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Integrating English Language Skills in Basic Levels

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

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Especialización en
Enseñanza y aprendizaje de Inglés como Lengua Extranjera
Specialization in English Language and Teaching as a Foreign Language



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CHAPTER 1: PHILOSOPHY AND THEORY

1.1 Teaching Context, Identity and Philosophy

During the development of this project, one of the main objectives was focused on reflective professional development in teaching English, which as teachers, it allows us to observe and understand what we do in the classroom when we develop a class. In general, each teacher is recognized by his or her actions, how he or she prepares the class, how he or she organizes the activities for the students, how he or she evaluates the performance of his or her students, and finally how he or she evaluates if the objectives of the class were met or not, all these actions are carried out in the teaching-learning process where each teacher has to take his or her own methodologies and approaches to be developed according to his or her experience. In our society, there is a great number of professions: doctors, engineers, lawyers, dentists, and psychologists, and all of them have something in common, they were taught by a teacher. Teaching is the only profession that learns a lot from when being a student, before we became a teacher, we were students. The first English course I took was when I was about thirteen years old, I studied English in a private Institute at par I had an English teacher in my secondary school. In both cases, each teacher used to use different approaches during those years. Many years before, when the way in which the English language was studied was different from now, the classes were conducted under a system – based. English programs focused on meaning – signified and signifier, the expression of the word that is the written representation of a word or a referent in the real world. On the other hand, today English programs and methodologies have been working in the direction of social practices of a language in which is used in a different context and solve everyday problems. Social practices are materialized in text types, which are written or spoken form.

Therefore, the way time has changed and new trends in the teaching field have appeared, and how technologies have been included in the teaching-learning process. The language system perspective has changed to a Communicative approach, where reasons for using the language are included.

In general, the way I was taught English has changed, where social and affective dimensions are taken into account to see what to do with the language and how can change the state of what we say in social scenes. Perspectives have been modified, and language

theories have been developed but what is true is that when teaching English needs to use both perspectives, that one that conveys rules, grammar, and vocabulary in English and the one that focuses on how to use English in social contexts. However, each of us as teachers form a unique perspective on these processes. Observing and reflecting are two important concepts that allow us to create our own teaching philosophy.

The philosophy that we have as teachers is based on three important aspects: cognitive, emotional, and procedural. In other words, our philosophy starts from what we learn in the theoretical part, how we put it into practice, and how we feel emotionally when doing it. The philosophy that we are creating over the years helps us to reflect on our teaching performance and the environment in which we work, which will allow us to make decisions before, during, and after a class. Reflect on our environment and some other external factors, consider whether as teachers we have the same conditions in each class, reflect on the diversity of students that we have, in levels, in age, in places of origin, if there is technology in the classroom if we have didactic material within the institution, it will allow us to improve as teachers and enrich our experience that will help us to overcome obstacles in each session taught.

Each teacher must consider three important elements in our professional training, mastering the English language, how to make students acquire English as a second language, and what approaches or methodologies can we use to achieve the lesson planning objectives, the field of teaching could become more difficult. In the field of teaching, all teachers know that sometimes it is not so easy to take decisions, we want to develop a class completely in English but when we notice that the students cannot learn, we help ourselves with the mother tongue, Spanish, we want as teachers to be the main source of the foreign language, but we do not allow students to perform in English, such contradictions are part of the complex nature of our field, and we must accept that the different methodologies and approaches in teaching do not exist one that fills all our expectations, that is, we have to find a combination of different strategies or methodologies that allow us to develop a class in English so that the objectives could be achieved.

The importance of teaching English in Mexico has focused on social practices that people do with the language in real life. Language is a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby an individual

comprehends the World and integrates him / herself into society.”(1). From this perspective, the importance focuses on communication, considering the context, and carrying out participatory interactions within a determined group. Afterward, scholars of linguistics focused on the characteristics of the language and how they work at a given time – Structuralism. Ferdinand de Saussure, professor of linguistics in Geneva, Switzerland considered the father of linguistics, created the principle of arbitrary nature, where the symbols of language do not have a direct relationship with the outside world, this idea explains that the sound and the shape of the words do not have a direct relationship with the objects. Noam Chomsky, one of the most important linguists of the XXth Century, has established groundbreaking work on linking cognition (thinking) and language and developing ways to show how language is generated. The idea is that there is a finite set of rules that can be applied to generate any sentence that is grammatical in a given language – Generative Linguistics.

Returning to our context, the social practices of language emphasize the different ways in which language is used in different contexts. In public education when we talk about learning a second language is very complicated due to the fact there is no sequence from previous school years. When they come to secondary, it is supposed that in primary English was taught, but the reality is that not. They didn't have English classes, probably they had only three years, probably two or nothing. Based on that, and according to our English plans and programs, the way social practices are carried out is designed in order to make students learn English in specific situations in everyday life based on a communicative approach where communicative competence is emphasized as well as the use of a language for meaningful purposes in authentic situations. Therefore, the activities in the classroom are intended to provide students with opportunities to try out what they know in contexts as naturally as possible. Such social practices are relevant to a specific community where students are centered, where students' experiences are collaboratively shared, knowledge is socialized and transmitted among students where the teacher is seen as a model to perform those social practices included in the plans and programs of basic education.

The main goal of teachers is for the students to get sufficient knowledge to engage in social practices in specific situations as real as possible. *“Users and learners of a language” primarily as “social agents,” i.e. members of society who have “tasks (not exclusively*

language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action (2) Breaking down social and economic boundaries so that all students can be part of the teaching-learning process and make students understand English and where and how can use this language in the future. Create the need to communicate in English to our students. Communication is a powerful social and communicative instrument for interacting with others, taking into account knowledge (competence) and usage (performance) that impulse spontaneous communication in a real-time interaction in different social-media environments.

Finally, this specialization was focused on what we do as teachers, we reflected on what is our experience in teaching English, what has made us teachers, and even why are we teachers. What motivates us to teach English, we revised how teaching has changed, since English has been seen as an object of study, and at present, how language teaching has turned into how English is used, and what is our main objective, communicate in a second language.

