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GOING BEYOND THE ENGLISH BOOK CONSIDERING STUDENT'S NEEDS TO PROMOTE COMMUNICATION AND LANGUAGE PRODUCTION IN THE EFL CLASSROOM

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA, MODALIDAD EN LÍNEA
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G11 - Module 3 – Integration Unit. Final Project

Final Project: Going Beyond the English Book, Considering Student's Needs to Promote

Communication and Language Production in the EFL Classroom

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Introduction

The following paper is the culmination of all knowledge and experience acquired throughout the Specialization in English Language and Teaching as a Foreign Language.

Teaching English as a Foreign Language (EFL) in our context is a daily challenge, teachers struggle with classes really diverse, where there are students that have had English classes before and they have developed language skills at a certain level of domain, on the other hand you find learners that have never had classes before or simply that have not developed language skills as expected.

Motivation is another situation that English teachers face in a daily basis, while there are students that are highly motivated in learning languages, there are some others that are not motivated at all, they may think English is not important for them, or they just do not like it, attitudes that come from previous experiences with the language.

English teachers have the accountability to promote the learning of language and motivate their students in the classroom, because out of it, not many students have the opportunity to practice the language, teachers have to create an intercultural environment where learners can develop their skills, and integrate new technologies that catch the attention of the new generations.

In this document, it is going to be developed a pedagogical intervention project that integrates the main aspects of the three modules, language acquisition, language skills (reading, listening, writing and speaking), using technology, aspects of interculturalism and language assessment, in the implementation of a well thought lesson plan.

In the context in which this intervention project is going to be develop, we will find that the teacher has to use a specific material, it is an English book intended to study the language, that means that is a didactic material, another situation to take into account in the teaching-learning processes.

This situation attaches the teacher to commit with the use of this material and work with the content (lessons, topics, activities and exercises), and when students have this material, they have

certain expectations regarding the classes. Although, these kinds of materials are usually really good, they contain great lessons that integrate most of the aspects of the teaching-learning processes, and they are really useful at the time of planning.

Nonetheless, not all the contents of these materials attend all students' needs, so that teachers and students can take advantage of these we need to go beyond the book and look at our possibilities in order to create learning situations using additional material, extra activities and exercises that can complement and reinforce the content of these books.

Now that it is known the purpose of this paper, we can look at the structure of it. In chapter one, it will be developed the teacher's philosophy considering the teaching context where the lesson plan will be applied and the own's identity built up along this course and throughout the personal teaching experience, taking into consideration theories and methodologies of the language acquisition and teaching English as a foreign language and second language.

We will also find a brief view of the language teaching theories that are behind my teaching practice and support the teaching-learning processes in the classroom, including behaviorism, pragmatics, structuralism, sociocultural theory with the Vygotsky's Zone of Proximal Development, the Jakobson's model, and the Stephen Krashen's Hypotheses; in addition, we will interpret some models that help us set the way it is define the practice and individual teaching philosophy.

In chapter two it will be analyzed the methodology and practice of the four language skills in the EFL classroom, reading, writing, listening and speaking. In this part it is going to be described how to teach each skill in order to develop the subskills in each area.

We will analyze different approaches, strategies, models and methodologies that support the lesson planning structure and the teaching-learning processes in the classroom, namely some of them, bottom-up and top-down approaches, interactive model, phonics instruction, discursive structures,

writing process, whole language approach, communicative language teaching, audio-lingualism, oral drill, task-based learning, among others.

Then you will find the pedagogical intervention which is specified in a well thought lesson plan. The designing of this lesson planning considers the most important aspects of the sessions, such as class information, lesson, number of sessions, purposes, skills, grammar, vocabulary, materials, activities, techniques, language productions and evaluation tools. In this lesson planning I have integrated the four language skills (listening, speaking, reading and writing), some intercultural aspects, intercultural communication competencies and technological tools.

Also, I am going to describe the testing and assessment tools I use, how I lead the sessions, the teacher-student rapport and interaction, and how I evaluate them. I use different evaluation tools considering the principles of practicability, reliability, validity, authenticity, administrability, simplicity, objectivity and scorability.

Additionally, it will be attached evidence of the materials and students' progress, such as photos, images, actual students' language production, besides the assessment tools I design myself and how I implement them. Eventually, the link of the video evidence I took from classes where I applied the lesson plan.

Then, in chapter three it will be developed an experience report, where I am going to analyze and reflect upon the outcomes of this project and my own experience, taking into account everything that could be improved in the lesson planning, among techniques, activities, sequency, implemented materials, assessment tools, etc. Moreover, my expectations, successful experiences and the incidents during the sessions, how I manage them, what my students learned in the process and what I have learned from this experience.

Eventually, there will be found the conclusions of the whole document, considering the experience and knowledge I have gained throughout this specialization and in general.

Chapter I. Philosophy and Theory

The purpose of this chapter is to reflect about the English Language Teaching (ELT) understanding the context of the daily practice, as well as the language teaching theories that are taken into account in the teaching - learning processes, also the development of my own teaching identity and philosophy.

We will find a brief view of the language teaching theories that are behind and support my teaching practice, including behaviorism, pragmatics, structuralism, sociocultural theory with the Vygotsky's Zone of Proximal Development and the Stephen Krashen's Hypotheses; in addition, we will interpret some models that help us set the way it is define the practice and individual teaching philosophy.

Along this chapter there will be analyzed some concepts that build up the communication models, and how they are applied in the social practices of language to lead students in the learning process of English as a foreign language (EFL).

The way we learn English is totally different from the way in which we learn our mother tongue (L1); it is difficult to teach English in the same way Spanish is taught, they are different processes and each one must have a methodology and techniques.

All these reflections have helped to enhance the teaching practice, but most important, guide students in their learning process.

1.1 Teaching Context

My name is Alma Rubi Gonzalez Añorve, I am 33, I live in State of Mexico, Mexico, and I have a bachelor's degree in pedagogy from UPN 152, Atizapan.

Regarding English academic history, I took courses at Interlingua, from beginner to advanced levels, according to Common European Framework of Reference for Languages (CEFR) level A1 to B2, then I took the Test of English for International Communication (TOEIC), additionally I got the Teaching Knowledge Test (TKT) certification by Cambridge Language Assessment.

I currently work in two institutions of Higher education, Universidad Tecnológica de México (UNITEC) Campus Online and Universidad Pedagógica Nacional (UPN) 152, Atizapan. I teach English to bachelor students in both Universities, but for the purpose of this project I am going to focus on a group at UPN 152, Atizapan.

UPN 152, Atizapan is a public institution that belongs to the Servicios Educativos Integrados al Estado de México (SEIEM), an educational government organism in State of Mexico.

Working at UPN Atizapan has been so challenging since the beginning, because the previous generations of students were unwilling to study English as an extracurricular class (in Spanish we call it "cocurricular", which is a kind of different concept). A few years ago, there were some changes in the regulation to get graduated from the degree programs, and students were requested to prove studies in the English language from first to sixth semesters.

This is a background to understand some of the challenges I have faced as a teacher in this institution, fortunately my colleagues and I have worked so hard to give structure to the English subject and eventually we have gained trust of our students and authorities, and now we are recognized as an English Academy.

This University has a small campus, facilities in the buildings sometimes are not enough for the number of students we have, some groups are fairly big (35 to 40 students), we have a flashing internet

connection, projectors in the classrooms fail a few times, however I can handle it to do my job the best as possible.

The bachelor's programs offered at UPN 152, Atizapan are major in Pedagogy and major in Educational Intervention, each major lasts four years, we work with six-moth term programs, and the classes are face-to-face.

I am assigned four groups from the different degree programs, and the different semesters from first to sixth, corresponding to the English levels A1 to B1.

As I mentioned above, in the English Academy, we have organized the processes in the English language teaching, we could integrate a text book of Cambridge University Press for the courses, which motivated our students, because now they can see it is a formal process, additionally we can use any resources we want, and I usually take advantage of the technological tools we have.

All this context seems adverse in the learning process, but after all I am a pedagogue, thus I can understand my students' objectives with the language learning, and I can adapt the contents to their real needs.

The students of this institution have few opportunities to have contact with speakers of English, whether native or speakers of English as a Lingua Franca, only some students who work, have English speakers in their families or have the opportunity to travel, are the ones who can have an actual interaction with the language.

My students are young adults (18 years old and up), most of them live near the area of Atizapan and surrounding municipalities such as Nicolás Romero, Tlalnepantla, Naucalpan, etc. Some students work in the afternoon, there are people that have children, and some others that take courses after school, and I have noticed that some people leave behind the English subject, they do not care much about it, but I do my best to prepare my classes and engage my students with every lesson.

1.2 Teaching Identity and Philosophy

I am going to start identifying the role of my students, because actually their needs and attitudes lead me to define my different teacher roles that shape my identity inside and outside the classroom.

I can identify many roles among my students, according to Starting Point-Teaching Entry Level Geoscience (n.d., https://serc.carleton.edu/introgeo/cooperative/roles.html), most of my students are leader/editor when doing their homework or projects.

In the group there are two representatives which take the roles of recorder/secretary, checker and spokesperson since they are responsible to share official information from the teachers and authorities, organize group activities, gather information, expound group needs to the authorities, etc.

In every group there is an encourager which motivates their classmates and generates discussions, additionally some other students are reflectors because they listen to everybody and they are able to sumarize and explain everything and generate better comprehension

Besides these roles in the classroom my students play other roles outsides, they are employees, enterprising, sons, daughters, parents, wives, husbands, and so on, and it is important to take into account those roles, because they also impact their learning performance.

As a consequence, I take the following roles according to Especialidad en la Enseñanza y Aprendizaje del Inglés Como Lengua Extranjera (EEAILE) (n.d. http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4585&chapterid=10092). At the beginning of the course I analized the students' needs to start from that point, so I can highly identify myself as a curriculum developer since we do not actually have an official English curriculum at UPN 152 Atizapan, I gather with my colleagues every semester to define the contents we are going to work with each group, which also leads me to become a team member.

Even though we use a text book I am also a material developer, because when my students are having trouble with some contents, I design extra activities and exercises, and very often I adapt some

activities from the book in order to fulfill time and space conditions of the classes. I am a translator-interpreter all the time so students can follow the lessons. Also, I am a professional because this specialization has given me the knowledge and tools to professionalize in the ELT area.

I have to admit that very few times I am a counselor, because I prefer not to involve in personal issues, sometimes it gets you in trouble, but when a student approaches to me and decides to open themselves and talk about their personal issues, of course I listen to them and I try to give the best advice I can and make them know that they can count on me.

Finally, I am also an Extracurricular Activity Sponsor as set out by School of Education Online Programs (2019, https://soeonline.american.edu/blog/teacher-leadership-roles), since we have a Singing Contest in English every year from SEIEM, so we have to motivate students to participate, guide them to prepare their performances and sometimes I even play the role of a musical coach, despite we have very few or no musical skills.

I am enhancing my professional profile and improving my skills in order to become a better teacher with this specialization, so the next step is to become a researcher to produce academic documents that can help other English teachers' work, students and even teachers from other areas or authorities from my own community in the university, in that way I also can have the role of a mentor, that would be the highest level.

Now, I have developed a better version of my teaching identity and philosophy, that is why I still believe that student's and teacher's motivation is very important in the teaching learning process, also that each student needs to find a purpose or goal in the language learning.

I believe students should learn grammar, vocabulary, but also the use of language and language comprehension, because the purpose of language learning in the institutions I have been is mainly academic, we prepare our students to enrich their graduation profile, they need English language skills to understand the main idea of academic papers, and to have better job and academic opportunities.

To state a personal philosophy as a teacher, I follow the "cognitive, affective and behavioral model" (Especialidad en la Enseñanza y Aprendizaje del Inglés Como Lengua Extranjera (EEAILE), n.d., https://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4343&chapterid=9351), these three dimensions define the way I direct myself in my teaching practice.

In the cognitive dimension I set a methodology, my classes usually have a structure of Presentation-Practice-Production (PPP), Grammar-Translation and Communicative approaches (Spratt, Pulverness, & Williams, 2011), and sometimes I try to prepare lessons with the Whole Language Approach to integrate all language skills and the use of language in real communication (Especialidad en la Enseñanza y Aprendizaje del Inglés Como Lengua Extranjera (EEAILE), n.d., https://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4669&chapterid=10243).

As it is the intellectual dimension, I consider grammar, vocabulary and use of language in a specific context the main aspects of each lesson.

The affective dimension is focused on students' and teacher's motivation, since it is the driving force of the teaching-learning process, in order to get to know students' interests and goals, thus I can find the way to catch their attention with social practices of language they can get familiar with.

Lastly in the behavioral dimension, I reflect on what I do in the class and why I do it, basically I always drive myself polite, serious, sometimes I relax a little and I have times when I am kidding with my students, but I am always really kind.

