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UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA
**“USE OF INTERACTIVE
GAMES WHEN TEACHING ENGLISH AS SECOND
LANGUAGE”**

TRABAJO RECEPCIONAL

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

PRESENTA:

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Introduction

During the process of elaborating this work resulted an introspection because I could see meaning of being a teacher, all the aspects that conform the daily practice of being a teacher and I realize that the constant exposure to teaching opportunities, methodologies, and procedures is essential for the initial teacher's identity . It is very important to know the context of the school and the students in order to choose the activities that facilitates the learning, but also they must challenge the capacity of the students, because it is important they feel they can achieve goals and increase their knowledge every day. One of the best ways to encourage kids to work hard and foster their interest in learning English is by playing games while teaching them the language. The functions of games in the classroom have been discussed from various angles as English teaching has developed recently. More educators are incorporating games into their lessons as they realize the value of doing so when teaching English. In recent years, the use of interactive games in the teaching of English as a Second Language has attracted a lot of attention and recognition. Education professionals have looked into novel approaches to engage students and improve language learning outcomes as technology develops. Interactive games offer a dynamic and immersive learning environment that not only engages students but also makes it easier for them to learn and use English. These games have a number of advantages, such as improved student motivation, active participation, quick feedback, and so on.

Chapter 1: Philosophy and theory

1.1 Teaching context, identity and philosophy

My Teaching context

My name is Sayra Raquel Rodriguez García, I teach in a public multigrade school, in a small town. There are two groups, one has the first to third grade students, and the other includes students of fourth to sixth grade. The school's name is Miguel Hidalgo, in El Aguacate de Arriba, Tabasco, Zacatecas; that is located in the south of the state of Zacatecas. In this school, English is an extracurricular subject, and parents directly pay for the lessons because they consider it is important for their children to study English as a second language. Most of the students come from families that have plans to move to The United States, they are in the process of regularizing their immigration status, so in the short or medium term they plan to move to the United States, or the father lives and works in USA while the rest of the family stay in Mexico. That is one of the reasons why parents took the initiative for their children to study English, because they will need use the language in the future. Having multigrade groups is challenging due to the differences of age, there is necessary to find appropriate activities, not boring for the older and not too difficult for the little ones.

There are three classrooms in the school, a library, and three bathrooms. The school have internet connection, but is not very stable, and usually there are failures with the electricity service. I provide the necessary materials for the lessons such as worksheets, board games, audios, posters and visual aids and so on.

In addition, I use my laptop and a projector to play videos, or to display presentations; but I also have a backup lesson plan, in case of failures of internet connection or power.

For most of the students, this is the first contact they have with the English class, some of them are behind in reading and writing in their mother tongue, so I try to design the lessons in a dynamic way so that they don't feel overwhelmed by the grammar. Incorporating games in the classes has been really helpful, since there is a wide variety of applications and interactive games on the Internet, even when I have not access to the internet, I can use board games, contest, and fun activities to complement the lesson and make feel the students comfortable in the classroom.

Teacher Identity

Teacher identity is a complex, multi-dimensional concept concerned with a plethora of corresponding external and internal elements which influence its formation process as well as outcomes (Varghese et al., 2005).

Due to the notion of identity being closely intertwined with personal, professional, societal, political and economic factors, as well as having a great relevance to human consciousness and understanding of one's self, a substantial number of studies investigating the topic of teacher identity development have emerged in the last couple of decades

The professional, political, and cultural context in which schools operate and teachers work has an influence on the pedagogical choices teachers make in their classrooms (Nicholson, 1996), teacher planning and classroom management decisions (Woods, 1996), and the ways in which teachers choose to motivate their students (Reeve, 2009).

The teacher identity is related to teacher performance, their knowledge and expertise are very important features, but the ethics and accountability are also relevant factors of the teacher's development.

Personal identity refers to unique and stable features of a person's inner life that are performed or realized in contact and interaction with others (Gee, 2001). This image of the inner self represents to others reflects features such as personality, age, gender, values, beliefs and life experience.

Aspects of teacher's identity

The elements of teacher identity have an impact on how teachers react to difficult situations they face in the classroom and on their professional growth.

Commitment: this refers to the teacher's personal involvement with teaching, the degree to which he or she has a sense of vocation, connects with and supports the school's aims and practices, and is willing to do the best to fulfill the students' needs.

Self-esteem: it means the attitudes regarding oneself and the level in which people believe they are valuable to others, capable and competent. A teacher with a positive self-esteem can have better communication with students and also with other teachers; also teacher can have the empathy to solve problems and incidents in the classroom.

Agency: refers to a teacher's ability to be proactive in order to manage and control the change in their own teaching and professional practice. Teacher agency is defined as the capacity to take control of their own learning and environment, and to set goals, develop curriculum, start change, and start decisions that have an impact on the teacher work and its circumstances.

The generations of students are changing and evolving every day and teachers must be able to recognize the changes and the skills they need to need to acquire or improve in order to be compatible with the learning styles of the students.

Self- efficacy: through this aspects teachers can realize their own effectiveness, because they have the ability to notice a good professional performance, to explore the personal potential. It is also related to positive experiences on problem solving and giving feedback to alumni.

Exploration of the issues above through case studies, peer observation and group-based reflective activities can provide opportunities for teachers to better understand their identity as teachers as well as the values and beliefs they draw on in teaching (Richards, 2017).

Sources of Language Teacher Identity

Past experience: teachers progressively form their criteria and identity through the experiences and knowledge they accumulate over time, the interaction with students and other teachers create memories and the personal idiosyncrasy of the teacher.

