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PROPUESTA DE INTERVENCIÓN EDUCATIVA

« LET´S CELEBRATE THANKSGIVING DAY »

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 3 de Julio 2022

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SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING AS A ROFEING LANGUAGE
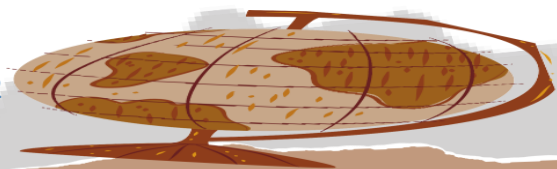### (Online)

Dissertation work

« LET´S celebrate Thanksgiving Day »

PRESENTS: **JANNI JANETH ENRIQUEZ MONTANTE**

DISSERTATION ADVISOR: **ROCÍO SALGADO PEREA**

México City, July 3rd 2022.

Contenido

INTRODUCTION

The world of work and society's professions are increasingly demanding an advanced knowledge of one or more languages, acquired as a competence that will improve a person's work and student profile.

In addition, interpersonal relationships require professionals and people in general to have higher and higher levels of education, so it is necessary for people to learn one or more languages in addition to their mother tongue.

Today we live interconnected human beings no matter if we live far or near, globalization and technology has totally changed the way in which human beings relate and communicate. We no longer only live together with people from our countries of origin but also with people from different regions of the world. Because of this, the cultural element is of utmost importance, since it is necessary to know the way of thinking and acting in certain regions, so that the approach is as natural as possible. That is why the importance of interculturality is so important that English teachers should give it more relevance when developing their classes and establish this competence in each of their lesson plans.

If teachers implement in their classes the practice of intercultural competence, students will be able to perform better when they are in real intercultural situations, and will be able to integrate socially, culturally and even occupationally.

Therefore, intercultural competence is considered in this project as an important resource for students to be trained and to acquire a series of skills, knowledge and attitudes that will allow them to interrelate in an effective way in different multicultural contexts.

I have been an English teacher for more than 12 years. I am currently teaching English to preschool children.

All these years have been a great experience for my life, since it is a challenge to put all my knowledge, effort and dedication at the disposal of little people who are just beginning to describe all the wonderful things that life entails.

 I believe that one of the advantages of teaching them is that they are like blank sheets of paper on which it is up to me how they will begin to be written.

The theme of thanksgiving seemed perfect for me to practice the competence muticulturality, since it is a holiday that is not celebrated in Mexico. And it is a very good opportunity to teach the students that there are different customs different from ours, which is important to respect and be empathetic with those who practice them.

This theme is very broad and fun to teach, because you can teach many new words, simple phrases and at the end you can create different crafts with the character of the turkey, which is a main element in this holiday.

The age of my students is between 4 and 6 years old. It is important that the schools integrate interculturality with themes like this by explaining to them that in countries like the United States and Canada this day is almost more important than Christmas Day.

That families prepare for the whole week, congratulate each other in advance.

And just like in Mexico, the united family is stronger, even if it is only that day, the family shares a meal together. The family is a basic pillar and the union is strengthened by gratitude, which is an essential value.

As English teachers, we must rethink our objectives, goals, pedagogy and didactics if we want to reach the new standards demanded by today's society, that education be a new way of thinking that allows us to adapt to a rapidly changing world.

"One language puts you in a hallway for a lifetime. Two languages open every door along the way"
Frank Smith

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

At the beginning of this specialty I had not reflected on my own philosophy of teaching English. However, in the first module of this specialty I learned and understood that there are a series of actions that I carry out that define me as a teacher, for example how I prepare my classes, how I manage the activities, their implementation, development and effective evaluation. (UPN, 2022)
Being an English teacher has allowed me to meet many people and it is very nice to know that I am making a small change in the lives of my students.

Although my main profession as a university student is not pedagogy or any branch of education, with the passage of time, making professional decisions led me to practice this profession that now after more than 12 years of experience teaching English to other people, I realize that it is what I really prepared myself for since this is the profession that

I really enjoy and I know that I am leaving my grain of sand so that future generations will be better.

But after many years doing this noble activity I realized that I had to get out of my comfort zone and challenge myself to take my way of teaching English to another level, because I thought that I should teach as I would have liked to be taught by my teachers when I was a student. That my students would really fall in love and be motivated to want to learn more and more L2 (second language).

It is for this reason that I decided to embark on this challenging adventure of applying to study this specialty "Teaching and learning English language" of which I am very proud to be able to finish it and have had the opportunity to learn from how to learn in a self-taught way, learn to use the platform of the National Autonomous University of Mexico with the help of my tutor Professor Rocio Salgado Perea who was who helped me and encouraged me to finish this specialty.

Now I am a teacher with new acquired knowledge that has left me with each and every one of the theories that I have learned throughout my specialty.
For me it is important to continue in constant preparation to be a better teacher every day and to teach with better quality classes to my average students of our strategies or techniques that I am learning.

I consider that the fact of knowing a language other than the mother tongue or even this one, is not a guarantee that one is qualified to teach it, that besides being a responsible teacher, with ethical principles, I must have other characteristics such as knowing how to adapt to my students, since each one is different and has different strengths, abilities and weaknesses to learn.

Since this way I will be able to enhance their qualities for learning.
In addition to the above I believe that something that characterizes me is that I am cheerful, enthusiastic, creative and dynamic when it comes to teaching, causing motivation in my students to want to learn something new every day.

I believe that I must implement a balance between theory and practice so that the student does not feel overwhelmed just giving them theory input or grammar.

Another important point to highlight is that in this specialty I learned the importance of carrying out a well-structured planning in detail attached to a basic agenda, because you should not teach improvising activities because it would not take a sequence of topics and activities properly recorded and this would contribute to the classes I teach are of poor quality.

Therefore, I must plan in advance, setting the objectives, exercises, resources, and material that I will use during the class.

After having done the planning I can be flexible in case my students need more time according to the results obtained from the planning.

With this specialty I have consolidated my knowledge and I have learned different teaching methodologies, which I have to adapt to the different types of students, either by their level of knowledge or their age. I also learned different strategies to help them understand the topics I teach in class and above all to use the L2 in real situations.

Now with the knowledge I acquired I can plan my classes according to the learning styles of my students (Woolfolk, 1998) with the objective of adjusting the contents of my lesson plans according to the needs of each of my students, developing and enhancing each of the four skills (writing, speaking, reading and listening) of each of my students.

After studying, analyzing and implementing the postulates, theories, methods, strategies and so on that I have learned through the various theories developed in this specialty, I have the ability to understand my students and encourage them not to be afraid to use different tools to learn the English language.

Likewise, I have empathy and patience with my students so that they feel confident to ask anything they want and know that if they make a mistake, it's okay, that mistakes are part of learning.

(Ron, 2022)

On the other hand, I now understand that I must give the same importance to the four skills of English learning, besides correlating the activities with the intercultural competence, so that my students find a relationship between the language and its use in other different places where they develop and people different from those of their environment and country, since in this way they can find a real function of the language.

This specialty has it also made understand the importance of analyzing the various theories that scholars have developed over the years which have allowed me to analyze

own technique and practice of teaching English and which now form part of my own philosophy of teaching English.

1.01 Theory underlying your teaching practice and identity

This specialty has significantly transformed me in many aspects as an English teacher.

By analyzing various theories of different scholars of learning that are analyzed in this specialty, I was able to identify with some of them and I have begun to implement them through their principles and methodologies in the classroom with my students. As a result, I have been able to identify advances and improvements in terms of my students' performance in the classroom and therefore they have made me reflect on my philosophy as a teacher.

Some of the theories to which I refer above and that have enriched my teaching practice and in turn improved my identity as a teacher, are detailed below.

On the other hand, the theories and methodologies studied in this specialty helped me to understand that it depends on many factors to generate genuine knowledge in my students, helping to transform their lives and their social environment, providing the necessary knowledge to improve the quality of their lives in the present and in the future.

These theories have allowed to design strategies and techniques to facilitate the philosophy as a teacher and improve to the students' learning since each of them expresses a different way of looking at learning, either by offering laws of cause and effect (coductivism, cognitivism) or by discovering and/or analyzing situations (constructivism, humanism, socio-cultural). (Maritza, 2005)

As pointed out by Schunk (Learning Theories and Educational Perspective, 1997) Theories provide frameworks for interpreting environmental observations and serve as a bridge between research and education.