I have to be very careful because in this aspect, because I work with young adults and adults, they are at a step to integrate to workplaces and apply everything they have learned, they consider teachers as models. I have managed they take the English subject seriously; I have to be very clear and fair with them, I trust them so they can get to trust in me.

To accomplish this philosophy, I set some goals that lead me in my daily practice. My main goals are to make students know everyone can learn English, no matter your age or skills, everyone is capable

to learn languages, this is how I develop their confidence in the language learning process and take their fears and insecurities away.

The other goal is to help them to find their own goal, and enjoy the learning process of a foreign language, and have them find out the benefits and the future professional and academic opportunities that the English language opens to them.

1.3 Language Teaching Theories

The structure of my classes focuses on grammar, vocabulary, language use, and I try to integrate the four language skills, writing and speaking productions, reading and listening comprehension in the different lessons and sessions with students.

It is important to identify and integrate theoretical concepts of different approaches and methodologies in the English Language Teaching (ELT), and analyze the language acquisition and the origins of languages to understand the phonology and morphology of the words, so we can explain to students in a better way with examples they can relate with their L1.

There are some Schools of thought that come from different areas of knowledge that have contributed to the study of Second Language Acquisition (SLA), these perspectives are the basis of the different methodologies and techniques in the ELT area, hence of my own teaching practice.

Behaviorism is a psychological approach that considers "all behaviors are learned through interaction with the environment through a process called conditioning. Thus, behavior is simply a response to environmental stimuli" (McLeod, 2022, https://www.simplypsychology.org/behaviorism.html). Behavior is the set of habits of a person in specific situations; we can find behaviorism in school since the moment we grade our students, those grades or marks are stimuli that indicates students' level of achievement of different skills, therefore the response of learners is to study to get better grades, and teachers reinforce this process in a positive way.

Behaviorism can be also focused in SLA, when learning a second or foreign language Language (L2) students usually transfer their First Language (L1) habits to the L2 structures, for instance, when they say "I have 18 years old" they are literally translating words from their L1 and try to adapt them to the L2, but in this case it is a negative transfer, because the L1 habits are interfering to the L2 learning process; nevertheless, there are also positive transferring, it is less common but it can happen, for

instance when students identify true cognates, L2 words that have a similar morphology or phonology of words of their L1, these words help them in the comprehension of the L2.

Language in use is a topic in the linguistics field that helps teachers and students understand the context in which they can use several grammar structures, grammar tenses, expressions and vocabulary, that is to say, they can identify how language is used in specific situations, this is the purpose of communication, the main reason we learn languages.

Bearing this in mind, the branch of pragmatics is the one that studies this communicative approach and supports the teaching-learning processes by analyzing the use of language, the philosopher Jhon Austin in the decade of 60s "developed Speech Act Theory and argued that our language does not only describe reality but that it can be used to perform acts" (Barrero, 2023, https://www.thecollector.com/speech-act-theory-austin-and-searle/). Also, the sociolinguist Dell Hymes in the 70s talked about the communicative competence with four factors, possibility, feasibility, usage and appropriateness of language (Johnson, 2008).

It is important to have students understand the language function, because that will help them to have a better understanding of vocabulary and grammar, when and how to use it; for example, we use simple present tense with different verbs to talk about habits and routines, so students can talk about their daily activities at school, at work or at home, making use of the present tense and language elements such as pronouns, verbs related to school and home activities, the form of the verb in third person (Verb + s / es / ies), and auxiliaries (do / don't, does / doesn't).

The structuralist perspective introduced by the father of modern linguistics Ferdinand de Saussure is also relevant in order to understand the world, identifying the objects, places, people, behavior and the interaction between them using the language in a specific context, he thought it was necessary "to consider language as a structure and to study it in its entirety at a given point of time" (English Summary, 2023, https://englishsummary.com/lesson/ferdinand-de-saussure/). The arbitrary

nature of language principle established by Saussure helps us to explain students that there is always exception to the rules, some structures or expressions need to be memorized, besides understanding the use of them in a particular context, some of them do not have a literal translation, or sometimes it is a matter of collocation.

Another perspective that has helped to support teaching practices is the Sociocultural theory by Lev Vygotsky, it is focused on the interaction of the cognitive and social aspects that are involved in the language acquisition. As it is explained in Trilla et al. (2010), the human being is developed in a social and cultural situation (a context), thus we can say that learning comes from the outside to the inside, and that is the main role of the school, to transmit culture and knowledge in a social environment.

Apart from the language teaching theories mentioned above, I take into account the factors of the Jakobson's model of communication, a contribution from the linguist Roman Jakobson, this model is comprised of the six functions of the language: a context, a message, a sender, a receiver, a channel and a code. The main idea is that "Any speech says a lot more things than it appears to enunciate at first instance. Through language we persuade, we establish social ties; we build our own realities, etc" (Comunicologos.com, 2023, https://www.comunicologos.com/english/theories/jakobson-s-model/).

When we introduce a new lesson to students all these factors are implicit in the grammar, vocabulary, expressions, means, and examples we use in class to explain the language functions and social practices.

In the end we try to simulate a real communication in the classroom and evaluate students' competencies and performance of language, see their progress in the learning process of the target language, as they develop the necessary skills to communicate at a certain level.

All these theories and perspectives have helped me to understand acquisition as the process of making the knowledge about the world of your own, the way we understand and explain the world in a

natural way, or specifically language, how we interpret language, it is a stimulus from society, therefore in order to communicate and interact with others, we need to acquire the language system.

On the other hand, learning is about different conscious processes learners go through to understand specific topics, this process is instructed or guided mostly for another person cognitively more prepared than the learner, learning language has very specific objectives related to interaction, grammar, vocabulary, use of language, etc.

As teachers, we are focused on the learning processes, because we have a purpose with every topic we teach to students, but it does not mean that the acquiring process could not happen in the classroom, it can happen, but it is an individual process that not many learners can show or tell you, it just happens, and it helps to the learning process.

Vygotsky's Zone of Proximal Development (ZPD)

As we previously talked about in this document, Lev Vygotsky's developed the Sociocultural theory, it is worth it to analyze it in depth to associate it with the language acquisition, since the interaction of the cognitive and social aspects are entailed in acquisition of knowledge.

Vygotsky also introduced the concept of Zone of Proximal Development (ZPD), which is defined "as the difference between the current level of cognitive development and the potential level of cognitive development" (Kurt, 2020, https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/), in other terms, it is the moment when students activate their prior knowledge and interact with others, either more capable peers or teacher, to solve cognitive problems.
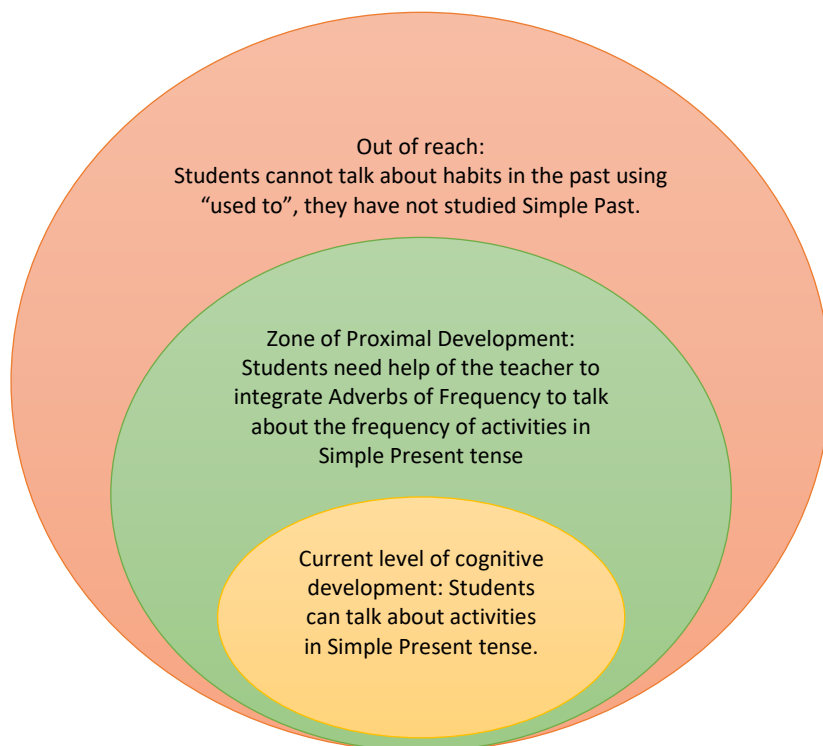
Each learner has knowledge that allows them to solve some tasks by themselves, this is the current level of cognitive development, nonetheless in the teaching-learning process we need to introduce new information, therefore our learners begin having trouble with the tasks, at this moment they need help of someone else, which is usually the teacher, so they can solve the task recovering what they know about the topic and integrating the new concepts and tools, it is necessary to interact and

find the way of solving the task, this is the potential level of cognitive development where we can find the ZPD.

There are some tasks that the students are not able to understand and solve even with the assistance of teacher, in this case the task or challenge has overcame the student and this might be a topic or content that has to be faced in the future.

What follows is a graphic organizer that illustrates the concept of ZPD with a common example in English Language Teaching, it was made by me, teacher Rubi González, based on the model of Tracy Harrington-Atkinson (2021, https://tracyharringtonatkinson.com/zone-of-proximal-development/)

Figure 1. Zone of Proximal Development in English Language Teaching by Rubi González.

Out of reach:
Students cannot talk about habits in the past using "used to", they have not studied Simple Past.

Zone of Proximal Development:
Students need help of the teacher to integrate Adverbs of Frequency to talk about the frequency of activities in Simple Present tense

Current level of cognitive development: Students can talk about activities in Simple Present tense.

Stephen Krashen's Hypotheses

An author that is highly significant in the ELT area is Stephen Krashen, because he contributed in SLA field with five hypotheses that helps us understand the teaching-learning processes in the daily practice; it is comprised of the Acquisition-Learning Hypothesis, Monitor Hypothesis, Natural Order

Hypothesis, Input Hypothesis and Affective Filter Hypothesis (Schütz, n.d., https://www.sk.com.br/sk-krash-english.html).

In my teaching practice I can highlight some of these hypotheses more than others, not because they are more important otherwise how they have influenced the structure of my classes. First of all, the Acquisition-Learning Dichotomy is the one where I can find the base of students' learning process, as a constantly subconscious (acquisition) and conscious (learning) processes.

The Monitor Hypothesis explains the conditions for a student's language production (focus on form, knowledge of the rule and time) and how learners over use, under use or use the grammatical rules in an optimal way to regulate their learning process.

The Input Hypothesis can help teacher's practice when selecting academic material that can be graduated to the students' level of English, these resources must consider the learner's level of cognitive development and the level beyond it (i+1), to be exposed to a comprehensible input, materials that are challenging enough for their level of English.

In addition, the Affective Filter Hypothesis helps us understand the factors that affect student's learning process, the main idea is to low the affective filter so we can create suitable language learning environments where we can reduce student's anxiety and fears about the language, here is where we focus on aspects such as motivation, attitude, anxiety and confidence.

About the Natural Order Hypothesis, I can say that I somehow disagree, even though it is held by scientific research, as an experienced teacher I cannot say there is a predictable order in the learning process, because each student is different, it also depends on the context and the purposes of learning.

Input, Intake, Interaction and Output

The Input Hypothesis by Stephen Krashen considers input as the written and spoken language that learners are exposed to, this language must be at the learner's level of cognitive development and a level beyond it (i+1), so students can be exposed to a comprehensible input.

It is important for teachers to choose meaningful materials where the spoken or written language can be challenging enough for students and to have as a result an intake, that is to say, an actual comprehension of the input, in this case we can say that our students have actually learned.

In the teaching practice the Interaction Hypothesis is applied when teachers present language, "Interaction Hypothesis links the linguistic environment of language input to the development of language acquisition of learners" (Liu X. , 2022), in other words there is an interaction between the learner of a L2, a native speaker or speaker of the L2 as a lingua franca, the interactive process entails input that must be made comprehensible to the learner.

In this interaction there are communication breakdowns that interfere in the learning process and thus the comprehension of input, in order to transform input into intake, teachers usually modify the input to the student's level of English, it is necessary so students can understand the language, these interactional modifications are the following: negotiation of meaning (explaining meaning), receiving feedback from the teacher, clarification requests (asking questions), confirmation checks (check if the learner has understood), repetitions, reformulations (saying the same information with other words), and recasts (implicit error correction by the teacher).

These interactional modifications can be applied in the teaching-learning processes in the classroom, teachers use foreigner talk with their students, they try to use a clear and slow speech, they use key vocabulary words and grammar structures that students already know, so they can have a better comprehension of the content.

