UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

DIFFERENT HOMES AROUND THE WORLD

TRABAJO RECEPCIONAL

PARA OBTENER EL DIPLOMA DE

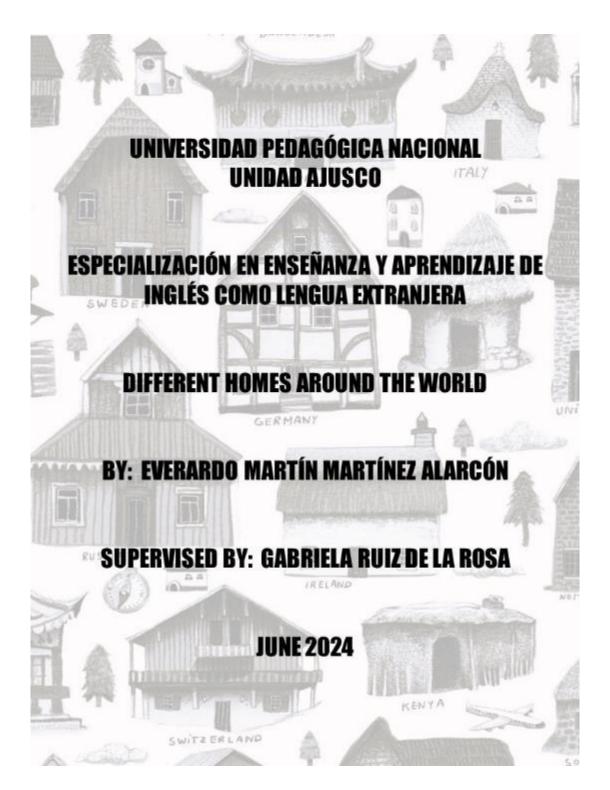**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

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ASESOR: GABRIELA RUIZ DE LA ROSA

CIUDAD DE MÉXICO, JUNIO 2024.

UNIVERSIDAD PEDAGÓGICA NACIONAL

PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje
de Inglés como Lengua Extranjera

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UNIDAD AJUSCO

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

DIFFERENT HOMES AROUND THE WORLD

BY: EVERARDO MARTÍN MARTÍNEZ ALARCÓN

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JUNE 2024

EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA

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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 Martínez Alarcón Everardo Martín con matrícula 230926044 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: "Different homes around the world", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

Gabriela Ruiz de la Rosa

Director	Gabriela Ruiz de la Rosa
Lector/a	Elin Emilsson Ingvarsdottir
Lector/a	Alma Daniela Otero Sosa

ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

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Sustentante

Abstract

Considering the era of globalization and the need to be able to communicate with people from all over the world, it is necessary for public elementary school students to have the minimum necessary tools to be able to communicate with a second language, in this case English.

Teaching context. School: Federal Primary School Triunfo de la República. Group: 6th grade B. Number of students: 17, 8 girls and 9 boys. Age: 11 or 12 years old. CEFR level: Basic users; A1. English classes per week: 50 minutes twice each week in computer center using laptops to access an online application. Language tracking: Only in the classroom. Handicap: They are students who have lost 20 months of language "practice" due to the suspension of classroom instruction due to the "advancement of COVID-19". This period was during their second, third and fourth years of primary school. Application software: BlinkLearning (Majestic Education S.A. de C.V.).

The purpose of this project was for students to learn the vocabulary necessary to express what a house is, its rooms, construction materials and types of houses around the world. With this topic we would cover the concept of interculturality and unit four of our online "Blink Learning" syllabus.

Methodology. Develop the skills of reading, writing, listening, and speaking, through task-based learning.

The lesson plan structure is divided in four classes:

Class 1: Reading. Students identify different materials to construct a home.

Outcome: The students identified and named the different materials.

Class 2: Listening / writing. Teacher shows students flash cards with vocabulary. Students discuss if there are these articles in their homes. Students write the name of the rooms using the new vocabulary.

Outcome: The students identified the different rooms in a house and their furniture.

Class 3: Reading / writing. Teacher provides students a reading from the textbook "unusual homes". Students read aloud in choral repetition. Now they read it a second time and underline the vocabulary words studied in class.

Outcome: Some students participated with the reading and identified the previous vocabulary.

Class 4: Speaking. Teacher provide students with pictures of nice bedrooms and asks students to think in an ideal bedroom for them. Teacher reviews the grammatical structure "I want_____in my bedroom". Students were asked to elaborate a handcraft of the bedroom of their dreams. They didn´t handle it in, so they were asked to draw "The bedroom of my dreams".

