UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

A WINDOW TO THE WORLD

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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Table of contents

Introduction

Throughout the specialization, I learned and reinforced many concepts, which I will use throughout this project to show that my learning exceeded my expectations. "How do people acquire a language?" This is a question I used to ask myself a lot of times when I was an undergraduate student, then, I had this wonderful class about the way children learn and it was the very first time I heard about Vygotsky and Piaget. Then, I remember looking forward for more classes where I could learn more about it, I am a psychologist, so behaviorism was one of the principal theories I got to know, I realize that there are so many ways to learn, so many ways "to acquire a language" and here I am now, trying to learn more about language acquisition.

The teaching of the English language has become a primary need for many school institutions, due to the high demand from students, whether for educational, personal, or work purposes.

When we are students, we do not realize the need for an English teacher to be up to date, their constant approach to the language, and above all, how fundamental it is to be aware of what to teach when teaching English.

Through this project, one can realize the task of English teaching requires teachers to have three qualities:

1.- Understand the general and specific goals of teaching.

2.- Knowledge of the best and most effective methods use.

3.- Deal with the confidence and skills of the class with perseverance and courage and continue to work with a good sense of humor and fun.

In English teaching, it is very necessary to know exactly what a person hopes to achieve. In other words, teachers should think about what they want to do when teaching English. English teachers may have some overall goals and some specific goals. The overall goal is the common goal of all courses, to be achieved for a long time at the end of the school, and to help the pursuit of higher learning. The specific

goal is for a specific course. Therefore, the specific goals may vary from course to course. These goals are carefully planned and can be achieved at the end of the course.

In addition to an overall plan with overall goals, teachers should also set clear and clear goals for each lesson.

If a teacher strives to achieve a clearly defined specific goal, he/she will teach his/her students a lesson that will help him/her. When starting a course preparation, usually a specific goal should be determined. This will help plan his/her teaching methods. After choosing a specific goal for a lesson or a series of lessons, teachers should do their best to achieve it. It is essential to specify and limit the goals, so that the teacher can know exactly what he/she should do in the classroom. Clear goals make the classroom focused, enable teachers to see exactly what students are going to do in the classroom, and help students realize exactly what they must master. It simplifies and concentrates preparation and prompts teachers and classes to focus on the topics to be learned.

In order to succeed, a clear goal is absolutely necessary. If the teacher has a clear goal, he can focus on one aspect of the whole subject and one language activity, so his/her efforts will not be dispersed in all directions. Then the teacher and the students move towards the same goal in the same direction, and then they try to reach a clearly visible goal instead of blindly walking on a purposeless journey with no end.

The technique of choosing a very specific goal for each lesson is the most effective help for better teaching. It provides focus, therefore, concentration. It provides clarity, so it can be better understood. It provides precision, and therefore, provides more solid progress.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

I'd like to start this assignment by explaining how my teaching philosophy has changed since I started studying the specialization.

I've been teaching English for the last 7 years, and to be honest, I was the kind of teacher who believed that grammar was all the students needed to learn, because "through grammar teaching, students will be able to get new information, different thoughts and opinions from various group activities due to the information gap.… Research strongly suggests that the most beneficial way of helping students is to improve their command of grammar in writing." (Subasini & Kokilavani, 2013).

For the first years, I would always focus on teaching the grammar the book implied for every topic, I used to leave the vocabulary and the content for the last minutes of the class, and sometimes I would even leave it behind.

Then, a few years ago, I took a certification on Content and Language Integrated Learning (CLIL) methodology with David Marsh, who taught me English can be taught in so many ways, and not only focusing on grammar. Through task-based language teaching (which is a method I applied with the CLIL method), students use the target language to complete real-world tasks. This technique encourages fluency by increasing the learner's confidence in completing each task and reducing direct error correction.

Nowadays, my lessons planning has become more analytical. To begin with, every semester I ask my students to answer a diagnostic test so I can know their English level. I do this in order to applied the ZPD, this way I am able to create activities where they can work by themselves (with the help of their colleagues and not necessary my help), taking into account that ZPD is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978).

Trough all the semester I work in teams, Vygotsky's theory also fueled my current interest in collaborative learning, he proposed that group members should have different skill levels (this is where the diagnostic test helps) so that more advanced peers could help less advanced members operate within their area of recent development. According to him, most of a child's important learning occurs through social interaction with an experienced tutor. The tutor may model behavior and/or give verbal instructions to the child, this is why the work in teams (at least for me) has become so important.

Now, as I said, I have left grammar a bit away, now I truly believe that learners learn language implicitly through exposure to language. What I do know is monitoring my students' language production, and help them to modify their output. I took this from Krashen, he suggested that two conditions must be met: 1) focus on form, and 2) knowledge of grammatical rules (and I do teach grammar but at the end of the units).

I also use the Input Hypothesis, at the beginning of every lesson, I use a warm up activity so I am able how much of the topic they are able to understand and how much they know about it, knowing this, I am able to create activities where they use information they already know, and pushing them a bit further with information they can understand from context or with a simple explanation, here, the i + 1 can be seen.

My undergraduate degree is in psychology, so I also use behaviorist philosophy in my class. Under this framework, my students must not only be exposed to and respond to stimuli at least once, but also must accept some kind of stimulus. I believe learning is a repetitive process between stimuli-responses, which means that it will happen repeatedly over time.

