



UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Music as a vehicle to promote interculturality and
critical thinking.**

TRABAJO RECEPCIONAL

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

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Music as a vehicle to promote interculturality and critical thinking.



**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA.**



**CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS (CEAL)
ESPECIALIZACIÓN EN LA ENSEÑANZA
Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA**

Ciudad de México, 18 de septiembre de 2024

**DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN
DEL DIPLOMA**

Se hace constar que el/la participante Gómez Padilla Isaac Eduardo con matrícula 230926061 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "Music as a vehicle to promote interculturality and critical thinking"., que es un requisito para la obtención del diploma de especialización.

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ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

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Abstract

In this document I will present the project that I carried out in the specialization which involves interculturality through activities related to the musical interests of the students and developing in them critical thinking about the differences in musical preferences among their classmates. To promote meaningful learning in students, I based myself on methodologies and learning theories that allowed me to develop activities that help students in their English teaching-learning process.

The context in which I developed the activities of my project was in a public secondary school in the city of Leon, Gto, located in a popular area of the city. The profile of my students is as follows, in total the group consists of 31 students of which there are 15 girls and 16 boys, with an approximate age of 13 and 14, they are in the second year of high school. The level of English that most of the students have been low and there is a certain disinterest in some of the students in learning the language, with only a few having an interest in English.

Speaking: The aim of the activity was that Ss share their perceptions about the social groups with which they do not have an affinity with their peers in the form of an exchange of ideas.

Writing: The aim of the activity was to create a dialogue where the Ss were able to identify which groups they do not feel an affinity with.

Reading: The aim of the reading will be for students to focus on words they already identify and key words so that they can decipher the information in the text.

Listening: The aim of the activity was to write in their notebooks the words that they identify while listening to the video.

The assessment to be carried out will be a rubric for the speaking activity, the objective will be to identify the creativity of the students in their presentation, as well as the fluency and intonation of English when speaking, the vocabulary they use.

Introduction.

English is a language that in recent years has spread in societies through globalization, the raise of people who study and want to learn the language has been increasing, it is increasingly important to learn this second language, since in some schools and jobs it has become indispensable.

For instance, learning a second language can be perceived as a necessity, however, learning a new language has its difficulties and that is why the didactic methods used to teach the language are relevant and is important to be aware of our teaching improvement.

The social interaction of the individual becomes the engine of development, learning a language through coexistence and the appropriation of the new language are part of this interaction between peers, which allows children to have a potential learning. It is something that I have tried to implement in my classes, through activities in which students can develop situations in which they can interact through everyday situations and related to their context.

English as a universal language has developed in recent years as a language that is handled in different aspects, such as social, cultural, political, and economic, therefore, in a hegemonic way, it has been maintained and integrated into all regions of the world, by maintaining its status as a globalized language.

The purpose of the text is to analyze the different dynamics that we can attend in a classroom, from our own learning experience as students but also as teachers. It is important to be aware how the process of learning is faced in the classroom, detect how the students face all these processes and help them in their learning acquisition.

In my experience, in the words of some students, they see the subject of English as a filler class, both in the public and private schools that I have worked in, the contents are designed in a way that is far from the context of the students, because the situations that are exemplified there are far from being close to the students. So, it stops being interesting for them and sometimes becomes a boring class and just another academic burden.

Chapter 1: PHILOSOPHY AND THEORY

1.1 TEACHING CONTEXT, IDENTITY AND PHILOSOPHY

The school context in which I am currently working is a public institute named Secundaria General 15 Francisco Pichardo that is in the outside areas of the city of León, the school was founded in 2003, is in a popular neighborhood with some levels of violence. Around the school there are some factories dedicated to footwear, therefore, some of the students come from families of small merchants and workers in that area.

The level of the students in terms of English is varied, since some of the students they have had English classes before, especially those in the older groups, but not the students in the first-year groups, since for most of them it is only now in secondary school that they will have their first contact in an English subject. As for the group I have assigned for the intervention, most of the students had their first English lessons in first grade, so they have a certain level of knowledge of the language, some more than others, influenced mostly by their own personal interests, since they are the ones who like the language and make the effort to learn it.

The school has 18 classrooms equipped with televisions for educational purpose, all of which are in use, a quartermaster's warehouse, 2 courtyards with a basketball court each, a computer center, a teachers' room, and a multipurpose room, two bathrooms that are for both shifts. In the same way, they have the necessary services such as water, electricity, and internet.