Outcome: It was a shame that they "forgot" a requested activity, and that when asked for a drawing, not everyone participated in the best way.

The assessment is applied with a rubric where the student's participation and performance is assessed in terms of the activity assigned in each class.

My professional training is based on IT. My classes are taught based on a syllabus that was provided to me. I was not aware of all the methods, processes, and theories available for ELT. Now that I know them I will pay special attention to see which ones can be useful for my classes and allow me to fulfill my goal as an English language facilitator. Although I already had the opportunity to use some as soon as I knew them.

One of the second language acquisition theories I agree with is Chomsky´s critical period hypothesis. Perhaps because I identify with it. My main objective is for students to learn the language in an enjoyable, fun way and engaging activities. I rely on the traditional "repeat after me", and sure that writing is acquired with repetition.

Most students no longer have the spark or motivation that we had before to learn something new. Although most students participated and showed interest in the activity, I did not obtain all the expected outcomes.

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Introduction

Thanks to the fact that we are immersed in globalization, and that the English language is the one that prevails around the world; It is necessary for our students to learn English as a foreign language (EFL). In many private schools they care about teaching this subject, fortunately some public schools also have this provision. The objective of this work is to carry out an exercise using the methodology and theoretical foundations of teaching English as a foreign language (EFL), focusing on the development of reading, writing, listening comprehension and speaking skills through task-based learning.

In some schools there is a multimedia room for teaching English as a foreign language (EFL), that is, there is a screen or projector, speakers and equipment that reproduces information on a personal or group level. Speaking particularly of the three public schools where I work in the municipality of Tlalnepantla de Baz, we have laptops, internet connection and access to an English language teaching application. Fortunately, in one of them we have a projector and speaker, thus achieving a better experience in learning the language. Other public schools do not have any of these facilities.

In terms of methodology, task-based learning (TBL) has gained popularity in recent years as an effective approach to teaching English as a foreign language (EFL). TBL emphasizes the development of communicative competence through authentic tasks that simulate real-life situations (Thornbury, 2017).

Second language acquisition (SLA) theory also plays a crucial role in understanding how learners acquire a new language. The input hypothesis indicates that comprehensible input is basic to SLA, while the interaction hypothesis suggests that interaction with native speakers or competent learners is vital for language development (Harmer, 2020/2021).

Key Words: English as a foreign language, task-based learning, Second language acquisition

Chapter 1: Philosophy and Theory

1.1 Teaching Context, Identity, and Philosophy

School: Federal Primary School Triunfo de la República

Municipio: Tlalnepantla de Baz

Estado: México

Group: 6th grade B

Number of students: 17, 8 girls and 9 boys

Age: 11 or 12 years old

CEFR level: Basic users; A1

English classes per week: 50 minutes twice each week in computer center using laptops to access an online application

Language tracking: Only in the classroom

Handicap: They are students who have lost 20 months of language "practice" due to the suspension of classroom instruction due to the "advancement of COVID-19". This period was during their second, third and fourth years of primary school.

Application software: BlinkLearning (Majestic Education S.A. de C.V.)

First of all, I teach English because I like the language and it is easy for me. I like to be a facilitator myself for the students. As in other areas, both those who teach and those who take the class learn. I try to teach in a fun and friendly way. Sometimes I even act funny to capture the students' attention.

When providing the students with new learning, previously prepared, I had in mind that they were going to delve into the subject, pay attention, pronounce correctly, take notes assertively and participate.

Now I understand that the most important thing is that they can communicate. In their own way and even if they have limitations.

In the school that I chose as a model for my practice, I have the great advantage of teaching my class in a computer center equipped with 20 laptops for students with internet, a computer for the teacher and a projector. We also have access to the Blinklearning online application. As the students use this application and participate in solving the exercises, I realize that they have an interest in the subject and the use of the application.

A big disadvantage is that students are not given the opportunity to practice the language outside of the classroom. Despite this, I do not lose the objective for which I am there.

Now that I know different hypotheses, approaches, and methods, I will be able to prepare, impart and transmit ideas and knowledge in a better way.

1.2 Theory Underlying Your Teaching Practice and Identity.

Content and Language Integrated Learning (CLIL)

Methodology that falls under the broader category of task-based learning where students learn language by doing things with it.

