UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

TEACHING ENGLISH FOR SPECIFIC PURPOSES

TRABAJO RECEPCIONAL

PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

CRISTIAN FERNANDO CUELLAR JUAREZ

ASESOR:

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México, DF. a 10 julio 2024

EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA

UPN
UNIVERSIDAD PEDAGÓGICA NACIONAL

SECRETARÍA ACADÉMICA
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 Cristian Fernando Cuellar Juárez con matrícula 230926000 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: "Teaching English for Specific Purposes", 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:

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"EDUCAR PARA TRANSFORMAR"

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2024
Felipe Carrillo
PUERTO

UNIVERSIDAD PEDAGOGICA NACIONAL

PROGRAM:

SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A FOREIGH LANGUAGE

PROJECT:

TEACHING ENGLISH FOR SPECIFIC PURPOSES

STUDENT'S NAME:

CUELLAR JUAREZ CRISTIAN FERNANDO

TUTOR'S NAME:

GARCIA GALVAN SHELICK ERIKA

DATE

JULY 10TH 2024

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INTRODUCTION

The school as an institution and the teacher as socializing agents face the challenge of opening the doors of the 21st century, introducing changes in their organization and in their activities so that these changes take place not only in discourse but also in the daily actions of the teacher. It is true that "students can and should learn by themselves, but it is also true that learning can be faster and more effective if they are helped" (Román, 2006; Román and Peláez, 2001).

Teachers play a fundamental role in education. To be a good teacher, it is not enough to possess certain knowledge; a good education professional must know how to help students learn it. Additionally, they must develop a series of personal characteristics and basic teaching skills that optimize the development of their work, interpersonal relationships, and, above all, the meaningful learning of students.

Not forgetting the teacher-student relationship (Román, 2008), as it constitutes an important source of support and motivation for the latter, exerting certain influence on their academic performance. The question that could arise from all this is simple but clear: Do the relationships, motivation, and academic performance of students depend on the type of teaching skills that teachers use? According to Román (2008, p. 32) "if teaching is helping to learn, and to learn one must be mentally active, the teacher must help to learn using a series of basic and motivating teaching skills."

Skills that we conceive as all those actions, behaviors, attitudes, and patterns of behavior commonly involved in the classroom, which are intimately linked to different competencies, teaching-learning styles, and the functions and purposes of teaching.

1. CHAPTER. PHILOSOPHY AND THEORY

1.1 TEACHING CONTEXT, IDENTITY, AND PHILOSOPHY

The name of the school:	Colegio de Bachilleres Plantel 10 "AEROPUERTO"		
Education Level:	High School	**Ages**	15 to 22 years.
Type of institution:	Public School		
Location:	Avenida Adolfo López Mateos, S/N, Colonia Ampliación Aviación Civil, CDMX, 15740, Venustiano Carranza.		

The Colegio de Bachilleres is a decentralized public entity of the State created by Presidential Decree on September 26, 1973. Its purpose is to offer high school studies to graduates of secondary education, in both the classroom-based and non-classroom-based modalities.

As a federal government educational institution based in the capital of the country, it significantly contributes to meeting the demand for general high school education in the metropolitan area of Mexico City. Its school system serves a large student population, distributed across two shifts.

The Colegio de Bachilleres serves approximately 100,000 students, distributed as follows:

Approximately 90,000 in the classroom-based system (the reported enrollment for the current cycle is 83,591), in 20 campuses, served by just over 5,000 teachers in more than 2,000 classrooms. About 11,500 active students in the mixed and non-classroom-based modalities (self-planned and virtual educational options, respectively), served by 270 teachers in 5 campuses and via the internet.

Campuses Currently, there are 20 campuses, of which 27 are located within Mexico City, and 3 more in the metropolitan area. With a presence in 12 of the 16 Delegations that make up Mexico City; and 3 municipalities in the State of Mexico: Ecatepec de Morelos, Ciudad Nezahualcóyotl, and Tlalnepantla.

Education at the upper secondary level must offer quality, relevant, and contextually articulated formation that enables students to strengthen their desire to learn and, based on their own construction, make sense of certain habits, resources, and ways of interacting with their society. To achieve this, students need to stay informed, be critical and reflective, and engage in actions regarding common interests.

1.1.1 MY TEACHING PHILOSOPHY (BEFORE)

When a learner learns a foreign language, he or she has various kinds of needs which influence his/her learning. They could be personal needs such as a need for praise, learning needs such as a need to become more fluent, or professional needs such as a need to learn English for giving presentations. Recognizing and trying to meet learner needs are part of being a good teacher.

Learner's characteristics include a learner´s motivation, learning style, learning strategies, maturity, and past language learning experience. They are factors which influence learner´s attitude to learning a language, how they learn it, how they respond to different teaching styles and approaches in the classroom, and how successful they are at learning a language.

Learning styles are the ways in which a learner naturally prefers to take in, process and remember information and skills, our learning style influences how we like to learn and how we learn best. Experts have suggested several different ways of classifying learning styles. They relate to the physical sense we prefer to use to learn. Our way of interacting with other people and our style of thinking. Here are some commonly mentioned learning styles.

Learning strategies are the ways that learners choose and use to learn language. They include ways to help themselves identify what they need to learn, process, remember, and use new language. Using the right strategy at the right time can help us learn the language better and help to make us more able to learn without depending on the teacher.

- Repeating new words in your head until you remember them.
- Experimenting / taking risks by using just learnt language in conversations.
- Asking the teacher or others to give you feedback on your language use.
- Deciding to use the foreign language as much as possible.
- Recording yourself speaking, then judging and correcting your pronunciation.
- Asking a speaker to repeat what he/she has said.
- Deciding what area of vocabulary, you need to learn and then learning it.
- Thinking about how to memorize all the new words you meet in each lesson.

- Deciding to write each new vocabulary item on a separate card and display it on your fridge.
- Paraphrasing.

Different learners use different strategies. Experts think that the strategies that learners use most successfully depend on their character and learning style. This means there are no best strategies. But research shows that using strategies makes learning more successful and that learners can be trained to use strategies.

1.1.2 MY THEACHING PHILOSOPHY (NOW)

I consider important the cognitive, affective and behavioral, those areas are very important the Communication Centric Approach, being as I believe in placing communication at the heart of language learning. Fluency in English is not just about accurate grammar; it's about expressing ideas, sharing experiences, and connecting with others effectively. My classroom encourages students to engage in authentic conversations, debates, and collaborative projects that mirror real-world situations.

Combined with the Cultural Immersion, it meets language is a gateway to culture. I strive to expose students to the rich tapestry of english-speaking cultures, promoting empathy and intercultural competence. By exploring literature, films, music, and traditions, students gain a broader perspective and a deeper appreciation for the global community.

And finally with Personalized Learning in where each student brings a unique set of strengths, challenges, and interests to the classroom. I tailor my teaching methods and materials to accommodate different learning styles and paces. Through individualized instruction, I aim to nurture confidence, motivation, and a sense of ownership over one's learning journey.

For all mentioned, my philosophy Teaching English is more than imparting a set of vocabulary and grammatical rules; it is about fostering a deep connection with a global language that opens doors to diverse cultures and ideas. And my teaching philosophy

revolves around creating a dynamic, student-centered environment that prioritizes communication, cultural understanding, critical thinking, and lifelong learning.

1.2   THEORY UNDERLYING YOUR TEACHING PRACTICE AND IDENTITY.

In this regard, the proposal of the New Mexican School (NEM) has been set as a fundamental axis, aiming for social transformation and going beyond the cognitive to develop in young people all aspects that make them up emotionally, physically, ethically, artistically, in their life history, and socially. That is to say, upper secondary education should offer them comprehensive education.

To accomplish this task, Article 113 of the General Education Law (LGE) mandates the Ministry of Public Education to establish a Common Curricular Framework that guarantees the development of skills and knowledge in students, enabling them to learn for life and considering their socio-cultural realities and contexts (DOF, 2019).

In compliance with the above, a series of secondary laws (Secretarial Agreements) are issued to regulate provisions for exercising the right to education. Secretarial Agreement 09/08/23, which establishes and regulates the Common Curricular Framework of Upper Secondary Education, is one of them.

In accordance with Article 24 of the General Education Law (LGE), it determines the provisions that should guide the plans and study programs, which "shall provide for the comprehensive development of students, their knowledge, skills, abilities, attitudes, and professional competencies, through meaningful learning" (DOF, 2019). This framework will be implemented in various upper secondary education institutions.

Therefore, in accordance with the provisions of the Common Curricular Framework of Upper Secondary Education (MCCEMS), study programs determine the learning purposes in the Curricular Learning Units (CLU), in compliance with and appropriation of the study plans; they must also reflect the evaluation criteria and procedures according to the educational model and institutional approach.

