UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"Creando ambientes de aprendizaje en el idioma"

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

IBETH PEÑA HERNÁNDEZ

ASESOR: ROCIO SALGADO PEREA

México, DF. a 21 de junio 2020.

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPOSAL FOR EDUCATIONAL INTERVENTION

"Creating learning environments in the language"

RECEPTIONAL WORK

TO OBTAIN THE DIPLOMA OF

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

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México, DF. a 21 de junio 2020.

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INTRODUCTION

As English teachers, students are expected to be promoted in their integral development, to respond to the demands of the 21st Century. Ensuring access to an international communication language is a priority of basic education. The English language has become the predominant language of communication in the world, within cultural and scientific communication. In order to bring Mexican students closer to understanding English, the teaching of the English language is proposed during basic education.

The English foreign language subject aimed at the initial grades of basic education (preschool) whose purpose is to promote student's familiarization and contact with English as a foreign language proposes that students become aware and familiarize themselves with a language other than mother tongue.

This paper presents the reflections on the contents experienced within the classroom at the preschool level, in the organization and application of the knowledge acquired at this time during "**Specialization in Teaching and Learning of English as a Foreign Language, online modality at Universidad Pedagogica Nacional".**

Giving a review of Language teaching methodologies, approaches, techniques that help the teacher to have the flexibility to use what is convenient for the group to learn and look for methods that are functional in their practice, according to what has been learned in this time.

This document shows the process to follow to carry out the successful planning of the activities to favor in the preschool students' skills and competences in the English language, when applying the concepts learned in the modules identifying putting into practice what has been learned in this specialty.

The application and results of the use of real contexts with varied colloquial structures bring students closer to learning expressions from native speakers, favoring listening to the language. This recognizes the importance of adding sociocultural, factual and contextual knowledge to our listening comprehension activities within the work plan. Highlighting that as teachers, our guide to carry out the different resources that will help our class must be in accordance with the needs and context of the class.

The importance of using the different types of reading, writing, listening and speaking, exercises developed online to attract students' attention and interest in language learning is discussed. Noting the advantage and benefit of development in the promotion of the work plan. And the wide range of possibilities for the development of any subject of interest of the students. To encourage active and cooperative learning between the classroom. The result of the application in the classroom work plan shows these principles with the help of technology, applying material to favor the interest of learning and material created by the teacher.

Within this work some definitions are synthesized that help us to understand the teaching of a language and culture. As well as the linguistic competence that includes the language without considering the knowledge of any culture. Unlike the communicative or sociolinguistic competence that focuses on learning the language, but an important part is knowing the culture to develop interpersonal relationships. Thus, activities are planned in a work plan for third grade preschool children with the purpose of developing intercultural competence where activities are promoted with information in the same language of the student and performing a combination of both languages to appreciate their own culture and to carry out sensitivity towards other people from other countries taking into account English as a lingua franca.

What is applied in the evaluation of students during this work plan is shown, where it is important to give students the opportunity to self-evaluate themselves to strengthen their skills that they put into play during this learning period, opening opportunities for evaluation through the student's portfolio. Different ways to guide and evaluate with "Rubric" as an evaluation instrument, attending Students need feedback to realize how well they are advancing in their language learning.

At the end of this period of application and reflection, the communicative competence that preschool students develop within the experiences worked with them is identified, taking into account what they can do according to their age, their interests, their learning possibilities and the favorable environments for teach a new language in this case English.

Evidence of what was done with this preschool group in the municipality of Atizapan de Zaragoza Edo. of Mexico, Mexico, is attached, since due to the pandemic that exists within the world, adjustments have been made to the work plan and emerging actions were implemented to carry out this last stage because it is confined throughout the country.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

The English language has become the predominant language of communication in the world, within cultural and scientific communication. In order to bring Mexican students closer to understanding English, the teaching of the English language during basic education is proposed.

Within the learning in this specialization, reflection is made on the implementation of what has been learned throughout this period. Recognizing the importance of classroom practice with pedagogical intervention in teaching the English language as a second language.

It is important to highlight that the teacher in front of the group has a very big commitment to his students to give the importance of linguistic immersion from the first years in the case of preschool education and to give continuity in the following years in basic education.

I am a preschool teacher and I have taught children between the ages of 3 and 6 years, for more than 10 years, during my work experience in basic education my philosophy, as a teacher has been forged between these years of work through experiences, practices, essays, beliefs, values and roles that I have taken within my profession.

And it is very important for me to have taken the online specialization within the national pedagogical university, the experience that is now part of me, to reinforced and changed teaching within the classroom by this significant learning period that has helped the transformation of new practices to improve student learning to learn a language in this case English.

In my experiences as a teacher for me it is very important to create learning environments through basic values for life and coexistence, since promoting them as part of group work makes peer learning enjoyable and the progress of the students is surprisingly of interest and communion between the teacher and the group.

Create rules in common agreement and let our students know that we are interested in what they will learn and open channels of communication to know the way of what is learned is for me to be a teacher. If we reflect when we have been students, we really expect a lot from the teachers, we hope that they recognize our tastes, our concerns, our interests and that as teachers they can help them to be good students of the subject. It is the teacher's responsibility to take the role that belongs to us, it is important to know the roles of students and teachers for the proper functioning of learning the English language.

The specialization has helped me to verify in teacher practice the roles of the teacher and I feel more committed to reflecting on my practice to achieve the learning that is implemented within the planning with the students to fulfill the main objective of learning a language.

As a mentor, the reflection of the skills and competences to be developed as a teacher, is the challenge so that within all classes activities that generate confidence and acceptance are carried out by generating a positive environment, it is important to retake the rules of coexistence, to listen to them. In addition, to speak, to promote learning and make the classroom culture inclusive for all students think it is an everyday task.

It is important to me to prioritize carrying out activities to know and understand themselves, cultivate attention within the class to have analytical minds, give confidence in their abilities to understand and regulate emotions, to accept themselves and the others, make decisions for themselves, show empathy towards others, in opinions and tastes, maintain interpersonal relationships and develop a sense of community.

Helping students learn with cooperative work in order to develop teamwork habits, it is important to apply it in my classroom, solidarity among colleagues are many of the actions that we must live in the classroom in order to transform the goals of our students and learn to function in the world by themselves without stereotypes or prejudices against society.

When carrying out these activities in the teaching spaces it is observed that cooperative work helps with peer interaction, students demonstrate more empathy with their peers, language plays a very important role, shared activities have been carried out and students themselves understand their classmates' explanations better, give each other confidence to perform Song dialogues students participate autonomously in their learning process. The environment that has been created is one of respect and courtesy between teachers and students and there are few students who hardly participate, they are giving time to do so at their own pace, some of them get involved using body language and are encouraged and congratulates to continue doing it.

One of the principles that I have as a teacher is to recognize the achievements of the students to help receive the learning and the students respond with motivation and confidence to participate safely. I like to observe the results obtained by congratulating and encouraging the students with some phrases that make them feel integrated and important.

I recognize that it is not an easy task and that every day we must have a clear mind and focus on our main objective the teaching of our students. Fixing these principles as part of our philosophy

is because we are committed to living it every day in our classrooms because it is part of us through the application and experience of what has been effective for teaching within the classroom.

I almost always used the game as the main technique, as well as songs, teamwork and teaching resources. For the response of the students in this preschool age, by applying this technique the students' response in the end several students wanted to participate with the activity, it was important to see the achievement and satisfaction of doing the activity. When we do new things in the group, students are encouraged to continue learning.

Other things learned within the specialty is the need to plan and select the appropriate materials that can be authentic and that impact the teaching of the language, apply digital media where the student can interact with what is being learned is interest to students. Making your own materials always meet the requirements of the demand on the subject. provide the impact to capture the student's attention.

I believe that working with the integration of all skills, listening, reading, writing and speaking, when teaching English as a second language, can have an effect on motivating students since, if they are hindered by any skill that is not fully developed according to their level of English, they could continue to be motivated in learning the language by the activities that cause them interest and feel comfortable knowing that they can achieve positive development by studying this second language and develop the skills little by little according to their needs.

Provide the opportunity for students to develop the skills of the social practice of language using the approach of textbooks, audios, teaching materials, multimedia, using real context, promote interest in the culture of the language learned etc. Applying all the skills within the foreign language and promoting natural environments for the practice of the contents, has given my practice the opportunity to meet the goal of language acquisition by developing the application of these bases during this specialization.

Although technological resources are difficult to obtain in some public schools and are a barrier to the development and implementation of these activities, it is necessary to find the means to create spaces and plan diverse activities, to stimulate the interest of students and challenge them with something new and this is achieved with the help of technologies.

Promote meaningful learning that helps students learn for life that they will face by developing language and communication skills in the English language. Create an active, participatory and

reflective environment towards language teaching. I think it is important to know the students to plan the classes with their own interests to make an enriching environment and that the students can come to the English class with pleasure to learn to do.

A new and important principle learned during the application of the plan based on knowing other cultures, guiding teaching in search of an end to learn English, is knowing the culture of the language learned, seeing the results obtained, it is now part of my teaching thanks to the specialty, in each class I try to encourage the reflection of this important reasoning towards others in the lessons of the plan. Because the results helped the reflection of the students, by being willing to learn about new cultures and recognize their own, it opens up a sense of belonging and acceptance for being more sensitive when speaking with others and respecting their different points of view within the classroom and knowing that not all of us think the same, as preschool children it.

Today it is part of my teaching practice to promote interculturalism within my lesson plans within the teaching of English, since what I experienced at this stage was helpful for my students to become interested in a purpose by recognizing in different facets the importance of to know the cultures, to be interested in knowing what they do in the country where the language is learned, that we are all different and that makes us special. By comparing cultures our potential to understand others is enriched.

When carrying out the work plan to promote intercultural attitudes within the classroom, it is important to recognize the actions of these specialization by listing the great openness of being attentive as teachers and transforming students' sensitivity when approaching other cultures, and recognize your own as valuable and feel part of it.

This opportunity gave guidelines for the reflection of always seeking learning as a teacher developing a cultural awareness. In order to have the ability to show our students how to develop open thinking, reinforce behaviors, attitudes in their students' personality to understand their culture and thus be sensitive and open to interculturality for the benefit of communicative practices among other speakers of the language to be learned.

Considering the impact of this acceptance of our culture and the knowledge of others, is important in the way that it will be reflected in the students how to appreciate the interest of this new language to carry out learning with pleasure, ease and acceptance of behaviors from other cultures studied.

One of the important principles for me as a teacher is to promote the values in my classroom, even when the children are young, I know that they have the sensitivity to grow and live applying what makes them feel good, when they take attitudes to improve the coexistence in the classroom, or are interested in making someone feel good, they respect turns, share their emotions or feelings, I know that a favorable environment is being created for teaching and learning. In harmony you learn and work with minds open to knowledge.

1.02 THEORY UNDERLYING YOUR TEACHING PRACTICE AND IDENTITY

Classroom management and organization

The rules within the classroom are always respectful participation empathy, between classmates and teacher. Collaborative work, participation in teams or group is often worked; the students always sit in the places they prefer and I try to walk around the classroom to monitor the work tables, the classroom is very small but I always try to accommodate for the students to observe the board and use different points to capture their attention inside the classroom for example, the audio horn, sometimes the students help me to place the "play" I move it to the place where they are. And in the established times for the class I am flexible if the students are interested in what is done and it takes more time to leave them working on that.

Motivational techniques

Motivation is very important to learn a new language. Inside the classroom the participatory part is reflected by giving words of encouragement to the students, although it seems a very simple action to give them the answer "very good" "you are very intelligent" "you are doing very well" are phrases that make the students Active participation. Since it helps to have confidence in what is done. In a new language I think it is very important to motivate students, because the degree of difficulty may be different for some students and if they are not motivated, they are hardly interested in the new language. Sometimes my students are rewarded with very simple objects at the end of a collaborative game activity. Giving the prize to the winning team. And reflecting on how I can earn points for my team. It is commented in group, "you have to be more attentive" "repeat the words to memorize them"; Another form of motivation in my classroom is to plan activities that attract the attention of children by bringing teaching materials that help them make the activity easier and learn new concepts. Thus, some of the factors that determine to use different techniques give the opportunity to have interest in the English class. According to the

students' tastes. Watching my students, the game in English class cannot be missed, sometimes I repeat the game, but with different themes and for students it is still interesting. The variation of the games helps to give new approaches and knowledge to learn. When applying them I have noticed that you can adapt any common game for the theme that is needed. I have also tried to perform new techniques that I thought the students could not do and I am surprised at the results because the age of my students is 4 and 5 years and I have learned not to minimize their ability, such as songs, dramatizations, written exercises with the adjustments for their age and ability to achieve.

Assessment philosophy

The evaluation in preschool is always qualitative, so when evaluating my students, it is always through observation, the achievements and the difficulties for which the students respond to the work done.

Taking the necessary instruments to record progress and difficulties. Being in turn a formative evaluation that analyzes and improves educational processes. In the classroom when working in teams I like to perform the assessment because when reflecting in a group, you learn from others and from mistakes, at first it is difficult but students start to become more critical and reflective to evaluate how they learn. And finally, on some occasions the students evaluate themselves as is their participation in class.

Personality is another teacher role, where they are mentioned, some common personality types include authoritarian, affiliative, aggressive, and cooperative.

