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Teaching and learning with

Digital technology and a new philosophy.

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PRESENTA:

RICARDO COTA GONZÁLEZ

ASESOR: NORMA SUSANA RIVERA HERRERA

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RICARDO COTA GONZÁLEZ

Tutor: Norma Susana Rivera Herrera

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Nombre completo del(la) autor(a):	**RICARDO COTA GONZÁLEZ**
Matrícula:	210926163
Domicilio:	Privada Playa Sábalo #7024 Fraccionamiento Chulavista, Mazatlán, Sinaloa, México
Teléfono:	669 150 7595
Correo electrónico:	210926163@alumnos.upn.mx

Atentamente,
Ciudad de México a 19 de Junio de 2022.

RICARDO COTA GONZÁLEZ
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP   Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: NORMA SUSANA RIVERA HERRERA
Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado

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Introduction

This final project's aim is to present the theories, approaches, assessments, principles, etcetera that I have been studying during this specialization of teaching and learning of English as a foreign language and how I have applied this new knowledge in the classroom by developing the four language skills.

The pedagogical intervention was made with the use of new methodologies, approaches, and strategies in four sessions with the theme of intercultural competence, in addition to the use of digital technology, websites, and applications with the use of a mobile device.

Learning English should not only focus on the communicative ability of learning another language. You do not just learn grammar, vocabulary, syntax, etc., learning another language leads you to learn about the culture the language comes from.

The components of theoretical foundations are detailed where the competence of interculturality is included. The meaning of culture can vary, which by the way each of the communities and cultures detail a different meaning and all are correct.

In chapter one, my teacher philosophy also presents the way I have learned the English language and how I have been improving the teaching/learning processes for me and my students, adopting new learning methodologies as well as implementing technology.

This work presents the four-lesson plan, the way to assess the achievements, the progress of the students, and the issues that emerged during the process (previous, during, and after the classes). The creation of rubrics, checklists or some other tool are fundamental in classes. Within the same program (PRONI) a checklist is contemplated for a monthly evaluation; however, as an English teacher, rubrics had to be created in every single lesson plan.

An experience report is presented in chapter three, with all the knowledge, details all the experiences lived in the process of the application of the proposal, as well as the most recurrent findings, or greater significance that are presented, basing it with the theoretical foundations proposed in this work.

Finally, I mention the conclusions to the intervention of the improvement of the four skills of learning a foreign language (in this case English), future research, commitments and realities found, and also all the results obtained in the intervention of the project.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

My name is Ricardo Cota, I am 44 years old, my first contact with the English language was in high school, I remember that it was one of the subjects I liked the most, as well as electronics, (a workshop I had selected).

My uncle saw that I had a lot of enthusiasm so he decided to enroll me in a private English language school to improve my learning and to have another tool in my life. The type of learning given in that school was the structuralism because it was based in translating sentences from books.

This was done until the middle of the course which was the first four books of the whole course and then from the fifth to the eighth book the classes were only in English. There were exercises about substituting words from the sentences (this was done orally) and we also did a lot of choral repetition exercises, the book I used for this course is called "American English Course", based on the audiolingual method

I studied this course for two years which was a pleasant and a rewarding experience, but I must confess that I failed the fourth level (book 4) so I had to repeat it because I did not accomplish the necessary credits to move on to the next book or level.

Then, my second contact with English was in high school where the type of learning was focused on translation of texts and behaviorism. The classes were simple and boring, so they did not call my attention, besides that I was a teenager which means "an age of rebellion".

When I arrived at the university there was not much difference in the type of learning but I began to practice it more. In the mornings, I studied English and from noon to night I practiced it working in shops for tourists. There, I felt that I learned to speak it better. I remember the process of "behaviorism" when the American people corrected me when I pronounced or said something wrong. They understood that I was a learner of the language so they were very supportive. Eventually, I continued

working in the same company where the use of the English language was a very important tool and it was necessary to be able to work.

When I focused on teaching this language, it was a great challenge because I did not want to teach the way I was taught and I knew that the first enemy to defeat when I was learning the language was speaking.

Thanks to my work as an English teacher, the English coordination sent me to Valle de Bravo, state of México to a Rassia´s workshop. This workshop was about a totally different learning method from the one which I had learned. It was a very useful method but when the level of the activities was high, it was a little difficult for me.

I was taught to use learning techniques that I could use with my students to demonstrate learning in front of the school. (An open class).

My experience teaching English as I mentioned before, I did not want to be like my previous teachers. I do not mean that they were bad teachers but I wanted to focus more on my students producing the language so they could learn better. I have been an English teacher since 2008 until now but I stopped teaching English for a while because I got a job as a regular teacher in a public elementary school but I am back, doing what I love the most, teaching English. It has been a great challenge for me to teach English classes in public schools. I started doing this when English was taught to children for the first time in elementary public schools. Unfortunately, nowadays, parents are not very supportive of their children with this subject,

At that time, I had about 30 students per classroom so I considered that I had to learn how to teach better but above all I needed to have group control and better prepare classes.

This motivated me to take a pedagogy course in 2008 to know and understand the learning process of students. After that, in 2009 I began studying at UPN "National Pedagogical University", to learn more and get a title as a teacher in elementary school.

While studying at UPN, I put into practice everything I was learning in my classes. It was gratifying that every day I was improving in important aspects such as: class

control, use of visual material, body language (mimics) and the use of playful and attractive activities for my English classes.

Nowadays, I feel satisfied knowing that the classes I teach, are eagerly awaited by my students just as they eagerly await physical education classes. I believe that this shows the results of my teaching.

As I have always said, I want my students to overcome the fear of speaking a language that is not their mother tongue by giving them confidence and security as if they were using the language in their daily lives. Since, I began working for PNIEB (Programa Nacional de Inglés en Educación Básica), now PRONI (Programa Nacional de Inglés), I like to be outstanding in my work. I still have a lot to learn from my classmates and from myself, which is why I am studying this specialization so that students can develop learning as constructivism and be able to achieve what is established in the syllabus from. (SEP, Syllabus cycle 3, 2011) "is for students to develop specific competencies particular to social practices of the language that enable them, through the interaction with oral and written texts, to understand and use English"; talking about my experience teaching context the school I work for "Primaria Angela Peralta" is the biggest in Sinaloa, it has four groups in every grade and each group has between 35 and 40 students. It is located right in the middle of five popular colonies and most of the parents of the children studying at this school are employees of different companies, construction workers and housewives who have studied only high school.

My class consisted during the first part of the cycle of submitting an activity each week through WhatsApp and teaching the online classes once a week. And now, in face-to-face classes, I am giving the sessions twice a week, and these last thirty minutes, by the way, they (the government) are thinking of going back to online classes.

The characteristics of this school are like the characteristics of most public elementary schools in Mexico, a context of poverty and parents who work all day long so they give little support to their children to fulfill their English class assignments. Despite these adversities, I have outstanding students whose parents

are committed to fulfilling their children's homework and assignments, parents who want their children to have a professional career. Also, I have some students who have relatives in the United States who want to be able to communicate with them, this motivation is called integrative motivation.