In this regard, the instrument guiding the educational project of the Colegio de Bachilleres is structured within the Common Curricular Framework of Upper Secondary Education (MCCEMS). This framework proposes new guidelines based on the integral human development of the students, with the maximum achievement of student learning at

its core. Moreover, it finds richness in diversity and divergence, generating consensus to envision greater alternatives and horizons, opening new channels that facilitate the exchange of information and experiences among school actors, family, and community.

The MCCEMS aims to educate women and men capable of guiding their lives towards their future with well-being and satisfaction, with a sense of belonging; aware of the social, economic, and political problems affecting the country, but also of their immediate environment, willing to participate responsibly and decisively in democratic processes.

Under these precepts, the Colegio de Bachilleres establishes the foundations for its educational project in line with constructivist principles and the development of knowledge, skills, and attitudes that enable graduates to continue their studies at a higher level or enter the workforce. The aim is for them to be conceived as capable citizens who continue learning throughout life, make conscious decisions, and contribute to the development of their environment and community.

The organization of the curriculum at the College is based on three areas of formation that make up the study plan (basic, specific, and occupational) and the Curricular Learning Units where the distribution of knowledge and content is specified based on the prescriptions of the Common Curricular Framework of Upper Secondary Education (MCCEMS) through socio-cognitive resources, areas of access to knowledge, resources, and areas of socio-emotional formation.

The curriculum promotes the unity of the cognitive, affective-emotional, and social domains of the student body, with the vision of achieving comprehensive education for students. In this pedagogical approach, students take on a leading role in the educational process, considering their environment as the starting point. On the other hand, the teaching staff accompanies, guides, and leads the teaching and learning process; that is, they contribute to the formation of students from an integrative vision in a specific context.

The study programs at the College of Bachelors promote meaningful learning through a cross-cutting approach, which invites teachers to look beyond the curriculum of the Curricular Learning Units (UAC) they teach and analyze each of the elements that comprise them: trajectory learning, learning goals, and progressions. They are also

encouraged to reflect on their scope to consider articulations with other UACs, necessary for the comprehensive education of the student body.

Evaluation in these study programs is conceived as a cyclical spiral process, starting with the identification of learning goals and achievement criteria. This leads to the collection and interpretation of learning evidence to detect strengths and areas for improvement, providing appropriate feedback to adjust teaching to achieve the goal and initiate a new evaluation process. Below, we delve into these three principles.

1.2.1   FUNDAMENTAL CURRICULUM AND EXPANDED CURRICULUM

The curricular map of the basic formation area of the Colegio de Bachilleres is comprised of two types of curriculums: the fundamental and the expanded, both interrelated in a cross-cutting manner through the various Curricular Learning Units that constitute them.

Figure 1

The curricular map and basics areas from Colegio de Bachillieres

Fundamental   Ampliado
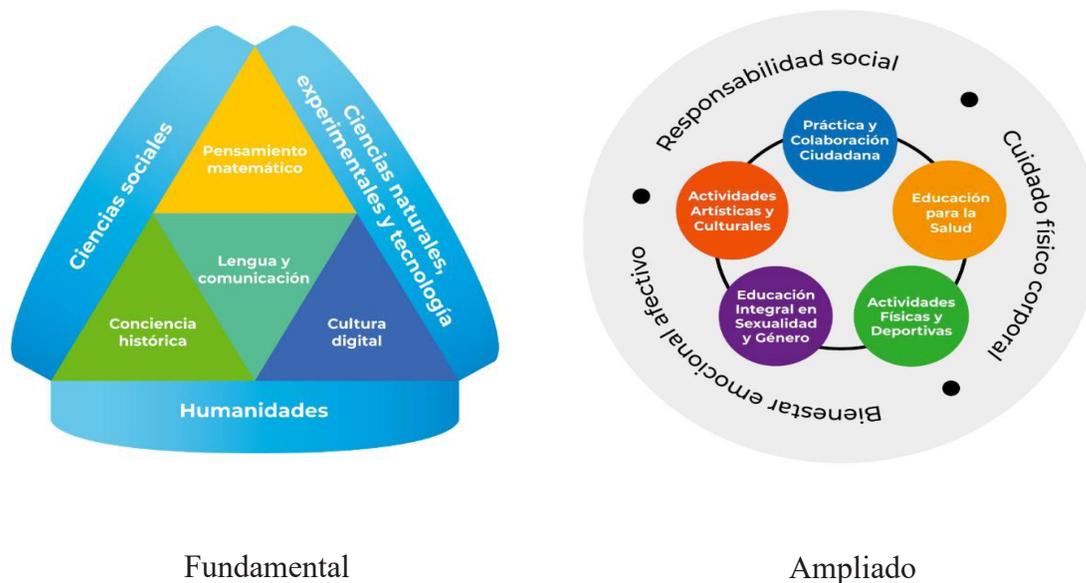
SOURCE: SEP-SEMS-COSFAC (2022, p. 40, 47).

According to (SEP-SEMS, 2022,) The fundamental curriculum consists of two components: the transversal socio-cognitive resources, which represent the articulating learnings and serve as the common foundation for students graduating from upper secondary level. These resources enable the achievement of trajectory learnings outlined in the second component, comprised of knowledge access areas. On the other hand, the expanded curriculum presents the skills that young people must develop for their coexistence and learning in the family, school, work, and society. Therefore, this curriculum is not limited to classroom work but considers actions for the school community and transcends their context.

Additionally, following the open and guiding school model established by the Common Curricular Framework of Upper Secondary Education (MCCEMS), the expanded curriculum at the Colegio de Bachilleres is strengthened through cross-cutting work with the fundamental curriculum and preventive and intervention actions promoted from other areas of educational practice, such as school counseling, accompanying tutoring, and extracurricular activities. These actions allow for student engagement with the school and the community, transcending classroom barriers, to address socio-emotional formation resources and areas.

1.2.2   TRANSVERSALITY

Transversality is a curricular strategy that allows for the meaningful connection of learnings and thus gives new meaning to the pedagogical action of teachers" (DOF 2023, p. 12). In other words, it promotes the integration of the fundamental curriculum (socio-cognitive resources and knowledge areas) and the expanded curriculum (socio-emotional resources), as well as the achievement of trajectory learnings, by not focusing teaching on the disciplines or contents of each Curricular Learning Unit.

This strategy is proposed from didactic planning as a relevant issue that addresses socially alive or relevant, current, and contextualized themes that strengthen learning and the promotion of new knowledge. In the classroom, innovative and integrative projects will be developed to understand, confront, and globally solve the proposed problem, using the

contents provided by the categories and subcategories involved during the learning trajectory. This way of working allows for the organization of content around real, contextualized, and student-interesting issues.

Significant learning helps students to solve personal, community, and professional problems in the immediate future. This teaching method implies for the teacher the exchange of ideas, information, materials, resources, and experiences among peers in addressing the knowledge required for project development. It even involves the joint design and construction of new materials for solving different problems from a comprehensive perspective.

The integrative project worked on in the classroom should focus on the development of the learning goals and progressions of a Curricular Learning Unit, under the perspective of transversality, which in the College will be interdisciplinary in nature. It is considered as the real and effective interaction between two or more Curricular Learning Units to achieve integral development; this interaction can range from simple communication of ideas to the mutual integration of fundamental knowledge, teaching and research methods, and other aspects. It refers to collaboration and integration work between two or more disciplines, aiming for synthesis; that is, concepts, methodologies, and practices are integrated.

Different disciplines work together on the same project, share goals, participants have common functions, and they learn about themselves and each other. The intention is to connect the learning goals and progressions of different Curricular Learning Units based on the complexity of the project itself. On the other hand, it should be noted that this methodology should promote collaborative work, communication, critical, and creative thinking in our students always.

2 CHAPTER 2. METHODOLOGY AND PRACTICE

2.1 A PRACTICAL AND USEFUL LESSON PLAN.

According to Margarita Pansza (1998, p. 1), "didactics has been conceived as an instrumental discipline." It offers technical-strategic responses for guiding learning through planning, which means it considers substantive aspects of the curriculum. In other words, it is the tool that refers to and concretizes educational action based on teaching practice.

Didactic implementation starts from the concept of learning, as it is the framework and necessary condition to enable the substantive relationship between the elements that make up the curriculum. In the case of the Common Curricular Framework of Upper Secondary Education (MCCEMS), this refers to the curricular elements and basic concepts that comprise it, such as learning goals, progressions, purposes, content, learning situations, and assessment.

Therefore, it will determine the guidance of didactic implementation, which transcends the limits of the classroom and opens substantive possibilities - specific problems - in the school and the community. Therefore, it specifies how the basic concepts will be constituted to achieve the learning goals of the Curricular Learning Unit.