I think, I consider myself a teacher who likes to be active in class, we do a bit of everything, we dance, we sing, we work to comply with the rules of the classroom. We learn, evaluate and reflect together. I like to have fun with my students, doing new activities, and listen to my students, it is one of my favorite parts, I like to promote respect in them at their young age, so they can always work as a team and see the needs of the students. In addition, to support those who need it, I believe in peer-to-school learning, but I also like to promote the values that at this age begin to be known when working with different people and live in harmony. I like to make my students think with challenging activities and see the students' satisfaction of recognizing their achievements.

I believe that within the classroom we always have a variety of students, personalities, styles and learning rhythms. On some occasions I have had more students with the same type in one of the classifications and so on others. Varying the planning for teaching.

I think you can achieve positive interactions in the mix of combinations.

In some cases it can be more difficult, than in others, but it could be achieved by taking actions according to what the student needs, perhaps because in preschool the types of personalities are not so marked by the young age, but it is easier work on the demand of the students since the figure of the teacher is still respectable and they are malleable in teaching. Students are willing to ask for their participation and it is easier to encourage them to have positive attitudes to carry out the activities. Those who have little participation can try to do it if they are encouraged, those who are very active help as a guide or monitors in the activities, those who are dependent on the teacher are put on a monitor and so because of their young age they interact more easily.

On some occasions, it is challenging to make these adjustments and the point that was always planned is not reached or its execution is delayed. But trying new ways of giving the class makes the new work that perhaps was not believed to work. The commitment for our students to learn helps the execution of new teaching techniques considering the needs of our students.

As techniques in my classroom I use games, it is a way to learn and have fun. For students it is a way of motivation and participation when working with this. I use the TPR activities with songs combined with movements to catch the attention of my students since at this age it is very short, and they are easily distracted. The combination of these techniques in the classroom helps to achieve the development of communication in English according to their level, ability and age. I think it is important to look for the benefits of the methods, and look for a personal method to apply in our classroom and will reflect the needs of our students to increase language learning.

I also use CLT in my class. I emphasize that the characteristics of Communicative Language Teaching help me to remember that it is important to recognize the learning styles of our students, that mistakes are part of our natural outcome for the development of communication skills, that feedback from the teacher is basic, the role of the teacher is to be a facilitator and guide, that the teacher should encourage students to build a genuine interaction between classmates and the teacher. Use authentic material. During the activities the teacher is an advisor, the learning environment of the students must be of cooperative, cooperation and a participatory attitude. That brings us closer to a socio-cultural theory inspired by Vygotsky, which says that languages are learned as a result of interactions between social and cognitive factors.

Language teaching has a great variety of methods that allow us to give a broad overview of the different variants between each of these. Analyzing what would be the best method for teaching and applying it to the classroom, we reflect on the fact that there is no single method. However, there is the opportunity for the teacher to look for the best option for teaching their own students,

analyzing their needs and applying what is convenient for the advancement of the goal that is had for teaching English.

A complement in the teaching of the language is to use the necessary techniques to attract the attention of the students in the classes. It is important to vary the techniques to know which ones promote interest within the classes and make the students' learning more effective.

In my practice in the classroom because of the age of my students, it is difficult to take a defined method, analyzing my practice I believe that, the principles of the Direct Method are the ones that most suit my class, I use pictures to teach ideas and vocabulary, because of their young age the rules of grammar are not taught directly, to bring them closer to reading and I am the teacher who reads. And even I also use simple language or miming, sometimes I translate for them the instructions or what must be done, and there I use the Grammar Translation Method, we memorize vocabulary through flashcards. I think it is important to look for the benefits of the methods outlined and look for a personal method to apply in our classroom and will reflect the needs of our students to increase language learning.

Mexican teaching needs

The needs that I have identified within the language teaching at the preschool level. They have to do with the little seriousness that exists in this educational level about the teaching of a second language, the continuity of the teaching of L2 for the next level, the commitment of teachers to continue preparing to implement new materials, techniques, and meet the needs of our students. The lack of actions to make English a priority in our curriculum in government schools. The little support for the implementation of a second language in basic level with lack of preparation and updating of teachers and materials within the classroom.

It is important to update teachers to implement new ideas and trends as well as the application and use of technology for knowledge development. Teachers must respond to the needs of our students; it is necessary to have the desire to update ourselves and change what has stopped working and undertake new proposals for the improvement of teaching in the English language. Seek the approach of the curriculum to make new materials for the support of our teaching practices. And it makes the students' learning significant. Keep in mind the need to have students prepared to face the new challenges of today.

The three schools that are identified in the history of SLA Behaviorism define as a school of psychology that bases learning on the interaction between a stimulus and response. The basis for his assertion is that speech occurs before writing. Generative linguistics attempted to explain

the underlying rules of the NSs' complex grammar, and the Sociocultural Theory that says Languages are learned as a result of interactions between social and cognitive factors.

The importance of being able to reflect and highlight what each of these schools can bring to the benefit of teaching in our students, and apply according to the needs that arise in our classrooms, helps to have a balance because each one has a inclination of which when teaching can be useful in different fields. In preschool, considering the ability to speak before writing is very similar to how we learned in our own language, and it is the natural way to acquire the language we are studying, and take into account that the result of social interactions and cognitive processes and Working on the development of this give advancement of visible results in the classroom.

Behaviorism and Structuralism

Behaviorism	Structuralism
o See language acquisition as a process of habit formation. o Tradition originates from the field of psychology. o Is a theory of learning. Humans learn as a result of receiving both negative and positive reinforcement after responding to a stimulus. o Learning requires multiple stimulus-response opportunities. o Learning is a reiterative process between stimulus-response. o Does not focus explicitly on second language (L2) learning. o Bloomfield explains the development of language. He argues that language is speech not writing. o Students have already learned "habits" that are specific to their L1.	o See language acquisition as a process of habit formation. o From the field of linguistics. o Language was conceptualized as complex structures. o Reject any "mentalist" approach that took account of the user as a creative generator of language. o Describing aspects of language: phonology, syntax and morphology.

o Learners are faced with the task of developing new sets of habits that are specific to this language. o One teaching approach that was developed during that period was *audiolingualism.*	

Generative linguistics

Relevant points
o Emerged in 1960, gained popularity in the 1970's and 1980's.
o Argues that language could not be explained as simple responses to stimuli.
o Focus on the principles governing the underlying processes of language performance.
o Attempted to explain the underlying rules of the Nss complex grammar.
o Sees language development as conforming to a set of principles which are universal in nature, and learners as actively engaged in creating and testing hypotheses about language.

Sociocultural theory

Relevant points
o Theory of learning and of human development.
o It has been inspired by Lev Vygotsky.
o Language are learned as a result of interactions between social and cognitive factors.
o Have led to the investigation of cooperative learning, construction of meaning and sociocultural variables.
o Looks at how the environment and the mind interact to shapelanguage development.

Contrastive Analysis Hypothesis CAH

Relevant points
o It was believed that systematic comparisons in L1 and L2 could inform teaching practices.
o Teachers to be able to identify areas of difficulty for their learners.

o This knowledge could be used to design lessons and activities that would benefit their learners.
o Produce exhaustive descriptions of the similarities and differences among the languages of the world.
o Given two languages, predictions could be made as to the specific difficulties the learners would encounter.

Cross-linguistic influence

Relevant points
o Cross-linguistic influence encourages teachers and researchers to investigate the role of previous and different linguistic knowledge.
o Focus on the influence the other language(s) can have on the morphology, the phonology, and the syntax on the target language.

Krashen's theory of Second Language Acquisition

Relevant points
o Stephen Krashen in the 1970's.
o Language is viewed as **information processing.**
o The processing of information takes place at the cognitive level.
o Information processing models investigate humans' processing of language.
o Through inference, analogy, and other explanatory tools.

Hypotheses of the Monitor Model.

The Acquisition/Learning Dichotomy.	The Monitor Hypothesis	The Natural Order Hypothesis
o Krashen o He believes that **acquisition** is a subconscious and **incidental** process.	o Learners also use their learned knowledge to test or verify. o By monitoring their language production, they can modify their output.	o Krashen proposed that children acquire morphemes in a fixed and predictable order. o If the learners have not yet acquired a simpler

o Learners can develop language incidentally and implicitly o **Learning** is a conscious and intentional process. o In the case of learning, language development is an explicit process. o Learners can develop language incidentally and implicitly.	o Focus on form, knowledge of the grammatical rule and time.	structure, they will not be able to acquire a more complex one.

Zone of proximal development. ZPD

It is a tool to understand how our students develop language using and negotiating the construction of spaces between students with a more capable one among peers.

"Any function in the child's cultural development appears twice [each on a different plane]. First it appears on the social plane, and then on the psychological plane. In other words, it first appears between people as an interpsychological category, and then within the child as an intrapsychological category" (Vygotsky, Mind in Society: The development of higher psychological processes, 1978) He was more interested in the learners' proximal development, what a learner could do under the guidance of a more expert peer .If the learner is already able to perform a task, it means that knowledge that was once made available on the social plane (inter-mental) is now internalized (intra-mental) level. Understanding changes from inter-mental to intra-mental can reveal a lot about our learners' linguistic knowledge.

Vygotsky maintained that the ZPD is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, Mind in society: The deveploment of higher psychological processe development, 1978) It is a fluid concept that is negotiated between people.

By applying this new learning within the planning, it is integrated through, the work between pairs selecting the teams to intervene with the purpose of creating an environment of cooperation and

observation of how my peer does it and thus imitate what is being observed, joins to reflective questions so that it can be applied by the observer students later by themselves. It is also a great help to model as a teacher for the students because they have the same function and the results are favorable for solving problems that go from imitation to become their own.

The following describes and analyzes the realization of the application within the classroom of the concepts described above and how it worked with the students when observing the teaching intervention.

Exposing students within the classroom to different activities either orally or in writing is an effective way to bring students closer to the target language. Listening to the teacher, classmates, using textbooks, materials, stories, audios, videos inside and outside the classroom helps expose students to be using input for language development. Within these days, activities involving different types of input were planned to experiment with the group on the different variants. Videos, audios, storytelling and games organized with printed material were used. Students showed interest in participating in the variety in which they were exposed, but greater interest in the visual is noted since several students with these learning characteristics are identified.

Within the classroom, ZPD is used as part of the realization of the following activity, where mixed students are guided by a competent peer.

At the end, from other previous sections the importance of communicating and supporting teamwork with students was applied and evaluated. The students are asked about: What did you learn from your partner? The teacher helps to observe what was worked on. The students commented in their reflections recognizing the importance of helping in the team, the students observed that with the help of the classmates it was easier. Reference to "[collaborative] processes where the dynamics of the interaction itself shape the nature of the feedback and inform its usefulness to the student" (Thorne, 2006)

In preschool many students are shown with the interest of helping their classmates by giving those who are at the front how to solve the problem, showing the way, giving the answer, advising how to do it, and it is important as teachers to recognize that this is part of the learning experience that marks our students and that we limit it many times by saying: "do not help him", "let him do it alone", "is the question for him", and at older ages it is difficult to return to the interest of supporting your classmates or be open.

The Input Hypothesis

Relevant points
o   Learners will acquire structures in a specific and predictable order.
o   Krashen suggested that language is acquired through exposure to **comprehensible input.**
o   Learners should be exposed to by *i +1*
o   Expose our learners to materials that are neither too easy nor too cognitively challenging, but at a level that is challenging enough and that keeps our learners motivated.

When implementing Input Hypothesis in the classroom I think it is a benefit to always think that increasing the degree of difficulty in the activities carried out for learning is part of the motivation of the students, and I have noticed that in order to understand what is required of them It puts more alerts to follow the indications and carry out the slogans that are requested by solving in an assertive way. And although not in all students it turns out that way. I have also had the experience of leaving the activities without any degree of difficulty and students do it, but there is no motivation to have achieved what was the result with the challenge of concluding it and having the satisfaction of solving it thinking and achieving it. I think it is a motivation so that in the long run the students can have the desire to reach English class because they are motivated to achieve it and feel confident that if they strive, they can have satisfaction in acquiring knowledge. On the other hand, I have had the experience of having high slogans for some students with different learning rhythms and I have noticed the disappointment of not achieving what is being asked, in some of the anxiety as well as the lack of interest. It is here that we also experience what Krashen proposed the Affective Filter hypothesis: He believed that when students are nervous or anxious, their affective filter is high or up. If students are comfortable and calm their filter is lower.

Affective Filter Hypothesis

Relevant points
o   L2 learning may take place through exposure and practice.
o   Krashen proposed various factors that are bound to influence the learning process in both positive and negative ways.
o   These factors affect how we learn an L2. These include motivation, attitude, confidence, and anxiety.

> - Krashen proposed the Affective Filter hypothesis: He believed that when students are nervous or anxious, their affective filter is high or up. If students are comfortable and calm their filter is lower.
> - To lower the affective filter, teachers need to create comfortable language learning contexts.

To lower the level of affective filter, teachers need to create a comfortable context for language learning. And give confidence to students who need it, to motivate participation, start safely and be able to achieve it for themselves. The words of encouragement help the reaction of the students, because when applying it in my classroom I see how they try and have the confidence if it is not, I can try again, the advantage of the age of the students in preschool helps to spontaneous participation, leaving behind the fear of being wrong. It is experienced that congratulating and recognizing their achievements helps them to have motivation and confidence for future participation.

In some students they are like magic words and are more interested in the class and participate in it. In other students' participation is observed for the interest of using the materials and although they do not have the correct answer, it is observed how the students correct their mistakes when participating in the activity. Giving confidence again to participate and learn at the same time.

