UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

INTEGRANDO HABILIDADES DEL IDIOMA INGLÉS A TRAVÉS DE BIOGRAFÍAS

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

RAMIREZ LOZANO DANIELA

ASESOR: RUIZ DE LA ROSA GABRIELA

Ciudad de México a 13 de junio de 2021

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPOSAL FOR EDUCATIONAL INTERVENTION

INTEGRATING ENGLISH LANGUAGE SKILLS THROUGH BIOGRAPHIES

RECEPTION WORK

TO OBTAIN THE DIPLOMA OF

SPECIALIZATION IN ENGLISH TEACHING LANGUAGE AND TEACHING AS A FOREIGN LANGUAGE, ONLINE MODALITY

PRESENTS:

RAMIREZ LOZANO DANIELA

TUTOR: RUIZ DE LA ROSA GABRIELA

Mexico city. June 13th, 2021

Table of contents

Introduction

Great teaching can happen anywhere, but teaching online in an asynchronous modality requires different skills, strategies, and tools than face-to-face teaching. Teachers faced this situation because of the pandemic, looking for new strategies to teach and create innovative virtual classes. Some years ago, it was said that future was coming, but nobody expected that this future would arrive sooner. Second language (L2) researchers tend to frame learning in terms of the opportunities to engage in interactions or to respond to communication breakdowns in ways that prime the language acquisition. However, language instructors teaching online when they evaluate the curricular design of any textbook, course materials, or computer programs, they attend to more traditional measures and ask if the four skills have been adequately addressed: speaking, listening, reading, and writing.

After questioning about this came to my mind how can I integrate the different skills with my activities, so I started to look for new apps and strategies, also specialization took an important role thanks to this I could learn more about technology. Skills are essential when we are learning a language, such as when we communicate, we often use more than a single language skill. On the telephone, for instance, we listen and speak-maybe we also write down a message and read over what we have written. Also, integrating the skills allows you to build in more variety into the lesson because the range of activities will be wider. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English.

Above all, integrating the skills means that you are working at the level of realistic communication, which provides all-round development of communicative competence in English. This helps to build new knowledge and skills on to what students already know and can do. So, if students are able to read a short story, this skill will help them to write their own story.

The present work is the result of one year in the three modules of the Specialization in English Language and Teaching as a Foreign Language which has helped me in different situations, every module added a wider panoramic of what teaching involves. For instance, this project takes into account the learned aspects, I tried to plan diverse activities where students could learn more than I expected, integrating the four skills,

intercultural competences and going beyond on this way students could feel identified through biographies. Different biographies were selected where learners might develop their skills into diverse categories, also the plan was adapted as the CELEX program required '*Review of tenses'*.

The elaborated project took place in a Language Center, in the institution known as CELEX- CECYT 2 "Miguel Bernard Perales", that belongs to the Instituto Politecnico Nacional (IPN), where students inscribe of their pleasure. Because of the pandemic, virtual classes were used so students must have internet connection, computer or any electronic device, the virtual textbook and availability on Saturdays. Most of the students are from CECYT 2, but other learners come from extra schools, the age goes around 15-35 years old, the class is made by 20 students, they take English six hours per week every Saturday. The language level is similar because they are located based on an exam if they get a higher grade, students are located in an advanced level, this group is A2 level based on the Common European Framework, but it does not mean that they are identical, students come from different linguistic and cultural backgrounds, all this makes teaching special.

Teaching online has made me think about my teaching practice, as I mentioned before the importance of the skills were more relevant for me because I wanted to provide my students the best of learning a new language, what is proposed to develop a didactic intervention which will be detailed in this project as follows:

*Chapter 1: My philosophy and theory
*Chapter 2: Methodological and practice
*Chapter 3: My experience report
*Chapter 4: Conclusions

CHAPTER 1. Philosophy and theory

To create a teaching philosophy is vital for our practice as Soccorsi (2013) mentions that a personal teaching philosophy is an essential and active element of a teacher. Acquiring a philosophy is powerful, in that it directs and guides a teacher's teaching practices in the classroom as well as how they perceive teaching and learning and the students around them.

It could be said it is important because on this form we can articulate our beliefs about teaching and learning with evidence of how teachers enact those beliefs in our teaching. Establishing a sense of what we want to our students to gain from taking our classes and should be able to visualize us in the classroom and interacting with them. In the next lines it will be expressed these points about my teaching practice and the theory which was the basis of this project.

1.01 Teaching identity and philosophy

Through my professional development, my experience and my personality it can be described that my teaching philosophy has changed and I am pretty sure that it is getting better, since I decided to become a teacher, I knew the charge being a teacher.

Referring to English language, it was essential in my life because I used to listen to music in English language, lyrics took an important part of this decision, another fact was once I went to the City centre, some foreign visitors were around there and they pointed out how terrible Mexico was, they had the view of drugs, violence and selfish people, it is when I decided to teach English in order to my students can explain the other side of our country and try to carry up our identity as Mexican and how we can improve and break barriers, consequently the greatest combination between English language and help people is teaching English.

After graduating, I started to work, my first job was at CELEX-Cecyt 2, then my second job was at a high school called ECH, students are both schools are around 15-18 years old, in spite of being the same age they are totally different with another context, in these jobs , I have grown a lot both personally and academically, collaborative work has developed in a

great way I can talk and organize better with my colleagues or students, I have known more material referring to books, web pages, apps, strategies and platforms.

With the current situation, we were in need of stopping classes since March until this April 2021, we have to re-adapt our lesson plans into virtual, we continued with online classes, at the beginning was a challenge but now it is admiring that we are working very hard facing the situation. I had to design new strategies to catch their attention and trying to motivate them because of the situation, many of their parents lost their jobs, loved ones passed away and not everybody has the same situation, as teacher I like to correspond to their effort and responsibility.

When I think about my role as a teacher, the one thing that I constantly have focused on is the relationships that I have built with my students, also our world has many necessities and based on my situation in recent events I can name that kindness, empathy and knowledge are concepts we need to be a better person and teacher. English language is immersed around us so it has become as something required in our lives, it is seen on internet, cartoons, books, articles, music and more items. I believe all the new generations need to understand English because is everywhere and the most important aspect, I am a teacher so I know education is where I can have the greatest impact. I want my students can make a difference and show through English language the best of our country, we need supportive environments in which their own students can grow and learn.

It is significant to mention that learning new things and preparing me continually is one of my greatest satisfactions, it is when I decided to continue studying and look for a new chance, here is the decision to apply for this specialization, which it has been very useful for my development, apply new strategies, make the different assignments where I make reflections and innovative theories about language learning.

After looking over the different theories and approaches involved in language teaching it is clear to appreciate that one's identity and philosophy is not only the result of one's own individual background also the development of the theories has been the bases to advance new ones according to the new requirements.

Since I was in my major at *Escuela Normal Supeior de México* I did not know too much about theories, then when I started to write my final project, it had to be chosen a subject of investigation for our final project, from my learning perspective and observing the

viewpoint from others, it was notorious that all of us had an acquired language already, so it is very difficult to left behind something that we know, theories were taught at ENSM, one caught my attention: *Contrastive Analysis*. Lado (1957) mentions this theory as the systematic study of a pair of languages in this case Spanish-English, with a view to identifying their structural differences and similarities. Therefore, the difficulty in mastering certain structures in a second language (L2) depended on the difference between the learners' mother language (L1) and the language they were trying to learn. Consequently, embrace the *Error analysis*, according to Corder (1967) errors are significant of three things, first to the teacher, how far towards that goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide the researcher with evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in his discovery of the language. Third they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn (p. 167).

Currently, I still use these theories which have helped me to improve some areas, then on the other hand, through the lessons seen in the specialization I have learnt new subjects and information in order to improve my practice, such as the teacher's role, one principle that I like was to create a classroom atmosphere that is welcoming and accessible; a place that students feel comfortable coming to and where they know how to use the resources that are provided. The teacher should explain the use of these resources to their students, and make special plans for the inclusion of students with special needs and students for whom English is a second language. The way I am working on that is trying to create an ideal classroom environment, I know it is difficult for the reason that each student is different and come from various contexts, I try to share a good attitude and kindness, it is when I think of my mom because she says "treat like you would like to be treated", on this way I can be a better teacher. I work with High school students so I like they have confidence but respectfully. They have many likes related to English so it is easy to create conversations and activities related to these ones.

