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UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

TEACHER LEARNING PROCESS

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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México, DF. a 19 de junio de 202.

TEACHER LEARNING PROCESS

ALEJANDRA MERIBET RODRIGUEZ TEJEDA

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TEACHER LEARNING PROCESS

INTRODUCTION

As teachers it's our duty to continue learning, hence every generation has its own needs, the following text reflects all the tools, information, analysis acquired during my process in the specialization. The first chapter explains my teaching philosophy, theoretical framework of the school I work at, theories, as well as my own learning and teaching language experience.

The second chapter talks about the context of the school, the students' age, their level of English, the conditions of the school at the moment, the mission and vision of the school, and how all of it has an impact on the students' learning process, lesson plan and activities, hence it is not the same to plan for students from a private school than students from public schools that had to face the pandemic. On this chapter, a lesson plan is shown with the rationale behind every activity and materials taking into consideration the elements from the previous chapter, here you can see how the teaching philosophy and context of the school takes relevance when planning.

On the third chapter the outcomes of the activities planned are shown in detail, here you can find a brief description of how every activity went and an analysis from the teacher's observations during the learning and teaching process, in addition you can also read the obstacles faced when applying the lesson plan and possible solutions. At the end of this chapter the assessment worked with the students is presented, the rationale behind it is explained and the instrument of learning assessment is shown as well.

Finally on the fourth chapter there is a reflection from the teacher's experience during the specialization, from the new information learned to the obstacles faced.

1. TEACHING PHILOSOPHY

" SLA, a discipline that deals with answering the question of how people acquire an L2. We defined L2 as any language learned after a native and /or a dominant language" (EEAILE, EEAILE, n.d)

When teaching English, we must address that we are teaching a language which means we are not only teaching loose vocabulary and structures, but we are also teaching culture, and use of the language to express ideas, feelings in any way.

For most of our students, English is their second or sometimes their third language because for most of them their mother tongue is Spanish, but what does it mean to teach a second language? And how do we do it?

To be able to answer these questions it is necessary to consider the framework of the general bachelors as well as my teacher philosophy. The theoretical framework of the studies plan of general bachelors in Mexico is social constructivism, which consist of different theories such as cognitive, social and psychogenetics. The psychogenetics model is taken from Piaget, in which the construction of knowledge is seen from an individual and internal way. The cognitive model is taken from Ausubel, where the link between previous knowledge and new takes a very important role, and finally the social model is taken from Vygotsky, where knowledge is built by the person and the people and context.

My teaching philosophy is the same as the theorical framework of the studies plan I work with but with the addition of three hypothesis provided by the monitor model:

1. Acquisition / Learning Dichotomy:	(EEAILE, EEAILE, n.d) "acquisition is a subconscious and incidental process. Learners pick up language implicitly by being exposed to it. Learning, on the other hand, is a conscious and intentional process. " when our students are on the process, they do both at the same time and is our duty to
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	provide them the correct environment and materials do so.
2. Monitor	(EEAILE, EEAILE, n.d) Unit 5 " <i>by monitoring their language production they can modify their output</i> ", when monitoring we need to focus on the form rather than the meaning, the knowledge of the grammatical rule and enough time for students to be able to process the form and structure to be able to use it
3. Natural Order	Students first need to learn simpler structures and then more elaborate ones; we cannot start with present perfect for instance without working first with personal pronouns.

I enrich my way of working by considering these hypotheses hence we are English teachers, and we also teach them grammar, the relevance here is the way we do it. The way I do it is by providing my students and input that is "it 1" which means that is challenging enough for my students to be able to take a step further on their learning process, because it motivates them to do more and not just to do some things they already know.

Now that we know my teaching philosophy, is important to talk about methodologies and approaches. Methodologies: *is "a generalized set of classroom specifications for accomplishing linguistic objectives" focused on the role of teacher and student, sequencing, materials and how they can be used in many different learning contexts* (EEAILE, Especialización en Enseñanza y Aprendizaje de Inglés, como Lengua Extranjera , s.f.).