It reflects on the importance of maintaining the Affective Filter hypothesis helping with the trusted environment for language learning. Giving students the opportunity to change anxiety or nerves for a calm environment to learn and participate. Give security to be confident and increase language development.

When experimenting in the classroom (i + 1) it is not always so simple because of the great variety of students that are counted in the classroom, but the importance of regulating effectively according to the needs of the students resulted in my practice Desire for satisfaction of personal achievement in many students taking interest in the future English class, asking teacher when will the English class be? My learning from this experience is to consider knowing how students learn and thus take into account how to graduate for all of them, without raising too much or without applying any degree of difficulty. And that is the difficult task, since there are usually many students in the classroom and to diversify it is not always so simple, planning and implementation is required to achieve the objective.

The need to modify or adjust in practice is known as knowing the needs of students, their interests, ages, learning styles, motivational factors in order to apply the necessary strategies for the advancement and development of language.

The interaction Hypothesis

Within the classroom, students have the opportunity to learn from their peers, building knowledge among them and solving questions helps them clarify doubts they may have, this is reinforced by the activities carried out by separating students to work in peers or small teams. Within the classes of these days I could see how important it is to give the time to reinforce among the student's concepts worked with a purpose using different types of materials and capturing the attention of the students. Using some concepts to interact among students and acquire in the case of my work plan the vocabulary that was implemented for the lesson. "Emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality," (Brown, 1991)

Opportunity is given in the planned activities to divide the group into small teams for the implementation of the activities, giving the opportunity to carry out analysis among the students to solve the problems raised in the lesson with constant questions to reflect and bequeath the result. The group is asked to compare their answers so that they themselves discard their hypotheses using the material that was prepared for the lessons, and sometimes work it and use it in different skills. The teacher observes the students to use them as monitors in the following activities and thus cooperative learning is accomplished.

Intrinsic motivation

Within preschool the motivation with which students work in learning English is mainly intrinsic motivation, most students react to opportunities to work and communicate with each other with great enthusiasm, when doing activities with their classmates motivates to participate among them and the variety with which the directed game is worked gives them the opportunity to associate with others with the purpose of relating to each other. In my classroom, there is a student who attends English classes in the afternoon and sometimes shows his interest in listening to the class more carefully. Thus, other students show interest to participate in the class in the activities to take the puppet or help in reading stories; It favors their age because the new causes them curiosity and interest. Because there is no grade for preschool. In preschool, they are small to think about the future benefits of a second language when they work or earn more money. It is an age where the instrumental motivation is not yet visible at a young age, students

are questioned about how many students have families living in the United States, there were two students who comment that they have uncles living in the United States but do not visit them or they do not see them. One comments that sometimes he talks to his mother, for that part there is no motivation for the student to learn English because there is no reason to move to another country and learn the language. Another barrier is the parents' little interest in acquiring a new language. Many of them just finished high school and hardly think that their children will finish a career because of several factors, the main one is the economy.

Analyzing these points has helped me identify the needs of my students and thus move the interests to give the opportunity to search for strategies so that the language is an important part in language learning. Some surveys have been applied to find out what parents expect about teaching English, and parents have been summoned to support the material at home to work and reinforce what has been seen in class. The response of some parents and the progress of the supported students have been seen. It is observed that motivation must be constantly given so that it can be a shared work and progress is achieved.

LANGUAGE TEACHING METHODOLOGIES, APPROACHES AND TECHNIQUES.

An **approach** is the "theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical.

A **method** is "a generalized set of classroom specifications for accomplishing linguistic objectives" focused on the role of teacher and student, sequencing, materials and how they can be used in many different learning contexts.

Techniques are the specific types of exercises or activities used in class for the purpose of reaching pedagogical goals. Techniques are actually quite easy to talk about, because they are the specific things that we do in class, and we can usually figure out if they "worked" or not. However, what we do not often examine is the WHY in determining whether they work or not, and what belief that determination is based on. Often techniques are created based on certain approaches.

The Grammar-Translation method
- ✓ Approach to vocabulary also relies on the study of cognates
- ✓ For an illustration of a typical way this method deals with the teaching of grammar.

Direct Method
- ✓ Were during the late 19th century. Aural (heard) and oral (spoken) aspects of learning a language are more important than reading and writing for this method.

- ✓ Language is connected to words which are produced orally and perceived by the listeners.
- ✓ Language is about communication
- ✓ Using pictures to teach ideas and vocabulary can help both teachers and students use the target language
- ✓ Enable them to avoid using translation in the classroom.
- ✓ Teachers teach the grammar orally using the target language or using visual presentations.
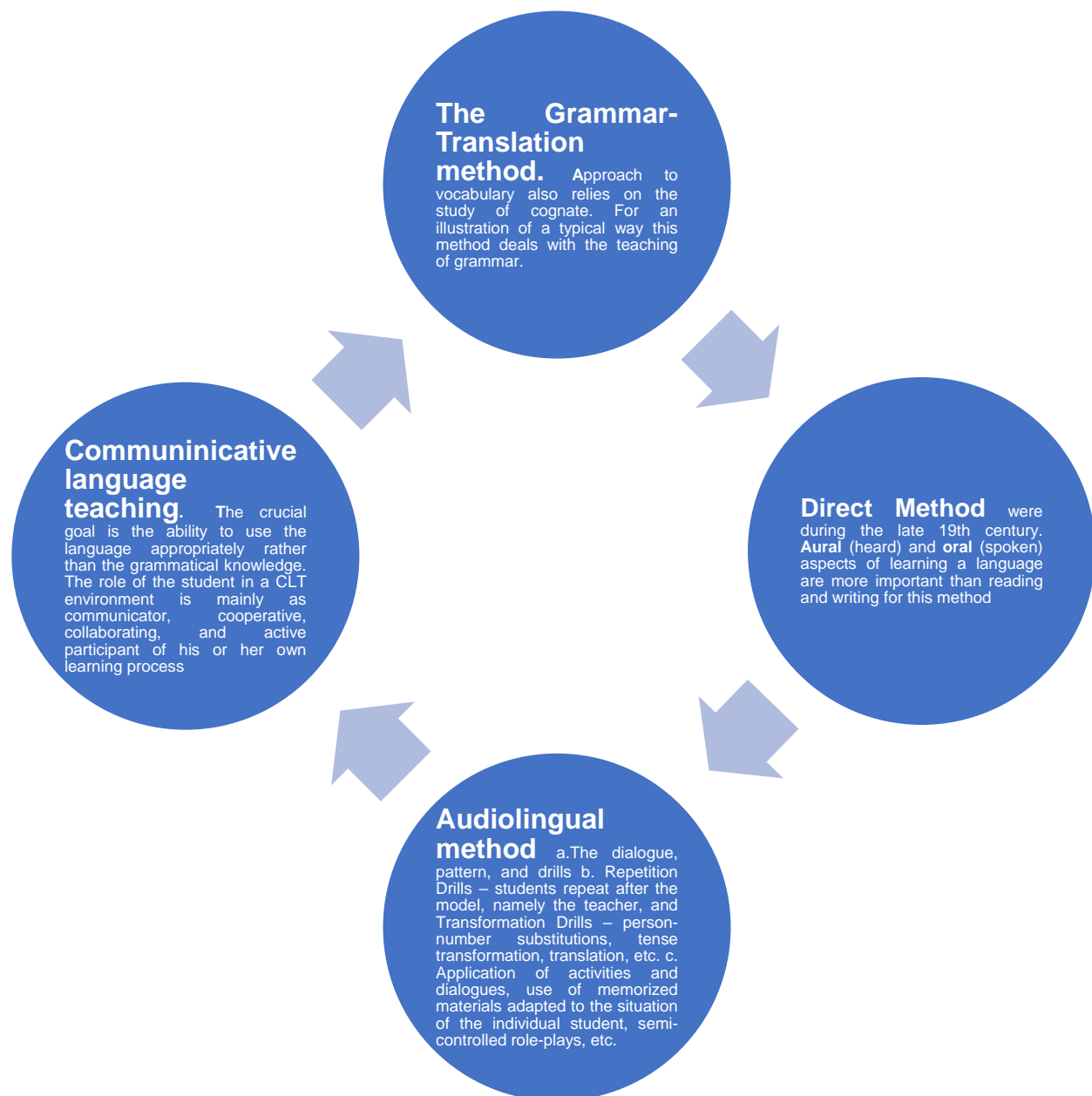
Audiolingual method

- ✓ Relied on *mimicry-memorization method*
- ✓ The use of the first language is not allowed in the classroom.
- ✓ Use of memorization of texts and dialogues and also through the use of drills.
- ✓ Drills should be taught without a focus on grammar.
- ✓ The focus is on repetition and internalization of structures, not on analysis of structures.
- ✓ First teach listening, speaking.

Communicative language teaching

- ✓ Students need to acquire meanings and linguistic forms to know how to perform a function.
- ✓ The crucial goal is the ability to use the language appropriately rather than the grammatical knowledge.
- ✓ consider communicative competence.
- ✓ Fluency and accuracy are not always required to be together.
- ✓ Positive feedback from the teacher is basic.
- ✓ Focus on real-world contexts.
- ✓ The role of a teacher inside a classroom as facilitator and guide.
- ✓ The role of the student in a CLT environment is mainly as communicator, cooperative, collaborating, and active participant of his or her own learning process.
- ✓ Students use the language through communicative activities

Creating collaborative environments helps students' feedback with dialogue. And it helps to work together to maximize learning. "Corrective feedback and negotiation are contextualized as a collaborative process where the dynamics of the interaction itself shape the nature of the feedback and inform its usefulness to the learner" (Thorne L. &., 2016)

The following diagram mentions the main features of language teaching methodologies, approaches or techniques.

The Grammar-Translation method. Approach to vocabulary also relies on the study of cognate. For an illustration of a typical way this method deals with the teaching of grammar.

Direct Method were during the late 19th century. **Aural** (heard) and **oral** (spoken) aspects of learning a language are more important than reading and writing for this method

Audiolingual method a.The dialogue, pattern, and drills b. Repetition Drills – students repeat after the model, namely the teacher, and Transformation Drills – person-number substitutions, tense transformation, translation, etc. c. Application of activities and dialogues, use of memorized materials adapted to the situation of the individual student, semi-controlled role-plays, etc.

Communinicative language teaching. The crucial goal is the ability to use the language appropriately rather than the grammatical knowledge. The role of the student in a CLT environment is mainly as communicator, cooperative, collaborating, and active participant of his or her own learning process

Social Interaction Activities

The purpose of social interaction activities is to help students develop skills for communicating in socially acceptable ways. The means for giving learners this sort of practice is by creating "a wider variety of social situations and relationships than would otherwise occur" (Bygate M. , (1987).) in the classroom. Social interaction activities are of two main types: classroom as a social context and simulation and role-playing.

Classroom as a social context	Refers to those techniques and activities that draw on the classroom as a social reality. Classroom chat in the target language, classroom language drills, conversation groups, etc., all make sense with reference to that social entity where learners share membership.
Simulation and role-playing	Refer to those activities where learners take on particular social roles, take sides on an issue, act out a skit or play, etc. These activities can take on different forms. (Bygate M. , Speaking. , (1987).)

The importance of managing the four skills to develop the English language as a second language is recognized, even if the planned activities are in benefit for the development of a specific skill it is recognized that the other skills can be potentialized at all times thus giving the development complete when mixing each of them since they are competences that favor the development of communication and thus the acquisition of a new foreign language.

Applying the proceeding of the development of the activities in the work plan using the knowledge of the strategies of each of the skills and with the pedagogical purpose by which each of them are raised, the achievement of the actions that favor in the applied principles of language.

Observing the results of the application in the classroom, it is considered essential to use at all times one of the favorable tools for the application of strategies for the development of language skills, thus being very useful for the active participation of students. In response to the interest and needs of the group, the class is encouraged to create an environment where motivation to learn is the main factor.

Working in small groups and collaborative work among peers supports emotional and cognitive development because it allows to acquire greater confidence and security among students, it is the tool to build meanings and knowledge, which was taken into account for the development of activities within of the work plan of each reading, writing, listening and speaking ability.

A reflection is made with students with open-ended questioning so that they expose their interests and demonstrate their learning by working with language skills.

The integration of ordinary communication skills is naturally integrative since no ability to express or communicate in our language is separated. When trying to balance our plans, we aim to have a tendency towards integrating skills for a more complete language.

CHAPTER 2: METHODOLOGY AND PRACTICE
2.01 A PRACTICAL AND USEFUL LESSON PLAN.

The activities carried out were ordered for the facilitation of the students since the information for the development of these was sent by digital means. One of the barriers was that not everyone in the group has the resources to carry out the activities.

First Lesson - listening

The description of the plan on day one begins with the student performing the song to present the new vocabulary of the topic selected for the development of the plan for the following days.

It is intended with this activity that the student may be interested and for this reason it begins with a song to introduce the new vocabulary and start with the outline and have a favorable response since the songs in preschool age are of interest for participation in the learning a new language.

Students should listen to the song that is presented by the teacher saying that it is a new song in English and that they are going to learn the parts of the body, then the students are invited to continue with movements of the characters and the teacher, and a third time they are asked to sing with the teacher and the song.

The teacher questions the students to find out what they think of the song, if they like it, if they want to sing it again, what words they heard. It is expected to listen to the responses of the students to observe how they receive the information, which was learned with this introduction to the topic and to solve doubts.

