



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“Development of the Intercultural Competence in  
Elementary School Students”**

**JOBS AROUND THE 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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**Culiacán, Sin. a 18 de junio de 2023.**



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**PEDAGOGICAL INTERVENTION PROPOSAL**

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**Student:**

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**Tutor:**

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## INTRODUCTION

This document is written as the result of months of studying and learning different approaches, methods, techniques and concepts regarding English Language Teaching and Learning, all this to live the experience to study the Specialization in English Language Teaching and Learning as a Foreign Language (EEAILE, by its initials in Spanish) in the online modality, from Universidad Pedagógica Nacional (UPN, by its initials in Spanish).

The importance and inspiration of studying the Specialization has been that of improving the skills and critical thinking that one as a teacher has. During the last years, more than ever, English as a second language and English as a foreign language have been topics of world-wide interest, due to the phenomena of globalization principally cultural a through, the implications of that globalization has had in people's lives are as big as one can imagine. English is then, a language spoken all around the world and as the world is nowadays connected by the internet and the new technologies in general, countries like Mexico have given a great importance to the preparation of both teachers and students in this language, in order to cultivate knowledge that can be useful in a global context and the existence of the National English Program (PRONI, by its initials in Spanish) proves that, because even if it is not perfect, the Program has done a lot in many parts of our country.

Through the pages of this document, a deep reflection of a lesson plans elaborated to be applied in a 6th grade group of elementary school students, will be presented, along with the background behind them, such as the theories, hypotheses, approaches, methods, techniques and assessing tools implemented. All the contents mentioned where learned in the Specialization and then applied to the 6th grade group.

## CHAPTER 1: PHILOSOPHY AND THEORY

### Teaching context, identify and philosophy

This specialization has been an excellent opportunity for me to keep on developing my knowledge in order to enrich my teaching practice. During my learning process as a student (no like a English student, just like student), I had many memorable teachers that showed me, how a teacher had to be since I was a child, but in contrast, I also remember other teachers that showed me how a teacher should not be. Nowadays, I truly believe that we can learn from both good and bad experiences, I think this has had a big impact on my person and my teaching practice and the things that I try to implement in my classroom and the theories, approaches, and techniques that I implement.

Before I started the specialization, I did not use to have the knowledge about them, but after reading a lot and being in contact with this type of information for academic purposes, I know that there are different theories and approaches and I have identified that I feel more identified with some of them rather than other. Surrounded by different schools of thought that at the same time have under their cover different educational approaches and methods for teaching English as a second language, there is a lot to study. Learning how a student learns is the teacher's job and can be done by using the different approaches, methods, techniques, theories, and hypotheses that exist to nourish one's pedagogical knowledge and that way, do a better job to help learners reach the meaningful learning.

With many approaches, methods and schools of thought out there, waiting to be used or applied in our classrooms, focusing on only one of them would be a wasted opportunity. I consider that making use of a variety of all these aspects in our lessons is an amazing choice to cover different aspects learned in the Specialization. One of the teaching approaches I like the most is the Presentation, Practice and Production (PPP) one, as I think that is one of the best ones to work with elementary school students in public education. And regarding public education, a common method would be the Grammar Translation one, which is helpful when students do not get an idea, even if you use mimics or pictures. The last one is at times considered obsolete, but in my experience, it is still used, and I think it will always be, because it is impossible to avoid L1 in an English class or inclusive working with L3, this for my experience teaching *niños migrantes* (they speak zapoteco, mazateco, maya) In fact, the important thing about L1 in English language teaching is knowing when to use it.

The Text-Based approach has worked well even in with my elementary school students, because even if learners only understand a few words from each sentence or paragraph, the extra words that some classmates help to translate, make them start to infer meaning from context, and each time that I plan lessons based on readings, and it is that even if they do not understand all the words they read, the ones that they do understand will help them understand the whole context or at least, an acceptable approximation to the real meaning of it. When students realize that it really happens, their show their emotion and goals and I can see the materialization of intrinsic motivation in them.

The use of attention grabbers in my classrooms has been an excellent resource for making students focus on the class when they lose control at times, even more when they just arrive from their physical education class, art or recesses. Using this strategy for group control, along with some aspects taken from the Total Physical Response method, have been incredible allies in my teaching practice and I do not think to much on using them. With this, I try to make clear the fact that, approaches and methods were created to be used in different contexts and it is our work to know and decide when and how to do it.

According to Chomsky “language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involve a process of free creation” (Chomsky, 2005). As teachers, we are usually looking for methods and techniques to help our students through the learning process and pay attention to the characteristics of the students, their learning styles, and their abilities. Something that we must be conscious of, are the schools of thought and in my case, I feel identified with the humanistic theory, focusing on the student-centered education. This theory focuses on the student as a human being rather than a machine that only memorizes information. We must see the student as a whole, because according to humanism it is important to know our students and to identify their needs to help them learn well. It is important to consider the social skills, feelings, artistic skills, intellect, practical skills, self-esteem, goals, and full autonomy of the learner, being these, very important elements to take into consideration when teaching based on this theory. (Western Governors University, 2022)

The humanistic teacher is a facilitator and an active member of the group, gives students their place and accepts them, respects the way that they think and makes learning focused on the student as the center of the lesson. It also helps the student to maximize individualized instruction, giving him/her the opportunity to learn on their own way, promoting opened-ended learning and discovery to facilitate the independent learning. This way, the teacher promotes creativity, and initiative. (University of Wyoming, 2022) If I had to resume my teaching philosophy in just one phrase, it would be: students must feel good to learn well. However, I sure have some characteristics that I had adopted from other schools of thought, such as Behaviorism and Structuralism. My Behaviorist teacher characteristics show up when I try to raise awareness on students about the importance of learning English as a second language, explaining them the benefits of it and the implications that doing it may have in their lives, pushing in this way, the intrinsic and extrinsic motivation on them.

Like an example of that I can tell that when I went, I star classes with anew group in the elementary school, with special characteristics and particular language I work at, I decided to push students to use English even for entering the classroom. So, I had a special class where I explained how to ask for permission for going to the bathroom, coming inside the classroom, going to drink water and

going outside the classroom sure that those daily routine going to motivated them to practice the new L2. I told students that no one would have permissions of that kind if they did not ask for it in English. The first days, my students did not care about learning how to ask for permission until they noticed that I was being real and they have to looking for the question they wrote in their notebooks. Currently, I can tell that almost the 70% of students in each group I have in my school, can ask for permissions in English because of the stimulus that I gave them, eliciting a response that was translated in changing their behavior.

### **My context**

A week lesson plans were developed for the realization of this academic paper and applied along classes with a fifty-minute duration approximately. In the school chosen, classes are face to face in its totality, but due to the need of using technological resources for this Specialization I implemented use of computer and some audios, videos, my own phone internet, my school context is really poor, an agreement was made with the principal of the school. Another expectation came true, and it was that all the students that attended the class, were some of the best students in the group, which is a 6th grade conformed by 22 students, from which attended the classes about fifteen or sixteen each day. All the kids that attended the three lessons per week, are really interested on learning English, having some of them a better knowledge and use of L2 than the others, but all of them show both intrinsic and extrinsic motivation for this purpose. The 6th grade group is from an elementary school called Federalizada, located in Villa Angel Flores, la Palma, in the municipality of Navolato, in the state of Sinaloa, in Mexico. Their ages go from 11 to 14 years old and are optimistic about learning English.

Based on the attendance had in this year classes, can be said that the group has an A1 level that in the case of some of them, starts moving forward to an A2 level. Most of these students enjoy listening to music in English and video or have inspiration because they have family on USA, being small actions that keep them in contact with the target language out of the classroom. Can be said that their least developed ability in general, is speaking, as they find it difficult still to tell whole sentences without reading them. The mechanics when using speaking are that they use Spanish mostly, but they use to say words or phrases in English when they are really familiarized with them and then, the Community Language Learning method does its work, helping students to translate their participations into the target language. There are three students that are the most committed in using English as much as they can, and the rest of the class is still afraid of trying it even if the possible is made to push them to use L2, based on the principles of the Communicative Approach,

and with this, it refers to let them use the target language no matter how many mistakes they make, but to do it, focusing on fluency and not in accuracy.

