

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Enseñanza del Idioma Inglés en la Universidad Autónoma
de Guerrero. Una propuesta para la Etapa de Formación
Inicial (EFI)**

TRABAJO RECEPCIONAL

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

PRESENTA:

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ABSTRACT

The present work consists of a compilation of three modules of work carried out during a school year. It was conducted as part of the specialization in the teaching and learning of the English language of the National Pedagogical University. The objective of this work is sharing a general diagnostic about the teaching English language in the state of Guerrero, focusing on the high-level education into the Autonomous University of Guerrero and present a significant content for students and teachers' analysis. For this purpose, the work carried out in the previous educational levels was considered, such as the basic level currently directed by the National English Program (PRONI for its acronym in Spanish). With the result of this work, it is intended to build a new scenario to improve language teaching and learning. How important is the exposure time of the tongue? the age of the students? and the objective that the educational system requires of students.

INTRODUCTION

Language is the most important human communication skill, and it is essential to understand the world. Language is a communicative, cognitive, and reflective activity through which we express, exchange, and defend our ideas; we establish and maintain interpersonal relationships and gain access to information; we participate in the construction of knowledge, organize our thoughts, and reflect on our own discursive and intellectual creation. (PENIEB Curricular Foundations).

Teaching foreign languages requires students to develop the four language skills: listening, speaking, reading, and writing pedagogically. However, presenting and working emphasize three essential skills: listening, reading, and writing. It is crucial to consider the age, the needs of the educational system, the support that an English teacher obtains from the educational authorities to carry out the activities in the classroom, etc. This leads to the search for new alternatives to achieve the objectives set by the current educational system. An example is a requirement for students who are going to study the postgraduate level of the Test of English as a Foreign Language (TOEFL).

Curriculum and language programs today are often results-based, crafted with much more attention to real-life requirements, and focus on what students will be able or should be able to do at the end of the course (Richards and Rodgers, 2014).

Currently, the autonomous University of Guerrero manages a flexible curriculum. It allows the teacher the freedom to decide the content of their didactic sequences and the material to be used. This allows teachers to change and adapt the material according to each situation in the classroom. Therefore, language teaching approaches are analyzed as a mixture of a structural approach, the translation method, and ask-Based Learning (TBL).

The experience gained from teaching English as a foreign language for over 15 years at the Autonomous University of Guerrero has been of great value. The experience gained teaching with different materials and even more different types of students have been an essential part of my professional growth and experience. Times change and teachers need to update language skills and pedagogy for good teaching performance in the classroom. However, the program remains the same. It has been a challenge, but it is an opportunity to know the needs around the

University. Today, it is crucial to mention that there is no unequal way of teaching at the University. However, it is necessary to create a new one, depending on the educational level. Throughout my academic and professional life, I have learned that reading and writing in English are the skills adults tend to develop efficiently. At the same time, children lean toward natural listening and speaking skills. Based on the above, a reflection is made considering the context.

Developing writing, writing, and listening skills do not leave out the speaking ability. However, students' exposure to the English language prioritizes the objective of presenting a test of international stature.

Developing these skills in young people to sweets implies, first of all, knowing the grammatical rules of the mother tongue. This is essential to avoid future frustration for students. The second is the ability to communicate in writing and understand the world through reading. These two skills work together to communicate ideas and thoughts. It should be noted that for the University, the main objective is not verbal communication but rather to obtain the certifications to obtain a scholarship for postgraduate studies.

To talk about language learning is to talk about two factors: communication and understanding. These two aspects are implicit in the way of learning. Natural language acquisition at an early age is a topic that has been studied for many years. A theory of learning suggests that children learn a language as naturally as counting, simply by using observation and repetition.

There is a large gap of differences between the methods used in different parts of the world, which are used according to the different contexts of each country. One example is the United States; this country usually applies the natural method in schools for learning Spanish as a foreign language through the international exchange programs carried out by that country.

At the same time, in Mexico, specifically in Guerrero, it is essential to work with the translation method due to the requirement that federal and state educational institutions have implemented to enter graduate programs. Such as the TOEFL ITP test.

CHAPTER 1. CONTEXT OF ENGLISH AS A FOREIGN LANGUAGE IN MEXICO.

The third article of the Mexican Constitution mentions:

Everyone has the right to education. The State – Federation, States, Federal District, and Municipalities – will provide preschool, primary, middle, and secondary education. Pre-school, primary and secondary education is considered essential education; these and secondary education shall be compulsory (Const., 2021, art. 3).

In the Curricula, the Ministry of Basic Education publishes the Curriculum for Secondary Education (2006) and the programs corresponding to its subjects. The purpose is for teachers and managers to know its fundamental components, articulate collegiate actions to promote curricular development in their schools, improve their teaching practices and contribute to the effective exercise of the right to quality primary education by students. Currently, there is no educational follow-up of the National English Program (PRONI) with the curriculum that exists at the higher levels. When a student reaches the medium-high level, the program begins with the verb to be and its conjugation, numbers, colors, and family members. It is important to analyze and restructure the system to allow monitoring between educational levels. PRONI considers cycles. The first step main objective is to sensitize students about the English language by evolving them in the social practices of the language and language-specific competencies. The second stage focuses on the formative teaching of English. In cycles 3, and 4, students will obtain the skills required to use English effectively by participating in language-specific competencies defined and based on social language practices in different social learning environments. (Figure 1).