Also, we ask ourselves where our ideas of being teachers came from, we consider that we are influenced by teachers when we were students, remember that we went to school since we were children, and those teachers who taught us make us reflect on what we do at present as teachers. Some of us went to take English classes somewhere, and there we met the way teachers performed their classes. We reflected on what strategies or approaches we follow to prepare a class, what language theories and concepts we have as teachers, and what we applied in a classroom, sometimes we make a mixture of those concepts unconsciously, but in the end, we know that is very important to know where the English language come from based on historical linguistics to improve our teaching process and how we use English in a specific context how English functions, a view from functional linguistics and language in use perspectives. How we communicate to students, what communication model fulfills our students' necessities, what model is taken into account when planning a class, what it is suitable, and what it is proper.

The whole course made us analyze our teaching process and made us aware of what to consider when we teach a class under different contexts and different necessities in order to make our students feel self-confident and achieve our teaching and learning objectives.

During this specialization and through each chapter the perspective I had about teaching English changed. The opportunity to make decisions on what can change or what

can maintain in the teaching – learning process to achieve communicate goals, is a treasure for us, the teachers, decide what approach or model of communication is better for us. What is our social-cultural context where we work, how can take into account the language system when we focus on social practices in order to apply better communication strategies to make students use language in real context, in real life. How students can interact in social practices with others to use the conventions of the language in a creative way for constructing meanings within a specific community.

Considering that the methodological approach in English in basic education is communicative and focuses on the use of the language, as it was mentioned above, communication models play an important role to accomplish with this objective, where in this process and the close relationship between teachers and students happens, there must be a person who sends – the teacher, the message, understood as written or oral, and the person who receives, the student, within a specific context.

On the other hand, when we decide to teach English, we need to consider other things that make us reflect on what is possible or not, the setting and the scene, that is why thinking about how we began as teachers, or the characteristics of our schools where we work have, how students are, physical, emotional, and psychologically, what their strengths and weaknesses are, all these features will enable us to communicate in English and achieve our goals and objectives set since the beginning.

1.2 Theory Underlying your Teaching Practice and Identity

English programs in public education are based on communication, in this sense the model developed by Jakobson plays an important role. The model contemplates the following elements: Sender, Message, and Receiver, where the message is influenced by the Context, a Channel, and a Code (3). Another important communication model that can be taken into account is Hymes' Model of Communication, represented by the acronym SPEAKING (4): **S**etting and scene, **P**articipants, **E**nds, **A**ct Sequence, **K**ey, **I**nstrumentalities, **N**orms, and **G**enre. The teaching of English and the bases of this specialization are based on studies on second language acquisition, which is the field where students acquire a second language, after their mother tongue (L1). The work carried out on Second language acquisition focuses mainly on explaining the process of how students learn a second language through

methodologies, approaches, models, or hypotheses. Therefore, saying second contains many complexities in the process of learning English as a foreign language in Mexico. The ongoing project helped us to reflect on our teaching practice. During this first module of the specialization, we studied the different methodologies and approaches that we use unconsciously at some point in our class planning, we also know that when developing a lesson, we need to help ourselves with techniques that will allow the students to achieve their learning goals. As teachers we need to consider some concepts that were studied, first, the word approach is the theoretical positions and beliefs about the nature of language learning and the applicability of both to pedagogical settings (5). We learned the definition of a method, which is a generalized set of classroom specifications for accomplishing linguistics objectives, focused on the role of a teacher and student, sequencing, materials and they can be used in many different learning contexts, and finally, techniques are the specific types of exercises or activities used in class for the purpose of reaching pedagogical goals. Taking into account these conceptions, the most difficult concern is to make those concepts converge in a classroom. The methodology used by the teacher helps students build their learning and helps them specifically develop their cognitive and affective skills.

We as teachers not only choose one method or approach over another, but we also make a set of decisions about what procedures to develop before, during, and after a class and what resources will be used in the different phases of a lesson plan, contemplating a series of well-organized and sequenced activities based on the intended objectives at each moment of the process. In addition, the appropriate selection of methods, approaches, or techniques will allow us to respond to the needs of students and their contexts. Considering an adequate methodology, together with the selection of an adequate teaching strategy and appropriate techniques will let students achieve their learning,

Based on my work experience as an English teacher, the road has been long, especially when it comes to methodologies and approaches, I consider that at the beginning and as a novice teacher I did not know about those concepts, however, I can say that the use of the mother tongue (Spanish) in a classroom where English is taught as a foreign language is very common, it is also worth mentioning that now that I am a public secondary school teacher, the use of the GTM method is very common to see it in classrooms due to the fact that when students reach secondary school in most cases they did not have English classes in

primary school. Also, another factor that I have noticed in the place where I currently work, is the use of the direct method where the use of phrases and instructions in English are very common, as well as the practice of reading aloud modeled by the teacher. The audio-lingual method, due to the lack of infrastructure in the schools, is the one that, in my opinion, is the least used, because the materials are incomplete, that is, most of the books do not have the cd class audios.

On the other hand, through the years technology and needs worldwide have changed, and therefore the approaches and methodologies have also done so, taking into consideration that today with the use of technology and technological resources, the main objective is to stay in communication and also solve the problems that arise today, the teaching context has to adequate to these new demands, and teachers and students must know how to face these current challenges. Therefore, we must never forget that, first pedagogy then technology. Finally, it is important to remember that, to counter these sudden and frequent changes, we as teachers must be constantly updated and trained to be at the forefront of new trends in relation to language learning and language teaching.

In the course, we studied, as mentioned before, some approaches, methodologies, or strategies that help us in the development of English Language Teaching (ELT). One of some approaches is the Grammar Translation Method, basically, this method approaches vocabulary, and some principles were established by Larsen-Freeman, D. (6). The teacher is seen as an authority, where grammar is presented, L1 works as a medium between the target language and the mother tongue, correctness is highly valued, language learning is by memorizing rules and facts, and L1 in the classroom is allowed. Then, the Direct Method, aural (heard) and oral (spoken) aspects of learning a language are more important than reading and writing for this method. In this method, language is connected to words that are produced orally and perceived by the listeners. Language is about communication. The oral input plays an important role in the process of language learning. Oral language is learned first. Using L1 in the classroom is forbidden, and teaching pronunciation is central to this method. Grammar rules are not taught directly. Another method is the Audiolingual Method based on behavioral principles, this method relies on mimicry-memorization method, through drills and repetitions structures could be learned. The Audiolingual Method is based on the idea that learning a language involves the formation of habits (behaviorism). The use of the

first language is not allowed in the classroom. Adopting the stimulus-response principles of behaviorism, form is learned by memorizing texts and dialogues and also through the use of drills. Teachers must first teach listening-speaking then reading-writing.