It has been two years since I stood up in front of a class for the first time as the main tutor. And I can remember it all, quite vividly: the unspeakable terror, the nerves, the emotion and the enthusiasm which I still feel when I am in a new place. Right now, I am about to finish my specialization and I could not be prouder of me, always is good to keep knowing new techniques, methods and information in order to be a better teacher and person.

1.02 Theoretical foundations

All teaching practices need theoretical frameworks which support its work, so on this section, it is studied the different theories and methods that were supportive to design the set of activities provided in the chapter 3.

1.02.01 Second language acquisition and learning theories

First of all, let us define the difference between learning and acquisition. Language learning, a progress which we are familiar with, because is conscious, many of us would have used at school, this includes grammar rules.

Acquisition however, it is a subconscious progress, and comes as a result of interaction in your target language. It has been said that a person who has already a L1 it would be more difficult because it has a previous knowledge.

1.02.01.01   Acquisition and learning theories

This phenomenon that has been understood by many theories with diverse descriptions resulting in different interpretations and comprehension of ho people acquire/learn a language. In this section, it is analyzed the theory of Behaviorism proposed by Skinner (1953), the theory of structuralism by Saussure (1959), the theory of the Generative Linguistics proposed by Noam Chomsky (1962), the Sociocultural theory by Lev Vigotsky (1986) and Contrastive Analysis proposed by Lado (1957).

	Description	Learning perspective	Acquisition perspective
Behaviorism	It is the theory that scientific enquire into behavior should consist only of what can be observed, such as stimuli and responses.	Stimulus-response learning. Language is a set of habits.	It is exposed that learners acquire through imitation.

Structuralism	This view treats language as a system of structurally related to elements to code meaning.	Deep study of aspects of the language such as syntax, phonology and morphology.	Creative generator of language of language through imitation.
Generative Linguistics	Language could not be explained as a simple response to stimuli. It is focused on the principles or universal constraints leading the fundamental processes of language performance.	Creating new sentences are strongly encouraged for students to create by their own. Study of grammar rules to produce new structures. In this way, productivity in language is covered.	Principles of language can be found in interlanguage and universal grammar.
Sociocultural theory	Language is learned as a result of interactions between social and cognitive factors. This theory is focus on the relationship between the mind and social/cultural factors.	Symbolic tools of the high mental processes.	Language is referred as a process not as a product which learners imply complex thinking by cooperative learning, construction of meaning and sociocultural variables.
Contrastive Analysis	Systematic study of a pair of languages to identify their structural differences and similarities. Another purpose is to help teachers to identify areas of difficulty for their learners.	Study and comparison of two languages such as things in common, sound systems, written statements, structural forms and culture aspects.	You have already acquired the L1 for instance you use it for contrasting.

1.02.01.02 Stephen Krashen's hypothesis

One of the experts in the field of linguistics is Stephen Krashen (1988) who has made specializations in theories of language and acquisition advance. In the following section, it will be studied of Krashen's widely known theory of second language acquisition.

Krashen's theory consists of five main hypotheses:

1. **The acquisition-Learning hypothesis**

According to Krashen there are two systems of foreign language performance: the acquired and learned system. The 'acquired system' or 'acquisition' is the product of an unintentional process very similar to the one which child experience when they obtain their mother tongue. Meaningful interaction with the target language: natural communication.

The second system is the 'learned' or 'learning' which is the produce of formal instruction and it embraces a cognizant process which outcome in a conscious knowledge.

2. **Monitor hypothesis**

This hypothesis explains the relationship between acquisition and learning. The monitoring function is the practical result of the learned grammar. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met:

1. *Focus on form:* The learners need to be focused on the form of the target language. This condition implies that form is more important.
2. *Knowledge of the rule:* When learners structure a wrong sentence like "She have three children" it is useful to know the use with 3rd person, in order for the Monitor to have an effect.
3. *Time:* Learners need time to think about the rules in order to be able to use them.

3. **Input hypothesis**

. Krashen suggested that language is acquired through exposure to comprehensible input (written or spoken). According to this, 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. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to **'Comprehensible Input'** that belongs to level 'i + 1'.

4. Affective filter hypothesis

To account for individual differences, Krashen proposed various factors that are bound to influence the learning process in both positive and negative ways, these variables include: motivation, self-confidence, anxiety and personality traits.

5. Natural order hypothesis

This research suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and the agreement between individual acquirers.

1.02.01.03 Zone of proximal development

It refers to the difference between what a learner can do without help and what he or she can achieve with guidance and' encouragement from a skilled partner.

According to Vygotsky (1978) maintained that the ZPD is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers (12)".

The next illustration shows the zone where takes place the skills developed as Vygotsky stated it.

.

1.02.02 Methodologies and approaches

First of all, let us define an approach, which provides theoretical assumptions about language and learning, informs methods. Each method should not contradict the approach on which it is based. Similarly, procedures are ordered sequences of techniques that have to be associated with the theoretical assumption a method aspires to put into practice.

Even though there are many frameworks which it can be based on, the following list states some basis which it helped me within my teaching practice.

The Grammar-Translation method: It focuses on the literature and grammar of the target language, with passages being translated into and from the mother tongue. Consequently, it tends to be very much text-based. Typically, the teacher gives instructions and grammatical explanations in the mother tongue. Little or no attempt is made to teach pronunciation.

I have found grammar rules as useful for structuring statements that are inexistent or uncommon in L1 and also as an approach to a diversity of texts.

The Direct method: There is no translation. In fact, mother-tongue is expressly forbidden, and all communication is directly in the target language. Vocabulary is explained through visual aids and miming. Listening and speaking skills are given priority, though reading and writing play their part. Grammar is deduced rather than instilled.

From this one, I like to explain new vocabulary through pictures, realia or miming, also contexts take important roles such as going to doctor, money or sports.

The Audiolingual method: Here grammar is prioritized over vocabulary, and accuracy over fluency, giving learners few opportunities to produce errors which are seen as potentially "contagious". Ultimately, the learner will speak "automatically".

Target language and mother tongue are used in this method so I have found it beneficial by the reason of students have an acquired language, dialogues and oral patterns are significant and some exercises used include repetition, chain and substitution drills. Tapes, visual aids and language labs have been very advantageous to my students in order to improve their English learning.

Communicative Language Teaching: It emphasizes the importance of all four language skills and aims to achieve "communicative competence" (rather than linguistic competence) through considerable learner interaction and communication of "real" meaning. It is an approach that tends to promote fluency over accuracy, the functional over the structural, and authentic materials over fabricated materials.

From CLT, I take the idea of learning by doing. The idea of pair/group work helps in some activities, students like to share ideas and opinions and even more with their friends. Worksheets and activity cards are ones of my favourite techniques I think learners can practice and take it as a challenge feeling a success. Games are engaging tools where students feel free to participate also, they are learning at the same time. Working with the four skills are essential to develop their aids like so they can notice which is the strongest or lowest. I like to plan authentic materials because on this way I can design them by my students' needs and real-life contexts. (EEAILE,2021)

In addition to the previous approaches, it is significant to discuss other theoretical perspectives in my teaching practice which are Kolb's model of Experiential Learning and Task Based Learning.

1.02.02.01 Kolb's model

On one hand, there is Kolb's model (1984) which suggests that all learning happens due to real-world experiences which then help people form mental models of that experience. Some people actively experiment with the new learning and create further experiences on the subject, the following 4 aspects to the model, are explained below:

*Concrete Experience: The learner has a new experience, say for example going to a new place for the first time. When the person uses the tools or visits a new place, he has a concrete experience that sets the foundation for the subsequent processes.

A few examples I have made in the classroom are observations, simulations, games, problem sets and trigger films.

*Reflective Observation: After the experience, the person reflects on that and tries to understand the differences between his/her previous understanding of the subject.

Applying these ideas are a clear example of thought questions, brainstorming and discussion about different topics.

* Conceptualization: After reflecting or observing on the matter deeply, the learner comes up with new ideas.

From my perspective, lectures, papers, model buildings and projects' drafts are some of the practices I have applied based on Abstract conceptualization.

*Active Experimentation: After forming new ideas, the person actively works on the idea. So, the learner may travel to new places.

