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RAISING AWARENESS ABOUT MY EMOTIONS
DURING THE COVID LOCKDOWN**

TRABAJO RECEPCIONAL

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

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INTRODUCTION

The following document aims to present and explain the main developed theories related to the **Language** also to the **Language Learning Approaches** to have a better view of them, and match with the methods and techniques that teachers take advantage of to prepare their learners for a good English basis, and offer them an excellent learning process.

Another key point is **to set the reader into my context** (infancy, learning context, and teaching context) to understand some circumstances that have shaped my point of view relating to the acquisition language process behind my teaching practices, I make a comparison about my teacher vision at the beginning of this journey and how it changed in the end, besides mention the challenges I have yet but with practice, I will overcome. In addition, I **reflect on the theoretical concepts** besides the knowledge learned within this Specialization, identify teaching situations where I apply them to help my learners, I recognize that **the use of technology** has an important role when looking for authentic materials and taking advantage of it to create meaningful activities. I take into account the assessment tools to appraise properly every Macro-skill.

Equally important is the variety of **teacher roles**, identify, and play the best ones to create a sympathetic and meaningful environment for the learners' benefit that is one of the main purposes of teaching a second language.

In addition, it explains how important it is to develop and integrate the **Four Macro-skills** during the second language learning process to make it effective and meaningful and give the students a good basis. When talking about **Macro-skills**, it refers to **Reading, Writing, Listening, and Speaking skills**.

To begin with, it is important to describe every skill, and **Reading** is the first one; it is an **input skill**; the learners receive the information from the author, next **Writing** which is an **output skill** because the learners convey and express ideas by using symbols in a readable form. In the **Listening skill**, which is also an **input skill**, learners receive information and conclude with the **Speaking skill** that implies expressing our ideas or thoughts through meaningful sounds.

The **Interactive Reading Model** combines characteristics of the two main teaching **Reading approaches (Bottom-Up and Top-Down)**.

Another aspect to reckon with is the similarities related to experiences and knowledge that teachers could find between L1 and L2 and how to take advantage of them; to get better results through activating the **Schema Theory**.

Using a good dictionary can guide students to identify them too, but remarking the dictionary choice depends on the students' needs and level. Encouraging learners to study new vocabulary autonomously is crucial because they can design flashcards with specific aspects they consider important.

Also, there are significant **aspects to contemplate when teachers plan reading activities**: colored paper, font size, space, limited extent, active voice, to consider if the reading material is readable. Besides the learners' needs, ability level, and so on.

Therefore, it is important to define every macro-skill, to begin with, **writing** which is conveying and expressing ideas by using symbols in a readable form and by taking advantage of special instructions such as reading many genres, learning, and practicing written conventions, the writers educate their writing and enhance their proficiency. There are suggested essential approaches guiding teachers when teaching writing, for instance:

- **The Language Structures approach.**
- **The Creative Expressions.**

There are principles that **teachers must promote students in "good" writing habits** such as working collaboratively, receive-give-respond to feedback, setting a purpose, contributing with ideas, and so on. Also, the use of the **Micro** and **Macro skills** in writing is crucial because they encompass semantics, syntactic, coherence, cohesion, and how pupils communicate their ideas.

Referring to the **Listening skill** there are essential aspects to take into account when teachers integrate it into an activity. Furthermore, this paper analyzes **external and internal factors that could interfere when listening** and how the teacher takes advantage of them to improve the skill. It is challenging to develop the Listening skill due to many factors that decrease the success or enhance it. Besides, this document explains the elements involved in the **listening comprehension process** plus the **listening situations** the learners are in when a Listening activity.

Valuable listening activities are the ones that focus on **authentic materials** because there are daily aspects in them that teachers can include or show to their students, such as **natural intonation, slang, reduced forms, abbreviations related to spoken language**. Authentic material allows the students to listen to different voices, not only the "same teachers' speech". Besides, it gives an open view of what is happening outside the classroom and prepares students to be **communicatively competent**. Teachers can use the two main approaches when teaching Listening: The **Top-Down** and **Bottom-Up**; **the first one activates the students' prior knowledge**; and the **second one decodes the information**, taking into account the **context**; and the **language** that helps the listener to **develop an excellent**

listening comprehension process. Applying both approaches, when planning a listening activity, there are aspects to consider such as the information students listen to; the **stages** involved in the listening process; the listening activities focus on comprehension and acquisition. Teachers have to develop the listening activity into three sections to help students in their listening process: **a) pre-listening, b) while-listening, and c) post-listening,** including useful techniques and strategies that empower each part.

There is a brief comparison of the materials teachers use in a Listening activity: **The textbooks and commercial materials** do not offer real-life conversations; hence the teachers look for additional materials to complement the groups' goals and authentic materials offer these patterns and structures. Besides in the Listening process, the teacher has to take the classroom environment's features into account like the **listeners**, at least three types of them identified: a) The Active, b) The Passive, C) the One who concentrates on a short time and after a while get distracted, and there are ways suggested to help them improve in Listening. Accordingly, with **Speaking**, there are specific terms involved in the development of this productive skill like **the discourse analysis** that led to the discovery of valuable information about this skill, also the different purposes that the speakers get when they establish a conversation, and the importance of taking turns that show the social behaving rules in the interaction. Concepts like **fluency, accuracy, and intonation** have been discussed in the last few years because some teachers agree with the idea that speakers must get a **native-speaker proficiency** but **intelligibility** emphasizes the free use of the target language through approaches that integrate the four skills, also focuses on **stress, intonation, and rhythm** developed naturally in daily life. Considering these, teachers must examine the specific aspect to focus on while teaching Speaking, the **conversational competence** which develops the **pre-communicative activities, structural exercises, quasi-communicative activities** where the learners use acceptable language fluency without worrying about effective communication; and **communicative activities** which help learners to get the meaning across, raise the sensitivity to social situations and builds interactional abilities (**functional communication activities and social interaction activities**).