Another method I love using is the direct method, all teaching is conducted in the target language and learners are encouraged to think in that language. My students do not practice translation (It is forbidden in my class) or use their native language in class. I believe that my students need to experience the English language without interference from their mother tongue. I really think this method improves my students' comprehension, fluency, reading and listening skills. Kolb affirms that to deal with the information we receive from the environment, we must start with experience, and when we reflect on or think about them and actively try to receive the information, these experiences will be able to transform into knowledge.

By writing this I realized that I do not really have an exact philosophy or methodology, my philosophy is a mixture of schools taken from psychology, as I mentioned earlier in this work, behaviorism is one of the main schools that I took, in addition to some gestalt (which was not mentioned during the mold).

To sum up, my classes are totally based on analyzing the needs of my students, where I do diagnostic tests (as I already stated at the beginning of this assignment) to know their level of English and then be able to gradually increase their level (Krashen method).

I would like to make a deeper reflection, but I really do not know how to describe my methodologies at all, I try to take what I consider best for my students, besides that they are always different methodologies, since what works with a student does not always work with the others. Furthermore, this is why it is so hard for me to define my own methodology. One day I can use one technique, but the next day I can use a totally different one. However, I would like to emphasize that, usually, what I use in my classes is different from one class to another, and in all of them I do a previous analysis to know what I will use the next day.

Just as I said on the last assignments, being an English teacher is a profession that requires a lot.

The specialization has showed to me that there are plenty of theories I still don't know and that are useful. Learning a language isn't an easy task, but we as teachers can make it easier for our students by learning about all these theories and concepts and by putting them into practice in our classes. Planning a class shouldn't be only about explaining the topic, we should also consider what motivate our students, by challenging them with new knowledge and taking into account what they are able to do with and without help (ZPD)

Likewise, I am realizing that studying this specialty is the best decision I have made. It is helping me to pick up teaching topics that I had already forgotten, as well as I have also learned many new concepts. Learning about theories is helping me to plan my classes in a more conscious and strict way.

1.02 Theory underlying my teaching practice and identity

Teaching foreign languages can be a challenging but rewarding job, which opens up a whole new way of communication for students. I understand that many different languages learning techniques, including ESL teaching methods, are beneficial, so I can flexibly adopt my own teaching methods and adjust them as needed.

Language teaching method is a way of thinking about teaching and learning. A method produces a technique, that is, a way of teaching something using technology or activity, in this case, a second language or foreign language.

The methods and approaches are similar, but there are some key differences. A method is the way or processing method to deal with something, and the technique involves the process or steps taken to deal with the problem or task. (EEAILE n.d.)

I sometimes use task-based language teaching, where students use the target language to complete real-world tasks. This technique encourages fluency by increasing the learner's confidence in completing each task and reducing direct error correction.

The tasks are divided into three categories:

Information gaps, or activities involving information transmission.

The reasoning gap task requires students to use reasoning, reasoning, perception and deduction to discover new knowledge from a given set of information.

Activities with divergent opinions. (Nunan, 2004).

I also like using the direct method, where all teaching is conducted in the target language and learners are encouraged to think in that language. Learners do not practice translation or use their native language in class. Practitioners of this method believe that learners should experience a second language without interference from their mother tongue. This method improves my students' comprehension, fluency, reading and listening skills. The standard techniques of this language learning method are question and answer, dialogue, reading aloud, writing, and student self-correction. (Liu & Shi, 2007)

My classes are based on the natural approach, which aims to imitate natural language learning, with an emphasis on communication and guidance through exposure. It no longer emphasizes formal grammar training (Richards & Rodgers, 2014). On the contrary, I focus on creating a stress-free environment to prevent students from compelling language to be produced.

The holistic physical response method which is one I also love, emphasizes auditory comprehension by allowing learners to respond to basic commands such as "open the door" or "sit down". It combines language and body movements for a comprehensive learning experience.

Today, CLT is by far one of the most popular methods and methods in language teaching. Keep reading to learn more. This method emphasizes interaction and communication to effectively teach a second language. Students participate in everyday situations they may encounter in the target language. For example, learners can practice introductory conversations, provide suggestions, send out invitations, or express time or place. (Richards & Rodgers, 2014).

The audio language method encourages my students to develop the habit of supporting language learning. Students learn mainly through pattern exercises, especially dialogue. I use it to help students practice and memorize language. These dialogs follow the standard communication configuration.

In my personal opinion all of the approaches are important but we use some of them more than others maybe because of the context we work in. (Al, 2014).

The cognitive theory of learning regards second language acquisition as a conscious and rational thinking process involving deliberate use of learning strategies. As we all know a learning strategy is a special way of processing information, which can enhance the understanding, learning or retention of information (Richards & Rodgers, 2014). This interpretation of language learning is in sharp contrast to the behaviorist interpretation of language learning, which regards language learning as an unconscious and automatic process. For example this view leads the classroom to focus on using the learning strategies observed in successful language learners, and to treat the learner as an "information processor" with restrictions on how much new information can be retained and who needs strategies to be able to transmit information into the memory.

