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ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

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Desserts around the world:

an intercultural project for third grade preschool

Especialización en enseñanza y aprendizaje de idioma inglés
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Desserts around the world: an intercultural project for third grade preschool

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Desserts around the world:
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Introduction

The need to learn the English language as a second language is increasing every day and speaking it safely and fluently can be more difficult than you think. Within the processes of teaching and learning a second language L2, there are several factors that contribute to its being acquired satisfactorily as a good preparation of the teacher in the didactics of the teaching of a second language or the high motivation of the student to learn another language. At the same time there are others that cause deficiencies in their learning, to give an example we have the almost zero incorporation of technological resources in teaching or poor curricular designs.

The Educational Model of Mexico (2017), which is aimed at basic and upper secondary education, recognizes the importance of research to better understand how learning is carried out.

According to the text key learnings for education National strategy for strengthening the teaching of English. "The English language is the global language of the twenty-first century. In this sense, in addition to reinforcing the learning of Spanish and indigenous languages, the New Educational Model strengthens English for all compulsory education by aligning the curriculum to national and international standards." (SEP 2017).

It is visualized that, in 20 years, all Mexicans can finish compulsory education, speaking English, and obtaining an international certification. That is, that students graduated from compulsory education are trained to understand and write complex texts, and that anywhere in the world they can make themselves understood.

"National strategy for the strengthening of English teaching develops the international context in which it is inserted, the state that keeps the national educational system for its implementation, its implementation, as well as its implications for the personal, social and academic development of students and, therefore, in the equitable development of Mexico." (SEP 2017)

The following work has as its starting point the theory on the teaching and learning of the English language as a second language (L2), later shows the context of the Anglo Spanish Institute Section Kindergarten, El Anglito, where in a group of third preschool four sessions have been applied that included the teaching and learning of the four skills: reading, writing, speaking and listening.

The relevance of this paper lies, first of all, in the scarcity of teaching interculturality at the preschool level. In reality, intercultural competence linked to the learning of a second language is a topic little addressed. Moreover, as will be explained in the development of this work, the materials used in the teaching of intercultural competence were designed by the teacher herself,

Therefore, considering the role played by intercultural competence in the learning of a second language, it should be incorporated as an important and transversal part of the curricular plans that are elaborated concerning this subject.

Next, the theoretical bases on which the inquiry process has been carried out, the plans designed for the application of the four skills, the analysis and description of the results, the conclusions and the recommendations will be presented.

CHAPTER 1. Philosophy and Theory

Reflection on my identity and philosophy to address the needs in Mexican teaching

According to my experience, possibly the most important particularity about the teaching of the English language in Mexico is that it is not part of the curricular plan, although its teaching is mandatory in basic education, in preschool only English is taught in third grade, and in primary school there are only 3 to 5 hours of English class per week in public schools. English teachers do not feel considered on site, and many times they are not invited to school boards, let alone training, or updating. There is little support from the managerial and administrative staff in their schools.

When teaching English in a private institution, although it is a challenge, both for teachers and for students, students tend to progress by acquiring the level of English according to their school grade.

The teaching of the English language from an early age responds largely to the need to educate bilingual people, in order to be in accordance with globalization. This is a purpose that is part of the educational policies of this country, which is why the English language is part of the teaching curriculum from preschool to secondary levels. In particular, the teaching of English in the preschool stage plays a transcendental role in improving the comprehension and production of language. In private institutions English is carried out even from the initial level.

The ability to speak, or to produce everything from basic vocabulary, sentences, to complex ideas, is an extremely important skill to achieve effective communication. According to the

English program for preschool education, oral production is the final goal, therefore, it is focused on communication, hence, according to the curriculum, students are provided with a series of opportunities to produce the foreign language through principles such as: a lot of stimulation through listening and practice, generally using the Audi lingual method, development of authentic linguistic tasks and the use of the target language in the classroom. The above, paying attention to the different skills and learning styles of each student.

In this way, in preschool a flexible curriculum is managed, allowing teachers to manage classes according to the progress of the students. The above is done through different techniques and activities that as a teacher I develop.

These elements refer to the most repetitive aspects in all classes, thus becoming common techniques in the teaching of English at the preschool level. Here's a more detailed reference to each of them.

Repetition:

This aspect refers specifically to vocabulary repetition. The teacher will usually model a phrase or word and motivate the children to repeat it, modeling first the pronunciation patterns and the word to which she exposes the children. This repetition is constant, through routines, rhymes, songs.

Routines:

There is a difference between this, and the factor mentioned above. The first refers to the repetition of words or expressions that the teacher produces, while the routines refer to the activities that the teacher executes each day, which are important in the cognitive development of the child. In this sense, at the beginning of the class the group of students says a sentence or sings routine songs, how what's the weather like today? or Who's missing today? this gives them structure and security; in fact, if students have acquired a series of routines, it will be easier to develop the mastery of social skills and abilities that are the basis for creating an adequate climate in which to carry out the teaching-learning process.

Association with images:

This is very helpful to relate vocabulary, both cards and drawings are used in digital version. In the case of the institution with its own classroom for English, this is made much easier

because students have at their disposal different materials related to the contents, so they have more options to relate the vocabulary. This is particularly important in a foreign language class, in which spaces are encouraged to avoid the use of the mother tongue, such as the use of images, to make a direct relationship with the lexical component, or body language, which leads to the next point.

Body language:

According to teachers, preschool students love to imitate and copy, therefore, body language along with constant instructions in the target language, is indispensable. In fact, the use of body language facilitates lexical learning, in one of the cases the teacher assigns a gesture or certain movement to a word and her students relate that gesture to that specific word so that the teacher when reviewing vocabulary or singing a song that contains it, only executes the gesture and her students say the word. In this sense, nonverbal responses are fully allowed in the classroom, it means that there is understanding.

Of course, non-verbal language is part of communication and facilitates the learning of a language, in fact, one of the strategies that facilitates the acquisition of the words that we incorporate into our vocabulary as we grow is the identification of these with gestures, since our brain relates the sound of the word with the gesture that we have attributed to it, thus facilitating the learning process.

Undoubtedly, body language plays an important role in learning a language, its use is essential to facilitate communication and interaction in the classroom.

Songs:

The songs are used in integration with many of the above elements: through daily routines, to internalize vocabulary and in conjunction with body language because the learning of the English language cannot be separated from other areas of development and learning, because it is an integral development of the infant person, not only of the linguistic; therefore, the different techniques are intertwined with each other. This is important as activities must constantly change as students at an age close to 4 years have only a short attention span in adult-led activities.

Games:

Play is fundamental in the process of learning another language at an early age, games are an important resource in the language learning process, especially in the infant stage, play

is an excellent learning opportunity that has an indisputable richness and encourages meaningful learning that is done through experience.
This should be taken as a process; it is not a result, nor should products derived from it be expected. These games should involve and motivate students, so that the language in which they are spoken is not an impediment to enjoy what they do.
There are different types of game: solo, heuristic, cooperative, among others, so there should be an optimal space for the development of these. By giving them exposure to the game with a lot of linguistic stimuli, the target language will be evident as long as each game pursues a clear didactic objective. In the English class at an early age, the use of games is very natural, as it allows students to understand better and faster.

On the other hand, other activities that are developed are crafts, small competitions, drawing or coloring, in which cases, some teachers play a song in the background while working, this activates the receptive skill.
Undoubtedly, an ideal methodology is based on the stimulation of receptive ability, with the search for basic but significant production. In the case of the observed groups, there is always exposure to language, thus promoting linguistic stimulation while the development of other vital skills for the child, typical of preschool education.

However, the institutional program states: "Speaking is the goal of learning a language. Our program focuses on oral communication" (MEP, 2007, p. 11). This is one of the principles of which, according to the MEP, teachers should be aware, in order to promote oral production in the classroom.

Technology (ICT)

At present, information, and communication technologies (ICT) represent an essential tool in the field of education since they support and transform the teaching-learning processes, which undoubtedly favors innovation at the various educational levels, the use of technologies in educational programs is relevant because they promote educational quality and facilitate student learning.
The way in which technologies are implemented in the discipline of language teaching is highly variable and depends on various factors. Among them are: the context, that is, the spatial and temporal situation in which technologies are implemented, the conditions of the institution, the classroom, the knowledge of teachers and students, and the availability of technology; the linguistic, educational and technological policies of a country or institution;

the willingness of teachers to implement a certain technology over another; the educational objectives that are raised in a class or in the curriculum; and the provision of technology and the development of technology, to name a few.

As a result of the COVID-19 pandemic, technology became present in the education sector, since not being able to leave the houses, online classes had to be implemented, through the existing platforms, Microsoft Teams, Zoom, GOOGLE.

In this case the English classes were carried out through GOOGLE for Education, through GOOGLE Meet, GOOGLE Classroom.

Today's student seeks to apply new technological tools and generate dynamic processes inside and outside the classroom. In this context, the need has arisen for schools to seek innovative information and communication technologies (ICTs) ─ such as virtual platforms for learning management, or systems and devices for processing, generation, and communication of information ─ to respond to the demands of the student population.

In addition, along with the development of technological skills, today's student faces the need to learn and apply in their area an additional language to their mother tongue, mainly English, as this has become an intercultural communication tool.

The learning of English is within the educational curriculum from basic education levels; however, it seems that the effort to incorporate this language from the early stages of the student's training has not been sufficient and the learning results have not been as desired. This may be because the teaching in which they are generally instructed and evaluated is passive and assumes that all students have the same learning needs, when in fact they learn at a different pace and a single method is not equally appropriate for everyone or achieves the same results.

Theoretical foundations

Language theories and language teaching: schools and concepts

What is taught when English is taught

Historical linguistics

It developed in the nineteenth century, first focused on understanding the relationship that different languages had with each other. It was developed mainly in Germany, by means of a comparative method it was shown that Germanic languages and Romance languages have a consistent difference in sound from this research, it was established that the

common linguistic ancestor for the language family where English and Spanish are included is Proto-Indo-European. Today historical linguistics is a subfield where at least 5000 languages have been identified in the world with their respective subgroups.

Structuralism

Ferdinand de Saussure is considered the father of modern linguistics; he established the concept of sign. He established that a word has a signifier and having a meaning is what it means. He argued that language is a system of signs that has a direct relationship with the outside world. He established that sounds can refer to different objects and called this principle "arbitrary nature of language", that is, there is no direct relationship between the sounds of a language, the combination of these sounds to compose words or the combination of words to compose sentences and reality itself. This explains that the sound and shape of words have no direct relationship to the actual objects being talked about.
He also explains that languages can have very different words to designate the same object. Saussure established the "syntagmatic and paradigmatic relationships" within the linguistic system, where the structuralist approach to language indicates that sentences are composed of groups of words or "syntagmas", where each word can be replaced by different members of the same paradigm or class of words.

Generative linguistics

Noam Chomsky was one of the most important linguists of the twentieth century. He did innovative work on linking cognition (thinking), language and the development of ways to show how language is generated. His work was known as generative linguistics, where the idea is that there is a finite set of rules that can be applied to generate any sentence that is grammatical in a given language.
The approach assumes an "ideal native speaker-listener", which has the "competence" and performance, making the contrast between perception and what the speaker actually produces. Chomsky was interested in the syntactic (grammatical) aspects of language.

Sociolinguistics

Perspective of the language in use, a functional linguistics. Dell Hymes (1972) pointed out the social importance of language, showing that there were different contexts of language use that determined: who could speak, who spoke, how it was spoken.

John Austin

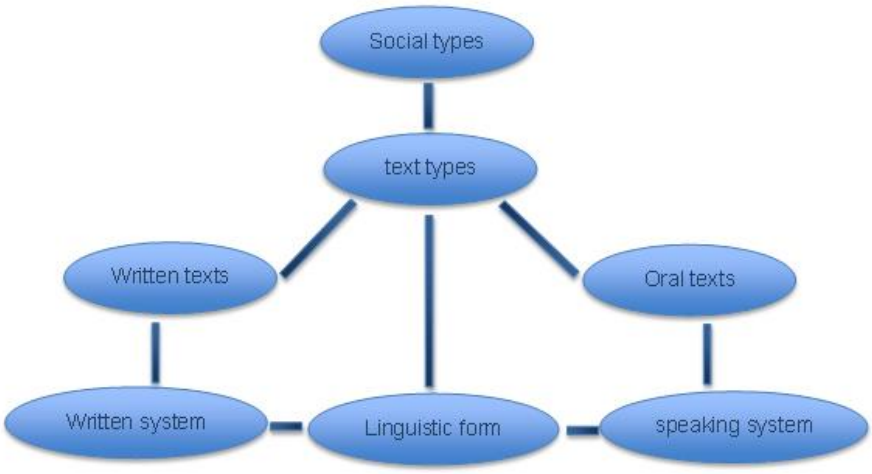
John Austin (1960), in his book "How to do things with words", showed that when we talk we do not only say things about the world, that we will actually do things with language and that we change our world in the sense that we change things in a social sense, he also showed that phrases or expressions, that is, what is said, they are acts of self-talk.
Austin established the terms: locutionary acts, illicit acts and perlocutionary acts, and thus distinguish what is said, from the intention of what is said, as well as the effect that the statement produces on a person.

Halliday

M.A.K. Halliday British linguist, gives body to the field of functional linguistics, studied how children interact with the world in a meaningful way. He identified seven language functions that children use: instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational. This process has helped to shape what language teaching is today.

Content of an English program

The language system is one of the components of the contents of a language teaching programme.



There are social practices of the language, these practices are materialized in types of text whether written or oral, to produce the texts it is necessary to know the writing system, the linguistic forms and the discourse system. It is also important to consider the object of

language, the process of interaction, the way in which people interact with each other to convey ideas, feelings, thoughts, intentions or purposes.

Social practices of the language

The term social practices of language, is defined as the different ways in which language is used in different environments or context, the interest is entered into what people do with language, how the linguistic system is manipulated for their own interests and needs.

Writing and speech systems

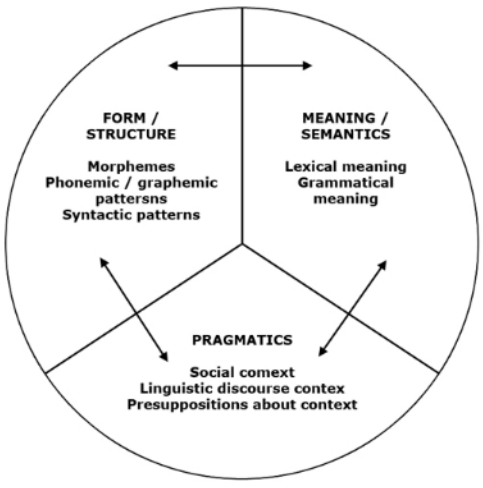
To speak English, the sound system, intonation patterns, accent patterns, stress patterns are equalized. For written language is required, spelling, punctuation marks, writing records.

Linguistic form

The social practices of a language, are materialized in types of text in oral and written form, in the category of linguistic form we find, functional content, grammatical content, lexical content.

Model of form, meaning and use

Diane Larsen-Freeman's model of form meaning and use, where form refers to the actual form of language and the rules that generate that form, pronunciation and spelling, grammar and word formation will fall under that aspect of language. Meaning will help explain the meaning of even larger words, phrases, and levels of language. Finally the use helps to focus on the context and intent of the expression, language functions, language use and sociolinguistic aspects move here.



The teachings of language as social practice

In students, the integration of aspects of language will allow them to develop skills that help them express thoughts, feelings, intentions and in general to use the language of and in real life.

Communities of Practice

In an assumption we work on a perspective of language as a social practice, this requires that students actively use language in communicative contexts that are important to them, that communities of practice are established, where students become real users of the target language, interacting with English language speakers, these speakers can be both native speakers and speakers who use English as a "lingua franca"[1] , and where student interaction should be relevant to them.

Language qualities

It makes use of the different qualities and resources that language has to transmit thoughts, to create meaning, to establish and maintain interpersonal relationships or simply to have fun in English.

Displacement

One of the outstanding qualities of language is displacement, where we do not only talk about the here or now, but also talk about events of the past, future and many other things.

Arbitrariness

Another characteristic to consider is the arbitrariness of language, this is that the sounds of a word do not refer directly to a thing or idea. That is why you can have words in different languages that mean the same thing. That is, there is no direct relationship between the word and what we designate with that word (Saussure).

[1] Lingua franca refers to the use of English in contexts where it is not a mother tongue for any of the speakers.

Productivity

The productivity of language is also known as openness or creativity since with few elements it is possible to make new combinations, this means that with a limited set of sounds and grammatical rules you can say and write new things with common words. Sometimes words are invented to unravel new things or phenomena.

Language characteristics

You can play with the sounds and meanings of words even with ethnography, considering that ethnography is a term coined by Hymes (1974), to refer to the theoretical and methodological framework he developed to study the communicative interaction of human beings. You can also play with the emphasis of words (stress words) and expressions, with words that sound the same, but mean different things, even with different spellings,

Language is polysemic, as words and phrases can have a range of meanings, this means that the meaning varies according to the context of use. The language is conventional since words and grammatical rules are used that everyone who speaks that language will recognize and be able to understand. There are conventions for pronunciation, grammar, and writing. A characteristic of a culture is its language, the principle of community applies not only to nations, but also to small groups of humanity. Another characteristic of language is cultural transmission, this is that although you have a certain genetic predisposition to learn language, the exact code and ways of speaking you learn from the person around the child.