Finally, some activities to point out are homework, tasks and projects

1.02.02.02 Task Based Learning

On the other hand, we can find the Task Based Approach which it seems to me one of the most useful, practical and adaptable for my teaching practice, before the lesson plan is explained, it will be mentioned features and description about this approach.

In a task-based lesson the lesson is based around the completion of a central task. The lesson follows certain stages which are the following ones:

- **Pre-task:** The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage.
- **Task:** The students complete a task in pairs or groups.
- **Planning:** Students prepare a short oral or written report to tell the class.
- **Report:** Students then report back to the class orally or read the written report. The teacher chooses the order and give the students feedback on the content.
- **Analysis:** On this stage students have to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight some aspects.
- **Practice:** Finally, the teacher selects language areas to practice.

Doing an analysis about this approach, I can highlight the following advantages:

- A natural context is developed from the students' experiences.
- Lexical phrases, collocations and patterns are exposed.
- The language explored arises from the students' needs.
- It is enjoyable and motivating.

CHAPTER 2: Methodology and practice

Trying to apply the previous concepts and to adapt them with the new forms of working (virtual classes), it has been designed a lesson plan for the next part, but first of all let us to define the different principles that were taken into account to develop the language skills which are a basis for the creation of this project, also some evidences of the results and assessments were will be explained.

2.01 Procedure of the learning activities

As an EFL teacher, it has been faced many challenges through the virtual process, consequently it is decided to point out how to work with four of the second language skills and one important concept: intercultural awareness, this part is to include a detailed description and a deep analysis of the class' development.

2.01.01 Reading skill

Reading is a complex cognitive process and readers use different approaches, consequently there are 3 ways to approach reading: bottom up, top down and interactive. Let us take a look at these approaches.

*Bottom up: This involves looking at the individual components of a text in order to understand the text as a whole. These individual elements include:

Letters (this includes recognizing letters and correctly applying phonics)

Words (guessing the meaning of unfamiliar words based on context)

Grammar (identifying the grammatical role of a word - subject, verb, adjective, etc.)

The activities and exercises in these lessons are designed to help students develop strong comprehension skills that will aid them when they read more complex texts.

Forstall (2019) says that the initial focus for early literacy is the instruction of the basic or foundational skills necessary for life-long mastery of literacy and the components of reading. In bottom-up reading activities, student learn to read from the bottom, or foundation, up to concepts like reading comprehension.

*Top- down: This consists essentially of moving from overall general meaning down to examining the written code. This process uses your background knowledge of the world to comprehend a text. Processing information from the top down allows us to make sense of information that has already been brought in by the senses.

This process plays an important role in our interactions with our environment. Our five senses are constantly taking in information.

*Schema theory: It is an explanation of how readers use prior knowledge to comprehend and learn from text. The fundamental principle of the schema theory assumes that written text does not carry meaning by itself.

According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge.

This research has shown that this information is kept in form of schemata, for example:

content schema - prior knowledge about the topic of the text

formal schema - awareness of the structure of the text

language schema - knowledge of the vocabulary and relationships of the words in text

Bottom up was used to guess the meaning of unknown words in the reading 'Helen Skelton' and 'Bruno Mars' life', the background takes an important role because this counts before reading, teacher activates prior knowledge and language schema was used for identifying the different tenses in the text.

2.01.02 Writing skill
 Writing as a skill is very important in teaching and learning a foreign language; it helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking, and reading.

Hyland (2002), defines writing as "the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse." Hyland also suggests the following six approaches when teaching writing.

1. Language structures: The coherent preparation of words, clauses, and sentences, which are structured according to a system of rules. Taking four stages in the development of writing.

a) *Familiarization*: Students are taught certain grammar and vocabulary items.

b) *Controlled writing*: Students practice writing and they substitute some ideas.

c) *Guided writing*: Students imitate model texts.

d) *Free writing*: Students use the patterns they have already learned to write.

2. Discursive structures: Every culture has a proper style for its discourses. Each genre has its way of organizing its ideas, for example: longer texts need to be divided up into smaller parts to be manageable for the reader, such introductions, conclusions. Moreover, there are cultural conventions for the arrangement of different types of paragraphs.

3. Creative expression: Writing can be transformed into a process of self-discover. Students can express personal experiences and opinions without pressure.

4. Writing processes: This model follows a planning-writing-reviewing-process which is explained in the following steps:

1. *Selection of a topic*: by teachers and/or students

2. *Prewriting*: brainstorming, collecting data, note taking, outlining, etc.

3. *Composing*: getting ideas down on paper.

4. *Response to draft*: teacher/peers respond to ideas, organization, and style.

5. *Revising*: reorganizing, style, adjusting to readers, refining ideas.

6. *Response to revisions*: teacher/peers respond to ideas and style.

7. *Proofreading and editing*: checking for correct form, layout, evidence, etc.

8. *Evaluation*: teacher evaluates progress over the process.

9. *Publishing*: in-class printed versions or presentation, websites, etc.

10. *Follow up tasks*: to address weaknesses detected.

5. Content: Students can also select their own topics to write about. Materials and activities can be adapted to students of different proficiency levels by varying.

6. Genre and contexts of writing: Writing instruction begins with the purpose of communication. Genres can be such text types as jokes, anecdotes, advertisements, biographies, menus, tickets, prescriptions, poems, songs, etc.

These steps were the basis to plan the writing part of my lesson which refers to a person's biography, developing diverse skills at the moment of writing, on this way allows to facilitate the creation of a text.

2.01.03 Listening skill

Tomlinson (1998) defines listening as, "Active listening, which is very important for effective communication". Listening can be also defined as "More than just hearing and to understand and interpret the meaning of a conversation".

Successful listening skills are acquired over time and with lots of practice. Learners need to exposure to spoken English to be able to develop their listening skills. However, students in some parts of Mexico may not have many opportunities to listen to English outside the classroom. Otherwise, as teachers it is our role to try to develop these skills with authentic materials that must be related to real life situations.

There are some methods to address this skill which are "bottom-up", "top-down" and "Input hypothesis":

*Bottom-up processing: This processing happens when someone tries to understand a piece of writing by looking at individual meanings or grammatical characteristics of the most basic units of the text. This will define the type of activity that should be used.

Bottom-up skills involve "decoding", that is, constructing a message from sounds, words, and phrases.

*Top-down processing: Refers to the use of contextual knowledge or previous information of a specific topic in order to understand the meaning of a message. It means making as much use as you can of your knowledge and the situation. From your knowledge of situations, contexts, texts, conversations, phrases and sentences, you can understand what you hear.

This processing in language learning happens when some uses background information to predict what they are about to read.

An example of this processing is asking learners to read the title of a piece of writing and asking what the article might be about

*Input Hypothesis: As it was stated in Krashen's hypotheses are ones of the most well-known, Krashen states (1996) that a necessary but insufficient condition for language acquisition to occur is that the acquirer understands input language (in meaning, not form) that contains structures, the current level of competence, that is, that signifies a challenge that it still allows the comprehension of message.

Students should be exposed to language structurally higher than they can already produce, which has been considered "i+1". It is expected for acquirers to talk when they feel ready and comfortable to try on the i+1. As learners reach a new base line, i+1 is modified and so on.

In listening, it means that the listener would have to face with sounds, structures, accents, intonation and speech that are a bit far beyond that the learner is already used to. Upon subjecting the learner to a greater exposure, to a greater variety, we will be providing the necessary breakdown and challenge for him/her to gain further knowledge and practice.

At the moment of listening the biography of Helen, students can predict what is the listening about, using an goes which goes beyond in order to improve their listening skills.

2.01.04 Speaking skill

Based on my students' opinions and my beliefs, speaking is the skill that most of them wish to be really good at. Yet, it is also the skill they practice the least because of embarrassment, afraid of mistakes or there are no someone who practice all the time kike you learn your mother tongue. Language is a tool for communication. We communicate with others, to express our thoughts, and to distinguish others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. Speaking activities often derive from grammar, reading or listening activities what makes speaking different from the rest of the skills, expressing your thoughts can be hard because of our L1, it is hard to stop thinking about in our native language and we have to answer quickly in order to make a spontaneous and fluid conversation, speaking and listening are brain input skills while reading and writing are brain output skills.

