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DEVELOPING LANGUAGE SKILLS IN ELEMENTARY SCHOOL

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

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Introduction

Learning and teaching involve different processes that never end. The world is constantly changing. Forms, methods, and approaches to how knowledge is acquired are changing too.

Nowadays, we live in a world that has become more globalized and multicultural. That's why it is important to acquire a second language to communicate with people from other countries, so we can develop in multicultural environments that allow us to get involved in the current world. English is the most common foreign language, and it is the language most used to communicate and contact at an international level in different areas such as science, education, health, technology, and culture, among others.

This document makes a deep reflection on my second language experience and how this influenced my today's teaching, to make an analysis of teacher and students' roles and what are the factors that intervene in those roles to achieve learning goals. This document will carry a study out about the origins of language learning, language acquisition, and how each theory contributed. The differences between approaches and methods will be explained by identifying appropriate techniques that can be used for each method.

All these elements will help us create our philosophy and beliefs as teachers. It is important to analyze and study how they contribute and how they can help us to know our students better. The theories explain the behavior of humans regarding their learning process.

They help to understand, predict and control that behavior to develop learning strategies, methods, or techniques that will guide the acquisition of skills and reasoning in the language.

CHAPTER I: PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy.

My perspective about teaching is to do more than just transmit information or fulfill the syllabus. Our work goes further. There are a lot of elements to consider when we are teaching. We work with people who are different living in a changing world. As teachers, we can open the window of knowledge for our students in the best ways. We must leave a positive life experience in our students; we have to encourage them to be better persons; we have to listen to their needs and interest adapting them to our lessons. All the theories, approaches, methodologies, and techniques might help to build our teaching methods based on our real context.

My experience on how I learn the second language has shown me how I do not want to teach the English subject, because my teaching was very mechanical, traditional, and focused on a behavioral approach; I would have liked more of the communicative language or tasked based approach in my English learning, so I could have gotten a real meaning on what I was learning and also shared opinions of my interest and use them to complement my teaching process.

I try to implement different approaches and methods in my teaching practices. It is difficult because we have many things against such as resources, time, the school context, the student's background, and so on. But we have the responsibility to adapt the situation to our teaching practice.

I agree with what the English program in Mexico seeks about language teaching. The purpose of the Foreign Language subject of English is to students develop skills, knowledge, attitudes, and strategies for learning to take part and interact in social practices of language with native and non-native speakers of English.

This purpose implies:

- Use the foreign language to express ideas and thoughts confidently and effectively toward people from other cultures.
- Use the foreign language to organize thought and discourse; critically analyze and solve problems, as well as take part in various exchanges and cultural expressions of their own and of other countries.
- Use the foreign language to interact creatively and ethically with awareness and empathy towards perspectives and feelings other than their own.

- Recognize the role of language and culture in the construction of knowledge, the conformation of identity, as well as in regulating behavior, experience, and values.
- Reflect on language and culture to interpret and produce meaning in linguistic and cultural exchanges.

To achieve the English program purpose, it is important to analyze what students need, and their learning styles to create playful and ludic activities, promote collaborative work, consider their socio-emotional needs, and try to remember how the knowledge is going to be useful in their lives, to create consciously and meaningful learning.

Teachers must seek useful and successful techniques, as practice and experiment are essential to the daily teaching practices. In that way, we can see how those techniques result and use them to see better results in our students. Sometimes the lack of time does not allow for to integrate of new techniques or methods in the classroom, over time lessons can be repetitive for the students, but teachers have the responsibility to implement what is better for the learning process and make changes and adaptations, every year the students change, have different needs, they have different personalities, learning styles and backgrounds that is why we should not focus only in one dimension.

1.01 Theory underlying your teaching practice and identity

In order to be able to implement good teaching practices, we must know the theories that found teaching-learning, how knowledge is acquired, what is the role of a teacher and a student, what we should take in terms of teaching, how to develop communicative skills in our students and how to assess them. these terms will be explained in order to understand all the concepts.

1.02.1 Roles of teachers.

Several factors influence the teaching practices and the learning process of students. The context, culture, institutional structure, philosophy, the engagement of the community, programs, and methodologies are some of the factors that intervene in the teacher role and consequently the role of the student.

The role of the teacher is primarily an occupational role, predetermined by the nature of schools and of teaching, teachers interpret their roles in different ways depending on the kinds of schools in which they work, the teaching methods they employ, their personalities, and their cultural backgrounds (Richards, 1996, p.97).

The way a teacher teaches is a personal interpretation of what they think works best in a given situation. The approaches and the methods developed in the teaching process are the product of their experience, personality, or specific institution or program demands.

According to Richards and Lockhart (1996). A teacher may select such roles for themselves as:

- Planner
- Manager
- Quality controller
- Group organizer
- Facilitator
- Motivator
- Empowerer
- Team member

The teacher's role is going to change because of the situation or the tasks he or she is developing, sometimes facilitating information to their students to work in collaborative projects, some other time the teacher will be a motivator or a team member with teachers to evaluate strategies or share experiences.

Teachers' personal view of their role in the classroom thus influences how they respond to the following dimensions of teaching: (Richards, 1996, p.106).

- Classroom management and organization: How do teachers establish classroom routines, procedures, and rules? What kind of seating arrangements do they use?
- Teacher control: How do teachers maintain an acceptable level of performance in the classroom?
- Curriculum, content, and planning: How do teachers approach lesson planning, lesson organization, and structure?
- Institutional strategies: What type of teaching approach and classroom activities do teachers prefer?
- Motivational techniques: What strategies do teachers use to create classroom climate and motivation?
- Assessment philosophy: What type of assessment procedures do teachers use?

1.02.2 Roles of students

Students' role is a set of expectations people have about the student behavior, but the role of the students changes as well as the teachers do, depending on the context, age, personality, individual cognitive styles, backgrounds, and so on.

We can find different kinds of relationships in the classroom derived from the personality of each student that builds the type of role that each one assumes.

- Task-oriented: They have a concrete learning style; they enjoy school and learning.
- Phantom: They have an analytical learning style; they participate actively.
- Social: They have a communicative learning style; They tend to value socializing.
- Dependent: They have an authority learning style. They need teachers' support.

- Isolated: They tend to be less proficient in completing learning tasks; They avoid group work and share information with others.
- Alienated: They create discipline problems; They require supervision.