I have students that like the English class because they learn new skills and acquire knowledge and even more, they can apply them in video games (learning styles).

I have students who try to do their best in every class to learn English and apply it in their daily life, their learning takes far beyond. (The output, Strategies invest); others students help their parents on weekends in their jobs (Shops) where English in necessary and helpful since many foreign tourists buy in these shops (intrinsic motivation).

Other students have their own motives but I need to know my new students from this school year and find their turning point so that they can appropriate the language.

1.02 Theory underlying your teaching practice and identity

Teaching methodologies and approaches as well as techniques and establish links between methodologies, theories about language and theories about language learning have helped the teachers a lot to know how students learn and how to teach and having good knowledge on them of all the theories and approaches.

The theory proposes good ideas and practices in language teaching and is based on the theory of learning and human development. Lev Vygotsky has left teachers a great contribution with the theory of the zone of proximal development, in which he contemplates what the students can do and the English teacher too, want them to go, the guidance and assistance will help the learner to scaffold his knowledge to achieve the expected learning. In The Sociocultural theory, the teacher is responsible for creating satisfactory learning environments, with lesson planning, implementation of strategies and activities according to the students' contexts. Students have to produce and create sentences in their daily and social life.

Some teaching methods are mentioned below, which may be contemplated in this theory. One of them is Kolb's Experiential Learning Model, experiential Learning model provides the framework for the current English curriculum in Mexican junior high school, which is based in apprehend and comprehend. The first stage of four is the concrete experience "The first stage of Concrete Experience may be characterized as doing" (UPN, 2021). The second stage is reflective observation which can be understood as observing, abstract conceptualization. The third one which may be summarized as thinking and the last one is active experimentation, which is designed to lead directly into a new concrete experience.
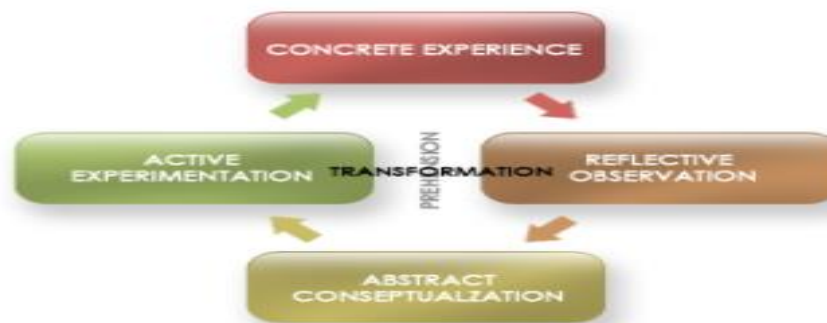

Image Cycle Kolb's

Kolb's proposes a learning cycle and as a teacher, one must be prepared to link from the stage of active experimentation to concrete experience. A constant transformation is achieved in the students.

Communicative Language Teaching and Task-based Language Teaching.

Communicative approach "The target of language learning is to learn to express communication functions and categories of meaning." (UPN, 2021)

In this approach the student is the main active element for learning. It is necessary to know what are the purposes of the syllabus regarding the teaching of the English language as it says "the purpose of English language teaching in Basic Education is for students to get the necessary knowledge to engage in oral and written social

practices of the language with native and non-native English speakers by means of specific competencies" (SEP, Syllabus 2010 Cycle 3, 2011)

There are 3 passages

(Nuan, 1991) Presents these five points in the communicative approach.

- An emphasis on learning to communicate through interaction in the target language.
- The use of authentic texts in the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important elements that contribute to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

Some techniques that can be used in this approach is putting into practice the language through social practices situations, exchanging ideas, etcetera. The students will be immersed and use language skills (writing, speaking, reading and listening).

The Task-based approach

Learners participate actively because it is a task-based approach, placed at the center of learning to achieve the target language.

The task has an objective and goal to achieve, the development of an interlanguage is the type of language produced by non-native speakers in their development of L2 learning, the proposed activities are clear, specific and are designed so that students can develop them it is the most similar to the social practices of learning.

The teacher is only the facilitator and the students work at their own pace having autonomy in their own learning. It is designed so that the education is centered on the student as it manages several new approaches.

Table of Principles of Task-based Language Teaching (Nunan, 1999)

SCAFFOLDING	It works as a supporting framework, it is important because learners may encounter holistic amount of language, and some of it may be beyond their proficiency level.
TASK DEPENDENCY	Within a lesson, tasks should be linked in order for succeeding tasks to build on and exploit the ones before;
ACTIVE LEARNING	Learners acquire language through using it; therefore, most class time should be devoted to opportunities for our students to use the language rather than listening to the teacher talk.
INTEGRATION OF FORM AND FUNCTION	This principle argues that language teaching should show students the relationship between form and meaning. Yet, students do not really know how to put these elements together for effective communication.
RECYCLING	This principle emphasizes that reintroducing language items over a period of time, allows students to encounter them in a range of different contexts.
REPRODUCTIVE AND CREATIVE LANGUAGE USE	Students need to produce language models provided by the teacher, textbook or audio to develop reproductive language work.
THE PLACE OF REFLECTIVE LEARNING	Our students require tasks that make them think about their learning process and how well they are working.

The kind of tasks are:

- Real-world or target tasks
- Pedagogical tasks
- Enabling skills

Behaviorism is the school of psychology that studies learning by means of stimulus and response. The stimulus is nothing more than what the learners' change does to change his actions so that he can do something. For Bloomfield, "when children first hear language, they are compelled to repeating or mimicking" (UPN, 2021) in this case it was the learning of a language.

Some learning models based on behaviorism are the following:

The grammar translation method, this teaching method is based on grammatically translating the texts exposed to the students considering important the grammatical rules, substituting sentences learned in a recent lesson, memorizing sentences, substituting words, asking them to read the text and then translate it. Some English teachers learned English through this method and they are now teaching in this English program (PRONI). This type of learning makes you translate in two directions, i.e., from and to the mother tongue, which does not develop the ability to speak it in a natural way, as a native speaker would do.

According (Larsen-Freeman, 1986)   Principles of the Grammar-Translation Method

Principle
Literature provides the superior model for language and language use, and the main goal of language learning is to be able to read works of literature in the target language.
Language learning consists of memorizing rules and facts about the target language and being able to manipulate the syntax and morphology.
Correctness is highly valued, emphasized, and enforced. We can see the traces here – as elsewhere in the Grammar-Translation Method – of the methodology for teaching classical (dead) languages, where accuracy was intrinsically associated with high moral standards. (Richards, 1996)
The learners' first language is always kept as a reference for analysis and as a medium of instruction in the target language.
Instruction in the target language proceeds deductively. Grammar rules are presented, and then followed by very mechanical practice.
The teacher is the authority in the classroom, whereas the students are passive recipients of instruction

Table of Larsen Freeman 1986

The teacher does not have the students react in a natural way to learning English. It can achieve interesting things but still the student will always be repeating the dialogues in their head in mechanical ways.