Communicative Language Teaching is a style that allows students to acquire meanings and linguistic forms to know how to perform a function for negotiating significance in order to make students become communicatively competent. Communicative language teaching tries to define what students have to learn in terms of communicative competence rather than linguistic competence (8). The role of the student in a CLT context is mainly as communicator and responsible of his or her own learning process (9)

The following project aims to develop ideas about language, language learning, and language teaching and how the theoretical framework we studied through this first module of the specialization we relate it to our own experience as teachers and how this theoretical framework will help us improve our teaching practice inside the classroom. The first topics of the current specialization led us to analyze and reflect on the current programs of English education in our country, an overview of the theories of language and language teaching, and how the different perspectives on teaching and learning can be integrated into the contents of English language programs. After having read about how the English contents were organized in our education programs in Mexico, we continued with the study of the second language acquisition theories and how this information would help us to choose the appropriate methods and strategies in order to promote the development of the English skills in our students. As mentioned above, this project wants to describe how the different elements involved in the process of language teaching and language learning influence the progress or achievement of the objective or objectives set when planning a class, we studied sociocultural aspects, as well affective factors and how they relate to the learning processes and the practices that we as teachers develop in the classroom. Furthermore, this work analyses what the teacher commitments are, and how students coexist one with another when a class is being carried out

As a result of this study process during the specialization, this project reflects the different positions or suppositions of how English as a second language should be learned and how it should of course be taught. All the reflective work that was carried out during the module will help us to forge and improve our teaching practice seen from our experiences

and help us to recognize our conception of teaching and how to overcome the challenges involved in the learning and teaching process of English as a Foreign language in order to create our own language teaching philosophy that will represent us as our teacher essence.

The role of the teacher today is very complex, everyone knows that a teacher, in addition to being a teacher, has to be a psychologist, sociologist, doctor, motivator, actor, technologist, clown, rockstar, influencer, and many, many more. However, when it comes to teaching, a teacher has to be aware that the different roles can be different according to the context, create particular roles for teachers based on the institutional administrative structure, the culture operating in each institution, and its teaching philosophy” (7). The main objective of this module is to generate our own philosophy as teachers, which will help us to know what roles we have inside and outside the classroom. However, in addition to the roles that represent our own philosophy, we know that even today we have to develop other skills as teachers, such as: being innovative, being in constant training, being social, involving parents, working in a team, and mastering ICT. I consider the role that I play as a secondary public education teacher to be two: professional and counselor. Professional, in terms of commitment and training, and counselor, knowing students further than academic terms is a delicate and complicated issue, however, as I have always said, showing yourself as you are will not make you lose authority, on the contrary, you will gain the trust of your students. In matters of my beliefs about what a teacher should do, it is above all, -teacher control- and not in terms of authority, but in terms of negotiating with the students to achieve the expected objectives from them. I also like to learn about motivation techniques, or often carry out integration activities to strengthen the work environment and interest of the students in the class.

Taking about the role that students have today, it is necessary to point out that nowadays students have gained ground in terms of the student-teacher relationship, they have more and more rights and we forget their obligations. Regarding the role of the student in general, in most cases, I focus on two: phantom and isolated, isolated due to obvious reasons, but the phantom students are those who are in the middle of the learning process and we have to motivate them in order to make them give the best of themselves and do not get lost and lose scholar performance, on the contrary, become outstanding students.

In this process, we learned different ways of how English is taught and learned. Reflective work was also carried out on what our teaching philosophy is, making us reflect on what we do and what we stop doing. Know the teaching and learning processes that take place within the classroom, generate our own ideas and assumptions that help us improve as a teacher and have a better teaching practice, in other words, gain experience on methodological principles that we use when we plan a class and that to a certain extent, we do them but we have not taken time to reflect on it.

Everything studied will help us make decisions that will help us improve as a teacher, knowing the learning styles of our students, how they are, how they behave, are elements that help us make decisions so that all students achieve their learning.

The educational processes are long and are in constant movement, for this reason, it is important that as teachers we keep training and updating to improve as a professional and be in constantly changing. We know that the challenges we face as teachers are great and at the same time ambitious, but by keeping a good disposition and committed to education we will be able to get ahead, continue with what works for us and stop what does not.

Finally, the present is uncertain, we lived it a couple of years ago, however in this path of teaching, it leaves us with many satisfactions and personal achievements, and the only ones who are able to recognize our job are our own students and no one else.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.1 A Practical and Useful Lesson Plan

The lesson plan was carried out with the intention of putting into practice what we have learned during the specialization, it is time to show how experienced we are in teaching practice from what we have read in theory. During this period, we have read about the teaching process which has allowed us to reaffirm some concepts that we already had, clarify others and also learn new ones. The class that took place was recorded as part of the culmination of our studies. The class was held in the state of Tlaxcala, it will be carried out in “Instituto de Capacitacion para el Trabajo del Estado de Tlaxcala” (ICATLAX), in an amateur course one, so the content performed in this class was an elementary topic. The institute offers training courses for work, in this sense, the courses are in English. Students who enroll in these courses must be at least fifteen years old, and there is no age limit to enroll, the number of students per course is minimum fifteen, maximum twenty.

The experience in teaching that I have is about fifteen years, I am currently thirty-seven, I finished the university in teaching English language by “Benemerita Universidad de Puebla” (BUAP) in the city of Puebla, I have worked in different levels, from primary to university, also I have worked for ICATLAX (Instituto de Capacitacion para el Trabajo del Estado de Tlaxcala) and STPS (Secretaria del Trabajo y Prevision Social), as well as in some specialized schools in the English language, and some companies.

As a teacher, the main challenge is to adapt to new generations and new technologies. We know that the language is dynamic and remains in constant movement, however the pillars and roots of the language have been maintained through the years. We know that having taught English verbs ten years ago is not the same as teaching those same ten verbs today. What is transcendent in this teaching and learning process is undoubtedly the means with classes are performed. We know that these forms are the methodologies and approaches that teachers have had to adjust over the years and achieve with the help of technology, pedagogy achieves its goals; remembering that first pedagogy, then technology.