The lesson plans are based on the National English Program (PRONI, by its initials in Spanish) syllabus and the materials used were in its majority, designed by the author of this academic paper. The main topic for the realization of these lesson plans is jobs and occupations, and the four skills are being covered on it. The activities were created some for myself and other ones are internet examples, which allows one to develop different types of tasks, including multiple choice activities, matching and word unscrambling activities, games such as hang man, guessing pictures, among many others. This one is an incredible form to motivated them. One of the most useful platforms of the whole internet world is YouTube and of course, it was used for listening tasks (normally I download the videos). It is important to mention that any textbook was used during the lessons. All the materials were writing or photocopies.

It can be mentioned that in general, assessing these elementary school students is a real challenge, because it is complicated to use different ways of assessing as there are many students in each group. Therefore, informal assessment is the one that takes place with more frequency inside the classroom, giving comments as positive feedback to students, writing messages of congratulation in their notebooks, using stamps in their classwork, and sharing stickers with them. When it is time to assess formally, exams are applied with a resume of the contents seen during the cycle. Once, it was tried to use a portfolio to give extra points to the students that needed it, but with large groups of almost forty students, it was time consuming in excess.

### **1.1 Theory underlying your teaching practice and identify.**

As mentioned before, I consider that nowadays, I am more than a humanistic teacher. I consider that I am the pedagogical result of reading about different approaches, methods and techniques regarding English Language Teaching. One of the authors with which I have most related my teaching practice after studying him during the Specialization, is Krashen (1982) with his different hypotheses, who was also involved in the creation of the Natural Approach, collaborating with Terrell (Krashen & Terrell, 1998). As a teacher with strong humanistic beliefs, I noticed that Krashen (1982) in his



affective filter hypothesis, stated that teachers had to set a safe class environment to provide students with enough confidence to feel integrated to the class. When teachers work hard on lowering the affective filter, students feel better and it translates into having motivated and happy students that are ready to participate in the class activities and that is exactly what I try to do in every single classroom where I teach at. Before students start producing language, they must be comfortable to do so, and it will not happen if they do not feel safe enough, and ready to learn.

Another of these hypotheses that I have been aware of is the  $i+1$  one, also known as input hypothesis, which consists of taking students to a level above near their current level, and when I started teaching, at times, I did not have that in consideration. These days, I know that I must try to take my students to a level in which input provided is still reachable, because other way, they will not be able to understand the target language. With elementary school students in public school, this must be something really considered.

The Total Physical Response method (TPR) elaborated by Asher (1968) is another one that has been useful for my teaching practice because most of my learners enjoy moving around the classroom, dancing, responding with physical actions to instructions, among other things. During recent years, I have met people that consider that using the Grammar-Translation Method is a sin in English Language Teaching and Learning, but I consider that it can be helpful when one way or another, a student does not get the vocabulary or grammar taught. Of course, I truly believe that it is better if we as teachers decide putting in practice a Communicative Approach, so students can be more exposed to language and that way help them reach their language objectives as if they were learning L1.

Throughout these months other authors have appeared along the pages of many documents read and in the EEAIILE platform itself, and I can tell that I have taken the parts I like the most of each concept met. For exemplifying, the Experiential Learning Cycle by Kolb (2014) made me see the importance of the previous knowledge in the process of learning and doing that, it will be easier for students to produce language in the future lessons.

The Task-Based Learning Teaching in which students are set in real-world contexts to solve genuine problem-solving activities has been useful to me when teaching adults and at times, I have tried to apply it to my elementary school learners but without too much success, as they do not produce too much language in L2. By the other hand, the Text-Based has worked for me and I try to use it constantly, because I always tell my students that even if they do not know many words from a text, those that they do know may help them to understand the context.

## CHAPTER 2: METHODOLOGY AND PRACTICE

### 2.1 A practical and useful lesson plan

A week lesson plans were developed for the realization of this academic paper and applied along classes with a fifty-minute duration approximately. In the school chosen, classes are face to face in its totality, but due to the need of using technological resources for this Specialization I implemented use of computer and some audios, my own phone internet, my school context is really poor, an agreement was made with the principal of the school. Bu using more technologies but students can't attend the materials class, as many of them have difficulties on accessing to online classes. Another expectation came true, and it was that all the students that attended the class, were some of the best students in the group, which is a 6th grade conformed by 22 students, from which attended the classes about fifteen or sixteen each day. All the kids that attended the three lessons per week, are really interested on learning English, having some of them a better knowledge and use of L2 than the others, but all of them show both intrinsic and extrinsic motivation for this purpose. The 6th grade group is from an elementary school called Federalizada, located in Villa Angel Flores, la Palma, in the municipality of Navolato, in the state of Sinaloa, in Mexico. Their ages go from 11 to 12 years old and are optimistic about learning English.

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In the table below it is shown the lesson plan identification cell, which includes all the necessary information to start diving into the lesson plan's characteristics. As mentioned before, these lesson plans were designed for a 6th grade group of elementary school and the title of the lessons is "Jobs around the World", regarding the topic of jobs and occupations. The learning objective of the plan is divided in social practice of the language, which is to read and record information to design questionnaires and reports and the specific competency is to record information to make a report on activities related to a job or occupation, but the length of the lesson plans did not reach the learning objective in the lessons applied, because to reach all the objectives, more time is needed. In order to respect the principles of the input theory by Krashen (1982), it was decided to not push students to do something for which they were not ready.

Lesson plan identification cell	
Author	Karina Gutiérrez Gastelum
Educational stage	6th grade of Elementary School
Title of your Lesson plan	Jobs Around the World
Learning Objective of the plan/Competency	<p><b>Social practice of the language:</b></p> <p>Read and record information to design questionnaires and reports</p> <p><b>Specific competency:</b></p> <p>Record information to make a report on activities related to a job or occupation.</p>
Communicative skill considered	Speaking, writing, reading, listening
Functions	<ul style="list-style-type: none"> <li>-Says the name of Jobs and occupations.</li> <li>-Identifies jobs and occupations.</li> <li>-Says what he/she wants to be when growing up.</li> <li>-Writes information about jobs and occupations.</li> <li>-Reads informative texts that describe activities of a job or profession aloud.</li> <li>-Formulates and answers questions about jobs and occupations.</li> </ul>

Main Grammar structure	Verb to be and articles “a” and “an”.
Brief description of the plan	The lesson plan is based on the PRONI syllabus for 6 <sup>th</sup> grade of elementary school. The main objective of it, is that students learn about jobs and occupations from around the world, in order to talk about different activities from their country and other cultures.
Time of the plan implementation	2 hours 30 minutes
Number of sessions	3
Contents required for the lesson	YouTube videos, worksheet, audio material
Link of the content	<a href="https://www.youtube.com/watch?v=4gAodHFmTTA">https://www.youtube.com/watch?v=4gAodHFmTTA</a>  <a href="https://drive.google.com/drive/folders/1pLfWGOpeIGiwyxzRLOD7RIlg5oM4Eggi?usp=sharing">https://drive.google.com/drive/folders/1pLfWGOpeIGiwyxzRLOD7RIlg5oM4Eggi?usp=sharing</a>
EEAILE tutor on line	Rosa María Castillo del Carmen

The communicative skills considered are both receptive and productive skills: reading, listening, speaking and writing. Some functions that were stated for this are saying the name of jobs and occupations, identifying jobs and occupations, saying what students want to be when they grow up, and formulating and answering questions about jobs and occupations.

