



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA
“INTERCULTURAL COMMUNICATION IN MY ENGLISH
CLASSROOM, THE NEW ERA OF EDUCATION”

TRABAJO RECEPCIONAL

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

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México, DF. a 20 de junio del 2019

INTRODUCTION

We know as teachers we are living in a new ERA OF EDUCATION, a new era in many aspects. And a new change of this new era is the way to learn English in the classroom, recent changes in educational system have increased the importance of teaching English, following a global trend to introduce foreign languages at earlier stages of the language teaching program. A part from educational purposes, the learning of English worldwide has been found to have social and economic implication to its learners. It is seen as “social and economic mobilizer”. In many countries, English learners are seen as more educated and thus gain some degree of higher respectability in their society. Those who know English can get easier desirable jobs compared to non-English speaker Learning English becomes a tool to socially move to upper level. This certainly has significant implication to Teaching English as Second or Foreign language. Many countries become well aware of this phenomenon and thus rule out English become a must-taught subject in schools. Nowadays English is part of a public syllabus in Mexico, not only in high school (Media Superior) as before, now is in Basic Education (Elementary school)too.

However, these changes demand from teachers the analysis and application of theories, methods, strategies, techniques tools and all the necessary material to be success in your goal. Therefore the whole Mexican Educational System has the responsibility to offer an instruction of quality to help students develop these competences to be competitive nationally and internationally through the learning.

On the other hand, Globalization, increased travel and tourism, the internet and the emergence of global economies have all brought attention to the importance of trying to and understand and overcome the challenges of intercultural communication. Most theorists agree that enculturation, or becoming part of a culture occurs through the process of learning form group interaction, so that cultural ideas, values, beliefs and behavior are communicated and maintained by social groups ,so I think a main ingredient to take into account is “ Intercultural Competence” in all classes we are planning.

Intercultural dialogue as the open and respectful exchange of views between individuals and groups from different in ethnic, religious, linguistic and national backgrounds on the basis of mutual understanding and respect, and it argues that such dialogue is crucial for promoting tolerance and understanding, preventing conflicts, and enhancing societal cohesion.

This approach emphasizes the fact that as an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other people (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. In different situations, a person can call

flexible upon different parts of this competence to achieve effective communication with a particular interlocutor.

Thus, intercultural competence is not only to be cultural, to know customs or beliefs to another culture are to learn and to reflect about the value of developing intercultural competence. Culture is shared among a group of people and thus, (Jensen, 2005) as described it, “culture is socially constructed and influences as well as explain actions”. All- encompassing phenomenon that affects all aspects of the human experience: how people think, the kinds of things they say and how they behave and respond to the behavior of others.

1.01- IDENTITY AND TEACHING PHYLOSOPHY

A Teacher influences never stop and never ends. Being a teacher, you should be a multitasker at one time. Give the needs that can help the learner to learn and develop their knowledge, I really believe that to be a teacher you really need to have the passion for your job, and we have to learn with them and for them. It is to plan a class and use all the strategies we have learned in this Specialization, is to realize the necessities that our students have, in every group you teach, start at the beginning and start to know to your students and their necessities again. When they feel integrated in the group they will achieve the knowledge, and this is a part of motivation. Thus, I really think the motivation plays a very important role in the learning process. Motivate to your students in their process is an essential ingredient in every single class, if you motivate your students step by step you can see very good results in their process and in their lives.

I believe that every student has different thinking and learning style that should be discovering day by day to develop it. Furthermore, basic needs are powerful underlying basis for all his activities. Needs to be physically comfortable, to be loved, and accepted, and to feel important in class, it does not matter my students’ age, I mean all of them need to feel important for you in each level you teach, kids, teenagers or adults.

On the other hand, I know there are a lot of factors to improve or worst the learning process in my students, sometimes the circumstances are not the best for them, as I mentioned before they learn in a different way, they have “learning styles “and their process is different too, social and cultural factors affect the process too, and they learn in different speeds, in the same classroom we have students who are clearly of different levels, different socio cultural aspects and different values.

So in my final project I would like to highlight one of the theories learned in the Specialization, the importance to develop the **humanistic theory** in our classrooms, it does not matter the level or the kind of school you are teaching, if your students are not motivated the language learning process won’t be occur.

So in my own philosophy I have improved first an Humanistic Approach, that is based on the principle that the whole being, emotional and social, needs to be engaged in learning, not just the mind, in the second place I have realized I have to have very defined my role as a teacher, in different teaching settings I can’t have the same role in a secondary school or in a elementary level, the roles

have to be adapted according to the circumstances of the school you are in, and in third place it is necessary to provide in my English classes the opportunity to learn English in many different ways, the worldwide demand for English has created an enormous demand for quality language teaching, students want to be able to master English to a high level of accuracy and fluency, the new Era of students we are faced.

I really believe that the most important characteristic to be a teacher is the personality, People have to be friendly with the students , you have to be polite with them, sometimes we forgot that they are humans that feel and have their own life issues, sometimes we forgot that for most of them, your class is the only place where they feel comfortable , I realized that they need a lot of motivation, they need to feel they can do it , and the acquisition of the English is not only for a few ones , is an opportunity for all of them if they want to do it, they have the right to demand good English teachers , teacher with vocation, teachers that want to learn more for their students.

I have spent a lot of time thinking about the question of what characteristics make a teacher effective and how I can succeed in the classroom, and after had a lot of readings in the Specialization I realized that I had to improve a lot of things in my day –to-day as an English teacher

For that reason as English teachers we have to assume a big responsibility, they want to learn English or they have to learn English, but how can we teach English, how can we faced with these different kind of students, and how we will be the teachers to new students demanded ; applying all the knowledge we acquired in the Specialization, theories, strategies, methods, new assessments, your own philosophy and identity , I think if we have very defined all of these concepts our labor would be easier and heartwarming.

I have always tried to be a supportive teacher, tried to understand my students and tried to tell them that they can do it, they are so smart and able to do it, but they have to believe in themselves, and I have tried to think in “I would like to be the teacher that I want my sons have”, I think this is my own motivation.

I have tried to build my identity and I consider myself as a teacher that has the ability to build caring relationships with students, I have sense of humor, flexibility and kindness, although I do not think I am always the best teacher, because I am a human and I have a lot of errors, but that I know is the majority of my students feel respectful in my classes, and I guess this is partly why good things happen in my classroom.

As I mention before I worked in different levels of school, elementary, high school and collegues students, and throughout the Specialization I put in to practice the motivation to my students in every single moment I can do it, I tell them they can do it, they are so smart, or “give me five” or use some motivation phrase, and I realized it is so important not only but for all my students they have the necessity to be recognized for their effort.

In my own experience I experimented they learn better when they are motivated on their own and challenged to put forth their best effort. Learn best when learning is closer to their lives and more

effective when they are made to experience a great variety of ways to use what they are learning, to evaluate the success of their plans, and to see the real progress toward a goal. When they feel motivated the learning process is easier for them as well as for the teacher.

To be a Teacher it is necessary to improve and to learn a lot every single day, and I AM REALLY JOYFUL to see my teaching style has changed too, I am not the same teacher as one year ago, now I want to put into practice all the knowledge I have acquired, now I know that I cannot teach as I have been teaching twenty years ago, as I mentioned the education is changing, my students have changed, in consequence my classes have to change, and throughout the Specialization I realized that I have a lot to learn and I really like to know about the methodology I can use, the techniques, the approaches that better work and define my classes, but I think you can get a lot of information and apply it in your classes, but if you do not have the humanistic side as a person it could be difficult to see the results in your labor.

I experimented how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. It is generally agreed that good teaching involves good communication between the teacher and students and also among students. The best productivity in a classroom comes from effective co-operation between the teacher and the students. Therefore, teacher's roles can be vital to the affectivity of the language learning. Teachers need to be supportive; a supportive teacher is one who creates efficiently a positive classroom environment, who encourages students to behave well in classroom and to be motivated. Supportive teachers also are teachers who emphasize the learning process by giving all the students the chance to construct their learning, and be engaged with the content. To give the students the chance to build knowledge and develop skills in the English language.

Over the years I have been teaching in different English levels in schools, and I had been thought with old school system; focus on grammar, introducing the rules, doing several exercises, change into different tenses and forms, introducing vocabulary but in an isolated way I think, and I realized that my students learned structures but they could not produce by their owns, I believed my students would produce the new structure immediately because they had the knowledge and they should do it, but it did not work in that way, I realized that the teacher work is not easy as I thought in the beginning, my students are changing, their likes are not the same as 10 years ago, their knowledge is not the same, nowadays they can find a lot of information on line, they use technology as a part of their lives, they can do amazing presentations using TICS, and is my duty to be updated in many ways.

The government has recently launched an educational reform with the aim of developing the "learn to learn" that means the meaningful learning in students, the new model includes greater school autonomy and English classes for children from elementary through high school education. Education has always been awash with new ideas about learning and teaching. Teachers and administrators are regularly bombarded with suggestions for reform. They are asked to use new

curricula, new teaching strategies, and new assessments. They are directed to prepare students for the new state standardized test or to document and assess students' work through portfolios and performance assessments.