To have an approach to reflection to address interculturalism. Questions about: What language do the children speak? Does a word look alike in our language? It will be important to speak

English Why would you like to learn your body parts in English? Would you like to learn the body parts in English? Students answer the questions and reflect in a group on the importance of speaking a language other than their own to communicate with other people in the world. Reflection on the lingua franca is intended.

The teacher presents the new word cards with pictures and names on each one, naming each one of the words and placing them in the students' view, then places the audio of the words on CD track 23 to listen with the students pronunciation and repeat them a third time together with the students. The teacher congratulates the students for their participation to encourage and have confidence when pronouncing what they are hearing with the audio.

A group game is planned to reinforce the vocabulary presented and informally evaluate what has been presented to the students. The group will be divided into two teams, one student is chosen from each team, each student is given a pointer, the students listen to the words and the first to touch the word on the board on the card is the who earns points for his team. Students are congratulated for their participation and results are given by counting the points made in each team. The participation of the students in collaborative work is evaluated reflecting how I did it? Who won? Why do you think I win? What do I need to do and what can I do to help my coworkers? and the students of the winning team are awarded a s

A worksheet is distributed, exercise 2, where the students will have to listen to the audio of the selected words and the students will have to listen carefully and circle the correct answers they managed to hear. The word will be repeated 3 times so that the Students find the corresponding picture of what they are listening to. The teacher asks that the students at the end of the exercise be able to grade themselves and correct their mistakes on the worksheet. Listening to the audio and pausing to review and correct what was wrong so the students take into account what they learn through self-evaluation. Students are congratulated for their successful participation or with phrases of encouragement to do better next time.

To give feedback, the teacher will go to the places of the students while they correct their work to help with the doubts that the students have and question the students to acknowledge why they were bad and how they can improve for the next one.

The application response was as follows. To start the activity, the link to the song "head and shoulders" is displayed to invite the students to sing it with movement and listen to the vocabulary of the body parts interacting with music and movements to review vocabulary. Students respond actively by moving their bodies with enthusiasm and repeating the words of the song.

The teacher shows the pictures of the vocabulary to repeat the words listening to the audio, sending the previous videos to the students so that the students can listen to them and carry out the activity. Students respond with their videos by tracking the activity, for some students it is easy to do, for others their audio does not favor the sound of their devices much.

It is not possible to carry out the group activities to carry out the games programmed in the work plan, due to non-attendance at school and work is being done individually through videos sent to the students but the students are always congratulated for their effort and participation in this case it was individual.

The video of the performance of the activity of the worksheet for the listening activity is sent where the students enclose in a circle what they are listening to by means of an audio, the results were sent by the students giving their results from their sheet working and they rated themselves by listening to the audio again. Parents were asked for help in posting the videos and audios of the activities.

Second lesson – reading

The teacher asks the students to start the class that, if they want to sing the song "head and shoulders" in a fast or slow version, they vote for the students to choose the speed of the song. The students sing the song according to the votes in the version that I win. Following the movements and reviewing the vocabulary from the previous class. Then the teacher asks the group about some vocabulary words from the last class, pointing out some parts of the body on the poster. The student who answers correctly points to another part of the body and the group has to answer what it is. This gives students the opportunity to participate by going to the board to point out various body parts and having the opportunity to review what they have learned and responding to new parts of the body that the students indicate on the poster, the students are congratulated for their participation.

Reflecting on interculturality and reflecting the importance of understanding others to learn a new language, in this case English.

The teacher shows cards of children from different parts of the world and asks the student to choose a card from some child in the world and asks the students: how would you show the new words that we learned to this child. the teacher asks for the participation of several students.

 The students answer the questions and the teacher guides the learning for the need to understand at preschool level the importance of the lingua franca with other children in the world.

Exercise 3 will be carried out, in teams students will be given name cards of parts of the body, in teams students will have to read them on the computer and look for the image of the part of the body on a board, a student reads the cards in the team. The team that finishes first identifying the names with the image wins. The teacher is monitoring the group and encourages students to continue reading and placing the words with the corresponding image. The students listen to what is read and in a team of 4-5 people select the part of the body that is being read. The team verifies that it is correct with the help and support of the teacher, reviewing with the material displayed on the board.

The teacher places the Starfall website "my body" to be able to play in turns with the group, explaining that the player has to respond after reading the word on the computer screen and placing it in the correct place. If the answer is correct, a song will appear, pay attention to the lyrics and when you hear the word you will know if it is correct.

In turn, the students take the computer mouse to read the word together with the character and place the answer according to the boxes in the word. Students will be asked about how can I know where the correct answer is? the answers will be heard guiding to recognize possible solutions of the game. The students will be able to lean on other classmates if they do it by doing teamwork.

For feedback, the teacher asks the student who is solving the exercise to know if he needs a partner or wants the group to help or to do it alone. Teamwork is recognized by congratulating the support of colleagues.

Reflect on the work done questioning the students: what did you think of the activity? What was the most difficult? The easiest? Did you need help How did you feel working? you learned? What words can you read? What body words do you want to learn? The teacher listens to the students 'responses and takes note of the students' words of interest to expand the vocabulary of body parts. With these questions it is hoped that the group can participate by expanding knowledge and reflecting on their learning.

The application response was as follows. In the next session, students observe the song quickly or slowly as they chose to review the words of the body parts. To carry out the exercise of the cards by reading the card and placing it on the body parts table. Students respond by comparing the initial letters of the words to verify where to place the cards, some of them take more time to finish the exercise, and others are quick to identify the sound of the word and the comparison of the writing of the words, joining both abilities. Students are asked to manipulate the "Starfall"

page, to play with the reading skill, placing the words of the exercise where each one goes. It is observed how when using the internet the students feel attracted, comfortable doing the exercise and demonstrating that they can try again if they are wrong, giving confidence to be able to do it and correct what was not right but increasing confidence that they managed to finish the game. She favored the fact that each student had her own device to do it by herself, giving her time to explore, carry out the activities and correct what is not right in her time according to her interests and aptitudes on the subject.

The teacher sends a video of the reflection on what has been learned, what the students lack, where they felt comfortable, what was difficult, what they want to learn, etc. The students respond that sometimes they needed a little help but that they liked doing the activities. It is a way of always evaluating your knowledge and how you can improve. It was a little difficult this time since the questions were recorded but could not be answered from both parts teacher student. It was simply a self-assessment by the student.

Lesson Three – writing

The teacher plays the video "The parts of the body" to retake the vocabulary of some new words. Students watch the video and mention the words along with the character in the video, and answer questions asked in the video. The teacher questions the students about the new words they have learned. They are written on the board and the video is repeated if necessary, for the participation of the students.

With the teacher's questions for the students in this space for interculturalism. The teacher asks the students: Do you think writing is easy? Will it be the same to write in English? How is writing in English and Spanish similar? Why is it necessary to learn to write in English? Students respond and reflection is encouraged for interest in learning English and communicating with others in different language skills.

Exercise 5 the teacher shows the written words of the body parts and asks the students to put them on the poster in order to give tasks to the students and feel important and part of the class when participating with small tasks. To be more attentive and help the teacher. It is hoped that this activity will help keep the class more willing and attentive in following up on the activities and therefore opens the mind to learning the language. Students read the word with the teacher and take turns in front of the poster to put the word in the correct place identifying the parts of the body.

The group is asked to identify short or long words within the vocabulary, so the group is divided into two to play a game, the team selects a partner to give the correct answer and make a point for the team. The group is asked how they can know which word is short or long, directing them to count the words to know exactly. Pupils take turns pointing out short or long words by counting the letters. And the points of the team that select the correct word are written down. Students are congratulated for their participation.

Exercise 6 the teacher will distribute the worksheets explaining that they will write the missing letters of the words to complete according to the word of the part of the body indicated by the image. The student writes the word filling in the empty spaces with the help of the words on the board on the corresponding cards. Going through the work tables, the teacher compares with the students individually if the writing is correct or if some corrections of the errors are missing, as part of the feedback. Inviting students to verify the corresponding letters. Students review their worksheets comparing the letters of the writing of the words using the cards on the board and correct their mistakes if there are any. Again, students are expected to reflect on their answers through the trial error and by themselves can recognize where they were wrong and modify their answers to arrive at the final result correctly.

The application response was as follows. In the next class, the activity opens with a video from the sofa, where the character says the parts of the body and the students repeat them. When reviewing their answers, it was very interesting to see again that the students enjoy the material proposed in the lesson, there is interest on the part of the students and they felt motivated to repeat the words together with the character. It is evaluated how the game is an important part for learning, developing it in a natural way and with the interest of each student by repeating it, returning it and getting involved in the one planned by digital means.

A video is sent in order to compare short and long words, encouraging students to have the teacher, so that they respond if the word is short or long. The response was favorable; the students count on the teacher and stop the audio to answer for themselves. Being part of the elements of writing at the preschool age, introduce writing with questions to expand the skill studied. The worksheet is completed to complete the missing letters of the words; the students use the previous activity cards comparing the writing of the words, each one doing it at their own pace with confidence.

Fourth lesson – speaking

To start the lesson, a video will be shown online to review the colors, because they will be used in the exercise that will be carried out later in this section. Students along with the video repeat the colors and are asked to be vigilant because for the next video they will have to observe what color some things are in the video. Students are congratulated for their participation. There will be a video with children of different skin types, eye color, and hair, singing the parts of the body, the teacher will ask the students to watch the video and see what color the children's hair is, their eyes, your skin etc. To sensitize them to observe that we are all different. Students will be questioned for reflection focused on interculturalism. Are all children the same? Do they all have the same hair color? Why do you think they are different? How are they alike? In the classroom, can you find someone who has your same hair? The same eye colors? Observe your partner and count how many eyes does she have? How many hands does she have? How many fingers does it have? tell me how are they alike or not? The students answer the questions in a circle of the dialogue in turns and the answers are heard. They will work as a team with a partner to make the observations, which is the same or different.

Students will be asked to complete Worksheet 7, students color the hair and eyes of the children's pictures, are we the same? As the case may be, then question for reflection on the exercise on interculturalism. Students will be asked, Are we all the same? Why? We all look the same, why? Do we all speak the same language? Do you think all people are valuable? Does it matter how I look to be important? The teacher will listen to the students' response. And the students will place their worksheets on their tables and observe the colors of the different children to reflect on their answers.

To finish, the teacher asks the students to draw themselves, with the personal characteristics of each of their bodies. Cut out the words at the bottom of Worksheet 8 and put the words where they apply as appropriate. Placing the name of each of the students and eye color and hair color. Students draw a picture of them, cut out the words of the body parts and paste them in their drawing according to the corresponding word. Students are asked to share their work with a classmate, mentioning the color of their eyes and hair.

The teacher models the dialogue for the students and then they will have to say it to one of their classmates. (This is my head, my eyes are Brown, my hair is brown.) It will be asked who wants to share it in front of the class and there will be time for the students' exhibitions. Students will post their worksheets on the wall outside the classroom for parents to observe their products.

The application response was as follows. The last class was planned for the exposition of the learning. It began with a review of the color video; the students observed the video and participated in its interaction. And it was requested that the observation of the video be carried out with the different children for interculturalism, questioning them with questions to recognize that we are different but very similar and that we are all valuable no matter how we are. Enhancing the worksheet to color different children with different traits the students were asked to make a drawing of what they are like, which makes them unique. In this worksheet, the students completed the body words with cutouts and used it in the following activity to participate; exposing some parts of the body they learned. Students show confidence in saying and pointing to the parts of the body they learned in their jobs. Named by themselves what they identified using the vocabulary worked during these days.

LESSON PLAN

1.-Lesson plan identification cell

Author	Ibeth Pena Hernandez
Educational stage	Third grade preschool
Title of your Lesson plan	Can you name the parts of the body?
Learning Objective of the plan/ Expected learning	• Participate in exploring questions about body parts. • Recognizes body parts by name. • Compare and complete written names of body parts.
Communicative skill considered	Listening, reading, writing, and speaking
Functions	• Activate your prior knowledge about body parts, to refer to them in English. • Analyze parts of the body by name. • Point to parts of the body to answer questions. • Use body part names to complete specific questions with image support. • Associate body parts with their written name • Detect similarities and differences in the writing of names of body parts.
Main Grammar structure	Recognizes body parts by name.
Other Grammar structures	Compare and complete written names of body parts.

Brief description of the plan	The theme was chosen to provide students with different activities the recognition of body parts, sensitizing students to use the non-mother tongue in routine contexts by using the four basic language skills. Promoting interculturality in the students with reflection and analysis activities in dialogue circles.
Hours of the plan implementation	4 hrs.
Number of sessions	4 sessions
Contents required for the lesson	Poster with parts of the body
Final product:	Make a drawing of him or her, naming the parts of the body.
Evaluation techniques and instruments	Performance analysis (Rubric) and student portfolio
Link of the content plan	https://supersimple.com/song/hello-hello-featuring-the-super-simple-puppets/ https://supersimple.com/song/ants-go-marching/ https://supersimple.com/song/head-shoulders-knees-toes-learn-it/ https://www.starfall.com/h/me/me-body/?sn=me--fun-to-read https://www.youtube.com/watch?v=_ZL-CK4Y4Rk https://www.youtube.com/watch?v=BwHMMZQGFoM https://www.youtube.com/watch?v=qhOTU8_1Af4
EEAILE tutor online	Rocío Salgado Perea

2.- Introduction to the Lesson

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	The teacher will welcome the English class by greeting the students. Ask the students: do you want to say hello with a song? The teacher will put the song "hello" on the projector.		
During the lesson	https://supersimple.com/song/hello-hello-featuring-the-super-simple-puppets/	Students will hold hands with a partner to greet each other with the song.	

Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	The teacher will ask the students to greet each other with the song holding a partner's hand.	Students will sing the song by watching the video and following the movements.	
	The teacher will give a brief description of the new topic showing a picture of the body parts.	Identify parts of the body when listening to the names.	
	Encourage students to activate the new vocabulary by presenting it in English.	Point to parts of the body with specific questions.	
	Make use of English skills using various means for learning. Like audios, videos, readings, listening to their student participations.	Associate body parts with written names. Use the names of body parts to answer questions with the help of pictures.	
	Ask questions about body parts. Verifying student learning. Carrying out different activities on the main theme.	Determine similarities and differences when writing names.	
	The teacher will tell the group that in these classes we will learn some of the body parts to participate in exploring questions about the human body. The group will be asked if they are ready to learn?	Students will commit to learning some of the parts of the human body.	

3.- Communicative skills development.

Skill: reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary	The teacher will ask the group: do you want to listen to a song about the body parts? The teacher will put the video of https://supersimple.com/song/head-shoulders-knees-toes-learn-it/	Students will listen to the song and then be asked to follow along with the movements.	Song link Projector, computer.	1	All the students are following movements. Invite those who don't.
Prediction	And will ask you liked the video? Do you want to hear it again? I will sing it again with the students. What are some words you heard? Can you touch that part of your body? The teacher will listen to the students' answer. And appreciates your participation.	The students answer the questions and the teacher writes the students' answer on the board.	Blackboard and marker		Students participation
Intercultural Reflection	What language do the children speak? Does a word look alike in our language? It will be important to speak English Why would you like to learn your body parts in English?	Students answer the questions			Students participation
Listening Exercise 1	Would you like to learn the body parts in English? The teacher will present the vocabulary of the new words in sheets, head, shoulders, knees, toes, eyes, nose, mouth, and ears. The teacher plays audio cd of book track 23 to listen and repeat the new words. The group is divided into two teams, one student is chosen from each team, the	Students repeat the new words all together and some students individually. Congratulating the students for their participation. The students work as a team; two representatives listen to the word and touch the image that corresponds to the word to win.	Vocabulary flashcards, audio cd Audio pronunciation. Track 23 textbook. Flashcards		Group participation Group participation

Exercise 2 Reflections	students hear the word and the first team to touch the word on the board is the team that wins a point. Congratulates the students for the group effort.	Students do the dictation with the pictures of the words they heard. Circle the words.	Worksheet 2, pencil, colors.		Students complete Exercise 2
			Green color		Students participation
Feedback	The teacher will give a worksheet where the students will be able to dictate through drawings. As you listen to what she's saying. The teacher asks the students to review their exercise. The words of the exercise are repeated, and the students check their answers with the audio.	Students review their work by listening to the audio of the body parts. And they answer whether they were good or not. Students are congratulated for their successful participation. Students correct their mistakes and discuss why they were wrong.			Students participation Students participation
	The teacher asks the students to correct in green the answers that were incorrect in their works. She goes to workplaces to help students with their responses. Encouraging to do better.				
Evaluation	The teacher applies the rubric to assess language skill.		Portfolio		Students review their worksheet to add it to the evidence portfolio
		Skill: Reading			
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary	The teacher asks the group if they remember the song about the body parts. Ask students if they want to listen to the slow or fast version. Voting will take place for the group to decide. Would you like to sing it faster or slower? It will check the	Students will sing the song following the movements and rhythm of the music. According to the version they chose.	Song link Projector, computer.	2	All the students are following movements. Invite those who don't.

Reflections	votes and it will play the slow song or it will play the song with a new faster version. According to the votes of the students. Slow : https://supersimple.com/song/head-shoulders-knees-toes-learn-it/ Fast : https://supersimple.com/song/head-shoulders-knees-toes-speeding-up/ The teacher asks the group about the vocabulary from the last class. Pointing at the poster some parts of the body.	Students answer the names of the parts of the body that are being pointed out. Then a student is asked to come in and point to another part of the body for the group to say what part it is. Congratulates you for your participation.	Human body poster		Students participation
Intercultural Reflection			Cards of various children of the world		Group participation
Reading Exercise 3	The teacher shows cards of children from different parts of the world and asks the student to choose a card from some child in the world and asks the students: how would you show the new words that we learned to this child. the teacher asks for the participation of several students	The students choose the card of the child of the world and tell the image the parts of the body they have learned.	Cards with name and drawing of body parts by teams of 4-5 people		Group participation
Exercise 4	In teams. One of the students will be given some name cards of the body parts per team, they will have to read them in the group and the group will have to look for the image of the part of the body that the students are naming. The team that finishes first in saying all the cards wins. The teacher is monitoring the group. Encourage students to continue Reading	The students listen to what is read and as a team of 4-5 people select the part of the body that is being read. It is verified that it is correct with the help of the teacher.	Game link Projector, computer.		Students complete Exercise 4

Feedback	The teacher puts the following exercise https://www.starfall.com/h/me/me-body/?sn=me--fun-to-read She explains that it is a game to answer after reading the word on the computer and placing it in the correct place.	Students take turns reading the word and placing their answers in the spaces, verifying that the answer is correct. Students will be able to lean on other peers if they wish. Performing teamwork.			Students participation
Reflections	The teacher asks the student who is solving the exercise to find out if he needs a partner or wants the group to help him or to do it alone. Teamwork is recognized.	The students decide to do the exercise with or without help to check their learning.			Group participation
	The teacher asks: what did you think of the activity? What was the most difficult? The easiest? Did you need help? How did you feel working? You learned? What words can you read What body words do you want to learn? Students' responses are heard. The teacher notes new vocabulary of interest to the students.	Students respond in a circle of dialogue in turns. Their experiences.			
Evaluation	The teacher applies the rubric to assess language skill.		Portfolio		Students review their worksheet to add it to the evidence portfolio
<td colspan="6" align="center">Skill: Writing</td>
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary	The teacher plays the video of the body parts to retake the vocabulary and some new words with the students.	Students watch the video and mention the words along with the character. They answer the questions.	Video link Projector, computer.	3	Group participation

	https://www.youtube.com/watch?v=_ZL-CK4Y4Rk			
Intercultural Reflection	Students are asked: what new words did you hear? They are written on the board. The video is repeated if necessary.	Students answer the questions		Group participation
Writing Exercise 5	The teacher asks the students: Do you think writing is easy? Will it be the same to write in English? How is writing in English and Spanish similar? Why is it necessary to learn to write in English?	The students read the word with the teacher and take turns going to the blackboard to put the word on the poster as it is correct.	Human body poster, written words.	Group participation
Exercise 6	The teacher shows the written words of some parts of the body and asks a student to go to the board to put it on the poster. Students are congratulated for their effort. In teams, students are asked to point out short or long words. Students are congratulated on their performance.	Students take turns pointing to short or long words by counting the number of letters.	Worksheet 6, pencil, colors.	Students complete Exercise 6
Feedback	The teacher distributes worksheet 6 to the group. Explaining that they will write the missing letters of the word to complete it according to the part of the body.

Moving on to the worktables, the teacher compares with the students individually if the writing is correct or if some corrections of the errors are missing. Inviting students to verify the corresponding letters. | Students answer the worksheet by checking the writing of the words on the board.

Students review by comparing the letters of the words on the board and correct for errors. | Pencil and eraser | Students participation |
| **Evaluation** | The teacher applies the rubric to assess language skill. | | Portfolio | Students review their worksheet to add it to the evidence portfolio |
| Skill: speaking | | | | |

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary	Students will be shown "the color" video as a review of these. https://www.youtube.com/watch?v=qhOTU8_1Af4 The Teacher will ask the students to see the video, observing what color the children's hair is, their eyes, their skin, etc. https://www.youtube.com/watch?v=BwHMMZQGFoM	The students will review the colors to complete some questions in the exercises.	Video link Projector, computer.	4	Group participation
Intercultural Reflections Exercise 7	Students will be asked: Are all children alike? Do they all have the same hair color? Why do you think they are different? How are they alike? In the living room, can you find someone who has your own hair? The same eye colors? Observe a partner and count how many eyes he has. How many hands does he have? How many fingers does it have? Tell me how they are alike or not. Students will be asked to complete Worksheet 7	The students will answer the questions in a circle of dialogues in turns. They will work as a team with a partner to make observations that it is the same as it is different. Students color the hair and eye color as appropriate.	Worksheet 7, pencil, colors.		Students participation Students complete Exercise 7
Exercise 8 practice or Social interaction	Students will be asked: we are alike? Do we all look the same? Why? Do we all speak the same language? Do you think all people are valuable? Does it matter how I look to be important? The teacher will listen to the students' responses. Students will be asked to make a drawing of their body with the personal characteristics of each one of them. Cut out words from body parts. Placing his name, eye color and hair color.	Students answer the questions. Students will draw a picture of them. They will cut out the words from the body parts and paste them on their drawing and share it with one of their classmates. Mentioning the color of her eyes and hair. Dialogue: This is my _____	Worksheet 8, pencil, colors.		Students complete Exercise 8

		My eyes are _____ My hair is _____			
Evaluation	The teacher applies the rubric to assess language skill.		Portfolio		Students review their worksheet to add it to the evidence portfolio
Summary	The teacher shares the lessons for the students to identify the parts of the body. It highlights important parts and solves doubts during each activity carried out, constantly evaluating, and giving feedback to the students.	Students share their drawings with their classmates. Mentioning the body parts, they learned during the lessons			Students participation

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

The evaluation proposed in the plan is carried out in a meaningful way giving the formative focus, being continuous and informal to collect information related to the learning process of the students, to recognize progress or difficulties and is made known to the student when the worksheets and evaluate themselves, in reflection in dialogue circles to analyze progress and difficulties and promote self-evaluation. For our students "testing will not then be seen as something separate from learning, as trial that has to be endured". (Hughes, Testing for language teachers. , 2003)

It is intended to give feedback by reviewing the worksheets together and thus recognize the progress of the students in a positive way. Giving the opportunity for the student to realize for himself what his weaknesses are and to promote through the trial error how to improve when trying again.

It shows from the planning the importance of the evaluation where it is expected to where it is intended to take the student in learning. With the rubrics designated for each skill and the collection of evidence for the student's portfolio to demonstrate the progress at different times of the language learning of the students and to account to parents for the progress of their children.

It is important to consider the evaluation of what is taught and apply the rubrics that were planned to evaluate the expected learning within the activities, as part of the result of what was achieved with the students, the rubric is a simplified way to observe the progress of the students and to be able to keep track of the students' learning so that they can feed back according to the needs that are observed or presented to optimize their learning. The rubric is an effective way to evaluate the planned skills.

One way to facilitate assessment is guide and evaluate with "Rubric" as an evaluation instrument, attending students need feedback to realize how well they are advancing in their language learning. And thus, facilitating the recording of the evaluated with what was planned.

Evaluation Rubric

School's Name: Jardín de Niños Juana de Asbaje			
Teacher's Name: Ibeth Pena Hernández			
Student's Name:			
Grade: 3- B Date:			
Activity	Achived	In progress	Needs help

Listening			
Activity	Achived	In progress	Needs help
Use non-verbal language when greeting or saying goodbye.			
Participate by listening to songs and sing along.			
Identify parts of the body.			
Points to parts of the body when listening to them.			
Respect her/his peers.			

Reading			
Activity	Achived	In progress	Needs help
Knows that the script is read from left to right			
Recognize the beginning and end of words.			
Read words with help			
Compare the sound of letters when reading.			
She/he gives value to trust.			

Writing			
Activity	Achived	In progress	Needs help
Associates body parts with their written name			
Recognize different letters and words.			
Compare words by counting letters.			
Complete words with help.			
Collaborate when working as a team.			

Speaking			
Activity	Achived	In progress	Needs help
Identify parts of the body.			
Point to parts of the body to answer questions.			

Identify colors.			
Share with his/her classmates what he/she learned.			
She/ He listens to her/his companions.			

The Use of Portfolios

A portfolio is a simple large folder or box where the teacher or students can keep samples of the most relevant language products.

A portfolio is defined as "a purposeful collection of student works that exhibits to the student (and/ or others) the student's efforts, progress or achievement in a given area". (Weigle, (2002))

 "If the portfolio is intended to show language growth, planners need to decide if it will focus on overall growth, and/or discrete aspects of language, e.g., grammar, pronunciation, reading, writing, listening, or speaking, or all (or parts) of the above". (Kuhlman, An Introduction to Language Assessment in the K-12 Classroom.)