Speaking and reading				
Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
<b>Class introduction</b>	Asks students how they feel and what the weather is like.	Answer the questions about the weather and how they feel.		
<b>Lead-in</b>	T shows a picture of people from different jobs and asks students to look at it for a minute think what it is	Tell the teacher what they see in the picture.	Picture about jobs	

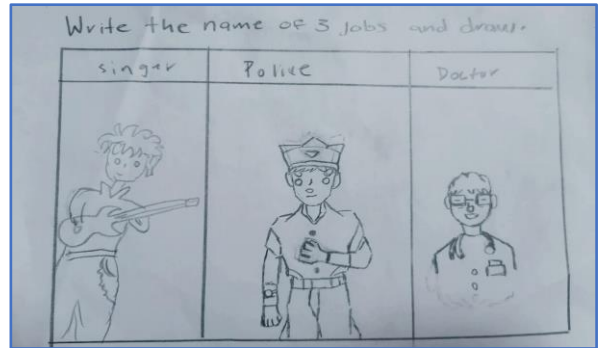
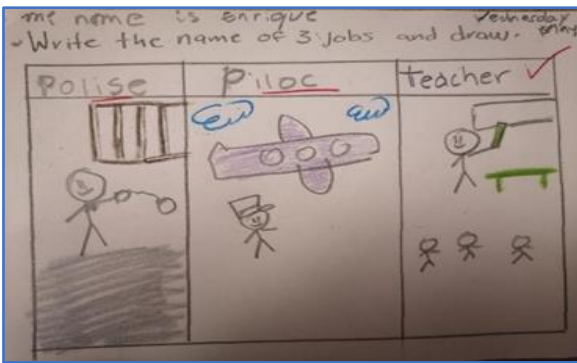
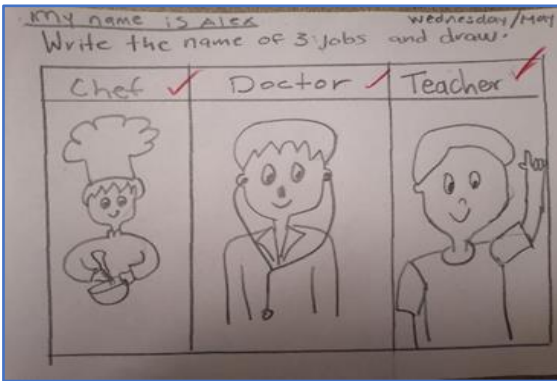
	about. Then, tells them to say what they think about the picture.			
<b>Prediction</b>	Asks students what they think the class will be about.	tell the teacher their opinion.		
<b>Warm up</b>	T give a worksheet, the instruction "name three jobs or occupations" and once they finish doing it, analyzes the answers with students.	Complete the task based on their previous knowledge.	worksheet	
<b>Introduction to main activity</b>	Asks students if they know what "hot springs" are.	Answer the question based on their previous knowledge.		
<b>Information processing activity</b>	Explains that he will show a video of a job related to hot springs and asks students to tell him what people in the video was doing, eliciting answers with questions like: <i>-Were they singing? -Were they swimming? -Or were they dancing? Are they from Mexico? -Are they from China? -What do they do with the pieces of wood? -Do they move the water for a specific reason?</i>	Watch the video and tell the teacher what they think about the video. Answer the questions proposed by the teacher.	YouTube video	Students' participation
	Explains that people in the video are yumomi dancers, a job from Japan that consists on traditional dancers that at the same time, cool the water of typical hot springs, which are called "onsen".	Pay attention to the teacher's explanation.		
	Asks some questions in order to make students think about their culture compared to the Japanese one: <i>-Do we have hot springs in Culiacan? -Why do people go to hot springs? -In the hot springs here in Culiacan, are there dancers like the ones from the video? -Have you heard about an occupation like this one in Mexico?</i>	Answer the questions trying to contrast their culture with Japanese culture.		Students' participation

<b>Reading practice</b>	Asks for volunteers to read a compilation about people and their jobs and occupations' description, along with information from the place where they were born.	Volunteer and read the descriptions given by the teacher.	cards with descriptions	
<b>Closure</b>	<ul style="list-style-type: none"> <li>• <b>Checking comprehension on questions</b></li> </ul> Asks questions about the reading to check comprehension: <i>-Is Harry Styles a professional boxer?</i> <i>-Is Masashi Kishimoto from the United States?</i> <i>-Is Christina Tosi a chef?</i> <i>-Is Cristian Kim from Japan?</i> <i>-What's El Canelo's real name?</i> <i>-Is Zoe a singer?</i>	Answer the questions provided by the teacher, based on the reading.		Students' participation

The first lesson plan created and implemented was the one above, the speaking and reading one. As a lead in for the topic that was about to be introduced, It was decided to show a picture with people from different jobs on it, asked students to look at it for a minute and think what it is about. Then, students were asked to say what they thought about the picture and they started to do it. Once students said what they thought the class would be about, the next step was to activate them and do a worksheet where they needed to write from one to three jobs or occupations that they already knew in English.



\*Flashcards used to show students some of the most important jobs around the world.



\*Some examples of their first works. (Introduction's topic)



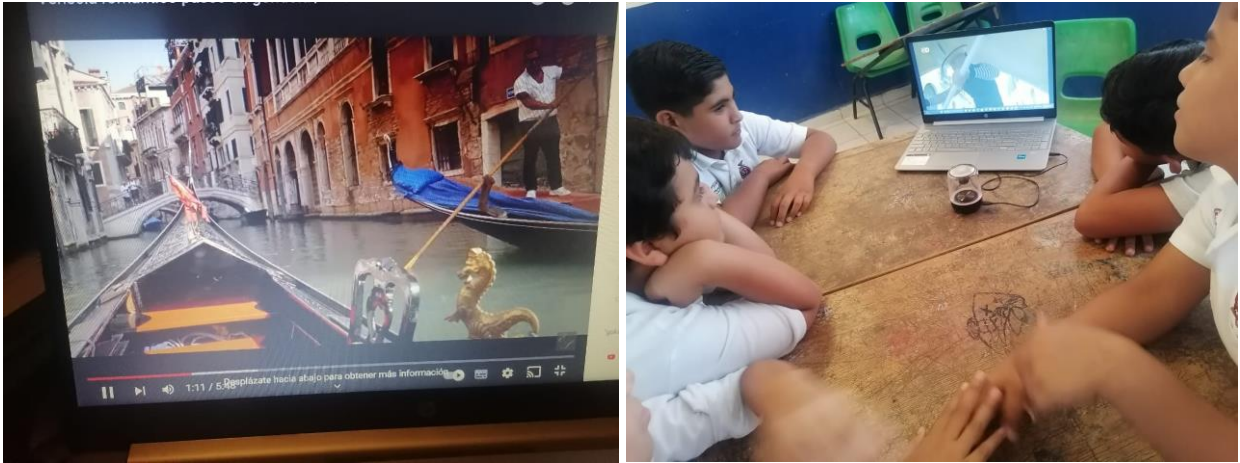
Then students were asked if they knew what hot springs are, and they did not know at all. The next step was to show a YouTube video about an occupation from Japan that consists on dancers that while dancing, move the water of hot springs in order to cold it, avoiding this way to dilute it with cold water, which would translate in losing the hot spring's special properties. It was thought about showing students this video one day that the author of this document was watching Japanese series and hot springs appeared there, talking about the culture of hot springs and how important they are in that culture. During this stage of the lesson, many questions were asked, and students had to answer, reflecting on their own culture compared to the Japanese one. The assessing of this stage of the lesson was kept in consideration by only listening students' participation, even if it was in Spanish, but letting me clear that they understood all I said.



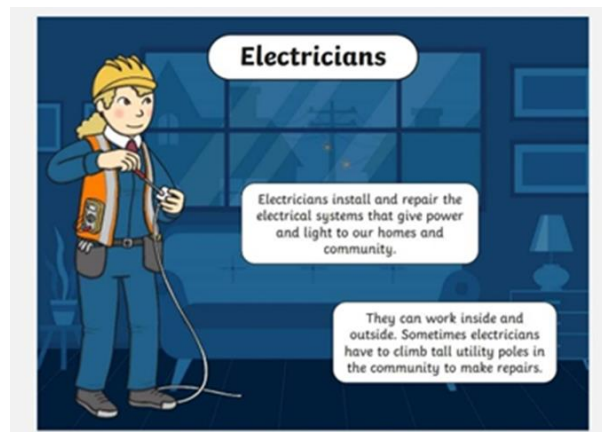
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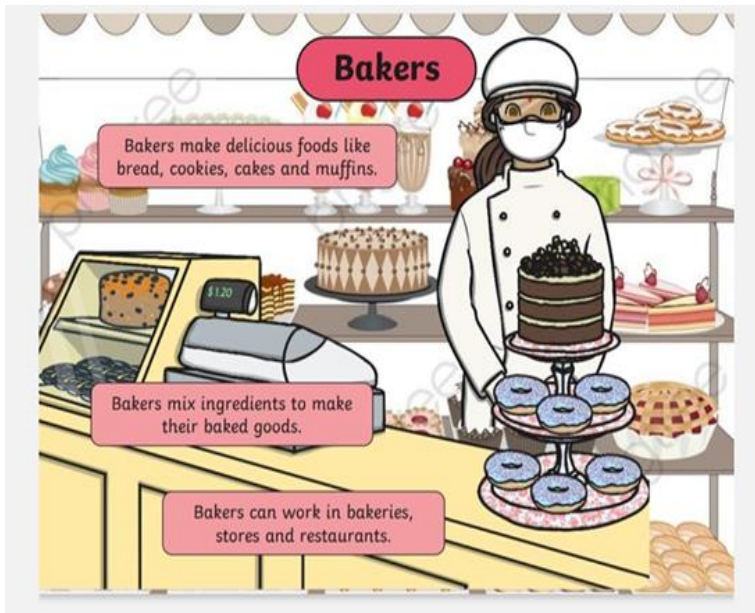
### **yumomi and dance performance, Kusatsu**

I improvise and show them other videos from different countries, like next on the picture where can see a gondolier from Italia, trying to show then a world of possibilities to work no only like laborer, and they can have better life style.



