UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

The Significance of ICT and Materials

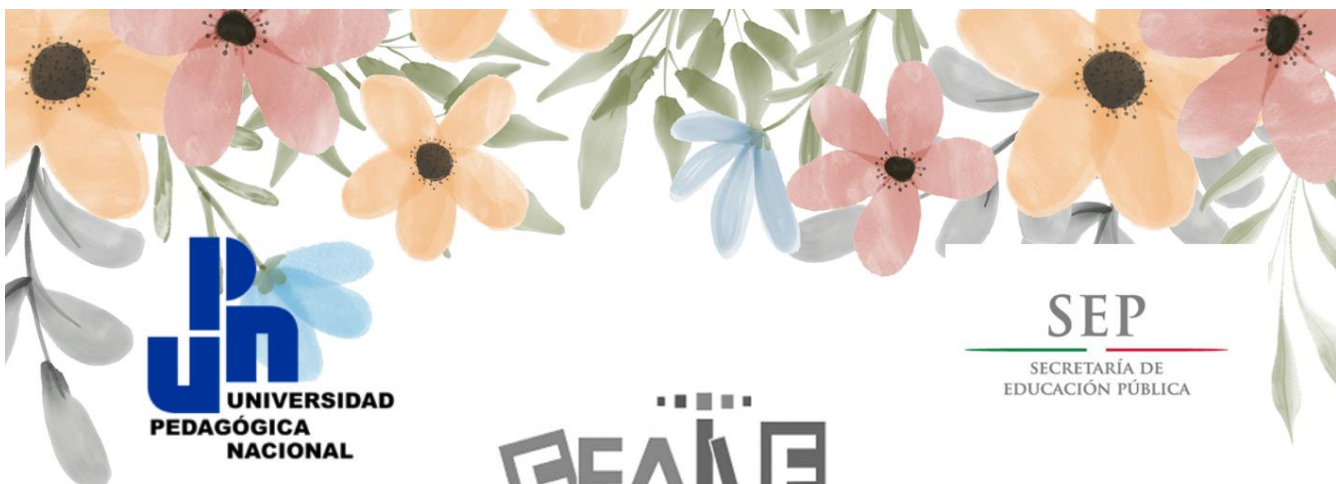## In Teaching English to Children.

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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UNIVERSIDAD PEDAGÓGICA NACIONAL

EEAILE

Especialización en la Enseñanza y Aprendizaje
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SEP
SECRETARÍA DE
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Final Project

"The Significance of Materials and ICT in Teaching English to Children"

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INTRODUCTION

In today's globalized world, possessing English skills is crucial for achieving professional goals. As a worldwide lingua franca, the English language is indispensable. Even young people face barriers when they need more proficiency in English, such as difficulty playing video games, surfing the internet, or socializing on media websites. In this globalized world, possessing English skills is crucial for achieving professional goals.

English is an essential global language that serves as a lingua franca. Even young individuals are hindered by a need for more proficiency in English, which can make it challenging to engage in activities such as video gaming, internet surfing, or social media interactions. According to Visual Capitalist's report (2020), English is the world's most spoken language, with 1,132,366,680 individuals worldwide conversing in it. The internet and social media have made it necessary to learn some languages to keep up with cultural, news, or entertainment trends.

Additionally, due to the United States being one of Mexico's most significant neighbors and the many Mexicans migrating to the US, learning English has become crucial for Mexicans. This is done by one of its largest trading partners, representing many business exchanges between companies, and therefore requires employing professionals with high English language proficiency. Thus, an EFL professional can access better-paid jobs than the rest of his profession, giving him a plus in having English as his second language.

In 1993, The Secretary of Public Education in México established teaching a second language as English or French in Primary Education. According to the SEP framework, studying this language from Preschool to Secondary Education School is mandatory (SEP, 2001, pp. 8,9). Nowadays, SEP trains teachers in charge of every class to certify in English. Students must achieve a Proficiency level of B1 in English to graduate.

Based on the information provided, a question arises: Why do students struggle with learning?. Educators must consider how they can ignite their interest in the subject matter. Teachers should prioritize their preparation for teaching English, as it plays a significant role in personal and professional growth for themselves and their students.

As a leader of children or adolescents, it is essential for teachers to maintain a professional and responsible demeanor. Their behavior significantly influences their students' motivation to pursue academic learning. Therefore, teachers need to professionalize their teaching performance in line with the subject matter they are teaching. Teacher´s performance will serve as a driving force for their students to continue learning without losing their enthusiasm.

During this discussion, we will delve into the teaching environment and instructional principles of the teacher after completing the Specialization Course. Further, we will analyze the updated English Teacher version and her teaching persona. As per what was learned in the Specialization Course, these factors have an impact on her teaching effectiveness.

After completing the Specialization, we will create a lesson plan that considers multiple factors, including the Approaches, Methods, and Techniques utilized the profile of the students, the WorkCentre's Syllabus, the Secretary of Public Education´s English Framework, the English proficiency level of the students, the group's context, and the desired learning outcomes.

In the following document, we will also discuss the chosen evaluation tool that will assess the expected learning outcomes of the students. This evaluation will aid in planning the necessary actions to improve the teaching goals. The teacher will present the activities' outcomes, her reflections on the results, and her conclusions; being very important to emphasize both weaknesses and strengths, as well as her areas of opportunity and achievements.

All this is to summarize the knowledge acquired during the study of this Specialty, with the sole purpose of internalizing the successes and failures to improve her teaching practice. It is crucial to acknowledge the difficulties encountered throughout this Specialization and strive to enhance every possible aspect of our teaching to provide our students with the best experience.

We aim further to elevate our teaching practice to a professional level. To wrap up this document, we will reflect on the outcomes and conclusions, giving credit to the teacher's expertise throughout all stages of English teaching. Additionally, we will note the various Approaches, Methods, and Techniques those scholars have created to aid in L2 instruction.

The students' learning outcomes will be evaluated based on the instructional methods. The effectiveness of the teacher's work plan can be deduced from the results of the activities. The teacher's participation in the Specialization Course will demonstrate their professional development and positively influence their students' growth.

CHAPTER 1: PHILOSOPHY AND THEORY

The process of teaching and learning encompasses numerous aspects. As time passes, experts in the field of education have integrated novel approaches, methods, and techniques based on the outcomes of their research. They have also adapted to the evolving lifestyles of people. It is crucial to be aware of these studies and strive to enhance our teaching performance as professionals keen on upgrading and refining our skills.

The impact of various factors on second language learning and teaching is widely acknowledged. Key determinants include the teacher's beliefs and attitudes towards the subject, and the instructional environment. To excel in our teaching, it is important to explore the factors that affect our ability to educate our students effectively.

1.1 Teaching Context, Identity, and Philosophy

I am employed at Resplandor International, a non-profit organization established in 2009. It is situated in a rural area of Guanajuato's Capital. It promotes education, art, care, and preservation of natural areas within the community and cultural programs for children and residents of small communities. We collaborate with The University of Guanajuato and The University of Arizona.