When using any of these activities and techniques the teacher must contemplate the two types of processes the speakers go through: the **skill getting process** and the **skill using process** to decide the best one according to their interests. Along with that, implementing **manipulative activities (structured controlled, semi-guided, and autonomous)** or the **communicative** that expect unpredictable responses help to have an excellent **interactive interaction** (teacher-students, and students-students) and notice, retrieve and generate new vocabulary. Merging these concepts into one approach is the **Task-Based Approach (TBA)** that promotes the integration of the Macro-skills acknowledging the largeness of the class, time, space, and other constraints. One point in favor is that I am part of a **monolingual class** because I know

the culture, conventions, and the use of Spanish, in my opinion, is an advantage because I can utilize it to clarify doubts and help the students to **be intercultural competent** in a globalized world that is changing rapidly; the use of **linguistic and sociolinguistic knowledge** (communicative competence) through a **lingua franca** like **English** is essential to share, reflect, be conscious and shape our attitudes, values, and beliefs towards other cultures.

Acknowledged Linguistic field figures like **Noam Chomsky** explained Linguistic knowledge; his research led **Dell Hymes** to demonstrate that Sociolinguistic knowledge is crucial because it helps us to decide how and what to say according to the social context and other factors.

Another important linguist, **Michael Byram** proposed the **Intercultural model** explained into five areas and its specific goals to promote cultural awareness. This model deserves the cultures' differences, applied to the educational sector focused on raising cultural awareness for teachers and students.

Being intercultural implies knowing, understanding, and living the term **culture** although there are too many definitions, the one that certainly is close to the Intercultural model is when **culture is shared as a language** because every culture has a background, similarities, and changes due to many factors; also people see the other coin's face when they read about the **ethnocentrism** which is the belief that one culture is superior to the others, and it causes **stereotyping, prejudice, discrimination or harmful situations** among cultures; they are examples of the cognitive process called **categorization** and people need it to give an order in their lives.

There is an essential place where teachers promote respect, sensitiveness and raise awareness; **the classroom setting** is where the teacher plays a **different role according to the students' needs and interests**, also there are at least five approaches that seek to overcome the stereotyping, find the similarities among cultures, explain the internal cultural characteristics, and finally, explain that the culture is dynamic because everyday changes due to the knowledge or experience every learner has.

The use of authentic materials created for other purposes and the **assessment tools** like formative rubrics or portfolios play an important role in the classroom because the teacher observes the **students' attitudes, views, empathy, tolerance, comparing, reflection, and the way they deserve similarities and cultural differences**.

Making meaningful the information mentioned above and supplementing with another vital part which is the assessment and testing process; the teacher needs to have a clear idea about **assessment and testing**; and **what they can do with the resulting information** like providing feedback, identifying students' areas for improvement and strengths.

There are **five suggested principles** to consider when developing tests (**practical, reliability, validity, authenticity, and washback**) and rewarding concepts like what is the

formal and informal assessment, the **formative and summative assessment** plus the **Norm-based**, and **Criterion-based testing**.

At the same time, teachers must pay attention to the four types of validity like **content validity**, **face validity**, **concurrent-related validity**, and **predictive validity** explained above which raises the quality of a test and take some recommendations into account when doing so. These validity aspects focus on testing **mastery**, **competency**, **skills**, and **proficiency**; certainly, they are a challenge to overcome in the Mexican public teaching system but there are **assessment tests** that provide different and specific aspects to appraise like the **Cambridge Suite**, the **Trinity College** for young learners.

Based on these assessment tests it is mandatory to provide students with training, exercises, samples, traditional assessment tools (**Multiple-choice**, **True and False**, **Completion**, **Dictation**, **Cloze**) to raise their self-reliance together with them the **Performance-Based Assessment** refers to create **real-life tasks** where students **analyze**, **reflect** and **solve** them. The PBA lays on the four quadrants (The **Observation of Process**, **Observation of Product**, **Classroom Measures**, **Decontextualized Measures**) to assess every specific part in the progress certainly taking some suggested activities into account to get exceptional results; another assessment tool is the **Portfolio** which is physically displayed or lately digital due to the pandemic days, it allows to observe students' progress in guided steps that show the achievement and provides feedback for the students, parents, teachers and even the school's administration.

How to assess the Four-Macro skills is controversial although some researchers emphasize the receptive skills are complicated to appraise rather than productive ones. There is a series of **traditional assessment tools** on which the teacher can assess them. However, there is additionally an **alternative assessment list (formative)** focusing on **work collaboration**, **peer feedback**, encouraging **continuous improvement**, developing **self-reliance**, and looking for **a group or individual goals**, in this section, every skill is examined, considering the **micro and macro skills aspects** and recommended some specific activities, and techniques to develop each one plus some other aspects to observe like **pronunciation**, **diction**, **fluency**, **word choice**, **usage**, **ideas**, and **meaning** using points to score the performance, remarking that the Four skills are connected intimately; another suggestion is the use of a **holistic or analytic rubrics**. In addition, the use of technology through **Computer-Assisted Language Learning (CALL)** offers substantial assessment-controlled exercises and provides feedback for teachers and students.

When **grammar and vocabulary teaching** consider **language knowledge (Grammatical knowledge, Textual knowledge, Functional knowledge, Sociolinguistic knowledge)** and **strategic competence (Assessment, Goal setting, Planning, Control of execution)**. In addition, it is necessary to understand that learning a language implies recognizing the

differences between the first and second language, including the **Larsen-Freeman Model** which is valuable information to explain to the students carefully the **Form, Meaning, and Use** of the English language plus the **context** and **communicative purposes**. There are **three types of vocabulary** (**The unknown or unfamiliar, acquainted and the established**) and a list of activities to promote during the class with a **three-dimension vocabulary assessment** suggested for teachers (**From Discrete to Embedded, From Selective to Comprehensive, and the Context-Independent to Context-Dependent**) to engage the students into the summative and formative assessment but also highlighting that teachers have to promote meaningful and authentic tasks to raise students' critical thinking, solving problems and expressing their opinion. Through this learning process, the teacher has to help students **identify the difference** between **an error** and **a mistake** by taking advantage of different strategies and techniques because learning grammar and vocabulary is a cyclical process.