There are 18 groups in the school, six groups for each level, six for first, six for second and six for third, with approximately 40 students for each grade. the school has two shifts, the morning and the afternoon, the groups I attend are in the afternoon shift, the group I have decided to take for my intervention is the second L. The school has 1 principal, 2 assistant principals, one for each shift, 40 basic teachers in total, including some interim teachers,

The group that I have taken for my intervention has characteristics that I consider can help to carry out the activities that I will propose during the specialty,

there are children who have a considerable level of English for their age and experience in English classes, so it motivated me to choose them compared to other groups. The characteristics of the group are that they are ++ girls and ++ boys, most of the boys live in the neighborhoods near the school, which have certain levels of delinquency and are located within the most conflictive areas of the city, specifically the La Noria neighborhood which is where most of the students come from, many of the students by family tradition attend high school, since siblings or cousins have been there at some point, even some even coinciding in the same period with relatives, the English lessons are Tuesday, Thursday and Friday in different shifts of the day, and the class last 50 minutes.

The profile of the students is very different among them, some of them are more interested in learning the language due to the interests they have, some particularly because of the music or videogames they like, some other students have mentioned having difficulty in English, especially for not feeling the confidence to pronounce words correctly and in some other cases, there are students who do not like it simply because they did not have English classes before.

The likes and interests of the students are very different from each other, and this is what I try to take advantage of in the activities we work on, to be able to hook in what they are interested in with the contents suggested by the program, adapting all these components so, that they can have a meaning at the time of their learning.

Teaching philosophy.

My teaching philosophy has been based throughout the experience that I have acquired in the years that I have been an English teacher, as well as by the influences of teaching colleagues, teachers that I have had and readings that I have done.

Particularly the way I behave in the classroom has a lot to do with everything I have experienced as an English teacher, by recognizing my role in teaching my students and the way in which they can acquire adequate knowledge.

The ideas that I have developed about how to teach can be reflected in the same way in how I would have liked to be taught English when I lived in Mexico during my middle school years and in the way I learned English when I studied high school in the United States, it is through this mix of ways of teaching that I have developed my philosophy of teaching, in addition to everything I have learned during my years as a teacher.

My believe is that the students can be part of the decisions of the course, on the topics that can be studied, therefore I have made them participate in some of the decisions on which topics to address, based on their interests. As a result, on some occasions, together with the students, I have even implemented that they are the ones who can create their own study material, contextualized to their environments and levels so that it is easier for them to learn the language, according to Freinet's (2016) idea about the fact that the student can share with the teacher powers in terms of content to be developed in the classroom, in addition to the collective knowledge and interests of the students, as well as a self-taught education.

As part of my teaching philosophy, I have carried out activities such as the flipped classroom, so I try to help students develop skills in which they can improve their knowledge through their own research on topics that we have seen in class, since I believe that it is essential to give them the confidence that they can be researchers of the class topics, but in addition to the ones they like.

Consequently, I have developed my own ideas on how to handle situations within the classroom, such as establishing only ask permission to go to the bathroom, but not for when they return, and just simply enter and go to their place or when they arrive late for whatever situation they have, and even on occasions when students fall asleep in class I don't question their action since I don't know sometimes what situations they are going through and I let them sleep.

With students, I try to reach agreements that allow me to work properly with them, in which we can all benefit, for example I maintain the idea of only leaving one homework each week and it has been during all these years that I have been in front of a group that I have developed all these ideas of how to act in a classroom.

My philosophy as a teacher is now much more flexible since I understand that students have complex situations at home, aspects that they often do not comment on but that influence their school performance, and only sometimes when I ask, I can know what the situation is like in which they live. Realizing that sometimes they go to school without eating or that they have to decide between using public transportation or having to eat something at school or that some work and must help at home with economic issues and in their free time they must do all the tasks that are left to them, that is why, a couple of years ago, I decided to only leave homework once a week and that these tasks are only complementary and not something that should overwhelm and frustrate the students, rather, the assignments allow them to practice what we have seen in class.

Something that I consider important, is that the classroom is a space for knowledge and I try as much as possible to make the students feel that the doors of the classroom are open to all kinds of ideas or suggestions from them, that they know that in the classroom you can learn a little bit of everything and, therefore, I like to associate topics outside the curriculum and adapt them to the English class as part of the development of knowledge of the students, most of this I have improved it through the specialization.

Teaching Identity

During my journey as a teacher I have experienced many changes in my way of teaching, the experience I have forged with the many groups and students I have had in the last ten years, as well as everything I have learned in the master's degree and now in the specialization, have left me with things that I have improved, but at the same time, It has made me reflect on my areas of opportunity and what I need to continue to improve in my teaching practice.

My philosophy and identity as a teacher have changed during my years teaching English because of all the experience I have gained, based on what I have learned studying and reading, I have adopted ideas and theories that have allowed me to improve my teaching practice, as well as change the way I teach English in the classroom.

Aspects that for some teachers may be fundamental such as establishing as evaluation criteria the delivery of work or conduct, I have changed that part that in my beginnings I replicated from what some of those more experienced teachers told me. Now, although the works have a pedagogical importance, some I consider only as complementary and others are more relevant, but without being decisive when evaluating the performance of the students.

