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**PROPUESTA DE INTERVENCIÓN EDUCATIVA
FINAL PROJECT**

**“Describing jobs: Professions may change our
world”**

TRABAJO RECEPCIONAL

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

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FINAL PROJECT



“Describing jobs: Professions may change our world”

SPECIALIZATION IN ENGLISH LANGUAGE TEACHING
AND LEARNING AS A FOREIGN LANGUAGE
UNIVERSIDAD PEDAGÓGICA NACIONAL
UNIDAD AJUSCO



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INTRODUCTION

This final project is presented in order to integrate and synthesize topics analyzed throughout Module 1,2 and 3 of The Specialization in English Language Teaching as a Foreign Language at Universidad Pedagógica Nacional, Unidad Ajusco where I have had the opportunity to enhance teaching competences and learning abilities as an English Second Language teacher by acknowledging and practicing simultaneously linguistic concepts, learning-teaching language acquisition methods and theories along with approaches and technics for learning-teaching English as second language has been quite satisfactory for me with this Academic Program.

Enables me to reflect and evaluate which are the teaching practices that I do recognize as the most practical and substantial for my students, what is the pedagogical material must be implemented according to the school framework pertinent, safe, and relevant where contents either physical or digital could stimulate curiosity and promote creativity within a respectful, multicultural, and self-cultural awareness.

In other words, incorporation of theoretical foundation with personal teaching philosophy within my educational practice has been hugely significant on professional growth as a tutor.

Therefore, it is necessary to mention the difference between second and the foreign language where cultural contexts mark those differences and the uniqueness of each learner, of each classroom, and of each school of learners are surrounded with unique and complex opportunities for Second Language (L2) development. The origins of SLA research as a recognized discipline are often traced back to the 1960s, since then it has a direct relevance for language teaching pedagogy such as the study of the role of input and interaction in language learning and the role of psychological variables on the process of L2 learning, (EEAILE Lesson 5, 2022). Cognitive code assumes, that "once the student has a proper degree of cognitive

control over the structures of a language, facility will develop automatically with the use of language in meaningful situations" (Carroll, 1966, p. 102).

On the other hand, let us keep in mind a teacher role's important task of grading learners with assessment and evaluating tools based on their cognitive level and context, not only to fulfil an administrative duty with parents or school authorities but for ourself in order to test if our teaching methodology has reached targets that have been set up previously, in case it would be necessary to adequate or improve practices.

In regard to the topic chosen for my final project: describing jobs from professionals from different countries, seems an interesting social practice of global communication given that junior high school students are already thinking what the professional prospects shall be considered on their future careers in further education depending on their inner abilities or they ought to develop.

Activities have been selected by implementing the communicative task-based learning (TBL) alongside with the project base approach where students learn by doing, reflect, critic, review and solve the possible problems of real language situations which integrate and interrelate productive and receptive skills.

Yet, digital competences should be managed at certain level too inside and outside of the classroom by means of several interactive platforms adapted for our school context which allow us to implement versatile and dynamic activities with available technological resources.

However, there are still many obstacles to face while teaching and learning English within the whole Mexican Education System due to different external and internal factors that might hinder completion in mastering this target language.

CHAPTER 1: Philosophy and Theory

1.1 Teaching Context and Philosophy

I am teaching English Language at La Universidad La Salle Campus Salamanca in Guanajuato State of Mexico as part of the Private Mexican Education System. Working with 24 high school students made up of 7 girls and 17 boys, most of whom are seventeen years old. Their language abilities are intermediate level B2+ according to the Common European Framework of Reference for Languages (CEFR).

Even when range of their vocabulary and knowledge of grammar are very limited most students actively participate in collaborative or individual tasks.

I am experimenting a transition from the public to the private educational system framework and as most teachers may know, there are a lot of differences among them in terms of infrastructure and didactic resources availability which make an important impact in the cognitive learning process of students.

Here in La Salle, we have the National Geographic Learning's didactic resources such as the Teaching English Program calls "Perspectives 1" containing trendy and modernised topics, it also includes Ted Talks activities that students enjoy because they are placed for reflexions and debates yet some of these subjects reflects their own reality or from other adolescents around the world.

Most learners from La Salle have a role as adult students of becoming more critical and interest on the communicative approach of the language rather than just learning the grammatical and lexical functions of it. They are recognizing of the social practice and the proper use of English language to express themselves to negotiate meanings, solve problems, action take, etc.

Since the beginning of this specialization's program one of the main purposes was and still is to identify and shape up our teaching philosophy as an ongoing reflection of what has been learnt through and how relevant this part is for my professional progress over my teaching practice.

Moreover, I recognize myself as an ELT (English Language Teacher) who is able to acknowledge several theoretical principles for the acquisition of a second language in this case, English and interesting to realize that some of those principles have been applying even before I found out they existed and how my teaching methodology has been molded by different learning-teaching linguistics and communicative approaches also currently practice with my students.

Furthermore, I could perceive that my lessons feature more structured technics with better organized activities designed for learners central attention within multicultural references and perspectives with the objective of covering student's current needs.

Areas of opportunity I have also recognized include standardization of activities with attention only to one or two skills such as reading (receptive) or writing (productive) from workbooks and neglecting different learning abilities of my students which may mislead learning targets or causing unbalance between the other skills listening and oral expression.

On the other hand, acquisition of tools for assessing and testing students' progress during tasks are implemented either formal or informally as part of a formative or summative evaluation process aiming both scholars and me to reflect on strengths and weaknesses.

In summary, if I define my teaching philosophy now, should I imply that education is the optimum tool for society to cope with incompetence of systems by our government and English language domain of learners and teachers' development must be consider as an important aspect in our lives.

Thus, we will be problem-solving citizens with a multicultural vision that allow us to promote respect and tolerance when interacting with others.

Contributing on the achievement in the academical and professional development of my L2 students is one of the biggest rewards in my teaching career.

1.2 Theory behind Teaching Practice and Identity

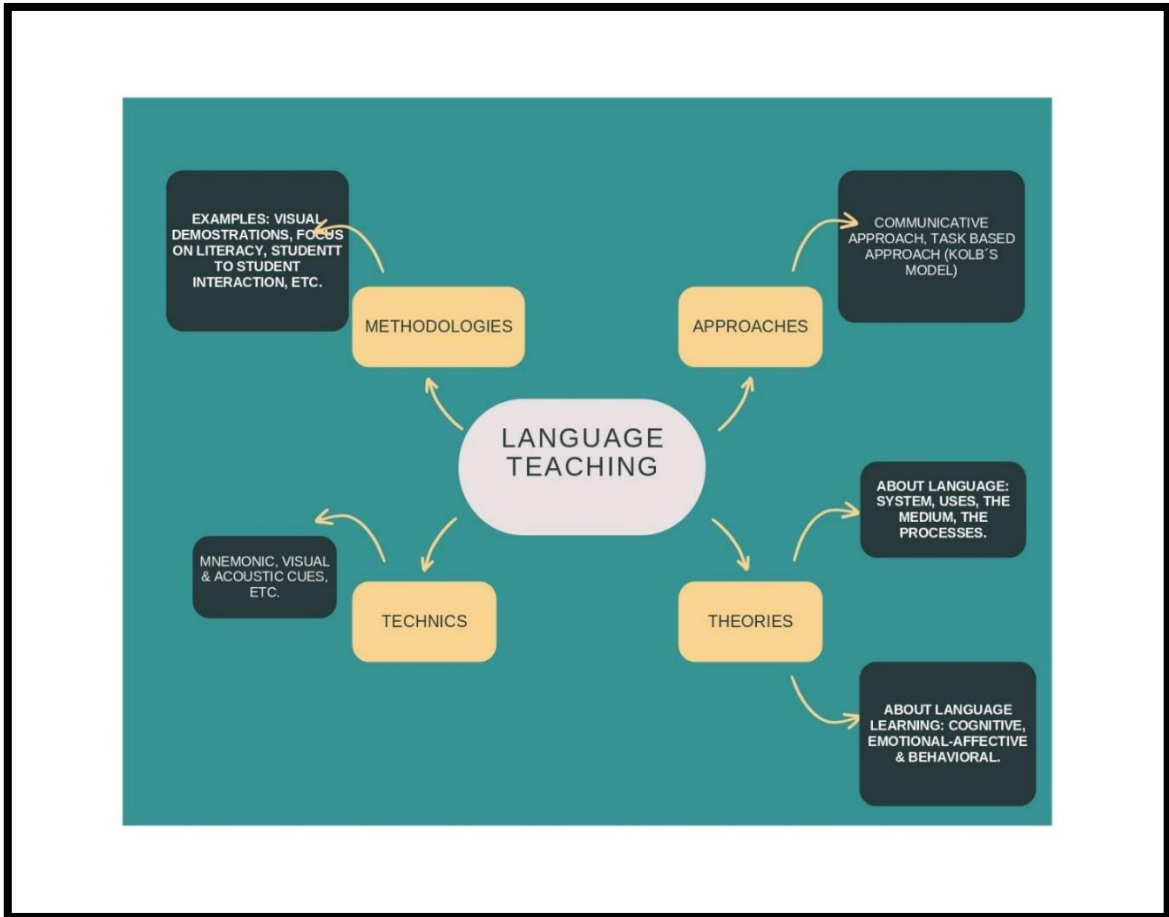
To explain the workings of different language teaching methodologies and approaches as well as techniques to achieve this, we must establish links between methodologies, theories about language and theories about language learning but, first we must understand what a language is for some experts:

By Saussure, “language is an arbitrary system of signs constituted of the signifier and signified”.

By Noam Chomsky, “the language is the inherent capability of native speakers to understand and form grammatical sentences. A language is a set of (finite or infinite) sentences, each finite length constructed out of a limited set of elements”.

By Wardhaugh, “A language is a system of arbitrary vocal sounds used for human communication”.

A display bellow of a mind map may guide us for better comprehension of Language Learning and links between theories.



Graphic 1: Language Learning Mind Map, by Claudia Mar

Broadening cognitive learnings about theories and approaches which also are going to be tried out in the classroom as part of strategies in my lesson planning as the final project of this Specialization, and as previously I was mentioned emphasis on Intercultural competence it is going to be the focus point for the topic we are learning alongside with the linguistic and communicative competence becoming my theoretical basis which are linking my methodology followed on activities that support cultural and multicultural awareness among students. Approaches taken from the use of social linguistics methods as mayor tool of communication resource to share ideas, emotions, knowledge and much more and in this particular lesson planning.

On the other hand, acquaintance from teaching-learning process and its elements (input, interaction, output, intake) are key now while I lecture, from those we all might focused on achieve same goals.

Linguistic competence

Language is one of the most important and necessary tools to communicate with others. Expressing what we are, feel or think is what define us as a social being. There are some descriptions of language that should be comprehended from its conventional use when is learnt, and there are also several theories to learn a Second Language (L2) as well like English which according to historical records it comes from the root of Proto-Indoeuropean linguistic family. And for now, it will be considered the target language for students who has need of engaging in meaningful interactions to express themselves whether in written or oralway. Success to do this, should be the result of the intake of a coherent framework with the process of language learning acquisition.