Teaching method refers to the way or method that we teachers teach learners. The method used by the teacher will determine the type of work and activities that the student engages in in the classroom, as well as the ability of the student or learner to learn and use language.

One of the teaching methods discussed and considered in the language teaching methodology is Communicative Language Teaching (CLT). This method was developed in the 1970s (Richards, 2006) as a result of changes in English language teaching. The development of this method or method is a response to previous methods that focused on form and structure rather than meaning (Richards, 2006). In other words, until the 1970s, grammatical competence was always the focus of the method, and it was acknowledged that language and language learning were not only concerned with form and structure. (S.S.S.S. 2013). Proficiency in oral communication (ie speaking) is considered to be the main goal, focus and motivation of most students in language courses. In addition, if they can communicate effectively in the target language, students in the second/foreign language course are considered to be successful. In this regard, CLT can be considered as a way to help achieve the goals of verbal communication because it focuses on communicative competence. Since language is a means of communication, CLT can enable learners to communicate effectively in real life, so it can be inferred that CLT can achieve the actual goal of language teaching, that is, to improve learners' communicative ability. (S.S.S.S. 2013).

The task-based cycle has only three steps, which are simply named pre-task, task cycle, and language focus. The pre-task steps include the so-called introduction or warm-up. Learners usually brainstorm to access and activate their previous knowledge of the topic. The task cycle itself has three "phases." The first is the task phase, which gives students the opportunity (plural) to use language spontaneously. In the planning stage, teachers can provide comments and suggestions, including language help, to help students prepare for the next reporting stage. The presentation stage combines fluency and accuracy, because as a presenter, students want to convey information and minimize errors. After completing all the presentations, there is an optional stage to listen to how fluent speakers complete similar tasks. (EEAILE n.d.).

Kolb affirms that to deal with the information we receive from the environment, we must start with experience, and when we reflect on or think about them and actively try to receive the information, these experiences will be able to transform into knowledge.

Kolb's experimental learning model consists of a four-stage cycle. Its principle is concrete experience (immersion), which is observed and analyzed by individuals (reflection) to create abstract concepts (conceptualization), and then actively experienced or verified. It is up to people (applications) to create new concrete experiences and restart the learning cycle.

Throughout the cycle, Kolb identified four different experiential learning styles based on the individual and the way he learns from him. These learning styles are:

Convergent style. Such students prefer to conceptualize and apply in learning.

The styles are very different. The characteristics of this type of students are mainly immersion and reflection in their studies, that is, they are sociable, imaginative, capable of generating ideas, and very spontaneous. They are often able to generate ideas and see the situation from a different perspective.

Assimilation style. These people are more inclined to reflect and conceptualize in their studies. They are people who can synthesize ideas well, they like theories, they are planners and researchers.

Comfortable style. The characteristics of such students are application and immersion in learning. They are sociable and impulsive people, they seek goals. They are flexible and have poor analytical skills. They have a good ability to take risks and act in unexpected situations. (EEAILE n.d.)

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan.

Lesson plan identification cell.	
Author	Xochitl Monserrat Chavez Covarrubias
Educational stage	Highschool- 5th semester
Title of your lesson	Window on the world
Learning objective of the plan/competency	
Communicative skill considered	Reading, writing, listening, speaking
State of the following options	Sum up of the unit
Functions	Discussing cultural differences. Giving information about oneself, one´s country and one's life
Main grammar structure	Comparison of adjectives and adverbs Simple present - routines
Other grammar structures	The verb used to

Brief description of the plan	This plan was made to introduce the main grammar structure trough culture. Students will learn about differences around the world.
Hours of the plan implementation	6 hours
Number of sessions	2 sessions
Contents required for the lesson	Lecture "Do's and Don'ts when abroad" Recording " Talking about Japan"
Link of the content	https://drive.google.com/drive/folders/1H54RDEStNp4lLGEgnEcxtEXm6q9EZVX3 ?usp=sharing
EEAILE tutor online	Alma Daniela Otero Sosa

Introduction to the lesson			
Step of the lesson	**Teacher activities**	**Students' activities**	**Session number**
Before the lesson	Draw students' attention to the title of the lesson and the pictures and ask them to guess what it is about Elicit answers	Pay attention to the title of the lesson and guess what it about is Give answers Read vocabulary	01

	Gives vocabulary Ask Ss to answers vocabulary activity	Answer activity about the vocabulary			

Communicative skills development					
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Evaluation**
Vocabulary introduction	Ask Ss if they can remember any expression with the verb make Elicit answers Ask Ss to complete the sentences 1-8 with the words/phrases in the box Check the answers with the class	Answers all the expressions with the verb make that you can remember Complete the sentences given Check your answers	8 sentences written on the white board	01	Sentences written on their notebooks
Read	1 Ask the students the following questions: How do people om your country greet each other? What presents do people in your country usually give to their families and friends? Initiate a shot discussion	Answer the given questions		01	