In recent years I have started to work on designing better activities that help my students learn, get more involved in their personal and cognitive development, ask them questions about their day to day life and the difficulties they may have and that may hinder their learning or academic performance, help them understand concepts or words that may be difficult for them in the language, as well as showing them that they can approach me in case they have doubts, and that they do not see me as someone authoritarian or that they are not allowed to make mistakes and correct them so that they can visualize what they can improve in their learning as Delval mentions " it is worth remembering that the problems of the school do not lie in what is taught, but in how it is taught" (Delval, 1990, pág. 71). Which I understand that we as teachers have that flexibility of being able to adapt the contents and not simply follow what the curriculum says we should teach.

Sometimes I design my classes so that the students are also participants in the development of the class and that I am not the only one who makes the decisions, especially when working on the topics, since sometimes they are decontextualized and are topics far from the reality that my students face daily. Therefore, we adapt the contents to make them according to their experiences and what they have lived, Delval mentions that "what needs to be worked on in school is the ability to adequately describe different phenomena and areas of reality." (Delval, 1990, pág. 70).

In this way, their learning will be much more meaningful because they start from what motivates them and interests them to learn, since there they will learn vocabulary that otherwise they would not be able to recognize to produce communicative skills. On other occasions, I prioritize that they design their materials

with which they are going to work since this allows them to learn from the moment, they must create something. Likewise, when I work vocabulary words instead of translating the word into Spanish, they must draw a picture of what the word represents, in this way, what I intend is that they become familiar with English and that they avoid translating texts into Spanish and that instead they visualize the words in English in their mind in the same way they do when they learn a new word and have to illustrate it.

Something that I have applied more frequently in recent years is that I use open spaces for students to work, I usually leave the classroom from time to time and work in a way that students feel a little freer and look for a suitable space to carry out their activities, sometimes the activities are worked on individually and other times in a team.

1.2 THEORETICAL FOUNDATIONS

The theory that I will use to support my situation to intervene will be Vygotsky's, which is that of sociocultural learning, the social context and the individual's ability to imitate allows a learning mechanism that develops in his concept of a zone of proximal development.

The theoretical basis of this methodology is constructivism, which provides tools to students so that they can build their own knowledge by considering their previous experiences in their environment, in such a way that meaningful learning is previously built based on the way in which they interpret the information they acquire. behaviors and their abilities, which arise from their motivation.

Playful activities such as role plays and activities in which students interact with each other in the form of play, can help when it comes to appropriating of the language as they learn it, "Vygotsky believed that play offers children a great deal of scaffolding, allowing them to work at the higher end of their zone of proximal development". (Papalia & Feldman, 2012, Pp. 240).

Learning a language and taking as a starting point the personal interests related to the contexts in which the students live as a learning method reinforces the

idea of the ability to imitate and coexist, which allows the child to learn the language with people of the same age to join and learn by using mechanisms in which they can develop their cognitive capacity.

1.2.1. THEORIES OF LANGUAGE ACQUISITION

Stephen Krashen's hypothesis.

Students are exposed to English through different platforms and media, music, television series, films, some particular interests and other mass media apps, therefore, in one way or another English is maintained in their daily lives, so, learners pick up language implicitly by being exposed to it mainly by incidental processes, which makes it impossible for them not to have a certain level of knowledge of the language, at least vocabulary that they can understand and master in a certain way.

Thus, the knowledge of the language they have developed can be monitored and used in activities that allow students to verify their production in terms of their language skills, as well as their level of knowledge of English, situations in which teachers must take advantage of.

The hypothesis can be applied through activities in which students can use what they already know about English from their academic training, as well as what they can take from what they are exposed in their previous contact with English depending on how they approach to the language supposing they try to learn by themselves as self-taught, successively, new knowledge can be considered in the same way especially with the students self-confidence and in this way teachers must develop playful activities that allow students to use the language and develop their language skills.

Krashen (2009. pág. 60) mentions that the Input Hypothesis makes a claim that may seem quite remarkable to some people- we acquire spoken fluency not by practicing talking but by understanding input, by listening and reading. It is, in fact, theoretically possible to acquire language without ever talking. Output aids learning because it provides a domain for error correction. When a second language user speaks or writes, he or she may make an error. When this error is corrected, this

supposedly helps the learner change his or her conscious mental representation of the rule or alter the environment of rule application.

Zone of proximal development.

As for Vygotsky's learning theory, he mentions sociocultural learning which considers the environment in which students develop either at home or at school, therefore, the social context and socialization that this dynamic entails, allows a mechanism of cognitive development among the students, "Vygotsky believed that play offers children a lot of scaffolding, allowing them to work at the higher end of their proximal developmental zone." (Papalia & Feldman, 2012, pág. 240)

In the same way the sociohistorical didactics that considers the experiences of the student and that allows to have an appropriation of the cultural aspects. And finally, the concept of proximal development that refers to the knowledge that is already mastered and those that are in the process of acquisition.

Input, intake, interaction, and output in the students learning processes.

Input is what students are exposed to, Intake is what they can internalized, interaction is the opportunity for learners to use and practice the language and output is practicing the existing knowledge, so, how to apply them in a learning process?