The lesson plan format designed for this project, (see appendix 1) was considered for one hour lesson, and for sixteen students, the level of the class was elementary, the topic was *Daily Routines and Adverbs of Frequency*, where the four English language skills were integrated, listening, reading, writing and speaking, for the interculturality competence the

difference between the British and American English was done with the verb *have* and *take*. The product for this one-hour lesson was a social interaction through a game called *Let's Guess Who*, and the assessment tool was a checklist.

The lesson was divided into eight stages according to the lesson planning format designed to be developed in a sixty minutes lesson, the class started with an integration activity, from my perspective I always start a class with an integration activity because it makes students feel relaxed, and get students ready for collaborative work and as a consequence it generates positive attitudes. The game was called *The Law and Order*, where students played a role as a client and as a lawyer, when the teacher asked a question, the person who needed to answer that questions was the lawyer, that means that when the teacher ask a direct question to the student, he or she did not have to answer, the person on the right that was supposed to be the lawyer, was the one who answered. After finishing that activity, the class continued with the explanation of the topic, and I used visual aids for explaining the vocabulary, the vocabulary was about *verbs*, verbs that were going to be used in the following activities, the verbs were presented by using visual aids, animated images that helped students infer meanings, practice repetition, retain information, remember key terms and catch students' attention. The next stage was, grammar focus, the presentation of the grammar enabled students to build better sentences in speaking and writing performances. The presentation focused on word order when using any other verb than verb to be, and when using the verb to be, and word order questions, the structure of *how often...?*

For teaching interculturality the use of *take* and *have* according to the context was explained because considering the intercultural approach is a relevant element in the teaching of the English language in the classroom because it allows reflection in order to have a global vision of the world for enriching the academic formation of students. Currently, the teaching-learning process must take into account the different countries where English is spoken, students have to learn to recognize the sociocultural reality that considers every act of speech, called cultural context so that linguistic exchanges can identify the social and communicative element between the interlocutors. Finally, interculturality manifests itself as an element that crosses borders; considering activities within our academic planning implies not only the coexistence of different cultures, interaction but also the recognition and respect of cultural diversity, intercultural approach prioritizes comparative reflection on the reality between the

culture of the student and that of the linguistic community to which the foreign language being studied belongs. Interculturality is accepting and understanding the way of being and thinking of the other culture without imposing or dominating in any circumstances so that the student develops their intercultural competence and the student can communicate effectively in intercultural situations, establishing their own relationships within cultural contexts. After considering some aspects of interculturality, the class continued with a listening activity (see appendix 2) where students had to identify and circle the daily activities they listened to, with this kind of exercises the students identify pronunciation and discriminate words as they were listening, also they could practice reading through repetition drills. The activity included verbs that were studied before whereby students felt self-confident doing the exercises, and some new vocabulary was included, with this activity students used their prior knowledge and the context to work out the meaning of the words, they also listened actively as they were reading, through this activity the information was presented in a sequence where the content words were easily to identify, in this case, verbs. After the listening activity, the reading activity was carried out (see appendix 3), the listening activity had as purposes, identify frequency adverbs and continue identifying verbs that are used to express daily routines. For this activity of looking for specific information (scanning), and once the students have finished looking for specific words, they looked for a general overview of the text (skimming) and answer some close-ended questions, they only answered true or false to statements taken from the text. Also with this activity, students practiced reading aloud and practice pronunciation as well. In this reading practiced students could notice how grammar assumptions were exemplified with the use of the frequency in terms of writing correctly the adverbs, vocabulary was reinforced with this activity too. After having done an integration activity, presenting the topic, then the vocabulary, practicing listening and reading, social interaction took place, with this activity students improved their social skills, where they put into practice what they have learned, daily routines and frequency adverbs. The game called *Let's Guess Who*, where students developed speaking and writing skills mainly. The group was divided into teams, girls versus boys, during this activity students were asked to write two sentences, using an everyday activity and the frequency of it, for instance; *I always go to the gym*, once each student has finished writing his or her sentences, the game started by picking up a sentence by a member of the opponent team, he

or she read the sentence aloud, and the opposite team had to guess who wrote that sentence. The team that guessed more, the team that would win. To assess this activity was done by a check list, with this instrument, collaborative work, participation, the usage of the language, values and responsibility were assessed, the assessment tool was a check list (see appendix 4) Before closing the class, a summary was carried out made by question in order to refresh what has been studied during the class, the difference between have and take, the daily routines, what are the frequency adverbs, etc. To finish the class, a interactive online activity was designed, with the help of their cellphones, students scanned a QR code in order to connect to the Educaplay website and interact with a wordsearch activity in order to find vocabulary seen on the lesson.

In this didactic lesson planning, the four English skills were integrated: speaking, writing, reading, and listening, and an evaluation instrument: a Checklist, which will allow us to evaluate students' performance. Also, in this lesson, it was considered taking into account the issue of interculturality, where the use of verbs such as: take and have depends on whether it is American or British English usage. In order to carry out the activities designed in the lesson planning, the didactic resources play an important role, for that, the class included: a ppt presentation, the use of a projector, a computer, and a speaker, as well as worksheets, pieces of paper, and a ball. Finally, an integration activity and a group dynamic were put into practice for making the class more interesting and creative, technology was also considered because there was an interactive activity done on a webpage with the use of a QR code.

After completing this lesson, which included a one-hour class recording, the results in the classroom were generally met. The purpose of the topic: "*Daily Routines and Frequency Adverbs*" were achieved through the grammatical explanation of how to use the adverbs, and on the other hand to identify the verbs that represent daily activities that they do every day. In the integration activity, when the whole group works, sometimes there are students who participate more than others, or even the instructions are not clear to everyone, or even time plays an important role in its development. In the vocabulary part, flashcards facilitated comprehension, which allowed the meaning to be understood clearly. For the listening exercises, being a selection exercise, and having a clear audio, the exercise was carried out without setbacks. In the reading exercise, the reading comprehension questions

were easy to answer despite being open questions answers were easily to identify un the text, however, reading aloud had areas of opportunity because pronunciation is difficult for basic-level students.

