



Universidad Pedagógica Nacional

092 Unidad Ajusco

**Especialidad en Enseñanza y Aprendizaje del Inglés
como segunda lengua.**

Tutor Gernot Rudolf Potengowski.

Proyecto

A partir de las descripciones de sus propias rutinas diarias y las de otros niños del mundo, los alumnos desarrollarán y adquirirán las macro destrezas: escuchar, leer, escribir y hablar.

Por Esperanza Elena García Quintero.

Junio 13 de 2021.



National Pedagogical University

092 Unidad Ajusco

Specialty in Teaching and Learning of English as second language.

Tutor Gernot Rudolf Potengowski.

Project:

Using descriptions of their own daily routines and those of other children around the world students will develop and acquire the macro skills: listening, reading, writing, and speaking.

By Esperanza Elena García Quintero.

June 13th. 2021.

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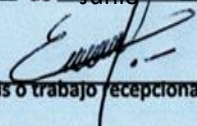
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Título del trabajo recepcional o tesis:	Developing reading and writing strategies in my classroom using technology.		
Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
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INTRODUCTION

Since ancient times the cultural development of the human being has been a constant motive of study, knowing how and why and for what we learn, many researches like Vygotsky, Krashen and Kolb among others, dedicated to the investigation and creation of new theories and approaches to learning, especially how we acquire language, these theories have resulted in different schools of learning and methods of acquisition of language both spoken and written.

When you study to be a teacher you are taught that different learning methods, ways to evaluate or group control among, other things, you become very motivated to apply everything you learned with your students, but the reality is different. When you come to class and try to apply what you have learned, you realize that factors outside of you as a teacher and inherent to them as members of their own social background intervene in the students' learning. These factors become more visible when the knowledge to be imparted is a language completely different from what they are used to. Some approaches like The Communicative Approach, the Task Based Approach and Kolb's Experimental Learning Model are some of the models she uses in the classroom.

The teaching of a language is preferably based on The Common European Framework of Reference for Languages (CEFR) which presents a series of recommendations for teaching, learning and evaluating language by developing language programs and curricula that are suggested for use around the world “there are many factors to consider, including the among of time students are exposed to the language, the context in which the language acquisition process is taking place and the teachers role” (Nunan, 2011).

Aside from knowing theoretical aspects in the acquisition and learning of language according to Skehan the teachers must remember that learning is influenced by emotional or physical factors, which will determine the speed and effectiveness with which it is learned since all students have individual characteristics that make them different from each other. Physical factors such as age, gender and skills are called Non-linguistic influences on language development and affective or emotional factors are usually: personality, learning styles, language learning strategies, cognitive styles, previous experience with language learning, attitude and motivation.

At this point, the old way of teaching classes under the behaviorist method is left behind and we move to a socio-constructivist model where social interaction, motivation, previous knowledge and social context, among other factors, help the academic growth of the students; among other factors help the academic and cognitive growth of students, which together with the development of micro skills (phonemes, chunks, lexical units, stress patterns, rhythm structures, strategic devices) will lay solid and necessary foundations for good learning and good acquisition of macro skills (reading, writing, listening, speaking) therefore, classes were designed and planned with authentic materials that are attractive, meaningful to help achieve a balanced integration between skills (micro and macro) necessary to achieve a better acquisition of the language.

Language is a communicative, cognitive, and reflective activity through which we express, exchange, and defend our ideas; we establish and keep interpersonal relations and gain access to information, we participate in knowledge building, organize our thoughts, and reflect on our own discursive and intellectual creation (SEP, 2006).

allowing them to achieve a successful communicative interaction, in the comprehension of productive linguistic skills (oral and written texts) and receptive linguistic skills (listening and reading comprehension) that will allow them to participate in the social practices of language, the main objective of English language teaching.

The development and application of the activities presented in the planning would not have been possible without the advantage of the technology that today we have at our disposal no matter the time, place or number of students, since in this quarantine the information and communication technologies ICT have been decisive to continue with the education of students, the system, teachers and students had to adapt to this society of constant transformation.

Also you will find some tools to grade the students, such as rubrics, and check list as evaluation instrument and their evidences, as well as some advices proposed by researchers that will give the student a feedback of the work presented.

As a last content the reader will find a link where you can be seen in a quick way the work done by the teacher with her student in spite of the educational situation that has elapsed in more than a year and with all the health, economic and emotional problems that have arisen during the pandemic, the application of the planning could be carried out, but not in the appropriate conditions because the group selected for the development of the sessions decided not to participate planning could be carried out with another student.

The following essay presents a reflection from approaches to English, language studies, years of service, experiences and methods used up to this point in my teaching practice, with the intention of having a clearer vision that allows me to select the method, approach or learning strategy that allows students to acquire, internalize and use it according to their own cognitive process as well as a compilation of a year of study, planning and application of theories, methods, strategies useful for the development of an English second language in fourth grade elementary school children.

Based on all this, the essay also includes a planning and its development, where the main objective, besides complying with the expected learning of the topic to be developed (own and others' daily routines), was through different activities (videos, songs, interactive games, questionnaires and exhibitions) the development of macro skills, within a framework of interculturality, which allows students to acquire the knowledge as close to reality as possible.

The planning was carried out with only one student, during five sessions, with authentic materials taken from the network, the first four sessions with synchronous and asynchronous activities where the skills of listening, speaking, reading and writing were developed along with the knowledge, and the last one was the presentation of the final product.

CHAPTER 1: PHILOSOPHY AND THEORY.

1.01 TEACHING IDENTITY AND PHILOSOPHY.

This is a work of retrospection, study, planning and application of what has been learned in the English major and of previous knowledge and experiences, carried out by Esperanza Elena García Quintero elementary teacher, her story as an English teacher started nine years ago, before that she had the opportunity to teach at a university for two years and before that she was a teacher's assistant for a year, while she was studying at the university. In 2012 she formally beginning to teach English in Mazatlán at "Diana Laura Riojas de Colosio" elementary school in the afternoon turn with groups from fourth to sixth grade and soon after in the morning turn as well, with groups from first to sixth grade. I was there for four years in the morning turn and three years in the afternoon turn. Since then, 9 years and several schools have passed, but always working in elementary school.

The teacher has had contact with English ever since, when she was in junior high, she had her first proper English class, with very light content (vocabulary, reading and translating), in high school the classes continued, she had a British teacher who was always angry, no one could not ask her anything, because she told them that they had to know and that their doubts were not her problem. The next three years were very stressful for her, she could not understand anything, it was very difficult, during the class she was always nervous and outside of it she worried about not doing her homework correctly, the only thing she did was writing and translating. Her education in the English language was through the traditionalist methods, the Grammar-Translation Method, Direct Method, Audiolingual Methods and Silent Way, learning activities were focused on writing literature, translating, memorizing, sometimes repeating, with a language theory based on the school of structuralism, where Saussure, the father of modern linguistics, established the concepts of Sign (word), Signifier (form) and Signified(meaning) told them that language is a system of signs that have no direct relationship with "the outside world" to be able to speak, making known the arbitrariness of language, which means "In linguistics, arbitrariness is the absence of any natural or necessary connection between a word's meaning and its sound or form" (Nordquist, 2012) and the theory of learning based on Behaviorism, they all had to behave correctly and be silent. There was no way to understand why things happened, they never interacted, there were no conversations between the group, nor with the teacher; she did everything by memory, understanding the

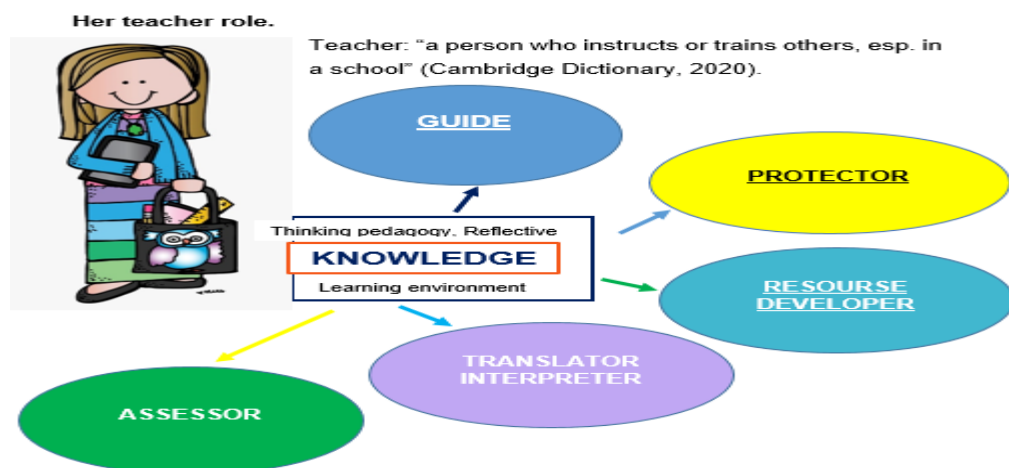
minimum, she just wanted to get a good grade, that was her monthly goal and she didn't care if she learned to speak, she just had to understand, her role as a student was passive, the active teacher was in complete control of the group.

She did not want to continue in this situation so she looked for private classes to help me raise my English level. She entered one of the newest schools in the city with younger teachers and the students could enter from 15 onwards, so the classrooms had all ages, genders and most of the students had had negative experiences in their attempts to learn English, it was the mid-eighties. Reflecting on the past, she can say that these teachers were beginning to implement new ways of teaching English so that it would be more appealing and meaningful to students, their teaching methods were focused on the four skills (writing, reading, speaking, and listening) with a language theory from the Generative-transformational school, theory based on explaining the underlying rules of Native speaker's complex grammar, where grammar was still important and a sociolinguistic approach was already beginning to emerge, the best thing was that she learned to converse there, when there were tourists in the city the teacher, took them on Saturdays to practice with the native speakers at their trailer parks, they used to talk about everyday topics, such as food, touristic places, customs and traditions of both them and us; It was here where she learned the most, this activity fulfills the main objective that today is being sought to establish in the classrooms, to communicate both inside and outside the classroom in a familiar context in real situations, this activity provides security and motivation in the student to learn another language.

When the opportunity arose to teach English in the National English Program, she found it interesting and although she had no formal studies of the language, such as a degree, she thought that if she had finished her English course (three years) and had lived for eight months in United States of America with a family that did not speak any Spanish, she would have no problem, so she felt very confident to teach classes especially because they were elementary children and she thought it would be super easy. Although she had already studied architecture, when she decided to start working as an English teacher, she went to college to study for a bachelor's degree, in a semi-school mode to complement their knowledge, she wanted to be more prepared, updated and able to meet the expectations set by her and her work. Actually, she likes learning and in the program all the teachers continuously attend to courses, have certifications, planning workshops, which allow her to reinforce, improve or change what is necessary to improve her teaching practice, with the objective of fulfilling the communicative competence, main goal of the program.