The expenses of this Organization are supported by volunteers, mainly from the United States, interested in helping citizens of the area. Exchange students come to Mexico to learn Spanish and collaborate on this project. They support the development activities in this Cultural Centre and El Sombrero Hill. All volunteers are eager to help. Here we are focused on the care and preservation of the environment.

I assist two separate age groups: children aged 8-12 and young people aged 12-18. These classes were created in response to parents' concerns about teaching English in their children's primary schools. With one teacher responsible for two groups, teaching this subject became difficult. Due to the absence of English

classes, this is the only way students have to learn, so their level of proficiency in English is A1.

A bus runs hourly or every hour and a half from the Community to Guanajuato Capital. It takes approximately an hour or a half to reach its destination. Due to the limited transportation options, some students prefer to ride a bicycle or walk a bit to get there. This situation motivates me to enhance my teaching skills since they have to travel long distances and put in extra effort to attend class. I strive to give them my best performance.

Many children who lend their assistance come from a lower socio-cultural background. Often, parents migrate to the United States in search of a better standard of living, leading to families being separated. The responsibility of educating and caring for the children falls entirely on the mothers. This is perhaps why they appreciate receiving rewards.

In my experience working with these children, I have expressed recognition for their efforts through verbal praise, smiley faces printed on their work, feedback, and occasionally small presents on special occasions. The older group seeks support when they need help understanding what they learn in High School or Preparatory. The pandemic brought educational backwardness. I struggle with both groups because their reading and writing levels must improve.

The facilities are comfortable despite the lack of proper drainage and reliable electrical service. A pit is used in place of drainage, and lighting is sourced from a distance, occasionally resulting in power outages or soft lighting. The building spans three floors and boasts a spacious yard with a playground and swimming pool where children can enjoy themselves. The library is stocked with books generously donated by volunteers from various countries, including Colombia, Germany, the United Kingdom, the United States of America, Brazil, and more.

Figure 1

Resplandor International Centre.

Note: Resplandor International Centre (photograph) by Selene Ruiz de Velasco, 2023.

At the Center, volunteers also help with English classes to encourage communication and use of the language in a social setting. This benefits students as they can interact with native speakers, making learning more accessible and improving their language skills. Communication and social interaction the fundamental key to learning a second language; these moments greatly support student learning.

There are some computers with internet service, but more is needed for the demand of the children who come to do their homework after classes, so they are not available for the English class in the afternoon. A Satellite Dish provides internet service, which could be faster. Moreover, the light goes off frequently.

A cell phone, internet data, and a speaker can reproduce videos and check spelling or pronunciation. The absence of more Technology forces the creation of support materials and didactic resources to achieve the expected learning. Despite that, children come on their initiative, and most are very participative. They know each other well. It is like a big family!

1.1.1 Teaching Identity

Teaching an L2 is not your native one is a challenging process; navigating the teaching and learning journey can be even more difficult. When we become teachers, we also acquire a professional identity and understanding, as described by Carlos Marcelo Garcia (2010) this identity is shaped by our context and is reflected in extreme working conditions or when difficult situations arise.

Before starting this Specialization, I realized that teaching a language is sometimes done as it should be. After attending my English classes, I started teaching basic-level to young students. But, with nearly 20 years of experience as a preschool teacher, I have developed a love for teaching children because of their innocence, sensitivity, and unbiased perception of the world around them.

I enjoy my students' learning styles as we dance, laugh, and play together. Seeing them gain new knowledge and view the world with fresh eyes brings me joy. When they achieve something new, their excitement and joy in inspired teaching practice and motivate us to continue improving. It is one of the most important reasons why I am here.

I find it helpful to use routines based on the principles of Behaviorism to guide my work (Skinner, 1938). This approach is efficient when teaching language to children, as consistent exposure to grammatical rules, vocabulary, and expressions helps them adapt and acquire the language, leading to successful learning in the target language.

As I began on teaching English, I quickly understood the importance of adopting language teaching methodologies and professionalizing my practice. Despite my prior experience, I realized that being a Language Teacher required a new and distinct identity. The characteristics of my current students are unique and essential to consider.

As an English teacher and curriculum developer, it is crucial to enhance by considering various factors influencing it. I achieve this by making necessary

adjustments and improvements. Creating syllabus content that meets CEFR Framework expectations is one such step of the Communication Model developed by Richard .C. (2001)

Figure 2.

The Richards Model of Communication Development.

Note: Richard´s Model of Communication Development. Richards, J.C (2001)

Then, I am also a Material Developer. As an undertaking, it involves the production, evaluation, and adaptation of language teaching materials by teachers for their classrooms and by materials writers for sale or distribution (Carter, 2001). Ideally, these two aspects of materials development are interactive in that the development and use inform the theoretical studies of classroom materials.

I make all the students need (worksheets, flashcards) and design other Materials essential in teaching English to Children. Materials like board games, cards, crafts, and drawings are indispensable tools at this Proficiency level of English. I have to be an Analyst for the oldest students because I individually assess

youths struggling with their English classes at Secondary School. I also take control of everything in the class, set routines, arrange seats, and set the class time.

I have been teaching English as a second language to my students who are still learning it. Regarding the curriculum, content, and planning, I feel comfortable adapting the class to my student's pace, as advised by Lockhart (1996). This approach is key to creating effective lessons because my students attend the class voluntarily, and it is crucial not to pressure them or disrupt the class dynamic. After a long workday in their rural schools, these students come to my afternoon class.

Teachers must recognize their role in encouraging a favorable outlook toward learning English. If a teacher lacks creativity, they will not be able to capitalize on their students' talents, requirements, preferences, obstacles, and aptitudes in learning the language and culture of a second language. Leveraging all the students' attributes can benefit and benefit teachers during their instructional journey.

As a researcher, it is very important to search for the latest materials or studies and follow the changes that our Ministry of Education implements in each course. All this is also important to be up-to-date in teaching methods and to be professional. As well as, attend courses aimed at the subject that is taught and seek to remain current in current techniques, as well as in the daily issues or tastes of our students, depending on their age and context.

Being a student, I value the significance of learning from fellow individuals and participating in group activities. In order to understand their perspectives and approaches toward social learning, setting a good example is imperative. I aim to constructively influence my peers and pupils constructively, acknowledging that acquiring knowledge is an unceasing journey.

1.1.2 Teaching Philosophy

Managing a group of students is a highly responsible task for a teacher. Remembering your critical role is essential, as students and parents closely monitor every word you say. To succeed in this role, it is essential to have a clear philosophy

of who you are and who you aspire to be. It is crucial to recognize that each group of students or level has unique characteristics and features that require special attention.

In other words, teachers must be clear about their role as a Mediator between the culture, values, beliefs, and problem-solving strategies their students will acquire. As per Vygotsky's (1978) definition, the Zone of Proximal Development requires us to be mindful of our actions and set a positive example for our students. Our Basic Education Program reinforces this idea, emphasizing our students' gradual development of competencies (SEP, 2017, pp. 58-59).

My experience as a preschool teacher has greatly influenced my teaching philosophy as an English teacher. I am particularly drawn to the Behaviorist Approach developed by Vygotsky (1962), which emphasizes the power of the environment and strong reinforcement in learning. In each class, I strive to reinforce knowledge through established routines, such as greeting my students at the start of each session and checking in on their mental state.