For the socialization activity, speaking and writing skills were put into practice. For the writing activity, some errors were presented, such as the correct position of the adverb of frequency, or on the other hand, the correct conjugation of the verb in the third singular person present. On the other hand, when writing, the students could help themselves with the verbs that were previously presented in the PowerPoint presentation. To conclude the activity, the students with the help of written sentences, sentences written before, putting speaking into practice, modeled by the teacher, because the teacher helped to correct the pronunciation of the words while students were reading aloud. In order to achieve this game activity called let's guess who, it was necessary to carry out an evaluation so that the students knew what aspects were going to be assed, such as participation, how to respect participation turns, finish on time, etc. and see what criteria were covered and which not. In general terms, the activity had a good impact on student learning.

As part of the feedback, the teacher asked the students questions to refresh those that had been previously studied, to recapitulate previous knowledge and verify through the questions, if the students had understood the subject, in general terms, and observing that when student who was asked was helped by the entire class group

Another aspect that could be achieved was to include intercultural aspects of each country, for English-speaking countries such as the United States and Great Britain, the use of the verb take for the American country and the verb have for the British country.

Finally, the last designed activity had the purpose of using a technological tool through the Educaplay platform, with the help of the internet and the use of a QR code. However, due to the lack of connectivity by some students, the activity was not developed by the majority of the students, which is why it represented a learning barrier.

This specialization in the English language helped us to design a complete lesson planning format and consider the strategies and the activities adequately, we reflected on our teaching practice, especially what we can improve as well as how we can innovate to improve our lesson planning. This last activity, which was to record the class, helped us to strengthen our knowledge about information technologies, as well as to learn about new didactic and

technological resources that we can develop in class to make it more interesting and creative for the students. Throughout the entire process of this postgraduate course, teaching practice played a very important role, because many times when we prepare the class, we do not consider some aspects that are very relevant for the teaching results to be achieved, so it is important to recognize what that we are doing well but above all recognize our areas of opportunity and work on them to be a better teacher. It is important to recognize that planning classes takes time, time that sometimes exceeds our expectations, the more activities we design, the more time it takes, time we have to sacrifice, and personal time that sometimes absorbs us when we plan activities. Being prepared as a teacher also implies time, taking training courses, or a specialization, that is why, what it is most important for us as teachers is time, we are the only professionals who take work at home, we are the only profession that works before starting work, we work when we teach, and when one finally thinks that finishing the class our work is over, we have to get to work thinking what we will do in the next class.

Finally, being a teacher is very satisfying, no one else will recognize it than your own students, knowing that you are teaching them something for life and that at some point you will use it, personally fills me with pride. Being a teacher is a profession full of challenges but it is also a career full of satisfaction.

2.2 Evaluating Students' Progress

During this process of the specialization, During the specialization process, an important point of study was the assessment because it plays an important role in the learning process. Thus, assessment is defined as a *process of gathering data to better understand the strengths and weaknesses of student learning* (10), for this, students have to know what they need to achieve at first. In this learning process, some activities and a tool were designed to measure the four English skills, knowledge, intercultural competence and collaborative skills. In the planned class, and which was part of the final project, activities to develop listening skills and reading skills were carried out by the students. Considering that the class was considered for a session, the mentioned activities were reviewed in the classroom at the end of each activity. For the listening activity, ten exercises were considered. In this practice students need to circle the option they heard, the content of these exercises was to identify verbs for daily routines, with this task students could develop pronunciation, learn new vocabulary, discriminate words, and pay attention throughout an active listening, applying this activity to the students had as purpose to evaluate the verbs that have been previously taught. Using simple listening activities in elementary level make students feel motivated and self-confident. Students get familiar with pronunciation, intonation, tone and with prior and new knowledge. The following activity students did was a reading activity. First, the students read silently, then students read aloud, with this activity students practice grammar and vocabulary, developed the ability to point out simple facts in written texts, this activity also helped the students improve writing skills. Students looked for daily routines in the text as well they identified the adverbs of frequency. After reading students answered some close-ended questions, they need to circle true or false depending on the sentences. Once they have finished this activity, the product of the class was carried out, they played a game called *Let's guess who*, this activity was assessed with a check list. Using this tool, knowledge, participation, responsibility, grammar, vocabulary and collaborative work, when students were asked to write two sentences, they put into practice what the learned in the lesson, when they decided who went first, participation was evaluated, once they have written both sentences, they were checked if they had been written grammatically correct. Since the activity was carried out in teams, collaborative work was assessed. Also, the activity had a time to be finished, responsibility was assessed, and they took turns of participation, the value

respect was considered. The check list as it was mentioned above, was used to assess the social interaction and how was developed, in this activity students put into practice speaking and writing.

2.3 Rationale Behind the Activities

The lesson plan was designed to integrate the four English skills in the class, integrating the four skills at a basic level makes it easy to administer because the topics have the facility to develop ludic, dynamic and attractive activities for students. The activities were designed considering the appropriate level of the students, that the activities were related to the topics seen previously, the vocabulary and the grammar. In this specialization process, in addition to reflecting on the work of a teacher, we learned theoretical terms that allow us to justify the development of activities in the classroom. To achieve this, we had to consider definitions such as strategies, approaches or methodologies. For example, in the listening activity, the audio-lingual method. In reading, students practiced skimming or scanning. In social interaction, the communicative approach, among others.

To carry out the activities, the designed materials were, for example, worksheets, a PowerPoint presentation, an audio, a reading and some others, didactic material such as a ball, pieces of paper; were also used technological tools, such as a computer, a projector, a speaker and an internet connection, all these resources supplied by my own.

The class also focused on cultural competence, where the difference between British English and American English with the verb *take* and *have* was presented, as well as the use of the word shower and why in most cases for British or American English is considered a bath, take a shower or take a bath, because the conditions of the bathrooms in Mexico only have a shower and not a bathtub like in the United States or England.

After having considered the theory, activities and didactic and technological resources, and cultural aspects, the class also considered the use of interaction to strengthen interpersonal relationships within the classroom. From a communicative and social perspective with the activities developed during the lesson, integration activity and social interaction activity, students develop generic skills such as a sense of belonging, being a

member of a team, development of technological skills, by helping the partner to scan a QR code with the cell phone and be tolerant.

Finally, also with this type of activities where students have to interact with each other, they develop personal skills such as communication, being organized, they become managers of their time, develop confidence and teamwork. Furthermore, it also helps to develop soft skills, which allow students to be able to interact and relate to each other and generate attitudes and behaviors to favor the communication process with the knowledge they have acquired.