Approaches: *is the "theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.* (Brown, 2007)

The approach I work with is the communicative approach which "sets as its goal the teaching of communicative competence" (Richards, 2006)

According to the author the communicative competence involves the following aspects: (Richards, 2006)

- *Knowing how to use language for a range of different purposes and functions*
- *Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)*
- *Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)*
- *Knowing how to maintain communication despite having limitations in one's language knowledge*

While my methodology is the direct method because here the teacher emphasis the use of spoken and heard language and it doesn't pay attention to reading and writing. For this method the important part, is to be able to communicate with others. It is very similar to the way we learned our first language, by using it with NS (native speakers), grammar is nor taught directly but by using it during the class

When planning the Lesson plan, - I consider the social practice, content, interest expected outcome, time, and materials, because I want them not just to learn, but to intake what they are learning, a way to do it is by exposing my students not only through writing exercises but to use the language with others by interaction. As we have learnt during the specialization interaction is a very powerful, not only to practice speaking skills, but to make sure students see the real use of the language on a real-life situation by interacting with others.

2. METHODOLOGY AND PRACTICE

Before walking you through the lesson plan I consider important to mention the population I work with, as well as the context of the school, for you to have a better understanding of the lesson, techniques, and activities.

The school I work in is EPOEM 314 located in Roble, Ecatepec of Morelos, State of Mexico, the school is about 5 minutes' drive from the subway and it has a bus station (combis) near the school. It has many options of transportation to get to the school. We are not the first option of mostly of all our students to study because we are a general bachelors, but the students end up in our school because their score on the COMIPEMS exam wasn't enough to get to the school they wanted to. The students score we get in our school are mostly between 50 and 15 points. It is important this information because our students get into our school thinking they are not as good and don't know enough and think that our school is not as good as their other options, this plays an important role on their motivation.

I only work with fifth and sixth semester which means they are on their last school year and have already pass the period of wanting to move to another school but some of them still think they are not good, and they are going to fail and end up without school on the admission exam to university. I put emphasis on this information because I want you to understand how our student's confidence has been affected by standardized exams where they evaluate the knowledge of content but not the use of it and competences.

The mission of the school is: *"Boost the growth of the academic life of the school, through constant and comprise work in all areas that conform the institution, integrating students, teachers and administrative personal: within make a competitive institution of quality that adapts to the constant social changes, satisfying the needs of the students, parents, and the community in general"* (EPOEM, 2018)

The vision of the school is: *"to promote the development of competences and academic attitudes in the students through educative process of excellence and quality, strengthening the compromise of honesty, responsibility, and respect; creating through high school an interest of better students, that can access to a superior level of school or to be able to insert in the working market."* (EPOEM, 2018)



Figure 1: Picture of Epo 314.

This means that we focus more on giving the society students with the competences needed to contribute to society and continue studying rather than just students that may know a lot of information but don't know how to use it. We work a lot with transversal projects to make the learning process more meaningful for the students. From the programs and plans to the principal of the school, we as a teachers have a lot of freedom and flexibility to work, if we work with the expected outcome, the HOW is for us teacher to decided, based on the needs, styles, and cognitive level of our students

My students are from last semester of high school, their ages are between 17 and 19 years old, their level of English is lower than A1 and the pandemic situation didn't helped them, because most of them didn't take the online class. When I first met them on fifth semester, I had to go back to basic stuff for them to feel secure and motivated in my class, most of them at the begging were very unsecure and "didn't like English", because of their previous experiences they had the idea that learning English was the synonyms of just working with copies and answering exercises, for them the speaking , listening skills were very scary and very hard.

2.1 LESSON PLAN

On this chapter I will share with you the lesson plan worked with the students, which includes the contents, expected learning, activities, and assessments, as well as the rationality behind each activity, brief description of their development and outcome. I decided to do it all at the

same time instead of having it in different sections, to be easier for the reader to follow and understand.