Finally, in the last part of this document, I develop a lesson plan based on **Task-Based Approach (TBA)**, it encompasses the **Intercultural competencies**, integrates the **Four Macro-Skills**, suggests some **traditional assessment tools** and **others from the Performance-Based Assessment** where **students** work with **authentic materials**, **construct** and **make the knowledge** part of their lives.

1. MY TEACHING PHILOSOPHY

I was born on June 16, 1987, in Matias Romero, Oaxaca. My dad was Gabino Gonzalez Garcia, and my mom is Griselda Alonso Garcia, he was Mixe, and she is a Zapotec woman; I have a brother, and a sister: Daniel and Diana; unfortunately, my parents never taught me any of their native languages. I did not have an English class in elementary school until middle, and all my professional development comes from public education.

My first contact with English was in middle school, I had never been to an English class before; being there was such an amazing experience, watching a person from my town speaking and thinking in another language was wonderful; giving instructions and asking us to try new words and phrases in a new language to introduce ourselves, she is Ana Maria, she was my teacher during middle and high school, she is the person who determined my dream: Being an English teacher.

Some activities I remember from those days are: creating and participating in pair dialogues, writing down some short theater role-plays besides using grammar structures designed with colors on the board. Now, I remember the experience, and I shiver.

I came back home excited and nervous because I decided to be an English teacher although my dad did not believe it (he said, "You cannot speak Mixe or Zapotec and how you could do it"), my mom said that if I wanted it, I could do it. My dad died the same year when I was in first grade in middle school; he never knew that I became an English teacher, and I am sure he would be proud of the things I have done.

After that, I found out that my cousin was studying at the Licenciatura en Enseñanza de Lenguas Extranjeras. My mom told me that it was my opportunity to study there and live with her. I was resolute, gathered my documents, applied for the exam, and got it.

I have always been an insecure person because I have never had experiences like traveling to another country or studying in a private school (experiences that open someone's view). Now, I realize that they are not rules that people have to follow to be successful, it is just the outcomes of my decisions.

Before the academic year started, I moved to Oaxaca City. I lived with my cousin during my first year; I had English classes to refresh and learn English where I met a good friend, her name is Esmeralda, she helped and explained to me some matters related to the English course. It was difficult for me because I missed my mom and family a lot to the point of wanting to give up my studies there.

I began my bachelor's degree in 2004 at the UABJO's university; there are excellent teachers there, especially Angeles and Octavio, both linguists. But others mistreated us because they considered us superior to us; one teacher always repeated to us that we could not get any job related to teaching English, another teacher asked us at the beginning of the semester to learn fifty regular and fifty irregular verbs in just one night, it was a mess because most of us did not have an English background; a teacher that influenced the way I see English through music is Mark Leyes; Mario Gopar is another teacher that promotes Interculturality in the classroom and I am so impressed by these important concepts applied in the teaching context. Thus I had teachers that defined how I teach and some others that made me different. Finally, I concluded my degree in 2008 and came back to the Isthmus, where I am from.

After that, a school was looking for an English teacher; I think it was my opportunity to start my professional development; I taught English in Oaxaca for four years in a religious private school where I started my professional development. I am a Christian person, and I believe when Jesus comes, he will ask me about the way I helped my students to be better people and improve in English, that is why every day I try to do my best.

During my first week at that school, I realized that teaching was different from studying Microteaching or another idealized subject where the "imagined" group is short and quiet, my

students there did not like to study English with their attitudes or expressions, they rejected the subject; someone advised me that I do not have to cry every time I get disappointed by my students, now reflecting on it, I think, control is an excellent component when teaching.

One experience that marked my teaching practice is when a colleague was disappointed by the English final grade his son got; he asked me why; then, he asked his son to join us suddenly he hit his son in front of me, I do not know if my colleague did it, to impress me or to teach his son that he has to study and do the activities, or both, he was upset. I learned that parents do not accept when their children need extra help, time, and quality to know them. I continued working there one year more. After that, my principal was invited to work in another school, two hours away from my hometown. She told me that the new principal has a new English teacher; she invited me to work with her in that new school. I accepted because I thought I would not have the opportunity to have a better job without my bachelor's degree certificate. Probably she knew that looking for an English teacher was difficult there. I moved to Ixtaltepec; I learned a lot there as well as lived meaningful and personal experiences that let me grow my soul.

Suddenly, the University offered a Degree Seminar where I had the opportunity to conclude and process my bachelor's degree; it was a hard experience because I had to travel to Oaxaca's capital every weekend for four months and worked during the week. I had an intensive Spanish program; where I developed an English written thesis related to how children acquire their first language; I scarcely remember the information. I knew it was a possibility to look for better professional development and a job. The process at UABJO's university was tedious and long. Finally, in 2016 I got my bachelor's degree certificate plus a professional card (cédula).

In 2015, I resigned from my job in Oaxaca and moved to Mexico City, looking for better professional development. First, one of my plans, why I decided to look for better opportunities here, was to study and get a certification, come back to my hometown where I am from, and share my knowledge and experiences with my learners, but suddenly I got a job in a private school located in Iztapalapa; where I grew as a professional and as a person, I understood that I have to be honest and help people. The English coordinator never had open communication with me; she assumed I could do it without help despite she knew I was new in the city and with a few notions of teaching in a huge and private school, in some ways she helped me because I learned how to organize time, new techniques, knowledge; I had to grade classwork and teach Science in English plus the English subject. I took the first preparation course related to the Teacher Knowledge Test 1. At the end of 2016, my contract finished,

and I started to look for another job with different characteristics: close to my home and a better-paid job.