			Article with pictures		
	2 Ask Ss to look at the picture and read the title of the article	Look at the picture and read the title of the article	pictures		
	Ask Ss the question in the rubric and elicit answers	Answer the questions given	Rubric		
	Have Ss read the article and check their answers	Read the article and check your answers with the teacher	6 Sentences		Sentences written on the notebook With their respective answers
	3 Have Ss read the text again				
	Ask Ss to read the sentences 1-6 and write T for True or F for False next to each sentence	Read the text again Answer the given questions and write T for Treu or F for false			
	Check the answers with the class	Check your answers			
Speak	Ask Ss some questions of personal response to the topic of the reading text.	Answer the given questions	Questions	01	Oral answers

	Eg. What should people not do when they are in your country?				
Listen	1 Ask students the questions and initiate a shot discussion 2 Have Ss look at the picture Play the recording and have the Ss do the activity Check the answers with the class 3 Have Ss read the sentences 1.5. Play the recording again and ask Ss to write T for True or F for False next to each sentence. Check the answers with the class	Answer the questions and diss with your partners Look at the pictures Listen and answers the given activity Read the sentences 1-5. Listen again and write F for False or T for true next to each sentence	Questions Pictures Recording about Japan Activity written on the whiteboard Sentences	01	Oral answers Activity written on the noteboo k Sentenc es written on the noteboo k with their respectiv e answers
Write	Divide Ss into pairs Have Ss read the prompts	Choose a partner Read the given prompts	Prompts Text	01	

	Explain any words and/or expressions that Ss might not know	Ask the teacher the words/express ions you not know	Questions		Question s answere d on the noteboo k
	Choose a student and ask one of the questions	Answer the question if the case	Given activity		Activity written nd answere d on the noteboo k
	Elicit answers Have Ss do the writing activity	Write the given activity and answer it			
Warm Up	Ask Ss what they think the most distinguishing feature of their city/country is and initiate a short discussion	Answer the given question Discuss your asnwer	Given question	02	Oral anwers
Vocab ulary	1 Vocabulary: Have Ss read the adjectives and do the activity 1. Check the answers with the class	Read the adjectives and answers the given activity	List of adjectives Written activity on the	02	
	2 Have Ss read the sentences and complete the blanks with adjectives from the table in activity 1.	Read the sentences and complete the blanks with	whiteoard Sentences		Sentenc es answere d on the

		the given adjectives. Check your answers			notebook
Read	1 Draw Ss' attention to the email and the pictures and ask what they know about Alaska. Have Ss read the topics a-e and then play the recording about Alaska while Ss follow in the given lecture. Have Ss do the reading activity Check the answers with the class 2 Ask Ss the questions and initiate a short discussion	Tell your teacher what you know about Alaska Read and listen Answer the given activity Check your answers Answer the given questions and discuss with your partners	Text about Alaska Activity written on the whiteboard Questions	02	Activity written and answered on the notebook Oral discussion
Speaking	Ask Ss some questions to elicit personal response to the topic of the reading text. e.g. Would you like to live in Alaska? Why/Why not?	Answer the given questions if the case	Oral questions	02	Oral answers
Listen	1			02	

	Ask Ss what they expect to find in the U.K. as far as the following topics are concerned: weather, nightlife, food, shopping, people. Have Ss read the topics in the boxes. Play the recording Have Ss check the topics that are mentioned in the listening text. Check the answers with the class. 2 Play the recording again Have Ss do the activity with the class	Answer the given question by the teacher Read the topics Listen to the recording Check the topics which are mentioned in the listening. Answer the given activity	Given questions Topics written on the whiteboard Recording Activity written on the whiteboard		Oral answers Activity answered on the notebook
Speak and write	1 Have Ss look at the first diagram and write down a phrase or two for each category. Divide Ss into pairs. Tell Ss to exchange information.	Look at the diagram on the whiteboard and write down a phrase or two for each category Choose a partner Exchange information	Diagram on the whiteboard	02	Phrases written on the notebook

	Tell Ss to come up with a couple of sentences for each category of the second diagram as well. 2 Have Ss read the box and explain it, if necessary. Have Ss do the activity. Check the answers with the class. 3 Read and explain the tip. Point out to Ss that they can organize their emails the way the sample is organized, write about the topics mentioned in the sample email and add their own. Allow Ss some time to do the activity. Choose some Ss to read out their email and check the language used. Divide Ss into pairs and tell them to swap emails with their partners. Explain to them that they should read their partner's email and make corrections if necessary.	Write some sentences for each category of the second diagram Read the given text. Answer the given activity. Check your answers Read the TIP text Answer the given activity If the case, read out your email Choose a partner and swap your emails Read your partner's email	Second diagram on the whiteboard Given text Text on the whiteboard		Sentences written on the notebook Activity answered on the notebook Written email

					Email
	Take in Ss' work to correct. Make a list of commonly made mistakes. Point them out to Ss orally or by writing them on the board. Alternatively, if time is scarce, assign the activity for homework	Correct your partner's email			correctio n

1. Intercultural component: The whole session contains texts and activities about cultural features, where students have to answer what they think about other countries and about their own.

2. Evaluation: At the end of the lesson, students will reflect about cultural awareness and do a self-test.

3. Conclusion: Once the students have reflected about cultural awareness, Ss will write on their notebooks what they think is the best when meeting a person from other countries, what to do and what not to do.

4. Follow up activities: Ss will answer the "Cultural page", which is at the end of the unit, using what they have learn during these lessons.