Communication models and communication strategies

The use of language in communication is dynamic since people who interact with each other even in written form try to convey their points of view, expressing feelings, talking about different topics, when we are in the process of interacting with others, we use the conventions of language in a generative and creative way, co-constructing meaning with the people with whom we interact. Considering the characteristics of language seen above, where it was shown that the components of a language are arbitrary, meaning is never something certain before the communicative process takes place so members of a community must use "communication strategies" to convey meaning.

The speaker/listener enters a dynamic process to understand and participate in the conversation, even if the words and sentences are in the language we know, we will not

know what is being spoken until we know the exact context in which it is spoken, who the speakers are and what the interaction is.

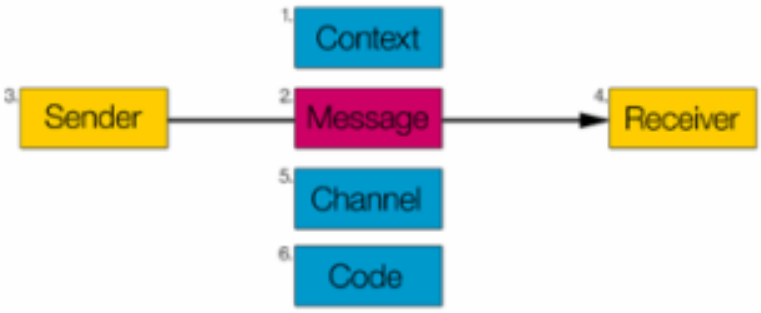
Jakobson communication model

Roman Jakobson (1960), proposes the model of communication theory. According to this model, the process of linguistic communication involves six constitutive factors that configure or structure it as such.

- The sender corresponds to the one issuing the message.
- The receiver receives the message, it is the recipient.
- The message is the experience that is received and transmitted with communication.

But for the message to reach the sender to the receiver it is also necessary to:

- The linguistic code consists of "an organized set of units and rules of combination specific to each natural language".
- The channel, which allows to establish and maintain communication between sender and receiver.



Hymes Communication Model

Hymes (1974), developed the acrostic SPEAKING to name his communication model.

Setting and Scene refers to the time and place where the act of speech takes place, generally to physical circumstances. The scene is the psychological environment or cultural definition of a place, including characteristics such as the range of formality, meaning or seriousness of the game.

Participants, where participants can be speakers or public, linguists make distinctions between these two concepts.

Ends, are the purposes, goals and results are for which.

Act sequence, which is the shape and order of the event

Key, is the way in which the tone, the way or the spirit of the act of the speech is set, it is the emphasis on the story.

Instrumentalities, forms and styles of speech.

Norms, are the social rules and standards that govern the event and the actions and reactions of the participants.

Genre, the type of act or event of the speech, the type of story.

These terms can be applied to many types of speech. Sometimes, in a written discussion, only two or three letters of the mnemonic model can be emphasized[2].

Negotiation of meaning

Any model of human communication recognizes that in order to carry out a real communication model, there is always the possibility of a lack of communication. You go through a process of "negotiation of meaning" when you are not clear about what the other person is saying.

The negotiation of meaning is a process that speakers go through to reach a clear understanding of others and circumstances. Even people who know each other very well and speak the same language need to "negotiate meaning."

Some common "meaning negotiation" activities are asking for clarification, reformulation, and confirmation of what you think you've understood.

In a language course, the topic of strategies for communication becomes all the more important when we see language teaching as a way to allow learners to communicate successfully in the target language.

How people learn a language

Second Language Acquisition (SLA)

Second language acquisition (SLA) research is a field of study that deals with how students acquire a second language other than their first language. According to the SLA, the term second language is used to discern and explain the process of learning languages that are learned after learning the first language (L2).

Schools of thought that mark the history of SLA research

Three schools of thought can be identified in the history of SLA, all of them influenced by researchers in the field of linguistics and the field of psychology.

[2] The mnemonic model provides a structure for you to remember the components of a communicative process.

The first school is behaviorism and structuralism, the second school is generative linguistics and cognitivism, and the third school is sociocultural theory.

Behaviorism and structuralism

The behaviorist tradition originates in the field of psychology and the structuralist tradition, originates in the field of linguistics. Behaviorism is a theory of learning, and according to these humans learn as a result of receiving negative and positive feedback after responding to a given stimulus.

Structuralism contributed to early thinking and research in SLA, in two important ways, first language is conceptualized as a complex structure where every part of the language structure could be analyzed with reference to the larger structure. Structuralism throws out any mentalist approach, that is, any approach that has the user as a creative generator of language. Behaviorism and structuralism are concerned with describing the phenomena of language in objective terms.

Structuralism describes various aspects of language, such as phonology, syntax, and morphology.

Phonology is the set of sounds that are possible in a language and as these ssonidos can be combined to form words.

Syntax refers to the grammar of a language. Grammar is the patterns of language including word order and question formulation. Grammar is a set of rules, and refers to combinations of parts or constituents within a sentence.

Morphology is the study of word formation in a language, or in other words, it studies the smallest units of meaning/function called morphemes.

Generative Linguistics

The second school of thought is generative linguistics, which attempts to explain the rules of complex grammar of native speakers. Generative linguistics focuses on the universal principles or constraints that govern language performance.

Sociocultural theory

Sociocultural theory is a theory of learning and human development, inspired by Vygotsky, which refers to languages being learned as a result of interactions between social and cognitive factors. Sociocultural theory leads to the investigation of cooperative learning, the construction of meaning and sociocultural variables.

Language acquisition from a psychological perspective

Behaviorism

Behaviorism is defined as a school of psychology that bases learning on the interaction of a stimulus and a response, where a stimulus is any type of input that causes the student to change activity or behavior. Students should be exposed to at least one stimulus and receive some form of feedback. In behaviorism, learning is a repetitive process between stimulus and response, that is, it occurs repeatedly and over time.

Contrastive analysis

To find out how L1 and L2 were similar or different, linguists began to compare the two languages, leading to very detailed comparative descriptions of the two languages. The assumption that L1 interferes with or facilitates the learning process led to the hypothesis of contrastive analysis, which served two purposes: systematic comparisons would allow students to identify areas of difficulty and the production of comprehensive descriptions of the similarities and differences between the languages of the world. The objectives of the contrastive analysis are to buy languages to avoid errors in what must be learned, since according to theorists, when it depends excessively on the L1, it leads students to make mistakes due to "interference".

It was believed that contractionary analysis led to the prediction of errors, since teacher intuition can help predict students' areas of opportunity. The interlinguistic influence helps teachers and researchers to invest the role of previous and different linguistic knowledge.

Stephen Krashen's Learning Model

Another influential model in L2 learning was introduced by Stephen Krashen, who does not consider language development as a formation of habits, rather language is seen as an information processing, and such information processing takes place at the cognitive level, and does so through inference, analogy and other explanatory tools.

Theory of second language acquisition formulated by Krashen (1981, 1985). It is considered one of the most complete and today it is also one of the most widespread. It is based on five fundamental hypotheses or principles:

- **The hypothesis of dichotomy, acquisition versus learning**. For Krashen, the process of acquisition occurs unconsciously as a result of participation in acts of natural

communication and in which greater attention is paid to meaning than to form. On the contrary, the learning process arises as a product of the conscious study of the formal properties of the target language.

- **hypothesis of the natural order**. According to this, the learners of a second language follow in their learning a more or less invariable order and common to all of them. This means that grammatical structures are learned in a predictable order.
- **Monitor hypothesis**. This hypothesis gives name to the entire model. According to this, the students themselves can modify and correct their linguistic production through the use of the monitor. Krashen maintains that three circumstances must occur for the use of the monitor to be effective: sufficient time, greater attention to the form than to the meaning and knowledge of the rule.
- **Adduct hypothesis, input information hypothesis**. The acquisition process will only take place when the learner is exposed to a linguistic adduct or information of a degree higher than his level of linguistic competence. Krashen represents it as i(nput)+1.
- **Affective filter hypothesis**. This hypothesis tries to explain the role of affective factors in the learning of a second language. The affective filter controls the amount of input to which the learner is exposed, as well as how many of these linguistic data are actually assimilated by the learner. Students with high motivation and high self-confidence usually show low affective filters while in the case of unmotivated and insecure students the filter remains high and, as a consequence, the degree of input and assimilation is really low.

Input

Input is the forms of spoken or written language to which students are exposed. English language learners are exposed to multiple information in their classrooms, where teachers are the main source of oral information, as they can instruct in English, explain grammatical structures or patterns, and facilitate activities and tasks. Another important source of information comes from the students themselves, when they work in pairs, they ask questions, make short presentations, thus providing their peers with information.

In addition to oral information, students are exposed to different written information, including textbooks, workbooks, materials, brochures prepared by the teacher.

Behaviorist linguists said that children acquire L2 through imitation, today it is believed that input has a relevant role in language learning.

The Input Hypothesis

Krashen suggested that language is acquired through exposure to comprehensible input which he defined as linguistic grading (i) that is just or beyond the level of students (+1): i +1.

Krashen indicates that learning will occur when students are exposed to i+1, where +1 is the input that is slightly beyond the students' level. There is no way to prove what it means beyond, but input is crucial to the development of language.

Intake

The word Intake (admission, consumption, intake, entry), refers to the foreign language (L2) that is available to the student. Intake is what students are able to intensify, behavior that is done automatically. Not all input becomes intake.

Output Hypothesis

The production is important to know how far the students have come in the learning process. Production is a time rich in opportunities for students to learn the language. According to the exit hypothesis of Swain (1985), the production of both oral and written language constitutes part of the learning process of an L2, gift of the meaning of negotiation must incorporate the notion of being pushed towards the delivery of a message that is not only transmitted, but transmitted accurately, coherent and appropriate, being pushed to the exit is a concept parallel to that of i+1 of understandable input.

Sociocultural Theory of Mind

Sociocultural theory of mind is about how the social and cultural factors that affect the learning process of an L2. It is a theory that analyzes the development of higher mental functions that are made possible by the ability of humans to use cultural and biological (brain) artifacts. Higher mental functions include cognitive abilities that develop throughout an individual's life. These cognitive skills include memory, attention, rational thinking, emotion, learning, and development, which are under the intentional and voluntary control of the person.

Vygotsky and the genetic method

The Sociocultural Theory of Mind is based on the work of Vygotsky, when he theorized that biological (brain) and cultural artifacts interact, where such interaction leads to the

development of higher mental functions, and where language plays an important role in the development of higher mental functions. Vygotsky argues that by using language, children gain mental control over their higher mental activities, such as memory, attention, learning, and rational thinking.

To study the culturally organized human mental system, Vygotsky proposed a research methodology: the genetic model.

Vygotsky's genetic model

This method tries to discover how the mind develops as a result of close interaction with the social world through tools that are both physical (pencils, calculators, textbooks), and symbolic (oral and written language).

The domains of Vygotsky's genetic method are:

- The phylogenetic domain: analyzes human mental development.
- The sociocultural domain: analyzes the development and modifications of specific tools for different social and cultural contexts.
- The ontogenetic domain: analyzes the development of the child.
- The micro genetic domain: analyzes the development and reorganization of language as it occurs in short periods of time.

Mediation

Through mediation, the cognitive abilities of humans are developed, including memory, attention and rational thinking. Vygotsky said that one does not act directly on the world but that the mind is mediated. As you gain control over mental functions.

Zone of Proximal Development (ZDP)

Any function in the cultural development of the child appears twice, and each on a different plane. It first appears on the social plane (interpsychological category) and then on the psychological plane (intrapsychological category).

According to Vygotsky (1978), cognitive development occurs through interaction that occurs on the social plane, this is between two people or intermental. This knowledge is internalized by the student and uses this information on the intermental level.

When a student is able to perform a task, it means that the knowledge that was available on the social (intersensal) plane is now internalized (intramental). Development has happened and has been learned. Vygotsky is interested in understanding higher mental

functions, argues that there should be no concern for what students do independently, was interested in the proximal development of students, this is what a student could do under the guidance of a more expert peer, and this is what would happen on the intermental plane. Vygotsky assures that the zone of proximal development is the distance between the actual level of development that is determined by independent problem solving and the level of potential development determined through problem solving under the guidance of more capable adults or peers.

The zone of proximal development is a socially negotiated space between a student and a more capable partner.

Motivation

Gardner (1985), defined motivation as the combination of effort plus the desire to achieve the goal of learning the language, more favorable attitudes towards learning the language. Motivation is the sum of the efforts made by the students and a desire experienced by the student.

Others argue that effort is not the cause of motivation, rather striving comes as a result of motivation so if you are motivated, you will make a great effort to succeed. Motivation is responsible for why people decide to do something, how long they are willing to maintain the activity and how hard they will pursue it.

Skehan (1989), visualizes hypotheses about motivational factors.

Type	Description
Intrinsic motivation hypothesis	Motivation derives from a natural or personal interest in the learning tasks that the student is asked to perform.
Resultive hypothesis	Students who do well will continue to work hard, those who don't will be discouraged and try less hard.
Internal cause hypothesis **Integrative motivation**	
The student brings to the learning situation a certain amount of motivation	

Carrot and stick hypothesis	External influences and incentives will affect the strength of the student's motivation.

All these hypotheses have been studied, some have been studied more than others, and one of the most studied is integrative or integrative motivation.
All these hypotheses have been studied, some have been studied more than others, and one of the most studied is integrative or integrative motivation.

Approaches to ELT

Techniques

They are the specific exercises and activities used in class with the purpose of achieving pedagogical objectives. The techniques are actually quite easy to talk about, because they are the specific things that are done in class and you can usually find out whether they work or not. often techniques are created based on certain approaches.

Approach

They are the theoretical positions and beliefs on the naturalness of language, the nature of language learning and the applicability of both to pedagogical environments.

Method

It is a generalized set of classroom specifications for achieving language goals, focusing on the role of teacher and student, sequencing, materials, and how they can be used in many learning events.

The Grammar-Translation Method

Typical grammar-translation textbook exercises involve translating into students' first language (Spanish) the words extracted from reading passages, or giving students a list of words and finding synonyms or antonyms for them in the reading passage. The approach of the grammar-translation method of vocabulary is also based on the study of cognates, words that resemble words in another language both in form and meaning.
Additional work on language in the grammar-translation method involves translating in both directions, i.e., doing and from the students' first language, establishing grammatical rules,

applying newly learned grammatical rules in exercises involving substitution, conjugation, translation and, memorizing vocabulary and forms.

Language learning consists of memorizing rules and facts about the target language and being able to manipulate syntax and morphology. Correction is highly valued, emphasized and applied. The insertion in the target language proceeds deductively. The grammatical rules are presented, and then followed with a very mechanical practice. The teacher is the authority in the classroom, while students are passive recipients of instruction.

The Direct Method

The beginnings of the Direct Method were in the late nineteenth century. The auditory (heard) and oral (spoken) aspects of learning a language are more important than reading and writing for this method. Look specifically at the underlying principles.

Principles of the Direct Method

The pioneers of the Direct Method were phonetic. Here is a list of some important principles.

1. Language is not contained in books. Instead, language is connected to words that are produced orally and perceived by listeners.
2. Language has to do with communication and not with being able to understand the literary pieces of written language.
3. Language learning can best be achieved by finding native speakers as informants.
4. The languages of the world are different and should not be taught by comparing structures with European languages.
5. All languages have an oral form; not all languages have a written form. This observation explains the importance of oral input in the language learning process.
6. Children first learn oral languages; only later in life will they acquire a written form.
7. Native speakers learn the language not by reading a grammar book, but by listening and using the language.
8. Students will be more successful in learning the language if they are interested in society using the language.

Audiolingual Method

The audio linguistic method is based on the idea that learning a language involves the formation of habits from behaviorism and principles of structural linguistics.

Principles of the audiolingual method:

The goal of L2 learning is to achieve native proficiency
Students process the language at the subconscious level as do the native beads.
L1 is not allowed
Adopts the stimulus-response principles of behaviorism
Students concentrate on using language without focusing on form
Everything is done by memorizing texts and dialogues and also through the use of exercises.
Exercises should not focus on grammar.
When grammar is taught it is brief
The focus is on the repetition and internalization of structures.
Teachers must first teach listening, speaking, then reading, then writing.

Communicative Language Teaching (CLT)

It is a communicative competence rather than linguistic competence. Their goal is the ability to use language appropriately rather than grammatical knowledge. It often resembles behaviorist views of learning. It relates to issues of authenticity, acceptability and adaptability.
The seven basic characteristics of CLT are: the teacher is a facilitator, the teacher is a manager when promoting communication, the teacher is an advisor when answering students' questions and monitoring their performance.
The role of the student is as a communicator, cooperative participant, collaborator, active in their own learning process.
In the communicative approach everything is done with a communicative intention, where students use the language through communicative activities such as role plays and problem solving.

Experiential Learning

The experiential learning model is based on constructivist and socio-cultural principles. It is called Kolb's Experiential Learning Model. There are links between Kolb's experiential model and contemporary teaching practice in foreign languages specifically: the social functions of Halliday's language, the revised version of Bloom's taxonomy of learning domains.