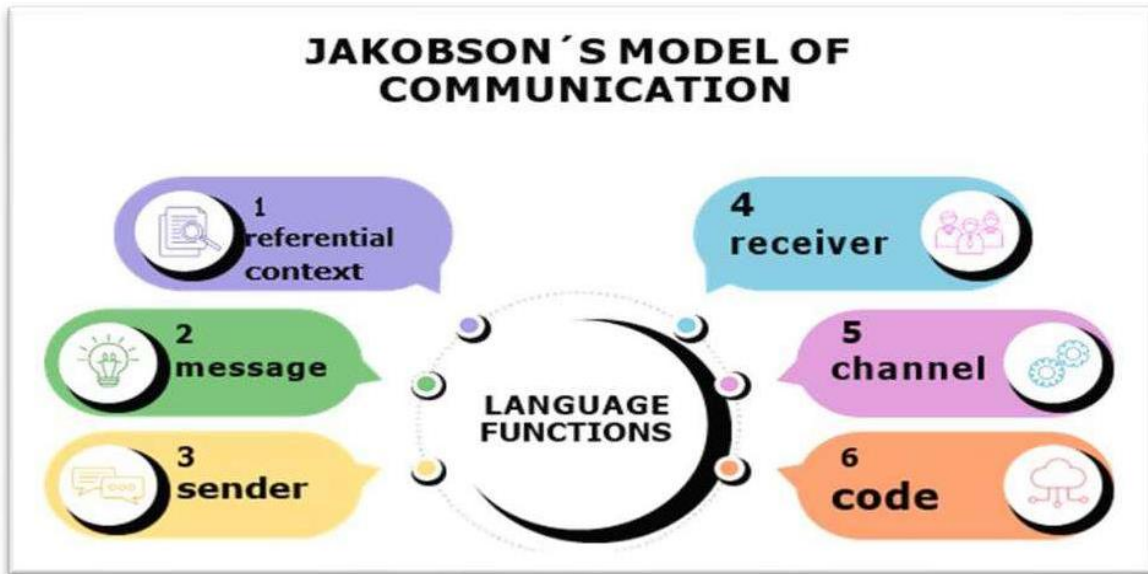
Linguistic competences are related to the use of language through the expression and interpretation of concepts, thoughts, feelings, facts, and opinions in order to perform oral and written discussions. Such interactions may take place in diverse social and cultural contexts, which will determine the characteristics of the language written or spoken, such as the grammar, pragmatic, and sociolinguistic characteristics. (The Role of Information Professionals in the Knowledge Economy, 2017).

In addition, I have enriched teaching practice acknowledging the Model of Form, Meaning and Use of the Language by Diene Larsen-Freeman defining three interconnected dimensions of the language: structure, semantic and pragmatic. Which aid me to organize content of topics to be taught according to school program. I am able to explain divergence between sounds and letters within the English writing system for example.

Communicative competence

Communicative competence typically refers to how well someone is able to communicate with others, though this can be elaborated upon and further refined in a number of ways. Three basic steps involved in it, which are planning communication, understanding how to communicate, and being able to communicate. This process includes two major components: the message used to deliver an idea, and the meaning that is actually delivered by that message. It is important for anyone who wishes to be able to communicate clearly, especially public speakers and people learning a second language communicate and being able to communicate. This process includes two major components: the message used to deliver an idea, and the meaning that is actually delivered by that message. It is important for anyone who wishes to be able to communicate clearly, especially public speakers and people learning a second language.

Often exists possibilities of miscommunication between people during their attempts to interact with others. Therefore, in real communicative processes that may occur, a model of communication should be performed. For instance, Jakobson's model of the functions of language is going to be analyzed for reading text and audio text as follow. Image below represents main elements of it:



Graphic 2. Principles of the Communicative Approach

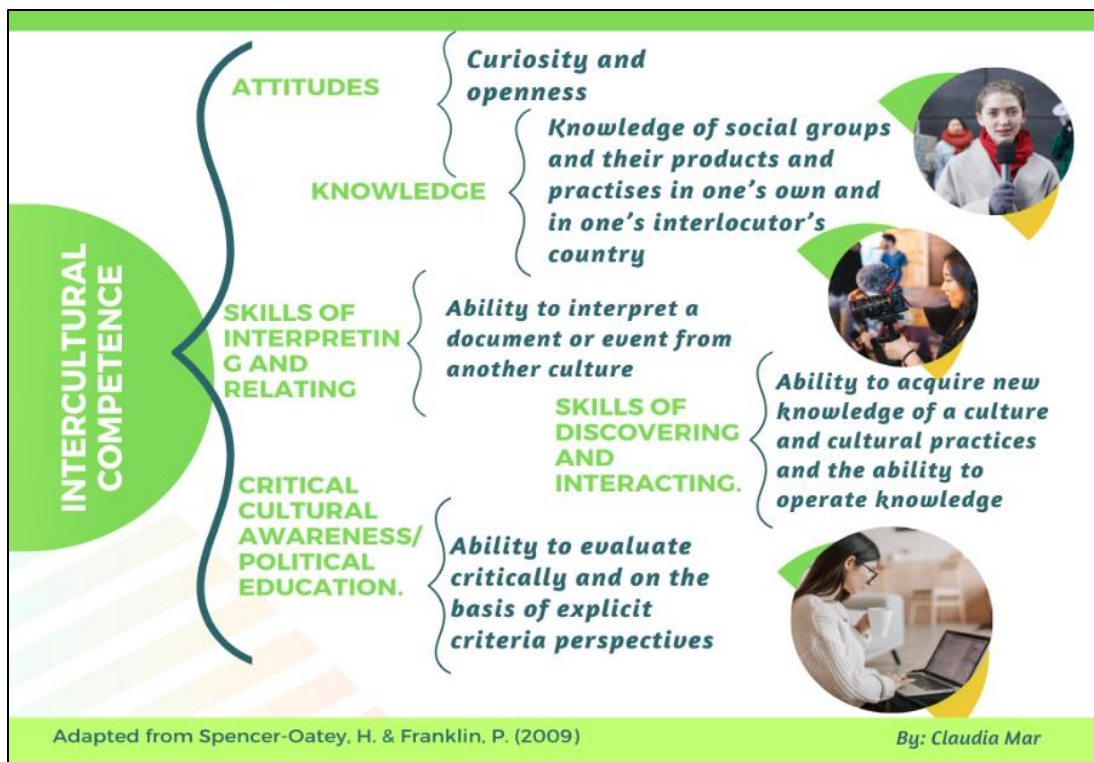
Not to mention, the fourth components consider on that communicative competence by Canale and Swain and much needed (linguistic, sociolinguistic, discourse and strategic) to reach the level of English proficiency focusing on syntactic accuracy learners' productions and helping me to grade their learning language acquisition too (EEIALE, Unit 1).



Graphic 3. Principles of the Communicative Approach

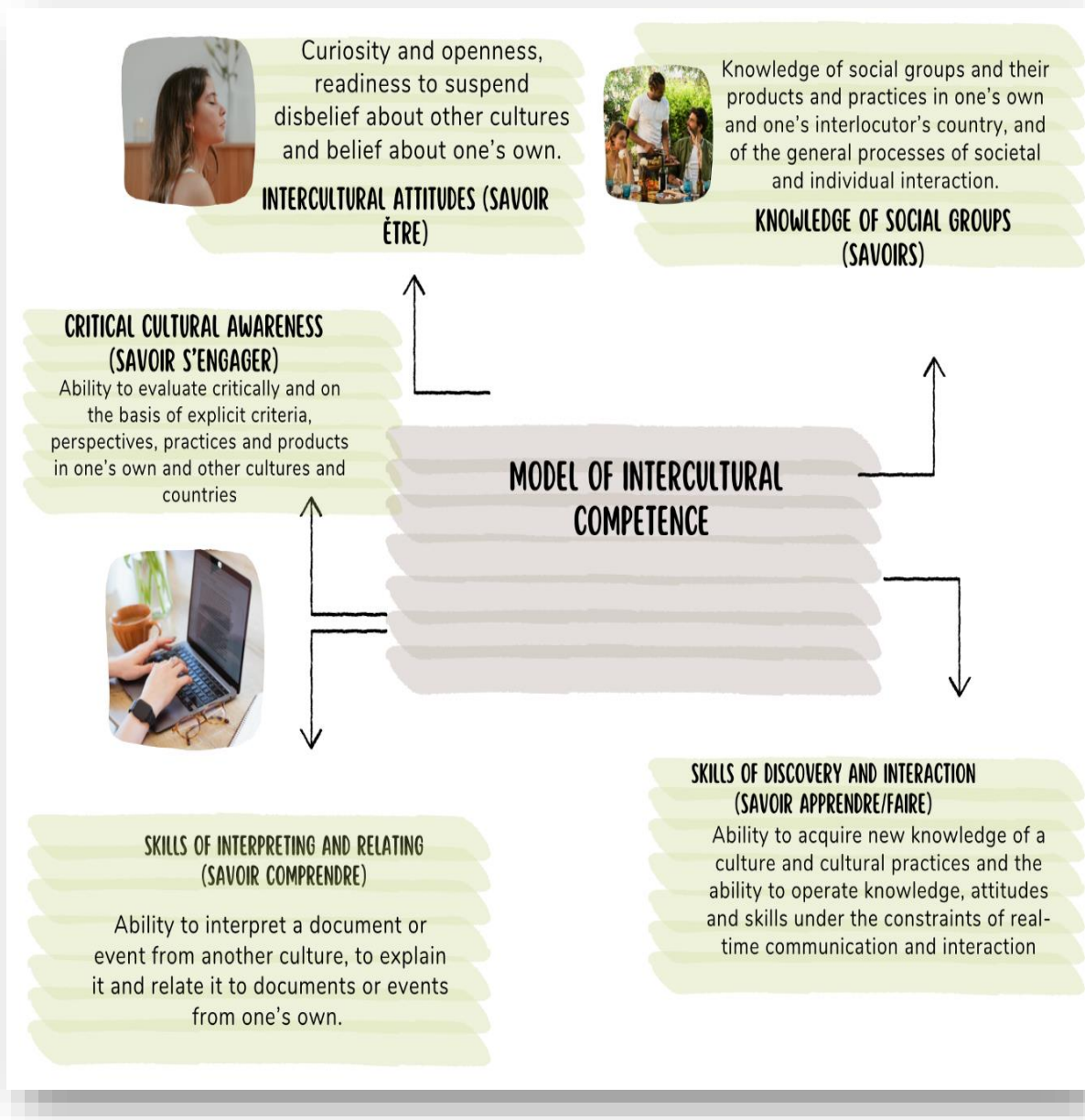
Intercultural Competence

Byram's conceptualization of intercultural communicative competence is represented with below table which it might help to understand broadly how sociocultural aspects of the community perform. It is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts.