This kind of relationship will define the student's role. There is not an ideal style for all students, because each one is different. That is why teachers may assume different roles with our students as well. Some students may need a motivator, some others a facilitator or an empowerer. It is important to know the individual situation of every student to can provide them with the best strategies for learning success.

1.02.3 Language learning, Language acquisition, and theories.

There are different learning theories that can help to guide learning and complement the teacher's role. To explain those theories and how they work, we will start with the origins of second language acquisition.

Second language acquisition (SLA) takes place in the 1960s when research and publications came up. Several theories and hypotheses explain the discipline of second language acquisition, they focus on how do learners acquire a second language, research in SLA is multidisciplinary because it involves the progress in the fields of linguistics, sociolinguistics, cognitive structures, cognitive capacities, phycological variables, pedagogical strategies and so forth.

There are differences between language learning and language acquisition. The first one is the teaching about the language, its use, and structure, with the aim that the student will learn and be able to speak a target language. The second one focuses on exposing the student to the target language in meaningful ways to acquire the language's structure through actual use. Some characteristics of these concepts are:

Language learning:

- Studying the language
- Focuses on providing theoretical knowledge of a language.
- It is conscious and explicit
- Use grammatical rules

Language acquisition:

- Pick up the language

- Focuses on practical knowledge of the language
- It is unconscious and implicit.
- Do not use grammatical rules

Language is the primary form of communication that humans use. Children acquire language through the natural and unconscious process during which they are unaware of grammatical rules. Acquiring the language is a source of natural communication, it happens through constant exposure to the language.

Language learning results from direct instruction on the rules of language, where the learners have a conscious knowledge of the new language. Language learning involves the intonation, phonology, morphology, and syntax of the target language.

Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. (Krashen, 1994). Krashen's Theory of second language acquisition consists of five main hypotheses:

1. Acquisition learning hypotheses: For this hypothesis, the term learning relates specifically to language and refers to the ways in which “children develop first language competence” (Krashen, 1994). There are two systems of second language performance; the acquired system and the learning system. The acquisition requires meaningful interaction in the target language in which speakers are concentrated not in the form, but in the act of communication.

The learned system is the product of formal instruction. It is a conscious process where the learner produces learning. According to Krashen, learning is less important than acquisition.

2. The monitor Hypotheses: According to Krashen, the learning system performs the role of the monitor. The monitor acts in a planning, editing, and correcting function when three specific conditions are met: focus on form, know the rules, and the time learners need to think about the rules in order to be able to use them.

3. The input hypotheses: Learners will acquire structures in a specific and predictable order, the learner improves and progresses when he or she receives second language input, a language that is beyond the learned stage of linguistic competence. I+1 represents this;

where "i" represents the "distance between actual language development" and i+1 represents "the potential language development" (Richard-Amato, 1996).

4. The affective filter hypothesis: This hypothesis focuses on affective variables that may take place through learning exposure. Motivation, self-confidence, and anxiety play an important role in language acquisition. According to Krashen, when the students are nervous or anxious, their affective filter raises and forms a mental block and the input to which the students are exposed won't be acquired. High motivation, self - confidence or a low level of anxiety are better equipped for success in second language acquisition.

5. Natural order hypothesis: This is the idea that children learning their first language acquire grammatical structures in a pre-determined, natural order and that some are acquired earlier than others.

There are other important theories that help to understand how second language acquisition occurs, finding the differences and similarities among these theories can help the teaching practice, using and adapting them with the best strategies to the students:

- **Behaviorism and structuralism**

The major principle of the behaviorist theory rests on the analyses of human behavior in observable stimulus-response interaction and the association between them. Regarding language acquisition, behaviorism argues that when children first hear the language, they are compelled to repeat or mimic the language. Upon producing a bit of language, or what we call an utterance, they get some type of reinforcement or feedback on their attempt by a more competent speaker.

Taking the structuralist's approach to language teaching will help the teachers develop a methodology and then apply it to any problem. It assists the students to learn through context. The structural approach views the language as being divided into various components interacting with each other and then forming the rules of the language. Important philosophers: Pavlov (1897) with classical conditioning, Watson (1913) with observable behavior, and Skinner (1948) with skinner box.

- **Generative linguistics**

Generative linguistics is a school of thought within linguistics that makes use of the concept of generative grammar. Chomsky's theory of Generative Grammar is a way of describing the way people learn to communicate. The heart of this theory is the idea that all human language originates from a common source, an innate set of grammatical rules and approaches that is hard-wired into the human mind. Important philosophers: Chomsky (1957) with syntactic structures.

- **Sociocultural Theory**

Describes learning as a social process and the origination of human intelligence in society or culture. According to Vygotsky, social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. It is important to create environments in the classroom where the students can relate to each other's helping them to learn. Important philosophers: Vygotsky (1978) with the zone of proximal development.

All these theories that have been explained are important to knowing how learning occurs. Once we study how they work, it is easier to adopt different approaches, methods, or techniques according to the students' context.

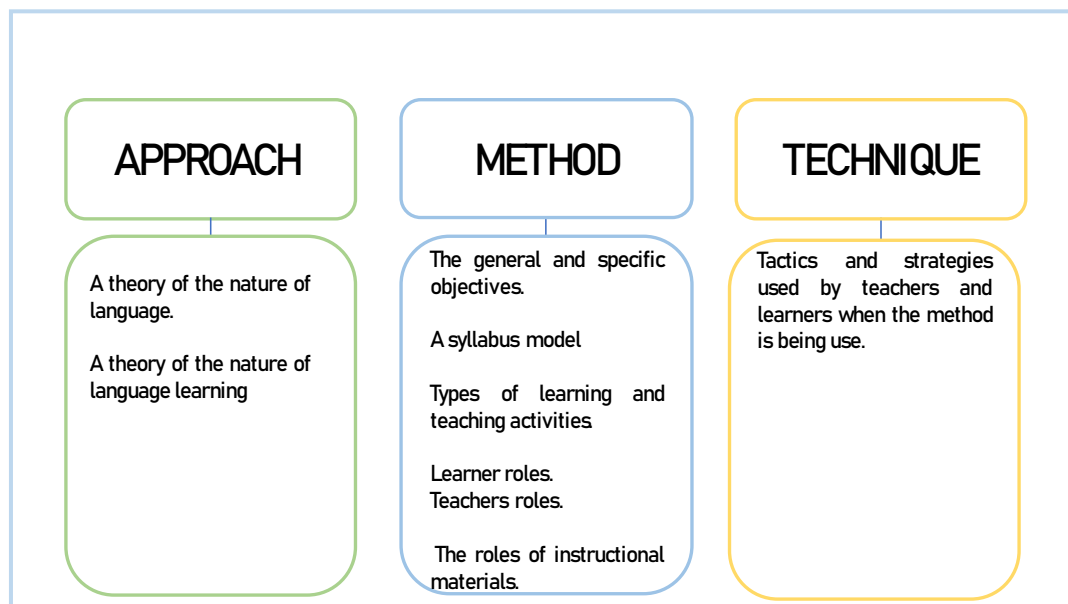
1.02.4 Approaches, methods, and techniques