Concrete Experience

It is the first of four stages of the experiential learning model. It is characterized by how to do. The student engages in a participatory activity. Learning a language is a process of understanding intention and meaning arises the contradiction between the focus on form and the focus on meaning. Some teachers believe that learning comes to the brain through the heart. Experience takes over with an idea. Kolb coined the term apprehension, meaning to understand.

Reflective observation

The student wishes to deepen or expand outside the subject of study. This stage is understood as observation, when reflection and observation are the main activities of the student. The nature of reflective observation requires that previous concrete experience has been motivating. When interest is aroused, students want to know more about form, meaning, context, and other aspects.

Kolb (1984), described the stage of reflective observation as transformation, because it represents an opportunity for elumno to build its own knowledge, transforming the new information as something of its own. When a student was successfully motivated by the preceding concrete experience, they will want to enter reflective observation by delving into the topic or expanding outward.

Abstract Conceptualization

Abstract conceptualization is summarized as thought, the core of this stage is that the student extracts generalizations from the previous stages. The deep meaning is to gain control over the subject of study from another perspective. Kolb describes abstract conceptualization as an act of understanding. At this stage, students use logic to extract general rules about the object of study. You see constructivist evidence, where students build their own knowledge and tap into the full circle. The teacher plays a more important role than in the other stages. Students can make associations between what is being learned with other areas of knowledge. It is the least self-directed stage of the sequence. The teacher will direct the attention of the student of ua maera fuerte. Thinking out loud is the essence.

Task-based Approach

The task-based approach recommends a specific sequence of learning activities. It has only three steps:

- The pretask which is the introduction or warm-up where students access and activate their previous knowledge of the subject.
- The task cycle has three phases:
  - the task phase, which are the opportunities for the spontaneous use of the language
  - the planning phase, where the teacher gives reports and advice including help
  - the reporting phase, which combines fluency with precision because in their roles as presenters and those students require to convey the message with as few errors as possible.
- Language approach or linguistic approach, where students have the opportunity to focus on the form and ask specific questions about the language being learned, takes place in the class forum.

Learned-centered Approach

Student-centred teaching could be seen as the motivation for communicative language teaching. Analysis of students' needs through surveys or interviews is suggested to help design a curriculum. It requires a change of the teacher who transfers content and manages the environment towards the involvement of students in the creation of their own learning, a crucial point for education in general. Feedback becomes an essential part of the teaching process. Some students require a teacher to be enthusiastic, involved, and ready to teach. According to Nunan (1991), some problems arise when teachers involve students in their own learning process, he points out that it can take a long time, it can be complex, it can be confusing, some students can take advantage to be the center of attention, some may not be aware of what they need.

Nonkikhetkhong (2006), explains that student-centered learning includes concepts of self-education and lifelong education, where teachers will change their traditional role to become storytellers or facilitators. Teachers will change from being users of materials to creators of didactic materials that promote the constructive self-learning of students.

The key components of the student-centered classroom are putting responsibilities in the hands of students to manage their own learning, where teachers take roles as facilitators of knowledge to help students learn to learn.

Roles of teachers, learners and materials

A role is defined as the set of actions that are expected or anticipated for a given configuration or task.

Role of the teacher outside the classroom

Richards and Lockhart (1996), list these roles outside the classroom that teachers may have in different schools: needs analyst, curriculum developer, materials developer, counselor, mentor, team member, translator-interpreter, invested, professional.

The teacher is a facilitator of his students' learning and as such, has many roles to fulfill. In the role of manager of activities in the classroom, one of its main responsibilities is to establish situations that can enhance communication. Acts as an advisor, answering questions from students and monitoring their performance.

Areas addressed by teachers based on their knowledge and belief system

Classroom management and organization, teacher control, curriculum, content and planning, instructional strategies, motivational techniques and evaluation philosophy.

Roles of students

Committed learning is the process in which students actively participate in their learning, students are involved from the first day, in the decision making of the course, the teacher serves as a coach or facilitator, guiding students to the desired goal.

The role of the student is a set of expectations that people have about the behavior of the student, the role of the student is not homogeneous, the role of the student changes depending on age.

The roles of students can be: task-oriented where the student is highly competent and successful, phantom where the student has an analytical, social learning style where the student has a communicative learning style, dependent with authority-oriented learning style, isolated where the student distinguishes himself from others and withdraws from classroom interactions, alienated where the student often reacts hostile and aggressively against teaching and learning.

Materials for language teaching

Materials for language teaching include:

Realia: real objects

Representation drawings, photographs, scenes.

Text materials: those that have been designed specifically for the learning and teaching of languages such as textbooks, worksheets, computer software.

Authentic materials: recordings, newspaper items

Teaching materials form an important part of EFL classrooms.

Principles in material development

For materials to have academic and educational value they must be clearly linked to the curriculum, they must be authentic in terms and tasks, they must stimulate interaction, they must allow students to develop learning skills, they must encourage them to apply their development skills to the world outside the classroom, they must allow students to focus on the formal aspects of the language.

It is through the interaction of students, teachers and materials that the goals of a particular teaching method can be realized.

When the teacher is initiator and monitor of learning, the materials will be significantly different from those in which the student is responsible for the entry level. What the materials aim to achieve and the form they take will be reflected in the role the materials play in the chosen method or approach.

The role of the materials will reflect the elements of communication and promote the use and interaction of communicative language.

The materials provide communication experiences in the new language similar to those that can be found beyond the learning situation.

Evaluation

What is meant by evaluation?

As a first approximation to the conceptual precision of the term, we can say that the word evaluation designates the set of activities that serve to give a judgment, make an assessment, measure "something" (object, situation, process) according to certain value criteria with which said judgment is issued.

The evaluation can be classified according to the purpose for which it is carried out, that is, it responds to the purpose for and is related to the opportunity when it is evaluated. So it

can be: diagnostic or initial evaluation, formative or process evaluation and summative, final, integrative or outcome evaluation.

In the case of preschool education, the evaluation is fundamentally qualitative, it is focused on identifying the advances and difficulties that children have in their learning processes. In order to contribute consistently to the learning of students, it is necessary for the teacher to observe, reflect, identify and systematize information about their forms of intervention, the way they establish relationships with the director, their fellow teachers, and with families.

According to the 2011 study program, Guide for the Educator, the learning that students progressively acquire is evaluated, taking as a parameter the expected learning, as well as the curricular standards and the competences that the children are achieving, as well as the teaching intervention: the identification of traits (planning, forms of relationship with children, collaborative work between teachers, among others) that characterizes it for being or not a facilitator of learning environments, the forms of organization of the group in relation to the types of activities, the organization and functioning of the school, the use of time to privilege activities for learning.

This document also suggests that it is evaluated to and assess the achievements and learning difficulties of students; to highlight the successes in educational intervention and the need for transformation of teaching practices; and to identify the relevance of planning, the design of strategies and learning situations deployed, to adapt them to the learning needs of students; improve the learning environments in the classroom, forms of organization of the activities, relationships that are established in the group, the organization of the spaces, use of teaching materials, use of the daily working day,

among others; how to determine if the selection and order of learning contents were adequate and relevant; the participation of families, in educational activities to support their children (reading at home, reinforcing language practices) among others.

Test assessment is an important component of any language classroom, as teachers design tests for various reasons where they develop high-quality tests.

Some of the reasons suggested by the EEILE platform for including exams in any language classroom are to provide a confidence-building environment for students as they feel they are actually learning when they succeed in testing, keeping teachers and the program in general on track as it is a wonderful way to keep focused on specific objectives) and even to help students "motivate" themselves, and this applies even for preschool level, in which "continuous evaluation" is constantly exercised through the educator's diary.

Brown (2004) makes a distinction between testing and evaluation. Testing is defined as "a method of measuring a person's ability, knowledge, or performance in a given domain."

Following Brown, it is useful to remove this definition to clarify its meaning. By thinking about the method, we can equate this idea to an instrument: a test is an instrument that will require students to do something. The tests are intended to measure the ability of students.
These skills can be very specific or general. For example, compare an essay-type test (measures multiple competencies) versus a test of accurate use of past time markers: the first tests general skills, while the second tests more specific skills. Finally, the term performance refers to students' ability to use the target language: speaking, writing, listening, and reading. Evaluation is not the same as testing. Brown defines evaluation as "an ongoing process that encompasses a much broader domain than testing." Assessing student performance can be done through the use of quizzes. However, teachers are constantly evaluating their students whether the form of assessment is incidental or intentional is an objective test. After assessing student performance incidentally or intentionally, teachers can later use that knowledge about their students to inform their teaching instructions.
Brown (2004), also mentions the basic principles with which teachers should be familiar, so that they can design tests or exams of good quality.

Principle of practicality

As you know, teaching is a time-consuming profession. When designing tests, then, it is important for teachers to think in practical terms. That said, one of the key principles of language testing is that testing should be practical. Brown (2004) argues that tests should not be too expensive, created to meet time constraints, be easy to administer, and follow an appropriate and accurate scoring procedure.

Principle of reliability

When considering the reliability of a test, teachers should ask themselves whether the tool is consistent and reliable. A test that provides consistent assessments of student performance and is reliable is considered a reliable test. However, reliability can be affected by several factors, such as student-related reliability, evaluator reliability, inter-evaluator reliability, intra-rater reliability, reliability of test administration, and test reliability.

Principle of validity

According to Brown (2004), validity can be defined as "the extent to which the inferences made from the results of the evaluation are appropriate, meaningful, and useful in terms of

the purpose of the evaluation." Determining the validity of a test is one of the most complex tasks and must consider five constructs that will measure the validity of a test, namely the validity of the content, the validity related to the criterion, the validity of the construct, the consequent validity and the validity of the face. Each of these factors can help us determine the validity of the test.

Principle of authenticity

One way to think about authenticity is to consider the reasons why people decide to learn a second language or a foreign language. One of the goals of learning a second or foreign language is to be able to communicate and perform real-world tasks using the target language. Therefore, when coming up with a test, it is helpful to try to develop a test that matches what the learner is expected to do in a real or authentic situation. If the tasks in the test simulate what the student can do in a real-life situation, then we can say that the test is authentic. Brown (2004) argues that the authenticity of a test is met if the test includes natural language, presents elements in a contextualized manner, includes relevant or interesting topics that will meet students' needs, and tries to emulate real-world tasks.

Washing principle

The fifth principle is washback. When implementing a test in a classroom, it is important for teachers to think about the impact of the test on teaching practices and student learning. For washing effects to be maximum, teachers must provide students with specific and generous feedback regarding their performance. If tests are returned to students and no feedback is provided, the student may not understand what to focus on. In turn, if students receive a lot of feedback, then they can change their learning strategies or approach.

In certain contexts, students' performance on a given test can determine how much funding the school can receive. Therefore, a good performance on the test is critical for some schools. As such, certain teachers and schools teach for the exam rather than testing what they teach.

Evaluation is very important in the educational process, evaluating promotes reflections, and improves the understanding of learning, this is the formative approach of evaluation, whose objective is to obtain information to make decisions and reach the fulfillment of educational purposes (SEP, 2012). Teachers combine evaluation with daily practice, and thus know the learning process of the students, and identify the supports that are required to achieve the expected learning. In Preschool there are the diagnostic or initial evaluation,

the intermediate and final (summative) and the permanent. In the evaluation by competences, there are no types of evaluation, but there are three essential dimensions in any evaluation, the self-evaluation is the one carried out by the student himself, guided by the teacher, the co-evaluation, where the group mates evaluate a particular student, and the heteroevaluation, carried out by the teacher, pointing out strengths and aspects to improve. In order for evaluation to be effective, it must be diversified, so that diagnostic evaluations, permanent and summative, must be combined with heteroevaluations, co-evaluations and self-evaluations, so varied evaluation instruments are required. In preschool, for the permanent evaluation, it is requested that the teacher be attentive to the process that the children develop; who are learning and how they do it, in order to record relevant information to identify successes, problems or aspects that must be improved in order to reorient the daily work making the necessary modifications in the work plan (SEP, 2011). To do this, the teacher uses different instruments as support. Of these instruments, for the plans shown, the checklist was chosen as a form of evaluation. In this one the possible actions of a student in particular situations are listed, so what is interesting is to verify whether or not he is able to carry them out (no qualifying comments are added)

Analysis of the educational center

External Context

The Anglo Spanish Institute, Kindergarten section, "El Anglito", is located in Mexico City, in the San Rafael neighborhood, in the Cuauhtémoc mayor's office. The public services that the colony has are diverse, these range from the oldest such as: water, electricity, drainage, telephone, mail, education services (educational institutions ranging from preschool, to higher education), public transport service, to the most modern such as internet, cable television, natural gas, among others. The longest avenue in Latin America, Avenida de los Insurgentes crosses through this neighborhood, making the institution where I work very accessible. The shortcomings observed in the colony are the lack of security.

Internal Context

The Anglo Spanish Institute, kindergarten section, is known as "El Anglito", is a private educational institution, is located on Sadi Carnot street number 23. It is an old building, however, the facilities of the school are quite spacious, adequate and generally in good condition. The building has three levels, and all services, where nine classrooms are organized, an address, a sub-directorate, nursing, Spanish coordination, English

coordination, a covered gym, a singing and games room, a computer room with 20 computers, a mini-supermarket area, a playroom area, a kitchen with dining room, since some students have the service of half internal or full-time, a warehouse of materials, a Gessel chamber, a library, a patio, a green area and a teachers' room, three bathroom sections for students and two bathroom sections for teachers. The building has all the services, such as drinking water, electricity, cistern, both telephone and internet service.

Considering that learning environments are the set of elements and actors.

That is, teachers and students who participate in a teaching-learning process. The learning environment should provide students with the necessary conditions to: discover, understand, problematize, and assimilate educational topics.

In these environments, the actors develop activities that allow them to assimilate and create new knowledge.

The 2021-2022 school year brought with it adaptations to the teaching-learning process at the Institute, that is, some of the students take classes in person, and others receive them virtually (remotely), but every day they go to the campus regardless of the modality.

Group profile

This group studies for the second consecutive year with the same educator, based on this this group profile is elaborated. The group of 3° "B", of the kindergarten Instituto Anglo Español with economic key P-166 and key of work center C.T. 09PJN0153G, is made up of 12 students of which 5 are boys and 7 are girls their ages fluctuate between 5 years 2 months and 6 years, 100% of the group course the second grade of preschool in this institution. The learning channels they use mostly are kinesthetic and visual, and auditory use it to a lesser degree they like to participate in activities related to spontaneous play and the use of materials such as: plasticine, dough, watercolors, paintings, colors, and down. They like games of manipulation of construction objects such as "tangrams", blocks, memory games (memory games), puzzles, because it is a time when they share opinions, taste, when creating various structures.

Of the strategies that they use most within daily activities is oral expression, the vast majority can manifest themselves with a fluid and clear language and manage to express their opinion.

They can classify objects by color, size, and shape. The vast majority manage to classify by quantity. They use the principles of counting up to 50 ascending.

Children recognize and express personal characteristics of how they are physically, that they like and that they don't like. They walk, run, climb and descend stairs alternating feet,

and perform physical activities, without difficulty. They manage to dance and move with varied music coordinating sequences of movement and displacement. No child has motor disability.

My role as a teacher and the role of my students today

A role can be defined as the set of actions that we are expected or expected to perform with respect to a certain environment or task.

Language learning is a group activity and its nature varies in response to a number of factors that will influence the roles individuals adopt in the class. Teaching involves roles and tasks; students and teachers play a role in the classroom. Teachers have the role of authority and transmitter of knowledge. The student's role changes depending on age.

As an English language teacher, I am a facilitator of my students' learning, and I have many roles to fulfill, in my role as classroom manager, one of my main responsibilities is to establish learning situations that promote communication in L2.

In my role as an advisor, I must answer your questions and monitor the performance of my students, my role as a teacher is less dominant.

During my class and throughout the course I have a number of roles, I am a planner, group organizer, facilitator and motivator.

CHAPTER 2: Methodology and practice

Lesson planning

Reading Lesson planning

So how is reading taught in English? With two methods "Look and Say" and "Phonics" (Ólafsdóttir, 2016).

"Look and say" is the most classic and the one that will be easiest for us to understand. It is based on the memorization of complete words through visualization using tokens or "flashcards".

With this the children memorize the pronunciation of each word outside of phonetic rules. A priori it is the most logical because since baby they are memorizing everyday objects and actions.

"Phonics" is the method used in schools in the United Kingdom, how almost everything that is for children is with games, songs, images, movements and above all fun.

"Phonics", that is, phonic or phonetic, is the method in the teaching of the English language to teach reading by means of the correlation of sounds of letters.

From the age of 3, you start teaching loose letters and the sound that represents you and without following the order of the alphabet. Phonetic reading converts sequences of graphic signs into words, studies the sounds of language, in its concrete realization, the production, fresh nature and perception of sounds in their material aspect, dispensing with meaning.

All this is sung and gesticulated to promote learning in a fun and natural way. Each letter has a gesture that represents it.

In this way, the preschool children to whom this planning is directed, have learned throughout the course to identify letters and their sounds until they form words.

The decoding of the written language, that is, the letters are associated with sounds. During the first stage of decoding, readers translate symbols into sounds or visual representations of speech. The planning manifests the learning of the sounds of the letters as the beginning of the reading, showing a "bottom-up" approach, where the graphemes (the letters) are shown, as well as the grapheme-phonetic relationship (letter-sound), so that in the future or higher degrees the phonemes and syllabic structures are reached.