The direct method. - it is considered that this method of teaching should also be within behaviorism because only the auditory and speaking (oral) aspects are considered of major importance, not considering reading and writing to be important. The teacher's job is to make the student speak the language correctly as if they were native speakers.

Some principles of the direct method (Rivers, 1981)

- Language is not contained in books. Instead, language is connected to words which are produced orally and perceived by the listeners.
- Language is about communication and not about being able to understand literary pieces of written language.

- Language learning can be better achieved by finding native speakers as informants.
- Languages of the world are different and should not be taught by comparing the structures to European languages.
- All languages have an oral form; not all languages have a written form. This observation explains the importance of oral input in the process of language learning.
- Children learn oral languages first; only later in life will they acquire a written form.
- Native speakers learn language not by reading a grammar book but by hearing and using the language.
- Learners will have more success learning the language if they are interested in the society using the language

Finally, the Audiolingual method is also considered within behaviorism.

Audiolingual Method. - this teaching method is based on behaviorism, since it was designed in the Second World War, so that soldiers could quickly learn structures to be able to communicate in a foreign language. "The Audiolingual Method is based on the idea that learning a language involves the formation of habits (from behaviorism) and on principles of structural linguistics" (UPN., 2021)

Some students need this type of learning to enrich their speaking skills or improve their pronunciation. Rassias method, a method that creates an atmosphere of free expression is used by some teachers for this type of English language teaching.

Principles of the Audiolingual Method

- The goal of second language learning is to reach native-like proficiency.
- Learners will eventually process language at a subconscious level, as native speakers do.

- The use of the first language is not allowed in the classroom.
- Drills should be taught without a focus on grammar.
- Teachers must first teach listening, speaking, then reading, then writing. This ordering follows the order of acquisition of first languages.

The techniques used are: drills, so that, students can substitute words, the use of memorization and vocabulary review. In the direct method, short conversations in real life, calling objects by name (showing a picture) without looking for meaning, and the use of drill to learn sentences to be able to communicate within the classroom, for example asking to go to the bathroom or to get a drink of water are some examples of activities used in this method.

In addition, the theory mentions that any student learns in isolation and that the context and classmates always help in the learning process. Students learn collaboratively, helping their classmates to say the answer (how to pronounce the word) in teamwork and other ludic activities that take place in the classroom.

That is why the English teacher has to deal with a lot students from different cultures, norms, traditions, etcetera and teachers must be prepared with all this information to know what to teach, when to teach it and what not to teach. "Successful communication requires proficiency on multiple levels – grammar, phonology, lexis and culture." (Brdarić, 2016)

Learning another language is not only defined by the ability to communicate with other people, i.e., in an isolated way. Nowadays, we must learn and understand the society in which the language is spoken. In other words, the role of the teacher is to teach the intercultural competencies of the language to his or her students, in this case the English language. "In this theory, he asserts that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately" (Hymes, 1971)

Stephen Krashen´s hypothesis.

The theory of Krashen consists in five hypotheses

    A) Acquisition/Learning Dichotomy,

    B) The Monitor Hypothesis

    C) The Natural Order Hypothesis

    D) The Input Hypothesis and

    E) the Affective Filter Hypothesis

    A) Acquisition/learning dichotomy

Krashen believes the acquisition of language occurs in two different ways. It is a natural process of the subconscious, where learners use language to communicate without paying attention to grammatical rules and the proper use of them. "We have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated" (Krashen, 1982) and he believes the learning is an intentional process, considering the grammatical rules "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them" (Krashen, 1982)

    B) The Monitor Hypothesis

On the other hand, learners in this hypothesis use their learned knowledge to check the grammaticality of their language when students have produced it. Krashen said what learners have learned can serve as a monitor of their production. In other words, by monitoring their language production they are able to change their production, but L2 has to comply with the following 1) To focus on how learners speak and 2) To know the grammatical rules. In other words, learners focus on their Meta language "the Monitor does a better job with some parts of grammar than with

others. Specifically, it seems to do better with rules that can be characterized as "simple" in two different ways" (Krashen, 1982)

C) The Natural Order Hypothesis

L2 acquire morphemes in a fixed way, (Krashen, 1982)" proposed that children acquire morphemes in a fixed and predictable order. It is important in this hypothesis that the teacher teaches a grammatical structure and learners use it correctly and then the students acquire the language in a natural way.
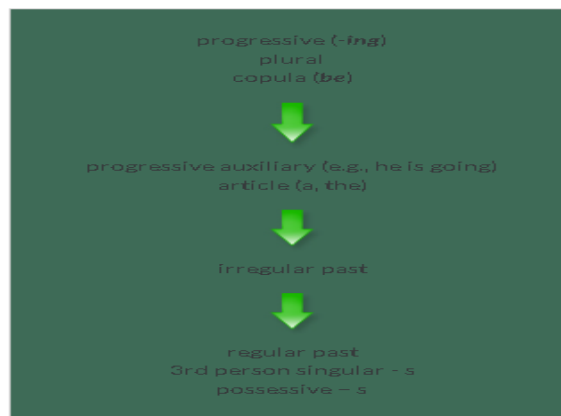
D) The Input Hypothesis

Language is acquired through comprehensible input. "Krashen defined the learner's current level of development as "i" and the level just beyond that as +1. Comprehensible input, which is the kind that learners should be exposed to, is given by i +1." (UPN, 2021)

E) The Affective Filter Hypothesis,

The emotional factor hypothesis: these factors influence in the learning process, they are motivation, attitude, confidence, and anxiety. When a teacher creates a nice environment in class, the learners can feel comfortable, calm, etcetera, activating their affective filters

By the way, it is sure that language and culture go hand in hand, that is why an English teacher must focus on his/her students learning the communicative competencies of the English language. Language is the way through which students learn the values, customs, rules, habits, etc. that people from another country have.

In a globalized world, where people are connected every day through the internet using social networks, forums, mobile devices, etc.; large companies establish their operation centers not only in their countries of origin but also in other countries to find lower-cost ways to produce their products. Personal growth of the employees of these companies can be seen traveling to other cities (where they do not speak the same language) to open new operation centers. In this globalized world, the English language has become a lingua Franca, through this language people communicate with a specific purpose, English has become a necessary tool in the educational system in a global world where most people learn it as a foreign language.

"English nowadays is considered as Global language, because it is used in almost everything. It has been used in technology, education, employment and scientific communication" (https://www.cram.com, 2022)

The communicative competence is different from the intercultural competence. Communicative competence implies to be able to communicate between two or more cultures (language) i.e. "When students of English interact with individuals from the United States, they interact in a social context that determines the language used" (Hymes, 1971) and the intercultural competence is to know how these cultures develop socially, culturally, economically, etc.

Intercultural competence favors meaningful learning since it is based on social communicative practices. In other words, students learn from their context, dialogues, etc. and not only the grammar, syntax, etc. of the language.

