drive car

Ben How goes your wife go to office?

Any She goes to office by drive car

Ben How goes your parents go to hospital cdmx?

Any We goes to hospitak cdmx by bus

Note: evidence of their final project to the previous classes.

See appendix 17

Note: Video of the classes (edited)

<https://youtu.be/tauFAY5RmfE>