Teacher Education: the professional education is central component of the teacher's identity, because it is the way that teachers acquire knowledge and methodology to apply in the classroom. Throughout a teacher's career, their knowledge base may be strengthened and maintained, or it may be modified and occasionally replaced by new experiences and opportunities for professional development. The teaching styles that teacher have experienced as students, are also very relevant, because they can be an inspiration to generate ideas in the classroom, or could be the styles teacher want to avoid in the daily practice.

Language Proficiency: Language proficiency has traditionally been seen as a key component of the teacher's sense of his or her professional identity, because serves as both the means of teaching and the object of learning. Non-native English speaking teachers have the responsibility of improving their English level, they have frequently been urged to strive for an advanced or even native-like level of English proficiency in order to boost their identity and reputation as capable language-teaching professionals.

Stages of Teaching Identity

According to Heick (2018) the identity of the teachers goes through several stages which may be influenced by the teacher's career length, educational background, qualifications, and experience in teaching.

The first stage is the **Pride** that the new teacher experience due to the transition of the role of student to the role of teacher, the teacher discover the differences between both roles, acquire the sense of authority that is necessary in the classroom.

In my opinion in the first stage could be pressure for achieve the expectations and goals that teachers trace when they were students.

The second stage is **Survival**, it means that teachers have a gradual development of a more realistic perspective of the professional environment in which educators work as well as adaptation to the current system.

Teachers must compromise their ideals in order to deal with unmotivated students, hostile workplaces, a likely lack of supplies and tools, as well as a pre-set curriculum that might not meet the class's educational needs.

The next stage is **Experimentation**, which consists of a series of trial and error with the objective of finding the ideal classroom activities, communication strategies, the appropriate materials and the right approach in each lesson.

Disenchantment is the fourth stage, teachers start to wonder about their career in education within the first five years of employment, with the most pronounced display. It is a stage of meaninglessness, disillusionment, or general unhappiness brought on by a deeper comprehension of the realities of being a teacher. A sense of disappointment might result from losing one's sense of direction in the workplace.

It is natural this shock of reality, maybe because teachers realize that things sometimes don't work as they were planned, or the projects and expected results cannot be achieved,

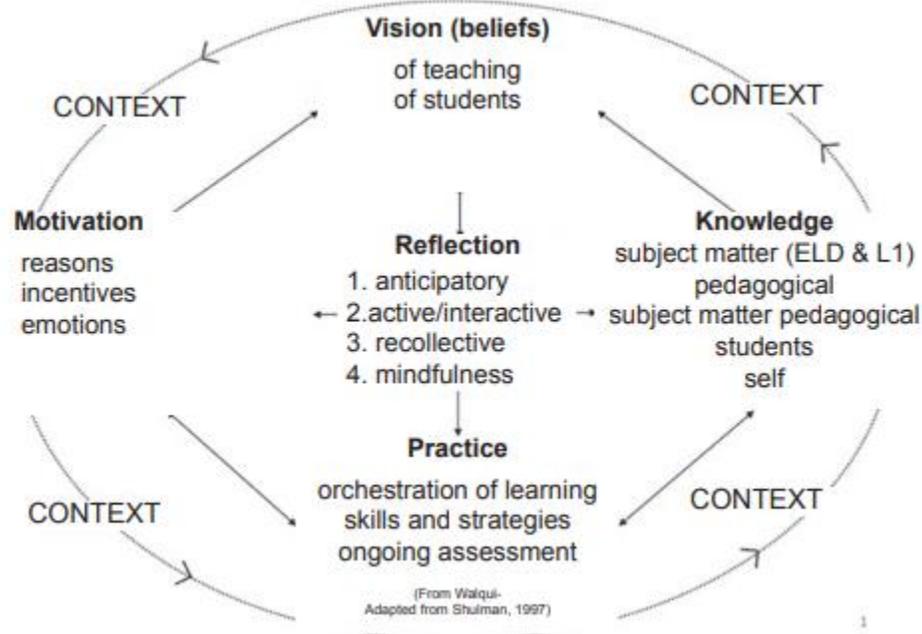
and also is evident that the teachers are underappreciated for the society and government, and most of the time underpaid.

Rebellion is the next stage, In this instance, a balanced and contextually appropriate approach to classroom adaptation is referred to as critical thinking. Instead of following pre-determined curriculums, teachers who were able to use their critical thinking abilities and adapt their teaching methods to the needs of the students saw better results from their students. Teacher identity development greatly depends on educators' ability to adapt to the complex environment of the classroom and practice itself because rebellion manifests itself through constant adaptation.

Progressive proficiency: is a phase that is identified by the acquisition of self-efficacy. Teacher self-efficacy, which is more common in experienced educators than in new teachers, is defined as satisfaction and confidence in one's capacity to deliver effective instruction.

Model for Teacher Understanding

The adaptation of Shulman’s “Model for Teacher Understanding” by Walqui (2001) gives examples of accomplished teachers whose pedagogical approaches are informed by in-depth reflection on themselves, their students, and the communities in which they live. It also acts as a heuristic for defining crucial areas of teacher expertise, the curriculum and their practice are further impacted by these reflections. Teachers should be skilled in five functions of language teaching: communication, education, evaluation ,as a human being who is educated and constantly seeks knowledge, and as an agent of socialization,



My Teacher Identity and Teacher Philosophy

When I think about my teaching philosophy it is impossible not to remember my role of student, when I started studying in the first grade of secondary school, I had great expectations of learning English, because it was my first time in an English lesson; but at the same time I was afraid about the difficulty of learning a new language, I thought it was going to be very difficult to understand, and the idea of having fluent conversations like the ones I saw in the movies seemed to me that they would be impossible to achieve. But I was disappointed because the teacher never used strategies to help the students to learn and to acquire the language. The English class was so boring, the teacher always gave the same instructions:

- 1) Read the lesson.
- 2) Look up ten words in the dictionary and write the translation of the words.
- 3) Draw the picture of the lesson.