Behaviorism uses feedback (reinforcement) to modify behavior in the desired direction. Therefore I try to stimulate within a supportive environment the learning of my students through strategies that allow me to reinforce stimulus-response associations. (Nacional, 2022)

For example through cues, with plenty of exercises that involve constant practice. Or the implementation of the *audiolingual model,* which is based on language acquisition through repetition, emphasizing oral expression and pronunciation.

This is done in order to get the student to produce a desired response when presented with a stimulus. This method is often used with young learners who have no prior knowledge of the language. I have also learned to use prompts, through which it expects from the students to perform and achieve their learning objectives in a natural environment.

Also based on this theory it usually examines my students to determine how I should initiate some instruction, observe the level at which they are performing successfully and determine which reinforcements would be the most effective to obtain the desired consequences from the student.

On the other hand, Cognitivism sees the learner as a very active participant in the learning process and environmental conditions facilitate learning. (Thompson. A.D., 1992)
So by means of demonstrative examples usually its promote the learning of the students.

Likewise, usually rely on the previous learning that the students have, so that from this can help to identify similarities and differences with the new information. In addition, tries to bring the exercises they carry out as close to reality as possible, so that they themselves are convinced that the knowledge they are acquiring is useful in real situations.

For example, in a class its presents the students with just the right amount of information so that they can assimilate and accommodate the new information at their own pace.

By create learning environments that allow to students to be stimulated by using material to make connections between new information and prior knowledge, through relevant examples and analogies. Therefore communicating and transferring knowledge to students is more efficient based on the postulates of *cognitivism*.

Constructivism is based on the premise that "knowledge is a function of how the individual creates meanings from his own experiences." (David, 2009).

Therefore, humans create meanings from their own experiences, which are constantly changing and are not acquired from the outside world.

For constructivism, learning must include three crucial factors: activity (exercise), concept (knowledge) and culture (context). (Bednar, 1995).

Some of the strategies that I could implement under the principles of this theory would be: planning activities that my students can carry out in real contexts, in which they can share their own experiences through concept maps, relationship between graphic representations (images) with words or concepts to facilitate them to reach the inference of the meaning by themselves.

And finally, the portfolio of evidence, which can be used to refresh students' experiences.

Through this theory she promotes interaction among students and teamwork among them, this allows more advanced students to help those who need more help and therefore I can promote a sense of solidarity and lower anxiety on the part of students who are less advantaged and can increase teamwork and as a result the overall advancement of knowledge in the group in general.

Some techniques have learned from the previous theories in this specialty to work in class were*; inference (guessing), scanning reading, skimming, identification of the rhetorical function of texts, referents and grammatical structures, construction of concept and word maps.*
The Communication Model of Dell Hymes, (Hymes) made me reflect on the importance of emphasizing real communication in the classroom.

And that in addition to considering for example grammatical rules, intonation an so on. It is also very important that I consider the contexts in which the exercises I implement in the classroom take place.

This helps to students not only learn rules or structures, but that they give a real use to the L2 in different types of contexts that bring them closer to situations as real as possible

interacting in different scenarios, with their classmates who interact with each other because they are also participants in the activity; also determine what are the aims, purposes or goals that I want my students to achieve in the activity; create the activity following a sequence of acts in which I develop the activity using different styles of speech, and that they communicate in a formal or informal way. Also consider some rules under which they will carry out the activity.

It is important to note that with this type of activities can make use of only some of the elements of communication established by Hymes.

The above precepts of Hymes, taught me to make communication between my students in a more natural way by imagining different contexts in the classroom.

In addition, it have adapted as part of my EFL teaching, the principles and concepts of (Bloom, 1956)

Bloom argues that people's talents should be developed from childhood through proper guidance and effort. And that students' abilities depend on their environment.

So teaching should be supported by appropriate methods without considering the speed but the results achieved.
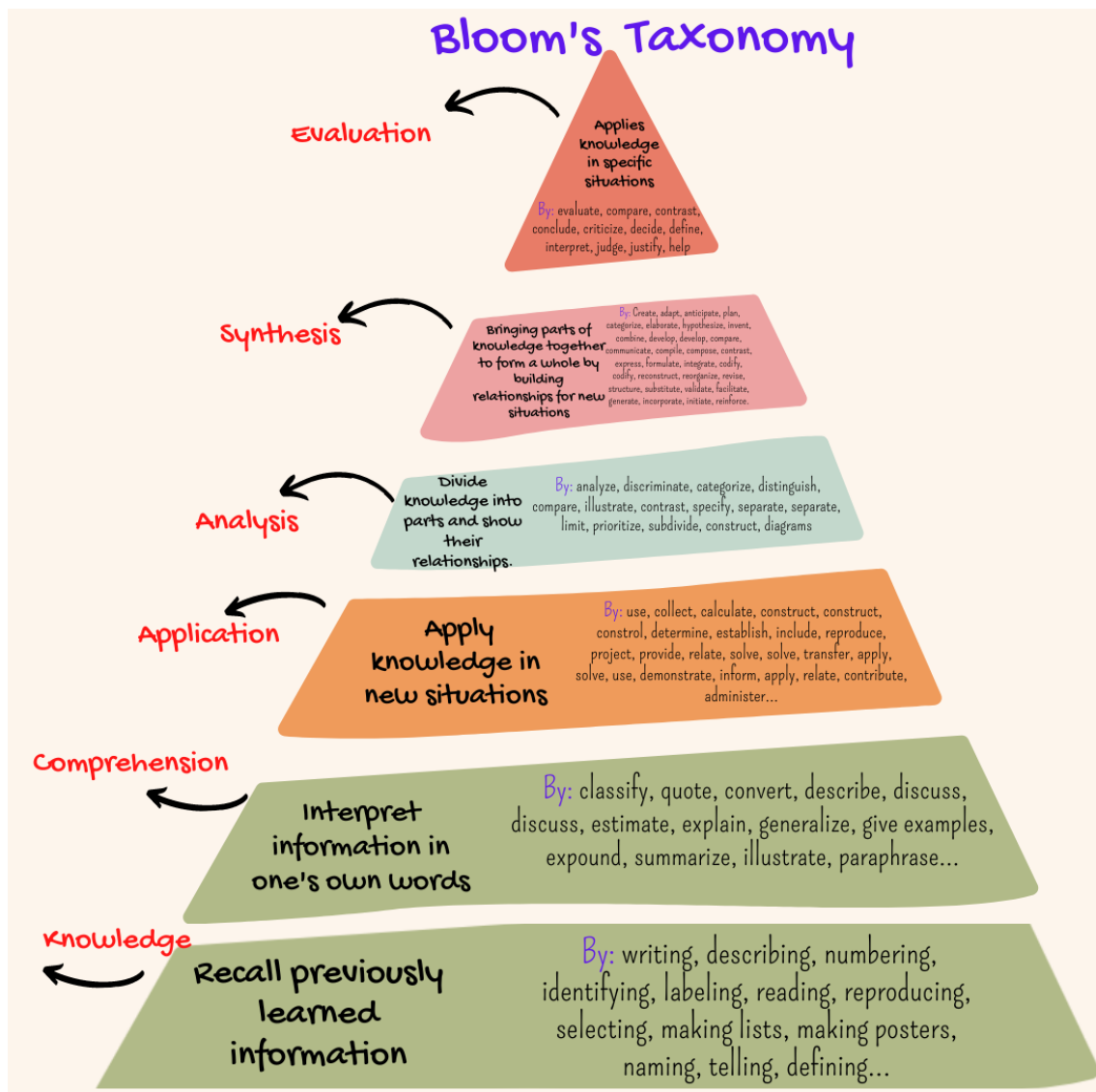
Then considering *Bloom's Taxonomy* I must classify the educational objectives from the simplest to the most complex considering the dimensions; affective, psychomotor and cognitive, therefore I can not go from to another process until the process is not mastered. .

Then, as not all learning is the same in students, it is necessary to analyze the previous pyramid to classify and know what knowledge students have to reach previously according to their cognitive processes and skills.

This theory has helped on the practice as a teacher, since it has helped to identify what kind of activities to carry out in relation to the cognitive level of the students, considering the previous knowledge.