As a result, teachers expect to see the output of students' effort, according to Swain (1995) analyzed in Liu (2022) "only output can truly promote the development of language productive abilities of learners. Because language output forces learners to process language forms, only in this way can language ability be developed". That is to say, output is not only the production of language, it is also the opportunity to consciously learn and use the language, where learners can identify differences in

language, practice grammar structures and modify them as they find patterns and reflect on the own's use of language.

They are complex concepts that we apply in our teaching practice without knowing, because we make use of all these tools to have students understand the use of language, grammar structures and vocabulary, so consequently they can produce language at a certain level. I can realize I have integrated some concepts and ideas from different theories, and they complement my teaching philosophy and guides my practice.

Chapter II. Methodology and Practice

Teaching Reading

Teaching reading in an EFL course is important because it is a receptive skill, that is to say, we receive a kind of input (a set of signs, a text), through the sight sense and we decode it using different cognitive processes, and we understand or comprehend the content according to our mindset.

According to Dole, Duffy, Roehler, & Pearson, (1991) reading is

an active task where readers are making selection from a range of words, derive from the text and the situational context that are constructing a model of meaning that reflects, more or less the same, the meaning designated by the writer. (Andoko, Hayashi, Hirashima, & Asri, 2020, https://doi.org/10.1186/s41039-020-00126-8)

Before teaching reading, we need to identify our students' profile, principally their level of reading skills in their L1, that will help to set objectives to reach a level of achievement in the target language; because students can transfer their reading abilities of L1 to the foreign language, as seen in the psychological approach called behaviorism.

An important knowledge that can be transferred to the reading skills in L2 is to identify the structure of a text according to the different kinds of texts, teachers can find out what text types their students know, in other words, what they read in Spanish, starting from that information teachers can introduce different texts, and also consider the topics students usually read about.

All of the above refers to the students' prior knowledge (students' schema), this knowledge is integrated by a formal schema, which is the layout of the different types of texts students already know; and the linguistic schema, which is the knowledge about the language students have, that is to say, grammar rules, parts of speech, word forms, etc.

There is another important aspect to consider when reading, this is the cross-cultural awareness, it is the student's knowledge about the world that comes from social interactions and

cultural approaches (customs and traditions) of their origin and from other parts of the world, this cultural knowledge helps to determine if a text could be relevant or meaningful for them.

Digital resources are very useful to foster cultural interaction and reading; Liao and Rey & Rosado (2001) proposed the use of email exchange programs to promote students' reading skills using technology to get involved with other cultures, in that way students can talk with people from around the world (Especialidad en la Enseñanza y Aprendizaje del Inglés Como Lengua Extranjera (EEAILE), (n.d.) http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4674&chapterid=10304).

Even though e-mail is a great tool, today social networks have a strong role in our social digital interaction, our students are constantly checking apps such as Instagram, TikTok, YouTube, Facebook, WhatsApp, among others; if teachers integrate texts or information from these apps to their lesson planning, students will get more interested in the reading tasks.

It is not easy to promote reading in classroom if students do not actually read in their 1L, teachers need the support from parents so they foster reading at home, or in case of young or adult students, remind them to constantly read.

According to Spratt, Pulverness, & Williams there are two ways of reading, intensive reading, when students read in class for specific purposes, and the extensive reading, when students read long text for pleasure (2011, pág. 33); in order to promote these ways of reading, teachers can implement reading labs so as to students can access to academic reading material or texts of their interest and they can choose freely and develop the reading habit.

Chamot and O'Malley (1994) proposed the following teaching reading strategies: collecting student's literacy skills, activate students' schema (prior knowledge), daily reading, teaching reading strategies, reading for different purposes, emphasize comprehension of the text, teaching reading and writing together, reading assessment and self-assessment, and involving parents (EEAILE, n.d., http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4669&chapterid=10244)

Reading Skills

In order to teach reading in English it is important to take into account the skills students need to develop and succeed in reading, this activity involves decoding letters, words and phrases in order to deduce meaning form context, and interpret the text.

Besides decoding and deducing students need to develop the ability of inferring and predicting the content of the texts, they are not magicians, in this case the teachers need to guide this process, I usually ask students to read the headings in the text and try to guess what the text is going to be about, then have students to look at the structure of the text, colors, fonts, distribution, boxes etc. and if there are pictures ask them what they see in those pictures, in that way they can infer the main topic and predict most of the content, it is a prereading activity, sometimes it takes place in Spanish.

By the hand of these skills, we need to consider teaching vocabulary, since students are going to face different kinds of texts, they are going to run into new words and phrases that they do not know, these words can be founded in different parts of speech, and learning new vocabulary involves knowing the aspects of a word, those are the meaning, collocation, grammatical feature, word parts, and register (EEAILE), n.d., http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4672&chapterid=10285).

Teaching vocabulary is also a prereading activity that I personally implement in classroom, student's book usually have a section or activities where we can explore new vocabulary, it is an important part in the reading process, we can prepare students by reviewing vocabulary lists, showing flashcards, having them look for the words in the dictionary, explaining meaning in context while reading in group, and having students guess the word meaning using the context clues they find in the text itself.

As we can see, identifying key vocabulary is another skill in the reading process, and the use of a dictionary helps in the development of independent readers. This is a tool I implement in class, having student consult an English-Spanish academic dictionary and make glossaries of different texts.

Reading Approaches and Strategies

We can find different ways in which a text can be introduced and worked with the students, here are the most relevant reading approaches to read and understand a text:

Bottom-up: in this approach the reading process starts from the comprehension of the smallest elements of language (letters, sounds, words, etc.) to the higher units (sentences and paragraphs).

Top-down: the reading process starts from the general meaning of the text to the particular elements of it, it "is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by meaning and proceeds from whole to part. It is also known as concept-driven model" (Liu, 2010, https://files.eric.ed.gov/fulltext/EJ1081770.pdf).

Interactive model: combines the skills from both approaches, bottom-up and top-down. Rumelhart (1977) cited in Liu (2010) "proposes an interactive model in which both letter features or data-driven sensory information and non-sensory information come together at one place" (https://files.eric.ed.gov/fulltext/EJ1081770.pdf).

Phonics instruction: pays attention in letters sounds, combination of letters and written forms, it is like the natural way of language acquisition of native speakers.

Whole Language: involves all language skills, reading, listening, speaking and writing, focused on a specific area of knowledge, for instance math, science, etc. A very popular methodology based on this approach is the Content and Language Integrated Learning (CLIL), created by David Marsh in 1994 (Universidad de Valencia , 2016, https://www.uv.es/uvweb/master-investigacion-didactiques-especifiques/es/blog/aicle-/-clil-cinco-cosas-desconocias-1285958572212/GasetaRecerca.html?id=1285960399706).

Cognitive Academic Language Learning Approach (CALLA): the principal strategies used in this approach are the active use of prior knowledge, planning to set purposes, monitoring skills (supervise

the reading process), and self-evaluation (EEAILE), n.d.

http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4669&chapterid=10243).

Taking into account the approaches exposed above, here are some strategies for reading

comprehension, by H. Douglas Brown (2007) (EEAILE), n.d.,

http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4669&chapterid=10248), teachers can use

them at different parts of their lessons.

- Identify the purpose, that is to say identifying the type of text, what kind of information they are going to find, why they are reading the text, and what they need from the text.

- Silent reading, this strategy is recommended for intermediate and advanced levels, this is mostly to improve fluency and comprehension of texts.

- Skimming or reading for gist, it is to read quickly to understand the main ideas.

- Scanning, this means reading for specific information, students need to read quickly the text to look for specific details.

- Use graphic organizers, they are great strategies for students to organize their ideas with different visual aids such as shapes, arrows, charts, colors, etc.

- Use inference and guessing, as it has been seen previously, it is important to do this prereading activity to prepare students for what they are going to find in the text.

- Analyze vocabulary, students read for detail to identify key vocabulary of the text, this also helps them to form a general idea of the content.

- Identify literal and implied meaning, this process involves top-down skills and schema to interpret the literal and implied meanings of the author.

- Identify discourse markers, it is also important this part of the grammar, so students can identify linkers, connectors and conjunctions that help the text to have coherence, cohesion and sequence.

- The SQ3R sequence is a strategy with a very punctual process, this acronym means Survey, Question, Read, Recite and Review.

At this point where we have analyzed the reading approaches and strategies, it is relevant to mention that teachers can implement a sheltered instruction, this means they can modify the curriculum integrating the different approaches, strategies and materials (contents) that best suit the students' needs and context, in order to promote the language proficiency.

Teaching Writing

Writing is a productive skill, it involves producing language than receiving it, on the contrary of the reading skills. We communicate information by writing and someone else is going to receive it and interpreting by reading it (Spratt, Pulverness, & Williams, 2011, pág. 37).

Teaching writing involves different processes as well as teaching reading, as we have previously seen, in the writing process it is important to identify the structure of a text according to the different kinds of texts, the text type is the first thing teachers need to stablish before asking for a writing activity, it is important to have a purpose, what students write about and why they write it.

One of the most important aspects in writing is the knowledge of grammar, students need to know how to write, form words, phrases, structure and link ideas following grammar rules in different tenses, integrating key vocabulary. It also depends on the text type, which characteristics and writing rules are going to be applied, in order teachers and students can determine the register, distribution, vocabulary, grammar tense, etc.

There are some principles to teach writing according to Brown, H. D. (2007) (EEAILE), n.d., http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4677&chapterid=10324). Have students implement some habits and processes to produce writing (focus on a goal or idea, spend time on planning, let ideas flow, receive feedback from others and revise the work several times), teach English conventions for writing, teach reading and writing together, have students produce authentic writing

(for instance, e-mails, text messages, fill-in forms, etc.), implement collaborative strategies to generate and interchange ideas in group, and correct students effectively.

It is not as easy for students to produce writing, they do not always know where to start, before asking students to write something, teacher must model and guide the writing process, so students can see clear examples of what they are expected to do, this can be a prewriting activity, have students read pieces of texts, identify they type of text and its elements.

There are other ways to promote writing in class, teachers can make use of Computer Assisted Language Learning (CALL), they are computer tools to help students in the developing skills process. Blogs are very popular, students and teachers can post on them and use their writing skills and interact with all the class, nowadays we can find more useful tools, in classes I sometimes use a digital board called Padlet, in this web tool I can create conversation topics, starting from a video, a question, a voice note, a picture, etc., and then have students post their ideas in a written way.

During the writing process it is important that teachers give feedback to students at different moments, we can have a first moment doing a brainstorm in group and identifying the topic of what they are going to write, then the teacher can ask some questions in order students can organize their ideas and review in class, then the last moment when having students produce writing, and at this moment teachers give more personal feedback by using a rubric.

Writing Skills

Some of the writing skills students need to develop are:

- Accuracy: using the correct forms of language, spelling, linking words, collocation, grammar, dividing the text into phrases, sentences and paragraphs.

- Communication: it refers to the register, organization of ideas and the use of language.

- Coherence: it is the logical way of organize the ideas in order that the text makes sense.

- Cohesion: linking of ideas, sentences and paragraphs in the text.

According to Brown, H.D. (2007) (EEAILE), n.d.,

http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4677&chapterid=10326) we can find subskills

inside the main skills, these are the micro-sills including: handwriting and spelling, produce writing

efficiently, use words and word order appropriately, use grammar appropriately and express meaning in

different forms.

Furthermore, there are macro-skills, which are related to the use of language, meanings and

conventions, notably: use cohesive devices, use conventions of written discourse, use writing to

communicate in different forms with different purposes, use links to connect, organize and order the

ideas, identify literal and implied meanings, identify cultural content in different contexts, and write

with accuracy, following a guided process of writing and receiving peer's and teacher's feedback.

Besides the previous abilities, teachers can improve the process for writing by guiding students

through these stages: plan and organize ideas, write a draft, edit it, proofreading and write the final

version (Spratt, Pulverness, & Williams, 2011, pág. 39), but it also depends on the content and objectives

of the lesson, the process can vary, you can omit or cover two stages in one.

Writing Approaches and Strategies

Approaches according to Hyland, K. (2002) cited in (EEAILE), n.d.

http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4677&chapterid=10319):

1. **Language structures**: there are four stages, familiarization, controlled writing, guided writing

   and free writing, we can understand them with clear examples of activities, reviewing a text

   model, solving grammar exercises, writing following the model, and then let students write

   freely.

2. **Discursive structures**: these are the different forms of organize or distribute the ideas in a text

   according to the text type.

3. **Creative expression**: self-discovery and personal meaning, sometimes we can let our students express themselves by a free writing activity.

4. **Writing process**: select a topic, prewrite, composing, write a draft, review, response to revision, proofreading and editing, evaluation, publishing, follow up tasks.

5. **Content**: students decide which topics they want to write about.