For her has not been easy to get the traditional learning methods (with which she grew up) out of her head when planning classes, it has been little by little since they always try to come back to her head, which implies being strict and authoritarian, negative characteristics that are the ones that quickly make her remember that she does not want to have tense environments during her lessons, so she look for the techniques, approaches and methods that best suit the group she worked according to the social, cultural, cognitive and psychological characteristics her group presented. Many aspects motivate her job performant, among them the idea to transmit her students that by learning a second language they will have better job opportunities in the future, to complement their education, but above all, to introduce them to another language in a friendly way, so that they are not afraid of it, she does not want to be a square teacher with old methods that produce frustration among students, like the teachers she had in my educational background.

Regarding her role as a teacher as a facilitator of learning, in the current circumstances she tries to follow the socio-constructivist approach, encouraging their students to participate in collaborative work, to interact with each other either in pairs or in larger groups, because she believes that meaningful learning occurs when students are actively involved in the acquisition and learning of knowledge, she has to be empathetic, now less than ever she has not to be an authoritarian teacher, she has to call the attention of the group with current, real and interesting materials for them, motivate the parents first, so that they can then do the same with their children, she depend a lot on the parents because without them she could not have contact with the students, the group teacher also helps her to remind them that English is graded and that it counts the same as any other subject.



As a teacher she likes her time to be respected, she is responsible in the fulfillment of her work and she likes it to be reciprocal, it is a form of respect for the participating parties (students, school, teachers), she tries to create a positive, friendly and trustworthy environment in the classroom and to be close to her students, she observes them, listen to them and try to create bonds of trust between her students so that they feel comfortable in learning something foreign to their language, because there are always children who are "alone, abandoned, neglected" psychologically speaking. Many students look for the attention they do not have at home. She enjoys bringing accessories, costumes or clothes with some fashionable print to class and thus provoke their astonishment, laughter and even some occasions are part of the explanations in class and serve to interact with them.

With respect to assessments, the teacher does not agree with giving a grade by means of an exam (quantitative assessment), but evaluates gradually, each class (qualitative assessment) since she considers that learning takes place progressively and sometimes the exams produce a lot of stress in the students, of course speaking exclusively of this level of education, since she is aware that the older the students are, the quantitative assessment is definitely essential.

After studying the specialization, the teacher acquired a broader vision about the origin of language, the different schools, methods, approaches, theories, strategies, micro and macro skills and evaluation tools for each of the skills, that will help her to develop a better teaching practice.

The key points on which she should always be attentive are the following:

- Have Vygotsky's sociocultural theory as a frame of reference.
- Planning focused on developing communicative, moral and written competence.
- Establish an adequate context.
- Develop cultural competencies.
- Promote and use technology.
- Use authentic materials.
- Create motivating educational environments.
- Use evaluation methods according to the characteristics of the group.
- Observe, analyze and reflect on their teaching practice.

1.02 THEORY UNDERLYING YOUR TEACHING PRACTICE AND IDENTITY.

In her teaching practice and according to the PRONNI curriculum she uses the Communicative approach. Class planning always takes into account the social practices of language and the specific communication skills to be developed, within a social context familiar to the students using the techniques or strategies best suited to reach the target.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (Council, 2020)

The Communicative Approach also called Communicative Language Teaching (CLT) is a teaching approach that emphasizes the significance of effective communication in order for learning to occur by three different principles, two from Summer Institute of Linguistics and one from Nunan:

- The Communicative view of language: emphasizes semantics rather than grammar. Learning the communication functions and their meaning categories are the learning objective of this approach
- The interactional view of language: language is basic to have interpersonal communications with other people.
- Strategic Interaction by Nunan suggest use of authentic text, emphasizes the use of interaction in language learning, the teacher must create activities so that the students also learn in the learning process and not just in communication, personal experiences also help in learning and above all that the learning activities carried out in the classroom can be used and practiced outside the classroom.

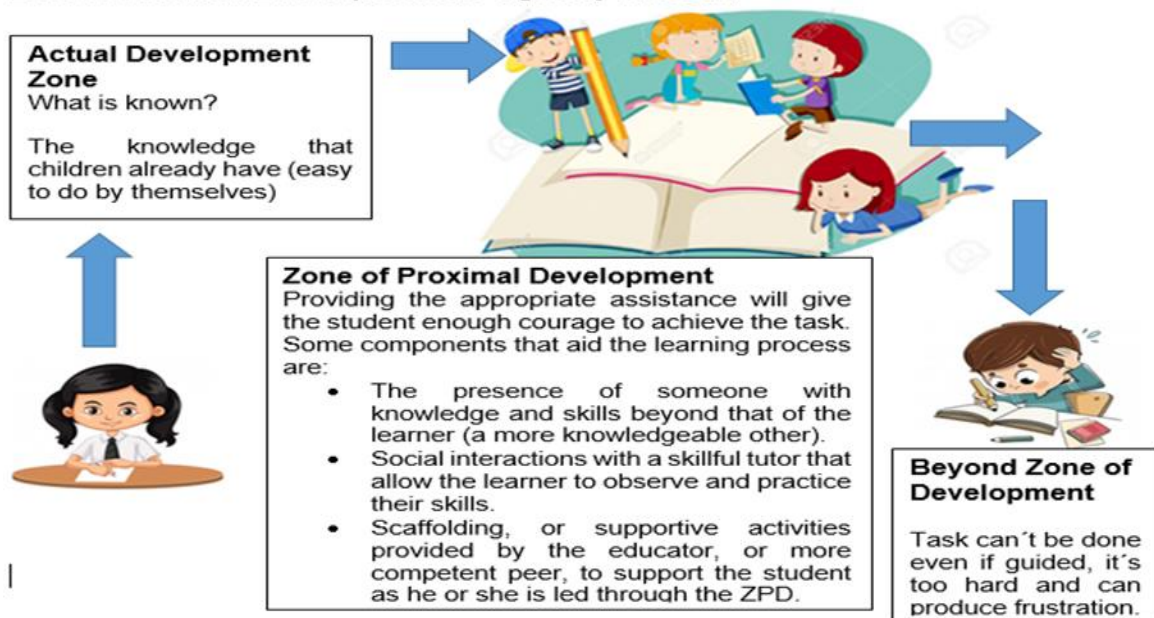
The following are the different theories, models, techniques and strategies that she used in the design and implementation of her planning, as well as those that she intends to continue using in the future in her teaching practice.

According to the educational level in which the teacher develops (elementary school), she selected as a theoretical framework the Sociocultural Theory of Lev Vygotsky, to understand the education and development of children at an early age, which leads to the understanding of the teaching and acquisition of knowledge in this case of a second language “*A Second Language: English program* teacher has the responsibility to create a learning environment where mistakes are seen as an

opportunity for learning and are not use as an opportunity to make a classmate fell ashamed” (Suárez & Turner, 2015) as teachers we must make children feel safe in a classroom.

The Socio-cultural Theory explains how the learning process that students have is evolving according to the social interaction they have with each other and with everything around them, using both physical and symbolic tools that together with mediation and private discourse, help them grow in their cognitive processes. It also explains the Zone of Proximal Development and the importance of interaction between peers or groups of students, as well as between students and teacher when doing collaborative work, as well as providing assertive feedback to help correct errors, in an organic way for the learners.*

Zone of Proximal Development as Vigotsky stated it.



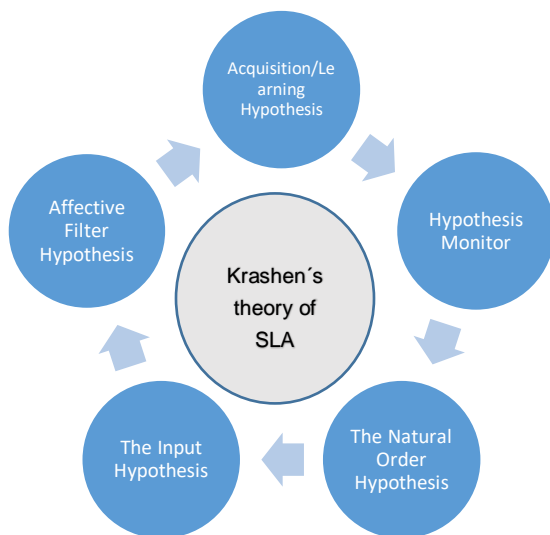
Also proposes as an important part of the language learning process, the relationship of learners with the surrounding context. One of the strategies it proposes to achieve it is the collaborative work. “Collaborative working or partnership working – includes a whole spectrum of ways that two or more organizations can work together.....Collaborative working can last for a fixed length of time or can form a permanent arrangement” (FUNDING CENTRAL, 2020).

Another educational model for teaching a second language that can be used by the teacher is Stephen Krashen's Hypothesis against Behaviorism, which was based on habit formation, Krashen

* <https://www.sciencedirect.com/topics/psychology/zone-of-proximal-development>

tells us “Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding”. (Schütz, "Stephen Krashen's Theory of Second Language Acquisition", 2020) Meaning, it bases its learning on a process of information acquisition, all at a cognitive level called **Monitor Model**, which includes five hypotheses.

Monitor Model, Krashen's Diagram



Here is a brief explanation of the two hypotheses of the Monitor Model with which the teacher most identifies. *

+ **The Input Hypothesis**, is only concerned with 'acquisition', not 'learning'. the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence (Schütz, Stephen Krashen's Theory of Second Language Acquisition, 2019). (Comprehensible Input' that belongs to level 'i + 1', where "i" is a current level and the level just beyond that as +1).

+ **Affective Filter Hypothesis** their teaching focuses on exposing and practicing students to process language structures, during the process there will be both positive and negative aspects that will depend on the motivation, confidence and anxiety that the children have at that time. The more negative aspects are involved, the less learning will take place and vice versa, but remember that the positive aspects are useful, but not enough for the acquisition to take place.

Task-Based Approach

The Task Based Language Teaching (TBLT) focuses on learning by doing a task within a real context. A simple “Task” definition is “a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research” (Ellis, 2003). It should be taken into account that the Task can focus on the **Cognitive aspect** or the **Affective aspect**, both of which are important, because if it focuses only on the cognitive aspect, the

* Check the others hypotheses of the Monitor Model, EEAILE 2020

emotional side can be affected, demotivating the students, which can impede the growth of social skills such as collaboration, negotiation, and respect, which every group should have when planning its work. Also remember the **Interactivity** (levels of participation of students and teacher) and **Interpersonality** (the amount and type of material will allow us to see whether or not the task is instrumental a means of acquiring facts or interpersonal, dominated by the student's own contribution).