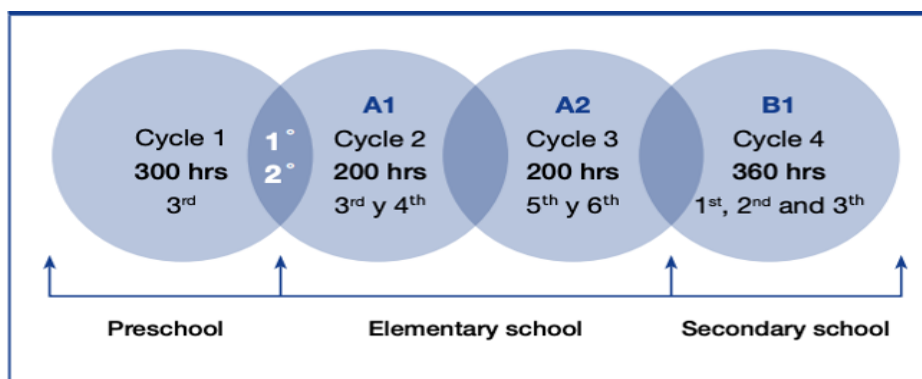


Figure 1 Grades in basic education. Articulated in cycles.

1.01 ENGLISH LEVELS

The Common European Framework of Reference for Language (CEFR) is the international standard that defines language competence. It is used worldwide to define the language skills of students who speak any language and is measured on a scale ranging A1, which is a basic level of English, to C2.

These exams are for students or people who need to prove their level of English to study, work or apply for a grant abroad, the CEFR allows them to compare the marks or level obtained in examinations like Cambridge, IELTS or Aptis.

The CEFR consists of 6 standard levels of reference for all languages: three blocks (**A** or **primary user**, **B** or **independent user** and **C** or **proficient user**), which are in turn divided into two sublevels, 1 and 2.

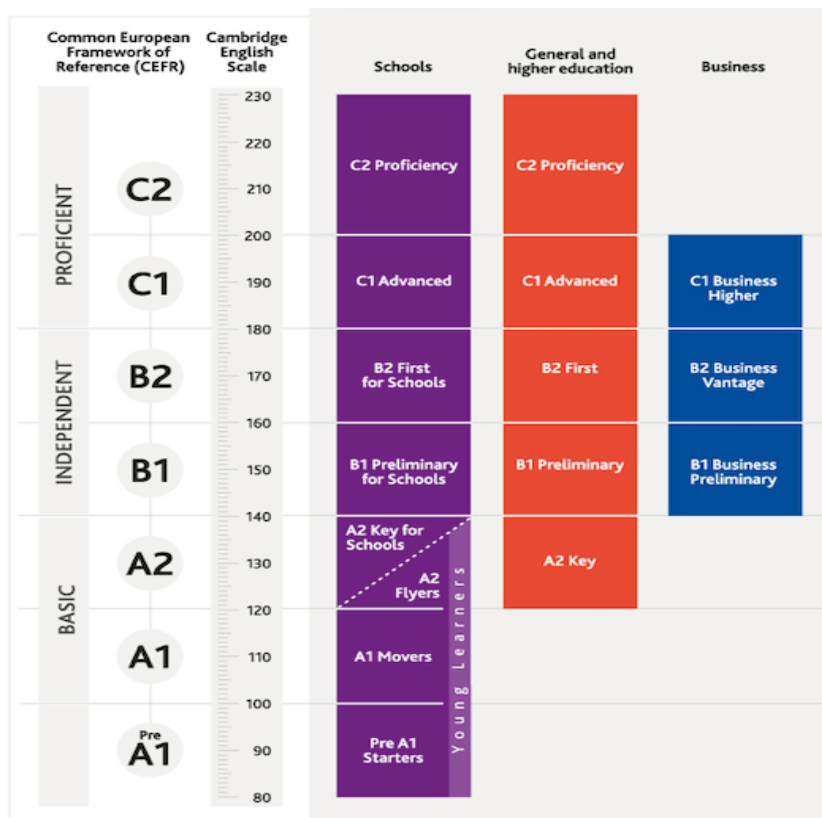


Figure 2. The Common European Framework of Reference for Languages (CEFR)

A1 English level

Level A1 corresponds to basic users of the language, i.e. those able to communicate in everyday situations with commonly-used expressions and elementary vocabulary.

A2 English level

Level A2 corresponds to basic users of the language, i.e. those able to communicate in everyday situations with commonly-used expressions and elementary vocabulary.

B1 English level

Level B1 corresponds to independent users of the language, i.e. those who have the necessary fluency to communicate without effort with native speakers.

B2 English level

Level B2 corresponds to independent users of the language, i.e. those who have the necessary fluency to communicate without effort with native speakers.

C1 English level

Level C1 corresponds to proficient users of the language, i.e. those able to perform complex tasks related to work and study.

C2 English level

Level C2 corresponds to proficient users of the language, i.e. those able to perform complex tasks related to work and study.

CHAPTER 2. MY TEACHING PHILOSOPHY

The teaching philosophy emerges from analyzing thoughts and experiences during the time and beliefs about teaching and learning foreign languages. It is essential to mention that this specialization has been beneficial in understanding how to teach a second language in Mexican schools. The analysis involved each communicative skill, teaching-learning processes, and how to specialize in teaching a language.