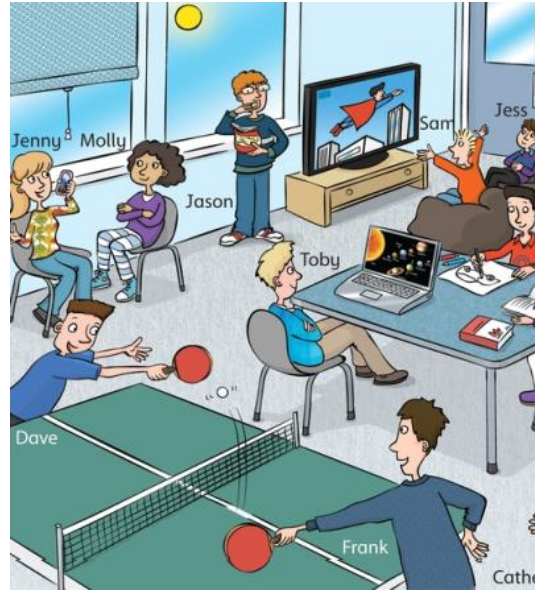
Subsystem: (2)	General Bachelors	Teacher's name (3)	ALEJANDRA MERIBET RODRÍGUEZ TEJEDA		
Course (4)	INGLÉS VI	Semester: (5)	SEXTO	Period (date): (6)	MAY
Generic competences: (7)	<p>4.4 Communicates in a second language in everyday situations.</p> <p>4.2 Applies different communication strategies depending on who his interlocutors are, the context in which he finds himself and the objectives</p> <p>8.1 Proposes ways to solve a problem or develop a team project, defining a course of action with specific steps</p>				
Basic disciplinary skills: (8)	<p>4 Produces texts based on the normative use of the language, considering the intention and communicative situation</p> <p>8 Values logical thinking in the communicative process in their daily and academic life</p> <p>10 Identify and interpret the general idea and possible development of an oral or written message in a second language, using prior knowledge, non-verbal elements, and context.</p> <p>11 Communicates in a foreign language through a logical, oral, or written discourse, consistent with the communicative situation.</p>				

Contents (11)	LESSON PLAN (2 hr. and 30 minutes)			
	Virtual (12A)	Date (12B)	Materials (12C)	Evaluation (12D)
	Starting activities (12.1)			
Vocabulary: <ul style="list-style-type: none"> • City • Education • Hobbies 	The teacher presents to the students the contents and evaluation criteria of the third partial Students make the cover of the unit and write the content and evaluation criteria on their notebook.	2 nd and 3 rd of May	Markers board notebooks	0% Diagnostic

<p>Grammar:</p> <ul style="list-style-type: none"> • Short texts and symbols • Tenses <p>Questions</p>	<p>The teacher presents the topic of present simple and present continuous to the students (they are done in the same class since this topic have been seen in the first semester).</p> <p>The teacher writes the following sentences in the board for students to explain whats the difference between them</p> <p>1. I am dancing salsa 1. I dance salsa every Sunday</p> <p>The students share their ideas of the differences to come with and explanation of the use of each structure and</p>		pens pencils	
Development activities (12.2)				
	<p>The teacher asks preparatory questions to activate the student's previous knowledge activated</p> <p>Students watch the following video https://www.youtube.com/watch?v=AqpQYeYo0zM</p> <p>Students talk about what they saw in the video, what made them think, and how it relates to their lives.</p> <p>The students write on their notebook the routine of the girl in the video (this way they are not only practicing present simple in third person, but also learning about other cultures, here I am working with openness and interest of my students to learn not only a language, but all that involves. I am also having my students work with their listening skills, listening for gist and specific information) Consider they all have different levels the visual support, and subtitles will give my students the support need it – ZDP)</p>	May 9 th	Projector Markers board notebooks pens pencils computer speakers	Formative 50%
Closing activities (12.3)				

The present continuous theme is taken up again with the support of the following OVA (Virtual learning object), we will only use the first 5 pages of the OVA

<https://docs.google.com/presentation/d/1ouuXYccz-7OvCNO61ioCo-luCfs-v4YFcKg8gUWCB8k/edit?usp=sharing>



Students look at the OVA poster and write 10 sentences in the present continuous, then they ask questions about the poster:

What is ____ doing?

What are _____ doing?

Here I am giving my students the opportunity to use their knowledge, work on their writing and speaking skills.

The students solve the following exercise (pg 9) taken from Macmillan material (Rosemary Aravanis, n.d)

May 10th

- Notebook
- OVA
- Pencils
- Pen
- Board
- Eraser
- Makers
- Speakers
- Projector
- Macmillan materials

Formative
50%

Grammar 1

Present simple and present continuous

Find these sentences in the reading text and answer the questions.

- Fortunately, my sister also **likes** music.
- I **wake up** at half past five every morning ...
- I **collect** phone cards ...
- In fact, at the moment, I'm **baking** a cake for my best friend ...
- These days, I'm **training** for the European championship, ...

1 Which sentence talks about a routine (something that happens regularly at the same time)?
 2 Which sentence talks about a state (something that is true all the time)?
 3 Which sentence talks about a habit (something that happens again and again)?
 4 Which sentence talks about something that is happening **right now**?
 5 Which sentence talks about something that is happening **around now**?

