



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA
PROJECT BASED METHODOLOGY IN THE TEACHING
OF THE ENGLISH LANGUAGE
TRABAJO RECEPCIONAL

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

PRESENTA:

GABRIELA MORA RENTERIA

ASESOR: ELIN EMILSSON INGVARSDOTTIR

México, DF. a 11 de Junio de 2023.

TABLE OF CONTENTS.

Introduction	3
Chapter 1: Philosophy and Theory.....	4
1.1 Teaching context, identity and philosophy.....	4
1.2 Theory underlying mi teaching practice.....	8
Chapter 2: Methodology and Practice.....	12
2.1 Lesson plan (link the video).....	15
2.2 Assessment instruments.....	17
2.3 Attached evidence.....	25
2.4 Evidence.....	26
Chapter 3: Experience Report.....	29
Chapter 4: Conclusions	31
References.....	32

INTRODUCTION.

The project-based methodology and how transversal work favors the development of skills in both, students and teachers. For students, this methodology fosters the development of key skills, such as research, teamwork and effective communication. It also gives them the opportunity to explore their interests and passions, which increases their intrinsic motivation towards learning. On the other hand, teachers experience a change in their facilitators of learning, which allows them to personalize education to the individual needs of students.

Is based on the premise that projects are an effective way to integrate different disciplines and promote multidimensional learning. The projects provide students with the opportunity to apply theoretical knowledge in real situations, encouraging critical thinking, problem solving and the development of practical skills.

In the project based methodology, students become protagonist of their own learning. They are presented with a challenge or problem to solve, and from there, they must investigate, plans collaborate and make decisions to reach a solution.

This implies the integration of different areas of knowledge and the use of various tools and resources, thus promoting critical thinking, creativity, communication and teamwork.

A project in this context can take different forms: from the creation of a product or service, the resolution of a conflict or the design of an investigation, to the organization of an event or the realization of an artistic work. The important thing is that students are actively involved in all stages of the project, from conceptualization to the final presentation going through the collection of information, analysis, synthesis and evaluation of the results.

This methodology has numerous benefits for the students it, gives them the opportunity to apply what they have learned in real situations, which help them better understand and remember the concepts. In addition, it allows them to develop transversal skills such as problem solving, decision making, effective communication and time management. Likewise it promotes intrinsic motivation and a sense of autonomy, since students are responsible for their own learning and feel more committed to the results.

CHAPTER 1: PHILOSOPHY AND THEORY.

1.1 Teaching context, identity and philosophy.

The educational context can be defined as a series of elements that favor or hinder the teaching-learning process of students, especially the interaction of the teacher with the students taking into account both physical and ethical factors.

Taking into account the above, I will make a brief description of the teaching context in which I currently find myself.

The General Secondary No. 191 Octavio Paz is my work center, is located in the municipality of Ixtapaluca, State of Mexico, has an enrollment of 433 students enrolled, 152 of first grade, 150 of second grade and 131 of third grade. It has two buildings where the 18 groups are distributed, 6 for each grade. Students are between 12 and 13 years of age, their family context is in most cases dysfunctional. It should be noted that they do not have access to technology since their socioeconomic level is low.

We work with the 2011 and 2017 curricula. The level of English taught is the basic, from A1 to A2 and only in some cases the student can be inserted in level B1. This school year I will work with first grade students where elementary vocabulary, greetings, verb to be, trades, occupations, professions, interrogative words, personal pronouns, countries, cardinal numbers, among others; designing activities that allow students to identify a problem of social relevance that leads them to investigate, develop critical thinking, work

collaboratively, develop effective communication and find a way to solve this problem by applying what they learn in a second language developing the four English language skills: speaking, reading, listening and writing.

The graduation profile of a high school student handles 11 traits:

- Language and communication
- Mathematical thinking
- Exploration and understanding of the natural and social world
- Critical thinking and problem solving
- Socio-emotional skills and life project
- Collaboration and teamwork
- Coexistence and citizenship
- Artistic appreciation and expression
- Attention to the body and health
- Care of the environment
- Digital skills

Our teaching system aims for the student to have a comprehensive education that allows them to have the necessary skills to solve situations in their daily lives.

Language teaching theory.

The theories of learning with which I use during my teaching practice is the one mentioned by Vigotsky who refers that students learn better in a social environment that allows them to understand the ideals more quickly.

According to my experience I have been able to realize that the emotional part considerably affects the teaching-learning process of a student so it is something that we can't leave aside if we want them to have meaningful learning. I believe that students should learn in terms of communicative competence rather than linguistic competences.

The social practices of language play an important role since they are the different forms of social relationship that are carried out in the variety of areas and communicative contexts through interaction and from language allow it to be given a more concrete and practical meaning.

It should be noted that it is extremely important to make an understandable output, that is, that students learn to use what they have learned, so they will have to be motivated for this purpose.

There are a number of factors that could hinder the learning process of a foreign language. The teacher's task is to combine various factors in the best way so that the achievement of learning is carried out; some of the factors are:

- Age: during English language classes, it is necessary to have concentration, so it is not the same to work with 10-year-old students who are more easily distracted and lack the ability to concentrate, than with adults.

- Motivation: when it comes to learning, both a language and any type of thing is a very important factor. We all know that the greater the motivation, the greater the effort and persistence, and therefore, the better results.

- Personality: diversity exists, so not all people have the same characteristics when learning a second language, so the learning process can vary.

- Attitude: it plays an important role in the acquisition of a foreign language as the student presents a positive attitude towards learning, it will be easier for the teacher to enhance that ability and develop it in those students who do not have such a developed ability to learn the language.

- Aptitude: the student is capable of memorizing elements and associations, knowing the relationship between words, analyzing the language they are studying grammatically and knowing how to internalize the phonology and phonetics of the second language.

Teaching philosophy.

Teachers are the main source of oral information that the student has within a classroom dealing with a second language.

According to my experience I consider that our way of learning was good, but it was the teacher who had total control of the class, that is, the teaching was focused on the teacher.

Choosing on a certain approach or method is an important task since we have to know that there is no one that is perfect for teaching a language in a class. As a teacher, you need to develop the skills necessary to combine different approaches in order to meet the needs of the students you intend to teach. By choosing different aspects of the different teaching methods, which is my case, it could be said that my teaching philosophy is eclectic since it allows me to use the most appropriate approaches and techniques that meet the learning needs of my students.

Eclectic philosophy is a current that seeks to combine and synthesize different philosophical currents, adopting elements from each one to form a more complete vision of the world. Its flexible and open approach promotes integration and adaptability, recognizing the diversity and complexity of the human experience.

Today I commune more with the philosophy where the student is the center of educational process, we must make a diagnosis that allows us to know our students and that way we can plan the activities that prioritize the fundamental learning in the subject of English, in the same way, this will allow the student to be autonomous and much more reflective and allows him to communicate correctly in the English language.

Identity.