The next stage of the lesson consisted of a reading practice, in which a PDF document with pictures was shown including descriptions about different jobs and occupations. It was thought that it was a great opportunity to include people students know in the reading, to make them feel more interested on the topic, along with some people that they may not know, but that could result interesting for them as well. Some volunteers were asked to read aloud and then, were asked several questions about the reading to check students' reading comprehension. The assessing at this moment, consisted on listening to students' participation to see if they understood the vocabulary, gist and specific information of the reading.



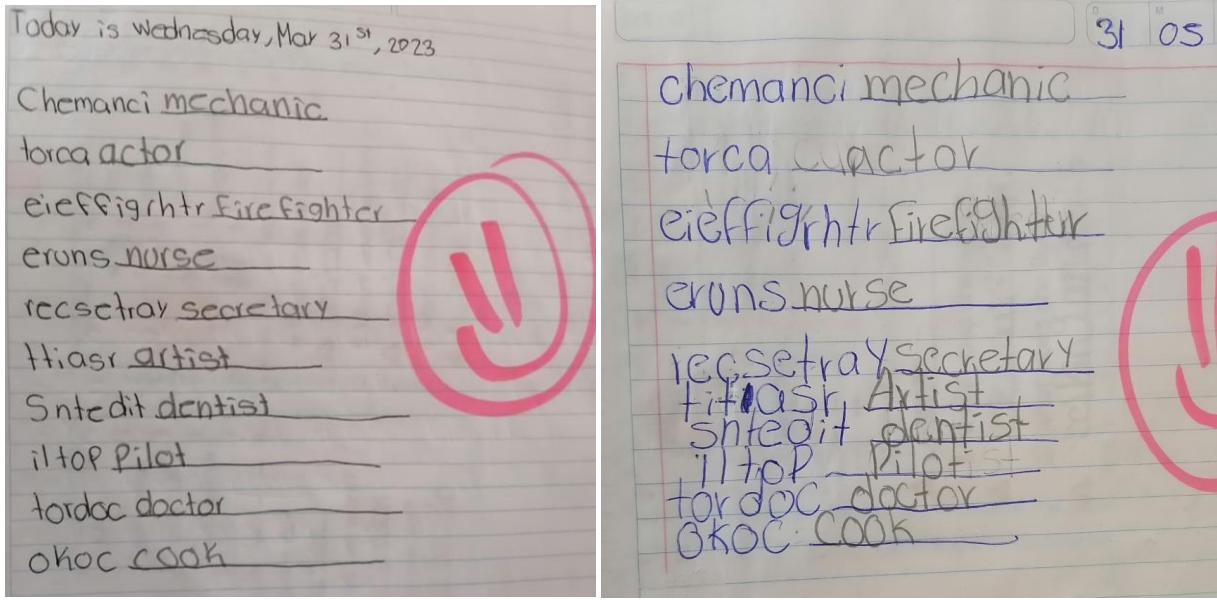


This is where the class ended. It is considered that a speaking progress rubric is not suitable for my students as they do not use enough English yet.

Writing				
Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
<b>Warm up</b>	Greets students and asks how they feel. Asks about the weather too.	Greet and answer the questions.		
	Shares a Wordwall link (memory game about jobs and occupations)	Complete the task.	Wordwall activity	Wordwall score
<b>Checking interest</b>	Asks students which were the jobs and occupations that they could see in the memory game.	Answer the question.		
	Asks students which job or occupation they like the most from those.	Answer the question.		
<b>Grammar explanation – articles a and an</b>	Writes two sentences on the board: <i>-I want to be a doctor</i> <i>-I want to be an architect</i> Then asks students what differences they see between both sentences. Once someone notices the use of articles 'a' and 'an', explains that "a" is used with words that start with a consonant and that 'an' is used with words that start with a vowel.	Tell the differences they notice and pay attention to the teacher's explanation. They also take notes.		
	Provides a Worksheet with an activity for practicing the articles 'a' and 'an'. Then checks with students.	Complete the task and check it with the teacher.	Worksheet activity	Worksheets keys
	Writes the question "what do you want to be when you grow up?" Models an example: <i>Let's imagine that I am a kid, like you.</i> <i>And I say... I want to be a chef. And you? What do you want to be?</i>	Pay attention to the teacher's explanation.		
	Then uses an activity with the students' name to see who is going to answer the question (5 students)	The ones chosen, answer the question orally.	cube with names	Students' participation
<b>Writing interaction</b>	Asks all the students to write the question and answer it in their notebooks.	Copy the question and answer it in their notebooks.		

<b>Interaction pattern: student-student</b>	Indicated to divided in pairs to practice the question and answer to each other. (Two minutes)	Ask and answer the question to their classmate.		
<b>Modelling</b>	Shows pictures of male and female doctors and asks students to write sentences about them, following the model given: -He is a doctor. -She is a doctor. -They are doctors.	Write sentences in their notebooks about the jobs and occupations shown.	Pictures	Self evaluation
<b>Final written task</b>	Shows some pictures with pictures of jobs on the board and writes the following next to the pictures: -Is she a teacher? No, she isn't. She is a doctor.	Pay attention to the model given.		
<b>Final written task</b>	show more pictures one by one, showing different jobs.	Write the questions and answer them as showed in the example.	cards with images	Rubric
<b>Closing</b>	Checks answers with the whole group and provides open class feedback.	Check their answers and make corrections if necessary.		Open class feedback

The second lesson, focused on writing, started as usual, greeting students and asking them how they feel and about the weather. For breaking the ice with the warm up activity, students were provided with a worksheet to go to a scramble game introducing some jobs and occupations. The game was not about pairs but about a name and a picture to be matched, this way, students are pushed to relate the words with the pictures and learn a new word for their vocabulary. The task worked as an ice breaker but also helped to test students speed on completing the task, which can be translated into the recognition of the new vocabulary. After playing and completing the task, students were given a moment to talk about the job or occupation from the game, that they consider the most interesting.



In the next stage of the lesson, two sentences were written on the board and students were asked to tell the difference between them. Once they noticed them, teacher reviews with students the use of articles 'a' and 'an'. To complement and put in practice the use of these articles, a Worksheet was provided for students to answer the activity. When students finished, the teacher's screen was shared so everyone could see the activity again and check answers together, choosing participants to answer it. Therefore, the assessment of this task consisted on the Worksheet task and the score obtained by students (I give them a candy like a prize).

Then, the question "what do you want to be when you grow up?" was wrote on the board and teacher modeled an example with answer included. At this point, it was supposed to use some papers with the names of the students to choose who had to answer the question that the teacher was about to ask, but as there were only a few students, it was decided to ask the question to every single student that attended the class, one by one. The intention of this activity was to make students communicate with the target language, expressing what they would like to be when they grow up. After asking one by one, students wrote the question and answer in their notebook and then, they were divided into breakout rooms in pairs, in order to practice the question and answer. They were given two minutes to do it, then they were taken back and divided again to participate with other classmates. This action was repeated three times and the intention of it was to change the interaction pattern, so it went from being teacher-student to be student-student.

The next step during this lesson was to show a picture of a male doctor and to ask students to make a sentence about him. Once they did it, another picture with a female doctor was shown and students wrote another sentence. This task ended when one more picture was shown but including many doctors together and students had to write another sentence about it. With this task, students inferred how they had to answer, by following the model they started. Once they all finished their sentences, we checked them together and the assessment consisted on self-evaluating their work, looking at the correct answers on the board. This activity was expected to be meaningful as students could see if they remembered how to use the verb to be correctly and also test if they could make descriptions about jobs and occupations.