I understood I won't be able to learn English with that method, and living in a small town of the south of Zacatecas there were no other options like language schools or private teachers to study English, in addition, I could not afford to travel even to the nearest city to take a class.

Then, I decided to start reading classic books for children in English, like Jim and the Giant Peach, Grimm's Fairy Tales, and others; but I had to look up in the dictionary almost every word, even though I had already read a Spanish version of the books, so I could understand little by little, and could reduce the use of the dictionary, still I had problems to understand some conjugations, phrasal verbs, idioms, the phonetic alphabet and to figure out the pronunciation and intonation.

For all those reasons, I try to be an English teacher like the one I needed when I was a teenager and that's what I have built my teacher philosophy.

My teaching philosophy is having lessons that provide meaningful learning, that focus on the needs of the students. I want to avoid having mechanical lessons that students find boring, it is difficult to find the correct approach to catch the attention of the students, but I think it is time to evolve and create personalized lesson plans whose contents are easy for the students to assimilate, and they do not have to see the lessons as a burden that they have to bear. I think that teachers should understand new trends and research field of education in order

My teacher philosophy is based on the idea of being a facilitator of learning, because I don't pretend to be an authoritarian teacher who only imposes rules, whose classes are a soliloquy in which students are passive listeners; but being a teacher that aims that learners get involved into an active participation that would be represented in argumentative dialogs and team work activities, so that the process of learning becomes comprehensive. In the other hand it is necessary to involve students in their own learning process; in the traditional schools, teachers provide the information, give instructions, and elicit students what to answer; but it is necessary to change this role and make students aware of their responsibility for their own learning, involving students in projects, rallies, games, research and self-assessment. Effective communication is an essential skill for the interaction with the students, because it makes easier for students to catch the messages of the lessons.

My identity as a teacher is based on all the teachings that the students have left me, on the learning that difficult cases and frustrations leave me, on the help I have obtained from colleagues and classmates, on the knowledge of teachers who with their experience help to see the challenges from another perspective. The identity of the teachers is formed day by day, with the daily work, with the satisfaction of transmitting the knowledge to the new generations so that they can use it in a productive life.

In my opinion, another factor that determines the identity and the performance of a teacher are the values, because I think the personal values can influence the effectiveness of classroom practices and it can help to build a supportive environment for teaching and learning.

1.2 Theories underlying the teaching practice and identity

Second language teaching are closely related to ideas and theories about the general processes of human learning as well as the definitions of f language used by linguists. Language teaching is influenced by the disciplines of linguistics and psychology.

When developing the practice of teaching English as a second language, we must take language theories into account, since they serve as guidance on the way in which human beings learn.

Review of learning theories and teaching implications

According to the behavioral learning theory, learning is a reaction to environmental cues, and the learner is a "creature of habit" who can be controlled, observed, and described. Methods like the audio-lingual approach and situational language teaching exhibit behaviorist influences in the teaching of second languages.

Theories of cognitive learning make an effort to provide a deeper understanding of elements like motivation, schemas, and other learning processes. While socio-constructivist approaches contend that "development occurs because of learning" and that it is "scaffolded" (Bruner, 1996) or supported by some form of interaction, developmental approaches contend that learning occurs in stages and follows a sequence.

In the psychological and pedagogical literature, sociocultural views of learning, which build on constructivist approaches, are frequently linked together. They are predicated on the idea that learning a second language occurs in the context of social interactions between students and others who are more competent and they aim to comprehend the cultural and historical influences on learning.

The evolution of learning theories, both in terms of their historical development and in terms of their similarities to language teaching, must be understood by second language educators, because this knowledge allows teachers to understand how the students learn and teacher could know a variety of learning methods to develop more comprehensive learning strategies and help students to facilitate their learning process.

Learning theory	Learning implications
Behaviorist	Learning as a reaction to outside stimuli and can be manipulated, observed, and described (Watson; 1919, Skinner, 1938). Instruction involves practice, repetition, and rewards.
Cognitive	Phases of teaching take place with increasing complexity.
Sociocultural	Learning takes place within social interactions (Vygotsky, 1978; Wertsch, 1991). Teaching occurs through meaningful interactions between experts and novices.

Methods and approaches

Communicative Language Teaching: this approach focuses on developing communicative language concepts for specific functions; Interaction with others helps language learners achieve communication as their ultimate goal. Communicative competence, defined initially by Del Hymes (1967/1974), is a central tenet of Communicative approach.

Oral or written, communicative competence emphasizes the significance of "discourse-connected thoughts"(Canale & Swain 1980) in four crucial areas:

- 1) Strategic competence: competence promotes production;
- 2) Sociolinguistic competence: includes cultural understanding because it helps people use languages properly in terms of formality, politeness, turn-taking, interrupting, asking questions, and other things.
- 3) Discourse competence: the choice, order, and placement of verbal or written words, phrases, clauses, and sentences;
- 4) Linguistic competence: basic elements of language (phonology, lexicon, sentence patterns)

The most popular approach to teaching languages, Communicative Language Teaching emphasizes all four language skills—listening, speaking, reading, and writing —without dictating a predetermined order of grammar or structural elements. The most important aspect of CLT is that it prioritizes meaning through contextualized interaction over form.