Throughout my professional time as an administrator of Foreign Language centers and as a teacher at them, and in the academic area of the National English Program in the State of Guerrero, I have developed some philosophies regarding teaching and Language learning. In this reflexive exercise, some essential points relating to the following areas are highlighted:

- **THE TEACHER**
- **THE STUDENT**
- **THE ADMINISTRATION**
- **THE INTERNATIONAL CERTIFICATIONS**

2.01 THE TEACHER

The continuous preparation of the teacher is an important issue; the teacher is the main factor of progress within an institution and a classroom. "Teaching is not an easy job, but it is necessary, and it can be rewarding when we see the progress of our students and know that we have helped make this happen" (Harmer, 2015). The teaching profile directly impacts the progress and motivation of learners. Also, it has to do with the fulfillment of the objectives of an institution. Currently, a language teacher can teach children, young people, and adults; however, an FL teacher must specialize in a specific area. Also, this looks a little forward. As mentioned, they are intertwined.

On the other hand, research is an optional but essential part of teaching. The teacher's task is to analyze the different factors that affect learning. The psychosocial development of students involves different stages, which must be known by the teacher for the implementation of actions, evaluation, and type of activities. A good teacher makes motivational classes, implements various materials according to the students' progress, provides feedback, evaluates, researches, and has a broad knowledge of linguistics. It is challenging to be an excellent foreign language teacher for the reasons stated. When a teacher knows the content and objective of the subject, the learner feels confident. A prepared teacher avoids future frustrations for the student and motivates himself to be a recipient of one or more languages in the following lessons. Age is essential to obtain better results when teaching any foreign language. The sooner a person is exposed to a new language, the better pronunciation, the more extended vocabulary, and the less fear of making mistakes.

Taking into account the students' level of development is very important when choosing a material or working on the program. The student's age is an essential factor because his way of learning is not the same as that of a young person or an adult; in addition, they learn in a simpler and faster way. The two skills that are mainly worked on in the classroom for children are listening and speaking. Combined with games, songs, and activities specific to their development, this encourages the child to be able to motivate himself and continue the path of learning foreign languages. Exposing a baby to new sounds with meaning is a natural way to develop their acquisition. The cities of bilingual territory are a clear example of the above.

2.02 THE STUDENT

Endless research exists to know if age affects foreign language acquisition. One of the conclusions of these investigations is the recognition of the complexity of the age factor. Some scientists do not agree on an age that facilitates or does not master the foreign language. Some studies show that children more easily acquire mastery of the foreign language. Aristotle claimed that children learn any language better than older men, even if they are rational.

On the contrary, Bernaus (2001: 81) thinks that "adults learn faster than children, but children have an easier time acquiring better levels of correctness in pronunciation. According to various investigations, adolescents show a higher performance in terms of vocabulary and grammar. We can talk about teaching, for example, grammar, which illustrates in a deductive and inductive way. Like first language learning, grammar is not taught at early levels.

The earlier a person exposes to a new language, the better pronunciation, more extensive vocabulary, and less fear of learning. Children are not afraid to learn; children are naturally inquisitive, and children are naturally absorbent of knowledge.

Taking into account the students' level of development is very important when choosing a material when working on and designing a program. The age of the students is an essential factor because their way of learning is not the same as a young adult; in addition, they learn in a simpler and faster way. With children, the two skills that mainly work on in the classroom are listening and speaking. Complementing with games, songs, and activities appropriate to their development at their age, this encourages the child to be motivated and continue the path of learning foreign languages. Here we speak about more than learning and acquisition; it is a child's exposure to new sounds with meaning. The city of bilingual territory is a clear example of those above.

2.03 THE ADMINISTRATION

It is important for teachers to acquire this ability to know the laws in education and how the educational system works. The administration of a public or private institution is part of the activities of a foreign language teacher. When a teacher can create a company, it is not only necessary to know the language and pedagogy. The administration involves creating and updating programs, the choice of material, the choice and work with other teachers, school schedules, marketing, age, and even costs.

The teacher or administrator must integrate into the public school and educational system. However, those who have made changes and improvements within the system include features other than those already mentioned.

International certifications are essential when learning a foreign language as a teacher and student. Every teacher of any educational level in English must have a certain level (for work/academic reasons), measurable with some TOEFL, CENNI, Cambridge TKT certification, etc.

International certifications are an aid to endorse the level of the language formally.

The international certifications applied to the basic educational level; they mainly failed because children do not have the specific preparation for those exams.

2.04 THE INTERNATIONAL CERTIFICATIONS

The administration, the educational legislation, and the educational system, which currently exists, lead us to the next point: International English certifications.

International certifications are an essential factor when speaking a foreign language. Certification is the measurement of institutional objectives; the CEFR descriptors seek to operationalize what is typically understood by a basic, intermediate, or advanced language proficiency. It describes six levels of achievement divided into three broad categories, from lowest (A1) to highest (C2), which describes what a learner should be able to do in the linguistics components.

Due to these positions described, my teaching philosophy is because there is a significant difference in teaching towards students' age and educational level, and the teacher has to specialize in one of them.

On the other hand, in university-level schools, it is not necessary to teach under the communicative method working, rather grammatical. It encourages us to work with international exam practices such as Cambridge University, Test Of English as Foreign Language (TOEFL), and CENNI the Ministry of Public Education because when they continuo to the master's level, they need a certification. Therefore I think teachers have to focus on certifications in their formats and sections.