This lesson plan begins with a warm-up which helps students to reinforce the respeaking Ss' content schema, since it's a topic that has been taught from the very first semester of high school.

The vocabulary activity in both sessions comes after the warm up, as we read in EEAILE, students sometimes feel overwhelmed when they encounter new words in the text. But word knowledge comes in varying degrees. As explained by Zimmerman, knowledge has many different stages, not just an "on/off" switch to "know" a word. For example, we may avoid using a certain word in our writing because we are not sure about the spelling or whether the word fits in a particular context. We want our students to be able to identify words they already know, rather than being intimidated or intimidated by new words, as a starting point for increasing that knowledge. To encourage them to reflect on their knowledge of a particular vocabulary, you can provide them with a self-assessment tool. This is why at the very begging of the activity, Ss are asked about the phrases with the verb make and the adjectives (lesson 2), since they are phrases Ss will find in the given text (following activity).

The lesson helps students to realize it is important to read correctly a word, because as we might know, when we read, we "pronounce" the words in our mind, and this helps us to learn the words. Hittleman (1978) states that "reading is a linguistic process associated with thinking and all other communication abilities: listening, speaking and writing" and Harris & Sipay (1980) stated: "Reading is the meaningful interpretation of printed or written language signs. This is why I first read the texts aloud while they follow the reading.

Talking about the texts, we know English in Mexico is a foreign language, and most students at any levels of education get difficulty in reading English texts. "Brown (1980) presents some metacognitive activities of reading comprehension: (a) clarifying the purpose of reading, (b) identifying the important aspects of a message, (c) focusing attention on the major content, (d) monitoring ongoing activities to determine whether comprehension is occurring, (e) engaging in self-questioning to determine whether goals are being achieved, and (f) taking corrective action when failures in comprehension are detected." (Hamra, A., & Syatriana, E. 2015).

Students who know more about the reading material will get more out of the material than students with less knowledge. Students who are good at critical thinking get more than students who are not good at thinking critically.

Dechant (1982) states that "understanding is a process; it is thinking through reading". Comprehension also depends on the student's basic cognitive and intellectual skills, depending on the context of experience, such as speech, vocabulary knowledge, concepts or ideas, and language abilities such as morphology, syntax, and grammar.

Asking question about the content of the text, helps us teachers to realize if students understand or not what they are reading and being able to check all the metacognitive activities stated by Brown. This is why right after every text I asked Ss some questions (in both lessons the questions are true or false)

The plan also has activities which improves writing and speaking skills, using free style, and asking the Ss to use their creativity.

During these lessons the Ss will use the vocabulary learned during the vocabulary and reading activities. Zuercher (Xiao 2008) explains that writer' intentions and beliefs about functions of writing

and situations influence writing outcomes. Lienemann, Graham, Janssen & Reid (2006), said writing skills can be developed by linking reading and writing instruction. Through reading, students have the opportunity to interact with texts, thereby learning writing conventions as reading produces rich discussions. Kucer (Xiao 2008) proposed that readers and writers share four processing universals: they both use their prior knowledge to construct textual meaning; share similar pattern activation and evaluation behaviors; understand how written language works Unified understanding; and a common pattern of processing behavior in generating meaning from text.

We learned in lesson 7 (EEAILE, n.d.) that O'Malley and Valdez Pierce point out that some easy ways that do not require too much preparation for eliciting speech are picture-cued descriptions or stories, this is why during the lesson I constantly ask students "what they think" about the tittles, about pictures in the (shown in the T.V.), etc.

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

ASSESSING TOOL

A) For the following questions, answer from 1 (not good at all) to 5 (really good) how good you are at:

1. I can easily use and understand expressions which use the verb make.
2. I can tell which adjectives are used for describing the weather, which ones are used for describing a city or town and which ones can be used to describe people.
3. I am able to recognize cultural components during the class.
4. I am able to understand the principal ideas in a text/listening activity.
5. I am able to understand and to respect others' cultural behavior.
6. I am able to speak about others' personal information (where do they come from, how do the greet each other there, which languages do they speak, etc).
7. I am able to use clauses like and, but, so and because in a sentence.
8. I am able to tell cultural differences (in a polite way) from one country and another.
9. I am able to write an e-mail.
10. I am able to make comparisons

B) Add up the points earned in the questions and then check the following rubric

0-10	11-20	21-30	31-40	41-50
Don't worry! You have to study a lot more, but don't give up, just give yourself another chance. And remember to ask your teacher whenever you have a question.	Whoa! English is a bit hard, right? But don't stress out, just take a little break, breathe, and study again the topics, remember your teacher is there to help you. Ask every doubt you have! You will realize you are able to understand everything!	Hey! You can do it! Topics might look hard, but you are able to do much more things than what you thought, aren't you? Study hard and you will realize how English becomes easier every time.	Keep the good job! You can easily understand the topics, and you can learn more! Do not hesitate on reviewing the topics to get most out of it!	Well done! You reached the maximum level of knowledge you are supposed to have for these lessons. There's nothing to say but CONGRATULATIONS!

C) In the following chart, write everything that comes to your mind when you think about your strengths and weaknesses, remember this is just for your teacher to analyze how can he/she improve the class by taking into account what every student needs.	
Strengths	**Weaknesses**

Formative assessment is part of the teaching process. When integrated into classroom practice, it provides the information needed to adapt to teaching and learning. In this sense, formative assessment informs me and students of their understanding of students when adjustments can be made in a timely manner.