When planning an activity, it is to think about teaching techniques and activities, as Bygate (1987) suggests some processes involved in learning to communicate in a new language, some of the following considerations I have taken them into account: *Oral practice for the learning of grammar* refers to activities intended to helping students practice grammatical structures by using them (for example, substitution drills). S*tructured interaction* refers to exercises which can tie the hole between knowledge of the rules and the students' ability to express their own meanings, here I have accompanied them by realia or visual aids. For last, we can find *Autonomous interaction* which states to the kinds of actions intended at providing contexts for and facilitating the learners' expression of personal meanings in the target language, such as maintaining social relations, expressing reactions, seeking and giving information, solving problems, discussing ideas, sharing leisure activities

In order to avoid breakdowns, I like to encourage my students do not stop, because sometimes we can block our mind when you do not know how to say a word, students may use gestures, use synonyms or using pictures.

2.01.05 Intercultural competence

This competence is defined in a number of way but generally, it is the ability to communicate and behave in appropriate ways with those who are culturally different, then try to create shared spaces, teams, and organizations that are inclusive, effective, innovative, and satisfying.

One of the most popular models of intercultural competence in language education has been developed by the British language educator, Michael Byram, and his colleagues (1997) described the following concepts:

 *Knowledge: Critical cultural awareness, linguistic and communicative awareness.

*Skills: Listening, observing, patience, viewing the world from other's perspectives.

*Attitudes: Respect, openness, curiosity and discovery

Through my lesson plans I decided to include Integrated skills which based on Brown's ideas (2007) states that we do so in an attempt to achieve some balance in our lessons and also to be able to account for it in a more or less straightforward manner. From a language perspective, most of our language-based interactions include the incorporation of two or more skills, also skills-integration has positive effects on motivation.

First of all, review of tenses is the main topic based on CELEX program and the textbook, most of the activities planned for the class. For reading activities, authentic texts were used, I used the ones which were on net, and from the textbook. The linguistic schema is stimulated by activating their knowledge, I showed some pictures and also playing hang-man online. By the side of the content schema, I adopted some pre-reading questions, then everybody could discuss them and predict what is about. Bottom-up processing is used when I allowed to my students to listen how to pronounce some words with audios and repetition techniques.

For listening skill, I tried to use different types of input, so we reviewed more about the tenses, videos from YouTube and audios from the book were very useful to design a listening plan. In the diverse stages we can find the following doings, to activate their schemata is discussed some ideas to carry on the audios, then in while-listening phase, learners are sked to fill in the gaps some missed information, put in order some statements and to write the statements they could listen using diverse tenses.

The lesson goes from top-down processing to bottom-up processing: The first one is used when learners are required to divide some functions (tenses, nouns, verbs) from the song and video.

Referring to writing activities I decided to set formal and informal writings, on one hand the informal ones are exposed on the Skype chat, based on Brown's principles, they are very useful to interact more each other, they can answer faster, connects reading and writing and provides authentic writing on this way learners can write as they wish, at the end they can receive feedback, on the other hand I can mention the formal one which refers to write a biography of a famous person they like in order to use tenses, all the asked requirements are in the rubrics described in assessments part, Hyland's statements were essential in the writing process, first to select a topic , second a brainstorm among students and teacher, create drafts and a final product, finally an evaluation of their productions.

For this project, in the speaking part, there is a final task to develop, which consists in creating a video describing of a biography, they have to think a famous person and talk about it, they have to consider the mechanics, word order, vocabulary and grammar as well as social rules such as register. Even though they are A2 level, it is required fluency, accuracy and pronunciation through this conversation because it is the last level of basics. After that, they will receive feedback.

Talking about culture through biographies, there are some regarding features that I would like to mention which it was tried to develop them in the lesson such as:

*Respect: Value cultural variety, thinking comparatively.

*Curiosity: Looking for intercultural interactions.

*Critical cultural awareness: To evaluate your own culture's perspectives.

*Culture specific knowledge: Analyzing information (history, values, beliefs)

*Ethnocentrism: The practice of judging others by your own world.

It is considerable to highlight about the use of technology, all the activities were planned by technological tools, assessments are delivered by via Classroom, chat is used by WhatsApp and Skype, extra resources such as: Liveworksheets, YouTube and websites.

2.02 Lesson plan

For the following section, it will be described the set of actions, activities and strategies that were built based on the methodological part of this work, utterances from the Module 2 of this Specialization, trying to cover the students' requirements and the current conditions, first of all in let us to read more about the students' profile and sequently the lesson plan.

Learners' profile and class context

The application of this proposal was in the group B5, A2 level of English from CELEX-Cecyt 2 "Miguel Bernard Perales", located in Miguel Hidalgo, Mexico City. This High School is focused on engineering.

The group has 20 students, 11 are men and 9 are women, through this course has not been many absences. Most of the students belong to CECYT 2, a few of them study at university or another high school, they are around 17-24 years old. Being an extra course, students have decided to learn English for different aims. Learners are studying subjects related to Maths, Science, Trades being Cecyt part of technical careers. Students are in the level Basic 5 according to the Common European Framework A2 level. They like games, social media, music, cartoons, sports and are very interested in learning new things. They have mentioned that listening and speaking are the skills that are the most difficult for them. These are their 6th and 7th classes of the course, so they know how the class works. They also have the technological tools to their fingertips so it can be implied the wished strategies.

Talking about the class context, it is taught only on Saturdays from 8am to 2pm face to face, now we connect by via Skype from 8:00 am to 10:30 for synchronous work it means that they need the teacher's assistance, then at 11:00am they have the asynchronous work which is activities made by their own, it could be book activities or any extra. Because of connection failures sometimes we find ourselves in need of finding out other solutions in case they present it they have the opportunity to check the recorded video, if it happens to me, another teacher comes to assist. Virtual materials are available and sufficient for everyone because they have acquired their virtual books, there are several tools on net and everybody is working in their computers. This occasion it will be described

one Saturday with them, because of being the one before the last class, the main topic is *review of tenses,* their next level is intermediate

On the following set of activities, the four skills (reading, listening, writing and speaking) strategies were designed based on the program contents, methodological theories, learners' needs and available technological tools.

2.02.01 Class #1

Teacher: Daniela Ramírez	Level: A2 / Bas. 5	Unit: 12	Lesson No.: 3	June 5th 2021

LEARNING OBJECTIVE(S) OF THE LESSON: Learners can talk about a person's life through biographies applying different tenses (present simple, present continuous, past simple, present perfect and going to).

TASK: *Biography* Learners are going to write and talk about a person's life describing past events, habits, cultural references, routines, current situation and plans for future.

TIMING	CLASS DEVELOPMENT	TEACHING ITEM / CONCEPT
	SYNCHRONOUS WORK	*Present simple
		*Present continuous
	Pre-Task Phase	*Present perfect
	Presentation:	*Past simple
	1. T shows a screen called 'Han man online' (figure 6), then Us try to guess the hidden words in order to know the topics of the class. After that, T-Us talk about the concepts that could be seen in the day.	*Going to
		LANGUAGE FUNCTION
	2. T shows a Jamboard which includes a summary of the different tenses, grammar structures and examples. (figure 7 , 8 , 9, 10)	
	3. When T finishes to explain a tense, the second part is a video where real situations in the movie Monster's Inc is used (figure 11) and Us have to match the different expressions into the tenses. Then Us express their ideas.	Talking about biographies.
		LEXICAL SET
		*Like events and experiences.
150 min.	**Practice:**	
	4. In order to work on reading skills, before starting, T asks Us about their beliefs and the ideas will be recollected. The biography is based on Bruno Mar's life. (Figure 12)	**MATERIALS / TEACHING AIDS**
	5. T allows four learners to read aloud the text, then together answer the exercise which consists on True and False statements, T-Us will be answered together and states the reason.	*Computer
		*Speaker
	6. Continue working on reading, T asks Us if they like adventurous biographies and start reading after that Us have to fill in the gaps with the missing words related to the biography of Helen Skelton (Figure 13). The exercise is 1 and 2 of the page 110 from their student's book.	*Jamboard
		*Books set
		*Wordwall game
		*Hang man online
	7. Now working on listening part, T plays an audio related to the Helen Skelton's life too (Figure 14), the context is that she is in an interview	

and T asks Us to think about the future answers, as first step Ls listen the conversations and write down the expressions with the different tenses that they caught, then the audio is played one more time and then we compare every answer.