Another use that have given to this theory is applying it to the planning that I now carry out previously. For example, in establishing the learning goals and activity sequences using the specific verbs of this theory, what the students will do, what topic I will address, how the activity will be carried out, and what the objective and purpose of the activity will be.

Putting all these elements together, then, I can fully describe the learning goals.
And with respect to the sequence of activities I can use the following questions: What, How, With what and for what?

Krashen's theory of second language acquisition (SLA) was one of the most influential in my teaching philosophy, since his theory of second language acquisition based on his five hypotheses helped to understand and make changes in my way of teaching. (Stephen, 2015)

a) With respect to the first hypothesis "learning Vs acquisition" in a conscious way or according to the second which is the one that determines that learning is a subconscious process and is acquired without studying grammar rules. For example, do not try to explain grammatical rules in detail to my students because they tend to get bored quickly and lose interest immediately because they do not see the functionality of the subject.

So I rather teach them with examples and role-play so that they understand and put into practice what they are learning without them realizing that they are actually using a set of grammar rules in the sentences or phrases they are using.

b) The second hypothesis called "Natural order", based on which grammatical structures are acquired in a predictable order, for example through sentences or phrases in which they must use the "ing" ending on verbs or the "s" ending on verbs in the third form of the present simple tense.

c) The monitor hypothesis is actually the vigilance that implies a relationship between acquisition and learning. When a second language is being learned, subconsciously acquired knowledge is put into action and it is then when learned knowledge is put into action by being vigilant, functioning as a monitor or warning the learner if the acquired knowledge learned is wrong or not and helping them to self-correct.

d) But there must be three conditions for this to be achieved: the time, the form of the message and the knowledge of the rule to be corrected. So this hypothesis can be given more in activities that involve writing skills, since it is there where students can have more time to reflect on what is going to be written on paper.

a) Hypothesis Cpmprehension Input, (Input + 1). This hypothesis states that the person who wishes to learn a new language should be exposed to a target language, always at a higher level than the level of proficiency that the individual has, and that speech is not taught The student learns the language by being constantly exposed to messages and data or information.

b) This can be achieved through reading, as young learners love to listen to stories through books. So the comprehension input comes through listening and reading. Krashen asserts that the four al2 skills are acquired as a consequence of the learner's constant exposure to the L2. And not the other way around.

c) e) Finally, the affective filter hypothesis, in which a series of variables are involved in language acquisition, such as personality, motivation, psychological factors and whether there are psychological factors or problems such as anxiety, motivation and self-esteem that can affect the learning process in the student.

d) Summarizing the above, Krashen points out that a language is acquired naturally and unconsciously through its use in real communication. This was a turning point in my English teaching, since most of my students are preschoolers, I used to use or abuse the L1 to communicate with them during class or to explain a topic to them. So I was not allowing my students to acquire the second language in a natural way and preventing them from developing their linguistic competence in a natural way.

e) Now I try to teach my class entirely in the second language so that they acquire the L2, even if they cannot explain its grammatical rules. Already the goal at this early age of my students is that they focus on informal and unconscious acquisition of the language with emphasis on the communicative act.

f) So the ultimate goal is that they learn to communicate in an L2 regardless of a high linguistic level of the language.

Role as a teacher should be, according to Krashen, to facilitate acquisition as the main objective of teaching. Through activities that involve a lot of practice of listening and writing skills.

To finish with this theory, the new philosophy as a teacher when it's teaching English is:

To contextualize all aspects of my class in the L2, applying the natural order of this theory trying not to use the L1 to communicate with them, this with the objective of giving more emphasis to the content than to the form. In addition, I put a lot of emphasis on planning my classes in a dynamic, fun and entertaining way, so that my students are most of the time motivated, creating self-confidence and without generating stress so that they are not too anxious during the class, this in order to be in the best conditions for the success of the acquisition of the second language.

To achieve the above, it can be through oral comprehension activities (reading and listening interesting stories) and written using drawings, interesting materials in order to

focus the attention of my students on the meaning, rather than on the form, in order to reduce the affective filter, I usually give them time for them to produce their answers or messages in the L2 at the time they feel ready for it.

Vigotsky's scaffolding theory of learning is another of the theories that has helped me to improve my English teaching philosophy and to understand what I should consider as a basis and as a limit when teaching my students.

This theory explains how children learn, it says that they learn through the environment that surrounds them by means of tools (any physical or psychological means that the child uses to learn). It starts from the level of the child's actual development (what he already knows or knows how to do by himself and the level of potential development (how far he can learn with the help of the tools). Between the two levels there is the Zone of Proximal Development (what he can do with help).

Based on this theory, I as the teacher am the tool, with my help he will reach his point of potential development which is the maximum level to which he can learn with my help.

So it has taken the role of the scaffolding term. Then I must consider working in the zone of proximal development to teach him and help him acquire the knowledge to develop his L2. As an example of this theory can be the "*Scaffolding activities*", which are supports that I use to help them develop an activity.

For example, I give each student a card with the basic phrases to start an opinion or a sentence, this way they can dare and feel more confident to start a sentence, vocabulary cards, then these cards would be the scaffolding. And as time goes on the students can stop using these scaffolds once they have reached the knowledge, that is, they have reached the level of potential development.

What it has observed based on my experience is that because students are different with different learning styles and ways of learning, then some of them, it will not be necessary to use the various types of scaffolding to perform the activities and achieve the objectives set out in the planning.

Chapter 2: Methodology and practice

2.01. A practical and useful lesson plan

This lesson plan focuses on the Thanksgiving American and Canadian holiday by practicing the listening, reading, speaking, reading skills and intercultural competence.

As it would be too complex for younger learners and in many cases has little relevance within their culture. Instead, it introduces students to the main thing that happens.

Thanksgiving- family gatherings for dinner, giving thanks and most important of all, the Thanksgiving turkey. This lesson will introduce some good vocabulary and provide lots of fun activities even online activities.

1. Lesson plan identification cell.	
Author:	Janni Janeth Enriquez Montante
Educational stage:	**Third grade of preschool**
Title of your Lesson plan:	Learning about What the American people eat on Thanksgiving day celebration?
Learning Objective of the plan/Competency:	- Competence in linguistic communication. - Exploration and Understanding of the Natural and Social World - Social and civic competence. - Competence in knowledge and interaction with the physical world. - Culture and Intercultural competence
Communicative skill considered:	- Listening **(L)** - Speaking **(S)** - Reading **(R)** - Writing **(W)**
State of the following options:	Talking about Thanksgiving
Functions:	- Identifying food, drinks and meals - Named and identify food and drinks - Identifying and reviewing fruit and vegetables. - Identity and name the taste of food and drinks - Review family vocabulary - Name and identity family members - Understand what a family is - Understand that all families are different - Follow and understand a story - Name what holiday thanksgiving activities some american families do - Classify and discriminate between pictures - Identify the parts of a recipe, identify its parts - Elaborate a recipe book with cut-outs or drawings.
Main Grammar structure:	Present Tense
Other Grammar structures:	Who is in the picture? A dad, a mom, a brother, a sister, a grandma, a grandpa. What are they doing? They are having dinner. What can you see? Let's see what the family eat at thanksgiving dinner. How many persons are there? Who is he? Who is she? Who can you see? How many apples are there? How many raisins are there?
Brief description of the plan:	• Explain to students the main topic **(L)** • Students remember and practice a vocabulary **(S)** • Introducing new concepts **(L)** • Students listen and watch video **(L)** l • Students listen the activity intructions **(L)** • Students reflect on why the families get together at dinner **(S)** • Tell them what food they want. • Students classify and discriminate between pictures **(W)** • Students take online quizzes and play games **(L,W,S)**
Hours of the plan implementation:	4 hours

Set the objective or competencies of the lesson Language & communication	Will teach them to ask about their classmates' Who is your mom? Who is your dad? Who is your brother?, Who is your sister?, Who is your grandma?, Who is your grandpa?	They should color the family and draw their family. (Appendix 2) Ask your classmates if they have any brother or sister. We will play a game in which they have to raise their handstand when I mention the if they have any brother, sister, mom, dad, grandma or grandpa.	Session number 2

Number of sessions:	4 sessions
Contents required for the lesson:	Reading (book) Audio CD book Videos (on you tube) Interactive pages on line Printed games On line games
Links of the content:	1. 1. Activation video: I'm happy dance https://www.youtube.com/watch?v=Sj0DF0rRF18 2. 2. Watching a video that shows why the people celebrate thanksgiving day in America. https://www.youtube.com/watch?v=XC1hVm1y01o 3.
EEAILE tutor on line:	Rocio Salgado Perea