6. **Genre and contexts**: have students identify the different types of texts and their structure, have them find patters and elements in the texts.

We have seen that there are different strategies for teaching writing that can be used, for instance, the imitative or writing down, usually for basic levels, students copy words or phrases from the board or books, or teacher dictates them; intensive or controlled practices, these are usually grammar exercises of completing sentences, change verb tenses, that is to say, students are asked to write specific information about a topic.

Even though, there are strategies that promote the self-writing, in this case it is the production of personal texts such as notetaking, diaries or journals; on the other hand, we have display writing activities, that are mostly aimed to academic writing; and real writing that can be also academic, technical or personal, such an essay, instructions or a diary.

Teaching Listening and Speaking

Developing listening and speaking skills in the EFL classroom is a difficult task since we have to consider that our monolingual students do not have the opportunity to practice the target language out of the classroom.

Nonetheless, we have to make the most of our English class time with very well thought lesson planning and activities with integrated language skills (listening, reading, speaking and writing), it does not mean that we have to include all these skills in every stage of the class, but pay the necessary attention to them in different moments.

Working on speaking and listening skills in the classroom help a lot to build up students' confidence in communication. In spite of pronunciation and listening are kind of complicated processes for them, the most they practice, the most they enhance spoken language and listening comprehension.

Our students get frustrated easily when they do not pronounce with a near native accent or they do not understand what native speakers say; I always point out that in listening activities they have to get main ideas; and in speaking tasks it does not exist a perfect pronunciation, I encourage them to no matter the accent they are listen to, just try to imitate all the features they can identify, such as pronunciation, rhythm, word and sentence stress, intonation, register and accuracy.

Listening and Speaking Approaches and Strategies

I usually teach listening and speaking together, even though they are different skills, since the first one is a receptive skill and the other one is a productive skills, both complement each other, both imply the sounds meaning and production, hence the following approches, methdologies and strategies help to develop these skills in the EFL classroom.

According to Wilson (2008) some of the most relevant approaches to teach listening skills are the bottom-up and top-down approaches and the Communicative Language Teaching (CLT), but they involve speaking skills as well.

Bottom-up: this model focuses on decoding the smallest units of the spoken language, such as phonems and syllables, the most important is to identify the different sounds in speech.

Top-down: this model emphasizes the use of prior knowledge and students' schema to predict the speech content, for instance when someone shares a recipe, the listener uses what they know about foods, drinks and cooking in L1, in this way they predict some steps and cooking processes.

Communicative Language Teaching (CLT): this approach emerged in the 70s decade, it focuses on the use of target language in a real communication process, it does not pay much attention to grammar rules or vocabulary, but the use of language meaning. It pretends to develop a communicative

competence through meaningful interaction and personalization. Some strategies and methodologies

are Total Physical Response (TPR), information gaps, role-plays, games and discussions.

Audio-lingualism: this approach is based on the behaviorism theory, which explains that some

behavior is reinforced with positive or negative responses. This method was very popular in the 50s and

60s, it focuses on the acquisition of phonological patterns and grammar structures through the

repetition. "These patterns are elicited, repeated and tested until the responses given by the student in

the foreign language are automatic" (Taylor, n.d., https://blog.tjtaylor.net/method-audio-lingual/). I

sometimes have students repeat dialogues and phrases, but not to memorize them, the intention is to

have them practice speaking and pronunciation, and to familiarize with English sounds, this has helped

students a lot.

Oral drill: the basis of this approach is also found in behaviorism principles, "drilling means

listening to a model, provided by the teacher, or a tape or another student, and repeating what is

heard" (Tice, n.d., https://www.teachingenglish.org.uk/professional-development/teachers/knowing-

subject/articles/drilling-1). I usually use these techniques in the classroom to practice new vocabulary,

expressions and stress patterns of words and phrases.

Task-Based Learning (TBL): this approache focuses on the developing of communication

opportunities in the classroom through specific tasks. "The tasks or activities are authentic, "real-life"

situations which require comprehending, producing, manipulating and/or interacting in the target

language. The amount of listening or speaking involved to complete the problem posed is determined by

the task itself" (Ceneta, 2022, https://discover.hubpages.com/education/Five-5-Approaches-for-

Teaching-Listening-and-Speaking). It is usually difficult to promote these kinds of activities in the

classroom when the amount of students is big, but I have tried it with simple activities where I

implement the "only English rule", I have learners interact each other to solve activities or present

language production, but it is unavoidable that they use their L1.

Listening Skills

What is listening? "… listening is a receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of language. We do this by making use of context, language and our knowledge of the world". (Spratt, Pulverness, & Williams, 2011, pág. 43).

The process of listening starts with the perception of sounds and intonation of speech, identifying words, phrases and expressions. Next, students go through the decoding process, where they take chunks of speech and try to understand the meaning of the message they are receiving.

In the end the listener starts making predictions and guesses using context of the information they are listening, using what they know about the topic, so they can prepare a response.

In the classroom we can develop listening skills, entailing top-down and bottom-up processes.

Two processes are involved in listening. Top-down listening uses background knowledge and contextualizes words to aid comprehension. Bottom-up listening uses sounds, words, and other small units to create meaning. These processes are complementary; listening for only the big picture but not the details can be as ineffective as trying to understand every single word... (The Learning Center, n. d., https://learningcenter.unc.edu/tips-and-tools/academic-listening-strategies/)

Additionally, in the listening process teachers need to consider the developing of some sub skills such as the pointed out by Thaine (2021) listening for gist, listening to infer information, listening for detail, listening to identify the text or discourse patterns, scan listening and listening for specific language items (https://www.cambridge.org/elt/blog/2021/06/23/listening-sub-skills-and-tasks/).

When teaching listening in the EFL classroom it is essential to integrate several activities in order to create a lesson plan that involves the developing of students' listening skills.

Another aspect that is important to consider when teaching listening is that according to our context, the role of teacher is to guide most of the activities in the classroom, so the main input comes from us, we are not native speakers because we learned English as a foreign language, which means that we have an accent, as teachers we effort to sound near native, but this accent is part of us.

Teachers approach students to language, so we need to consider the implementation of several materials in order to have students listen to other accents and get familiar with real language. There are materials intended to be for teaching, for instance text books, students' book and workbooks that come with audios to work with different activities that help to develop sub skills.

Besides teaching materials, teachers can also implement authentic materials, which "is any material written in English that was not created for intentional use in the English language classroom" (Zazulak, 2017, https://www.english.com/blog/authentic-material/). In other words, these kinds of materials are any example of the target language taken from different contexts of real language in use.

Speaking Skills

Speaking is a productive skill of language, it involves "producing language rather than receiving it… speaking involves using speech to communicate meanings to other people" (Spratt, Pulverness, & Williams, 2011, pág. 48).

By contrast with the other language skills (writing, listening and reading), the speaking process cannot be planned all the time, since it is more spontaneous, most of the time casual or informal, because it is made up of short ideas, fixed phrases, generic vocabulary, hesitations markers and small mistakes.

Speaking involves reciprocity, that is to say, there is a speaker and a listener that take turns to change their roles, when the listener receives the message then they prepare to become the speaker in order to respond to the other person inmediately to have a conversation.

According to Snelling (2021, https://www.macmillanenglish.com/mx/blog-resources/article/advancing-learning-teaching-speaking-developing-conversation-skills), there are six speaking sub skills, including:

- Language, wich refers to the lexis and grammar.

- Fluency, which involves producing and understanding language at a regular peace.

- Accuracy, that refers to the correct use of sounds, lexis and grammar in speech.

- Phonology, that identifies aspects of speech such as phonemes, stress patterns and intonation.

- Pragmatics, it is to identify conventions and behavior of the culture in a conversation.

- Interpersonal, which refers to the rapport in communication (be respectful and empathic).

In order to develop speaking skills, it is necessary to work with pre-communicative and communicative activities. Pre-communicative activities are the ones that entail modeling the language with short dialogues in specific contexts and have students repeat and practice them.

On the other hand, communicative activities include functional communication and social interaction. Functional communication is developed with activities such as sharing information with restricted or unrestricted cooperation, sharing and processing information in pair or group work, in order to discuss and solve problems.

Social interaction activities encourage students to produce language, for instance role-plays, debates and interviews.

In both processes, listening and speaking, students need to make use of compensation strategies, they "are communication strategies used by learners to compensate for limitations in their language" (British Council, n. d., https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/c/compensation-strategies).

Among these kinds of strategies, we can find guessing meaning from context, mimic and gestures, asking for clarification, changing intonation (word stress), foreignizing and borrowing words,

coinage (invention of words), paraphrasing, lexical substitutions and circumlocution (trying to explain

the unknown word).

2.1 Lesson Planning

The following template was designed by myself, teacher Alma Rubi González Añorve, this lesson planning format considers the most important aspects of the sessions, such as class information, lesson, purposes, skills, grammar, vocabulary, materials, activities, techniques, language production and evaluation tools.

In this lesson planning I integrated the four language skills (listening, speaking, reading and writing), some intercultural aspects, intercultural communication competencies and technological tools.

The class I chose to put into action this lesson plan is a group of the fourth semester of the major in Pedagogy from UPN Atizapan 152. They are 38 students of the morning shift; they take classes from eight in the morning to two in the afternoon. Our English class is on Mondays and Wednesday from 10:00 am to 12:00 pm.

In this course we use the book "INTERCHANGE. Student's Book and Workbook. Sharing Information and Ideas", so the language level we are working is A2. I project the Interchange Teacher's book software, so students can follow each step of the lesson, that is why I always use technology.

Abbreviation code:

Ss: students

SB: Student's book

WB: Workbook

GP: Grammar plus activity (section of the book).

min.: minutes

p.: Page, pages

Ac: Activity

Tr: Track (listening)

GC: Google Classroom (Students upload some activity in this platform)

UNIVERSIDAD PEDAGÓGICA NACIONAL, UNIDAD 152 ATIZAPÁN		
Teacher: ALMA RUBI GONZALEZ AÑORVE	**Class:** Pedagogy major – 4th semester	**Number of students:** 38
Lesson: What do you do?	**Session:** 1	**Time:** 1 hour, 50 minutes
Purposes: Students will describe different jobs and occupations, their principal activity and workplace. Students will ask and answer questions to give information about people's work.		**Skills:** Speaking (pronunciation) Writing (grammar)
Grammar: Identify and define jobs and occupations. Simple present tense with different verbs and Wh-questions. Form of the verbs in present with 3rd person.		**Vocabulary:** jobs, occupations, workplaces, verbs (*-s / es / ies* endings)
Materials: C. Richards, Jack (2018). *INTERCHANGE. Student's Book and Workbook. Sharing Information and Ideas.* 5th Edition. Mexico: Cambridge University Press. • Interchange Teacher's book software. • Digital presentation. • Audio book (tracks).		

Activity	Procedures	Materials	Time
Warm-up	Ask Ss say jobs and occupations they know the names in English *(Elicit vocabulary).*	Speaking	10 min.
Pre-listening **Vocabulary**	**SB Ac 1:** Introduce **popular part-time jobs in the U.S.** have students look at the pictures. Ask the following questions and take notes on the board:	Speaking SB p. 8 - 9	45 min.

	Which jobs are easy or difficult? Which jobs are boring or exciting? Why? *Are these jobs for students? What are some other part time jobs in your country?* **SB Ac 2:** check the list of jobs and define them, have Ss classify them into **office work / travel industry / food service / entertainment business** (fill in the word map). **SB Ac 3:** check the second list of jobs, define them and practice pronunciation.			
While listening	**SB Ac 4:** Have Ss listen to and read a conversation about two people's jobs. Have Ss identify occupations and activities and answer the questions.	SB p. 9 Tr Ac 4	10 min.
Post-listening **Grammar**	Introduce the question **"What do you do?"** to know people's job or occupation. **SB Ac 5:** Explain how to use Simple Present tense in interrogative form with Wh- questions and answer in affirmative form. Explain the rules of **Verb + s / es / ies** for the 3rd person. **SB Ac 5A:** Have Ss complete the conversations using Simple Present tense.	SB p. 10 Digital presentation Speaking	35 min.
Closing	Have Ss answer the question: "**What do you do?**" *(Elicit vocabulary).*	Speaking	10 min.
Homework: **WB p. 7 – 8.**		Notes:	

UNIVERSIDAD PEDAGÓGICA NACIONAL, UNIDAD 152 ATIZAPÁN		
Teacher: ALMA RUBI GONZALEZ AÑORVE	**Class:** Pedagogy major – 4th semester	**Number of students:** 38
Lesson: What do you do?	**Session:** 2	**Time:** 1 hour, 40 minutes
Purposes: Students will talk and write about people's work, activities and lifestyle. Students will practice pronunciation of different jobs and occupations.		**Skills:** Speaking and listening (pronunciation) Writing production
Grammar: Simple present tense with different verbs. Form of the verbs with 3rd person.		**Vocabulary:** jobs, occupations, workplaces, verbs (-s / es / ies endings)
Materials: C. Richards, Jack (2018). *INTERCHANGE. Student's Book and Workbook. Sharing Information and Ideas.* 5th Edition. Mexico: Cambridge University Press. • Interchange Teacher's book software. • Digital presentation. • Audio book (tracks).		