According to Edward Anthony (1965). An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching, which is the level at which assumptions and beliefs about language and language learning are specified.

A method is a level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. A method is "a generalized set of classroom specifications for accomplishing linguistic objectives" focused on the role of teacher and student, sequencing, materials, and how they can be used in many learning contexts. (Brown, 2007).

The technique is the level at which classroom procedures are described and the specific types of exercises or activities used in class to reach pedagogical goals. These

concepts are shown in the chart below and shows how approach, method and technique have been viewed by Edward Anthony (1963).



When it comes to approaches, it refers to the theories that were explained previously, such as behaviorism, structuralism, generative, sociocultural, and so on. Next, we will focus on methods regarding language teaching and learning.

1.02.5 Grammar translation method.

The grammar-translation method is a method of teaching foreign languages derived from the classical method of teaching Greek and Latin. In this method, students learn grammatical rules and then apply them by translating sentences between the target language and the native language.

This method has two main goals: to enable students to read and translate literature written in the target language and to further students' general intellectual development.

Some of the characteristics of this method are:

- Classes are taught in the mother tongue.
- Much vocabulary is taught in the form of a list of isolated words.
- Little or no attention is given to pronunciation.
- Long, elaborate explanations of grammar are given.

Authors have different opinions about these methods:

Alan Duff (1996) argues that “translation develops three qualities essential to all language learning; accuracy, clarity, and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)”. These qualities are important factors in the foreign language learning process as they will contribute to better understanding.

Stern (1992) stresses that “translation holds an important place in language learning. To let students, realize difficulties in language learning, translation is a useful resource in that students can see the similarities and differences between L1 and L2, and they can understand the language system better. Through comparing the target language and their native language, they may use the target language effectively”.

Newson (1998) refers “The use of translation in foreign language learning has been considered detrimental as it does not allow the achievement of fluency and foster communicative language use”.

I consider the students will learn a better way language if they are exposed to it. This method does not focus on socializing the language so the students won't be able to listen and speak, which are important and essential skills.

Analyzing my practice, I use this method as a technique, I don't use it all the time, just for some activities because I want students to find meaning in what they are learning.

1.02.6 Direct method

As a reaction to the lack of the use of the foreign language, the direct method focuses on aural (heard) and oral (spoken) aspects of learning a language.

The role of the teacher in this method is to direct the activities and encourage the students to participate by asking questions constantly. Learners have to develop their communicative skills.

Stern points out that “The Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and translation as a technique” (Stern, 1983).

The Direct Method has been useful in that it “provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing

students from the inhibitions all too often associated with speaking a foreign tongue, particularly at the early stages.” (Rivers, 1968).

1.02.7 Audio-lingual Method

It takes much from the direct approach but adds features from structural linguistics and behavioral psychology. This method is based on the idea that language involves the formation of habits and on principles of structural linguistics. These behaviors were to be taught through imitation and practice. Positive reinforcement is a feature of this method.

The Audio-lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2000).

The learning environment is important to a successful learning process. This method suggests creating a relaxed classroom for the students to assimilate the content without stress.

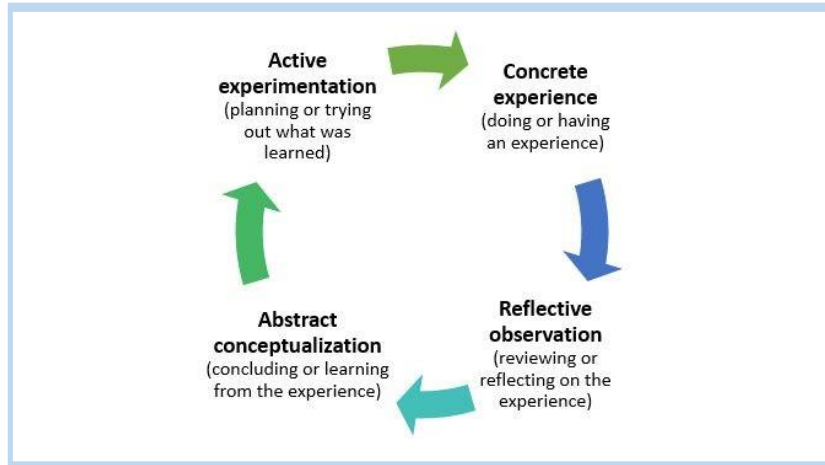
1.02.8 Experimental Learning

There are two goals in the experiential learning process. One is to learn the specifics of a particular subject, and the other is to learn about one’s own learning process.” David A. Kolb.

David A. Kolb’s Experiential Learning Theory (1984) is a powerful foundational approach to all forms of learning, development, and change. Experiential learning describes the ideal process of learning, invites the student to understand themselves as a learner, and empower them to take charge of their own learning and development.

There are two parts of Kolb’s Experiential Learning Theory:

The first is that learning follows a four-stage cycle. Kolb believed that, ideally, learners progressed through the stages to complete a cycle, and, as a result, transformed their experiences into knowledge. Those stages are explained in the chart below.



The second part of Kolb's Theory (1984) focused on learning styles, or the cognitive processes that occurred in order to acquire knowledge. Essentially, Kolb believed that individuals could demonstrate their knowledge or the learning that occurred when they were able to apply abstract concepts to new situations.