(Byram, 2002) Developing the intercultural dimension in language teaching: a practical introduction for teachers in the next chart.

Intercultural attitudes (*savoir être*)	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviours. Ability to "decentre".
Knowledge of social groups (*savoirs*)	Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.
Skills of interpreting and relating (*savoir comprendre*)	Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
Skills of discovery and interaction (*savoir apprendre/faire*)	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
Critical cultural awareness (*savoir s'engager*)	Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Table 1.1 Model of Intercultural Competence

Byram suggest with this chart what English teachers have to teach and what their students have to learn about the target culture. L2 will not become in an L1, L2 will become an intercultural speaker. Byram proposes to teach students to be intercultural speakers (rather than native speakers).

It is very hard to follow the syllabus because integrating the four skills in half an hour class is complicated, but teachers from PRONI are taking short steps to do it. The

short time for face-to-face class teaching English is not enough time to give clear instructions, ask about the weather and the date (the teacher's daily routines) and then encourage students to develop their speaking skills. In the lessons plan, it is considered to develop the four skills.

When a student uses a book, there is always a purpose, this purpose may vary depending on the objectives of each student, and they could obtain information, to document themselves, to satisfy leisure, curiosity, in other words, a lot of intentions. The meaning they give it would have to do with previous learning. "The purpose of reading is to understand the passage well and to get useful information from it" (Ling, 2011)

Some more characteristics of the speaking skills are: Besides speaking, in contrast with writing, it is mostly unplanned and informal, using vague vocabulary.

Much of spoken language is idiomatic, filled with ready-made phrases, fillers, and hesitations, containing slips and errors because it is delivered within a little time frame, being time restriction the main constraint.
Another characteristic is adaptability since it can be adapted to each context or situation.
It is reciprocal because it is an exchange of messages between people who expect an answer, using linguistic and paralinguistic devices. (UPN, 2022)
First graders students appropriate the written language, where the signs are not inserted as a blank slate but the same thought is expressed through the same thought and the symbol is the tool of communication. Students begin learning as Sanchez points out (Sanchez, 2004) decoding, making inferences, critical reading, using different approaches to understand what they are reading, some of them are: bottom-up approaches, top-down approaches, and interactive approaches. As the last class passed, the teacher became the reader, and the students read along with him, decoding keywords that would be used later to answer the questions in the book on page 81.

It is not easy to become a good reader and writer in English. This takes some time and practice, a lot of practice. One of the most common strategies is setting up a reading lab in or near your classroom. (Zukowski, 2000) Suggests to find "readable" material according to the student's needs. The Reading lab should have a level of difficulty that will not discourage the students. a) Short sentences, b) Uses the active voice, c) Uses enough white space, d) Has graphic support, e) Has a limited scope, f) Focuses on a single topic, g) Has explanatory redundancy in the text, h) Uses a clear serif font, i) Uses at least a 12 point font, j) Has narrow columns, k) Is not justified, l) Uses light colored paper, and m) Uses dark ink for clarity when reading.

And finally, we have the written skills (Micro skills) (Brown D., 1994) which are developed when students produce graphemes (handwriting) and orthographic patterns (spelling) of English.

The English teacher has to promote the teaching of reading, writing and speaking skills considering the stages of each student, the common objectives students may have, the selection of the types of topics for each one of them, the previous knowledge that they have, knowledge about the topic, and expectations that the student may have (motivation).

Developing listening skills is very important, a skill in which the student must understand what the speaker is saying, taking into account the pronunciation and the grammatical form, decoding the message and internalize it. "Learning a language involves developing communicative skills, that is, the set of abilities that enables a person to express information so that it is received and understood" (UPN, 2022)

The class started with the speaking skill as Krashen suggests in the first hypothesis "the acquisition of language occurs in two different ways. It is a natural process of the subconscious, where learners use language to communicate without paying attention to grammatical rules and the proper use of them". The students learn how to speak through the mother; in this case, they will acquire a foreign language (English) through the teacher. Students have to say the words in English like the vocabulary that most teachers teach in a new topic in class.

How texts are produced (micro skill) in the second class was by writing: I am from_____ (country) and, I am (nationality). As (Brown D., 1994) suggests that short texts should be created to turn the students into little writers.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan.

Lesson Plan

1st class

1. Lesson plan: Developing speaking skills	
Teacher	Ricardo Cota
Educational stage	2° grade
Environment:	Educational and academic
Social Practice of the language:	Give and receive information about personal data.
Achievements	Name countries and locate them on a map and rewrite information about a country on a chart.
Skills to develop	Speaking skill
Warm up	Ss play "Hot potato" using the vocabulary from the previous topic (hobbies).
Development	T shows the Mexican flag in a flashcard or using an iPad. T asks Ss where is that flag from? T asks Ss to say the name of the country. T gives some examples using this country for this class. E.g.: **I'm from Mexico, I'm Mexican.** T posts 4 other flags on the board and asks Ss to say the name of the country and nationality after the T.
Assessment	T. shows a flashcard and Ss have to say the name of the country and nationality. T uses Rassias Technique (substitution word) and asks Ss to say the name of the nationality.
Closure	T asks Ss to draw the Mexican flag and color it.
Material & Space	IPad, images, speaker, markers, etc.

2nd class

1. **Lesson plan: Developing writing skills**	
Teacher	Ricardo Cota
Educational stage	2° grade
Environment:	Educational and academic
Social Practice of the language:	Give and receive information about personal data.
Achievements	Name countries and locate them on a map and rewrite information about a country on a chart.
Skills to develop	Writing skill
Warm up	T. shows the Mexican flag to Ss and encourage them to say: **I'm from Mexico, I'm Mexican.**
Development	T shows the Mexican, Chinese, Japanese, British, American flags using flashcards or an IPad, T asks Ss where is that flag from? T asks Ss to say the name of the country after him. T gives some examples using this country in the class. E.g.: **I'm from Mexico, I'm Mexican.** I´m from China, I'm Chinese, I'm form Japan, I'm Japanese, etc. T. Shows the video using an IPad (nationalities) https://youtu.be/eZNvqfkA4zE and then T gives Ss a worksheet only with the flags of the country. Ss have to write: **I'm from Mexico, I'm Mexican. I´m from Japan, I'm Japanese** and so on. Participate in the writing of information. Complete sentences based on a set of words.
Closure	Ss will locate the countries on the map and will write them on a label (exercise from the book, page. 77 book *Think in English*) Ss answer a quiz (homework) (https://quizizz.com/join?gc=35898421) and T. checks the answers.
Assessment	T checks if Ss answer the Worksheet correctly. T gives Ss feedback.
Material & Space	IPad, Images, speakers, markers, Worksheet, etc.