The "Task" based approach has a socio-constructive framework, objectives must be clear, work is focused on activities within the classroom, learning is student centered "compatible with the learner-centered educational philosophy and can be complimentary to a more traditional approach" (Ellis, 2003) . It takes into account the context, it is motivational, it gives more importance to the meaning than to the form, although it does not leave aside the grammatical structures, the students must communicate only in English, which helps the student to improve his interlanguage, the teacher will help if necessary, a very important aspect and that makes it different from others, is that the listening comes immediately after the students have made their presentation. It is important to remember that the aim of the task is to encourage the students to put into practice the functions of the language and its grammatical structures. To plan meaningful task, remember the seven principles stated by Nunan:

- Scaffolding
- Task dependency
- Active learning
- Integration of forma and function
- Recycling
- Reproductive and creative language use
- The place of reflective learning

To do successful activities that give students better opportunities to learn, you must transform real-world tasks into pedagogical tasks, "which have to involves learners in comprehending, manipulating, producing, or interacting in the language as their attention is principally focused on meaning rather than form" according to Nunan. The Real world-target tasks, are sub-divided into two categories, the first Rehearsal tasks, communicative activities performed in the classroom, which can be rehearsed and used outside the classroom for the same purpose and the second Activation task, which are activities that allow a communicative interaction to activate the language acquisition process but are not taken outside the classroom. These tasks are aided by Enabling Skills,

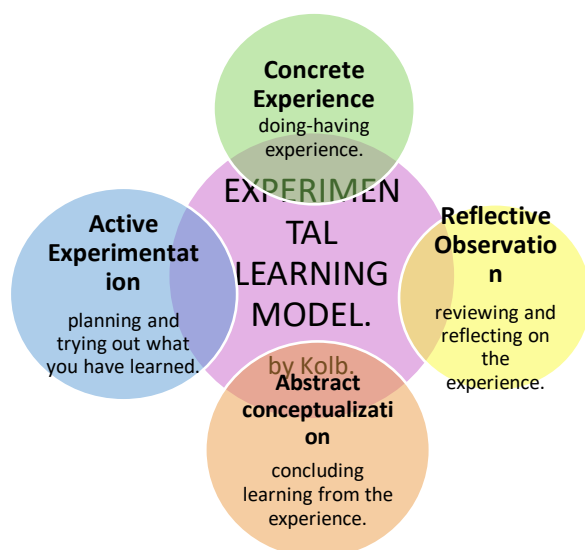
which allow students to improve their grammar, pronunciation, and vocabulary and help them participate in communicative activities. TBLT is the task can be evaluated at the end or in parts.

J. Willis Task-Based Learning Framework

In summary Nuan defines Task as:

A communicative task is a piece of classroom work which involves learners incomprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (Ellis, 2003)

Kolb's Model of Experimental Learning



According to Kolb (1984) Model of Experimental Learning is grounded in the humanistic and constructivist perspective, proposing that we are naturally capable to learn, and that experience plays a critical role in knowledge construction and acquisition. In other words, learning occurs when someone creates knowledge through experiential transformations. This method consists of four interrelated stages. (McLeod, 2013)

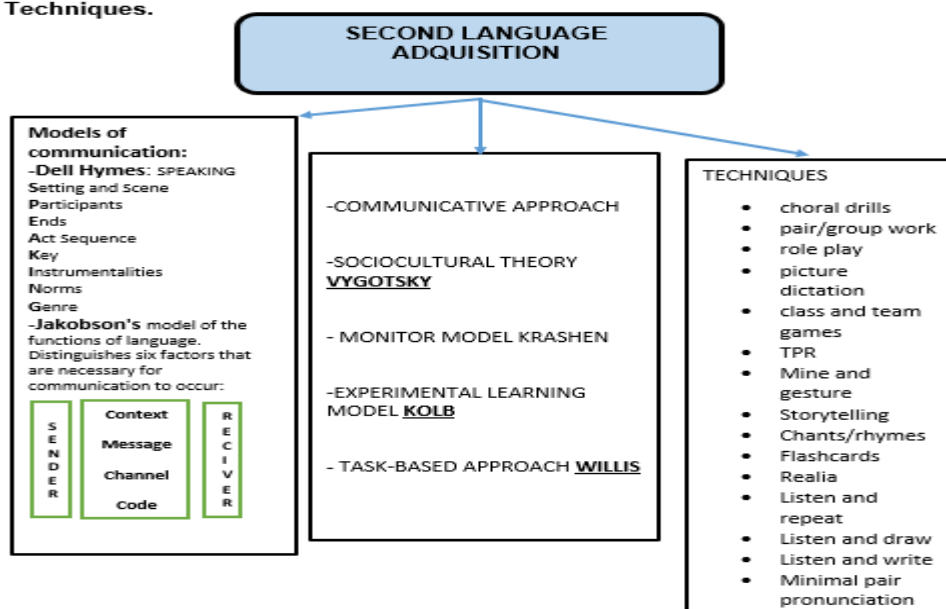
This model of socio-cultural approach allows the apprentices to experiment, to process their knowledge, to put it into practice and the teacher to provide them with feedback (always in a positive way) of their work, it also allows to motivate the student, let's remember inside a classroom

there can be four types of motivation according to Skehan's Motivational Hypothesis: Intrinsic Motivation Hypothesis, Resulting Hypothesis, Internal cause Hypothesis: Integrative motivation and Carrot and Stick Hypothesis: Instrumental motivation (Appendix 4). When students are motivated, it is easier to learn from the heart than to learn by force, so their interest increases their learning capacity and this type of model allows them to learn.

Remember that experiential education sees students as "people" and focuses on Meaning and Use, but does not forget the Form, the students acquire this knowledge as they learn, and when they are motivated, they are interested in learning much more. Others, such as Grammar-Translation, Direct and Audiolingual Methods, only deal with the cognitive aspect, focusing more on the Form, than on Meaning and Use, concentrating only on the acquisition of knowledge by memorization.

The relationship between the Communicative Approach, the Task Based Approach and Kolb's model of Experimental Learning is that everyone uses language to communicate, through classroom activities that produce authentic and meaningful communication for students, allowing them to develop their communication skills in familiar contexts. These activities are based on everyday things where they can see the usefulness of what they have learned and participate in communicative exchanges that demand the correct use of their knowledge, skills and strategies of the language and culture they are learning. It is about learning English using English and never letting their motivation slip. The next chart is a review about her second language teaching, using the one that best suits the topic to be developed

Second Language Acquisition Methodologies, Approaches and Techniques.

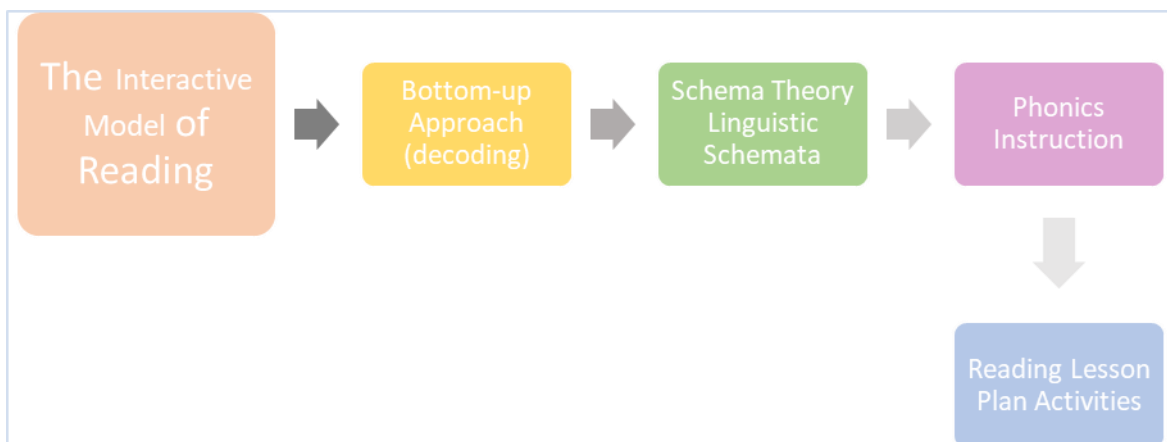


Learning process among the students. The learning process she tries to follow is almost the same as in normal classes, activating previous knowledge based on the Behaviorist theory (stimulus-response-reinforcement), then enter the knowledge of the pedagogical principles of constructivist and sociocultural theories that together with the experiential learning model of Kolb allows modeling, explaining, performing activities (exercises), practicing and correcting students, with the use of technology for online classes the time is considerably reduced, there are technological problems (lack of electronic devices, no technological skills, no internet or connection failure) little or no student participation and a very important point is that parents have the responsibility to help their children to connect (age of the students), to be with them during class time to monitor their behavior to avoid distractions at home (television, radio, family) that distract the child.

This specialization has helped her to find different philosophies with which he can explain, teach and make students achieve the acquisition of the expected knowledge of the different main skills for the acquisition of a second language.

Reading Skill

The next chart shows her steps to develop the reading skill.



““Reading" is the process of looking at a series of written symbols and getting meaning from them... is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves)” (Essberger, 2020).

The Interactive Model of Reading

The Interactive Model of Reading according to Dechant suggests that:

The reader constructs meaning by the selective use of information from all sources of meaning (graphemic, phonemic, morphemic, syntax, semantics) without adherence to any one set order. The reader simultaneously uses all levels of processing even though one source of meaning can be primary at a given time. (Walter, 1999).

Includes three different approaches: Bottom-up, Top-bottom and The interactive instructional Approaches for Reading, which can be used individually or in combination. This model helps to decode and understand all types of students in their reading tasks, the group does not need to have the same level of knowledge, it adapts and is inclusive, since each student can increase the skills, they already have and if they do not have them it helps to acquire them either individually or in groups.

Schema Theory, distinguishing between content, formal and linguistic schemata.

According to Shuying an reading can mean nothing to a student reader who has no prior knowledge to back it up, it takes on meaning when it internalizes learning and helps him build his own knowledge according to the student's cognitive abilities, this statement is the fundamental tenet of schema theory. |. Schema theory has three different schema types: Content, Formal and Linguistic schemata:

- a) **A) Content** schema refers to previous general knowledge about a particular topic. Past experiences to make connections to new information which allows to understand the message of the text more clearly. This schema is conceptually-driven and resolves ambiguities between alternative possible interpretations.
- b) **B) Formal** schema refers to the knowledge we have about the different organizations of text (letters, essays, newspaper articles and postcards for example).
- c) **C) Linguistic** schema refers to the linguistic information we have stored in our mind in order to decode words and their meaning. It is all the knowledge we have grammar, rules, exceptions, etc....this schema is considered bottom-up. It is used a lot to acquire vocabulary.

Reading Approaches and Techniques.

To guide the students in a correct way in the learning of another language, it provides us with two types of approaches with instructions that allow a better acquisition of a second language. The next chart shows a Phonics Instructions as “the direct teaching of a set of letter-sound relationships in a clearly defined sequence. The set includes the major sound/spelling relationships of both consonants and vowels” (Literacy, 2021) and Whole Language Approach, “a method of teaching

reading and writing that emphasizes learning whole words and phrases by encountering them in meaningful contexts rather than by phonics exercises” (Merriam-Webster, 2021).