Activity	Procedures	Materials	Time
Warm-up	Show pictures of people with different jobs and occupations, ask students "**What do/does ___ do?**" and "**Where do/does ___ work?**" **Do you think it is the same in other parts of the world?**	Speaking Digital presentation	10 min.
Pre-writing	**Check homework:** WB p. 7 – 8. **GP 1:** Make a reminder of **Simple Present** grammar rules.	WB p. 7 - 8 GP p. 85	20 min.

	Have Ss complete the conversations in present.		
While writing	**SB Ac 3:** Have Ss work in small teams, have them choose 10 jobs from the list and write information about them such as workplace and principal activity.	SB p. 9	50 min.
Pre-listening	**SB Ac 8A:** Have Ss listen to the pronunciation of different jobs and occupations, have them identify three syllable stress patterns (dancer ●• / salesperson ●•• / accountant •●•)	SB p. 11 Tr Ac 8A	10 min.
Closing **Post-listening**	**SB Ac 8B:** Have Ss listen to different jobs and identify the stress pattern and classify them.	Tr Ac 8B	10 min.
Homework: WB **p. 9 - 10** **Writing Practice (GC):** write a short biography of someone you admire, talk about their job or occupation, habits and daily activities. Follow example from **SB Ac 6, p. 11**.		**Notes:** to check the WB pages (homework). Ss share their answers, the teacher corrects mistakes and they self-evaluate.	

UNIVERSIDAD PEDAGÓGICA NACIONAL, UNIDAD 152 ATIZAPÁN		
Teacher: ALMA RUBI GONZALEZ AÑORVE	**Class:** Pedagogy major – 4th semester	**Number of students:** 38
Lesson: What do you do?	**Session:** 3	**Time:** 1 hour, 40 minutes

Purposes:	Skills:
Purposes: Students will listen to and talk about people's habits, daily routines and lifestyle. Students will ask and answer questions about habits, daily routines and lifestyle.	**Skills:** Speaking production Listening (specific information)
Grammar: Simple present tense with different verbs. Form of the verbs with 3rd person. Identify and integrate time expressions.	**Vocabulary:** jobs, occupations, workplaces, verbs (-s / es / ies endings), prepositions and adverbs of time (at / in / on / early / around / late / until / before / after), time expressions (hour / o'clock / in the morning / in the afternoon / in the evening)

Materials: C. Richards, Jack (2018). *INTERCHANGE. Student's Book and Workbook. Sharing Information and Ideas.* 5th Edition. Mexico: Cambridge University Press. • Interchange Teacher's book software. • Digital presentation. • Audio book (tracks).

Activity	Procedures	Materials	Time
Warm-up	Ask students the following questions and elicit answers about workplaces and activities: **What does a *teacher / vendor / cook / firefighter* do? Where do they work?** **Do you think people with these professions do the same in other parts of the world?**	Board Speaking WB p. 9 - 10	20 min.

	Write main ideas on the board		
	Check homework: WB p. 9 - 10.		
Listening 1	**SB Ac 7:** Have Ss listen to and read a conversation about a person's work and daily routine. Have Ss identify jobs and routines and answer the questions.	SB p. 11 Tr Ac 7	10 min.
Pre-listening	**SB Ac 9:** Explain Simple Present tense integrating prepositions, adverbs and expressions of time: *at / in / on / early / around / late / until / before / after / time / o'clock / in the morning / in the afternoon / in the evening* Have Ss practice pronunciation of full sentences. **SB Ac 9A:** have Ss choose prepositions and adverbs of time that best complete the sentences.	Digital presentation SB p. 12	40 min.
While listening	**SB Ac 10:** Have Ss listen to three people talk about their occupations, habits and daily routine. **Post-listening:** Have Ss fill in the chart with the corresponding information about the people (job / gets up / gets home / goes to bed).	SB p. 12 Tr Ac 10	20 min.
Closing	Ask Ss: What time do you *get up / leave school / go to bed*?	Speaking	10 min.
Homework: WB **p. 11 – 12.** **Speaking Practice (GC):** work in pairs and record a conversation on Vocaroo or upload an audio file, ask and answer questions from **SB Ac 9C, p. 12.**		**Notes:** the writing and speaking practices are evaluated with a rubric on Google Classroom.	

UNIVERSIDAD PEDAGÓGICA NACIONAL, UNIDAD 152 ATIZAPÁN		
Teacher: ALMA RUBI GONZALEZ AÑORVE	**Class:** Pedagogy major – 4th semester	**Number of students:** 38
Lesson: What do you do?	**Session:** 4	**Time:** 1 hour, 50 minutes

Purposes:	**Skills:**
Students will know about different students' routines from around the world.	Listening comprehension
Students will read about people's jobs and activities.	Reading comprehension
Students will communicate information about habits, routines and lifestyle.	Speaking (communication).

Grammar:	**Vocabulary:** jobs, occupations, workplaces, verbs (-s / es / ies
Simple present tense with different verbs.	endings), prepositions and adverbs of time (at / in / on / early /
Form of the verbs with 3rd person.	around / late / until / before / after), time expressions (hour / o'clock
Identify and integrate time expressions.	/ in the morning / in the afternoon / in the evening)

Materials:

C. Richards, Jack (2018). *INTERCHANGE. Student's Book and Workbook. Sharing Information and Ideas.* 5th Edition. Mexico: Cambridge

University Press. • Interchange Teacher's book software. • Digital presentation.

• Video from YouTube:

"**A look at « Journeys to school », around the world**" retrieved from the YouTube channel UNESCO (2013)

Activity	Procedures	Materials	Time
Warm-up **Reflection**	Have Ss watch the following video and then ask some questions and take notes on the board: **"A look at « Journeys to school », around the world"** retrieved from the YouTube channel UNESCO (2013). **Where are these children from? How do they get to school? How do you get to school?** **How do you think is their daily routine? Is it different from yours?** **Do you think that children around the world are able to go to school? Why?**	YouTube video "A look at « Journeys to school », around the world" Speaking Board	20 min.
Pre-reading	**Check homework:** WB p. 11 - 12. **GP 2:** complete the conversations with the correct prepositions and adverbs of time.	WB p. 11 - 12 GP p. 85	20 min.
While- **reading**	**SB Ac 12A:** Have Ss read the text "My parents don't understand my job!". This text is in blog posts format, it is about four people with particular jobs and they talk about their activities in their work and how is it difficult to understand for their parents. **Post-reading:** Have them check the correct information about each person.	SB p. 12	30 min.
Closing	**SB Ac Interchange 1:** have Ss work with two partners. Have them ask each other the questions from the list about daily routines and habits and fill in the chart with their information and their partners'.	SB p. 73	40 min.
Homework:		Notes:	

Extra Activity

 Final Project

This is an extra activity is a presentation that will be carried out at the end of the semester, therefore by the deadline of this project it will not be possible to reflect upon the outcomes of this activity.

Presentation: "Jobs and careers of the latest 2000s"

- **Structure of the presentation:** have Ss present in front of the class, with a digital presentation, information about a person (from around the world) that performs in some of the work spaces that have emerged in the latest 2000's, such as influencers, instagramers, video editors, streamers, etc. Students talk about people's personal information, job or occupation, habits, lifestyle, daily activities and contributions to their corresponding work field.

- **Grammar:** have students use simple present tense with "verb to be" and different verbs. No copy-paste or full text translations are allowed.

- **Vocabulary:** personal information, age, origin, nationality, jobs, occupations, workplaces, habits, routines, lifestyle, etc.

- **Pronunciation and intonation:** have students practice speech before presenting to the class, have them practice pronunciation, fluency, pace, intonation so the speech can be clear and easy to understand.

- **Creativity:** have Ss use any digital tool to create the presentation, have them add pictures, videos and audios to make it attractive and understandable.

2.2 Testing and Assessing Tools

It is important to mention how is the structure my classes, I always explain grammar and then we answer some grammar exercises in group. I usually give them time to solve some activities by themselves, and then I choose some students to share their answers to the class and I give general feedback to the whole group.

However, I let my students decide how to work most of the time, whether individually, in pairs or in small teams, in this way they can explore their Zone of Proximal Development, that is why I do not indicate specifically the type of interaction in these activities, but sometimes I indicate how to work with some specific activities that I mention in the lesson planning.

I usually send the pages of the Workbook for homework, for purposes of practicability and simplicity I check these pages in each class, as they were assigned, I do it in group. I choose different students so they share their answers, then I show them the answer key and correct mistakes, students self-evaluate and I give general feedback, and when I check their books, I can see how they correct their mistakes and identify their opportunity areas and take notes.

I use both formative and summative assessments, also informal and formal assessments. I have two moments of evaluation, a mid-term and a final-term, in both moments I apply a test and I ask for a project, plus the book, activities in class and homework, everything counts, all the activities are assigned a percentage and are summed up to get an average score at the end.

When I design tests, activities and rubrics I consider the principles of practicability, reliability, validity, authenticity, administrability, simplicity, objectivity and scorability (Especialidad en la Enseñanza y Aprendizaje del Inglés Como Lengua Extranjera (EEAILE), n.d., https://eeaile.upnvirtual.edu.mx/mod/lesson/view.php?id=4853&pageid=105).

In order to improve practicability of the tests I apply during the semester, I create tests on Google Forms and have students take them in the computing lab, it is easier to evaluate them, in the past it took me so much time to grade the printed tests.

I think there is not a 100% reliable assessment tool, there are many factors that can interfere with the reliability of a test, even though I try to design tests that do not take more than an hour to be solved, with different kinds of items (multiple choice, blank completion with or without cues, sentence transformation, etc.) and different sections according to the language skills. In this way I try to make sure to take into account the different learning styles of my students and the language skills, which is also related to the validity of an assessment tool.

The authenticity of the tests I create it is found in the items, I try to include examples of language using my students' names and situations that are common for university students, so they can feel familiar with the content and understand the use of language.

All the tests and my evaluation criteria are administered, because I apply the same test to all students of a course, all students are evaluated in the same way, but this evaluation takes into account all languages skills and all learning styles.

I have to work on the aspect of simplicity, because in my evaluation criteria I include many activities, such as tests, projects, portfolio and language production activities, and some of them take time, because I want to cover every aspect of the learning process to help my students.

When I pay more attention to the objectivity is when I assess grammar, one of the objectives is to develop accuracy in the language production. In the tests I always include a section to evaluate specific aspects of grammar.

I implemented some tools to improve scorability in my evaluation, as I mentioned above, with the tests in Google Forms, it is easier to grade exams in that way. Other tools are the rubrics, they help me to set specific criteria and scores, they are very useful specially to assess productive skills.

Thus, I try to evaluate writing and speaking practices and the projects, in a more reliable and objective way, I need to carry out an authentic evaluation, because these activities are language production where students integrate their knowledge about the world, personal information, and demonstrate what they have learned about grammar and vocabulary.

That is why I design rubrics myself, I determine the criteria, the levels of achievement and the scores, in this way I can give personal feedback and a guide for students to identify their areas of opportunity.

A rubric is a great tool for teachers because it is a simple way to set up the grading criteria for assignments. Not only is this tool useful for teachers, it is helpful for students as well. A rubric defines in writing what is expected of the student to get a particular grade on an assignment (UTAH EDUCATION NETWORK , n.d., https://www.uen.org/rubric/know.shtml).

Using rubrics helps teachers to optimize the evaluation process, we only need to set the criteria we want to evaluate in the students' language production, for instance content, grammar, organization, vocabulary, language use and mechanics; after that we need to stablish values and scores according to the level of achievement in each criterion.

Besides the activities in the book, the tests, language production (writing and speaking practices) and the projects, this semester I decided to implement a portfolio, it is very simple, there are some extra activities that I take from the book, I modify them or adapt them, sometimes I design my own activities in order to practice something very specific, for instance, vocabulary, grammar structures, communication skills or use of language.

Students have to collect all these activities by the mid-term and the final-term evaluations, as they usually do these activities in the classroom, they do them by hand, after I check them, I ask them to scan them and upload them on Google Classroom platform, in this way they turn in an electronic portfolio (e-portfolio), this is another opportunity to take advantage of the technological tools.