So, the children first process the smallest linguistic unit. The bottom up approach is composed of the understanding of perceptual, lexical, syntactic and semantic processes, in this way the learning process is generated by the stimulation of the senses by which it is possible to extract the information, signs and linguistic codes, taking into account that the decoding is also based on their previous knowledge (experiences) so the learning process is based on the previous management of syntactic knowledge and semantics that preschool children have, which allow the understanding of the new concepts acquired. In the learning process, reading is the primary component because several cognitive processes are involved, such as: perception, decoding, comprehension, retention and evocation, where the combination of all language comprehension skills is seduced because the first stage corresponding to the recognition of letters is generated, the second to their sound, subsequently, identification, memorization and finally repetition, which would result in the comprehension and decoding of reading.

Children learn much more when they associate words with images. So, GOOGLE Slides presentations have been prepared, as flashcards and can be projected during the class, where the image presented is the definition of the word learned. Children at an early age cannot handle a literal vocabulary, since it is obtained and developed at more advanced school levels and joins with the progress of different skills, for this reason in the planning is implemented oral vocabulary and receptive vocabulary, because these can facilitate

communication and learning of a foreign language (English), since the child after listening to and understanding the messages produced by the teacher or her classmates, can generate other short messages to express their desires or tastes. According to the Word Knowledge table, from Oxford University Press found on the EEAILE platform, the aspect of word knowledge in preschool children is at the level of meaning where the definitions are the images shown on flashcards.

When preschoolers have visual aids or watch the teacher do certain activities or say the word in English, they memorize the meaning of the word, without the need for the teacher to translate what it means. Thus, through observation and mimicry of the teacher already knows what the word means and how to pronounce it in English, working together, teacher and children, they can adapt the meaning in the context in which the text is located.

In this planning, the techniques of choral repetition, individual repetition, false knowledge, questions and answers are being used to allow children to participate in the session allowing them to spontaneously and creatively engage in the development of vocabulary learning.

According to Flesh-Kincaid, in both the physical and virtual classroom, libraries can be built where there are useful readings for preschool children, where the difficulty and duration of the readings that will be given to students will be varied, where according to the table shown on the EEAILE platform, and adapting it for preschool level, where the characteristics should be the length of the statements, this is easy readings with short sentences, in active voice, and with a large graphic support, with fonts and illustrations attractive to the little ones, for this reason in this planning videos of readings are included, where the little ones can locate both the letters and the words learned, in an attractive and easily accessible digital context for them. By using GOOGLE tools for education, you have a large collection of digital teaching material, and easily accessible. In the planning presented in this paper, a digital book is used, of the teacher's own elaboration, made through the story jumper application, using the vocabulary, and the grammatical structures that are the objective to be learned.

By assembling the little book, the little preschoolers are being involved in the creation of a book. The teacher encourages that in a group way the assembled book is read in a group way, and that the little students are dotting each word with their finger, this is so that they have a relationship of reading with the spellings.

According to Meyer (1975), all reading requires knowledge of the scheme, where the schema is the knowledge on the subject that individuals have already acquired through various experiences, in this case when vocabulary was introduced and learned. These

experiences and knowledge are activated by reading helping small readers to connect previous experiences with the content of the text.

In this planning the three types of schemes in the reading are presented, first the content scheme is presented, which is the previous general knowledge that you have on a particular topic, in this case the knowledge you have about desserts around the world, where you use the information, you have on the subject as experiences passes and make connections with the new information in the text. This scheme connects old and new information, helping to understand the text more clearly.

The formal scheme (rhetorical patterns), refers to the knowledge that is had about the different organizations of the text, such as letters, essays, newspaper articles, postcards, when the activity of assembling a "small" book is suggested, the little students, acquire the knowledge of how is the organization of a children's book, making this activity attractive to them.

Finally, this planning shows a linguistic scheme, this refers to the linguistic information that has been stored in the minds of young preschool students to decode words and their meanings, this type of scheme is based on data or from the bottom up, understanding the meaning through the use of linguistic information, this linguistic scheme helps students to decode and understand the text.

Roleplays create the ability to improvise, it is here where their intelligence, ingenuity and inventiveness grow, since they promote and educate faculties that in society are repressed, by the environment in which they operate, as long as they are well established and guided; even more contributes feelings of joy and happiness apart from providing learning, skills and abilities.

Roleplays, it must be introduced in the teaching-learning process that promote reading comprehension and in turn create the reading habit in students, since it is necessary to innovate the process that is carried out for the learning of reading of students.

Therefore, the role play has been included so that the children act the reading and manage to understand it fully.

Desserts around the world (Reading)	
Teacher:	Ceres Guadalupe González Madrigal
Group:	Preschool 3 5-6 años

Diagnosis	The group of 3° "A", of the kindergarten Instituto Anglo Español is made up of 15 students of which 4 are boys and 11 are girls their ages fluctuate between 4 years 9 months and 5 years 5 months, 100% of the group course the second grade of preschool in this institution. Currently most children already attend face-to-face classes, so this plan will be applied in the classroom.
Purpose of the session:	That the student listens and tells stories in English, so that he/she appreciates the linguistic diversity by making a little book.
Duration:	An hour-and-a-half session

Curricular component:	**Curriculum organizer 1:**	**Curriculum organizer 2:**	**Expecting learnings:**
Language and Communication	Literature	Production, interpretation, and exchange of narratives	Comments, from the reading he/she hears of literary texts, ideas that he relates to his/her own experiences or something he/she did not know. Describes characters and places that he/she imagines when listening to tales, fables, legends, and other literary stories.
Exploration and understanding of the natural and social world	Culture and social life	Interactions with the social environment	Recognizes and values customs and traditions that manifest themselves in the social groups to which they belong
Foreign language (English)		Understand some English words and expressions	To assemble a little book To listen to and read a story To role-play a story To identify and name some countries To identify and name some international desserts To learn international dessert's ingredients To understand and follow simple commands **Grammar Structure** This is baklava dessert. Backlave is from Turkey.

Face-to-face learning situations:	Resources:
Desserts around the world **Beginning/Warm up:** T & Ss say Hello! T will ask What did they do during the weekend? **Daily routine** T & Ss will review Days of the week Months of the year Numbers The alphabet **Main Activity/Development:** T will review vocabulary seen en previous lessons related to desserts around the world. Vocabulary presentation GOOGLE Slides https://docs.google.com/presentation/d/1MQ1d4JZ7YXpilDuUwE4bfJO6kkFzBg5-/edit?usp=sharing&ouid=101044998684084081513&rtpof=true&sd=true T will use choral and individual repetition and false cognite **Activity 1 ---Reading a book ---** T & Ss will read and listen to a story T will play the video Book: The desserts fair https://drive.google.com/file/d/1ALkQmoBMOLcsckCLg0ttLT2DhuPHcynX/view?usp=sharing **Activity 2 ---Working with our handout 1 – The little book –---** Ss will have some pages with the story T will encourage Ss tosay what they see Ss will say what they see (The story characters, country flags and different desserts) T will give instructions for solving the handout 1 	Internet GOOGLE Slides Vide-book Digital devices Photocopies: Handout 1 Happy Caterpillar puppet

Ss wil fold it and glue it to make a little book
T will show Ss each page and ask: What do you see?
Ss can name people, colors, shapes, clothes, food, tableware, and so on.
T will point to the title and say: This is the title, the title of the story is
T will play the video again
While
T will show Ss the pages
Ss will listen the story
T will play the video again
T & Ss will point to the pictures next to the line son each page to show who is speaking
T will point to the scenes and pantomime to help clarify meaning
T will check Ss's comprehension

Activity 3 --- Role-play ------
T will role-play the story with happy caterpillar
T will invite five children to come up
T will assign a carácter toe each
T will play the audio and Ss will repeat
T will provide them with props to use as they role-play

Closing/Wrap up:
T will ask which dessert they would taste
Ss will answer

Evaluation
Observation (Work Diary)
Student performance (questions)
Performance analysis (Rubric)
Checklist and rubrics
Indicators:

- S follows the story
- S understood the reading
- S identifies the desserts
- S identifies the countries
- S participates in role-play
- S understands and follows simple commands
- S clearly expresses his/her ideas

Rubric:

- Achieved ---------- A
- In process ---------- IP
- Requires Support ------- RS

Reading evaluation

In this planning the evaluation is carried out through a checklist that is based on the analysis of performance, O'Malley and Valdez Pierce suggest that performance-based evaluation requires putting the language learner in the use of the language in realistic situations, in this case the reading of a mini book.

As with listening, valid reading tests must take into account a number of factors. All appropriate uses [of reading assessment] start from an understanding of the reading construct, an awareness of the development of reading skills, and an effort to reflect the construct in assessment tasks. In other words, when proposing to evaluate reading ability, you must be specific about what micro or macro ability you are evaluating; identify the gender... be evaluated; and choose carefully from the range of possibilities, from simply perceiving letters or words (decoding) to extensive reading [inferring, interpreting, reading critically]. The range of reading strategies identified should also be reflected in the assessment, as well as doing aspects such as whether a particular passage or task requires bottom-up or top-down processing, or whether your particular focus is on form, rather than meaning, or vice versa.

	Evaluation Reading Desserts around the world May 2022 3B Preschool	**S follows the story**	**S understood the reading**	**S identifies the desserts**	**S identifies the countries**	**S participates in role-play**	**S understands and follows simple commands**	**S clearly expresses his/her ideas**
1	BASTAR GÓMEZ LEONARDO							
2	BRAVO LUNA ISIS DEVANY							
3	CALDERÓN MORALES SAÚL							
4	DE LA ROSA CARAZA AITANA							
5	DE LA ROSA CARAZA ANDRÉ							
6	FLORES RODRÍGUEZ REGINA							
7	GONZÁLEZ ACOSTA MARIJOSE							
8	HERNÁNDEZ AYALA DIEGO							
9	LEGORRETA ESQUIVEL ANDER CALEB							
10	RIVERA LUNA ITZAYAN NICOLE							
11	SÁNCHEZ HERNÁNDEZ MAIA ABRIL							
12	VÁZQUEZ RODRÍGUEZ MIRANDA							
	Achieved ---------- A							
	In process ---------- IP							
	Requires support --- RS							
	Absent ----- /							

Below is the lesson plan where the Reading skill is worked on, which incorporates interculturality with third graders.

Writing Lesson planning

According to Weigle (2002), "To build students' awareness of the L2 writing process, they should be involved in a practical and experiential writing process. To do this, the rest of the chapter is dedicated to examining several concepts which could be used as the basis for teaching strategies in the writing classroom."

So, children from preschool should begin to be immersed in the written language in English. According to Hyland (2002) there are 6 approaches to teaching writing, in preschool these approaches are adapted as follows:

In the linguistic structure that refers to the coherent arrangement of words, clauses and sentences, students must be familiar with vocabulary as well as grammatical patterns, so for familiarization children are first taught the vocabulary elements to be used within certain grammar elements: What is this? What are these? so that later a controlled and guided writing is reached where children imitate model texts, thus they manage to write new sentences using the pattern, and why not, reach a creative expression where the little students can write their own short sentences, using the vocabulary or grammatical structures previously learned.

Grammatical competence is also used where the use of grammar (morphology and syntax), vocabulary and certain mechanisms of the language such as punctuation or spelling, - sociolinguistic competence: allows to vary the use of the language with respect to the subject, genre, reader and purpose of the text to adapt to the given discursive community. That is why in the written activity emphasis is placed on the use of the point.

In written language learning, phonological awareness is not a naturally developing skill, it requires the teacher to function as a mediator between children and the phonological components of words by making them aware of them and teaching them the integration of phoneme sequences of oral words to form written words. Its goal is to achieve the level of successful association of the phonemic components of oral language with the spellings of written language.

According to Brown (2007), there are micro-skills and macro-skills for writing, where micro-skills, focus on producing graphemes, this is handwriting and spelling patterns in English, in the case of this planning, micro-skills are manifested, in the correct reproduction of letters, and of the words learned, the identification of upper and lower case, as well as the arrangement of the letters, when writing the words learned.

In relation to macro-skills, English language in preschool as a precursor to writing are related to recognizing the phoneme or name of the letter, naming identifies some words related to the learned letter; and later, the ability to segment a sentence into words.

In preschool, the learning of initial decoding is carried out: first, the adequate development of oral language (adequate pronunciation) and alphabetical awareness (recognizing that phonemes have graphic translation); and second, phonological awareness (recognizing phonic components of oral language) and semantic awareness (meaning of words).

The learning of the written English language through oriented instruction, considering first, the ability in the recognition of written words thanks to complex, second, the cognitive and linguistic abilities derived from oral language. Based on this for the initial teaching of reading and writing in this planning three stages are distinguished: preparation for learning or introduction, aims at the exercise of perceptual skills, psychomotor skills, etc., considering that children already have conceptions about the written text acquired in family and social contexts; in a second instance, the systematic teaching of reading or writing is given, a fundamental stage in the process; and the third and final instance the child goes from learning to reading to the level at which he reads to learn.

Children begin their learning of written language in literate social and family environments with which they come into contact very early and spontaneously. In this planning, the need to start from the previous knowledge of children such as desserts around the world is reiterated, so that learning is meaningful.

Raimes (2002), suggests that 10 steps to a writing course if used effectively, represents a powerful tool for the development of knowledge. In this sense, writing cannot be perceived only as an instrument that helps children learn the language and to process the content of a course, but also to become better writers and to communicate more effectively in written form. To achieve this goal it is necessary for children to write from early stages of the English language learning process. From this perspective, writing involves a diversity of activities that are not reduced to simple translation.

Writing, seen within the context of the second language classroom, should ideally include creative self-expression; used as a means to put ideas and thoughts on paper and as a dynamic way of processing elements of the English language. In this planning of the points suggested by Raimes (2002), the establishment of goals was considered, which were that the children managed to write the words learned. The planning of contents is carried out through the planning that is exposed in this work, the contents are also organized according to a sequence, first the vocabulary related to the theme of the desserts and the country from

which they come is introduced, in the end the children manage to identify the words related to said vocabulary.

Wordsearch stimulates the learning of words and at the same time entertainment. The alphabet soups in preschool suppose multiple pedagogical benefits for the little students, through this hobby the students are becoming familiar with the word and will also be able to relate it with others of the same semantic field within the wordsearch.

Through wordsearch, students can thus know and identify new words and associate them with a context, in this case the context of desserts around the world. This learning results in greater fluency and ease in expressing thoughts and opinions.

The increase in linguistic fluency is one of the main benefits of playing wordsearch, but this is not limited only to learning new words, but also to writing them correctly, which is a very important issue when preschool children are learning to write, as you have to look for the words carefully on the board, students have to memorize the letters that compose them and their order. In fact, one of the most used traps in the wordsearch is the introduction of very similar words on the board so that the player is wrong. The games of wordsearch are a very useful strategy in the learning of new languages, in this case of English as L2, so an exercise of this nature has been included in this planning.

This wordsearch presents new words to students in a contextualized way that forces students to know how to spell them. That is why a good strategy to increase oral and written fluency at the same time.

Below is the lesson plan where the writing skill is worked, which incorporates interculturality with third grade students.

Desserts around the world (Writing)	
T e a c h e r :	Ceres Guadalupe González Madrigal
Group:	Preschool 3 5-6 años
Diagnosis	The group of 3° "A", of the kindergarten Instituto Anglo Español is made up of 15 students of which 4 are boys and 11 are girls their ages fluctuate between 4 years 9 months and 5 years 5 months, 100% of the group course the second grade of preschool in this institution. Currently most children already attend face-to-face classes, so this plan will be applied in the classroom.
Purpose of	That the student recognizes characteristics of the writing system by using

the session:	resources such as a wordsearch
Duration:	An hour-and-a-half session

Curricular component:	**Curriculum organizer 1:**	**Curriculum organizer 2:**	**Expecting learnings:**
Language and Communication	Research	Search, analysis and recording of information	To use graphic marks or letters with various writing intentions and explains "what your text says". To comment and identify some features of informative texts.
Exploration and understanding of the natural and social world	Culture and social life	Interactions with the social environment	To recognize and value customs and traditions that manifest themselves in the social groups to which they belong
Foreign language (English)		Understand some English words and expressions	To read each word To identify letters seen in previous lessons To use visual discrimination **Main grammar structure** What is this? It's baklava Where is it from? It's from Turkey

Face-to-face learning situations:	**Resources:**
Desserts around the world **Beginning/Warm up:** T & Ss say Hello! T will ask What did they do during the evening? **Daily routine** T & Ss will review Days of the week Months of the year Numbers The alphabet	Internet GOOGLE Slides Digital devices Photocopies: Colored pencils Handout 1 - Wordsearch

Main Activity/Development:

T will review vocabulary seen en previous lessons related to desserts around the world.