I totally agree that the acquisition of a foreign language has to be for every Mexican people not only for schools in a private system. But this change requires teachers to change their traditional roles requiring them to transform themselves from tellers to facilitators and from materials users to teaching materials creators in order to promote learners constructive self-learning.

The roles of a teacher and student is a very important factor that must be analyzed in your context, and in your school, when you listen the word "role" immediately imagine, the teacher as a power in the classroom and the only authority inside and outside it, and a student like the person who are following the rules and do not make any complain to the teacher, but now the roles are changing too, like a teacher you are a facilitator, a mentor, you have to have an affiliate personality to create close relationships with your students, trying to develop a warm, trusting environment.

1.02 DIFFERENT LANGUAGE TEACHING METHODOLOGIES

HUMANISTIC LANGUAGE TEACHING

Since 'the development of whole person' was brought to the focus of attention by humanist psychologists as a central concern in educational theory, affective variables have been assumed to have a significant share in the learning process that goes on in a pedagogical setting. Meanwhile, the process of second language development, because of the very nature of language as a vehicle for communication, is immensely influenced by socio-affective variables. In an instructional setting, on the other hand, emotional factors are clearly manifested in what goes on between the teacher and learners. As a result, the way the affective dimension of teacher-learner interactions is handled can predict, to a large extent, the effectiveness of interactional activities in second language classes.

Meanwhile, humanistic language teaching, due to its unique emphasis on learner autonomy and affective factors is more sensitive to LTR (learner-teacher relationship). Fundamental principles of humanism such as 'development of the whole person' and 'self-actualization', (Rogers, 1961) will not occur unless the teacher and learners are mentally tuned to the requirements of a humanistic language class which ought to be reflected in their attitudes and behavior. Accordingly, apart from what approach, method or technique is adopted for language instruction, the true development in the learners will not take place unless the teacher and learners commit themselves to the demands of humanistic LTR. (Stevick, 1990).

(Stevick, 1990) "As an enthusiastic advocate of HLT identified five emphases within humanistic pedagogy including feelings, social relations, responsibilities, intellect and self-actualization". The two key concepts that are manifested in almost all interpretative evaluations of humanistic theory are :

- 1) Development of the whole person i.e., the idea that learners have physical, social and emotional dimensions in addition to cognitive sides and,
- 2) The concept of self-actualization i.e., full realization of learner's deepest true qualities.

BEHAVIORISM

Behaviorism, also known as behavioral psychology, is a theory of learning based on the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our actions.

According to this school of thought, behavior can be studied in a systematic and observable manner regardless of internal mental states.

The behaviorism combine psychology and structural linguistics, one of the keys of it are stimulus, response and reinforcement.

According to this perspective, humans learn as a result of receiving both negative and positive reinforcement after responding to a given stimuli.

And that is to apply in my classes, to give stimuli to my students, giving a feedback to readjust their work or give the recognition to see their work is adequate

Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind. Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions. (Watson J, 2013)

Psychology as the behaviorist views it is a purely objective experimental branch of natural science. Its theoretical goal is the prediction and control of behavior. Introspection forms no essential part of its methods, nor is the scientific value of its data dependent upon the readiness with which they lend themselves to interpretation in terms of consciousness.

The behaviorist, in his efforts to get a unitary scheme of animal response, recognizes no dividing line between man and brute. The behavior of man, with all of its refinement and complexity, forms only a part of the behaviorist's total scheme of investigation. (Watson, 1913, pag. 158)

Skinner's views were slightly less extreme than those of Watson (1913). Skinner believed that we do have such a thing as a mind, but that it is simply more productive to study observable behavior rather than internal mental events.

The work of Skinner was rooted in a view that classical conditioning was far too simplistic to be a complete explanation of complex human behavior. He believed that the best way to understand behavior is to look at the causes of an action and its consequences. He called this approach operant conditioning. (Skinner, 1938)

For example, students could receive negative punishment for having their phones out. This might mean that they do not receive their daily attendance points; Research indicates that cell phones pull attention, so we can use operant conditioning to increase attention and learning.

SOCIOCULTURAL

Another theory that I would like to write about is Sociocultural; a theory of learning and of human development.

Vygotsky's theory of sociocultural learning highlights the role of social and cultural interactions play in the learning process. This theory does not have stages, like Jean's Piaget's theory. Vygotsky's theory states that knowledge is co-constructed and that individuals learn from one another. It is called a social constructivist theory because in Vygotsky's opinion the learners must be engaged in the learning process. Learning happens with the assistance or other people, this contributing the social aspect of the theory. A fundamental aspect of Vygotsky's theory is the Zone of Proximal Development.

This is a "range of tasks that are difficult for an individual to master alone, but can be mastered with the assistance or guidance of adults or more-skilled peers" . (Vygotsky, 1962). Another part of this

theory is scaffolding, which is giving the learner the right amount of assistance at the right time. If a learner can perform a task with some assistance, then he or she is closer to mastering it.

This theory is relevant to healthy adolescents because if students work in pairs, they are interacting with people and therefore can learn different academic ideas from one another. This theory shows that students learn from each other, they can assist one another and co-construct knowledge.

This theory can be applied in the classroom in several ways. The students can be grouped such that the students who understand the content work with the students who do not. For example, if a student did not understand factoring, a method to find the zero or zeros of an equation, I could have another student explain the concept to them. The more knowledgeable peer might use different language than I did as a teacher. The student's phrasing might make more sense to the other student. The more knowledgeable student would also learn something, perhaps a deeper understanding of the content or a way to explain the concept that they had not thought of before. Students of different readiness levels will work together in groups when they do discovery activities, such as problem – based learning activities.

I considered this theory emphasis is on the collaborative nature of learning and the importance of cultural and social context, all cognitive functions are believed to originate in, and are explained as products of social interactions, learning is more than the assimilation of new knowledge by learners. So I believed that learning is a collaborative process.

Language acquisition does not require extensive use or conscious grammatical rules, and does not require tedious drill, as I mentioned before when I was an elementary level student I learned a lot of grammar rules and it was not too bad, but I didn't have the idea how to produce them, how I can use all these rules to face a conversation with anyone.

Acquisition requires meaningful interaction in the target language- natural communication- in which speakers are concerned not with the form or their utterances but with the messages they are conveying and understanding.

Comprehensible input is the crucial and necessary ingredient for the acquisition of language, in my classroom when my students expose a presentation they are concentrated not in the form of their utterances, but in the communicative act, they have learned how to use first a vocabulary list they knew before and try to communicate to the others the subject they are working on.

The input hypothesis is Krashen's attempt to explain how the learner acquires a second language- how second language acquisition takes place. The input hypothesis is only concerned with "acquisition" not learning. According to this hypothesis, 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.

KOLB'S MODEL OF EXPERIMENTAL LEARNING

Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive process. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory the impetus for the development of new concepts is provided by new experiences.

"Learning is the process whereby knowledge is created through the transformation of experience". (Kolb, 1984, p.38)

Kolb's experiential learning style theory is represented by a four stage learning cycle in which the learner touches all the bases;

- 1.- CONCRETE EXPERIENCE: doing , having an experience, a new experience is encountered.
- 2.- REFLECTIVE OBSERVATION: reviewing , reflecting on the experience, of particular importance are any inconsistencies between experience and understanding.
- 3.- ABSTRACT CONCEPTUALIZATION: concluding, learning from experience, reflection gives rise to a new idea, or a modification of an existing abstract concept, the student has learned from their experience.
- 4.-ACTIVE EXPERIMENTATION: planning, trying out what have you learned, the learner applies their ideas to the world around them to see what happens.

Effective learning is seen when a student progresses through a cycle of four stages: of having a concrete experience followed by observation of and reflection on that experience which leads to the formation of abstract concepts (analysis) and generalizations (conclusions) which are then used to test hypothesis in future situations, resulting in new experiences.

People have been learning from experience since the earliest days of our evolution, he describes a cycle whereby make links between theory and practice (or experience) in a number of ways. They can start with theory and then apply into practice. Or they can start with practice and reflect on how it might link to theory, in the classroom for example if you introduce a tense , the rules and the uses of the simple present tense, then they talk about what do they do in a common day, since they get up until they go to sleep, after they give the information to the class, they realized they are using simple present to talk about daily routines.

COMMUNICATIVE LANGUAGE TEACHING

Our understanding of the process of second language learning has changed considerable in the last 30 years and CLT is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. By memorizing dialogues and

performing drills, the chances of making mistakes were minimized, Learning was very much seen as under the control of the teacher.

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as;

- Interacted between the learner and users of the language
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- Learning through attending the feedback learners get when they use the language
- Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
- Trying out and experimenting with different ways of saying things.

Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning.

Some focus centrally on the input to the learning process, Thus content- based teaching stresses that the context or subject matter of teaching drives the whole language learning process. Some teaching proposals focus more directly on instructional processes. Task- based instruction for example, advocates the use of specially designed instructional tasks as the basis of learning. Others such as competency based instruction and text based teaching, focus on the outcomes of learning and use outcomes or products as the starting point in planning teaching. Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source for their methodology.