I believe that the most important aspect before creating an e-portfolio is to choose the suitable platform that allows you to upload any kinds of files with the necessary storage space, Google Classroom is a great platform to do that and keep track of these kinds of activities, in the same platform learners upload the writing and speaking practices. Another aspect is to choose what kinds of tools or files you and your students are going to use. Students can create pictures, videos, audios, texts (PDF or Word) and digital presentations (Power Point, Prezi, Canva, etc), it is important to consider their possibilities, I let my students to choose the tools they feel comfortable with.

2.3 Evidence of Students' Progress

In this section you will find some of the students' evidence of their work in class and language production, by the time I am doing this document the semester has not finished yet, therefore I have not applied the final test, neither the students have not presented their final project.

Writing Practice

I assigned this activity as homework in session 2, as it is mentioned in the lesson plan, these were the instructions: write a short biography of someone you admire, talk about their job or occupation, habits and daily activities. Follow example from SB Ac 6, p. 11.

Purpose: practice writing skills talking about people's jobs and occupation using simple present tense with different verbs in third person (Verb + s/es/ies).

The following pictures are evidence of different writing practices that students uploaded on Google Classroom:

Figure 2. Writing Practice Unit 2. A biography. Student Cristal

Figure 3. Writing Practice Unit 2. A biography. Student Daniel
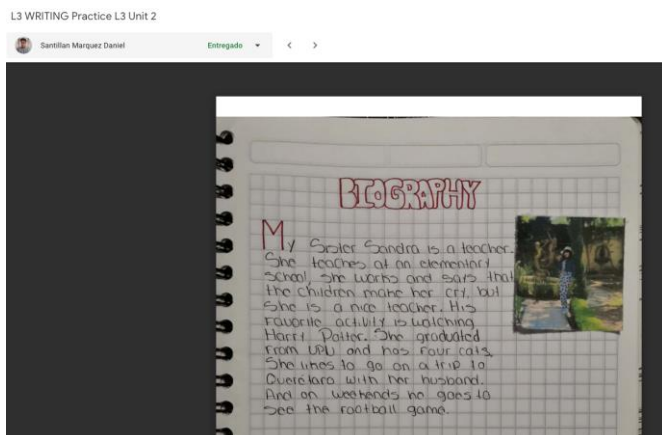
Speaking Practice

I assigned this activity as homework in session 3, as it is mentioned in the lesson plan, these were the instructions: work in pairs and record a conversation on Vocaroo or upload an audio file, ask and answer questions from SB Ac 9C, p. 12.

Purpose: practice speaking skills asking and answering about daily routines and habits using simple present tense with different verbs in first and second person.

In the following links you can find some speaking practices that students uploaded on Google Classroom:

- Students Odaliz and Alan:

https://drive.google.com/file/d/1a8qTCgI7tRQ_yrYNcxrrJidTWBJq2x_9/view?usp=sharing

- Students Nahomi and Cristal:

https://drive.google.com/file/d/1-3DU-6G9Bn1fhbYdA7MIVmLsb4u8PMV1/view?usp=sharing

Workbook

I assigned workbook pages 7 – 12 through the lesson in sessions 1 to 3, as I explained in section 2.2 Testing and Assessing Tools, I assigned two pages each session and in the following session we check them in group with different students sharing their answer and I give feedback and answer their questions.

Purpose: in these pages, students practice grammar, vocabulary, writing skills and reading comprehension.

Here there are some picture of students' workbook activities, they also uploaded them on Google Classroom for the record.

Figure 6. Workbook Unit 2. What do you do? Page 7. Student Zurizaday.

Figure 7. Workbook Unit 2. What do you do? Page 9. Student Elizabeth.

Figure 8. Workbook Unit 2. What do you do? Page 11. Student Daniela

Extra Activity

The following students' written production, was an extra activity carried out in the classroom, in this activity I indicated students to work in small teams.

Purpose: practice writing skills talking about different jobs, workplaces and main activities using simple present tense with different verbs.
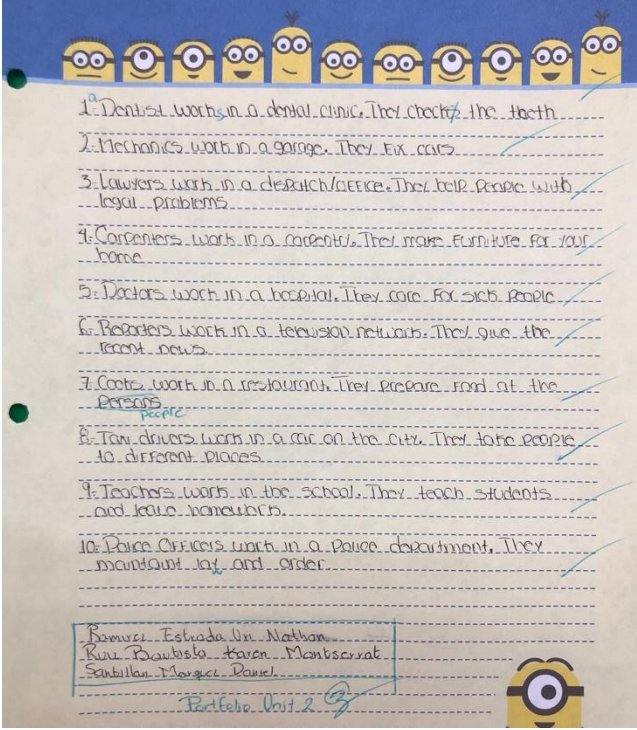
Figure 4. Portfolio Unit 2. What do they do? Students Juan, Omar, Hana, Dana and Ashley.

Figure 5. Portfolio Unit 2. What do they do? Students Uri, Karen and Daniel.

2.4 Assessment Tools

In part 2.2 Testing and Assessing Tools, I explained how I evaluate my students, and in the previous section I showed evidence of students' work and the purpose of each activity.

The following charts are rubrics I designed myself to evaluate some of the activities mentioned above, with these tools is easier to assess students and give them feedback.

Writing Practice Rubric

Levels of Achievement			
Criteria	**Excellent (1 point)**	**Well done (0.8 points)**	**Good job (0.6 points)**
Grammar	Excellent use of Simple present tense in 3rd person to talk about people's job or occupation.	Good use of Simple present tense in 3rd person to talk about people's job or occupation. There are few grammar mistakes, misspellings and typos, and very few language elements omissions. You sometimes use translator.	Good job, you use Simple present tense in 3rd person to talk about people's job or occupation, but you need to study the structure. There are several grammar mistakes, misspellings and typos, and several language elements omissions. You often use translator.
Content and vocabulary	Excellent, you can describe people's job, habits and daily routine in detail integrating vocabulary and different verbs.	Good, you describe people's job, habits and daily routine integrating some vocabulary and verbs.	You describe people's job, habits and daily routine integrating few vocabulary and verbs, some sentences are kind of confusing.

Speaking Practice Rubric

Levels of Achievement			
Criteria	**Excellent (1 point)**	**Well done (0.8 points)**	**Good job (0.6 points)**
Speech	Excellent pronunciation of full questions and answers, your speech is mostly clear and fluent. Your speech sounds very close to a natural conversation.	Well done! Good pronunciation of questions and answers, your speech is kind of clear and fluent, but some words are confusing, you hesitate a little, keep practicing.	Good pronunciation of questions and answers, your speech isn't very clear and fluent, many words are confusing and difficult to understand, you constantly hesitate, you need to practice.
Content and vocabulary	Excellent, you can ask and answer about your occupation, habits and daily routine in detail integrating vocabulary and different verbs.	Good, you can ask and answer about your occupation, habits and daily routine integrating some vocabulary and verbs.	You ask and answer about your occupation, habits and daily routine integrating few vocabulary and verbs, some sentences are kind of confusing.

Project Rubric

By the time I am writing this document my students have not presented their projects yet, they are going to do it when the semester ends for their final evaluation, but I am going to use the following rubric. The project description is at the end of the section 2.1 Lesson Planning as an extra activity.

Levels of Achievement				
Criteria	**Excellent**	**Well done**	**Acceptable**	**Poor**
Presentation Structure 30 points	Excellent presentation in class. It has a cover slide with all data. You can talk about people's jobs and activities in detail.	Good presentation in class. It has a cover slide with all data. You can talk about people's jobs and activities with some detail.	Good presentation in class. It has a cover slide with all data. You talk about people's jobs and activities with few details.	You present in class. Your presentation has a cover slide with some data. You talk about people's jobs and activities with no details.
Grammar 30 points	Excellent use of simple present tense with verb "to be" and different verbs. You retrieve very few information from the internet. There are no or very few grammar mistakes.	Good use of simple present tense with verb "to be" and different verbs. You retrieve few information from the internet. There are few grammar mistakes.	You use simple present tense with verb "to be" and different verbs, but with some trouble. You retrieve some information from the internet or use translator. There are some grammar mistakes.	You use simple present tense with verb "to be" and different verbs, but with much trouble. You retrieve much information from the internet or use translator a lot. There are several grammar mistakes.

Vocabulary **20 points**	Excellent, you mention all information about people (name, age, origin, etc.), job or occupation and main activities according to the workplace.	Good, you mention most information about people (name, age, origin, etc.), job or occupation and main activities according to the workplace.	You mention some information about people (name, age, origin, etc.), job or occupation and main activities according to the workplace, but there's some missing data.	You mention few information about people (name, age, origin, etc.), job or occupation and main activities according to the workplace, but there's a lot of missing data.
Speech **10 points**	All or most team members have an excellent pronunciation and intonation. The speech is clear and fluent with pace.	Most team members have good pronunciation and intonation. The speech is mostly clear and fluent with pace.	Some team members have good pronunciation and intonation, but some phrases are confusing. The speech is a little clear and fluent, but you constantly hesitate.	Most team members have trouble with pronunciation and intonation, some phrases are confusing and difficult to understand. The speech isn't very clear and fluent, you hesitate a lot.
Creativity **10 points**	The presentation is even and organized. You add many pictures or illustrations.	The presentation is mostly even and organized. You add some pictures or illustrations,	The presentation isn't very even or organized, some slides have different format.	The presentation isn't very even or organized, some slides have different format.

		but some slides have much text.	You add few pictures or illustrations, and some slides have much text.	You add few pictures or illustrations, and some slides have much text.

2.5 Video Evidence

In the following link you can find the video evidence I took from my classes; they are extracts

(short clips) of the lesson and remarkable moments of my teaching practice.

Link: https://drive.google.com/file/d/1u0_4uGpFxlknbmQ43-_14hpFbOk9Iaih/view?usp=sharing

Chapter III. Outcomes and Reflection

After carrying out the lesson planning developed in the previous chapter, I am going to reflect upon my expectations, my teaching practice, students' learning processes, the successful activities, the ones with not much impact and the incidents.

I had positive expectations upon this lesson planning, I have worked with these contents before and I think I had not paid much attention to the details when planning as I did this time, I was really exciting to put this into practice.

I usually use the grammar-translation method because this is a group of 38 students, the sessions are two hours long and at a certain moment of the lesson I lose students' attention, that is why I translate instructions, vocabulary, phrases and expressions in order students can follow me all the time, learners get easily distracted and, in this way, after they have a lack of attention episode they can integrate to the class.

In my teaching practice, I believe that the most important aspects of language to be taught are grammar structures, vocabulary, reading and listening comprehension, but most importantly the use of language, in other words, it is important for students to understand the context in which they can use the grammar structures and tenses, the expressions and vocabulary, and they can identify how language is used in specific situations.

Nonetheless, this time I tried to give a lesson mostly based on the communicative approach and the whole language approach, I talked to my students before putting this lesson into action, asking for permission to record the classes and I told them that most of the class would be in L2, it is difficult for them and also for me because in this group all learners have different levels of domain of the target language, sometimes it is not possible that all students can participate in class and use the language, also it is kind of frustrating for them, because they are young adults and they cannot express complex ideas in the target language as they usually do in L1.

Owing to the above, I have to say that I was really nervous about having communication breakdowns and the whole lessons would become a disaster, and I admit that after recording the video I tried to make sure that my students understood the main ideas and I asked them in L1 if they had questions; despite all my fears I realized most learners got the main ideas in every session.

There were some incidents in the process of this lesson planning. It was carried out in the month of May and in my institution, we were given some days off because of holidays, some of these days I was supposed to have classes with the group I chose, and we lost three sessions.

Previously on April I applied for a temporary medical permit for disability due to a surgery I got, so I got behind with the syllabus and as soon as I went back to in presence classes I had to catch up with the lessons in my four groups, that is why I could not put this lesson into practice immediately.

As a result of these situations, by the time when the video was recorded, I could only have three sessions with the group I chose, furthermore there was a time when students were requested to attend an academic activity in the institution and it took a half of my class. I tried to advance the most I could, and I did not carry out some activities as I planned, I had to change the sequence of some stages of the lesson or do them in less time.