1. IDENTIFICATION DATA

INSTITUTION: COLEGIO DE BACHILLERES

NUMBER OF STAFF: 10			**STAFF NAME:** AEROPUERTO				
WORKPLACE KEY:			**TEACHER:** CRISTIAN FERNANDO CUELLAR JUAREZ				

DISCIPLINARY OR PROFESSIONAL FIELD: ENGLISH	**SEMESTER:** 4°	**BIMESTRE:** 3°	**SCHOOL YEAR:** 2024A	**PLANNING PERIOD:** FROM 27 MAY TO 28 JUNE 2024		**DATE OF DELIVERY:**
SUBJECT OR MODULE: ENGLISH IV	**GRADE:** 2°	**GROUPS:** 407,459,460,468		**TOTAL HOURS PER WEEK:** 3	**DURATION IN HOURS:** 15	**TOTAL SESSION:** 10
SUBMÓDULO:						

2. ELEMENTS FOR TRAINING

PURPOSE PER SUBJECT:

The student is able to read, write, understand and exchange personal and third-party information in different contexts.

AXIS: COMMUNICATE, RELATE AND COLLABORATE WITH OTHERS.	**COMPONENT:** The student's reasoning and opinion based on an argument. THE ORIGINAL PERSPECTIVE.
CORE CONTENT: THE ARGUMENTATIVE WRITING THE ORIGINAL ARGUMENTATIVE SCRUTINY	**CENTRAL LINKED CONTENTS OF OTHER SUBJECTS, MODULES OR SUBMODULES:** COLLABORATIVE WORK IN THE CLASSROOM AS A BASIS FOR THE INTEGRATION OF THE LEARNING COMMUNITY
SPECIFIC CONTENTS: SUSPICION AND SPECULATION	**SPECIFIC LINKED CONTENTS OF OTHER SUBJECTS, MODULES OR SUBMODULES:** Talk about student opinions based on an argument.
EXPECTED LEARNING: READ NARRATIVE TEXTS TO IDENTIFY AND EXPRESS WHAT YOU WOULD DO USUALLY IN PRESENT AND PAST HYPOTHETICAL SITUATIONS. They can describe what they would have done or could have happened differently depending on the circumstances.	**EXPECTED LEARNING LINKED TO OTHER SUBJECTS, MODULES OR SUB-MODULES:** ICT S: USES RESEARCH TOOLS AND INFORMATION CONTENT PLATFORMS. It shows the different kinds of words in a text through collaborative work with specific roles.

NOTE: THE TRANSVERSAL TREATMENT GIVEN TO THE CONTENTS MUST BE EXPLICITLY ESTABLISHED IN THE ACTIVITIES AND PRODUCTS CONCERNED.

SOCIO-EMOTIONAL SKILLS	
	DIMENSIÓN: RELACIONA T
	GENERAL ABILITY: SOCIAL AWARENESS
	SPECIFIC SKILL: COLLABORATION
	DIDACTIC TECHNIQUE: PRESENTATION AND EXPLANATION OF THE SUBJECT, INDIVIDUAL EXERCISE (PRACTICAL CASE), GROUP EXERCISE (TEAM DISCUSSION), FINAL REFLECTION ON LEARNING.

GENERIC SKILLS/ATTRIBUTES: EXPRESSED AND COMMUNICATED
ATTRIBUTE: 4. LISTENING, INTERPRETING AND ISSUING RELEVANT MESSAGES IN DIFFERENT CONTEXTS USING APPROPRIATE MEANS, CODES AND TOOLS.

DISCIPLINARY OR PROFESSIONAL COMPETENCES/ATTRIBUTES: 1. PRODUCES TEXTS BASED ON THE NORMATIVE USE OF LANGUAGE, CONSIDERING THE INTENTION AND COMMUNICATIVE SITUATION.
COMMUNICATES IN A FOREIGN LANGUAGE THROUGH A LOGICAL SPEECH, ORAL OR WRITTEN, CONSISTENT WITH THE COMMUNICATIVE SITUATION. USES INFORMATION AND COMMUNICATION TECHNOLOGIES TO INVESTIGATE, SOLVE PROBLEMS, PRODUCE MATERIALS AND TRANSMIT INFORMATION.

INTEGRATING ELEMENTS TO BE DEVELOPED IN THE BLOCK			
INTERDISCIPLINARITY:	**ENGLISH** SIMPLE PRESENT RECORDING.	**TRANSVERSE AXIS:**	**THEME OF THE CROSS AXIS:**
	IN THE SIMPLE PAST	COMMUNICATION SKILLS	COMMUNICATION, SPEAKING, WRITING, LISTENING AND READING.
	ENGLISH V CANCIÓN IN ALL TENSES		

COLLEGIATE AGREEMENT:

PROBLEMS ARISING FROM THE PROJECT:

STUDENTS HAVE TROUBLE RELATING ENGLISH TO THEIR CONTEXT AND THIS PROJECT AIMS TO LINK AND HIGHLIGHT THEIR MUSICAL TASTES WITH PRACTICE AND DEMONSTRATE THEIR ENGLISH LANGUAGE SKILLS.

TIMES AND TYPES OF ASSESSMENT BY STAGE OF THE TEACHING SEQUENCE						
STAGE	**DIAGNOSTIC**	**FORMATIVE**	**SUMMATIVE**	**SELF-ASSESSMENT**	**COEVALUACIÓN**	**HETEROEVALUACIÓN**
OPENING	X					
DEVELOPMENT		X				
CLOSING			X	X		X

3. LEARNING SEQUENCE (DEVELOPMENT OF TEACHING-LEARNING ACTIVITIES AND EVALUATION STRATEGIES)

OPENING/PRIOR LEARNING								
LEARNING ACTIVITIES (PREFERABLY, DESCRIBE IN A CLEAR, PRECISE, CONTINUOUS, GUIDING, MOTIVATING AND CONSTRUCTIVE MANNER, THE CONTEXTUALIZED ACTIONS DEVELOPED BY THE TEACHER AND THE STUDENT)	**EXPECTED PRODUCT**	**DESCRIPTION OF THE EXPECTED PRODUCT**	**ASSESSMENT TOOL**	**VALOUR**	**ALLOTTED TIME**			
					SESIO-NES	**HOURS**		
						T	**P**	**R/A**
FROM TO 2024 TEACHER: STUDENT: ANSWERS THE GENERATING QUESTION AND COMMENTS IN PLENARY.	VERBAL PARTICIPATION	THE STUDENT WILL RANDOMLY GIVE HIS POINT OF VIEW REGARDING THE GENERATING QUESTION POSED	N/A	S/V				
TEACHER: PRESENTS THE SUBJECT USING THE FRAME IN ORDER TO MAKE KNOWN THE CONTENTS, EXPECTED LEARNING OF THE SUBJECT, AS WELL AS AGREEMENTS OF COEXISTENCE AND ASSESSMENT SCALES OF THE THIRD BIMONTH. IT WILL REVIEW THE INFORMATION OF THE FRAME THAT WILL BE MADE KNOWN IN CLASS AND SIGN IT AS AN INSIDER.	FRAMING	PUBLICIZE THE WAY OF WORK AND COEXISTENCE AGREEMENTS WITHIN THE CLASSROOM	CONTINUOUS EVALUATION	S/V				
STUDENT: WILL CAREFULLY TAKE THE TEST (PREVIOUS KNOWLEDGE). WHICH WILL ALLOW US TO VISUALIZE THE LEVEL ACHIEVED IN TERMS OF THE EXPECTED LEARNINGS OF THE SECOND TWO MONTHS AND GIVE CONTINUITY TO THE EXPECTED LEARNINGS FOR THE ACHIEVEMENT OF A GOOD PERFORMANCE. SHOWS EVIDENCE OF THE TEST RESULT (PREVIOUS KNOWLEDGE).	REINFORCE PRIOR KNOWLEDGE	USE OF APPS AND WEBSITES WITH WHICH WORK WILL BE CARRIED OUT DURING THE BIMONTHLY KNOWING PREVIOUS KNOWLEDGE AND LEVEL OF ENGLISH	N/A	S/V				
TEACHER: CONDUCTS QUIZ FEEDBACK, TAKING INTO ACCOUNT THE RESULTS OF THE DIAGNOSTIC EXAMINATION, WILL BE PERFORMED A REINFORCEMENT WITH EXERCISES. EXPLAINS AND PROVIDES ACTIVITIES TO REINFORCE THE THEMES: SIMPLE PRESENT, SIMPLE PAST, PAST PARTICIPA (VERB TO BE/ REGULAR AND	QUIZ	ANALYZE THE STUDENT'S LEVEL OF LANGUAGE KNOWLEDGE.			3	1	2	2