3ʳᵈ class

1. Lesson plan: Developing listening skills	
Teacher	Ricardo Cota
Educational stage	2° grade
Environment:	Educational and academic
Social Practice of the language:	Give and receive information about personal data.
Achievements	Identify purpose and topic based on illustrations and information. Rewrite information about a country on a chart.
Skills to develop	Listening skill
Warm up	Ss play the fly swatter game. T posts flashcards on the board (flags countries) and T says: I'm Japanese or I'm American, and so on, Ss have to touch the flags the sentence belongs to.
Development	T shows an ID chart and reads the name, country and language of the kid's ID and Ss have to complete the chart from their book (page 80) book *Think in English*
Closure	Ss answer the riddles from the book collaboratively (in groups of 2 or 3 Ss).
Assessment	Ss answer the quiz (spelling bee of the countries and language they speak (https://quizizz.com)
Material & Space	IPad, Images, speakers, markers, Worksheet, book, etc.

4th class

1. **Lesson plan: Developing reading skills**	
Teacher	Ricardo Cota
Educational stage	2° grade
Environment:	Educational and academic
Social Practice of the language:	Give and receive information about personal data.
Achievements	Identify purpose and topic based on illustrations and information. Rewrite information about a country on a chart.
Skills to develop	Reading skill
Warm up	Ss answer the quiz (spelling bee of the countries and language they speak (https://quizizz.com)
Development	T reads the text from the book twice and writes the text on the board. T underlines some words with red (key words) Ss read the text while the teacher reads it. Ss answer a true-false exercise with the teacher's help. Is Canada Big? Is Canada cold? Does Canada have lots of People? Do people from Canada only speak English?
Closure	T asks Ss to color with red The United States of America and color with green Mexico from the map (page 81) Ss complete the chart from the book, with the next words (Canada, Mexico, English, Spanish, Guatemala, Belize)
Assessment	Ss answer the quiz (https://quizizz.com) Information about United States of America
Material & Space	IPad, Images, speakers, markers, Worksheet, book, computer, Projector, etc.

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

Everything that is done must be evaluated, when working with second grade, all the progress of students has to be recorded during a month and the academic coordination of PRONI sends a rubric list to register the information. In addition, this progress has to be registered in a platform from google. The objective is to analyze strategies and actions so more students do the activities during the online classes. "It should be acknowledged that the purpose of this cycle is to record the degree of progress attained in every-day class work and any changes or adaptations required" (SEP, 2010)

The assessments that teachers from Sinaloa apply in PRONI are summative and formative, they do not give exams as a form of evaluation. The evaluations are done to measure the learning progress of the students, as well as to measure the progress of the program on the part of the teacher. In the case of the lower grades and due to the pandemic, the evaluation of student learning was summative rather than formative, formative and summative assessments are not mutually exclusive.

Now in face-to-face classes, formative evaluations are done, the students are corrected in classes, and students are encouraged to take their own process of the learning of a second language. A teacher provides an environment of security, confidence so that the student does not feel frustrated when being evaluated, remember that (Brown, 2004) considers "emotional factors (illness, fatigues, anxiety) and cognitive factors (developed test-taking strategies, test-takers reasoning"

Teachers tend to do both formal and informal assessments. The difference between these two assessments is that the informal assessment is spontaneous, most of the time teachers just assess students informally by observing them and saying "well done", "good job" when they are participating in class. On the other hand, the formal assessment is a strategy where teachers give students a score or grade on different tasks, quizzes or exams. Every time students work and the teachers give them feedback on an assignment, they are providing them with informal but process-oriented assessment. Informal assessments include pronunciation feedback,

learning strategies, and day-to-day student-teacher interaction. Formal assessments, as the name entails, are much more official and hence formal.

Assessing Speaking

For (Kuhlman, 2008) there are strategies to take into account: Speaking is an observable skill so it might be easier to assess. When speaking, include non-verbal language such as hand or body movements, and facial expressions. Speaking requires interaction with at least two people. Speaking may show language variation, that is, some particular dialects may appear as issues to discuss and Speaking cannot be assessed in isolation.

Criteria	5 points	3 points	1 point
Pronunciation/ diction	It is easy to understand what S says and makes few errors	S makes many errors in pronunciation but can be understood.	It is very difficult to understand what the S says
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations	S cannot communicate effectively in any situation
Word choice	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings	S speaks using unrelated words
Usage	S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	Unable to respond using English language vocabulary.

(Kuhlman, 2008) Rubric to assess speaking

Assessing writing

For (O'Malley, 1996) the assessment of writing is the best assessed skill and proposes five steps: Prewriting, revising and editing process, post-writing or revising and editing. Although the author also suggests analytical rubrics, the objective of the rubric is that it can be adapted according to the English level and needs of the students or composing. The teacher must adapt to the needs of the students, putting the students at the center of the learning process.

Assessing vocabulary and grammar

The objectives and goals should be set in the short and long term. In the short term, it is contemplated that students will learn more words in another language and that these will be used in sentences with good grammar (Long term) that is the reason the teacher has to focus on good strategies to teach it. (UPN, http://eeaile.upnvirtual.edu.mx, 2021) "It is therefore important to acknowledge the importance of vocabulary learning and it is necessary for teachers to explore ways of engaging students with vocabulary more effectively".

And there is also an institutional rubric that the teacher from Sinaloa has to attend, the academic coordination of PRONI sends us a rubric list, in addition to filling out via google this information about the progress of students as a group. The objective is to analyze strategies and actions so more students do the activities during the online classes. "It should be acknowledged that the purpose of this cycle is to record the degree of progress attained in every-day class work and any changes or adaptations required" (SEP, 2010)

Escuela	CCT	Grado
Nombre de la Escuela AQUÍ	0	1ro de Primaria
Ambiente Social de Aprendizaje	Producto	Total alumnos en este grado
Lúdico y Literario	Palabras que riman para un juego de mesa ilustrado.	0

Datos del Alumno			Didáctica General			Aprendizajes Esperados							
Grupo	No.	Nombre del alumno	El alumno envía evidencia del trabajo en casa en tiempo y forma.	Si es alumno No envía evidencia del trabajo en casa, mencionar la razón:	Se observa que el alumno sigue las instrucciones indicadas en el trabajo.	Explora canciones.		Participa en la entonación de canciones.		Sigue la lectura.			Valoración Promedio Semanal
▼	▼		▼	▼	▼	Nivel de progres ▼	Calificación sema ▼	Nivel de progres ▼	Calificación sema ▼	Nivel de progres ▼	Calificación sema ▼		▼
	1												0
	2												0
	3												0
	4												0
	5												0

Image Institutional rubric

Performing and Recording the activities

2.03 Attached evidence of (graphics, photos, images)

Report of application the quiz
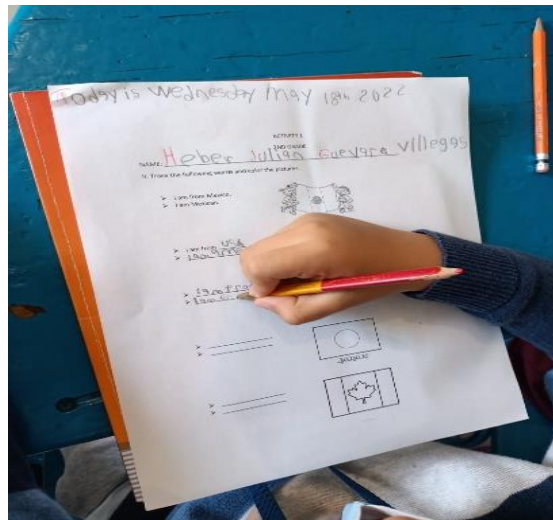
Worksheet Writing Skill

To jqy is wethes jqy Mq[?]