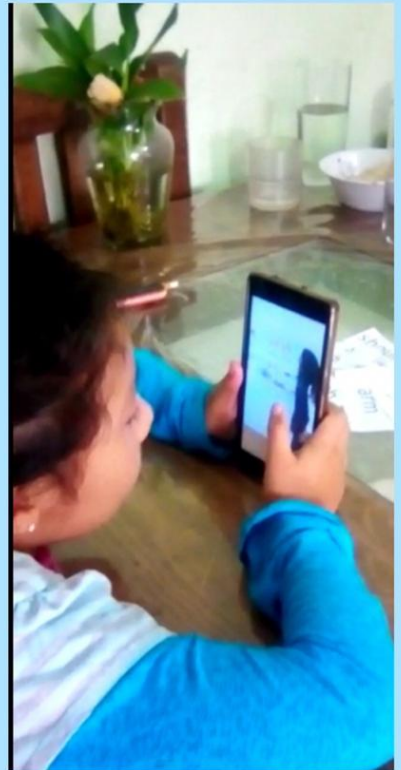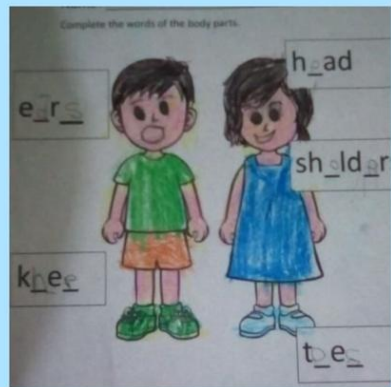| Portfolio evidence	Worksheet name	Check
Project worksheet 1	Listening to parts of the body	
Project worksheet 2	Completing words	
Project worksheet 3	We are different	
Project worksheet 4	That is how I am	

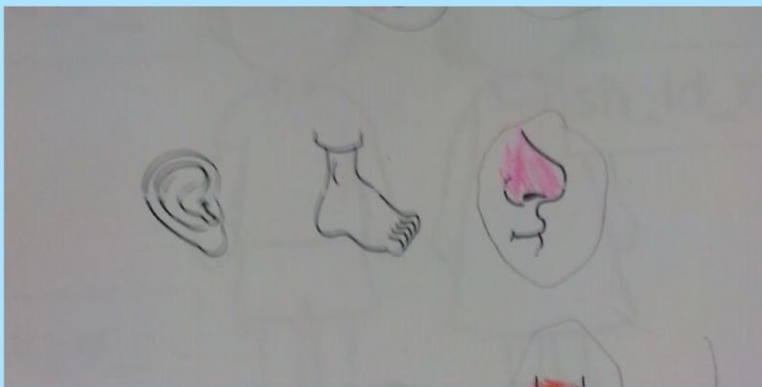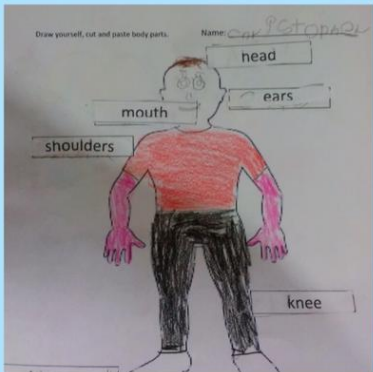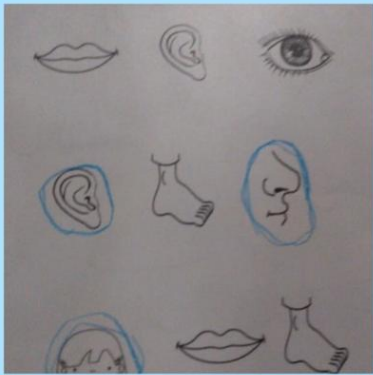## 2.03 ATTACHED EVIDENCES OF (GRAPHICS, PHOTOS, IMAGES)
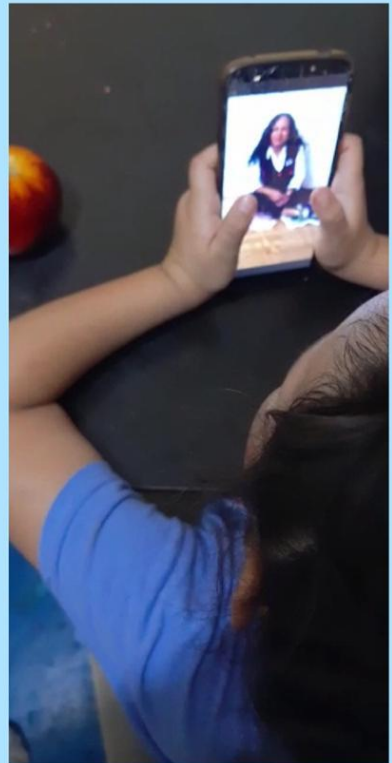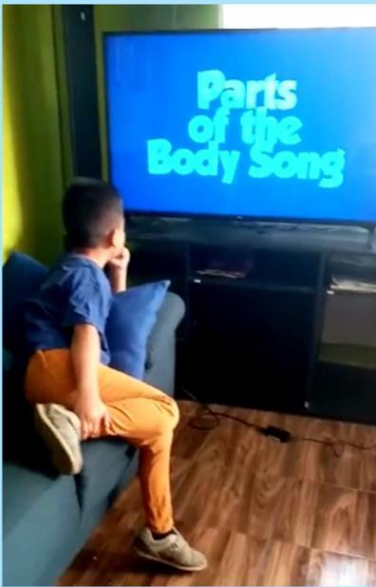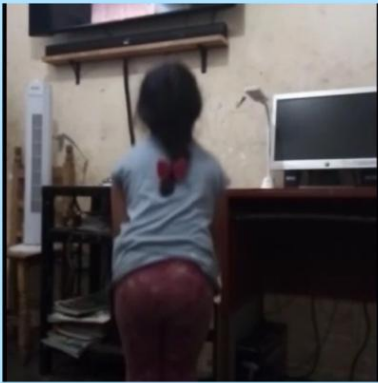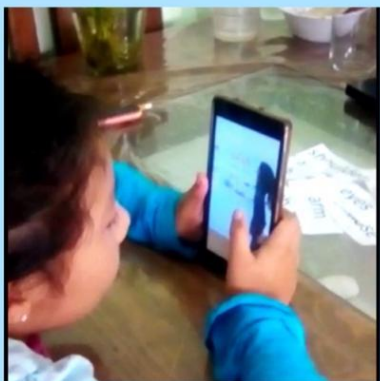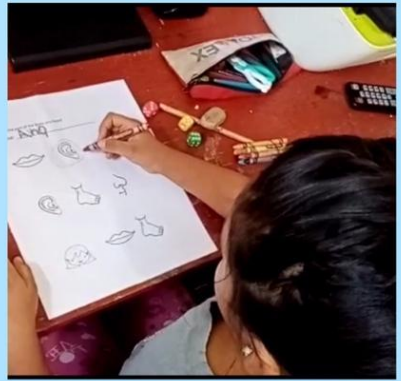
2.04 SHOW EVIDENCES OF YOUR DESIGNED TOOL TO ASSESS YOUR STUDENTS.

Why Test Students?

All our students have had to take tests and for many of our students, tests are stressful events. In the language classroom teachers often include tests. The following section Hughes (2) say the 'why' behind tests and assessments.

✓ To measure language proficiency.
✓ To discover how successful students have been in achieving the objectives of a course of study.
✓ To diagnose students' strengths and weaknesses, to identify what they know and what they don't know.
✓ To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability" (Hughes, 2003)

Formative and Summative Assessment

It is therefore important that teachers emphasize the importance of an exam, or other forms of evaluation as opportunities to raise awareness of the value of assessing.

It is also meaningful to acknowledge that assessment within the classroom can be formative and summative.

Formative assessment	Is usually ongoing and informal. It provides teachers with information related to their students' progress. This type of assessment requires the teacher to make regular decisions as the students move on. It is through diagnostic assessments that the teacher can analyze the strengths and weaknesses of students. It is also a self- reflective process that aims to provide feedback both for the teacher and the students in order to improve instruction and learning processes, and to seek knowledge and understanding rather than scores. (Brown, Language assessment: principles and classroom practices. , 2004) Diagnostic tests at the beginning of the school year, or a mid-term quiz are good examples of this type of evaluation.

Summative assessment,	Is an evaluation at the end of a period of time that helps teachers determine the students´ progress in their process of foreign language acquisition. Also involves gathering and interpreting evidence of student learning at a particular moment in time, and it also tests overall ability. (Brown, Language assessment: principles and classroom practices. , 2004) In our case, the summative evaluation occurs every two months, and the results obtained through the school year will provide the final grade.

Informal and Formal Assessment

There are different connotations related with the term "assessment". This designation can be understood as:

• The process of determining what a person knows or has learnt, and how he or she can apply this knowledge.

• Also, the term assessment is frequently used to refer to specific assessment measures or tests, particularly those that are standardized so that all children are given the same set of items.

• EFL teachers make use of diverse assessment measures or tests that have been developed to assess their student's progress within the different domains of academic accomplishment.

Informal assessment

- ✓ Refers to a continuous evaluation which is reflected in class work throughout the school year. This type of evaluation is manifested in different ways starting with responses and comments to students in an incidental way and without prior planning.
- ✓ Informal assessment seeks results in students' competence in a task without a formal record of it. Consider these examples as part of the feedback that we can provide to our students: "Good job" "Well done"

Formal assessment,

- ✓ Is linked to processes that have already been planned and prepared by the teacher. Formal assessment includes exercises or specific procedures that as teachers we need in order to enhance the skills and knowledge of our adolescent learners. This type of evaluation consists of planned and systematic techniques that help teachers determine students' achievement. (Brown, 2004)
- ✓ Two examples of this type of assessment are the bimonthly exam that is administered by EFL teachers which is linked to the bimonthly syllabus content, as well as the

portfolio that our students develop through the school year and that includes different activities built in class.

Although there are different purposes for assessment, we know beforehand that there are some tensions between pedagogical assessment that promotes learning and administrative assessment that seeks to obtain information about the performance of our students. This information is basically for management and accountability purposes. (Adapted from McKay, 2004)

For this section, the evaluation was carried out in a different way due to the contingency of the pandemic that is being experienced. The bases of the evaluation were considered, it was considered in the planning, but it was not possible to carry out the evaluation directly and individually with the students, the students made their worksheets and then the parents sent them to the teacher by video.

The rubric for each of the language skills was applied as planned, observing the videos sent by the parents and evaluating the development that the students had made. Having the teacher, the opportunity to follow up through the students' personal videos and evaluating how the students were performing each of the planned actions, how the students were doing it and what results were obtained at the end of the activities, contemplating the participation of the students. students. Guided by the observation of the videos, the rubrics are carried out for each of the students.

For the evidence portfolio, parents were asked together with their children to select the worksheets where they felt they had learned something, where they advanced, where they believed they had recorded their achievements and after analyzing how they saved in the portfolio his works in the folder that had been prepared since the beginning of the school year. Parents are asked to submit photographs of their worksheets.

It is recorded that it was a new challenge for the teacher to carry out the assessments over the distance, because it recognizes some barriers to the final results, which were taken into account, as in some cases parents do not have the knowledge of the basic language and it was difficult for them to support the students for example in the pronunciation, even when the teacher's videos were sent when pronouncing the vocabulary words, for their children they had deviated from the real word and the students when following what their parents they said so

they pronounced it. Parents were asked to review the video sent by the teacher and to use the material sent for the final completion of the worksheets.

The need to constantly prepare for updates as teachers is evaluated to have the command of the language and impart it with the corresponding clarity to transmit real knowledge to our students.

The importance of direct student-teacher contact is observed, for language learning and more at the preschool age, where the need for direct teacher guidance helps to direct the subject of the language. Even when the student never stops learning in the different contexts in which he develops, the figure of someone who has command of the subject to study is necessary.

The need to learn through their peers is observed. Even though the work plan was designed for the teaching, students and teacher intervention, this occasion was applied differently and the need to work in groups and the lack of enrichment on the part of the students when sharing their learning, tastes are observed. , the reflections that are given in a group to evaluate what was learned, the feedback, and the lack of direct communication in real time to clarify the doubts that arise at the time of teaching, etc.

In the rubric that was applied, some activities for working at home were not evaluated and that notation was made at the end, since it is very important to take into account teamwork and the willingness to listen to others. Students know that attitude at work and coexistence with others are always evaluated. This time it was not possible due to the changes made by the social distancing in the quarantine.

The lack of the integration of directed games and the group participation of the students was surprising in a remarkable way since the individual work of the students was observed when using their personal devices and carrying out the didactic situations by themselves. Play within planning is a tool that is constantly used to motivate learning in the classroom and encourages students at this age for meaningful learning.

Evidence of assessment instruments that were applied to the students

Left sheet (Salazar Daniel)

n de Niños Juana de Asbaje
h Pena Hernández
Salazar Daniel
Date:

	Achived	In progress	Needs help
hen greeting or saying	✓		
ongs and sing along.	✓		
when listening to them.	✓		

Was not assessed for working at home.

	Achived	In progress	Needs help
d from left to right	✓		
nd end of words.	✓		
rs when reading.		✓	
		✓	

	Achived	In progress	Needs help
their written name		✓	
and words.	✓		
g letters.	✓		
as a team.			

Was not assessed for working at home

	Achived	In progress	Needs help
	✓		
answer questions.	✓		
tes what he/she learned.	✓		
ompanions.			

Was not assessed for working at home.

Top right sheet (Rodríguez Christopher)

Teacher's Name: Ibeth Pena Hernández
Student's Name: Rodríguez Christopher
Grade: 3- B   Date:

Listening

Activity	Achived	In progress	Needs help
Use non-verbal language when greeting or saying goodbye.	✓		
Participate by listening to songs and sing along.	✓		
Identify parts of the body.		✓	
Points to parts of the body when listening to them.	✓		
Respect her/his peers.			

Was not assessed for working at home.

Reading

Activity	Achived	In progress	Needs help
Knows that the script is read from left to right	✓		
Recognize the beginning and end of words.	✓		
Read words with help			
Compare the sound of letters when reading.		✓	
She/he gives value to trust.		✓	

Writing

Activity	Achived	In progress	Needs help
Associates body parts with their written name		✓	
Recognize different letters and words.			
Compare words by counting letters.	✓		
Complete words with help.	✓		
Collaborate when working as a team.			