2.4 Analyzing Outcomes

As mentioned before, in the class a listening activity and a reading activity were carried out. In the listening activity, the aim was for students to identify the activities they do every day, verbs for doing everyday activities. To carry out the worksheet, it was necessary to listen to the sentence and circle the correct answer, that is, they had two options and the students had to choose one, which definitely made the exercise easy, considering that the activity was easy for them. Corresponding to an elementary level, In terms of strengthening the vocabulary, which was also presented before, the objectives were achieved because the students answered correctly to all the exercises, with this listening activity other objectives were achieved such as pronunciation, reading, vocabulary and some others.

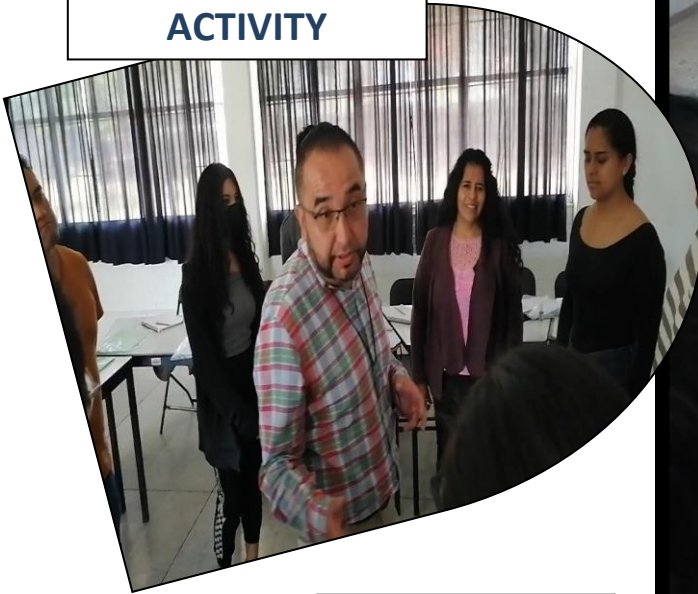
In the reading activity, the students had to respond to a reading comprehension exercise. The strategy applied in this worksheet was close-ended statements where students had to answer true or false depending on the sentence. Also in this exercise, the teacher asked the students that, in addition to answering the statements, they had to identify the adverbs of frequency and the verbs that represented some daily activity. In general terms, the purposes of the activity requested by the teacher were achieved. On the other hand, the answers of true or false were able to be answered correctly according to the fact that the students could return to read the text as many times as they wanted, for which, in some way, the answers could be taken from the text directly, remembering that the worksheet was designed for the elementary level of English. After having carried out the listening and reading activities, the final product of the class, which was a dynamic activity of a game,

took place. Of the activities carried out in class, this activity considered a greater effort for the students, because in a certain way, the grammar that was previously explained was time to put it into practice. The activity was basically about writing, the students wrote two sentences using the present simple, using verbs of frequency and some activity that they carried out daily. In this sense, the students presented some areas of opportunity such as the conjugation of the verbs in the third person of the present indicative, and in some cases the position of the adverb of frequency within the sentence. Therefore, the results in the objective of written expression were not fully achieved, because they did not include the adverb in the sentence, or the sentence was grammatically written incorrectly. However, on the other hand, with the social interaction activity was possible for the students to interact and carry out collaborative work, putting into practice communication, remembering that speaking ability was not considered to be assessed with the check list, but the purpose of communicating ideas through daily activities that the students carried out every day was a success.

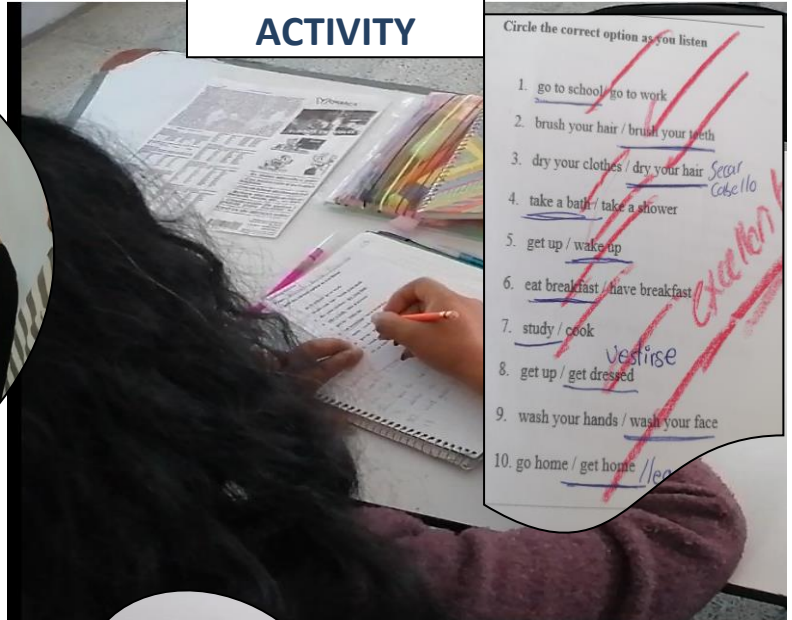
In conclusion, the activities that were carried out in class achieved their objectives. In general, the students understood the content of the lesson, which were daily activities and the use of adverbs of frequency, however, like any activity for students to improve their learning process, practice should be considered, as well as extra activities that they can carry out. at home to review the knowledge studied in class and thus improve their level of the English language. It is also important to emphasize that continuous assessments in class benefit the teaching-learning process and reveal strengths and weaknesses of students as well as highlighting that assessments allow giving seriousness and formality to the classes that are taught daily.