My identity as a teacher is shaped by various factors and characteristics that define my teaching practice. These aspects may include:

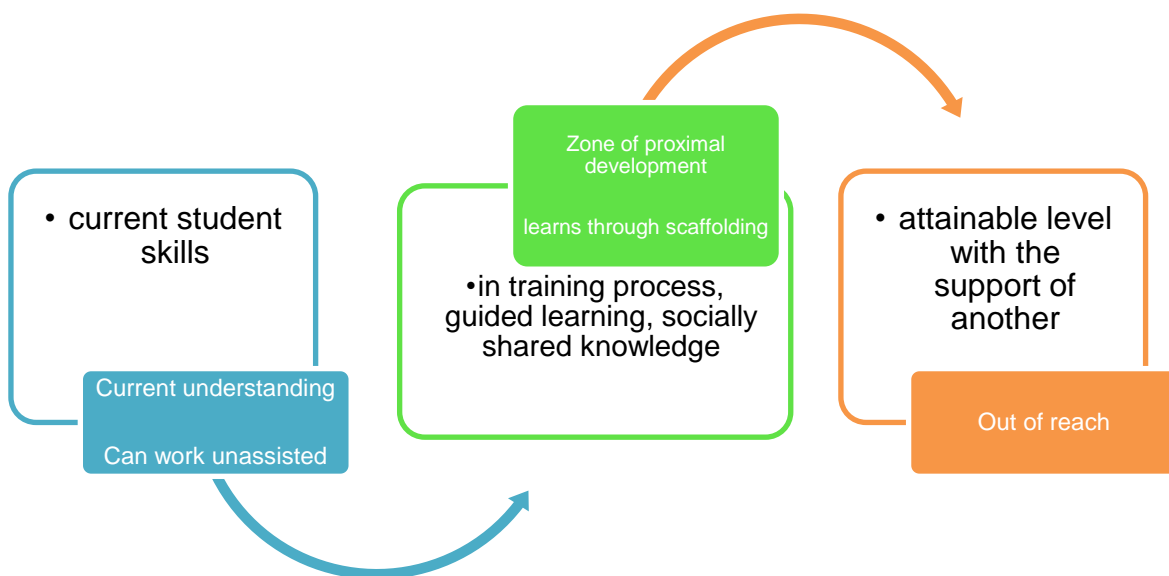
1. Linguistic competence: is essential to effectively transmit language knowledge and skills to student.
2. Pedagogical knowledge: possess sound pedagogical knowledge, including teaching and assessment strategies, effective lesson planning, adaption of materials and resources, and the ability to differentiated instruction based on student needs.
3. Passion for the language and culture: Genuine passion for the English-speaking language and culture. This passion will be reflected in my enthusiasm for teaching and ability to motivate students learn the language and explore the English-speaking culture.
4. Intercultural sensitivity: since teaching English involves encountering different cultures and perspectives, as a teacher I have to be sensitive and respectful towards cultural diversity.
5. Communication skills: being an effective communicator in both English and the students' native language, explaining concepts clearly and concisely, actively listening to students, facilitating communication between students and providing constructive feedback.
6. Adaptability and creativity: since each group of students is unique, I must adapt the teaching to the needs and individual learning to keep students engaged and motivated.

1.2 Theory underlying mi teaching practice.

Lev Vygotsky's learning theory, known as the sociocultural perspective, holds that learning is a socially and culturally mediated process. According to Vygotsky, the cognitive development of an individual occurs through interaction with their social and cultural environment.

Vygotsky emphasizes the importance of the zone of proximal development (ZPD), which refers to the gap between what a student can do independently and what they can achieve with the help of a more competent tutor or peer. It is in this zone where significant learning occurs. The most competent tutor or partner provides support and guidance to the student, providing them with tools and knowledge that allow them to advance in their cognitive development.

Diagram explaining the concept of the Zone of Proximal Development as Vygotsky stated it.



A key concept in Vygotsky's theory is scaffolding. Scaffolding refers to temporary, adjusted support provided to the student to help them solve problems or perform tasks beyond their current level of proficiency. As the student gains skills and knowledge, the scaffolding is gradually removed, allowing the student to become more autonomous in their learning.

Another relevant aspect of Vygotsky's theory is the role of language in cognitive development. Vygotsky argues that language plays a fundamental role in the acquisition of knowledge and in the regulation of thought. Through language, individuals internalize and elaborate concepts, and communicate with others to construct shared meanings.

Vygotsky's theory also highlights the importance of culture in learning. According to him, knowledge is not universal or objective, but is influenced by the cultural context in which it develops. Culture provides individuals with cognitive tools, such as symbols, concepts, and techniques, which are used in the process of learning and problem solving.

The theory proposed by Krashen, also known as the Monitor Theory, is currently one of the most relevant in the process of acquiring a second language, where two systems are combined: acquisition and learning.

Within the hypotheses of this theory we can find the following:

- The hypothesis of the natural order of acquisition: this indicates that the students of a second language are learning the grammatical structures in a predictable order. (From Castro, 2009).
- The monitor hypothesis: highlights the role of the individual who acquires a second language through their mistakes. Regarding this, Contreras (2012) affirms that "conscious knowledge of grammatical rules (learning) also has one (and only) function: to act in the production of statements as a monitor, a corrector, modifying them if they do not agree." with the learned rules" (p.124).
- The comprehensible input hypothesis: this hypothesis states that the student will acquire a second language provided that the inputs of information that he receives are of a higher degree than the one he already has. Regarding this input process, Contreras (2012) states that "the acquisition of a second language will only occur if the learner is exposed to samples of the target language (inputs) that are slightly beyond their current level of proficiency. linguistic competence" (p.129)
- The affective filter hypothesis: highlights the importance of the emotional factor of the student of a second language. When it is down, it will allow the student to acquire knowledge without difficulty, while if it is up, it will not be acquired.

There are several approaches to teaching the English language, among the most prominent and useful are:

- **Grammatical-Translation Approach:** This approach is based on the teaching of grammar and the translation of texts as fundamental components of language learning. It focuses on structural analysis and grammatical rules, and on translation between the native language and English.
- **Auditory-Oral Approach (Audiolingual):** This approach focuses on the development of listening and speaking skills through repetition, memorizing dialogues and linguistic patterns, and intensive practice of pronunciation. Language acquisition is sought in a similar way to how children learn their mother tongue.
- **Communicative Approach:** This approach focuses on the practical and functional use of language. Oral and written communication in real situations is emphasized, and the development of listening comprehension, oral expression, reading and writing skills is encouraged. It is sought that students are able to communicate effectively in real contexts.
- **Task-Based Approach:** This approach focuses on the completion of meaningful and authentic tasks as a means of language learning. Students engage in hands-on activities and projects that require the use of English to achieve a given goal, allowing them to practice the language in a contextualized and relevant way.
- **Communicative-Interactive Approach:** This approach is based on active interaction between students and the use of language in authentic contexts. The development of communicative competence is emphasized, which includes linguistic, sociolinguistic and pragmatic aspects. Students are expected to become competent and effective users of English in real communication situations.
- **Cognitive Approach:** This approach focuses on the development of cognitive skills and learning strategies. Critical thinking, problem solving,

reading comprehension, and written expression are emphasized. Students are actively involved in the learning process, reflecting on their own strategies and language performance.