	Teacher activities	Students activities	Session number
Activation	1. Start with a video that shows why the people celebrate thanksgiving day in America. https://www.youtube.com/watch?v=XC1hVm1y01o 2. Listening the Thanksgiving Dinner .https://www.youtube.com/watch?v=IvMKKIvZPWA https://www.youtube.com/watch?v=VJ4kKmftG7o 3. Show and tell students the thanksgiving story.	- The students have to watch the video - Sing and dance the song - Coloring a picture about the thanksgiving story. (Appendix 1)	Session number 1

INTEGRATED SKILLS (Listening/Reading/Writing/Speaking)					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Speaking (activation) **10 to 15 minutes**	Will play the song called "**Thankgiving dinner**" Will show them some flash cards of dinner food in the order they are mentioned in the song. Encourage the students to sing along and make some gestures. Will, play the recording again	They will try the song the song. Will show them the flash cards thanksgiving vocabulary, then they will repeat with me. Students will listen to the song again and color the fruit in the order they hear them. (Appendix 3)	Flash cards Audio Printed pictures Video: https://www.youtube.com/watch?v=jkCZhyj1QJY	Session number 3.	Students are able to identify thanksgiving holiday vocabulary when they hear it.
2nd practice or Social interaction	Will present a story showing a scene of people in a dinner thanksgiving. Will put on the board the sentences: "Who is eating? What are they eating? Do you have dinner with your family? What would you like to drink, I would like to eat... I would like to drink	They will watch a video They will repeat some statements They will color the family dinner. (Appendix 4)	Printed story (Appendix 4)	Session number 2	They are able to interact in a peer-to-peer conversation. They will practice in a real situation, Do you have dinner with your family. what they would like to eat or drink.
	Will show some flash cards with this vocabulary: vocabulary: recipe, ingredients, apple, raisings, sour cream, pineapple, mandarin, bananas, strawberries, cup, salad, fork, add, mix, chop, cut, plate, table.	They have to say aloud the name of each item on the flash card. They have to do the next activity. (Appendix 5)	Flash cards Printed papers Books with pictures about the food.	Session 3	They are able to speak about the pictures that they can see. They will be able to recognize words related to t hanksgiving.

Reading Skill	Will show some pictures/flash cards. I will say the name of the pictures aloud. I will show the first letter start the words. Will spell the words on the flash cards. They have to say if the food is American or Mexican.	They will try to read the name of the images that appear on the flash cards I show them.	Story book and flash cards. Apendix 1	Session 4	They will be able to read the names of the food and thanksgiving vocabulary.

Writing					
Step of the lesson	Teacher Activities	Materials	Session	Students activities	Evaluation
Identifying and reviewing the dinner, family, food and drinks. Identifying their food preferences.	They will trace some names of food on their books (Appendix 6)	Printed papers		They will remember some food names and how they can write their names.	Portfolio evidence
Will ask for a volunteer to mention if they have any friend girl or friend boy and how many persons see from a series of pictures I will show them. Will explain that they should color the friend girls and circle the friend boys the word that their partner mentioned. Will ask for the participation of another partner to do the same activity.	Students will color and circle the name of the image that corresponds to the kind of friends mentioned by their classmates. (Appendix 7)	Printed paper. Autentic Material	Session 3	They will be able to recognize and identify how some previously seen words are spelled.	Portfolio evidence

In the previous lesson plan, several activities were implemented through which the four English communication skills were practiced using the Content Schema.

Regarding the speaking skill, we tried to design a series of activities based on the principles of the students' prior knowledge, interests and learning styles. The first activity focused on singing a song (precommunicative activity) in which the young learners try to sing the song after having listened to it previously.
In the next activity the students have to repeat the words that the teacher shows them through flash cards (manipulative activities). Then the teacher models an example of a simple conversation for them to practice the following simple dialogue: Who is your mom/dad/brother/sister/grandma/grandpa? (quasi-communicative activities).

With the activity described above, social interaction activities are put into practice, so that the students begin to use the L2 from an early age and start with their training so that they can understand in an effective way and thus be able to face the demands of a real situation in the future.

As for the reading skill, in order to develop it effectively in the classroom, Collecting information on the student's literacy skills in their first language is usually applied.
 to practice this skill, the linguistic schema is applied, since the student is previously helped to decode and understand the text first (Appendix 9), through which the students will observe and try to give meaning to the words or sentences found in the text with the objective that they try to understand the topic it describes.
Likewise, the decofication approach is applied, by means of which the young readers in the indicated activities try to translate the symbols into visual representations by matching the word with the image corresponding to its meaning. The above activity can also be achieved through inferences.

To practice the listening skill and promote the development of students' listening skills, a non-interactive listening situation is applied by listening to the story of the historical background of Thanksgiving Day from the book presented in the PowerPoint presentation (Appendix 1).

In this activity the cultural and social influence on the outline the teacher should expose by determining how much cultural knowledge they need to understand the reading of the book.

(Littlewood (citado en Bygate, 1987)

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

Evaluation is part of the teaching process that is included in the didactic activities, the interactions of the students and the tutor. In addition to the actions shared by the students (Pratt, 2001)

The evaluation should be of the learning obtained by my students, working through decision making, not depending on me as a teacher, but rather I must teach them to be autonomous so that they learn to reflect on what they do and how they do it because in this way, what they learn will really help them in their lives.

I must evaluate from learning, that is to say, evaluate the previous knowledge by activating their previous knowledge that they have acquired for example through television, their parents, their families or technological tools. (Evaluacion formativa EI 16200, s.f.)

The elements of the system that can be evaluated are: Student learning, teacher teaching, methods and techniques employed, curricula, and the administrative subsystem. Hereinafter, I will only refer to the evaluation of learning. (Morales, 2011)

As teachers we must have a series of tools before starting a school cycle or certain classes that help us to determine the level of knowledge that our students have in the four areas of English (speaking, reading, listening, and writing). With these tools we can judge the students' abilities, progress, and development during the course.

In my case, at the beginning of the class, of a school cycle or of a session, I usually apply formative evaluation, since it allows me to know how much my students know.

For example through personal or individual interviews, observing if they perform any activity, if they follow instructions, with this I can know in the foreground where to start from with my students.

Once I start the classes, this type of evaluation allows me to know the progress of my students, since it provides me with important information about what my students have and have not understood. I can then help them improve their performance and excel by taking into account their strengths, weaknesses, learning styles and areas of opportunity if they need extra or special assistance.

Some tools it use to assess the four English language skills (speaking, reading, writing and grammar) are:

a) Strategic questioning: I usually ask questions directed to the group in general with the option for any student to answer them or I ask the question directly to a specific student.
b) 3-2-1 countdown: In this activity I usually give or show them a card with a picture of something seen in class, they have to say three words related to the picture, either the color, size, food, person and so on.
c) Poll Everywhere or SurveyPlanet - With this tool I can measure for example how much the students have understood a certain topic by giving them several cards to choose from to show when I ask a question. With this tool I allow shy students to participate. If the class is online, I can use several applications online
d) Three things you liked the most - I ask them two or three questions about what they liked the most about the activity.
e) Creative projects: They can be part of the portfolio of evidence, and they can apply the higher levels of Bloom's Taxonomy (evaluation and creation). (Eisner, 2000). In this case they can create a poster or collage illustrating a topic, record an audio about a topic or some vocabulary.
f) Portfolio: It is one of the tools or means by which I can evaluate the gradual progress of my students through the collection or storage of evidence of the work, tasks, or exercises that my students were doing during a certain period. This tool is one of the most used at the preschool level to evaluate students. Then, by reviewing the student's progress history, I can transform this formative evaluation into a summative one, for example, if he/she completed all the assignments, his/her summative grade would be the highest and it would decrease in relation to the number of projects he/she has yet to complete.

g) Teachers' assessment tools come in various forms, including Homework. These are activities or situations proposed at the time of the evaluation that provide the student with opportunities to demonstrate his or her communicative competence. (Frodden, 2033)

h) Other assessment tools that I can use with my young learners are.

i) a) Tests, these can be oral or written.

j) b) Interviews, oral reports, papers, personal reflection, contrast of experiences with peers.

k) c) Direct and systematic observation (scales, checklists, anecdotal records, checklists).

l) d) Analysis of students' production (review of work, class notebooks, resolution of exercises and problems, oral, motor, plastic, musical tests, etc.).

m) e) Oral exchanges with students (interview, dialogue, sharing, recordings, external observation, questionnaire).