8. For the second activity based on listening, T shows a liveworksheet with missing words and students have to write these ones, the activity is based on the song 'In my life'- The Beatles (Figure 15), first T asks what do they think is the song about? then everybody reads the instructions and the context of the song, T plays three times the song, one for write the missing words, the second for checking out their answers and the last one for following the pronunciation and intonation.

9. Post listening, students divide the fragments into the ones which use the different grammar tenses, then everybody comment their answers and check the results

Production:
10. Learners have to think about different sentences related to them and they have to share them on the WhatsApp group with an image or a GIF. (Figure 16)
10:30-11:00 BREAK

ASYNCHRONOUS ASSESMENTS

Task Cycle Phase

Task:
1. By via Word online, students start to write about the person they want with the teaching items from the lesson, students must include life achievements, personal life, routines, past events and future plans.
2. Hey share his/her file with another classmate, so they can provide feedback before sharing with the teacher, (Figure 17)

Planning:
1. T checks their progress; word online helps to underline spelling mistakes and highlight different phrases. On this way they can receive their feedback until the final video.

Report:
2. Each student starts preparing his/her video where they must talk about this biography and they can edit as they want.

SYNCHRONOUS WORK

1.T gives some recommendations for their videos and says a detailed reflection about their works on Word online in order that they can improve the final results

2. To work on speaking answers, it will be shown a Wordwall with a wheel using a combination of the tenses, all students participate. (Figure 18)

For Homework: students record the video (Figure 19) and work on the Helbling platform (Figure 20) based on the teaching items from the lesson.

120 min.

60 min.

60 min

Us-Us
T-Us

2.02.02 Class #2

According to this lesson plan is not so complex due the fact that it is the last day and it is just for presenting final tasks and final exam which will be described in the next part of assessing.

Lesson plan template			
Teacher's name:	**Daniela Ramírez Lozano**		
Level:	A2/ Basic 5	**Schedule**	8:00 – 11:30
Date:	June 12th, 2021.	**Number of students:**	20

		Class evidence		
Class	**Date**	**Procedures followed**		
		Introduction	**Action**	**Consolidation**
7	June 12th	T allows students to share their videos, also learners must talk the cultural aspects about his/her character, then T provides some feedback in order they can improve some skills and also T mentions some mistakes committed on the platform	**Break** 9:40 am-10:00 am T explains the general instructions for the final exam which contains reading, listening and use of English.	**Final exam** Students answer the final exam on google forms based on the contents of the level.

2.03 Tools to assess

Assessment plays an important role in the process of learning. The types of assessment tasks that we ask our students determine how students will approach the learning task.

It is important to consider how to measure the learning that we want our students to achieve. Assessment should integrate grading, learning, and motivation for them.

2.02.01 Assessing speaking

Speaking is part of communication and is something everyone does, every day. Let us highlight Micro-and Macro skills which we need to keep in mind for assessing as Brown (2004) mentioned I decided to use the next ones for creating my activity.

Micro-skills

1. Produce English stress patterns, rhythmic structure, and intonational contours.
2. Produce fluent speech at different rates of delivery.
3. Use grammatical word clauses and systems.
4. Express a particular meaning in different grammatical forms.

Macro-skills

1. Use appropriate registers, implicature, pragmatic conventions.
2. Convey links and connections between events and communicate relations.
3. Use facial features, kinesics and body language.

Being said that, I designed a rubric based on these principles, understandable, my students and the activity which is defined in the lesson plan.

Criteria	Assessments	Comments
Uses pauses effectively and speaks loud enough.	2 1 0	
Includes a wide range of concepts from the lessons.	2 1 0	
Shows a coherent structure.	2 1 0	
The pronunciation is understandable.	2 1 0	
Connects ideas using the grammar functions.	2 1 0	

2: meets standards   *Figure 1*
1: below standards
0: not evidenced

2.02.02 Assessing writing

Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation, and the generation and distribution of its results. There are some stages suggested by O'Malley and Valdez-Pierce (1992) which they have been changed some statements according to my needs.

Stage 1 Students choose the topic, brainstorm ideas, choose vocabulary or key concepts.

Stage 2 The student starts the writing process. The purpose for the student is to type all the ideas following the first rough draft and the outline. In this case, student interchange their links where they are writing and they *revise* and *edit each other.*

Stage 3 This stage is also called *post-writing or revising.* Here, the student re-reads and revises his/her writing piece and corrects errors or mistakes based on peer feedback.

Stage 4 This stage is called the *editing* process. The purpose here is to focus on mechanics, that is, to present it as a final product for the teacher.

The next rubric was designed with the previous stages, teaching items, class and students' context.

Criteria-Writing of the lesson	Yes	Sometimes	No	Comments
Uses the teaching items from current lesson (comparatives, should, fitness life vocabulary)				
Includes organization, logical order and transitions.				
Shows sentences fluency with compound or complex ones.				
Express consistent verb tenses and correct punctuation (commas, capitals, apostrophes).				
Uses words that are used correctly with rich word choice and has a few spelling errors.				

Figure 2

2.02.03 Assessing reading

All reading assessment involves interpretation. Reading assessment done well allows us to make inferences about students' needs and strengths. We may move from the specific to the general, also a student's performance in a specific place and time on an assessment task. Testing formats for reading include formal ones originating from standardized tests and informal ones originating from ongoing classroom assessment. One of the task formats from standardized testing that I used for this class was **modified cloze** procedure, which offers multiple choices at each blank. In this case, learners had to choose the correct name of the person who said that.

Figure 3

Figure 4

2.02.04 Assessing vocabulary and grammar

Grammar and vocabulary are two important issues when teaching and learning EFL. It is important to develop both short- and long-term learning objectives, which should be aligned with the curriculum. Consequently, you want to develop an assessment plan that will be part of your student's communicative experience as well as an accurate and fair method for grading.

Vocabulary is required in order to build blocks of language, and grammar is necessary in the process of creating larger structures such as sentences, paragraphs, and whole texts. Read (2009) mentions dimensions referring to vocabulary but in my activity is focused on

selective-comprehensive, has as its aim the range of vocabulary to be included in the assessment, either because of its importance, use, or meaningfulness in this case is adventure vocabulary, also I decided to integrate grammar at this section, my objective in assessing grammar as the rest of the skills is to appropriately measure useful grammatical skills of my students. In this way, we recognize the progress and problems students present in any given topic. Here we can find formative and summative assessment which based on Garrison's ideas (2013) says that formative assessment refers to tools that help to shape learning, the goal is to improve learning, based on this assessment I try to develop class discussions, weekly quizzes, writing and homework assignments. Then it could be said that summative assessments evaluate students learning, this assessment evaluates knowledge, proficiency, or success at the conclusion being an English course where I am working, it could be developed in an instructional period, like a unit or course such as final projects, presentations or exams. In this situation a final exam was used to check it out students' progress. In this activity had to choose the best option based on the teaching items from the lesson including review of tenses.

Figure 5

CHAPTER 3. Experience report

Based on the previous set of activities, the following evidences are the results of the CELEX-CECYT 2 students and the material which was used for implementing in the classes, after that my reflections will be exposed.
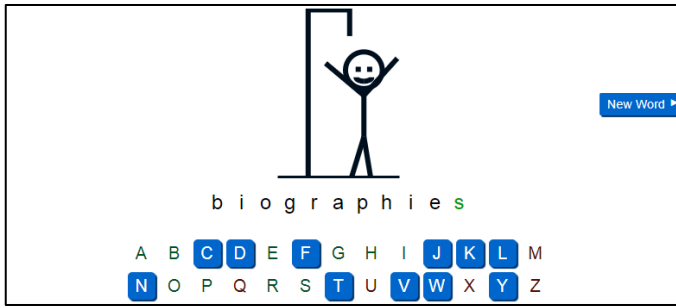

Figure 6

Figure 7

Figure 8

Figure 9

Figure 10

Monsters Inc Simple present x pres cont

Figure 11

Bruno Mars' biography.

Peter Gene Hernandez is a singer, a songwriter, a producer and a dancer who was born on October 8, 1985, in Honolulu Hawaii.