The Natural Approach: According to Krashen, learning a second language follows the same developmental patterns as learning a first language. Some of the initial TPR practices have a focus on communication through meaningful input, as shown in Krashen's five hypotheses:



- Learning vs acquisition: Humans are genetically predisposed to acquire languages, in language acquisition, the student acquires language unconsciously. A deductive approach in a teacher-centered setting produces "learning", while an inductive approach in a student-centered setting leads to "acquisition".
- The language monitor: the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function.
- Comprehensive Input +1: When a learner encounters second language "input" that is one level above his or her current level of linguistic proficiency, the learner advances and improves along the "natural order."

- The Affective Filter: Learners who are highly motivated, self-assured, have positive self-images, have a better chance of succeeding in second language acquisition.
- The Natural Order Hypothesis: Language learning progresses naturally from simple to more complex languages.

All the aspects that Krashen delved into in his study are of great importance because through them it is possible to better understand the reason for the behavior and performance of the students, the determinant factors that impact learning and the way in which better results can be achieved in the classroom.

Total Physical Response: Developed by James Asher, it is an approach to teaching languages that emphasizes the coordination of speech and movement; it aims to teach languages through physical (motor) activity. Asher argues that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, there are such three central processes:

- Before children develop the ability to speak, they develop listening competence, Asher takes into accounts that a learner may be making a mental blue print of the language that will make it possible to produce spoken language later during this period of listening.
- Children learn to understand spoken language through physical responses to parental commands, which helps them develop their listening comprehension skills.
- Once there is a solid foundation in listening comprehension, speech will flow easily and naturally from it.

Task Based Learning: It is based on an approach that uses different tasks as the main planning component for language learning. language is learnt through an analysis of language as a tool for communication. This approach has the following characteristics:

- Activities involves real communication are essential for language learning
- It focuses on process rather than product
- Communication and meaning-related tasks are crucial.
- Students learn the language through communicative and intentional interaction
- Activities and tasks are sequenced according to their level of difficulty.
- It is representative of communication processes in real life.
- Students are involved in comprehending, creating, or interacting in the target language.
- During the activity, the student's attention is more focused on handling information (meaning) in the form (linguistic content).

This approach has some drawbacks, such as the possibility that, as with all working groups, some students may play a supporting role and depend on others to carry out the majority of the work and learning. Another drawback is that if consolidation and assimilation activities are not carried out during the session, the newly learned information may be lost.

The teacher must be familiar with the various approaches to teaching and learning a second language. This will enable him to decide which approach to use in each situation. There are many different approaches to teaching a foreign language.

There is no one best way to learn a second language, and there is not a perfect method and approach for students, but the daily work and interaction with the students will guide us to find activities and a lesson planning to fulfil the objectives and needs of the students.

In the classroom I realized teachers can develop their own method selecting components from various approaches that, though they may not seem essential when considered

separately, when combined would result in a successful implementation and enhanced learning.

The main benefit of this idea is that we can develop as many methods as we require based on the characteristics of our students.

In my opinion, the language teaching profession is not about following methods and techniques to the letter, but knowledge is not static, it must evolve along with the needs and requirements of the students.

Chapter 2: Methodology and Practice

2.1 A practical and useful lesson plan

Planning is imagining the lesson before it occurs. It involves prediction, anticipation, sequencing, organizing and simplifying. A written plan is an evidence that the teacher think consciously about the lesson and follow a series of steps designing the lesson. Lesson planning is a crucial part of teaching that's why it involves a number of critical choices that should only be made after careful consideration. Teaching professionals might want to consider their beliefs regarding teaching and learning as a good place to start this process. Before starting to write the lesson plan, we could take into consideration the questions posed by Richards and Lockhart (1995):

What do I want my students to learn from this lesson?

Why should I teach this lesson?

How well do I understand the content of the lesson?

What activities will be included in the lesson?

How will the lesson connect to what students already know?

How much time will I need for each activity?

How will I organize the lesson into stages or sections?

How will I begin and conclude the lesson?

Is the lesson going to be easy / difficult for this class?

How will I deal with different student ability levels in the class?

What attention do I need to give the other students while I'm working with this small group?

What students have special needs that should be attended to during the lesson?

How will I check on student understanding?

What role will I take on during this lesson?

What discipline and management techniques will I incorporate?

What grouping arrangements will I use?

How will I handle interruptions to limit interference in this lesson?

What are my alternative plans if problems arise with some aspect of the lesson?

What will I do if I have too little or too much time?

Characteristics of a good lesson plan

There is a variety of styles of lesson plans, but they have common characteristics. Jensen stated that the main features are coherence, variety, and flexibility. When there are seamless transitions from one activity to the next and when students can understand the purpose of each activity, a lesson plan is coherent.

The teacher can assign a writing assignment that requires the students to use information from the previous assignment after having them read a text or listen to a passage. The variety relates to prevent students from becoming bored or worn out, a good lesson plan

should not always follow the same format. Instead, lesson plans should show some changes in terms of topics, activities, skills, pace, grouping strategies, and materials.

And the third characteristic involves that each lesson plan should have flexibility as a third essential quality because lesson plans are not set in stone, they could be adaptable according to the situation.