I started in 2016 to work in the Domingo Savio school (a Catholic school), where I learned more things; I did the Teacher knowledge Tests 1 and 3 and taught elementary, middle school, and high school. Besides, I learned some other teaching techniques, tried new approaches; I met new English teachers who are now my friends, and they shared with me new ways to improve personal and professional. The English coordinator observed my classes and suggested adjustments; she is like a mentor for me. I supplemented it with my previous experience to be a better professional. I acquired new knowledge using the National Geographic books, watched TED talks, tried warm-ups, TPR, and so on. I had online communication with parents where they knew the assigned activities or homework in real-time; parents could check their children's grades through a paid platform. Teachers at that school had to send their weekly lesson plans on time; the school has a Digital Time Clock System where if you delayed one minute, they did not pay the class hour, so being punctual was important.

I took the "Elaboración de Exámenes" course by the UNAM, and I got the dictamen 10 because the high school adopted the UNAM's system.

Juan Jose emphasized that looking for a better job at the Secretaría de Educación Pública was the best option in terms of payment, social security, and time. So, in 2018, I did the exam (an English placement test, an exhaustive methodology test besides a Speaking exam); and got the space. After that, I took a training course for one week; later, the English coordination published the available elementary schools in the area; unfortunately, the schools were far from home, I was disappointed, and I decided to wait for the next list.

God has guided my plans, I am sure. Two weeks later, I chose the "Canada" school that is in the first military area. Now that I work there, it is one of my dreams to work someday at the Universidad Del Ejército y Fuerza Aérea because some of their schools are close. I will pursue my dreams, and I am sure I will get them.

Now, I am in the Specialization in English Language Teaching, and a new milestone is here...this is the part of my teaching philosophy I wrote down at the beginning, and it has been a learning experience supplemented with the experiences I had before; they have shaped my teaching practice perspective, I think now I have new challenges to overcome, some of them is to integrate the knowledge in my teaching practices and learn the use of the technologies during the Coronavirus lockdown.

In the beginning, I was insecure about my English proficiency but I think external factors like getting a job at IPN plus studying it allowed me to improve it. One of the adjustments I observe during this learning process is the insight to use different teaching approaches and take the best of them, encouraging students to feel relaxed in stable and meaningful classroom environments, looking for authentic and interesting materials that captivate students' attention; besides, promoting and raising students' awareness to recognize their strengths and areas for improvement also to take into account that their classmates live similar situations like them which is Interculturality; Intelligibility is another term I did not know but I think it is vital for teachers, the use formative and summative rubric that support their learning process furthermore formal and informal assessment. I do not believe that bad experiences could stop my vocation to contribute to my student's knowledge, it is a great opportunity to rethink what to change or adjust, and feedback is one of the effective ways to know how well I perform the activities, it gives me a parameter of the things I do well, and the aspects I have to improve because I know my aptitudes.

1.01 THEORETICAL BASIS ABOUT LANGUAGE, LANGUAGE LEARNING, AND LANGUAGE TEACHING OF YOUR MODEL

First of all, it is crucial to define what **theory** is, and according to the Cambridge dictionary (1), is a formal statement of the rules on which a subject of study is based or ideas that are suggested to explain a fact or event or, more generally, an opinion or explanation. In addition, another important term to define is **Language** and according to Britannica (2), is a system of conventional spoken, manual (signed), or written symbols which human beings, as members of a social group and participants in its culture, express themselves. **The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.**

According to different **theories that explain the language nature and how humans learn it**, for instance, **Structuralism** defines **language** as "the only thing giving words meaning is the structure of words that surround it, and the relationships and differences that exist"; its main exponent is Ferdinand de Saussure, he explained that there is a "signifier" (form) and "signified" (meaning) (3). Structuralism describes aspects of language, including phonology, syntax, and morphology.

Behaviorism explains that humans learn as a result of receiving both negative and positive reinforcement after responding to given stimuli. Children learn through imitation, and learners have to develop a new set of linguistic habits different from those of the L1 when they want to acquire a second language. Skinner and Bloomfield are the main exponents.

According to **Noam Chomsky**, the main expositor of **Generative Linguistics** “an ideal native speaker-hearer who has the competence in his mind can identify grammatically correct or incorrect utterances” besides he made a distinction between “competence and performance” contrasting the perception and what the speaker produces, and was interested in the syntactic (grammatical) aspects of language. This school of thought focuses on the principles – of universal constraints – governing the underlying processes of language performance. Nowadays, linguists prefer to use “sentence diagrams” (Syntactic trees) because they show that sentences are more than just strings of words with a flat structure.

In the **Sociolinguistics, Functional Linguistics, and Pragmatics: Language in Use perspectives**; Dell Hathaway Hymes (4) pointed out that there were different contexts of use that determined who could speak, what was spoken, and how it was spoken; he gave another view of language in its social dimension.

Coupled to the explanation of how a language is learned, now it is time to explain how a second language is acquired which is another crucial point in this document, many schools of thought explain it, for example, the **Sociocultural Theory** details that the social practice of the language facilitates L2 acquisition, in it, there are cognitive processes involved alike “memory, attention, rational thinking, emotion, learning and development that come under the intentional and voluntary control of a person.” Its main expositor is **Lev Vygotsky**; the learners develop higher mental functions mediated by cultural artifacts (language-symbolic tool). It takes into account the **Genetic Model**, which the mind shapes due to the interaction with the social world through symbolic and physical tools. In the **Zone of Proximal Development**, the student could acquire a second language under the guidance of a more expert peer.

The **Monitor Model** explained by **Stephen Krashen** states that **acquisition is a subconscious and incidental process**. Learners pick up language implicitly by being exposed to it. The only language that is acquired can become performed. The result of second language acquisition is the direct result of learners’ understanding of the target language in natural communication situations. **A high affective filter** will hinder acquisition while **a low affective filter** will boost acquisition. Krashen proposed that learners can monitor their language production where they can modify their output. However, the monitor cannot be used all the times due to two important conditions:

1. Focus on form implies that form is more important than meaning in the learning process; the learner must pay attention to the form of the target language, and then is active.
2. Knowledge of the rule, to correct themselves as monitors, students must know the grammar rules.
3. And time, learners need time to think about grammar rules and use them.