When he was two, his father called him "Bruno" for a more famous name. Mars has 6 siblings and he came from a musical family because his mother was a singer and a dancer, and his father performed rock and roll music.

At the age of four, he began performing with his family's band. He performed Elvis and Michael Jackson on the show.

Peter attended Roosevelt High school where he met a lot of friends to form a band. Then he presented a song that he had written and recorded for a music label, but he didn't have success. Many years later he presented the song 'Nothing on you' which became his first popular song.

Bruno Mars has had many records and experiences in his life, for example: He has won a lot of prizes, he has done 3 world tours, Bruno has presented in the Halftime show, he has formed bands. He doesn't talk too much about his private life, but Mars hasn't got married yet and he hasn't had any children.

Nowadays, he comes back after a break. He enjoys spending time by his own, he loves music so he always creates new songs in his free time and he doesn't share too much on social media. In pandemic times he created new music and a new brand of alcoholic drinks, his new song 'Leave the door open' is very popular on platforms like Spotify and Tik Tok.

Now, he is thinking about a new album that is going to go out this year. Also, he's going to create a new band called 'Silk Sonic', the bad news is that he isn't going to give concerts soon.

Figure 12

JETSTREAM elementary STUDENT'S BOOK

...son 3 - What's the hardest thing you've ever done?

GRAMMAR Review of tenses

Complete the information about Helen Skelton with the correct form of the verbs in brackets.

Helen Skelton _____ (be) born in Carlisle on 19th July, 1983. From 2008 to 2013, she _____ (be) a TV presenter on *Blue Peter*, the world's longest-running children's TV programme, but now she _____ (be) a football presenter for BT Sport. She _____ (do) a lot of difficult things in recent years, and she has made a lot of money for charity. In 2009, she _____ (run) an Ultra Marathon in Namibia. In 2010, she _____ (kayak) all the way down the Amazon. In 2011, she _____ (walk) across a tightrope in London. And in 2012, she skied and _____ (ride) a bicycle to the South Po¹⁰

Figure 13

Listen to the conversation and complete with sentences of short phrases.

MAN I'm just reading this really interesting interview with Helen Skelton.

WOMAN Who?

MAN Helen Skelton – you know, the TV presenter.

WOMAN Oh yes. I know. What does it say about her?

MAN Well, she's done some really amazing things.

WOMAN Like what?

MAN Well, first she says her hardest adventure up to now was the Amazon in 2010. She kayaked all the way down it, 3,230 kilometres! It took 40 days, but she saw some amazing animals.

WOMAN Wow!

MAN And then the South Pole is the coldest place she's ever been. She went there in 2012. It was minus 48! It was so cold apparently, it was painful.

WOMAN Yeah, minus 48 is really cold. How _____ did she travel?

MAN She skied and cycled. It took 18 days to go about 800 kilometres.

WOMAN She's a brave woman! And what about the hottest place?

MAN She ran an Ultra Marathon in Namibia in 2009. That means 126 kilometres in 24 hours. She didn't sleep for 24 hours!

WOMAN Does she ever have a normal holiday?

MAN Well, she says her best holiday was in Turkey. She drove across the country from east to west in a camper van.

WOMAN A camper van?

MAN Yes, and her worst holiday experience was in Australia. Someone broke into her hotel room.

WOMAN Yeah, that's horrible. So where next? What is she going to do for her next adventure?

MAN She says she wants to go to Nepal and Thailand. What about you? What are you going to do for your next adventure?

WOMAN I think I'm going to make some tea!

Figure 14

SONG: IN MY LIFE, BY THE BEATLES

LISTEN TO THE SONG AND COMPLETE WITH THESE MISSING WORDS

In My Life (Remastered 2009)

lose	are	'll remember	have gone	know	remain	think	are	is
ve loved	think	have	know	know	went	'll often stop	can	
'll never lose	love	compares	have changed					

There are places I _____
All my life, though some _____
Some forever, not for better
Some _____ and some _____
All these places _____ their moments
With lovers and friends I still _____ recall
Some _____ dead and some _____ living
In my life, I _____ them all

Figure 15

Figure 16

Writing: A Biography

-Louis Tomlinson-

Louis Tomlinson is a British singer, songwriter and footballer. He was born on December 24, 1991 in Doncaster, UK.

He started his career as a singer when he participated in The X Factor with the boy band One Direction. He was in One direction until its disintegration. After that he released the songs "Just hold on" with Steve Aoki (2016) and "back to you" with Bebe Rexha (2017), in October 2017 his song "Just like you" was released and "Miss you" this year.

Figure 17

Farfán Rodríguez Christian Omar

Lionel Messi Biography

Lionel Andrés Messi Cuccittini is an Argentine footballer who plays as a forward or midfielder who was born on June 24, 1987, in Rosario, Santa Fe.

He is considered the best player in the world and the best of all time, he is the only footballer in history who has won the Ballon d'Or six times; in addition to receiving six Golden Boots, a FIFA World Player and a The Best FIFA. In 2020, he became the first footballer to receive a Laureus award.
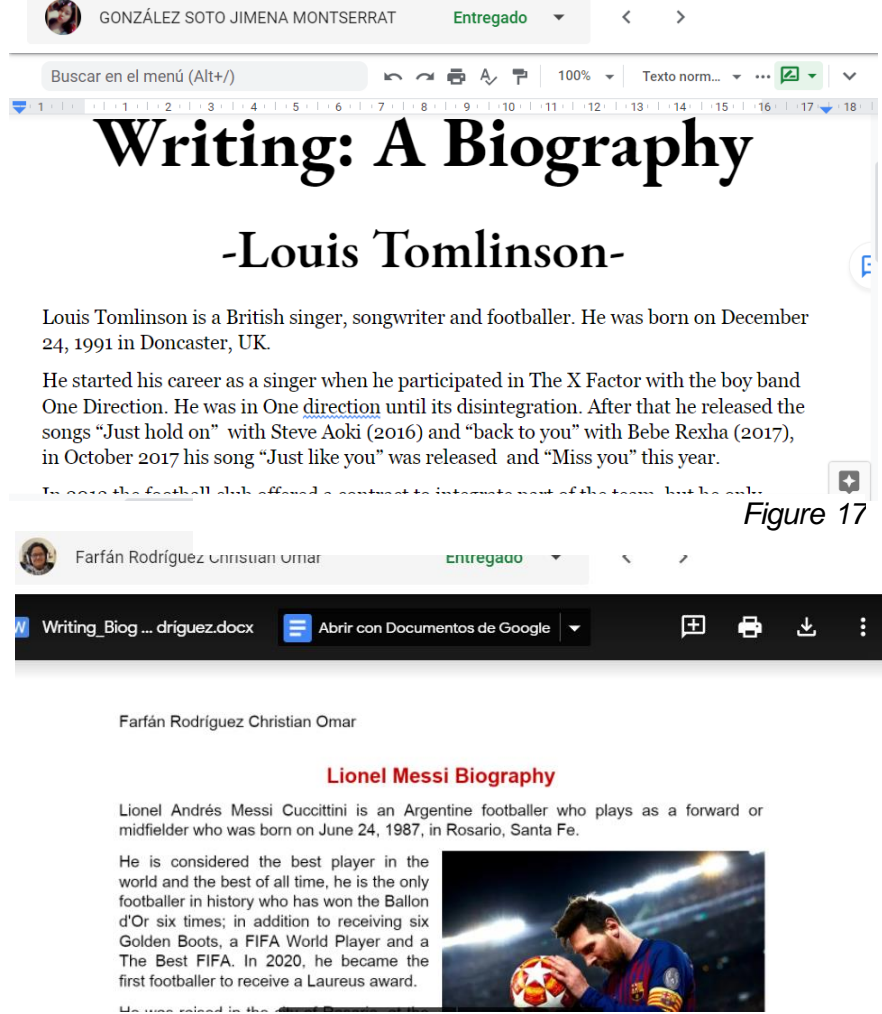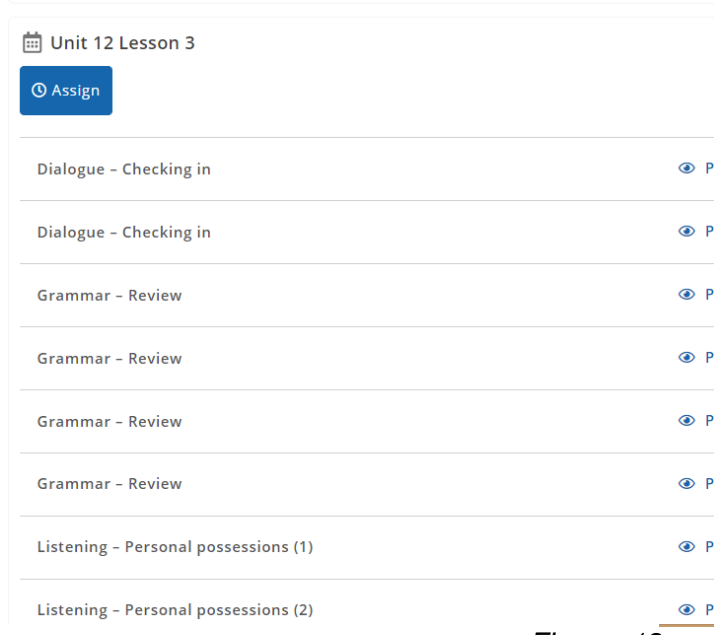