I. ENGLISH SKILL			EXCELLENT	ADVANCED	ADQUIRED	IN PROCESS OF ACQUISITION	PERCENTAGE
Listening	Activity	Evaluation Criteria and Indicators	4	3	2	1	30%
	Listening Comprehension	Understands and distinguishes simple structures, main idea, recognizes words and lexicon of habitual use, clearly articulated and transmitted orally or by technical means, such as videos, songs, audios or stories, on the theme of "Thanksgiving Day" known in historical and everyday contexts related to their own	Always able to understand simple structures in L2	Difficulty understanding simple structures in L2	Only in some cases can understand simple structures in L2	Difficulties in understanding simple structures in L2..	

		experience and the customs of other countries.					
	Daily routines Comprehension	Understands basic syntactic structures, understands a repertoire of frequent vocabulary related to topics of everyday life and school, and expresses interests, needs and experiences in different contexts, inferring the meaning of the new lexicon.	Always manages to understand and distinguish daily routines in L2.	Generally able to understand and distinguish daily routines in L2.	Only in some cases manages to understand daily routines in L2	Difficulties in understanding daily routines in L2.	
	Apply what you know to understand Listenings	Knows and uses the appropriate strategies to understand the general meaning of the messages, the sentences he hears, the videos he watches and identifies and distinguishes the main functions of an everyday conversation.	Always apply strategies to understand in L2.	Generally applies strategies to understand in L2.	Only in some cases does he apply strategies to understand in L2	It is difficult for him to apply strategies to understand in L2	
Speaking	Activity						40%

		Participate in Role Plays/Dynamics	Engage in face-to-face conversations .	Pronounce all words correctly	Pronounces correctly most of the words	Pronounce only one or two words correctly	Does not pronounce any word correctly	
		Daily Routines/ Personal Information Questions	Knows and applies the basic strategies to produce monologues. .	Pronounce all words correctly	Pronounces correctly most of the words	Pronounce only one or two words correctly	Does not pronounce any word correctly	
		Vocabulary	Applies the relative vocabulary to the thematic situation	Pronounce all words correctly	Pronounces correctly most of the words	Pronounce only one or two words correctly	Does not pronounce any word correctly	
		Verbal Fluency / Pronunciation	He articulates fluently and with limited reportorial skills.	Pronounce all words correctly	Pronounces correctly most of the words	Pronounce only one or two words correctly	Does not pronounce any word correctly	
Reading		Activity						15%
		Comprehension texts: main idea, general meaning of the sentence or phrase.	Understands the main idea communicated in a written story, in simple sentences, a description about events that of themselves with their family and friends, belonging to an age-appropriate context in print and digital material.		Student sometimes stops to think about what is happening in the text, phases or sentences and generates questions or ideas.	Student occaionallity stops to think about what is happening in the text, phases or sentences and generates questions or ideas.	Student rarely stops to think about what is happening in the text, phases or sentences and generates questions or ideas.	
		He applies what he knows and contextualizes through some specific strategy.	Knows and uses the basic strategies and knowledge about cultural and linguistic aspects that are most appropriate for the activity. Carry out the objectives of	Student uses many strategies to solve tricky words and perseveres difficult.	Student uses several strategies to solve tricky words and perseveres difficult.	Student uses a couple of strategies to solve tricky words and perseveres difficult.	Student rarely stops to solve tricky words and perseveres difficult.	

	Vocabulary	the content with great comprehensive understanding of different types of texts appropriate for their age underlines the words indicated in the activity, and establishes in a 1st-2nd reading, of a phrase or sentence.	Identify the totality of vocabulary presented.	Identifies basic and some more complex vocabulary	Identifies part of the basic vocabulary presented.	Identifies with difficulty part of the basic vocabulary presented.	
	Fluency	Students often reads smoothly, attends to punctuation, and uses expression.	Students sometimes reads smoothly, attends to punctuation, and uses expression	Students occasionally reads smoothly, attends to punctuation, and uses expression	Students struggles to reads smoothly, attends to punctuation, and uses expression		
Writting	Activity						15%
	Grammar and usage	Writes short and simple texts, complements sentences, composed of isolated simple phrases, in a neutral register or informal.	Uses upper case letters correctly. Writes all upper and lower case letters correctly. Forms regular plurals correctly. Written phrases and sentences are clear and coherent.	Uses upper case letters correctly most of the time. Writes many upper and lower caseletters correctly. Forms regular plurals correctly. Most written phrases and sentences are clear and coherent.	Uses some upper case letters. Writes some upper and lower case letters correctly. Forms some regular plurals correctly. Some written phrases and sentences are clear and coherent.	Does not use or uses few upper case letters. Writes few upper and lower case letters correctly. Does not form regular plurals correctly. Written phrases and sentences lack clarity or coherence	
	Vocabulary	Produce written texts taking into account sociocultural aspects.	Gran riqueza de vocabulario, muy variado y con gran	Vocabulario poco variado, aunque con utiliza el tema específico.	Vocabulary somewhat repetitive and with few words	Very frequent repetitions and use of vocabulary in L1.	
	Language grammar ans usage		Capitalize the first word of a sentence. Capitalizes the pronoun "I."		topic specific.		
	Language capitalization,		Use capitalization	Capitalizes the first word	Capitalize the first word of a	Does not capitalize the	

	punctuation ans spelling		correctly. Uses ending punctuation correctly. Demonstrates knowledge of sound-letter relationships for spelling simple words phonetically. Spells simple words correctly. Spells irregular words correctly	of a sentence. Capitalizes the pronoun "I." Use capitalization correctly. Uses ending punctuation correctly most of the time. Demonstrates knowledge of soundletter relationships for spelling simple words phonetically. Spells simple words correctly.	sentence. Sometimes capitalizes the pronoun "I." You have some errors in capitalization. You use some ending punctuation. Demonstrates knowledge of soundletter relationships for spelling some simple words phonetically. Spells some simple words incorrectly.	first word of a sentence. Does not capitalize the pronoun "I." There are many errors in capitalization. Does not use or rarely uses ending punctuation. Does not demonstrate knowledge of	
						sound-letter relationships for spelling simple words phonetically. Spells many to all simple words incorrectly.	
							Total score

The use of the various assessment tools serves mainly for the teacher and students to know the progress of their knowledge before, during and after a lesson.

For activity 1, the teacher will conduct an **informal diagnostic assessment**, in which the teacher will ask open-ended questions regarding the students' prior knowledge of the topic, this assessment based on criteria, in order for the teacher to design the instruments that will focus on the topic.

During the Information Processing activity and the first practice**, objective scoring** will be applied through the online page in which the students carry out the activity, the answers must be clear, fast and there is no feedback at the moment of finishing each exercise.

In the second practice, an **informal formative evaluation** was carried out, with the objective of orienting the students to the process. The teacher will also use the portfolio of evidence.

With respect to the third activity, through the online page in which the activity is carried out, a **summative evaluation** was used, with the objective of providing a score or rating to the students based on their performance.

This type of evaluation is done with the purpose of **reaching a holistic or integrative evaluation** in which most of the students' abilities are taken into consideration.

2.03 Attached evidence of (graphics, photos, images)

Activate activity

The first activity for this lesson is to practice listening skills by dancing to the song in L2. The teacher must previously explain to the students a series of instructions to carry out this activity.

Activation is often necessary for young learners to enter the classroom, let go of issues that worry, agitate, or distract them, and finally relax, release tension, and create an atmosphere of confidence and self-motivation. To be ready for the input of the English language.

https://www.youtube.com/watch?v=Sj0DF0rRF18
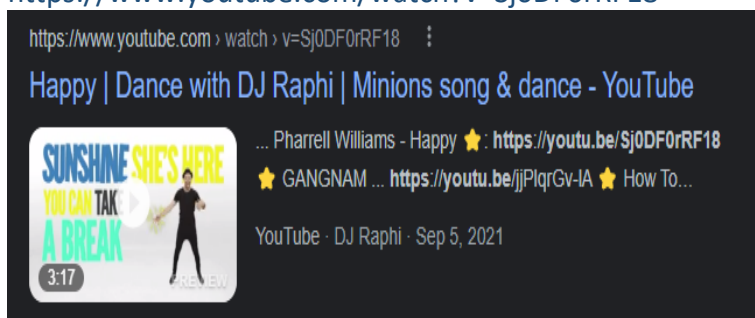
In the second activity, the teacher explains to the students the content of the video and how it relates to the objective of the lesson. This video will serve as a background for the students to start identifying new words.