Woodward (2001) states, “Lesson plans are to help us shape the space, time, and learning we share with students. We can depart from them or stick to them as we, the students and the circumstances seem to need.”

Additionally, lesson plans must be developed taking into account the age, proficiency level, and day's goals of the students.

Guidelines that I follow when planning an English lesson

Brown (2001) explains that teachers should be familiar with both the text book and the curriculum the students will be using before they start planning. The curriculum may help educators identify the lesson's cognitive target and overall purpose, which they then record as the general objective. Then, create three or more detailed learning objectives for the lesson, taking the needs of the students into consideration. Based on the written objectives, the teacher may choose which exercises to create, modify, delete, or add to if the students have a text book. Next, carefully outline step-by-step instructions for completing all tasks, especially those that require changes, and finally specify the enabling objectives for each task.

In my opinion, we should know all the theory about lesson planning; all ideas are valid and welcomed. But when I do my lesson planning I like to organize my ideas according the following aspects.

I choose the main teaching point before I begin writing the lesson plan. It could be a task, a language pattern, a function, a skill, a strategy, or even a cultural aspect. Then if I have decided to plan a task, I make a list of all the vocabulary and structural requirements the

students will need to complete it successfully. And I teach those components before instructing the students to start the task.

I plan a pre-task and a post-task phase that each focus on a particular language issue I may have encountered while the task was being completed by the students. On the other hand, I can use the presentation, practice, and production sequence if you choose to teach a language pattern, a function, or any other aspect. Planning an activity to introduce the new aspect should be done first in this situation. Following that, I prepare some guided exercises, and finish with some communicative exercises. With all these steps it could help the students feel comfortable, which will lead to some spontaneous production near the session's end.

We also should anticipate difficulties by determining the mistakes that are most likely to happen and devise strategies to fix them. Teachers must be prepared to satisfactorily respond to any inquiries from the students that may be related to the teaching point and also to find resources to provide the students with a better response, and have them available.

We should plan to teach a new item or point in every lesson because the surprise component should be a major component of your lesson. We could include a few new expressions, a brief text that introduces new material, or a cultural note even if the review lesson is for a specific reason. The students will feel as though they have learned something useful while also reviewing previously introduced material in this manner. Keep in mind that motivating students with fresh, relevant content.

It is crucial to keep in mind that writing goals and objectives helps the teacher get a clear idea of what he will teach; therefore, a good lesson plan should begin with a goal and some objectives.

It is important to not forget the culture and attitudes of our teaching context, when teacher specifies same collection of sounds, letters or phrases that can have many diverse meanings according to different settings or countries and that must be explained to students in the lesson.

We must never lose sight of the fact that sometimes the best organized lesson plans just don't work out. Despite the value of planning, a lesson plan is not set in stone and can be modified to account for new information. A lesson plan shouldn't prevent a teacher from modifying an activity's duration or abandoning it altogether if the circumstances call for different course of action. A good lesson plan is a guide, not a set of rules for what and how we should teach. Although a solid lesson plan is not the only factor in success, it does improve student performance, lessen teacher stress, and aid in the process of effective language learning, which is the main objective of teaching a foreign language.

My Lesson Plan

Lesson Plan Grades 4 th , 5 th and 6 th (Multigrade group)			
Escuela Miguel Hidalgo, Aguacate de Arriba, Tabasco, Zac.			
Teacher: Sayra Raquel Rodriguez Garcia			
Didactic sequence			Material
Lesson	16	Pre-activity	Time: 5 min.
Time	50 min.	<ul style="list-style-type: none"> Teacher and Ss review adjectives using an online interactive game. 	
Skills learnt: writing skills and logical thinking.	Warm up		Time: 5 min.
	<ul style="list-style-type: none"> Teacher and Ss play What's in the box? Teacher have a box with objects, taking turns, student takes a peek and describe the objects using adjectives, the rest of the ss try to guess the object. 		
	Introduction		Time: 10 min.
		<ul style="list-style-type: none"> Teacher introduce new adjectives using a power point presentation. 	
Academic Goals:	Development		Time: 15 min.
	Teacher write a story on the board. Underline all the nouns. Children will rewrite the story adding adjectives to the nouns. Help the children begin the story, Students take turns to read their story and find the differences according to the adjectives that they used.		
Describing things using adjectives, to learn new vocabulary. Identify nouns and adjectives.	Wrap up		Time: 15 min.
	<ul style="list-style-type: none"> Ss. Answer a worksheet related to adjectives. 		

- Work sheets
- Box
- Objects with different shapes and textures: a ball, an eraser, playdoh, pencil, rock, etc.
- Laptop
- Projector
- Notebook
- Power point presentation

Materials

Learning a foreign language may be a challenge for most people due to differences in the form and structure between one's mother tongue and a new one, but , there are some tools that facilitate the teaching and learning of a foreign language, for instance, new applications for digital devices, video blogs, educational platforms, and teaching materials. Although English teachers use several materials in the classroom, the course book remains to be the most frequently utilized resource when it comes to choosing what materials to implement to teach EFL. I've had experiences working without a course book, and the content of the lesson and the materials relies on me, and I have difficulties finding all the resources, materials and activities that I need to cover the objectives of the lesson plan. In the other hand, I have worked with teacher friendly course book that includes that includes audios, videos and a wide variety of complementary activities.