The way in which they can be in a learning process, can be through dynamics that allow students to first be exposed to the language, such as, for example, giving class instructions and most of the class dynamics in English, so that they become familiar with the use of the language and that will force the students to challenge themselves in trying to understand what teacher says.

Make the activities close to the students and use everyday aspects of their lives such as words or examples, so the learning acquired has an impact on their language progress. In this way, the students learning will be meaningful, by using real situations to them.

Accomplish activities such as role plays, presentations of topics about their interests and what they like, as well as recreating fictitious situations about aspects

that can happen outside the classroom, in which they must achieve dialogues in English, made by themselves or guided so that they have confidence to speak, "many students seem to learn better if they asked to think the language they are coming into contact with" (Harmer, 2007, pág. 57).

In my consideration, the concepts that I have not applied properly are, the intake and the output, because there may be students that when I give instructions, they are not clear about the message I want to give them over the activities they must work and sometimes they do not mention anything probably because they do not want to be mocked by classmates or they feel shy by asking questions and they remain with doubts and not understanding the activities. What could be done to improve the experience of how students learn is for teachers to make the effort to use fewer complex methods to explain the topics or activities we want to work on and thus ensure that students receive the instructions as we want them to be worked on.

Therefore, some strategies that I could work out are, to use aspects close to them with respect to the objectives of the activities, to use contextualized situations, to make sure that the message I want to give them is clear.

Delval mentions that "the child learns through his reality-transforming activity. acting on things forms schemes that automate its action, and these schemes are integrated into models of reality, within which its activity is developed" (Delval, pág. 67).

Use activities such as role plays or podcasts in which they use the language simulating real or fictitious situations, as well as the contents that we have worked on before like target vocabulary or grammar structures, make presentations on personal situations in which they can expose topics that are of general interest and according to their experiences.

The activities that I will design will be oriented so that students can share experiences related to their likes and cultural interests with respect to the social groups in which they feel identified.

According to Hamer (2007, pág. 200) the language study focuses on the structure and use of language forms, particularly in the following areas: the morphology of forms, the syntax of phrases, clauses and sentences, vocabulary, including the meaning of words, their lexical grammar and collocation rules, pronunciation and spelling.

CHAPTER 2. METHODOLOGY AND PRACTICE

Rationale behind the activities.

For vocabulary I will use a word map due to the way in which students can use words that they already know and relate to the topic we are going to work by building up vocabulary knowledge. In this way, it will be possible to use the previous knowledge of students who have greater knowledge of English words compared to those students who have little knowledge of English, the idea is that students can help each other in the construction of their learning. The aim of the activity is to show students how words can group together and start from the idea of how to work on the vocabulary words that will be learned.

For reading I will try to develop specific receptive skills based on the students interests such as reading for general understanding or for specific information, in this way, the reading activity will be focused on scanning, since the topic they will be working on will be related to something specific in their daily life. What will be done as part of the reading activity, will be that first the students will mark with a color the words that they already manage to recognize and know their meaning, then, using a different color, the students will look for cognates that help them contextualize the text and once they have identified these words they can begin to decipher what it says in the text to finally be able to use the new words that are used. learned earlier and help them understand the reading.

For listening I will focus on story-telling activities, in which students can be asked to predict what is coming next, but also in which they can do some live listening by trying to create some engagement and build up confidence by helping the students in their listening abilities. The aim is for students to be able to identify

words that they already know related to the topic they are working on, that they can develop the ability to listen to English words through the audios and that they become familiar with listening to it since, in some cases, some students listen to music in English on several occasions they come to me to ask me about some lyrics of the songs.

For writing I will focus on the process by paying attention to the different stages that writing goes on, so what I will look for is that students consider the procedure of putting together a well written work, by helping the students to build a writing habit, that they can identify the order of words that structure a sentence, as well as enrich their vocabulary, since they will be able to use it in all the skills mentioned, since the idea of the activities is that students can express their ideas or opinions in English in an appropriate way., so the students will try to make up blog focused on writing for communication.

For speaking I will use speaking activities that are planned, the aim the activity is to maintain a good sustaining relation among the students so the conversational strategy will be a planned talk between students who are not related to other students in their cultural point of view, that they can share different ideas, that they can identify what their differences are with respect to their cultural tastes, that they can work on the tolerance of having different tastes with other people.

2.1. A PRACTICAL AND USEFUL LESSON PLAN


This project was designed for a face-to-face class which was divided into 5 sessions in which speaking, writing, reading and listening skills would be worked on. The reason why I decided to work on music in interculturality was derived from the students' interests in the different musical genres they listen to and from these interests as an accompaniment in learning English.

Teaching planning must be an instrument that helps to guide practice and what is going to be done in the classroom, in this way, in the pedagogical field it is important to plan how we visualize the curriculum and how it affects according to

the compendium of contents, since it works as a prefiguration of the reality we face.