A. Choose the correct form.

- I read / am reading a great book at the moment.
- I **don't enjoy** / am not enjoying watching TV; I don't even have one.
- My sister and I **collect** / are collecting napkins.
- How often do you go / are you going to the gym?
- Most of my classmates go / are going to the cinema every Saturday.
- He can't talk to you right now; he **does** / is doing his homework.
- Do you listen / Are you listening to me? I'm trying to explain.
- We usually spend / are spending every summer by the sea.

B. Put the verbs in brackets in the correct form.

- How often _____ (you go) skydiving?
- Don't make a noise; my little brother _____ (sleep).
- What band _____ (play) now?
- Ellen _____ (not read) magazines; she _____ (prefer) books.
- He _____ (be) a collector; he _____ (collect) old paintings and sculptures.
- For the moment, we _____ (stay) at my Aunt Tina's house.

C. Complete the text with the correct form of the verb in brackets.

I 1 _____ (spend) most of my free time playing games on the computer. On week days, I 2 _____ (come) home from school and 3 _____ (do) my homework. There 4 _____ (not be) much time to play. On Saturdays and Sundays, though, I 5 _____ (play) all day. However, this time of year is rather difficult. I 6 _____ (not have got) any free time at all, because I 7 _____ (study) for my French exams.

D. In pairs, make questions to help you find out about your partner. Then write sentences

What time do you usually wake up on weekdays?
 How often do you usually wake up on weekends?
 What time do you usually go to school?
 When do you usually do your homework?
 What do you usually do in your free time?

See Grammar database pages 154 and 155.

http://www.macmillan.com.br/arquivo/catalogos/CODE_blue_b1_SB/document.pdf

THIRD PERIOD EVALUATION CRITERIA	
WOR IN CLASS (NOTEBOOK)	50%
PORFOLIO (formal assessment)	20%
EXAM OF THE UNIT	30%
TOTAL	100%

2.2 ASSESSMENT

The assessment I choose to work with my students was a formal summative assessment, here my intention was to recognize the students' progress regarding of the contents learned through the lessons.

On the first part of the assessment the aim was to see if the students knew the use and meaning of the structures learned.

Present simple and present continuous

Find these sentences in the reading text and answer the questions.

- a Fortunately, my sister also **likes** music.
- b I **wake up** at half past five every morning ...
- c I **collect** phone cards ...
- d In fact, at the moment, I'm **baking** a cake for my best friend ...
- e These days, I'm **training** for the European championship, ...

1 Which sentence talks about a routine (something that happens regularly at the same time)?

2 Which sentence talks about a state (something that is true all the time)?

3 Which sentence talks about a habit (something that happens again and again)?

4 Which sentence talks about something that is happening **right now**?

5 Which sentence talks about something that is happening **around now**?

On the second part the aim was to check if the students knew the correct form of the structures learned with the support of giving them the answer.

A Choose the correct form.

- 1 I **read** / **am reading** a great book at the moment.
- 2 I **don't enjoy** / **am not enjoying** watching TV; I **don't even have** one.
- 3 My sister and I **collect** / **are collecting** napkins.
- 4 How often **do you go** / **are you going** to the gym?
- 5 Most of my classmates **go** / **are going** to the cinema every Saturday.
- 6 He **can't talk** to you right now; he **does** / **is doing** his homework.
- 7 **Do you listen** / **Are you listening** to me? I'm trying to explain.
- 8 We usually **spend** / **are spending** every summer by the sea.

On the last part of the assessment the aim was to check if the student could use the structures learned considering the use, meaning and form without any support, like the second part.

C Complete the text with the correct form of the verb in brackets.

I 1 _____ (spend) most of my free time playing games on the computer. On week days, I 2 _____ (come) home from school and 3 _____ (do) my homework. There 4 _____ (not be) much time to play. On Saturdays and Sundays, though, I 5 _____ (play) all day. However, this time of year is rather difficult. I 6 _____ (not have got) any free time at all, because I 7 _____ (study) for my French exams.



On the last activity all the students had trouble, when I asked them what the problem was, they told me, it was because the text was too complex to understand, here I notice, that by giving them isolated sentences it is easier for them to understand but when giving them a complete text they get nervous and feel overwhelmed. For next time I should previously work more with complete text for them to acquire more confidence.