Graphic 4. Byram's Intercultural Communicative Competence

Next image represents characteristics of intercultural competence models developed by the British language educator Michael Bryan, as presented in Byram, Gribkova, and Starkey related to the target language to be taught.



Graphic 5. Model as presented in Byram, Gribkova, and Starkey: Theories of Second Language Acquisition

<p>Intercultural Competence</p> <p>Attitudes.</p> <p>Knowledge.</p> <p>Skills of interpreting and relating.</p> <p>Skills of discovering and interacting.</p> <p>Critical awareness/political cultural education.</p>	<ul style="list-style-type: none"> • Curiosity and openness, readiness to suspend disbelief and belief about own culture and others. • Knowledge of social groups and their products and practices of one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction. • Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own. • Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction. • An ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products in one's own and other cultures and countries.
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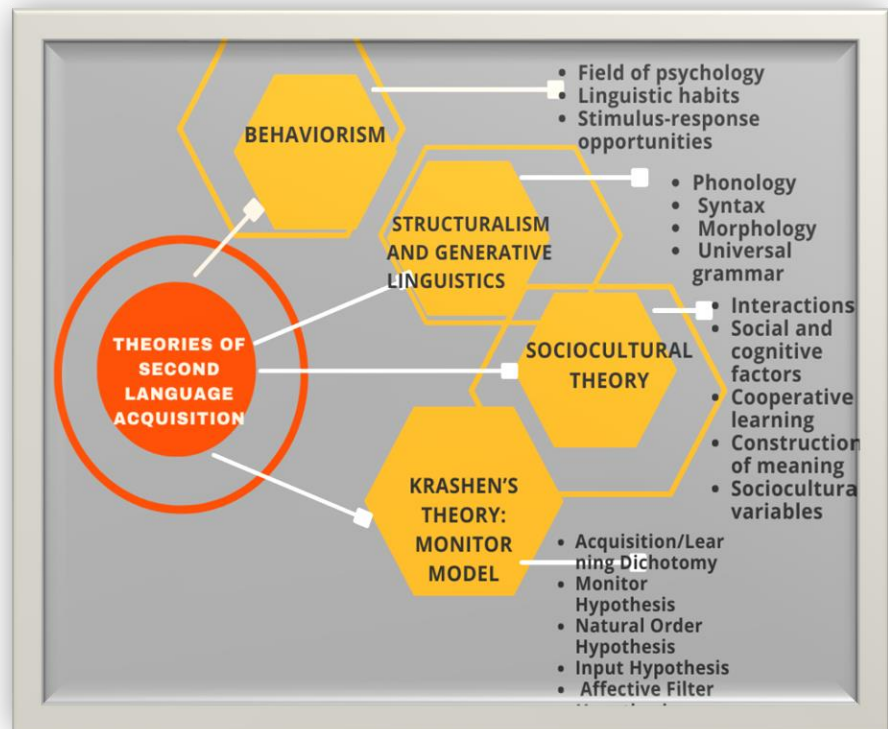
Table 1: From Byram's Intercultural Competence Model (EEAILE, 2023).

1.3 Second Language Acquisition Theoretical Basis

Basic Language Acquisition Concepts are the key elements to understand learning processes and how multiple psychological and emotional factors have impacted positively or not over this process. Then, a qualified teacher plays a relevant role to adapt best learning environment and include authentic material to promote interaction, active participation, and proper engagement during sessions among pupils yet performing accordingly to proven theoretical approaches to reach our linguistic target might be quite useful and necessary.

Exist some Second Language acquisition theories as well, here I may illustrate those belong to get a better interpretation.

Graphic 6. Theories of Second Language Acquisition by Claudia Mar



1.4 Rational Behind Activities

Just to review concepts we have that an approach in language teaching refers to the theoretical view of what language is and how is it can be learnt. It is a general way or form to teach based on some theories shape by a lot of researchers of scholars. Personally, I apply the Communicative Approach consisting mainly in encouraging student-student interaction with role-playing and collaborative tasks.

On the other hand, a methodology implies the practice in the classroom itself. It is the way of teaching language and a link between teachers' ideas and theories and

includes Design, Objectives, Syllabus, Activities, Roles of Teachers, and Learners so Materials and Procedure (slideplayer.com/slide/5662730/). In my classes I use a mix of generally four methods (eclecticism):

- The Communicative Approach: activities are guided by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials (<https://www.teachingenglish.org.uk/article/communicative-approach>).

Examples could be asking learners to give personal information about themselves which involve meaningful communication.

- The Task Based Approach: advantages of practicing TBLT are that it is suitable to learners of different ages and backgrounds, they are more exposure to target language, they are free to express themselves with vocabulary learnt and practicing grammar, form and meaning is the base of the interactions during tasks, evaluation takes a lot of importance in the learning process, set objectives, states linguistic features associated with the task, etc.
- Kolb's Model of Experimental Learning: aims to determine the learning styles of English. It divides 4 stages of learning cycle; **the concrete experience** refers to do something through experience engaging directly in real situations, **the reflective observation** which involves observing and noticing what happened to reflect on the experience, **the abstract conceptualization** based on making conclusion of the learning experience and **the active experimentation** implying a plan of trying out what has learned into new ideas to be tested.
- Krashen's 5 SLA theories: I adapted **The Affective Filter Hypothesis** which is a Humanistic Approach claiming that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition.

Stephen Krashen is an expert in linguistics, specialising in language acquisition and development theories. Much of his recent research has involved the study of non-English and bilingual language acquisition. Since 1970, his theory has dramatically impacted all areas of second language. It has constantly been a much-discussed issue with numerous hypotheses centred around it, including language acquisition theory or monitor model with its sweeping effects on language learning in classrooms around the world. (<https://www.ebcteflcourse.com/stephen-krashens-theory-of-second-language-acquisition/>). Initially based on 5 Hypotheses are explained next:

The Acquisition / Learning Dichotomy

It states that adults have two distinct and independent ways of developing competence in a second language. Learners produce language, they are drawing on their “acquired” knowledge. At the stage of production, learners are more concerned with conveying meaning than they are with focusing on grammatical form, (EEAILE Lesson 5, 2022).

Monitor Hypothesis

By monitoring (editing) their language production learners are able to modify their output. But the monitor cannot be used at all times. Can happen before speaking or writing, or after (self-correction), (EEAILE Lesson 5, 2022).

The Natural Order Hypothesis

Children acquire morphemes in a fixed and predictable order. If the learners have not yet acquired a simpler structure, they will not be able to acquire a more complex one or one that naturally comes later in child and adult L2 development. Learners will acquire structures in a specific and predictable order, (EEAILE Lesson 5, 2022).

The Input Hypothesis

Language is acquired through exposure to comprehensible input (written or spoken) and we want to expose our learners to materials that are neither too easy nor too cognitively challenging, but at a level that is challenging enough and that keeps our learners motivated, (EEAILE Lesson 5, 2022).

Affective Filter Hypothesis

When students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed to cannot be acquired. Yet, if students are comfortable and calm their filter is lower or their affective filter is down. In this condition, the language input that your students receive can be readily learned, (EEAILE Lesson 5, 2022).

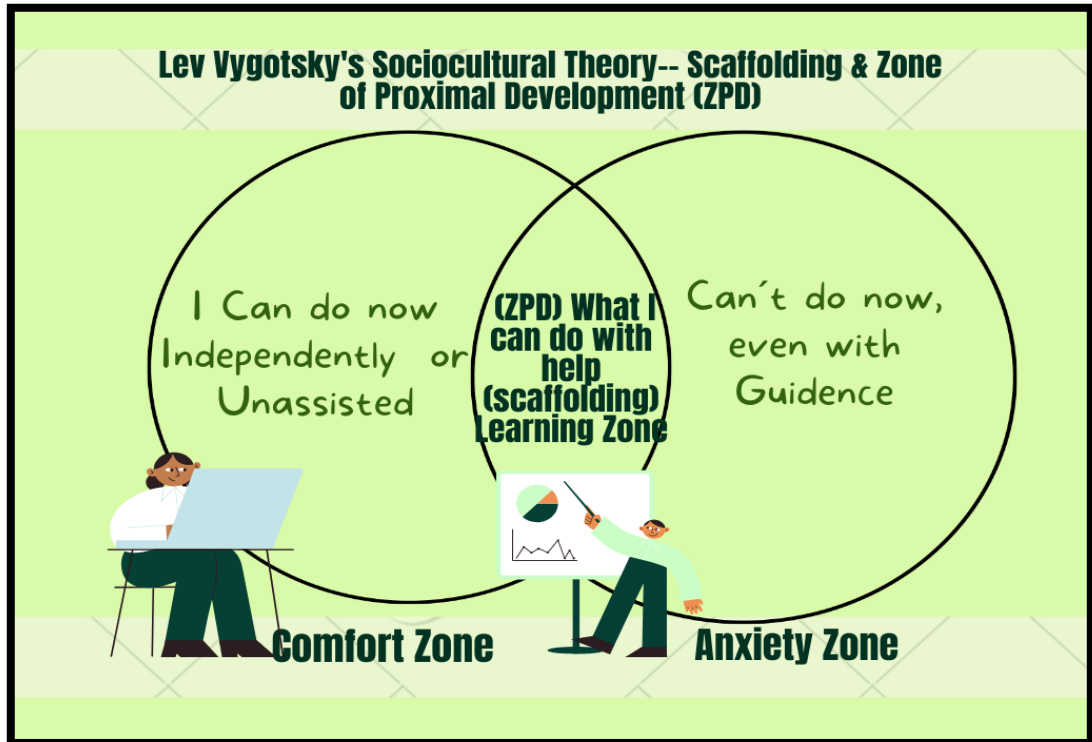
Table 2: Monitor Model by STEPHEN KRASHEN'S HYPOTHESES

- Zone of the Proximal Development (ZPD) by Vygotsky, the concept refers to the difference between a learner's ability to perform a task independently versus with guidance. (<https://examples.yourdictionary.com/zone-of-proximal-developmentexamples.html>):

The concept refers to the difference between a learner's ability to perform a task independently versus with guidance. This process is referred to as scaffolding.

Vygotsky's work regarding the zone of proximal development has contributed greatly to the field of education and is used in developing age-appropriate curriculum and teaching techniques.