The learning cycle has nine different learning styles:



1.02.9 Communicate language teaching

The communicative approach is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

According to Richard (1998). Communicative competence includes the following aspects of language knowledge:

- ✓ Knowing how to use language for a range of different purposes and functions
- ✓ Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- ✓ Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).
- ✓ Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

1.02.10 Tasked based Language teaching

The task is considered a branch of communicative language teaching (CLT) and it is known as a very effective means of promoting second language acquisition (SLA) in the classroom. According to Richards and Rodgers (2004), "engaging learners in task work provides a better context for the activation of learning processes" (p. 223). These authors say the negotiation of meaning in TBL provides the input and output necessary for language acquisition.

This approach offers to the students the possibility to actively engage in the processing of language to achieve a goal or complete a task. The tasks involve an authentic use of language rather than completing simple language questions about grammar or vocabulary.

I consider that this approach is a good way to get the students motivated with the use of English, to improve their communication skills, confidence, and interaction with others

To create learning opportunities in our classroom, we must transform real-world tasks into pedagogical tasks; The real world or target tasks are those communicative activities learners achieve through language in the world outside the classroom.

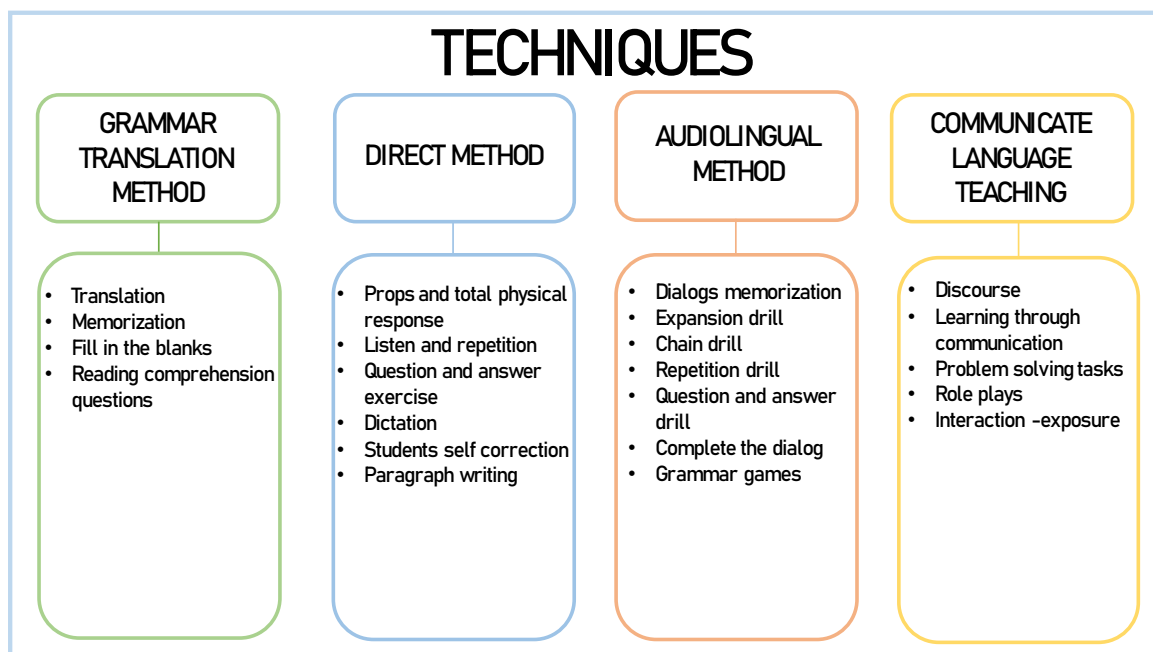
The best way to integrate a task-based approach is by going from topic to task. Topics are relevant to the students' lives and make a sequence of different tasks feasible.

What I do to implement and integrate the approach into my practice is to encourage the students to make their own choices, we constantly work with projects, sometimes I give them the option to choose what kind of project would they like to work with, or to choose the topic of the project, once they select the topic, they make a collaborative work and at the

end, they exchange or present the information with the class, my role in these activities is as a facilitator or moderator. It is very interesting how the students develop in these kinds of dynamic activities. They realize what they are capable of and feed their motivation, interest, and confidence.

1.02.11 Techniques

According to Brown (2007), techniques focus on the authentic use of language for meaningful communicative purpose beyond the language classroom. Techniques carry out a method and there are the specific types of exercises or activities used in class for the purpose of reaching pedagogical goals. It is important not to lose the objective of each technique, they have to be planned according to what is wanted to achieve. In the following map we can analyze some techniques related to their methods.



CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 Description of the lesson plan.

A lesson plan for the sixth grade at Nueva Creacion school was planned to develop communicative skills in the students using the subject “jobs and professions”. The lesson plan carries out listening, reading, speaking, and writing tasks which help the students to achieve the learning objective of the plan: Record information to make a report on activities

I. Lesson plan identification cell	
Author	Crisaly Ortega Campa
Educational stage	6th grade – Nueva Creacion Elementary School.
Title of the lesson plan	“Jobs and professions”
Learning objective of the plan/competency	Contrast jobs and professions from the city and the country. Record information to make a report on activities related to a job or occupation.
Communicative skill considered	Reading, writing, listening, speaking.
Functions	<ul style="list-style-type: none"> • Explore sequence of images of activities related to a job or occupation. • Relate information to activities of a job or occupation represented in a sequence of images. • Order sentences based on a sequence of images.
Main grammar structure	Types of sentences. Verb tenses. Punctuation.
Brief description of the plan	The students will reflect on jobs and professions, the ones that they are related to in their community they will choose their favorites and the one they like the most to make a report about them and present it in an oral presentation.
Hours of the plan implementation	6 hours
Number of sessions	6 sessions
Content required for the lesson	Informative texts about jobs and professions.
EEAILE tutor	Rosa María Castillo del Carmen

related to a job or occupation and make an oral presentation.

2.01.1 Lesson plan

II. Introduction of the lesson			
Step of the lesson	Teacher activities	Students' activities	Session number
Activation			00
Before the lesson	Teacher requests students take to the session information by asking to their relatives about jobs or professions that stand up the most in their community	Students take to the session information about jobs and professions of their community.	
During the lesson	The first day of the lesson, teacher writes on the board date, topic and purpose of the class. Teacher welcome students to the class. Teacher encourages the students to practice their daily routine.	Students greet the class. Students practice their daily routine. Students participate by describing the jobs or professions the investigated.	
Set the objectives of the lesson.	Teacher asks to do a brain storming activity about the professions have investigated. Teacher encourages students to reflect about what job they can find in their community and the ones in the city. Teacher writes the learning purposes on the board to present them to the students:	Students wrote down the name of the lesson and the objective on their notebooks and comment about it.	