CHAPTER 2: METHODOLOGY AND PRACTICE.

2.1 Lesson plan.

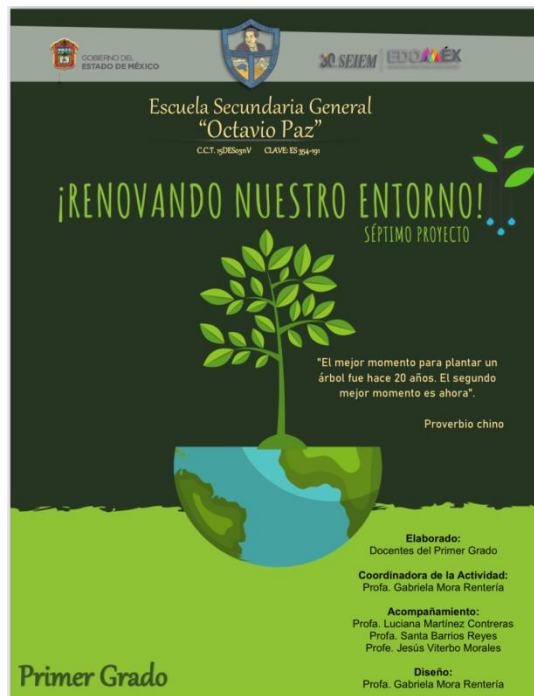
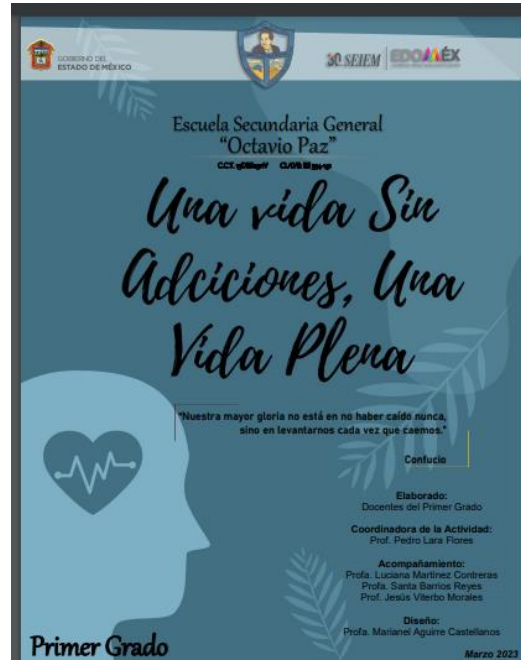
Didactic planning is a dynamic and flexible process that requires adapting to the needs and characteristics of students, as well as specific educational contexts. By carrying out careful planning, the teacher can facilitate meaningful and effective learning in the classroom.

Project work is a didactic strategy that consists of an articulated set of activities to solve one or several context problems (family, social, work, cultural, scientific, artistic, professional, ecological, sports, etc.).

For the design of the project we must consider the following axes:

ESSENTIAL AXES	
Title.	It shows the identity of the project and helps to approach it.
Result of learning.	These are the goals to achieve in the performance of the students.
Context problem and product to be achieved.	It is a need to be resolved in the local or global context.
Mainstreaming.	Articulation of the project with other areas or disciplines.
Anticipated activities and support resources.	They are the actions that are going to be developed in the project to address the problem, obtain the expected product and achieve the learning results.
Evaluation instrument.	Tool to analyze, provide feedback and improve the product of the project.

Example of project work. How to choose topics of social relevance.



Planning.

The design of the project implies a series of aspects to consider, above all that the activities are aimed at the significant achievement of learning. The steps for the development of the project are:

- ✓ Diagnosis
- ✓ Planning
- ✓ Execution
- ✓ Socialization

The socio-formative projects must solve a problem in the current context, the teacher must create pleasant learning environments that encourage the student's autonomous work and that allow them to apply what they have learned by solving the problem in question.

For the development of planning, the student's previous knowledge must be analyzed, knowledge managed, contextualized, applied and socialized, always taking into account the three key moments of planning: beginning, development and closing.

Adequate planning should promote the development of English language skills, they refer to the skills and knowledge necessary to communicate effectively in English.

The four language skills are: listening comprehension, speaking skills, reading comprehension and writing skills.

It is important to highlight that these competencies are not developed in isolation, but are interrelated and mutually reinforcing. To have a complete command of the English language, it is essential to develop and improve all these skills in a balanced way.

LESSON PLAN

Week from February 20 to 24.

Teacher. Gabriela Mora Renteria

Grade: 1°	Group: A,B,C,D,E,F	Subject: English	Week: 1
------------------	---------------------------	-------------------------	----------------

Topic: How I feel, I act.		
Fundamental Learning: Select and Read Information.		
Sesión 1	Sesión 2	Sesión 3
BEGINNING	BEGINNING	BEGINNING
The teacher begins by brainstorming what they know about the values. Ask them to take out their notebook and their project.	The teacher, play a video for students to watch the name "FRIENDS" on YouTube. The students get the main topic.	Instruction: Listen to the "Friends song".
DEVELOPING	DEVELOPING	DEVELOPING
<p>Answer the questions. Universal values end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity.</p> <ol style="list-style-type: none"> 1. What are the human values? 2. What values do you practice 3. What does the value of respect mean? 4. What does the value of honesty mean? 5. What does the value of responsibility mean? 	<p>Instruction: Fill in the missing words https://youtu.be/CY8E6N5Nzec "Marshmello & Anne-Marie – FRIENDS" You say you I _____ me, I say you crazy We're nothing more than _____ You're not my lover, more like a _____ I _____ you since we were like ten, yeah _____ mess it up, talking that shit Only gonna push me _____, that's it When you say you love me, that make me _____ Here we _____ again Don't go _____ at me with that look in your eye You really ain't going away without a _____ You can't _____ reasoned with, I'm done being polite Haven't I made _____ obvious? _____ I made it clear? Want me to spell it out _____ you? F-R-I-E-N-D-S Don't _____ it up, talking that shit Only gonna _____ me away, that's it _____ you got no shame? You looking insane Here we go again</p>	<p>Instruction: order the lines. Work in pairs.</p> <p style="text-align: center;"><i>Friends</i></p> <p>Haven't I made it obvious? <input type="checkbox"/></p> <p>Haven't I made it clear? <input type="checkbox"/></p> <p>Want me to spell it out for you? F-R-I-E-N-D-S <input type="checkbox"/></p> <p>Have you got no shame? You looking insane <input type="checkbox"/></p> <p>Turning up at my door <input type="checkbox"/></p> <p>It's two in the morning, the rain is pouring <input type="checkbox"/></p> <p>Haven't we been here before? <input type="checkbox"/></p> <p>Don't go look at me with that look in your eye <input type="checkbox"/></p> <p>You really ain't going away without a fight <input type="checkbox"/></p> <p>You can't be reasoned with, I'm done being polite <input type="checkbox"/></p> <p>I've told you one, two, three, four, five, six thousand times <input type="checkbox"/></p> <p>Ooh ooh, ooh ooh <input type="checkbox"/></p> <p>Ooh ooh, ooh ooh <input type="checkbox"/></p> <p>Don't mess it up, talking that shit <input type="checkbox"/></p> <p>Only gonna push me away, that's it <input type="checkbox"/></p> <p>When you say you love me, that make me crazy <input type="checkbox"/></p> <p>Here we go again <input type="checkbox"/></p> <p>You say you love me, I say you crazy <input type="checkbox"/></p> <p>We're nothing more than friends <input type="checkbox"/></p> <p>You're not my lover, more like a brother <input type="checkbox"/></p> <p>I know you since we were like ten, yeah <input type="checkbox"/></p>
CLOSING	CLOSING	CLOSING