Think! and Write

A Read and number.

1. Country: [9]
2. Capital city:
3. Population:
4. Language:
5. Currency:
6. Another fact:

[7]	Washington, D.C.
[2]	The USA
[3]	American dollar
[4]	308 million
[5]	English
[6]	The first president was George Washington.

B Complete the fact file for your country.

| 119 million | Mexico City | Spanish | Mexico | Mexican peso |
| 1968 Olympic Games Host | | Indigenous languages | | — |

Country: MeXlco The U[?]
Capital city: MeXico ciTy
Population: more than MOre thg
Language: EpqnIsh
Currency: MeChicq Pesos
Another fact: 1968 olympi

• Ask and answer questions about your fact files.

[?]2 Unit 10

Assessment

Think!
A Read a[...]
1. Whi[...]
2. Wh[...]
3. Wh[...]
4. Wh[...]
5. Wh[...]

Check
1 and
3 and
5 and

Product Time Step
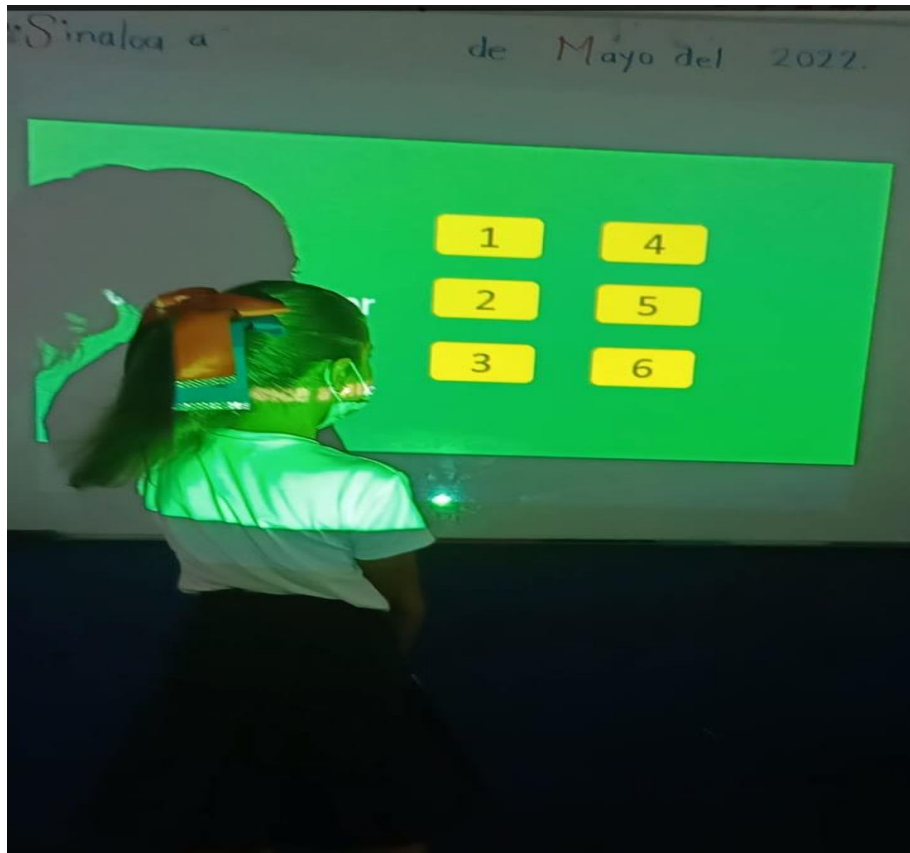
Listening Activity

Think! and Say 38

A Read and answer the questions. 📖 ✏️

North America: Canada

Canada is the biggest country in North America. It is north of the United States. It has lots of countryside but not a lot of cities. Canada has a small population of around 36 million. Most people live in the south of Canada, because it is very cold in the north. Canada has two official languages, English and French, but it has many indigenous languages as well. The most common is Algonquian.

1. Is Canada north of Mexico? _ho, it ish t_
2. Is Canada big or small? _it ais big_
3. Is Canada hot or cold? _It is cold_
4. Does Canada have lots of people? _ho, it does ht_
5. Do people only speak English? _ho they sfak english an freh ch_

B Complete the information about the USA and Mexico. ✏️

	USA		Mexico	
Location	North of _____ and south of _____		South of _____ and	
Population	Around 323 million		Around 127 million	
Weather	Very hot and very cold		Hot and cold	
Languages	_____ and _____ indigenous		_____ and indigenous	

Text and questions from the book *Think in English*

2.04 Show evidence of your designed tool to assess your students

Criteria	Needs to works (1)	Adequate (3)	Excellent (5)
Pronunciation	Ss do not how to say the sentences	Ss say sentences without help.	Ss speak English with good pronunciation
Fluency	Ss do not communicate effectively.	Ss can communicate	Ss Speak English Clearly