I also strive to promote learning by constantly using vocabulary and grammatical rules. Besides discussing an ethic representing a part of my philosophy, I firmly believe a teacher must respect every human and living being. I care a lot about my students, and we follow the philosophy of the Cultural Centre where I work: we promote care and respect for others, nature, and the environment (International Resplandor, 2009).

As a teacher, I believe in the importance of principles in guiding my students toward their learning goals. I am responsible for acting as both a counselor and a guide by establishing clear objectives, conducting thorough investigations, and delivering results that align with their expectations (Jones, 1945). To fulfill this role effectively, I recognize the need for solid and unwavering principles to offer my students the required guidance.

My main philosophy as a teacher is to achieve the respect of my students through example. Respect and be respected, as well as being a support and guide

in their learning process without forgetting that one day I was also a student and that the path to reach an objective may require the greatest support and understanding from me as a learning facilitator.

Being more humane with the students, who often come to class after difficult contexts, looking for a bit of understanding, and can influence their learning process, for which I am very receptive to the signs they present, both in their behavior as in their actions in front of the teacher as well as their peers.

1.2 Theory Underlying Teaching Practice and Identity.

The teaching career has been a long and transformative journey for the teacher, spanning almost 20 years of working with children. Adapting to the changing needs of new generations and the evolving teaching landscape has been challenging, but embracing change to thrive in English teaching is crucial. Updating teaching identity and practices is necessary for growth and success.

Learning a second language can be particularly difficult for children due to their unique characteristics and learning styles. Vygotsky (1978) emphasized the importance of educators prioritizing the needs of children in order to address these complexities effectively. This philosophy remains relevant when teachers establish classroom routines, issue commands, and assign duties and tasks.

In the Center, activities are conducted in a fun and engaging way that caters to the learning style and pace of the children attending. Piaget (1968) likened mental development from birth to adulthood to organic growth - a gradual progression toward equilibrium. During development, changes occur at the level of cognitive structures, that is, in the subject's mind. For example, a child going through the sensorimotor stage can only interact with her environment through touch or physical action.

However, when a child moves to the preoperational stage, he can interact with the world through his imagination and pretend play. The Center implements the TPR Approach (Asher, 1960), which prioritizes the teacher's role as a facilitator of

student learning. This approach recognizes that the teacher holds a significant position in the classroom, much like a parent figure.

Drawing from their experience, teachers understand the importance of this role in achieving learning objectives and delivering quality education to their students. This method is related to L2 learning and is similar to the Behaviorism Approach of Vygotsky (1978). A more experienced person would be the Facilitator of the knowledge for a less experienced, their guide, and counselor.

At this age, students benefit from techniques that encourage play, movement, and real-life experiences, such as games, role-playing, educational toys, songs, visual aids, and real-life objects. To encourage inference and reasoning skills and achieve desired learning outcomes, miming, prompting, and eliciting are effective strategies (The TKT Course, 012).

The practice of teaching and one's identity are intertwined, as they are closely connected. As such, the teacher's approach to their work in front of the class is guided by the new rationale that has been previously explained. These fresh perspectives on the teaching experience may vary depending on factors such as the context, student demographics, and syllabus. When standing before a class, a teacher has a duty to ensure their students' safety and facilitate their learning. They carry the responsibility of being in charge of their student's well-being.

CHAPTER 2. METHODOLOGY AND PRACTICE

Based on the information provided, a lesson plan has been developed to improve the four language skills required to learn a second language for students in this group. The plan aims to facilitate social interactions between students using L2 in everyday situations.

By allowing students to apply what they have learned, they can find personal meaning in their education and stay motivated to continue learning the language. This will support their growth as capable and satisfied members of an evolving world that requires diversity.

Said lesson pursues the main purpose established in the National Program of English in Basic Education, which marks us as the main objective of the use of the additional language (English) as a communicative tool. Pursuing the objective of conducting ourselves in a more competent way within all the personal and professional fields of the students, seeking to train citizens capable of facing the changes of this globalized world.

2.1 A Practical and Useful Lesson Plan

English language teaching has been introduced in primary education in recent years. The National Program of English in Basic Education (SEP, 2011) provides a framework and guidelines for this endeavor. The aim of teaching a second language is to facilitate communication in our rapidly changing world. As neighbors of the United States of North America, we must have a proficiency level in communicating in English.

A lesson plan to promote social interaction through language learning has been created to achieve this goal. For its design, the characteristics mentioned in the Methodology of our Specialization course in Teaching and Learning English as a Foreign Language were taken into account.

Figure 3.

Let´s Go Shopping Lesson Plan

Resplandor INTERNATIONAL		
Lesson Plan		
Learners Profile: 8-12 years old Proficiency Level: A 1	**Subject**: English	**Date**: May 08th, 2023
Topic: Let´s Go Shopping!	**Lesson #1**: Foster writing and Listening Skills.	
Lesson focus and goals: The students can interact in a social practice like writing a shopping list.		
Materials needed:	**Learning objectives:**	

• Flashcards of vegetables and groceries • Speaker • Cellphone • YouTube video link: https://youtu.be/13wd8KvOt58 (YouTube video "If you are happy ...")	After this lesson, students will be able to: • Use the target language and vocabulary. • Interact in social practices like writing a shopping list.

Activities:

Warm-Up: Welcome and greet children with the YouTube Video "If you are happy." Eliciting the flashcards of the vocabulary to reinforce them. (make it twice as an introduction to the class)

Stage 1. PRESENTATION STAGE. What is it? Pointing and eliciting flashcards of vocabulary to foster Content Schemata.

Flashcards of objects that begin with the vocabulary of this topic: Fruits, groceries, money, etc. The teacher will prompt a word, and students will say their names.

Stage 2 & 3. SITUATIONAL AND PRODUCTION STAGE:

The teacher will provide a worksheet to each student to write their shopping list by dictation.

CLOSING: To reinforce the knowledge, the students will listen to a song with the previous vocabulary regarding Vegetables.

Assessment: Portfolio (Product of the writing activity)

Note: Most students are "passive" listeners and speakers, so encourage them to talk. The pronunciation of each word could be elicited by listening to it on a YouTube video.

Resplandor
INTERNATIONAL

Lesson Plan

Learners Profile: 8-12 years old Proficiency Level: A 1	Subject: English	Date: May 08th, 2023
Topic: Let´s Go Shopping!	Lesson #2: Foster	

	speaking and reading Skills.	

Lesson focus and goals: The students can interact in a social practice like going on shopping.

Materials needed:	**Learning objectives:**
- Learning resources like toy fruits, vegetables, groceries, cash register, bills, and coins. - Speaker - cellphone - https://youtu.be/RE5tvaveVak (Video) - https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/vegetables-2 (Online game)	Use the target language and vocabulary (tomato, cabbage, carrot, milk, potato); - Grammar Structure: How much is it? It is _____. - Interact in social practices like going shopping. (roleplay) - Be aware of their knowledge of the vocabulary by playing an online game.