<p>Match the value with its definition. Use a dictionary if necessary</p> <table border="1"> <thead> <tr> <th>Definitions</th> <th>Values</th> </tr> </thead> <tbody> <tr> <td>Moral quality that drives a person to act righteously, fulfilling their duty and in accordance with morality</td> <td>1. Honor</td> </tr> <tr> <td>Opposes fights, lawsuits and arguments, and uses reflection and dialogue to resolve conflicts and build loving and creative relationships</td> <td>2. Freedom</td> </tr> <tr> <td>Mutual collaboration between individuals</td> <td>3. Goodness</td> </tr> <tr> <td>Is ethical, fair and honest</td> <td>4. Justice</td> </tr> <tr> <td>Ensures the right of every citizen, regardless of their social class, place of residence, sex, race or religion, to demand the same treatment, the same opportunities and the same obligations in the face of the same situation.</td> <td>5. Equality</td> </tr> <tr> <td>Faculty and right of people to responsibly choose their own way of acting within a society.</td> <td>6. Love</td> </tr> <tr> <td>Feeling that leads us to have meaning in our lives and to be at peace, full of tranquility, joy and satisfaction</td> <td>7. Solidarity</td> </tr> <tr> <td>To do good and action that indicates being good</td> <td>8. Bravery</td> </tr> <tr> <td>Acts decisively and firmly, facing their fears, concerns and doubt.</td> <td>9. Friendship</td> </tr> <tr> <td>Is a feeling agreed with another person, where trust, comfort, love and respect are sought</td> <td>10. Peace</td> </tr> </tbody> </table>	Definitions	Values	Moral quality that drives a person to act righteously, fulfilling their duty and in accordance with morality	1. Honor	Opposes fights, lawsuits and arguments, and uses reflection and dialogue to resolve conflicts and build loving and creative relationships	2. Freedom	Mutual collaboration between individuals	3. Goodness	Is ethical, fair and honest	4. Justice	Ensures the right of every citizen, regardless of their social class, place of residence, sex, race or religion, to demand the same treatment, the same opportunities and the same obligations in the face of the same situation.	5. Equality	Faculty and right of people to responsibly choose their own way of acting within a society.	6. Love	Feeling that leads us to have meaning in our lives and to be at peace, full of tranquility, joy and satisfaction	7. Solidarity	To do good and action that indicates being good	8. Bravery	Acts decisively and firmly, facing their fears, concerns and doubt.	9. Friendship	Is a feeling agreed with another person, where trust, comfort, love and respect are sought	10. Peace	<p><i>Mention what you thought of the video.</i></p>	<p><i>Everyone will sing the song.</i></p>
Definitions	Values																							
Moral quality that drives a person to act righteously, fulfilling their duty and in accordance with morality	1. Honor																							
Opposes fights, lawsuits and arguments, and uses reflection and dialogue to resolve conflicts and build loving and creative relationships	2. Freedom																							
Mutual collaboration between individuals	3. Goodness																							
Is ethical, fair and honest	4. Justice																							
Ensures the right of every citizen, regardless of their social class, place of residence, sex, race or religion, to demand the same treatment, the same opportunities and the same obligations in the face of the same situation.	5. Equality																							
Faculty and right of people to responsibly choose their own way of acting within a society.	6. Love																							
Feeling that leads us to have meaning in our lives and to be at peace, full of tranquility, joy and satisfaction	7. Solidarity																							
To do good and action that indicates being good	8. Bravery																							
Acts decisively and firmly, facing their fears, concerns and doubt.	9. Friendship																							
Is a feeling agreed with another person, where trust, comfort, love and respect are sought	10. Peace																							
<p>Materials and resources: Project, notebook, dictionary, pens, pencil, rubber.</p>	<p>Materials and resources: Project, notebook, dictionary, pens, pencil, internet, mobile device.</p>	<p>Materials and resources: Project, notebook, dictionary, pens, pencil, recorder or speaker.</p>																						
<p>Evaluation instrument:</p>	<p>Checklist</p>																							

This is another way to design and plan the activities that the students will develop during their project.

The topic is: A life without addictions, a full life.

GOBIERNO DEL ESTADO DE MÉXICO
SEIEM EDOMEX

Segunda Lengua I Inglés

Aprendizaje esperado:
✓ Comprende el sentido general e ideas principales y detalles.

SEMANA 1

Actividad 1, 2 y 3
Asignatura: Segunda Lengua I Inglés

Instruction: Read and select the correct answer, circle the correct letter.

- Any chemical substances that causes a change in a person's physical or psychological state.
a) over the counter b) medicine c) drug
- Any effect that is caused by a drug's intended effect.
a) intervention b) side effect c) happiness
- A gathering in which the people who are close o a person who is abusing drugs try to get the person to accept help by relating stories of how his or her drugs problem has affected them.
a) intervention b) addiction c) drug
- Any substances, other than food, that alters the function of both the mind and the body.
a) pizza b) drug c) Liquid
- When a person's body has become used to the effects of the a drug or medicine and needs a greater amount to be effective.
a) Tolerance b) craving

22

GOBIERNO DEL ESTADO DE MÉXICO
SEIEM EDOMEX

2. Instrucciones: Read the following vocabulary and write it in English.


1.-incapacidad	9.-enfermedad crónica o progresiva
2.-abstención	10.-consumo de sustancias.
3.-perdida	11.-incapacidad irreversible
4.- control	12.-muerte prematura
5.-impulsos	13.-drogas, alcohol
6.-deseo	14.- rehabilitación
7.-ancia	15.-cerebro
8.-relaciones interpersonales.	16.-neurotransmission.

3. Instrucciones: Make pictures with brains

Normal brain.

Addicted brain.