In the same way, planning involves organizing ideas as well as activities that help to develop the educational process of students through an adequate sense because it serves to guide practice, which is why the role of teachers is essential, since the way in which they guide their teaching must be sustained and it is essential to have the support of didactic planning.

Lesson planning formats

	SECUNDARIA GENERAL NO. 15 “FRANCISCO J. PICHARDO” C.C.T. 11DES0099W	DIDACTIC PLANNING SHIFT: Evening	THIRD TRIMESTER MONTH: May WEEK: from
	TEACHER: Isaac Eduardo Gómez Padilla		PERIOD:
SUBJECT: English		GROUP: 2° G	
TRANSVERSALITY WITH: Spanish and History		Assessment instrument to be used will be a rubric	

THEME - SUB-THEME	EXPECTED LEARNING
Cultural diversity in the classroom.	<ul style="list-style-type: none"> Recreate a situation from the students' daily lives, in which they can express ideas in written and spoken form, as well as be able to understand texts in English.

DIDACTIC SEQUENCE SESSION 1		
BEGINNING (5 min)	ACTIVITY - RESOURCES	DIAGNOSTIC EVALUATION
Introduction activity. The teacher will explain and set the objectives of the lesson.		<i>Student Responses, Observation.</i>
DEVELOPMENT (35 min)	ACTIVITIES – RESOURCES – TEACHING MATERIALS	FORMATIVE ASSESSMENT
Vocabulary word map. (activate schema)		<i>Activities and class observation.</i>

<p>In the activity, students will work on aspects related to different social groups and what is related to them. We will start by putting the word that will guide the activity on the board, some students will pass to the board and add some words to the diagram, once the students grasp the idea, they will begin to work in their notebooks and join teams and help themselves with dictionaries in case they do not know how to write a word.</p> <p>An aim of the activity is that some students will try to remember some words that they already know, so there will be a collaborative work.</p> <p>Students will put into practice their prior knowledge regarding words they already know and that will serve as scaffolding with classmates who have little vocabulary in English</p>		
CLOSURE (10 min)	ACTIVITY - RESOURCES	FINAL OR SUMMATIVE ASSESSMENT
Students will help each other, so they will have to share a word that they think the other teams don't have.		<i>Student participation and attitude in the classroom.</i>

DIDACTIC SEQUENCE SESSION 2		
ACTIVITY - RESOURCES	DIAGNOSTIC EVALUATION	
<p>Introduction activity.</p> <p>The teacher will explain and set the objectives of the lesson.</p>		<i>Student Responses, Observation..</i>
ACTIVITIES – RESOURCES – TEACHING MATERIALS	FORMATIVE ASSESSMENT	
<p>Writing suchi s life. (blog)</p> <p>Students should write a text about themselves as a form of blog where they describe the social group to which they identify and in which they will highlight the characteristics of their likes such as the way they dress, the music they listen to and the coexistence among their peers.</p>		<i>Activities and class observation.</i>

<p>Once they finish their description, the students will work in pairs, the aim of the activity will be to be able to identify which groups they do not feel affinity with and therefore create a dialogue where they will be able to identify which groups they do not feel an affinity with and therefore create a planned dialogue where they can share the differences between social groups and be able to be tolerant and inclusive.</p> <p>Students will put into practice what they have learned regarding the structure in which sentences are developed in English and that allows them to have a better understanding and communication in English.</p>		
ACTIVITY - RESOURCES	FINAL OR SUMMATIVE ASSESSMENT	
Students will make a brief reflection in which they rescue the importance of respecting people's customs, likes, preferences and ways of thinking.	<i>Student participation and attitude in the classroom.</i>	

DIDACTIC SEQUENCE SESSION 3		
ACTIVIDAD - RECURSOS	DIAGNOSTIC EVALUATION	
Introduction activity.	<i>Student Responses, Observation..</i>	
The teacher will explain and set the objectives of the lesson.		
ACTIVITIES – RESOURCES – TEACHING MATERIALS	FORMATIVE ASSESSMENT	
<p>Reading scanning. (text)</p> <p>Students will read a text related to different social groups and from which they can identify.</p> <p>The aim of the reading will be for students to focus on words they already identify and key words so that they can decipher the information in the text. In this way, students will be able to immediately recognize the meaning of the words they know and add the words that are new to them in their repertoire to enrich their vocabulary.</p>	<i>Activities and class observation.</i>	

The vocabulary that students identify can be used as a word bank that will serve as a glossary that students will have to develop.		
ACTIVITY - RESOURCES	FINAL OR SUMMATIVE ASSESSMENT	
Students will write a short summary with the help of the keywords that they have recognized.	<i>Student participation and attitude in the classroom.</i>	