As teachers, we should keep in mind that instructional materials should be designed to achieve goals that will aid students in achieving the course's objectives. All of the materials should be created taking into account the learners' age, interests, and preferred learning styles in mind (Daz Maggioli 1995; Williams and Burden 1997), including auditory, visual, kinesthetic, and tactile learning. We should choose the most appropriate and effective materials that facilitate the understanding and participation of the students in the activities,

In this lesson I decided using objects to elicit the use of adjective through the game of mysterious box, this way students find attractive the activity for the interaction and competition with their classmates.

On- line game

Students were able to have a different experience while learning English by using online webpages. The students actively participated in meaningful learning through creative activities that went beyond memorization and repetition of grammar and vocabulary rules.

The implementation of online resources and the webpages is an appropriate strategy to complement the traditional materials which may increase students' motivation during their learning process.

Power Point Presentation

The presentation is very useful to illustrate with images the key words and facilitate the development of the lesson.

Printed materials

The work sheets are useful for students to employ more than one key skill in each activity, because they read and write so they cultivate oral and written production and vocabulary acquisition for communicative purposes. The language used in these handouts serves as the example language that the students will use in the activities; as a result, it should be appropriate and natural in each circumstance. The language that students will need to complete each exercise should also be included in each handout.

So, If we provide EFL learners with a variety of activities and opportunities to integrate the four linguistic skills is essential to spark their interest in learning the target language to communicate.

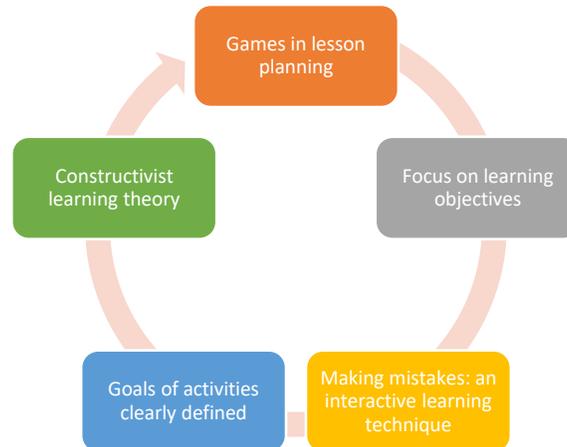
Games in the lesson planning

A game is considered a valuable technique, which includes three principal elements: competition, rule(s), and enjoyment, which should be well established by a teaching-learning objective.

Teachers can use games to increase a student's motivation for learning the English language while also helping the student develop or enhance his or her own learning skills. This is the goal of using dynamic games in the classroom.

Games Based Learning Schema

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*Pivec(2003)

In the first step, Teachers need to contemplate their teaching methods by giving careful thought to the educational goals their students are expected to achieve. These scholars emphasize the importance of acknowledging that committing errors in games is regarded as an active learning strategy, as players receive feedback through their actions and are encouraged to persist in their efforts. Second, they also emphasize the need for clearly defined activity goals. On the one hand, the game challenge should be linked to a higher skill level, and on the other, there should be a connection between actions and feedback so that players can assess their choices.

The games based learning has some of its foundations in the Constructivist theory, this theory holds that learners are actively involved in restructuring, manipulating, re-inventing In order to make knowledge meaningful, organized, and permanent.

By giving students accurate and timely feedback, gamification of learning helps students remember the progress they are making. Students are more at ease while playing because they can adjust their actions through trial and error to ensure that difficulties are overcome, abilities are developed, and students are socialized with one another. Students receive

transformational informative feedback by providing players with justifications for why their response is correct or incorrect because this allows them to recognize their success right away. In gamification, it's crucial to concentrate learners' attention on a single goal; as a result, they must be familiar with the goals, potential actions they might take, and action consequences. To avoid anxiety and boredom in the event that it is too difficult, easy, or repetitive, the difficulty of the next goal should be gradually adjusted to the level of the learners' mastery as they achieve a goal and their skills advance. In addition, including games in the lesson planning also provides students with a scaffolded learning.

Advantages of games based learning

According to Carrier(1980) there are plenty of advantages of using games in the lesson planning:

- Games give a variety of tools to facilitate the teaching-learning process: Games are one of the supplementary tasks of a curriculum that teachers can use to help students better develop their learning strategies.
- Games are flexible: It implies that they can be applied to the instruction of any language-related subject. Even teaching two or three language features at once through a single game is possible. It simply requires adaptation, taking into account the level of the students and the class's goal.
- Games make the lesson less monotonous: because they offer a wide range of activities in the classroom that keep students engaged and interested in the language without becoming bored.
- Games stimulate students confidence: This occurs when students liberate themselves to engage actively in order to achieve the highest score or even excel in the class. Typically, they experience a heightened sense of confidence in their abilities, leading them to learn and practice new concepts, learn from their mistakes, and successfully meet the objectives of the class.

- Teachers act as moderators during games: It means that games diminish the teacher's control over the classroom. As a result, there is less time spent by the teacher talking, only the essential amount needed to demonstrate and supervise the activity. The teacher primarily focuses on observing the students as they engage in the activity rather than delivering lectures, providing explanations, or constantly correcting them.
- Games raise students' motivation in a way that students are so engaged in their education that they may not even be aware that they are learning.
- Game can serve as a testing mechanism: Generally, this occurs when the teacher is closely monitoring the students' performance in a game. The teacher makes observations and notes regarding the students' errors and areas of weakness in order to provide appropriate feedback. However, it's important to note that since games usually concentrate on practicing or enhancing a specific language aspect in the classroom, they cannot be utilized as a formal evaluation tool.
- Games make students produce language subconsciously: this implies that students focus on their ability to play while simultaneously learning and/or reviewing any aspect or ability of the language. In other words, they focus on the thrill of succeeding. Students simply produce the language and succeed without considering whether they are doing it correctly or incorrectly.
- The fact of competition among classmates leads students to study harder and to increase their participation in class due to the competitive atmosphere engendered many positive emotions, such as excitement, a desire to participate in class, and an eagerness and willingness to attend class.