Vocabulary presentation

GOOGLE Slides

https://docs.google.com/presentation/d/1MQ1d4JZ7YXpilDuUwE4bfJO6kkFzBg5-/edit?usp=sharing&ouid=101044998684084081513&rtpof=true&sd=true

T will use choral and individual repetition and false cognite

Activity 1

T will ask Ss what letters they see in each word

T will encourage Ss to say the letters they see

T & Ss read each vocabulary word

T & Ss will spell each vocabulary word

Activity 2

Working with our handout 1 – Desserts around the world wordsearch –

T will encourage Ss to read the first word

Ss will try to read the word

T & Ss read the word

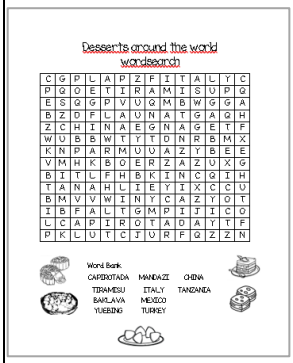
T will say: show me your yellow color

Ss will show the yellow color

T will read the first word and remark it with the yellow color

T will encourage Ss to find the word in the word search

T will encourage Ss to color the word found it



Closing/Wrap up:

T will ask if the activity was easy of difficult

Ss will answer

T will ask which word was the most difficult to find

Ss will answer

Evaluation

Observation (Work Diary)

Student performance (questions)

Performance analysis (Rubric)

Checklist and rubrics

Indicators:

- S identified letters seen in previous lessons
- S identified the words of desserts
- S identified the words of countries
- S read the words
- S found all the words in the wordsearch

Rubric:

- Achieved ---------- A
- In process ---------- IP
- Requires Support ------- RS

Writing evaluation

The evaluation of writing in preschool is carried out in a holistic way, in the checklist are used according to O'Malley and Valdez Pierce (1996), analytical rubrics, which generally focus on specific aspects, in the case of this planning focuses specifically on the recognition of words in wordsearch, through the criterion for this aspect of using loose plates.

	Evaluation Writing Desserts around the world May 2022 3B Preschool	**S identified letters seen in previous lessons**	**S identified the words of desserts**	**S identified the words of countries**	**S read the words**	**S found all the words in the wordsearch**
1	BASTAR GÓMEZ LEONARDO					
2	BRAVO LUNA ISIS DEVANY					
3	CALDERÓN MORALES SAÚL					
4	DE LA ROSA CARAZA AITANA					
5	DE LA ROSA CARAZA ANDRÉ					
6	FLORES RODRÍGUEZ REGINA					
7	GONZÁLEZ ACOSTA MARIJOSE					
8	HERNÁNDEZ AYALA DIEGO					
9	LEGORRETA ESQUIVEL ANDER CALEB					
10	RIVERA LUNA ITZAYAN NICOLE					
11	SÁNCHEZ HERNÁNDEZ MAIA ABRIL					
12	VÁZQUEZ RODRÍGUEZ MIRANDA					
	Achieved ---------- A					
	In process ---------- IP					
	Requires support --- RS					
	Absent ----- /					

Speaking lesson planning

For the child to be successful in their learning, English teachers must speak to them in English outside and inside the classroom. It is important to support communication with

gestures, facial expressions and actions, as this gives the key to understanding the meaning of what they hear, becoming familiar with the sounds, rhythms and accents

To encourage the significant learning of the English language in the ability of "speaking" through playful strategies that favor the significant learning of students about the English language in the ability of speaking, encourage the learning of a second language and the development of the ability of speaking as basic elements of the learning process of the students in question and, finally, evaluate the positive impact of the strategies implemented to favor the significant learning of students regarding the ability to speak the English language. The simplest and most direct way to develop language is to facilitate opportunities for you to speak and speak unhindered. Thus, all activities and experiences that provide new meanings or that reinforce those already acquired with different nuances will serve this objective. New experiences will bring new meanings and new words.

As we have seen in the previous section, the speaker is as important as the listener in oral communication, and, therefore, it is evident the enormous importance that this skill has in the teaching of a language. Moreover, in recent years its importance may have been exaggerated, to the detriment of other "skills".

As for the time to start exercising this skill, it seems obvious that oral practice in English classes should be done from the very beginning of the learning process in this case from preschool.

At the beginning, it is convenient for the student to repeat mechanically the classic repetition exercises (pattern drills). These exercises will be repeated first in choir, then in groups and then one by one. All of which will make it easier for the student to say the first words of a language that is not his own.

These first mechanical exercises: "substitution drills", "conversion drills", etc., are basic for the formation of linguistic habits, of which the defenders of the audio-lingual approach spoke so much a few years ago. But it is advisable not to neglect the creative use of English in the communication of ideas – so advocated by Chomsky and his followers, the transformationalists – and to try to ensure that meaningful communication is carried out as soon as possible in the teaching/learning of the English language. The use of dialogues and small dramatizations - "role-playing" - serves perfectly to help students to exercise in the practice of this skill. And there is a huge range of possibilities to facilitate it in English classes, such as wall posters, drawings in waxing, movies, role-cards, and so on. These dialogues and dramatizations must gradually give way to real communication, that is: students must gradually introduce their own words to a situation more or less prepared in

advance. For it seems very convenient to practice first the skill of speaking with some vigilance or direction, to successfully reach, later, to the practice of free conversation.
It is convenient, therefore, to use English in class, whenever possible, for the real communication, by word, of our ideas in the different functions of a language: personal, interpersonal, directive, imaginative, etc.

General characteristics of speaking

Speaking is made up of units of ideas. Speaking is different than writing. Speaking works with sentences and paragraphs as basic building blocks. It can be said that the basic unit of speech is thought.
Talking can be planned or not. Most of the conversations are not planned, however, in this paper, the situation requires some preparation, such as presenting the content since the speakers in this case the preschool children depend on some type of visual aid, for this reason they are first presented with the vocabulary, and then the grammatical structure is modeled, through the use of fixed phrases.

Conversation

Conversation is largely composed of routines, where routines correspond to fixed expressions that speakers use to express their intention. In the case of this planning, conversation is a routine with a group of phrases, where the main purpose of the interaction is only the exchange of information, which Richards (2008) emphasizes as conversation with purpose. The conversation carried out in this planning is considered interactive, since it occurs between the teacher and the children, although individually, they take turns to talk and listen.
The conversation revolves around something in this case to desserts around the world and the ingredients that each dessert is required to make.

Precision and fluidity

As far as speech is concerned, there is too much pressure in terms of fluency and precision, in the teaching of English as a second language, it is not yet clear which of the two should be specified. However, both are important.

Fluidity

Richards (1990), has defined fluency as reasonable speech, or the ability to fill time with conversations using coherent, reasoned and semantically dense sentences, this is having appropriate things to say in a wide range of answers as well, being creative and imaginative in the use of a language. Filmore quoted by richards (2009), states that fluency is the assumption that speakers produce understandable, easy-to-follow speech free of errors and communication failures, although according to Richards himself (1990), this is generally not met due to the demands of processing and production.

Accuracy

Precision and fluidity are closely linked, precision contributes to fluidity.

Teaching and learning pronunciation

Approaches to pronunciation focus on developing intelligibility rather than achieving native pronunciation, and it is required to focus pronunciation on suprasegmental characteristics, which are stress, rhythm, and intonation.

Stress

Stress works both at the word level and at the sentence level, in the presented planning emphasis is placed on stress in each word every time the teacher presents it and makes the little ones repeat them, either chorally or individually, this is how the correct lexical stress is more important for intelligibility than the correct pronunciation of individual (segmental) sounds such as vocabulary words. Likewise when the prayers of dialogue are repeated, stress is emphasized, the emphasis of the sentence refers to which word or words in a sentence are given a greater emphasis or prominence. Unlike lexical stress which is conventional and fixed, oral stress is not fixed, but fluid, adapted to the intentions of the speakers, this does not mean that depending on the context of interaction and the intention of the speaker, the speaker cannot give one of those words more emphasis than the other.

Rhythm

Rhythm refers to the rhythm pattern of spoken language. The rhythm in English is given by the break in which the accentuated syllables occur between the reduced ones in the connected speech. In connected speech as certain words of selected content are given

prominence, by further emphasizing their stress syllables, other words usually the words of function eliminate their stress. The result is a rhythm pattern, with each beat given by the accented syllable of the words emphasized.

Intonation

Intonation refers to the patterns given by changes in the tone of voice either going up or down, during an expression, these patterns can be represented as intonation contours or curves.

In the classroom, students should be helped to know which words to emphasize according to communicative intent. According to Snow (2007), learning basic patterns will help students communicate more transparently, as seen in this planning most questions and suggestions end in increasing intonation, however, WH questions end with the fall of intonation.

Strategic competence

Strategic competence refers to the ability of any speaker to contribute, in interaction with other speakers, to maintain the flow of the conversation avoiding possible communication failures, or in case such failures occur must resolve them; it also refers to the mastery of verbal and non-verbal strategies to improve the effectiveness of communication.

Communication strategies

Communication strategies are those that L2 students use to deal with communication problems, or with, those they face when they have not yet mastered the language.

Activity design

The design of activities for oral practice is based on the knowledge of the students, so it has been considered that the students to whom the proposed planning is directed are preschoolers.

Pre-communicative activities

Pre-communicative activities according to Littlewood (1987), aim for students to practice the use of acceptable language with reasonable fluency, without worrying about communicating meanings effectively, and can be subdivided into structural exercises and

quasi-communicative activities, where structural activities focus on grammar as seen in the planning presented in this paper, where the grammatical structure "Where is (dessert) from?" is handled, where the teacher models the sentence and asks the class to repeat it, then replaces the signal in the appropriate segment of the sentence, in this case the answer giving where dissert is from so on until the quasi-communicative activity takes the form of a semi-fixed exchange, resembling a natural dialogue .

Communicative activities

Communicative activities can be subdivided into functional communication activities and social interaction activities, where the former consist of preparing and allowing students to convey their meaning effectively and the main measure of success is the student's ability to cope with the demands of the immediate situation, developing the function of speaking; the purpose of functional communication activities is to develop effective information communication skills, emphasizes the practice of purposeful and effective communication
The second are intended for students to develop sensitivity to social meanings attributed to certain forms and are based on types of techniques such as simulation and role play where they can represent situations and social relationships, the purpose of social activities is social interaction, where students develop skills to communicate and behave in a socially acceptable way.
Autonomous interaction activities use oral practice for grammar learning this is to help students practice grammatical structures using them in plausible sentences during highly structured oral practice exercises, their usefulness lies in that they are introductory or corrective in nature and transition according to Rivers and Temperly cited in Bygate (1987), suggest that it should be practiced quickly in exchanges that sound more natural, and students should understand the changes in meaning they are making by the variations they are making, leading them to autonomous communication.

As can be seen in the proposed planning, the communicative activity to which reference is made is a functional communication activity since it emphasizes the practice of determined and effective communication, but of autonomous interaction since grammatical structures are practiced.

Labelling techniques

Labelling techniques consist of controlled, semi-controlled or free practices. Some controlled, semi-controlled, and free techniques, according to Brown (2007)

Controlled techniques	Semicontrolled Techniques	Free techniques
Warm-ups (TPR, singing, reciting jazz chants, practicing small talk)	**Brainstorming**	**Role play**
Reading aloud	**Storytelling**	**Cued dialogues** (scaffolded only at the beginning)
Asking and answering display questions	**Asking and answering referential questions**	**Games**
Drills (repetition, substitution)	**Cued dialogues or narratives** (scaffolded throughout)	**Report**
Translation	**Information transfer**	**Problem solving**
Peer-dictation	**Information exchange**	**Drama**
Meaningful drill	**Wrap-up**	**Simulation**
	Narration	**Interview**
	Exposition	**Discussion/Debate**
		Classroom chat
		Guest speaker

In the planning presented, the vast majority are controlled techniques, applied in a didactic way where visualization questions are asked and answered, repetition exercises, where grammar is practiced through oral exercises, where what is known as interactive oral grammar exercises are presented, which are designed to allow students to use grammar in interactive situations, according to Comeau (1987). The interactive grammar exercises are:

1. communicative, in the sense that they are integrated with other types of activities, such as games and role-playing games.
2. significant, in the sense that they appeal to the student's imagination.
3. restricted, in the sense that students can choose from a limited number of ways, so that they can focus on the meaning and thus successfully carry out the activity.
4. expressive, that is, highly inflexioned, emphasizing and perhaps even exaggerating the elements of expression.

Learn vocabulary for oral practice activities.

As you can see in the planning exposed, it begins with a review of the vocabulary, since as it is known the practice in oral skills is beneficial because it helps students to be more autonomous in the expression of their own meanings, they are also used to vary the grammatical structures, likewise the oral activities focus on certain vocabulary and certain grammatical structures creating opportunities to learn the vocabulary exposed, In addition, while focusing on the negotiation of meaning, they are likely to mention other words they already know, opening up possibilities for increasing vocabulary.

As for the production, this is also verbal. The child must reproduce the sounds emitted by the teacher, after he emits it (imitation) and then in a situation of daily life that the teacher points out.

Integrated skills

The importance of integrating skills can never be emphasized enough, since what is done in the classroom is to keep a skill focused for a sustained period of time, and then move the focus to another skill, doing it more or less directly, however, the tendency is towards an integration of skills.

The different approaches used in speaking

Content-Based Instruction (CBI)

Content-based courses integrate language lessons with the teaching of some type of non-linguistic content, the source of which is usually part of the topic that students must cover at the school or university level. The main goal of content-based courses is for students to acquire the knowledge and skills relevant to the content in the target language. The target language is then used as a means to an end.

Topic-based instruction.

Topic-based instruction resembles CBI in that the curriculum is organized around non-linguistic content. In topic-based instruction, content, while still important, is a vehicle for language teaching. However, it is important to get the right content as it is an effective language learning measure.

Task-based language teaching (TBLT).

Task-based language teaching emphasizes the development of language-related skills and functions that students will need to operate in the real world. Their focus is on the functional purposes that students will put language to when they are out there. At TBLT, the objectives of the course focus on the development of pragmatic competence, that is, the ability to manipulate the different aspects and dimensions of language to fulfill certain functions and achieve certain objectives.

Experiential learning and episodic learning.

Both experiential and episodic learning highlight the importance of student engagement that is not purely cognitive (or rather, not purely intellectual) but holistic. In experiential learning, this is achieved through the actual participation of the learner in fieldwork, practical experience, etc. In episodic learning, affective engagement is achieved through the use of storytelling. A good illustration of an open episodic learning unit is the use of dilemma-based stories, which can be exploited to guide students through the exploration and discovery of their own value systems, and can serve as a basis for introducing culture into the classroom. Below is the lesson plan where the speaking skill is worked, which incorporates interculturality with third grade students.

Desserts around the world (Speaking)	
Teacher:	Ceres Guadalupe González Madrigal
Group:	Preschool 3 5-6 años
Diagnosis	The group of 3° "A", of the kindergarten Instituto Anglo Español is made up of 15 students of which 4 are boys and 11 are girls their ages fluctuate between 4 years 9 months and 5 years 5 months, 100% of the group course the second grade of preschool in this institution. Currently most children already attend face-to-face classes, so this plan will be applied in the classroom.
Purpose of the session:	That the children of third grade of preschool, manage to express in English language, the desserts and different countries, that they learned, and that they identify and express the ingredients of each dessert.

Duration:	An hour-and-a-half session

Curricular component:	**Curriculum organizer 1:**	**Curriculum organizer 2:**	**Expecting learnings:**
Language and Communication	Orality	Recognition of linguistic and cultural diversity	To Identify some differences in people's ways of speaking. To expose information on a topic, organizing their ideas better and better and using graphic supports or objects from their environment.
Exploration and understanding of the natural and social world	Culture and social life	Interactions with the social environment	Recognizes and values customs and traditions that manifest themselves in the social groups to which they belong
Foreign language (English)		Understand some English words and expressions	To identify and name some countries To identify and name some international desserts To learn international dessert's ingredients To understand and follow simple commands Main Grammar Structure Baklava is from Turkey Its ingredients are:

Face-to-face learning situations:	**Resources:**
Session **Saying what dessert is and its ingredients** **Beginning/Warm up:** T & Ss say Hello! T will ask What did they do during the weekend? **Daily routine** T & Ss will review Days of the week Months of the year Numbers The alphabet **Main Activity/Development:** T will review vocabulary related to desserts around the world Vocabulary presentation	Internet Digital devices Happy Caterpillar puppet GOOGLE Slides Video Pointer

GOOGLE Slides https://docs.google.com/presentation/d/1MQ1d4JZ7YXpilDuUwE4bfJO6kkFzBg5-/edit?usp=sharing&ouid=101044998684084081513&rtpof=true&sd=true T & Ss will review desserts around the world and their ingredients by using the video https://drive.google.com/file/d/18b6YYYDcIZgUTL6SNx7uavA3XmEdlJdm/view?usp=sharing T & Ss will comment about the ingredients Ss will make some posters with the images of ingredients of each international dessert. T will use a Happy Caterpillar puppet for modeling a dialogue: Baklava is from Turkey The ingredients are: • filo pastry • pistachio paste • eggs • syrup T will encourage Ss to say what dessert is, which country is from and the ingredients Ss will present their work in front of their classmates Ss will glue their posters on the hallway's wall T will repeat this with all the Ss **Closing/Wrap up:** T will ask Ss which dessert could be their favourite Ss will answer T will praise all efforts	
Evaluation Observation (Work Diary) Student performance (questions) Performance analysis (Rubric) Checklist and rubrics **Indicators:** - S identifies the dessert - S identifies the country - S says clearly where the dessert is - S says clearly the ingredients - S expresses clearly - S show self-confidence when he/she speaks **Rubric:** - Achieved ---------- A - In process ---------- IP - Requires Support ------- RS	

Speaking evaluation

The evaluation of speaking skill is carried out through a checklist, Kuhlman (2008), suggests collecting information for evaluation in this area by observing the process, where the teacher must collect evidence of the linguistic achievements or performance of the student during a certain period of time, in this case the period of time would be the time that the session lasts.