Instruction develops critical thinking skills.

Communicative Approach / Communicative Language Teaching (CLT)

Students needed communicative competence, the ability to communicate effectively using their knowledge of the target language.

The focus of CLT methodology is the communicative use of language in natural contexts.

Task-Based Language Teaching (TBL) / Task-Based Learning / Task-Based Instruction

Is an approach that makes the task the basic unit for planning and teaching.

You learn a language by using it. "Learners learn to communicate by communicating".

Choral Reading

For beginning readers, choose a text that has a predictable structure and supporting illustrations.

It involves participation from everybody. It is a valuable tool for oral language development, especially for beginning English language learners.

1.3 Theoretical basis about language, language learning and language teaching of your model.

There are four major theories about language acquisition: Behaviorism, Nativism, Constructivism and Social interactionism. The first theory is based on the concept of stimulus-response behaviour and the theories of nativism and constructivism are based on the way cognition supports language development. The theory of social interaction is based on the principles of socio-psychology and sociolinguistics.

The behaviourist theory suggests that language is constructed through continuous exposure and positive reinforcement. Initiated by Pavlov through his experiments, the theory was articulated with higher affirmation by Skinner (1957). Skinner argued that languages are acquired through a process of stimulus-response-reward. He shared that the child imitated the parents by creating associations between words and the real-world objects where the object was the stimulus and parents' validation was the reward.

Chomsky (1959) proposed another theory called- Nativism. He gave the concept of Universal Grammar: an idea of innate, biological grammatical categories, such as a noun category and a verb category that facilitates the entire language development in children and overall language processing in adults. He also suggested that there was a Language Acquisition Device which allowed Universal grammar to work effectively. Chomsky (1965) described the adult speech (from where the child is supposed to acquire language) as degenerate. On his view, the child is exposed to a range of speakers, with different voices and accents encountering performance examples. Hence, the child acquires competence, which allows him to produce

grammatical sentences. Chomsky addresses that "possessing a language enables us to produce an infinite number of sentences.

Piaget developed a theory called Constructivism, which has three different components ascribed to Language learning: Assimilation (introduction to the information), Accommodation (making room for the information by even altering the existing information) and equilibration (mental restructuring of information). According to this theory, a child's concept of the word differs from that of the adult's concept and the child goes through different stages that will end in adult understanding.

Social Interactionism is the theory that claims that communicative interactions are necessary for language acquisition. This theory was based on the work of Jerome Bruner about social learning and claims that language is acquired as the result of interactions that help the infant develop language. Furthermore, what this theory stresses is the functional aspect of language. What is more, it discusses that language learning happens due to the process of socialization; hence the child is learning to be part of the community. Bruner argues that it is interactions that provide the infant with language acquisition support structures (Vaidya, 2020).

Chapter 2: Methodology and Practice

2.1 A Practical and Useful Lesson Plan.

LESSON PLAN			
IDENTIFICATION DATA			
Teacher: Everardo Martínez			
Level: Elementary	**Group:** 6th A	**Subject:** English	**Unit:** 4 **Lesson:** 1 **Class:** 1
Topic: Different homes around the world.			
General Objective: The student recognizes some types of houses around the world and their characteristics. Among them the materials with which they are made.			
Stage	**Time**	**Strategies & Activities**	**Resources / Materials**

Warm up	5 min.	1. T greet the students. 2. Ss talk about their own houses and describe the material they are made of. 3. T ask students if they know different materials to build a house. 4. T show students different construction materials flash cards. 5. S make a vocabulary list about construction materials in their notebooks.	Whiteboard Flash cards
Activities	40 min.	1. T projects a video from internet about different materials used to build a house.	Projector Laptop App Sound track
Close up	5 min.	1. Ss discuss in L1 why different materials are used.	

LESSON PLAN			
IDENTIFICATION DATA			
Teacher: Everardo Martínez			
Level: Elementary	**Group:** 6th A	**Subject:** English	**Unit:** 4 **Lesson:** 1 **Class:** 2
Topic: Different homes around the world.			
General Objective: The student recognizes some types of houses around the world and their characteristics. Among them the materials with which they are made.			
Stage	**Time**	**Strategies & Activities**	**Resources / Materials**
Warm up	5 min.	1. T greet the students. 2. T show students flashcards with vocabulary. Students repeat the words and discuss whether there is this furniture and household goods in their homes. 3. Ss copy the vocabulary in their notebooks.	Whiteboard Flash cards
Activities	40 min.	1. T provides exercises where students write the name of the rooms using the new vocabulary.	Whiteboard Laptop

		2. Ss enter Blinklearning app and solve "Rooms in a House - Exercise I - Page 58 Listen, drag and drop the words and spell them".	
Close up	5 min.	1. Students check answers in peers.	