This formative assessment is ongoing and informal. It gives me information about student progress. This type of assessment requires me to make regular decisions as the student moves on. Through diagnostic assessments, I can analyze students' strengths and weaknesses. It is also a process of self-reflection, designed to provide feedback for myself and my students to improve the teaching and learning process, striving for knowledge and understanding rather than grades.

The way I applied this assessment was firstly to ask my students to have a pen or pencil and to take away everything else from their tables. Then, I gave a piece of paper with the evaluation to each student. I asked them toread the instructions before answering, for this, I gave them 5 minutes, then I asked if the had any doubt or question. I also told them this was a formative assessment, so it would not affect their grades, I explained it helps them to know their progress. Then I gave them 15 minutes to answers. Once they finished, I asked them to read again what they wrote and to think about it.

I have students in the habit of self-assessment (that's why this tool is self-done); this will help them monitor academic progress in our discipline. A comparison of the results is also recommended (I didn't ask them to compare, but it is a recommendation to do so). These three measures are constant

in my teaching practice and should be based on the learning objectives set at the beginning of the course. For my students, testing is not seen as something separate from learning.

Finally, I'd like to emphasize that this tool is not summative because these 2 lessons take part right in the middle of a unit, so by the time we finish these lessons I just want to check if the topic was understood and I don't want them to stress about a summative evaluation and being worried about their scores, I just want them to be able to think and see their own progress, their own strengths and weaknesses for the topics

2.03 Attached evidences

Trains　Futon　Furo

Sushi　Sumo　Kimono
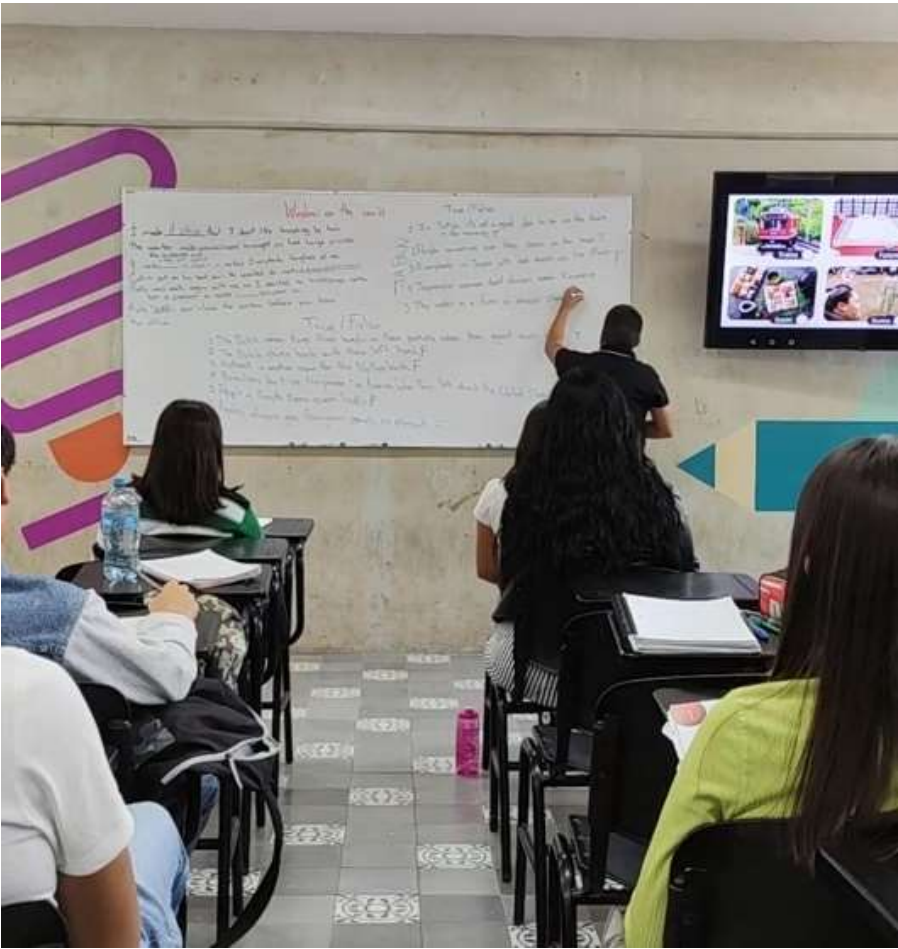
DO's and DON'Ts when abroad

Have you ever wanted the Earth to open and swallow you up? I had that feeling when I was in the **Netherlands** on business five years ago. I tried to make a good impression on my business partner, but I made a fool of myself instead!

It all went wrong from the moment we shook hands. I held out my right hand, but kept my left hand in my pocket. From my business partner's reaction, I could tell that the Dutch find that very rude. I tried to make things better, so I said: "*What a beautiful country Holland is!*" My business partner wasn't pleased with my compliment. He made it very clear that they never call the Netherlands Holland. Holland is just one of the regions in the Netherlands.