Phonics Instruction.

DEFINITION: “is defined as instruction in the sound-letter relationship used in Reading and Writing” (EEAILE, 2020)

CALLA-STRATEGIES (for students)
 Cognitive Academic Language Learning Approach
 1.- Elaboration: any activity in which student’s active their knowledge, either individually or in groups.
 2.- Planning: students has to setting the porpoise of their reading.
 3.- Teach monitoring skills: teacher has to supervise their activities in progress are on-course and on-schedule to reach the objectives.
 4.- Self-evaluation: assessing how well one has achieved the goal set for reading.

Whole Language Approach.

One

DEFINITION: “is an educational philosophy that teaches children to read by using strategies that show how language is a system of parts that work together to create meaning” (EEAILE, 2020)

main factor to kept students learning a new language is Motivation, is very important to keep them enthusiastic about it, especially at public school because there are many reasons why they have to do it. According to Gardner learning a language is a highly cognitive process and learning a second language is also a social process. Let’s check Hypothesis about motivational factors presented by Skehan.

Intrinsic Motivation Hypothesis:	Resultative Hypothesis
<p>It means that when students don't need any obvious external rewards to do their task, they are already interested in it, came from external factors.</p> <p>Some advices to growth motivation are:</p> <ul style="list-style-type: none"> - Variety of classes in the classroom - Group them into teams - Activities according to your knowledge - Give them communication tools <p>In my classes there is a very marked difference, I live in a touristic area which makes some children super motivated and others the total opposite, in the case of the former their parents inculcate them the importance of the language, in the same way that the latter parents tell them that it is useless, everything depends on the context that each family has.</p>	<p>Hermann point out “learners who do well are more likely to development motivational intensity and to be active in the classroom”</p> <p>Motivation could cause success with the language learning according to Gardner but other researchers don’t believed having success in class causes motivation.</p> <p>In my experience when they do a well-done activity, this produces motivation and they continue to be focused on continuing to be successful in class. But on the other hand, students with low learning achievement become shy and try to hide for fear of being asked.</p>

<p>Internal cause Hypothesis: Integrative motivation Gardner's research addresses the social factors that influence a classroom by considering the following aspects: Social and cultural milieu Individual learner differences The setting Learning outcomes He thought that students with an integrated orientation had a genuine interest in learning about the culture and people who speak another language. It also makes a difference between motivation and orientation. Motivation includes personal efforts in the learning process and orientation is below the reasons for learning a language. This hypothesis is the one that I use the most in class, during the acquisition of the language they should also get to know the customs, tastes, and styles of the people of the language they are learning, I believe that it is easier for them to acquire the learning within a real context.</p>	<p>Carrot and Stick Hypothesis: Instrumental motivation This kind of motivation comes from the awards you will receive for learning English, and includes both children and adults. For the children it can be a gift from the teacher or their parents and for the adults it can be a promotion at work. The negative aspect of this hypothesis is that when they stop receiving "awards" the motivation also disappears. Personally, I have had to appeal to this type of motivation especially with young children who are "obligated" but have no interest in learning English.</p>
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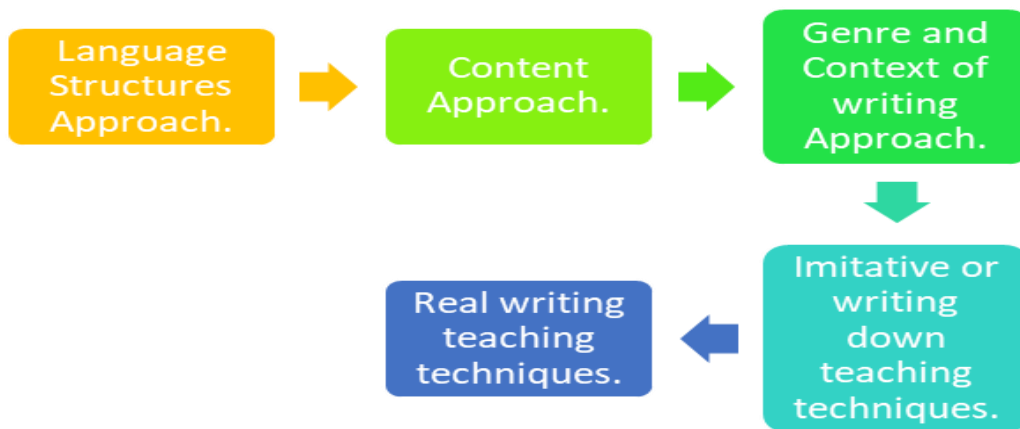
Writing process.

Writing skill differs in its conventions, between English and Spanish, in our language the gender of the words is indicated by the articles that precede the noun and in English most nouns do not have gender, another difference is the adjective goes before the noun in English and in Spanish the other way around, also in some punctuation marks there is a difference and so many other examples. Hyland defines writing as “the process where as a person selects, develops, arranges and expresses ideas in units of discourse” also presents six approaches to take in account to teach writing.

- 1.- Language structures: familiarization, controlled writing, guided writing and free writing all these concepts refer to writing learning linguistic knowledge, grammatical structures and vocabulary in English language.
- 2.- Discursive structures.
- 3.- Creative expressions: self-discovered process to express personal experiences.
- 4.- Writing processes: model of writing instruction to develop student’s metacognitive skills using different strategies to write.
- 5.- Content: writing activities related to the students' interests, to the syllabus or by teachers (also materials) according to the level they have and the target to be reached.

6.- Genre and context of writing: social conventions.

When planning a writing course, it is required to know well the objective, strategies, theoretical principles, materials, textbook, feedback method, activities, the way of evaluation and above all for whom the class will be directed (audience) in this case are Mexican children and teenagers who do not have much knowledge in this new language.



Listening Skill.

A teacher with listening skills will also be a good listener, the ability to listen in another language contrary to what many may think is complicated, requires attention, focus on the subject and lots of practice. Of the four skills, the ability to listen is one of the most difficult for students when learning another language.

Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us (EnglishCLUB, 2021)

Teaching Listening-The Listening Process.

In order to teach children to develop the ability to communicate in another language, there are two theories that can help us in the process, The Attention Theory and The Conversation Theory. Let's look at the following chart:

Attention Theory

- Uses consciousness-raising activities
- Listening research is a challenge, as listening is performed cognitively and perceived behaviorally, but listening cognitions and behaviors are not always congruent (Witkin, 1990) (Janusik, 2007)

Coversation (communication) Theory

- created by Gordon Pask in 1975 emphasizes the importance of knowing how to listen in order to be able to communicate
- It tries to understand how complex topics are understood in conditions that are controlled. A number of complex interactions are necessary for learners to construct meaning and make knowledge explicit within real life sociocultural environments (Theory, 2021)

According to Kolker (2008) the teacher must have a clear knowledge about: Background Knowledge, Previewing, Advance Organizer, Meaning Support, Recall, Recall Question, Inference Question and Intonation to create engaging and meaningful activities, as well as the learner should consider Kolker's (2008) stages of listening: recognition of the target language, recognition of isolated words, recognition of phrase boundaries, listening for the gist (core idea) and true listening to acquire and to improve listening skills. With all of the above and in combination of the Input Hypothesis, Natural Approach and Total Physical Response TPR methodologies we will create plans that address the objective of teaching, acquiring and mastering the skill of listening.

Characteristics of the speaker and the listener as well as the listening processes to be taken into account.

The Listening Process (not always liner).



Speaker Features

Background knowledge and Linguistic knowledge are attributes that all speakers have, these two qualities allow the teacher who is the primary speaker to combine his or her grammatical competence with words and phrases used by native speakers as colloquial words and expressions.

Redundancy: "Spoken language has a good deal of redundancy (rephrasing, repetition, elaboration, and insertions of "I mean" and "you know."). Learners can train themselves to profit from it by first becoming aware of it and by looking for the its signals" (Beck, 2009).

Vacillation: "inability to take a stand: IRRESOLUTION, INDECISION" (Merriam-Webster, 2021) when we listen depends a lot on the level of English the students have which allows the student to be very hesitant or not, in the conversation he/she is listening to.



The Listener Features by McErlain

Perception: is the recognition of sounds (intonation) that students have to process and understand the information they are hearing.

Decoding: The way each student uses to understand the message can be by means of "chunks" that facilitate the process instead of the whole sentence.

Prediction and Selection: the first term refers to guessing what follows without needing to know all the words and the second term to select what is important.

Monitoring process: can be done by both the teacher and the student, the latter can do comprehension exercises (taking notes, answering questions, summarizing) and the teacher must check that the student is understanding the topic and also give them feedback.



Kinds of Classroom Listeners:

Active listener.

Passive listener.

Guidelines for Developing Listening Activities.

The elaboration of activities for the development of listening is almost always determined by the PRONI textbook and the auditory material included (songs, rhymes or stories) but the teacher has the freedom to modify or change it to suit the context and the needs or preferences of the children, but above all to provide "realistic" materials that are relevant (in the short and long term) and that meet the objective of the class to achieve the expected results. Lesson 9 suggests keeping in mind the following factors before selecting the new materials to be used: attention, perception, word recognition, syntactic parsing, comprehension and interpretation that will help us to achieve success in the classroom, remembering that visually engaging material (graphic, auditory or technological) serves to attract the attention of the students.

According to Richard Mayer's Cognitive Theory of Multimedia Learning, information received via auditory and visual channels is processed in different parts of the brain. When students are able to learn through both of these channels simultaneously, they absorb more sensory information and are able to commit more of the lesson to memory (Techrow, 2021)

Authentic Materials for Listening Comprehension.

The use of authentic (realistic) materials is necessary for students to become familiar with everyday conversations used in real life by native English speakers around the world. When students are exposed to this type of discourse, they begin to hear the *gist* "the most important pieces of information about something, or general information without details" (Diccionario, 2021)) and *real mistakes* (native speakers also make mistakes). One of the disadvantages of using this type of materials is that they are culturally biased and we must be careful when using them because some topics may require the student to have extensive prior knowledge in order to understand the information, which would imply a very important waste of time in explaining them and may prevent them from achieving the objective of the lesson. Lesson 9 suggests two types of approaches to achieve this, the first one says to exclude materials that have a lot of new vocabulary and the second approach is to provide pre-listening activities that allow students to be attentive to what they are going to hear, but in this approach may appear more complex grammatical structures that produce frustration in students, Therefore, it is important to provide them with information as close as possible to their level. This is called "modified material", which on the one hand is beneficial for the student, but on the other hand, it will take the teacher a long time to complete.

The development of this skill depends a lot on the practice of exercises for its improvement. It is also suggested to link it with grammar, vocabulary, reading and writing exercises in order to obtain a better result.