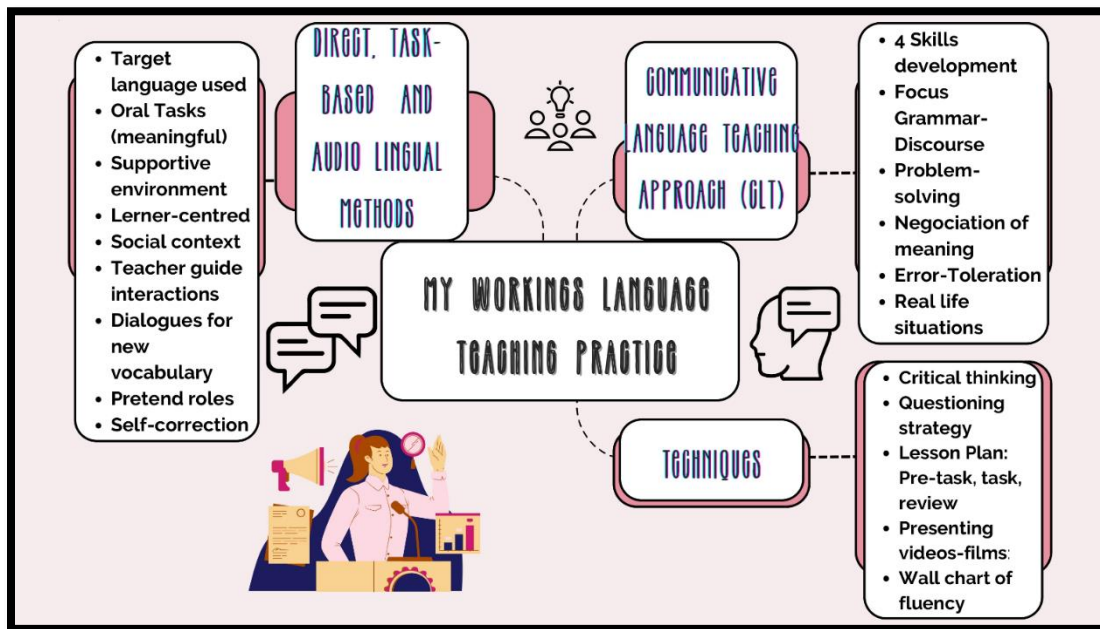
By understanding what children are able to achieve alone, as well as what they are able to achieve with assistance from an adult, educators can develop plans to teach skills in the most effective manner possible, giving students a gradual release of responsibility to perform tasks independently.



Graphic 7. Zone of Proximal Development by Vygotsky adapted by Claudia Mar

Aim in developing a deeper understanding of their unique needs, achieving better learning outcomes for students, embracing best practices. The techniques I use for activities include a lesson plan designed according to my student's context and school program.

Example of personal workings of different language teaching methodologies and approaches as well as teaching techniques applied on my current practice and the relationship between them.



Graphic 8. Application of Methods, Approach and Techniques in my Teaching Language Practice by Claudia Mar

CHAPTER 2: Methodology and Practice

2.1 Lesson Plans

Planning lessons is quite often challenging specially when within a short time I must cover main objectives following 3 stages which I describe next: I start with an **introductory activity** normally viewing an image, object, etc. and then launching some questions relating to them thus, I present the topic that will be worked. Sometimes, we might listen to something or reading a headline of a text could be a text too. During task activities or **Development Stage** of the session, I propose activities based on the communicative or task-based approach or project-based task allowing students to speak and interact actively to resolve a problem, expose a situation, etc. Alternatively, these activities we work all the abilities needed to use L2: speaking, reading, writing, listening, grammar and vocabulary. In the **Closure or Wrap Up Stage** of my lesson, I propose an evaluating activity such as an open

discussion to conclude or summarize topic or any exercise from their workbook like a gap filling, multiple choice questions, word ordering to build utterances, etc. After these exercises I ask students to tell me what was the most interesting, what they understood, if they have any comments or questions.

To evaluate my students, I usually propose speaking and writing task where students can show what they have learned, promoting self-assessments, awareness of what is happening during their own learning process and more.

Other contents are reliable and easy-going teaching to adapt in lesson planning which promote socialization and academic autonomy. Rather, promote a critical eye increasing comprehension of meanings and grammar on which my students have more limitations. That is why I am practicing specific teaching methods or approaches where students become central of attention as my high priority.

Reading Skill. Read the title of the article of unit 4 of their textbook aloud. Then point to the photo and ask what they can see. Tell students to skim the rest of the article to get a general idea. Ask a volunteer to state what the article is about in sentence one. Write the idea on the board. Remind students scan text for details.

Listening Skill. Play the audio and listen to two professional describing their jobs. Tell students to notice the pronunciation of them, questioning which utterance is spoken by a Spanish speaker and which one for an American English speaker. Talk about speaker's pronunciation and perform drills, encourage students to imitated too. Consider error-tolerance at any moment.

Speaking Skill. Put students into pairs to discuss question Does the school prepare you for the world of work? (a real-life situation). Give them time to jot down notes and ask them to share answers. Have them find another pair that shared similar ideas. Encourage students to be creative.

Writing Skill. During these lesson plans, the activity that will be evaluated and graded as a product(output) will be a Formal Letter for Suggestions containing information and overall vocabulary and composition tools acquired.

Students should consider who is writing to, why is he/she writing, what are the questions they want to ask, who is the sender, salute, and polite closing expressions. Explain writing styles, formal or casual. Brainstorm some of the differences. They deliver their outcomes through our Moodle Microsoft Teams.

Lesson Plan 1,2 & 3			
Teacher's name:	Miss Claudia Mar	Date:	July 04th, 2023.
Lessons' names:	1. Unit 9: All in a Day's Work 2. Unit 10: Remote Control 3. Continuation Unit 10: Remote Control		
Lessons' Objectives:	1. Students will learn concepts and language relating to describing jobs, as well as talk about the skills needed for a job. Reflect how people can use their professions to change the world around them. 2. Students will learn aspects related to technology and advances, the way can change people's lives in the world around and what the future of technology may bring such as Neuroscience. cons of an issue. 3. Once students learned aspects related to technology and Neuroscience, now they will practice useful talks about pros and cons of an issue. Recognizing grammar Past Perfect Tense they also will learn to write a Formal Letter Making suggestions to improve services applying technology on them.		
Topic:	1. Does the school prepare you for the world of work? 2. Listening Task and Oral Expression Activity. 3. Grammar Review (Past Perfect), Speaking Task and Writing Task.	Sessions length:	50 minutes each
Class Level:	Intermediate +2	Class profile:	24 students (7 girls and 17 boys), junior high school. 16-17 years old.
Language focus:	Vocabulary building and grammar structures. Listening for particular words or phrases. Repetition and substitution drills. Memorizing dialogues. Analysing cohesive devices. Learning to guess from context clues.	Language skills:	Reading Task, (a survey by deducing meaning from context, skimming, scanning, understanding text structure based on the bottom-up-top-down approach. Listening (TED TALK). Writing (formal letter of suggestions) and Speaking (Oral presentation).
Language function:	Describing jobs, as well as talk about the skills needed to work.	Intercultural	How people from different

	Describe, explain, discuss, suggest, list, compare, contrast, persuade, argue, justify, defend, critique, compliment, recount, retell, narrate, question, request, agree, and disagree.	topic:	countries can use their professions to change the world around them.
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Main Lesson Aims:

1. Series of Vocabulary building TASK about Depend Prepositions to move on to a READING TASK about an online survey asked working people around the world if school had prepared them for their jobs.
2. Vocabulary of technology, moving on to a Listening TASK crucial to notice and decode input on a TED TALK about How to Control Someone Else's Arm with Your Brain. Aspects technology and advances, the way can change people's lives in the world around. Reflecting what the future of technology may bring such as Neuroscience.
3. Looking to sides of an argument pros and cons. Review common past participle forms with regular and irregular. Structure of Past Perfect Tense. Formality and Politeness for writing a Suggestion's Formal Letter to improve services applying technology.

Materials and didactic resources:

- Microsoft TEAMS App. -White board
- Markers -CD player
- Projector -Laptop
- Speakers -Educational platforms
- Students workbook: **Perspectives 1 National Geographic Learning**

Lesson, Stage & Follow-up	Teaching-learning activities that conform the didactic sequence	Attributes of the generic and disciplinary multicultural competence which are promoted on the activities	Anticipated Problems	Possible Solutions	Time
LESSON 1. Stage 1 Warm Up- Launch activity Vocabulary Building	* The teacher will explain the students certain verbs are usually followed by a particular preposition and it can be placed between an object and preposition.	*Listens, interprets, and participates with ideas which are relevant to the context. *Students complete sentences with	Students' attitude, self-confidence, motivation to fulfil activities within the programmed time.	Always maintain a positive attitude with learners demonstrating care and respect. Consider multiple learners abilities.	15 minutes

<p>Stage 2 Pre-reading activity</p>	<p>Then the teacher will ask students: Have you ever seen or heard those verbs?</p>	<p>the correct dependent preposition from their workbooks.</p>	<p>Students might feel fear of making mistakes in speaking English language because of lack of vocabulary.</p>	<p>Allowing peer interaction and small group completion of tasks.</p>	
<p>SKIM-SCAN Activity</p>	<p>Teacher will show examples from their workbook pag. 108</p>	<p>*Students will firstly Scan the survey to get main idea. and then Skim to answer specific questions who said each one? comprehension tasks, picture identification tasks, etc.</p>	<p>Students might not comprehend text while reading loud, they are more concentrated in articulate properly rather than understanding.</p>	<p>The teacher will explain the meanings using simpler/easier words after reading comprehension on task using mimic or synonyms. Considering pause reading to small interventions to reflect upon text information.</p>	<p>15 minutes</p>
<p>Sequencing tasks</p>	<p>*Teacher will talk about careers and skills and interests of people that they might know.</p>	<p>* Students apply the bottom-up-top-down technic for understanding text structure.</p>	<p>Mismatched language levels among students.</p>	<p>Encourage Use of Home target Language.</p>	
<p>Stage 3 Post-Reading/Closure</p>	<p>*Teacher asks students looking at the photo of their book pag. 109. T asks them, would you like to work there? What would be a challenge of trying to work there?</p>	<p>*Students agreed on we can develop certain skills to apply for a good job in the future. To conclude they will redact a summary looking at the specific profile for each professional job according to survey results.</p>	<p>Fast finishers. Technology issues. Time management.</p>	<p>Start a vocabulary book of useful words.</p>	<p>15 minutes</p>
	<p>Teacher will ask scan the passage of a survey and some students will read loud different paragraphs of it and correct some pronunciation errors.</p>			<p>Fostering support and tolerance among them Helping to review peers activities Setting alarms for timing control</p>	<p>5 minutes</p>