LESSON PLAN				
IDENTIFICATION DATA				
Teacher: Everardo Martínez				
Level: Elementary	**Group:** 6th A	**Subject:** English		**Unit:** 4 **Lesson:** 1 **Class:** 3
Topic: Different homes around the world.				
General Objective: The student recognizes some types of houses around the world and their characteristics. Among them the materials with which they are made.				
Stage	**Time**	**Strategies & Activities**		**Resources / Materials**
Warm up	5 min.	1. T greet the students. 2. T show students three different photographs of children and their homes. 3. T asks students to predict what the reading is about.		Whiteboard Projector Laptop
Activities	40 min.	1. T provides students a reading from the textbook "unusual homes". 2. Ss read aloud in choral repetition. 3. Ss read it a second time and underline the vocabulary words studied in class.		Projector Whiteboard Laptop
Close up	5 min.	4. Ss read again and answer comprehension questions in trios. 5. T checks answers with the whole group.		

LESSON PLAN				
IDENTIFICATION DATA				
Teacher: Everardo Martínez				
Level: Elementary	**Group:** 6th A	**Subject:** English		**Unit:** 4 **Lesson:** 1 **Class:** 4
Topic: Different homes around the world.				
General Objective: The student recognizes some types of houses around the world and their characteristics. Among them the materials with which they are made.				
Stage	**Time**	**Strategies & Activities**		**Resources / Materials**
Warm up	5 min.	1. T greet the students. 2. T provide students with pictures of nice bedrooms. 3. Ss give their opinions what they like or dislike.		Whiteboard Projector Laptop
Activities	40 min.	1. T asks the students to think about an ideal bedroom for them. 2. T checks the grammatical structure "I want _____ in my bedroom." 3. Ss craft the bedroom of their dreams.		Whiteboard Laptop Cardboard Colored pencils
Close up	5 min.	1. Ss show their bedroom and explain "In my bedroom I want…". 2. Ss name all the objects they put in their bedrooms. 3. T correct possible mistakes.		

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

Of the 17 students who took the exercise in question, two of them have some knowledge of the language, although they are unable to master it. On the other hand, two others showed some resistance and difficulty in participating.

Consequently, the results of the evaluations were not optimal. Most of them represent the lowest results, i.e., they need guidance.

The purpose of the justification of the assessments is to know their effectiveness, the new directions to be taken to achieve the objectives and the progress and needs of the students. It also makes it possible to determine the efficiency of the educational program.

2.3 Attached evidence of (graphics, photos, images)

Reading 1

1 Read *Unusual Homes Around the World* and circle **T** (true) or **F** (false).

1 Yumi's house is close to the water. **T** **F**
2 There isn't a bathroom in Yumi's house. **T** **F**
3 Yumi sleeps in a bed. **T** **F**
4 Sarnai's house is round. **T** **F**
5 Sarnai's house is cold in the winter. **T** **F**
6 Izem's house has one room. **T** **F**
7 Izem's house isn't hot. **T** **F**
8 There isn't a bathroom in Izem's house. **T** **F**

2 Read *Unusual Homes Around the World* again and find the words.

1 the "legs" of a house s_____
2 a thing to sleep in – not a bed h_____
3 not inside the house o_____
4 not hot – a little cold c_____
5 things you put on the floor or walls of a room r_____

3 💡 Think and write.

1 Which of the three houses do you like?
   I like _____ .
2 Why do you like this house?
   I like it because _____ .

4 💡 What do you like about each house?

Yumi's house: *You can catch fish* _____ .
Sarnai's house: _____ .
Izem's house: _____ .