According to Brown, H.D. 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 settings."(5) It is an "idealized" theory, one example is when a child has to learn how to multiply, first, he must learn the numbers then how to add and subtract, in other words, the steps that a human being follows to get a goal in this case to speak a language.

Thereby this document presents some of the main approaches that explain how to teach a second language, their learning goals, prepare the materials, and involve the learners and mentions the main teaching methods that the English Foreign Language teacher can develop, their characteristics, techniques according to the classroom, and students' context. Emphasizing that a **teaching method** implies a logical order of doing something (the steps). It is formal and procedural; it is what teachers do to facilitate the student's learning process. While the **techniques** are personal strategies that a teacher implements and adapts, it is the procedure to apply a method of how teachers approach a difficulty.

The **Task-Based Approach**, also known as **Willis's Task-Based Approach**, describes teaching as a cycle with three steps, the next explanation is an example of it (6):

In the **Pre-Task**, the teacher and learners sing a song and activate their knowledge. The teacher and students practice the song many times.

Next, the teacher explains the project that students are going to develop. Within the **Task**, they agree and describe some other body parts and explain their functions. Students have to draw the chosen body parts on bond paper, using colors, color sheets, and design their cartel. If she notices that the learners are having trouble, she suggests ideas or phrases. Students should work at their own pace because they are engaged in developing their group projects. To end with the **Report**, learners present their group project; they use the language; they try to use the language properly. **The purpose of this approach is that pupils solve together (in teams) a communicative language goal.**

Finally, at the **Language Focus Stage**, they work collaboratively; they solve their doubts by helping each other to clarify them. At this forum, they unify their knowledge and improve their interlanguage.

The **Learner-Centered Approach** places the student in the center, where the teacher uses questionnaires, surveys to improve their teaching practices towards the students' needs. Teachers must engage their learners to create their learning; **feedback** is important because there is one way to know that learners are on the right track.

The **Communicative Approach** emphasizes the semantic and communicative elements of language more than the grammatical characteristics, although they are in. **The target of language learning is to learn to express communication functions and categories of meaning.** Most Communicative language learning approaches and methods are based on

this view of language (7). The **role of the teacher** diversifies because she can be a facilitator, a guide, motivator, advisor, manager, the one according to the students' needs, for example, if the students have to buy beverages, candies, ask for the price, pay, ask for help or pieces of advice in a candy store, the teacher has to be a facilitator because she has to provide them with useful and fixed phrases that help the students to identify where, how and what to say besides, an advisor suggesting when because she monitors and notes if they students get confused or they do not use the expressions properly. As a result, students become engaged and autonomous because they will recognize the meaning by heart and identify when they can use the fixed phrases.

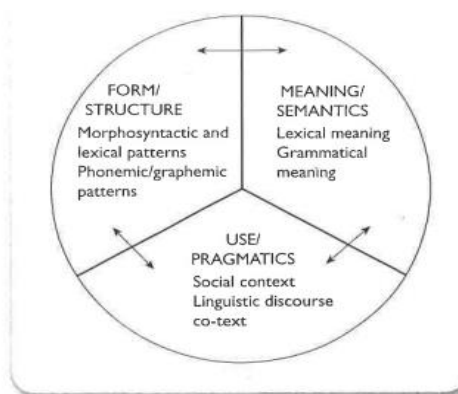


Figure 1. A three-dimensional grammar framework.

The use of authentic materials in Communicative Language Teaching is important (the ones designed for another purpose except the educational) which can be tested based on the **Diane Larsen Freeman Model** or the **Model of Form, Meaning, and Use**; it focuses on **the language in use perspective**: It states that in **Form**, there are lexico grammatical patterns or morphosyntactic that tell us how a particular construction is made and sequenced with other constructions in a sentence or text; with certain

constructions, it is also important to note the sounds (phonemics) and writing (graphemic) patterns; in the semantic wedge or **Meaning** or what a grammar construction means. **Pragmatics in use** means the use of language in the context. It can be social, linguistic discourse co-text (8).

Acknowledging some factors determine why the speaker chooses a particular grammar structure rather than another. Communicative Language Teaching is influenced by Sociocultural Theory, Generative Linguistics, the Monitor Model, and even Structuralism.

As I mentioned in the earlier section; the **Communicative Approach** is when learners have to develop communicative skills in real-world contexts, and they have to take in their hands the responsibility of their learning process guided by the teacher, for example:

Students have to describe their body parts; the teacher uses authentic materials like the song: Head, shoulders, knees, and toes (9), also by using mimics the students practice the vocabulary; after that, the students point out their body parts, repeat them and use phrases like: This is my head. These are my eyes (Demonstratives + verb to be conjugation + singular and plural nouns). While they are working, the teacher monitors their performance and helps them to identify the body parts (by touching, showing, and pointing out her body parts) or with pronunciation, intonation.

There is another video called: This is my body (10), the teacher and learners find useful expressions that describe body parts and their functions: See my head? I can think.

Students use it in meaningful and real-world situations like going to the doctor and showing a body part that hurts; through role-plays with a classmate, they can show their body parts and describe them.

With the approaches' information in mind, it is important to explain every Macro-skill involved in the English language learning process and give suggestions of how to integrate them into the teaching practices, beginning with **Reading** which is a complex cognitive process of decoding symbols to derive meaning. It is a form of language processing moreover a means for language acquisition, communication, and exchanging-sharing of information or ideas. Reading involves a reader plus interesting content that allows acquisition and gives them meaningful knowledge. According to Carlos Sanchez Lozano (11), the reading skill has three stages:

1. In **Decoding**, readers translate symbols into sounds or visuals both representations of speech, and through morphemic analysis, semantic, syntactic knowledge, and contextual clues they identify the meaning of unknown words.
2. Through **making inferences**, the reader uses previous knowledge or experiences to figure and comprehend the text.
3. In the **Critical reading stage**, the reader attempts and seeks to identify the author's intentions and judge the message.