23



SEMANA 2

Actividad 4.5 y 6
Asignatura: Segunda Lengua I Inglés

4.-Instrucciones: Read the sentences and complete with the word in english.
 Addiction is characterized by

- 1.-Inability to _____ abstinence. (mantener)
- 2.- _____ of impulse control. (pérdida)
- 3.- _____ of recognizing the consequences derived from consumption (dificultad)
- 4.- _____ in interpersonal relationships (respuestas emocionales).
- 5.- _____ or craving for sustance use. (deseo intenso)

5.-Instruccions: Read the text and select words in the appropriate colum.

Adolescence can be a time of making irrational, impulsive decisions. It can be a time of living in the now, without consideration for the consequences that may follow. As a result, it is a time in which many teens try drugs and alcohol for the first-time. The average age of substance use initiation is between 13 and 14 years old.

This is a harrowing reality to face. It is difficult to believe that our youth are developing dangerous, addictive habits at such an early age, especially right under our nose. We want to believe it is just a phase. We want to blame experimentation, or the other kids at school for our children's early drug use. The last thing we want to uncover is that our children are in danger.

Diffcult - dangerous - Want - harrowing - children - danger - kids - alcohol - try - result -
 Adolescence - can be - school - drugs - teens - is, are - believe - youth -

24

SEMANA 4

Actividad 9
Asignatura: Segunda Lengua I Inglés

Instruction: Work in team. Research about a specific drug and sharing the information with your classmate, use pictures and words key.


Example:
 Use of hallucinogens can produce different signs and symptoms, depending on the drug. The most common hallucinogens are lysergic acid diethylamide (LSD) and phencyclidine (PCP).

LSD use may cause:

- 1.-Hallucinations
- 2.-Greatly reduced perception of reality, for example, interpreting input from one of your senses as another, such as hearing colors
- 3.-Impulsive behavior
- 4.-Rapid shifts in emotions
- 5.-Permanent mental changes in perception
- 6.-Rapid heart rate and high blood pressure
- 7.-Tremors
- 8.- Flashbacks, a reexperience of the hallucinations — even years later.

Guía de observación.

27



Razgos a Evaluar	Si= 2	No =1
1.-Entregó Puntual		
2.-Escribió traducción correctamente.		
3.-Entregó vocabulario con un 80 % de aciertos		
4.-Trabajó en equipo		
5.- Participó con frecuencia.		

It is important to mention that it is a transversal project, so there are some words in Spanish.

The topic is: Transforming our environment.

GOBIERNO DEL ESTADO DE MÉXICO
Segunda Lengua I Inglés
 Aprender a esperar:
 ✓ Selecciona información
 ✓ Lee información.

Semana 1

Actividad 1, 2, 3
 Asignatura: Segunda Lengua I Inglés

¿Qué sé?	¿Qué quiero saber?	¿Qué aprendí?
What I know?	What I want to Know?	What I learned?

1. Instruction: Work in pair, read the sentences and complete select the best option.

- The pollution _____ the cause of reforestation.
 a) is b) the c) are
- Construction is one of the _____ deforestation.
 a) cause b) factor c) better
- The science or practice of planting managing and caring for forest.
 a) forestry b) reforestation c) deforestation
- The process of replanting an area with trees.
 a) Forestry b) reforestation c) silvicultura
- Reforestation protecting ecosystems, and helping mitigate ...
 a) clima change b) pollution c) the earth

What I learned?

Delivered 1: Fill the spaces with the correct Word.

2. Instruction: Make cards with picture about the following words and practice the pronunciation. Save in a special folder

1.-Trees	6.-allow	11.- climates	16.- survival
2.-Land	7.- follow up	12.-sun	17.-make
3.-Help	8.- work	13.-pollutants	18.-environment
4.-planting	9.-forester	14.- air	19.- die
5.-reforestation	10.- Farmer	15.-soil	20.-lose


39

GOBIERNO DEL ESTADO DE MÉXICO
Semana 2

Actividad 4, 5, 6, 7
 Asignatura: Segunda Lengua I Inglés

4. Instructions: Look at the picture and write sentences relate with reforestation, using the following words.

Big tree - Little trees - important - pretty - clean -large



What I learned?

Delivered 4: Sentences with adjectives describing reforestation.

Evaluación: Lista de cotejo

Rasgos a evaluar	Si	No
Selecciono la opción correcta.		
Entrego el 80% de las tarjetas con su respectiva imagen		
Escribí correctamente los antónimo de los adjetivos.		
Selecciono el vocabulario correctamente para formar enunciados.		
Entregó a tiempo y en forma		
Participó en forma oral y su pronunciación es correcta.		

Self Assessment Not delivered : Practicing the pronunciation

6. Instruction: Work in pair: Practice the conversation, participate in the roll play



- o A: Hello! Excuse me, Would you like to participate in a Project?
- o B: What Project do you have?
- o A: Reforestation
- o B: What is the benefits?
- o A: The environment will be better.
- o We can return to our earth, what we have stolen from it over the year.
- o B: I agree to participate in this Project.
- o A: Thanks .

7. Instruction: Read the steps to make a reforestation and write the correct sequences Word.

Next finally- first- after that - then

- _____ Determine the Depth of the planting hole.
- _____ Dig a saucer shaped planting hole three time the root ball of diameter
- _____ Set the three in place, removing container wrapping]
- _____ Water to settle oil
- _____ grade.

Delivered 5: Using the correct sequences words

GOBIERNO DEL ESTADO DE MÉXICO

30 SEIEM EDO MÉX

Not delivered: Self assessment

Semana 4

Actividad 10

Asignatura: Segunda Lengua I Inglés

10. Instrucción: Work in team Read the Project about the reforestation in your school, write your abilities.

Example: I can dig and I can prepare the soil.

I can _____ I can't _____

I can _____ I can't _____

What I learned?

Delivered 7: Abilities

Delivered 7: Abilities

11. Instruction Paste photos of your reforestation steps and describe each one. At least 2.

¿Qué sé?	¿Qué quiero saber?	¿Qué aprendí?
What I know?	What I want to Know?	What I learned?

Delivered 8: Photos with a short description

Evaluación. Lista de cotejo

Rasgos a evaluar	Si	No
Participó en el dialogo en forma correcta.		
Complemento los enunciados en un 80 %		
Entregó el grafico con la información correcta.		
Relaciono las columnas con un 90% de aciertos		
Describió sus habilidades relacionadas a la actividad de reforestación		
Entregó las actividades en tiempo y forma		

https://drive.google.com/file/d/1xHrvnT6ve-i8V_q434swRSLE7Pde7K89/view?usp=sharing

2.2 Assessment instruments.

Process of diagnostic evaluation, training and accreditation.

The evaluation is the continuous and personalized process that allows to know the progress of the students and to establish reinforcement measures that allow guaranteeing the height of the graduation profile.

Diagnostic evaluation is a process in which information relevant to the learning process is observed and analyzed. Its purpose is to explore the state of what is to be evaluated and offers information on the starting point that constitutes the basis for carrying out improvement actions.