	<i>Record information to make a report on activities related to a job or occupation</i>		
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III. Communicative skills development.					
Listening					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<i>Vocabulary introduction.</i> <ul style="list-style-type: none"> Introduce vocabulary /prediction. Activity. 	Teacher shows flash cards to students explore a sequence of images of activities related to a job or occupation.	Students predict the content of images. Identify a sequence of activities based on its illustrations .	Flash cards.	01	Students' participation .
	The teacher displays a picture of a hospital and doctors, and asks <ul style="list-style-type: none"> Where are the people ? What are they doing? 	Students listen, identify the profession and answer the questions.	Audio.		Questions answered.
<i>Information processing activities.</i>			Copies.	01	

<ul style="list-style-type: none"> • Listening experience activity 1. • Explanation. • Listening continuation. 	<p>Teacher provide students copies with an incomplete text with they have to follow and complete with a listening activity. Teacher asks students to explain what they have listened in the audio. Play the audio again and ask the students to answer a YES /NO activity.</p>	<p>Students fill the incomplete spaces and complete the text.</p> <p>Students explain with their own words the audio.</p> <p>Students listen to the sentences and answer with YES or NO.</p>	<p>Audio.</p>		<p>Completed text.</p> <p>Sentences answered.</p>
<ul style="list-style-type: none"> • Listening experience activity 2 • Comprehension 	<p>The teacher displays two texts with the help of a PowerPoint presentation on the board using a screen projector. (Text 1: role of a nurse) (Text 2: role of a teacher) Play audio about the texts and ask students to follow the text while they are listening.</p> <p>The teacher asks students to explain what the texts were about and encourage</p>	<p>Students listen and follow the text on the board.</p> <p>Students explain and answer the questions.</p>	<p>Screen Projector PowerPoint presentation</p>	<p>02</p>	<p>Students' participation</p>

	them to tell what job or profession corresponds to each text.				
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IV. Communicative skills development.					
Reading					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<ul style="list-style-type: none"> Introduce reading /predict 	<p>Teachers ask to work in groups and provide an informative text without a name. Ask the students to predict what the text is going to be about by looking to all the descriptions and encourage the students to tittle the text.</p>	<p>Students work collaboratively look at the informative text and discuss the tittle.</p>	Copies	02	Students' participation .
<ul style="list-style-type: none"> Reading 	<p>Teacher asks students to read the texts correcting pronunciation , stress and intonation.</p> <p>Ask to explain in L1 what</p>	<p>Students read and correct the pronunciation , stress or intonation if it's necessary by following the teacher's example.</p> <p>Students explain in L1</p>			Students' participation

	they are reading.	what the paragraph or profession is about.			
<ul style="list-style-type: none"> • Reding comprehension 1. 	The teacher writes 4 sentences on the board about the reading and ask them to answer the question on their notebook. Ask students to read a question and exchange their answers	<p>Students answer the question individually.</p> <p>Students read and share their answers.</p>	Notebook	02	Questions answered.

V. Communicative skills development.					
Writing					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<ul style="list-style-type: none"> • Grammar focus 	<p>Teacher displays flashcards on the board and asks the students to write sentences about the place where the person works using the simple present.</p> <p>Teacher writes an example.</p>	Students writes sentences on their notebooks.	Flashcards, notebooks.	03	Written sentences with the correct structure.

	Teacher asks students to share their sentences with the group by writing the sentence on the board under each picture.	Students check their sentences and make an auto evaluation.			
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VI. Communicative skills development.					
Speaking					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<ul style="list-style-type: none"> Reflection 1/ grammar 	Teacher asks students to work in pairs and talk about the occupations that they have studied in the last sessions. Teacher encourages students to describe what doctors, teachers, vets, nurses etc., do by writing a structure example on the board. (Present simple)	Students communicate with the right structures with their partner using the vocabulary of jobs and occupations.		04	Students' participation.

<ul style="list-style-type: none"> Reflection 2 	<p>Teacher asks to work in small groups and take turns to talk about the occupations they want to be when they grow up.</p> <p>Teacher encourages the students to express what they want to be with the whole group.</p> <p>Teacher wrote the correct structure on the board as an example for the students.</p>	<p>Students discuss about what they want to be.</p> <p>Students express with the group their preferences and the ones of each member of the team.</p>		04	Students' participation.
<p><i>Social practice of the language:</i></p> <ul style="list-style-type: none"> Make a report related to a job or occupation. 	<p>Teacher asks to make groups and select a profession; each group must write a report about the profession they chose. Teacher will check spelling and punctuation conventions.</p>	<p>Students will record information to make an illustrated report on activities related to a job or profession by following the correct structures.</p>	<p>Markers Colors Scissors etc.</p>	05	<p>Report about professions. (Research and writing rubric)</p>

<ul style="list-style-type: none">• Use of language: Oral expression.	Teacher asks students to make the job report presentation to the group using props and costumes.	Students present their job report to the class.		06	Oral presentation. (Oral presentation – speaking rubric)
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2.02 Tools to assess/test the progress of students.

2.02.1 Assess social practice of the language.

The product to evaluate the social practice of language of the lesson plan is a report related to a job or occupation, a rubric to assess writing is necessary, the students must write information about their profession taking into account, ideas, organization, voice, word choice, sentence style, and accuracy.

Research Rubric “JOBS AND PROFESSIONS”

Name: _____

5	4	3	2	1
AMAZING	GOOD	OKAY	NEED IMPROVEMENT	INCOMPLETE

Ideas

The writing . . .

- includes the principal ideas of the topic.
- thoroughly informs readers.

Organization

- includes a clearly developed beginning, middle, and ending.
- presents supporting information in an organized manner.

Voice

- speaks in a sincere and knowledgeable way.
- shows that the writer is truly interested in the subject.

Word Choice

- employs an appropriate level of language.

Sentence Fluency

- flows smoothly from one idea to the next.

Conventions

- adheres to the rules of grammar, spelling, and punctuation.

Comments:

2.02.2 Assess the use of language.

The product to evaluate the use of language is an oral presentation which the students will present to the class using the writing report they will made about their job or profession selected.