One of the most compelling approaches that teachers apply when developing reading skills is the **Interactive Model of Reading**, which is the combination of the **Bottom-Up** and **Top-Down Approaches**; it has a text as input and the extracted meaning as output because the learner interacts with the text and selects little or much of the cues from the text as necessary. To explain the mentioned before approaches' features, the **Bottom-Up Approach** seeks to explain the cognitive processes that readers engage in when they are reading, it also has a hierarchical organization, the reader first processes the smallest linguistic units (graphemes, grapheme-phonetic, phonemes, syllabic structures, morphemes, words, sentences) and gradually compiles them to decipher and comprehend the higher units, in other words, they decode the words. Then the **Top-Down Approach** also seeks to explain the cognitive processes that readers engage in when they are reading, it moves from overall general meaning down to examining the written code. The learner starts the task with some assumptions in the mind (previous knowledge) that teachers have to activate before starting. This approach forces learners to use meaning and grammatical cues from the text to identify unrecognized words (extract meaning from the context).

Another important term in reading is the **Schema Theory** that elicits the use of the experience and knowledge in L1 or L2 that learners have before reading a text; by finding the similarities between the L1 and L2 languages, teachers can activate previous knowledge and connect with the new content of the text. In literature, there are three types of schema knowledge:

1. The **Content schema** is the previous knowledge (ideas, beliefs, values) that learners use to connect with new information; it solves ambiguities between possible interpretations.
2. The **Formal schema** is the knowledge that learners have related to the different organizations-structure of texts.
3. Finally, in the **Linguistic schema**, students use the stored linguistic information to decode the words and understand their meanings.

Increasing vocabulary is another important point when developing proficiency that leads us to the next suggestion: **using a good dictionary**; choosing a good one depends on our students' needs. Also **encouraging the learner to work and study autonomously** is another suggestion. With elementary students, I ask them to design **flashcards** when I introduce new vocabulary; usually, in the front, the students illustrate the word, and on the other side the written form, but there are more ideas about some characteristics to introduce like writing the specific part of the speech, a written sentence with the new word, and definition; also there are more to mention like pronunciation, a word-map, collocation; I doubt with the translation because asking them to illustrate using their creativity helps them to identify the new word.

When the teachers devise a reading activity, consider the student's ability level, use creativity, and collect the materials carefully. Menus, forms, brochures, newspapers, magazines are useful material to use. Zukowski (13) suggests the next readable **text's characteristics**:

- Short sentences.
- Active voice.
- Enough white space.
- Graphic support.
- Limited extent.
- Focuses on a single topic.
- Explanatory redundancy.
- A clear serif font (12-point font)
- Narrow columns.
- Not justified.

- Colorful.
- Dark ink for clarifying.

Nowadays, using technology plays an important role not only in teaching and learning but also in our personal lives during this pandemic time; therefore, there are suggested additional web pages to help students improve their reading abilities:

- In www.starfall.com students navigate, find readings according to their interests, it offers extra activities that reinforce the listening skills.
- In <https://arbolabc.com/juegos-de-ingles> the students find readings, games, songs, tongue twisters, and Science activities.

It is important to realize that **writing** is a medium of human communication that involves the representation of a language with symbols. Writing systems are not human languages: they are representations of a language, constructed by other humans separated by time and/or space. While not all languages utilize a writing system, those systems of inscriptions can complement and extend their capacities of spoken language by enabling the creation of durable forms of speech that can be transmitted across space and stored over time. It has also been observed that the activity of writing itself can have knowledge-transforming effects since it allows humans to externalize their thinking in ways that are easier to reflect on and potentially rework. Writing encompasses semantics, syntax, phonology, and morphology. The result is a text, and the interpreter of the text is a reader. Weigle (2002) (15) affirms that Writing is different from Speaking because it needs special instruction, and requires prerequisite cultural and educational participation. Remarking that students' first language differs from the second one in writing conventions, for example, Spanish is more decorative (spelling, punctuation, capitalization) students must learn to write in the second language to get proficiency, referring to this, Hyland (16), suggests six teaching writing approaches but I take the essential in the development of my activities:

Language Structures focus on the coherent arrangement of words, clauses, sentences according to a system of rules. It involves Linguistic knowledge, vocabulary choices, syntactic or grammatical features, cohesive devices that build the paragraphs and ideas. It defines four stages when writing:

- Familiarization with certain grammar structures.
- Controlled writing.
- Guided writing.

- Freewriting.

The **Creative Expressions approach** stresses that Writing is learned by the writer (as a self-discovery) and shares their sense; thus, it involves creativity.

There are many written forms students are in touch with daily such as news, emails, WhatsApp messages, tweets, song lyrics, and interesting information that teachers choose to make more meaningful for the pupils to learn. Also, there are a lot of techniques teachers use to introduce and set the writing purpose for example:

1. Brainstorming.
2. Superficial reading.
3. Discuss the main points.

Use the following to organize ideas or drafts such as:

- Mind maps or word maps.
- Use of graphic organizers, etc.

To revise the text, teachers can use collaborative or group revision feedback by using Google documents, the writer can edit and change the grammatical features or add ideas remotely, these ideas contribute and create a community where learners can help each other, exchange ideas, and identify-fix the teacher and students' areas for improvement, they have. The essential principle when teachers give or respond to feedback is clarity which makes students feel confident and keep on writing their ideas.

The use of **Micro-skills and Macro-skills** when teaching writing is important because it forms the students the writing shape in English conventions moreover Brown suggests the next information (17):

- The **Micro-skills** correlate with Semantic and Syntactic, teachers must produce graphemes and orthographic patterns, and express meaning with grammatical forms.
- The **Macro-skills** are related to communicating ideas, cohesion, and coherence, the use of cohesive devices, communicative functions according to form purpose, the correct use of written conventions; identify what is literal and implied, and finally requesting the teacher's feedback, its use to correct and revise.