DIDACTIC SEQUENCE SESSION 4		
ACTIVITY - RESOURCES	DIAGNOSTIC EVALUATION	
Introduction activity. The teacher will explain and set the objectives of the lesson.	<i>Student Responses, Observation..</i>	
ACTIVITIES – RESOURCES – TEACHING MATERIALS	FORMATIVE ASSESSMENT	
Listening story-telling. (video) A video will be presented to the students related to different social groups, the activity will focus on words that the students can recognize during the clip, as well as observe the characteristics of the different people who appear there. The students will write in their notebooks the words that they identify while listening to the video, once the video is over the students will share with each other the different words that were mentioned and that they managed to capture. And with the words they have heard, they will then have to work on a written activity to reinforce the words they heard in the audio.	<i>Activities and class observation.</i>	

ACTIVITY - RESOURCES	FINAL OR SUMMATIVE ASSESSMENT
Some students will spell words that they recognized during the video and that they have in their notebook, to share with their classmates and that they will have to identify	<i>Student participation and attitude in the classroom.</i>

DIDACTIC SEQUENCE SESSION 5		
ACTIVITY - RESOURCES	DIAGNOSTIC EVALUATION	
Introduction activity. The teacher will explain and set the objectives of the lesson.	<i>Student Responses, Observation..</i>	
ACTIVITIES – RESOURCES – TEACHING MATERIALS	FORMATIVE ASSESSMENT	
Speaking acting from a script. (dialogue) The students will share their perceptions about the social groups with which they do not have an affinity with their peers in the form of an exchange of ideas, the activity will be done in pairs. The students' desks will be used so that they can discuss their differences and after a while, they will change tables to be with other classmates. The students should use the words that were worked on in the other activities, in the debate activity they should use the words that were used.	<i>Activities and class observation.</i>	
ACTIVITY - RESOURCES	FINAL OR SUMMATIVE ASSESSMENT	
Students answer questions related to the importance of interculturality and respect.	<i>Student participation and attitude in the classroom.</i>	

Nombre y firma del Docente
en turno

Nombre y firma del subdirector

2.2. DESIGNING OF NECESSARY TOOLS TO ASSES/TEST THE PROGRESS OF STUDENTS

One of the authors that were reviewed was Ángel Díaz Barriga (2002) whose main arguments will be reflected on to give support to the concept of evaluation and its relevance within the pedagogical work, in addition to those reviewed during the course.

The purpose of assessment is to collect information on the progress of the students with respect to the language and through observation it is possible to detect the student's confidence when using English, the words they use, as well as the intonation and grammatical structures they use.

The assessment is important because it allows us to have a vision of the cognitive level of the students, especially at the beginning of the course, because it is the way in which we can diagnose the knowledge of each of the students with respect to English. Therefore, diagnostic tests allow us to have a general idea of the level that students have, as class time goes by, the following assessments will allow the language proficiency to be measured once the contents that have been planned have been worked on.

Formative assessment, for example, was for many years the one that was developed in many of the educational systems in the world, one of the main functions is that the knowledge acquired is built and the function of the teacher as a facilitator or guide.

On the other hand, summative assessment aims to ensure that students have the requirements that will be needed for the next learning they will face, therefore, here the characteristics of the students become relevant because they will be part of the demands of the system.

It is important that teachers can recognize an appropriate use when evaluating, since evaluation gives the teacher the possibility of detecting possibilities of making changes in their practice, as well as strengths in students to ensure that learning is maintained consistently.

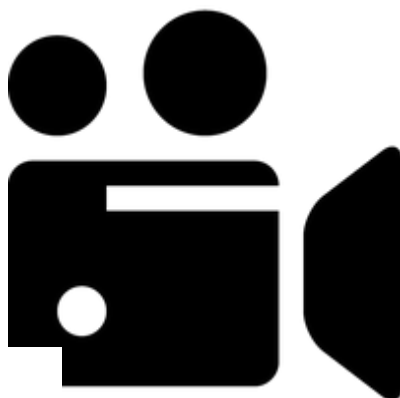
2.3. ATTACHED EVIDENCE

One of the types of evidence that was used to evaluate the students in the Speaking Activity was the design of a rubric, which allowed me to give an idea of the performance of oral expression when using the English

ASPECTS	4 EXCELLEN T	3 PROFICIEN T	2 SATISFACTOR Y	1 UNSATISFACTOR Y
Creativity				
Fluency				
Intonation				
Vocabular y				

2.4. RECORDING ACTIVITIES

As part of the project and my educational practice, I made some recordings in which I was able to rescue important moments of the classes, in which the day-to-day life of my classes is shown.



CHAPTER 3. EXPERIENCE REPORT

The result of the activities was not satisfactory, mainly due to the different difficulties that arose during the intervention. However, there are certain aspects to be highlighted with respect to the students who show a higher level of English, since with them it was possible to detect an improvement with respect to the language spoken, reading and written.

The relationship with the students to be able to achieve the planned activities was good, since they were able to carry out some of these assigned activities, as well as the activities that were adapted during the class to be able to carry out the English class.