Technology and listening.

The use of technology to develop this skill has many edges, it can be very attractive for students, but not necessarily for the teacher, since the Mexican school reality informs that many schools do not have computers or Internet service. According to Meskill (1996):

Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats. Consequently, when we now look at the computer as potentially supporting listening skills acquisition, we need to examine not only aural processing opportunities, but multi modal,(simultaneous sight, sound, text) processing as well. (UPN, 2021)

In this project is a challenge to learn, practice and take advantage of all the benefits it provides both for the teacher and the students, mediating between the disadvantages it can present.

CHAPTER 2: METHODOLOGY AND PRACTICE.

2.01 A PRACTICAL AND USEFUL LESSON PLAN.

Before knowing the planning, we must remember that the teacher comes from a teaching method where the student was passive and only the teacher was active, so throughout her teaching practice she has been modifying this way of working, today under the frame of reference of the sociocultural theory of Vygotsky and the communicative approach, her practice is focused on developing the four skills for the acquisition of a second language. It is also important to know her weak point “technology”, which she must use much more frequently, but because of her lack of experience, she has been letting it go under the pretext that she has never had schools with a projector or media classroom and she has stayed in her comfort zone. Today the health situation we are living, she suddenly found herself involved in a new avalanche of knowledge, where she discovered the high range of reach that technology can have and how important it is to be up to date on this subject.

The students with whom she was supposed to implement the planning belong to a beginner cognitive level, so the planned activities that were relating, spelling, linking words with images, interactive games such as puzzles, memory game, open questions, fill in the gap; covered the needs for language development and acquisition but due to the change of students, the student who was finally participated presented a slightly higher level with respect to the type of activities planned, so it would have been optimal to perform activities with The Input Hypothesis Krashen’s Monitor Model, which states it is only concerned with 'acquisition', not 'learning'. the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence (Schütz, Stephen Krashen's Theory of Second Language Acquisition, 2019). (Comprehensible Input' that belongs to level 'i + 1', where “i” is a current level and the level just beyond that as +1).

For a good performance of the teacher with respect to their planning and the activities included in it would be to know the cognitive level of the students, as well as their level of English, establish the appropriate context, include intercultural competence, develop in each class the four skills, promote confidence, awaken the need to learn another language and its culture, use technology, be aware of the type of evaluation to be applied, but above all be empathetic and inclusive.

The design of the following planning was elaborated for the fourth grade group A of the elementary school "Bicentenario de la Independencia" located in Mazatlán Sinaloa with low socioeconomic level under the requirements of the syllabus of the National English Program PRONI but the implementation of the planning was carried out with certain difficulties, the first one was that the parents did not want to give their permission for the children to participate in the classes because the teacher had to record them and she could only carry it out with a student from another school, with a different level of English. The interactions were only between her and the teacher so there was no peer feedback, only the feedback received by her.

Before the lesson the teacher will send the instructions to the parents indicating the time and duration of the sessions, as well as some rules of behavior so that there is order and respect in this type of classes, especially because they do not know me, and I do not know them. They will also receive the worksheets corresponding to each class in time, so that they have the opportunity to organize themselves to have them already printed. The first class will be informed of the topic to be covered and the purposes to be achieved.

During lessons the teacher should always try to establish the necessary context, activate prior knowledge, provide feedback to students, get everyone involved, and check that they have the material ready to work with. On the other hand, students should understand what type of competition is going to be developed, know the final product to be made, feel confident to ask any questions and always treat their peers with respect.

Intercultural components: In the different videos, activities and games included in this planning, the student will learn about different customs, accents, distribution of the hours of the day, during the daily routines that the children have, which show that there are several routines that are common, such as personal hygiene, but in others they change a little.


Lesson Plan	
Author	Esperanza Elena García Quintero.
Educational Stage	Elementary School Fourth Grade Beginners Level.
Environment:	Ludic and Literary.

Communicative activity:	Ludic Expression.
Social practice:	Describes every day activities for others to describe.
Product:	Describing the daily activities of their poster.
Lesson Plan's Title	Using descriptions of their own daily routines and those of other children around the world students will develop and acquire the macro skills: listening, reading, writing, and speaking.
Learning Objective of the Plan (competency)	<p>Language purpose:</p> <p>To make students aware of the intercultural concept based on the principles of respect for what is different or unknown, so that they change their prejudices or stereotypes that create false or erroneous information and prevent them from somehow blocking their learning of the English language when social practices (subject matter) allow it, presented in contexts as real as possible that illustrate to the children the similarities and differences between their routines and those of other countries.</p> <p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Identifies in oral and written forms words that describe daily routines. • Follows and gives instructions to carry out daily routines. • Understand the differences between their daily activities and those of other children in another part of the world. • Dictates words. • Understands and expresses schedules. <p>I expect students to be able to explore, listen, interpret and describe everyday activities of themselves and other cultures.</p> <p>In addition to theoretical knowledge, I want the student to develop skills that will help him to enrich his cultural knowledge with respect to other cultures different from his own, that will allow him to broaden his vision of the world and to understand that there are different styles of development and thinking and that all of them are respectable.</p>
Communicative skill considered	Listening, writing, reading and speaking.
Stage of the following options	New topic

Functions	Listen, interpret and play at describing daily activities of oneself and other cultures.
Main grammar structure	<ul style="list-style-type: none"> • Present Tense
Previous knowledge	Personal pronouns ordinal numbers, hours and sequence connectors.
Brief description of the plan	I chose this topic because it is part of the fourth grade program unit 3A, which has as a social practice "Describing daily activities of others and oneself" which allows me to include the topic of culturalization and thus teach the daily activities of other children in other countries of the world. With this lesson we practice verbs in the present simple tense and personal pronouns.
Hours of the plan implementation:	6-7 hours synchronous and asynchronous work
Number of sessions:	5 zoom sessions. 3 homework
Session 1:	May 17 th set the context, explain routines and present daily routines vocabulary.
Session 2:	May 18 th listening and read daily routines around the word. (60 minutes)
Session3:	May 19 th write a personal routines list.
Session 4:	May 20 th describes routines
session 5:	May 21 st presents and explains their own daily routines.



Step of the lesson	Teacher activities	Student's activities	Session number
			<p>1</p> <p>May 17th.</p> <p>40 minutes</p>
Introduction Warm-up: before the lesson.	<p>-Greeting's students.</p> <p>- contextualize the subject.</p>		Developed listening,

	<p>-T. ask students: “What do you do before you came to school?</p> <p>What was the first thing you did today?”</p> <p>“What do you do every day”</p> <p>In order to open class discussion about daily routines. This is an engaged activity.</p> <p>-T. writes a list of student comments on one size of the board.</p> <p>- Elicit from the list that the first thing they did was ‘wake up’. Write this on the board, and ask students what they did next.</p>	<p>Interaction between teacher and students (10 minutes):</p> <ul style="list-style-type: none"> - Students greets the class. -Students answer and brainstorming takes place. 	<p>speaking, reading and writing skills.</p>
<p>Development:</p>	<p>The context was established now the teacher presents the vocabulary video:</p> <p>https://www.youtube.com/watch?v=M4FMEmlOqTM</p> <p>The video will be watched twice, the first time they should listen to it only, the second time they will listen to it and repeat it.</p> <p>Randomly selects three students to repeat the vocabulary themselves.</p> <p>Check pronunciation and correct them subtly when necessary.</p> <p>The video only contains the name of the action, the pro nouns are not introduced yet, it is just for the</p>	<p>20 minutes</p> <p>Students watch, listen and repeat the daily routines vocabulary.</p>	

	students to know and become familiar with the vocabulary.		
Closure:	<p>The teacher presents worksheet no. 1 on the computer, at home each student already has it (the teacher sent it previously).</p> <p>The teacher gives them 8 minutes to answer the sheet and then asks for the participation of several students to answer it, once this activity is finished the students can correct the mistakes.</p>	<p>Students answer the</p>  <p>Worksheet no. 1.</p> <p>10 minutes</p> <p>Send it via WhatsApp to the teacher for recording evidence.</p>	

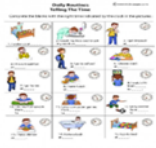
Step of the lesson	Teacher activities	Student's activities	Session number
Introduction Warm-up: before the lesson.	<p>Activation of prior knowledge, teacher plays "Every day Song".</p> <p>twice, the first time for the students to listen to it and the second time for them to try to sing it.</p> <p>https://www.youtube.com/watch?v=oEAdz3MAj0</p>	<p>-Greet the teacher,</p> <p>-Listen "Every day song"</p>	<p>2. May 18th. 60 minutes.</p> <p>Developed listening, speaking, reading and writing</p>

	<p>The teacher shares an interactive game</p> <p>https://learnenglishkids.britishcouncil.org/word-games/daily-routines</p>	<p>-Try to sing "Every day song".</p> <p>- Students play an interactive game of daily routines, they have to match the sentence to the corresponding image.</p>	<p>ng skills.</p>
<p>Development:</p>	<p>Using flash cards Flash card 1 and flash card 2</p> <p>about the morning, afternoon, evening and night, teacher ask them "what did you do in the morning, what did you do in the afternoon, what did you do in the evening, what did you do in the night?"</p> <p>https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Parts of the day/Parts of the day rt347185is</p> <p>(Some of the culturization appears here).</p> <p>The teacher divides the students into four at the blackboard at home and will have a bank of photographs taped to one side of the blackboard, will take one and ask them "What part of the day does</p>	<p>- First students answer individually.</p> <p>- Students start answering randomly when the</p>	


	this picture correspond to? and so on until each picture is placed at the corresponding time of day.	teacher ask for it.	
Closure:	<p>The teacher will present the worksheet # previously sent.</p>  <p>Homework:</p>  <p>worksheet # 3.</p>	2	<p>Students answer worksheet # 2.</p> <p>Students at home will answer sheet # 3 and send it via Whats App to the teacher for recording evidence.</p>

Step of the lesson	Teacher activities	Student's activities	Session number 3. 65 minutes
Introduction Warm-up:	<ul style="list-style-type: none"> -Greeting's students. - contextualize the subject. 	-Greet the teacher,	Developed listening,

<p>before the lesson.</p>	<p>Activation of prior knowledge, teacher plays, “Every day Song” and them to try to sing it.</p> <p>https://www.youtube.com/watch?v= oEAdz3MAj0</p> <p>The teacher presents an interactive daily routines memory game. https://matchthememory.com/dailyroutines2</p>	<p>-Listen “Every day song”</p> <p>-Try to sing “Every day song”.</p> <p>5 minutes</p> <p>The students should play the daily routines memory game individually. 10 minutes</p>	<p>speaking, reading and writing skills.</p>
<p>Development:</p>	<p>The teacher presents the following videos:</p> <p>1.- https://www.youtube.com/watch?v=zzdz7mDW0el</p> <p>2.- https://www.youtube.com/watch?v=oSdy9Eluzdw</p> <p>here comes in some culturization, face mask, health checkup card.</p> <p>Questionnaire: Teacher asks questions about the</p> <p>first video:</p> <p>What is his name?</p> <p>How old is he?</p> <p>What is his first activity?</p> <p>What activities did you hear?</p> <p>What is his last activities?</p> <p>Second video:</p>	<p>In video number one the student will listen carefully and repeat the phrases.</p> <p>20 minutes</p> <p>In video number two the students will have to read what the girl is saying.</p>	