IRREGULAR VERBS) AND NEW VOCABULARY STUDENTS: TAKES NOTE OF GRAMMATICAL STRUCTURES AND CARRIES OUT REINFORCEMENT ACTIVITIES (REINFORCEMENT ACTIVITIES).	(PRESENT PERFECT) FEEDBACK	THAT THE STUDENT REMEMBER AND FORMULATE THE GRAMMATICAL ASPECTS AND/OR BASIC VOCABULARY.	REGISTRATION IN LIST N/A	10% S/V					

DEVELOPMENT/ACTIVITIES OF T-L								
LEARNING ACTIVITIES (PREFERABLY, DESCRIBE IN A CLEAR, PRECISE, CONTINUOUS, GUIDING, MOTIVATING AND CONSTRUCTIVE MANNER, THE CONTEXTUALIZED ACTIONS DEVELOPED BY THE TEACHER AND THE STUDENT)	**EXPECTED PRODUCT**	**DESCRIPTION OF THE EXPECTED PRODUCT**	**EVALUATION INSTRUMENT**	**VALOUR**	**ALLOTTED TIME**			
					SESIO-NES	**HOURS**		
						T	**P**	**R/A**

FROM TO 2024 **TEACHER:** STARTS WITH THE TOPIC OF CONDITIONALS, IN THIS LESSON YOU WILL LEARN WHAT IT IS AND THE DIFFERENCE OF EACH OF THEM (ZERO, 1st, 2nd AND 3rd CONDITIONALS). THE PROFESSOR GIVES A BRIEF EXPLANATION OF THE SUBJECT, ARGUING THAT: 1.- **ZERO CONDITIONAL :** USED FOR PRESENT, REAL AND FACTUAL SITUATIONS. 2.- **1st CONDITIONAL:** USED FOR FUTURE, REAL AND FACTUAL SITUATIONS. 3.- **2nd CONDITIONAL:** USED FOR PRESENT OR FUTURE, UNREAL, IMAGINARY SITUATIONS. **4.- 3rd CONDITIONAL:** USED FOR PAST UNREAL, IMAGINARY SITUATIONS. **STUDENTS:** WITH THE INFORMATION PROVIDED BY THE TEACHER IN AN ENGLISH BOOKLET V 3º BIM, YOU SHOULD PREPARE A SYNOPTIC TABLE IN WHICH YOU EXPLAIN EVERYTHING RELATED TO THE TWO TYPES OF FUTURE WITHOUT FORGETTING TO INCLUDE EXAMPLES WHICH WILL HELP THEM TO BETTER VIZUALIZE THE DIFFERENCE IN CONDITIONALS. Students write in their evidence folder the different sentences that allow the student to reinforce the 4 skills with the subject of conditionals. TEACHERS ASK STUDENTS TO WRITE THE FOLLOWING GRAMMATICAL EXPLANATION OF THE USE OF THE FOUR DIFFERENT CONDITIONALS. **ZERO CONDITIONAL:** USES : FACS WHICH ARE GENERALLY TRUE OR SCIENTIFIC FACTS THE CONJDITION ALWAYS HAS THE SAME RESULT. **FISRT CONTIONAL: A** POSSIBLE SITUATION IN THE FUTURE. PREDICTING A LIKELY RESULT IN THE FUTURE. **SECOND CONDITIONAL:** HYPOTHETICAL OR UNLIKELY SITUATIONS, UNREAL OR IMPROBABLE SITUATION NOW OR IN THE FUTURE. **THIRD CONDITIONAL:** THE PERSON IS IMAGINING A DIFFERENT PAST,	REINFORCE PRIOR KNOWLEDGE	INTEGRATION DYNAMICS	N/A	S/V				
	GRAPHIC ORGANIZER (CONCEPTAL OR MIND MAP)	GRAPHIC ORGANIZER IDENTIFYING THE GRAMMATICAL STRUCTURE OF THE CONDITIONAL	CHECKLIST OF EXPECTED PRODUCTS	20%	9	8	4	3
	FORM FOR STRENGTHENING CONDITIONALS	CORRECTLY IDENTIFY AND USE THE DIFFERENT TYPES OF CONDITIONALS	EVALUATION CONTINUA	N/A				

IMAGINARY SITUATION THAT DID NOT HAPPEN.								

TEACHING STAFF WILL SHOW IN THE CLASSROOM THE DIFFERENT EXAMPLES OF THE SUBJECT OF CONDITIONAL AND ASK THE STUDENT TO ANALYZE THE DIFFERENT SENTENCES DIGITALLY WITH THE LINKS THAT WILL PROVIDE TO STRENGTHEN THE EXPECTED LEARNING.

EXAMPLES:

If it rains, you will get wet.

You will get wet if it rains.

If Sally is late again I will be mad.

I will be mad if Sally is late again.

If you don't hurry, you will miss the bus.

You will miss the bus if you don't hurry.

SOURCE:

https://www.youtube.com/watch?v=_SDs2NbYlAo&list=RDLV_SDs2NbYlAo&start_radio=1&rv=_SDs2NbYlAo&t=25

TEACHER: THE TEACHER ASKS THEM TO INTEGRATE INTO GROUPS OF 4 MEMBERS TO ACHIEVE THE OBJECTIVE SET AT THE BEGINNING OF THE COURSE AND STRENGTHENING THE READING SKILLS BY ORGANIZING THE INFORMATION IN A SYNOPTIC TABLE INDIVIDUALLY.

STUDENT: Students react to different characteristics in both affirmative and negative sentences.

 IS ORGANIZED IN TEAMS TO WORK COLLABORATIVELY YOU ARE ASKED TO READ THE INFORMATION PROVIDED ON THE SUBJECT OF CONDITIONALS.

 TEACHER: REQUESTS THE STUDENT TO PAY ATTENTION TO THE LISTENING ACTIVITY PROVIDING THREE DIFFERENT LINKS TO TAKE THEM | ORAL EXPLANATIONS | Describe cause and effect activities related to the use of conditionals (booklet)

AUDIOS IN ENGLISH OF INTEREST OF THE STUDENT TO KNOW THE LEVEL OF LISTENING OF STUDENTS. | SUMMATIVE ASSESSMENT | 30% | | | | |

TO PRACTICE IN THE CONTEXT IN WHICH IT IS CARRIED OUT, MAKE A PRESENTATION EXPOSING THE SUBJECT ACCORDING TO THE AUDIO ASSIGNED. AUDIOS: 1.- https://youtu.be/wmPVGshxlbQ 2.- https://youtu.be/34fLd865HV4 3.- https://youtu.be/5xHOpwZ9Qvk STUDENTS WILL MAKE THEIR VERBAL PRESENTATION IN FRONT OF THE GROUP EXPOSING THE DIFFERENT AUDIOS PROVIDED BY THE TEACHER CLEARLY USING SUPPORT MATERIAL AS A DIDACTIC RESOURCE FOR THEIR PRESENTATION. TEACHER: THE TEACHER ASKS THE STUDENT FOR HIS PRESENTATION IN FRONT OF THE GROUP WITHOUT FORGETTING TO CARRY OUT THE GUIDELINES REQUESTED IN THE EXHIBITION SECTION. **FROM TO 2024** **STRENGTHENING ENGLISH LANGUAGE SKILLS ACTIVITY** **"THE MUSIC"** **OBJECTIVE OF THE ACTIVITY: THE STUDENT IDENTIFIES HIS STRENGTHS AND WEAKNESSES THROUGH MUSIC STRENGTHENING ENGLISH SKILLS (SPEAKING/READING/LISTENING).** THE TEACHER PRESENTS THE ACTIVITY TO BE DEVELOPED WITH THE THEME "THE MUSIC". WHEREAS MUSIC IS A UNIVERSAL LANGUAGE, IT IS HISTORY, IT IS ART AND IT IS PART OF LIFE ITSELF. THE TEACHER GIVES DIRECTIONS TO PERFORM A SONG IN ENGLISH. ORGANIZES THE GROUP IN TEAMS, HELPING TO SELECT THE SONG TO BE PERFORMED IN FRONT OF THE GROUP, THE TEACHER RECOMMENDS	APPLY THE USE OF CONDITIONALS IN THE CONTEXT THAT UNFOLDS.	AN ENGLISH SONG IS PRESENTED WITH THE OBJECTIVE THAT STUDENTS EXPRESS THEMSELVES IN A PLAYFUL WAY DEVELOPING SKILLS (SPEAKING/READING/LISTENING) IN A COLLABORATIVE WAY AND OF COMMON INTEREST.	SUMMATIVE ASSESSMENT	20%				