CHAPTER 3. CONTEXT OF ENGLISH AS FOREIGN LANGUAGE AT THE AUTONOMOUS UNIVERSITY OF GUERRERO

In 2013, the institutional training stage was implemented with a competency-based approach (methodological guidelines) by an institutional commission for educational development. This document was institutionalized in the higher-level schools of the Autonomous University of Guerrero. Currently, it is the first and only edition of the document. This contains pedagogical guidelines for programs 1 and 2 of the English subject and suggested activities for the didactic sequences. In this way, academic freedom is highlighted. The facilitator has the independence to work on material, change it, append, or modify it. However, no clear objective allows the teacher to complete it.

As a higher-level teacher, I worked with the following material, which allows me to consolidate the linguistic skills that are developed to take the TOEFL exam in the future; two different materials from the Cambridge publishing house were selected. The reading and writing skills of the first semester. Second-semester repair TOEFL.

To choose material it is essential to consider the level of students, the teacher's learning objectives, and the subject's purpose. The academic results of the institution must also support progress. One of the International exams' characteristics is that readings are shown in diverse subjects. For this reason, it is crucial to mix topics for practicing readings skills.

Also introduced in the semester are some readings focused on the exam. The teacher is supported using the internet to introduce different materials that are useful for our goal.

This training stage marks two semesters teaching English as a Foreign Language at the higher level. However, this content focuses on developing competencies to allow students to insert in the labor market, which leaves students without the opportunity to prepare for an international certification such as the Test of English as a Foreign Language (TOEFL ITP), essential for the postgraduate level.

3.01 INSTITUTIONAL FORMATION STAGE

SUBJECT	HD		HI	CRED	OH	CRED OH	TH	H - SEMESTER	CRED
	HT	HP							
Inglés I	2	2	2	6		0	6	96	6
Inglés II	2	2	2	6		0	6	96	6

According to the implementation of the EFI in the Higher-Level institutions, the subject of "English 1 contributes to the construction of a comprehensive professional profile of the graduate of the Higher level since it develops different capacities and linguistic abilities that allow him to have access to the specialized and up-to-date information, as well as having more opportunities in an increasingly competitive labor market"

Therefore, the contribution refers to the development of linguistic skills dedicated to the work area, with this the development of the 4 skills is interpreted: listening, speaking, reading, and writing.

There is a general program, and a grammar material as suggestions, however, there is still no general standardization. Therefore, the progress in the teaching of the English language has an important correlation with the support given to it by the university authorities. These programs reformed for the educational offer 2011 to the 59 educational programs of Bachelor. Nowadays, there are no updates for this syllabus.

2.1 INGLÉS I			2.2 INGLÉS II		
Conocimientos	Habilidades	Actitudes y valores	Conocimientos	Habilidades	Actitudes y valores
Identifica las estructuras gramaticales Conoce tipos de verbos y sus funciones para formar oraciones simples Reconoce aspectos morfo-sintácticos y semánticos de la lengua inglesa Componentes de cohesión y coherencia en un texto Distingue diversas palabras escritas y su significado	Reconoce las estructuras gramaticales en oraciones simples para la comprensión de textos académicos Comprende oraciones simples en textos académicos, considerando los tiempos gramaticales, verbos y vocabulario Aplica estrategias de lectura de oraciones simples	Participa con responsabilidad en los diferentes contextos de acción Se involucra respetando las diferentes expresiones culturales Muestra tolerancia y respeto a sus semejantes en su interacción social	Identifica los tiempos y las estructuras gramaticales Conoce tipos de verbos y sus funciones para formar oraciones en diferentes tiempos Reconoce aspectos morfo-sintácticos y semánticos de la lengua inglesa Distingue diversas palabras técnicas de su área de formación	Aplica estrategias de lectura con un lenguaje específico a su área de formación Comprende e interpreta textos académicos y científicos de su ámbito profesional, en versión impresa y digital	Participa con responsabilidad en los diferentes contextos de acción Se involucra respetando las diferentes expresiones culturales Muestra tolerancia y respeto a sus semejantes en su interacción social

Figure 3 Abilities and knowledge required for English 1 and 2

In the University of Guerrero exist a virtual program. It works as an option for students, too. The virtual program in the EFI emphasizes obtaining 450 pts. in the TOEFL ITP at the end of the course. However, there are three blocks that the student will see in the semester:

INGLÉS I

Bienvenido a esta Unidad de Aprendizaje. En ella conocerás diferentes estrategias de comprensión de lectura y expresión que te permitirán identificar y aplicar tiempos y estructuras gramaticales de la lengua inglesa. Juntos reconoceremos la importancia del idioma inglés, la lógica de su funcionamiento, en los distintos contextos académicos y sociales, para hacer más sencilla tu formación.

Formato del curso:
La Unidad de Aprendizaje está organizada en tres ejes temáticos con actividades de integración al final de cada uno de ellos. A su vez, los ejes temáticos se dividen en temas que se abordan por semana. Se proponen materiales interactivos, ejercicios gramaticales, audios, videos y lecturas de comprensión para dirigir el aprendizaje de una manera sencilla y coherente, a fin de que apliques lo aprendido en las actividades de integración para evaluar las competencias finales previstas.

Duración: 96 horas.
Tiempo recomendado: 4 a 6 horas a la semana.