Lesson, Stage & Follow-up	Teaching-learning activities that conform the didactic sequence	Attributes of the generic and disciplinary multicultural competence which are promoted on the activities	Anticipated Problems	Possible Solutions	Time
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LESSON 2.					
Stage 1 Warm Up- Launch activity	* The teacher suggests a brainstorm about familiar words related to technology.	*Listens, interprets, and participates giving words they know which are relevant to the context.	Listening activities quite challenging due to unfamiliar English accents, fast talking, etc. from speakers.	Support decoding first, systematically develop the processes related to successfully listening comprehension.	5 minutes
Stage 2 Pre-Listening Task/Scan-Skim Video and audio	*Then the teacher will ask students they are going to watch and listen Part 1 of a TED TALK. Summarize what they might hear. Tell them to preview sentences of 1-4 workbooks pag. 124 to see they can guess any answer.	*Students listen and afterward explain what theyhear about what Neuroscience study and how it can help people´s injuries.	Students might not understand some words or expressions from the video.	Promote Supportive Environment by explicit vocabulary instructions, Think-Pair-Share, encourage imitations, Start a phrasal book of useful expressions.	15 minutes
Stage 3 First Listening	*Pause the Talk periodically so students can write answer on their workbooks.	*Students will identify and underline reduced forms while listening the TED TALK such as gonna, wanna and hafta.	Students might not recognize some of pictures of the presentation. Bad Internet Connection. Audio problems.	The teacher will organize group in pairs and share a google drive link where they can get the video to play it on their smart phones.	15 minutes
Stage 4 Sequencing tasks	*Tell them to watch clips and listen for new words and phrases and choose a meaning by reading the quotes.	*Students will write true or falseand complete sentences with correct word pag. 124.	Students might feel fear of misspell a new phrases.		10 minutes
Stage 5 Post-Listening/Wrap up	*Play a part of the talk once with the audio turned off to just focus on what´s happening on the screen. Clarify answers.			Encourage students to play roles by performing tothe class (drills) conversation s or dialogues listen or watch beforehand.	5 minutes

Lesson, Stage & Follow-up	Teaching-learning activities that conform the didactic sequence	Attributes of the generic and disciplinary multicultural competence which are promoted on the activities	Anticipated Problems	Possible Solutions	Time
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LESSON 3.					
Stage 1 Warm Up- Launch activity	*The teacher tells students that regarding previous lesson they will carry on relate it to next activities:	*Students engage, interpret, and participates by answering questions accurately.	Students' attitude, self-confidence, motivation to fulfil activities within the programmed time.	Create conditions for oral interaction through group work, task work mixed with the conversational discourse is the use of fixed expressions.	5 minutes
Discussion	*Ask students What's a self-driving car? How do you think it works? Put them into pairs and give them time to discuss questions. Tell them to come up with as many pros and cons as they can based on the useful language suggested on workbooks pag. 126. Ask for a volunteer to share arguments.	*Students work collaboratively to start discussing topic.	Students might not understand teacher grammar explanation.	Teacher may ask another student who already comprehend the topic to explain for others.	10 minutes
Stage 2 Grammar Review	Subsequently explain grammar and usages of the Past Perfect Tense by reviewing some Past Particles verb forms from a list already given. Refers to pag, 107 to complete writing exercises. Check answers.	*Students helping each other to write sentences supporting main arguments about pros and cons. Using for instance, such as, like, etc.	Students might not be familiar to writing elements.	The teacher will explain the meanings using simpler/easier examples.	15 minutes
Stage 3 Pre-Writing activity	*Move on into a Writing Task choosing ideas from students to design a formal letter for suggestions about applying a new device for provide better services to users around the world. Ask to build a mind map with the components of the letter.	*Students will follow elements to write a formal letter: salute, introduce, mention successful examples, show emotional side, provide your suggestions, end with thanks for attentions and sign in.	Not internet connection to send homework. Mismatched language levels among students. Fast finishers. Technology issues. Time management.	Introduce Visual aids. Give options and send them via WhatsApp, etc. or present it in physic. More Teacher's Instructions to follow and conclude stages 4&5: *Ask students to present the format letter draft for final review. *Assign writing product for homework and give feedback by Microsoft TEAMS (school platform).	
Stage 4 Final draft- Writing		*Students will present a draft of the letter in class.			10 Minutes
Stage 5 Closure		*Students should submit their final writing letter by Microsoft TEAMS (school platform).			10 minutes

2.2 Tools to assess/test the progress of students

Once acknowledging differences among testing and assessing as the breaking point to address and adapt teaching practices that become meaningful for our student's development of competences in the acquisition of the target language.

Having stated that, intention for this assignment is to present an improvement in the design of activities and implementations of the four skills from previous lesson planning for our current students according to context and needs.

Also integrating evaluation tools of assessing and testing student's learnings within task carried out in the classroom with the intention of providing summative and formative marks for each of these activities in the lesson plan. Yet identifying strengths and weaknesses to succeed in our teaching and learning professional development.

Furthermore, a conscious analysis of professional performance as an English teacher that demonstrate competence to define features between language, language learning and language teaching will be mentioned in this assignment as the starting points of personal teaching identity.

On the other hand, due to different external factors that might affect the application of classroom tasks and in order to prevent possible problems by planning some optional activities will be considered as a plan of action to achieve objectives.

It is always a good idea to give students a rubric and explain them what is expected from them during a task, and which are the points they must fulfil in order to finish that activity successfully by the means of being evaluated or assessed.

When it comes to evaluation and assessment, I instruct to create production tasks (speaking and writing), which allow me to evaluate different skills in only one task. Frequently, students themselves might be doing a self-assessment on their learning process. To grade, I use rubrics because they are a scoring tool that evaluate a student's performance, understanding, and effort toward a certain skill or topic.

Generally, I make them both assessment's manners:

Formal: general-practical rubric 4 skills, beginning of each task, scores aligned directly with student grades.

Informal: at specific moments during the session, positive reinforcement, highlighting accuracy, use student-friendly language.