	<p>What is her name?</p> <p>How old is she?</p> <p>What time does she get up?</p> <p>What time does she go to school?</p> <p>What does she do when she comes home?</p> <p>What does she do at 5 o'clock in the evening?</p> <p>What does she do in the afternoon?</p> <p>What does she do before bedtime?</p> <p>What does she do at 10 p.m. at night?</p>	<p>Students must pay attention because they will answer to the teacher.</p> <p>20 minutes</p>	
<p>Closure:</p>	<p>The teacher explains some differences between the routines of Mexican and Japanese children.</p> <p>Homework; answer worksheet # 3</p>  <p>https://i.pinimg.com/originals/6f/23/7c/6f237c56fd132bd4a8724cef0d43526f.png</p>	<p>Students listen and ask any doubt</p> <p>15 minutes.</p>	<p>Homework and questionnaire</p> <p>send it via WhatsApp to the teacher for recording evidence.</p>

Step of the lesson	Teacher activities	Student's activities	Session number
			<p>4.</p> <p>40 minutes.</p>
<p>Introduction</p> <p>Warm-up: before the lesson.</p>	<p>Greeting's students.</p> <p>- contextualize the subject.</p> <p>Activation of prior knowledge, teacher plays,</p>	<p>-Greet the teacher,</p> <p>-Listen "Every day song"</p>	<p>Developed listening, speaking,</p>

	<p>https://www.youtube.com/watch?v=-M9ztaZH1k</p>	<p>5 minutes</p> <p>The students should play the daily routines puzzle game individually.</p> <p>5 minutes</p>	<p>reading and writing skills.</p>
<p>Development :</p>	<p>Teacher explains "Present simple tense explanation"</p> <p>https://www.youtube.com/watch?v=vdJaDP1B9gY</p> <p>Teacher presents worksheet no. 4 only exercises A, B and C are to be answered.</p>  <p>https://en.islcollective.com/preview/201204/b2/sophies-daily-routine-reading-comprehension-exercises_21729_1.jpg</p> <p>Teacher reads Sophie's description and then the teacher will read it again, pausing for the students to repeat.</p>	<p>Students should write their daily routine in their notebook and send it to the teacher via WhatsApp at the end of the day.</p> <p>20 minutes</p>	
<p>Closure:</p>	<p>To close this class Teacher, ask students to write their daily routine in their notebook as a draft.</p> <p>Finally, here you are going to elaborate the final product, in a cardboard you are going to divide them in 4 and each quarter will be a part of the day (morning, afternoon, evening, night) and according to the routine to write and draw you will put it in the time of the day that corresponds to it. They will present it the next zoom session.</p> <p>:</p>	<p>Students write their daily routines.</p> <p>10 minutes</p>	

Step of the lesson	Teacher activities	Students activities	Session number
There is no Introduction Warm-up, Development and Closure.	The teacher asks who wants to start sharing his daily routines on his poster and explain them.	Each student will explain his or her project.	<p>Session 5</p> <p>Developed listening, speaking, reading and writing skills.</p> <p>20 minutes</p>

2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS.

For the evaluation of this planning the teacher used: checklists and rubrics that to measure students' progress. "Checklists set out skills, attitudes, strategies, and behaviors for evaluation and offer ways to systematically organize information about a student or group of students" (Lauzon, 2021). She grades the students' academic performance (achievements) according to the expected learning in each class.

Regarding the rubrics, they are a "set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment against a consistent set of criteria" (Partnership, 2013) which serve to assess students with certain performance criteria in both oral and written oral or written projects.

The use of rubrics helps her to know the evolution that students are having in terms of the acquisition of expected learning, both in receptive and productive skills, the latter being an evidence as it provides a tangible product that gives them a grade and serves the teacher to provide the necessary feedback that gives students a motivation to celebrate or improve the small errors that may occur, as well as serves as a parameter of the performance of the teaching practice of teachers. Rubrics will be used to obtain qualitative information that together with the presentation of the product and an exam that will take place at the end, will give the final grade.

Under the fundamentals of performance-based assessment PBA that according to O'Malley and Valdez Pierce's PBA "consists of any form of assessment in which the students construct a response orally or in writing" been a little more focused on productive skills. An example of this approach was "constructed response" example used in sessions three and four where the student had to answer open-ended questions after listening and reading respectively and "Process and product" used to evaluate student's first draft (session four) and final product "power point presentation"

In addition to this approach, the teacher used Kuhlman's Kuhlman quadrants to obtain information from the four language skills.

Quadrants for collecting Information (assessment)	
Observation of Process	Observation of Product
Classroom Measures	Decontextualized Measures

Between the Traditional Assessment TA versus Performance-Based Assessment nowadays could be better because it is based on use and not on knowledge, therefore it is productive and not receptive, it is subjective, it allows to be graded with rubrics, it integrates skills and evaluates from the process, the progress until reaching the final product.

Normally she never do tests, first because the groups are very irregular and should use different types of tests according to knowledge and because the public education system in Mexico at the basic education level (kindergarten and elementary school) with respect to a second language does not require it, but this time due to the current educational situation the use of technology has been crucial for the continuation of classes she will learn to do it and allow students access to a new form of evaluation.

The first four sessions were divided into warm-up, development and conclusion, the last session only the student's project was presented. All the planning was carried out with videos, activities and interactive games from the network, which showed technical failures, difficulties to answer due to lack of knowledge or mastery of the programs, both mine and the students, but in the end, they could be solved, in this case without major problems, which made her think that if the group had been large, perhaps it would have gotten out of control and lost much more time than what happened. Although the lesson had a cultural orientation, it was not evaluated from that point of view, the evaluations were directly related to the expected learning. The planning had the following expected learning outcomes



These were achieved because the student had the necessary knowledge for their acquisition, but the teacher did not know it, it can be said that she could have presented activities with a higher level, a little more challenging for the student.

2.03 HERE IS THE EVIDENCE OF THE ACTIVITIES THAT THE TEACHER WORKED ON DURING THE 5 SESSIONS OF THE LESSON.

LESSON 1: What do you do everyday?



A collage for Lesson 1 titled "What do you do everyday?". It features a central image of a woman having breakfast with the text "have breakfast" and "Introducing new vocabulary". To the right is a mind map titled "Daily Routines" with branches for "Get up", "Brush my teeth", "Go to the bathroom", "Take a bath", "Take a shower", "Get dressed", "Eat breakfast", and "Go to school/work". Other elements include a "BRAINSTORMING" video call screenshot, a "SCHEMATA THEORY" cartoon, and a "VOCABULARY" cartoon of a girl reading.

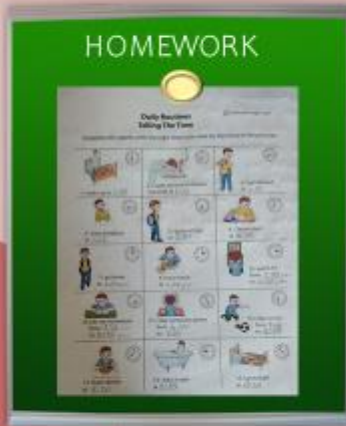
LESSON 2 Linguistic Schema



A collage for Lesson 2 titled "Linguistic Schema". It includes a "Homework" note, a "La parò del gornu" video player showing a morning routine with text like "MORNING THE SUN COMES UP WAKE UP!" and "IT'S LUNCH TIME!", a "top-down decoding" video player with the text "EVERY DAY", a "Bottom-up decoding" video player, and a "Phonic Instructions" video player. There are also various worksheets and a "DAILY ROUTINES" sheet.

LESSON 3

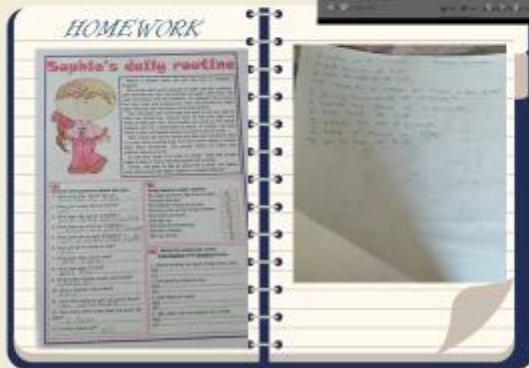
Monitoring Skills



Interculturality

LESSON 4

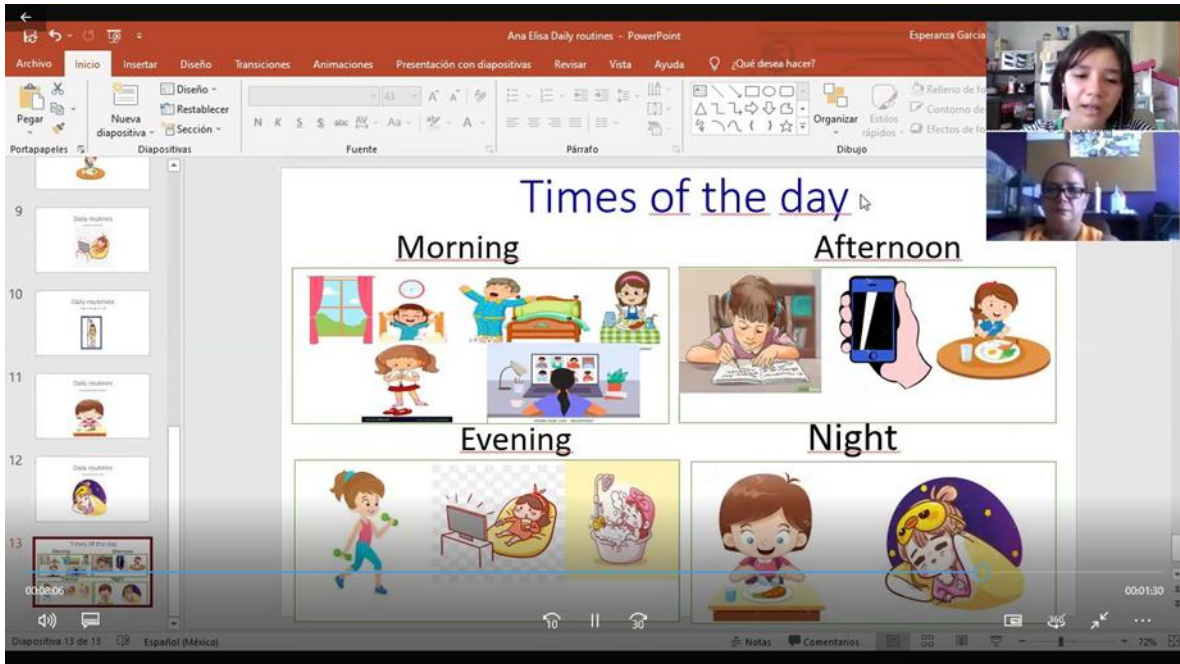
Formal schema



Top-down decoding



Final Product



ASSESSMENT: Formative assesment Summative assesment

Check- list:

Check-list for listening.		
Students name:	Ana Elisa	
Contents	Yes	No
• Predict types of daily routines.	😊	
• Identify purpose, and intended audience.	😊	
• Clarify doubts about the meaning of the word.	😊	
• Perform actions of daily routines while mentioning them.	😊	
• Identify names of the moment of the day in which daily routines are carried out.	😊	
• Identify expressions that convey the activities.	😊	

Rubric:

Assessing Speaking rubric:					
Student name: Ana Elisa					
Dimensions of speaking:	Session 1 Date: May 17th	Session 2 Date: May 28th	Session 3 Date: May 31st	Session 4 Date: May 20th	Session 5 Date: May 21st
Pronunciation/ Discourse	3.5	5	5	5	5
Fluency:	3.5	3.5	5	5	5
Word choice:	5	5	5	5	5
Usage:	5	5	5	5	5
Meaningmaking	5	5	5	5	5

parte y luego desayuno

Daily Routines

Match words and pictures.

- Dry my hair.
- Brush my hair.
- Go to the bathroom.
- Take a shower.
- Eat lunch.
- Study.
- Take a bath.
- Go to bed.
- Brush my teeth.
- Get up.

WORKSHEET ABOUT ROUTINES

Task 1: Look and Match.

Task 2: Look and Choose the correct verb.

I wake up at seven o'clock

I take a shower at six o'clock

I eat lunch at two o'clock

I eat dinner at eight o'clock

DAILY ROUTINES

Choose the correct daily routine and put the appropriate time on the clock. (Don't forget to have breakfast, have dinner, have lunch, get up, go to school)

I wake up at eight o'clock

I breakfast at half past eight

I go to school at nine o'clock

I eat lunch at half past one

I dinner at nine o'clock

I go to bed at half past ten

Sophie's daily routine

Sophie is eleven years old and she lives in Brighton, England. She usually gets up at a quarter to eight, she has a shower, gets dressed and then she brushes her teeth. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth again because she likes them white and healthy! Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch. After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school lesson! After homework, she usually listens to music or watches television a bit. At half past seven it is time for dinner. Then she usually reads a book or chats with her parents for a while. Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth. Sophie is a happy little girl!

A Answer the questions about the text.

- What time does Sophie get up?
7:45
- Does she usually have a shower?
Yes
- What does she drink for breakfast?
milk, toast and orange juice
- What does she do after breakfast?
brushes her teeth
- What does she do after school?
does her homework
- Does she go to school on foot?
No
- What time does school start?
8:30
- What time does it finish?
4:30
- Where does Sophie usually have lunch?
at the school canteen
- Who is Sophie's best friend?
Amy
- What does Sophie do when she returns home?
reads a book or chats with her parents
- How many times a day does she brush her teeth?
2
- Is she a happy girl?
Yes

B Order Sophie's daily routine. She goes to bed at about ten o'clock. She gets dressed. She catches the bus to school. She has lunch at the school canteen. She listens to music. She gets up. She does her homework. She has a shower. She has dinner.

C Write the sentences in the interrogating and negative forms.

- Sophie brushes her teeth three times a day.
NEG: Sophie does not brush her teeth three times a day.
INT: How many times a day does Sophie brush her teeth?
- She goes to school by bus.
NEG: She does not go to school by bus.
INT: How does she go to school?
- She listens to music.
NEG: She does not listen to music.
INT: What does she do after school?
- She chats with her parents for a while.
NEG: She does not chat with her parents for a while.
INT: How long does she chat with her parents?

Daily Routines Telling The Time

Complete the blanks with the right time indicated by the clock in the pictures:

1. I wake up at 7:00

2. I wash my face and brush my teeth at 7:15

3. I get dressed at 7:30

4. I have breakfast at 7:35

5. I go to school at 7:40

6. Classes start at 8:00

7. I go home at 1:00 pm

8. I have lunch at 2:00 pm

9. I watch TV from 3:00 pm to 3:30 pm

10. I do my homework from 4:30 pm to 5:00 pm

11. I play computer games from 6:15 to 7:00

12. I play soccer from 8:00 to 9:00

13. I have dinner at 8:20

14. I take a bath at 9:40

15. I go to bed at 10:30

Assessing Speaking Rubric.

Student's name:

Elements of speaking:	Session 1: Date:	Session 2: Date:	Session 3: Date:	Session 4: Date:	Session 5: Date:
<p>Pronunciation/</p> <p>Diction:</p> <ul style="list-style-type: none"> • S. is easy to understand and make a few errors (5 points). • S. makes many errors in pronunciation but can be understood (3.5 points). • S. is very difficult to understand or response in L1 (1.5 point). 					
<p>Fluency:</p> <ul style="list-style-type: none"> • S can effectively communicate in different contexts (5 points). • S can generally communicate in most situations (3.5 points). • S cannot communicate effectively in any situation (1.5 points). 					
<p>Word choice:</p> <ul style="list-style-type: none"> • S. uses appropriate words to express meaning (5 points). • S uses words or phrases to express simple meanings (3.5 points). • S speaks using unrelated words (1.5 points). 					
<p>Usage:</p>					

<ul style="list-style-type: none"> • S. makes minor errors in grammar and structure and can be understood (5 points). • S. makes major or frequent mistakes in grammar and structure but it is possible to understand (3.5 points). • S. makes major or frequent mistakes in grammar and structure making speech difficult to understand (1.5 points). 					
<p>Ideas/meaning:</p> <ul style="list-style-type: none"> • S. responds with connected vocabulary and language to express ideas; response contains few errors (5 points). • S. responds with limited vocabulary and language to express ideas; response contains frequent errors (3.5 points). • Unable to respond using English language vocabulary (1.5 points). 					

Assessing Writing Rubric.					
Student's name:					
Elements of writing	Session 1: Date:	Session 2: Date:	Session 3: Date:	Session 4: Date:	Session 5: Date:

• Content					
• Organization					
• Vocabulary					
• Language (use and mechanics)					
•					

Check-list for listening.		
Student's name:	Ana Elisa	
Contents	Yes	No
• Predict types of daily routines.		
• Identify purpose, and intended audience.		
• Clarify doubts about the meaning of the word.		
• Perform actions of daily routines while mentioning them.		
• Identify names of the moment of the day in which daily routines are carried out.		
• Identify expressions that convey the activities.		
• Complete expressions.		

Check-list for reading		
Student's name:	Ana Elisa	
Contents	Yes	No
• Read statements out loud.		
• Identify parts of the statement.		
• Identify actions described in a statement.		
• Compare statements and identifies their differences and similarities.		
• Classified activities according to the type of words used to convey and action.		

2.04 EXAMPLES OF THE RUBRICS AND CHECKLISTS, EVALUATION INSTRUMENTS THAT WERE USED.








Assessing Speaking Rubric.					
Students name: Ana Elisa					
Elements of speaking:	Session 1:	Session 2:	Session 3:	Session 4:	Session 5:
	Date:	Date:	Date:	Date:	Date:
	May 17th	May 18th	May 19th	May 20th	May 21st
Pronunciation/ Diction:	3.5	5	5	5	5

<ul style="list-style-type: none"> • S. is easy to understand and make a few errors (5 points). • S. makes many errors in pronunciation but can be understood (3.5 points). • S. is very difficult to understand or response in L1 (1.5 point). 					
<p>Fluency:</p> <ul style="list-style-type: none"> • S can effectively communicate in different contexts (5 points). • S can generally communicate in most situations (3.5 points). • S cannot communicate effectively in any situation (1.5 points). 	3.5	3.5	5	5	5
<p>Word choice:</p> <ul style="list-style-type: none"> • S. uses appropriate words to express meaning (5 points). • S uses words or phrases to express simple meanings (3.5 points). • S speaks using unrelated words (1.5 points). 	5	5	5	5	5
<p>Usage:</p> <ul style="list-style-type: none"> • S. makes minor errors in grammar and structure and can be understood (5 points). • S. makes major or frequent mistakes in grammar and structure but it is possible to understand (3.5 points). 	5	5	5	5	5






<ul style="list-style-type: none"> S. makes major or frequent mistakes in grammar and structure making speech difficult to understand (1.5 points). 					
Ideas/meaning: <ul style="list-style-type: none"> S. responds with connected vocabulary and language to express ideas; response contains few errors (5 points). S. responds with limited vocabulary and language to express ideas; response contains frequent errors (3.5 points). Unable to respond using English language vocabulary (1.5 points). 	5	5	5	5	5

Assessing Writing Rubric.					
Student's name:					
Elements of writing	Session 1: Date: May 17 th	Session 2: Date: May 18 th	Session 3: Date: May 19 th	Session 4: Date: May 20 th	Session 5: Date: May 21 st
• Content					
• Organization					
• Vocabulary					
• Language (use and mechanics)					

•					
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Check-list for listening.		
Student's name:	Ana Elisa	
Contents	Yes	No
• Predict types of daily routines.		
• Identify purpose, and intended audience.		
• Clarify doubts about the meaning of the word.		
• Perform actions of daily routines while mentioning them.		
• Identify names of the moment of the day in which daily routines are carried out.		
• Identify expressions that convey the activities.		
• Complete expressions.		

Check-list for reading		
Student's name:	Ana Elisa	
Contents	Yes	No

<ul style="list-style-type: none"> • Read statements out loud. 		
<ul style="list-style-type: none"> • Identify parts of the statement. 		
<ul style="list-style-type: none"> • Identify actions described in a statement. 		
<ul style="list-style-type: none"> • Compare statements and identifies their differences and similarities. 		
<ul style="list-style-type: none"> • Classified activities according to the type of words used to convey and action. 		

2.05 VIDEO PLANNING

The first four sessions were divided into warm-up, development and conclusion, the last session only the student's project was presented. All the planning was carried out with videos, activities and interactive games from the network, which showed technical failures, difficulties to answer due to lack of knowledge or mastery of the programs, both mine and the students, but in the end, they could be solved, in this case without major problems, which made me think that if the group had been large, perhaps it would have gotten out of control and lost much more time than what happened.

The following link is the compilation of the five classes conducted for the implementation of the project. <https://youtu.be/o9PoiXnkb7I>.