Speaking Rubric
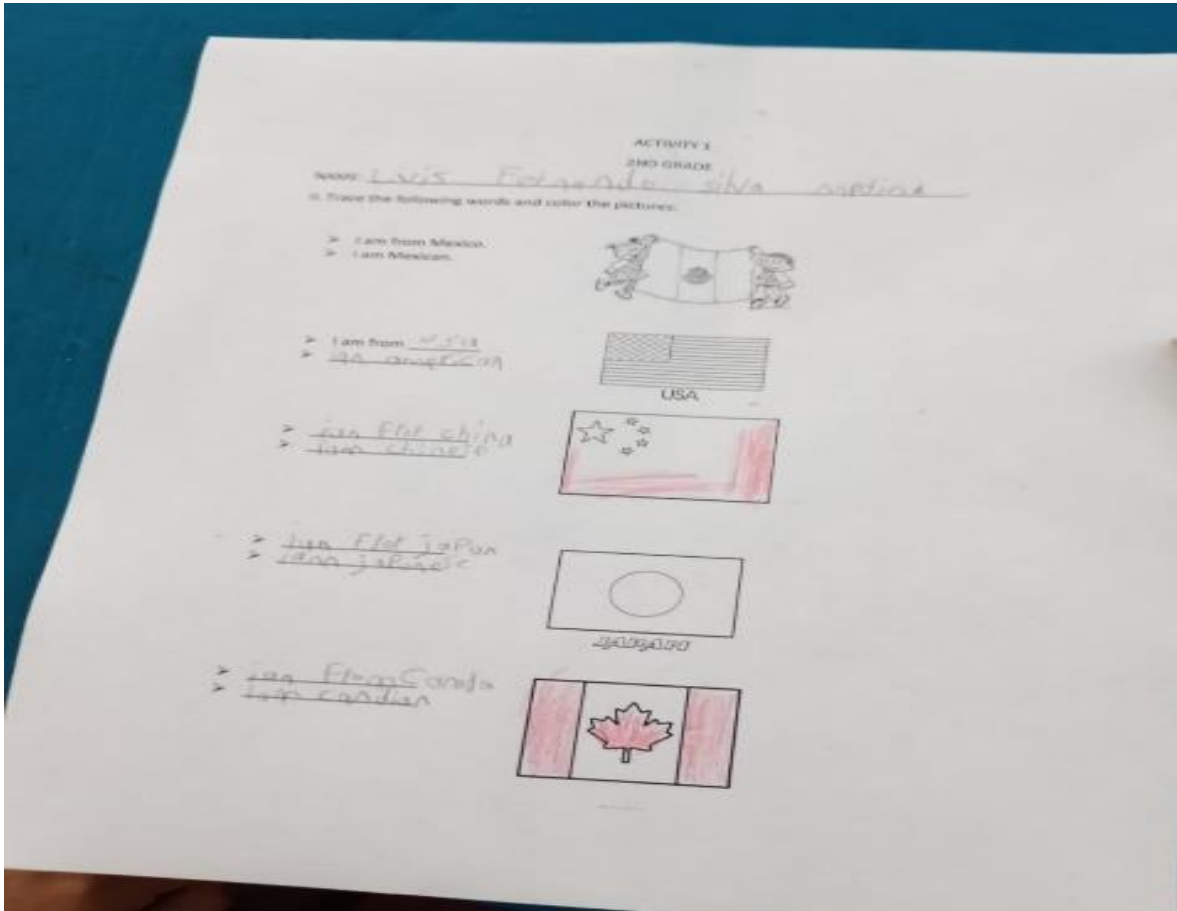
Writing worksheet
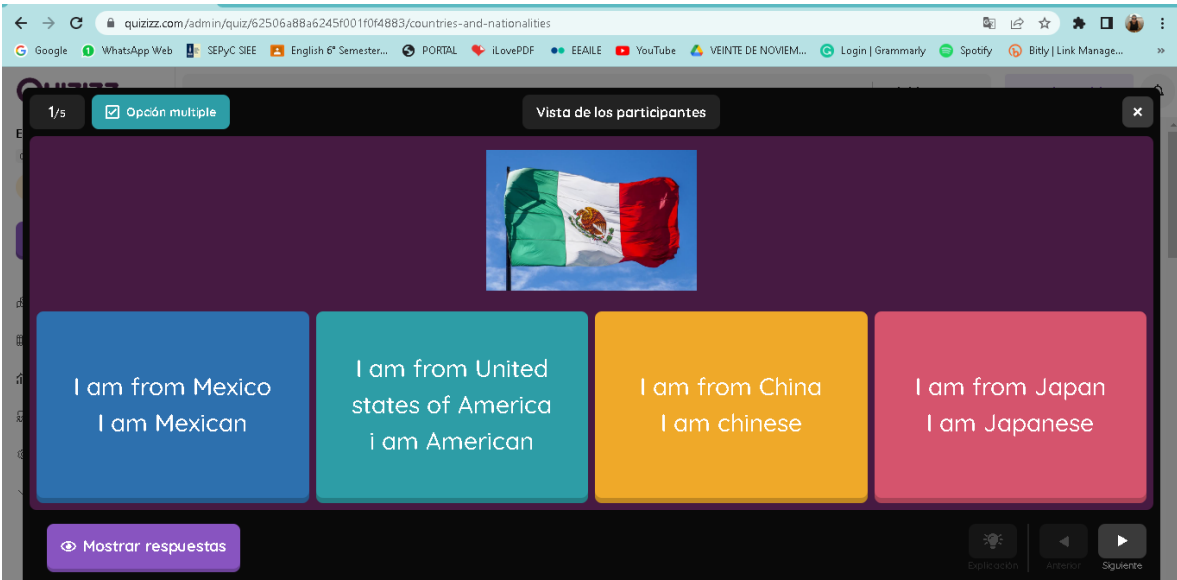
Quiz activity

2.05 Performing and Recording the activities

https://youtu.be/NLde5JGMHKY (video)

Chapter 3: Experience Report

The application of the class was very good, each of the language skills was developed in every class following the established in the syllabus and lesson plans.

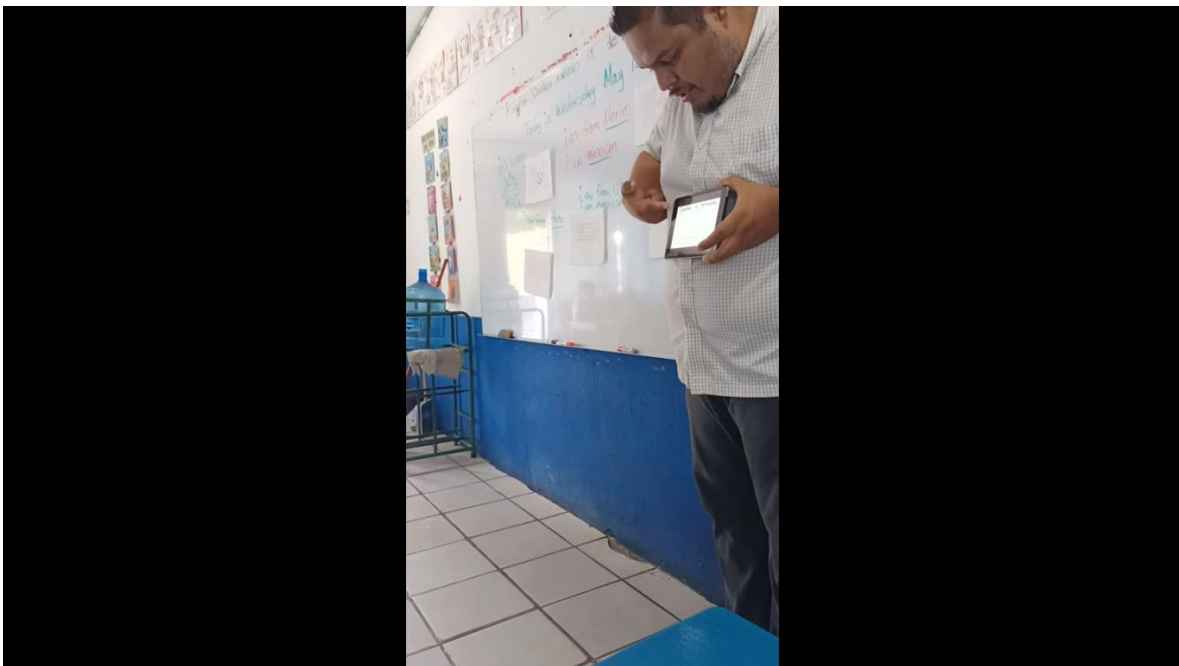The first skill to develop was speaking. The purpose and achievements were fulfilled according to the lesson plan.