SEVERAL SUPPORT APPLICATIONS FOR STUDENTS TO HEAR THE LYRICS OF THE SONG. STUDENT: The student is organized in teams of 6 to 8 members. THEY USE APPLICATIONS TO PRACTICE PRONUNCIATION. THEY ANALYZE THE LYRICS OF THE SELECTED SONG AND PRACTICE PRONUNCIATION, LIKEWISE THEY PRACTICE AND ORGANIZE THEIR PRESENTATION IN FRONT OF THE GROUP. THE STUDENTS PERFORM SEVERAL ESSAYS. TEACHER: THE TEACHER SUPPORTS THE STUDENT IN PRONUNCIATION AND ASKS THE TEAM TO LEARN THE SONG CLEARLY. THE TEACHER TELLS THE STUDENTS TO DELIVER THEIR SONG ALONG WITH THE LYRICS IN ENGLISH. The teacher guides the activity and solves the doubts of the students STUDENT: EACH TEAM PRESENTS ITS SONG IN FRONT OF THE GROUP TAKING INTO ACCOUNT THE FOLLOWING ASPECTS: 1.- ENGLISH LANGUAGE MANAGEMENT 2.- INTONATION. 3.- CHOREOGRAPHY 4.- WARDROBE STUDENTS MAKE THEIR FINAL PRESENTATION. TEACHER: THE TEACHER EVALUATES AND FEEDBACK THE ACTIVITY	PRESENTATION OF AN ENGLISH SONG.		RUBRIC OF SONG IN ENGLISH	20%			

CLOSING/STRENGTHENING OF APPRENTICESHIPS							

LEARNING ACTIVITIES (PREFERABLY, DESCRIBE IN A CLEAR, PRECISE, CONTINUOUS, GUIDING, MOTIVATING AND CONSTRUCTIVE MANNER, THE CONTEXTUALIZED ACTIONS DEVELOPED BY THE TEACHER AND THE STUDENT)	EXPECTED PRODUCT	DESCRIPTION OF THE EXPECTED PRODUCT	EVALUATION INSTRUMENT	VALOUR	ALLOTTED TIME		
					SESIO-NES	HOURS	
						T	P	R/A

FROM TO 2024 **EVALUATION PERIOD:** TEACHER: WILL PRESENT THE ACADEMIC CONTROL OF THE ACTIVITIES DEVELOPED IN THE BIMESTRE AND THE SCORE OBTAINED. STUDENT: REVIEWS THE CONTINUOUS ASSESSMENT LIST PROVIDED BY THE TEACHER IN A RESPONSIBLE AND ORGANIZED MANNER. TEACHER: PROVIDES THE STUDENT WITH THE CHECKLIST OF EXPECTED PRODUCTS IN THIS 3° BIMONTHLY TO BE CHECKED WITH THE ACTIVITIES PREVIOUSLY REVIEWED AND RECORDED IN THE STUDENT'S WORK PORTFOLIO. PLENARY ALUMNI WILL REVIEW EACH OF THE ACTIVITIES RECORDED IN THE CONTINUOUS ASSESSMENT LIST **FROM TO 13 2024** TEACHER: CONDUCTS FEEDBACK **ON TOPICS SEEN WITH THE INTENTION OF IMPROVING WHAT LEARNED IN BIM.** PERFORMING EXERCISES WRITTEN ON TRENDING TOPICS OF MAGAZINES AND PERIODICALS IN ENGLISH, MAKING USE OF THE TOPICS SEEN STRENGTHENING **AND STRENGTHENING THEIR KNOWLEDGE.** TEACHER: WILL GIVE THE RESULT OF ACHIEVEMENT WITH CHECKLIST	SELF-ASSESSMENT AND STRENGTHENING OF LEARNING. REFLECT AND IMPROVE ON NEGATIVE ATTITUDES FEEDBACK OF EXPECTED LEARNING	Reinforcement to strengthen their knowledge through activities of interest to the student. DYNAMICS TO IMPROVE NEGATIVE ATTITUDES IMPROVING THEIR BEHAVIOR BY STRENGTHENING THEIR ACADEMIC LEVEL Feedback for a better understanding of expected learning and products. REPORT CARD	N/A CHECKLIST SUMMATIVE ASSESSMENT. CHECKLIST.	S/V S/V S/V	9	5	6	4

AND DELIVERY OF GRADES OF 3°BIMESTRE.								
<mark>STUDENTS RECEIVE THEIR THIRD BIMONTHLY QUALIFICATION AND SIGNATURE OF THE STUDENT.</mark>	REPORT CARD REGULARIZATION PLAN	STRENGTHENING EXPECTED LEARNING OF GREATER DIFFICULTY FOR THE STUDENT	REPORT CARD CHECKLIST	S/V S/V				

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

Given the skills and limitations of most language teachers, the Reading Approach to language teaching was seen as a better option. In the 1920s several studies were carried out by West (1926) and Coleman (1929) and in their reports they stated that most American students learnt a foreign language for two years only; during these two years the only attainable objective was the development of the reading ability, as this was the skill that offered fewer difficulties in the context of secondary school teaching.

The Reading Method focused on the systematic teaching of reading comprehension. The students were trained to read the foreign language with direct apprehension of meaning, but without a conscious effort to translate. It was expected that students would use the same techniques they had used when learning to read in their native language. So, if there were any words the students did not understand, they would infer meaning from the context.

According with (Coleman, 1929)Reading could either be intensive or extensive:

a) The **intensive reading** tasks were continuously supervised by the teacher, who would check degree of comprehension achieved. The intensive reading also provided source material for grammatical study and for the acquisition of vocabulary.

b) **Extensive reading** activities were also part of the learning process. In this case the students would read on their own texts graded to their language level; these materials contained controlled vocabulary and syntax structures.

The extensive reading led the way to undertaking class projects, which were valuable from the pedagogical point of view. The study of grammar was supposed to be directed to the needs of the reader, so there was no need for active reproduction; the most important thing was the quick recognition of certain verb forms, tenses, negations, and so on.

Some importance was also given to correct pronunciation, since there was oral practice related to a text: students had to read the text aloud or to do exercises consisting of questions and answers.

2.2.1   READING

The Reading Method had limited objectives and tended to give a false impression of the level of language and reading skills acquired by the student. As oral communication was secondary, students were usually unable to comprehend and speak the language beyond the very simplest exchanges.

Sometimes, we use texts and study aids to learn language, e.g. if we ask our students to search for particular words in a text related to a certain topic or ask them to study the grammar of a specific sentence. This is called intensive reading and helps to make students understand how the language is used. They are not reading skills but activities to learn language. Therefore, reading is complicated because it requires good understanding of letters, words and sentences. Readers must also be able to understand coherence and cohesion. They must be able to make sense of the text using their knowledge of the world and the proper reading subskills.

1. Listening/reading for detail

2. Deducing meaning fromcontext

3. Note-taking

4. Skimming

5. Proofreading

6. Intensive listening/reading

7. Editing

8. Listening/reading for gist, global understanding

9. Inferring attitude, feeling, mood

10. Predicting

11. Scanning

12. Using interactive strategies

13. Summarizing

14.Paraphrasig

2.2.2 WRITING

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. That means they involve producing language rather than receiving it, as in listening and reading. Very simply, we can say that writing involves communicating a message by making signs on a page. To write we need to have something to communicate, and usually someone to communicate it to. We also need to be able to form letters and words, to join these together to make sentences or a series of sentences that link together and to communicate our message in such a way as to get our message across. We will look at how we do this.

Make a list of what you have written in your language in the past week. Maybe you haven't written anything in the past week! But perhaps you have written a shopping list, a postcard, a birthday card, some emails, your diary, some text messages, or maybe a story. If you are studying, perhaps you have written an essay. All of these are examples of written text types. You can see from this list that text types involve different kinds of writing, as each text type has different characteristics, e.g. single words only, short sentences or longer sentences; use or non-use of note form, addresses or paragraphs; different degrees of formality; different layouts; different ways of ordering information, i.e. structuring the text.

A writer not only employs various subskills when writing, but also goes through a number of stages of writing. These often involve, particularly for longer or more important pieces of writing, the stages of:

- ✓ Working out what you want to say. i.e. getting or developing ideas.
- ✓ Working out the order in which you want to say it. i.e. planning/ organizing ideas.
- ✓ Drafting / writing the first draft (the first version (or form) of a piece of writing, that may well be changed)
- ✓ Editing (correcting and improving the constant of the text).
- ✓ Proofreading (checking for mistakes in accuracy and correcting).
- ✓ Re-drafting (writing a second/final version of your piece of writing).

2.2.3 LISTENING

Listening is one of the four language skills reading, writing, listening and speaking. Like reading, listening is a receptive the skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of language. We do this by making use of contacts, language and our knowledge of the world.