To almost finish the lesson, students moved to their partners where they saw some secret papers with numbers. Each paper had a picture about a job and their names on them. The first paper was opened and the teacher wrote an example of what they were about to do. It was written the model of a yes/no question, whose answer would be negative, but then added extra information to clarify the real job shown in the picture. More boxes were opened one by one and students had to write questions about them to be answered negatively and then, clarify the real job shown, as in the model given. The task was intended to provide students with new vocabulary without presenting it as in the PPP approach, but to do it in a more natural way and also, to push students into another level of answering questions. This activity was assessed with a rubric shown in the appendices.

Listening and speaking				
Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
<b>Warm up</b>	<p>Greets students and asks how they feel. Asks about the weather too.</p> <p>Shares a Worksheet to review grammar and vocabulary (yes/no questions)</p>	<p>Greet the teacher and answer the questions.</p> <p>Complete the Worksheet task.</p>		Worksheet score

<p><b>Listening for specific information</b></p>	<p>Plays a video in which students must pay attention to the jobs and occupations they listen to. The video includes subtitles, but students won't watch the video, only listen to it).</p> <p>Asks some questions related to the video:          -From the ones you wrote, which job do you think is the most interesting?          -Which is the most dangerous?          -Which is the most boring?          Mimics if students don't understand some of the adjectives mentioned.</p>	<p>Make a list of the jobs and occupations that they hear in the video. Then tell the teacher what they wrote.</p> <p>Ask the questions based on their personal opinion.</p>	<p>YouTube video</p>	<p>Students' spoken participation</p> <p>Students' spoken participation</p>
<p><b>Listening for gist.</b></p>	<p>Plays a new video about a conversation in which students will listen without watching it.</p> <p>Asks some comprehension questions about the video:          -what you heard, is it a story, a conversation or a song?          -what is the conversation about?          -how many persons are there in the conversation?          -what are they talking about?</p> <p>Plays the video one more time.</p> <p>Shares a Worksheet with a multiple-choice activity about the conversation they just heard.</p> <p>Analyzes the results with the whole group and provides open class feedback.</p>	<p>Listen carefully</p> <p>Answer the questions based on what they understood from the conversation.</p> <p>Listen one more time.</p> <p>Complete the Worksheet task.</p> <p>Analyze the results with the teacher and listen to the feedback provided.</p>	<p>YouTube video</p> <p>Worksheet activity</p>	<p>Students' spoken participation</p> <p>Worksheet multiple choice task</p>
<p><b>Culture contrast activity</b></p>	<p>Asks students to think carefully and asks the question:          -From all the jobs and occupations that we have learned, which of them do you think that exist in other countries?          -Which job do you think that doesn't</p>	<p>Students take a moment to think about their answers and then answer them.</p>		<p>Students' spoken participation</p>



	exist in Italy? -Do you know a job that exist in other country but we don't have in Mexico?			
<b>Closing</b>	Plays "Who am I?" with students, playing four audios so they can guess what job or occupations are described.	Guess the jobs or occupations described in the audios.		Students' spoken participation

The third and final lesson, regarding listening and speaking, started with the daily routine and a handman game with a job's names. The activity was intended and fun to review yes/no questions and the spelling jobs names and it served to test students' knowledge about the vocabulary seen during the past lessons.

After the review, the next stage consisted on listening for specific information, which would allow students to practice their listening skills, discriminating to look for information they needed. For this task, YouTube was used once again to present a video of many kids saying what they want to be when they grow up. In total, there are one hundred kids on the video, so students are given the opportunity to hear many different jobs and occupations and test their listening skill in a great way. While listening, students make a list of what they heard and based on it, they tell me at the end of the video, what they heard and wrote, while I make a list on the board. The assessment of this task consists on the students' spoken participation.

Talking about the last video, I asked some questions related to it, asking which jobs were the most dangerous, boring, etc. With these questions, I could see if they knew the adjectives mentioned and mimics helped me to make them understand when they did not know a word.

The next activity consisted on listening for gist or main idea, and students were exposed to another YouTube video about a conversation between people at a party, talking about their occupations. Students needed to pay attention and listen for the main idea of the listening, because after listening, they had to answer a Wordwall task to check listening comprehension, being assessed this way.

I proceeded to ask some questions to make students think in a multicultural way. Questions that took them to think about jobs and occupations that we had learned together, compared to other cultures, asking if the jobs that we met in the lesson, existed in other countries, and if they knew any job or occupation that existed in another country, but we do not have in Mexico.

For closing the lesson, we played “who am I?” and it consisted of listening to four audio recordings to guess what job was being described. Students were tested taking in consideration their spoken answers.



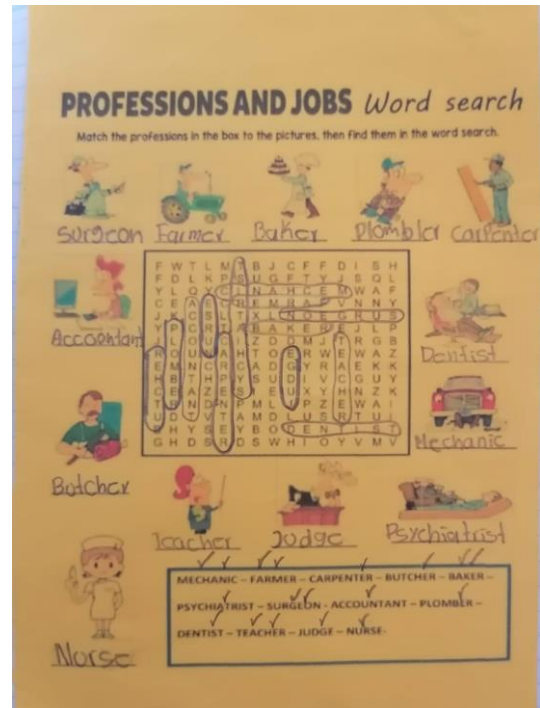
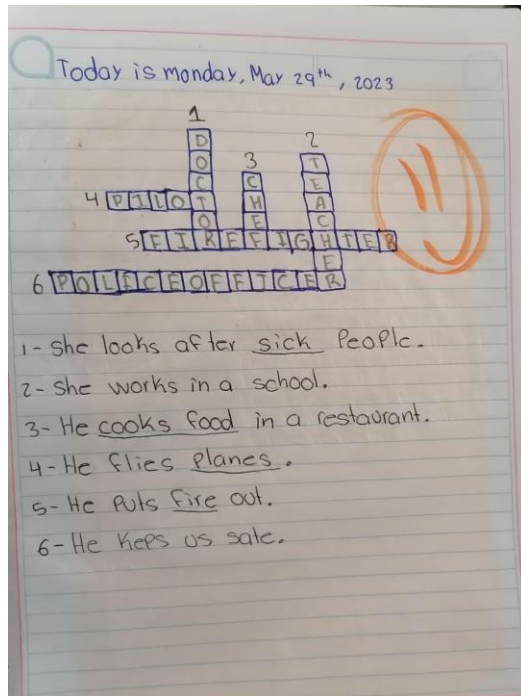
## **2.2. Designing of necessary tools to assess/test the progress of students**

The assessment tools implemented in this lesson plan consisted on the results obtained in the Worksheet tasks provided all along the classes, as well as a rubric and for all the moments in which speaking skills were developed, the assessment was informal, due to the fact that learners do not feel secure to use L2 and an exam when the lesson topic finish. Learners do not have enough vocabulary nor grammar development to start speaking freely as I want it, because they talk in their L1 to ask or speak anything and I understand is impossible they express in different native language. Informal assessment always consisted on comments on their performance, both open class feedback and individual feedback, echo correction, and at times, peer correction.

All along the lesson plans' application, informal assessment was used, because as Brown (2004) mentions, informal assessment can take a wide number of forms, such as incidental or comments that appear at the moment of giving feedback to students in both written and oral ways.

This picture was the introduction to the topic shown in class. While seeing it, students had to think about the future of the class, saying what they think it would be about. Students knew immediately that the topic was jobs and occupations.

Next, an activity was shared to brainstorm about jobs and occupations that they already knew. Clearly, with this activity, the intention was to activate students' previous knowledge and some students really knew some words of the vocabulary. Some others did not understand the instruction and wrote different answers.