Disadvantages of using games in lesson planning

- Games could become a meaningless habit when they are included in the lesson planning without justification and a defined objective, games should maintain the elements of surprise and variety, if they are use in excess they could lose their advantages.
- Time limitation: many times we don't have enough session during the week to fulfil the objectives of the syllabus, so we have to prioritize in the content that we will include in the lesson planning.
- Sometimes there are students that don't want to participate in games, so this interrupts the dynamics of the class and the expected results

Motivation in the classroom using games

It has been said that learning a second language requires a lot of motivation. Students who are motivated increase their efforts, want to accomplish a task, and enjoy using the language. It is crucial that facilitators build relationships with students and get them ready to learn. They could inspire students with a variety of techniques, such as:

- Establish the mood or tone for the lesson. In order to demonstrate to the students that they will support their learning, instructors should work to create a welcoming, open environment.
- Decide on a reasonable level of concern. To match the significance of the goal, the tension level must be changed. The class should be under more tension or stress if the material is of a high level of importance. However, low to moderate levels of stress are best for learning; high levels of stress are detrimental to learning.
- Decide on a reasonable degree of difficulty. The level of difficulty should be set so that participants are challenged, but not so high that they become overwhelmed with information. The lesson should anticipate and encourage participation, which will lead to success.

Students also need to be specifically aware of the outcomes of their learning. Feedback must be detailed and not overly broad.

They also need to see that learning has its benefits. A simple explanation of the advantages of learning the subjects could serve as the reward. Additionally, the students must be enthusiastic about the subject. Interest and reward go hand in hand. To motivate themselves to learn English, adults must recognize the advantages of education.

Reinforcement is another factor that relates to motivation. It is a crucial step in the teaching and learning process, and teachers use it to promote appropriate performance and behavior.

Expected Outcomes

Use of the target language: students should be elicited to use the words that we are reviewing and also the new adjectives they learn.

Guided Writing: A variety of text types can be effectively modelled in terms of language and structure through guided writing. Additionally, it helps students organize and arrange their thoughts in a way that serves the needs of the writing assignment. Giving more or fewer prompts/starters can easily provide differentiated support. Less assistance can be provided as students become more comfortable with the form.

Enlarge vocabulary: students learn new words by playing guessing games and contest games. Also the interaction with teacher and classmates elicit students to use the vocabulary.

Reading short texts: Students show progress in reading short texts, both in fluency and in reading comprehension, since words that we repeatedly address in the session are included.

Analysis of activities I included in the lesson plan

I included an interactive online game that has the format of a trivia game. It was useful to review adjectives and prepare students for the next activity because educational games are explicitly designed with the purpose of teaching specific subjects and they have the potential to enhance students' motivation. When I am going to use laptop, internet or devices

depending on electric power, I have to plan back up activities because the failures of power and internet are common in the school where I teach.

Also, I find interesting guessing game activity named: What's in the box?, consisting on students take turns to see and touch the items(a ball, an apple, slime, toy animals, a pencil, etc.) inside the box, they have different textures, forms and characteristic. Student have to describe the objects and the classmates should guess the answer. I could see students were interested and having fun with the activity, I have to elicit the use of adjectives but they could recall some of them. I could notice that a shy student had initiative to participate.

The power point presentation are useful to show images presentation, in this case I could not use it because I could not open the presentation due a to a failure of the internet, I could not access to the google drive to download it.

In the writing and reading activity, I use the projector to show a short text, students identify the nouns and add pronouns to the text, after students completed the blank spaces they read the text. I noticed that it was easier to understand the text because they previously analyzed the nouns and review the adjectives they used in the text.

2.2 Designing necessary tools to assess the progress of students

When I think about the process of designing appropriate tools for assessing the progress of young learners of English as a Second Language, I consider that is crucial to monitor their language development and provide targeted support. These assessment tools need to be tailored to the specific needs and abilities of students, taking into account their age, context, cognitive abilities, and language proficiency levels.

One important aspect of designing assessment tools is ensuring utilizing interactive and visually appealing materials, such as picture-based assessments, games, or role-play activities, can help create a positive and comfortable testing environment for children. Such tools should be designed to capture their attention, maintain their interest, and minimize stress or anxiety during the assessment process.

Another essential consideration of assessment is about the desired learning outcomes. Assessments should cover various language skills, including listening, speaking, reading, and writing, and reflect the specific objectives of ESL instruction. A well-designed assessment should incorporate both formative and summative components, allowing teachers to gauge ongoing progress and provide timely feedback to students and their parents or guardians.

Furthermore, the assessment tools should be flexible and adaptable to accommodate the diverse learning needs and backgrounds of the students. They should consider cultural and linguistic diversity, as well as individual learning styles and preferences. Assessments should also be sensitive to students' prior knowledge and experiences, providing a fair and inclusive evaluation of their language development that can effectively monitor and support the language acquisition process.

Criteria description

Task Achievement

The degree to which the student's response directly and convincingly responds to the task, offers a meaningful and relevant answer, and complies with the genre and task requirements.

Written Language:

How well the student's response matches the necessary level and is appropriate and sufficient.

Is the vocabulary used accurately?