With this video, students begin to recognize words they already know (acquired knowledge) and learn new ones. They also begin to understand what the Thanksgiving holiday means in other countries.

https://www.youtube.com/watch?v=XC1hVm1y01o

In the third activity, the teacher will show a video in which the students will learn the vocabulary determined in the lesson plan.

Vocabulary

By watching the following video, the students will learn new vocabulary related to the topic.

https://www.youtube.com/watch?v=IvMKKlvZPWA

In the third activity, the teacher will show a video in which the students will learn the vocabulary determined in the lesson plan. Information Processing activity

Through some activities on the Wordwall website, in a fun way, the students put into practice the knowledge acquired through the previous activities.

https://wordwall.net/resource/25351120/thanksgiving

0:05   ✓ 0

| m | p | u | k | n | p | i | | e | p | i |

☰   ◁ 1 of 11 ▷   🔊 ⛶

Thanksgiving   👤 Share

2.04 Show evidence of your designed tool to assess your students

To contrast the learning demonstrated by the young learners with the previously established criteria - found in the assessment instruments which allow to identify the level of learning progress in relation to the competency.

In the lesson plan, some evaluation instruments are shown below, which allow us to identify the level of learning progress in relation to the competency.

The way in which the planned activities were evaluated was first through the google drive rubrics platform using the formal evaluation with analytic scoring. This table was very useful in determining the strengths and weaknesses of the students with respect to listening, writing, speaking and reading skills. This tool shows in a general way the proficiency of the students.

The most common way to assess preschool students is through informal assessment and through the portfolio, as shown in the following figures (Figure 1 and 2).

It can be considered to add to the portfolio more evidence of the students' activities through the wordwall and kahoot game applications.

Informal evaluation was the most used during all the activities, since in this way the students are not anxious, stressed and through the motivation that the teacher gives them and the affective filter helps to evaluate them in a simpler way.
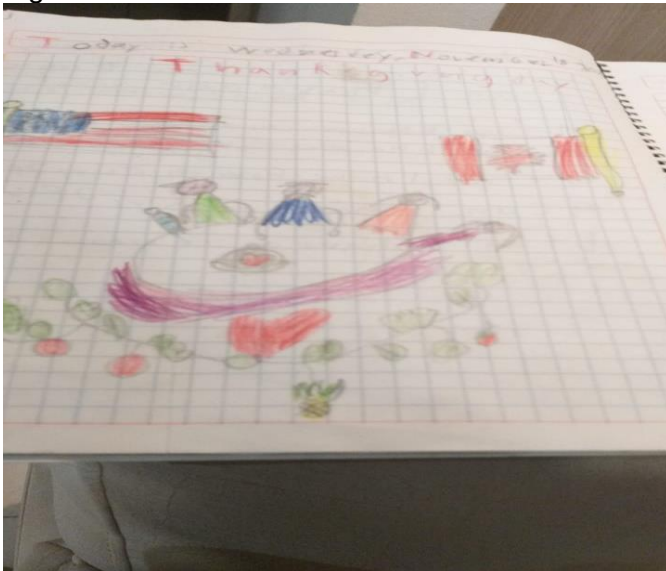
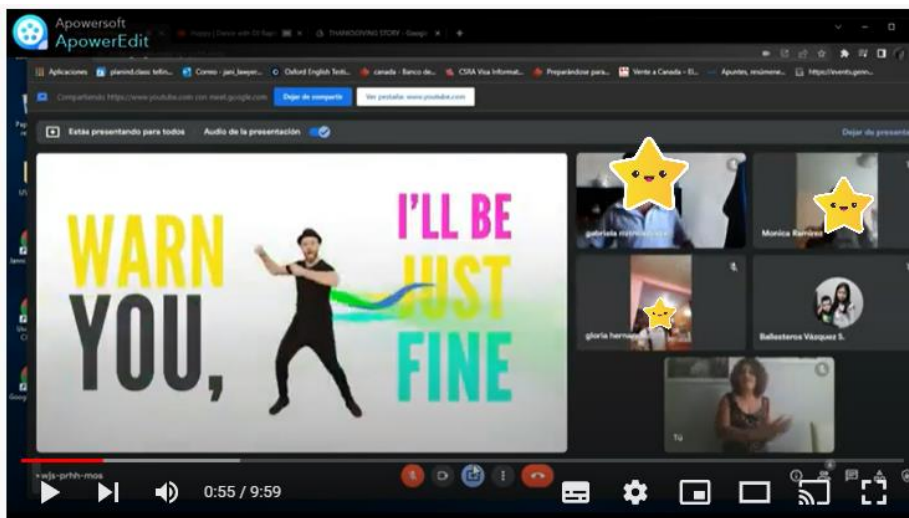Figure 1

Figure 2

2.05 Activation video:

(Let's celebrate Thanksgiving day")

  URL: https://youtu.be/xyMn05PqvYc

Introduction (Activation)

For the little students it is very important that they feel enthusiastic and motivated to learn, that is why we usually start a song in English to motivate them to dance and sing it, starting the class in a fun way.

Objective presentation

The presentation of the subject for the first time is very important that it is done in a simple way, with easy-to-understand sentences so that the students feel attracted to the subject and begin to understand it in a simple way.

This activity is about listening to a song about a turkey in relation to the Thanksgiving theme.

Vocabulary introduction

The students listened to a story narrated by the teacher, which tells the historical facts that are the background of the Thanksgiving celebration in the United States. Through this activity the students were introduced to the vocabulary.
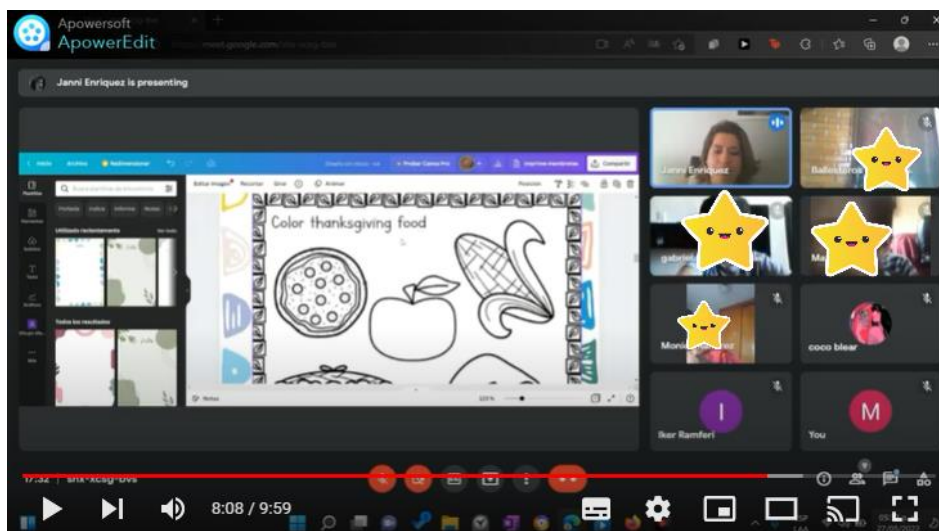
First practice