Was not assessed for working at home.

Speaking

Activity	Achived	In progress	Needs help
Identify parts of the body.	✓		
Point to parts of the body to answer questions.	✓		
Identify colors.		✓	
Share with his/her classmates what he/she learned.			
She/ He listens to her/his companions.			

Was not assessed for working at home.

Bottom right sheet (Castro Melanie I)

Teacher's Name: Ibeth Pena Hernández
Student's Name: Castro Melanie I
Grade: 3- B   Date:

Listening

Activity	Achived	In progress	Needs help
Use non-verbal language when greeting or saying goodbye.	✓		
Participate by listening to songs and sing along.	✓		
Identify parts of the body.	✓		
Points to parts of the body when listening to them.	✓		
Respect her/his peers.			

Was not assessed for work at home.

Reading

Activity	Achived	In progress	Needs help
Knows that the script is read from left to right	✓		
Recognize the beginning and end of words.	✓		
Read words with help	✓		
Compare the sound of letters when reading.	✓		
She/he gives value to trust.	✓		

Writing

Activity	Achived	In progress	Needs help
Associates body parts with their written name	✓		
Recognize different letters and words.	✓		
Compare words by counting letters.	✓		
Complete words with help.			
Collaborate when working as a team.			

Was not assessed for working at home.

Speaking

Activity	Achived	In progress	Needs help
Identify parts of the body.	✓		
Point to parts of the body to answer questions.	✓		
Identify colors.	✓		
Share with his/her classmates what he/she learned.			
She/ He listens to her/his companions.			

Was not assessed for working at home.

Name: Cynth

Complete the words of the body parts.

h_ad

egr

sh_uld_rs

_e_e_s

t_e

Name: _____

Eyes: [blue]   hair: [yellow]   Eyes: [black]   hair: [orange]

Eyes: [brown]   hair: [brown]   Eyes: [green]   hair: [green]

_ body you heard

Draw yourself, cut and paste body parts.   Name: christope

head

ears

mouth

shoulders

knee

_es

2.05 VIDEO.

In order to make the video within the last few weeks, due to the contingency throughout the country due to the Covid 19 pandemic, different measures were implemented to carry out the corresponding activities so that the students covered the work plan planned for this final project and make the video of the implementation of the class.

To implement the planning, an extra work plan was made for students and another for parents, which covered the planned classes within the planning, digital media was used at all times to develop school days and meet the objective main of each lesson.

The teacher previously recorded the activities to send the videos to the students and they will take their class and the parents recorded their children in the process of developing the activities. Carrying out the corresponding activities with the topic to be carried out.

Very close communication was maintained with some parents due to the doubts that arose within the process, so that in turn the parents could help their children to solve the exercises, with the materials that had been sent to carry out the sequence. of activities, the parents helped put the videos that were needed to give the English classes.

It was very difficult to carry out the whole process since we faced challenges to have an assertive communication, coordinate the delivery of materials, videos and exercises, plan that the activities be carried out as naturally as possible, the participation of students in this new modality, In some cases, not all parents do not have internet in their homes and 100% attendance was not met. Even though school is absent too, it was noticeable in this app with these new virtual settings.

The constant participation of parents in supporting the learning of their children is recognized. By getting involved in giving the time and applying the contents for the development of each exercise in the different language skills.

The interest of the students is recognized when using the applications of the links for the directed games that were selected within the lessons, and it is observed that the students use the videos of the teacher to recognize the vocabulary that was handled within all the sessions, counting with the teacher the letters of the words to classify them into long or short, observe

the images of new words, follow the order of the worksheets so that later the students can carry them out. The students were involved in the songs following the movements with interest, when listening to the audios used, they integrate playing the selected body parts and they review previously seen themes to be used in future planning lessons.

The challenge of this experience was feedback within the informal assessment, which is usually provided to students during class, since their effort is usually recognized constantly and making them reflect on what they learn is part of the teacher's constant intervention. Videos recorded by the teacher were sent to the students with congratulations or encouraging them to continue doing so. As the teacher's words appear in the video. The response was different, since the expressions of the students are recognized when they feel in a respectful and supportive environment for learning the language, but in this case, the parents responded recognizing that it is important that the teacher can make the teacher feel her students their progress or words of encouragement to motivate learning in the English language. And even when they were videos of a few seconds, the parents felt comforted the impact of trust was seen with the development of the English subject.

Some students are observed in the video when sharing their drawings of themselves, where they put into practice what was learned in the application of all the lessons, demonstrating the importance of complying with the development of the work plan and carrying out the sequence of activities with the purpose and purpose that lead to learning a language and with that participation the video closes.

The video can be seen on:

https://drive.google.com/open?id=1WcO53e669hqTyUo1dpCHSfCXtLJGgDuh

CHAPTER 3: EXPERIENCE REPORT

The realization of the work plan was planned to implement the methodology based on the development of preschool children as a center of language teaching offering students the approach of social practices through coexistence and interaction of games between peers to have greater autonomy and be sensitive to others. Being that at this age the game is an inherent activity, a playful approach is intended so that it is included in the activities of the plan in a daily way in order for the student to communicate, explore their environment and understands how the world is for prepare and integrate in a natural way. As marked by Piaget, Jean.

The purpose of using the game with recreational activities is a didactic strategy that helps students to understand the study content easier. Favoring self-esteem and self-regulation and promoting values. The specific activities selected for the work plan focus on role plays, games, solving problems where students develop language skills as part of everyday life in a natural and meaningful way.

The results of this strategy that was applied in the work plan were favorable since, when gambling was seen as the main means of development, the students showed a taste for learning in language skills. It was easier for them to understand the principles of each of the activities to be developed and they did it in a more natural way, learning the content of the vocabulary in each of the scheduled sessions, mainly by the level of the students, preschool.

It was found again that at this educational level, the students carry out the programmed activities with the game in a safe way to learn by playing and the development is very easy for them to get involved with confidence and willingness.

All activities are aimed at work with peers and in teams to promote learning. Give students situations where they can develop Social interaction activities in social context and simulation and role-playing as it says (Bygate, Speaking., (1987)) "a wider variety of social situations and relationships than would otherwise occur". The way to give students this type of practice is by creating activities where they participate in the classroom, involving them with simple tasks so that they can increase their confidence and develop skills to socialize and thus learn.

The work plan was originally developed for social participation among students, but due to the contingency due to covid 19, the plan was adjusted, what was contemplated was not carried

out because each student carried out the activities at home and did not place the opportunity of interacting with their coworkers. Even though it was intended to work in pairs or teams to promote learning as shown in the work plan. What was observed was the collaborative work of the parents with the students and in the videos, they sent, the interaction between parents and children, is observed to carry out the corresponding activities that were rethought. The students and parents learned together, and the dedication interest of an adult's commitment to carry and guide the tasks to be observed is observed.

The result of the use of real contexts with varied and colloquial structures is manifested where students were approached to learn expressions of native speakers favoring the listening of the language. This recognizes the importance of adding sociocultural, factual, and contextual knowledge to our listening comprehension activities.

Planning listening activities with the use of the internet, and observing the students follow phrases spoken by native English speakers, was of great importance. The students are congratulated for the commitment to listen carefully to the songs and participate by imitating and following movements and repetitions in games and songs used in the development of planned activities.

Another of the listening strategies applied was Bottom-up and bottom-down processing where activities were carried out before listening, while listening and after listening that teacher help students' hearing fluency with familiarization of what is being heard student was favored with successful listening results by employing effective strategies, employing different activities, making use of question techniques, and providing meaning within all the plans made in the different skills.

In the work plan, times are constantly set for questioning students by opening dialogue circles to listen to comments on what is learned and resolve doubts among peers through reflection. But when applying the work plan, adjustments were made where the questions were made individually through videos by the teacher and the students responded individually.

  When planning this, it was intended that the students answer the questions that make them reflect to resolve their doubts and present their ideas on the subject being learned. However, the activities were carried out adjusting with this planned part for the reason that the class and the reflection in front of the group could not be given. But the videos that were sent and received

somehow fulfilled the objective for the students to respond and analyze doubts that served for the evaluation.

By using the songs to activate, they stimulate students' curiosity and an active participation in the social practice of language that introduce new input, as students reinforce previous knowledge. And it is planned for all the lessons.

Songs within preschool are an important part, which is reflected in the response of the students. It is a strategy that reflects the interest of active participation within the lessons due to the age of the students. It is possible to observe the taste of the students when moving following the music and be part of reminders in subsequent exercises and make use of what is learned in the planned topics. Being assertive and very useful to learn and reinforce the knowledge of the language. The main objective was fulfilled.

The song theme application is selected as students are in the first stage of listening comprehension adapted from (Kolker, Becoming a Language Teacher. A practical guide to Second Language Learning and Teaching. , 2008). "Recognition of the Target Language" where students recognize their language from other languages, and it is recommended to listen to songs, Rhymes, and conversations. Fulfilling the objective that students get used to the sound of the new language with the activities to develop proposals in the plan and the second stage of listening comprehension "Recognition of Isolated Words" works with listening to the target language and begin to recognize some isolated words. Through the repetition and management of them, listening, comparing the writing, seeing the images of what is heard, to favor this second stage.

According to (McErlain, T. (1999), The Nature of Listening: The need for listening in English for Academic Purposes., 2010) "the listener goes through certain processes when constructing a message from the information he hears in the target language." Using the "Perception" in the planning where the students identify the sounds with the opportunity to use the visual through the images projected in the video of the selected songs. "Decoding" where students create a kind of understanding by following the music and the images in stanzas of the song and finally "Prediction and selection" about what will come after those who are listening without knowing each word of the song.

At the beginning of class activities, it is always recognized the importance of the activation of Schema theory, distinguishing between content, formal and linguistic schemata that can help

the reader connect previous experiences to the content of the text. Thus, the strategies to apply understanding vocabulary are those that clarify unknown words, helping students identify ways to clarify doubts in these.

To carry out the implementation of the vocabulary, videos of the teacher are made to expose the planned material with the intention of using visual means favorable to the student and make use of comprehension to remember and when viewing the image, recognize the definitions of what It is being presented in new words for students. Giving a favorable point of view with this new implementation for the recorded classes since the students could repeat the video that was recorded and review the pronunciation, repeat the vocabulary with the teacher and use this means to review in the following classes and answer the assessments that were planned for each language skills activity.

The students could watch the video as many times as they were necessary to learn the new vocabulary, even when this favorable functioning was not expected, in the reflection when evaluating the teacher's material, it was a means of helping to review at home and together with parents to assist their children in future activities and resolve their doubts about them. It was an advantage since in the planned application only the teacher does it in class, but parents do not have the means to support at home for the advancement of learning at home. As a teacher this reflection helps me to have one more way to implement reviews at home through these recordings.

The plan has an intercultural focus, promoting in students the reflection of learning another language to communicate with other people and recognize the differences of other people to learn from them.

Just as the cultural critic's mention focusing on the similarities with a positive perspective, it is important to mention to the students this approach that leads to being more open to learning the language that is being learned. (Byram, 1997) In his model of intercultural competence, exposes that successful intercultural interaction comes from the individual acquiring his identity and thus perceiving that of the other.

The importance of the teacher is defined so that, within the classroom, the culture between the students and the classroom opens doors for positive observation of the new culture to learn the language appreciating the similarities and differences that each one has within established territories in communities and countries.

It was intended to carry out the activities in each of the sessions in order to bring the students closer to be open to diversity and promote interculturalism, this was a point that was being considered important since before in the past planning as a teacher there was no a primary or important function for students to be open to learning the language.

The results were successful, their responses from the students when asking questions to compare and take in each session the opening so that the students reflect in their own language and could be more receptive to the observation and comparison of being different, but the same in many things. Comparing images of children with different characteristics who spoke English and being more receptive to other cultures was a reflective experience where, despite being very young, they understood the purpose of comparing and taking into account this important reflection to accept others and give their points of view to open this process of interculturalism. Expectations were higher than expected because it was an issue that was not handled frequently.

Now it is considered a natural way to reflect and promote interculturalism to be more open to learning the language and continue promoting it within the plans and it is essential to consider it in the future without leaving it out.

The activities were planned using the didactic means to favor the four skills with technology and the resources applied to promote the planned skill are marked in all the sessions.

Within the didactic planning to favor English language skills, the importance of being looking for online media for the benefit of writing and reading is recognized. Students benefit from planned activities by activating their knowledge to create new and thus awaken reading and writing skills by showing interest in using technologies.

Technology has the potential to make the development of listening skills more meaningful, interesting, and fun for our students. (Meskill, 1996) Say "Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats. Consequently, when we now look at the computer as potentially supporting listening skills acquisition, we need to examine not only aural processing opportunities, but multi modal, (simultaneous sight, sound, text) processing as well."

The inclusion of authentic materials and with the help of technology promotes success in the development of all skills with visual and auditory stimuli presented by the technologies but especially in the ability to listen, because audios are spoken by native English speakers. Helping the auditory input of our students and capturing attention through the interest of the application of this indispensable resource.

Digital skills in the use of a new language help to integrate the use of virtual personal learning environments in educational processes to develop skills and knowledge to participate actively in classrooms and create new creative knowledge when applying it awakens the motivation of the students in the classroom.