The next script is a compilation of different moments during the five sessions of distance work and the work done at home (both synchronous and asynchronous activities).

Video Script

Time Mark (minutes)	Stage.	Activity.	Methodological Remark.
0:41	Greetings. Contextualized. Activate prior knowledge.	Brainstorm.	Activate previous knowledge. Activate schemata.
1:57	Introducing the new vocabulary	Play YouTube video Practice vocabulary	Bottom-up Connect previous knowledge with the new one.
2:27	Evidences	Student answer worksheet 1.	Bottom-up task.
3:13	Strengthening new knowledge.	Interactive games taken from the network, where macro skills were practiced and where daily activities were resumed according to the time of day.	a lot of previous knowledge that was not practiced was activated for their use, numbers, spelling, clock times so that they could answer by applying the new knowledge they are acquiring.
5:03	Speaking practice	Interactive speaking, listening and writing activities.	The aim is to achieve communication based on the Jacobson model.
5:20	Reinforcing knowledge base on interactive game.	various interactive web-based activities to develop the macro-skills.	Vygotsky's sociocultural theory. Communicative approach.
6:13	Getting to know the culture of other countries (culturization).	YouTube videos to know different daily routines	Vygotsky's sociocultural theory. Communicative approach.
6:26	Reading practice.	Real material from the web	Real materials. Schemata theory
7:02	Grammar structure explanation.	YouTube video	

7:08	Draft.	handwritten by the student.	Task based approach.
7:14	Guessing game.	last activity between student and teacher to reinforce knowledge	Schemata theory.
8:12	Project presentation.	Power point presentation made by the student.	Task based approach.
8:54	Types of assignment.	Rubrics and check list.	Evaluation instruments. O'Malley and Valdez Pierce's performance-based assessment PBA. Kuhlman's Quadrants for collecting information.

CHAPTER 3: EXPERIENCE REPORT

The project consisted of the design and implementation of the planning entitled “Using descriptions of their own daily routines and those of other children around the world students will develop and acquire the macro skills: listening, reading, writing, and speaking”, whose social practice to develop was to describe one's own daily activities and understand those of others.

The topic was chosen because belongs to “Academic Guide for Application of Context 2019 PRONI” it is part of the fourth-grade program unit 3A, which allows her to develop the intercultural competence and thus teach the daily activities of some other children in other countries of the world. With this lesson they practice verbs in the present simple tense and personal pronouns.

It was applied with only one student, which made the work very easy and the interaction between the teacher and the student was positive and empathetic, although the exercises were very easy and it was more like a review of knowledge she already had, with the difference that in the acquisition of intercultural knowledge she learned new things, such as how to differentiate British English from American English, two words used more in England than in the United States and the daily activities of a girl in Japan.

Structure of the lesson and rationale.

The first four lessons were worked synchronously and the last one asynchronously where the student presented her project where the grammatical structure to be developed was the present tense verb. In each lesson I tried to develop the four macro skills, although giving emphasis to a different skill each session, through authentic materials such as videos, activities and interactive games that will allow the student to learn intercultural aspects such as different customs, accents, distribution of the hours of the day, during the daily routines that the children have, which show that there are several routines that are common, such as personal hygiene, but in others they change a little. The example taken to learn about other daily routines was that of a girl living in Japan.

Each lesson had a warm-up, development and closing in which different theories, approaches, models, methods and strategies were involved:

- Total Physical Response (TPR)
- Schemata Theory: content schema and linguistic schema
- Vygotsky Socio Cultural Theory
- Communicative approach
- Jacobson Model
- Authentic materials
- Phonics instruction (reading)
- Task based approach
- Real word target task
- Approaches for reading: Bottom-up and Top-down
- Summative assessment

Outcomes of the lesson.

I wanted the student to acquired daily routines knowledge, develop skills and enrich their cultural knowledge with respect to other cultures different from their own, that will allow them to broaden their vision of the world and to understand that there are different styles of development and thinking and that all of them are respectable. The main outcomes of the project are as follows:

- Identifies in oral and written form words that describe daily routines.
- Understand and expresses schedules.
- Follows and give instructions to carry out daily routines.
- Dictates words.
- Understand the differences between their daily activities and those of other children in another part of the world.

First session: communicative approach+bottom-up+content schema+phonics instruction.

After the greetings, the topic was contextualized, a brainstorming session was done between the teacher and the student, once a list was made of the daily activities that the student does, a video was presented about the new vocabulary with which the student could practice listening and speaking, repeating several times the vocabulary, and then we shared the first worksheet, we read it, we made a couple of sentences as an example and then she would finish it at home and then she would send it to me via Whats app.

Second session: communicative approach+bottom-up+linguistic schema+phonics instruction.

To activate the previous knowledge, the teacher played a video with the song "Every day", where the student first listened and then sang a couple of times the song, in this part were not only the small chunks of the daily activities, but already includes the personal pronouns, then the explanation of the hours of the day and general activities for each part of the day was done. In this session there were exercises where the four skills were practiced (listening, writing, reading and speaking), with activities of matching the sentence with the picture, spelling. It was a very long session with a lot of information, where the student had to activate her previous knowledge such as clock times, pronouns, numbers, and two homework sheets where she applied everything she had learned and remembered. There was cultural information, the audios were British and American. She did two homework sheets at home.

Third session: communicative approach+bottom-up+content and linguistic schema+phonics instruction.

The song was repeated, the memory game was played and two videos of daily activities of an American boy (American audio) and a girl who lives in Japan were projected, where it was necessary to pause constantly so that the student could read because the audio was not in English. At the end of the projection the student answered a questionnaire (open questions) and the class was closed talking about the differences in the daily activities found in the videos with respect to the students. The student answered a questionnaire (open questions) and the class was closed talking about the differences in the daily activities found in the videos with respect to those of the student. There was a homework assignment.

Fourth session communicative approach+bottom-up+content and linguistic schema+phonics instruction.

Once again, the song was sung, a game was played to guess the activity before the image was completely revealed, and the present simple verb was briefly explained, a grammatical structure practiced during all the sessions. With an exercise previously sent to the student, reading and writing were practiced, since after reading she had to answer the open questions and the student made a draft of her presentation.

Fifth session: formal schema

Presentation of the product "list of the student's daily activities, at the end she presented a slide divided into the four parts of the day, each part included drawings of her activities and explained them.

The student learned to take on-line classes through videos, songs, interactive games and social interaction between student and teacher that some daily routines are the same and others change a little, to establish the schedules of the day in which activities are performed, to know that according to the type of English spoken, words change a little in pronunciation and meaning.

She grades the students' academic performance according to the expected learning in each class, using check-list and rubrics (qualitative information) which helps her to know the student evolution in receptive and productive skills, the latter being an evidence as it provides a tangible product that gives them a final grade.

As for the specialty, she learned to create a lesson plan that will allow me to prepare dynamic, motivational and realistic classes. she understand the complex process of teaching another language, the preparation of a planning that takes the knowledge and experience of the teacher, also she learned theories, tools, techniques, approaches, different assessments types and during all this process of distance learning she corroborated how important it is to be updated, not only in the educational aspect, but also in the technological aspect, In the educational aspect it was a bigger challenge to give distance classes than face-to-face classes, the distractions were many, but there is a lot of material that can be used contrary to a classroom, it was necessary to work with parents and help them with the new teaching commitment acquired without requesting it. In the socioemotional aspect to be more empathetic with students and parents.

Challenges the teacher faced in this specialty.

- On-line classes: internet connection failures the lack of knowledge of the software for virtual classes and face-to-face interaction in a classroom.
- The fatigue and apathy that exists with students and parents (the lack of a constant and real communication with students).
- The economic problems of parents (no money for internet, no devices to receive or send information).
- Change of school at the end of March.

CHAPTER 4: CONCLUSIONS.

The conceptual framework for the planning carried out, as well as the framework with which the teacher will continue to work, is the socio-cultural theory of Lev Vygotsky. Where language is acquired from the relationship of the students. Language is learned through a process evolution of the social interactions, cultural aspects of the environment and cognitive factors. This process is mediated by artifacts (physical tools: textbooks, pencils and cultural tools: language) which regulate their activities.

Any language can serve to mediate the language learning process and it must be remembered that the language is constantly changing and is adapted to the communicative needs of the learners. After these past months, the teacher has changed her way of seeing her teaching practice, now her plans are prepared under full awareness of the importance they entail.

With a methodology based on the Communicative Approach, she uses different models that allow the teacher to constantly monitor the students and objectively record the observations made to her students. The constant monitoring and observation that she has during the classes helps her to improve her teaching practice and correct the mistakes of both her teaching practice and the students, which allows her to make a congruent and objective analysis of the student, in order to issue a grade as a final goal.

The study process carried out by this specialty has allowed the teacher to be aware that the teaching and learning process cannot be carried out just because the teacher stands in front, explains, the students work and that's it, they have learned; rather, it is a mixture of all the knowledge seen in this specialty, together with emotions, environments and social, economic and cultural contexts that involve the teacher-student (parents) binomial.

After these months of specialization, the teacher was able to make a retro inspection of her teaching practice that allowed her to know the origin of her way of working, detect her successes and mistakes, and how she can improve her work. She was also able to know and understand the origin of the plans and programs, as well as clarify doubts about how, why and what the plans are for, and how important it is to carry out attractive activities with real materials that allow both the teacher and the student to acquire knowledge in a motivating way within the appropriate cultural and

economic context. The knowledge acquired about the origin of teaching schools, the different researchers of knowledge and language acquisition, the methods, theories, approaches, models, strategies and activities that were being studied helped the teacher to strengthen her pedagogical approach and to be aware that each step she takes both in planning and execution will leave a mark on the students that motivates them or makes them despise the knowledge of another language.

The teacher reflections are:

- To have a well-defined work plan that includes evaluation methods and well-defined objectives.
- How important it is to establish the appropriate context according to the cognitive and social characteristics of the students.
- Use authentic materials
- To carry defined strategies that allow to carry out attractive and innovative activities.
- Motivate the students.
- Observe the students and keep a classroom log.
- Conduct constant evaluations of the teacher's teaching practice.
- Use technology as a teaching tool.
- Develop social skills among students.
- Be empathetic and inclusive.
- Always keep in mind that the goal is to produce communication whether it is oral or written.

The teacher will continue to use the communicative approach.

Although the development of the specialization was virtual, it was very complicated for the teacher because she did not have the opportunity to carry it out in person and that complicated a little the third part of the project, but it gave her the opportunity to update and learn the necessary technological knowledge to work under the new circumstances of learning and to discover how important it is to take advantage of and use technology as a learning tool. She also thanks Professor Gernot Potengowski for his magnificent performance and support to successfully complete the specialty. In conclusion, the acquisition of new knowledge will give her the opportunity to become a better English teacher.

CHAPTER 5 APPENDIXES AND APA STYLE REFERENCES.

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