There are a lot of useful strategies to teach writing, I use some of them with my elementary students, for example:

- Generate questions with practice-guided and structured examples.
- Promote a general discussion or brainstorming because it reduces the workload; and improves students' attention to the minimum details, or they suggest ideas.
- Organize role plays because learners agree with the questions-answers, then write their ideas on their notebooks and use their creativity. Also, practice the English written conventions.
- In controlled writing, teachers give learners certain grammar forms and authentic texts such as letters, messages, memos, notes, directions, application forms, etc. to practice the text organization too.
- Personalize the story, the characters, setting, plot, or the end.
- Watch a video, write a list of words they hear after which learners write a short text with the best words, this is called Dicto-comp.
- Write a diary or journal.
- Display writing; students write and prepare with short academic texts or essays with different topics.
- Real writing, with three types: academic, vocational, and personal.

Writing provides **feedback** which is essential when students need to improve their writing skills. If the sentences are incorrect, I repeat them aloud to make students aware and identify the error or try with a new meaningful sentence. I think it is oral feedback, and I do it in a consensus or individual form. When they work in roleplays and do not understand something, I stop and go back, re-read to clarify their doubts. The next recommendations also promote writing activities and provide feedback:

- Peer revision.
- Written feedback within emails, blogs, delivered comments from a word file.
- Do not follow a rigid prescription.
- Encourage pupils to receive objective criticism.
- Highlight achievements.
- Positive feedback.

Feedback is a cyclical process because the teacher and students have to be aware of receiving feedback, know how to give it, and the essential part is to respond to it, it builds self-reliance and the strength to scaffold the new students in the long term.

In light of **Listening** an important concept to know is **communicative skills**, which is a set of abilities that let the person process the information and respond to it through strategies and

techniques when learning a second language, in this case, English. For this reason, teachers have to develop an excellent basis for their learners.

In my opinion, students are insecure because of their **lack of vocabulary**; it produces breakdowns in communication, inaccurate meanings from the listener. Besides, a **mental block** occurs when students think they are not capable of being successful. Therefore, **listening needs practice**, and it will give them **self-confidence**.

Besides, **personal factors** affect students during the Listening skill improvement like worry, distraction, stress, sleepiness, hunger, or the topic is not interesting for them. Preconceived ideas, a closed mind, or sympathizing but not empathizing with the speaker are other students' factors involved in the listening skill development. Having an open mind is essential to understand others' opinions and feel empathetic. External **factors** like noise also affect them to understand the speaker but the teacher has to provide enough authentic listening texts that help them filter and focus on the content and meaning; considering two elements in the Listening comprehension process, the **processing sound** which are segments and boundaries of the stream sound like intonation (rising and falling, when the sentence ends, pitch, speed of delivery) in conversations; and **processing meaning** which is recognizing the parts of the speech when the speaker explains or restarts the communication, and the use of language data to anticipate the information. The learners encounter direct or indirect two situations where they receive input through listening, and they provide previous knowledge:

The **Interactive listening situations**, as the word "interactive" says, are real situations the learners have actively participated in, clarify meanings, and ask for repetition.

In **non-interactive listening situations**, students can pause the movie, the talk, or the music, which is one-sided.

In daily life, the speakers are not conscious of **redundancy (repeated speech), vacillation (hesitation), pauses, or intonation**; they are some examples of the **background** and the **linguistic knowledge**. Consequently, teachers cannot take the students outside the classroom and provoke interactive listening situations; they can use authentic materials showing the real-life situations in the EFL classroom with **colloquial phrases or expressions** to help students be aware of them. Also, introducing "new speakers" with authentic materials to students and avoiding getting them used to the "**same**" (teacher's voice) is another point to take into account when planning a listening activity.

Teachers must take advantage of these learning situations learners are involved in, directly or indirectly; and at the beginning of the listening activity session is: **activate the learners' previous knowledge and connect with the new information**. It leads us to the main teaching Listening approaches like the Reading and Writing skills have the **Bottom-Down and Top-Down approaches** plus the **language and context**. In consequence, they prepare the students for a real situation where they can experiment and be successful. Some examples

are a **telephone conversation, songs, news, series' parts**. In the light of this preparation, McErlain (18) states that in a conversation, the listener has to process the information in **three stages**:

1. In the **Perception**: The listener identifies the speech sounds, intonation and turns them into meaning for them.
2. In **Decoding**, the listener creates their kind of understanding, taking chunks, not just sentences.
3. In the last stage, the listener **filters** the information, **predicts** what comes next, and **selects**.

Equally important, there are elements that teachers must take into account while students try to understand and process the information, for example:

- They listen to complete a task, but usually, they listen to what they consider essential.
- Monitoring students during a listening activity because they find similarities and differences in what they are listening to and what they know.
- Listeners check their understanding by asking-answering some questions among them. They take notes to recall information as well, which allows them to give feedback.

Coupled with the listening process, another essential point to consider is the classroom's environment, and the **three types of listeners** that teachers identify:

- The **active listener** actively participates, listens, provides feedback, and efforts to get the meaning and recall information.
- The **passive** one does not participate and does not contribute to the interaction. The responsibility is on the speaker.
- The last listener is the one who sometimes participates but is easily distracted.

Some **difficulties** teachers face when they develop the Listening skill are:

- **Rates of delivery** (pauses, speed) because students get frustrated because they cannot control it and ask for more repetitions.
- **Clustering**, students try to break down the speech into smaller units.
- **Redundancy** offers the students time and extra information.
- **Performance variables** interfere with the listening process.

- **Colloquial language** is an aspect that I mentioned before; teachers can use them in the classroom context because they usually listen to the "textbook language."
- **Interaction** is the ability to follow a conversation and actively participate in building meaning.

Some suggested **solutions** for the difficulties are: repeating the listening text if it is necessary (it would improve the listening comprehension), prepare pre-listening activities, make adjustments, and make the listeners aware that it is a process that requires patience and practice.