LANGUAGE TEACHING METHODOLOGIES

TRADITIONAL

BEHAVIORIST

COMMUNICATIVE

GRAMMAR-TRANSLATION

DIRECT

AUDIOLINGUAL

TASK-BASED LANGUAGE TEACHING

COMMUNICATIVE LANGUAGE TEACHING

Focus on translation and grammar rules. Vocabulary and grammar memorization. Little emphasis on speaking and communication. Teaching Techniques: Translation exercises, rote memorization.
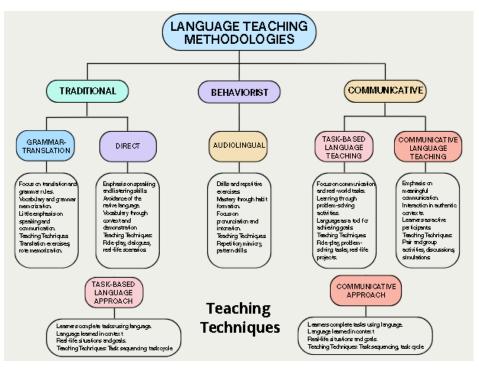
Emphasis on speaking and listening skills. Avoidance of the native language. Vocabulary through context and demonstration. Teaching Techniques: Role-play, dialogues, real-life scenarios.

Drills and repetitive exercises. Mastery through habit formation. Focus on pronunciation and intonation. Teaching Techniques: Repetition mimicry, pattern drills.

Focus on communication and real-world tasks. Learning through problem-solving activities. Language as a tool for achieving goals. Teaching Techniques: Role-play, problem-solving tasks, real-life projects.

Emphasis on meaningful communication. Interaction in authentic contexts. Learners as active participants. Teaching Techniques: Pair and group activities, discussions, simulations.

TASK-BASED LANGUAGE APPROACH

COMMUNICATIVE APPROACH

Teaching Techniques

Learners complete tasks using language. Language learned in context. Real-life situations and goals. Teaching Techniques: Task sequencing, task cycle

Learners complete tasks using language. Language learned in context. Real-life situations and goals. Teaching Techniques: Task sequencing, task cycle

Nombre: Ma Isabela Luis Millo

Wednesday May 22nd, 2024

Rooms in a House

1- bedroom   2- bathroom
3 - livingroom   4- Kitchen
5- patio   6- Front door
7. dining room   8- garage
9- garden

1- Dormitorio   8- garaje
2- baño   9- jardin
3- Sala de estar
4- Cocina
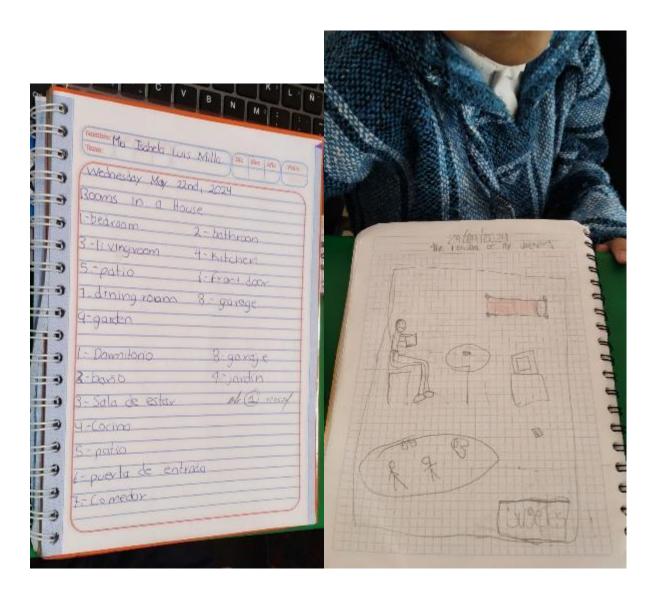5- patio
6- puerta de entrada
7- Comedor

2.4 Show evidence of your designed tools to assess your students.

Student	Needs Improvement - A lot of guidance	Fair - Some guidance	Good - Very little guidance	Excellent - Independent reader
Phonics Student applies phonics skills accurately.	✓			˗
Comprehension Students demonstrates understanding of what is read.	✓			
Accuracy Student self corrects when needed.	✓			
Fluency Student is reading with fluency.	✓			
Expression Student is reading with expression. Student recognizes and makes appropriate changes for punctuation.	✓			

Student	Needs guidance	Developing skills	Meets standards	Exceeds standards
Punctuation Student uses appropriate punctuation.			✓	
Spelling Student writes some sign words correctly and uses best guess spelling.		✓		
Capitalization Student uses capital letter to begin sentences. Student uses capital letters for names.			✓	
Sentences Student's sentences are complete and make sense.	✓			

2.5 As required on assignment 2B, concentrate on performing and recording the activities due to the fact that this is the moment where you will be showing everything that you have learned or acquired through this Specialization.