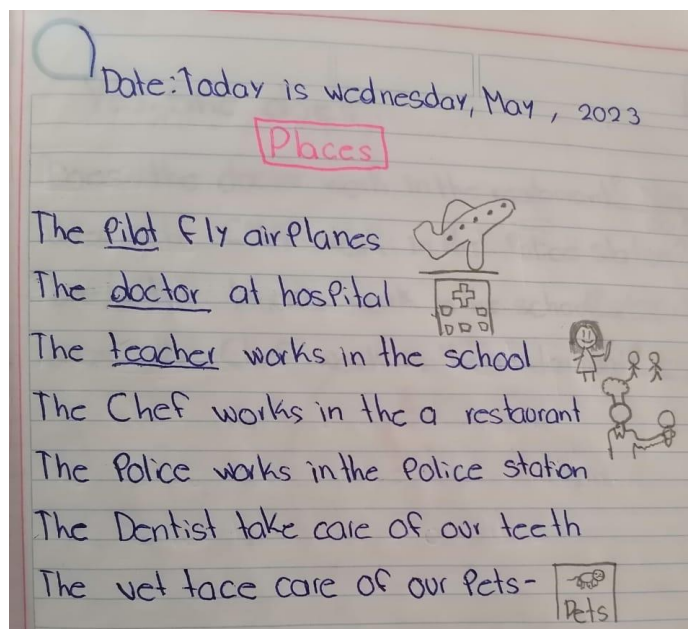
The real beginning of the class arrived, and it was time to introduce one of the main activities. The material needed was a YouTube video, showing a video of an occupation that exists in Japan and students had to watch the video and infer what the people on it were doing. After watching the video, several questions were asked and students answered mostly in Spanish, but at least I could see that they understood what I was asking and explaining about the video. A speaking progress rubric could not be used with this group because most students do not have the ability to make long sentences in the target language yet. A picture of the video is shown below.

Later, the reading material was shown, and it included six different persons, all of them with different jobs and occupations and from different countries. This activity was meaningful because students found out that they could understand the text without knowing all the words on it. They had the chance to read aloud in front of their classmates, as well as participating answering some questions that I asked to check comprehension and hear them use the target language. The result was

excellent as students understood everything perfectly. This activity was assessed with the students' spoken participation, without using any rubric, making use of informal assessment, saying only good comments, or giving feedback on their participations.

As an ice breaker but also as a vocabulary introduction, the warm up for lesson two was decided to be a game, in a memory game format. This memory game was not about identical pairs but about a word and a picture, to push students to acquire the vocabulary by matching the cards. The results were really good, as it took students about one to five minutes to try to practice some sentences just saying the profession and the place where work her/him.

To finish the lesson, some pictures were shown with pictures of different jobs in them. New vocabulary was introduced with this activity and students had to write questions following the model. Their written skills were stimulated with the realization of this task, as they were let all by themselves to think on the questions and the answers. The results were good. Some kids made mistakes because they forgot to include the grammar structure in their answers, which was the most common mistake. In general, the activity was successful and meaningful, because students were given the opportunity to produce written language all by themselves. This task was assessed with an analytic rubric.



The first activity in the third lesson was the warm up, that introduced to review vocabulary but also yes/no questions. The activity was answered successfully in its majority and there were some mistakes that will be shown below. After students completed the task, we proceeded to check answers together, answering the exercise one more time.

### **2.3 Attached evidence of (graphics, photos, imagens)**

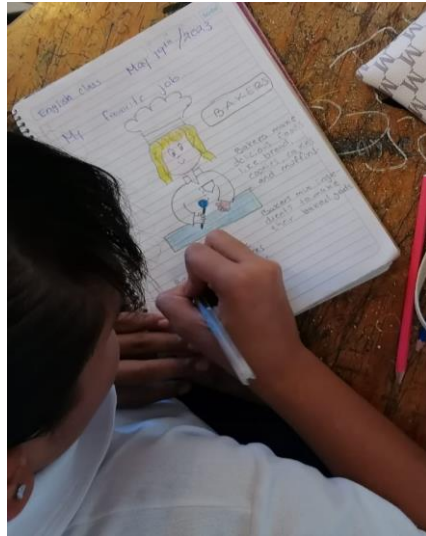
The results of this activity can be seen in the picture below. The picture shows the questions and next to them. Going down to the rubric, another imagen is shown with the results of some students , where I could see the score, it took them to complete the task, as well as the correct and incorrect answers they had. Another Worksheet used for this lesson, was the multiple-choice questionnaire to check comprehension on the listening for gist and specific information stage of the lesson. The results obtained here were not the best and it was checked with the whole class to see why they made those mistakes and let everything clear.

### **2.4 Evidence**

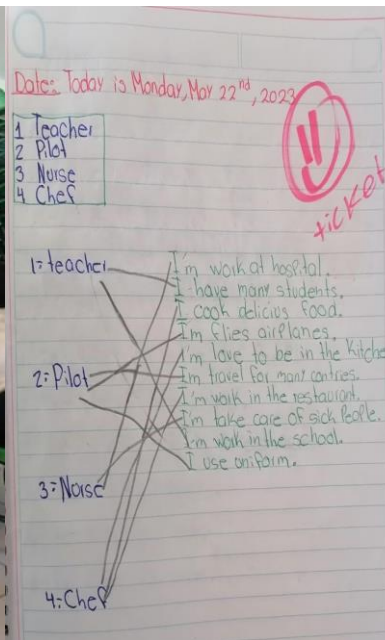
As part of this specialization process, the implementation of activities has become an important part at the time of planning since the specific needs of the group and each student have to be considered. ensuring that the activities meet the expected learning, that the activities are based on the student's context. complying with the requirements of the work plan but also with the interest and needs of the student.

According to my experience with this group, implementing a variety of activities is very functional and allows me to cover the different types of learning, among this variety is developing activities

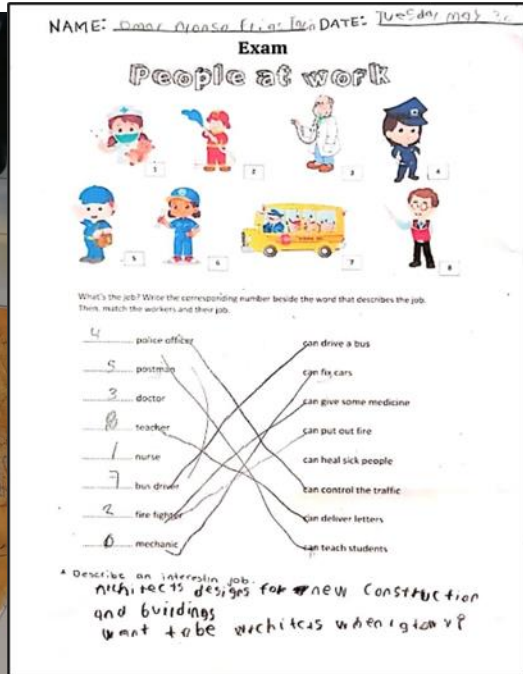
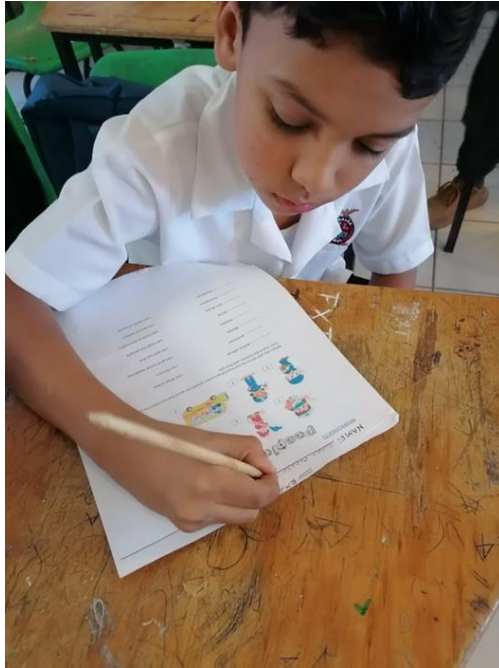
that pretend to be games, some research and application of knowledge, this has worked for me the desired results.