Oral expression rubric “JOBS AND PROFESSIONS”

Name: _____

5	4	3	2	1
AMAZING	GOOD	OKAY	NEED IMPROVEMENT	INCOMPLETE

_____ **Content**

- Shows an understanding topic

_____ **Structure and organization**

- Student is prepared and organized

_____ **Clear and audible voice**

- Speaks clearly and distinctly

Creativity

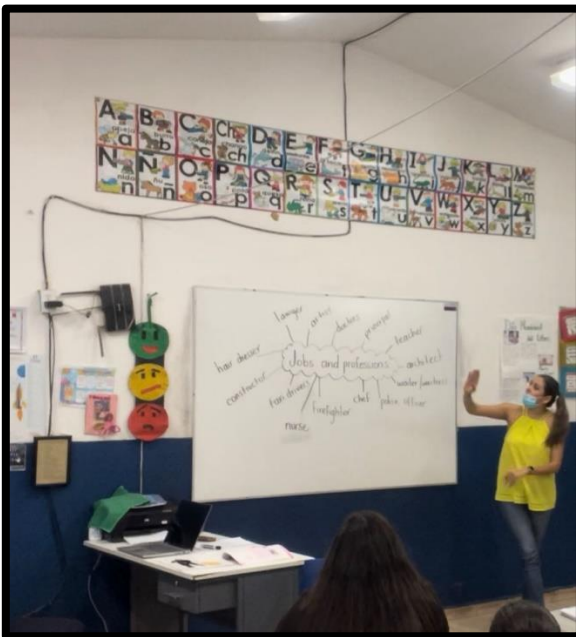
- Use props to present the information
- Use visual aids.

Comments:

2.03 Evidence of the lesson plan.

You can be as creative as you want in order to demonstrate a clearer idea of what the procedures are.

- **Brainstorming activity:**



• **Vocabulary presentation:**

Tuesday, May 31, 2022

Jobs and professions

Learning purpose: Record information to make a report on activities related to a job or professions.

Vocabulary

1 Police officers	11 gardener	21 pilot
2 cashier	12 fire fighter	22 architect
3 janitor	13 doctor	23 lawyer
4 nurse	14 butcher	24 taxi driver
5 waiter/waitress	15 engineer	25 dentist
6 teacher	16 accountant	
7 principal	17 scientist	
8 music teacher	18 mechanic	
9 gym teacher	19 model	
10 secretary	20 judge	

✓ spell

Jobs and professions

Learning purpose: Record information to make a report on activities related to a job profession.

1 Police officer	11 gardener	21 judge
2 cashier	12 fire fighter	22 pilot
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4 nurse	14 butcher	24 lawyer
5 waiter/waitress	15 engineer	25 taxi driver
6 teacher	16 accountant	
7 Principal	17 scientist	
8 Music teacher	18 dentist	
9 gym teacher	19 mechanic	
10 Secretary	20 model	

• **Listening and reading activities:**

2. Read the text. Fill in the empty spaces with the words from the box. Listen and check.

dentists ✓ veterinarians ✓ doctor ✓ dermatologists ✓ optometrists ✓

A) A **Doctor** is a person who cures people when they are sick. There are many kinds of doctors, depending on the field in which they are specialized. For example: b) **Veterinarians** cure sick animals; c) **Dentists** take care of our teeth; d) **Optometrists** help people when they have eye problems; e) **Dermatologists** help people who have skin problems, etcetera.

Some doctors work in public hospitals while others work in private clinics. Doctors examine a patient to see if anything is wrong; if the patient has a health problem, the doctor prescribes medicine to help the patient to feel better.

Read the previous text and circle Yes or No accordingly.

a) Doctors cure sick people. (Yes) No

b) Veterinarians cure teeth problems. Yes (No)

c) Dermatologists cure skin problems. (Yes) No

d) Optometrists cure eye problems. Yes (No)

e) Doctors can work in public hospitals or private clinics. (Yes) No

Nurses take care of sick people. They are skilled professionals who follow doctors' instructions; that is, doctors tell **nurses** how to take care of patients. First, the doctors explain the patients' diseases and the treatments; then, the **nurses** have to give the medicines or other special care to the patients.

Teachers help kids and people of all ages to learn new things. There are different types of **Teachers**: kindergarten **teachers**, primary school **teachers**, language **teachers**, etcetera. When they work with small children, **teachers** teach them to read, write, do math, respect with others and be respectful. **Teachers** usually work at schools, but they can also work giving private classes.

Read the previous text and complete the sentences with the words "Nurse" or "Teacher".

a) A **Nurse** takes care of patients.

b) A **Nurse** gives medicines to patients.

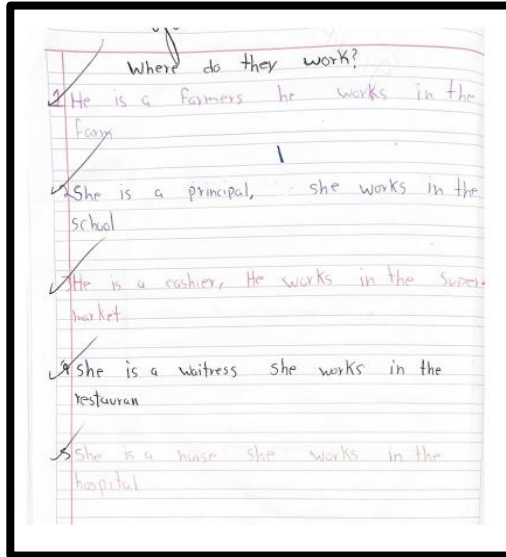
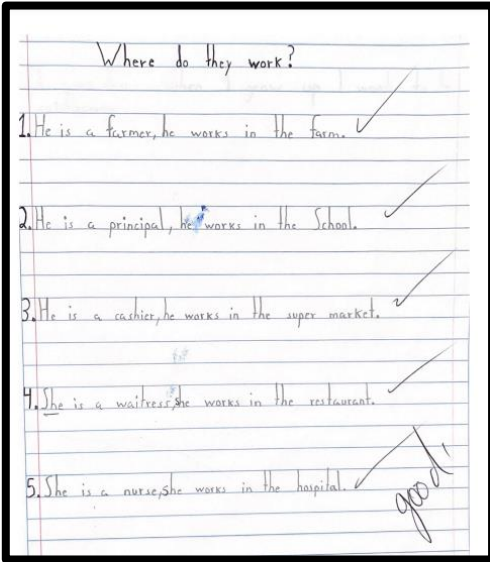
c) A **Nurse** works in hospitals.

d) A **Teacher** works with students.

