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PROPUESTA DE INTERVENCIÓN EDUCATIVA

Retomando aspectos importantes de la especialización en la enseñanza y el aprendizaje del inglés como lengua extranjera en mi trabajo docente en el aula

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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Introduction

In this assignment I am going to explain how I teach, but first I am going to write what is education in my teaching context: that is to say how can I try to teach because it is necessary to know how the students live in their life.

Before starting this adventure, I remembered the words of Makarenko A. ,1905). "The young teacher understood that to educate not only needed to have great knowledge and be a good teacher, but also to understand the peculiarities of each student's life, to take into account their personal traits to influence them.

One of the great concerns of the teacher is how to teach English to students for this it is necessary to make a brief historical review of the authors who talk about this topic. These specialists address the pillars of this concern so I started by mentioning Vygotsky.

Lev Vygotsky: 1934 in McLeod: 2018) has made the foundation theory in cognitive development He created Social Development Theory.

Vygotsky's theories stress the fundamental role of social interaction in the development of cognition Vygotsky argued, learning is a necessary aspect of the process of developing culturally, he emphasis on social contributions to the process of development Vygotsky: 1978 in Cole & John-Steiner: 1978) sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given - allowing the child to develop skills they will then use on their own - developing higher mental functions. at present adolescents are extremely changeable in learning Without is an important concept that is related to the difference between what a student can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner.

-Theories of Second Language Acquisition deals with understanding concepts, analyzing processes and trying out procedures.

The second language acquisition is very important for all the students that continue with their studies, and who studies a bachelor career so corresponds to the developmental needs of Mexico in the XXI century.

Definitely today I feel different never to be so confused about my teaching, especially for what I learned, I thought there was no more, that teaching is a routine and suddenly my vision changes, to take up the philosophers of time ago and review them today.

I understood a different way of teaching, where the student and complexity give life to the sociocultural structure mentioned by the authors.

The authors who through their research are exploring the area of how to teach, the characteristics to achieve, transmit knowledge to students, especially in an unknown language where the student is difficult to understand because it is important to learn the language as a second language, if he already has his mother tongue, this is where the teaching work begins, the task to achieve to make the student learn this second English language. The first thing I do in this project is to describe my teaching work and how I am as a teacher, which I do before my students as a teacher must follow a program that the Ministry of Education publishes through the Educational Reform, it is reflected in a document called annual work plan, which we do as teachers, and is the one that is carried out annually.As number one, I will describe the context in which I develop my teaching activity,explain where it is about strengthening knowledge, now the study of teaching has become a great controversy based on the study and application of language in education.

The society has placed in the teachers and the responsibilityof the learning.The confidenc e, to carry out this work,theteacher has to apply his knowledge and updated. It is not easy to adequate the technology especially to those who did not favor in the stage of training, however today it is necessary to adapt it, consequently, teachers

at the basic level and above all secondary level put emphasis in the English language.

Teacher appropriates what has been learned and applies knowledge to what has been agreed in the New curricular.

The teacher's teaching with the four skills is discussed and therealization of each step of the didactic sequence is mentioned. Each step is framed with its activity to be carried out until obtaining a product or portfolio of evidences Clarifying that this activity is done in two classes and in each one there is a reinforcement of the four abilities.

The methods help to establish a professional criterion for approaching the teaching, highly practical, allows the learner to gain knowledge and TO practice in the use of modern techniques.

Many activities make the class active, interesting, and relevant. The educational process in my personal case has not been easy, sometimes have to modify on the fly in terms of

planning for issues that are beyond control but the most important thing is that the student understands the importance of learning a second language,

The hardware allows to perform tasks although they are not of last generation especially in our generational culture, although in the schools there is not even physically updated equipment, the teacher is given the task of guiding and guiding the student to carry out its task in a timely manner with a wide range of options so that you can carry out your task in a timely manner with a wide range of options that guide your preparation of the assigned tasks, that is, go out and find an internet cafe and learn how to make your academic changes. After the application of the teaching sequence comes the evaluation where the expected knowledge is applied, taking into account how the accomplishment of the activities that will be mentioned later were achieved. the evaluation recommended by several authors is the continuous one where each class the student is evaluated by the performance in the class, the functionality of the teaching sequence is a better evaluation and index of approval of the student, who has to have a great attitude to learn.

The teaching technology has become more didactic, it is practical and in many cases it facilitates the teaching learning and the teacher could also update or leave doubts in the pronunciation or writing, it is important to comment that the skills are an important link before any job to perform are inseparable for the achievement of the learning of the English language.

(Chamot, 1918)"Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying.

Teachers can show students why good listening is useful and even crucial in some situations."

The teacher is the guide of the students, and who should take care of the activity and take the appropriate control so that the student works properly as indicated.

This work deals first in the importance of technology with linguistic ability in a brief way, secondly the importance of teaching such as the student to listen to learn better, word lists, vocabulary Checks, video and cell phone.

The third is Lesson planning and The fourth is the activities of a class. In the activity to be carried out, it has three activities where specific activities are carried out in each class, reaching the conclusion and carrying out activities of the textbook realizing the final project as well as a video of the work in team.

The author Goh and Yusnita (2005) said “at the end of period of process based discussions were conducted. At the end of period of metacognitive instruction, the children in their written diaries a deeper understanding of nature and the demands of listening.

Increased confidence in completing task, and better strategic knowledge for coping with comprehension difficulties.”

The authors mention that in the end the teaching process is achieved in class, it is achieved in my point of view confidence, motivation when listening, breaking the barrier. of doing this, since the activity of listening and practicing was done previously.

Teachers will need to confront the vast amount of information that the Internet hosts and develop the ability to harness this resource purposefully and productively in classrooms. Once they acquire the initial set of skills that are required to navigate and consume Internet resources, they will need to attend to issues relating to effective means of using them with their students. The lesson plans created by teachers specifically integrate Internet resources into learning activities. The lessons are discussed from the perspective of the instructional strategy employed by the teacher, the stated educational intent and the creative use of readily available Internet resources in learning activities.

I think that teachers’ use of information and communication technology (TIC) in the classroom is still limited The Internet can be seen as a repository of free materials that can be beneficial for students and teachers in the classroom. By having access to thousands of books, games, websites, etc., teachers can provide a world of knowledge for their students for no additional charges. It also connects students globally adding to multicultural education by bridging the “cultural gap.” An example would be giving students the opportunity to correspond with pen pals from other cultures., the Internet can be a virtual classroom. The teacher may not be able to provide hands-on experiences for all learning. In this small project I emphasize the Positive Uses of the technology and Uses of the technology unfavorable and using the following forms of implementation Browse the internet, YouTube, Busuu, Massive online open courses(Mooc), Apps, Duolingo and Babbel and EBooks among

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In the world culture has been an important part for people in society, religion, politics and in general to strengthen the union, exchange and life between races, Miscegenation and in general the common life of the people.

In this work you will see the importance of coexistence with people throughout the world and how technology greatly helps intercultural to take place with the surprising communication that in seconds makes us live in another place with people and use the common language in the world as is the foreign language.

The definition of miscegenation is taken from https://context.reverso.net/traduccion/espanol-ingles/mestizaje[1] this concept says: "Miscegenation has been a pattern of our socio-economic development. As a result of intensive miscegenation, the rudiments of a new nationality characterized by bilingualism and a blend of both cultures were formed."

The clearest example you have is in Mexico where there is a great variety of variety of around 52 indigenous peoples, all this involves the culture in the form of architecture, art, gastronomy and other things. Also around the world there are countries near or far with a wide variety of culture in the continents.

[1] https://context.reverso.net/traduccion/espanol-ingles/mestizaje consultado 19 de marzo 2019.

The truth is surprising and it takes a lot of time to study these cultures. I agree with the author (From, 2009)" The fact that national identities and cultures can here, and at different moments, be more or less relevant than company culture, departmental cultures, or ethnic cultures, depending on the situation and the course of events, allows us to usefully apply this model to communication within organizations in a multicultural context" organizations like the school is given communication and with it multiculturalism. in this organization knowledge is applied and globalization is applied based on the culture and language learned in society. The planning the final product is obtained, in which the application of the communication with the student and the teacher is seen to obtain the picture of activities with the collage of the interculturality in our country and as the student understands the interculturality The authors mention that in the end the teaching process is achieved in class, it is achieved in my point of view confidence, motivation when listening, breaking the barrier. of doing this, since the activity of listening and practicing was done previously.

My teaching practice has been a constant learning among the many things that have changed my teaching strategies. The belief of teaching is a dogma that sustains the experience of the same teacher, so, Linares (1991) establishes the nature of beliefs considering them in the field of subjectivity of the individual, through which he interprets and decides what happens to his around. First we have to analyze what is education in context: that is, how can I try to teach because it is necessary to know how students live in their lives?

The Evaluation is the process of learning in where the observation of class is for obtaining useful feedback on what, how much, and how well the students are learning, this information helps to refocus teaching to help students learning more efficient and more effective. In general, testing is finding out how well something works.

Module 1

1.0 Theories, principles and approaches regarding learning and language

, I think is very important to analyze and reflect how the student
learn and the teacher teach, the author Wertsch said that states that the aim
of a sociocultural explain how human action is located in cultural, historical and

institutional. So this explanation is the use of the notion of mediated action as a unit of analysis and of the person acting with mediating instruments as an adequate description of the agent of this action. Mediating instrument are inherently related to action. certain mediating instruments are appropriate and even the only possible alternative, although in principle there are other possibilities.

1.01 Model of Jacobson

Now it is so important instrument to this context is the function of language function It Is so important how the social culture. Jacobson is one of the principal exponent in the scheme below of this process of linguistic communication involves six constitutive factors.

1.Context

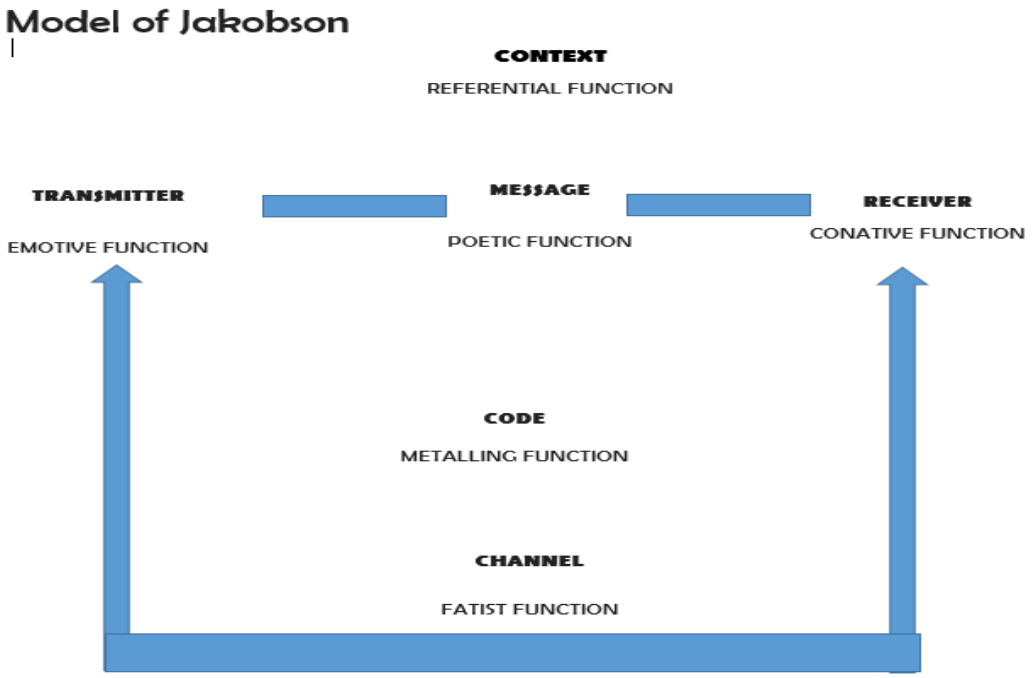
2. Sender

3.Message

4.Receiver

5. Channel

6. Code



TAKEN FROM https://www.comunicologos.com/teorias/modelo-de-jakobson/

All these indicate how the communication plays a role in the student and without these elements.

In the New Model of Education, there is a Key Learning, how users and learners social agents who in specific environment have to explain the cultural environment. the speaker develops different competences for life. here this is the role of teacher.

Why is it the important to learn English?

Trejo G, (2018) says in today`s world, most of the information is presented to us in English. If you learn English, you will be able to the movies and to understand films, meet people from other countries and have conversations or read about your favorite comics.

The unit one (OUR NEIGHBORHOOD) there are four lessons, only two will be worked and one exercise for each lesson will be taken.

1.02 DEVELOPMENT

The lessons that Iam currently working on are from the first grade, unit 1.

Our Neighborhood, lesson 1. A New Neighborhood and lesson 2 We like this school (Guadalupe, 2018)

Unit 1 OUR NEIGHBORHOOD

- Environment

Family and community

- Communicative Activity

Exchanges associated with specific purposes

- Social Practice of language

Express opinions about community services

- Expected Achievements

Exchange information about community services

Listen and revise dialogs about community services

Understand the general meaning and get the main ideas.

Final Product

Role play In this Unit (appendix1), you will perform a dialog to learn

How to ask for give information about public services.

Draw your map of school.

How beginning the class

First

-Give a list of the principals services in the community.

--Ask if they know the services

Then

-Now repeat the services orally

-Open the Student`s book page15 exercise 7 (appendix 2)

-look for the instructions and do it.

Open your student`s book page 18 and do exersice 8.(appendix 3)

Draw your school in a map. (Appendix4) (Authentic material)

Ask and answer the question about the school. see the authentic materials (appendix 4)

-After

-Check the exercise and rate it(appendix6)

Finally

-Read the dialogs correctly Write a dialog about your community in the neighborhood, (appendix5) and practice with a partner then visit your school and do dialogs.

Comments

In the Cycle 4. Distribution of social practices of the language by first grade and environment:

Understand and use information about goods and services.

Give and receive information for performing a community service.

Interpret and express information published in diverse media

Understand and produce oral exchanges related to leisure situations

Interpret and express everyday life instructions

This information is taken from Program Nacional de Ingles (SEP, PROGRAMA NACIONAL DE INGLÈS, 2006)

Specific competences with language

Give and receive information for performing a community service

Exchange likes and dislikes in a dialogue

Understand and express specific warnings of public places.

• Identifies topic, purpose and intended audience.

• Predicts the general meaning from words and expressions similar to those of the mother tongue.

• Distinguishes expressions in oral exchanges.

• Recognizes the composition of expressions in oral exchanges. • Produces expressions to provide information.

• Adjusts volume and speed when constructing oral texts.

Doing with the language

Listen and check a dialogue about the performance of community service.

• Recognize topic and purpose.

• Discriminate environment sounds and background noise.

• Identify form of communication.

• Distinguish between intonation and attitude.

• Establish the relationship between participants. Understand the general meaning and main ideas.

• Activate previous knowledge.

• Find out the meaning of words.

• • Distinguish composition of expressions.

• Identify words used to link ideas.

• Find key words.

• Recognize the behavior of speakers and listeners that support the meaning construction.

• Determine sequence of statements (for example: description, instruction, etc.)

.. Exchange information about the performance of community Service.

• Choose a suitable word repertoire

. • Use an appropriate speech register based on the addressee.

• Write sentences.

• Read sentences to practice pronunciation.

• Organize sentences to establish turns of participation.

• Include relevant details and interesting information.

• Establish tone and intonation of sentences.

• Formulate and answer questions to give and request information.

• Start a dialogue with the help of written guidelines.

• Adjust volume and speed. Knowing about the language

• Topic, purpose and intended audience.

• Context clues: environment sounds, background noise, relationship between participants, attitudes, etc

. • Form of communication: on-site, distance.

• Structure of dialogue, opening, body, closure.

• Speech register.

• Similarities and differences between the mother tongue and English language.

• appropriately during oral exchanges

. • Foster confidence within interpersonal relationships. Acting-out a dialogue

Product

Acting-out a dialogue

– Choose a classmate to act-out a dialogue about providing services.

– Choose the community service about which information is to be exchanged. – Decide roles and turns of participation.

– Write sentences to give and receive information.

– Check that sentences are understood when spoken and listened to.

– Practice sentences.

Knowing about the language

• Topic, purpose and intended audience.

• Context clues: environment sounds, background noise, relationship between participants, attitudes, etc.
• Form of communication: on-site, distance.
• Structure of dialogue, opening, body, closure.
• Speech register.
• Repertoire of words necessary for this social practice of the language.
• Composition of expressions.
• Similarities and differences between the mother tongue and English language.
• Acoustic features: tone, intonation and pronunciation
. • Sentence types.
• Connectors (e.g., if, then, and, because).
• Verbs: modals. Being through the language
• Participate appropriately during oral exchanges.
• Foster confidence within interpersonal relationships.

First language interference. I think you wanted to say comments regarding the previously mentioned information are:
(George, 2006) “However, within a short period of time, she began to respond to the speech of others, to try to imitate sound and to communicate. Her syntax remained very simple. However, the fact that she went on to develop an ability to speak and understand a fairly large number of English words provides some evidence against the notion that language cannot be acquired at all after the critical period.”
understanding, this author said continuous practice achieves good language
As Chomsky explains, human language allows us to express an infinity of ideas, information and emotions. Consequently, language is a social construction that does not stop evolving. The society is setting the guidelines on the norms and common uses of the language, both in its oral and written versions. (https://psicologiaymente.com/desarrollo/teoria-desarrollo-lenguaje-noam-chomsky, 2006)
The exercises are good for the students to use the common language in oral and written practice,

Noam Chomsky's theory said, the process of language acquisition only occurs if the child deduces the implicit norms of language, such as, the notions of syntactic structure or grammar.

1.03 Concepts

For this it is necessary to use, pedagogical approaches, necessary pedagogical approaches, teaching methods, and didactic resources help to prepare students in order to face the new challenges of a globalized world, The second language acquisition. I think some authors give the pattern to talk about How can it be improved and above all how to understand how students learn? In my personal Opinion, it is the first time I have a reflection like this where I think it is not easy to find answers like a crystal sphere. In the class is present the Input so the teacher can be the best teacher by transmitting what the student should do without limitations. I remember how my students learned the alphabet quickly with a song and spelling their name were in first grade and they did not know absolutely anything about English. It was common to see them well disciplined. They paid attention and perform their tasks.

Then the other intake is intake is what students internalize. Teachers do not have anything to do with intake. Intake is everything that student internalized and learned. The teacher gives input. in this there are many problems because in the Intake the drama begins where the grammar changes the reality of the game in this case there is no song but a structure which they do not want to analyze and it is frustrating to achieve the participation of the student." On the other hand, linguists are concerned with descriptive grammars: They attempt to describe languages as they are actually used. Thus, when talking about knowledge of syntax, we are referring to descriptive grammars. The rules just stated are not true of descriptive grammars because native speakers of English frequently violate the prescriptive rules. Thus, knowing a language entails knowing a set of rules with which we can produce an infinite set of sentences. In order to see that language is rule-governed and that we can comprehend novel sentences, consider" (Selinker, 2008) that is, the completeness of a language for second language students is complex and without it has to cover this requirement, and achieve the approval of the subject which is even more complex The Interactional Modifications

The Interactive Modifications allow the communication to be successful and especially the student Receives a feedback, in the types of the interactional modifications are confirmation checks, reformulations and recasts

A well prepared teacher knows what the last teacher did and easily what He/ She does in the class without consulting the folder every few minutes and running to get material . always taking a poster or setting of picture to every class to use them. I think the preparation class is the key to begin to be an effective teacher.

but sometimes as soon as there is no control, or if students misbehave, they do not learn a foreign language. There are not control with the student because, they do not want to learn other language, no in their social environment.

1.04 Analysis

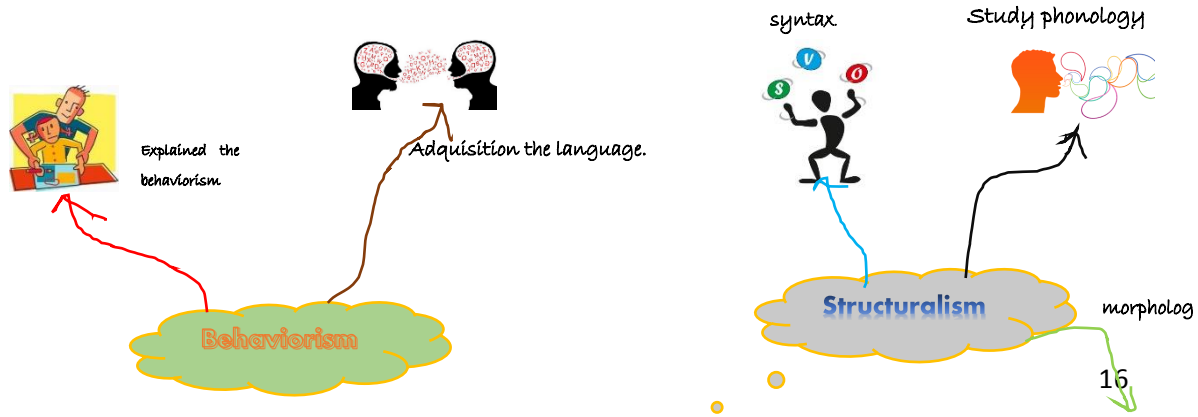
Consciously learn language, ~~so~~ the teachers can help with the conditions and remembering the way in which students learn with the uniqueness of each student and the social context where the opportunity to learn this second language is given.

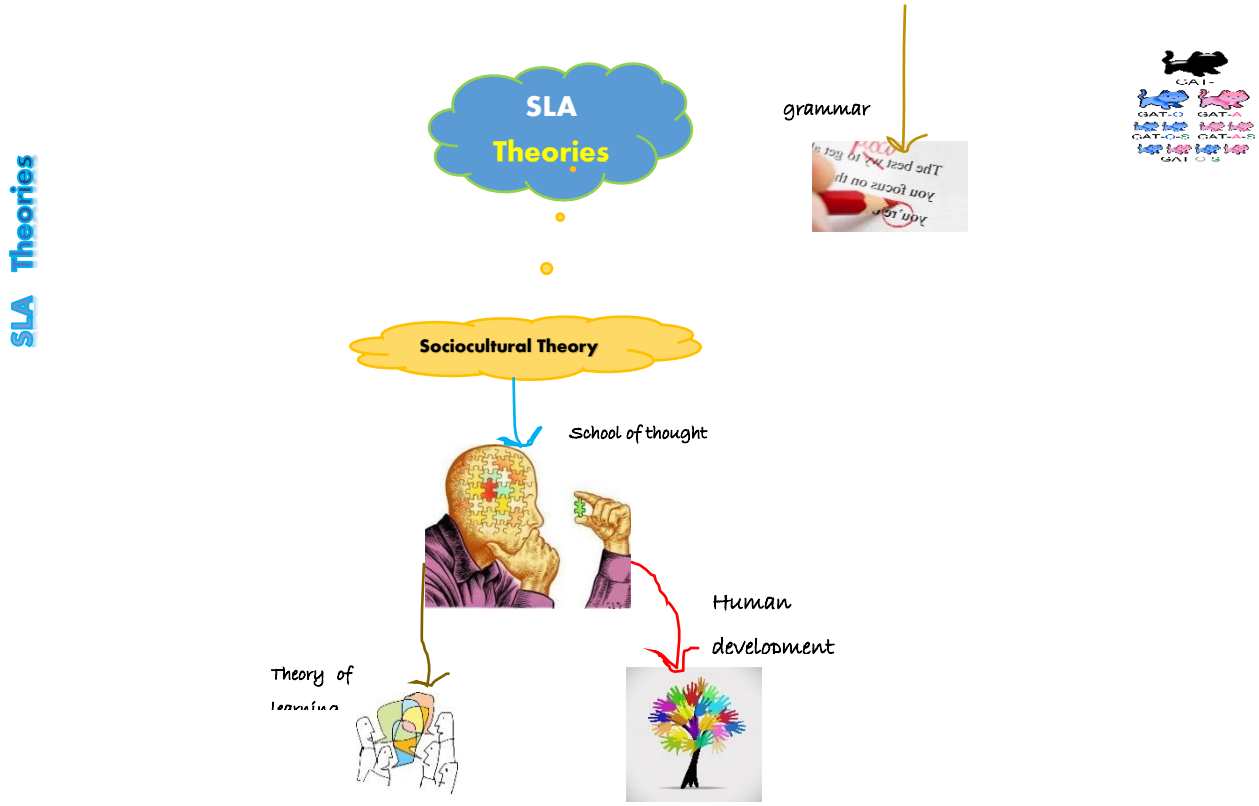
The following table summarizes the relevant aspects of three schools concerned with how students learn and what they should learn.

Structuralism **School of linguistic**	**Behaviorism** **Field of psychology**	**Sociocultural Theory** **School of thought**
Study phonology,syntax and morphology.	Explained the behaviorism	Human development
grammar	Adquisition the language.	Theory of learning

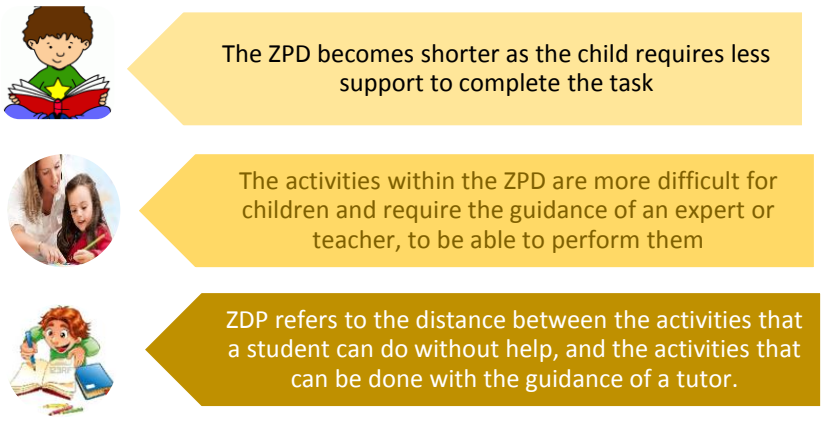
I think that there is no reason to separate these theories since in the end they are applied in the education of a second language. (Schütz, 2017) t" This is a subtle point. In effect, both teachers and students are deceiving themselves. They believe that it is the subject matter itself, the study of grammar, that is responsible for the students" progress, but in reality their progress is coming from the medium and not the message. Any subject matter that held their interest would do just as well." that is, the student who wants to study and learn by himself or herself, hence the concern of the authors The teaching of languages is linked to other disciplines such as descriptive linguistics, applied linguistics, psycholinguistics, psychology, anthropology, pedagogy, sociology, biology, neurology, computer science, among others.

As you can see in the diagram below, there is a relationship with schools and theories where the importance and development is sought, the use of the schools. For the second language





The Development Zone can be interpreted as a system where they identify as constituent elements the subject that learn, a semantic instrument that is learned and the subject that teaches. Use "learn" and "teach" just to mark the positions of the more experienced subject - who teaches - and at least experienced - the one who learns. From now on, this will be the meaning of these terms, which I use more for convenience than for precision. The concept of ZDP is a concept of man's development, not only from the learning or teaching.



1.05 Procedure

In my Opinión the student has a Problem, they do not listen the instruction If the teacher does not tel him/her. (Trejo, 2018) “Use a separate piece of paper, write a paragraph. In which the woman from Track 45 talks about, the plans with her husband. Use the linking Word below. Then ask a partner to help you correct your paragraph.” You won’t be surprised to know which way Krashen claims is the most effective. if you explain it in Spanish with a local language I mean, how much easier was it to acquire your native language than to learn any other language after it.

These are necessary as mentioned for the student's feedback.in the next example have the three types:

Dialogue One

Student 1 : Where is She from?	
Student 2 : She`s from Mexico	Please look at the image, carefully (Checks)
Student 1: Where is She from?	(Reformulations)
Student 2: She`s from Japan	Right (Recasts)

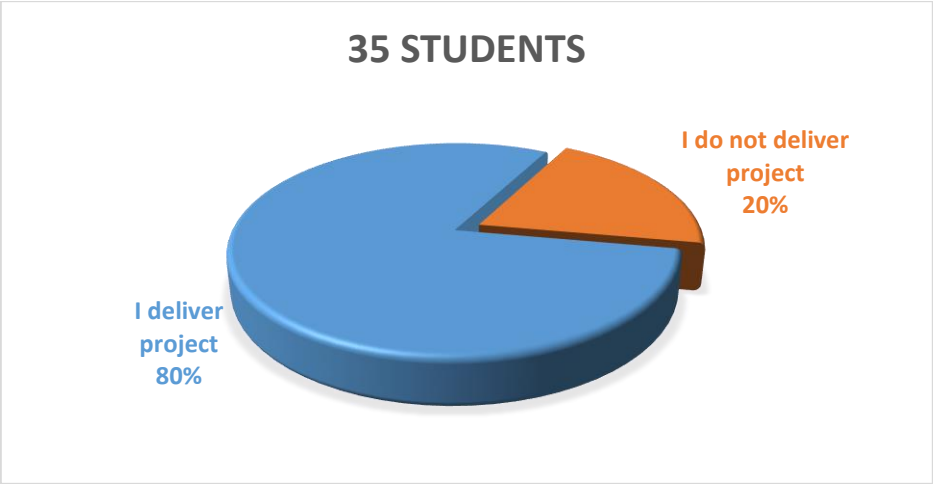
As mentioned above the problem is the student's attention rate of not knowing how to listen or maybe the lack of motivation as commented by Vygotsky “The psychology of Vygotsky ponders the activity of the subject, and he does not specify to respond to stimuli, but uses his activity to transform them. To arrive at the modification of the stimuli, the subject uses mediating instruments. It is culture that provides the necessary tools to modify the environment; In addition, since the culture consists mainly of signs or symbols, they act as mediators of the actions.” (NARVAEZ., 2008)

An activity that have to do the students is an exercise about Why it is necessary to take care of the water, first it is investigated what is the water, how to take care of it and what happens with the climate change.

Project : Water,Water everywhere.		
Discuss the topic:	Learning to do with the language: Understand the	Objectives: do a collages about the ways to save the

What natural disasters relating to water have affected your country?	main ideas of the text, write the points of view about it.	water. Speaking in small groups. Make a mental map, a collage or if possible in a folder, describe the theme.

After the activity the observations are: the students was motivated by for the teacher when he spoke about the importance of the vital liquid, the use in many areas and consumption of plants and animals as well as the problems of global warming, tsunamis, ~~tsunamis~~ and their repercussions in the community
This complex relationship refers to the category "Zone of proximal development", defined by this psychologist as "the distance between the real level of development, determined by the ability to independently solve a problem, and the level of potential development, determined through of the resolution of a problem under the guidance of an adult or in collaboration with another more capable partner " (NARVAEZ., 2008) . In this analysis we can appreciate the mediating and essential role of teachers in the process of teaching-learning and child development. As a result, the student carried out the water project and its importance in a folder.
The results were satisfactory the group ideas contribution and they made their
Material by 80 percent and 20 percent did not attend or did not want to do it for apathy or forget to make a project.



1.06 My autobiography

When I finished Middle School my first idea was I wanted to be a kindergarten teacher, but I had to study the preparatory school. I was convinced to be a teacher but to enter the Higher Normal it was very difficult so I presented an exam in the National Pedagogical University. Then I began to study more English in a school where I learned the basics and there the director of that school invited me to work. This is my first experience as an English teacher. I taught classes to children of 6 years old to adults, clear in the basics. when finishing the career in Educational Administration, I applied for a job in the Secretary of Public Education, (SEP).

I'm talking about 20 years ago in which my experiences have been rewarding. I think that is in the last five years to the date where learning has lost its importance the student just wants a cell phone in hand and listen to music, but They did not acquire knowledge and especially in the English language.

I remembered the words of "(Makarenko ,1905).[2]"The young teacher understood that to educate not only needed to have great knowledge and be a good teacher, but also to understand the peculiarities of each student's life, to take into account their personal traits to influence them.

Now I have other idea of working with my students, it is my experience as teacher

During the module 1, 2 and 3 of Specialization in the Teaching and Learning of English as a Foreign Language, the motivation is very important in their learning process, but other important aspect is the sociocultural theory (1934) and the important too are the activities that have to be performed in situated learning where students argue, demonstrate and socialize using language during the process.

in social interaction allowing internalize the behavioral and cognitive structures and make people use them in any situation that presents itself, giving this the opportunity to create an effective learning environment to promote the students' communicative skills. I usually begin a class with a general idea and then the students start talking and giving answers.in the team global Warming, The Social practice are the student understand and write instructions,

1.07 Development

They see the degree of knowledge to have and understand that they learn about it, becaus e is a real life. I try to use technology in my classes, I will like my students go to the comput

2 Mota Rebeca(2018). Specialization in the Teaching and Learning of English as a Foreign Language in Assignment for Unit 1Thinking about what you teach when you teach "English Language".UPN.Mex.page 3

er lab, but there is not lab, know this way they practice the thing they learn in the three clas ses

. I like to create a positive working atmosphere that real communication, to work in pairs or teams to share ideas.

I I like to plan my class with interesting and fun topics so my students They can learn and understand the activities.

1.08 How production finally

My teaching philosophy is the self-evaluation will tell me how the students feel about the things they learn and the teacher's evaluation will give me how the students feel about me and will tell me the things I need to change or improve.

Noam Chomsky's theories in the 1960s focused on competence and performance in language learning, that gave rise to communicative language teaching. I totally agree because I use work group, information gap, and opinion sharing.

The hypotheses of Kashan's I like with this article Monitor Model. Since its 1977 publication, Krashen, through a series of revisions, have tried to explain the way learners acquire a second language. This article closely looks at his basic premises and the criticism they have generated to better understand. There are different approaches which ones can be used as tools to teach and get better result when we are teaching English as second language. Like Input which one is defined in teaching as spoken or written forms of language to which students are exposed. As a final product they have to make an Earthquake Preparedness Poster. Learning to do with the language is revise emergency instructions based on contextual clues and with the teacher`s coordination. In my professional career like English teachers, we have implemented different schools of thought, since behaviorism which based its analysis of the L1 and L2 so we have promoted new sets of habits of the target language in any moment, until the sociocultural theory that it is the result of interaction between social and as Chomsky explains, human language allows us to express an infinity of ideas, information and emotions.[3]

Consequently, language is a social construction that does not stop evolving. The society is setting the guidelines on the norms and common uses of the language, both in its oral and written versions.

[3] https://psicologiaymente.com/desarrollo/teoria-desarrollo-lenguaje-noam-chomsky, 2006.Consultado 2 noviembre del 2018.

The exercise is good form of students use the common language in oral and written practice, Noam Chomsky's theory said, the process of language acquisition only occurs if the child deduces the implicit norms of language, such as the notions of syntactic structure or grammar.

Chomsky argued that we all possess a "language acquisition device" in our brain. The hypothesis of the existence of this device would enable us to learn the norms and recurrences that constitute language. The communicative approach is the best - known and the most difficult to develop in the students process, learners in the modern language classroom often learn through techniques drawn from variety of methods, teachers must select techniques from various approaches according to the different needs of their learners. That learning is a process where knowledge is building through the experience. In this model, it is described two manners to get this experience: concrete experience and abstract conceptualization. And also, two ways of transforming experience: reflective observation and active experimentation[4] The Taxonomy of Educational Objectives (Bloom & Krathwohl, 1956) is used to create measurable learning outcomes; it is composed of three learning areas: cognitive, affective and psychomotor. It is also formed by six hierarchical different levels of thinking: remember, understand, apply, analyze, evaluate and create. For example: When the student does the activities:

Earthquake preparedness poster

Step1: Brainstorm

Step 2: Illustrate Your Poster

Step 3: Design Your Poster

Step4: Present the Poster.

Step 5: Do the mind map

In this model, it is described two manners to get this experience: concrete experience and abstract conceptualization. that specific information works as the previous knowledge for students; then students are exposed to a learning process, students reflect on what they have learned. At the end, they assimilate the new information and build them on knowledge. Kolb stated (1984)[5]

There are areas that show us how students learn a second language for example the environment, the experience of the teacher, the impact of their own personality. Moreover, it is the result for making classroom and curricular decisions

[4] Kolb David. (1999). Experiential Learning Theory. October 17, 2018, de Western Reserve University Sitio web: https://www.d.umn.edu/~kgilbert/educ5165-731/Readings/experiential-learning-theory.pdf

[5] Anderson, L., & Krathwohl, D. A. (2001). Taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

The 4 steps that need to be carried out are:

1. Lessons should be planning and completely according to the development of the four skills

2. Design activities for the diagnostic of the group according to interest, styles of learning, Age.

3. Include activities or strategies for students that do not understand the topic

4. Include strategies in small groups 4 or 5 people with high and low level for development of competences.

Like teacher should analyze my method , the materials and the methodology implemented by the teacher contribute to the development of the students' Communicative Competence[6]. These ones are Grammatical competence includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation and Sociolinguistic competence includes knowledge of sociocultural rules of use.

where I think it is not easy to find answers like a crystal sphere. In the class is present the Input so the teacher can be the best teacher by transmitting what the student should do without limitations. The teaching of languages is linked to other disciplines such as descriptive linguistics, applied linguistics, psycholinguistics, psychology, anthropology, pedagogy, sociology, biology, neurology, computer science, among others.

1.09 Procedure

In this case the student has to look for information about the Global Warming around the world, this information they can find in newspaper, magazines, or the news. Then the information helps discuss the questions:

What are the causes of global warming?

Whose responsibility is it to fight global warming?

What can you do to fight global warming?

When they have finished to read and discuss the questions they have to elaborate the poster. (appendix 1).

In this project, my proposal is not only to make the collague but also to involve the parents in where the students do their presentation of the project,

[6] https://www.thoughtco.com/what-is-communicative-competence-1689768,consultado 28 de octubre del 2018

In Mexico society we will have to change like Thailan where the education is not as extensive as in Mexico are miniprojects that can be carried out.

(Abel,2011) “In the light of language and societal change, the EIS project and its impact to the community will bring a better understanding of Thai societies especially schools and parents to the realities of language change that despite the community's preference to native English such as American English or British English, time will come when Thailand will have its own full-grown indigenized English called "Thai English" which is an inevitable language phenomenon

I agree with a project to learn and teach English, because I need to be trained to use English effectively, I know the opportunity to do .

the teaching experience is rich and varied, there have been changes in my teaching strategies and methodologies depending on the groups. Noam Chomsky tells with his theory of how human beings appropriate language and use it to communicate, as a teacher I have to create environments propitious for this concept that Chomsky postulates to be carried out; since we must specify and understand the language, to create a competence that allows linguistics to operate.

A competent person in the language is one who uses it to integrate with others, understanding and making himself understood as mentioned by Dell Hymes in 1980 in the communicative competence.

This communicative competence is a contextual process, it is not developed linguistic competences are handled, but the person, determines~~,~~ when not to speak, also how to do it and when, in what way it does it, the communicative competence takes into account the characteristics of the language, values.

The Theory of Social Learning by Albert Bandura: interaction and learning

As Lev Vygotsky did, Albert Bandura also focuses ~~the focus of his study~~ on learning processes in the interaction between the learner and the environment. And, more specifically, between the apprentice and the social environment. Bandura tried to explain why subjects who learn from each other can see how their level of knowledge makes an important qualitative leap at one time, without the need for many trials. The key is found in the word "social" that is included in the TAS.

Behaviorists, says Bandura, underestimate the social dimension of behavior by reducing it to a scheme according to which one person influences another and causes mechanisms of association to be unleashed in the second. This process is not interaction, but rather a sending of information packages from one organism to another. For this reason, the Theory

of Social Learning proposed by Bandura includes the behavioral factor and the cognitive factor, two components without which social relationships cannot be understood.

When it is mentioned in the current Plan and study programs, the communicative approach, means that students must first learn the necessary elements to develop, know and socialize this field of competence; We must not forget that there are others that, taken together, are necessary to achieve the objectives set in our teaching work and therefore fulfill our profession of being a teacher.

It should be noted that we can have a number of strategies, know theories that explain the cognitive processes, learning styles, how the individual learns and in what conditions can improve these elements that lead to the teaching practice status of prevalence of understanding towards a language that is not the mother tongue.

Although the classroom environment is determined by the one that can be generated by the teacher and the student regardless of the external conditions of the same, we must not forget that we are individualized beings that have a cognitive process, that we learn in a different way, we express our discomfort or liking similarly before the outside world. The teaching practice is to standardize methodologies, but there are still 4 theories about how people learn Theories of learning explain the changes that occur in behavior due to practice and no other factors such as physiological development. Some of the theories appeared as a negative reaction to the previous ones, others served as the basis for the development of later theories and others dealt with only specific contexts of learning.

1.10The different theories of learning

The different theories of learning can be grouped into four general perspectives:

- It focuses on observable behavior.
- Learning as a purely mental process.
- Emotions and affects have a role in learning.
- Social learning Human beings learn best in group activities.

(Estebanez, 1992) Mentions that the epistemological models that are necessary for teaching the second language are:

- Content model: from the content to be transmitted. In the English language, the syllabus organization is based on grammar, translation, expresses the grammatical, phonetic and lexical elements, going from simple to complex.
- Model by objectives: From the aims that pretend. The individual has the capacity of an innate mental organization, there is an audio lingual method, which allows the development of skills for the learning of a second language.

- Process model from the development of the person.It is this model the process is creative, conceptual, is to understand and approach the study of a second language.
- Pedagogical model from integrated education. This learning contributes to the person, be reflective, guidelines to practice and build new proposals, importance of reading comprehension, learning based on projects and tasks.

While it is also necessary to know implicit strategies for teaching a second language in this case English, are procedures that facilitate the information processing and The learning;

• Are responsible for selecting, organizing and regulating cognitive and metacognitive processes in order to face global and / or specific learning situations;

• Are under the control of the apprentice and, generally, deliberate, planned and consciously employed;

• Constitute sequences of activities rather than isolated events, so that the subject needs to know both the component processes as the routine necessary to organize those processes, and

• its application is flexible, in the context of the characteristics and variables that affect the teaching-learning situations concrete.

Naiman et al. (1978) found that the most effective subjects in the learning of

A second language recalled the use of strategies during the learning of associated tasks such as conversation, listening, reading and writing.

Rubin (1981) confirmed the use of strategies in comprehension and production tasks with apprentices of second languages that reported daily. This means that knowing when to use a strategy is so important.

How to know how to use it.

The worksheets and tests are useful materials in class that students can use to learn English. English material publishers have a variety of worksheets, papers and memory cards that are interactive to help students become more active with their English language learning.

Simple exercises such as translating paragraphs from their original language into English help them to understand English.

Materials to read in English that are useful for the language include poems and short stories in English. Or in other case current topics that are interesting to the students. Vocabulary cards can also be used to learn words quickly, while the fill-in-the-blanks exercises help students articulate in English to complete sentences. Multimedia tools such as videos and sound tracks will help with listening comprehension.

Taking as a summary according to: Learning and Teaching strategies of English as second languages formal contexts (1998)[7] The strategies of learning most valued in the Learning / study of the Second Language are those that imply a degree of personalization of the information that comes with the modification or restructuring of the characteristics of the same (eg, summarize and make a scheme). As well highlight social strategies (observe to more skilled colleagues than me and work together with other colleagues to check your way of working) and metacognitive (analyze how to compensate the deficiencies when facing a task; evaluate the difficulty and demands of homework,).

Although my process as a teacher in the subject of English has been a hard road, since the learning of this language, was not easy; once acquired the necessary tools to teach this, and after having analyzed the different learning situations of the students, how do you learn?, the teaching methodology, strategies and changes in the objectives, goals, approaches through the different plans and programs in the SEP, that I have had to review in these years of educational service, as well as the means that have changed gradually, substantially and above all in the technological field.

My updates on courses taken at different times and remember that:

The teaching of English is now presented as necessary from the third grade of preschool. The National Program of English in Basic Education (PNIEB) (SEP, 2009), of different social practices of the language that allow him to satisfy his communicative necessities and to develop different strategies of learning, besides to create awareness about the existence of other cultures.

the importance of the development of bilingualism (ability to express itself in two languages), as an agent of pluralization and tolerance, to respond to the fact of living in a globalized world that requires exchanges and internationalization in the diverse environments of education, economics, medicine, technology, etc.

Taken into account thatThe grammatical structure and the absence of verbal conjugations of English are some of the patterns that make it a mechanical language and to some extent easy to learn. However, his biggest difficulty is in the pronunciation; while the phonetics of the Spanish language consists of 27 letters to express 25 phonemes, that of English is composed of 26 letters to represent a range that goes from 32 to 46 phonemes.

As Deprez (1994) puts it, in the sense that bilingualism from the preschool level facilitates the learning of other languages, at the same time as the capacity for abstraction is developed, the interaction between linguistic and cultural skills, listening, adaptation,

[7] RAFAEL GARCÍA-ROS et al(1998). ESTRATEGIAS DE APRENDIZAJE Y ENSEÑANZA DEL INGLÉS COMO SEGUNDA LENGUA EN CONTEXTOS FORMALES. Revista de Educación, núm. 316 (1998),Universidad de Valencia.España. pp. 257-269,Consultado el 2 de Noviembre del 2018

creativity and criteria. The set of all these metalinguistic abilities that develop in each grade level, promotes the learning processes of other educational disciplines, prepares students to conceptualize the two linguistic systems and contributes to the development of the mother tongue. Is most noticeable development of symbolic, abstract and logical skills in bilingual children than those who speak only one language. Bilingualism is defined as the ability of an individual to use two languages interchangeably; A bilingual person is one who can understand, communicate and express themselves clearly and precisely in two languages. We know that if a person begins to learn a language from early childhood, he will acquire it as his second language, however, we also observe the greater you are, the harder it is to learn it. Piaget (1961) is one of the most well-known theories about the development of children's learning ability; This argues that childhood moves in defined stages, according to the intellect and the ability to perceive children. He affirms that the principle of logic develops before acquiring language through the sensory-motor activity of the baby, in interrelation and interaction with the sociocultural environment, what Vygotsky (2010) called "cultural mediation". This author explains that from birth to two years of age, the child exercises control to obtain and organize all their experiences of the outside world: follow with the eyes, explore with them, turn the head; with his hands he touches, grasps, releases, fans, pushes; with the mouth it explores the flavors and textures; moves your body and limbs. This provides experiences that are integrated into psychic schemes or coined models. The coinage is usually deeper when the child encounters an intense and interesting experience that invites him to repeat it continuously, or at intervals. Piaget (1961) called this process assimilation or early stimulation. Both Piaget and Vygotsky argue that this is the most important learning and growth process of the human being, which will continue for the rest of life.

The ideal stage to learn a second language is childhood, given the plasticity of the brain and the lack of cortical specialization that characterizes this stage.

Nowadays, the originality and modernity of the methods for the teaching of a second language is a function of the oral and communicative practice of the language, and the exercise of grammar; Therefore, the study of the norms and principles that regulate the structure and use of a language, as well as the grammar, which leads to the improvement in communication and to a deeper knowledge of the second language, is transcendental.

In this sense we recommend knowing the methods of analysis applied to phonology (sounds), morphology (writing), syntax (the components of words) and semantics (the meaning of words) to guide our practice according to the needs and desires of our students.

MODULE 2

2.01The importance of using technology in the learning of English in adolescents using the four skills.

Nowadays I consider that the adolescents cannot be separated from the technology in the adolescent age where the curiosity is even bigger, the

adolescent wants to learn, to know, in the school it is necessary using the four skills it is necessary to apply the technology in the four abilities of the English language. I think there are positive things in the use of technology, but in our cultural environment, there are positive things and unfavorable in the use of technology. The positive and unfavorable aspects of the use of technology are mentioned in the following table.

Positive Uses of the technology	Uses of the technology unfavorable
in which the student carries out the indicated activity in a correct and guided way so that the student is not lost.	many students started to do other things with their phones.
The device is used for specific purposes	students do not concentrate and change to activities not indicated by the teacher
few schools have a media classroom	in some schools there is no media classroom
Teachers have been updated in use of technology	teachers do not know how to use computers,
students have a computer for school purposes.	students don't have money for a computer.

I believe in Mexico there is still no culture of using technology properly and in school resources are not sufficient to adapt computer classrooms. In several occasions I have indicated that students can carry out tasks activities

of money they cannot go to a Cafe internet and clear with the demand the next day of the parents, without understanding that it is one of the proposes when teaching English, the globalization and use of the English language.

I agree with (Mahrooqi, R and Troudi, S.2014)).” The application of computer technologies in language instruction provides a student-centred

the teachers have given themselves the task of updating their knowledge in the technological environment, using the mobile devices that allow them to learn inside and outside the classroom learning environment. It enables course administrators and teachers

to vary lesson presentation styles to motivate students of varying interests, provides learning opportunities outside the classroom (hence increasing learner interaction with the language), and is perceived to cater more for individual differences".

at the moment there is a wide variety of applications, which offer the opportunity to learn the English language and where students are the best at sharing material, since it is their time of technology, faces the challenge in their social environment to increase their culture, the author (Kaiskinmakin, J. April 2017) "Languages are used in various cultural environments by a vast amount of people. These people have their own habits and traditions, which have been shaped by their ways of life. Since languages are related to cultures, one cannot be taught without the other. Therefore, the teaching of cultural phenomena related to English was also discussed with the interviewed teachers.

The teachers agreed that educating the students about different cultures affecting the English language was important. However, it could be problematic to give the students a realistic and interesting overview of the cultural phenomena".

I agree with the author. Technology is a great auxiliary in the teaching of English especially, teachers accept the challenge of being able to teach but the limitation is where, how, and what to teach with this globalized instrument.

The teacher is able to take advantage of its pedagogical virtues. However, in spite of these difficulties, which are often fed from administrative, institutional, technical and personal spheres, the teaching and learning of languages in the school through technology is usually done using the following forms of implementation, using the following forms of implementation: Browse the internet,

YouTube, Busuu, Massive online open courses(Mooc), Apps, Duolingo and

Babbel and EBooks and others. how can see the descriptions as seen below in

the box. there are some favorable uses, when using them it is important that the teacher guides the student in class or as homework at home some devices are free at the beginning after you have to pay, it depends on the teacher who selects the devices so that the student can perform their activity, whether it is listening to a conference, reading a booklet, writing a letter or listening to a song.

Browse the internet	A person who browses, by Google and Facebook, find the information specialized or indicated information is sought, it is very accessible and specific

YouTube	There is a great variety of information in channels focused on teaching English
Busuu	You find information to study English in a specific way
Massive online open courses(Mooc)	study English in a freeway(no additional charges).
Apps,Duolingo and Babbel	You have to pay after the basic course.
EBooks and others	Help to find how teach English e-dictionaries and e-books offer both teachers and students endless opportunities for learning. Open-access resources allow the teachers, and also the students, to easily share material

It is important for the students to have experiences in language learning, even though their language skills might be lacking. The technological devices offer the students the opportunity to show their skills in other ways. It is beneficial for the students and the teacher, to help each other in using the devices and applications that are unfamiliar to them., making use of technological devices teaching It is a motivating factor for some students. Although students' and teachers' skills in using technology.in my opinion the students should understand that when their devices are used in lessons, they should only concentrate on the actual exercises. However, many students started to do other things with their phones. In my opinion, teachers need to keep close to on students during exercises with their devices to make sure that they do it, if they could not concentrate because of their own devices, these need to be taken away from them. It is essential to be clear about the activities to be carried out with the students. In my opinion not everything on the Internet is reliable. Students may have a hard time distinguishing between reliable and unreliable sources. Teachers should convey to their students how to discern between reliable and unreliable sources. The Internet could also be used as a "crutch" or as the main teaching tool in the classroom with the teacher relying solely on the Internet for all classroom information and activities. Teachers should closely monitor student Internet usage which can be a difficult

with a full classroom. When using the Internet as a whole class activity it would be advisable to have another teacher or aid help monitor the students. I like the table of 10 tips safety, that author (Morris Kath Leen. February 26,2019) I think we should keep this in mind in the use of technology. (appendix 1).

I know that the growth of technology is moving at a fast step. In the classroom today, The Internet has become a " **usual**" in the school experience. There are sites for creative learning methods, communication, and travel. Using the Internet in the classroom is a priceless tool, and there are a variety of topics that help enable learning online. The teachers can design their own notes online, web pages or post homework. I clarify that the use of the internet is in the four skills of learning (writing, speaking, learning and reading) the English language, it is not feasible to only use a skill when practicing them. The Internet is an awesome tool for teachers in the 21st century. In my opinion websites for sharing information accomplish the mission of a traditional conference, and the information is available at any time. Additionally, the Internet is a quick and easy place for teachers to conduct their research for lessons and find information about what they are teaching. With these ones and other tools if we use them properly we will make the student more collaborative in the application of motivational classes.

2.02 Teaching Listening

I consider that this linguistic ability is important for the learning of the English language. Like the speaking, writing and reading, but in this is the most intense application in terms of the use of vocabulary, the clear idea of knowing what to say, how and explain.

(SEP, Planes y programas de estudio de Educacion Basica.Secundaria 2006, 2006). the student who has not had an approach with the language refuses to experiment speaking in front of his classmates, due to inappropriate comments of his classmates and I believe that it is the majority here is the work that the teacher must help the great majority of the students. with a survey that I like to express and know in social environment on the other hand, in terms of English as a particular subject, it is worth stressing that the contemporary society, predominantly governed by information and communication technologies, requires citizens with the competencies needed to insert themselves within a globalized changing world

(SEP, Aprendizajes clave para la educaciòn Integral, 2017, pág. 265)The New Educational Model of the symbol of English~~t~~ indicates in its general purpose of the subject Foreign Language. English is for students to develop skills, knowledge, attitudes and strategies of learning to participate and interact in oral, written and written social practices, typical of different communicative and cultural contexts, habitual and well-known, with native and non-native speakers of English.

(SEP, Aprendizajes clave para la educaciòn Integral, 2017, pág. 267)Cycle 4. 1st, 2nd and 3rd of secondary. The purpose of the fourth cycle is for students to hold interactions and adapt their performance through various oral texts and written in a variety of communication situations.

(SEP, Aprendizajes clave para la educaciòn Integral, 2017, pág. 270)5. PEDAGOGICAL APPROACH. The curricular proposal of Foreign Language. English adopts a focus on action focused on social practices of language. These are oriented to the process and the integration of learning and offer students opportunities to participate in various communicative exchanges that they demand the appropriate use of knowledge, skills, attitudes and strategies, and to reflect on different aspects of language, language and culture. The social practices of language observe the communicative interaction and how it establishes the center of attention of teaching and learning. Therefore, language is defined as a communicative, cognitive activity and reflective by which it is possible, for example, to express, exchange and defend ideas, emotions, desires, interests; establish and maintain interpersonal relationships, access information and interpret it, participate in the knowledge construction, organize thought and reflect on the own process of discursive creation.

(Marìa, 2018)says “Technology is a fundamental tool that allows English teachers to integrate different skills with their different alternatives to incorporate it: videos, websites, blogs and social networks provide the opportunity for the student to find entertainment and motivation to share information, explore new areas of knowledge, be autonomous and above all build better social skills.

The incorporation of technology in English classroom has many advantages that should be exploited to the maximum as, for example, the significant increase of motivation in students, since it minimizes fears and pressure due to the knowledge they have in the field of new technologies.”

The purpose of doing listening comprehension activities is to make the student aware of what is being dais of them. (LoBello, 2019) “Pupils who listen carefully in class can readily begin assignments. They do not waste time asking a lot of questions prior to starting their work. When a student is not effectively listening, he could make unnecessary mistakes that require him to redo parts of the assignment. The exercises often carry over as homework, causing the student to devote even more time. Students realize the effect that listening has on time management.”. The also remember that ~~is~~ the teacher can be the effectivity facilitator for indicating the task or information before beginning listening so that students know where to focus concentration. the teacher should be who begin begins strategies with the total whole group to this skill. Students need to practice listening to each other and many enjoy engaging in whole-class discussions, but this is a difficult format for one teacher to

master. Monitoring who participates, how often they participate and keeping the flow of conversation can be challenging.

2.03 Focus on the Goal of Listening Comprehension

Understanding is the goal of listening. Teachers need to prepare students to actively listen, avoid distractions and engage in conversations around what they just listened to. Author (Palmer, 2018)" suggests before students engage in purposeful listening, their teachers should tell them what to attend. The teachers need to teach students what to respond to, how to respond and when to respond embarking on this journey"

This author is accurate because it has to be effectively, the teacher is the one who guides the student to know what to do, when to do the work and how to do it. It is important to emphasize this. since the first grade students ~~have~~ not had an approach to the foreign language, at least in my high school.

Some Activities to Reinforce Listening Skill:

Word lists	**Vocabulary Checks**
The teacher gives students a word list that contains the new vocabulary that`s mentioned, along with other vocabulary that appears, cross out only the words they hear.	the students write down all the new vocabulary items they hear, then use them in the same way they were used on the topic.
The teacher gives students a list of synonyms/definitions that correspond to the new words.	The students raise their hands whenever they hear one of the use vocabulary items.
students can also number the words according to the order of appearance.	One students from each team runs to the board when a new word is heard ,writing it for a point.

Comprehension Checks	**Follow Up- Activities**
The teacher plays one segment of the tape at a time so that students can summarize the information they hear.	The students write a brief summary of what they heard.
Students mime the actions mentioned while listening to the tape.	The teacher plays the tape, stopping it before it ends so that students can provide an ending.

The teacher prepares True or False statements. These can be used appropriate activity.	Students prepare a situation related to what they heard so that group do a role-play or story or dialogue.

Activities for video:
Vocabulary Checklist, Spelling Bee, Snap It Outdraw it, Guess it game, etc.

Activities with the Cell Phone
Search translator, take photos, videos and record small conversations in this part the use of Preparing Students for the Future Cell phones have become a necessity for many them throughout the world.in order to do so you need to incorporate mobile technology in the classroom and Alternative to textbooks.

Students love technology so they are likely to be excited about it and continue learning outside of school hours).

(Douglas, 2013)." the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking. Listening competence is universally larger than any wonder then, is it, that in recent years the language teaching profession has placed a concerted emphasis listening comprehension?"This author mentions that the student must listen before speaking, that is to say that the linguistic activity in this case in students who have not had an approach to the foreign language is essential, clearly affirms that listening comprehension is essential to acquire linguistic knowledge

The work of the teacher must be reflected on-the didactic planning, where the opportunity to guide, select and organize the learning contents is given. Taking into account that the student knows, that he has yet to learn or simply start to develop linguistic skills, in this case it is specifically listening. The following class planning is for first grade students who in most do not know the basics in English.

the Lesson Planning for first grade students focused on the listening comprehension skill. It should be clarified that it is taken from Education *Básica. Secundaria. Español.* (SEP, Aprendizajes clave para la educaciòn Integral, 2017).

2.04 Lesson Planning (Rossainz, 2019)

SOCIAL PRACTICE OF THE LANGUAGE: READ AND UNDERSTAND DIFFERENT TYPES OF LITERARY TEXTS OF ENGLISH-SPEAKING COUNTRIES		
ENVIRONMENT: LITERARY AND LUDIC		
SPECIFIC COMPETENCY: READ CLASSIC TALES AND WRITE A SHORT STORY BASED ON THEM		
ACHIEVEMENTS	CONTENTS DOING WITH THE LANGUAGE	PRODUCT BIG BOOK
• Uses known comprehension strategies. • Recognizes the general meaning from some details. • Formulates and answers questions in order to locate specific information. • Expresses personal reactions to literary texts, using known oral expressions. • Retells events using images. • Organizes sentences into a sequence of actions.	*Select and check classic tales.* • Recognize graphic and text arrangement. • Identify the author(s). • Activate previous knowledge. • Determine topic, purpose and intended audience. *Read and understand the general meaning and main ideas of a classic tale.* • Predict contents based on graphic and text components. • Use different comprehension strategies (e.g., skimming, scanning, adjusting speed and rhythm). • Detect sounds represented by different letters or their combination. • Establish forms that express continuous and past actions. • Identify key events. • Recognize the general meaning. • Determine number and order of key events. *Speak about and rewrite key events of a classic tale.*	– Select and read a classic story. – Determine which the key events are. – Write and arrange the sentences based on key events. – Check that the sentences comply with grammar, spelling and punctuation conventions. – Put together and illustrate the big book. – Rehearse the oral reading out loud of the text and practice pronunciation. – Read the book out loud and donate it to students from basic education lower grades.

	• Speak about personal reactions and opinions of an event. • Retell events from illustrations. • Rewrite sentences of key events. • Complete sentences that express continuous and past actions. • Rewrite key events. • Arrange events in a sequence. knowing about the language • Topic, purpose and intended audience. • Graphic components. • Textual components. • Narrative elements. • Repertoire of words necessary for this social practice of the language. • Verb tenses: past. • Verb forms: progressive. • Adverbs of time and pronouns. • Non-frequent or absent letter groups found in mother tongue (e.g., ee, gh). • Differences between British and American variants (e.g., -our/-or, -re/-er). being through the language • Acknowledge reading as a recreational activity. • Understand and appropriately contribute in discussions. • Foster respect towards others' opinions.	

Nowadays, the internet is one of our best allies when we look for some specific information. Then, take advantage of it and look for audios in English to improve your listening. Also, there is a wide variety of audiobooks that you can download. With this you will be practicing not only your listening, but also the writing of words will be associated with their pronunciation.

2.05 Let's Start the Class

The class of three sections with the respective purposes see in the Lesson Planning above

the student will identify the verbs and underline the words that he does not understand, he will look for their meaning in Spanish, for their meaning in Spanish, he will proceed to check in the address of YouTube

The student presented individually and a video of the activity carried out in the class of activity three and a photo of a final product will be presented. (appendix) 4

Unit 2. Classic Tales

Page 35.

Lesson planning

first grade

"English Links. Student's Book Guadalupe, T. (2018). *English Links Studen`s Book 1.* Ciudad de Mèxico: Trillas.

Class Time: 50 minutes

Activity in three sections

Before doing the activity, the student will be asked to listen to the teacher's instructions for the next class.

Pre-class task: check the address indicated by the teacher address (**https://www.youtube.com/watch?v=iPybpc-xuG0)**

.**First:**

Class 1.

Read the selected story

Go to the following address **https://www.youtube.com/watch?v=iPybpc-xuG0** (appendix2)

Find a series of stories on video in which you will select the history of the lion and the mouse,

Pay attention in Reading

Careful listening

listen several times to reaffirm the listening.

Second:

Class 2.

This activity you will have to do at home, because the school does not have internet

The teacher is going to read it. the teacher will read the story, you will pay attention and listen carefully. You will come to the front and read the story.

THIRD:

Class 3.

In class teams will be formed and repeat orally

In this activity the video was taken. (appendix4)

Do the activities indicate in the textbook lesson (pages: 36, exercises 5, 6,7 and 8) (Appendix 2).
When you finished the activity indicated, please do a final product.

Final you will make a big book to share. (Appendix3)

2.06 Activity Evaluation

The evaluation is one of the key aspects in education, playing a fundamental process in learning., Teaching, not only measures the level of content acquisition but allows a follow-up of the learning process and teacher improvement, in this case the Evaluation is continuous and above all learning to listen.

The way in which this activity was evaluated:

Individual participation:	30%
group participation:	30%
Video Report:	20%
Final product:	20%

Module 3

3.0 Cultural awareness and intercultural competence in my English Teaching

Humanity is a set of living beings who seek a social integration, for them it is necessary to create equality, throughout history it has sought integration of it, creating many cultures in religion, economy, education, seeking equality or integration of the society. At school, inclusion is practiced which is defined as a set of attitudes created to integrate people.
Integration is an essential part of humanity. An important part of culture and culture needs a specific means that is communication for an active society that involves respect, equality, and the desire to integrate a society with its culture.

Interculturality is a promise to the social inclusion of all citizens, an issue that must be addressed at school, in the media, in legislation and in daily life.

It is really surprising that when dealing with the topic of culture, Mexico is the best example for this topic of interculturality, even more so the importance it has with many countries and the relationship with Mexico, in culture, languages, music, art, ways of dressing and currently with the artistic expression, that is to say the graffiti that is much more than painting in streets or places prohibited. As the young man sees his world.

The indigenous languages that are most spoken in Mexico are Tzeltal Chol, Totonac, Mixtec, Mazatec, Zapotec, Otomi, Nahuatl, Tzotzil, and Maya.

I agree with the authors Byram, Nichols and Stevens (2001), for their part, insist that the work of the teaching staff is not to provide exhaustive information and try to introduce the company foreign students in the class so that the students learn vicariously. Your real task is facilitating the interaction of students with some aspects of another society and its cultures with the aim of relativizing the understanding of one's own cultural values, beliefs and behaviors, and encourage him to investigate the otherness that surrounds him, whether in his environment immediate, either in the context of the commitment to otherness that internationalization and globalization have brought their world.

The teaching of culture for students is the generalized knowledge of their social content, their experience in the globalized world, which is not only an understanding but the explanation of the English language in their four skills (writing, reading, speaking and reading). One of the important characteristics of multiculturalism is the linguistic communication this feature will help us to understand the importance of knowing cultures of other countries but that is finally related to our surroundings and we have to interact openly, for it is necessary to know the main characteristics of regions outside or within our territory.

3.01The important the students learn about the intercultural.

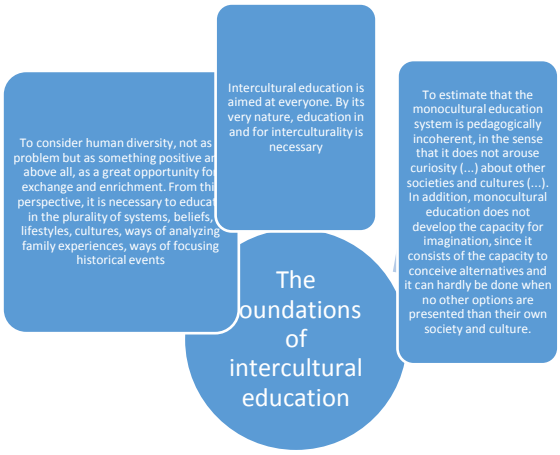
In adolescence, students tend to be more communicative with their classmates, that is, they are curious about how students from another state or country live or how they live. In the next example I think the student understanding the importance

of learning languages. The authors Borello, Louise, and Pederzoli, (2016)[8] they say that “Like Italians, European citizens recognize the value of plurilingualism and consider language competences important for job and career. Even so they are not generally motivated to learn languages and improve their competences. Only 1 European out of 5 studies a foreign language actively and voluntarily or has recently improved his/her competences or intends to do so in the following year. The centrality of the link between economics and language and intercultural competences is not only documented by the research in the field but also by the public initiatives undertaken to support the growth of language competence in the business sector. Language barriers hinder entrepreneurial activity: European enterprises miss many occasions to do business because of inadequate foreign language knowledge. According to ELAN [7] —leader company in the management of human resources—195 out of 2000 companies selected for analysis missed a contract for language deficiencies with a resulting average loss of? 325,000 per company”. I like this example because it shows the importance of learning a language and the need to improve in the field of work. just give an example. Intercultural skills can also be divided into two categories. The first is the “ability to interpret a document or event from another culture, to explain it and relate it to documents from one’s own”. The second is the “ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction”. In his opinion, knowing another culture is important, but acquiring skills of analysis and interpretation are more important. now it is clearer when it is mentioned that the linguistic communication is given in two components one is the knowledge of the groups and the other the own culture of a country. The authors Borello ,Louiseand Pederzoli, (2016)[9] they say that “Intercultural skills can also be divided into two categories. The first is the “ability to interpret a document or event from another culture, to explain it and relate it to documents from one’s own”. The second is the

[8] Web 2.0, Language Learning and Intercultural Competence Enrico Borello, Maria Cecilia Luise, Laura Pederzoli, Giulia Tardi University of Florence, Florence, Italy Received January 2016; accepted 15 February 2016; published 19 February 2016 Copyright © 2016 by authors and OALib. This work is licensed under the Creative Commons Attribution International License (CC BY).Consultado 21 de Marzo del 2019

[9] E.Borello et al, Ibidem.

“ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction”. In his opinion, knowing another culture is important, but acquiring skills of analysis and interpretation are more important.” In the following scheme the fundamentals of Intercultural education.



10

I see that the human diversity always needs culture and society in communication with the outer and interaction world. of course taking into account the also remembering the use of communication skills.

3.02 The importance nowadays of the Internet in Intercultural.

Intercultural is the exchange of culture in societies, interaction and adaptation.
also includes behavioral indicators.

Nowadays technology has made communication possible in an international way, there is the possibility of knowing what is happening all over the world. The new communication networks allow intercultural to be present with universal coverage and allow the student and teachers to expand their cultural knowledge and have global communication. The technology favors the educational and intercultural processes, using the virtual world that is to say: web pages, email, forums, virtual platforms, all with the purpose of favoring the improvement of knowledge and

[10] https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/journal/PaperInformation.aspx?PaperID=84804 **esquema**

intercultural coexistence. The technology favors the educational and intercultural processes, using the virtual world that is to say: web pages, email, forums, virtual platforms, all with the purpose of favoring the improvement of knowledge and intercultural coexistence. An example of this interculturality is the Specialization in the Teaching and Learning of English as a Foreign Language.

In the classroom interculturality is applied following a school plan (Appendix1), which is explained:

Specific Competency: Read short literary essays in order to compare cultural aspects from English-speaking countries and Mexico The next information is of the Activity Book Cross Over by Hilda Curwen and Susan Ponton.

Social practice:

The students understand and express differences and similarities between cultural features from Mexico and English speaking countries.

Learning to do with the language:

1. Revise a literary essay about a culture aspect of English speaking countries with teacher coordination Understand main ideas and some details in a short literary essay, upon guided reading and with the teacher`s coordination.
2. Describe and compare cultural aspect, with the teacher`s coordination.
3. they will elaborate a mental map with the ideas of the reading made.

3.03 The product

A Comparative Chart and a Collage about It. I can see in the comparative table as in the collage it is seen that the students managed to understand and explain what is the interculturality in the country as well as the differences with another country, which finally is to be in the society communicated. they developed a mental map of the intercultural.

The evaluation of these works are two points for each presentation work a Chart., Collage (appendix 5) and a mental map(appendix4).

3.04 Philosophy of teaching

My teaching practice has been a constant learning among the many things that have changed my teaching strategies. The belief of teaching is a dogma that sustains the experience of the same teacher, so, Linares (1991) establishes the nature of beliefs considering them in the field of subjectivity of the individual, through which he interprets and

decides what happens to his around. First we have to analyze what is education in context: that is, how can I try to teach because it is necessary to know how students live in their lives?

Recalling the words of (Makárenko A,1905). : "The young teacher understood that education was not only necessary to have a great knowledge and be a good teacher, but also to understand the peculiarities of each student's life, to take into account their personal aspects Features to influence them. " (Makarenko, 1905). All these indicate how communication plays a role in the teaching context, student and without these elements there is learning[11] . With all this, without doubt the great importance of the work of teachers. In the new education model, there is a key learning, how users and students are social agents that, in a specific environment, have to explain the cultural environment. The speaker develops different skills for life. Here is the role of the teacher.

All this indicates how communication plays a role in the context of the teacher, the student and without these elements there is learning.

With all this, without doubt the great importance of the work of teachers.

In the new education model, there is a key learning, how users and students are social agents that, in a specific environment, have to explain the cultural environment. The speaker develops different skills for life. Here is the role of the teacher. Undoubtedly education is one of the most important aspects for the development of a society, therefore it is constituted as an agent of change and freedom for man.

Why is it important to learn English? In today's world, most of the information is presented to us in English. If you learn English, you can go to the cinema and understand movies, meet people from other countries and have conversations or read about your favorite comics.

Likewise, the approaches of the different programs that I have developed through my teaching have had a purpose:

The student must learn with pleasure, to have a meaningful knowledge that is my main purpose since I started my teaching practice.

When doing specialization, I have analyzed the way of teaching, the need that students have both to learn technology and to bring them closer to the language of the English language, there can be no education without talking about interculturality.

[11] María Rebeca Mota Rossainz (2018) Especialización en Inglès. Asigment _1_Mòdulo _Page 3

I agree with the author Vygotsky, the learning that occurs through social interaction on the part of the child with a competent tutor is much more important. Which can model behaviors and / or provide verbal instructions to the child.

Vygotsky refers to this phenomenon as a cooperative or collaborative dialogue. As the child is more competent, the father allows her to work more independently. According to Vygotsky, this type of social interaction that involves the dialogue of cooperation or collaboration promotes cognitive development.

In evaluate students, there are different ways to incorporate written assessments in class include:

- **Creative and structured writing assignments:** Ask students to write a creative story, **reading response logs:** Give students a list of questions.

- **Content logs:** Have students write down facts they learned about a text. With writing, don't assess too much at once.

In a portfolio, can include the following:

- performance criteria or rubrics
- recording of oral presentations
- tests
- writing samples, drafts and final copies
- book reports
- interview checklists

The main axis of construction of planning is

the distribution of available times

for the different tasks that the teaching requires in regards to the teacher and the learning in what refers to the activities of the students. Time is, therefore, the main resource and, at the same time, the main limitation for teaching and learning. It is the main resource because formal education has built the system by distributing times in the form of class hours, months and years. But it is also a limitation since the time available is always scarce for the teaching of knowledge that are increasingly greater in number and complexity given the advance of science, humanities and technology.

3.05 The Evaluation

The Evaluation is the process of learning in where the observation of class is for Obtaining useful feedback on what, how much, and how well the students are learning, this information helps to refocus teaching to help students learning more efficient and more effective. In general, testing is finding out how well something works.

The following definition is taken from Aprendizajes Clave para la education:

"Evaluation is a central element of the study programs, because impacts on educational practice and its results. In other words, what is evaluated becomes the focus of the community school, at the same time that it affects the forms of interaction between students, and between these and the teacher in the classroom. Therefore, it is necessary that The evaluation considers the student's performance during the development of the activities; the evidence of learning achievement; the progress obtained in relation" (SEP, 2018)

I think that the evaluation is the main fear of the human being and especially of the adolescents, in the teaching of the English language it is even more obvious since the student has to speak, read, write and listen in English, then this is where gives the greatest concern of the students when applying the four mentioned skills.

The instruments and techniques of evaluation are the tools that the teacher uses to obtain evidences of the performances of the students in a teaching and learning process.

The evaluation tools provide the student with resources for the practical application of the contents and facilitate the understanding of the procedures and specific concepts of the subject. We can design activities to exercise and apply the contents in a practical way or offer orientations to select and carry out activities, tutoring the work of the students more or less directly. I can propose activities of different types and also complementary resources to develop them. The activities can also provide tools to facilitate communication between students and faculty, as well as for monitoring and for evaluation purposes.

The assessments will be aligned with all the didactic content and activities so that the information provided is directly related to the learning objectives. It is recommended that the evaluation activities be accompanied by a discussion forum to allow students to share strategies to study well, solve problems and manage the time

The Seven types of evaluation mentioned by the Author (Verma, 2018)

"There are several types of evaluations that can be conducted. Some of them include the following:

• Formative evaluation ensures that a program or program activity is feasible, appropriate, and acceptable before it is fully implemented. It is usually conducted when a new program or activity is being developed or when an existing one is being adapted or modified.

• Process/implementation evaluation determines whether program activities have been implemented as intended.

• Outcome/effectiveness evaluation measures program effects in the target population by assessing the progress in the outcomes or outcome objectives that the program is to achieve.

• Impact evaluation assesses program effectiveness in achieving its ultimate goals."

The form of evaluation that will apply will be the rubric, the authors

Florina Gatica-Lara,1 Teresita del Niño Jesús Uribarren-Berrueta say:

"The rubric is a tool for authentic assessment of student performance. This paper defines and describes the rubric development process, their advantages and disadvantages. In addition, it lists some Web tools for creation of e-rubrics." (Florina Gatica-Lara, 2012)

My opinion, its design responds to the fact that the student can be evaluated objectively and consistently. It allows to establish to the teacher what is expected of the student and the criteria with which the achievement of objectives will be qualified through an activity, since it improves the strengths and opportunities of the students.

in the teaching process gives effective information, facilitates the evaluation since it is a simple and simple way to explain.

Rubric Analytical:	
The teacher initially evaluates, separately, the parts of the product or performance and Then add the points of these to obtain a total score.	
Objective: It Is to respond to the student can be evaluated in an objective and consistent. Allows to establish the teacher what is expected of the students and the evaluation criteria through the activity. Facilitates the evaluation since it is a simple and easy way to explain and improve the strengths of the students.	
Purpose	The students will elaborate their posters about the topic to develop
General Activities	Prior to the class, teams were formed to distribute the material to be elaborated, the themes the teams are made up of **5 or 6** members, in each team a moderator was selected, to organize the activities.
Expected Achievements.	Review and understand information about the human body. Write in the notebook about the human body systems, our five senses, the

	Systems of our Body and the human Skeleton
Final Product	Each team will present his exhibition with his respective plate and read what written to his companions want to be attended to the presentation for after answering single questions.
Time of each team presentation	25 minutes by presentation
Number of teams.	5 teams
Purpose of the exhibición	the teacher asks the students to look for information of the body parts, bring the senses, listen to music and perform the indicated exercises The students looked for the information that was asked of them, illustrated their schemas and body systems and performed their indicated exercises. They explained their evidences in the classroom and the presence of the professor. The student locates a diagram of the human skeleton on the web, finds the names of its parts. Copy the diagram in your notebook. Make a list of the main bones of the skeleton and write their corresponding names in Spanish. Find a diagram in the journal article and write its corresponding parts in the bottom part of the box that indicates. The student develops the activity indicated by the teacher: Name and place the pictures on the most important organs of our body and complete the box that is indicated.

Aspects to Evaluate	Gradual description of performance	Rating scale

	Good=8, very nice =9 excellent =10	
The presentation on the sheet is adequate		
Read the text correctly		
Understand the information		
Ask the questions		
Integration and teamwork were given		
	Total	Average Obtained:

The evaluation function is to allow and identify the needs of students, as well as the progress made in their teaching practice. the Author **Goodrich Andrade** 1996 says:" A rubric is a scoring tool that lists the criteria for a piece of work, or "what counts" (for example, purpose, organization, details, voice, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor". (Andrade, 2013)
In the work to be done by the students, constant monitoring is maintained and the quality of education is improved.

Conclusion

During the realization of this work, I understood the importance of the theorists of teaching work with Kids between the ages of 12 and16 falls into the category of teens. Teens of these ages may sometimes behave like adults. So I think the students understand the complex structure of the second language learning.

So following the Jacobson's Model are the aspects used to analyze speech events in a social setting

In my sociocultural environment, my classroom is part of the many classrooms that belong to the public system of basic education in Mexico City. It has the basic elements: tables, chairs, teacher's desk, a white board, and in my case, I have to move my class to other classroom every fifteen minutes There are 40 to 45 students, with ages ranging from 12 to 15 years old. For most of them, middle school is their first contact with English as a foreign language. he challenge is to achieve adequate communication, motivation to awaken even more interest in the language, achieving an accurate communication.

I think that education is fundamental for our country to continue its development and The Evaluation is the process of learning in where the observation of class is for Obtaining useful feedback on what, how much, and how well the students are learning, this information helps to refocus teaching to help students learning more efficient and more effective. In general, testing is finding out how well something works.

And it is fundamental for our students to receive an education based on respect, values and freedom for that reason the commitment that I feel is greater when reading and reflecting on this specialization on things that are daily done and achieving a better education tailored to the possibilities that are given in the classrooms,

I agree with many authors that the motivation, behavior and teaching support will make a better educational system.

I think that by questioning which strategies to use, which strategies we need and that we

have to improve for the understanding of the students, a great step will be taken to professional improvement in the second or foreign language. not forgetting that the organization means to plan, organize and translate ideas, have cohesion and coherence in the performance regarding teaching practice.

In this process of teaching I have made mistakes of different kinds when imparting classes, not understanding the sociocultural environment of the student as the Sociocultural Theory. Sometimes I forgot the motivation to help the students, the reflection is very deep that maybe I would continue to ignore this work and thanks to this specialization I am has to be spattered going to make a

to learn, my vision has changed. the social environment in my school is difficult, the students are abandoned by the parents, and they also forget their materials., they only think about their problems at home. In short, the list of situations that make learning even more difficult is endless. But I think it is not only this school. At present, this problem is in our country.

It is convenient to add that the professionals that integrate the English teacher plant in Mexico, we need to know the hypotheses and theories that we quote here, with the objective of stopping along the way, reviewing and questioning our educational practice. I have to be aware that times have changed: the new generations demand a methodological transformation that leaves educational traditionalism behind and that turns the classrooms into centers of pedagogical interaction, where students and teachers contribute and complement their knowledge. that our knowledge should be based on the different theories of pedagogues, psychologists, linguists and other specialists to exchange with our methods and experiences on the cognitive, attitudinal, social, cultural and psychological aspects of which we will use to choose those styles and learning models according to our students. Likewise, we must be at the forefront when it comes to information and communication technologies.

I think the opportunity to be better is doing a specialization like this but it would also be good there was time like a sabbatical year to be able to conclude studies because I think there is too much workload, especially at a basic level.as well as:

To Retrieve and to order the National English Basic Education Program.

To establish a national alliance for the learning of English.

In the development of this work, once again we see the importance of the teacher in the face of technological changes, coupled with the development of inventions This educational, technological and serial process forever man starts from his imagination and inventive creation of things that have facilitated humanity Inventing is finding something new or unknown until that moment, comes from the word in Latin invented, and throughout

the story there were people who have dedicated themselves to invent, that is to discover something new and useful for man. There are objects that arose, not as an invention but as a logical evolution of small inventions, or because they were developed by several people and the invention cannot be attributed to only one.

The social learning is a theory that supports this cognitive process developed by Albert Bandura in 1977, this theory suggests that people learn in a social context, and that learning is facilitated through concepts such as modeling, learning by observation and imitation Through this theory Bandura proposed the so-called "reciprocal determinism" that holds that the behavior, environment and individual qualities of a person, influence each other reciprocally. In its development, it also affirms that children learn from the observation of others, as well as the behavior of the "model", which are processes that involve attention, retention, reproduction and motivation.

The learning process of English teaching is a social process, very well defined by Bandura's theory of learning. In the classroom the intervention of the external factors to the same classroom situation, of the creation of the propitious environment for the suitable development of the learning section exposed in my didactic planning, is supported by this social theory.

Collaborative work is present. as well as creativity and imagination of the student.
Taken into account the new educational model this social process and interaction can be observed their real educational effects in a fairly long period of time.

So which I do and mention the following:
The curricular proposal of Foreign Language. English adopts an approach of action focused on social practices of language. These are oriented to the process and the integration of learning and offer students
opportunities to participate in various communicative exchanges that they demand the proper use of knowledge, skills, attitudes and strategies, and to reflect on different aspects of language, language and culture[12]

This educational purpose of the new model educative in Mexico can grow and be more effective depending on the real actions taken in the classroom always for the benefit of the

[12]http://www.sep.gob.mx/work/models/sep1/Resource/10933/1/images/Aprendizajes_clave_para_la_educacion_integral.pdf, tomado y consultado 8 de Enero del 2019. Pag. 270

student, their cognitive, social and cultural processes that determine the context in which it develops. Social environments contribute to generate the conditions for learning a foreign language, since they involve the development of collective activities that favor the exchange between equals starting from the participation of what everyone knows how to do and needs to learn to overcome successfully challenged to communicate in a foreign language with a purpose specific social[13]. Finally, we can infer the teaching of the second English language in basic education has a lot of work on the part of the teacher as well as their own contexts that we must adjust to the same social processes, and learning that the student has and can develop.

In general, teachers should:

Build on strategies students already use by finding out their current strategies and making students aware of the range of strategies used by their classmates; integrate strategy instruction with regular lessons, rather than teaching the strategies separately from language learning activities; be explicit name the strategy, tell students why and how it will help them, and when to use it; provide choice by letting students decide which strategies work best for them; plan continuous instruction in language learning strategies throughout the course; and use the target language as much as possible for strategies instruction.

The teachers are the ones who guide the student to a good listening strategy in order to understand grammatically as well as the ability to listen. You cannot separate the abilities, in listening the attention of the senses of hearing and speaking are essential.

The students made the observation of the video of the fable, the objective that was presented was achieved in the planning of the class. It should be noted that it is the first time that students without prior knowledge want to participate in this activity. The students are in first grade, and this approach is very motivating for them, as they always argue that they do not know English. I still have a lot to work with, but the most rewarding thing is that they stop and listen to themselves, and that is the objective of the curricular planning that was fulfilled. The approach to the computer and specifically, giving them the clear and precise tool gave them confidence and their participation was successful, but at the same time it is frustrating that there is no access to the computer room, since it would be learning together and observe them directly in The practice of listening.

Always start with the most basic topics that students like. Then, when they feel that have mastered that level, they can continue moving forward with other topics of greater difficulty. In this way it also expands vocabulary.

[13] Ibídem page. 275

Today's technology opens up classrooms in ways that were unimaginable in the past. All that is needed to literally open up a student's world is a webcam. Along with saving time for students and teachers, the Internet provides a vast variety of information that was previously next to impossible to reasonably obtain.
in my case when taking the Specialization in the Teaching and Learning of English as a Foreign Language. In my case to be doing the specialization, I learned a lot and I hope to continue learning, I hope even more to apply what I learned in school and to appreciate this opportunity to learn more and the approach to technology has motivated me a lot especially the freedom to give opinions and how is the teaching in the classroom. the application of the skills I have left many things to improve and apply both in the classroom and how to change the class plan applying the technologies, improving the application and use of these technologies. At the end of these modules I realize that I had really explored a little and now I have learned a lot of knowledge

Time is, therefore, the main resource and, at the same time, the main limitation for teaching and learning. It is the main resource because formal education has built the system by distributing times in the form of class hours, months and years. But it is also a limitation since the time available is always scarce for the teaching of knowledge that are increasingly greater in number and complexity given the advance of science, humanities and technology.

The Evaluation is the process of learning in where the observation of class is for Obtaining useful feedback on what, how much, and how well the students are learning, this information helps to refocus teaching to help students learning more efficient and more effective. In general, testing is finding out how well something works.

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Appendix 2

6. Listen to the conversation and perform the following tasks:

Track 2

a) Answer these questions:

- Who are talking in the dialog? What are they talking about?
- Who is Nina? How old do you think she is? How do you know?
- What sounds can you hear? Where do you think they are?
- What is the policeman's attitude? What do you think about his attitude?

b) How many... are there in the neighborhood? Write the number. Then, talk about the services.

Example: There are three supermarkets in Nina's neighborhood, but there is only one mall.

_____	supermarkets	_____	markets
_____	malls	_____	hospitals
_____	schools	_____	libraries
_____	banks	_____	parks

7. Read the dialog and find the meaning of the underlined words in a bilingual dictionary. Then, complete the blanks with words from the box.

library *want* *play* *services* *skateboard* *sports club* *parks* *said*

Jim: What do you know about the _____ in this neighborhood, sis?

Nina: I asked a policeman and he _____ nice and cool things.

Jim: Really? Is it better than Georgetown?

Nina Yeah, I think it is. There is a big _____ where we can swim and _____ basketball. There is also a _____ nearby. There should be two!!!

Jim: Are there any parks in the area?

Nina: Sure, Jim. There are two big _____, one of them with basketball courts and the other, with a pathway for skateboarders.

Jim: How cool!! I will finally have an adequate place to _____ ...

Nina: That's right, Jim. I think there are good services for teenagers in this neighborhood.

Jim: Let's tell mom and dad that we _____ to live here!

Track 3

8. Listen to Track 3 and check your answers. Then answer: Who is Jim? What is the relationship between Nina and Jim? How do you know? What's happening with them?

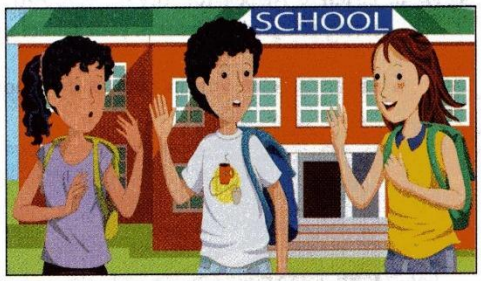
9. Ask some relatives for information about services for teenagers in your neighborhood as you did in Activity 5. Write a list of them. Then, exchange information about the services you found. See the dialog in Activity 7.

PRODUCT

Appendix 3

Lesson 2 We Like This School!

1. Look at the picture. Describe it and answer these questions.



a) Where are these teenagers?
b) What is their relationship?
c) How do you know? What are they doing?

Track 4

2. Listen and circle the correct letter in each case.

1. _____ are new at school.
   a) Nina and Jim b) Nina and Emily c) Jim and Emily
2. Nina and Jim are from _____.
   a) Chicago b) Indiana c) Los Angeles
3. _____ are in 7th grade.
   a) Jim and Nina b) The three kids c) Nina and Emily
4. The Middle School classrooms, the computer lab, and the music classroom are on _____.
   a) the same floor b) different floors c) the second floor
5. The cafeteria for Middle School students is _____.
   a) on the second floor b) next to the restrooms c) next to the computer lab

3. Look at the underlined words and find their meaning in a bilingual dictionary. Then, listen to Track 4 again and answer these questions.

a) What noises can you hear while Nina, Jim, and Emily are talking?
b) Who is anxious? Why do you think this character sounds anxious?
c) Who is surprised? When does this character sound surprised?
d) How does the dialog begin? How does it end?

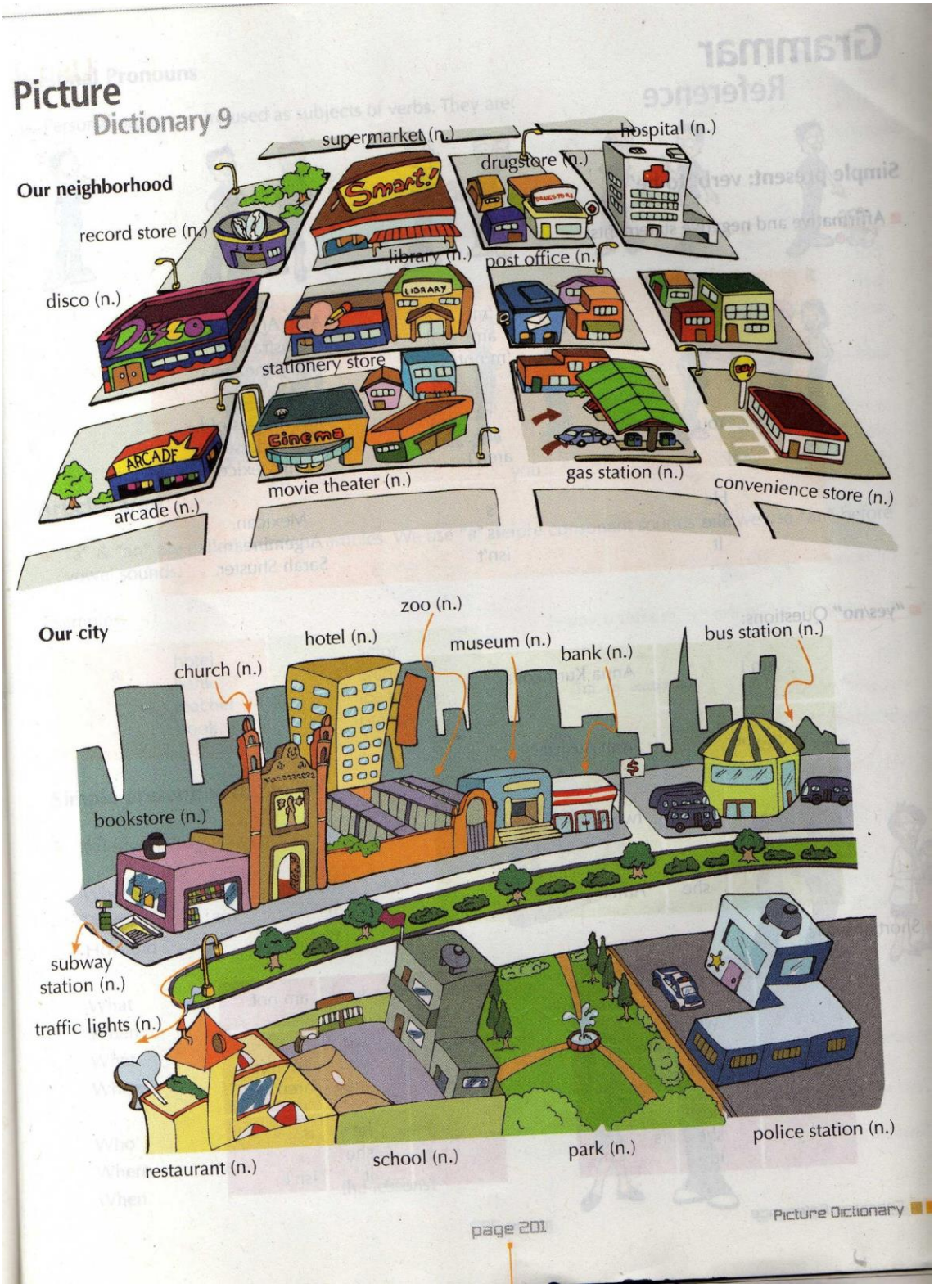
4. Read the expressions below and talk about services in your school.

Nina: What do you think of the food in the cafeteria?
Emily: It is good, but rather expensive.

Jim: What is your opinion of the lab?
Emily: Teachers always help you with the experiments.

5. You want to ask a partner his / her opinion about the services in your school. Write five questions; then, ask a partner about his / her opinion. Register the answers at the end.

Appendix 4



Appendix 5

Lesson two

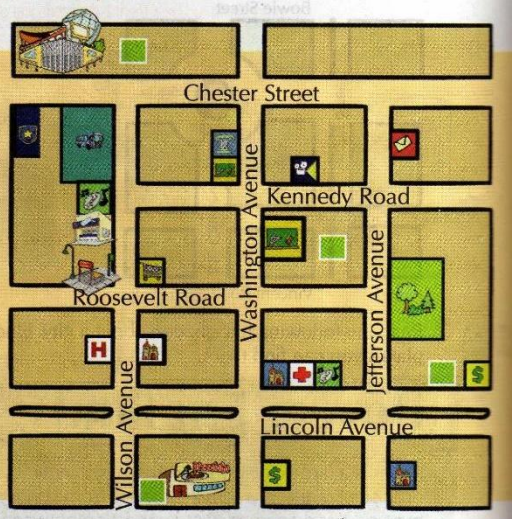
Is there a school near here?

Social practices: Giving and obtaining factual information of a personal and non-personal kind.

In this lesson you will learn: • How to ask where a place is.

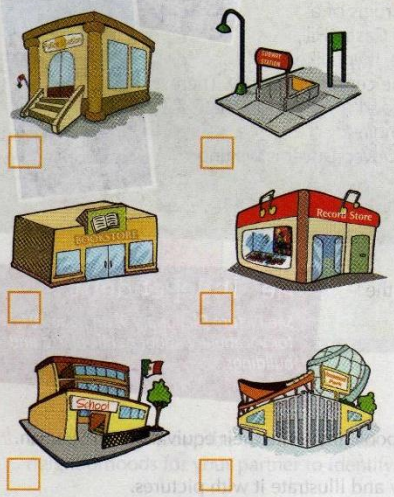
Track 43

1. Listen to the dialogs and write numbers in the green squares on the map.



Track 44

2. Listen and number the pictures.



Discover the rule

Look at these questions from the dialogs, answer the question and complete the sentences.

Is there **an** amusement park near here?
Is there a bank near here?
Is there **a** school near here?
Is there **an** Italian restaurant near here?

Underline the words after **a** or **an**.
What sound do they begin with?
a) a consonant sound b) a vowel sound

Complete the following sentences:

We use the article _____ when the next word begins with a vowel sound.

We use the article _____ when the next word begins with a consonant sound.

Appendix 6

3. Look at the map on page 140, listen and complete the dialogs with words or expressions from the box.

Track 45

subway station	church	bank	record store	Italian restaurant

A

Man: Excuse me, is there a _____ near here?
Woman: Yes, there is one on Washington Avenue; it is opposite the _____.
Man: Thank you.

B

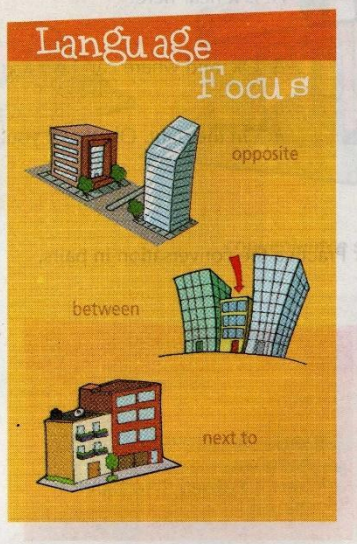
Boy: Excuse me, is there a drugstore near here?
Woman: Yes, there is one on Wilson Avenue. It's between the _____ and the _____.
Boy: Thank you.

C

Woman: Is there a bus station near here?
Man: Yes, it's on Chester Street next to the _____.
Woman: Thank you very much.

4. Work in pairs. Ask an answer about the places on the map on page 140.

e.g.
Student A: Excuse me, is there a school near here?
Student B: Yes, there is one on Washington Avenue. It's next to the museum.



5. My dream city. Use your notebook. Plan your dream city. Draw a map.

6. Draw pictures of buildings, stores or places on the map.

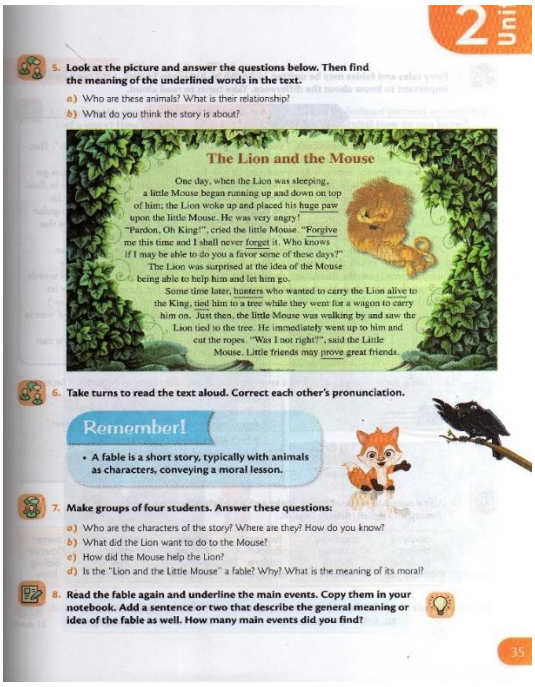
7. Write the names of the buildings and stores.

8. Work in pairs. Ask and answer questions about your maps.

e.g.
Student A: Is there a school in your dream city?
Student B: No, there isn't.
Student A: How many restaurants are there?
Student B: There are four.

https://www.youtube.com/watch?v=iPybpc-xuG0

Appendix 2



2 Unit

5. **Look at the picture and answer the questions below. Then find the meaning of the underlined words in the text.**

a) Who are these animals? What is their relationship?

b) What do you think the story is about?

The Lion and the Mouse

One day, when the Lion was sleeping, a little Mouse began running up and down on top of him; the Lion woke up and placed his huge paw upon the little Mouse. He was very angry!

"Pardon, Oh King!", cried the little Mouse. "Forgive me this time and I shall never forget it. Who knows if I may be able to do you a favor some of these days?"

The Lion was surprised at the idea of the Mouse being able to help him and let him go.

Some time later, hunters who wanted to carry the Lion alive to the King, tied him to a tree while they went for a wagon to carry him on. Just then, the little Mouse was walking by and saw the Lion tied to the tree. He immediately went up to him and cut the ropes. "Was I not right?", said the Little Mouse. Little friends may prove great friends.

6. **Take turns to read the text aloud. Correct each other's pronunciation.**

Remember!

- **A fable is a short story, typically with animals as characters, conveying a moral lesson.**

7. **Make groups of four students. Answer these questions:**

a) Who are the characters of the story? Where are they? How do you know?

b) What did the Lion want to do to the Mouse?

c) How did the Mouse help the Lion?

d) Is the "Lion and the Little Mouse" a fable? Why? What is the meaning of its moral?

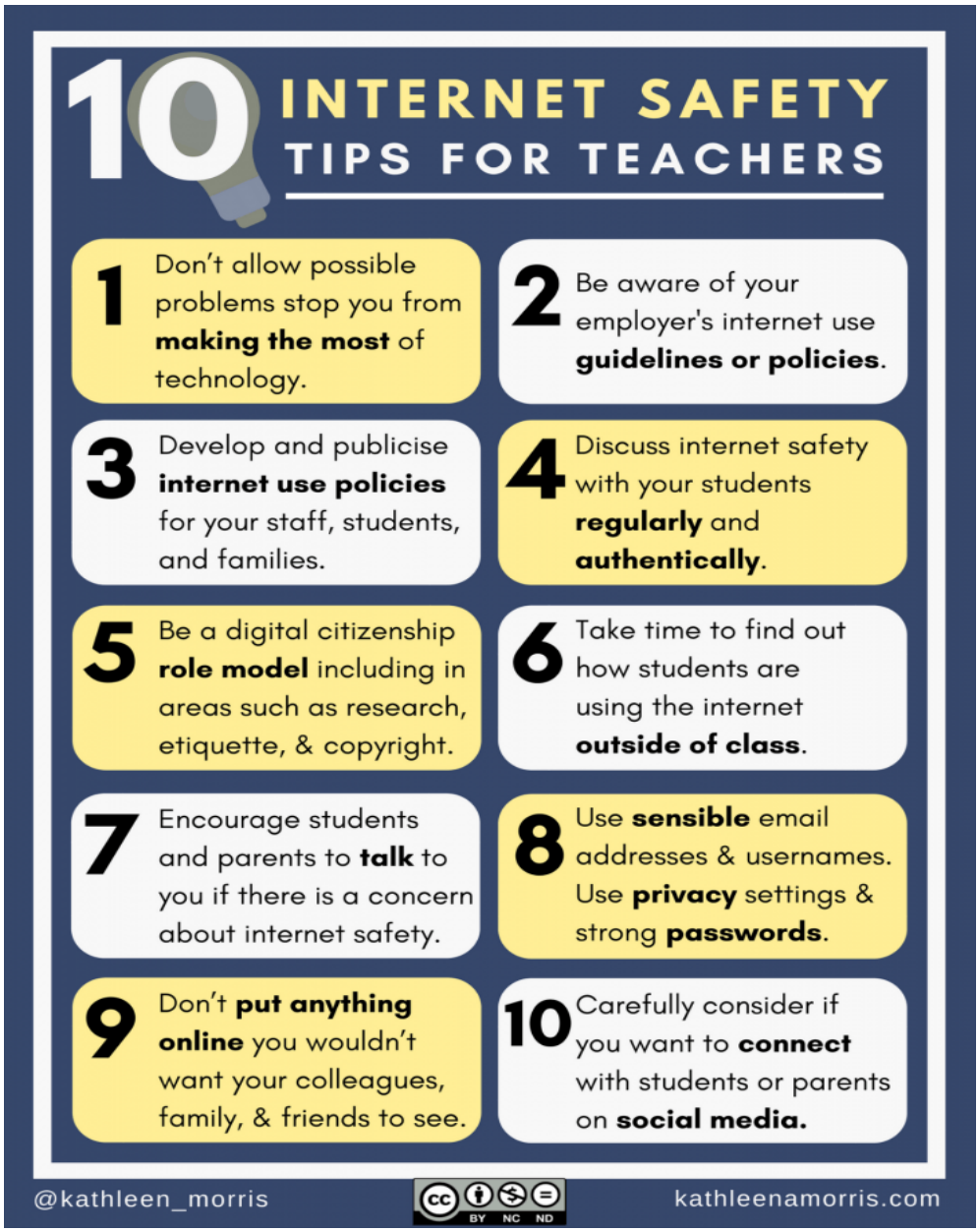
8. **Read the fable again and underline the main events. Copy them in your notebook. Add a sentence or two that describe the general meaning or idea of the fable as well. How many main events did you find?**

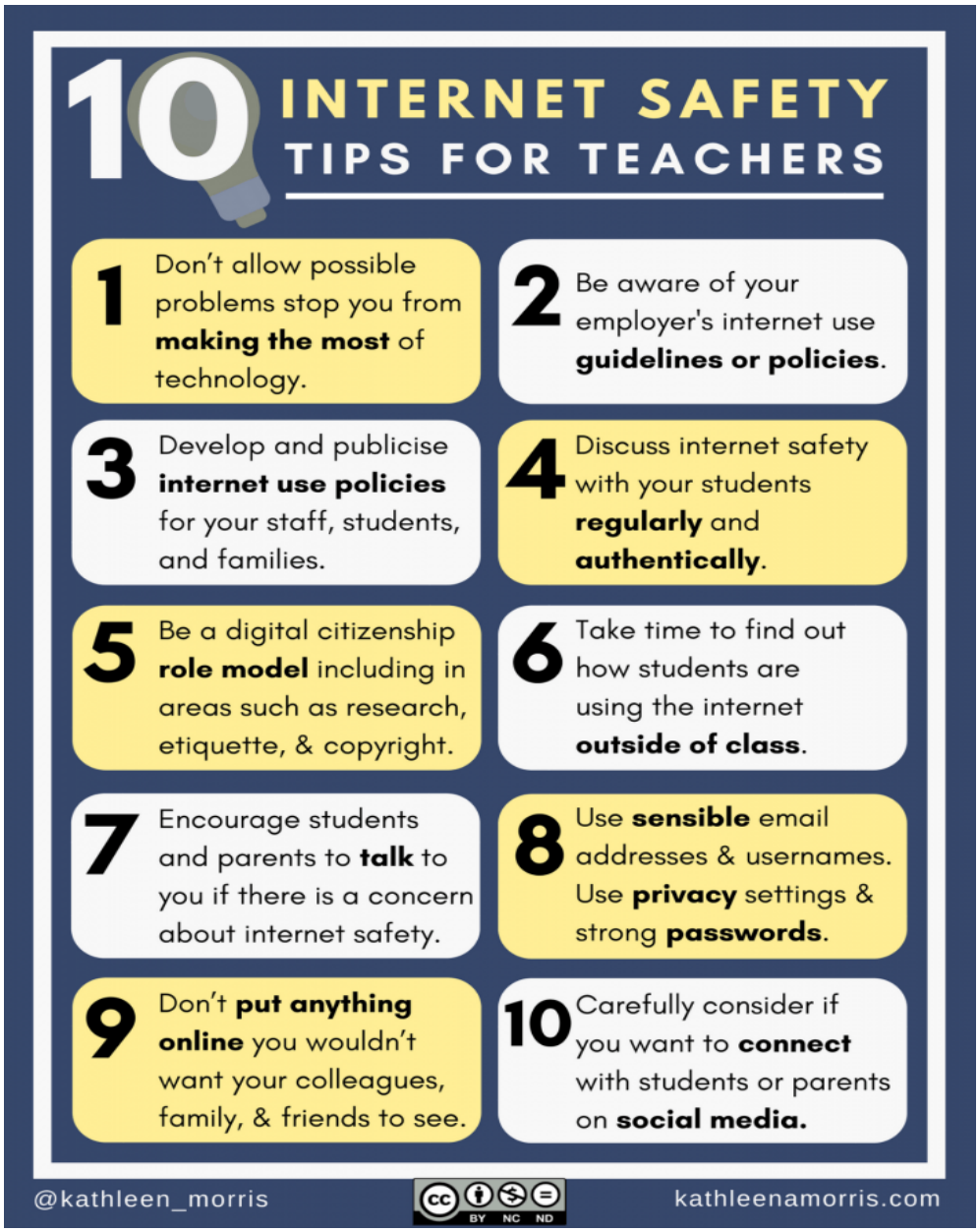
35

Appendix 3

C:\Users\ver

bien\Desktop\INGLES SECUNDARIA\videos


10 INTERNET SAFETY
TIPS FOR TEACHERS
1 Don't allow possible problems stop you from making the most of technology.
2 Be aware of your employer's internet use guidelines or policies.
3 Develop and publicise internet use policies for your staff, students, and families.
4 Discuss internet safety with your students regularly and authentically.
5 Be a digital citizenship role model including in areas such as research, etiquette, & copyright.
6 Take time to find out how students are using the internet outside of class.
7 Encourage students and parents to talk to you if there is a concern about internet safety.
8 Use sensible email addresses & usernames. Use privacy settings & strong passwords.
9 Don't put anything online you wouldn't want your colleagues, family, & friends to see.
10 Carefully consider if you want to connect with students or parents on social media.
@kathleen_morris
BY NC ND
kathleenamorris.com



Appendix 1

Unit iv

social practice of the language: understand and produce oral exchanges related to leisure situations		
envaroment familiar and community		
Specific competency: Share personal experiences in a conversation		
achieVements	contents	product

• Seeks confirmation. • Enunciates personal experiences spontaneously. • Organizes sentences in a sequence. • Adapts verbal and nonverbal patterns of behavior for a specific audience. • Anticipates the general meaning and main ideas to keep a conversation going. • Uses direct and indirect speech to share personal experiences.	doing with the language *Listen to and explore a conversation about personal experiences.* • Observe and understand non-verbal language. • Identify form of communication. • Detect rhythm, speed, and intonation. *Understand the general meaning, main ideas and some details.* • Clarify meaning of words. • Anticipate the general meaning and main ideas. • Identify words used to link ideas together. • Identify composition of expressions. • Determine sequences of enunciation. *Share personal experiences in a conversation.* • Write sentences to share personal experiences. • Organize sentences into a sequence. • Incorporate details to main ideas. • Formulate questions to clear out doubts, broaden information and confirm understanding. • Use expressions and linguistic resources to restore communication. • Express personal experiences using direct and indirect speech. • Enunciate personal experiences spontaneously. • Use expressions to offer turns of participation. • Use strategies to emphasize meaning. • Start a conversation.	autobiographical anecdote – Select some personal experiences. – Write sentences to express the personal experiences. – Check that sentences are understood when said and heard. – Organize sentences into a text to put together the autobiographical anecdote. – Practice the enunciation of autobiographical anecdotes. – Establish turns of participation. – Have a conversation about autobiographical anecdotes.

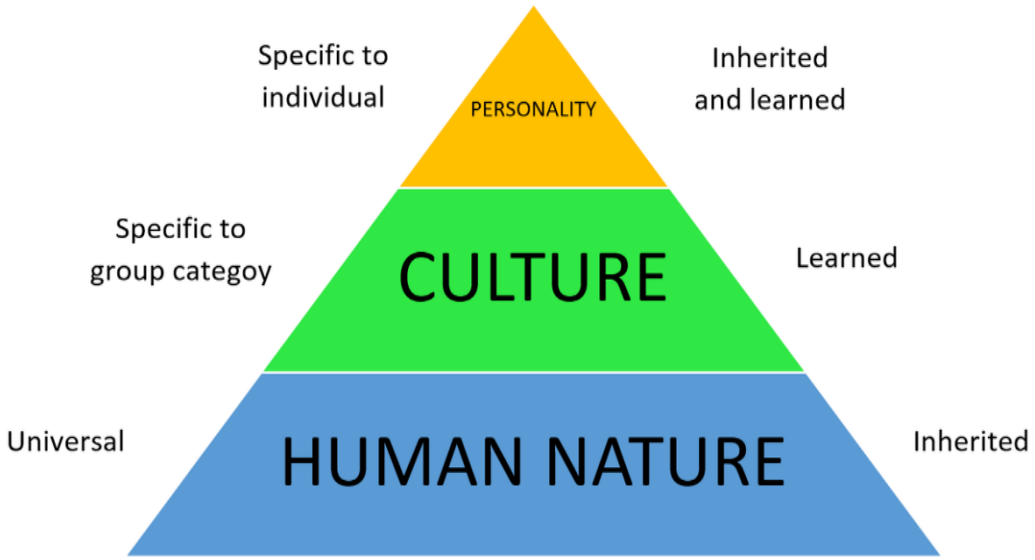
	knowing about the language • Topic, purpose, and intended audience. • Contextual clues. • Form of communication. • Acoustic features. • Verbs: modals and causative (e.g., have and get). • Adverbs of time. • Connectors. • Language formulate (e.g., greetings, and courtesy and farewell expressions). • Repertoire of words necessary for this social practice of the language. • Direct and indirect speech. • Syntactic differences between British and American variants: use of prepositions. being through the language • Show empathy in oral interactions. • Collaborate and communicate successfully with the speaker. • Value language as a means for sharing common experiences.	

social practice of the language: understand and express differences and similarities between cultural aspects from Mexico and English-speaking countries		
envaronen: literary and ludic		
Specific competency: Read short literary essays in order to compare cultural aspects from English-speaking countries and Mexico		
achieVements	contents	product
• Distinguishes between examples and explanations from main ideas. • Formulates and answers questions about literary essays. • Compares information using antonyms. • Writes sentences to describe cultural aspects.	doing with the language *Check short literary essays.* • Select texts based on their index. • Identify textual organization. • Identify publishing data. • Determine topic, purpose, and intended audience. • **Establish links between familiar and foreign cultural aspects.** *Understand the general meaning, main ideas, and some details in a short literary essay.* • Read short literary essays about a cultural aspect. • Use different comprehension strategies. • Formulate and answer questions. • Identify sentences used to describe a cultural aspect. • Distinguish between examples and explanations from main ideas. • **Compare cultural aspects.** *Describe and compare cultural aspects.*	comparatiVe chart – Select a cultural aspect to compare between an English-speaking country and Mexico. – Consult different literary essays and other sources to get information about the selected cultural aspect. – Choose information about the selected cultural aspect for both countries. – Compare differences and similarities about the cultural aspect from the selected information. – Rewrite the information to complete the comparative chart. – Make a comparative chart and include the information.

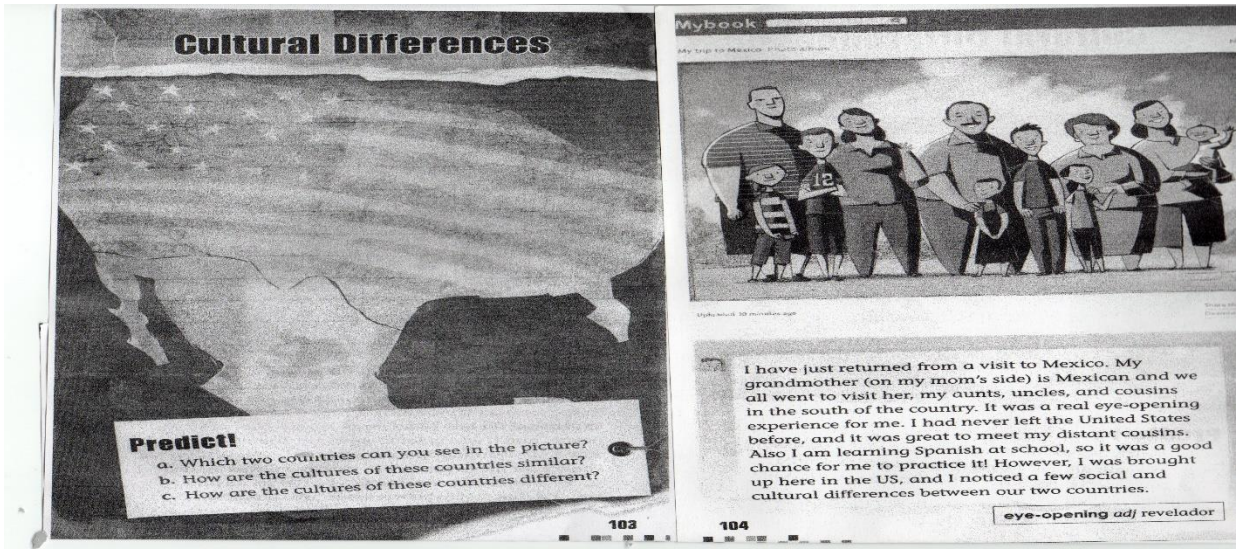
	• Enlist characteristics of a cultural aspect. • Propose titles for a description. • Write sentences to describe cultural aspects. • Arrange sentences in paragraphs. knowing about the language • Topic, purpose, and audience. • Textual and graphics components. • Patterns of textual arrangement. • Acoustic features. • Repertoire of words necessary for this social practice of the language. • Key words. • Sentence type. • Antonyms. • Verb tenses: progressive forms, past, and present. • Adjectives, adverbs and nouns. • Punctuation. • Homophones. • Upper and lower-case letters. being through the language • Acknowledge and respect differences between cultures. • Appreciate cultural expressions particular to different countries. • Develop flexibility and value differences among people and cultures.	– Check that writing is complete and complies with grammar, spelling, and punctuation conventions. – Display the comparative chart in an exhibition.

Appendix 2

Hola
Hello
Hallo
Bonjour
Ciao


Specific to individual
PERSONALITY
Inherited and learned
Specific to group categoy
CULTURE
Learned
Universal
HUMAN NATURE
Inherited

Appendix 3



Cultural Differences

Predict!

a. Which two countries can you see in the picture?
b. How are the cultures of these countries similar?
c. How are the cultures of these countries different?

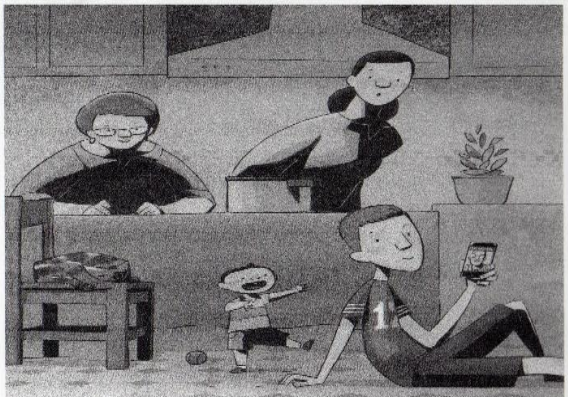
103

Mybook

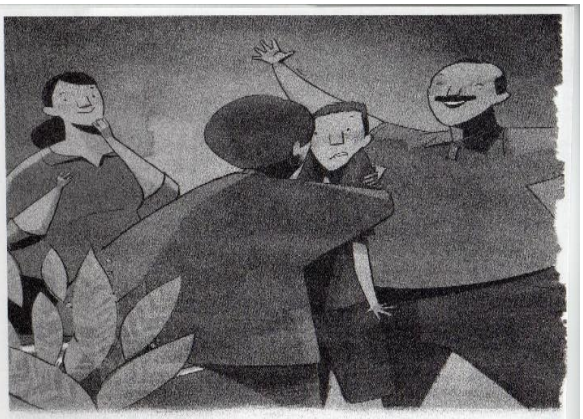
I have just returned from a visit to Mexico. My grandmother (on my mom's side) is Mexican and we all went to visit her, my aunts, uncles, and cousins in the south of the country. It was a real eye-opening experience for me. I had never left the United States before, and it was great to meet my distant cousins. Also I am learning Spanish at school, so it was a good chance for me to practice it! However, I was brought up here in the US, and I noticed a few social and cultural differences between our two countries.

eye-opening *adj* revelador

104

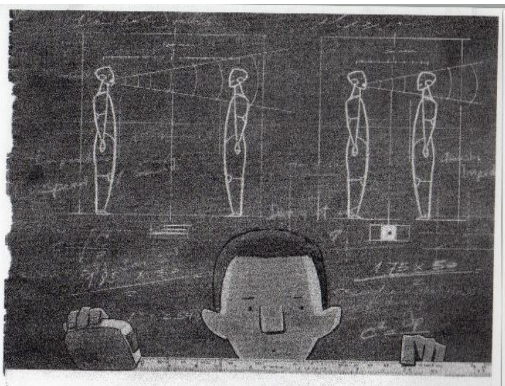


First, I noticed how different family life is in Mexico. In many homes, the extended family lives together. In my aunt's house, there are three generations and both my grandmother and aunt spend a lot of time working at home taking care of the young children. In our house, there is only my close family—my sister, my mom, my dad and me. I only see my American grandparents once or twice a year—they live on the other side of the country. But we still talk on the phone every week.

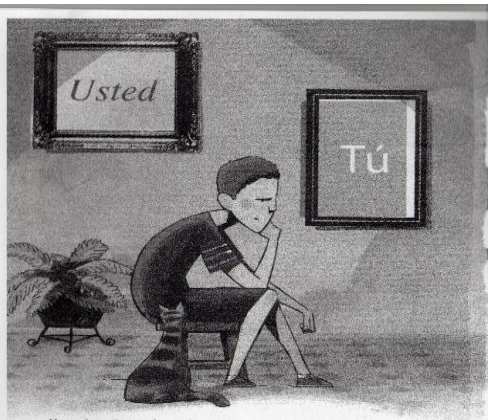


We met many new people during our stay and I noticed that the way people meet and greet is quite different. In the US, we usually just say, "Hello, nice to meet you," and that's it! In Mexico, people are very open and there is much more physical contact. Everybody was shaking hands and hugging and kissing every time they met or got up to leave! It made me feel uncomfortable, but my cousins just laughed at me and said that I was "reserved."

hug *n* abrazo



People do shake hands in the US, but usually only in formal situations. For example, my mom and dad often shake hands with their business associates. We sometimes hug our close friends but only very briefly. I also noticed that Mexicans generally stand closer together when they are talking to each other. On one occasion, I moved away from my cousin when he was speaking to me. He thought I was being rude, so I



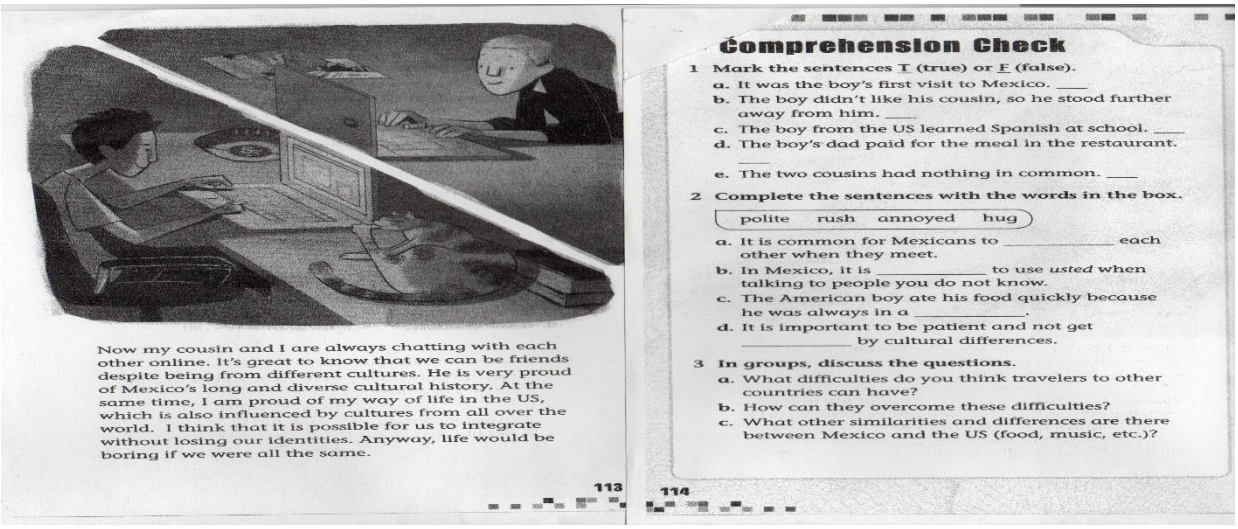
I've already said my Spanish is pretty bad, and I found it particularly confusing to know when to be formal or informal. When should I use *tú* or *usted*? At school, I am being told by my teacher to use *usted* with people senior to me or people I do not know. Well, as it was my first time in Mexico, that meant practically

I found that I eat a lot faster than my cousins. At home, I am always in a rush. I eat my breakfast in five minutes before I go to school, and usually have my lunch in a short time too. My Mexican family generally spends a long time—about two hours—over lunch. On the first day, I was finishing my soup before they had even started—it was embarrassing! Dinner, in the evening, was usually lighter and always eaten together with the family. This was different for me—at home, I am usually in bed before dad gets home.

rush *v* apurarse

These are all general observations about the differences between my life in the US and the lives of my family in Mexico, but I'm sure each family is different. And there are also many similarities between my cousin and me. For example, we like the same music (rock), and we even like the same football team (the 49ers!). We also have the same problems at school (too much homework, boring classes, and girls ignoring us).

support *n* apoyar



Now my cousin and I are always chatting with each other online. It's great to know that we can be friends despite being from different cultures. He is very proud of Mexico's long and diverse cultural history. At the same time, I am proud of my way of life in the US, which is also influenced by cultures from all over the world. I think that it is possible for us to integrate without losing our identities. Anyway, life would be boring if we were all the same.

113

Comprehension Check

1 Mark the sentences T (true) or F (false).

a. It was the boy's first visit to Mexico. ____
b. The boy didn't like his cousin, so he stood further away from him. ____
c. The boy from the US learned Spanish at school. ____
d. The boy's dad paid for the meal in the restaurant. ____
e. The two cousins had nothing in common. ____

2 Complete the sentences with the words in the box.

polite rush annoyed hug

a. It is common for Mexicans to _____ each other when they meet.
b. In Mexico, it is _____ to use *usted* when talking to people you do not know.
c. The American boy ate his food quickly because he was always in a _____.
d. It is important to be patient and not get _____ by cultural differences.

3 In groups, discuss the questions.

a. What difficulties do you think travelers to other countries can have?
b. How can they overcome these difficulties?
c. What other similarities and differences are there between Mexico and the US (food, music, etc.)?

114

My Classwok is video.

Videos

Uno

Dos

Tres

Cuatro