The instrument for the assessment was the following

ASSESSMENT RUBRIC			
Part 1	5 to 3 correct answers the students know the use and meaning of the structures.	2 to 1 correct answer the students is in the process of learning the use of the use and meaning of the structures	0 correct answers the students hasn't understood the use and meaning of the structures
Part 2	8 to 6 correct answers the student knows the correct form of the form of the structures with support	5 to 3 correct answers the student is on the process of learning the correct form of the form of the structures with support	2 to 0 correct answers, the student hasn't understood the correct form of the form of the

			structures with support
Part 3	7 to 5 correct answers the student uses the structures learned considering the use, meaning and form without any support	4 to 3 correct answers the student is in the process of the correct use of the structures learned considering the use, meaning and form without any support	2 to 0 correct answers, the students hasn't understood the correct use the structures learned considering the use, meaning and form without any support

By using this rubric, the assessment helped me, to get a grade for their portfolio as well as to have a summative evaluation where I can see where my students are on their learning process and make the changes needed as well as to check who needs a little more of support (ZDP), as we can see this formal summative assessment with the helped of the rubric can also be a formative one. I believe all evaluation should not only give us a grade but rather information of the students learning process.

3. EXPERIENCE REPORT

As I mentioned before I will explain the reason behind all the activities as well as the results and possible solutions, since I believe it is easier for the reader to have the whole picture this way, and not having to go back.

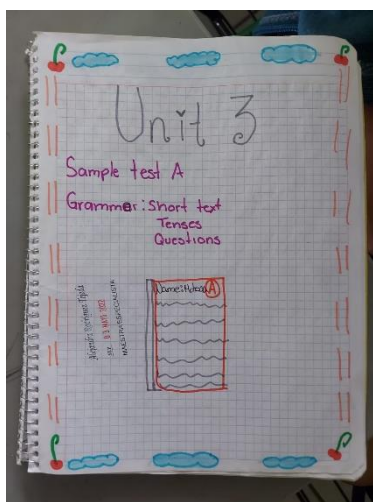


Figure 2: Framework of the Unit

I decided to start the unit by giving the students the contents, expected learning and evaluation criteria, for them to acknowledge the things they were going to learn, the expected outcome of the unit, the way they were going to be evaluated, as well as their expected performance. When I did this activity with them, they asked me questions about what an A2 level means and consist of, some of them were even interested, on at the end of the semester getting a certification, this a very important element because that way they are more motivated and involve in the class and on their learning process, here we are working with them their intrinsic motivation, they are not just learning because we want them to do

it , but because they now see the need to do it as well as the importance and use of it , in real life situations.

I decided to start with the review of simple present and present continuous, taking into consideration the natural order of Stephen Krashen hypothesis by starting with simplest structures to then go to more complex ones, I also considered Ausubel theory by linking their previous knowledge with the new, to make the learning process more meaningful. When I wrote on the board the two statements and asked them what the differences were, the students focused more on the words, they told me things like: *"The verb has Ing" "the second statement*

Figure 3: Trigger sentences

has am", I had to give them some help by asking them more specific questions, for them

to not only focus on the words but in the meaning. Here I notice that my students pay more attention to the form than the meaning and use, that's why by asking them questions I tried to make them see the use and meaning, we mention the importance of reading the statement. By asking them to come up with the use and meaning as a team, instead of me just telling them the answers, they were active participants of their learning process and hence they were acquiring learning strategies that can be used in another context. This activity also worked as an informal diagnostic of their previous knowledge.



Figure 4: Teacher asking students questions about their daily routine

I decided to continue with preparatory questions about their daily routine for them to use one of the grammatical structures we had seen, in a communicative approach, where the form is implicit. Some of them gave answers where they used verb to be, for example: *"I am eat breakfast at 10"* I used the echo technique for them to acknowledge the mistakes. As we can see here, I did use of the direct method , in which the teacher emphasis the use of spoken and heard language and it doesn't pay attention to reading and writing, for this method the important part, is to be able to communicate with others. It is very similar to the way we learned our

first language, by using it with NS (native speakers), grammar is nor taught directly but by using it during the class. As teachers it is very important to have the students feel comfortable and secure when speaking, hence many of them had various previous experiences where English



Figure 5: Students watching a video about an African girl's routine

was taught mostly through grammar, and most of them don't feel secure and think they can't speak English, that's why we must be very careful when we give our students feedback.