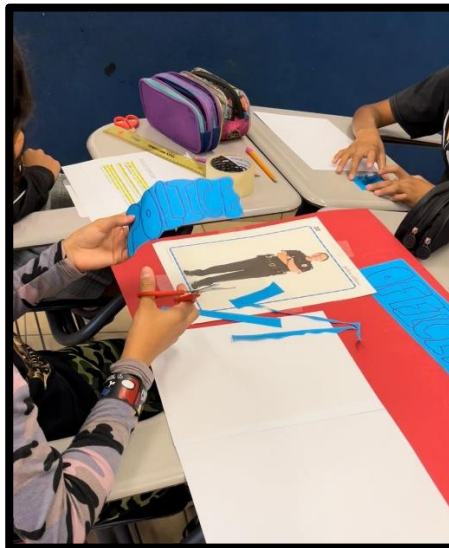
e) A **Teacher** works in schools.

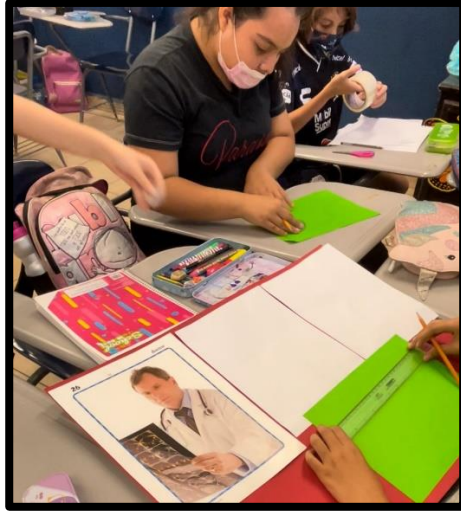
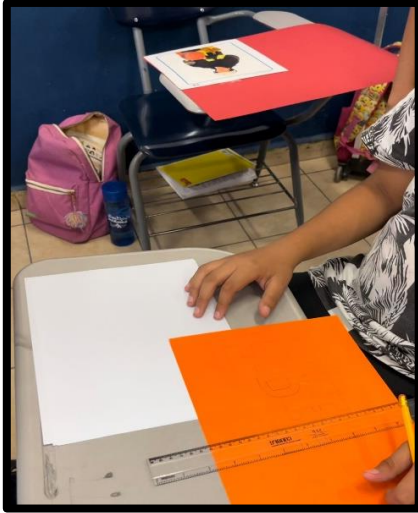
f) A **Teacher** helps people to learn different things.

- **Writing activity:**



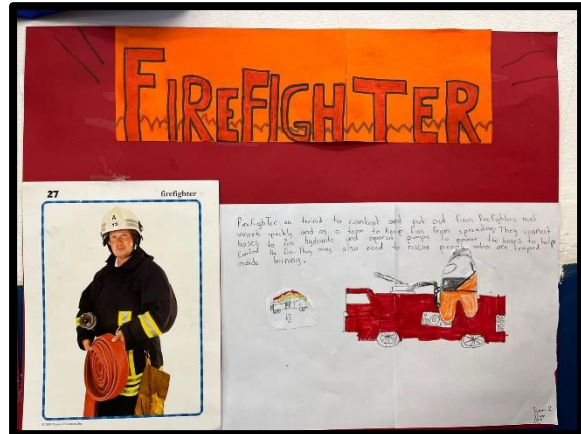
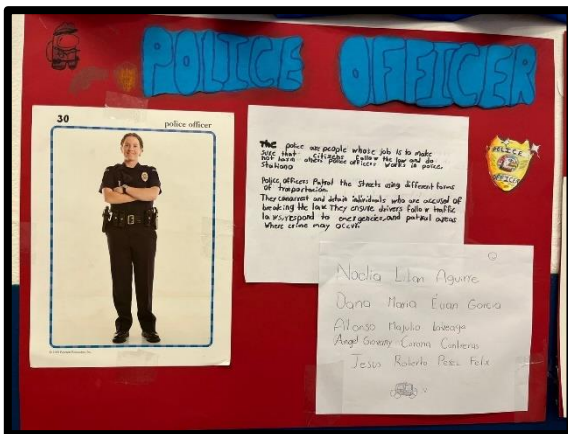
- **Collaborative work – speaking**

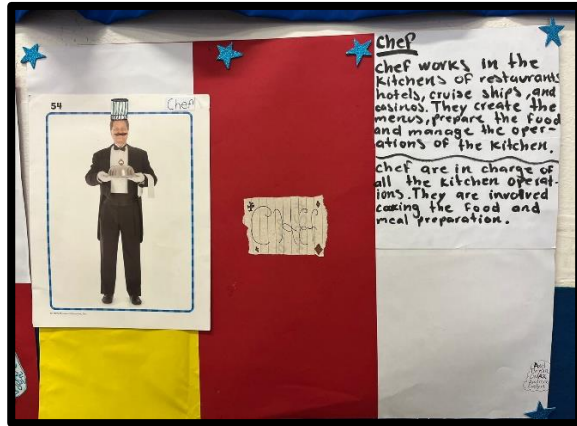
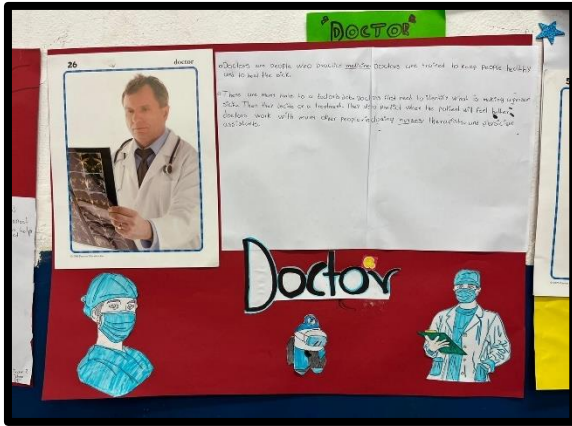




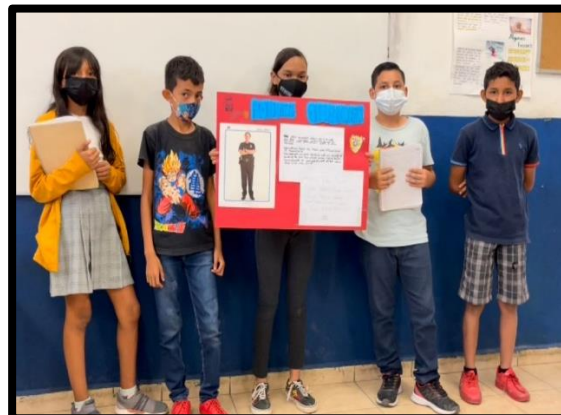
2.04 Evidence of assessing.