Formative assessment is a permanent process that allows assessing the learning processes and development of students.

The key ideas of this evaluation are:

- ✓ context considerations
- ✓ comprehensive evaluation
- ✓ skills, attitudes and knowledge
- ✓ the rating has a social and personal impact,
- ✓ recognition of the student's strengths and weaknesses.

Formative assessment identifies, recovers and focuses on learning processes.

The accreditation determines the promotion of the student, but not the learning process.

What is an evaluation strategy?

It is that planning that provides an assessment of student learning, identify their progress and identify barriers in order to carry out an effective intervention in their learning process.

What is an evaluation technique?

These are the procedures used by the teacher to gather information related to student learning.

What is an evaluation instrument?

They are a resource that are used to collect and record information about the teaching-learning process of the students and in turn allows knowing the scope of the teaching practice.

There are various assessment instruments that teachers can use to measure student progress and achievement. I will mention some.

- Written tests: These are quizzes or exams in which students must answer multiple choice questions, fill in the blanks, develop short answers or essays.
- Practical work or projects: These consist of practical tasks or projects that students must carry out to demonstrate their ability to apply the knowledge and skills learned. They can include reports, presentations, models, experiments, among others.
- Direct observation: It involves observing the performance of students in real learning situations. Teachers can use checklists, rubrics, or rating scales to record and assess behavior, practical skills, participation, and other relevant aspects.

- **Portfolios:** These are organized collections of student work and evidence over a period of time. The portfolios allow evaluating the progress and the development of abilities through samples of written works, projects, and reflections, among others.
- **Self-evaluation and co-evaluation:** These instruments imply that the students themselves evaluate their own learning or evaluate each other.
- **Oral exams:** They consist of individual or group interviews or dialogues in which students must orally respond to questions posed by the teacher. The oral exams assess oral communication skills, fluency, pronunciation, listening comprehension and the ability to express themselves in the language.
- **Performance-Based Assessments:** These assessments involve the completion of tasks or simulations in which students demonstrate their practical skills in authentic contexts.

Formative assessment is an assessment approach that focuses on the learning process and seeks to provide continuous and timely feedback to students to improve their performance. Unlike summative assessment, which is done at the end of a teaching period to assign grades and determine the level of achievement achieved, formative assessment takes place throughout the educational process.

The primary goal of formative assessment is to identify students' strengths and weaknesses, as well as areas in which they need additional support. This allows teachers to tailor their teaching to meet the individual needs of students and provide them with opportunities to enhance their learning.

Formative assessment can take place in a variety of ways, including observing student performance, reviewing work and assignments, participating in group discussions and activities, and taking formative tests and exams. Feedback provided to students focuses on the learning process, highlighting both positive aspects and areas that need improvement, and is provided in a constructive and encouraging manner.

It is important to select the appropriate assessment instrument based on the learning objectives and the contents to be evaluated. It is also necessary to guarantee the validity and reliability of the assessment instruments, that is that they accurately and consistently measure the knowledge and skills of the students.

An evaluation rubric or matrix is a tool used in education to establish clear criteria and assessment objectives. A rubric generally consists of three main elements:

1. **Assessment criteria:** these are the specific standards or elements that will be used to assess the students work. These criteria may vary depending on the type of task or project and may include aspects such as organization, content, presentation, logical reasoning, originality, clarity of communication, among others.
2. **Performance levels:** These are the different levels or categories that are used to grade the student's work in relation to each of the established criteria. These levels are usually descriptive and represent different degrees of mastery or quality of work. For example, they may include categories such as "excellent", "good", "satisfactory" and "inadequate".
3. **Descriptors or indicators:** These are detailed descriptions of what is expected at each level of performance for each evaluation criterion.

Rubrics are useful to both students and teachers as they provide clarity on performance expectations and helps standardize assessment.

Students can use the rubrics as a guide to understand what is expected of them and how they can improve their work.

A checklist is a tool used to record the presence or absence of certain items, skills or specific tasks. Used to quickly check if a student has completed a series of actions.

Here is a simple example of a checklist for evaluating a student's oral presentation and rubric to evaluate writing production.

OUTSTANDING (5 points)	SATISFYING (4 points)	NEEDS IMPROVEMENT (3 points)	DEFICIENT (2 points)
Always use correct words and expressions related to: life styles, wok, environment, birthplace.	Almost always uses words correctly and related expressions with: weather, sports, plans, housing, hobbies, nature, and celebrations.	Sometimes use correct words and expressions related to preferences, food, average eating habits, transport, and tourist places.	Seldom use correct words and expressions related to colors, parts of the body, days, months and hours, family, numbers, greetings, courtesy.
Write simple divided texts in paragraphs. Use a variety of connectors to indicate various organizational patterns (description, sequence, comparison etc)	Write short paragraphs, use connectors to indicate relationships of cause and effect, sequence and comparison. The composition responds to the required task.	Write simple sentences articulated with connectors such as "and", "but" and "because". The composition responds to the task required.	Write simple phrases and sentence but clear that they comply with the required task.
Always makes appropriate use of punctuation marks. The spelling of the words is adequate.	Almost makes appropriate use of punctuation marks. The spelling of the words is adequate.	Sometimes makes appropriate use of punctuation marks. The spelling of the words is adequate.	Seldom makes appropriate use of punctuation marks. The spelling of the words is adequate.
An introduction is appreciated, body and conclusion. The ideas they are clearly connected. Exist a clear organization of the composition.	There is order and clarity in the structure of the paragraphs	There is order and clarity in the structure of the paragraphs.	Phrases and sentences transmit clear and concrete concepts.
Use simple tenses progressive and	Uses tences.	Use present simple, present	Use the verb to be, personal

perfect verbs modals, conditionals, phrases verbal, passive voice, speech direct and indirect.		progressive, prepositions of place, comparatives and superlatives and adverbs of frequency, etc.	pronouns, present and plain adjectives.
TOTAL SCORE			