2.5 Evidences

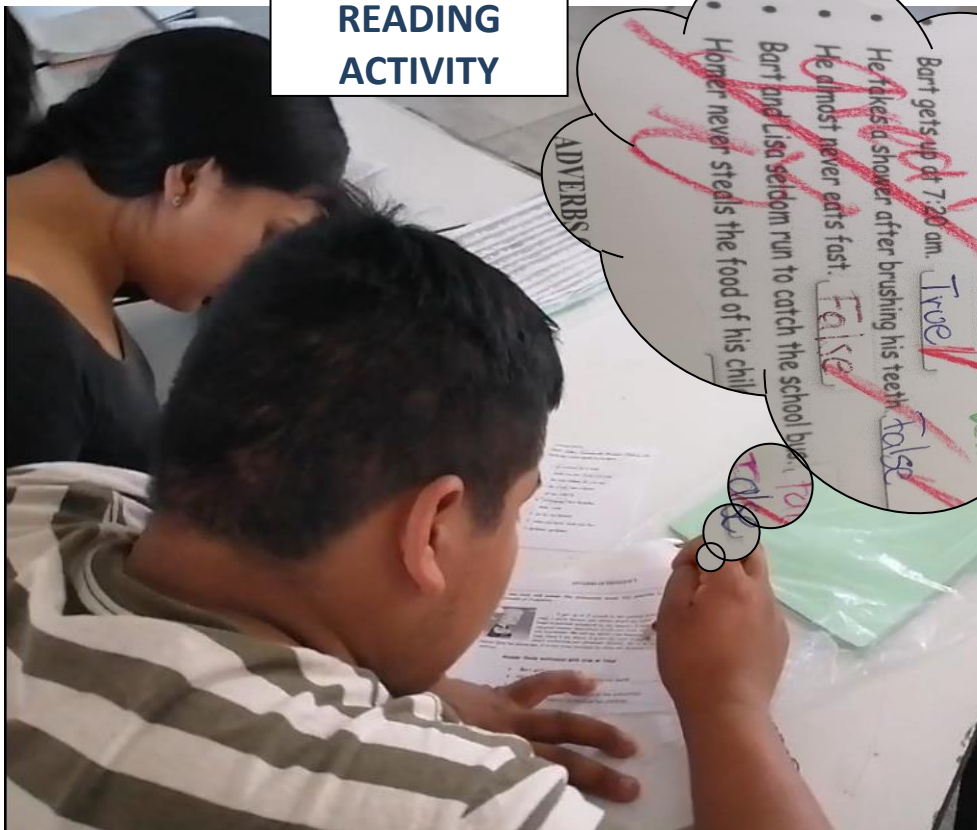
INTEGRATION ACTIVITY



LISTENING ACTIVITY



READING ACTIVITY



SOCIAL INTERACTION



CHECKLIST

- each member of the team writes two sentences
- each member participates
- all the sentences have an adverb of frequency
- all the sentences are written correctly
- each member respects turns of participation
- The team finishes on time

Collaborative Work
Participation
Grammar
Values
Responsibility

CHECK LIST

ITEMS	VALUE	✓	✗
Each member of the team writes two sentences	2 PTS	✓	
Each member participates	2 PTS	✓	
All the sentences have an adverb of frequency	2 PTS	✓	
Sentences are written correctly	2 PTS		✗
Each member of the team respects turns of participation	1 PT	✓	
Team finishes on time	1 PT		✗

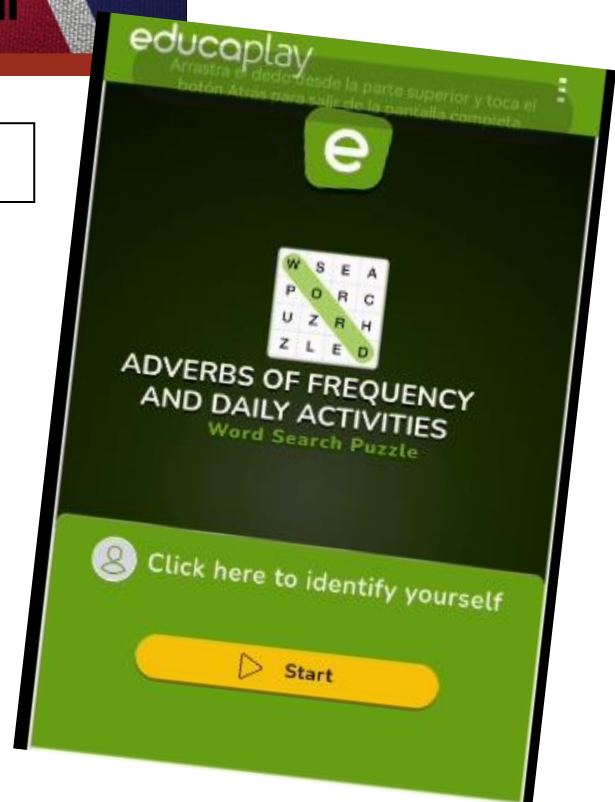
7 = good
 Boys team

10 - 9 points = Excellent
 8 - 7 points = Good
 6 points = Regular
 Less than 6 points = Need help

INTERCULTURALITY



INTERACTIVE ONLINE ACTIVITY



2.5 Video Link

https://drive.google.com/file/d/1xRI2fdd67aSOhQmr_Z1ZPzKGyWMbjFWe/view?usp=sharing

CHAPTER 3: EXPERIENCE REPORT

Finally, after almost a year of specialization, we have reached the final journey. Throughout this journey it has been very useful for teachers who have to be in continuous training every day to improve our teaching practice and enrich the teaching processes of our students. From my own experience, it is the first postgraduate that I do after finishing university, and for work, personal reasons and mainly due to the lack of time available to study, I decided to take the specialization online. After almost 10 years of having completed my university studies and obtained the degree in teaching modern languages: English from the Benemerita Universidad Autonoma de Puebla (BUAP), I chose to update myself with a specialization in my same field because my career as a teacher has been long and above all satisfactory. This specialty leaves us with many academic, professional and personal experiences. The challenge was greater since the course would be online, being administrators of our own time, being autonomous, dedicating our free time to reading, putting aside our personal life to train ourselves, and it was really worth. The relevance of the course was based on the reflection on what we do as a teacher, the strengths we have, but above all, the weaknesses we have every time we design our classes. In the theoretical matter, we also learned new concepts and we also reinforced concepts that we already had, procedures that we already carried out in practice but perhaps we did not know their names in theory. It was also nice to meet other teachers from other parts of Mexico, to know that their contexts were similar in some cases, but in many others completely different, learning from them, leaves us a pleasant experience, each time we connected through our virtual sessions that allowed us to share our teaching experiences, despite the distance, work collaboratively, be open to learning professionally from our colleagues, help each other when working in teams, understand that sometimes we had to put ourselves in our colleagues' shoes and develop empathy in order to get the job done. This course also helped us develop our technological skills, remember to a certain extent what the pandemic left us a couple of years ago, go back to using videoconferences, go back to using computer programs to record a class, know how to share the screen in a video session, and some others that perhaps we had already forgotten.