Through the Kahoot game, students were evaluated in a creative and fun way. With this activity, the students' reading and listening skills were evaluated.
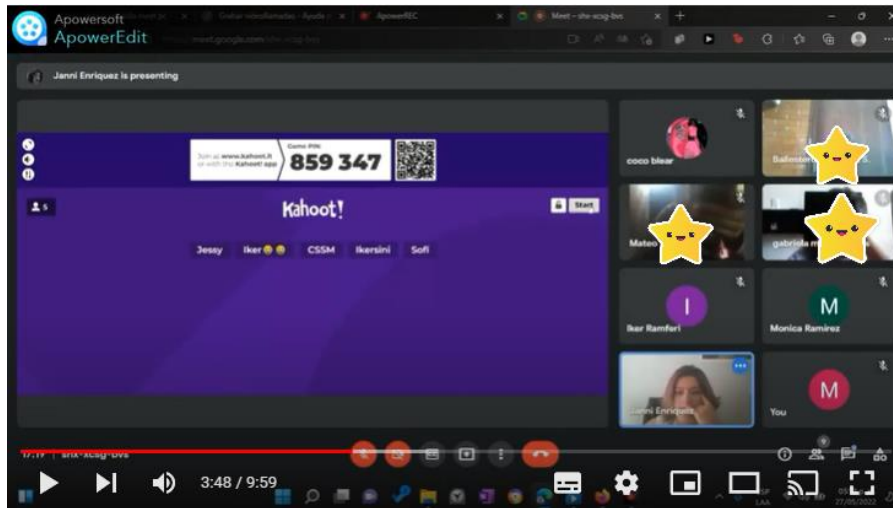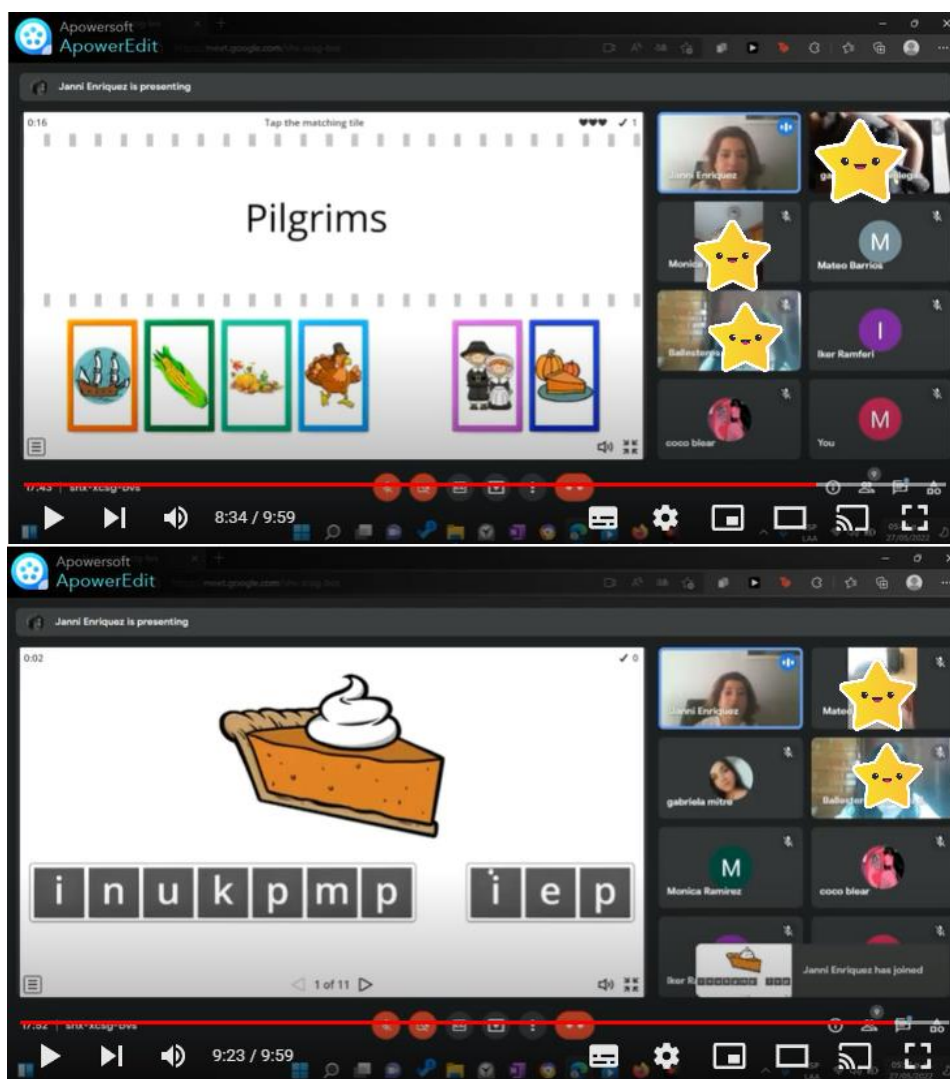

Second practice

Through exercises on printed worksheets, their reading, grammar and writing skills were evaluated.

Third practice

Through exercises on the online wordwall website, students practiced and were tested on listening and reading skills.

Chapter 3: Experience Report

The results of the activities carried out during the lessons were very satisfactory since the students were very participative and they were able to understand this holiday and how it is related to interculturality.

It is important to clarify that it was necessary to change a little the lesson plan, because it was not possible to carry it out as it was originally planned, which was during face-to-face classes, due to administrative issues of the school, this activity had to be carried out virtually. But this situation was not an obstacle, since we already had previous experience due to the classes in pandemic, it had enough experience handling the electronic devices to take the class, enter the different links to perform the online activities and to access the different platforms through which activities were implemented to practice the topic seen.

Almost all of the lesson plan sequences were carried out. The activation activities such as listening and watching the video of the history of this holiday, the turkey song and the narrated story, were very entertaining for the students and kept their attention for as long as possible.

However, the history of this holiday had to be explained twice because they could not understand why in other countries this holiday is celebrated and not in Mexico (Interculturality).

In the activities of lesson 2 the results were very encouraging because through kahoot and wordwall games they were able to implement their language output, demonstrating their acquired knowledge.

Finally the students are now able to explain the origins and why this holiday is celebrated in the United States and Canada and why it is not celebrated in Mexico. They also understand the importance of respecting the customs of these places and were able to acquire the concept of gratitude and friendship.

In the activities of lesson 2 the results were very encouraging because through kahoot and wordwall games they were able to implement their language output, demonstrating their acquired knowledge.
Finally, the students are able to explain the origins and why this holiday is celebrated in the United States and Canada and why it is not celebrated in Mexico. They are also able to understand the importance of respecting the customs of these places and were able to acquire the concept of gratitude and friendship.

The results of the activities were generally good, the students were enthusiastic and interested in the activities. However, due to time constraints, the previously designed activities had to be shortened.

Also due to lack of network connectivity, not all the activities foreseen in the lesson plan for the formal evaluation of the students were carried out.

However, some students were not able to understand the reason for this holiday, so we had to make use of the L1 so that they could fully understand the topic and not be confused in the following activities. In this sense, it seems to me that the expectations were too high.

At the end of the lesson some students mentioned that the day they visit the United States of America or Canada, they will know why the people of that region celebrate Thanksgiving Day.

Chapter 4: Conclusions

Globalization, technology and international relations are the main reasons why English has become the main language for several years now. Because of this, human beings have ended up using English as a lingua franca, so that people from different regions of the world can communicate with each other, even if they do not have English as their mother tongue or are not native speakers.
It is because of this reason that teachers should take a more active role to include intercultural competence in their classes so that they can gradually adapt to the new

challenges that living in this world of globalization and technology implies, so that they can communicate effectively with people from different cultures around the world.

It is important to take into account the characteristics of different cultures in order to create more empathetic students with different societies.

As a teacher, it must assume a theoretical aclectic role, since each and every one of the theories studied in this specialty provide bases, strategies and methodologies to fulfill the goal that students acquire the L2, in the best possible way and that they are able to use it in real situations of everyday life and that it is a means for their lives in general to be prosperous.

As a teacher, must be concerned about helping my students' self-knowledge through strategies based on strategies that favor learning in a natural way, making use of new information technologies, without forgetting the intercultural environment, and always considering the affective environment, personal identity, and the connection between the classroom - home - social group; the physical spaces of pedagogical interaction, the available resources, the environmental stimulation; the permanent feedback between teacher-student; the creative autonomy, the previous knowledge; the level of handling of the four skills (reading, writing, listening, speaking).

The use of TICs in this specialization was very important, since one of its objectives was that I learned about their usefulness and benefits in the teaching field and that as a teacher I learned to use them and consider them as a competence that contributes in an effective way to the teaching and learning of a second language.

Teaching English through digital skills is crucial to thrive in a more interconnected world. As the OECD points out. (OCDE, 2020)

I learned to efficiently use various resources available on the web (information and communication technologies) to help me make my classes more dynamic and enriching.

Returning to Krashen's theory that one should spend as much time as possible in contact with the input, it should be taken into account that most English learners only have two or three hours per week and this means that they do not have enough input to acquire the L2 in a natural way. To counteract this disadvantage, I can make use of ICTs so that they can freely practice the L2 at any time, for example through games, activities as assignments.