Brown (2004), mentions micro-skills in classroom proficiency: producing pieces of language of different lengths, orally producing differences between English phonemes and allophonic variants, producing stress patterns in English, words in stressed and unstressed positions, rhythmic structure and intoned counts, producing reduced forms of words and phrases, using an adequate number of lexical units (words) to achieve pragmatic purposes, produce fluent speech at different delivery speeds, supervise your own oral production and use various strategic devices (pauses, fills, autocorrections, recoils) to improve the quality of the message, use grammatical clauses of words (nouns, verbs, etc.) systems (e.g. tense, agreement and pluralization), word order, patterns, rules, final elliptical forms, produce speech in natural constituents: in appropriate phrases, pause groups, breathing groups and sentences, express a particular meaning in different grammatical forms.

In the preschool environment, only producing pieces of language of different lengths, producing reduced forms of words and phrases, producing fluent speech at different delivery speeds is applied. This evaluation checklist is considered to be a holistic rubric, as described by O'Malley and Valdez Pierce (1996), as it tracks the progress of young students and considers increasing practice.

	Evaluation Speaking Desserts around the world May 2022 3B Preschool	**S says the dessert**	**S says the country**	**S says clearly where the dessert is**	**S says clearly the ingredients**	**S expresses clearly**	**S show self-confidence when he/she speaks**
1	BASTAR GÓMEZ LEONARDO						
2	BRAVO LUNA ISIS DEVANY						
3	CALDERÓN MORALES SAÚL						
4	DE LA ROSA CARAZA AITANA						
5	DE LA ROSA CARAZA ANDRÉ						
6	FLORES RODRÍGUEZ REGINA						
7	GONZÁLEZ ACOSTA MARIJOSE						
8	HERNÁNDEZ AYALA DIEGO						
9	LEGORRETA ESQUIVEL ANDER CALEB						
10	RIVERA LUNA ITZAYAN NICOLE						
11	SÁNCHEZ HERNÁNDEZ MAIA ABRIL						
12	VÁZQUEZ RODRÍGUEZ MIRANDA						
	Achieved ---------- A						
	In process ---------- IP						
	Requires support --- RS						
	Absent ----- /						

Listening lesson planning

The thought process is linked to the cognitive, auditory, visual, tactile and playful experiences with which you have contact. Auditory stimulation is fundamental within any teaching and learning process due to the close relationship it has with the gradual development of mental skills.

Rost (2002) defines listening as a process of receiving what the sender actually expresses (receptive orientation); construct and represent meaning (constructive orientation); negotiate the meaning with the issuer and respond (collaborative guidance); and creating meaning through participation, imagination and empathy (transformative guidance). Listening is an active and complex process of interpretation in which the person listening establishes a relationship between what he or she hears and what is already known to him or her.

For this reason, listening is closely related to thinking, to listen it is essential to interpret sounds, listening is an active and not passive skill, since it involves the activation of a series of mental processes that allow the receiver to understand what he hears. Listening is not the same as listening, it must be developed as one of the most important skills for life since it involves concentration to decipher and interpret what is spoken or transmitted.

And it is at that point where he finds a close relationship with another of the fundamental areas for child development such as logical thinking, a topic that has been of special interest in recent years for scientists, educators and the general public.

Listening comprehension plays an extremely important role in learning a language, since it is through the ear that a person hears the language and begins to become familiar with it, listening becomes a fundamental social component for practically every human being, except for people who have a hearing problem.

Developing the listening comprehension of a preschool student is the most difficult task of a teacher, for the simple fact that for a child to speak the language, he must first listen to it and know how to pronounce it. Usually, the skills of writing, reading, and speaking in another language develop as you learn the language, but the ability to listen is essential to develop it from the beginning.

When children learn a foreign language, they do so by listening and what they hear is the way they produce the language. That is why as teachers' students must be provided with the necessary material so that they can develop the skill of listening, all kinds of material are valid as long as it works to expand the learning of what you want to teach or develop.

When a child learns a second language, in this case English, it is very easy to develop their listening comprehension through songs, games, rhymes, or with any material, activity, or

exercise that the student feels motivated to participate. That is why as teachers we must take into account the tastes of our students, know what they like to do most in the classroom and what activities they prefer to do.

Communication skills

For a language to be learned it is necessary to develop communicative skills, this is skills that allow students to express information so that it is received and at the same time understood.

Learning English as a second language allows children to acquire knowledge through techniques and methodologies that develop all four skills, visually oriented reading and writing skills and listening skills, speaking where listening comprehension is a critical part of language performance, so preschool students must develop effective listening strategies. Developing listening skills for preschool students can be difficult, due to the young age of the students, so you have to dedicate time and practice, so two plans have been designed so that young preschool students can practice listening to the English language as a second language.

Listening comprehension skills

Listening comprehension is a basic function in the socialization of preschool students: it helps them to build relationships and interact with the people around them; enriches their perceptions. An empathetic understanding fosters agreements, creates relationships and communities.

It also plays a critical role in learning. Since oral presentation has been the privileged means to impart knowledge in class, attentive and effective listening is often associated with greater academic performance. Those who have developed it are more likely than those who have not to acquire the conventions of the discipline and to experience the "upward spiral" of knowing how to listen, obtain positive results and strengthen understanding.

According to Fang (2008) in order to help preschool students, develop listening skills, teachers should facilitate the listening process manifested in the two components of the listening comprehension process: sound processing and meaning processing. Where sound processing helps to segment the flow of sounds and recognize the boundaries of words, as well as the boundaries of sentences and speech clauses. Therefore, and in the case of preschool students, the teacher in her planning first delimits the sound process by first teaching a group of vocabulary words that she first expresses to the children and makes them repeat those words themselves. Sound processing recognizes the importance of

descending intonation where the end of a sentence is indicated and ascending intonation indicating that the speaker is not yet finished.

In listening skill planning, the processing of meaning that organizes the context into meaningful sections mentioned by Fang (2008), is carried out by making the small book where each scene contains its dialogues in a specific way, which allows children to anticipate what the characters in the story are going to say.

La situación de escucha interactiva en la planeación se manifiesta en la actividad de juego de roles que realizan los pequeños alumnos. La situación de escucha no interactiva se lleva a cabo cuando los pequeños escuchan el audio.

McDonough (2003) refers that listening comprehension is not only a function of the interaction between language and the brain, but requires the activation of contextual information and previous knowledge, so in the planning so that the little students can identify the ingredients that are needed to make a dessert, they were first taught the vocabulary related to the ingredients to cook a dessert and so the little students can identify these materials in the preparation of the dessert to which the audio refers in this case "the churros".

Characteristics of the speaker

To access listening, the person who is speaking must be considered, where said person has previous knowledge and linguistic knowledge, this is complex sentence structures and colloquial words and expressions. In the listening planning presented in this paper, the teacher is perhaps the main speaker, since the listening material, this is the audio, was designed and made by her, complementing and modifying it with her own speech, as indicated by Fang (2008) cited in the EEILE platform, so that the little students of preschool develop as English language speakers according to their school level, providing them with an auditory experience where they can discover, imitate and acquire expressions and pronunciation.

Characteristics of the listener

It is known that young preschool students have different personalities, so they get to show the characteristics of the different types of listeners in the classroom that McDonough mentions, quoted in the EEILEE platform, some of the students in the group are active listeners who participate fully in the communication process, listening carefully, providing feedback and doing everything possible to understand and remember the messages issued by the teacher. Other small students in the class to whom this planning is directed are

passive listeners who do not show their enthusiasm as the active listeners, some other of the students in the third class of preschool are impatient listeners, since they have short periods as active listeners since they are easily distracted, this means that they pay attention, but they lose focus quickly.

The plans and materials presented in this paper aim to enable preschool students to acquire English as a new language, helping them to avoid frustration through materials that have the appropriate speed, so that they can understand spoken language quickly. In these plans, the teacher uses repetition as much as possible, as well as provides contextual knowledge, through the activities prior to listening to the material.

The listening processes

Richards (2008) suggests that teachers of English as a second language, can appreciate the listening process from two perspectives, the first perspective is as comprehension based on the assumption that the central function of listening is to facilitate the understanding of spoken speech where in English language study programs the role of listening is to help students develop their skills to understand the things they hear, likewise, the second perspective of the listening process is as an acquisition, based on the assumption that students of English as a second language will not learn anything from what they hear or input, unless they notice something about the entry or admission (intake), where such admission or pate of the entrance is what the students notice and that can serve as a basis for the development of the language; the listening texts used are the basis for speech activities, making use of notation and restructuring activities.

In the planning offered in this text the process of listening from the perspective of comprehension, is carried out when listening to the audio, and the acquisition process is carried out when the children identify in the context of what is heard, the vocabulary words previously seen, helping them to understand in a general way what happens in the activity or story.

Listening processes

In the acquisition of English as a second language, listening is one of the most important skills to develop, the listener goes through certain processes in the construction of a message from the information he hears in the target language.

McErlain (1999) establishes three processes that students use when they intend to understand spoken English:

perception, which is the process of identifying the speech sounds that the listener hears, trying to recognize intonation and sounds, and turning the information into something meaningful to them.

Decoding is the way listeners create some kind of understanding of a message by taking chunks and not just sentences. The children to whom the exposed plans are applied identify in the proposed audio the words or grammatical structures previously seen.

Prediction and selection, where predicting or making guesses about what comes next, allows the student to listen without needing to understand each word; selection is when students can filter the information, this is being able to make decisions about what is important and identify the relevant information.

Listening strategies

As part of the development of listening strategies, you have to understand spoken speech, one way to do this is by seeing listening comprehension as the result of the interaction between "bottom-up" and "top-down" listening skills, where two processes are included: bottom-up processing, which refers to the use of incoming auditory input as a basis for understanding the message, this is understanding begins with the received data that through the analysis of sounds, words, clauses, sentences and texts, a message can be received; this is a way of understanding spoken language by combining its smallest elements; bottom-up skills involve "decoding," that is, building a message from sounds, words, and phrases. Top-down processing refers to the use of background knowledge or prior information from a specific topic to understand the meaning of a message, this is that top-down listening skills cause students to produce questions they expect to hear about a specific topic. Both processes occur side by side in the listening process.

Richards (2008), suggests that in both processes a pre-listening is carried out, where students are prepared with processes of activities that involve previous knowledge, make predictions and review key vocabulary, as can be seen, in both plans exposed in this work, pre-listening is carried out by reviewing the key vocabulary, in this case the ingredients used to make the desserts.

In while-listening, comprehension is carried out through exercises that involve selective listening, general ideas, sequencing, etc. In the planning presented in this paper, the children have to identify the vocabulary previously seen, using the suggested grammatical structures:

Post-listening is the process where a response to understanding is finally carried out and may require the student's opinion on the subject, in the planning, this phase is carried out

when they execute and solve the activities in their respective books. Both plans as they are aimed at students in preschool stage (5-6 years), suggest a process "from the bottom up", since it begins with the teaching of a vocabulary, through flashcards, in the case of the planning presented is done through a GOOGLE Slides presentation, this is an analysis of sounds and words, later the decoding is carried out when the students identify the smallest elements in this case the words and structures grammatical within the text, which take them finally understand the meaning of the message this is to get to understand the text exposed through the audio.

Teachers when teaching English as a second language in preschool should strive to make listening activities as understandable and engaging as possible, so the following aspects should be considered to develop listening strategies in the classroom:

Having realistic expectations about the listening skills of students, in this case considering that they are preschool children, should also help children develop their expectations in a realistic way, proposing activities according to their level. The teacher must become aware of the role of listening comprehension. A context and a support of meaning must be provided, in this case this is carried out in the pre-reading where vocabulary and grammatical expressions are introduced. Listening opportunities are provided, exposing the audio or video several times. Listening is allowed and existing technology is used to help students develop listening skills, that is, audios, CD-ROM of texts and videos related to the session are used. Students are also given the opportunity to talk about the listening experience.

Difficulties in teaching listening

Teaching listening can be difficult to teach and acquire due to different situations, such as when clustering slows down the process of developing students' listening skills, causing spoken language to be limited by the existing predisposition to "chunking" or grouping which is to divide speech into very small groups of words. Another existing difficulty is redundancy, this refers to the fact that when the listener processes the meaning more time is offered than required, as well as too much additional information. Another difficulty is performance variables, where hesitations, false starts, pauses and corrections interfere with students' understanding. At some point colloquial language manifests itself, this is idioms, jargons or shared cultural knowledge, which can take out of context students who have been exposed to the language of the textbook.

Students will eventually be able to understand the language received at different speeds. Emphasis should be placed on stress, rhythm and intonation as they are very important for

understanding. Interaction, or learning to listen, is learning to respond and continuing a chain of listening. Young preschoolers should assume that good listeners are good at responding and should negotiate the meaning of giving feedback to maintain a topic, so the process of understanding will be complete.

Teaching Listening

Listening is an important language skill, and along with reading, it is a receptive language skill that requires the learner to take meaning from the oral language produced by another person. Listeners and readers must actively construct the meaning of the L2 they are learning. Words themselves are not the only source of meaning, but so are the gestures, facial expressions, tone of voice, and circumstances of the conversation that contribute to the understanding of what the speaker is saying.

Teachers of English as a Second Language usually include listening activities in the curriculum, but it is important to know the important theories related to listening.

Important theories related to listening

The Input Hypothesis Natural Approach Total Physical Response, these methodologies see listening comprehension as key to acquiring a second language, provide listening information that is appropriate and understandable and are a responsibility of the teacher.

Attention Theory, uses awareness activities to increase the student's awareness of the grammatical structures heard.

Conversation Theory, which partners with CLT, emphasizes the importance of listening in a second language, as it is not possible to fully engage in a conversation and take advantage of conversational feedback without understanding what your classmate or teacher is saying.

Guidelines for the development of listening activities

Brown (2001), specifies that developing listening comprehension skills is important for students, especially in a communicative language environment. Activities generally depend on interactions between English language learners. Students with well-developed listening skills participate more effectively in class. Therefore, it is important that teachers are immersed with these concepts when planning listening activities. Consider the following table that refers to what students hear during a listening activity.

Background Knowledge	***Previewing***	***Advance Organizer***	***Meaning Support***
The pre-existing knowledge over a particular topic that students may have.	Activities or exercises that help the students anticipate the content that they will hear in the listening text.	A tool to help students make a connection between new information (from the listening text) and their pre-existing knowledge.	Providing students with pictures, sound effects, and other materials that make the listening text more comprehensible.
Recall	***Recall Question***	***Inference Question***	***Intonation***
Students' write down all of the ideas that they are able to remember from a listening text to determine what they have understood. Their **L1** (first language) is sometimes used.	A question that requires getting information from a listening text; it can usually be answered by simply repeating words or phrases from the listening text.	Questions that cannot be answered by simply repeating words from the listening text; Students must be able to link the material to something outside the text in order to answer correctly.	Refers to changes (rising, falling) in the speaker's tone of voice.(3)

As you can see the plans that are suggested in this paper, contain background knowledge, since it uses the pre-existing knowledge on the particular topic, there is a previewing, where the activity of making the small book helps to anticipate the content they will hear, with respect to the advance organizer, when listening to the audio or watching the video the little students establish the connection between the new audio information and their pre-existing knowledge. Meaning support is present by projecting the images of the vocabulary presentation, providing children with materials that make the listening text more understandable. Being preschool students to whom the planning is directed, the recall in the planning, is carried out not by writing as such but by clicking with the computer mouse, in the correct option, in the GOOGLE Forms that they have on the screen of their computer. Does the teacher use recall questions when using the questions found in "Grammar Structures", such as What do you need for cooking "churros" or What are the ingredients

for "churros"? The inference questions, is established when the students link the material to something outside the text to answer correctly, finally, the intonation refers to the changes of tone either up or down in the voice of the teacher and the students.

In addition to all the processes mentioned above, students have other processes that they use when trying to understand the spoken English language, so teachers must consider the elements mentioned by Fang (2008) when deciding what to include in listening activities: a part of listening comprehension is trying to recognize the parts of what a person hears that meet the needs or desires of students; listening students can generally predict some of the information they are expected to hear even when they are preschoolers; the vast majority of students including preschoolers choose how important the message is depending on when and why they first started hearing it. Hearing students have several ways to test their own understanding, through questions and their answers about the information found in the message they just heard.

Authentic materials for listening comprehension

We now know that listening comprehension encompasses the following stages: attention, perception, word recognition, syntactic analysis, comprehension and interpretation, and according to Rost (2002), teachers are responsible for giving students a guided practice with meaningful elements and activities that will help students achieve their goals in each of the phases mentioned. It is important to make use of the materials included in our textbooks as noted in the plans exposed, it is also important to select additional materials to help students improve listening. The material must be relevant and meaningful, in the case of preschool it must also be attractive to maintain the attention of the young students. Sometimes teachers must design digital activities according to the content and objectives they have in listening. It is important to give clear and precise instructions at the beginning of each activity, as well as a couple of answers as an example of the desired response.