Listening involves understanding spoken language. Spoken language is different from written language.In the classroom, we can give learners opportunity to listen to many sources of spoken language. For example, the teacher, other learners, visitors, CD's, DVD's, this exposes learners to a range of accents, speeds of delivery, text types and listening skills.

When we listen to a recording, we cannot see the speaker of body. Language or the context he/she is speaking in, and we can't ask the speaker to repeat or explain what they say. This makes listening to recordings more difficult than listening to live speakers. For these reasons, it is a good idea to help students listen to recordings by pre-teaching keywords. Setting pre-listening tasks. Focusing initially on gist listening to establish context and playing the recording a second or even a third time.

Understanding and showing you have understood are not the same thing. For example. Maybe you can understand all of a story, but you can't tell the story. This means. That learners may have understood something. But be unable to explain what they have understood. Tasks such as completing tables, true / false, ticking correct answers in lists and putting events in order allow learners to show whether they have understood or not without needing to use much language.

The activities in a listening lesson often follow this pattern:

1 Introductory activity: An introduction to the topic of the text and activities focusing on key vocabulary in the text- to pre teach Important vocabulary, and to encourage learners to activate their knowledge of the world in relation to the topic.

2 Main activities: Serious of listening activities developing different listening sub skills and moving from general to more detail listening.

3 Post task activities: activities which ask learners to talk about how the topic of the text relates to their own lives or give their opinions on parts of the text. These activities require learners to use some of the language they have met in the text.

2.2.4   SPEAKING

Speaking is one of the four language skills: Reading, writing, listening, and speaking. Speaking and writing are productive skills. That means that unlike listening and reading, they involve producing language rather than receiving it, very simply, we can say that speaking involves using speech to communicate meanings to other people.

We can see that speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak, we constantly have in mind the person we're speaking to and our wish to communicate or meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such as gestures, eye contact, facial expressions and movement to put or message across more strongly and clearly, and functions such as clarifying our meaning, asking for opinions, agreeing to keep the interaction going and check that it is successful.

2.3   RATIONALE BEHIND THE ACTIVITIES

2.3.1.1   EVALUATION

Evaluation is part of didactic planning, not as an action at the end of reviewing topics, but as a series of actions that converge with teaching and learning activities, either formally (planned with a specific purpose such as the application of instruments, presentations, essays, experiments, etc.) or in the daily interaction that takes place in the classroom, based on teaching-learning activities (teamwork, participation, doubts or comments expressed by students, review of different activities, among others).

Formative assessment should encourage feedback for students and serve as a tool for teachers to make decisions about selecting strategies and activities that contribute to the

development of learning progressions established in different Curricular Learning Units. During these activities, feedback should be provided to students through constructive dialogue that leads to analysis and reflection on achievements, knowledge or skills that still need to be consolidated, and the relevance of learning strategies or resources used.

This dialogue should also offer guidance to continue the learning process, motivating them to improve or define new strategies to achieve future goals. In other words, assessment should promote student learning to learn, fostering processes of thought construction, which implies making them aware of their own learning process through reflection, leading to self-regulation.

One way to promote self-regulation in the assessment process is through the use of self-assessment and peer assessment, which allow each educational agent to reflect on what they do and how they do it, assess their achievements and progress in relation to established goals, promote commitment to goal setting, self-control, and evaluation against standards, where teachers provide feedback and at the end represent goal achievement with the recording of grades.

According to Díaz, (2005, p. 23). He has mentioned that Hilda Taba conceives the school curriculum as "a learning plan that should represent an organic whole and not have a fragmented structure" Therefore, school curricula should be developed based on a curriculum theory. This author mentions that it is important to consider aspects of culture and society since these aspects will serve as a guide to determine the objectives of education, content, and learning activities.

2.3.1.2 STRATEGY

Educational institutions pursue certain objectives regarding the population they serve. For example, some aim for their students to develop specific skills, others for them to acquire certain competencies, while some seek to prepare them for the job market upon completing their education at that level. Therefore, based on these objectives, institutions must develop strategies that enable them to achieve them, from designing their curriculum to the infrastructure of their institution.

2.3.1.3   POINTING OUT

For the development of curriculum proposals, a certain methodology must be followed, one that allows reference to the individuals who will be learning, the functionality, the individual and social impact it will have, as well as the roles that the student and the teacher will play.

Furthermore, the areas in which the program will be encompassed or divided must be identified, for example: language, mathematics, technology, etc. And, based on these areas, information regarding justification, general, specific, and operational objectives, activities, materials, and indicators that allow verification of the congruence between the behaviors or performance presented by the students and the fulfillment of objectives should be included.

2.3.1.4   LITERAL COMPREHENSION AND GENERALIZED COMPREHENSION

According to Pinzás (2003, p. 39), literal comprehension is based on "the information provided by the text through its various propositions." On the other hand, generalized comprehension remains open for the individual to contribute to the creation or addition to the content being studied, using inference as a strategy to achieve more permanent retention. In other words, as mentioned by (Téllez, 2004), "the propositional representation of the text helps to remember the literal information of the text; on the other hand, constructing a mental model can offer global information about the general content and be easier to remember."

The above can be linked to curriculum design because, depending on the subject we wish to create, it will be the type of thinking required to achieve the acquisition of knowledge by our students, or starting from its objectives, it will be the type of strategies that are implemented. In other words, learning chemistry content is not the same as learning history content, as one requires a literal comprehension of information and the other requires a general one to carry out an application. Hence the importance of the analysis we

generate when carrying out curriculum design or the analysis of content regarding the subjects in our study plans and programs.

2.3.1.5   PROPER PRACTICE

An important point during curriculum design is the integration of theoretical aspects with practical ones, hence the selection of strategies that allow the development of practical skills in individuals.

As mentioned have been saying, everything will depend on our objectives and the profile offered by our educational institution, which will shape our students' actions. That is to say, there will be plans and programs where greater emphasis is placed on practical aspects rather than theoretical ones, or the theoretical aspect should be accompanied by practices that complement student education. Hence the importance of selecting content and activities that meet the stated general objectives, and at the same time, the importance of teachers being aware of these objectives.

2.3.1.6   TESTS AND/OR SURVEYS

Among the activities that can be carried out for curriculum design are tests or surveys, which aim to verify the topics of interest to a certain population so that, based on this, content development can take place.

To carry out the above, surveys are conducted, or work is done with focus groups. Based on the results, basic documents and curricular matrices are formulated, and approaches, teaching-learning strategies are determined, in other words, all results are used for didactic purposes.

2.4 ATTACHED EVIDENCE

Examples of rubrics of evaluation that the teachers use to grade the works with our pupils.

Integrantes de equipo:					
	RUBRICA DE EVALUACIÓN: PRESENTACION: CANCIÓN EN INGLÉS 40%				
CRITERIOS	EXCELENTE	BUENO	ACEPTABLE	INSUFICIENTE	TOTAL
PUNTAJE	10	8	5	2	
PRONUNCIACION	Todos los integrantes del equipo participan en la actividad la pronunciación va acorde a la canción y con fluidez de la letra de la canción en inglés.	La mayoría de los integrantes del equipo participan en la actividad la pronunciación va acorde a la canción y con fluidez de la letra de la canción en inglés.	La mitad de los integrantes del equipo participan en la actividad la pronunciación va acorde a la canción y con fluidez de la letra de la canción en inglés.	Solo 1 o 2 de los integrantes del equipo participan en la actividad la pronunciación va acorde a la canción y con fluidez de la letra de la canción en inglés.	
ENTONACION	Todos los integrantes del equipo ofrecen una entonación que facilita la captación del mensaje gracias a la adecuada entonación desde el inicio hasta el final de su participación.	La mayoría de los integrantes del equipo ofrecen una entonación que por momentos facilita la captación del mensaje desde el inicio hasta el final de su participación.	La mitad de los integrantes del equipo ofrecen una entonación que escasamente facilita la captación del mensaje desde el inicio hasta el final de su participación.	Solo 1 o 2 de os integrantes del equipo ofrecen una entonación complicada para la captación del mensaje desde el inicio hasta el final de su participación.	
COREOGRAFIA	Todos los integrantes del equipo presentan un baile acorde a la melodía, se coordinan y no presentan disonancia entre la melodía y la coreografía	La mayoría de los integrantes del equipo presentan un baile acorde a la melodía, se coordinan y no presentan disonancia entre la melodía y la coreografía	La mitad de los integrantes del equipo presentan un baile acorde a la melodía, se coordinan y no presentan disonancia entre la melodía y la coreografía	Solo 1 o 2 de los integrantes del equipo presentan un baile acorde a la melodía, se coordinan y no presentan disonancia entre la melodía y la coreografía	
USO DE VESTUARIO	Todos los integrantes del equipo utilizan vestuario y caracterización adecuada.	La mayoría de los integrantes del equipo utilizan vestuario y caracterización adecuada.	La mayoría de los integrantes del equipo utilizan vestuario y caracterización adecuada.	Solo 1 o 2 de los integrantes del equipo utilizan vestuario y caracterización adecuada.	