The teacher has the facility to expand the range of cultural practices and resources by using digital services as a tool in lesson planning and thus motivate students to learn any topic of interest by encouraging the development of the four skills of the language.

The experience of applying the use of technology is part of the importance of learning in a very authentic way, which students show is a natural way of handling information to learn. Even when the school does not have the resources, it is necessary to promote this learning tool, by constantly carrying out the application of activities, exercises and evaluations. You can see the permanent interest of the students; it is a big difference and as a teacher it has brought me a remarkable experience of seeing the students so interested and motivated to participate to learn the language. It is worth moving the resources to use the selection of online teaching materials in each class to advance the knowledge of the students.

The evaluation proposed in the plan is carried out in a meaningful way giving the formative focus, being continuous and informal to collect information related to the learning process of the students, to recognize progress or difficulties and is made known to the student when the worksheets and evaluate themselves, in reflection in dialogue circles to analyze progress and difficulties and promote self-evaluation. For our students "testing will not then be seen as something separate from learning, as trial that has to be endured". (Hughes, Testing for language teachers. , 2003)

It is intended to give feedback by reviewing the worksheets together and thus recognize the progress of the students in a positive way. Giving the opportunity for the student to realize for himself what his weaknesses are and to promote through the trial error how to improve when trying again.

It shows from the planning the importance of the evaluation where it is expected to where it is intended to take the student in learning. With the rubrics designated for each skill and the collection of evidence for the student's portfolio to demonstrate the progress at different times of the language learning of the students and to account to parents for the progress of their children.

Within the evaluation, when experiencing this new way of modifying teaching due to a health emergency, an attempt was made to carry out as much as possible of what was planned, but the feedback could not be completed as an important part of the evaluation, as I had planned for the advancement of the students, being the personalized way of meeting the needs of the students within the classroom, however, the use of videos to observe the processes of each of the students helped to record how they participated in response than what had been sent in videos. And evaluate with the headings of each of the language skills planned previously.

The contact between teacher and student is identified as irreplaceable, and it was very difficult to maintain assertive and constant communication due to the lack of external and personal factors of each family, so the reflection is to increase the need for communication to observe in detail and personalize the answers to questions and personal procedures that were lost due to not being present in the group as teachers. Observations are recorded within the formats of the rubrics and the students collect their products from the activities carried out to file them in the evidence portfolios by sending photos of what was important to them for the advancement of language learning, concluding with the plan implemented and closing the evaluations of this different application in this school year.

CHAPTER 4: CONCLUSIONS

Within this learning period when studying the specialty, as a teacher I can reflect and compare the importance of studying this time and apply the knowledge acquired within my English teaching group, the reflections have been helpful in bringing to the group the solid foundations to teach a language, in this case English.

The importance of having a defined philosophy to recognize our strengths and weaknesses and be willing to take the role as a teacher inside and outside the classroom and prepare with the necessary instruments to help the role of our students identifying their needs.

Within my usual teaching I had in mind some measures of teaching so that my students felt motivated to be in the English class, and it was very important for me to observe that my students had the interest of participating actively in the class, but Continuously applying (i + 1) in my lesson plans has made my students have the satisfaction of solving exercises that make them feel that they are language learners.

Increasing the degree of difficulty in learning activities or situations for students (i + 1) becomes an interest in resolving the conflict in which students face, the culmination with satisfaction of their own results gives the motivation to wait again for that feeling of having achieved what was difficult at the time and is now part of their knowledge.

In turn, giving the support that students need to be focused on learning the language, taking the student into account and recognizing that what they live makes them have a willing or indisposed mind, is a challenge that as a teacher we have in the newspaper living and contemplating this method of planning exercises that involve students to regulate Affective Filter hypothesis has brought in my teaching practice by applying it in my classroom it helps to see changes in the behavior of my students and be more willing to integrate with more security, action that was not fulfilled before in my classroom, not because of not having present how my students learn, but because of the demands of the school administration, taking this Affective Filter hypothesis into account for me is now and will be, as very important teacher. Learning that I have when living these last days of confinement and application in the measures of change for not teaching in the classroom as on other occasions. The student is the most

important thing in all circumstances, their emotions, experiences and experiences are part of their ability to learn.

It reflects on the importance of maintaining the Affective Filter hypothesis helping with the trusted environment for language learning. Giving students the opportunity to change anxiety or nerves for a calm environment to learn and participate. Give security to be confident and increase language development.

The need to modify or adjust in practice is known as knowing the needs of students, their interests, ages, learning styles, and motivational factors in order to apply the necessary strategies for the advancement and development of language.

The importance of having a defined philosophy to recognize our strengths and weaknesses and be willing to take the role as a teacher inside and outside the classroom and prepare with the necessary instruments to help the role of our students identifying their needs.

Contemplating the progress of my practice as a teacher in teaching the language has motivated me to apply the knowledge acquired with my students and has been reflected in the application of the comprehensive work plan in the four skills when using digital media and evaluating the ability of learning of the students and the results obtained from said process for the acquisition of the planned in this period.

Searching and using the selected internet pages for me as a teacher and for my students was a new experience, since for reasons of internet at school not all classrooms have internet access. And it is not easy to access these platforms to carry out the planned activities without having the means within the institution, but all the effort that was made in the adjustments to change rooms, bring the corresponding equipment, and use the time in learning as was planned, I can say that it was worth checking the students 'ability, the students' interest in learning the English language when using these online resources, and the results of progress with the selected topics to arouse the interest of a language.

The learning was significant, when watching the videos that the parents sent and observing in this last stage where they had to make use of digital media 100%, due to the pandemic that is experienced within our country, and seeing Because preschool students are so familiar with digital media it is surprising and there is no reason not to use this digital tool.

Within the didactic planning to favor English language skills, the importance of being looking for online media for the benefit of writing and reading is recognized. Students benefit from planned activities by activating their knowledge to create new and thus awaken reading and writing skills by showing interest in using technologies.

Observing the results of the application in the classroom, it is considered essential to use at all times one of the favorable tools for the application of strategies for the development of language skills, thus being very useful for the active participation of students. In response to the interest and needs of the group, the class is encouraged to create an environment where motivation to learn is the main factor.

The institution will continue to be motivated to consider this work and learning tool for students as a priority to expand the signal in all classrooms so that students can use this important medium and develop their language learning skills.

During this time, the acquired learning has been implemented to develop what has been learned in the classroom to recognize the importance of how to evaluate students taking assessment is a reflective process for both teacher and student, to seek knowledge and understanding of student progress. The evaluation must always be linked to the planning of our class. Feedback should be given after taking the assessment.

The evaluation must be a continuous process with the aim of being formative supported by the rubrics that are a useful way to record the process of our students through the skills and tasks that will be evaluated.

The evidence portfolio is used to facilitate the evaluation by collecting the products of the students to observe the procedure to plan, collect and analyze the information stored in it, on the abilities of the students in the domain of language learning.

During these days of many modifications due to the unique situation in which we find ourselves in the country due to the pandemic, I recognize that the participation of parents in the learning process of their children is important in this unique experience where full support was requested. To carry out the activities showing the commitment from home with the sensitivity of recognizing the benefit of putting into practice the use of digital material, the internet pages suggested by the teacher and the collection of the material worked was the reflection of support for the completion of this important step.

Even though the situation was new and complicated to organize all the states to work within the four skills in the plan designed to carry out in the classroom the experience of applying these designed activities with the students in the classroom, the intervention of digital teaching due to the changes caused by the pandemic and the contact of having direct communication with parents for the development of their children's learning.

During this time I have learned to give importance to what has been favorable in the teaching practice and has been the development step by step considering the learning needs of my students with the methodologies that now with this new specialty I have acquired through dedication and effectiveness with which the work plan is organized to carry out the activities identified by the teacher for teaching the language. The results that are expected to be obtained in the next teaching groups are those of fostering in the students the interest of participating in the acquisition of a new language.

CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES.

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UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

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I **Ibeth Pena Hernández**, declare that the following ***FINAL PROJECT*** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

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

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[1] EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%2 0for%20Citation%20and%20References.pdf

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CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

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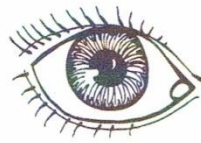
Signature:

Date of the submission.

Jun 21st, 2020

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[2] Reglamento General para estudios de posgrado de la UPN.
http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html
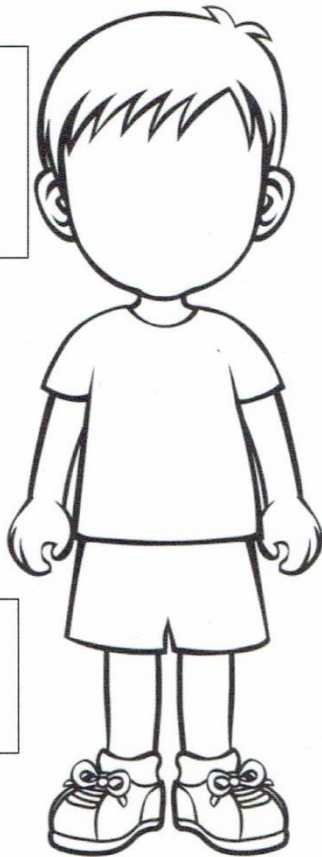
Circle the part of the body you heard

Name: _____

Name: _____

Complete the words of the body parts.

e _ r _

h _ ad

sh _ ld _ rs

k _ e _

t _ e _
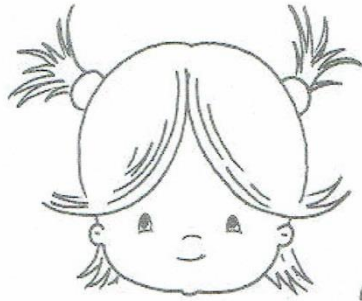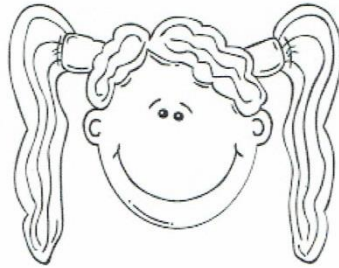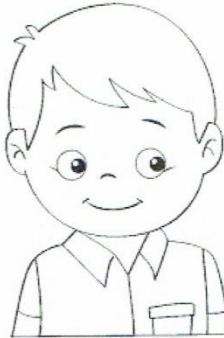
Name: _____

Eyes: hair:

Eyes: hair:
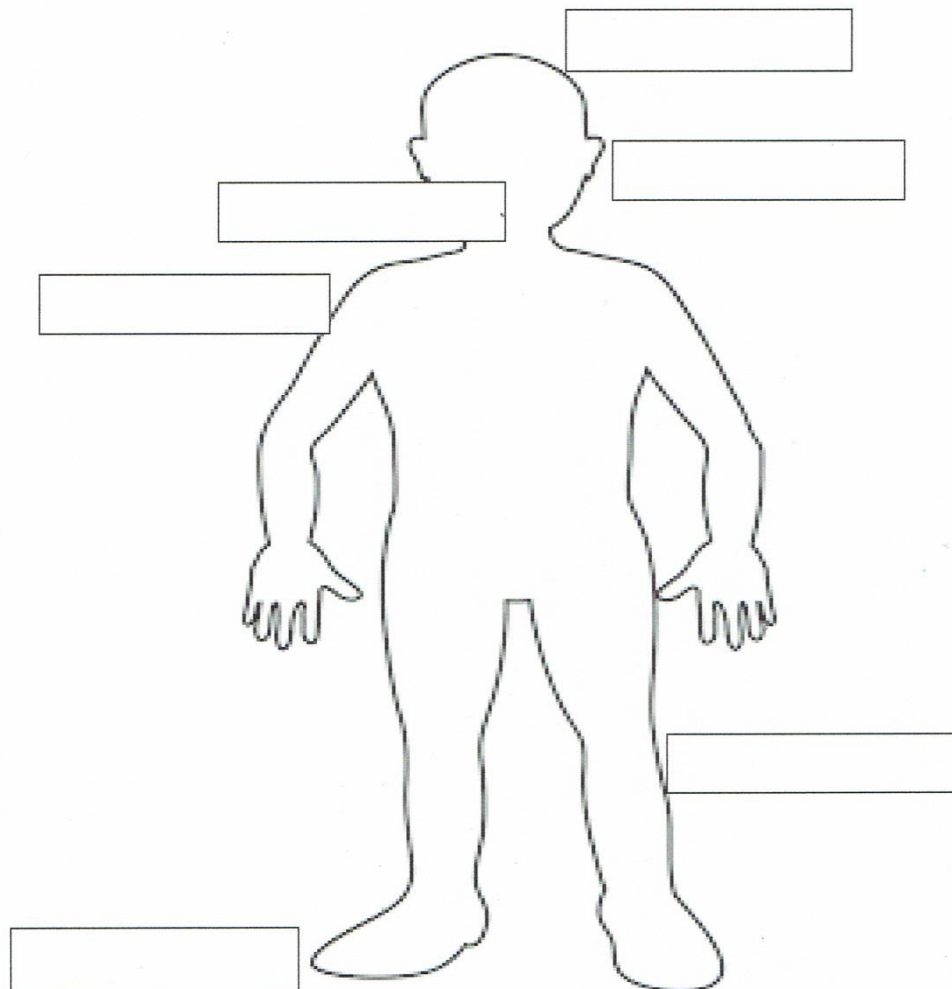
Eyes: hair:

Eyes: hair:

Draw yourself, cut and paste body parts.   Name: _____

shoulders	knee	head
toes	ears	mouth