Review of tenses

Figure 18
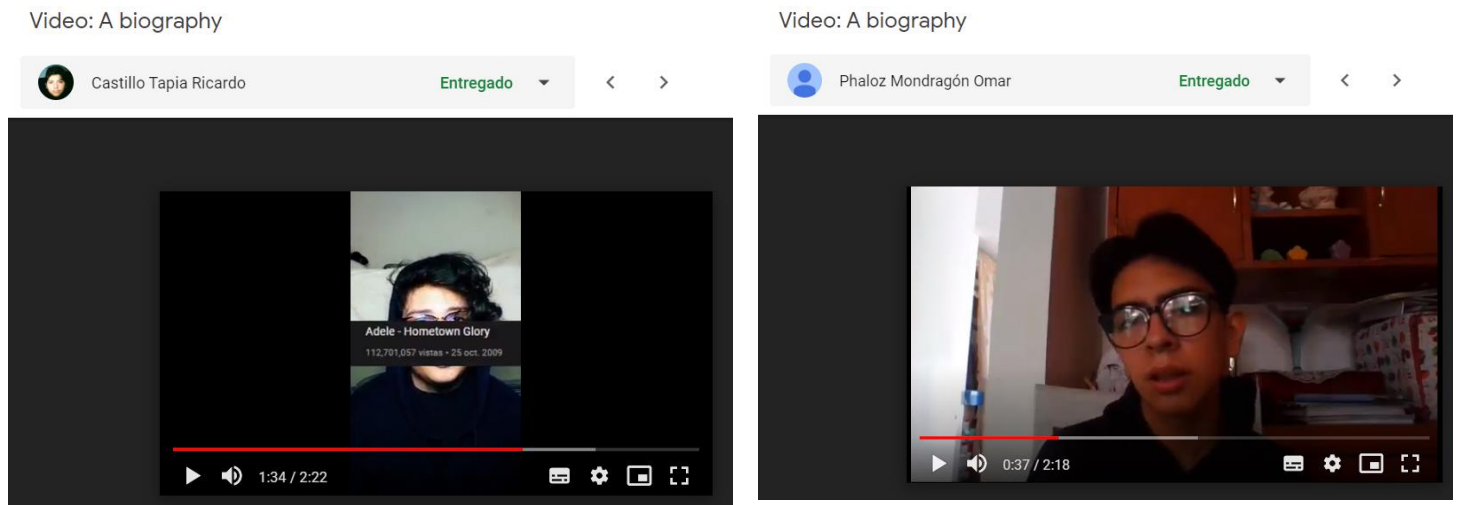

Unit 12 Lesson 3

Figure 19

Figure 20

Learners liked playing hangman and they found it very interesting playing online, they showed themselves excited about the chat, now I used WhatsApp because you can share emojis, GIFS and pictures and they see this tool very helpful instead of talking by microphone, also it is great for any topic, using this technique makes students sometimes feel afraid of speaking and prefer writing on the chat. I also can see them more interested in visual or extra material than working with the textbook which I have to ask for more participation while working with more materials they participate more such as: Jamboard slides, songs, Liveworksheets, videos from YouTube and online games.

Students really enjoyed the *In my life* song, but others no because they prefer another kind of music, but I think it is good to show more or a new thing in order they can learn better, so may be I can improve this aspect looking for other songs which include the teaching items from the lesson. The activity where the wheel was used, it was funny because they said some comments about their feelings, experiences, ideas and comments and also cultural information was exposed through these questions and they laughed too much. Activating prior knowledge in activities like writing and listening provide very beneficial products, but they mention that writing can be a bit hard because of connectors so I encouraged to try, work more on that and they will see their progress. But also, *Word online* was recognized as a supportive instrument for the reason that I can write down some notes and some pieces of advice, students wrote a biography about his/her favourite character, so they felt more motivated, famous people or people they admire/like is always a good idea and many topics from English language are in these types of activities.

Referring to speaking activities, I still think that they need to improve it, because they feel anxious, shy and nervous, I talked to them and I recommended to participate more, to speak in front on the glass or by their own. The video was a good option, despite the distance and working by videoconferencing, they controlled amazingly and in order to provide more feedback, peer activities are advantageous for exchanging comments each other, they could also get cultural awareness which was a fundamental characteristic of these doings.

Quantification of this results by rubrics and exams was adapted in their level and skills, so is always good to apply different evaluation tools because it will appropriately fit according to each student, taking into account vocabulary, grammar, pronunciation, idiomatical expressions, listening and general meaning comprehension. The elaborated rubrics were instruments for the general assessment of the students' progress, but it could be completed for more instruments and activities where skills can be improved. The self-assessment is an option that can help students to realize where they have to work more or they can find their opportunities areas.

It can be inferred that working online was presented some unexpected circumstances such as connection and audio, as teacher it not so sure that everybody is paying attention or cheating on net, here is the importance to talk with them and let them know that everything is for their knowledge and progress, participation can be hard to have in a virtual class, an alternative for this is that teacher can talk with them and encouraged learners to contribute more and they might be feel more motivated.

Technology is a valuable tool for supplementing our teaching performance but it is important to design and choose the best for our students, I believe that what my students gained from all the activities and tasks was the opportunity of learning something meaningful through authentic material of course with some areas to improve, that is why we must keep on updating methodology, activities, material, theories and websites.

Conclusions

Teaching is a profession that involves the passion and desire to motivate and encourage children to develop a lifelong love of learning. It has many challenges but also provides many rewards. Children are inspirational in their desire to learn from those around them and should be valued for the contribution they make to the world. Teachers are facilitators and guides on a child's journey to developing essential skills and knowledge to become valued and worthwhile members of the community.

One of the wished reflections in this project is a philosophy of teaching that reflects my own personal beliefs about how children learn, how to teach, how to manage evaluation, how to establish an effective and positive classroom and how they will integrate teaching and learning strategies into the classroom. Being a teacher there is the opportunity to make a difference in the lives of students, therefore needs to be committed to developing essential knowledge, skills and attributes to foster this important role.

Rewarding this responsibility requires that a teacher never stop learning, continues to evaluate his or her performance among colleagues and students, and leads by example inside and outside of the classroom. My relationships with my mentors, the teaching experiences I have grown, and the support I have found in my colleagues have all contributed to my pedagogical attitude and goals.

As has been noted, theories have a big impact and effect into the process of learning-teaching, they are very useful in order to stablish a plan-action to teach, also they pretend, anticipate and regulate the conduct through the design of strategies which can help to access to the knowledge. It was necessary for me to understand why some actions happen, how students learn and how can I know to improve many factors.

Theoretical references also give more elements to create particular methods for particular necessities, more than the placed ones in a book, that should be taken as a reference, instead of the method itself. With all the theories can be taught specific outcomes for every objective and based on our students' necessities.

After taking all the needed theories, it comes the lesson plan which is a practical form to realize about our teaching for the reason that requires to plan how the class will develop, what difficulties may arise, resources and elements, to organize the time available, alternatives to solve problems, stages of the lesson and objectives. It is essential to match all the required elements such as structures, functions, real situations, activities related to the different skills. Also, the rhythm of the class should be considered, trying that student do not make them nervous, on the contrary, learners can lose interest and motivation.