Try not to make a similar mistake ⬚⬚⬚⬚ ⬚u see. Brazilians consider themselves to be ⬚⬚⬚cans,

just like many of the inhabitants of other countries in Central and South America. That's why it's not a good idea to use the phrase "in America" when you're talking about the United States, but say "in the U.S." instead.

In **South Korea**, keep your voice down. It's rude to talk or laugh loudly, even if you are in a public place, such as the subway or a park. Koreans, especially women, cover their mouths when they laugh; it's rude to show your teeth!

In **Arab** countries, it's not a good idea to admire something too much; the owner will probably give it to you as a present, even when it has special value for him. Just imagine going back home with a real live camel! You should also be prepared in the event that someone looks at something you own for too long!

2.04 Evidence of my designed tool to assess your students

ASSESSING TOOL

A) For the following questions, answer from 1 (not good at all) to 5 (really good) how good you are at:

1. I can easily use and understand expressions which use the verb make. 4
2. I can tell which adjectives are used for describing the weather, which ones are used for describing a city or town and which ones can be used to describe people. 4
3. I am able to recognize cultural components during the class. 3
4. I am able to understand the principal ideas in a text/listening activity. 1
5. I am able to understand and to respect others' cultural behavior. 4
6. I am able to speak about others' personal information (where do they come from, how do the greet each other there, which languages do they speak, etc). 4
7. I am able to use clauses like and, but, so and because in a sentence. 3
8. I am able to tell cultural differences (in a polite way) from one country and another. 3
9. I am able to write an e-mail. 4
10. I am able to make comparisons. 4

B) Add up the points earned in the questions and then check the following rubric

0-10	11-20	21-30	31-40	41-50
Don't worry! You have to study a lot more, but don't give up, just give yourself another chance. And remember to ask your teacher whenever you have a question.	Whoa! English is a bit hard, right? But don't stress out, just take a little break, breathe, and study again the topics, remember your teacher is there to help you. Ask every doubt you have! You will realize you are able to understand everything!	Hey! You can do it! Topics might look hard, but you are able to do much more things than what you thought, aren't you? Study hard and you will realize how English becomes easier every time.	Keep the good job! You can easily understand the topics, and you can learn more! Do not hesitate on reviewing the topics to get most out of it!	Well done! You reached the maximum level of knowledge you are supposed to have for these lessons. There's nothing to say but CONGRATULATIONS!

C) In the following chart, write everything that comes to your mind when you think about your strengths and weaknesses, remember this is just for your teacher to analyze how can he/she improve the class by taking into account what every student needs.

Strengths	Weaknesses
English is very easy I am good at English	I get easily distracted I don't have time for homework I am lazy

ASSESSING TOOL

A) For the following questions, answer from 1 (not good at all) to 5 (really good) how good you are at:

1. I can easily use and understand expressions which use the verb make. 4
2. I can tell which adjectives are used for describing the weather, which ones are used for describing a city or town and which ones can be used to describe people. 3
3. I am able to recognise cultural components during the class. 5
4. I am able to understand the principal ideas in a text/listening activity. 5
5. I am able to understand and to respect others' cultural behaviour. 3
6. I am able to speak about others' personal information (where do they come from, how do the grow each other more, which languages do they speak, etc). 4
7. I am able to use clauses like and, but, so and because in a sentence. 4
8. I am able to tell cultural differences (in a polite way) from one country and another. 5
9. I am able to write an e-mail. 5
10. I am able to make comparisons. 5

B) Add up the points earned in the questions and then check the following rubric.

0-16	11-20	21-30	31-40	41-50
Don't worry! You have to study a lot more, but don't give up, just give yourself another chance. And remember to ask your teacher whenever you have a question.	Whoa! English is a bit hard, right? But don't stress out, just take a little break, breathe, and study again the topics, remember your teacher is there to help you. Ask every doubt you have! You will realise you are able to understand everything!	Hey! You can do it! Topics might look hard, but you are able to do much more things than what you thought, aren't you? Study hard and you will realise how English becomes easier every time.	Keep the good job! You can easily understand the topics, and you can teach more! Do not hesitate on reviewing the topics to get most out of it!	Well done! You reached the maximum level of knowledge you are supposed to have for these lessons. There's nothing to win but Congratulations!

C) In the following chart, write everything that comes to your mind when you think about your strengths and weaknesses, remember this is just for your teacher to analyse how can he/she improve the class by taking into account what every student needs.

Strengths	Weaknesses
I'e very good at English	It's hard for me to Focus at class

ASSESSING TOOL

A) For the following questions, answer from 1 (not good at all) to 5 (really good) how good you are at:

1. I can easily use and understand expressions which use the verb make. 3
2. I can tell which adjectives are used for describing the weather, which ones are used for describing a city or town and which ones can be used to describe people. 3
3. I am able to recognize cultural components during the class. 5
4. I am able to understand the principal ideas in a text/listening activity. 4
5. I am able to understand and to respect others' cultural behaviour. 5
6. I am able to speak about others' personal information (where do they come from, how do they greet each other there, which languages do they speak, etc). 5
7. I am able to use clauses like and, but, so and because in a sentence. 3
8. I am able to tell cultural differences (in a polite way) from one country and another. 5
9. I am able to write an e-mail. 2
10. I am able to make comparisons. 3

B) Add up the points earned in the questions and then check the following rubric:

0-10	11-20	21-30	31-40	41-50
Don't worry! You have to study a lot more, but don't give up, just give yourself another chance. And remember to ask your teacher whenever you have a question.	Whoa! English is a bit hard, right? But don't stress out, just take a little break, breathe, and study again the topics, remember your teacher is there to help you. Ask every doubt you have! You will realize you are able to understand everything!	Hey! You can do it! Topics might look hard, but you are able to do much more things than what you thought, aren't you? Study hard and you will realize how English becomes easier every time.	Keep the good job! You can easily understand the topics, and you can learn more! Do not hesitate on reviewing the topics to get most out of it!	Well done! You reached the maximum level of knowledge you are supposed to have for these lessons. There's nothing to say but CONGRATULATIONS!