The achievements were the names of the countries, and locate them on a map and rewrite information about a country on a chart, and they were able to say "I am from ..... and I am ..." according to the flag. The students identified the nationality and flag of another country and express it by saying "I am from ____, I am _____. Unfortunately, class time was not enough because in half an hour students could not finish the activity. The closure activity was given as homework, it was something simple that the students did without any problems.

The second class was working on the writing skill, activating the previous knowledge from the last session, and then the students worked on a writing activity. These activities were done without any problem and the writing activity was a worksheet where students had to write their nationality and country of origin.

On the third class, students worked on listening skills, where a small change was made in the activity, instead of using the fly swatter (to avoid sharing it and prevent contagions), students used their hands. The students developed the skill with the help of the teacher by talking about the characteristics of the children shown on the page from the book. There were some connectivity problems but the activity went smoothly. Finally, an interactive game with the Power Point application was played and there was an excellent participation from the students and the development of listening was phenomenal.

The development of the Reading skill class was the one the students liked the most, the application of the reading approaches gave excellent results. The students could have a better reading comprehension with small texts even without having much knowledge of a foreign language. The last activity was also given as homework due to lack of time.

The combination of activities during the application of these lesson plans was very good, the objective was fulfilled. However, it is necessary to consider that the time for an excellent class has to be longer than the thirty minutes that are allocated at the moment. Soon, the classes will be as they were before the pandemic, without using masks. This will allow students to participate in a better way.

The English teacher is free to choose which methodology can use, sometimes he/she can use one methodology with a group and maybe not the same with others, and he/she must identify the needs of students and must not "Satanize" any approaches or methodology. Use the correct one at the right moment, even if it is necessary to use more than two approaches or methodologies in the same class, but be careful not to affect the learning process. Most of the teachers learned under the behaviorism and structural system approaches. The teacher wants and loves the idea: to teach with the "new process of learning" but he/ she does not have constant training.

Technology helps the teacher a lot to develop the four skills in the English learners; however, he must be careful because it can move him away from the goals he wants to achieve, even if it does not help.

Multimedia has many benefits in developing input in an interesting and ludic way with excellent results. Internet is another resource that teachers can use. "YouTube" has many children's songs about animals, colors, school supplies, etcetera, which can be used in classes. This platform is used by students from six years old and older. Also, there are channels of foreign language learning where they can also learn autonomously. In other words, the internet has enough potential to increase the learning process of our students "The potential for active engagement in, and interaction with this input predicts that content (in this case the target language) will be more readily integrated into a learner's developmental system and, in turn, recalled more thoroughly" (Meskill, 1996). In the lessons plans, the platform "https://quizizz.com/" was used to achieve ludic learning about nationalities and countries, also a PowerPoint presentation was used with excellent results.

At a time that is not long from now, technology will be available to everyone, and teachers will use it in their daily routines.

Teachers must know how to help their students be better people and not fall into incorrect categorizations, false stereotypes, and wrong prejudices. Although this is difficult because everything is learned at home, the teacher must be the guide for their students to be able to know and be open to culture. In this case, the students had a respectful behavior toward the other cultures and flags, teachers have to work very hard to improve this attitude on them.

The biggest problem is the time assigned to each class; half an hour is not and will not be enough time for the students to make progress in learning a foreign language.

After returning from confinement, teachers know that they must return step by step, and the teachers must take advantage of even the little time given for English classes. The other problem was the kids' attendance; parents did not want to take risks with their kids' health. In this regard it could not do much.

Chapter 4: Conclusions

Through this specialization, I have learned about the theories and approaches of the four skills of English language teaching. All this knowledge can help me to be a better teacher in my teaching practice. The activities and strategies have a purpose and a reason, always taking into consideration the needs, context of the students, and other things.

The use of technology in these times is fundamental, here, the teacher who does not adapt to the current needs of teaching is unable to offer quality education as established in the syllabus. He/ she has had the opportunity to learn about other tools that can help to have a better learning environment in class, where students participate actively and the use of audio books are no longer enough to apply the social practices of the language.

Learning English in an integrated way can be complex, the approaches, theories, strategies and activities should always be based on the needs of the students, the context, and the language level among other things. The four language skills, listening, writing, reading and speaking are linked together and when teaching a foreign language, they should all be considered, the inputs are the reading and listening skills while writing and speaking are considered output.

The theory teaches that a student is a participant of his own knowledge, that he is autonomous, and that he can learn at his own pace. Students do not expect teachers to "teach", students must be engaged, they always participate actively and here the teacher is only a facilitator or a coach.

Engaged learning makes students learn through real life activities (social learning practices). This type of learning is more comprehensive along with all subjects where evaluation is constant, continuous and formative. The student and the teacher must have a fundamental communication without forgetting the help of parents. Unfortunately, in some places parents do not consider important the English classes in elementary school.

The students' roles should be focused on classmates, because learning also takes place collaboratively, as a team, developing strategies and ways to solve problems in everyday life situations. "A common theme underlying different methods of language teaching is that second language learning is a highly interactive process. A great deal of time in teaching is devoted both to interaction between the teacher and the learners, and to interaction among the learners themselves." (Ellis., 1985)

The objectives and contents must always be clear to know where the teachers can start from and where they want to go as a teacher and to plan based on them considering both of them in an integrative way. All strategies must achieve the objective.

The creation of rubrics and checklists by the teacher is essential to measure the learning of their students. For each class, an evaluation tool should be contemplated on the lesson plan.
The institutional assessments are not entirely appropriate for the teaching practice, they do not give feedback to the students because they are filled out monthly.

The role of the teacher is to do a diagnosis of the group, to know the types of learning of the students, the needs and interests of the group, etcetera, which should always be considered to implementing a pedagogical intervention.

During the study of this specialization, I have realized the importance of theories, approaches, and strategies to be a better teacher. Teaching English is not the same as teaching another subject because this has its theories and methodologies that the teacher must know for a better performance.

My teaching philosophy has changed a lot since last august to this date, now I think about what activities I can teach the students, and I check out websites that help them with the learning process. It is my responsibility to develop the four skills of the language on my students.

As an English teacher I must develop intercultural competence in our students, and I must be careful with negative issues. One of them is ethnocentrism, which is nothing more than believing that our culture is better just because we do not know the other. I believe we have to work harder to abolish this kind of thoughts in our students.

I can say the objectives on these classes were achieved, some of them are:

- Put into practice some approaches
- Use of digital technology
- Did a diagnostic of the group
- Reflect the way I learned English and the wrong way I was teaching English
- On speaking class, the students had the communicative skill
- Kids loved the Reading lesson, they felt confidences answering the questions.
- Rubrics and check list created by me

Teaching lower grades is a great challenge for an English teacher. A teacher who cannot adapt to the new ways of teaching, is condemning his future and the future of his students. The teaching process is changing too fast and our responsibility as teachers is to change along with it.

Students require a teacher who leaves a mark that students learn in the best way, applying the best methodologies, approaches, and strategies according to their needs.

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