Then after I told them we were going to watch a video about a girl's daily routine, I told them to just watch the video not to focus so much

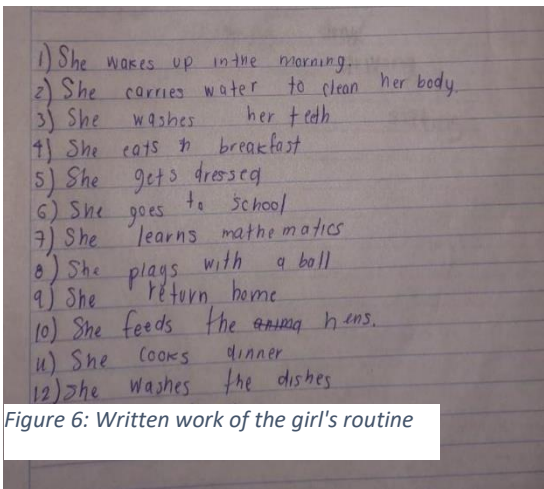
on the activities she was doing but, in the context, because after watching the video we were going to talk about it, I decided to do it, in order for them to learn about another culture and open their curiosity. When they finished watching the video we talk about it, they made some contributions about the context and they compare it with them, here we were working with the dynamic process approach in which:

"Students are trained to access and critically analyze cultural practices, meanings, social process, and their outcomes, what ever their status...This approach avoids simplistic, ethnic, national, and international culture explanations that focus only on one aspect of a multi-dimensional reality" (EEAILE, n.d)

For some of the students, the fact that the kids (boys and girls) had short hair was very interesting, they were curious about the rationality behind it, others focused more in things like the way she lived and the activities she did, they were very impressed, because the girl did things, they thought she shouldn't do because of her age, we talk about it and at the end we came up with the conclusion that maybe in the place she live is very normal and part of their lives and context, they even said that the government need to do more things for them to have a better lifestyle.

Here we worked with the following competences according to the INCA Project:

- Respect of otherness
- Empathy



After talking about the video I told them we were going to watch the video again but this time I wanted them, to write her daily routine on their notebooks, when they did it, they shared their work with the class, all of them forgot to add S to the verbs, so when I wrote their contributions and the board, I reminded them to do it, (we went over the rules about adding S to the verbs) another mistake some of them did was using the personal pronoun I, instead of She, I asked them are we

talking about your daily routine or hers? , when I asked them I also used body language by pointing at them and pointing at the image of the video.

According to Hyland K here I worked with the students, the writing process approach where:

"A priority of teachers is to develop their student's metacognitive awareness of their process, that is, their ability to reflect on the strategies they use to write." (EEAILE, n.d)

This process of this model is the following:

- Selection of topic
- Prewriting
- Composing
- Response to draft
- Revising
- Response to revisions
- Proofreading and editing
- Evaluation
- Publishing
- Follow up task

We worked with some of the aspects from Hyland K writing model, even though I may seem a very quick activity, it involves a complete process where the students once more are not just learning contents but, strategies that can be used in other subjects.

As we can see so far, I use informal assessments more than formal one, I do it because of two main reasons, the first one is that I have very larger groups where is harder to do formal assessment and the second reason is because of the time, I only get to see them twice a week,

and I don't have enough time to revise each of their activities. A thing we have been doing all semester, is that, they do their activity individually then, we check our answers as a group, I give them feedback as a group, each student checks his/ her work and fixes his/ her mistakes, if someone still has a doubt he/she shares it with the class, I tried to have them come out with an answer for their classmate, if no one comes out with out I explain but most of the time I just work as a guide for them to come out with the answer.