ALUMNO:				RUBRICA DE ACTIVIDAD: TRIPTICO 20%
CRITERIOS	EXCELENTE	BUENO	REGULAR	TOTAL
PUNTAJE	2%	1%	0.5 %	
Presentación o portada de calidad y con los datos correspondientes 2%	Presentan datos de identificación como: 1) Escuela 2) Turno 3) Carrera, 4) Nombre del alumno, 5) Grado y grupo 6) Nombre el docente, 7) Fecha de elaboración 8) Tema.	Solo contiene de 5 a 6 elementos de identificación	Contiene de 2 a 4 elementos de identificación.	
Lectura e interpretación del material Present Perfect Tense 6%	6% Contiene el tema de Present Perfect Tense en su forma affirmativa, negativa, preguntas y respuestas asi como el uso de adverbios (already, never, yet, since, for, still, just, ever).	4% Contiene el tema de Present Perfect Tense en su forma afirmativa, negativa, pregunta y respuesta y contiene algunos adverbios.	2% Contiene el tema de Present Perfect Tense en su forma afirmativa, negativa, preguntas y respuestas pero no contiene adverbios.	
Ejemplos del tema Present Perfect Tense. 8%	8% Contiene ejemplos el tema de Present Perfect Tense en su forma affirmativa, negativa, preguntas y respuestas asi como ejemplos de algunos adverbios (already, never, yet, since, for, still, just, ever).	4% Contiene ejemplos del tema de Present Perfect Tense en su forma afirmativa, negativa, pregunta y respuesta y contiene ejemplos de algunos adverbios.	2% Contiene ejemplos del tema de Present Perfect Tense en su forma afirmativa, negativa, pregunta y respuesta pero no contiene ejemplos de adverbios.	
Limpieza, ortografía y redacción 2%	2% Entrega limpio no presenta borrones o tachaduras y es entendible	1% Presenta borraduras, tachaduras, es entendible.	0.5% Presenta el trabajo sucio, con borraduras, tachaduras y no es entendible.	
Entrega en tiempo y forma 2%	2% Entrega el día que se solicita y contiene todos los elementos solicitados	1% Entrega en la siguiente clase y contiene todos los elementos solicitados.	0.5% Entrega a destiempo con los elementos solicitados.	

2.5   EVIDENCES

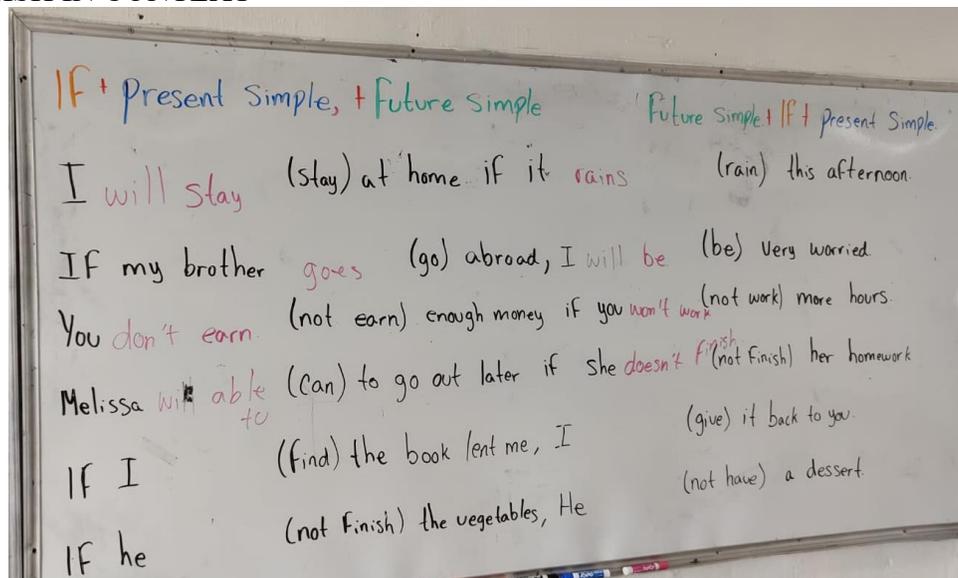## FIGURE 2

VOCAVULARY PREVIOUS
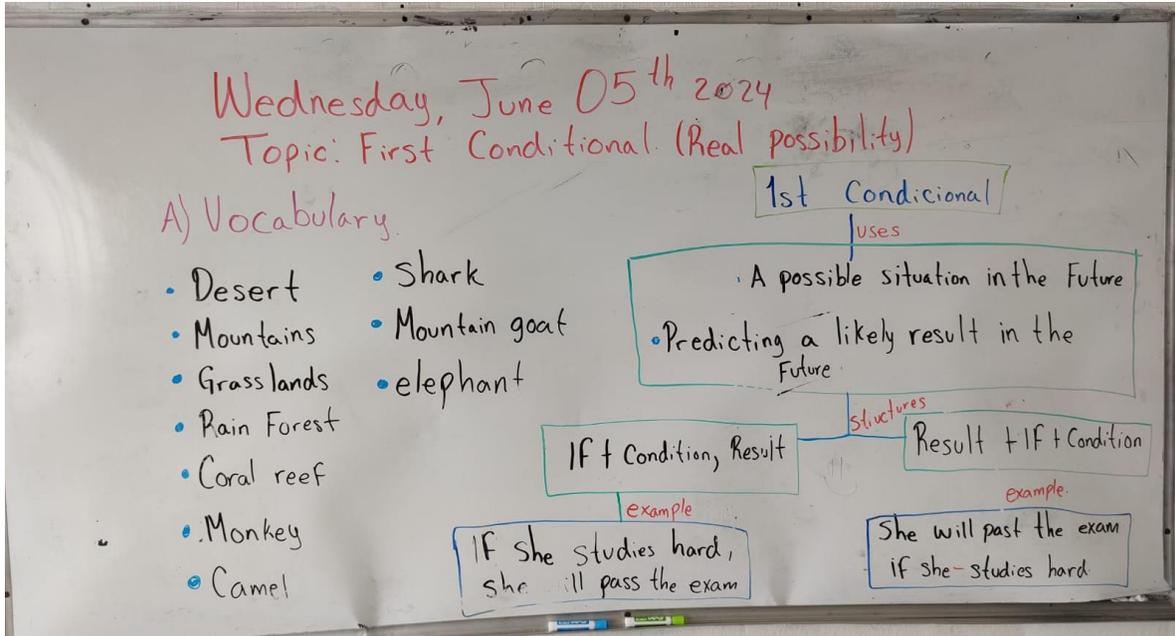
Source: Own elaboration Cuellar, 2024
Note: The vocabulary and conceptual map help to the students understand the topic.
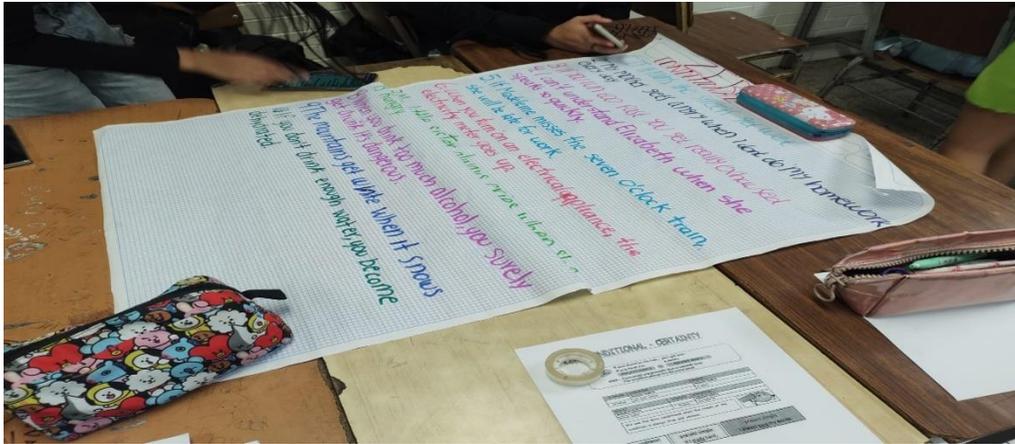
FIGURE 3

ENGLISH IN CONTEXT

Source: Own elaboration Cuellar, 2024
Note: The examples and rules help to the students understand the topic

FIGURE 4

SOLVING EXERCISES

Source: Own elaboration Cuellar, 2024
Note: The vocabulary and conceptual map help to the students get a result in the exercises.