Bloque 1. Estructuras gramaticales
Bloque 2. Diferentes tipos de cognados
Bloque 3. Estilos de lectura

Figure 4 Virtual program for English I

INGLÉS II

English II consists of eight topics; each unit has a different topic to be covered in two weeks. It also contains a great number of interactive activities such as listening, speaking, reading and writing to improve the English language skills and to prepare students for the Unit evaluation.

About the course:
English II consists of three units. Each unit has three different topics, each topic takes two weeks to develop it. At the end of the unit we will do a small project. Within English II there are different kind of materials as interactive material, listening, speaking, reading and writing exercises to develop the learning in a coherent and easy manner, the purpose of them is to apply the knowledge to evaluate the language competences in this Unit.

Duration: 96 hours.
Recommended time: 4 to 6 hours a week.

Unit 1. My Background
Unit 2. My Best Vacation
Unit 3. Innovation in Technology

Figure 5 Virtual program for English II.

3.02 THE TEST OF ENGLISH AS FOREIGN LANGUAGE.

The TOEFL is a test that aims to measure the ability to master the English language. There are two types of TOEFL ITP online (Institutional Testing Program) tests and the TOEFL iBT (Internet-Based Test) version. The TOEFL ITP is part of the requirements of the postgraduate level of the Autonomous University of Guerrero. This test is performed on students or non-native speakers. The exam is multiple choice and does not have an oral exam section. Therefore, it focuses on reading, grammar, and listening skills, the test consists of 677 points divided into these three sections.

Reading comprehension test

This section will evaluate the ability to read comprehension through 50 questions the students must answer in 50 minutes.

Listening comprehension test

In this block, the capacity for auditory understanding is measured through announcements or short or long conversations. The section consists of 50 questions that must be answered in 35 minutes.

Grammar, structure, and written expression test

This section presents 40 written comprehension questions that must be solved in 25 minutes.

The results are measured as follows

1. 677-627 points: C1 Advanced English
2. 626-543 points: B2 Advanced Intermediate English
3. 542-460 points: B1 Basic Intermediate English
4. 459-337 points: A2 Advanced Basic English
5. 336-0 points: A1 Basic English

The result is valid for two years.

CHAPTER 4. FOREIGN LANGUAGE LEARNING AND THEORY

Learning something new implies acquisition of skills. Learning is a natural and important process that changes actions, aptitudes, attitudes, and thoughts. Learning can either be an unconscious process or a conscious one when the learner is motivated. It is important to investigate the different theories that have been explored over time so we can understand what learning implies. When we talk about learning something interesting is age important? Is it a crucial aspect? Based on my own experiences teaching I believe age is important. "One's knowledge base is a scaffold that supports the construction of all future learning" (Alexander, 1996). Learning involves ongoing, active processes of inquiry, engagement and participation in the world around us (Bransford, Brown, & Cocking, 2000).

4.01. ACQUISITION AND LEARNING DIFFERENCES

Chart 1. Differences between learning and acquiring a second language

ACQUISITION	LEARNING
UNCONSCIOUS	CONSCIOUS
IMPLICIT GRAMMAR	EXPLICIT GRAMMAR
INFORMAL	FORMAL
SOCIAL LIFE (NATURAL ENVIROMENT)	CLASSROOM AND TEACHER
PRACTICE (LANGUAGE IN USE)	THEORY (TECHNICAL)
PRODUCE KNOWLEDGE	PRODUCE ABILITIES
NATURAL ERRORS	CORRECT ERRORS
NO MOTIVATION NEEDED	MOTIVATION
SECOND LANGUAGE	FOREIGN LANGUAGE
PLAYING WITH LANGUAGE	FORMAL RULERS

4.02 DIFFERENT THEORIES ABOUT LEARNING ENGLISH.

Stephen Krashen's merit is to emphasize the obvious: the only way to learn to speak is to listen and converse; the only way to learn to write is by reading and practicing. And all this without the pressure of exams, level tests or degrees but with the fun of a good text, a song or a story (Brailang, 2021).

Over the past 20 years, more than 100 books and articles on this topic have been published. His theory of second language acquisition has had and continues to have a great impact on all areas of research and teaching of a second language since the 1980s. Acquisition of a second language (Schütz, 2019).

The result of language acquisition is subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a 'feel' for the correctness. Grammatical sentences 'sound' right, or 'feel' right, and errors feel wrong, even if we do not consciously know what rule was violated. We will use the term 'learning' henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In nontechnical terms, learning is 'knowing about' a language, known to most people as 'grammar' or 'rules'. Some synonyms include formal knowledge of a language or explicit meaning (Krashen, 1982).

Harmer states that

a total concentration on grammar translation stops students from getting the kind of natural language input that will help them acquire language (since they always looking at L1 equivalents), and it fails to give them opportunities to activate their language knowledge (Harmer, 2015:49).

Jin and Cortazzi (2011) offer the following explanation for the continued use of Grammar Translation and other traditional teaching approaches in some parts of the world:

TAs (Traditional approaches) have persisted for longer in most developing parts of the world than in more economically developed ones, due to the slower development of educational

systems and language teacher training, cultural perceptions and different ways of change, limited learning resources and finance (p. 558).

Richards and Rodgers (2014: 7) communicate *“contemporary texts for the teaching of foreign languages at the college level still sometimes reflect Grammar-Translation principles. These texts are frequently the products of people trained in literature rather than in language teaching or applied linguistics”*.