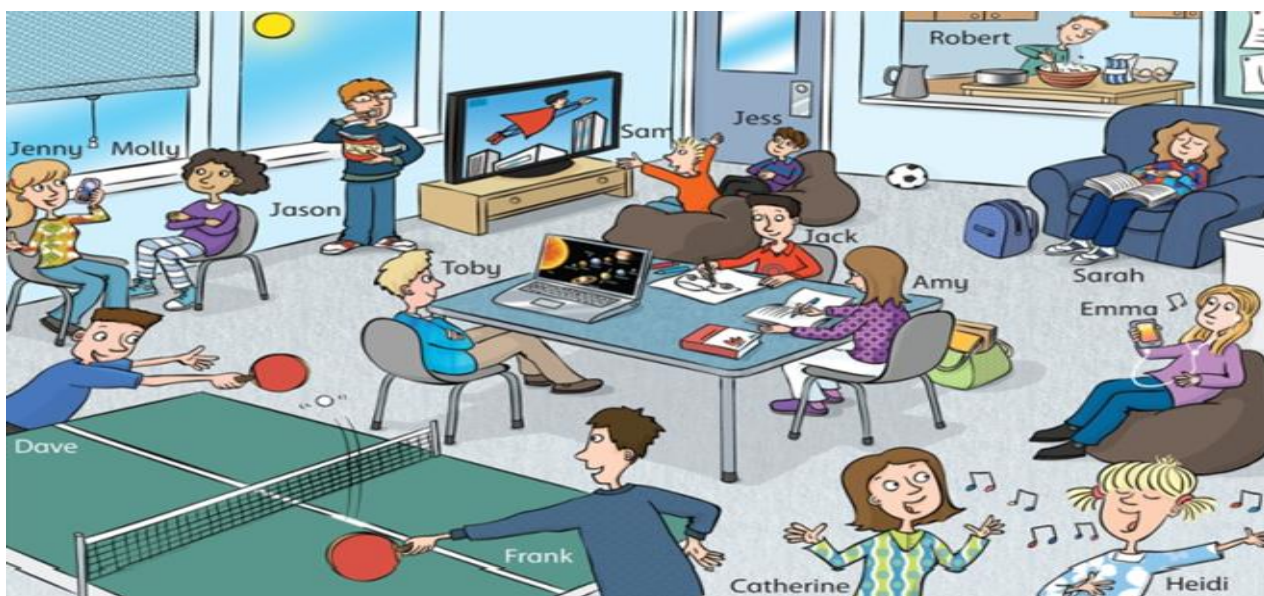


Figure 7: Poster used to work present continuous

To continue with the lesson of the week I decided to show the class a poster about people doing different activities, to work with present continuous in a communicative approach, and to check if they knew how to answer questions about it correctly.

During the class when we worked with it, some of them gave me the following answers:

1. Watching tv
2. Cook
3. She is sleeping



Figure 8: Students asking each other questions about the poster

I pointed to the poster and told them: "He is eating chips", then I wrote it on the board. Once more I asked questions about the poster and now, they gave complete answers, then I invited them to ask me questions about the poster, using the model in it, to my surprise they didn't have any problems doing so. To continue the activity, I told them to work with a partner where they had to make questions about it and answer them, I model the activity by doing it with a student, while they were doing the activity I was monitoring, by walking in the classroom and listening to them, and when was need it, I approach them and gave them some observations. For this activity we worked with pre-communicative activities, especially with structural exercise and skill getting process, through an oral practice for the learning of grammar, the technique used was a semi controlled one.

Then I asked them to write 10 sentences about the poster, after that some of them came to the board and wrote their sentences and we checked them together. It is important to mention that some more advanced students replace the names of the people and instead used personal pronouns. On this activity we worked with the whole language approach by the integration of all the skills.

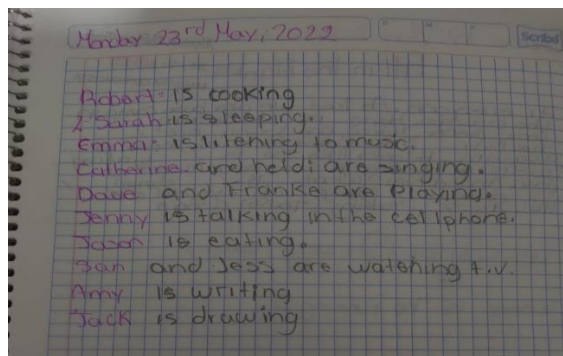


Figure 9: Students sentences about the poster using present continuous

Another activity I did with my students was asking them questions about their family to make the learning process more meaningful and to have them see the use of learned in a real-life situation, the questions asked were the following:

1. What's is your mother doing?
2. What is your father doing?
3. What is your best friend doing?
4. What is your teacher doing?
5. What are you doing?



At first, I asked the questions to the whole group, and they participated by raising their hand, then I requested them to ask each other these questions, they even tried to be funny or related to their real life, by saying: "he is smoking", "she is sleeping", "he is drinking a beer". When they don't know how to say a word they use Spanish by saying things like: "she is cocinando", when they do it most of the time their peers use the echo technique and shout the word on English. As we can see the environment of the group now, has the optimistic conditions for the students to feel secure and confident to try to speak on

English since they know we all help each other.

For the last activity I decided to work with a formal, formative, and summative assessment, to check the student's process and to make sure they perfectly understood the use, meaning and form of the two tenses seen in the previous lesson.