In order to advance and for the purposes of this project I also recorded evidence of my sessions in other group I have under my responsibility, this class is also in the same semester and I work with the same contents and materials, the only difference is that this group is from the major in Educational Intervention and they are 21 students. I had the opportunity to advance a little bit more because we only lost two classes.

When I was taking the video the students of the first group really supported me, they were paying attention, trying to follow me to comprehend the content and participating, they were really committed with the classes, even though not all students attended those days, that is another issue, when learners miss classes, they have lacks and difficulties in their learning process.

In the second group some students were nervous and afraid to fail in front of the camera (although I did not record their faces), other students did not care about the camera at all, they stood up, they were laughing, eating or talking about other things in Spanish, as usual, and in those cases I have to make a pause and catch their attention again, their focus time is limited, they were a little confused with some concepts.

In general, the topic of jobs and occupations is engaging for them because it is common and it is something of a daily basis, some of my students work, they have part-time jobs, so they know what is to be part of a work environment.

When I explained grammar, I noticed that for most students it was not complicated to express ideas about it and they evoked and demonstrate prior knowledge of vocabulary and grammar (simple present tense), but they forgot about the "third person rule" in affirmative form (verb + s / es / ies), something really common, that is why I tried to emphasize on this aspect, and they got it, nevertheless I have to continue reinforcing this grammar rule.

Despite the fact that I developed a really good lesson planning covering the most important aspects of the language teaching-learning processes, it was difficult for me to integrate the intercultural communication aspects, even though I included it in the lesson planning itself, it was complicated for me to make the most of this and make students aware of culture.

By the time I am presenting this project, I have already finished the whole lesson, and I think that the activities in the last session and the final project I prepared are the moments where the aspect of intercultural communication gain strength, but for time situations I had to omit the activity with the video I had planned and the project will take place later, when the semester ends, so I cannot make any reflection about neither show any evidence of it.

For this reason, I have the feeling that I kind of failed in promoting interculturalism in the classroom, and I am disappointed, because I even avoided the opportunity to work on this aspect, in

fact, the activities I modified or took away were the ones in which I could had promoted this content, I decided not to take the risk and go back to my comfort zone, in order to finish on time according to the syllabus, since these kinds of activities take time, because they involve many skills and reflection.

By contrast, I think that one of the strongest aspects of my teaching practice is the use of technology, I use the platform Google Classroom as an e-portfolio, I always project the book pages from the Interchange Teacher's book software, a digital tool with the answer key of the activities and the audios, it is really helpful, in addition I create a digital presentation with more resources such as pictures, graphic organizers, examples and infographics from different web pages or from my own creation.

Finally, another aspect to highlight, not only in this lesson, but in every lesson I carry out, is the pronunciation, my students have trouble with pronunciation but I have them practice the most as possible considering that it is a big group and there is no opportunity for all of them to speak in the in class all the time, but I do my best to pay attention in this aspect and give them feedback when necessary, I have to say that they have improved, though.

Conclusions

Throughout this paper I have reflected upon my teaching practice along this course, I have been questioning whether the way I teach or give the lessons is okey or I could improve it, and I realized that there were some aspects that I was not taking into account before, and starting to consider them would enhance my daily practice. I have to admit that at this point, where I am about to finish this specialization, it is still difficult for me to integrate some aspects in my teaching style, nonetheless I believe that it would become easier to improve those aspects with the time, with a constantly practice.

Now I can identify which theories I have adopted in my teaching practice, because I have integrated some concepts and ideas from different theories, that complement my teaching philosophy and guide my practice, and in this part were exposed the approaches, methodologies and theorical concepts that outline the structure of the lesson planning and activities.

In first place it was described the real context in which I develop myself as an English teacher, and the characteristics of a specific group where the pedagogical intervention was applied, my teaching roles and personal philosophy where I could Identify that the basis of my classes are found in the whole language and the communicative approaches, and the grammar-translation methodology.

Subsequently you can find in this paper a whole developed lesson plan that integrates the language skills in the teaching-learning processes (listening, speaking, reading and writing), as well as other important elements of the language acquisition process such as elements of grammar structures, vocabulary, use of language, pronunciation, intercultural communication and technology aspects.

All of these skills, elements and aspects were integrated throughout a sequence of activities in different sessions. All the activities were described in detail with their purposes, but also the materials and assessment tools, indicating which ones and at what moment of the lesson they would be used.

Through these series of sessions, we could see how to make the most of the main material I used, the Interchange Student's Book and Workbook, the whole lesson focused around this material in

order to follow the syllabus set at the beginning of the semester, but I tried to go beyond it, thinking on my students' needs, and looking at their progress during the course, I have been able to identify their weaknesses and strengths, I know which activities work better and promote communication and language production in the classroom, and I integrate extra activities that complement and reinforce the contents and topics.

Bearing the above in mind, then I explained and described the testing and assessing tools I used in order to carry out an authentic evaluation and how I integrate formative and summative, informal and formal assessments, using different evaluation tools I have designed.

Subsequently, I shared some students' progress evidence, such as learners' language production (conversation in audio files and short texts) and some workbook pages.

In order to validate this lesson planning, it was put into practice in a real context, therefore we could analyze and reflect upon the outcomes, in this part there was exposed the expectations, successful activities and incidents during the sessions. In the end it is attached a link where you can find the evidence of the teaching practice on video.

The Specialization in English Language and Teaching as a Foreign Language has been a great academic opportunity to professionalize and upgrade my abilities as an EFL teacher, it has helped me out to strength the structure of my classes and to feel confident about the decisions I take when applying methodologies and strategies in the classroom.

With all the valuable knowledge I got with the research I did, I can understand many of the processes my students go through when learning the L2, and how I can guide, motivate and help them to develop their skills and promote communication, although I am aware of my opportunity areas where I have to work on to improve my teaching practice.

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Appendixes

Declaration Letter

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INTERCHANGE. Student's Book and Workbook. Sharing Information and Ideas:

Unit 2. What do you do?

2

What do you do?

▸ Ask and answer questions about jobs
▸ Describe routines and daily schedules

1 SNAPSHOT

Six Popular Part-time Jobs in the United States

babysitter | fitness instructor | office assistant
sales associate | social media assistant | tutor

Which jobs are easy? difficult? exciting? boring? Why?
Are these good jobs for students? What are some other part-time jobs?

2 WORD POWER Jobs

A Complete the word map with jobs from the list.

✓ accountant
✓ cashier
  chef
✓ dancer
✓ flight attendant
  musician
  pilot
  receptionist
  server
  singer
  tour guide
  web designer

OFFICE WORK
accountant

FOOD SERVICE
cashier

JOBS

TRAVEL INDUSTRY
flight attendant

ENTERTAINMENT BUSINESS
dancer

B Add two more jobs to each category. Then compare with a partner.

8   Captura de Pantalla

3 SPEAKING Work and workplaces

GROUP WORK Form teams. One team member sits with his or her back to the board. Choose a job from page 8 or from the box. Write the job on the board. Your team member asks yes/no questions and tries to guess the job.

More jobs	
carpenter	nurse
cook	office manager
dentist	police officer
doctor	reporter
engineer	restaurant host
firefighter	salesperson
front desk clerk	security guard
graphic designer	taxi driver
lawyer	teacher
mechanic	vendor

A: Does the person work in a hospital?
B: No, he or she doesn't.

A: Does he or she work in a restaurant?
C: Yes, that's right!

4 CONVERSATION I'm on my feet all day.

A Listen and practice.

Amy: What do you do, Derek?
Derek: I work part-time as a server.
Amy: Oh, really? What restaurant do you work at?
Derek: I work at Stella's Café downtown.
Amy: That's cool. How do you like it?
Derek: It's OK. I'm on my feet all day, so I'm always tired. What do you do?
Amy: I'm a dancer.
Derek: A dancer! How exciting!
Amy: Yeah, it's great! I work with incredible people.
Derek: That sounds really nice. But is it difficult?
Amy: A little. I'm on my feet all day, too, but I love it.

B Listen to the rest of the conversation. Who does Amy travel with? Who does she meet in other cities?

What do you do? 9

5 GRAMMAR FOCUS

Simple present Wh-questions and statements

What do you do?	I'm a student. I **have** a part-time job, too.		I/You	He/She
Where do you **work**?	I **work** at a restaurant.		work	works
Where do you **go** to school?	I **go** to the University of Texas.		take	takes
			study	studies
What does Amy **do**?	She's a dancer.		teach	teaches
Where does she **work**?	She **works** at a dance company.		do	does
	She **travels**, too.		go	goes
How does she **like** it?	She **loves** it.		have	has

GRAMMAR PLUS see page 133

A Complete these conversations. Then practice with a partner.

1. **A:** What _do_ you _do_ ?
   B: I'm a full-time student. I study the piano.
   A: And _____ do you _____ to school?
   B: I _____ to the Brooklyn School of Music.
   A: Wow! _____ do you like your classes?
   B: I _____ them a lot.

2. **A:** What _____ Tanya do?
   B: She's a teacher. She _____ an art class at a school in Denver.
   A: And what about Ryan? Where _____ he work?
   B: He _____ for a big computer company in San Francisco.
   A: _____ does he do, exactly?
   B: He's a web designer. He _____ fantastic websites.

3. **A:** What _____ Bruce and Ivy do?
   B: They _____ at an Italian restaurant. It's really good.
   A: That's nice. _____ is Ivy's job?
   B: Well, she manages the finances and Bruce _____ in the kitchen.

4. **A:** Where _____ Ali work?
   B: He _____ at the university. He _____ a part-time job.
   A: Really? What _____ he do?
   B: He _____ office work.
   A: How _____ he like it?
   B: Not much, but he _____ some extra money to spend!

B **PAIR WORK** Ask your partner questions like these about work and school. Take notes to use in Exercise 6.

What do you do?
Do you go to school or do you have a job?
How do you like . . . ?
Do you study another language?
What's your favorite . . . ?
What does your best friend do?

C **CLASS WORK** Tell the class about your partner.

"Regina goes to Chicago University, and she has a part-time job, too. She likes . . ."

10 Unit 2

6 WRITING A biography

A Use your notes from Exercise 5 to write a biography of your partner. Don't use your partner's name. Use *he* or *she* instead.

My partner is a chef. She works in a very nice restaurant near our school. She cooks Italian food and bakes desserts. She likes her English classes a lot. Her favorite activities are speaking and vocabulary practice. She studies another language, too . . .

B **CLASS ACTIVITY** Pass your biographies around the class. Guess who each biography is about.

7 CONVERSATION I work in the afternoon.

A Listen and practice.

KRISTINA: I need to go to National Bank downtown, please. I'm late for a meeting.
TAXI DRIVER: No problem. What time is your meeting?
KRISTINA: In 10 minutes! I don't usually work in the morning.
TAXI DRIVER: Really? What time do you usually go to work?
KRISTINA: I work in the afternoon. I start at one.
TAXI DRIVER: That's pretty late. Do you like to work in the afternoon?
KRISTINA: Yes, I do. I work better in the afternoon. I finish at seven or eight, then I go home and eat dinner at around 10:30.
TAXI DRIVER: Wow, you have dinner late! I go to bed every night at 8:00.
KRISTINA: Really? That seems so early!

B Listen to the rest of the conversation. What time does the taxi driver start work? What time does he finish?

8 PRONUNCIATION Syllable stress

A Listen and practice. Notice which syllable has the main stress.

● ● ● | ● ● ● | ● ● ●
dancer | salesperson | accountant

B Which stress pattern do these words have? Add them to the columns in part A. Then listen and check.

carpenter   musician   firefighter   reporter   server   tutor

What do you do? 11

9 GRAMMAR FOCUS

Time expressions

I get up	at 7:00	in the morning	on weekdays.	**Expressing clock time**
I leave work	early	in the afternoon	on Thursdays.	7:00
I go to bed	around eleven	in the evening	on weeknights.	seven
I get home	late	at night	on weekends.	seven o'clock
I stay up	until midnight			7:00 A.M. = 7:00 in the morning
I exercise	before noon	on Saturdays.		7:00 P.M. = 7:00 in the evening
I wake up	after noon	on Sundays.		

A Choose the correct word.

1. I get up **at** / until six **at** / **on** weekdays.
2. I have lunch **at** / **early** 11:30 **in** / **on** Mondays.
3. I have a snack **in** / around 10:00 **in** / **at** night.
4. **In** / **On** Fridays, I leave school **early** / **before**.
5. I stay up **before** / until 1:00 A.M. **in** / **on** weekends.
6. I sleep **around** / until noon **in** / **on** Sundays.
7. I have dinner **at** / **in** 7:00 **at** / **on** weeknights.
8. I read a book **after** / **before** I go to sleep.
9. **In** / **On** weekends, I go to bed **in** / **at** 1:00 A.M.
10. **In** / **On** Thursdays, I leave work **at** / **in** 9:00 P.M.
11. I work **late** / until on Wednesdays.
12. I study **around** / until 11:00 **after** / **early** dinner.