Interaction and participation:

It is relevant the way that students develop the activities and how they work with their classmates.

Language production:

It was aimed at categorizing students' use of the vocabulary and structures introduced in class and their evolution.

Rubric evaluation

Rubric assessment is a valuable approach for evaluating the English as a Second Language progress of children. A rubric is a structured tool that provides clear criteria for assessing specific skills and competencies. When applied to kids' ESL students, rubrics offer numerous benefits. Firstly, they allow for consistent and objective evaluation. By clearly defining expectations and performance levels, rubrics ensure that all students are assessed fairly and equally. This transparency helps children understand what is expected of them and provides a sense of clarity in their language learning journey.

Rubrics also provide valuable feedback. They enable teachers to identify areas of strength and areas that need improvement in each child's language development. By breaking down the language skills into specific components, such as vocabulary, grammar, pronunciation, and communication, rubrics help pinpoint the precise areas where children excel or require additional support. This feedback aids teachers in tailoring their instruction and designing targeted interventions to meet the individual needs of their students in order to achieve specific goals.

Moreover, rubric assessment promotes student engagement and self-reflection. When children have a clear understanding of the assessment criteria, they become active participants in their learning. They can set personal goals, track their progress, and take ownership of their language development. Rubrics provide a roadmap for students to self-assess, reflect on their strengths and weaknesses, and actively seek opportunities for improvement.

In conclusion, rubric assessment is a powerful tool for evaluating kids progress. It ensures consistent evaluation, provides valuable feedback, and promotes student engagement and self-reflection. By using rubrics, teachers can effectively assess and support the language learning journey of young ESL learners.

This rubric shows that the student:			
	3	2	1
1. Understood the task and followed directions			
2. Used the target vocabulary			
3. Provided relevant information			
4. Participate and interacted actively in the tasks			
5. Wrote the words correctly			
Comments:	Total points:		

Chapter 3: Experience Report

The teaching-learning process is created by students, according to the new holistic paradigm in education. These are consistently engaged in conversations, knowledge exchange, networking, and introspection. Nowadays, students take part in learning experiences that arouse their senses and delight by making them feel like active learners.

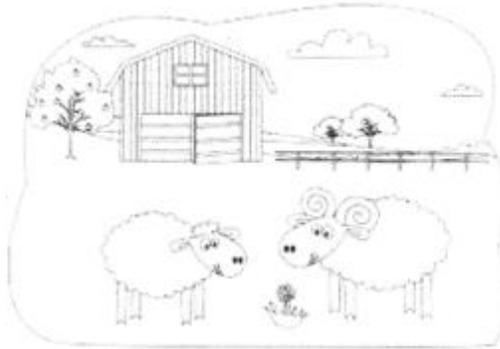
As a result of these learning opportunities, students who feel successful in their language learning experience a change in reality. Students always process new information during learning experiences in their own unique ways that's a reason to invest time and resources to design and plan lessons and strategies in English class. It is always a challenge working with kids because they have a short lapse of attention, they get distracted easily and they need movement and dynamic activities to avoid getting bored, that is the importance of planning a lesson considering their needs, and the current context of the group. I consider the development of the class was successful because the games keep the students interested and they are willing to collaborate. I made sure that every activity in the classroom that involved English learning had a purpose by encouraging creative thinking. With the help of the students, I was able to increase my knowledge, and I discovered that the participants' creativity had increased as a result of these activities. As a result, the teacher could use these strategies with any group of students they encounter. Many insightful, approachable activities developed as a result of the creative teaching methods used in the English classroom, and I could see that the students were learning new skills and at the same time I could see my mistakes and hits of the class.

Conclusions

During all the process of studying the specialization I knew relevant knowledge that had help me in the daily struggle that I have of finding the best way of finding a lesson plan that fits in the needs and particularities of the students. I have learnt that in order to generate and regenerate ideas, students must create their own learning while incorporating their feelings, interest, and inspirations and teachers should incorporate these interest when we plan the lesson. Students pick up knowledge through self-organization and self-construction, which gives them the freedom to use their own learning styles while also giving them a sense of accomplishment for learning a foreign language and discovering new interests. Learning is a lifelong process that should help students reach their full potential. They should be regarded as critical and creative thinkers who use a variety of metacognitive abilities and a mind to construct a world to address their issues and provide answers.

Appendixes

Work sheet 1



My name is Lucas, I am 8 years old. I am happy boy who live in the big city. I have a friend named David, he live in a small farm. In his farm, he has a lot of animals: there are strong horses and cows, they eat green grass , there are soft sheep  and old goats; he also have 4917 pigs and Sad chickens. I like to visit my friend in his farm!

Work sheet 2

The worksheet contains the following content:

Word List:

bad	fast
lazy	tight
long	old
sad	short
small	soft
thin	ugly

Word Search Grid:

E	L	O	N	G	Q	Y	B	A	D
C	I	P	Z	X	B	K	M	W	J
U	G	L	Y	V	H	B	A	D	I
A	H	L	A	J	O	W	L	X	C
O	T	A	A	D	R	O	L	D	E
F	K	Z	S	P	H	I	N	M	
T	V	Y	T	E	C	V	A	O	Q

Illustration and Word Matching Section:

bad	fast	lazy	tight
long	old	sad	short
small	soft	tall	ugly



.Playing contest trivia game about adjectives



URL of video

https://drive.google.com/drive/folders/1LuANQejJXpFUmAAk2rz8qrKmDtaBKXsC?usp=share_link





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