student writing a job description / english-spanish list



My like teacher in action



doing the exam / exam

Datos del Alumno		Didáctica General			Aprendizajes Esperados						Valoración Promedio Semanal	
Grupo	No.	Nombre del alumno	El alumno trabaja en el salón de clases.	Si es alumno No trabaja en clases, menciona la razón.	Se observa que el alumno sigue las instrucciones indicadas en el trabajo.	Reúne información sobre labores o profesiones.		Explora reportes sobre actividades		Escribe información sobre labores y profesiones para hacer un reporte.		
						Nivel de progreso	Calificación semanal	Nivel de progreso	Calificación semanal	Nivel de progreso	Calificación semanal	
A	1	ACOSTA RUELAS ALEXANDER YAHR	A veces		A veces	Principiante	8	Principiante	8	Principiante	8	8
A	2	AQUILAR MERCADO MICHAEL	A veces		A veces	Principiante	7	Principiante	7	Principiante	7	7
A	3	ASPIURO INZUNZA MARIO TOMAS	Si		Si	Básico	9	Básico	9	Básico	9	9
A	4	ARMENTA BOJORQUEZ CHRISTIAN ALEXANDER	A veces		A veces	Principiante	8	Principiante	8	Principiante	8	8
A	5	CASTAÑEDA LOPEZ DAVID IGNACIO	Si		Si	Básico	8	Básico	8	Básico	8	8
A	6	CASTRO RAMIREZ AURORA MARELY	Si		Si	Básico	8	Básico	8	Básico	8	8
A	7	CASTRO RAMIREZ JESUS ADALBERTO	Si		Si	Básico	8	Básico	8	Básico	8	8
A	8	ENCINES LUIGO JESUS FERNANDA	Si		Si	Básico	9	Básico	9	Básico	9	9
A	9	ENCINES LUIGO JESUS MICHEL	No	Al alumno le cuesta	No	Principiante	7	Principiante	7	Principiante	7	7
A	10	ENRIQUEZ BOJORQUEZ JONATHAN RODOLFO	Si		Si	Básico	8	Básico	8	Básico	8	8
A	11	FRIAS TARIN OMAR ALONSO	Si		Si	Básico	9	Básico	9	Básico	9	9
A	12	GASTELUM COTA MAYTE	Si		Si	Intermedio	10	Intermedio	10	Intermedio	10	10
A	13	GAXOLA SAUCE DA VANESSA GUADALUPE	Si		Si	Básico	10	Básico	10	Básico	10	10
A	14	LARA VALDENE GROS OSCAR JESUS	Si		Si	Básico	10	Básico	10	Básico	10	10
A	15	LOPEZ CASTRO CAMILA	Si		Si	Básico	10	Básico	10	Básico	10	10
A	16	LOPEZ RIVERA GERARDO AGUSTIN	Si		Si	Básico	10	Básico	10	Básico	10	10
A	17	LUIS LAZARO CRISTIAN YAHR	Si		Si	Básico	8	Básico	8	Básico	8	8
A	18	MARIANO FRANCISCO JESUS CARLOS	No	Al alumno le cuesta	No	Principiante	7	Principiante	7	Principiante	7	7
A	19	PEREZ PARRA DIEGO BENJAMIN	Si		Si	Intermedio	8	Intermedio	8	Intermedio	8	8
A	20	PEREZ SAMANO CHRISTIAN	No	Al alumno le cuesta	No	Principiante	7	Principiante	7	Principiante	7	7
A	21	PIZZA JIMENEZ JAKE LINE	Si		Si	Básico	10	Básico	10	Básico	10	10
A	22	RAMIREZ SARRA SE BASTIAN	Si		Si	Intermedio	10	Intermedio	10	Intermedio	10	10
A	23	VAZQUEZ ARMENTA RAFAELITA	Si		Si	Intermedio	10	Intermedio	10	Intermedio	10	10

checklist used to register the student's evolution on aprendizajes clave. (PRONI Sinaloa)

## 2.5 video

The different classes given to students were recorded with the objective of elaborating a video with parts of all of them. The video intended to show the highlights of the lessons. Some pictures of it are shown below. Also, the link of the video uploaded on my drive is here:

[https://drive.google.com/file/d/1\\_m5kwqM9z2fF3vz9\\_QuSyxNN2-q7th1b/view?usp=share\\_link](https://drive.google.com/file/d/1_m5kwqM9z2fF3vz9_QuSyxNN2-q7th1b/view?usp=share_link)

## CHAPTER 3: EXPERIENCE REPORT

The results obtained along the application of the three lesson plans were great and it is important to mention that even if the main objectives of the rationale were not reached, it was not because the materials were not suitable or good for the group and it was because more classes would be needed for it. However, the activities with which learners were tested and assessed were meaningful, as they enjoyed doing them and learning new vocabulary that they found out useful for their lives.

The most meaningful lesson was that where the cultural competence was developed at its most. The video about the Yumomi dancers and the explanation of their job as well as the contrast with the students' city had them excited enough to keep their attention for the whole class. That great attitude was not expected, so it resulted better than expected. Of course, after applying the lesson plans, some decisions would have changed since the beginning, but mostly talking about developing more Works tasks or to include more interaction patterns and definitely speaking activities.

It was very satisfying when I finished the topic of jobs around the world", after all the activities and job descriptions that were given in class, the mentality, yearnings and plans for the future of the children were different than at the beginning of the unit.



## CHAPTER 4-CONCLUSION

The whole process, since the critical thinking stage that I started to consider about what group I would choose to work with and therefore, the topic to teach, has been an interesting road to follow. The preparation of these three lessons planned with the main purpose of teach the syllabus of my school, adapting my teaching practice to the requirements of the Specialization has been challenging at times. All I have learned throughout these hard-working months has been worth the stress and time invested on it. Today, I am not the same I feel a better teacher. The specialization pushed me and many other teachers' partners to get adapted into a new modality, I now my method was not the most effective method to teach, and with that I talk about intercultural classes. Part of my resilience process during this course helped me to find an amazing world of possibilities and adapt my teaching practice to the technological world, discovering incredible possibilities to teach no only Worksheets and copied from board, that nurture our technological skills as teachers and show to my student many wonderful things through a video.

Many things that I did or thought when planning my lessons and teaching them in front of my students before the course, acquired a name and a whole background. I, as a teacher that does not have a bachelor's degree in English teaching, have had to look for information on my own and this Specialization has improved my knowledge incredibly. All the schools of thought, approaches, methods, theories and hypotheses seen and read during these months have given me a wide view of all the possibilities available to help students to reach the meaningful learning they need.

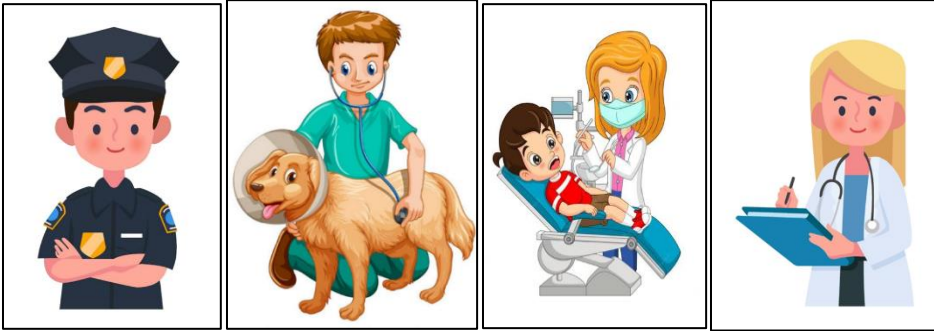
Now I know that my favorite teaching approach is the Presentation, Practice and Production (PPP) one, as is the one that I learned with as an English student in elementary school and I really like the way of dividing the stages of the lesson with it, but now I understand that getting to be pigeonhole into the use of a single approach, method or any other strategy, is not the way to follow. With all the authors that have existed through the decades, the best thing, we as teachers can do, is to dive into the books and documents left by them in order to develop our skills day by day. Now I make the possible to take the aspects I like about other methods and approaches such as the Communicative Approach, the TPR method, the Text-based, and many others. I recognize myself

as a Humanistic teacher with many characteristics of a Behaviorist and Structuralist one and I consider that the way in which I teach my students, perfectly reflects the way I am.

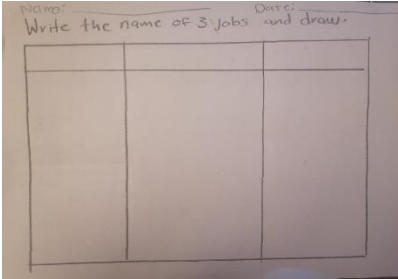
The lesson plans designed for these three lessons were intended to show a great amount of the knowledge acquired in this Specialization and it is considered that the activities chosen were meaningful for students, as they were motivated and enthusiastic about the different tasks implemented.