Evidence of the social practice of language: Report about a job or profession selected by the students. The rubrics explained before were used to assess these evidences.





Evidence of the social practice of language: Oral expression activity where the students had the opportunity to explain what they did in their projects.



2.05 Lesson plan implementation – recording.

The lesson was planned using different methods:

- ✓ We used the translation at the beginning of the lesson with the vocabulary introduction (which is part of the grammar-translation method) to understand the vocabulary to convey accuracy and meaning and be able to answer activities such as fill blanks and questions.
- ✓ Once they felt a little more confident about what we were doing during the lesson, I tried to implement the direct method using only the target language, giving them instructions, and using repetitions till they understand what they have to do. I consider that the direct method puts a strong emphasis on listening and speaking which was one of the outcomes of the lesson.
- ✓ We practiced chunks of the language using the audiolingual method: The students interacted with others using chain drills, repetition, and question and answer drills.
- ✓ Finally communicative language teaching was used in the collaboratively work with the oral expression about their reports.

The lesson was implemented in three moments:

Introduction:

The lesson started by making brainstorming about jobs or professions the students identify in their communities. The teacher asked: *What jobs or professions stand up more in our communities?* The students participated actively in the activity, they mentioned a lot of professions and were interested in the activity.

After the introduction activity, the teacher showed the objective of the lesson: *Record information to make a report on activities related to a job or profession.*

Development:

- ✓ Vocabulary Introduction:

Students explored a sequence of flashcards related to professions, they listen to the pronunciation of each one, and talk about them, where do they work? do you know someone who develops the jobs? Etc.

- ✓ Communicative skills development:

Listening: Students listened to different audios of professions to identify what each job implies and answered activities related to the audios, like filling gaps, following the text and explaining what they understood, and answering questions.

Reading: Students predicted the title of the text, try to read each profession with the help of the teacher, and analyzed each line to understand what they were reading. They answered questions about the readings and shared their answers.

Writing: With the help of the teacher students wrote sentences in the present simple about 5 different professions, then they shared their sentences with their classmates.

Closure:

Speaking: Students worked in teams and had the opportunity to choose a job and discuss it and also what they want to be when they grow up.

They prepared an oral presentation by writing a report about the job chosen and presented it to the class using materials and help that the teacher provided to them.

Recording link Nueva creacion English lesson plan. <u><i>“Jobs and professions”</i></u>	Appendixes 1
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CHAPTER 3: EXPERIENCE REPORT

Planning lessons ahead of time means teachers enter the classroom each day fully prepared to teach new concepts and lead meaningful discussions, instead of figuring things out as they go. Without a lesson plan, students can quickly lose focus and teachers may be left scrambling, thinking of what to do next.

But teachers are always experimenting with different situations. We work with people and they are always in constant change. Every time we plan activities, there are always going to be difficulties, obstacles, or even situations that we cannot change, and what we have planned has to change too.

Adaptions are important when a situation come up in our lesson plans, we have to adapt every activity to the real moment but do not change or forget the learning outcomes, we can plan too many fun, creative and meaningful activities being aware that these can be changed at the moment.

In the beginning, I implemented my lesson plan in a different school, Justo Sierra Elementary School, where I was working for three years; students already had a routine, a level, and a way to work in their English class. For the implementation of this project, I was working with the 6th grade but something occurred, SEP (Secretaría de Educación) switched me from school and I started working in a different one (Nueva creación) a few months ago, the students in this school never had the English subject before. So, I knew difficulties and challenges may happen at the moment of my lesson implementation.

I had to adapt my lesson plan to a lower level. The objective of my lesson plan was for students to make their best effort to make a report and an oral expression. They always were interested in what we were learning because they found the topic interesting. I was always giving them positive reinforcement to give them some motivation. In the begging, they were afraid about doing a report and expressing it to their classmates. They were asking: Do I have to talk in English? How do I going to do that?

The implementation of the lesson was always guided and explained in L1 and L2, and the input was directed to the final objective. They were surprised when they started to write in English, discovering that if they understood a little about vocabulary and verbs, they could start to express things in English.

The oral presentation was also guided, I gave them a text of the profession they choose and help them to understand it underlining the principal ideas of the text which they

expose at the end of the lesson to all the class. They were surprised by what they achieved and now they are more interested in learning the language.

CHAPTER 4: CONCLUSIONS

Learning is about change, the change brought about by developing a new skill, the change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. When we attend a course, search through a book, or read a discussion paper, we set out to learn.

Learning and teaching involve different processes that never end. The world is constantly changing. Forms, methods, and approaches to how knowledge is acquired are changing too. We are often faced with questions such as Why use models? How to teach? How do students learn? The answer comes from the experience of many people over many years as Models that we study in this document.

As teachers, we may know how a person learns taking into account their context and needs. We have to study all the theories and methods to understand how everything came up and analyze how theorists, with their years of studies, research, and experiments, achieved too many situations in the learning environment. All the concepts we saw in this specialization gave me the opportunity to learn about all the things we have to take into account when we are teaching a second language.

Now I can make more conscious and significant lessons for my students using different techniques, methods, or approaches and adapt those terms to their context and needs, it is important to analyze and study how they contribute and how they can help us to know our students better and motivate them to learn, discover, experiment and interact with the language learning.

CHAPTER 5: REFERENCES - APPENDIXES

Appendix 1.

Recording link Nueva creacion English lesson plan. <u><i>“Jobs and profession s”</i></u>	https://drive.google.com/drive/folders/1wVrmnCjiINth_7wdlJx1Y4l22g2FQhp_
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