The assessment was focused on grammar, but not only as a grammatical rule but as in the use, meaning and form of it, the assessment wasn't made from me, I took the material from Macmillan Student's book B1: Code blue (Rosemary Aravanis, n.d). When the students solved the assessment I read the instructions for them, to make sure they knew what to do. They only did the activities 1, A and C.

When I revised their work, I notice that most of the group understand the use and meaning of both tenses, but they are still in the process of the form because in exercise A where they had to choose the correct answer, most of them did it well but on exercise C where they had to complete the text, most of them had difficulties.

Even though I wanted to assess grammar, an element of language knowledge in writing, the students also had to read and understand the text to be able to complete the sentences, maybe the last activity was too hard for them because they didn't understand the text, and then the problem isn't with the grammar but the reading comprehension.

According to Zukowsky next time I must consider the following aspects, when working with reading materials:

1. Length of sentence
2. Number of syllables
3. Active/Passive
4. Spacing
5. Graphic support
6. Font
7. Ink

Next time I also need to focus on the propose of the assessment, since here I wanted to evaluate the student's intake of the use, meaning and form of the contents learnt and not their reading comprehension, this can be tricky and difficult if we don't use the correct materials and if we don't have a clear objective.

The activities I planned for my students were right because they stick to my teaching philosophy, which is a mixture of schools of thought, sociocultural, monitor model by Stephen Krashen, cognitive and psychogenetics. I constantly assess my students in an informal formative way, but I also consider formal summative assessment, because it is also important to check each student process in a more personal way, because if I don't do it I could end up losing very important information about the students that don't ask, don't participate or simulate they work. I think I need to work more on the evaluation tool because I think at the level, I work

with my students can even more active on their process, maybe I could give them a check list at the of the lesson for them to evaluate themselves, this way I will also be working with their metacognition.

An obstacle I had is that some students use their cellphone a lot to translate and write their statements instead of doing simple one but done by them, here what I always try to do is to motivated and encourage them to write their own, a strategy that has helped me is by writing with them, another obstacle I have is that not all of them have the same range of vocabulary (verbs) that's why to help those who are in the process I gave them a list of verbs to use when need it, this also helps me with the translator situation. Another obstacle I have faced and overcome is the lack of enthusiasm and confidence regarding English from my students, since they had previous contact with the language with other teachers and most of them worked with a traditional methods and approaches that made the students insecure and have a rejection attitudes towards the language, at the begin it was very difficult to work with speaking activities for them , since according to them "they didn't spoke or knew English. Now a days they like to speak, they even go sometimes to other groups to share their work and some of them use English outside the class, to write love letters, write parts of song they compose, or to use on their social media, this tells them they now see the use of English to communicate.

4. CONCLUSIONS

The specialization has given me the theory , reflection, analysis, and the tools I was lacking of , because at the begging I was more of traditional teacher that would give the students a vocabulary list and grammar structures and writing exams, but now I know that teaching a second language is more than that, I understand that we teach them strategies through meaningful activities , tools , assessments, feedback and materials to develop and strengthen their skills to be able to communicate with other using a second language.

Another important aspect I learned is the theory and methodology behind communication which at the end of the day is the main purpose of the class, and how culture plays an important role in it, to be honest to it is still a little hard to work with it but at least now I take it into account.

I now also have more strategies and techniques to work in the classroom, and I know when the right moment is to use them regarding my students' process, I am aware of all the elements and characteristics of the process on the development of skills.

And finally, I learned how to evaluate, the types of evaluation and tools, as well as what are the purpose of each one, since before for me evaluation was mainly summative and I my students were part of it, now they evaluate themselves at all times and are more aware of their learning process, which helps them understand and acknowledge the things they need to work on as well as the ability and competences they now have and can do use of them

The two obstacles I had during the specialization were, organization and time since I work in 3 school and it is hard to keep up with everything, but the specialization gave tool to improve, I think what kept me going was my learning process and changes in my classes.

I know I am still I the process, because as teacher we never stop learning , but now I feel more confident when planning and making decisions to improve my way of teaching.

VIDEOS	
LESSON PLAN	https://www.youtube.com/watch?v=rQY60_FuI5o
TEACHER'S PERFECTION OF THE LESSON PLAN	https://www.canva.com/design/DAFDy5fdA2w/j9AD1mFqWIpB49LkD38r_Q/view?utm_content=DAFDy5fdA2w&utm_campaign=designshare&utm_medium=link&utm_source=recording_view

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