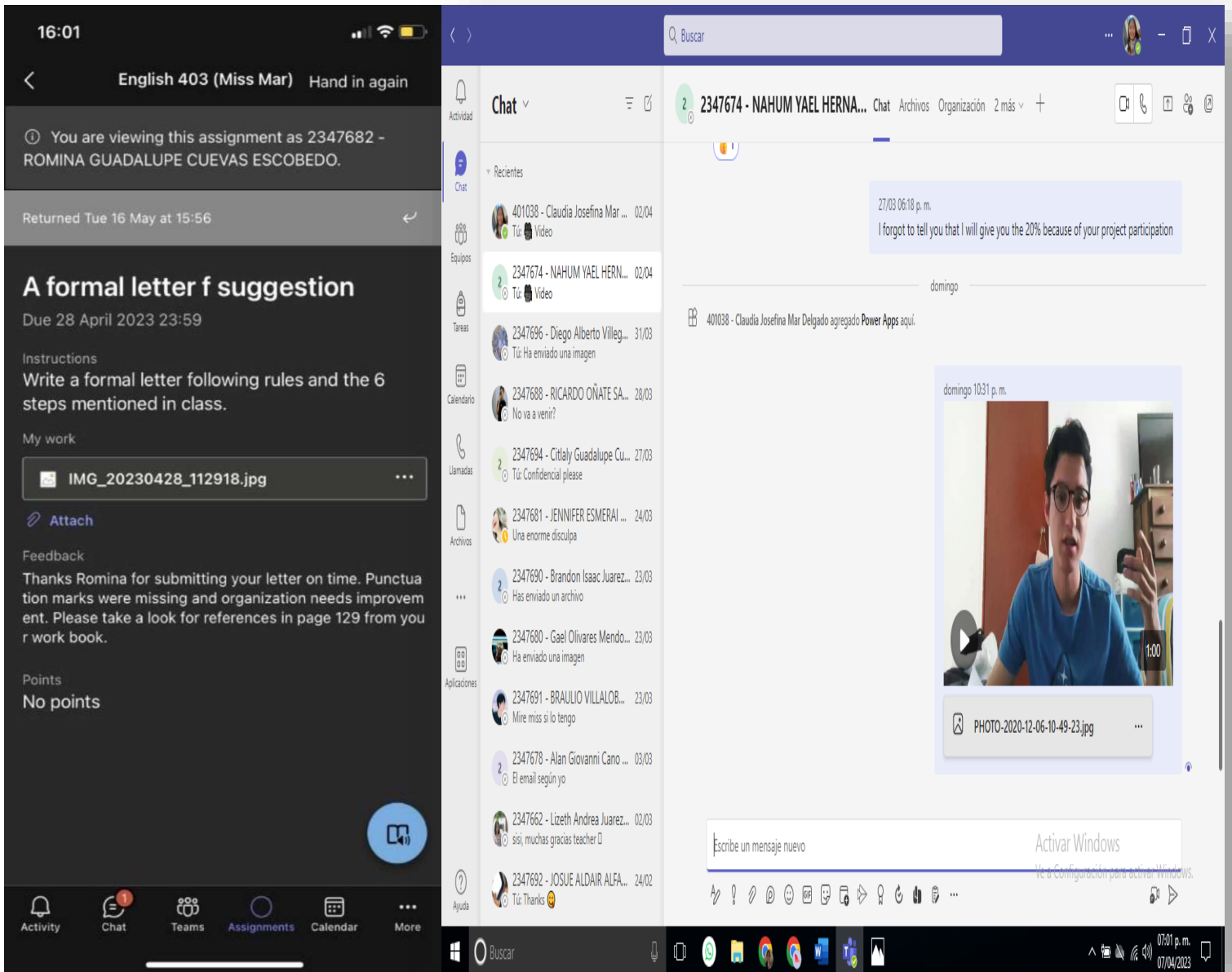


Image 1-2: Teacher's Informal Feedback

2.3 Material evidence

Here I display some images from the electronic and workbook material used

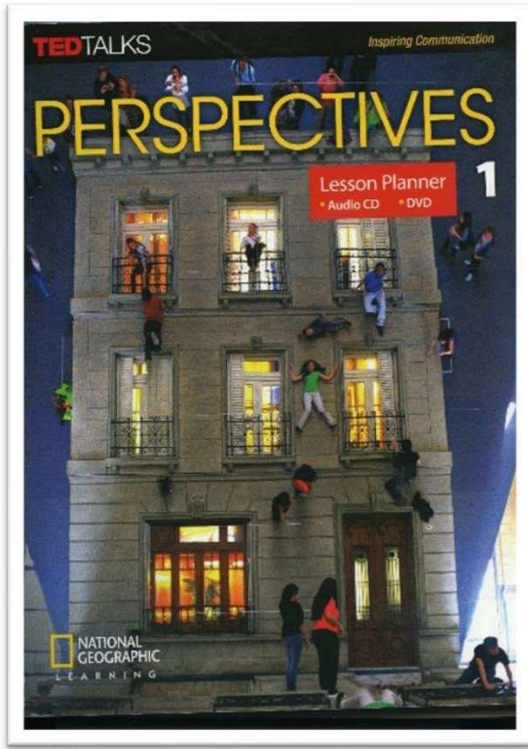


Image 3: Student's workbook

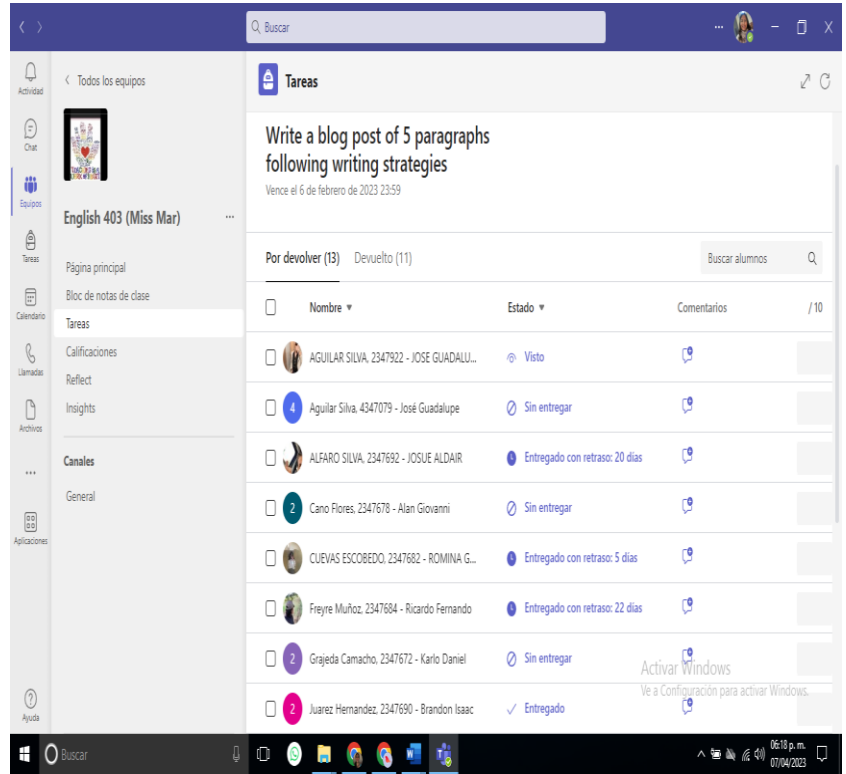


Image 4: Writing Task Microsoft Teams

during activities to develop abilities and competences needed to learn our target language by speaking, reading, writing, listening, focusing in grammar and building vocabulary.

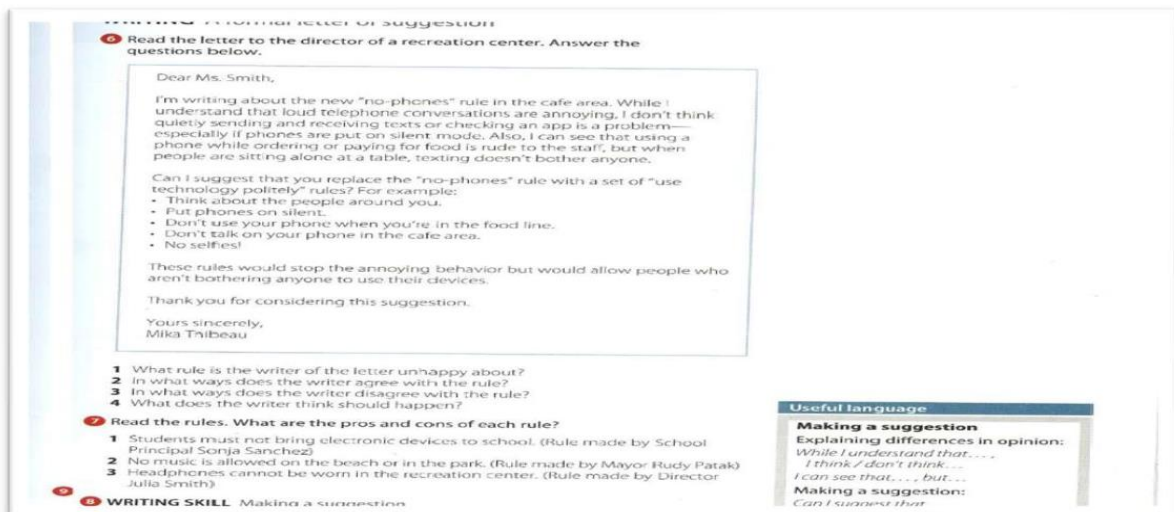


Image 4: Writing Task Student's workbook

9B What do you want to be when you grow up?

VOCABULARY BUILDING

Dependent prepositions

Certain verbs are usually followed by a particular preposition. These dependent prepositions are followed by a noun or pronoun.

We asked for help.

Sometimes an object can go between the verb and preposition. / borrowed a pen from him.

1 Read the Vocabulary Building box. Complete the sentences with the correct dependent preposition.

about for from on on to with with

- 1 He applied _____ a job in a bank.
- 2 I agree _____ the idea of leaving school early if you want to start working.
- 3 They graduated _____ high school last year and found work immediately.
- 4 How much money you earn depends _____ how many hours you work.
- 5 Elementary school provided me _____ a lot of practice developing my social skills.
- 6 She introduced me _____ her brother.
- 7 You don't have to decide _____ a career in high school, or even in college.
- 8 Did you forget _____ our appointment?

READING

MY PERSPECTIVE

Do you agree or disagree with this statement? Why? The main reason for going to school is to get a job.

1 Read the Tip. Then read the title of the survey. What are the three possible answers to the question in the title?

Texts sometimes contain different points of view on a single topic. Understanding the different points of view can help you form your own opinion about the topic.

1 Read the title of the survey. Which two writers...

- 1 answer No? 2 answer Yes? 3 answer Maybe?

1 Read the survey again. Choose the correct options.

- 1 Lydia says that most of her school subjects were useful / useless for her job.

- 2 Sophia thinks school developed her mind / study skills.
- 3 Daniela learned skills for her job at / after she left school.
- 4 Paul believes that school sports develop job skills / the body, but not the mind.
- 5 Danh says that you study a lot of subjects to prepare you for any possible career / discover what's interesting.
- 6 Aslan says that paramedics and firefighters don't learn their jobs at / don't usually finish school.

1 Read the sentences. Who said each one?

- 1 History helped me develop critical thinking skills.
- 2 History is interesting, but not useful for my job.
- 3 The most important thing you learn about in school is yourself.
- 4 I don't remember what I learned in school.
- 5 School teaches you basic skills before you learn special skills for your job.

CRITICAL THINKING Identifying tone

A writer's style of writing may affect how you feel about the subject. A pleasant or "warm" tone can make you like the writer. A negative or "cold" tone may make you want to disagree with them. A factual tone may consider more than one point of view and convince you to agree with the writer.

1 Read the Critical Thinking box. Then answer the questions.

- 1 Which of the writers has a negative tone? How can you tell?
- 2 Which of the writers has the warmest tone? Why?
- 3 Which two writers have a factual tone? How do you know?
- 4 Which answer do you agree with the most?

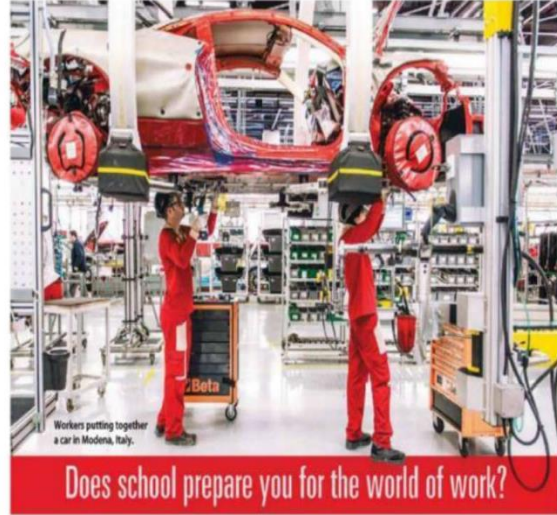
1 Read the responses below. Whose "No" answer is each one addressing?

- 1 I can see what you're saying. But the jobs you mention involve a lot of skills, not just one. In those jobs—and in your job—you need to be able to look carefully at situations and to solve problems, sometimes very quickly. Those are skills you practice in school.
- 2 I see what you mean. You learn facts at school, but that isn't the main reason for going. When you do schoolwork, you develop study and research skills, and you also learn to work with people in an organization.

MY PERSPECTIVE

Work in groups. Discuss the questions.

- 1 Think about the things you do at school. How do you think they prepare you for working life?
- 2 Which school subjects do you think will be the most and least important for your future work?



Workers putting together a car in Modena, Italy.

Does school prepare you for the world of work?

FOCUS An online survey* asked working people around the world if school had prepared them for their jobs. Here's what six of those people said.

If you want to be a software designer and build an app, you don't need to know about history, literature, or biology. When I applied for my first job, I hadn't learned any computer programming or project management skills. Learning facts about Ancient Rome and Ancient China was interesting, but I haven't used them in my job. —Lydia, software engineer

My grandmother once told me that at school she hadn't learned what to think, she'd learned how to think. I agree with her. When we study history, we learn about people, politics, mistakes in the past, and the history of great ideas. All of these things help us to understand our place in the world and to learn to think clearly. By the time I graduated from high school, I had definitely learned to think. My grandmother was right! —Sophia, lawyer

It depends on the type of job you want. If you want to be a teacher, then school is the perfect preparation. If you want to be a chef, school is a great start, but then you need something more—you need to learn all about

food. When I got my first job, my boss said it was the beginning of my education. —Daniela, chef

When you play soccer at school, you learn about the sport—the rules, how to move the ball, etc.—but you also learn about working with a team. In most jobs, you work with some kind of team. Playing sports at school definitely gave me a lot of teamwork skills. —Paul, manager

Most people don't become biologists, so studying biology may not be useful for your job, so in some cases, school doesn't prepare you very well. However, school introduces you to a lot of ideas and subjects. You probably need to study biology to discover if you are interested in it or not. School helps you learn what you like and don't like, and then you can decide on the right career. Until my math teacher told me I could become an accountant, I didn't know that job existed. —Danh, accountant

Not at all—or at least not for me. Does a paramedic learn to drive an ambulance at school? I don't think so. Does a firefighter learn to fight fires at school? Never. Sadly, for most jobs, you don't need to know the things you learn in school. I forgot about school when I started working. —Aslan, construction worker

*Comments adapted from Deloitte.org

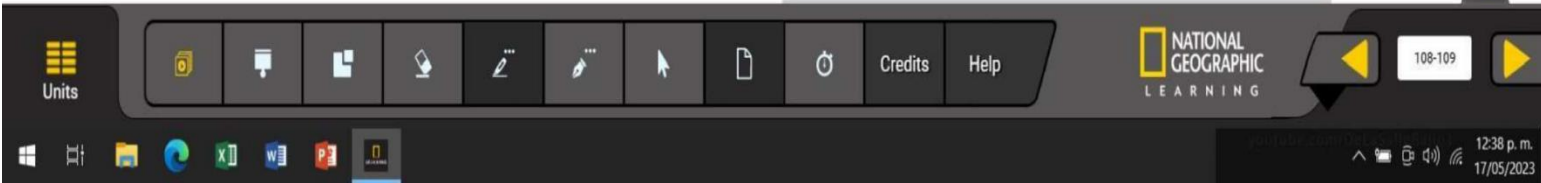


Image 5: Task activity workbook pages. 108-109



10D How to Control Someone Else's Arm with Your Brain

“You know, when you lose your free will, and someone else becomes your agent, it does feel a bit strange.”

GREG GAGE

Read about Greg Gage and get ready to watch his TED Talk.