Activities: Warm-Up: Welcome and greet children with the YouTube Video "Vegetable Song."

Eliciting the flashcards of the vocabulary to reinforce them. (make it twice as an introduction to the class)

- Stage 1. What is it? Pointing and eliciting flashcards of vocabulary to foster Schemata. Then, the teacher will mime and play the action of "Buy a vegetable" to encourage students to guess the move.
- They will repeat with the structure of: How much is it? (Question) and It is....... (answer).

- Stage 2. Situational Stage

All set to play the role of customers and sellers. The teacher will ask for a couple of volunteers to play the role and practice the grammar structure learned.

Fruits, groceries, money, etc.

This stage will repeat with the structure of: How much is it? (Question) and It is....... (answer)

Stage3. The teacher will prompt a word, and students say their name.

Stage 4. PRODUCTION STAGE. As part of the assessment and to conclude this lesson, the students will play an online game to reinforce the previous vocabulary and practice listening. At the same time, it will assess themselves by showing them their mistakes in matching the words.

Assessment: Rubric

Note: Most students are "passive" listeners and speakers, so encourage them to talk. The pronunciation of each word could be elicited by listening it on the speaker.

Note: Let´s Go Shopping Lesson Plan. Selene Ruiz de Velasco. (2023)

2.2 Designing the tools to assess the student's progress

As we saw previously, all the activities designed and included in this lesson plan aim to develop the four skills necessary to acquire a language: listening, reading, writing, and speaking. All this is based on the level of proficiency of this group of students. This level of proficiency is also considered when deciding how to evaluate the expected learning and all the characteristics of said group of learners, as well as the goals desired by the teacher.

In the first stage, one of the most important we are going to list reasons why tests are included in the classroom:
- To measure language proficiency
- To discover how successful students have been in achieving the objective of a course of study.
- To diagnose student's strengths and weaknesses
- To identify what they know and what they do not know.

- To assist placement of students by identifying the stage or part teaching program most appropriate to their ability.

Some reasons to include tests in a language classroom are:
- To provide a confidence-building environment for students (they feel they are learning when they are successful in tests).
- To keep teachers and the overall on track (an excellent way to keep our eyes on the specific goals).
- To help students "motivate" themselves.

Firstly, we have to know the differences between Testing and Assessment. Testing measures a person's ability, knowledge, or performance in a given domain. Tests are intended to measure the learner´s ability, and these abilities can be very specific or very general. Assessment is "an ongoing process encompassing a much broader domain. Assessing student performance can be done via de use of tests.

Testing has five principles that are important to take into account.
1. Practicality
2. Reliability
3. Validity
4. Authenticity
5. Washback or backwash

Figure 4.

Testing Principles

Practicality	A teacher must be practical when choosing the way to test their students.
Reliability	A teacher should act as himself if it is a consistent and dependable tool.
Validity	If the inferences are appropriate, meaningful, and valuable.
Authenticity	If the test includes natural language, it simulates what the learner may do in a real-life situation.

Washback	If the test has an impact, it can be positive or negative. To maximize the effects of it, the teachers must respectfully provide students with specific and generous feedback.

Note: Testing Principles. The Teaching and Learning Specialization Course, (2023).

As described above, testing and assessment are different concepts, but they are linked. As we define, the tests are part of the assessment, and within the evaluation, we find the formal or informal one. Formal are official tests; as Brown (2006) explains, it gives the teacher and student an appraisal of student achievement. As informal, we see the praise and feedback, the pronunciation, the learning strategies, and the day-to-day interaction between students and teachers that we provide to our students daily.

This type of assessment rules the classes and this Lesson Plan due to the student's learning pace, motivating them not to give up learning. Most assessments carried out in this class are informal due to the profile of the students. Children encourage themselves by being praised because, in the Centre, the administrative assessment is not required.

Figure 5.

What is Formative and Summative Assessment?

FORMATIVE VS SUMMATIVE	
FORMATIVE	**SUMMATIVE**
To improve the student´s learning experience by evaluating the language acquisition process. To inform, students current level of Proficiency.	To measure the student's current abilities, it usually occurs at the end of a course. It measures what the learners have acquired over the course of a semester.

Note: What is Formative and Summative Assessment? The Teaching and Learning Course Specialization. (2023).

Finally, two distinctions must be made within the assessment: norm-based testing and criterion-based testing. This assessment does not rank students and is

designed to give individual students feedback or grade structures learned in class. While norm-based testing allows students to test against each other, this evaluation creates competition. This type of assessment is the most used in our classes, given that students become more competitive with each other.

Encouraging competition among students can have a positive impact on their socialization skills. Learning in groups is an integral part of the educational experience, and for many students, healthy competition can aid in their learning process. However, the teacher needs to monitor this process to ensure it does not become overly stressful or impede the student's skill development progress.

Regarding Scoring, we will refer to the different ways in which they can occur:

Figure 6.

Types of Scoring Tests
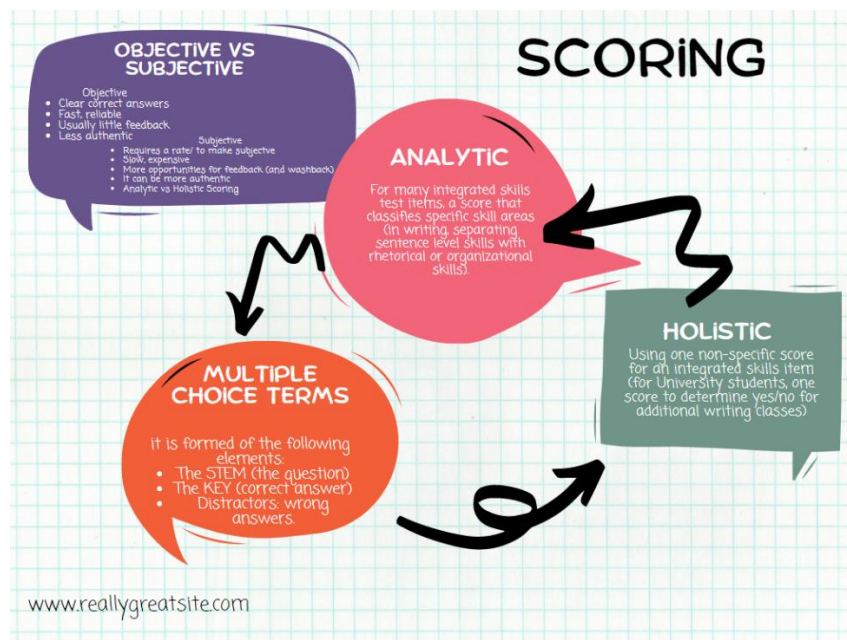
Note: Types of Scoring Test. The Teaching and Learning Specialization Course, (2023).

The evaluation tool selected to assess students' Reading Skills knowledge will be scored based on the appropriate matching of vocabulary words they use. This

validates the assessment tool by demonstrating that it was explicitly aimed at the target vocabulary, and students can see how they performed.