Today I believe that as a teacher I have to focus in this CLT methodology, it is not an easier task but I think that we need to identify English for specific purpose; many learners needed English in order to use it in specific occupational or educational settings. For them it would be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles.

ROLE AS A TEACHER AND THE ROLE FOR THE STUDENTS

The roles of a teacher and students have changed to, before the role as a teacher were to be the authority in the classroom, to be frontal teaching , the task was not to create critical thinking students, now the English process implied new roles in the classroom for teachers and learners. Learners now have to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their

peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on greater degree or responsibility for their own language. And teachers now have to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of errors. Free sentences, the teacher had to develop a different view of learners' errors and of his or her own role in facilitating language learning, I really believe that students have to know the importance to acquire a second language, they must see the opportunity they have to learn English in this global world we are living, they have to realize they needed it in their life like the mathematics or history. (Richards, 2006)

CLT emphasis in interaction that I think is one of the important things to develop in our students nowadays, for them is to difficult to create relations, to work with their partners to make a good work group, it is difficult for them to make collaborate work, but when they assume their own roles in the classroom and they finally can work in teams, I know it is going to be the process.

My beliefs and practices have changed now, in and out my classroom , my thoughts of education too , I think that all my students are unique and must have stimulating educational environment, where they can grow physically, mentally, emotionally and socially.

I see teaching as involving a reciprocal relationship between teachers and students-I believe that teachers have duties to their students and that students have duties to their teachers. I believe that it is my responsibility as a teacher to provide students with the environment conducive to learning, knowledge that will help them be successful in achieving their lives' goals, materials, opportunities, and feedback that will help them learn, and help in becoming and remaining motivated to be successful both in their studies and in applying their knowledge to solve problems in their lives.

TECHNIQUES THAT ARE PART OF MY NEW TEACHING STYLE

READING

As I mention before a teacher is a person to help your students to acquire knowledge, competences or values, to be an effective teacher have to drive and passionate about what you do, you need to have the passion to help students learn and grow, you need to have a positive idea about teaching, Teachers should treat their learners as individuals with specific needs to be met and provide them with trust and emphatic understanding. Designing standard syllabus and materials for a course require teacher's large amount of time and energy, which contribute to make a good arrangement of class. It develops students' academic skills but also stimulate their inner motivation.

Before I had learned reading strategies in Module 2, I found reading skill not as an important skill as the others, but now I realized that reading is a very important task in the learning process. I can emphasize some approaches, such as: bottom-up and top-down processing; schema theory and background knowledge; the role of affect and culture and the power of extensive reading.

Goodman's work (1970) offered us the distinction between bottom-up and top-down processing. In bottom-up processing, readers first recognize a multiplicity of linguistic signals (letters, morphemes,

syllables, words, phrases, grammatical cues, discourse markers, etc.) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. These data-driven operations obviously require a sophisticated knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense, that cohere, that mean.

In that way I have practiced with my students and apply these approaches and I realized that I got better results, I do not do the same as few time ago, now in my reading lessons I activate my background students´ knowledge, I do pre-reading activities, I try to integrate technology in my reading looking for an authentic texts, so my students could practice the interactive reading model.

In many times that is not too easy to apply all these strategies and approaches I have learned, because of the class time, sometimes I have a 50 minutes classes, so in that time is not possible to do enough activities to complete the tasks, other time the problem is a large class with more than 50 students, so monitoring or evaluating is not always possible to do.

In my experience as a teacher of English, I have noticed that people with an outstanding cultural background tend to read and write the best. Therefore, very few people can do well, so, on more than one occasion I have felt frustrated attempting to help students perform better.

One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language. When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read in the foreign language.

Now I can notice that my students enjoy more their readings and most of them want to know more about the topic we are discussing, or they ask me more vocabulary that they want to know, I could say that I am trying to use more strategies and techniques and they are more interested about it.

According to Brown (2001, p. 315), students should follow some principles for de-signing interactive reading techniques, such as: do not overlook the importance of specific instruction in reading skills (balance extensive and silent reading), use techniques that are motivating, balance authentic texts, encourage the development of reading strategies, include both bottom-up and top-down techniques, subdivide the techniques into pre-reading, during-reading and after-reading phases. He also advises the introduction of the topic before reading the text, the practice of skimming, scanning, predicting and activating schemata. The author emphasizes that students bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.

WRITING

I think writing skill is one of the most difficult skill to teach, an essential teacher´s role is to design teaching strategies or activities to develop writing, and if we as a teachers do not choose ones are these our writing classes do not achieve the goal we want to reach, and for that in lesson 5 of this module we learned that we should consider some categories depends on the students level.

Imitative or writing down: is addressed to basic level students and it refers to make students familiar with the conventions of the orthographic code, here we suggest dictations, but not only to isolated words, instead short sentences, and doing the correct pauses to give the student the chance to develop his or her knowledge.

Intensive or controlled: refers to a writing can be controlled by the teacher, not to copy or transcript an article, instead I show them a video followed by some questions related to the video content, then I ask my students to rewrite the information to the best to the recollection of the reading, this activity may provide students with examples of writing patterns that they can use as a model for their own writing.

Self-writing: is about of purely personal writing, in this category the students can write feeling free for that and write about whatever they want, like write a diary or some paragraphs about their own feeling or personal experiences.

Display writing: is a most formal writing, like academic writing, and here students require an specific information, an activity for this it could be essays.

Real writing: is when a student writes for a real purpose, and this category is for advanced students' level.

In my English practice now I try to close my session using a writing, if my topic was simple past and the past of verb to be, I ask my students to write a little paragraph about their last vacation, and I give them some cues to follow the idea, like Where did they go? What did they do? How was the place?, How was the food ? etc... and they write their ideas, following the questions. I noticed that it is a very good exercise because I can realize if the topic was clear, I take their work to home and I read one by one and make observations to their work individually in their papers, so I feel to support my students with personalized scaffolding strategies as needed in the revising (for clarity stage) including choice of grammar, determining amount of information, presenting information in different ways, use of graphics, etc, is very useful for them, I give them a feedback and today I really like to practice writing skills in my class.

LISTENING SKILL

“Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language”. (Cameron, 2001)

In my experience, listening is one of the activities in the class that students seem to enjoy the most. Along with speaking, it is also challenging and it requires students' background knowledge to be activated. In this sense, I have never reflected on the close relationship between listening and reading, but it is true that in a lesson the same stages are followed. In other words, the teacher normally promotes discussion to link the topic or ideas in the listening with the students'

background knowledge; then, a purpose for listening is established, otherwise the students are demotivated.

For that reason we have to plan our listening activities, first ask to themselves the purpose of the listening activity, what do we want to achieve with this activity, then we have to use some strategies like top-down listening; that is a process making use of prior knowledge and experience to construct meaning of a listening text, for example , listening for gist, main ideas , topic, and setting of the text, listening for specific information, sequencing the information, prediction , guessing or making inference, On the other hand a bottom-up listening, is a process helping to achieve comprehension by giving attention to individual words and specific details, for example distinguishing individual sounds, identifying thought groups, listening for intonation patterns in utterances, identifying grammatical forms and functions, recognizing linking words , etc..

On the other hand it is very important to follow a guideline for developing listening activities;

Before listening: Plan for the listening task

Set a purpose or decide in advance what to listen for ,decide if more linguistic or background knowledge is needed, determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases).

In this activity I introduce the topic, and ask some questions about them, I use brainstorm activity, and introduce new vocabulary, I consider it is important for the input knowledge, in this way I feel they feel more motivated to participate and they begin to build the process knowing what is listening about.

During and after listening: Monitor Comprehension

Verify predictions and check for inaccurate guesses, decide what is and is not important to understand for your students, listen/view again if it is necessary to check comprehension, ask if they need help.

In this stage, I give them an specific information I would like to acquire , I ask them some questions according to the contest, and I play the listening as many times as they require.

After listening: Evaluate comprehension and strategy use

Evaluate comprehension in a particular task or area, evaluate overall progress in listening and in particular types of listening tasks, and decide if the strategies used were appropriate for the purpose and for the particular task or area task, modify strategies if necessary.

In this time of the listening, I check the work in group and individually if the task is appropriate for that, I play the listening again and ask them to listen for details, complete some exercises on the book or play writing in teams as many words as they can listen, the team that have more words written is the winner.

In my way for the Specialization I have learned that another important point is to use authentic material, listening to happen in a daily life, like conversations face to face or telephone conversations, telephone services recordings, radio and television programs, public address announcements (train,/bus, airports, stations, stores, speeches and lectures, etc..,

And obviously the use of Technology; especially the Internet, is affecting every aspect of education and changing the way we teach and learn. Interest in internet technologies for communication and education has increased greatly all over the world.

So the whole of these tools ; strategies , stages, approaches, materials are so important to encourage them to be good listeners, the development of strategy is significant for the training of listening and learners can guide and assess their own understanding and answers.

And other strategy that for me is so important and I would like to mention is to practice , Socio-affective strategies, these are related to students' interaction with other speakers and their reactions towards learning, students should know how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill.

SPEAKING SKILL

The idea that interaction could and should take place in the classroom became more and more popular especially in second or foreign language classroom. Today, many researchers claim that through classroom interaction knowledge can be constructed and skills can be developed.

Teachers' roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes". In this context, learners are supposed to be given opportunities to use the language naturally other than only memorizing dialogues and pattern practices.

When I began my practicing in teaching English, I knew that speaking was the last stage in the acquisition of the language, and so many times at the end of my courses I could not avoid to feel frustrated for the results in my classrooms, I felt like I did not do things well, I felt like if something was missing in my practice, but I did not know what was it, in this moment I can see clearly that the speaking skill is a process too, but is a process that does not occur by its own, is not something that happens at the end of the steps, I mean, I believed that reading-listening-writing –and speaking were separable skills , and first get one of them , after the other and the other, like a chain, and in the last place was speaking, so I understood that all four skills get together and to develop one you have to practice the other, to have the knowledge. I know that is maybe the only chance that my students have to develop this skill.

For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of FL communication. Classroom Interaction then, is necessary and useful as an educational strategy

to enhance learning. The concept of classroom interaction plays a significant role in the process of second language learning. In fact the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills.

So now I try to speak in English all the time and encourage my students to do the same, I tell them that is not important if they have mistakes, the important point is to take the risk and do it, and I realized that they try to say more phrases in English or they ask me, how to say something , but this not be occurred if we do not plan the activity .

As I said before, speaking activities should have a purpose, which can be based on the following three areas of knowledge:

- Mechanics: It includes pronunciation, vocabulary, grammar and word order.
- Functions: It describes the uses of speaking (interaction, transaction, performance), and whether precise understanding is needed or not.
- Social rules: It includes social norms, register, etiquette, turn taking, etc.

When learning a language, speaking is probably the skill people are more interested in being good at and maybe the most difficult to acquire.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A PRACTICAL AND USEFUL LESSON

For a teacher, teaching is not only an activity that emphasized in the classroom, but a teacher must have a plan before a lesson begins Brown (2001, p.149) claims that the term “lesson” popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes. A lesson must be organized and well prepared by paying attention to some important aspects that support the plan. Teacher could make a plan by remembering the steps

of lesson that is going to serve, but for a better one teacher administratively writes the plan with sequence steps of organization or format. Brown, continued his statement that those lessons, from the point of view of teacher's own and students' time management, are practical, tangible units of effort that serve to provide a rhythm to a course of study. According to Brown, there are variations of a lesson plan format, but experienced teachers generally agree on what the essential elements of a lesson plan should be: According to Brown, there are variations of a lesson plan format, but experienced teachers generally agree on what the essential elements of a lesson plan should be:

Goals; a teacher must be able to identify an overall purpose that you will attempt to accomplish by the end of a class period.

Objectives; are most clearly captured in terms of stating in what students will do. In stating objectives, a teacher must also distinguish between terminal and enabling objectives. Terminal objectives are final learning outcome that teacher will need to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objectives.

Material and equipment; A good plan includes what teacher needs and arranges in the classroom. It is important to list materials and equipment to remember teacher about what to bring in the lesson.

Procedure; A procedure of lesson may include many variations, but in general, set of guidelines of planning includes:

- a) An opening statement or activity as a warm up
- b) A set of activities or techniques in which teacher has considered appropriate proportion of time for whole class-work, small group, pair work or individual work.
- c) Closure
- d) Evaluation; Evaluation can take place not only in the end of lesson but also in the course of regular activity. Teacher can determine whether the students have accomplished the goals and objectives after they have sufficient learning. There are two possibilities by evaluating the students' outcome, assessing the success of the students or making adjustment in the next lesson plan for the next day.

And it can be a general overview for a lesson plan , but you need to put into account a lot of considerations to create it like direction for the task, statements of rules or organizations, techniques, conclusion of the activities, assessments tools for each activity etc..

So in my lesson plan I will describe each activity planned and why did I plan.

1. Lesson plan identification cell.	
Author	ANA LINE IBARRA HERNANDEZ
Educational stage	A1-A2 LEVEL , COLLAGE STUDENTS
Title of your Lesson plan	FOOD AND RESTAURANTS
Learning Objective of the plan/Competency	<ul style="list-style-type: none"> • Develop in the student the ability to understand new vocabulary about food and how to obtain specific information for the communicative skills acqurance in the language. (Ask for a restaurant recommendation, order from a menu, speak to a server and pay for a meal and discuss food and health) • Intercultural skills; guide the students to know different kinds of food and customs are there in different countries
Communicative skill considered	Listening, reading, writing and speaking
State of the following options	Introduction of the topic
Functions	Identify and practice new vocabulary, Ordering in a restaurant, identifying expressions for food
Main Grammar structure	Count and Non-count nouns / some and any
Other Grammar structures	Likes and dislikes (simple present tense)
Brief description of the plan	Introduce new vocabulary about food and their different categories, like fruit, vegetables, dairy products, etc. and some cooking methods, in the grammar section they could identify count and no counts nouns to develop the correct function of language and describe some of them, they practiced in the speaking exercises and writing too.
Hours of the plan implementation	5 to 7 hours
Number of sessions	2 sessions
Contents required for the lesson	Flashcards , textbook, listening audio from the lesson, web, video for the real material.
Link of the content	https://www.youtube.com/watch?v=0Q3lvfzeMM https://www.youtube.com/watch?v=RuiSExp2s7M https://www.youtube.com/watch?v=c_6RKPN5sqE https://www.youtube.com/watch?v=GLACfxlmfT4
EEAILE tutor on line	Alma Daniela Otero Sosa

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
<p>Activation Before the lesson</p> <p>DURING THE LESSON</p>	<ul style="list-style-type: none"> • We talk about different kinds of restaurants in Mexico, types of food they serve, what do they prefer. • I present a video in a restaurant where some people are ordering meals. 	<p>Students participate doing comments and talking about restaurants and kind of food in our country</p> <p>Students feel comfortable talking about their preferences and their experiences going to a restaurant.</p> <ul style="list-style-type: none"> • Students watch and listen carefully the video and talk about what did they understand about it (they only give isolated information or some vocabulary they have listened) Ask them where are they?, what are they doing? , what kind of restaurant is this? , What kind of people are they?, What kind of food do they prefer?. 	01
Set the objective or competencies of the lesson	Teacher writes the learning purposes of the lesson: Communication goals;	Students read the learning purposes of the lesson and ask	01

[Describe how you will present the objective or competencies of the lesson]	Ask for a restaurant recommendation Order from a menu Discuss food and health	doubts or give some comments about it.	
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3. Communicative skills development. [You can freely change the order of the steps and/or leave blanks the ones not applying for a particular skill.]

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
PREVIEW VOCABULARY INTRODUCTION EXERCISE I	Ask students what kind of vocabulary they have to know to order in a restaurant. (food, prices, requests). Teacher write a list of vocabulary in a board classifying food into fruit, vegetables, meat, dairy products, fish, grains, healthy and junk food, cooking methods.	Students talk about some vocabulary they have to need to order in a restaurant. Students copy a list on their notebooks and give some examples of all the vocabulary they have learned previously. Fruit, vegetables, dairy food, etc When they finish pass to the front and present their meal.	Board, notebooks and text book	01	Students participation
INFERRING VOCABULARY EXERCISE II	Teacher show them some flashcards about parts of a meal (appetizers, salad, entrées,	Students see the flashcards and identify the new vocabulary ,and with their food vocabulary work in	flashcards	01	Students participation and finish product.

	desserts and beverages)	teams to write a list of food and ingredients to prepare parts of meal, one team is preparing appetizer, another salad, other team entrées, other dessert and the last one beverage. Students pass to the front and explain their products.			
1st practice prediction	Give students a few minutes of silent time to observe the menu on their student's book Ask students what is the name of the restaurant? Review the names of each pictured menu item as a class Teacher make sure students understand the new vocabulary To check students 'understanding teacher asks questions like ; what kinds of food are spicy? Do you like spick food? Or fried food? Do you like soft drinks? What type of fruit juice do you like?	Students look at the menu on their student's book and identify the new vocabulary. Ask questions to the teacher about them. Answering the questions asking for the teacher. Complete in pairs an activity in a sheet of paper about vocabulary. Building strategy; write a list of food you like to eat at home and in restaurants. Appetizers/ entrees/ beverages/desserts	Text book. Building strategy piece of paper	01	Building strategy activity

	Teacher gives them an exercise about vocabulary building.				
2nd practice or Social interaction	<p>Teacher presents a conversation, before they read and listen give them few minutes to look at the photos. Teacher ask them where are they? What appetizer does she order? What is the woman doing?</p> <p>Teacher pass to every pair listening the conversation and make corrections about the pronunciation.</p>	<p>Students listen the conversation and read it at the same time ,students answer the questions the teacher asks about the conversation</p> <p>Then listen again an repeat the conversation, students work in pairs and practice the conversation ordering a meal in a restaurant with a partner but change some meals they would like to order.</p>	Text book	01	Students participation
Grammar Focus Count and non-count nouns Some and any	Teacher explain the topic about count and non-count nouns, give them several examples to identify them and	Have students make a list of five foods that are in their own refrigerators right now. On the board, draw a two column chart with the headings Count Nouns and Non-count Nouns. Ask individual students What's in your fridge? And	Notebooks and board	01	<p>Student count and non-count list.</p> <p>Students sentences using</p>

		<p>have them tell a teacher one food from their list. Ask whether the food is a count or a non-count noun before writing it in the chart.</p> <p>Have students use their lists to write sentences with there is and there are. Point out that with plural nouns and non-count nouns, it's optional to use some to describe an indefinite number or amount; for example, There are (some) tomatoes in my fridge. There is / There's (some) orange juice in my fridge. • When students finish, they can use their sentences to ask and answer Is there anything to eat? With several classmates and check each other's work at the same time; for example, Is there anything to eat? There are (some) tomatoes.</p> <ul style="list-style-type: none">• Direct students' attention to the information in the Be careful! box.• Have students list five foods that are not in their refrigerators right now and then			grammar topic.
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		<p>write sentences with there isn't and there aren't. Point out that with plural nouns and non-count nouns, it's necessary to use any before the noun in negative sentences; for example, There aren't any tomatoes or There isn't any orange juice. • Write on the board: Yes, there is / No, there isn't. Yes, there are. / No, there aren't. Ask a student Is / Are there any [milk] in your fridge? Elicit a short answer from the board. Have the same student ask another student Is / Are there any / some in your fridge? Continue until all students have participated.</p>			
<p>Summary [Describe how you summarize what was presented on the lesson]</p>	<p>Teacher gives students an activity (inductive grammar chart) Explain the procedure on this chart to activate their knowledge Teacher pass to each pair and ask about doubts of the activity.</p>	<p>Students work in pairs and solve the activity to inductive grammar chart. They work in pairs and ask questions about this to the teacher. Students give answers and check in group every statement in the activity.</p>			
Speaking					

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity Practice ordering	Teacher motivate students to practice ordering a meal in a restaurant using the menu on their text books To model the activity, ask a more confident student Are you ready to order? As you listen to the student's order, take notes on the board. For example: fried squid mixed green salad Brazilian steak German chocolate cake soft drink	Have students independently complete the statements with their food choices. Have students also complete the statements using their favorite foods Then have them practice ordering with a new partner.	Text book	01	Students participation
1st practice Intercultural skill	Teacher present them some videos in different restaurants around the world	Watch the videos from restaurants in USA, Japan England and Canada and talk about what are the differences between the countries, give some information about language and culture. Students give opinions about the types of the restaurants they watch and what is it interesting for them or what did	Videos on YouTube	02	Students participation

		they not know about them.			
2nd practice or Social interaction Create their own menu	<p>Teacher gives them the instructions, to create their own menu, choosing a different country and search on the web what is a typical food in this country, their menus have to have appetizers, salad, entrée ,meat or fish , desserts and beverages.</p> <p>Teacher keeps the menus from all teams and makes a role play in the classroom, create a restaurant inside the classroom and practice ordering a meal. Teacher writes some questions and expressions to order a meal in a restaurant making a feedback for the previous lessons.</p>	<p>Students work in teams of 4 members , they have to create and design their menu and restaurant's name, the slogan if they want, and they have to search on the web to find out typical meals in that country.</p> <p>When they finish they have to pass to the front and make a presentation of their restaurant and the food they served there, what kind of restaurant is this? , if is expensive or not , etc...</p> <p>Students create a restaurant in the classroom, using material teacher brings to the classroom (blankets, plates, glasses, cups, napkins, etc) when the restaurant is setting students divide in two teams , one is for waiters and waitresses and the other for customers, they practice a conversation in a</p>	Colored papers and web	02	Students presentation

		restaurant ordering a meal.			
Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity Connecting words or ideas	Teacher explain how to use connecting words and / in addition Teacher gives them a summary and rules for using connecting words.	Students analyze the information and write notes on their notebooks. Students participate giving ideas and teacher writes on the board. Students copy some sentences from the board and combine the sentences using and, eg: My sister in law has long hair. She is very pretty . Students copy another set of sentences and now they write combining using but eg: My brother wears old clothes. I wear new clothes. Students do 3 sentences using in addition.	Notebooks and board	02	Activity writing sentences
1st practice make a writing	Teacher gives the instructions to the students to write a short paragraph talking about their favorite restaurant, what do they like about it? And what do not they like about it?	Students work individually and write a short paragraph describing their favorite restaurant and their favorite meal in this restaurant. Teacher passes to each one to check their work and make corrections	Piece of paper	02	Writing product

		or solve doubts if it is necessary.			
Summary [Describe how you summarize what was presented on the lesson]	Teacher gives students a feedback checking their writing individually	Students get a feedback and make corrections for their writing		02	Auto evaluation paper

4. **Intercultural component** The activities from watching videos of different restaurants around the world , they get an idea of what different are customs in other countries , after that in the activity the have to create their own menu and search about typical food in that country they have a different idea about what is intercultural , in this exercise students have a wish to travel or to try different kind of food.
5. **Evaluation** the evaluation did in every session doing writing exercises and role plays, at the end I did an auto evaluation giving a rubric about their progress for this unit .
6. **Conclusion** at the beginning of the lesson students felt a little scared about a lot of vocabulary they had to learn, although food and restaurants is a topic they really like , most of them, in the middle of the unit they started to feel more comfortable about doing different activities , like set a restaurant in the classroom and create their own restaurant, I tried to motivate all the time cheking their work individually and giving feedback every activity they did, at the end they felt very proud of them because they could order a meal in a restaurant , that’s because if they have the chance to travel they can understand a menu and ask about they want to eat.
7. **Follow up activities** students write in the blog their experience in this unit and how do they learn the new topic and the new vocabulary, students follow the comments and continue writing recommendations or sharing experiences.

DETAIL DESCRIPTION OF A LESSON PLAN

First of all in my experienced I consider it is absolutely necessary to give students at the beginning of a lesson the purpose of a lesson, in that way they are preparing during all the activities to achieve the goal and when they reach it , they feel really motivated and for them it is easier to develop the main objectives because the idea is clear at the beginning, so in this lesson is

COMMUNICATION GOALS

- Describe count and non-count nouns
- Ask for a restaurant recommendation
- Make a small talk ordering in a restaurant
- Discuss food and health
- Develop your cultural awareness
- Discuss how culture changes in food customs

READING

Reading is a receptive skill in that the reader is receiving a message from a writer. (Chastain, 1988:219) Reading is a basic and complementary skill in language learning. Recent researchers in reading describe the reading process in a way that implies an active reader intent upon using background knowledge and skills to recreate writer's intended meaning.

Reading understands written text; a complex activity involves both perception and thought. Reading consists of two related process: recognition and comprehension. Word Recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

First of all in my teaching practice to develop a reading activity I understood that I have to develop my students' background knowledge, before presenting the text, I have to encourage them to talk about the main reading topic, asking some questions to a whole group, or using brainstorming, to do most of the group participate and have an idea about their activity, but a very important point is to planning, in other words is setting a purpose for reading, this one helps students what do they do with the reading, and for me as a teacher planning is so important to reach to the objective, in this reading part I introduce new vocabulary in a funny way, not only with a repetition, so I wrote a list vocabulary that I considered the most important to support the idea, and they had to find out on an online dictionary , English-English, they worked in pairs , then they had to present the words by teams giving an explanation to their group, they could use mimic or Pictionary , any resource they will find appealing for the class, but they could not use Spanish in any time.

In order to activate their content schema, I decided to pose some pre-reading questions, so that my students could discuss them and somehow predict what the reading was going about.

Schema theory is an active strategy coding technique necessary for facilitating the recall of knowledge. As new knowledge is perceived, it is coded into either pre-existing schema or organized into a new script. In essence schemata are organized mental structures that aid the learner's ability to understand and associate with what is being presented to them.

Thus, schema is knowledge about the topic that individuals have already acquired through various experiences, so these experiences can help the student to connect their previous experiences to the context of the text. If they know about the topic they will read, they will feel motivated to participate and they want to know more about this topic, more if the topic is interesting for them.

- a) DURING THE LESSON ; in the activity to watch a video in a restaurant where some people are ordering meals, students activate a knowledge to recognize some vocabulary and questions or answers they have usually used.
- b) VOCABULARY INTRODUCTION EXERCISE 1; to introduce this food vocabulary first I analyzed which words I had to include in my materials and which meanings of those words I had to teach, if I had to add more words to my vocabulary list in the unit so I decided to add more words, taking into account;

Frequency: Which words and expressions are most frequent and which are rare ,
Differences in speaking and writing: Which vocabulary is more often spoken and which is more often written

Contexts of use: The situations in which my students use certain vocabulary

Collocation: Which words are often used together

Grammatical patterns: How words and grammar combine to form patterns

Strategic use of vocabulary: Which words and expressions are used to organize and manage discourse.

After took these decision students recognized some vocabulary they have known and learned new vocabulary and classifying into groups of food, it was a helpful activity because all the group participated to name a food.

- c) INFERING VOCABULARY EXERCISE II; In this activity I worked with a collaborative work, that is understanding like a theory about “knowledge is constructed and that individuals learn from one another”, when my students work in teams is easier for them to get the objective in their products, in this activity they participated in their teams giving a lot of ideas to prepare a meal, and in the speaking competence students come to the front and explain their meals, the others students had to take notes about what was their favorite recipe and why.

Assessment; use a rubric to identify the goals, they had to asses a different team and after that explain the points they got.

- d) FIRST PRACTICE PREDICTION; students had to observe a menu on their student’s book and answer some questions about the name of the restaurant, identify spicy food, fried food, kinds of beverages on the lesson and compare with some food they frequently eat or not.
- e) SECOND PRACTICE OR SOCIAL INTERACTION; listening activity, When students listen to English language, they face a lot of listening difficulties, the review of literature indicated that when teachers are aware of students’ learning difficulties they can help them develop effective listening strategies and finally solve their difficulties in listening and improve their listening comprehension abilities, in this activity students listened a conversation, first we did a pre-listening activity, asking them to skim the conversation and looking at the picture to tell me what is going on in this conversation, then they listen the conversation and reading it, after asked their doubts they repeat it and then practice it with a partner, they had to stand up and when I clapped they had to changed their pair.
- f) GRAMMAR FOCUS; in this activity my students learned how to use and what are count and non-count nouns, after they analyze the structure they had to think about some food they had in their fridges and classified if it was count or non- count , to tell me their results they had to make a correct utterance using there is and there are in order to activate the grammar competence that in my own reflection is a piece of classroom that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focusing in mobilizing their grammatical knowledge in order to express meaning.
- g) SUMMARY : I gave my students a feedback to activate their knowledge, we checked the exercises on their books in group, and took turns to answer a correct option, the feedback

is an important step in each activity to students realize and correct their errors and feel motivated with the achievement, and in that way they improve their process.

SPEAKING

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another” (Wagner, 1994:8). Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication. The concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes.

In order to avoid communicative breakdowns, students may use gestures, paraphrase, use synonyms, provide examples, or try communicating a message with pictures or drawings. In class, students can get aware of these strategies through activities designed for that purpose.

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." (Stephen Krashen)

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

- a) INFORMATION PROCESSING ACTIVITY; in this activity I gave my students confidence to complete a conversation by his or her own, I checked the work individually, then they had to practice the conversation they made with a partner, I realized after this activity they felt more comfortable and asked me how did they say something new to use it in a conversation.
- b) FIRST PRACTICE INTERCULTURAL SKILL; It is important to understand Interculturality as a fact of communication because, we want to effectively and appropriately interact with society in everyday ,comparing different cultures is one of the most challenging issues facing anyone who lives in a multicultural environment and there is no doubt that if we have profound knowledge of one’s own and other cultures, we tend to be more culturally competent and communicate with people from different backgrounds effectively. However, the problem is, it is impossible to know every single culture since there is a countless number of cultures existing in this world. This is why cultural frameworks play a significant role in helping students identify cultural differences between and within groups. In this activity before watching the video about Interculturality I have not stopped to think about how important is to talk to my students to different cultures, because I have always listened that learn a new language is to learn a new culture, so in that way we will create curiosity to know more about a culture and their own culture, so they watched a video about

different restaurants around the world, Japan, England, Canada , after that we talked about the differences they have noticed in the way they order a meal or the view of a restaurant , the people are in each restaurant, they gave opinions and participated with interesting points of view that I did not realize before, I think this is a very rich activity and I know now , that I have to add an intercultural activity in every lesson I plan.

- c) SECOND PRACTICE OR SOCIAL INTERACTION: create their own menu was a very funny and helpful activity because they worked in teams again and choose the kind of restaurant and menu they wanted to create, they used their imagination to do a beautiful menu presentation and according to the city they chose they create the food, then they have to pass to the front and act out a conversation in a restaurant, using the structures and knowledge acquired before, my function was only the monitor, the Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

WRITING

The process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The principles teaching writing can make teaching both more effective and more efficient; by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

As we know now, writing is a productive skill and this is because students have to actively produce language in order to write.

Writing involves all aspects of language: grammar, vocabulary, word order, spelling and logical arrangement of ideas. Students often make mistakes when they start to write in sentences. This means that the teacher has a lot of marking to do, and all the corrections in red pen do not make the students very happy. They do not help the students very much.

We need to plan lessons in a step-by-step way. We need to build up students' confidence by starting from controlled and guided activities and move towards less-guided and more student-centered and creative activities. The activities must start with very teacher-controlled activities, and move to less teacher-controlled ones. Guided activities, which are easy and short, will help all students to write with few mistakes in a controlled situation. As their confidence and interest grow, less guided activities will encourage them to write more confidently.

A: Controlled Writing Activities

At elementary level students should be given exercises which require them to think and add something of their own; but exercises at this level should still be controlled, so that students do not make too many mistakes.

- a) INFORMATION PROCESSING ACTIVITY, CONNECTING WORDS OR IDEAS; in this activity students took notes to understand how do they use but , I gave them several examples until I was sure they all understood the objective, after that they wrote a paragraph describing a restaurant they liked, in this exercise I use a guide writing because of the level of my students I gave the topic but they could feel free to write the place they chose, after that I checked all the paragraphs and gave them the feedback giving them the corrections on their papers and explained them individually why was the mistake, some of them decides to correct in this moment to check again for giving a feedback and feel they do not have mistakes in this time.

2.02 DESIGNING NECESSARY TOOLS TO ASSESS.

Create an assessment tool would be an easy task, because it is supposed for teachers is an activity we must do it in our daily routine, such as calling the role at the list at the beginning of our class, or write the homework on the board, but after read the importance of assessment, the different tools , strategies, techniques , approaches it sees not a very simple activity but it is a very important tool in our students' learning process.

To better understanding of this topic, I would like to write first; what is an assessment? And the main objective of this.

While many educators are highly focused on state tests, it is important to consider that over the course of a year, teachers can build in many opportunities to assess how students are learning and then use this information to make beneficial changes in instruction. This diagnostic use of assessment to provide feedback to teachers and students over the course of instruction is called formative assessment. It stands in contrast to summative assessment, which generally takes place

after a period of instruction and requires making a judgment about the learning that has occurred (e.g., by grading or scoring a test or paper).

Black and Wiliam (1998) define assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Under this definition, assessment encompasses teacher observation, classroom discussion, and analysis of student work, including homework and tests. Assessments become formative when the information is used to adapt teaching and learning to meet student needs. When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as reteaching, trying alternative instructional approaches, or offering more opportunities for practice. These activities can lead to improved student success.

The evaluation of learning is one of the most difficult and important tasks teachers have to do, not only for the process to this implies, also the consequences to emit a judge about your students and the way that you have to communicate the results, I mean the way you communicate the results and do a feedback is the way your formative assessment have to be useful for you and for your students.

Feedback given as part of formative assessment helps learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal (Ramaprasad, 1983; Sadler, 1989). The most helpful type of feedback on tests and homework provides specific comments about errors and specific suggestions for improvement and encourages students to focus their attention thoughtfully on the task rather than on simply getting the right answer (Bangert-Drowns, Kulick, & Morgan, 1991; Elawar & Corno, 1985). This type of feedback may be particularly helpful to lower achieving students because it emphasizes that students can improve as a result of effort rather than be doomed to low achievement due to some presumed lack of innate ability. Formative assessment helps support the expectation that all children can learn to high levels and counteracts the cycle in which students attribute poor performance to lack of ability and therefore become discouraged and unwilling to invest in further learning (Ames, 1992; Vispoel & Austin, 1995). While feedback generally originates from a teacher, learners can also play an important role in formative assessment through self-evaluation. Two experimental research studies have shown that students who understand the learning objectives and assessment criteria and have opportunities to reflect on their work show greater improvement than those who do not (Fontana & Fernandes, 1994; Frederikson & White, 1997). Students with learning disabilities who are taught to use self-monitoring strategies related to their understanding of reading and writing tasks also show performance gains (McCurdy & Shapiro, 1992; Sawyer, Graham, & Harris, 1992).

Since the goal of formative assessment is to gain an understanding of what students know (and don't know) in order to make responsive changes in teaching and learning, techniques such as teacher observation and classroom discussion have an important place alongside analysis of tests and homework.

In the assessment we can use different methods like student self- assessment, student centered conferences, performance assessment and portfolio assessment.

Performance assessment is the gathering of information about student learning based on students demonstrating what they can do. It is assessment which values process as well as product and incorporates a variety of strategies from observation to self-assessment. Assessment of student performance may be an informal observation of students at work or a structured situation using a recording device to focus observations on specific behaviors or attitudes. Performance assessment is a powerful classroom tool because it integrates assessment and instruction, may occur at any point during an activity, involves student and teacher collaboration, includes students in assessment and evaluation and values both process and product. One benefit of performance assessment is that multiple means of assessments may be used. Informal observations, checklists, video and audio taping, conversations and conferences can all provide important information regarding student learning. Another benefit is that performance assessment facilitates collaboration between students and teachers, and promotes a diversity of approaches and responses to learning situations.

Portfolio assessment is a method of gathering student work samples for the purpose of evaluating student knowledge and learning. The process includes student participation in the selection of work, in criteria and goal setting and through self-assessment. Portfolios are purposeful collections of student's work that show the student's effort, progress and achievement over time .Portfolios include a selection of student work, guidelines for content selection, criteria for evaluating process and products, as well as evidence of student reflection.

A student centered- conference, implies the active involvement of students who work with their parents and teachers to examine and reflect on their learning. This differs from a traditional reporting conference in which parents and teachers meet alone to discuss the students progress. Holding a student –centered conference is not an isolated event but an integral part of learning. The opportunity for students to demonstrate skills and abilities during a conference gives relevance and meaning to all the work and practice prior to and following a conference.

Self-assessment; student self-assessment is an ongoing process of students getting to know themselves as learners. It involves them in reflecting on their performances, products, thinking and learning, monitoring and regulating what they are doing while they are doing it, evaluating the quality of their work and knowledge, setting realistic goals for themselves and planning ways to achieve these goals.

In sum goals of programs need to be reflected in assessment methods and procedures need to match purpose, I mean your assessment methods need to be thought and planning in your lesson plan is an important part of the process and it be considered like that , as a way to judge activities , readjust them if it is necessary and communicate to your students and it is an important tool to promote learning and development of individual students, to identify students with special needs and health conditions for intervention purposes, to monitor trends in programs and evaluate the effectiveness of the programs.

I know it is not an easy task that I mentioned before but now for me is very clear that it is a very important duty as a teacher we have to do during our students process.

So in my lesson plan I decided to use a FORMATIVE ASSESSMENT, for vocabulary practice I chose an assessing vocabulary learning strategies using a self-assessment tool.

Rubric

check on your own

Ask others for information	
Ask teacher for English paraphrase or synonym	
Ask teacher for translation	
Ask teacher for a sentence using new word	
Learn meaning during group work	

And use a graphic organizer

Graphic Organizer (Unit 4, page T40, Expand the vocabulary)

NAME: _____ DATE: _____

	Breakfast	Lunch	dinner	Snacks
Fruit				
vegetable				
Meat				
seafood				
Grains				
Dairy products				
Sweet				

And at the end of the lesson I chose a self-assessment too, I think to young students is so important the self-evaluation, is a moment to reflect in their own process and improve the aspects they consider they have to adjust.

<p>SELF ASSESMENT OF A PROJECT</p> <p>STUDENT'S NAME: _____ DATE: _____</p> <p>PROJECT TITLE: _____</p> <p>PROJECT DESCRIPTION</p> <p>THE MOST SURPRISING ASPECT OF THIS PROJECT FOR ME WAS:</p>

I WOULD LIKE TO FIND OUT MORE ABOUT:

THE HIGGEST PROBLEM I HAD WAS:

I SOLVED THIS PROBLEM BY:

WHAT I ENJOYED MOST ABOUT THIS PROJECT WAS:

I THINK I CAN IMPROVE BY.....

NEXT TIME I WIL.....

In this assessment students wrote very interesting answers about their reflections , and I realized they like to work in teams, and with a whole group, they wrote they feel more confident with the collaborative work and they can learn more , for their classmates, they said that sometimes they do not want to ask to the teacher some doubts and for them it is easier to ask to their classmates instead. And I noticed too, that in the last question in the self-evaluation they want to learn more and practice most of the time, they liked to watch videos from different countries to know about other cultures.

With this kind of assessment I can plan some activities according to their interest and likes, to feel motivated to participate in a topic that is interesting for them.

2.03 EVIDENCES

Extra work class

1) NAME: _____ DATE: _____

Extra Reading Comprehension

COMPREHENSION QUESTIONS

A. Look at the Reading on page 46 and complete the sentences.

1. One super-sized fast-food meal can have more calories than you should eat in a _____.

a. week b. day c. long time

2. Sharing a meal with someone is _____ expensive.

a. less b. more c. too

3. When you get fast food, you should skip the _____.

a. veggies b. yogurt c. fries

4. Your brain needs _____ minutes to know your stomach is full.

a. thirty b. twenty c. ten 5. If you eat _____, you will eat less food.

a. fat b. slowly c. healthy

6. _____ is a healthy dessert.

a. Low-fat frozen yogurt b. Cake c. A cookie

CRITICAL THINKING

B. Check the statements that are probably true according to the Reading. Explain your choices using information from the Reading.

1. Eating fast food every day can be OK.

2. The breading is what makes fried foods have so many calories.

3. Eating more slowly can help you maintain a healthy weight.

2) NAME: _____ DATE: _____

Top Notch 1, Third Edition Unit 4, Lesson 1 Copyright ©2015 by Pearson Education. Permission granted to reproduce for classroom use.

Extra Grammar Exercises

Extra Grammar Exercises (Unit 4, page 41)

LESSON 1 There is / There are with count and non-count nouns; Anything and nothing

1 Classify the nouns. Write C for count nouns. Write NC for non-count nouns
apple banana beef bread broccoli butter candy carrot cheese chicken clam cookie fish
grape lamb milk noodle olive oil onion orange pasta pepper rice water yogurt

2 Choose the correct word or phrase to complete each sentence.

1. (There is / There are) some nice salads on the menu.
2. (Are there / Is there) any chocolate cookies?
3. (There is / There are) a banana cake for dessert.
4. (Are there / Is there) any sugar for my tea?
5. (There is / There are) a fried squid special appetizer.
6. (Is there / Are there) some spicy peppers for the sauce?
7. What beverages (is there / are there)?
8. (Is there / Are there) anything for dinner?
9. No. There isn't (anything / nothing).
10. There's (anything / nothing) for an omelet.

3) Unit 4 Oral Progress Assessment Chart

Name: _____

Does the student correctly use grammar from the unit? 1 2 3 4 5

Does the student use appropriate vocabulary from the unit? 1 2 3 4 5

Overall, is it easy to understand the student? 1 2 3 4 5

Does the student express himself or herself fluently? 1 2 3 4 5

Total Score:

4) Practice with a partner. Use your own words.

A: Could you recommend a restaurant for _____?

B: A: I don't know. Maybe _____. I'm _____.

B:

5) Inductive Grammar Chart

GRAMMAR. Definite article the. Look at these examples with a, an, and the

A: It comes with a salad.

B: OK. I'll have the salad.

A: Would you like an appetizer?

B: Yes. The fried clams sound delicious.

A: I'm in the mood for seafood.

B: Then I recommend the grilled shrimp.

FIGURE IT OUT . . .

Check the boxes that complete the grammar rules correctly for the.

1. You can use the ...

with singular nouns.

with plural nouns.

with count nouns.

with noncount nouns.

2. Use the ...

☐ when you name something the first time.

☐ when you name something a second time.

☐ when you talk about something general.

☐ when you talk about something specific.

6) NAME: _____ DATE: _____

Inductive Grammar Chart

GRAMMAR. There is and There are with count and non-count nouns; Anything and nothing

Look at the statements with there is and there are.

There's (some) milk and an apple in the fridge. There isn't any cheese. There are (some) cookies in the kitchen. There aren't any bananas.

FIGURE IT OUT... Complete the rules with there are or there are.

1. Use _____ with non-count nouns and singular nouns.

2. Use _____ with plural count nouns.

Complete the rules with some and any.

3. Use _____ in affirmative statements.

4. Use _____ in negative statements.

Look at the questions with is there and are there, anything and nothing.

Is there any (or some) pasta? Are there any (or some) noodles? What kind of fruit is there in this fruit salad? How many eggs are there in the fridge? Is there anything to eat? (No, there is nothing. OR No, there isn't anything.)

FIGURE IT OUT... Complete the grammar rules with is there and are there.

1. Use _____ with non-count nouns and singular nouns.

2. Use _____ with plural count nouns.

3. Use _____ with the pronouns anything and nothing



7) study guide

NAME: _____

DATE: _____

Unit Study Guide (Unit 4) Self-Check Write a checkmark next to the language you know. Return to the unit in your Student's Book to find and study the language you are not yet sure of.

GRAMMAR There is and there are with count and non-count nouns; anything and nothing (page

VOCABULARY Menu terms menu appetizer salad entrée main course dessert soup beverage

Categories of foods and drinks fruit apples bananas grapes oranges vegetables carrots peppers
broccoli onions meat chicken lamb sausage beef seafood fish clams shrimp crab squid grains
pasta rice noodles bread

dairy products butter cheese milk yogurt oils corn oil olive oil coconut oil sweets candy pie
cake cookies ice cream snacks nuts chips drinks juice coffee tea soft drinks

Describing foods grilled fried mixed roast spicy healthy unhealthy fatty / high-fat

Salty sweet high-calorie low-calorie good for you bad for you

Other language sandwich "veggies" fries

split / share avoid skip super-sized lose track of not very hungry really hungry starving

SOCIAL LANGUAGE Could you recommend [a restaurant] nearby for [dinner]? What are you in the mood for? I don't know. Maybe [a salad]. Would you like directions? Are you ready to order? Do you need more time? I'll have [the pasta] for [my main course], please. I think I'll start with [a salad]. What does that come with? It comes with [vegetables]. Anything to drink? And to drink? What kind of [juice] is there? I'd like [the squid], please. Certainly. Excuse me. [We're] ready to order. I'm sorry. This isn't what I ordered. [We'll] take the check, please. Is the tip included? Do you accept credit cards?

8) Writing Process Worksheet (Accompanies Unit 4, page 48)

ASSIGNMENT: Write a short article for a travel blog about foods in your country.

1. PREWRITING In small groups, compare ideas about food in your country. Fill in the menu below with your ideas. You may use a dictionary.

PARK VIEW RESTAURANT

APPETIZERS

SALADS

ENTRÉES

DESSERTS

BEVERAGES

All entrées include

2.05 RECORDING THE ACTIVITIES

<https://youtu.be/fgQNO9EdJrg>

CHAPTER 3: EXPERIENCE REPORT

I felt really satisfied with the outcomes in the activities designed for this lesson plan, first of all because my students reach the objective in different speeds or ways but finally I think all of them were assessed with a very higher grade.

And how came this, well first because I learned to design a lesson plan not only with warm up activities- procedure- close, that is that the way I used to do a lesson plan, now I know that I have to be deeper in every single activity I plan for my students.

As a first step I need to explain them the topic of the lesson , the purpose of the objective, when it is clear for them, and they know what is the goal they have to reach is easy to focus on the important things, and at the beginning they are being independent and self-directed in their learning. This active engagement between students and their learning allows them to integrate mentally the various stages in the learning process in a holistic way. As a result learners develop metacognitive awareness if the recursive nature of the learning process, which in turn, is likely to help them to involve into effective lifelong learners.

Then I have to integrate four skills in all my lessons, Reading-Listening-Writing-Speaking, now I know that they are not teaching in an isolated way, all of them are related each other, I mean it is not necessary to separate and teach one by one, so I need to develop an activity for every one taking into account each characteristic by its own but in an integrated way.

In the listening skill, for many years it did not receive priority in language teaching. Teaching methods emphasized productive skills, and the relationship between receptive and productive skills was poorly understood. Until recently, the nature of listening in a second language was ignored by applied linguistics, and it was often assumed that listening skills could be acquired through the exposure but not really taught. Now we know the role of listening comprehension in second language acquisition demands a much greater prominence in language teaching. Thus, I have to design activities that teach both bottom-up and top-down processing skills, it is also important to teach students specific strategies like predicting, selective listening, listening for different purposes, inferring and personalizing, that can help them understand the processes underlying listening, so that gradually they can assume greater control of their own learning. So in consequence I prepare pre-listening activities, listening activities and after reading activities, and using authentic materials.

In the part of grammar teaching, two major questions need to be considered with regard to grammar teaching in second language; Should we teach grammar at all?, if we teach grammar, how should we teach? The first question has been answered in the negative by some applied linguistics. (Krashen 1982) for instance, has argued that formal instruction in grammar will not contribute to the development of "acquired" knowledge- the knowledge needed to participate in authentic communication. (Prabhu 1987) has tried to show, with some success, that classroom learners can acquire an L2 grammar naturalistically by participating in meaning – focused tasks. I really think that grammar has to be taught in a very functional way, is to internalize the structures thought in such a way that they can be used in everyday communication. So in this sense the students are required to produce sentences containing the targeted feature, they will be provided with opportunities for repetition on the targeted features, and receive feedback on whether their performance of the grammatical structure is correct or not.

In the teaching of reading in a FL there is not an imperative sequence of teaching steps, but we have to take into account some points like; decisions on teaching points and procedures depend firstly on the teacher's understanding of the reading process; next, on the assessment of the students' command of the target language and on the investigation of their learning environment to assess motivation, needs, aims, skills and habits which can or cannot be transferred from, reading; thirdly, on the selection of adequate reading material.

"Reading competence is essential to personal enrichment and the development of intelligent. By reading, the student can improve their knowledge and experience because most of the information they need is provided in written form. Reading skills is always become the main emphasis, the main goal in teaching English is to make the student able to read".. (Swan 1992)

For that reason it is necessary to add some strategies in this part of the lesson like pre-reading activities, that is when you introduce the topic asking some questions, before they read, then they

can skim and scan the article to read to predict what is talking about, and after –reading activities design some activities and select what is the purpose of my activity.

For a writing skill I have learned that it is a very important skill that my students have to develop , before the Specialization I never close my activities with a writing exercise , now I have practiced in my classes and it has a very successful results, and I have to focus in what do I want from my students to do, in this part I have used a formal writing, a free writing, a controlled guided writing and I could realize they are improving in this skill.

And at least the speaking part that I think is the skill that all students want to reach, a large percentage of the world’s language learners study English in order to develop proficiency in speaking. To communicate effectively, language learners need to become proficient in using the semantic, syntactic, lexical, morphological and phonological elements of the language being learnt. Spoken language imparts referential and affective meaning. When we speak, we reveal our interest and attitudes toward the topic being discussed and toward the people we are speaking with. These messages are largely conveyed through the prosodic features of language; stress and rhythm, intonation, pitch variation and volume. For that reason we have to create an adequate speaking environment for our students, to motivate them to speak , I need to use various conversational micro skills through demonstrations, audiovisual input, elicitation of interaction routines from the students, role-plays, etc...

So we have to develop students to get involved actively, to apply cognitive and metacognitive strategies, be responsible of their own learning. However it requires continuous work as well as continuous analysis and feedback about our teaching practice in order to improve and help learners to learn the target language.

CHAPTER 4 : CONCLUSIONS

In Mexico the Educational System has changed a lot in a good way, I really think our Education Authorities are worried about the outcomes of our students in general, for that reason they have implemented new syllabus in schools, the Government is trying to create a new model of education, and in this model they highlight the importance to learn English as a foreign language.

But to be a teacher I think we have to make a reflection, think about the teachers you remember best. Not just language teachers, but teachers of any subject. What made them memorable? Why, now, as you are thinking of becoming a teacher yourself, does your mind drift to them above all others? Was it the knowledge they had? Probably. But more likely, it was the passion they had for their subject, the enthusiasm they showed in conveying that knowledge to you and the way they influenced you both inside and outside the classroom.

My experience in this Specialization was very rewarding in several aspects, now I feel like I was born again in my duty as a teacher, I had a long time giving English classes and I taught like in my experience I had learned, and I realized that I cannot teach in the same way as I was teaching in the

beginning of my practice, because my students are not the same in many aspects, they are growing up in a different context with new technologies and new ideas of learning. I have learned a lot and I know that I have to continue learning in order to improve my teaching practice.

We are faced in a transformation of education, in view of the strong attitudes held by English teachers; an English teacher education should stand for a radical change in the worldviews of education. Language teachers often instruct in several or all proficiency levels or year levels in a program and teach spelling, vocabulary, grammar, usage, intonations and accents.

In English Language Teaching (ELT), especially, when English is connected to Class Room Teaching (CRT), it plays a very significant role in engrossing the student's attention. To acquire good communication skills or to excel in communication skills, one has to acquire expertise in all the four skills. They are Listening, Verbal Communication, Interpretation and Inscription Skills. Before a student acquires with all these skills, he/she has to develop interest towards the subject or language. In this regard, the Teacher plays a very prominent role in attracting the student's attention by creating interest among the students. A Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the students, a teacher has to first place himself/ herself as a learner and think from the learners perspective. In doing so, students can be captured with interest. In the classroom, Teacher roles can be discussed with learners as a part of student preparation, along with other characteristics of curriculum. Learners can imagine about what roles they wish for their teacher, how this inclination fits in with other aspects of their learning method, and why the teacher chooses every role.

Teacher education is called for. By 'transformational', I am referring to teachers we need to confront and change a whole range of long-held and deeply rooted viewpoints about, for example, the importance of standard English, the importance of develop this competence in order to Globalization , develop identities in cross-cultural communication. For such a transformation to occur, mere exposition to and awareness of the relevant literature will not be enough. It should also involve a seriously critical outlook and a reflective overview of our past learning experiences and previous and current teaching (i.e., curricular and pedagogical) situations. for such a transformation to be successful, it is likely to be time-consuming and far from easy-going. It aims at bringing teachers to confront and change their established viewpoints about a particular issue by providing hands-on information and asking them to realize and critically examine our assumptions, openly explore new terrains by trying new roles, plan a course of action, acquire knowledge and skills for implementing that plan, build self-confidence in the new roles and become reintegrated on the basis of conditions dictated by the new perspective.

It is necessary to promote collaboration, creativity, communication, entrepreneurship, problem solving, social responsibility, and use of technology, perseverance, honesty, determination, and adaptability to changing environments, leadership and innovation throughout the competence development.

And I think in my way of this Specialization I became more reflective about my duty as a teacher, I know that these methods and approaches are relevant and necessary to use for a meaningful

learning in my students, on the other hand I have learned too, that intercultural competence is a principal ingredient in my classes, is like travel around the world inside my classroom and this kind of activities are very important and memorable for my students.

So I have learned that is not a manual to teach English to follow step by step, thus I have to join all methods, approaches, strategies, tools, to benefit my students in their learning process, I have to motivate my students in every action they do, I have to take into account my students preferences, to my students be able to construct their own knowledge.

Thanks to my tutor ALMA DANIELA OTERO SOSA, for all her patience and the way she introduced me to a new view of teaching English.

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