AUTHENTIC LISTENING SKILLS

Reduced forms

When some words combine with *to*, some sounds are lost in speech:

- going to → gonna
- want to → wanna
- have to → hafta

1 Listen to parts of the TED Talk where Greg Gage talks fast. You will hear each section twice. Work in pairs. Try to write down what you hear. Check your answers below.

- 1 I want to do some demonstrations. You guys want to see some?
- 2 So now I'm going to move away, and we're going to plug it in to our human-to-human interface over here.
- 3 So now I'm going to hook you up over here so that you get the... it's going to feel a little bit weird at first.

2 Read the extract. Underline the expressions with *to* that you think will be reduced. Listen and check your answers.

So I just need to hook you up. So I'm going to find your ulnar nerve, which is probably right around here. You don't know what you're signing up for when you come up. So now I'm going to move away, and we're going to plug it in to our human-to-human interface over here.

3 Discuss in pairs. What do you think it would feel like to be controlled by a machine?

WATCH

4 Watch Part 1 of the talk. Choose the correct words to complete the sentences.

- 1 Neuroscience is / isn't usually taught in schools.
- 2 Twenty / Fifty percent of people have a neurological disorder at some time in their life.
- 3 You have 80 billion neurons / electrical messages in your brain.
- 4 When the woman squeezes her hand, we hear the sound of her arm / brain.

5 Watch Part 2 of the talk. Write true or false. Correct the false sentences.

- 1 The green lines on the iPad show the thoughts.
- 2 The signal from the woman's brain travels through the electrodes to the man's brain.
- 3 When the woman moves her arm the first time, the man feels nothing.
- 4 When the woman moves her arm again, the man's arm doesn't move.
- 5 When the woman's arm is moved by Greg, the man's arm moves.

VOCABULARY IN CONTEXT

- a Watch the clips from the talk. Choose the correct meaning of the words and phrases.
- b Look at the quote. What do the words *free will* and *agent* mean?

c Complete the sentences with your own words. Then discuss with a partner.

- 1 The most complex thing I know about is _____.
- 2 My teacher sometimes asks for a volunteer to _____.
- 3 An activity I want to try out is _____.

CRITICAL THINKING

Analyze how a message is delivered. Speakers can deliver a message in many ways. These include providing background information or facts, demonstrating an idea or technology, and comparing an idea or technology to another one. When watching a TED Talk, pay attention to how the message is being delivered. Think about why the speaker chose a certain method.

1 Greg thinks everyone should be able to use neuroscience technology. How does he deliver this message?

- a He explains that a lot of schools have bought his equipment and that students enjoy using it.
- b He gives detailed facts about how an iPad is able to show information about the brain.
- c He says that his equipment is inexpensive and demonstrates that it's easy to use.
- d He shows the audience that the man and woman aren't afraid of technology.
- e He compares his equipment to more expensive technology and says his is better.

2 Read the questions. Take notes.

- 1 How could this technology be used for good? Think of three ways.
- 2 Could it also be used for reasons that aren't good?
- 3 If you could use the same equipment, what experiment would you like to try? What do you think the results would be?
- 4 Is it important for new developments in communication technology to be available to everybody? Why?

3 Work in pairs. Discuss your ideas from Activity 2. Try to think about how your partner delivers his or her message.

CHALLENGE

Greg's talk shows one of the possibilities of neuroscience, which is science about the brain and nerves. Can you think of other types of science you would like to learn more about in school? Is there technology you would like to have access to—for example, sound or video recording technology? Weather-science technology? Computer technology? Something else? How could the technology be used in class? Make notes about your idea.

In groups of four, discuss your ideas. Choose one type of technology you would like to have for your school. Then present your idea to the class. Give reasons why this technology would be helpful to learn about.

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Image 6: Task activity workbook pags. 124-125

10E Who's in control?

USEFUL LANGUAGE

Talking about pros and cons
Looking at two sides of an argument.
On the one hand... but on the other hand...

Talking about pros
One good thing about (self-driving cars) is that...
(Self-driving cars) are good because...

Talking about cons
One bad thing about (self-driving cars) is that...
(Self-driving cars) can be a problem because...

SPEAKING Talking about pros and cons

- Companies are making cars that can drive themselves. Would you want to ride in one of these cars? Why?
- Listen to the conversation. What pros and cons of self-driving cars are mentioned?
- What pros and cons of self-driving cars can you think of?
- Listen again and check (✓) the expressions you hear. Then, in small groups, take turns talking about the pros and cons of the things below.
 - text messaging
 - social media
 - controlling someone else's arm with your brain
 - artificial intelligence
 - smartphones
- Work in pairs. Discuss the questions.
 - Does communication technology improve communication or make people communicate less?
 - Does self-driving car technology make the world safer or more dangerous?
 - Is technology good or bad for the environment?

Carmakers say self-driving cars are safer than traditional cars.



WRITING A formal letter of suggestion

- Read the letter to the director of a recreation center. Answer the questions below.

Dear Ms. Smith,

I'm writing about the new "no-phones" rule in the cafe area. While I understand that loud telephone conversations are annoying, I don't think quietly sending and receiving texts or checking an app is a problem—especially if phones are put on silent mode. Also, I can see that using a phone while ordering or paying for food is rude to the staff, but when people are sitting alone at a table, texting doesn't bother anyone.

Can I suggest that you replace the "no-phones" rule with a set of "use technology politely" rules? For example:

- Think about the people around you.
- Put phones on silent.
- Don't use your phone when you're in the food line.
- Don't talk on your phone in the cafe area.
- No selfies!

These rules would stop the annoying behavior but would allow people who aren't bothering anyone to use their devices.

Thank you for considering this suggestion.

Yours sincerely,
Mika Thibou

- What rule is the writer of the letter unhappy about?
- In what ways does the writer agree with the rule?
- In what ways does the writer disagree with the rule?
- What does the writer think should happen?

- Read the rules. What are the pros and cons of each rule?
 - Students must not bring electronic devices to school. (Rule made by School Principal Sonja Sanchez)
 - No music is allowed on the beach or in the park. (Rule made by Mayor Rauly Pataki)
 - Headphones cannot be worn in the recreation center. (Rule made by Director Julia Smith)

WRITING SKILL Making a suggestion

Now choose one of the statements in Activity 7 and write a formal letter with a suggestion about it. Use the language from the Useful language box. Follow the structure of the model. Make sure to do the following:

- Say why you're writing and explain the difference of opinion.
- Make a suggestion.
- Support your argument.

- Exchange papers with a partner. Check each other's work. Does it use the language and follow the model correctly?

USEFUL LANGUAGE

Making a suggestion

Explaining differences in opinion:
While I understand that... / I think / I don't think... / I can see that... but...

Making a suggestion:
Can I suggest that... / It might be possible to...

Supporting your argument:
(These rules) would stop... but would allow...

Image 7: Speaking Task workbook pags. 126-127

2.4 Generic Rubric


Also, I evaluate my learners progress with a generic rubric covering four skills plus attitude towards the class which I believe it keeps students from behaving well on their learning path.

The assessment ratings of students towards their attitude are significantly different from the assessment ratings of the other four traditional skills yet similar to performance-based assessment with the intention of promoting respect, tolerance, collaboration, active and positive participations trough the course and it defines my personal view to encourage rescue values that some students has neglected.

This kind of rubric contains criteria that are general across tasks and can be used for similar tasks or performances, yet and analytical rubric is used when criteria must be assessed separately.

Further, I use to reward with a diploma the best performances at the end of each semester to students with the highest scores from this rubric in order for them to feel motivated to keep it up their learnings.

GENERIC RUBRIC

	Excellent	Above Average	Average	Poor/ Incomplete	
	<u>10-9</u> Points Possible	<u>8</u> Points Possible	<u>7-6</u> Points Possible	<u>5-0</u> Points Possible	<u>Total</u> <u>Points:</u>

WRITING TASK	Well done! Uses structures correctly and well use of vocabulary. Rules of grammar, usage are followed. Correct Spelling.	Done! Presents few grammatical and spelling mistakes. Sentences could be clearer and more precise. Mistakes in the use of vocabulary.	Below standards. Present several grammatical and spelling mistakes. Unclear sentences leading to misunderstanding. Considerable vocabulary mistakes.	Presents numerous grammatical, and spelling errors.	Teacher Comments:
READING TASK	Can identify details from texts, interprets unfamiliar words from context	Identify main ideas and key points to unfamiliar reading passages	Can understand familiar words when they are used in familiar context.	Can identify main idea but cannot give details to support conclusions of the text.	
ORAL EXPRESSION	Delivery is natural and so fluent that the speaker.	Delivery is fairly fluent, apart from the odd occasion when the speaker has forgotten a word.	The speaker stops often to process what they are going to say next.	Delivery is stilted and faltering. listener has frequent problems recognizing what the speaker is trying to say.	
LISTEN/ Comprehension	Focuses attention on the speaker, make an eye contact, respond appropriately with silence, laugh and body language.	Demonstrate listening skills that contain some unfamiliar vocabulary without much difficulty.	Do not quite recognize the issue but I think I have an idea of what it's about.	Making few if any connections. Do not get it, it was too difficult to follow.	
ATTITUDE	Active and respectful participation.	Often engage in activities without problems.	Sometimes finish task with some difficulties.	Contribute little or nothing at all to the overall activities.	

2.5 Video of activities performed during class

To play the video (class demo) putting in action my lesson planning please click on the link to watch it:

CHAPTER 3: Experience Report

3.1 Outcomes

General Outcomes: predict meanings of unfamiliar words in familiar contexts using context clues, lexicon, syntax, use learned strategies to identifying the topic, the main idea, and supporting details to interpret short narrative or descriptive passages on familiar topics.

3 TYPES OF OUTCOMES:	LESSON 1	LESSON 2	LESSON 3
Language outcomes: (grammar, vocabulary and functions);	Students will learn concepts and language relating to describing jobs, as well as talk about the skills needed for a job. Reflect how people can use their professions to change the world around them.	Students should notice and decode input on a TED TALK about How to Control Someone Else's Arm with Your Brain. Then they will make a presentation about Neuroscience.	Recognizing grammar Past Perfect Tense as key part to write a Formal Letter Making suggestions to improve services applying technology on them. With elements as: salute, introduce, mention successful examples, show emotional side, provide your suggestions, end with thanks for attentions and sign in.
Receptive-productive skills: (reading/viewing, writing/representing, listening, speaking);	Redact a summary looking at the specific profile for each professional job according to survey results.	Students will identify and underline reduced forms while listening the TED TALK such as gonna, wanna and hafta.	Students engage, interprets, and participates by answering questions accurately.
Life skills: (rapport, empathy, social and emotional intelligence, etc.).	Positive attitude, self-confidence, motivation to fulfil activities within the programmed time. Tolerance and respect while students are reading with incorrect spellings or poor fluency.	Motivated to play roles by performing to the class (drills), conversations or dialogues.	Helping each other to write sentences supporting main arguments about pros and cons.



Image 8: Oral Task presentation.