On behalf of the National Pedagogical University, he gave us the academic and technological support that an online specialization requires. The topics were ordered in

such a way that the progress was scheduled week by week on their platform that allowed us to know our progress of the course day by day, they were always aware of our doubts or adverse situations as far as the platform was concerned. Also in the academic part, our tutor kept in touch with us to clarify any type of doubt, as well as the accompaniment that she gave us asynchronously, through a WhatsApp group and synchronously with the video sessions that took place during the specialty. The process was long, and one of the main lessons learned from this work was the design of a lesson plan and an evaluation format, which allowed us to develop our capacities as teachers and put them into practice, develop activities that were of interest to the students, help us with strategies, approaches or methodologies to facilitate the learning of our students

Finally, the teaching professional development experience was completely satisfactory, we learned a lot, we met new teaching colleagues and we added another educational institution to our life, Universidad Pedagógica Nacional, as a serious teacher training institution, the experience both as a teacher, but especially being part as student at UPN was completely pleasant and productive

CHAPTER 4: CONCLUSIONS

We concluded the specialty successfully, we learned our teaching practice better, understanding that each of our groups is different from each other, that what works with one, may not work with another, that teachers must adapt to the circumstances that day by day are presented, in continuous training to obtain better results. Reflect on our teaching methods if they have been enough to achieve our objectives, be honest with yourself to find strengths and improve our areas of opportunity. Also, in these months of studies and sharing with the tutor, and groupmates, it helped us to be able to discern our ways of teaching and learn others. Working together helped us improve as teachers and as a person, we undertook and attended to new challenges that education demands today, and understand that distance education continues to be an option for training, learning and personal self-realization. In particular, I am very happy and satisfied to finish this postgraduate course and start a new way of designing and carrying out a lesson plan class. The commitment to education is greater and demands are in constant updating, new challenges, learning new things and in this sense having completed this project encourages us to continue taking more courses that help us develop ourselves professionally in the field of teaching, have more arguments for developing a class, a project for the benefit of students and improve their learning process. After having studied three modules, which were designed to reflect, learn, apply and finally reflect on all the resources we learned and in order to apply them in this project reveal our strengths and weaknesses as teachers. Learning to make decisions to improve our teaching strategies has been of great help, assessing the progress of our students also represents a great challenge that most teachers do not take into consideration, which, from a perspective, weakens our lesson planning due to we don't know how much the students have advanced and what their areas of opportunity are.

In conclusion, this specialization has permeated our professional life, it has given us the necessary tools for our day to day in a classroom. Grow as people and as teachers, meet a new way of studying, online. Facing the challenges represented by distance education. transform our pedagogy with new approaches and ideas to better perform our

work, in short, I feel very satisfied and proud of the new step reached in my professional life.

V. APPENDICES

Appendix 1: Lesson Planning Format

Lesson Planning

LEVEL: ELEMENTARY

LESSON PLANNING: 60 MIN SESSION

TOPIC: DAILY ROUTINES AND ADVERBS OF FREQUENCY

PRODUCT: LET'S GUESS WHO

INTEGRATED SKILLS: READING, WRITING, LISTENING, AND SPEAKING

TOOL: CHECKLIST

INTERCULTURALITY: DIFFERENT SPELLING IN VERBS (AMERICAN /BRITISH)

STAGE	ACTIVITY	TIME	MATERIALS
INTRODUCTION	Teacher and students play a game called 'Law and Order' in order to break the ice and make teams	5 min	Whole Group
OBJECTIVE	The teacher presents the topic: Daily Routines and Frequency Adverbs	5 min	Projector Computer Speaker PPT Presentation
VOCABULARY INTRODUCTION	The teacher introduces the verbs that are going to be used	5 min	Projector Computer Speaker PPT Presentation
GRAMMAR FOCUS	The teacher explains frequency adverbs. The teacher explains how verbs have different spelling according to the country they are spoken	10	Projector Computer Speaker PPT Presentation
INSTRUCTIONS	<ul style="list-style-type: none"> - The group is divided into teams - Each team will do Listening activity Reading activity	10	Worksheets
SOCIAL INTERACTION	Finally, students will play a game called LET'S GUESS WHO, students can interact using writing and speaking skills	15	Sheets of paper
SUMMARY	The teacher asks a direct open question to the students	5	Ball
CONCLUSION/FOLLOW-UP ACTIVITIES	Students do an activity on the EducaPlay website	5	EducaPlay QR code

Appendix 2: Listening Activity

Listening Activity

Name: _____

Circle the correct option as you listen

1. go to school/ go to work
 2. brush your hair / brush your teeth
 3. dry your clothes / dry your hair
 4. take a bath / take a shower
 5. get up / wake up
 6. eat breakfast / have breakfast
 7. study / cook
 8. get up / get dressed
 9. wash your hands / wash your face
 10. go home / get home
-

Appendix 3: Reading Activity

ADVERBS OF FREQUENCY

Name: _____

Read the text and answer the statements below. Pay attention to the adverbs and expressions of frequency.





I get up at 7 o'clock in the morning every day, then I usually take a quick shower and always brush my teeth. After that I have a huge breakfast prepared by my mother, I always eat as fast as I can because Homer sometimes steals our food. Once we have finished with our breakfast, Me and my sister Lisa sometimes run to catch the school bus, Once I am there, I greet my best friend Millhouse and we always start bothering our principal Skinner, he is so much fun, although it seems that he hates me, it is not true, because he loves me, actually without me he would be nothing.

Answer these sentences with true or false

- Bart gets up at 7:20 am. _____
- He takes a shower after brushing his teeth. _____
- He almost never eats fast. _____
- Bart and Lisa seldom run to catch the school bus. _____
- Homer never steals the food of his children. _____

Appendix 4: Check List

CHECK LIST

ITEMS	VALUE	 
Each member of the team writes two sentences	2 PTS	
Each member participates	2 PTS	
All the sentences have an adverb of frequency	2 PTS	
All the sentences are written correctly	2 PTS	
Each member of the team respects turns of participation	1 PT	
The team finishes on time	1 PT	

Interpretation:

10 – 9 points = Excellent

8 – 7 points = Good

6 points = Regular

Less than 6 points = Need help

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