C) In the following chart, write everything that comes to your mind when you think about your strengths and weaknesses, remember this is just for your teacher to analyse how can he/she improve the class by taking into account what every student needs.

Strengths	Weaknesses
I understand very good	Me cuesta mucho hablar escribir sin ayuda de un traductor pero sigue si entiendo

2.05 Recordings

Both videos are attached in the following link, the one recorded of the given class, and the Zoom one (colloquium):

https://drive.google.com/drive/folders/1sPYzCAXQJw1VdcoM5xqIktXucK0LnMUd

Chapter 3: Experience Report

The results were amazing! As I asked my tutor (Miss Otero), I had to applied the whole lesson with some "special students" because Friday 28th was the last day of classes, so students were only attending school for taking exams and getting their final grades. These students were the ones who took the "extraordinario" test, and I was expecting their English wasn't good enough for the lesson, but they surprised me. I thought they wouldn't want to participate since they knew they were being recorded, and also, I never expected the answers to be correct. Actually when I stopped recording the 2 lessons, I spoke with them because their English was good enough to get a good grade in the "ordinario" time.

Their participations were correct, they wrote down everything and took notes of what I was telling during the class. While I read the texts for the listening and reading activities they asked lot of questions. Even though there were a few who spoke in Spanish, most of them were speaking in English (which is something that never happens, believe me).

Students told me they didn't feel the "pressure" because the class wasn't going to affect their grades, so this made me realize that in an ordinary lesson, students are stressed because if they don't understand something or if they don't do something else, this might affect their grade and the pressure don't let them work correctly.

The atmosphere a teacher creates in the classroom should be one of the most important things to take into account when planning a lesson.

To sum up. The 2 lessons were amazing, students participate, they understood, and the evaluating tool was a total success because the feedback they receive helped them, and this tool also helped me to understand what I wrote before about the stress and what they are capable of when they don't feel this pressure for a good grade.

Chapter 4: Conclusions

Throughout this work I was able to realize how elementary teaching the 4 skills in the English language is.

We all learn to read as soon as we attend school, and later they teach us to write. However, this is something that goes hand in hand. When learning a second language it is extremely important that both skills are developed at the same time in order to obtain a greater knowledge of the language we want to learn.

Traditionally, teachers of English as a second or foreign language have tended to teach reading and writing separately. However, reading and writing do share similar properties, and students are more likely to benefit from instruction where reading and writing activities go hand in hand and complement each other. When English writing teachers are aware of the strengths of the reading/writing connection, and carefully design their teaching practice with students' needs in mind, applying this concept to real teaching situations will not be a daunting challenge. Given that the separation of reading and writing instruction in the context of EFL allows students to see reading as a decoding process and writing is simply the task of constructing a grammatically correct essay, it is for EFL teachers that the reading/writing connection provides enrichment for students. opportunities and resources to help them become reflective readers and writers.

More importantly, students need to be instructed to recognize that reading and writing are acts with communicative purposes and are inextricably linked. Only then can students improve their language skills through reading and writing activities and develop both literacy skills in meaningful ways.

The development of listening, writing and speaking skills are fundamental and, for obvious reasons, extremely important in learning any language. English, being a fundamental language in learning, is not exempt from what has been said. Let's remember that learning our native language follows an order, which is the same as it follows during this module. We first learn to speak, based on repetitions of what we hear from our parents. Later in school, we learn to write. Finally, and although listening is

an ability that we are born with, we learn to analyze and differentiate sounds; this is where we really develop listening skills.

Generally, for teaching (speaking of grammar) we have very structured plans, however, the creation of activities is something that teachers do not teach us and that usually remains as a blank space during teaching, since many, to avoid confronting not knowing how to design an activity, we close ourselves to just using a book and using the activities found in it, leaving aside everything that we could use to improve the skills of the students.

The more they read and write, the wider their vocabulary will be and the more accurate and effective they will be able to express concepts to others. Improving their communication skills also helps make them a better student. Both reading and writing are important; we can't live without the other. They are skills that keep improving due to little things that go unnoticed most of the time. How much we read and write today affects our future job, family, position, and even our salary in some way.

I learned to develop activities totally designed in the capacities, aptitudes and attitudes of my students, thus making the learning more enriching and "less boring", since for the first time my students worked and learned without using the book all the time.

I'm so proud about what I have learned in this specialization and I also feel so satisfied with all the concepts that I applied in my classroom with my students.

Chapter 5: Appendixes and APA style references

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