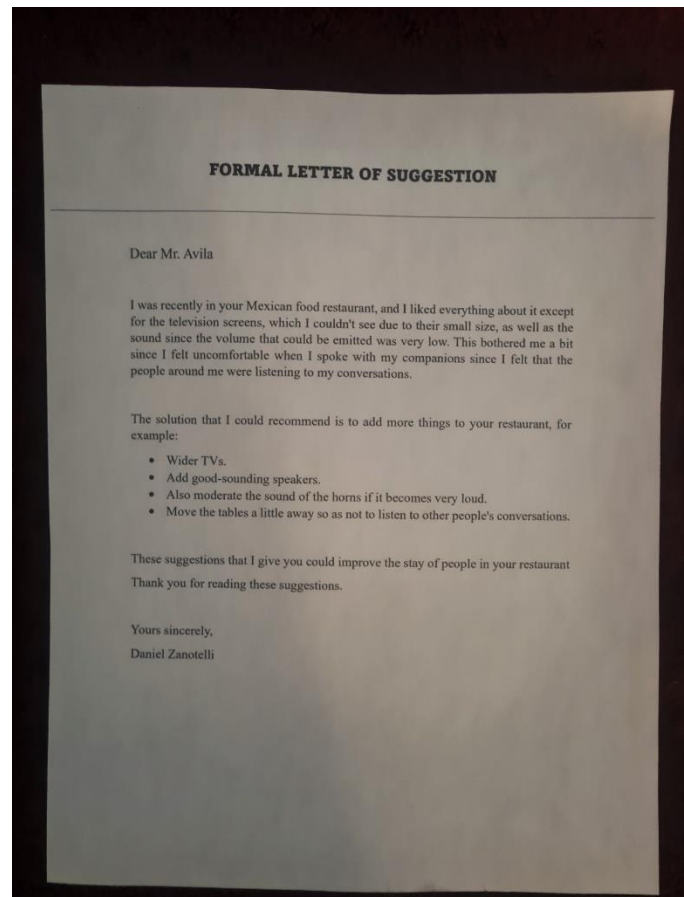


Image 9: Student's writing outcome

3.2 Report of results

In general, it is important to observe how the motivation of the learners play an important role in order to analyze and evaluate next results for the three lesson plans implemented.

On the other hand, I consider that these activities helped the students to develop the four English language skills, provide them with interculturality awareness from people of different countries by promoting empathy towards different cultures.

Lesson 1. Satisfactory results according to students informal throughout teacher's observation about interest, motivation, participation, and accurate responses of key questions for the reading task. Formal (formative and summative) assessment instrument was applied by testing text comprehension on the student workbook question's exercises. Achieving lesson's objective by 90% of successfulness but still considered "C" level (developing) based on my rubric for assessing reading where A level is advance and "D" level is beginners.

Lesson 2. Students could identify key words during the Ted Talk listening and watching video activity by activating aural strategies, activating squemata to remember words related to technology. They show a lot of interest to listen what the specialist was saying about a new way to control brain support medical treatment using high tech equipment. They even made a small individual presentation about it as shows in this image.

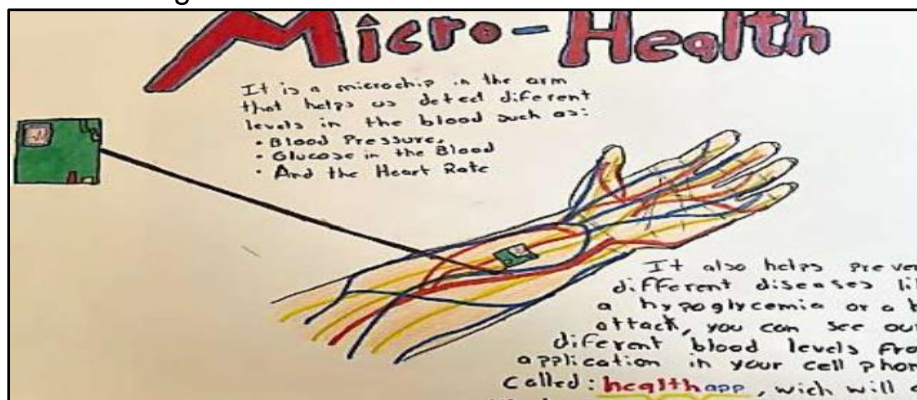


Image 10: Student's writing outcome

Lesson 3. Explaining grammar about the past perfect tense was a good exercise for students participate remembering previous knowledge and support them to write a formal letter to suggest some ideas implementing technology which might help the addressee to improve a service provided. This task engages learners significantly because found it quite handy in real life when we all want to receive a good attention

from a place which should always offers a good service within a nice atmosphere. Guiding stages during writing aid students to make proper draft to provide feedback to correct just a few aspects such a punctuation and coherence.

3.3 Areas of Improvement

To categorize the areas of opportunity that I have detected within my teaching practice after self-assessment and student’s feedback, and according to teacher’s role from the Richards and Lockhart descriptions I adapted their table as bellow shown (EEAILE 2023, Mod.1 Unit 3).

Table 3: Adapted from Richards and Lockhart (EEAILE, 2023).

Classroom management and organization	I follow a lesson plan which is linked with rules in the classroom to keep discipline and time control.
Teacher control	I respect and value each student whatever circumstance inside and outside of the classroom. Yet, we work with a chart record of good conduct displayed to be reviewed at all times.
Curriculum, content and planning	<p>Curriculum is followed according to La Salle school program, and I adapt it sometimes in case of change of activity. Combine the engaging content that National Geographic, with comprehensive learning activities that focus on the effective use of the English language in meaningful and productive activities, and all unparalleled in its visual presentation. The materials should include digital content to enhance the learning experience for you both in and out of the classroom.</p> <ul style="list-style-type: none"> • Read out loud or play audio versions of texts • Front load vocabulary and key concepts before reading • Provide a similar text in the student’s first language

	<ul style="list-style-type: none"> • Go beyond the textbook and include artwork, videos, guest speakers, stories • Slow down your speech • Give students an outline of the information
Instructional strategies	<ul style="list-style-type: none"> • Activities include converger's learning style adapting real life task to problem solve thinking and critical eye. Didactic resources are adapted with technologic devices. Become familiar with students' backgrounds. • Use examples that connect to their lives • Represent students' cultures with art, music and literature • Encourage students to tell stories in a variety of mediums: drawing, poetry, visual art, drama, essays, etc. • Ask students to speak and write about their lives regularly in casual, low-stress ways without forcing them to share
Motivational techniques	<p>Prizing students for their good notes is not as important as cheer them up and always listen to them when they are emotionally discouraged. Highlight's our strength and weakness to understand learning process rhythm. Krashen's Affective Filter Theory has been quite useful as well.</p>
Assessment philosophy	<p>Self-assessments work very well for my students, but I do evaluate four language skills set for their level. I must monitor student progress identifying levels of language proficiency, acquisition, and content learning.</p>



CHAPTER 4: Conclusions

Before I decide to become an English Language Teacher, I was not having an idea of the huge responsibility I was just about to put on my shoulders. Not only for the people I would find on my way for teaching but of myself for being main agent to transmit knowledge, to share ideas and emotions which might be an influence on different directions for those students even when my goals are to accomplish, they to become cognizant of our English target language.

During years of teaching practice among different Mexican systems of education, I used to assume the role of an instructor only. Probably just being a guidance to explain how and what to learn about English Language, but I was never coming across with the fact that I needed to study more deeply about my own native language Spanish and of course the target language English but with a theoretical perspective which explains models of teaching and learning processes in order to become a skilled and qualify English teacher. I did not realize that I was applying certain teaching approaches with my students because I never heard about them before. Plus, my teaching methodology was being performed randomly, just adjusting it to different school grades on which I was working with. Teaching techniques were built over merely assumptions of what I considered were meaningful activities for my students adapting sometimes context and sometimes not at all. I was only applying my subjective common sense to shape lessons aided by syllabus of the school programs and that was it.

I must say that I am more aware of how important is for a teacher go through a cognitive learning process to actually learn how to teach a language. Finding reasons in language theories and language teaching theories from the studies

made by linguistic scholars who provide understandings about features and arbitrary nature of language.

For instance, Structuralists explained that there is not a relationship between sounds or combinations of them to build up words or sentences, but realia. To sum up, studies contributed by Chomsky about rules applied to generate a sentence grammatically correct or not (syntactic) constantly reviewed in my lessons with students. Implementing classroom activities depending on the functions or use of the language analyzed by Halliday who defined those as Instrumental function to express a need, Regulatory to give instructions, Personal to share feelings or Heuristic function committed to environmental utterances, etc. Thus, I could shape lesson plans contingent to purposes yet adding variety and dynamism to the learning environment.

A part of those theories learned; I have also found the base of my English performances which is using the language in real life called social practice with Jakobson's and Hymens' Models providing teaching strategies of negotiation of meaning to develop communicative competences for social contexts with students.

It also made me taking into account of what kind of sources I have available to perform steadily in my teaching practices and how many of learning opportunities are reachable to be used within my students context and my own, which might include lesson plans better organized, didactic material well selected to use in the classroom including technology, development of communicative competences, relevant topics taught based on realia, respectfulness of own culture and others, awareness of being assessed to adapt methodologies more effectively and finally, the use of social linguistics methods as mayor tool of communication resource to share ideas, emotions, knowledge and much more.

Again, mentioning how technology has made a big impact to facilitate the process to learn a L2 yet to access to more content about different cultures and our own one. For instance, I often include trendy and aural tasks by adapting availability of technological resources provided by the school where I am currently working.

What I would do better in my teaching practice? It could be examining if these skill tasks have been applied accordingly and consistently for learners acquire their English Language competence at the level which is expected or whether activities should be changed and adapted to avoid standardization and cover real student's context.

Therefore, reviewing lesson plans consciently every step involved to gain better results and make the most to improve opportunities areas such as time control in the classroom, didactic exercises and routines which must be selected for their level of competences and cultural references relevant for learners.

CHAPTER 5. Appendixes And APA References

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5.2 Declaration Letters

July 04th, 2023.

I, Claudia Josefina Mar Delgado, declare that the following **Final Project: “Describing jobs: Professions may change our world”** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged. I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References “ included at http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~www/fhb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work,

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infraction that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.

http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

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TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

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Claudia Josefina Mar Delgado



A 04 del mes de Julio de 2023

Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Coordinación de Posgrado

PRESENTE

Me dirijo a usted en carácter de autor del presente trabajo académico que sustenta el título Final Project: “Describing jobs: Professions may change our world” declarando que es una producción personal, donde no se ha copiado, replicado, utilizado ideas, citas integrales e ilustraciones diversas, obtenidas de cualquier tesis, obra intelectual, artículo, memoria, (en versión digital o impresa), sin mencionar de forma clara y exacta su origen autor, conforme los lineamientos del Manual de Publicaciones de la American Psychological Association, en su última edición en español.

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ATENTAMENTE

FIRMA

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