Finally, there is an important point when requesting a test or work and the issue of validity. However, what is Validity? To ensure the Validity of the Test, we must ask ourselves: Are we evaluating what we plan? This question leads us to question the evaluation process and its meaning. To answer this question, we must consider the following points that we have studied in our Specialization Course:

- The items test the targeted skill
- The selection of items is appropriate for the skills (essential skills have more things, and some less essential skills are not addressed).
- Accurately reflects test specs.
- Requires a principled selection (but not based on easy items to create/score). Some issues must be considered to understand the notion of content validity:

Figure 7.

Validity Characteristics

Direct Testing,	Indirect Testing,	Construct Validity,	Criterion-related Validity,
When we test a skill directly.	We make assumptions that one task signifies that a different skill is present.	Evidence that the test designed or implemented is constructing validity.	Concurrent validity

Note: Validity Characteristics. The Teaching and Learning Specialization Course, (2023).

At this point, we know the characteristics of Tests and Assignments. However, now we will look at some traditional tools used in the classroom, such as multiple choice, true/false, matching columns, etc. Some of these will be implemented to evaluate the activities designed in the class lesson presented above.

We will briefly describe some types of Traditional Assessments available and their characteristics.

1. Multiple Choice**:** It may be an excellent way to score and saves much time, but it may not reflect on their choices.

2. True/False: It is commonly used to assess reading comprehension, grammar, and vocabulary.

3. Completion: Fill-in-the-blanks and short answers are examples of this test. Students complete sentences through several options.

4. Dictation: The students write down what the teacher reads. It is commonly used for listening comprehension and assesses students' spoken language understanding. (MarcadorDePosición1).

Dictation was one of the tools chosen to assess Writing skills, and the product (The Shopping List) will be evidence of that. The objectives for Testing or Assessment of your students must be clear to avoid the backwash. In this, we have to consider that within the skills, we can divide them into Receptive (reading and listening) and Productive Skills (Speaking and Writing). Moreover, when assessing one skill implies assessing another one.

"The Rubric is a tool for evaluating proficiency in both reading skills and mastery of micro and macro skills, which are the following:

- Produce chunks of the language of different lengths.
- Orally produce differences among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intentional contours.
- Produce reduced forms of words and phrases.
- Use adequate lexical units (words) to accomplish practical statements.
- Produce fluent speech at different rates of delivery." (EEAILE, 2023, p. 5)

2.2.1 Portfolio

To evaluate this class, the Evidence Portfolio has been selected as the preferred assessment method over other evaluation methods, which may include a formal review as an option. The Evidence Portfolio is a collection of essential learning documents that can be specific to a topic or encompass growth and learning overall. To utilize the Evidence Portfolio, it is essential to follow these steps:

- The Planning Stage: At this point, the teacher and students decide the specific purpose for collecting the work evidence. These can be used by the Educational Institution, parents or guardians, or administrative authorities at any point. The collection frequency and the works' characteristics will also be decided.
- The Information Gathering Stage**:** The next step is to collect the information according to the quadrants.
- Analyzing and Interpreting Stage**:** To interpret the learning outcomes make decisions about the following steps.

The relevance of using Portfolios as tools of assessment is to evaluate them. Such explanations can be made as Kuhlman (1992) explains

- Documentation
- Comparison
- Integration
-

It is essential to provide feedback throughout this process. Said feedback can be done by the peers themselves or by the teacher. Such feedback must always be provided during all classes, thus giving students the confidence to continue interacting and improve their participation and learning.

The Portfolio will be a compendium of all the tests chosen to evaluate the learnings of the students of this class. They will be briefly described below: Part of this will be the Speaking Skill Rubric. (Brown H. , 2004) because a rubric assesses Micro and Macro Skills in the Speaking domain, which fits the beginning level of the

students. This rubric will show the results of an Eliciting Speech strategy used to assess speaking in students.

Then, to assess writing skills, a rubric will be the tool to show student improvement. This assessment intends to evaluate Stage 1 due to the A1 level of proficiency of the students in the Prewriting stage; it means they can write the vocabulary. The vocabulary taught in class is used to express meaning in a context-appropriate. It is regarding the context and purpose of the communication ESL/EFL teachers give students tasks that enhance the relationship between grammatical items and the contexts in which they occur.

The referred vocabulary is what we use every day. This vocabulary is necessary to express ideas, emotions, and proposals, and it must be consistent and meaningful in what we teach (MarcadorDePosición1). It is essential to note that some other formative activities are used in the class not as a routine but to help students be more confident with their grammatical knowledge. Feedback when they give an incorrect response or a second opportunity to say it is one of the Formative activities the teacher is used to doing.

Regarding the writing skill, a form of evaluation has been chosen that also allows us to bring students closer to the use of ICT since, as we have seen in our Specialization courses, new technological trends in Education as CALL (Computer Assisted Language Learning) need to be considered due to how attractive they seem to students today. One of the responsibilities as teachers is to provide students with tools to assist them in their learning process in EFL.

Then, to assess this skill, we will work on a website where the students must match some drawings with their names. A rubric will assess the product of the activity. Moreover, as we have previously learned, when we work on one skill, we can avoid working on another, so this happens because the students will be able to work on their listening skills too. (British Council, n.d.)

2.2.2 ICT, Techniques, and Materials in Teaching Children

Until now, we have known the importance of the approaches, methods, and techniques that support us in accurately carrying out our teaching work to achieve the expected learning. However, due to the profile of the students to whom this class lesson was directed, emphasis should be placed on other aspects that support this teaching work, such as materials and techniques.

We have reached the point of the importance of didactic materials, techniques, and ICT in teaching a language to children at a basic level since, due to their age, attention span, and learning pace, they are the support to achieve the goals on them. Children's attention span is shorter than adolescents and adults, who can remain immobile and pay attention for long periods.

That is why the techniques involving movements, such as board games, role-plays, and dynamics, are adequate to maintain the student's attention and achieve the learning objectives. During this class, constant activities that involve movement are implemented, and the boys and girls who attend the class do so after attending primary school for their regular classes.

After a long morning shift at their primary schools, students arrive at the Center feeling tired and restless. The impact of these activities on their language learning is significant, as noted in The TKT Course (2012). As such, the Center's Philosophy emphasizes engaging them in outdoor activities to keep them active and stimulated.

Another characteristic of children is that they learn through experience and by doing (The TKT Course, 2012). This is when the didactic materials come into play since students can experiment with them, play like in real life and even give them clues about the vocabulary they will learn grammatical structures to follow, verbs, words, etc. Realia is very useful to prompt new vocabulary, being Prompting helps learners think of ideas or to remember a word or phrase.

Talking about techniques, Miming, Prompting, and Eliciting are essential tools to achieve the goals of teaching a language to Children. Miming to input the new vocabulary is the clue to avoid using L1 and foster internalization. Eliciting is used when a teacher thinks learners know a piece of language or gives clues about new vocabulary. (MarcadorDePosición1).

Information and communication technologies (ICT) have become indispensable today. Smartphones, tablets, computers, the Internet, and social networks are all crucial tools that influence our daily lives, especially in the wake of the pandemic. Incorporating ICT into lesson plans has been a priority, considering the limited resources available due to the Center's geographic location.