Richards and Rodgers (2014: 7) give a list of why it is still used:

- A) the limited command of spoken English of language teachers
- B) the fact this was the method used by their teachers
- C) it gives teacher a sense of control and authority in the classroom
- D) it works well in large classes

According to Titford (1985: 78), learners of a foreign language do refer to their mother tongue to aid the process of acquisition of L2 or, in other words, they "translate silently".

Liao (2006) summarizes the positive aspects of using translation:

- 1) it can help students comprehend L2
- 2) it can help students to check whether their comprehension is correct
- 3) it eases memory constraints in memorizing more words, idioms, grammar, and sentence structures
- 4) it can help students develop and express ideas in another language
- 5) it can help reduce learning anxiety and enhance motivation to learn L2.

As Duff (1989: 6) states *“translation happens everywhere, all the time, so why not in the classroom?”*

According to Butzkamm and Caldwell (2009: 13), using the native language in the classroom is *“the greatest pedagogical resource”* and can enhance learners' confidence and focus on meaning.

FL learners always have a natural tendency to use translation and will automatically compare both languages involved, either consciously or unconsciously, so it is pointless to try to avoid their internal

thinking in L1 and code-switching between L1 and L2, since it is regarded as naturally developmental (Kavaliauskienė and Kaminskienė, 2007).

“Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers” (Ross, 2000).

Cook (2010: 37) comments “the first decade of the 21st century has seen an increased interest in the use of students’ own languages”. Artar (2017: 26) claims that “*this change may have taken place owing to the recognition of bilingualism or multilingualism*”.

Harmer (2007: 133) considers that “*students (and their teachers) can use the L1 to keep the social atmosphere of the class in good repair*”.

Stibbard (1998: 71) notes “*English is a lingua franca for travel and trade and many speakers of it will be called upon to translate to and from their mother tongue*”.

The main language skills used in the context of FLT tend to be divided into four: reading, writing, listening and speaking. Of these, reading and listening are classified as receptive skills, while writing and speaking are classified as productive skills (Harmer, 2007: 265).

CHAPTER 5. FROM THEORY TO PRACTICE

Teaching the English language has allowed me to corroborate that the level decreases when the language is not practiced. This usually happens with the other two skills: Listening and Speaking, even more so if this language was not learned in childhood.

For the first year of the degree in Economics at the Autonomous University of Guerrero, I have decided to work on this material and class planning that combines both skills (reading and writing). Developing these two skills in young adults involves first knowing the basic grammatical rules of the target language. This is essential to avoid future frustration for students. Second, the ability to communicate in writing and understand the world by reading. These two abilities work together to interact in communication ideas and thoughts. When talking about developing these abilities, something to consider is the international certification as Test of English as Foreign Language (TOEFL). As an English teacher for more than fifteen years, I have realized that the objectives in my State are not speaking but the certifications to get a scholarship for postgraduate.

5.01 LESSON PLAN

Teachers with extensive teaching experience tend to think that planning a class or lesson is irrelevant. Scheduling a task is a formal way of teaching, and it is often apparent to students whether a teacher plans their activities. I believe that planning an election is not advisable because the teacher is limited to specific activities and times. I think that planning does not give flexibility to the students' analysis, concerns, and development of skills.

Carrying out constant planning helps the teacher control student learning but jointly, not necessarily personally. A rigorous lesson plan does not support the teacher to review or repeat topics already seen to the students. Good planning should allow for the equitable advancement of gifted or academically disadvantaged students.

The lesson plan I present is simple, easy to work with, and valuable. It bases on my teaching philosophy, which considers the age of the learners relevant; for that reason, it mentions that language skills at an upper education level must focus on the approaches that lead us to international certifications as Grammar Translation Method.

It was planned 4 lessons to work in 4 days, 1.5 hours each one with independent activities. I chose this topic because I was working on it with my students at this point of this specialization.

IDENTIFICATION CELL		
Learning Unit	English I	
Duration of the didactic sequence	Four weeks	
Duration of the session	1.5 hrs	
No. Sessions	8	
Teacher facilitator	Alaíde Salgado	
Teaching hours (face-to-face and/or virtual):		
Independent hours (autonomous learning)	12 hrs.	
Total hours	8 hrs.	
No. of didactic sequence	20 hrs. 3 of 3	
Significant context problem: How do you <i>perform comprehension of simple academic texts</i> ?		
Competence of the Learning Unit: It includes sentences in simple, to associate real situations in a written way through reading strategies, in the educational and social contexts with which it interacts, with a sense of responsibility, tolerance and respect for its sociocultural environment.		
Elements of competition		
Applies basic comprehension techniques of reading simple texts and participates responsibly in different contexts of action.		
Knowledge	Skills	Attitudes and values
Recognizes basic reading comprehension techniques (skimming and scanning) in simple texts. Identifies the components of cohesion and coherence in a text.	It employs the basic techniques of reading comprehension and the components of cohesion and coherence for the analysis of simple texts.	Participate responsibly in the different contexts of action Get involved respecting the different cultural expressions Shows tolerance and respect to peers in their social interaction.

Integrative axis: Basic reading techniques

Language: Students recognize the differences between regular and irregular verbs in past time.

Explain the differences so that students manage to modify the verbs in the past and distinguish them in affirmative, negative, an interrogative form.

Cultural awareness: Students become tolerant to linguistic and cultural difference of another country. Students understand, relate, and compare festivities between their culture to another country.