Regarding the written activities, only some could be carried out, mostly done in class, but not those that were left for homework, since I could only rescue one piece of evidence. Regarding the reading activity, a text from the English book had to be adapted that was used to carry out the reading activity, the result of which was satisfactory, since the students who did the reading activity did it appropriately, showing an advance compared to previous lessons.

I consider that the speaking activity was carried out adequately, although it was not carried out as planned, the students who participated showed an improvement compared to previous classes, since they were able to read with much

greater confidence, their diction has improved, as well as the pronunciation of most of the words they read. I believe that the previous sessions in which reading activities were worked on have allowed students to participate more safely when they must read in front of the class.

On the other hand, I think the writing activity is the one that I have worked on the most in the English classes, since I focus a lot on the vocabulary to work on the activities, but in the same way I put the grammar part as a priority and the students have responded positively and gradually, they have been improving when making English sentences.

I have developed the listening activities little, however, I have tried to incorporate them more into my teaching practice, with respect to the planned activity it could not be carried out due to the changes that were made derived from the days that there were no classes.

As a proposal to be able to complete the planned activities, the time will be adapted in the next sessions and to be able to implement what had been planned in the intervention project to have more real results regarding the language skills to be developed with the students.

CHAPTER 4. CONCLUSIONS

Learning a second language can start from the moment we unconsciously acquire words that may appear in the media or through the personal interests of each person and that could be a turning point that we can use in the classroom, because we have to take advantage of the previous knowledge that the students have in order to make them feel comfortable and give them confidence to practice and use the language.

When starting with a conscious learning, it can serve as a precedent to improve learning, because although when learning the language spontaneously you can moderately maintain an informal conversation, formal education when learning

vocabulary or grammar allows you to learn the structure of the language and be able to communicate it in a precise way.

The relevancy of English is undeniable and is going to remain like that at least a few more years, so, as English teachers is important that they always maintain a genuine commitment in teaching, but also in preparing themselves academically to improve their performance within the classroom for the benefit of the students.

Teachers who are in this world of teaching must always stay focused on improving not only in academic or professional matters, but also in our personality and the way we perform in the classroom, especially because what happens in the classroom depends on us, since we are part of the learning processes of the students, in the same way we are a figure that can cause an influence on the students, we are the image of what we project in the classroom, as well as, a link with the English language and if on our part as teachers we are not prepared or do not maintain a positive impetus in the classes, students will reinforce their idea of resistance to the language, which derives precisely from this type of teachers that in the past have had the students, personally, at different times some students in confidence have shared experiences with teachers that they have had in past years and in their stories they mention the different negative practices of those teachers that caused an unpleasant image of the learning of English in the school.

And it is the area of opportunity that all of us who are dedicated to teaching English have, since we can change that idea that some students have internalized about the language and its benefits that they can have, it is important to always keep ourselves in constant change to improve our practices.

One of the problems that I was able to detect at the time of carrying out my intervention project, was that the organization of the time was not adequate, especially because of the different events that occurred on the days that I had classes with the assigned group, either for school excursions, recreational events that were worked on at school, days off, so the results that were expected were not satisfactory, so I will try to improve in that aspect.

APPENDICES

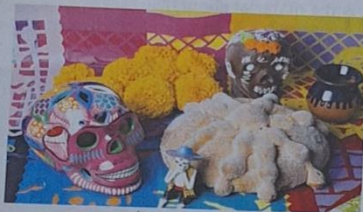
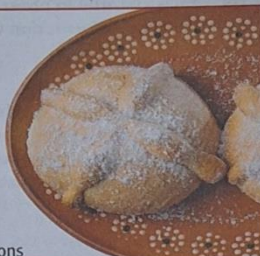
Stage
1

- 5 Work in pairs. Read the Skills box, then read the paragraph and underline its main idea.

Essays from the World

Chapter 4 Globalization effects in Mexico

Globalization sometimes has some negative effects on local traditions. For example, in Mexico, globalization has affected the tradition of the *Día de Muertos* and our artisans who sell traditional decorations and pan de muerto. The main problem is that many children no longer celebrate *Día de Muertos*, they prefer to celebrate Halloween. To solve this problem we should support local artisans, and big retail stores should help sell their traditional products. Also, local and national media should promote this special day and broadcast more programs about this and other Mexican traditions.



24

A
Z
p.42

The main idea of a paragraph is the central thought. It tells you what the paragraph is about. It is mostly placed at the beginning or ending of a paragraph.

Skills

- 6 Read the paragraph in Exercise 5 again and discuss the questions with a partner.

- 1 What does the author think is the main problem?
- 2 What examples does he give?
- 3 What does he propose to solve the problem?
- 4 What is the purpose of the paragraph? Inform? Entertain?