Unfortunately, the internet connection is frequently slow or non-existent, and the electricity supply is often disrupted. Additionally, the rural community's children utilize computer equipment afternoons for schoolwork. Incorporating techniques, materials, and ICT into class lessons is crucial to achieving the desired learning outcomes and reaping significant benefits.

As such, they are integrated into daily activities. In this class, innovation in resource development is an indispensable tool, given the children's varied learning styles and rhythms. Visual materials, including flashcards, educational toys, and more, greatly enhance the teaching task.

2.3 Attached Evidence of the Procedures

Next, we will show a clear sequence of the activities carried out during the Lesson described above in images. We will observe some relevant moments of it.

-Fist Session

Figure 8.

Warm-Up Activity

Note: Warm-Up Activity. Let´s Go Shopping Lesson Video. Selene RdV (2023).

Figure 9.

Presentation Stage Input Vocabulary (Session 1)

Note: Presentation Stage. Let´s Go Shopping Lesson Video, Selene RdV (2023).
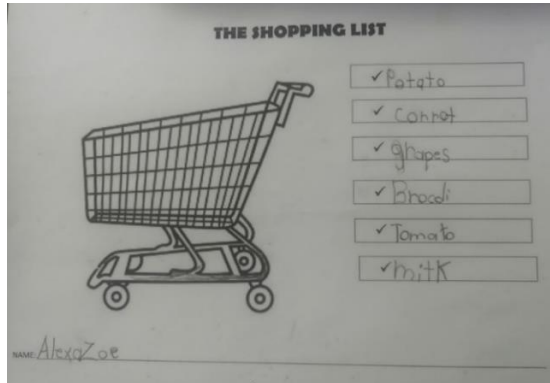
Figure 10.

Practice Stage: Writing Activity. Making a Shopping List

Note: Practice Stage. Let´s Go Shopping Lesson Video, Selene RdV (2023).

Figure 11.

Production Stage: Shopping List Workheet

Note: Shopping List Worsheet (Product). Let´s Go Shopping Lesson Video. Selene RdV, (2023).

-**Second Session**

Figure 12.

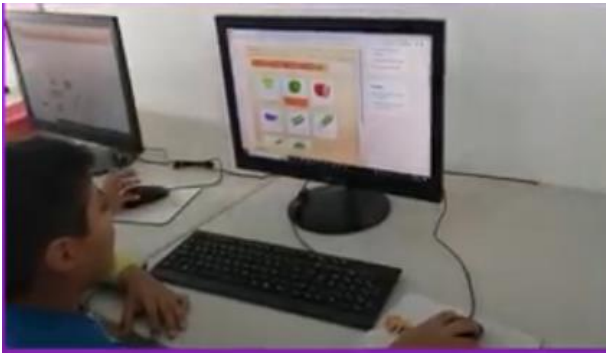**Presentation Stage: Warm-Up. Input and Reinforcement Vocabulary**

Note: Warm-Up Activity, Session 2. Let´s Go Shopping Activity. Selene RdV, (2023).

Figure 13.

Practice Stage: How much is it? Role-Play Activity.

Note: Role-Play Activity. Let´s Go Shopping Video. Selene RdV, (2023).

Figure 14.

Production Stage: Scanning Method (Matching Game)

Note: Matching Game. Learning English kids. British Council.
https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/vegetables-2 (Online game), (2023)

2.4 Evidence of the Assessment Procedure

The methodology and approximations of the tools are intended to evaluate students' expected learning. However, we will physically demonstrate these tools to better understand their true pedagogical support. These tools were created based on students' profiles, their level of proficiency, and the expected learning outcomes.

The assessment tools were provided for every skill to develop essential abilities such as reading, writing, oral expression, and listening comprehension.

These skills are crucial for proficiency in handling an L2 and improving social communication skills. These tools were designed according the features explained in our Specialization Course.

Figure 15.

Shopping List Worksheet
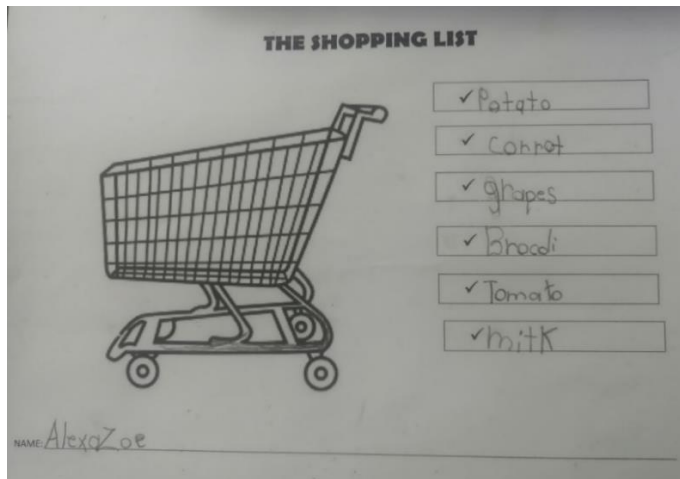
Note: The Shopping List. Let us go Shopping! Lesson Plan Activity for Assessing Listening and Writing Skills. https://www.pinterest.com.mx/.

Figure 16.

Role-Play Activity

Note: Role-Play Activity to assess Speaking Skills. Let´s Go Shopping! Lesson Plan video. Selene RdeV, (2023).

Figure 17.

Rubric for Assessing Speaking Skills Performance

Rubric for Assessing Speaking

Criteria	5 Points	3 Points	1 Point
Pronunciation/ Diction	Students (S) is easy to understand and make few errors 😊	S makes many errors in pronunciation but can be understood.	S is very difficult to understand or responds in L1.
Fluency	S can effectively 😊 communicate in different contexts	S can generally communicate in most situations.	S cannot communicate effectively in any situation.
Word Choice	S uses appropiate words to express meaning	S uses words or phrases to express simple meanings. 😊	S speaks using unrelated words.
Usage	S responds with 😊 connected vocabulary and language to express ideas. Response contains few errors.	S makes major or frequent mistakes in grammar and structure but it is possible to understand.	S makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/Meaning	Add a solution for each phase	S responds with limited vocabulary and language to express ideas. Response contains frequent errors. 😊	Unable to respond usign English language vocabulary.

Student´s name: Alexa Zoé

Note: Rubric for Assessing Speaking Skills Performance. Let´s Go Shopping! Lesson Plan Video. Selene RdV, (2023). www.canva.com

Figure 18.