The different language skills (writing, reading, listening and speaking) in English can be found through the textbooks, social media, internet, music, cartoons, movies, videogames, announcements, real situations that they use and see.

Many textbooks are related to a real context, but sometimes they do not have a real audience and purpose in mind, it is when teachers must create a real context where the student feels comfortable and creates a meaningful knowledge, integrating these skills will develop our students' performance for example in reading skill is how we discover new things. Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it. Referring to writing skill it is very helpful to predict academic success. Academic writing requires rich, meaningful content as well as linguistically complex language. Writing well is such a challenging task involving so many skills, that is why we must consider the audience, elaborate statements, how to use the general language and produce well-organized. For listening skill is a very important one and it is significant to prepare appropriate and effective listening activities for my classes. There are tons of listening activities to choose from whether they are information gaps, listening for details/ main ideas, role plays, simulations, debates, or a host of other activities. The choice of the activity will depend on the objective of the activities well as the level of the students but the most important thing to remember is that listening should be an integral part of English lessons. Students need to be provided with ample opportunities to practice their listening skills not only in class with their peers but also by themselves in more autonomous conditions. Practice with peers is important because communication takes more than one person and it is crucial to have real-time communication of messages. However, some students may be reticent and not very willing to participate for fear of making mistakes or feeling like they are embarrassing themselves in front of others. To counter that, it is critical to provide

independent practice so learners can improve their listening skills in comfortable learning environments and at their own pace. About speaking activities, I have learned that students can consolidate what they would have learnt during the classes, a more hands on approach to learning English for example: learning by doing. After all, communicating through spoken English is the aim of most of the students, also we should think activities which help students to better express themselves when speaking about a particular topic as they are not shy to speak with their classmates.

It is significant to highlight when integrating the different skills, the cultural competence comes implicitly. Culture is vital for inclusion and awareness around multicultural education in order to teach benefits all students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare learners to thrive in an exponentially diverse world. In addition, it is significant to remind ourselves the importance of diversity, teaching variety exposes students to various cultural and social groups, preparing students to become better citizens in their communities. These culturally responsive teaching strategies will help to provide diversity in the classroom. Diversity inside and outside of the classroom will continue to grow, that is why students need to be aware to adapt to an evolving world and embrace those different from themselves.

To my mind culture is one of the most catching and interesting aspects when you are involving with a new language. Firstly, it is important to include the Intercultural Competence because learners can understand many things of the L2 on this way they appreciate it, then students will be able to apply it in their own life, so if they feel connected to this, students can be easily inspired by thoughts, this connection opens doors for sharing and exploring the world, in such manner when they meet a new person from another place or traveling to a new one, they will be able to communicate and interact.

Evaluation tools take an important role within the teaching progress, this should be considered as a part that promotes a sanction to the errors committed when performing an activity, many people think that is just a score, this process is necessary but not for a grade, it is an opportunity to improve, allowing the determination of the students' achievements in one or many competencies, considering that this must be integrative and appropriate.

One of these evaluations is the rubric, which is an instrument that allows to observe the students' performance, if it is designed and applied in an adequate way and giving chance for the correction of errors. On the other hand, there is the quiz or exam, let us be careful with this because sometimes learners can be afraid of a grade, rather it is an effective tool that gives the opportunity to develop personal growth.

On the other hand, it is relevant to point out: technology which because of the pandemic has taken a vital role in virtual classrooms, it has started playing a prominent role in language teaching and is mainly realized to have transformed the traditional teaching method. Teachers need support and training for integrating technology into language teaching, if it is used appropriately, it can bring about a lot of advantages to us and for our learners. It is a resource that can be used by learners because it helps them solve their learning problems and find methods to use what they have learnt in ways that are effective and meaningful.

Personally speaking, I really enjoyed emerging my lesson plans based on my reflections derived from the models of the different modules from the specialization. The EEAILE provided such a great material, a collaborative work among my classmates and my teacher Gabriela Ruiz has been a great collaborative work, also one more time I can say the fact that linking the four skills in a meaningful way through technology can have a positive influence on students' performance.

This project allowed me to reflect about my own performance such as: to set a clear objective, to prepare my connected activities, to know more about my students' needs, to investigate for more material and techniques, to know which methodologies/theories are going to be part of my practice and developing my teaching identity. For these reasons I must keep working on my teaching practice and my English level, everything for my student's progress.

References

Brown, D. (2007). *Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy.* White Plains: Pearson-Longman.

Brown, H. (2004). *Language assessment:Principles and Classroom Practices.* New York: Longman.

Bygate, M. (1987). *Speaking.* Oxford: Oxford University.

Byram, M. (1997). *Intercultural competence.* Multilingual matters.

Chomsky, N. (1962). *Thought and language.* Cambridge: MIT Press.

Corder, P. (1967). *The significance of learners' errors.* International Review of Applied Linguistics in Language Teaching.

Cruz, M. (2020). *YouTube.* Obtenido de https://www.youtube.com/watch?v=aath_ybXDRI&t=136s

Forstall, M. (2019). *The Classroom* . Obtenido de https://www.theclassroom.com/bottomup-theories-reading-process-15252.html

Garrison, C. (2013). *Formative and Summative Assessments.* Obtenido de Measure progress: https://www.amle.org/wp-content/uploads/2020/05/Formative_Assessment_Article_Aug2013.pdf

Hyland, K. (2002). Second Language Writing. Chapter 1, Writing and Teaching Writing. City University of Hong Kong: Cambridge University Press.

Jane Revell, M. T. (2015). *JETSTREAM Elementary .* Helbling Languages.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, New Jersey : Prentice-Hall.

Krashen, S. (1988). *Second Language Acquisition and Second Language Learning.* Practice-Hall International .

Krashen, S. (1996). *The Natural Approach: Language Acquisition in the Classroom.* Prentice Hall.

Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers.* University of Michigan Press: Ann Arbor .

Michael O'Malley, L. V. (1992). *Authentic assessment for English language learners: Practical approaches for teachers.* An Introduction to Language Assessment in the K-12 Classroom. .

Saussure, F. (1959). *Course in General Linguistics .* New York : Philosophical .

Skinner, F. (1953). *Science and human behaviour .* New York : The Free Press.

Soccorsi, L. (2013). *Instilling a personal teaching philosophy in pre-service teachers: Vitally important but not always easy to achieve.* Obtenido de https://ro.uow.edu.au/jseem/vol3/iss1/4/

Tomlinson, B. (1998). *Materials Development in Language Teaching.* Cambridge: Cambridge University Press.

UPN. (2021). *EEAILE .* Obtenido de http://eeaile.upnvirtual.edu.mx/

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes.* Cambridge: Harvard University Press.

Vygotsky, L. (1986). *Thought and language.* Massachusetts: The MIT Press.

Declaration letter

DECLARATION LETTER:

I **_Daniela Ramírez Lozano_** declare that the following **_FINAL PROJECT "Integrating English Language skills through biographies"._** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm "*Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (http://www2.gsu.edu/~wwwfhb/sec409.html) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.*"[1]

Definitions and Examples

---

[1] EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The *submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility."*

The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."[2]

---

[2]Reglamento General para estudios de posgrado de la UPN.
http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html

Daniela Ramírez Lozano

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en inglés, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni trascripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Integrating English language skills through biographies			
Tipo:	✔ Trabajo recepcional		Tesis	
Presentado para obtener el grado de:	✔ Especialidad	Maestría	Doctorado	
Programa de posgrado:	Especialización en enseñanza y aprendizaje de inglés como lengua extranjera	Tutor(a), Asesor(a) o Director(a):	Ruiz de la Rosa Gabriela	
Nombre completo del(la) autor(a):	Ramírez Lozano Daniela			
Matrícula:	200926137			
Domicilio:	Av. Atlacomulco #102 edif 58-202, unidad Tejavanes, Tlalnepantla, Estado de México.			
Teléfono:	5524993121			
Correo electrónico:	drl.1510@hotmail.com			

Atentamente,
Ciudad de México a 13 de junio de 2021.

Ramírez Lozano Daniela
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP   Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: De la Rosa Ruiz Gabriela
       Coordinación de Posgrado UPN
       Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado