USO DE LAS CUATRO HABILIDADES PARA LOGAR EL OBJETIVO DE ENSEÑANZA DEL INGLÉS.

NOBEL PRIZES AWARDED.

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INTRODUCTION

This module will acquaint students with the most generally accepted theorical and methodological of language teaching and learning. This module is practical, offering teachers pedagogical ideas to meet the specific needs of various ages, proficiency levels, purposes, skills and contexts of specific language learners.

Theories of language Learning and Teaching explores the relationship of learning theories to second language learning, instruction, student assessment, motivation and investment, self-regulation and engagement in the TESOL classrooms.

The explosion of approaches and modules is a prominent characteristic of contemporary language teaching as Second Language and Foreign Language. It symbolizes the strength and scope of the profession.

Theory is an esencial ingredient that guides the way in which language practitioners opine and approach teaching learning process. Theory helps to predict, explain and assess situations and possibilities, and provides a rationale to react and intervene language acquisition process.

It is important that the learners and teachers acknowledge and understand their theorical framework from established and researched theories and not from mere assumptions and beliefs that are guided by their personal or professional experiences.

The multiplicity and plurality of language learning theories owes to the fact that language learning is a complex process and is closely related to other disciplines like linguistics, sociolinguistics, psychology, sociology etc.

Although the process of learning a new language is generally complex it is not entirely unpredictable. Its close connection to human cultural and evolution of lifestyle makes I tan interesting subject of study.

In addition to main theories, there are other theories that addresses how people learn. More than thirty-five prominent theories of learning from the behavioural, cognitive, constructive, human, and social traditions were subjected to a textual review and constant comparative

analysis in search of common themes that represent universal and fundamental principles of learning

MY TEACHING PHILOSOPHY. PROFESIONAL IDENTITY.

I have taught English since five years old, how I consider me as a responsible and engage person, I have tried to improve my classes in such a way the knowledge be share with the learners and they can be used it in the real life. But in some occasions, we have a lot of limiting that it is almost impossible get it. So, my main objective like English teacher is encouraged to my students to be independent that they have to be able to take in their hands their learning. As well, I consider that the activities that I prepare are easy and fun so the students that have low level notice that learn a foreign language is not so difficult how they think.

I believe that learning is more than acquiring new knowledge; it changes your inner and outer world. It is an honourable and yet a difficult task to be who teaches. I think teaching is the ability to share the knowledge with learners. As a teacher I show the way and equip with necessary tools and skills while learners take their share of responsibility for studying and applying what they have been taught. My enthusiasm and confidence encourage students to continue this exciting journey, to expand their horizons and strive for greater achievements. Students learn foreign languages for many reasons; nevertheless, the ultimate goal of learning is to be able to use a foreign language either in the everyday communication or in particular life aspects. The objectives of the lesson differ but the main focus remains the same -to provide a set of appropriate language skills ready to be implemented in a real-life context-. Since I have study EEAILE at UPN I visualize the importance to select available communicative activities or design them myself to ensure that every new language form or function is easily transferred from the classroom to the outside world. Besides, that I make learning goals structured and realistic. Doing a needs assessment helps me to monitor the students´ progress and provides an insight to their expectations. The importance that my lessons incorporate different types of activities introduced in logical sequence, deliver providing detailed explanations; then students are ready for controlled practice followed by communicative activities and make sure that there is enough time to answer their questions and provide corrective feedback when necessary. To resolve the difficulty of the time I have thought to implement activities on line to assess their achievements.

Whenever my students learn something new, I stress how much they have achieved so far rather than pointing out how much more they need to learn. During my teaching experience I have observed that a confident learner progresses more quickly than a discourage one. I

stimulate the learners´ interest by introducing activities that appeal to their personalities and backgrounds; I often raise a topic of general interest to address their intrinsic motivation. I plan my activities carefully so that lessons are well paced. I have discovered that extra activities prepared beforehand serve me well when the lesson plan needs adjustment.

My way of teaching is positive and encouraging. I make every classroom hour an exciting adventure - informative, motivating and challenging. I put myself in a students' position and review each activity from their point of view. English is my second language and my personal learning experience helps me to anticipate most of the problem areas. Teaching ESL provides outstanding opportunities for my professional and personal growth. I teach and learn at the same time. Whenever I prepare a lesson or conduct research, I have a chance to perfect my knowledge. My students teach me lessons which I am willing to learn: cultural differences, psychological issues, and interpersonal communication. Being a teacher, I raise my personal bar higher, there is always a room for perfection.

It looks like simple thing when we read the ideologists, it looks like that they speak as they were in our classroom, there are a lot of concepts that engage perfectly with our students, but when we work with them something is wrong, ever when I predicted some situations in the classroom. Nevertheless, trying to connect all this interest, ambitions, motivations, reasons to get english learning seems impossible but it is a challenge that I do not think to fail.

It is very difficult for me put in practice all the theories about SLA even more designing activities to cover all the students' needs because there are close fifty or more students in a group, the students have different levels of English and theirs reasons to learn other language are totally others. I think the theory ZVL adapts better to my way to teach English, due to all the limitations that we have in bachelor school, the Zone of Proximal Development could be the best option to teach English and get outcomes.

THEORICAL FOUNDATIONS.

SECOND LANGUAGE ACQUISITION.

Second language acquisition theories were developed along the lines of first language acquisition theories. Over the past three decades. Studies in linguistics have focused on second language acquisition investigating how a second language is a of acquired, describing different stages of development and assessing whether second language acquisition follows a similar route to that of first language acquisition. A number of theories of second language acquisition were formulated, either deductively or inductively, and research in the second language flourished.

While the perspectives discussed here are theoretical in nature, they are grounded in the needs of the classroom teacher who is increasingly likely to be faced with growing numbers of English language learners in her classroom. Teachers of second language students are faced with many challenges and often have questions about how to best teach these students. Common questions include: • How long does it take to learn a second language? • What do we know about second language learners? • What influences the learning of a second language? • What can I do in my classroom to facilitate the process of second language acquisition? • What should I expect the second language learners in my classroom to be able to do? This paper will address the above questions through an analysis of two second language acquisition theories which have greatly influenced second language teaching today: Nativist Theory, and Environmentalist Theory. Nativist theory explores the linguistic aspects of language acquisition and provides an answer to the question of how people acquire a second language. However, this theory does not adequately address the environmental factors which can affect language acquisition. Environmentalists suggest that social and psychological factors are equally as important as linguistic factors in second language acquisition. This article provides a brief description of both theories and discusses the principal researchers within each camp and the contributions they have made to the teaching and understanding of second language acquisition.

Different theories about language acquisition.

Sociocultural theory was originally coined by Wertsch in 1985 and derived from the work of Lev Vygotsky and the Vygotsky Circle in Moscow from the 1920s onwards. Sociocultural theory is

the notion that human mental function is from participating cultural mediation integrated into social activities.

From the field of linguistics, the most influential theory by far has been Chomsky's theory of Universal Grammar (UG). The UG model of principles, basic properties which all languages share, and parameters, properties which can vary between languages, has been the basis for much second-language research.

From a UG perspective, learning the grammar of a second language is simply a matter of setting the correct parameters. Take the *pro-drop* parameter, which dictates whether or not sentences must have a subject in order to be grammatically correct. This parameter can have two values: *positive*, in which case sentences do not necessarily need a subject, and *negative*, in which case subjects must be present. In German the sentence "*Er spricht*" (he speaks) is grammatical, but the sentence "*Spricht*" (speaks) is ungrammatical. In Italian, however, the sentence "*Parla*" (speaks) is perfectly normal and grammatically correct. A German speaker learning Italian would only need to deduce that subjects are optional from the language he hears, and then set his *pro-drop* parameter for Italian accordingly. Once he has set all the parameters in the language correctly, then from a UG perspective he can be said to have learned Italian, i.e. he will always produce perfectly correct Italian sentences.

Universal Grammar also provides a succinct explanation for much of the phenomenon of language transfer. Spanish learners of English who make the mistake "Is raining" instead of "It is raining" have not yet set their *pro-drop* parameters correctly and are still using the same setting as in Spanish.

The main shortcoming of Universal Grammar in describing second-language acquisition is that it does not deal at all with the psychological processes involved with learning a language. UG scholarship is only concerned with whether parameters are set or not, not with *how* they are set. Schachter (1988) is a useful critique of research testing the role of Universal Grammar in second language acquisition.

Learners' most direct source of information about the target language is the target language itself. When they come into direct contact with the target language, this is referred to as "input." When learners process that language in a way that can contribute to learning, this is referred to as "intake". By the way, the amount of input learners take in is one of the most important factors affecting their learning. However, it must be at a level that is comprehensible to them.

In his Monitor Theory, **Krashen** advanced the concept that language input should be at the "i+1" level, just beyond what the learner can fully understand; this input is comprehensible, but contains structures that are not yet fully understood. This has been criticized on the basis that there is no clear definition of i+1, and that factors other than structural difficulty (such as interest or presentation) can affect whether input is actually turned into intake. The concept has been quantified, however, in vocabulary acquisition research; Nation reviews various studies which indicate that about 98% of the words in running text should be previously known in order for extensive reading to be effective.

In his Input Hypothesis, Krashen proposes that language acquisition takes place only when learners receive input just beyond their current level of L2 competence. He termed this level of input "i+1." However, in contrast to emergentist and connectionist theories, he follows the innate approach by applying Chomsky's Government and binding theory and concept of Universal grammar (UG) to second-language acquisition. He does so by proposing a Language Acquisition Device that uses L2 input to define the parameters of the L2, within the constraints of UG, and to increase the L2 proficiency of the learner. In addition, Krashen (1982)'s Affective Filter Hypothesis holds that the acquisition of a second language is halted if the learner has a high degree of anxiety when receiving input. According to this concept, a part of the mind filters out L2 input and prevents intake by the learner, if the learner feels that the process of SLA is threatening. As mentioned earlier, since input is essential in Krashen's model, this filtering action prevents acquisition from progressing.

A great deal of research has taken place on input enhancement, the ways in which input may be altered so as to direct learners' attention to linguistically important areas. Input enhancement might include bold-faced vocabulary words or marginal glosses in a reading text. Research here is closely linked to research on pedagogical effects, and comparably diverse.

Other concepts have also been influential in the speculation about the processes of building internal systems of second-language information. Some thinkers hold that language processing handles distinct types of knowledge. For instance, one component of the Monitor Model, propounded by Krashen, posits a distinction between "acquisition" and "learning." According to Krashen, L2 acquisition is a subconscious process of incidentally "picking up" a language, as children do when becoming proficient in their first languages. Language learning, on the other hand, is studying, consciously and intentionally, the features of a language, as is common in traditional classrooms. Krashen sees these two processes as fundamentally different, with little

or no interface between them. In common with connectionism, Krashen sees input as essential to language acquisition.

Further, Bialystok and Smith make another distinction in explaining how learners build and use L2 and interlanguage knowledge structures. They argue that the concept of interlanguage should include a distinction between two specific kinds of language processing ability. On one hand is learners' knowledge of L2 grammatical structure and ability to analyze the target language objectively using that knowledge, which they term "representation," and, on the other hand is the ability to use their L2 linguistic knowledge, under time constraints, to accurately comprehend input and produce output in the L2, which they call "control." They point out that often non-native speakers of a language have higher levels of representation than their native-speaking counterparts have, yet have a lower level of control. Finally, Bialystok has framed the acquisition of language in terms of the interaction between what she calls "analysis" and "control." Analysis is what learners do when they attempt to understand the rules of the target language. Through this process, they acquire these rules and can use them to gain greater control over their own production.

Monitoring is another important concept in some theoretical models of learner use of L2 knowledge. According to Krashen, the Monitor is a component of an L2 learner's language processing device that uses knowledge gained from language learning to observe and regulate the learner's own L2 production, checking for accuracy and adjusting language production when necessary.

Long's interaction hypothesis proposes that language acquisition is strongly facilitated by the use of the target language in interaction. Similarly to Krashen's Input Hypothesis, the Interaction Hypothesis claims that comprehensible input is important for language learning. In addition, it claims that the effectiveness of comprehensible input is greatly increased when learners have to negotiate for meaning.

Interactions often result in learners receiving negative evidence. That is, if learners say something that their interlocutors do not understand, after negotiation the interlocutors may model the correct language form. In doing this, learners can receive feedback on their production and on grammar that they have not yet mastered. The process of interaction may also result in learners receiving more input from their interlocutors than they would otherwise. Furthermore, if learners stop to clarify things that they do not understand, they may

have more time to process the input they receive. This can lead to better understanding and possibly the acquisition of new language forms.[11]Finally, interactions may serve as a way of focusing learners' attention on a difference between their knowledge of the target language and the reality of what they are hearing; it may also focus their attention on a part of the target language of which they are not yet aware.

In the 1980s, Canadian SLA researcher Merrill Swain advanced the output hypothesis, that meaningful output is as necessary to language learning as meaningful input. However, most studies have shown little if any correlation between learning and quantity of output. Today, most scholars contend that small amounts of meaningful output are important to language learning, but primarily because the experience of producing language leads to more effective processing of input.

Some of the major cognitive theories of how learners organize language knowledge are based on analyses of how speakers of various languages analyze sentences for meaning. MacWhinney, Bates, and Kliegl found that speakers of English, German, and Italian showed varying patterns in identifying the subjects of transitive sentences containing more than one noun.[14] English speakers relied heavily on word order; German speakers used morphological agreement, the animacy status of noun referents, and stress; and speakers of Italian relied on agreement and stress. MacWhinney et al. interpreted these results as supporting the Competition Model, which states that individuals use linguistic cues to get meaning from language, rather than relying on linguistic universals.[14] According to this theory, when acquiring an L2, learners sometimes receive competing cues and must decide which cue(s) is most relevant for determining meaning.

These findings also relate to Connectionism. Connectionism attempts to model the cognitive language processing of the human brain, using computer architectures that make associations between elements of language, based on frequency of co-occurrence in the language input. Frequency has been found to be a factor in various linguistic domains of language learning. Connectionism posits that learners form mental connections between items that co-occur, using exemplars found in language input. From this input, learners extract the rules of the language through cognitive processes common to other areas of cognitive skill acquisition. Since connectionism denies both innate rules and the existence of any innate language-learning module, L2 input is of greater importance than it is in processing models based on

innate approaches, since, in connectionism, input is the source of both the units and the rules of language.

Attention is another characteristic that some believe to have a role in determining the success or failure of language processing. Richard Schmidt states that although explicit metalinguistic knowledge of a language is not always essential for acquisition, the learner must be aware of L2 input in order to gain from it. In his "noticing hypothesis," Schmidt posits that learners must notice the ways in which their interlanguage structures differ from target norms. This noticing of the gap allows the learner's internal language processing to restructure the learner's internal representation of the rules of the L2 in order to bring the learner's production closer to the target. In this respect, Schmidt's understanding is consistent with the ongoing process of rule formation found in emergentism and connectionism.

Some theorists and researchers have contributed to the cognitive approach to second-language acquisition by increasing understanding of the ways L2 learners restructure their interlanguage knowledge systems to be in greater conformity to L2 structures. Processability theory states that learners restructure their L2 knowledge systems in an order of which they are capable at their stage of development.[18] For instance, In order to acquire the correct morphological and syntactic forms for English questions, learners must transform declarative English sentences. They do so by a series of stages, consistent across learners. Clahsen proposed that certain processing principles determine this order of restructuring. Specifically, he stated that learners first, maintain declarative word order while changing other aspects of the utterances, second, move words to the beginning and end of sentences, and third, move elements within main clauses before subordinate clauses.

Thinkers have produced several theories concerning how learners use their internal L2 knowledge structures to comprehend L2 input and produce L2 output. One idea is that learners acquire proficiency in an L2 in the same way that people acquire other complex cognitive skills. Automaticity is the performance of a skill without conscious control. It results from the gradated process of proceduralization. In the field of cognitive psychology, Anderson expounds a model of skill acquisition, according to which persons use procedures to apply their declarative knowledge about a subject in order to solve problems. On repeated practice, these procedures develop into production rules that the individual can use to solve the problem, without accessing long-term declarative memory. Performance speed and accuracy improve as the learner

implements these production rules. DeKeyser tested the application of this model to L2 language automaticity.

He found that subjects developed increasing proficiency in performing tasks related to the morphosyntax of an artificial language, Autopractan, and performed on a learning curve typical of the acquisition of non-language cognitive skills. This evidence conforms to Anderson's general model of cognitive skill acquisition, supports the idea that declarative knowledge can be transformed into procedural knowledge, and tends to undermine the idea of Krashen that knowledge gained through language "learning" cannot be used to initiate speech production.

Michael T. Ullman has used a declarative/procedural model to understand how language information is stored. This model is consistent with a distinction made in general cognitive science between the storage and retrieval of facts, on the one hand, and understanding of how to carry out operations, on the other. It states that declarative knowledge consists of arbitrary linguistic information, such as irregular verb forms, that are stored in the brain's declarative memory. In contrast, knowledge about the rules of a language, such as grammatical word order is procedural knowledge and is stored in procedural memory. Ullman reviews several psycholinguistic and neurolinguistic studies that support the declarative/procedural model.

Perhaps certain psychological characteristics constrain language processing. One area of research is the role of memory. Williams conducted a study in which he found some positive correlation between verbatim memory functioning and grammar learning success for his subjects. This suggests that individuals with less short-term memory capacity might have a limitation in performing cognitive processes for organization and use of linguistic knowledge.

Second language acquisition has been usually investigated by applying traditional cross-sectional studies. In these designs usually a pre-test post-test method is used. However, in the 2000s a novel angle emerged in the field of second language research. These studies mainly adopt Dynamic systems theory perspective to analyse longitudinal time-series data. Scientists such as Larsen-Freeman, Verspoor, de Bot, Lowie, van Geert claim that second language acquisition can be best capture by applying longitudinal case study research design rather than cross-sectional designs. In these studies variability is seen a key indicator of development, self-organization from a Dynamic systems parlance. The interconnectedness of the systems is usually analysed by moving correlations.
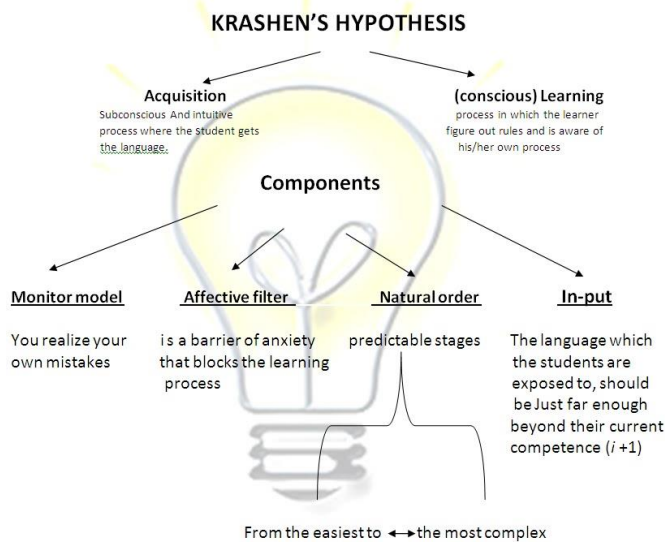
Theories and Models of SLA

INNATIST (Krashen)	COGNITIVE (McLauglin / Bialystok)	CONSTRUCTIVIST (Long)
✓ Subconscious acquisition superior to "learning" & "monitoring"	✓ Controlled /automatic processing (McL)	✓ Interaction hypothesis
✓ Comprehensible input (i+1)	✓ Focal / peripheral attention (McL)	✓ Intake through social interaction
✓ Low affective filter	✓ Restructuring (McL)	✓ Output hypothesis (Swain)
✓ Natural order of acquisition	✓ Implicit vs. explicit (B)	✓ HIGS (Seliger)
✓ "Zero option" for grammar instruction	✓ Unanalyzed vs. analyzed knowledge (B)	✓ Authenticity
	✓ Form-focused instruction	✓ Task-Based instruction

Summarizing, in this chart we can observe the main theories about learning a second language and its main characteristics.

When we learn our first language L1 we are likely it in a different context and in different ways from when we learn a second language L2. We are also likely to be a different age. Some differences about acquisition and learning a language will be show you in the next chart.

	L1 learning	L2 learning
AGE	Learning starts when the learner is a baby, continues through the early years of childhood, and lasts into adolescence for some kinds of language and language skills. Babies learn language at the same time as their cognitive skills develop. Learners are motivated to learn language as they need to communicate.	Usually starts in primary school and / or secondary school. It may also start or continue in adulthood. Primary learners are still developing many of their cognitive skills. Secondary school learners have already developed many of their cognitive skills by the time they start learning a foreign language. Their attitudes towards learning and learning the foreign language may or not be mature. Adult and some secondary learners may already have expectations about how languages should be learnt, may have

		past experience of learning a foreign language, and may or may not be fully motivated to learn the language.
CONTEXT AND WAYS OF LEARNING	By exposure to and picking up language, hearing the language around him/her all the time. By learning a lot of in chunks. By wanting and needing to communicate, that is to say, with strong motivation. Trough interaction with family. By getting lots of praise and encouragement for using the language. By hearing simplified speech. By rarely being corrected. Instead people often reformulate what the child has said.	Sometime through exposure but often by being taught specific language items. Often by focusing on structures and individual words. With strong, little or no motivation to communicate. The learner is not exposed to the L2 very much, often no more than about three hours per week.

KRASHEN'S HYPOTHESIS

Acquisition
Subconscious And intuitive process where the Student gets the language.

(conscious) Learning
process in which the learner figure out rules and is aware of his/her own process

Components

Monitor model
You realize your own mistakes

Affective filter
is a barrier of anxiety that blocks the learning process

Natural order
predictable stages

In-put
The language which the students are exposed to, should be Just far enough beyond their current competence ($i + 1$)

From the easiest to ←→ the most complex

Can't do even if guided

Can do if guided

Can do independently

Zone of Proximal Development (ZPD)

The zone of proximal development (sometimes abbreviated ZPD), is the difference between what a learner can do without help and what he or she can do with help. It is a concept developed by Soviet psychologist and social constructivist Lev Vygotsky (1896 - 1934). Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help or assistance. Vygotsky's often-quoted definition of zone of proximal development presents it as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers." Vygotsky among other educational professionals believes the role of education to be to provide children with experiences which are in their ZPD, thereby encouraging and advancing their individual learning.
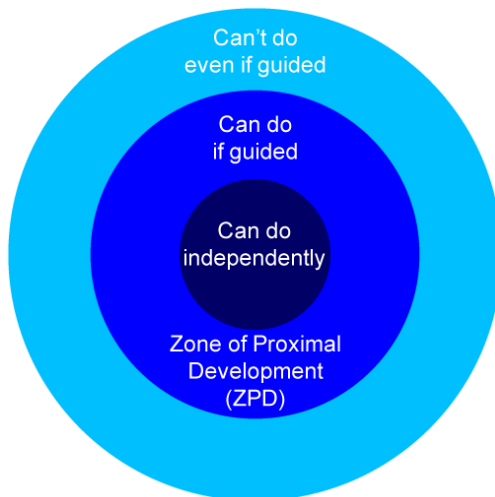
The concept of ZPD has been expanded, modified, and changed into new concepts since Vygotsky's original conception.
The concept of scaffolding is closely related to the ZPD, although Vygotsky himself never mentioned the term; instead, scaffolding was developed by other sociocultural theorists applying Vygotsky's ZPD to educational contexts. Scaffolding is a process through which a teacher or more competent peer gives aid to the student in her/his ZPD as necessary, and tapers off this aid as it becomes unnecessary, much as a scaffold is removed from a building during construction. According to education expert Nancy Balaban, "Scaffolding refers to the way the adult guides the child's learning via focused questions and positive interactions."[4] This concept has been further developed by Ann Brown, among others. Several instructional programs were developed on the basis of the notion of ZPD interpreted this way, including reciprocal teaching and dynamic assessment.

ANALYSIS AND OBSERVATION OF PROCESSES.

In language learning, input is the language data which the learner is exposed to. It is commonly acknowledged that for second language acquisition to take place there must be two prerequisites: L2 input available to the learners and a set of internal mechanism to account for how L2 data are processed (Ellis, 1985).

Interaction refers to exchanges in which there is some indication that an utterance has not been entirely understood and participants need to interrupt the flow of the conversation in order for both parties to understand the conversation.

Intake is the amount of a learner is exposed to a second language.

Output is the language a learner produces. Only when learners are "obliged" to produce comprehensible output otherwise comprehensible input alone is insufficient to L2 learning process.

To analyse the process input-intake-interaction-output, I will develop an example.

I am teaching connectors in my class, I planned the activities: first the explanation about what is a connector, second, the learners have to identify the connectors in a reading underline them. We infer the meaning of each connector that we found in the reading, they do a connectors' chart, we listened the reading's listening paying more attention about connectors' pronunciation, they answered grammatical exercises but, I feel, that with all this activities they work a lot but when they have to show what they learn, very few students get the knowledge and they can not use the connectors in a writing exercise. So, I think that they need to be more exposed to L2.

TEXTBOOK

Taking about English programms are several key points here. First, excepting a few of the earlier state programs, no program has been implemented with at least one complete generation of students. Rather than continuity and development, the implementation of the national program has been characterized by inconsistency and change. Second, the program has not been consistently evaluated. With the exception of the pilot phase (where the results were not widely disseminated to language education scholars), the rest of the programs have not been subjected to serious systematic evaluation. Therefore, changes in programs or strategies have not been supported by data from evaluations of previous programs. In addition, none of the programs has been agreed upon by the social or academic communities, nor open to their participation. Thus, changes in programs or strategies seem to have been the product of political interests or partisan concerns and/or interests neither related nor linked to social needs or long-term educational projects. Finally, the establishment of the PRONI, like the previous PFCEB, was carried out by its inclusion in documents related to management or budgeting issues or in agreements. Rather than launch this an educational program focused on academic goals, it was relegated to monetary issues.

Description of the Current English Curricular Framework Even though the PNIEB is not mentioned in the new program (PRONI), the curricular framework designed for the PNIEB is still the official English curricular framework. According to this framework, all students from third grade of kindergarten through sixth grade of elementary school, should receive 2-2½ hours of instruction per week, or roughly 100 hours yearly. In 2012, this was extended to incorporate the existing three-year middle/lower secondary school program that also receives 2½ hours weekly. This means that students should receive a total of 700 hours of instruction over ten years, grades K-9. The progression of students' level is shown in the figure below. In the Mexican system, the CENNI levels are based on the Common European Framework of Reference (CEFR) scale (Council of Europe, 2001), and students should progress from an A0 level to A2-B1 (called B1-) by the end of ninth grade (called 3o de secundaria).

As noted in the section on language policy, the English program was initiated as part of a broader educational reform. This reform reoriented the curriculum and pedagogy of all subject areas to a Vygotsky a sociocultural approach. In the case of English, the newer sociocultural approach incorporated elements of the previous communicative approach, which was based on the development of competencies. However, rather than define contents and learning objectives in terms of competencies, the sociocultural approach defines them in terms of social practices. These social practices – which extend the notion of communicative functions as linguistic categories – prioritize the activity or task being accomplished. Consistent with Vygoskyan theory, language is seen as a powerful meditational tool. The contents of the curriculum are organized according to these social practices, which are located within one of three contexts or environments: the community/family, literary/ludic, and academic. Hence, the curriculum represents a theoretically sophisticated approach to early second/foreign language teaching. This sophistication entails both advantages and challenges. On the plus side, it gives the teacher a great deal of autonomy for developing lessons that are relevant to the local context, since social practices should be defined in terms of the lived experiences of the students. Also, it de-emphasizes linguistic, and particularly grammatical elements, and instead asks teachers to get students to develop products for each unit of study, which lends itself to a more project-based approach. Finally, the contents of English class tend to overlap with other areas of the curriculum that students are studying in Spanish, which could potentially reinforce learning in other content areas.

Despite all the incongruities in which our government has fallen, and even against what most citizens believe, English teachers have made a great effort to bring, motivate, generate interest in our students towards the language English. We have made an effort to improve our teaching practice, to prepare and above all, the teachers have a social responsibility so high that it does not allow us to act against the good of any student.

THEORICAL BASIS ABOUT LANGUAGE, LANGUAGE LEARNING, AND LANGUAGE TEACHING.

HUMAN BRAIN AND LANGUAGE ACQUISITION

When Swedish scientists used brain scans to observe the new language learning process, they discovered that learning a foreign language can increase the size of the brains. Recent brain-based research studies have proved that people who speak more than one language fluently have better memories and are more cognitively and mentally flexible than monolinguals.
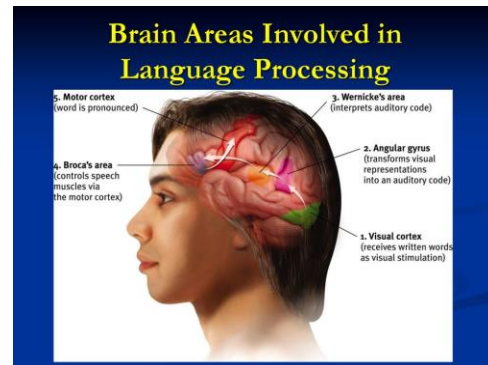
BEHAVIOURISM AND LEARNING

Behaviourism is a worldview that assumes a learner in the process of learning, responds only to stimuli. Ivan Pavlov in 1927 started his language learning experiments through "Classical conditioning". Pavlov demonstrated his assertions by the dog´s response to stimuli. This became a stepping Stone in the theories base don behaviour.

According to Skinner, there are two kinds of reinforcers, they are: Primary reinforces of those things like food and water and air. Secondary reinforcers or things like incentive, praise and promotion, etc.
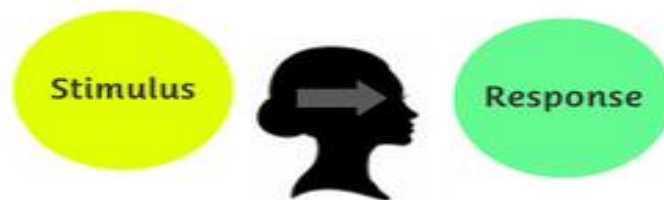
COGNITIVISM: UNIVERSAL GRAMMAR THEORY

The development of universal grammar theory was during a critical period. This theory is originally base on first language acquisition. It is closely related to cognition related psychology principles.

A baby can tell the difference between the words "mom" and "mat", without actually knowing what the words mean. The idea that explains this is known as "Universal Grammar Theory". This theory states that all children are born with an innate ability to acquire, develop and understand a language.

While different languages may have different kinds of grammar, humans have a natural tendency to learn and use them.
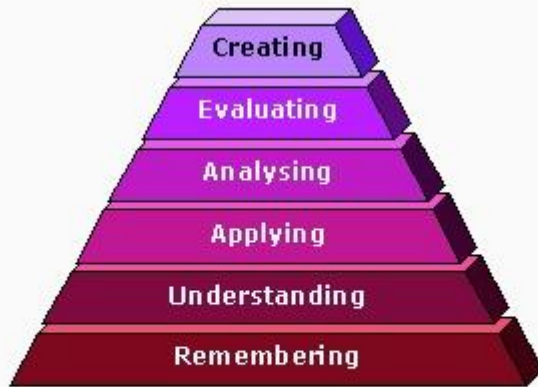
Revised taxonomy of the cognitive domain following Anderson and Krathwohl (2001)

This theory is not concerned "rules", it does not deal with the passive or relative clauses", or the interaction of various principles and settings for parameters.

Now, the common belief is that language has an inherent genetic component and the human brain can develop grammatical language, even without being exposed to it as a baby. The main credited with this revolution is MIT linguistics professor Noam Chomsky.

Noam Chomsky has made distinguished achievements in fields like linguistics, philosophy, intelectual history and international politics, etc. However, he is best known for his contribution to the field of linguistics. Chomsky established the world-famous transformational-generative grammar.

GESTALT THEORY

LEARNING

Gestalt became theories of main Gestalt Wertheimer, one of the main learning. The three theorists- Kohler, and Koffka
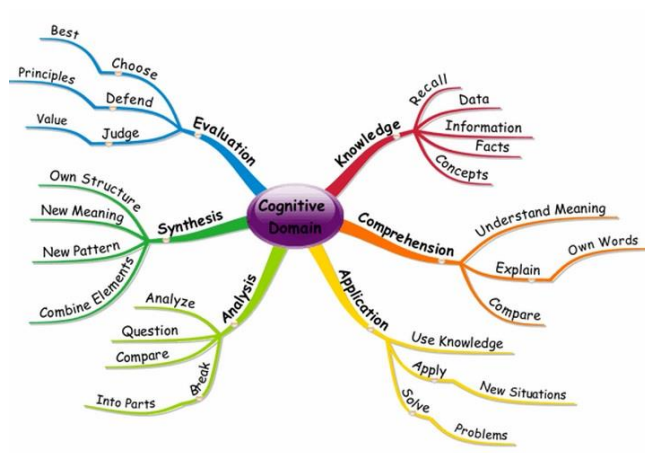
MODEL OF THE TEACHING-LEARNING PROCESS

were all Germans. The term "Gestalt" was coined by Graf Christian von Ehrenfels, whose ideas influenced the trio of theorists. The Gestalt theory proposes that learning consists of grasping of a structural whole and not just an impulsive, subconscious response to a stimulis.
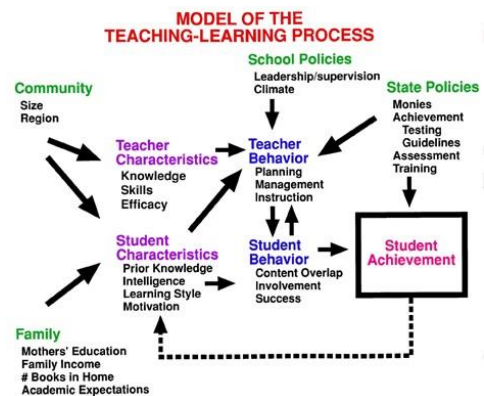
STEPHEN KRASHEN'S THEORY

First language acquisition generally refers to the natural learning of language which takes place in childhood, since birth; whereas, language learning, on the other hand, relates to structured and planned language instruction, as in school/college settings, at any phase of life.

Acquisition is a subconscious process of uninstructed, implicit and/or natural learning.

Learning describes the conscious effort to study to understand and acquire knowledge of grammatical rules that are associated with target language of education.

Krashen´s theory of second language acquisition consists of six main hypotheses:

- The acquisition learning hypothesis.
- The Monitor hypothesis.
- The Natural Order hypothesis
- The Input hypothesis
- The Affective Filter hypothesis.
- The Reading hypothesis.
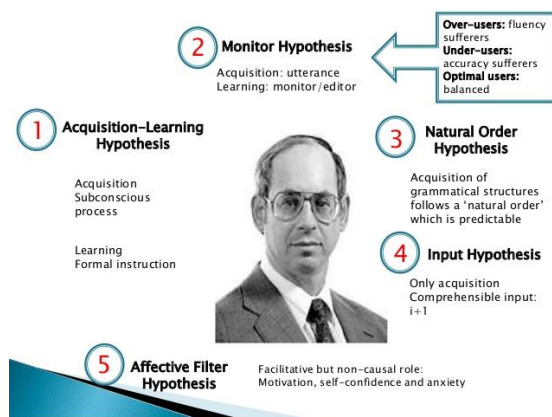
According to Krashen´s theory, the conducive way to learn a language is through natural communication.

As a second language teacher, the ideal for the teachers should create a situation where in language is used in order to fulfill real life every day activities and satisfy authentic purposes. This in turn, will help students to "acquire" the language instead of just learning it.

SCRIPT THEORY

Script theory is predominantly proposed to expound language processing and higher thinking skills.

It is interesting to note, to demonstrate this theory, a variety of computer programs have been developed.

Schank (1991) applies his theorical framework to story-telling and the development of intelligent tutors.

Shank and Cleary (1995) describe the application of these ideas to educational software. The central focus of Schank´s theory has been the structure of knowledge, especially in the context of language understanding.

2. METHODOLOGY AND PRACTICE

2.1.SYLLABUS

A syllabus is a document that describes what the contents of a language course will be and the order in which they will be taught. The content of a syllabus normally reflects certain beliefs about language and language learning. The next syllabus concerns to the third block of English IV according with SEP-SEMS. The next syllabus is planned to bachelor students of fourth semester, the teenagers students are difficult

SEP SECRETARÍA DE EDUCACIÓN PÚBLICA		Subsecretaría de Educación Media Superior Dirección General de Educación Tecnológica Industrial Subdirección de Enlace Operativo en el Distrito Federal Centro de Estudios Tecnológicos industrial y de servicios No. 10			
SYLLABUS					
IDENTIFICATION					
Institution: CENTRO DE ESTUDIOS TECNOLÓGICOS INDUSTRIAL Y DE SERVICIOS No. 10					
Teacher:	Nancy Beatriz Osorio Robledo				
Subject: INGLÉS IV	Semester: 4	Career: Laboratorista Clínico, Puericultura y Dietética	Periodo of application:	08 de abril al 31 de mayo	Date: April 2019 / May 2019.
			During in hours:	18	
FORMATIVE INTENTION					
OBJECT: The students build descriptions extensively using syntactic and grammatical elements, they can express suppositions and connect sentences and ideas using specific vocabulary, all of this considering communication as the main idea of the written speech development.					
Diciplinary Axis: Reading, Writing, Speaking and Listening.					

Component: Reading, writing and oral production as learning sources and practice. The importance of reading and writing production.	Main Content: The importance of learning grammatical structures.	Learning outcome: Students active their previous knowledge in adjectives, verbs, and vocabulary to achieve learning outcomes through communicative activities such as debates, presentations, and development of a project.	Expected learning outcomes: Students explain situations and interprets ideas using passive voice or conditionals.

Learning piece of evidence: Students write a short text about Nobel Prizes Awarded using the grammar structures seen in the semester.

Specific contents: Passive Voice.

Soff skill:	Self-understanding

Generic competency: 4. Student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools They communicate in a second language in everyday situations.

Dsciplinary competency: 4. Students produce texts to describe different situations.

Learning Activities
Presentation

Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation /	Duration
Present and divide list of irregular verbs. Explain passive voice structure.	The students realize flash cards of irregular verbs. And play basketball with them.	Board Book Dictionary Flash cards	Dictation	Summative	1:30 hours
Talk about Nobel Prizes.	Read aloud and record themselves.	Book Recorder	Recording		1:30 hours

	Answer Reading comprehension questions.				
REINFORCEMENT					
Note: The students have to use DUOLINGO.		TIC´s,	Dashboard	10% por parcial	

Learning Activities					
Practice					
Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation / instrument / weighting	Duration
Support to the students with listening and writing activities.	Students listen and answer exercises related with passive voice and Nobel Prizes Awarded.	CD Speaker Tape recorder Book	Rewrite sentences in passive voice.		1:30
Explain the project and divide the group in teams.	Students inquire about someone who has won a	Information Book Board	Rewrite their information in passive voce or		1:30
Reinforcement					
Note: The students have to use DUOLINGO.		TIC´s,	Dashboard	10% por parcial	

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Learning Activities					
Closing					
Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation / instrument / weighting	Duratio n
Assess the presentations and feedback	Do a power point presentation or poster about their research and present it orally.	Poster Power point presentation Projector Board	Poster or power point presentati on	Rubric	3 hours
REINFORCEMENT					
Note: The students have to use DUOLINGO.		TIC´s,	Dash- board	10% por parcial	

APPLICATIONS AND PROCEDURES

My project´s name is NOBEL PRIZES AWARDED and is a final project to fourth semester of bachelor at CETIS 10, The students in this course are teenagers between 16 to 18 years old, in this age is very important capture and holding their attention. The teenagers are intensely curious about their issues, they prefer active over passive learning, are interested in life´s problems and feel that everything involves them and have a need to convince others of their position. So it is important to plan active activities instead of passive, but in some occasions is very difficult because of the number of students per group and the space of classrooms is reduced.

The students of English IV take 3 hours per week of English, the partial consists of four weeks. Knowing the importance to develop the four abilities my activities are design to cover them taking into consideration the Cone of Learning. Where you can see the students will remember the active activities as watching a movie, sing a song, giving a task or doing real thing. Of course, without forgetting the Reading because is very important to understand English.

The Cone of Learning
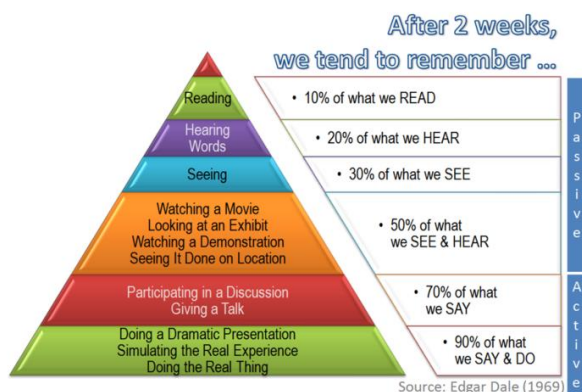
In this cone it observe that if teachers ask to students only read and centred the activities in answer the book, in the end they will remember 10% or 20% what they read. However, if ask them to do something, a film, a dialogue, a mimic, etc, they will remember 50% or more.

My Project consists in getting the students to be able to communicate in English Language using the grammar structures studied in class, they will develop their capacities to read, understand write and express in English. In this occasion, they will read, choose and investigate about Nobel Prizes, they will rewrite the information using the grammar structures seen in class and they will do an oral presentation in front of their classmates and teacher.

For my students getting to write a summary and speak about it, I have divided in five steps: first, they will realize a research about Nobel Prize awarded, to guide the research they will answer some questions: What is the Nobel Prize?, Where does it take place the ceremony?, How much do the winners receive? How many Mexican people have been Nobel Prize awarded?, How many Latin America people have been Nobel Prize awarded?. Second, They will choose one Nobel Prize awarded and research about him or her. Third, they will read the information aloud and record themselves. Fourth, we will resolve some writing and listening grammar exercises in our book. Finally, they rewrite the information about him or her Nobel Prize awarded and make a poster or power point presentation about Nobel Prize awarded

which they chose. All the activities are individual only the presentation is in teams, they will have to convince their team to use their investigation.

I will use informal assessment in teaching and learning classroom activities, for example, the research, interchange information with their classmates and homeworks. I will feedback my learners about what they can do and what they still need to work on. With the grammar exercises I use formal assessment because is very important for me to verify that they understand how write and use the structure. Finally, I assess the presentation with a rubric.

This project considers intercultural learning because the Nobel Prize awarded are people of all parts of the world, and the students will read, listen, write and speak about all of them.

My Project consists in getting the students to be able to talk about Nobel Prizes Awarded in English Language using the grammar structures studied in class. The grammar structures that that are studied Tag Questions, Conditionals and Passive Voice in present and past.

For learning the past participle of the irregular verbs I divided the list in teams, the students have to do flash cards. They realize a card with the verb in simple form, a card with the verb in past, a card with the verb in past participle and one more with an image. In such a way, that each student realizes 20 flash cards correspond to five different irregular verbs. Then, Use the flash cards to play basketball, memory etc. The assessment for this activity is with a dictation.

In this table, I show you a summary of the activities that we realized in class. We worked speaking activity with the presentation, the most of the students read their presentation but it is a good effort.

	Scheme A	Scheme B	Scheme C
Week 1	Grammmar	Conjugation verbs in past participle.	The students realize flash cards of irregular verbs in past and past participle.

Week 2	Reading Grammar	The students read about Nobel Prizes Awarded.	Ss read and record them, underline verbs in past participle. We play basketball with the flash cards.
Week 3	Listening Writing	Listen and answer exercises in the book.	Ss listen and complete a table. Listen and number the conversation. Ss rewrite the sentences using passive voice.
Week 4	Reading Writing	Read about Nobel Prizes Awarded. Choose one.	Ss research and choose a Nobel Prize Awarded. Rewrite the information about your Nobel Prize Awarded using passive voice or conditionals.
Week 5	Writing Speaking	Make a poster or Power Presentation.	Ss. Present their poster of power point presentation I front of the group and teacher.

Recommendations for evaluating learning outcomes in English IV syllabus

a) Identifying the Learning Outcome Based on the expected learning, the evaluation strategy considers different activities that students will do to achieve knowledge. The products are evidence that demonstrate students completed the expected apprenticeship.

b) Selecting the Different Evaluation Instruments. The instruments selected must allow the teacher to realize that the student has achieved the expected apprenticeship through the products. The criteria that are established to evaluate the knowledge will help to identify which evaluation instruments should be select according to the learning activities carried out by the

students and considering the criteria and levels of performance that are intended to achieved. The instruments can be checklists, observation guides, exams or rubrics.

c) Applying different types of evaluation. It is essential to identify the most recommendable type of evaluation to evaluate the learning process concerning the agents that participate as teacher evaluation, peer-evaluation, and self-assessment, as well as, the kind of assessment according to the moment (diagnostic, formative and summative).

Evaluation instruments: teacher establishes the criteria to use for evaluating individual and collective performance. These criteria can present the form of indicators and use instruments such as observation records, checklists, rubrics, portfolios, and exams.

Observation records: this instrument is a list that contains descriptors, which guide observation in the classroom, pointing out those relevant aspects.

Checklist: this list determined the outcome learnings and selected by the teacher, together with the students, they establish their progress in learning achieved.

Rubric: presents in the vertical axis, the criteria for evaluation and, in the horizontal axis, the value ranges applied in each criterion. The criteria represent what students mastered.

Exam: a test of a student´s knowledge or skill in a particular subject.

Portfolio-based assessments: are collections of academic work-for example assignments, lab results, writing samples, speeches, student-created films, or art projects-that are compiled by students and assessed by teachers in consistent ways.

Assessment moments

Educational diagnostic test: A diagnostic test is a test that helps the teacher and learners identify problems that they have with the language at the start of the course.

Formative assessment: refers to a wide variety of methods that teachers use to conduct inprocess evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessment help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning

standards they have not yet achieved so that adjustments ca be made to lesson, instructional techniques, and academic support.

Summative assessment: it is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Assessment Modality

a) Self-assessment: student self-assessment involves students in evaluating their own work and learning progress.

b) Peer-assessment: a learning technique, students evaluate their peer´s work and have their work evaluated by peers.

 c)   Teacher evaluation: it includes reviews of qualifications test of teacher knowledge, observations of practice, and measurements of student learning gains. Assessments of teacher quality used for professional growth of teachers.

Use of ICT for Learning

 Information and Communication Technologies are tools to assists learning besides;   teachers must have pedagogical, technological, communicative and emotional skills. Now a day, several educational platforms and free resources aid the learning process: Digital banks for academic activity, collaborative work and file sharing (One drive, Google Drive, Dropbox). •   Design and creation of digital learning objects (ODA). •   Construction of personal learning environments with methodologies such as PLE, MLearning, Flipped Learning. •   Use of common resources among different institutions through platforms such as Educational, •   Moodle, Blendspace, Web Quest. •   Preparation of reagents and tests through Google Drive or Exam View. • Linking contents and face-to-face classes to digital learning objects. •   Creation of complementary activities, video editing, and testing through team ranking in KAHOOT.

The following are didactic resources and useful tools for English IV syllabus, this aid to accelerate the outcome learning also teachers can reach different options according to their specific needs of their group.

Resource	Resource
Schoology.com	A learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allows users to create, manage, and share content and resources.
Rubistar.4teachers.org	A tool to help the teacher who wants to use rubrics but does not have the time to develop them from scratch. RubiStar provides generic rubrics that can simply be printed and used for many typical projects and research assignments.
Duolingo	The most popular language-learning platform and the most downloaded education app in the world, with more than 300 million users. The company's mission is to make education free, fun and accessible to all.
Learn English with music (Lytrans English)	This application will help students to learn English much more quickly by using music. This app can find the lyrics of the song while students listening to, they can read along when the music is playing.

Transversal Content

The inter-subject relation reinforces the students' training when the construction of meaningful learning is promoted in an organized way. It increases the positive impact of the content, divides the efforts of the academic staff and reduces the extra amount of work of the teachers in charge of the subject avoiding compromising the effort and commitment of the students. The attributes expressed about the expected learning outcomes allow an integral vision of two aspects:

• Multidisciplinary: For all the subjects. • Interdisciplinary: That includes some of the items.

Correctly, the reading and writing competency should apply the needs of other subjects. For example, if Chemistry needs to work on text in English, the student may use the knowledge and skills acquired.

Horizontal: It refers to the learnings as an articulate continuous process instead of a summative one. It means that the concepts learned should complement each other through the reactivation of prior knowledge.

With this project it is possible to work transversal content, the students can do a short text about their professional profile, the procedure will be the same, instead of realize a research they choose a reading or the English teacher could work with a colleague and they choose a reading.

DESIGN OF ASSESSMENT TESTING TOOLS FOR ACTIVITIES

The activities to assess are: Grammar exercises, games, reading aloud, write a short text, and oral presentation

LEARNING OUTCOME	ASSESSMENT MOMENT	TYPES OF EVALUATION	EVALUATION INSTRUMENT
Realize flashcards	Diagnose	Teacher evaluation	Checklist
Game	Formative	Teacher evaluation	Dictation
Recording	Summative	Teacher evaluation	Observation Records
Grammar exercises	Summative	Peer-assessment	Observation Records
Write a short text	Summative	Teacher evaluation Self-assessment	Observation Records
Oral presentation	Formative	Teacher evaluation Peer-assessment	Rubric

Rubrics for assessing Speaking

Here are some examples of rubrics at the end I will add the evaluation instruments that I use to my project.

An example of a rubric that can be used for assessing speaking.

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors.	S makes many errors in pronunciation but can be understood.	Speech is very difficult to understand or student responds in L1.
Fluency	S can effectively communicate in different contexts.	S can generally communicate in most situations.	S cannot communicate effectively in any situation.
Word choice	S uses appropriate words to express meaning.	S uses words or phrases to express simple meanings.	S speaks using unrelated words.
Usage	S makes minor errors in grammar and structure and can be understood.	S makes major or frequent mistakes in grammar and structure but it is possible to understand.	S makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors.	S responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary.

Assess Speaking Progress

- Assess speaking in both formal and informal situations.
- Keep track of each student's speaking progress.
- Identify strengths and intervention areas by assessing each of the following elements of speaking.
- Place a check (   ) next to the elements that are developing well.
- Place a cross (   ) next to the elements that need further attention.

Student's name _____ Class _____

Elements of speaking	Date: assessment	Date: assessment	Date: assessment	Date: assessment
Pronunciation/ Diction S is easy to understand. S makes few errors				
Fluency S speaks with ease. S can effectively communicate in different contexts				
Word choice S uses appropriate words to express meaning				
Usage S makes minor				

errors in grammar and structure and can be understood				
Ideas/meaning S responds with connected vocabulary and language to express ideas Response contains few errors				

Probably, the most appropriate moments to fill this chart may be at the end of each bimonthly term

To assess and give following to my students I use an excel sheet so in this page I realize my rubric.

Name of Winner	HERTA*	Curie	Frances	Svetlan	William	Randy	Rogers	Obama	Garcia	Mary*	Bob Dylan*
The complete team participates	2	2	2	2	2	2	2	2	2	2	2
Write a short text	2	2	2	2	2	2	2	2	2	2	2
Write two sentences by participants	1	1	1	1	2	1	2	1	1	1	2
Show image	1	2	2	2	2	2	2	2	2	2	2
Speak in english	2	2	1	2	2	2	2	2	1	2	2
Use grammar seen in class	1	1	1	1	2	1	1	1	1	1	2
cleaning	1	1	1	1	2	1	1	1	1	1	2
	10	11	10	11	14	11	12	11	10	11	14

Where the highest punctation is two and the lowest is zero.

3. EXPERIENCE REPORT

REAL EVIDENCES

List of irregular verbs.

GROUPS OF IRREGULAR VERBS

FIRST GROUP (CHANGE A - U)

1	BEGIN	BEGAN	BEGUN	EMPEZAR
2	DRINK	DRANK	DRUNK	BEBER
3	RING	RANG	RUNG	SONAR
4	RUN	RAN	RUN	CORRER
5	SHRINK	SHRANK	SHRUNK	ENCOGER
6	SING	SANG	SUNG	CANTAR
7	SINK	SANK	SUNK	HUNDIRSE
8	STINK	STANK	STUNK	APESTAR
9	SWIM	SWAM	SWUM	NADAR
10	SWING	SWANG	SWUNG	BALANCEARSE

SECOND GROUP (TWO WORDS, SAME SOUND)

1	BLEED	BLED	BLED	SANGRAR
2	BREED	BRED	BRED	CRIAR
3	BIND	BOUND	BOUND	ENCUADERNAR
4	CLING	CLUNG	CLUNG	AFERRARSE
5	DIG	DUG	DUG	CAVAR
6	FEED	FED	FED	ALIMENTAR
7	FIND	FOUND	FOUND	ENCONTRAR
8	FLEE	FLED	FLED	HUIR
9	GRIND	GROUND	GROUND	MOLER
10	HANG	HUNG	HUNG	COLGAR
11	HAVE	HAD	HAD	TENER
12	HEAR	HEARD	HEARD	ESCUCHAR
13	HOLD	HELD	HELD	SOSTENER
14	LAY	LAID	LAID	PONER
15	LEAD	LED	LED	LLEVAR
16	MAKE	MADE	MADE	HACER
17	PAY	PAID	PAID	PAGAR
18	SAY	SAID	SAID	DECIR
19	SELL	SOLD	SOLD	VENDER
20	SHINE	SHONE	SHONE	BRILLAR

21	SIT	SAT	SAT	SENTARSE
22	SLIDE	SLID	SLID	RESBALAR
23	SPEED	SPED	SPED	ACELERAR
24	STAND	STOOD	STOOD	ESTAR DE PIE
25	STICK	STUCK	STUCK	PEGAR
26	STING	STUNG	STUNG	PICAR
27	STRIKE	STRUCK	STRUCK	GOLPEAR
28	TELL	TOLD	TOLD	DECIR, CONTAR
29	UNDERSTAND	UNDERSTOOD	UNDERSTOOD	ENTENDER
30	WIN	WON	WON	GANAR
31	WIND	WOUND	WOUND	ENROLLAR
32	WRING	WRUNG	WRUNG	TORCER

THIRD GROUP (ONE WORD)

1	BET	BET	BET	APOSTAR
2	BID	BID	BID	PUJAR
3	BURST	BURST	BURST	ESTALLAR
4	CAST	CAST	CAST	TIRAR
5	COST	COST	COST	COSTAR
6	CUT	CUT	CUT	CORTAR
7	HIT	HIT	HIT	GOLPEAR
8	HURT	HURT	HURT	HACER DAÑO
9	LET	LET	LET	PERMITIR
10	PUT	PUT	PUT	PONER
11	READ	READ	READ	LEER
12	SET	SET	SET	COLOCAR
13	SHUT	SHUT	SHUT	CERRARSE
14	SPLIT	SPLIT	SPLIT	HENDER
15	SPREAD	SPREAD	SPREAD	EXTENDERSE
16	UPSET	UPSET	UPSET	AFLIGIR

FOURTH GROUP (END IN GHT)

1	BRING	BROUGHT	BROUGHT	TRAER
2	BUY	BOUGHT	BOUGHT	COMPRAR
3	CATCH	CAUGHT	CAUGHT	COGER
4	FIGHT	FOUGHT	FOUGHT	PELEAR
5	SEEK	SOUGHT	SOUGHT	BUSCAR
6	TEACH	TAUGHT	TAUGHT	ENSEÑAR
7	THINK	THOUGHT	THOUGHT	PENSAR

FIFTH GROUP (END IN T)

1	BEND	BENT	BENT	DOBLAR
2	BUILD	BUILT	BUILT	CONSTRUIR
3	BURN	BURNT	BURNT	QUEMAR
4	CREEP	CREPT	CREPT	ARRASTRAR
5	DEAL	DEALT	DEALT	TRATAR
6	DREAM	DREAMT	DREAMT	SOÑAR
7	FEEL	FELT	FELT	SENTIRSE
8	GET	GOT	GOT	CONSEGUIR
9	KEEP	KEPT	KEPT	GUARDAR
10	KNEEL	KNELT	KNELT	ARRODILLARSE
11	LEAN	LEANT	LEANT	APOYARSE
12	LEAP	LEAPT	LEAPT	BRINCAR
13	LEARN	LEARNT	LEARNT	APRENDER
14	LEAVE	LEFT	LEFT	DEJAR
15	LEND	LENT	LENT	PRESTAR
16	LIGHT	LIT	LIT	ENCENDER
17	LOSE	LOST	LOST	PERDER
18	MEAN	MEANT	MEANT	SIGNIFICAR
FIFTH GROUP (END IN T)				
19	MEET	MET	MET	ENCONTRAR
20	SEND	SENT	SENT	ENVIAR
21	SHOOT	SHOT	SHOT	DISPARAR
22	SLEEP	SLEPT	SLEPT	DORMIR
23	SMELL	SMELT	SMELT	OLER
24	SPELL	SPELT	SPELT	DELTREAR
25	SPEND	SPENT	SPENT	GASTAR
26	SPILL	SPILT	SPILT	DERRAMAR
27	SPIT	SPAT	SPAT	ESCUPIR
28	SPOIL	SPOILT	SPOILT	ESTROPEAR
29	SWEEP	SWEPT	SWEPT	BARRER
30	WEEP	WEPT	WEPT	LLORAR

SIXTH GROUP (END IN EN)

1	ARISE	AROSE	ARISEN	SURGIR

2	AWAKE	AWOKE	AWOKEN	DESPERTAR
3	BEAT	BEAT	BEATTEN	GOLPEAR
4	BITE	BIT	BITTEN	MORDER
5	BREAK	BROKE	BROKEN	ROMPER
6	CHOOSE	CHOSE	CHOSEN	ESCOGER
7	DRIVE	DROVE	DRIVEN	MANEJAR
8	EAT	ATE	EATEN	COMER
9	FALL	FELL	FALLEN	CAER
10	FORBID	FORBADE	FORBIDDEN	PROHIBIR
11	FORGET	FORGOT	FORGOTTEN	OLVIDAR
12	FORGIVE	FORGAVE	FORGIVEN	PERDONAR
13	FREEZE	FROZE	FROZEN	HELAR
14	GIVE	GAVE	GIVEN	DAR
15	HIDE	HID	HIDDEN	ESCONDERSE
16	RIDE	RODE	RIDDEN	MONTAR
17	RISE	ROSE	RISEN	LEVANTARSE
18	SEE	SAW	SEEN	VER
19	SHAKE	SHOOK	SHAKEN	AGITAR
20	SPEAK	SPOKE	SPOKEN	HABLAR
21	STEAL	STOLE	STOLEN	ROBAR
22	STRIVE	STROVE	STRIVEN	ESFORZARSE
23	TAKE	TOOK	TAKEN	TOMAR
24	TREAD	TROD	TRODDEN	PISAR
25	WAKE	WOKE	WOKEN	DESPERTAR
26	WEAVE	WOVE	WOVEN	TEJER
27	WRITE	WROTE	WRITTEN	ESCRIBIR

SEVENTH GROUP (END IN WN)

1	BLOW	BLEW	BLOWN	SOPLAR
2	DRAW	DREW	DRAWN	DIBUJAR
3	FLY	FLEW	FLOWN	VOLAR
4	GROW	GREW	GROWN	CRECER
5	KNOW	KNEW	KNOWN	SABER
6	SAW	SAWED	SAWN	SERRAR
7	SEW	SEWED	SEWN	COSER
8	SHOW	SHOWED	SHOWN	MOSTRAR
9	SOW	SOWED	SOWN	SEMBRAR

10	THROW	THREW	THROWN	LANZAR
11	WITHDRAW	WITHDREW	WITHDRAWN	RETIRARSE

EIGHT GROUP (SPECIAL)

1	BEAR	BORE	BORNE	SOPORTAR
2	BECOME	BECAME	BECOME	CONVERTIRSE
3	COME	CAME	COME	VENIR
4	DO	DID	DONE	HACER
5	GO	WENT	GONE	IR
6	LIE	LAY	LAIN	ACOSTARSE
7	OVERCOME	OVERCAME	OVERCOME	VENCER
8	SHEAR	SHEARED	SHORN	ESQUILAR
9	SWEAR	SWORE	SWORN	JURAR
10	TEAR	TORE	TORN	ROMPERSE
11	UNDERGO	UNDERWENT	UNDERGONE	SUFRIR
12	WEAR	WORE	WORN	LLEVAR PUESTO

Flashcards

KNEEL

ARRODILLARSE

KNELT

KNELT

KEPT

KEEP

GUARDAR

KEPT

Dictation after the game.

Here some evidence of Power point presentation and then a Poster.

Bob Dylan

RAMÍREZ GARCÍA KAREN JOSELINE.
RODRÍGUEZ GARCÍA SONIA.
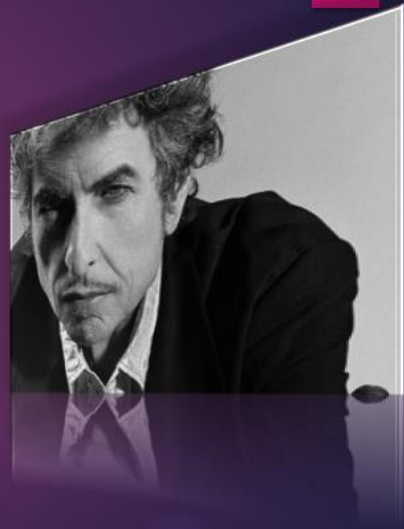
- ▶ If he had not had a motorcycle accident, he would have done a tour
- ▶ If he had received his prize in time, he wouldn´t have armed scandal
- ▶ If he had not written some songs, he wouldn't have won the Nobel prize for literature
- ▶ If he had won´t the Nobel Prize, he wouldn't have been so popular

With other group I worked transversality and they did vocabulary, first draft and they had to present orally too, but the time was not enough.

Evidence of the audio.

https://mail.google.com/mail/u/1?ui=2&ik=891f916d7c&attid=0.1&permmsgid=msg-f:1635429558479490325&th=16b23684c0580d15&view=att&disp=safe&realattid=f_jwi1jck42

https://mail.google.com/mail/u/1?ui=2&ik=891f916d7c&attid=0.2&permmsgid=msg-f:1635429558479490325&th=16b23684c0580d15&view=att&disp=safe&realattid=f_jwi1jcbl0

https://mail.google.com/mail/u/1?ui=2&ik=891f916d7c&attid=0.3&permmsgid=msg-f:1635429558479490325&th=16b23684c0580d15&view=att&disp=safe&realattid=f_jwi1jcib1

The student reads aloud three readings in her book and record herself, delivery her recordings in CD.

Passive Voice Past Simple

3 Rewrite the sentences using *Passive Voice Past Simple*.

Example:
They did the homework. The homework was done by them. (Affirmative)
They didn't eat pizza. Pizza wasn't eaten by them. (Negative)

a. I didn't write a poem.

b. My grandfather repaired the old clock.

c. John spent a lot of money at the casino.

d. The students didn't sweep the classrooms.

e. She wore a leather jacket.

f. You didn't sell your old car.

g. They kept the secret.

h. We didn't drive a Ferrari.

4 Write the sentences in *Passive Voice* in the correct order.

a. bought/ her / a new tablet / wasn't /by
b. Tom and Max/ eaten/ five / were / hamburgers / by / ?
c. were / baked / good / Mrs. Anderson /pancakes/ by
d. her / text messages / every/ by /were/ hour/ sent
e. by / Mr. Andrews / Physics / taught / was / ?

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- Do you know who Malala Yousafzai is?
- What did she do?
- Do boys and girls have the same opportunities to study in your community?

Malala Yousafzai

Malala Yousafzai, is a Pakistani student and education activist, who was born on July 12, 1997. She is known for her activism for girls' and women's rights, especially for her campaign to allow girls go to school. She was attacked on October 2012, victim of a gunshot by a Taliban gunman. She was given emergency treatment in Pakistan and then moved to Great Britain for more medical treatment.
She had two long operations on February 2, 2013. She had a titanium plate put over the hole in her skull and a cochlear implant so she could hear again.
Yousafzai is the youngest person to have won the Nobel Peace Prize. She was awarded the prize on October 2014, when she was just 17 years old.
On July 12 2013, at age 16, she made a speech at the headquarters of the United Nations, stressing the right to education for all and for human rights and peace and non-violence against terrorism and intolerance citing the proverb: "the pen is mightier than the sword". That October she was invited to meet President Obama and his family in the Oval Office.
She wrote a book about her life, *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, which was published on October 2013. The book was banned in Pakistani private schools.
The Taliban have said that they still want to assassinate Yousafzai.

Adapted from: https://en.wikipedia.org/wiki/Malala_Yousafzai

2 Answer the following questions.

a. When was Malala born?
b. Why is she popular?

c. When was she attacked?
d. What did she win on October 2014?
e. What was her speech about in the United Nations?

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4. CONCLUSIONS

REPORT AND ANALYSIS.

Study a Speciality is the best way to improve as much as English Teacher as the English level. For me have been an enriching experience. Since I have to teach English I had to plan lessons but with the speciality, I have landed many concepts and I have become in a best English Teacher. An example of this advance is my project I am so happy because the students were motivated in the classes, they participated and worked with enthusiasm, they could rewrite the information although they used conditionals and none of them use passive voice. I understand because in third block the time is so short and they are thinking only in holidays.

The speaking activity I covered it with the reading aloud with the intention when they have to present it orally, they will feel sure. The project put in practice the four abilities but if this project would be planned for two session more would be the ideal project and the students would get the objective and the teacher would close the activity.

5. APPENDIXES

Links

1. Welsch, Daniel. 2014. Los 10 phrasal verbs más comunes del inglés (y cómo usarlos). Recuperado de: www.youtube.com/watch?v=yW1GIM4Ud7s 36

2. Fast Brain TV [fastbraintv]. (2017, 26 de abril). PHRASAL VERBS más fácil, imposible, LESSON 32. [Archivo de video]. Recuperado de: www.youtube.com/watch?v=16_Ca37IDHI

3. Ochoa, Francisco [Francisco Ochoa Inglés Fácil]. (2017, 18 de julio) Lo que debes saber del presente perfecto en inglés – Muy fácil. [Archivo de video]. Recuperado de: www.youtube.com/watch?v=6ATj9Do_RL8

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5. Ochoa, Francisco [Francisco Ochoa Inglés Fácil]. (2018, 12 de junio) Lección 4 – Presente Perfecto vs Pasado Simple – Aprende a diferenciarlos. [Archivo de video]

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2. www..duolingo.com

3. wwww.rubistar.4teachers.org

4. www.busyteacher.org

5. http://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/comparativesuperlative- adjectives

6. El diseño de tareas para la clase comunicativa. Cambridge University Press, Available in:

7. http: www. anaheim.edu.com

8. Approaches and Methods in second language teaching. C.U.P Available in: https://aguswuryanto.files.wordpress.com/.../approaches-and-methods-in

9. www.lyricstraining.com (practice listening and vocabulary with songs)

10.www.agendaweb.org (learning activities)

11.www.englishforeveryone.org (learning activities)

12.www.englishexercises.org (self-evaluation learning activities)

13.www.quizlet.com (teacher´s tool for vocabulary practice)

14.www.famouspeoplelessons.com (biographies with learning activities)

15.www.englishforeveryone.org/Topics/Reading-Comprehension.htm (reading materials with comprehension questions)

16.www.esldiscussions.com/ (topics for discussion)

17.www.eslconversationquestions.com/english-conversation-questions/ (questions for conversation club or speaking assignments)

18.www.manythings.org/ (readings with audio)

19. https://englishteststore.net/ (format flash self-evaluation exams)

20. http://www.educarchile.cl/ech/pro/app/detalle?ID=206182

21. http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/lecturaextensiva.htm

22. http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/lecturaintensiva.htm

Digital material *for the* lesson

https://www.youtube.com/watch?v=uZLK_J2NfX0

http://eduteka.icesi.edu.co/estudiantes/2/44289

- Commonly-used   Irregular   Verbs   -   Part   1 (2:00)
  Video of Commonly-used Irregular Verbs - Part 1

- Commonly-used   Irregular   Verbs   -   Part   2 (1:41)
  Video of Commonly-used Irregular Verbs - Part 2

- Commonly-used   Irregular   Verbs   -   Part   3 (1:54)
  Video of Commonly-used Irregular Verbs - Part 3

- Commonly-used   Irregular   Verbs   -   Part   4 (1:46)
  Video of Commonly-used Irregular Verbs - Part 4

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A Brief Description of Second Language Acquisition. Available from: https://www.researchgate.net/publication/242579123_A_Brief_Description_of_Second_Language_Acquisition

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