Considering that for some students it is difficult to listen, different materials must be used to listen.

Students develop their listening skills through constant exercises, so it is very important that teachers have a wide variety of activities related to listening.

Technology and listening

Technology has become a practical option for improving listening skills. The learning of a foreign language considers multiple factors that converge and interrelate in such a way that

the student can achieve mastery of a language and, with it, signify a reality and give value to the elements that make up the social and cultural aspects of it. The process of learning English is updated, today, through the use of technology in the classroom. This allows us to change the look of the old scheme of guided learning, for one of student and teacher participation.

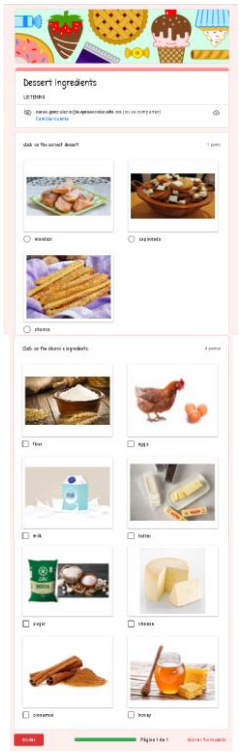
Technology has the potential to make the development of listening skills more meaningful, interesting, and fun for preschool students already immersed in it. As a means for learning the English language as a second language, multimedia represents innumerable possibilities of instruction for listening because technology as a tool for the development of listening skills, includes a logical coincidence of the characteristics of the system this is a combination of text, audio and video and the goal of the development of listening skills in a second language. As teachers we must consider the range of possibilities offered by technology and do everything possible to make the most of it for the needs and circumstances of students, especially preschool students.

Learning a language with the help of multimedia technologies, including audio and video, is a very attractive idea. As can be seen in the planning, the activities involve the use of multimedia technology.

Desserts around the world (Listening)	
T e a c h e r :	Ceres Guadalupe González Madrigal
Group:	Preschoolr 3 5-6 años
Diagnosis	The group of 3° "A", of the kindergarten Instituto Anglo Español is made up of 15 students of which 4 are boys and 11 are girls their ages fluctuate between 4 years 9 months and 5 years 5 months, 100% of the group course the second grade of preschool in this institution. Currently most children already attend face-to-face classes, so this plan will be applied in the classroom.
Purpose of the session:	That the third-year preschool student identifies the different expressions of their own culture and other cultures by listening to the English language audio and solving a GOOGLE Forms, choosing the correct answer
Duration:	An hour-and-a-half session

Curricular component:	**Curriculum organizer 1:**	**Curriculum organizer 2:**	**Expecting learnings:**
Language and Communication **Foreign language (English)**	Orality	Recognition of linguistic and cultural diversity Understand some English words and expressions	To Identify some differences in people's ways of speaking. To identify some ingredients in desserts To listen and choose the correct answer To identify and name some ingredients in desserts To understand an follow simple commands Vocabulary: Flour, eggs, sugar, milk, butter, cheese, cinnamon, chocolate Grammar structures Churros are from México The ingredients are: Fluor, eggs, sugar, milk, cinnamon

Face-to-face learning situations:	**Resources:**
Cooking "Churros" **Beginning/Warm up:** T & Ss say Hello! T will ask What did they do during the weekend? **Daily routine** T & Ss will review Days of the week Months of the year Numbers The alphabet **Main Activity/Development:** **Pre-listening** T will review vocabulary related to ingredients for a dessert using GOOGLE Slides https://docs.google.com/presentation/d/1HZaDyw-A_MYPerMCvdGojhO5sNyOAgYk/edit?usp=sharing&ouid=101044998684084081513&rtpof=true&sd=true Flour, eggs, sugar, milk, butter, cheese, cinnamon, chocolate T will use choral and individual repetition and false cognite T will encourage Ss tosay the desserts they know	Internet Digital devices Class audio Happy Caterpillar puppet Audio Colored pencils GOOGLE FORMS

Ss will mention the desserts around the world and others **While-listening** **Activity 1 Working with our GOOGLE Forms** **COMPUTER LAB** Ss will access the GOOGLE Forms T will say: I am going to play the audio and we have to listen attentively Audio T will encourage Ss tos ay what the dessert is in the audio T will encourage Ss tos ay what the ingredients for that dessert are T will play the audio three times. **Post-listening** T will say: Listen and click in the correct answer T will encourage Ss tosay the correct answers **Closing/Wrap up:** Happy Caterpillar will ask: do you know churros? Happy Caterpillar will show Ss some churros (realia) Happy Caterpillar puppet will say: These are “churros”. We eat churros for dessert and we usually accompany them with a cup of rich hot chocolate Happy Caterpilar will ask: Do you like churros? Ss will answer	 https://docs.google.com/forms/d/1RV3lfB3NYIb-NqMHQMjWTYy5iEmdDXRIT-8KD0b2j-c/edit?usp=sharing
Evaluation Observation (Work Diary) Student performance (questions) Performance analysis (Rubric) Checklist and rubrics **Indicators:** - S identifies the vocabulary words - S identifies the objects in the audio - S clicks the correct objects - S expresses the answers orally - S answers correctly the GOOGLE Forms - S understands and follow simple commands **Rubric:** - Achieved ---------- A - In process ---------- IP - Requires Support ------- RS	

Listening evaluation

The evaluation is carried out through a checklist, with indicators and rubrics.

Below, the lesson plan is presented where the listening skill is worked, which incorporates interculturality with third grade students.

In this planning the evaluation is carried out through a checklist that is based on the analysis of performance, O'Malley and Valdez Pierce (2008) suggest that performance-based evaluation requires putting the language learner in the use of the language in realistic situations, in this case the students agree what ingredients they require for the recipe of how to make "churros"

	Evaluation Listening Desserts around the world May 2022 3B Preschool	**S identifies the vocabulary words**	**S identifies the objects in the audio**	**S clicks the correct objects**	**S expresses the answers orally**	**S answers correctly the GOOGLE Forms**	**S understands and follow simple commands**
1	BASTAR GÓMEZ LEONARDO						
2	BRAVO LUNA ISIS DEVANY						
3	CALDERÓN MORALES SAÚL						
4	DE LA ROSA CARAZA AITANA						
5	DE LA ROSA CARAZA ANDRÉ						
6	FLORES RODRÍGUEZ REGINA						
7	GONZÁLEZ ACOSTA MARIJOSE						
8	HERNÁNDEZ AYALA DIEGO						
9	LEGORRETA ESQUIVEL ANDER CALEB						
10	RIVERA LUNA ITZAYAN NICOLE						
11	SÁNCHEZ HERNÁNDEZ MAIA ABRIL						
12	VÁZQUEZ RODRÍGUEZ MIRANDA						
	Achieved ---------- A						
	In process ---------- IP						
	Requires support --- RS						
	Absent ----- /						

Another evaluating instrument in this listening planning is the GOOGLE Forms questionnaire, which will automatically give us the correct and incorrect answers. This GOOGLE Forms questionnaire is a multiple-choice test according to the EEAILE platform is a quick verification format.

CHAPTER 3: Experience report

Results of the planning application

The plans found in this paper were applied to two groups of third preschool, in a period of two weeks, since the entire school had as a priority the rehearsals for the festival of mom and dad that took place on May 26.

It is important to clarify that the institution where I work is not allowed, that videos of the classes are recorded, for this to happen it is required that parents sign a permit so that small students can be recorded and / or photographed, and children who do not have the authorization of their parents for it, they must leave the classroom while the session is being recorded.

For this reason, the videos and images shown are not of optimal quality since they were taken clandestinely.

It is also important to emphasize that all the material used in the sessions, such as word search, audio, videos, The Little Book, GOOGLE Forms and GOOGLE Slides, are the teacher's own authorship.

Activity report video

(1) VIDEO 4SKILLS - YouTube

Results of the reading planning application

First the warm up was carried out, to break the ice, asking them how they had done in their previous class that was songs and games. Later we worked on the daily routine through videos and songs, reviewing the themes of the days of the week, the months of the year, the numbers and the alphabet.

During the main activity in activity 1, the vocabulary related to desserts around the world was reviewed, using a GOOGLE Slides presentation, at the end of the presentation, the teacher asked the students about each of the desserts, using the grammatical structure: Where is –dessert--- from? And the little students answered the country of origin of the dessert. Almost everyone participated.

In activity 2, the teacher presented a digital book, written by her whose theme was a dessert fair where each stand had the flag of a country and the dessert of that country. Then the teacher projected the book on the screen, and asked the students to go to the front to try to read the page of the book shown, the vast majority succeeded, some children had difficulty

reading the page that touched them. Then, the teacher, gave each child a set of sheets with the images of the book, the purpose was for the children to put together the book they had just read, and then continue reading. Some children found it difficult to put together the book, this is to follow the numerical sequence of the pages, so the teacher had to intervene with each of the children so that they could put together their book. When everyone was able to put the book together, the process of reading it began. Some children automatically assumed that they had put together a book and played to read it, the vast majority could say and follow the reading. When everyone had put together the "little book" the teacher asked that everyone read in a choral way and they were following her with their finger posed in her book following what the teacher read. Some children only repeated what the teacher said, but they did not follow the reading in her book with her finger, the teacher constantly asked the little students to follow the reading with their finger.

According to Anderson (1999), the reader in this case the little students rely on several signals to facilitate the decoding stage, according to Sánchez (2004), in the decoding the readers translate symbols into sounds or visual representations of speech, several signals are trusted that facilitate such decoding. The reader uses previous knowledge and experience to understand the text. In other words, the reader does not use the information only written in the text: he uses what he already knows about the subject to make guesses about the meaning of the text. Making inferences will help students understand the text. The third stage is critical reading. Here the reader tries to arrive at a global understanding of the author's intended meaning. In preschool for reading is used the processing from bottom up which is the unit of the smallest elements of language.

Children at a young age make inferences or conjectures about the meaning using previous experiences and knowledge in this case the vocabulary related to desserts around the world, to understand the text.

These elements include graphemes (letters), grapheme-phonetic relationships (letter to sound), phonemes, syllabic structures, morphemes (prefixes, roots, suffixes), words, and sentences. In this sense, bottom-up approaches see texts as a hierarchical organization where "the reader first processes the smallest linguistic unit, gradually compiling the smaller units to decipher and understand the higher units.

The teacher requested that they write her name on the book they had put together.

In activity 3 the students had to act on one of the pages of the book. The teacher placed in images on the blackboard simulating a stand at the dessert fair and the children went on to act, the sheet of the book suggested by the teacher, the vast majority required help to perform their performance. All the little ones participated.

The evaluation was carried out through the observation and analysis of the student performance, observed by the teacher, as they put together her book, it was difficult for them to do so. The results of this evaluation have been recorded in a checklist, with indicators and rubrics and shown below.

	Evaluation Reading Desserts around the world May 2022 3B Preschool	S follows the story	S understood the reading	S identifies the desserts	S identifies the countries	S participates in role-play	S understands and follows simple commands	S clearly expresses his/her ideas
1	BASTAR GÓMEZ LEONARDO	A	A	A	A	A	A	A
2	BRAVO LUNA ISIS DEVANY	A	A	A	A	A	A	A
3	CALDERÓN MORALES SAÚL	A	A	A	A	A	A	A
4	DE LA ROSA CARAZA AITANA	A	A	A	A	A	A	A
5	DE LA ROSA CARAZA ANDRÉ	A	A	A	A	A	A	A
6	FLORES RODRÍGUEZ REGINA	A	IP	A	A	IP	A	IP
7	GONZÁLEZ ACOSTA MARIJOSE	A	A	A	A	A	A	A
8	HERNÁNDEZ AYALA DIEGO	A	A	A	A	A	A	A
9	LEGORRETA ESQUIVEL ANDER CALEB	A	A	A	A	A	A	A
10	RIVERA LUNA ITZAYAN NICOLE	IP	IP	IP	IP	IP	IP	IP
11	SÁNCHEZ HERNÁNDEZ MAIA ABRIL	A	A	A	A	A	A	A
12	VÁZQUEZ RODRÍGUEZ MIRANDA	IP	IP	IP	IP	IP	IP	IP
	Achieved ---------- A							
	In process ---------- IP							
	Requires support --- RS							
	Absent ----- /							

Students are following the reading with their fingers using their little books

Students are saying that the pieces of paper look like as a real book

Teacher is giving instructions how to assemble the little book

Student locating the page in his small book

The teacher shows the final result of having assembled our small book

Student reading aloud her little book

Results of the writing planning application

The daily routine was made, where the days of the week, the months of the year, the numbers of 1-30, as well as the alphabet are reviewed, all this through videos extracted from YouTube, likewise the little ones had an active pause using a video where they followed the dance steps.

The teacher began by asking who remembered what topic had been seen a day before, the children at first did not remember it, however, when one of their classmates said they had seen desserts, and mentioned a dessert seen, the vast majority remembered desserts around the world.

The teacher through a presentation GOOGLE Slides, reviewed the vocabulary related to desserts around the world, using choral and individual repetition and false cognate. When reviewing the vocabulary, he noticed that the vast majority did not remember the vocabulary seen so he made a second review, until he made sure that the vast majority of the students remembered the vocabulary related to desserts around the world. Then he asked individually what dessert it was and where the dessert was from using the grammatical structure, what is this? Where is –dessert—from? the vast majority of the little ones managed to identify the dessert and the place where it was from.

According to Brown (2007), mentioned on the EEILE platform, a teacher's experience plays an essential role in designing strategies or teaching activities to develop writing. The point is that no one knows students as well as the teacher does, so he or she is the most appropriate decision maker about what to do in the classroom. The teacher when preparing her activity considered the category of writing performance imitative o written since this category is aimed at beginner students who can only write words, sentences or simple dictations, the preschoolers to whom this planning was addressed are just beginning to write. As a teaching strategy, the teacher designed a wordsearch, which is in the imitative or written category, since preschoolers can only write words, sentences or simple dictations.

The teacher projected the wordsearch handout on the screen, inviting the children to observe and identify letters. The students went to the front pointing with the pointer the letter they found and expressing it. All students identified a letter.

Later the teacher gave each of the students the wordsearch handout, where they had to find the words related to desserts and countries where each dessert originated, gave them the instruction to write their name on the back of the sheet, and the children complied with the instruction.

The teacher turned the instructions on how they would solve the wordsearch; first he requested that they show him a color, he rebuked them to draw a rectangle in the word to

be searched and then he asked them to color with the color shown to color the letters of the word found in the wordsearch. This process was carried out with different requesting different colors until finding the 10 words, which included the name of the desserts around the world and the countries of origin of each dessert, the total of words to look for were 10. Sometimes the teacher told them clues to find the words, as the class progressed the teacher invited the children to read the words to find, the vast majority succeeded. When she found all the words, the teacher ended the activity and with the good bye video she ended the session.

	Evaluation Writing Desserts around the world May 2022 3B Preschool	**S identified letters seen in previous lessons**	**S identified the words of desserts**	**S identified the words of countries**	**S read the words**	**S found all the words in the wordsearch**
1	BASTAR GÓMEZ LEONARDO	**A**	**A**	**A**	**A**	**A**
2	BRAVO LUNA ISIS DEVANY	**A**	**A**	**A**	**A**	**A**
3	CALDERÓN MORALES SAÚL	**A**	**A**	**A**	**A**	**A**
4	DE LA ROSA CARAZA AITANA	**A**	**A**	**A**	**A**	**A**
5	DE LA ROSA CARAZA ANDRÉ	**A**	**A**	**A**	**A**	**A**
6	FLORES RODRÍGUEZ REGINA	**A**	**IP**	**IP**	**A**	**IP**
7	GONZÁLEZ ACOSTA MARIJOSE	**A**	**A**	**A**	**A**	**A**
8	HERNÁNDEZ AYALA DIEGO	**A**	**A**	**A**	**A**	**A**
9	LEGORRETA ESQUIVEL ANDER CALEB	**A**	**A**	**A**	**A**	**A**
10	RIVERA LUNA ITZAYAN NICOLE	**IP**	**IP**	**IP**	**IP**	**IP**
11	SÁNCHEZ HERNÁNDEZ MAIA ABRIL	**A**	**A**	**A**	**A**	**A**
12	VÁZQUEZ RODRÍGUEZ MIRANDA	**A**	**A**	**A**	**A**	**A**
	Achieved ---------- A					
	In process ---------- IP					
	Requires support --- RS					
	Absent ----- /					

Students identifying the different letters in wordsearch

The teacher indicating the color and the word to discover in the

Students who found all the words in wordsearch

Results of the speaking planning application

It seeks to establish the role of oral practice in the classroom, review various ways in which techniques and activities have been conceptualized in terms of the type and function of oral practice they provide, and in terms of where the locus of control (teacher or student) is located, and explores ways in which grammar and vocabulary learning objectives can be addressed by integrating them with oral practice.

Se hizo la rutina diaria, donde se revisan los días de la semana, los meses del año, los números del 1-30, así como el alfabeto, todo esto mediante videos extraídos de YouTube, así mismo los pequeños tuvieron una pausa activa utilizando un video donde seguían los pasos de baile.

The teacher began the main activity, reviewing the vocabulary related to desserts around the world using GOOGLE slides, then asked individually, what is this? The little one answered what dessert it was, then the teacher asked where is -----dessert---from? And the children answered the country of origin of the dessert indicated, this routine was repeated with each and every one of the students.