	Basic reading techniques Teaching hours	Independent hours	Criteria (Expected learnings)	Evidence
Session I Basic reading techniques	<p>The session initiates by greeting students—attendance considering when students bring a paper with 20 words in English and translate it into Spanish. Time: 10 minutes</p> <p>The teacher reviews briefly the topics seen in the previous lesson (adjectives). Time: 10 minutes</p> <p>The teacher explains the differences between present, past, and future auxiliary verbs in a timeline on the board. T writes an example on the board: <i>What do you do? What did you do? What will you do?</i> T explains the use of the grammatical rules of the verb to be in the past. Time: 10 minutes</p> <p>https://www.superprof.es/apuntes/idiomas/ingles/gramatica-inglesa/verbs/verb-to-be-simple-past.html T shares through the projector</p>	<p>https://quizizz.com/admin/quiz/5b1eaf6af7c9aa0019248bf8/simple-past-sentences</p>	<p>Student practice past simple tenses.</p> <p>Students identify verbs in different times: present and past.</p> <p>Students share information within their classmates.</p>	<p>Exercises done and checked by students and teacher.</p>

	<p>different verbs and explains the regular and irregular differences in verbs in English when using past sentences in positive form.</p> <p>https://www.superprof.es/apuntes/idiomas/ingles/gramatica-inglesa/verb-tense/verbos-irregulares-irregular-verbs.html</p> <p>Time: 40 minutes</p> <p>T asks ss to write three activities they did one day ago and translate them. T asks to pay attention to regular and irregular verbs. Then, they share it with their pair mate.</p> <p>Time 50 minutes</p> <p>T explain the independent hours as homework.</p>			
	Time 2 hrs.	Time 1 hr.		

	Learning activities		Criteria (Expected learnings)	Evidence
	Teaching hours	Independent hours		
Sesion II	<p>The session initiates by greeting students—attendance considering when students bring a paper with 20 words in English and translate it into Spanish.</p> <p>Time: 10 minutes</p> <p>The teacher asks the students about their weekends.</p> <p>Time: 10 minutes.</p>	<p>T send a video and students must write ten different sentences in past simple.</p> <p>https://www.youtube.com/watch?v=5xzjFaHc0xk</p>	<p>Student practice past simple tenses in different form: affirmative, negative, and interrogative.</p> <p>Students practice verbs in past.</p> <p>Students share</p>	<p>Exercises done and checked by teacher.</p> <p>Teacher give feedback when necessary.</p>

	<p>The teacher explains negative and interrogative form in past simple. https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/past-simple-i-worked</p> <p>Time 12 minutes.</p> <p>T explains the ending sound of past simple. Time: 25 minutes.</p> <p>T show a video to ss https://www.youtube.com/watch?v=yGfaf57xzh4</p> <p><u>Time: 30 minutes</u></p> <p>For finishing the class, students must answer next activity. file:///Users/bms/Downloads/grammarism-past-simple-negative-test-1-1698171.pdf</p> <p><u>Time:30 minutes.</u></p>		<p>information within their classmates.</p>	
	<p>Tiempo 2 hrs.</p>	<p>Tiempo 1 hr.</p>		

5.02 EVALUATION

Academic evaluation of the students must be carried out constantly, at the beginning, during, and at the end of a course. At different levels of learning, students need, want, or should be evaluated to know their progress, measure the knowledge acquired, and see if they are at the correct level according to their age and status. A placement test is essential to take at the beginning of each new course: a progress test during the school year, exam practices and a final test like a real international certification at the end of the period. Experience as an English teacher for more than 15 years, I favor carrying out international certifications at ages from 18 years old, not before.

The teacher must know the right time to evaluate students so that it is not a cause of demotivation or delays the student's progress but, on the contrary, encourages him to continue improving himself.

As I have mentioned before, in my teaching philosophy, the skills that should evaluate at the youth-adult levels are reading, writing and grammar. When designing a test, one of the things we must consider is the practice of both teachers and students. It is crucial not to cause demotivation or frustration to the student but also not to the teacher. Large groups exist, and it can take too much time for the classroom teacher to evaluate their apprentices effectively. The teacher gives feedback to the students effectively and pays attention to the details.

The evaluation of the activities is part of an overall evaluation. It is worth mentioning that this is only the subject of the past simple and is made up of four sessions of an hour and a half each with a total of 6 hours plus four independent hours. The evaluation and the activities are an essential part so that the students can prepare themselves so that they can practice presenting the TOEFL ITP exam at the end of semester one and semester two. In this space, he stressed that the chocolate test consists of 3 skills: listening, reading, and structure of English. In such a way, students can practice the language and prepare to take a certification in the future.

	Oral test (verbs)		Grammar		Reading		Listening	Assist ant	Average
	Score	Point s	Effectiv e	Developin g	Score	Points	Score		
Student 's name									

The way of evaluating is different in each teacher. As Salazar describes it:

The evaluation of students is important, from the correct use of grammar, coherence and vocabulary. Also taking into account the attitude towards work is as essential as numerical evaluation (Salazar, 2006).

As a result of this work, the use of different techniques and methods for the effective development of these skills is essential. Also, keep in mind that students need to achieve a goal, which may be, to make an international certification. The constant practice of these techniques will facilitate the student's advancement. Also, the correct use and the election of the material are factors that determine the skills the teacher wants to improve. On the other hand, the evaluation, which is more than numerical, is global and includes skills for reaching goals.