Below is the link to the video:

https://youtu.be/JF95Ec2DNz4

Chapter 3: Experience Report

Although, in general, the objective that the students achieved the development of reading, writing, listening comprehension and oral expression skills through task-based learning was met, it is important to make the following notes:

In terms of reading, students are sorely lacking in phonics skills. Although they try to read, not all of them understand what they read. Some manage to self-correct. Only two students manage to read fluently and with good punctuation.

As far as writing is concerned, the students know the punctuation marks and their use. They have almost mastered the use of capital letters.

When the students were confronted with the listening exercise, most of them showed interest in paying attention and concentrating. They carefully observed the way I pronounced the words and also paid attention to the audio with the vocabulary of the rooms of the house to fill in the blanks of an exercise.

When it comes to speaking, it is surprising how they do it with their L1, however, when trying to get them to do it in L2 they are not so good. Only 2 students manage to express themselves in L2, although they are not able to establish a conversation. They lack vocabulary. There are two students who express themselves with very low volume and lack the confidence to read.

Considering that they only practice and use the English language when they are in the classroom, it is understandable that they do not have great command or skills in its use.

Chapter 4: Conclusions

The teaching context of public elementary schools presents unique challenges, including limited resources and a large and diverse student population. Despite these challenges, English Language Teaching (ELT) is an essential component of the curriculum as it prepares students for future academic and career opportunities.

Task-based learning can be an effective methodology for developing reading, writing, listening, and speaking skills among students. This approach allows students to work with authentic materials and develop practical language skills that can be applied to real-life situations.

In conclusion, the students showed their best disposition in the activity conducted for English Language Teaching (ELT). They were able to identify and learn building materials, types of houses, furniture and household goods. They participated openly and confidently in repeating the new vocabulary, although they did not use L2 at all times, they made the effort to apply it. As for the use of the online application, Blinklearning, they showed their skills in handling the laptop and mouse, the application and its resources.

In a way, the development of reading, writing, listening comprehension and speaking skills through task-based learning was achieved.

Appendix A Lesson Plan Identification Cell

Lesson plan identification cell.	
Author	Everardo Martínez Alarcón
Educational stage	6th grade elementary school
Title of your Lesson plan	Different homes around the world
Learning Objective of the plan	Intercultural competence
Communicative skill considered	The four language skills
State of the following options	Introduction of the topic
Language Functions	Requesting Information, Guessing, Showing Preferences, Making Suggestions, Demanding Explanations, Agreeing, Disagreeing
Main Grammar structure	Simple Present Tense
Other Grammar structures	Translation
Brief description of the plan	Design a lesson plan which will include several sessions with a series of activities to develop my students' language skills with the aid of digital materials.
Hours /sessions of the plan implementation	4 hours
Number of sessions	4
Contents required for the lesson	Listening, writing, speaking and reading / video
Link of the content	https://youtu.be/JF95Ec2DNz4

Appendix B Reading Rubric

Student	

	Needs Improvement - A lot of guidance	Fair - Some guidance	Good - Very little guidance	Excellent - Independent reader
Phonics Student applies phonics skills accurately.				
Comprehension Students demonstrates understanding of what is read.				
Accuracy Student self corrects when needed.				
Fluency Student is reading with fluency.				
Expression Student is reading with expression. Student recognizes and makes appropriate changes for punctuation.				

Appendix C Writing Rubric

Student				
	Needs guidance	Developing skills	Meets standards	Exceeds standards
Punctuation				

Student uses appropriate punctuation.				
Spelling Student writes some sign words correctly and uses best guess spelling.				
Capitalization Student uses capital letter to begin sentences. Student uses capital letters for names.				
Sentences Student's sentences are complete and make sense.				

Appendix D Listening Skills Checklist

Student Name	Sit still without fidgeting	Maintains eye contact with the speaker	Sits quietly and doesn't speak to others	Doesn't interrupt the speaker (raises hand to speak)	Asks relevant / interesting questions	Listens and response to instructions

Appendix E Speaking Skills Checklist

Student Name	Speaks in the target language	Speaks about a topic in sequence	Speaks using appropriate vocabulary	Spoken sentences make sense	Speaks with confidence and volume	Speaks clearly and words can be understood	Maintains eye contact with the audience

Appendix F Declaración de autenticidad de tesis o trabajo recepcional

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