B Rewrite the sentences in part A so that they are true for you. Then compare with a partner.

C PAIR WORK Take turns asking and answering these questions.

1. Which days do you get up early? late?
2. What's something you do in the morning?
3. What's something you do before English class?
4. What's something you do on Saturday evenings?
5. Which days do you stay up late?
6. Which days do you go to bed early?
7. What do you do after dinner on weeknights?
8. What do you do after lunch on weekends?

10 LISTENING What hours do you work?

A Listen to Aaron, Madison, and Kayla talk about their daily schedules. Complete the chart.

	Aaron	Madison	Kayla
Job	carpenter		
Gets up at . . .		7:00 a.m.	
Gets home at . . .			
Goes to bed at . . .			

B CLASS ACTIVITY Who do you think has the best daily schedule? Why?

11 INTERCHANGE 2 What we have in common

Find out about your classmates' schedules. Go to Interchange 2 on page 115.

12 READING

A Read the title and skim the blog posts. What are these people's jobs? Why do you think their jobs are hard to understand?

MY PARENTS DON'T UNDERSTAND MY JOB!

DANNY BANGKOK, THAILAND

Do you know what a social media manager is? Right, of course you do, but my mom doesn't. Every week, I try to explain my job to her. I work for a company that makes cars. My job is to tell the world how great our cars are. How do I do that? I get up early and write posts for social media. On weekdays, I go online around 7:00 a.m. and sometimes I work until 9:00 at night. The problem is . . . my mom doesn't use social media.

CARLA BUENOS AIRES, ARGENTINA

It's so funny! I explain my job to my dad, and he just looks very confused. I'm a fashion designer. I always get up early on weekdays because I love my job. I have an office, and most days I draw pictures of cool new clothes, like dresses, jeans, and T-shirts. I also go to stores to look at fabrics to use for my clothes. My dad thinks I'm crazy! He just goes to a store and buys stuff to wear. He doesn't know someone has to design it first.

NICO ATHENS, GREECE

So, I'm a sociologist. I study people. Well, I study how people behave. I also study why we behave the way they do. My mom and dad don't understand why I do that. My mom says, "Nico, people are people! They just do normal things!" I don't agree. There are many reasons why people do the things they do, and I love to learn about that.

LISA LOS ANGELES, UNITED STATES

I'm a software engineer, but my dad doesn't know what that means. I tell him that software is the technology inside his computer, his phone, and his tablet. I make apps for smartphones. One app helps people exercise more. It's very cool because it tracks everything you do during the day. You put your phone in your pocket, and the app does the rest. The app tracks your walk to school, your bike ride on the weekend, and more.

B Read the article. Who does the following things? Check (✓) the correct boxes.

Who does something . . .	Danny	Carla	Nico	Lisa
1. . . . to help people get fit?	☐	☐	☐	☐
2. . . . to understand other people?	☐	☐	☐	☐
3. . . . to make things you can wear?	☐	☐	☐	☐
4. . . . to tell other people about their company?	☐	☐	☐	☐

C PAIR WORK Which of the four jobs do you think is the most interesting? the most useful? the hardest to explain? What other things are hard to explain? Think about different jobs, hobbies, or classes at school.

Interchange activities

INTERCHANGE 1 Getting to know you

A CLASS ACTIVITY Add one more question to the chart. Go around the class and interview three classmates. Complete the chart.

	Classmate 1	Classmate 2	Classmate 3
What's your first name?			
What's your last name?			
What city are you from?			
When's your birthday?			
What's your favorite color?			
What are your hobbies?			

B GROUP WORK Compare your information. Then discuss these questions.

Who . . . ?

has a long first name	has the next birthday
has a long last name	likes orange or brown
is not from a big city	has an interesting hobby

UNIT 2

1 Simple present Wh-questions and statements page 10

Statements

- Verbs with he/she/it end in –s: He/She **walks** to school. BUT I/You/We/They **walk** to school.
- Have, go, and do are irregular with he/she/it: She **has** a class at 1:00. He **goes** to school at night. She **does** her homework before school.

Wh-questions

- Use does in questions with he/she/it and do with all the others: Where does he/she/it live? Where do I/you/we/they live?
- Don't add –s to the verb: Where does she **live**? (NOT: Where does she lives?)

Complete the conversations with the correct form of the verbs in parentheses.

1. A: I ___have___ (have) good news! Mona _____ (have) a new job.
   B: How _____ she _____ (like) it?
   A: She _____ (love) it. The hours are great.
   B: What time _____ she _____ (start)?
   A: She _____ (start) at ten and _____ (finish) at four.
2. A: What _____ you _____ (do)?
   B: I'm a teacher.
   A: What _____ you _____ (teach)?
   B: I _____ (teach) Spanish and English.
   A: Really? My sister _____ (teach) English, too.

2 Time expressions page 12

- Use in with the morning/afternoon/evening. Use at with night: He goes to school **in** the afternoon and works **at** night. BUT: **on** Friday night.
- Use at with clock times: She gets up **at** 7:00.
- Use on with days: He gets up early **on** weekdays. She has class **on** Mondays.

Complete the conversation with time expressions from the box. You can use some words more than once.

at   early   in   on   until

A: How's your new job?
B: I love it, but the hours are difficult. I start work _____ 6:30 A.M., and I work _____ 3:30.
A: That's interesting! I work the same hours, but I work _____ night. I start _____ 6:30 _____ the evening and finish _____ 3:30 _____ the morning.
B: Wow! What time do you get up?
A: Well, I get home _____ 4:30 and go to bed _____ 5:30. And I sleep _____ 2:00. But I only work _____ weekends, so it's OK. What about you?
B: Oh, I work _____ Monday, Wednesday, and Friday. And I get up _____ – around 5:00 A.M.

2 What do you do?

1 Match the correct words to make sentences.

1. A cashier ___d___   a. helps sick people.
2. A vendor _____   b. takes care of animals.
3. A babysitter _____   c. sells things.
4. A doctor _____   d. takes money and gives change.
5. A tutor _____   e. takes care of children.
6. A pet sitter _____   f. helps students with their school work.

2 Write sentences using He or She.

1. I'm a mechanic. I fix cars. I work in a garage.
   He's a mechanic. He fixes cars.
   He works in a garage.

2. I'm a cook. I cook food. I work in a restaurant.
   _She_____

3. I'm a math teacher. I teach math to students. I work in a school.
   _She_____

4. I'm a taxi driver. I drive a car. I take people to places they want to go.
   _He_____

3 Write a or an in the correct places.

Grammar note: Articles a and an

Use a + singular noun before a consonant sound.
Use an + singular noun before a vowel sound.
He is **a** carpenter. He is **an** accountant.
He is **a** good carpenter. He is **an** expensive accountant.
Do not use a or an + plural nouns.
They are good carpenters. They are expensive accountants.

1. He's _a_ carpenter. He works for _a_ construction company. He builds schools and houses.
2. She's office manager. She works for large company. It's interesting job.
3. He works in restaurant. He's server. He's also part-time student. He takes business class in the evening.
4. She works for travel company. She arranges tours. She's travel agent.
5. He has difficult job. He's flight attendant. He works on airplane.

4 Choose someone in your family. Write about his or her job.

_____
_____
_____
_____

5 Complete this conversation with the correct words.

Tiffany: What _does_ your brother _____, exactly?
     (do / does)   (do / does)

Kate: He _____ for the city. He's a firefighter.
     (work / works)

Tiffany: How _____ he _____ it?
     (do / does)   (like / likes)

Kate: It's an interesting job. He _____ it very much.
     (like / likes)

But he _____ long hours. And what _____ you _____?
(work / works)   (do / does)   (do / does)

Tiffany: I'm a student. I _____ geography.
     (study / studies)

Kate: Oh, really? Where _____ you _____ to school?
     (do / does)   (go / goes)

Tiffany: I _____ to Matthews University. My brother _____ there, too.
     (go / goes)   (go / goes)

Kate: Really? And what _____ he _____?
     (do / does)   (study / studies)

Tiffany: He _____ graphic design.
     (study / studies)

Kate: That sounds interesting.

6 Complete the questions in this conversation.

Tom: _Where do you work?_

Ray: I work for Brady Corporation.

Tom: And what _____ there?

Ray: I'm an accountant.

Tom: An accountant? How _____?

Ray: I like numbers, so it's a great job. And what _____?

Tom: I'm a teacher.

Ray: Really? What _____?

Tom: I teach accounting!

7 Interesting jobs

Read these two interviews. Answer the questions.

Today, Job Talk interviews two people with interesting jobs.

Job Talk: Oliver, where do you work?

Oliver: Well, I guess I work in the sky.

Job Talk: In the sky? What do you do?

Oliver: I'm a flight attendant. I work on the international flight from Miami to Recife, Brazil.

Job Talk: That's really interesting. What do you like best about your job?

Oliver: I really like to travel and to meet people. So my job is perfect for me.

Job Talk: Do you speak Portuguese?

Oliver: I speak a little. I carry my dictionary everywhere I go!

Job Talk: What do you do, Lucy?

Lucy: I'm a security guard at Matthews University.

Job Talk: That sounds difficult. What is the hardest thing about your job?

Lucy: Well, people break the rules at the university, and I have to stop them.

Job Talk: Are people unfriendly to you?

Lucy: Sometimes, but most of the students are very nice.

Job Talk: And what do you like best about your job?

Lucy: Well, some days the university is quiet. I get to read a lot of books!

1. What does Oliver do?   _He_____
2. Where does he work?   _____
3. How does Oliver learn Portuguese?   _____
4. What does Lucy do?   _She_____
5. Where does she work?   _____
6. What is the hardest part of her job?   _____

8 Meet Patricio. Write questions about him using What, Where, When, and How.

1. _What does he do?_____
2. _____
3. _____
4. _____

Mercy Hospital

Patricio Cardozo
Registered Nurse,
Night Shift

9 How does Patricio spend his weekends? Complete this paragraph with the words from the box.

- [ ] around
- [ ] at
- [ ] before
- [ ] early
- [ ] in
- [ ] late
- [x] on
- [ ] until

Everyone knows Patricio at the hospital. Patricio is a part-time nurse. He works at night on weekends. _____On_____ Saturdays and Sundays, Patricio sleeps most of the day and wakes up a little _____ nine _____ the evening, usually at 8:45 or 8:50. He has breakfast very late, _____ 9:30 or 10:00 P.M.! He watches television _____ eleven o'clock and then starts work _____ midnight. _____ in the morning, usually around 5:00 A.M., he leaves work, has a little snack, goes home, goes to bed, and sleeps _____. It's a perfect schedule for Patricio. He's a pre-med student on weekdays at a local college.

10 Choose the correct words to complete the sentences.

1. Avery is a tour guide. She _____takes_____ (answers / takes / writes) people on tours.
2. Stella _____ (does / goes / starts) to bed after midnight.
3. Bonnie _____ (answers / gets / starts) up early in the morning.
4. What _____ (does / goes / serves) your sister do?
5. Roland _____ (answers / serves / starts) work at 8:00 A.M.
6. My brother works in a bookstore. He _____ (answers / sells / works) books and magazines.
7. The Havana Garden restaurant _____ (serves / takes / writes) good Cuban food.
8. Dan _____ (serves / does / works) his school work on his new computer.
9. Nunu _____ (goes / sells / writes) about 30 emails a day.
10. David is a receptionist. He _____ (answers / starts / types) the phone and greets people.
11. Miguel _____ (does / takes / works) in a restaurant.

11 Choose the sentences in the box that have the same meaning as the sentences below.

- [ ] He goes to the university.
- [ ] She cares for people's pets.
- [ ] She stays up late.
- [ ] What does he do?
- [x] She's a fitness instructor.
- [ ] He works part-time.

1. She teaches exercise classes.
   She's a fitness instructor.
2. What's his job?
   _____
3. She's a pet sitter.
   _____
4. He's a student.
   _____
5. She goes to bed at midnight.
   _____
6. He works three hours every day.
   _____

12 Fill in the missing words or phrases from these job advertisements.

1.
- [ ] at night
- [ ] part-time
- [x] servers
- [ ] weekends

2.
- [ ] interesting
- [ ] Japanese
- [ ] tours
- [ ] student

3.
- [ ] at
- [ ] in
- [ ] manager
- [ ] weekends

Help Wanted

Larry's Diner needs _____servers_____. Work during the day or _____, weekdays or _____, full-time or _____. Call 901–555–1977.

_____ job for a language _____. Take people on _____. Evenings only. Need good English and _____ skills. Email Brenda at Brenda44@cup.org.

We need a great office _____! Work Monday through Friday, no _____. Start work _____ 9:00 _____ the morning.