As a teacher I must participate and guide my students' learning in a more active way, either in the classroom or online, acquiring a guiding role, analyzing and guiding the students in the acquisition of the second language through experiences as close to reality as possible so that their learning implies an integral formative process covering the four skills of the English language, in order to become competitive people.

After having studied, analyzed and applied the precepts learned and the experience obtained in this specialty, I could finally conclude that all of them can be applied by teaching students from a humanistic point of view, through which one learns by doing or practicing constantly including ethical and moral values, in which the central axis will always be the student.. (Douglas, 2020)

So as a teacher I will be a facilitator or guide to provide all the didactic and pedagogical tools so that my students can strengthen and optimize their knowledge.

The knowledge under this premise is bilateral because it allows me to discover, extract their knowledge with the objective of helping them to exalt their strengths and discover their weaknesses as areas of opportunity and work to achieve academic excellence. Students learn when it is interesting what they learn.

Finally I can conclude that as an English teacher I have become a better version, with so much knowledge accumulated and practiced after studying this specialty. That is why it is essential to take the lead and be a genuine agent of change, applying all that knowledge, methods and teaching in order to create higher quality classes with a strong emphasis on intercultural competencies and making greater use of information technology.
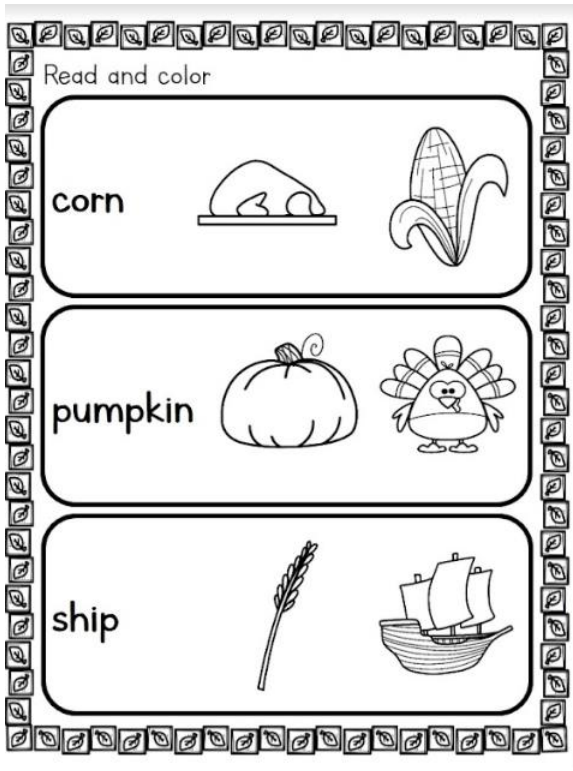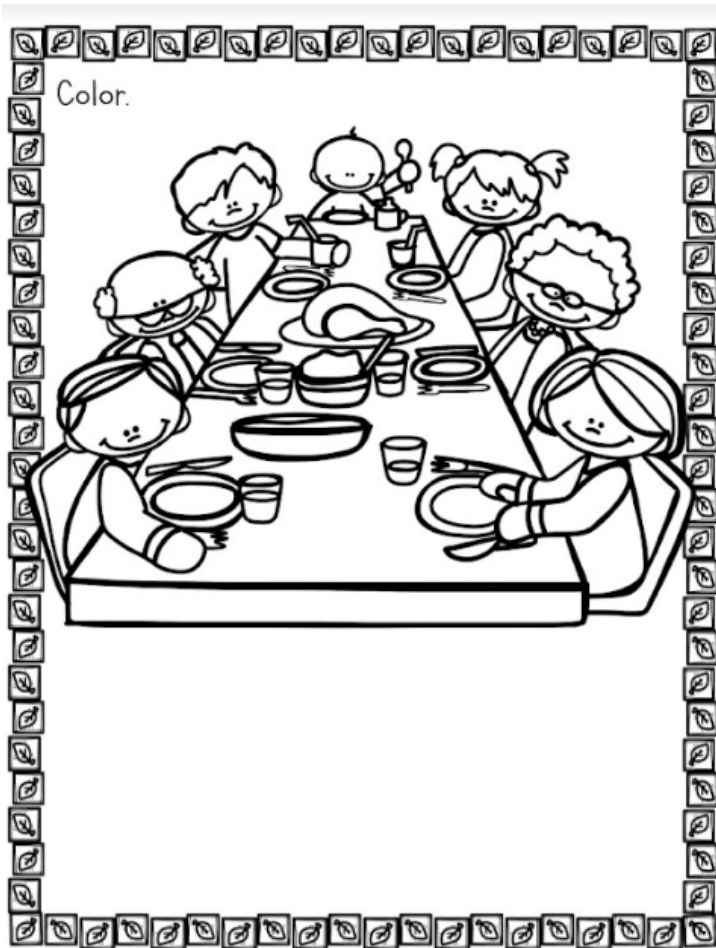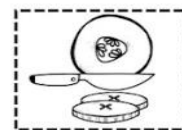
Appendixes

Appendix 1 -

Appendix 2

Color the family and draw your family.

Appendix 3

Appendix 4

| Diapositiva1.JPG | Diapositiva2.JPG | Diapositiva3.JPG | Diapositiva4.JPG |
| Diapositiva5.JPG | Diapositiva6.JPG | Diapositiva7.JPG | Diapositiva8.JPG |

Appendix 5

Color.

Appendix 6

Cut and paste

Slice   Squeeze

Cut   Chop

Add   Mix

Appendix 7

Color as indicated

Family game – yellow   family – purple

Dinner – blue   hug - pink

Appendix 8

Color the friends girls. Circle the friends boys.
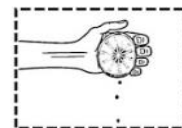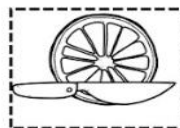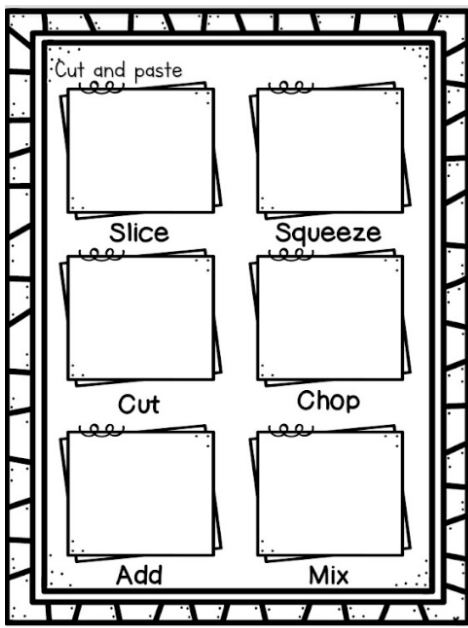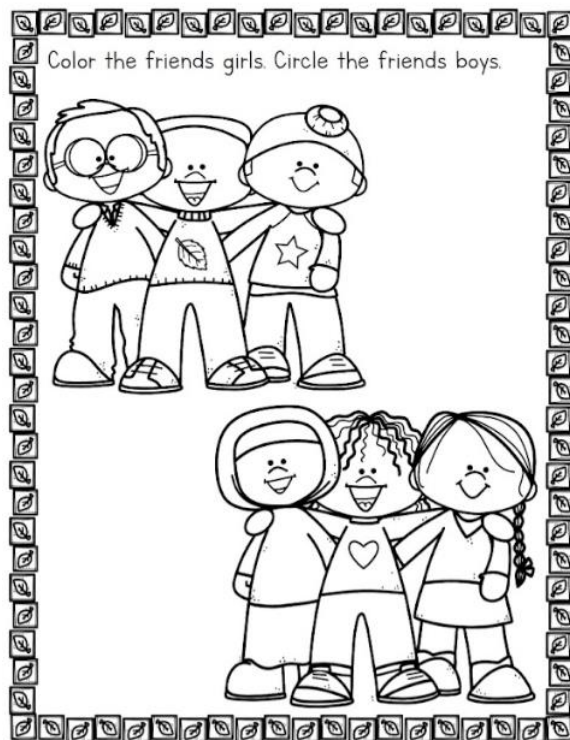
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