Matching Game Scoring.
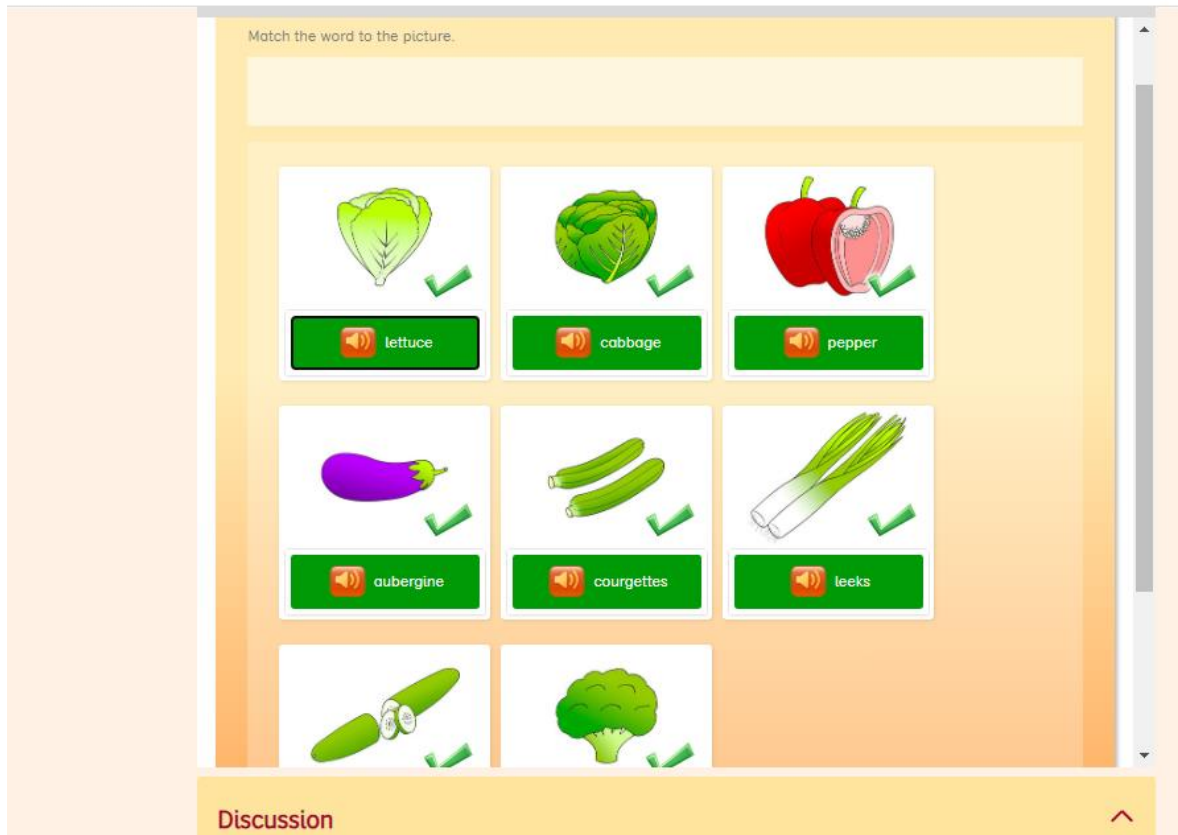
Note: Match Game. Learning English Kids. British Council.
https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/vegetables-2

To assess students' reading ability, the Rubric tool aims to assess micro and macro skills according to the student's level of proficiency and the micro skills to be worked on. In this way, we will have a clear idea of the achievements obtained by the students, the expected learning, and their development of communication skills in L2.

2.5 Lesson Plan Video

As per your request, all activities incorporated in the lesson plan were recorded on video to provide concrete evidence. I thoroughly analyzed the methodology, approaches, methods, and techniques utilized in developing the lesson plan.

In the video, the progression of activities will be witnessed and aimed to enhance various communication skills in English. Additionally, we can observe the student's proficiency and competence while using the language.

The following link shows the video recording.

https://drive.google.com/file/d/16cU5z7h7Cve0uEP77LnpBFfAdUJWd1Mp/view?usp=sharing

CHAPTER 3. EXPERIENCE REPORT

Once the activities have been designed and implemented in the classroom, it is essential to summarize their impact on the students. Evaluating whether the expected learning outcomes were achieved will help inform future procedure decisions.

Assessing the teaching performance, the methodology of the lesson, and the knowledge gained by students is crucial. This information forms the basis for designing future studies in line with the Syllabus of the educational level being pursued and the individual profiles of the students.

The first activity, the warmer, starts the lesson. Although most students are between 8 and 12, a couple are 13. They are just beginning the stage where they are no longer children, making them feel childish. Due to this fact, that activity will only be used occasionally to change the class dynamics, not to make them feel uncomfortable. Admittedly, this moment brought the class a positive atmosphere and felt great.

Figure 19.

Warm-Up

Note: Warm-Up Stage. Let´s Go Shopping! Lesson Video. (2023)

During the writing activity, the students' learning results exceeded expectations. It was gratifying to see the high-quality work produced by the majority of the students, even though some required extra help. In general, the results were outstanding. Even though some of them still use L1 to express their ideas, most make the effort to communicate through L2 or remind each other.

Figure 20.

Writing Activity

Note: Writing Activity. Let´s Go Shopping Lesson Video. (2023)

During the second session, the students' competency in speaking activities is evaluated to determine their learning outcomes. Building self-confidence is crucial and the teacher's responsibility includes observing their students' strengths and weaknesses to define their participation and improvements in class. Providing

feedback and support is necessary to ensure that students feel comfortable and don't lose their fear of speaking in front of their peers.

Figure 21.

Role-Play

Note: Role-Play Activity. Let´s GO Shopping Lesson Video. (2023).

As I reflect on my performance in selecting the appropriate methodology, techniques, and evaluation tools. Lately, I have been using a teaching approach quite different from what I am accustomed to. It has been a small quantity of a struggle to unlearn my old methods and adapt to this new one. Nevertheless, witnessing its positive effect on student learning and class activity participation is gratifying.

About the expected outcomes. Students can interact with the volunteers that come to the Learners Socialize the target language Centre gradually losing the fear of communicating in the target language, and in this way, applying one of the basic principles of learning English in Mexico, which is communication. Words and sentences in English have been incorporated into their vocabulary.

Figure 22.

Volunteer Supporting Student´s Learning Process.

Note: Student being helping by a Volunteer during a Class. Resplandor International Centre. (2023)

The outcomes of using materials and resources for lesson activities indicate success in achieving the intended goals of discouraging the use of the native language among the students and enhancing their ability to infer and internalize the target language. The students demonstrated confidence in their participation during the learning sessions, further highlighting the activities' effectiveness.

To make language learning easier, miming and prompting techniques are important tools for teaching students at this age (The TKT Course, 2012). The use of the learners' native language is discouraged and provided didactic materials. Practicing and reinforcing speaking in the target language helped internalize it for future communication.

As mentioned earlier, the techniques of Miming, Prompting, and Eliciting are crucial in ensuring that students achieve their learning goals. It is important to emphasize the use of these techniques as they help students minimize their reliance

on their L2 language and avoid translating words, thereby improving the process of Content Schema.

A significant achievement of mine is being able to converse with native speakers. It can be challenging to find chances to practice speaking with a native speaker when learning a second language. The volunteers who come to the center are enthusiastic individuals who want to assist children. These interactions are valuable as they allow students to apply their language skills, build their confidence, and absorb new knowledge.

The activities were generally successful, although some improvements are needed. Introducing more challenging tasks for the students and selecting appropriate textbooks and methodologies that align with the Centre's activities would be beneficial. Despite these necessary adjustments, the anticipated learning outcomes have been achieved.