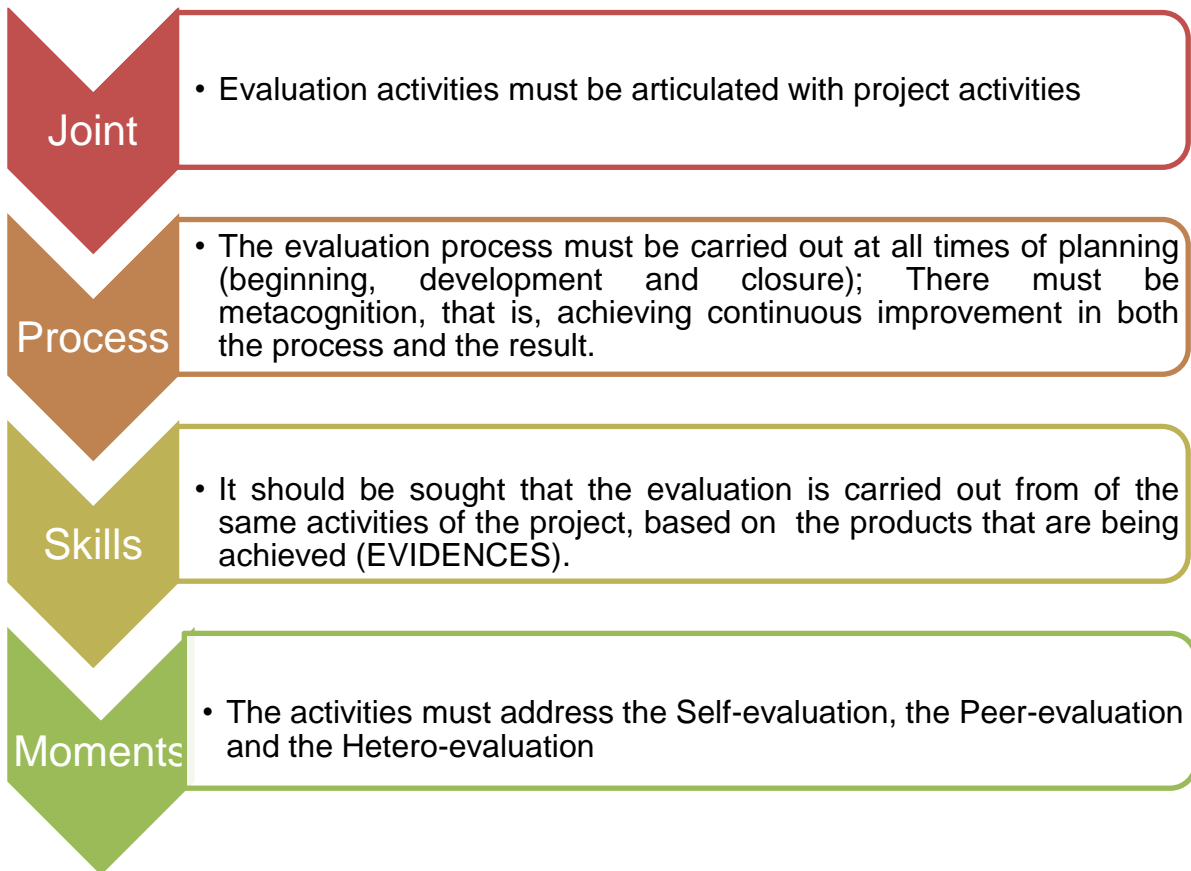
CHECKLIST		
	SI	NO
1. Speak clearly and at an adequate volume.		
2. Use appropriate gestures and facial expressions.		
3. Maintains eye contact with the audience.		
4. Present organized information.		
5. Use examples and evidence to support your ideas.		

Formative assessment is a continuous assessment approach that focuses on the learning process, providing timely and constructive feedback to students to improve their performance and encourage more effective learning.

To carry out the assessment, some instruments are implemented, such as checklist and rubrics that provide us with a formal and qualitative evaluation. Once evaluated, we will be able to identify if the proposed activities were optimal, thus achieving the development of reading, writing, speaking and listening skills that the teaching of a second language requires, otherwise we would have to make some adjustments.

2.3 Attached evidence.

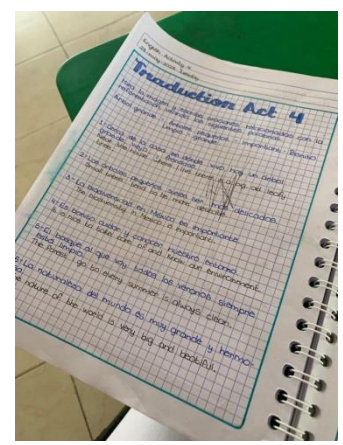
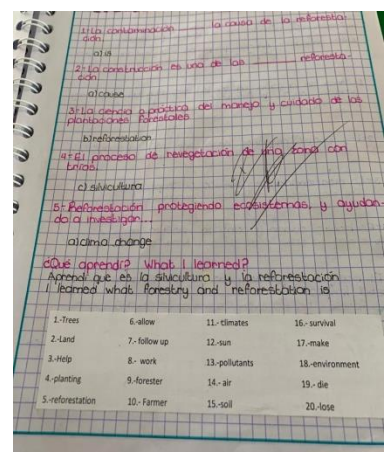
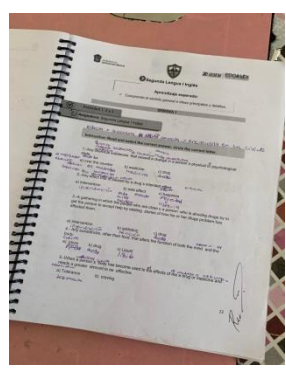
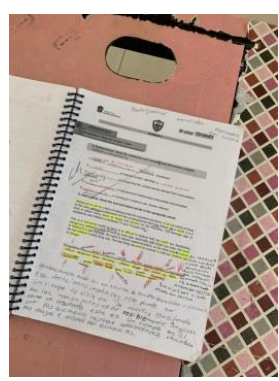
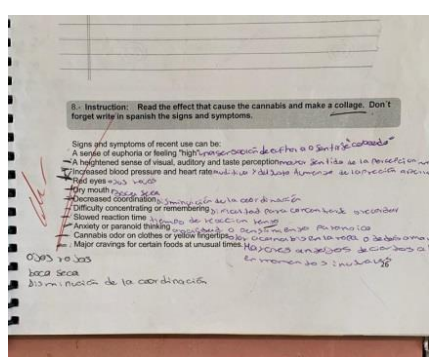
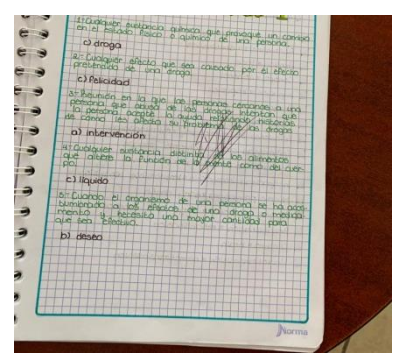
Tips for Planning the Assessment

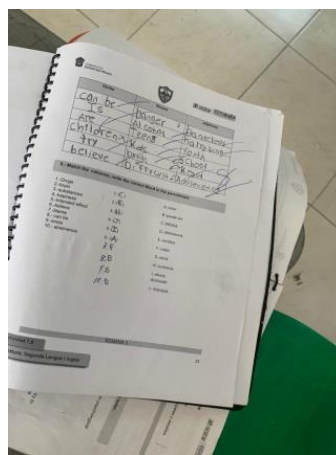
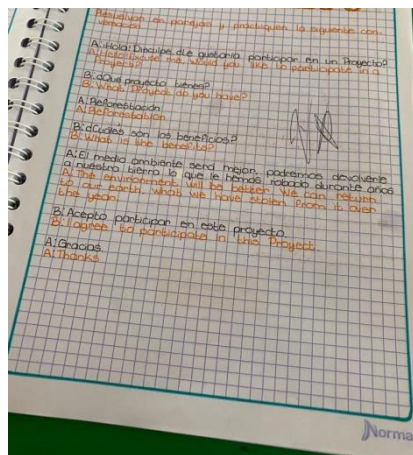
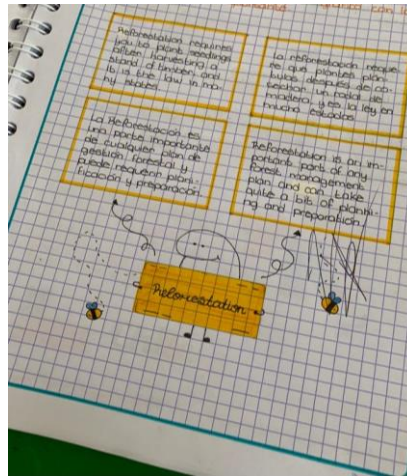


Actions to train and assess competencies in training projects, from socioformation.