The assessment part has been the most difficult, because working with groups that have from thirty-five to forty or more students, is always a rough challenge. In the school I work at, I have always created short exams in each evaluation period and provide students with a study guide, which is similar to the exam, including the most relevant topics seen at class. The note that students obtain in those exams, is the one they got reflected in their report card, but as I always tell my students, I appreciate effort a lot, and even if a student has difficulties of any type on learning the language, I give them extra points if they show motivation and intention on doing the activities and participating, so they are not affected by their slips or errors. In the application of these lesson plans, making use of technological resources, I have had the opportunity to implement rubrics, which are new to me in public education, and I consider that, it is a good choice when having small groups of students. And going to feel happy to change their main just a little to look for a better life style.

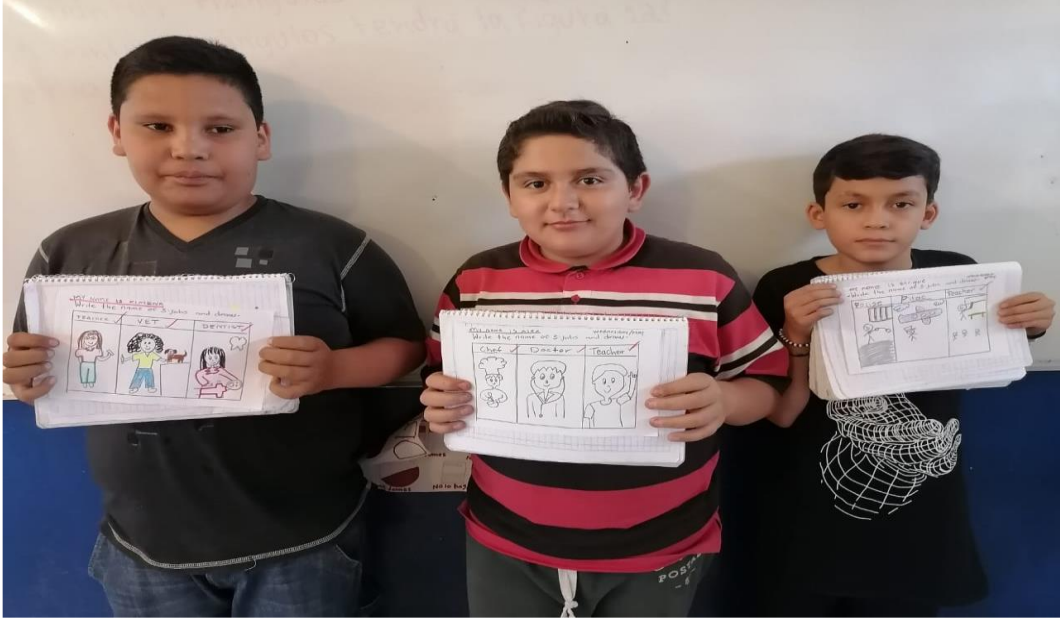
APPENDICES



Appendix 1. flashcards to introduce the topic vocabulary



Appendix 2. first students' activity, class 1



Appendix 3. some work of lesson 1



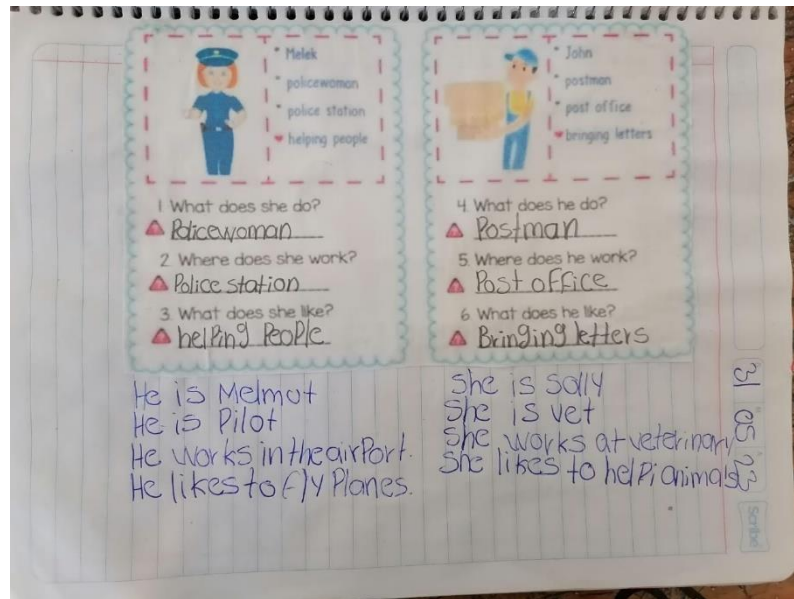
Appendix 4. students watching and listening video

**YES/NO QUESTIONS**

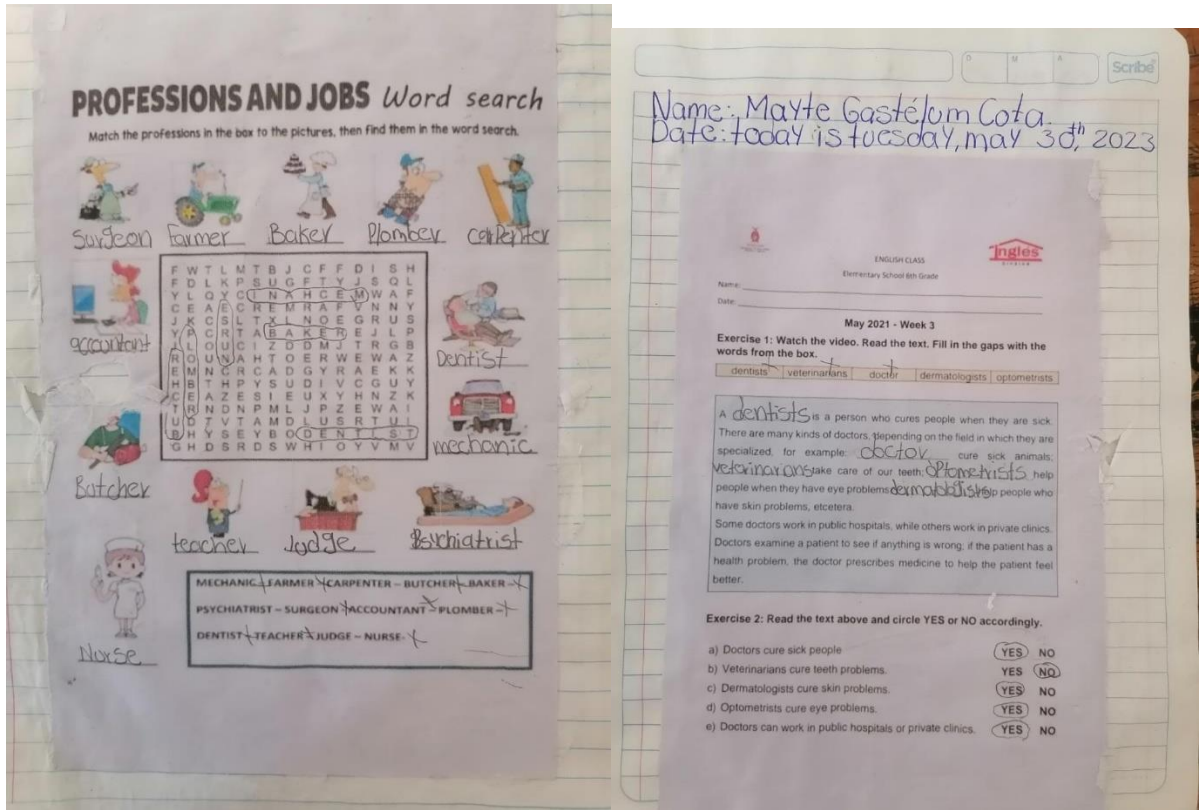
Listen the sentences, then choose the correct answer.

Is he a cook?		
	Yes, He is.	No, He isn't.
Is she a vet?		
	Yes, She is.	No, she isn't.
Is he an artist?		
	Yes, He is.	No, He isn't.

Appendix 6. yes/no question an answer activity



Appendix 6.



Appendix 7. some fun activities



Appendix 8. YouTube videos used at 2<sup>nd</sup> activity

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<https://www.youtube.com/watch?v=4kBKSZpz-kw>

<https://www.youtube.com/watch?v=ugsRzHMIF2o>