Designing a test is essential to analyzing the objectives and outcomes we want to test. Tests have a marked washback/backwash effect, whether public exams or institution design. An international exam takes about 2.5 hours. In this case, considering the level of students and the exposure of language time, the exam will be basic.

5.02.01 EVALUATING READING

Evaluating implies using numbers, while assessment, is an evaluation that allows us to see more broadly the daily work of the student and their real progress.

Here is an example of the lesson plan and evaluation:

Ss read a paper describing the case of Debahi Escobar. It is because Ss know about this situation. Ss read a find sentence in simple past. They also remark the difference between regular and irregular.

Criteria	Number of errors	Points
S confuse verbs in past and makes many errors.	+8	1
S hardly can find past sentences	7	2
S uses appropriate simple past grammar with some errors	6	3
S makes minor errors in grammar and structure and can be understood.	5	4
Easily differentiate past simple sentences.	2	5

5.02.02 EVALUATING LISTENING

This activity is essential for the objective; The listening activity is easy because the level is basic. Students listen and complete the following table to get a score. They are also shown the verbs they must put in their correct space.

Listen to the video and complete the text with these verbs in the past:

decide- say - work - start- do- have- love- turn- return- buy- develop- be- get

Today I want to tell you three stories from my life. That's it. No big deal. Just three stories. The first story is about connecting the dots. It [] before I [] born. My biological mother [] a young, unwed graduate student, and she [] to put me up for adoption. So my parents, who [] on a waiting list, [] a call in the middle of the night asking: "We [] an unexpected baby boy; do you want him?" They []: "Of course." This was the start in my life.

My second story is about love and loss.

We [] hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We [] just released our finest creation — the Macintosh — a year earlier, and I [] just turned 30. And then I [] fired.

I didn't see it then, but it [] out that getting fired from Apple [] the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life and fell in love with an amazing woman who would become my wife. In a remarkable turn of events, Apple [] NeXT, I [] to Apple, and the technology we [] at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It [] awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I [] what I []. You've got to find what you love. And that is as true for your work as it is for your lovers.

<https://www.youtube.com/watch?v=U3a8m51ERk>

MEXICO CITY — The haunting story of a young woman left on the side of a highway late at night in northern Mexico ended in sorrow, with her decomposing body found in a subterranean water tank at a motel.

Assistant Public Safety Secretary Ricardo Mejia said Friday that the woman's body — apparently unrecognizable after what may have been nearly two weeks in the water — had a crucifix necklace and clothing that Debanhi Escobar was wearing the night she disappeared.

Despite what authorities in the border state of Nuevo Leon described as a massive search for her, the story ended the way it often does in Mexico: when her body was found by local people.

"The alert was sounded by hotel workers, because of the fetid odors coming from the area," Mejia said.

State prosecutors later said they had confirmed the body was Escobar's.

Escobar's case made headlines because of a haunting photo taken by a driver who was supposed to take her home that night. It was not clear why she got out of the car, but her father, Mario Escobar, said prosecutors told him that surveillance camera footage suggested the driver inappropriately touched his daughter.

Criteria	Number of errors	Points
Student can't differentiate past and have many errors.	+19	1
S cannot listen clearly past verbs.	18-16	2
S identify appropriate words to express meaning.	17-14	3
S makes minor errors in listening past verbs	13-11	4
Response contains few errors.	-10	5

5.02.03 EVALUATING GRAMMAR

Using photocopies, students are going to answer the next activity

Past Simple (regular verbs)

✎ Write the Past Simple form of the verbs below in the correct column.

- repeat • worry • finish • start • phone • call • miss • enjoy • visit • marry • listen • cry •
- play • hate • wash • climb • live • arrive • talk • look • stay • ask • clean •
- travel • open • like • walk • carry • stop • mix • plan • decide • tidy •

- d	- ed	cons + y - ied	double cons + - ed

✎ Write sentences in Past Simple:

- 1- Affirmative
- 2- Negative
- 3- Interrogative (Yes / No)

- | | |
|--|--|
| <p>A) My sister / <u>tidy</u> / her room / yesterday morning.</p> <p>1-
2-
3-</p> <p>B) We / <u>live</u> / in New York / in 1997.</p> <p>1-
2-
3-</p> <p>C) Tom / <u>travel</u> / to Dublin / last night.</p> <p>1-
2-
3-</p> <p>D) I / <u>clean</u> / my teeth / twice / yesterday.</p> <p>1-
2-
3-</p> | <p>E) John / <u>stay</u> / at Mary's house / last summer.</p> <p>1-
2-
3-</p> <p>F) You / <u>start</u> / school / ten years ago.</p> <p>1-
2-
3-</p> <p>G) The film / <u>end</u> / very late / last weekend.</p> <p>1-
2-
3-</p> <p>H) Sue and Pat / <u>talk</u> / on the phone / yesterday.</p> <p>1-
2-
3-</p> |
|--|--|

CHAPTER 6.0 CONCLUSION

This work concluded with the proposal that the English I and II programs that integrate the Initial Training Stage of the Autonomous University of Guerrero should be standardized for the bachelor's level to achieve a standard B1 in the TOEFL ITP test.

On the other hand, the English teachers of the university who are working in the institutional training stage can be trained to work in a standardized way. With this, the students can have the necessary skills to insert themselves at the postgraduate level. It is essential to analyze the opening of an optional exam preparation subject in the last semester of the career. The age of the students is a determining factor in supporting that the translation method is important to achieve this goal.

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