As teachers we must ensure that students:

- Be clear about the problem to be solved and the evidence to be delivered.
Address previous knowledge and make a connection with new learning.
- Appropriate the key concepts to address the problem or project.
- Identify, interpret, argue and solve a context problem with the key concepts.
- Form and consolidate the ethical life project with self-esteem, the search for personal self-realization and action based on universal values.





EVIDENCES



The results of project work may vary depending on several factors, such as the nature of the project, the objectives set, the resources available, and the level of commitment and participation of the students.

The use of this methodology allows the student of a second language to appropriate some knowledge that will help him increase his level of proficiency in the English language.

The topics that are addressed in the different projects allow the teacher to design various activities thinking about the different learning styles of the students, so the results are very favorable.

The change of roles greatly favors learning, in this case, knowledge is focused on the student and teachers become facilitators of knowledge.

Some of the results of working under this methodology are:

1. **Meaningful Learning:** Project work fosters deeper and more meaningful learning as students are actively engaged in inquiry, problem solving, and practical application of knowledge and skills practicing the target language at all times.
2. **Development of skills and competencies:** Projects provide students with the opportunity to develop a wide range of skills and competencies, such as research, critical thinking, problem solving, teamwork, communication, time management, and decision-making. These skills are valuable both for your academic growth and for your future professional life.
3. **Motivation and commitment:** Project work can increase the motivation and commitment of students, since it allows them to explore topics that interest them, make decisions about their own learning process and assume active roles in the project.
4. **Collaboration and Teamwork:** Projects often require collaboration and teamwork, which allows students to learn to work effectively with their peers, communicate, resolve conflicts, and share responsibilities.

5. Creativity and innovation: Project work fosters creativity and innovation, as students are free to explore different approaches and solutions to address the challenges posed by the project.

Analyzing the aspects that favor the teaching of the English language under this methodology, I consider that the results obtained are good, a change of attitude towards learning the language has been noticed.

I think there are areas of opportunity, since on occasions it is difficult to redesign the activities around the theme of the project and also the lack of internet in the classroom limits the use of technology, which would favor the development of one or more of the skills. necessary for learning a second language.

Based on the fact that it seeks to create playful and practical environments where the student has to communicate in a second language in order to respond to the problems raised and become the social agent that the globalized world demands today, I believe that it is done a good job.

The proposed activities seek at all times for the student to use and apply the knowledge acquired in a second language.

The assessment strategies used, have been adequate since they reflect an advance in the acquisition of a second language.

Some of the adjustments that I consider should be made is to use technology more frequently both for the design of the activities and to improve the four language skills.

CHAPTER 4: CONCLUSIONS

Although it is true that as a teacher you sometimes adapt to certain methodologies, it is important that we do not lose sight of the fact that we do not

always work with the same type of students, so it is important to be open to the necessary modifications in our teaching methodology either to modify, adapt or complement it.

This methodology allows learning to be created through a specific production, in which students are actively the protagonists of their learning: they investigate, create, apply what they have learned in a real situation, share their experiences with other people and analyze the results.

Students build learning during the process, it is a student-centered methodology.

The activities to be developed are aimed at a social problem that interests them and that in turn develops reading and writing skills, among others, at all times.

The teaching of the English language is of the utmost importance in the globalized world in which we live. As international communication becomes more relevant in academic, professional and personal spheres, proficiency in English has become an essential skill.

English language teaching plays a crucial role in the personal and professional development of students. It provides linguistic, cultural and cognitive skills that are essential to face the challenges and take advantage of the opportunities in an increasingly interconnected world.

Talking about the role of the teacher today is undoubtedly an adventure and a challenge. The teacher has always been seen as the bearer and communicator of knowledge whose fundamental role was the transmission of knowledge in the classroom. In this sense, the role of the teacher has undergone several changes and transformations within the educational system since the teaching work goes beyond the production of knowledge, now he is in charge of guiding the student during his teaching-learning process.

Didactic planning is a dynamic and flexible process that requires adapting to the needs and characteristics of students, as well as specific educational contexts. By carrying out careful planning, the teacher can facilitate meaningful and effective learning in the classroom.

It is important to note that many English language teaching approaches are not mutually exclusive, and teachers may combine elements of different approaches depending on the needs and characteristics of their students.

REFERENCES.

Brown, H. D. (1994). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.

Diaz Barriga, A (2023) "Qualify or evaluate? Two processes that are confused and they pervert the educational act". In: *Ibero-American Magazine of Education Superior*. Available in: <https://www.ries.universia.unam.mx/index.php/ries/article/view/1547/1560>

Diaz Barriga, F. and Hernandez, G. (2003). *Teaching strategies for meaningful learning. A constructivist interpretation*. Mc Graw Hill.

Englewood Cliffs, NJ: Prentice-Hall. Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Recuperado de <https://books.google.com.co/books?hl=es&lr=&id=jpbeBQAAQBAJ&oi=fnd&pg=PR7>

Hernández, E. & Valdez, S. (2010). El papel del profesor en el desarrollo de la competencia intercultural. *Algunas propuestas didácticas*. *Decires*, 12, 14, 91-115.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*.

KRASHEN, S. D. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.

Krashen, S. y Terrel, T. (1983). *The Natural Approach*. Pergamon Press.

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

I kill, N. A. (2011). *Main Methods of Teaching Foreign Languages in Germany*. *Journal of Linguistics and Applied Languages*, 9-23.

Ozsevik, Z. (2010). *The use of communicative language teaching (CLT): Turkish EFL teachers' perceived difficulties in implementing CLT in Turkey*. (Tesis inédita de Maestría. University of Illinois, Urbana, Illinois.

Richards, JC, Platt, J., Platt, H. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. UK: Longman Group.

Rumelhart, David E. "Schemata: The building blocks of cognition." In John T. Guthrie (Ed.), *Comprehension and teaching: Research reviews*. Newark, Del.: IRA, 1981.

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.

Vygotsky, Lev. *Thought and language*, Barcelona, Paidós, 1995.