FIGURE 5

TEACHING CONTEXT

Source: Own elaboration Cuellar, 2024
Note: The diversity of ages in the Colegio de Bachilleres it's a factor to the students develop the competences.

3   CHAPTER 3: EXPERIENCE REPORT

3.1   DESCRIPTION OF THE VIDEO

The video begins with a visualization of vocabulary relevant to the topic. Key terms are displayed on the screen with corresponding images and definitions. The instructor might use a combination of text, visuals, and spoken explanations to help viewers understand and remember the new words. This segment is designed to build a foundational understanding of the vocabulary that will be used in later sections of the video.

Next, the video moves into an explanation of the Conditional Type 1. The instructor explains that Conditional Type 1 is used to talk about real and possible situations in the present or future. The structure of the sentences typically follows the pattern: If + present simple, will + base verb. Examples are provided on the screen, such as "If She studies hard, she willpass the exam." The instructor may use charts, timelines, and additional examples to clarify how and when to use Conditional Type 1 in English.

After thoroughly explaining the grammar topic, the video transitions to the development of participation after listening to an audio. In this segment, viewers are prompted to listen to an audio recording that includes examples of Conditional Type 1 and related vocabulary. The audio might consist of a conversation, a short story, or various scenarios where Conditional Type 1 is used.

Following the audio, the instructor encourages viewers to participate in various activities. These activities may include:

- Answering comprehension questions based on the audio.
- Completing sentences with the correct form of Conditional Type 1.
- Engaging in a discussion or role-play exercises where viewers create their own sentences using Conditional Type 1.

Throughout this participatory segment, viewers may be asked to interact with the content by pausing the video to think, write down their responses, or even speak out loud. The instructor provides feedback, correct answers, and additional explanations as needed.

3.2   RESULTS AND DISCUSSION

From my perspective working with students aged 15 to 22 in English language teaching presents a challenge due to the diversity in learning styles and different stages of development in language proficiency. I mentioned some points of view that from my perspective, are those that interfere with the acquisition of a second language:

Diversity in Learning Styles since I have different student I mentioned the most common:

- Visual Learners: These students prefer using images, graphics, and videos. Integrating visual material can help them retain information and understand more abstract concepts.
- Auditory Learners: These students prefer listening to explanations and discussions. Podcasts, audiobooks, and listening activities are effective.
- Kinesthetic Learners: They learn best through movement and practice. Practical activities, role-playing, and project-based learning can be beneficial.
- Reading/Writing Learners: These students prefer reading and writing. Essays, extensive reading, and writing assignments are suitable.

Didactic Implications

- Multimodal Approach: Use a combination of visual, auditory, kinesthetic, and reading/writing methods to cover all learning styles.
- Personalized Learning: Allowing students to choose from different types of activities can improve engagement and performance.
- Educational Technology: Digital tools can offer multiple ways to interact with content, catering to different learning styles.

Differences in Developmental Stages

- Adolescents (15-18 years): They are in a cognitive development stage where they begin to think more abstractly and critically. However, they may need more structure and guidance.

- Young Adults (19-22 years): They tend to have greater autonomy and self-learning skills, and they are better prepared for critical thinking and practical application of knowledge.

Differences in English Proficiency

- Varied Levels: Students may be at different proficiency levels, from beginners to advanced. This requires differentiation in teaching to address individual needs.
- Motivation: Young adults may have clearer and more practical goals for learning English, such as university studies or professional careers, which can influence their motivation and commitment.

Effective Teaching Strategies
Differentiation and Inclusion

- Diagnostic Assessments: Conduct initial assessments to identify students' proficiency levels and learning styles.
- Flexible Grouping: Create work groups based on skill level and learning style for specific activities.
- Adaptive Materials: Use resources and activities that can be adapted for different proficiency levels and learning styles.

Teaching Methods

- Cooperative Learning: Encourage group work and collaboration, leveraging diversity to enrich learning.
- Real-World Projects: Projects and tasks that connect English learning with real-world situations and contexts, increasing relevance and interest.
- Formative Assessment: Implement continuous assessments and frequent feedback to monitor progress and adjust teaching as needed.

Integration of Technology (the school doesn't count with an specific area to develop the competences)

However, when applying the development points in the work plan, I could add that I found these points in the development of the evaluation.

Instructional Effectiveness:

- **Student Engagement:** Teachers can report on the levels of student engagement observed during lessons. According to Fredricks, Blumenfeld, and Paris (2004), student engagement is a crucial component for effective learning and can be measured through participation, attentiveness, and interaction quality.
- **Mastery of Content:** Assessments, quizzes, and class activities reveal how well students have understood the material. Black and Wiliam (1998) emphasize that formative assessment is vital for identifying areas of excellence and difficulties among students.
- **Teaching Methods:** Reflecting on the effectiveness of different teaching strategies. Marzano (2007) suggests that methods such as group work, lectures, and interactive technology can enhance comprehension and retention.

Curriculum Feedback:

- **Curriculum Relevance:** Teachers can provide feedback on the curriculum's relevance to current educational standards and student needs. Tyler (1949) stresses the importance of a curriculum aligned with educational objectives.
- **Adaptation Requirements:** Suggestions for curriculum adjustments based on observed student difficulties or changing educational goals. Tomlinson (2001) argues that curriculum differentiation is essential to meet the diverse needs of students.

Academic Support:

- **Individual Learning Plans:** Identifying students needing additional support or advanced challenges. Vygotsky (1978) proposes that learning should be within the Zone of Proximal Development to be effective.
- **Resource Accessibility:** Ensuring all students have access to necessary learning materials and technology. According to Fullan (2007), equitable access to resources is fundamental for academic success.

Skill Development:

- **Critical Thinking and Problem-Solving:** Reporting on how well students are developing these essential skills. Facione (2011) asserts that critical thinking is fundamental for academic and career success.
- **Soft Skills:** Emphasizing the development of communication, teamwork, and other soft skills through classroom activities and assignments. Goleman (1995) highlights the importance of emotional intelligence in academic and professional success.

Student Feedback:

- **Voice and Choice:** Incorporating student feedback on teaching methods, classroom environment, and curriculum relevance to ensure their perspectives and preferences are considered. Cook-Sather (2002) advocates for including students' voices in educational decision-making.
- **Satisfaction Surveys:** Regular surveys to gauge student satisfaction with their learning experience and identify areas for improvement. According to McMillan and Schumacher (2010), continuous feedback is vital for educational improvement.

4 CHAPTER: 4: CONCLUSIONS

4.1 MY CONCLUSIONS

Working with students aged 15 to 22 in English language teaching is a multifaceted endeavor shaped by diverse learning styles, varying developmental stages, and distinct levels of language proficiency. Addressing these challenges effectively requires a nuanced approach that integrates pedagogical insights and instructional strategies tailored to individual student needs.

Firstly, understanding and accommodating diverse learning styles—visual, auditory, kinesthetic, and reading/writing—through a multimodal approach enhances engagement and comprehension. This approach not only caters to different preferences but also fosters a more inclusive learning environment where all students can thrive.

Secondly, recognizing differences in developmental stages, from adolescents grappling with abstract thinking to young adults demonstrating greater autonomy, underscores the need for flexible teaching methods. By leveraging diagnostic assessments and adaptive materials, educators can tailor instruction to meet learners at their respective stages, promoting both cognitive growth and linguistic proficiency.

Moreover, navigating varied levels of English proficiency among students necessitates differentiated teaching strategies. Incorporating cooperative learning, real-world projects, and formative assessments not only reinforces language skills but also cultivates critical thinking and practical application abilities crucial for academic and professional success.

Furthermore, integrating educational technology to bridge gaps in resource accessibility and enhance engagement remains pivotal, despite current limitations in institutional infrastructure. This integration supports personalized learning experiences and facilitates skill development in areas such as critical thinking, communication, and emotional intelligence.

Lastly, ongoing feedback mechanisms, including student engagement assessments and satisfaction surveys, serve as invaluable tools for refining instructional approaches and curriculum relevance. By prioritizing student voices and adapting educational practices

based on their input, educators can continuously improve learning outcomes and foster a supportive learning community.

In conclusion, effective English language teaching for students aged 15 to 22 requires a holistic approach that embraces diversity, addresses developmental nuances, leverages technological advancements, and prioritizes student-centered feedback. By doing so, educators not only enrich language acquisition but also empower students to succeed academically and professionally in an increasingly interconnected world.

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6   LINK ABOUT THE VIDEO CLASS (LESSON PLAN)

https://drive.google.com/drive/folders/1Pyq_3mNzN3trJY7FxmDvm28H31N-hVPH?usp=sharing