Unit 2

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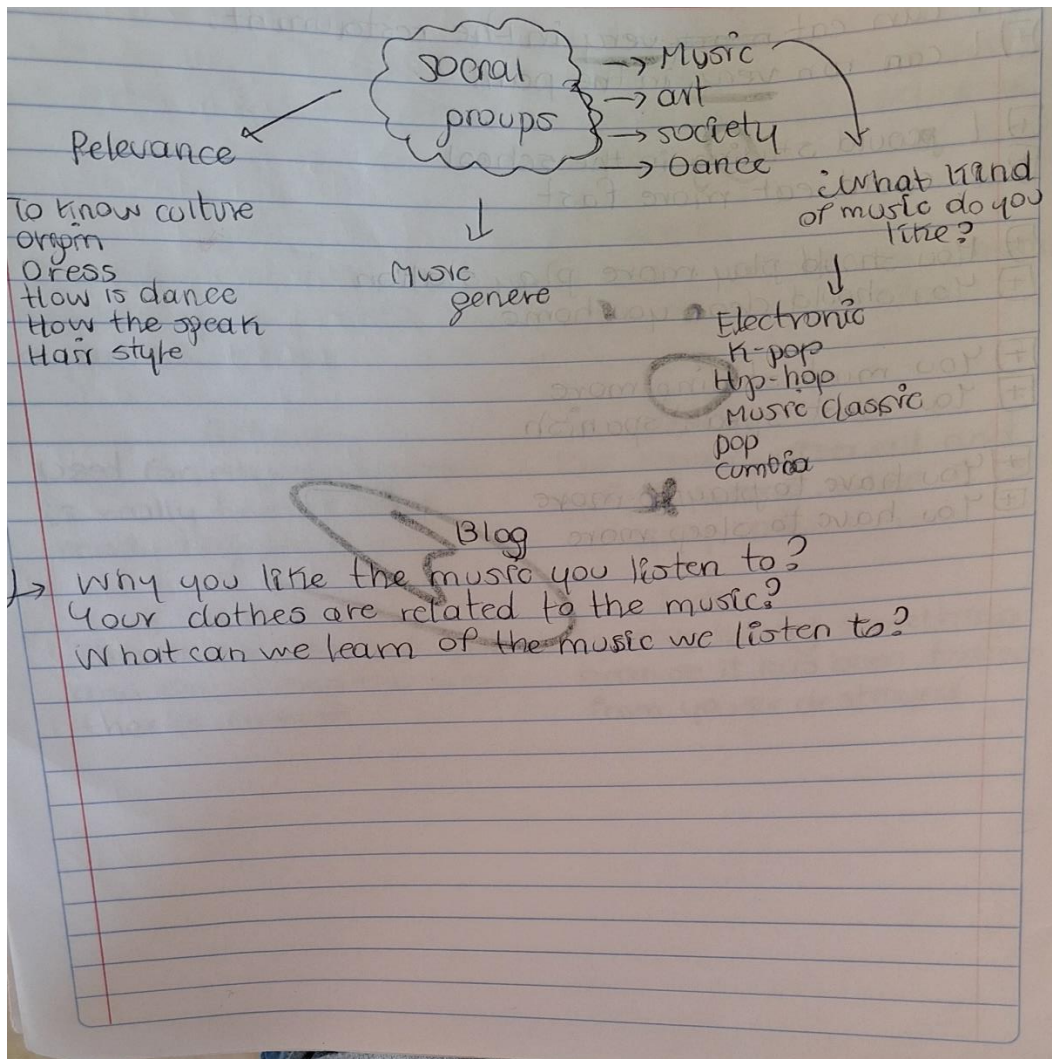
The genre of music that I listen to is music in English because I can learn this language or also learn from the country these songs come from.

The clothes I wear are not related to the music I listen to and have nothing to do with it.

Maybe from the music you listen to you can learn different languages or words in another language, you can also learn a little about other countries.

For me, respect is important because if you don't respect the genre of music that another person likes how do you want them to respect the genre that you like, besides the fact that each person has a different opinion and not everyone will like it like a musical genre.

- Homework
- 1: Because it makes me feel happy
 - 2: Almost not, but sometimes
 - 3: Languages, values, etc.



Social groups

Music: electronic, Kpop, pop, combia, hip hop, music, class.

Revelence

To know culture
Origen
How is dance
How they spals
Hair style

Music
art
society
dance

1 B = because of
the songs because
you identiy with
them and when you
listen to them they make
you feel good

Music Gente

Blog

1 Why you like the music dister to?

2 Your are related to the music?

3 What can we learn of the music
we listen to?

2 B = we can
not to trust
binding and
love our body
to never redeem
itself

Horror music

It was the first film considered horror was The Devil's Mansion, directed and designed by Georges Méliès, which premiered on December 24, 1896, in Paris. This gave rise to all horror films. During this era of cinema, France positioned itself as the great creator of this genre.

Cultural

Cultural origins late 1980s in the United States.

Common Instruments Mapping Drum Machine
Turntable Sampler Keyboard.

Popularity largely underground, but some groups and artists have received mainstream success.

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