As a next step in the main activity, the teacher projected a video made by herself, where the dessert, the country of origin and the ingredients are mentioned.

As soon as she screens the video twice, the teacher asks What are the ingredients for the --- dessert--? and encourage students to say the ingredients for each dessert. The teacher encourages students to repeat the ingredients for each dessert.

The little students identified some ingredients. Next, the teacher gave them a cardboard and cuts, where the desserts, the flag of the country of origin and the ingredients were located. With this material the students had to make a poster. The little ones did. When they finished making the posters, the teacher re-projected the video suggesting to the students point to the corresponding object they hear. In this activity the teacher had to physically guide the children since it seemed that they had not understood the instruction of what they had to do. The teacher pasted the posters to the front of the room. Using Happy Caterpillar puppet, the teacher model the dialogue: Mandazi is from Tanzania. The ingredients are fluor, sugar, cinnamon, coconut milk, yeast, did this with each and every dessert. He immediately invited each and every one of the children to the front to say the dialogue with the poster they made. Modeling dialogue is a pre-communicative or quasi-communicative activity, which can be practiced over and over again.

The children found it difficult to say the dialogue, so the vast majority had to be helped by the teacher to say it. According to Snow (2007), the teacher used communicative competence to deal with communication problems since preschool children do not master

the language, this strategy is compensatory since it "compensates" for gaps or deficiencies in the mastery of the code by the small preschool student.

According to Bygate (1987), the activity was functional communicative, since when saying the ingredients of each international dessert they only communicated information.

At the end the teacher asked them what their favorite dessert around the world was. Everyone responded.

	Evaluation Speaking Desserts around the world May 2022 3B Preschool	**S says the dessert**	**S says the country**	**S says clearly where the dessert is**	**S says clearly the ingredients**	**S expresses clearly**	**S show self-confidence when he/she speaks**
1	BASTAR GÓMEZ LEONARDO	**A**	**A**	**IP**	**RS**	**IP**	**IP**
2	BRAVO LUNA ISIS DEVANY	**A**	**A**	**A**	**A**	**A**	**A**
3	CALDERÓN MORALES SAÚL	**A**	**A**	**A**	**A**	**A**	**A**
4	DE LA ROSA CARAZA AITANA	**A**	**A**	**A**	**A**	**A**	**A**
5	DE LA ROSA CARAZA ANDRÉ	**A**	**A**	**A**	**A**	**A**	**A**
6	FLORES RODRÍGUEZ REGINA	**A**	**IP**	**RS**	**RS**	**RS**	**RS**
7	GONZÁLEZ ACOSTA MARIJOSE	**A**	**A**	**A**	**A**	**A**	**A**
8	HERNÁNDEZ AYALA DIEGO	**/**	**/**	**/**	**/**	**/**	**/**
9	LEGORRETA ESQUIVEL ANDER CALEB	**A**	**A**	**A**	**A**	**A**	**A**
10	RIVERA LUNA ITZAYAN NICOLE	**IP**	**IP**	**RS**	**RS**	**RS**	**RS**
11	SÁNCHEZ HERNÁNDEZ MAIA ABRIL	**A**	**A**	**A**	**A**	**A**	**A**
12	VÁZQUEZ RODRÍGUEZ MIRANDA	**IP**	**IP**	**IP**	**IP**	**IP**	**IP**
	Achieved ---------- A						
	In process ---------- IP						
	Requires support --- RS						
	Absent ----- /						

Students working as a team making posters of the dessert they were assigned

Poster exhibition

Students talking to their classmates about the dessert assigned to them

Results of the listening planning application

This planning was carried out in the computer room. The daily routine was made, where the days of the week, the months of the year, the numbers of 1-30, as well as the alphabet are reviewed, all this through videos extracted from YouTube, likewise the little ones had an active pause using a video where they followed the dance steps. The teacher through a presentation GOOGLE Slides, reviewed the vocabulary related to desserts around the world, using choral and individual repetition and false cognate. When reviewing the vocabulary, he noticed that the vast majority did not remember the vocabulary seen so he made a second review, until he made sure that the vast majority of the students remembered the vocabulary related to desserts around the world. According to Kolker (2008), at this moment the little students are in stage 1, recognition of the target language, since the activity had as objectives that the students get used to the sound, of the language they are learning. Then he asked individually what dessert it was and where the dessert was from, at this point the little ones, are in stage 2, the recognition of isolated words, since they are reinforcing the vocabulary learned. Using the grammatical structure: What is this? Where is -dessert—from? the vast majority of the children managed to identify the dessert and the place where it was from, so far, they go in stage 3 according to Kolker (2008) since the little students can not only recognize words but the phrase, this is the grammatical structure. Subsequently, the vocabulary of the ingredients to make a dessert was reviewed, through a GOOGLE Slides presentation. The teacher used choral and individual repetition and false cognate. He then told the students that they would listen to an audio, and invited them to pay attention. By putting the audio, the children are in stage 4, which is to listen to the essence the central idea, since the students begin to have a global idea of what they are hearing. At the end of the audio, I first asked them if they knew what dessert they were talking about in the audio, one of the little ones gave the right answer: churros. The teacher put the audio back on and asked if they had noticed what the ingredients were to make the churros, the little ones began to brainstorm about the ingredients they had heard in the audio. The teacher put the audio for the third time and invited the students to see their computers where there was a GOOGLE Forms, multiple choice, where the students would click on the correct option. At this point the little students begin to practice stage 5 this is true listening, as they begin to follow the meaning of the passage heard, although they will continue to find many words and phrases that they do not understand. The first question was what was the dessert that was mentioned in the audio. In the second question the little ones should click on the ingredients to cook churros. The vast majority managed to correctly handle the computer mouse to click on the correct options, however, the teacher was

monitoring child by child who had understood what the ingredients of the churros were, and who could technically solve the form. In the end, with the help of the teacher, the children clicked on the send option, to send the response to the teacher's email. The session ended when both the students and the teacher sang the song Goodbye and left the computer room.

	Evaluation Listening Desserts around the world May 2022 3B Preschool	**S identifies the vocabulary words**	**S identifies the objects in the audio**	**S clicks the correct objects**	**S expresses the answers orally**	**S answers correctly the GOOGLE Forms**	**S understands and follow simple commands**
1	BASTAR GÓMEZ LEONARDO	**A**	**A**	**IP**	**IP**	**IP**	**IP**
2	BRAVO LUNA ISIS DEVANY	**A**	**A**	**A**	**A**	**A**	**A**
3	CALDERÓN MORALES SAÚL	**A**	**A**	**A**	**A**	**A**	**A**
4	DE LA ROSA CARAZA AITANA	**A**	**A**	**A**	**A**	**A**	**A**
5	DE LA ROSA CARAZA ANDRÉ	**A**	**A**	**A**	**A**	**A**	**A**
6	FLORES RODRÍGUEZ REGINA	**A**	**IP**	**A**	**A**	**A**	**IP**
7	GONZÁLEZ ACOSTA MARIJOSE	**A**	**A**	**A**	**A**	**A**	**A**
8	HERNÁNDEZ AYALA DIEGO	**A**	**A**	**A**	**A**	**A**	**A**
9	LEGORRETA ESQUIVEL ANDER CALEB	**A**	**A**	**A**	**A**	**A**	**A**
10	RIVERA LUNA ITZAYAN NICOLE	**IP**	**IP**	**IP**	**IP**	**IP**	**IP**
11	SÁNCHEZ HERNÁNDEZ MAIA ABRIL	**A**	**A**	**A**	**A**	**A**	**A**
12	VÁZQUEZ RODRÍGUEZ MIRANDA	**IP**	**IP**	**IP**	**IP**	**IP**	**IP**
	Achieved ---------- A						
	In process ---------- IP						
	Requires support --- RS						
	Absent ----- /						

Students listening to the audio before solving their GOOGLE

Students solving their GOOGLE Forms and students who have already sent it

CHAPTER 4: Conclusions

This document represents the organization of a project, to teach the four skills in English language teaching in third-year preschool groups.

It has still been a challenge to prepare the four plans in this way, since the institution works with textbooks, which already have their planning included, and their materials. It was also a challenge to make the materials, since you do not have the technical or digital ability to make high quality materials.

Talk to the language that is being learned is the most important and influential factor in this learning process, but there are occasions or circumstances in which its importance must decrease, as it happens with those courses whose students have as main goals -for the cause that is to learn to read and write in English, for example. Generally speaking, however, it seems demonstrated that the harmonious development of the four skills in modern language classes favors not only each of those in particular, but all the others. To this

M. A. Sharwood-Smith states: "In fact, Reading and writing may positively speed up spoken performance". And even says: "The four skills are to some extent facets of the same diamond. We must not separate them too rigidly for the purposes of constructing specific teaching materials. Classroom activities should be designed to help learners perceive the interrelationships between the listening, speaking, reading and writing skills.

Starting from the fact that a language is, above all, a system of communication through the word, and that every act of communication requires, at least, the participation of two people, one who speaks and one who listens - the sender and the receiver - it is necessary that students get used to the sounds as soon as possible, intonation, accent and rhythm of the English language.

To achieve this, the teacher can use his own voice, or the different technical means that may be at his disposal. The material chosen to practice this skill must be easy to understand and must have a certain quality in terms of rhythm, intonation and accentuation, since it is convenient that the student, from the beginning, associate together the phonic representation and the global meaning of each expression.

To perfect the ability to listen, it is very convenient to perform a series of exercises specially prepared and graduated in terms of their difficulty, so that students improve and sharpen their ability to hear effectively. In these exercises, students should pay more attention to meaning than to words and to grasp the essence of what they have heard. They have to learn to select.

The speaker is as important as the listener in oral communication, and therefore, it is evident how important this skill is in the teaching of a language. Moreover, in recent years its importance may have been exaggerated, to the detriment of other "skills".

As for the time to start exercising this skill, it seems obvious that oral practice in English classes should be done from the very beginning of the learning process, this is in preschool. At the beginning, it is convenient for the student to mechanically repeat the classic repetition exercises "pattern drills". These exercises will be repeated first in choir, then in groups and then one by one. All of which will make it easier for the student to have the difficult task of saying the first paragraphs of a

language that is not one's own. These first mechanical exercises: "substitution drills", "Conversion drills", etc., are basic for the formation of linguistic habits, of which the defenders of the audiolingual approach spoke so much a few years ago. But it is advisable not to neglect the creative English use in the communication of ideas so paid for by Chomsky, we must try to ensure that meaningful communication is carried out as soon as possible in the teaching-learning process of L2.

The use of dialogues and small dramatizations "role-playing", serves perfectly to help young preschool students exercise in the practice of this skill.

The skill of reading must be exercised from the same teaching-learning process. As for the practice of reading itself, it is important that the teacher first reads aloud any text that is going to be read later to the students, so that the difference between the spoken and the written language is noticed so that the students do not learn incorrect pronunciations and so that they go

associating what they hear with what they see, when they follow the reading by the text. Great care must be taken in the choice of texts.

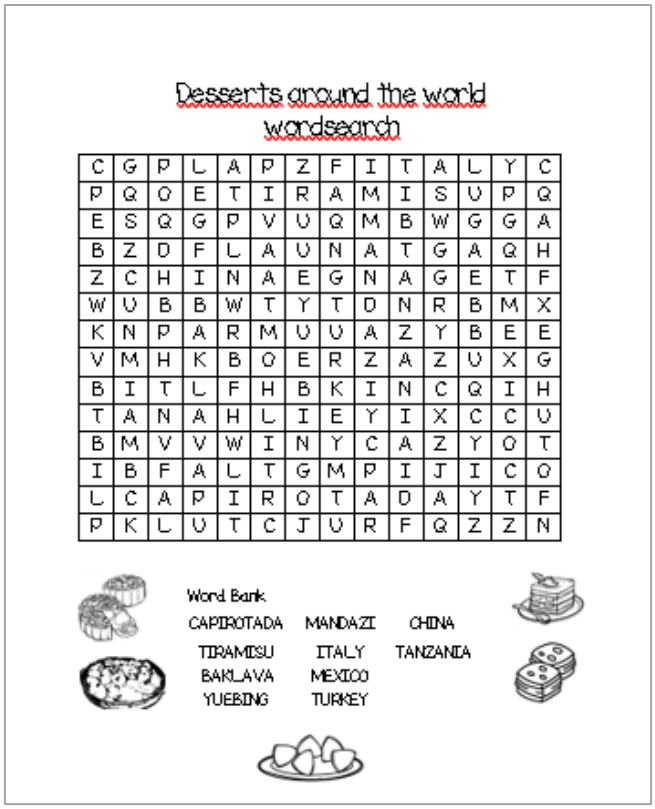
The importance of "writing skill" is due, in large part, to the recognition of the positive influence that its practice has on the overall development of the teaching-learning process. It is important to start very early to do some writing practices, either by copying sentences, dialogues, or any text that has been read, or by completing sentences and sentences that have been previously practiced in class.

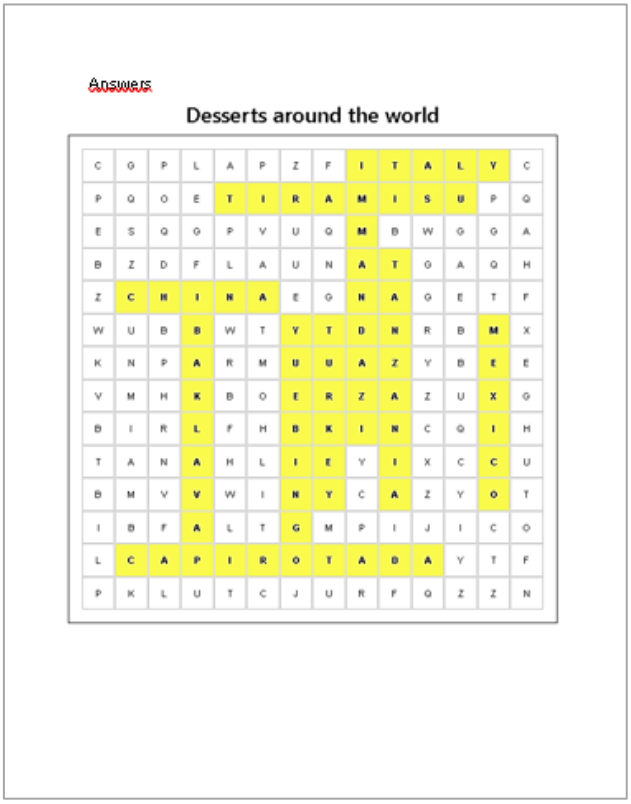
Although the development of each of the four skills has been treated separately by virtue of greater clarity of exposition, we trust that it has been sufficiently proven that the practice of each of them reinforces all the others and that none should be isolated from the rest. It is necessary, therefore, that students frequently practice the four "skills" in English classes in a creative and meaningful way, paying the greatest possible attention to real

communication, for which an exact program will be made of how each class will be worked, and how much time will be dedicated to the practice of each of the skills.

CHAPTER 5: Appendices and APA style references

Wordsearch





Listening Audio

https://drive.google.com/file/d/1Uxpc_uH3ehqMs2WIA0hlihfq11X_3aqP/view?usp=sharing

GOOGLE Forms

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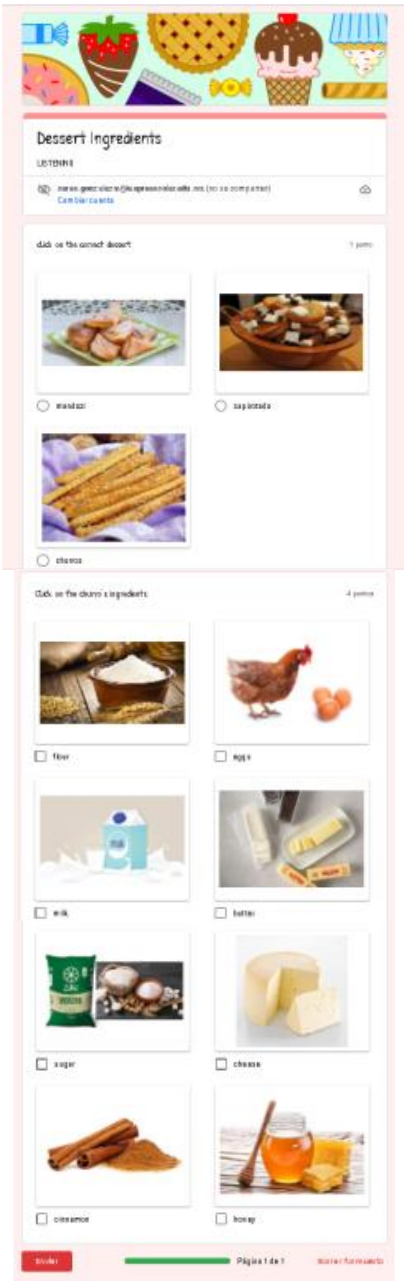

Book The desserts fair
https://drive.google.com/file/d/1ALkQmoBMOLcsckCLg0ttLT2DhuPHcynX/view?usp=sharing

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Ceres Colloquium Video

Link:

https://drive.google.com/file/d/144SjfOZlJFwYOPQZGv0xjeXv-m_NmF1b/view?usp=sharing

LETTER OF DECLARATION OF AUTHENTICITY

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Atentamente,
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