About the challenges, in the reading activity, we enlisted the assistance of a few girls at the center to aid the children in utilizing the computers. Due to the high volume of children who come to do their homework in the afternoons, coupled with the slow network speed that prevents pages from loading correctly, additional equipment is needed. It will be necessary to implement other strategies to encourage the use of ICT among younger children.

I must admit that implementing new evaluation methods has been challenging, given my experience. The teacher introduced a different evaluation form, where preschool children are evaluated based on their qualitative progress rather than quantitative measures. The evaluation process encompasses various aspects of language learning and assesses the skills, abilities, and competencies that students acquire.

I am enhancing my English proficiency because I recognize the importance of providing my students with top-notch education while maintaining a professional attitude. During the Specialization, I had to adjust my teaching practices and let go of some of my prior beliefs, which was challenging after so many years. Nevertheless, I remained receptive to new information and consistently reflected on my practices.

CHAPTER 4. CONCLUSIONS

As a teacher, effective planning, development and assessment are crucial. Thanks to the Specialization Course, the necessary skills have been acquired to design a comprehensive class plan, including the teaching methodology, successes and areas for improvement that the teacher will perfect through practice.

The journey from the beginning of this Specialization Course until today has been very productive and satisfactory. The knowledge acquired is an indispensable tool for current teaching performance as a teacher of a second language such as English. Knowing the scope of action and the achievements obtained thanks to it is essential.

The topics led us to know the necessary elements to develop a class. The characteristics, learning pace, age and mastery level of our students, among others, are part of the prior knowledge that a teacher must have to perform in the best way in front of his group. These characteristics will be the key to the achievement of the expected learning in their students, as well as their level of language proficiency.

All these elements have been described lesson by lesson, explaining the forms of educational intervention available for each one. They are showing us that more is needed than having a high level of language proficiency and that the Methodology applied in the development of the lessons is essential. To professionalize essential teaching, teachers must prioritize performance; that is why this Specialization course was created.

We begin to learn in this Specialty the approaches available for teaching an L2. Likewise, the methods and techniques that can support us in the design of the activities to be carried out in class. Perfection comes with practice. Scholars in the field of Education develop new techniques to improve teaching performance, as well as the changing world, new technologies, allow for advances in the educational area.

A genuinely professional teacher must possess the trait of being humble enough to recognize that he can learn from her students. According to the New Educational Model (SEP, 2020), students are expected to acquire skills that will last

a lifetime and the learning process never really ends. This fact applies equally to teachers, who have countless opportunities to improve their performance.

Contexts can change, making it essential to modify the forms of educational intervention. A teacher should never forget these keys. Internet materials, techniques and tools are available to support you in your teaching and are an ongoing source of resources that we can rely on to achieve expected learning and provide innovative activities for our students.

As previously stated, the teacher can be the push that a student requires so as not to slow down their learning process, since through him or her they can find the necessary motivation to continue doing so. All this to make sense of what is taught, bringing them closer to realistic and memorable situations, getting to know them and capturing their attention through their likes and preferences, etc.

Teachers must be aware of the transforming task we have, the obligations it entails and the satisfaction it offers us. As previously indicated, an incessant task places the teacher as responsible for building the future of many lives and their professional fulfillment. Teachers must be aware of the transformative work we have, the obligations it entails and the satisfaction it offers us.

Building the future and the professional fulfillment of many lives is an inexhaustible responsibility of teachers. That is precisely why this Specialization course exists: to improve teaching skills and achieve optimal results: for students capable of navigating the challenges of this ever-changing era. Every day there are more requirements to perform competently in any area of work, personal and professional life. Therefore, having communication skills in an L2 is essential.

Finally, the skills acquired and developed after having attended this Course, will be demonstrated in the knowledge acquired by their students, as well as in the effectiveness they acquire of using their communication skills using the language. All this will trigger a series of achievements achieved by both the Professor and his students, which will achieve the objective of Personal and Professional development in both.

The main motivation for not giving up and giving up came from the affection and understanding of the people I love the most: My family, without whom it would not have been possible to go down this path when resuming my studies after so many years.

APPENDICES

Figure A-H

Vocabulary Figures (Flashcards)
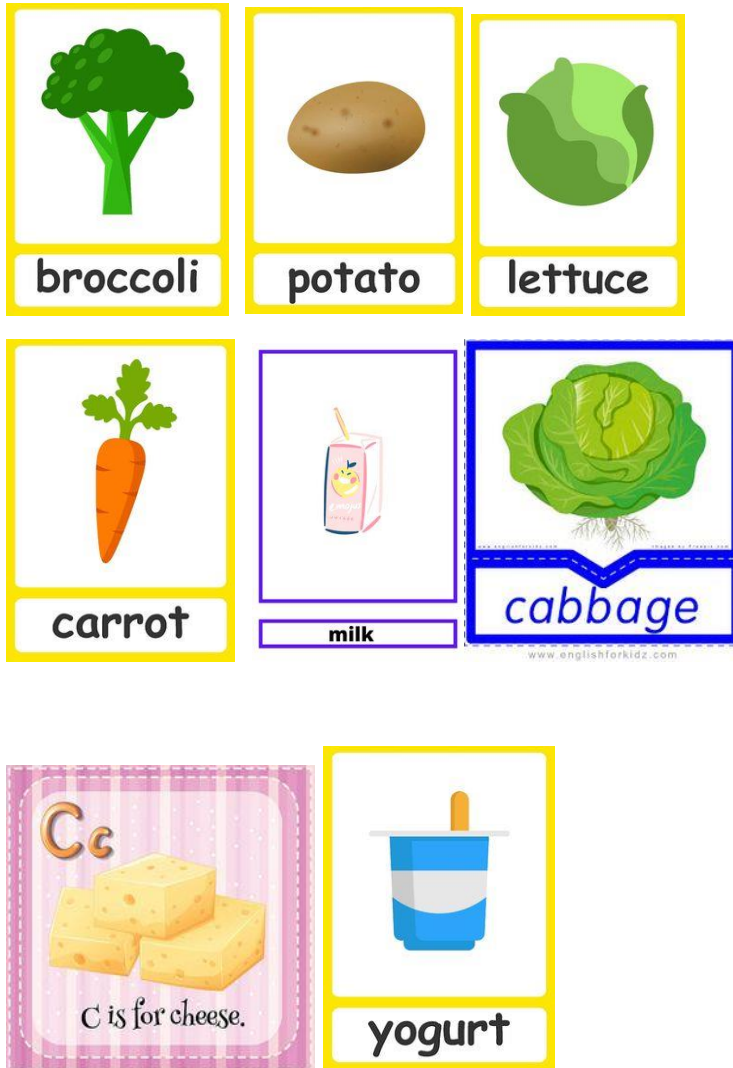
Note: Vocabulary Flashcards Drawings. Pinterest. (2023). https://www.pinterest.com.mx/

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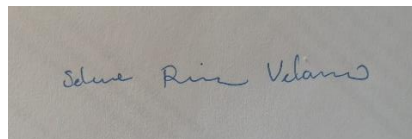
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