Some involved approaches while teaching listening are:

- The **Input Hypothesis Natural Approach (TPR)** uses instructions, provides input (Simon says, Head-Shoulders-Knees and Toes song), focuses on listening comprehension to acquire a language, emphasizes that the teacher is responsible for the process.
- The **Attention Theory's** main point focuses on grammar structures while students are listening.
- In the **Conversation Theory**, the listeners cannot fully participate in conversations. After all, they do not receive or give feedback because they do not understand what their classmates say.

In addition to the Approaches and theories, Brown (19) suggests **eight concepts connected to what learners listen to**, and teachers must consider:

1. **Background knowledge** (previous knowledge)
2. **Previewing** (Pre-listening activities that anticipate learners)
3. **Advance organizer** (Tools used to connect with new information)
4. **Meaning support** (Visual, sounds, and effects in materials that help to build meaning)
5. **Recall or take notes** in the L2 about what they listen to, even in their L1.
6. **Recall-Questions** from the listening text to answer with simple words.
7. **Inference Questions** (Students connect with something valuable from outside the classroom)
8. **Intonation** (rising, fallings, pauses, hesitation)

Teachers develop the Listening skills through **two models**: the first perspective is as **comprehension**, the way teachers help the learning process, facilitate the discourse, develop the listeners' abilities to understand, and the second perspective is **acquisition** the listeners

learn through the intake or using the tools of communication to improve the listening process. Consequently, **teachers can combine the Top-Down and Bottom-Up Approaches**. Some **useful techniques** are, for example: In the **pre-listening activity**, they can show the vocabulary to introduce and connect with the meaning of the listening text, by asking to listen and repeat it, the teacher is supporting with sounds, visual the first part of the session. Moreover, the teacher **decodes the words** when writing next to the pictures. In the **Top-Down Approach**, the teacher relates the students' previous experience with the new activity with questions or keywords. Perhaps, the students tried the situation (Interactive and Non-Interactive) before, but now in a different context.

With this in mind, the mentioned strategies lead us to the second part of the Listening session: The **While-Listening** that focuses on comprehension that involves sequencing and getting the general idea of the authentic material; the teacher plays the listening text many times because she is not testing the activity.

At the end of the session, the **Post-listening** concentrates on response and requires the students' opinion.

One purpose of developing an excellent basis for the Listening skill is engaging the students through **Cognitive and Metacognitive strategies**; in the first one: the teachers work with short and long terms and help students comprehend, accumulate, use input in retrieval processes; and the second focuses more on monitoring, self-evaluation, or testing (20). The recommendation is to use them in the different parts of the listening activity.

By sequencing both and maintaining the same topic and objective during the listening activities, besides using diverse activities and **Top-Down and Bottom-Up techniques**, students will get practice and self-confidence.

One essential component in a listening activity is the material; I discovered that the textbook's material is **artificial** with **an inappropriate level** and **unrealistic expectations**; teachers can use "commercial materials" too, but it is not the suggestion. The use of authentic materials plus the elements involved in the approaches is useful recommendations (21). Additionally, teachers must analyze the next characteristics when choosing additional materials:

- They must be relevant for their students in their context (short and long terms).
- Materials must coincide with the groups' goals.
- They do not overwhelm students.
- Build their confidence (grammar, vocabulary, reading, writing, speaking, and listening)
- Materials must be at the right level and proficiency.
- Materials must vary related to their listening.

Associating the last recommendations when choosing **authentic materials** because **they fulfill some social purpose in the language community** (22). Teachers can use them to **make students aware of the patterns, slang, structures, intonation, speed, abbreviations**. If we want our students to be **communicatively competent** through authentic materials, they need to realize native speakers make mistakes, and they are not 100% accurate when they speak. Listeners need to know what is happening around the world. If you are looking for authentic materials, take into consideration the next characteristics:

- Exclude the material if they have too much information.
- As the suggestions in the lesson plan structure mention: Add pre-listening activities.
- Adequate authentic materials (students' needs, level, proficiency).

Taking advantage of technology these days is essential; we have improved our abilities using it, we need to support our students through a computer screen. This part focuses on it, and there are some concepts we need to clarify:

Multimedia allows students to watch videos, play games, read the latest information-news online; besides, there are educational resources teachers can use to improve their listening skills. It combines video, audio, visual, graphics, and so on. **Visual and aural input** is significant because they give extra "help" to understand the information during a listening activity. Teachers must design **meaningful and appealing activities** because well-chosen authentic materials are the means for learning a new language.

In my personal experience, I have tried some of them, and I would like to suggest the following:

- Facebook.
- Instagram.
- YouTube.
- BBC Learning English (every Tuesday there is a broadcast about pronunciation and intonation)
- TED Talks.
- Podcasts in iHeartRadio.
- Spotify.
- arbolabc.com (There are reading and extra activities like games, songs, tongue twisters, and Science activities)

Finally, the use of technology in the classroom inspires me even though it has external factors with virtual classes (some of the students cannot attend them because they do not have an internet connection) even when students send the activities in **Google classroom**. For this

reason, teachers must be empathetic with them. I admit that the public school's conditions are different these days; the government has cut the school's budget, but it does not stop me. I download the video or audio before the listening activity and print the worksheets or the material. I want my students to improve and be aware that the world is changing, and it needs good humans and professionals.

Concerning **Speaking** is the use of sounds to communicate or express ideas and thoughts and requires one listener and a speaker. One fundamental point in this skill is to understand what is **discourse analysis**, it is the process of understanding how the language is used within an oral or written text by considering its context, paying attention to the meaning and the intention of the speaker.

When people speak, establish a **conversation**, the interactive communication between two or more people, the development of conversational skills and etiquette is an important part of socialization. Therefore, the conversation has the following elements:

- When people interact, they use expressions.
- The conversation has different purposes, for example, it is **transactional** when people exchange information, **interactional** (23) when people create and maintain social relations, or it is **a performance** when a public audience is listening (24).
- It is important to **take turns** when speaking because people anticipate reactions, highlighting that a set of conventions regulates the conversation.
- The conversation always has a **topic**.
- The conversation has two speaking styles, the **casual** and the **formal**.

Some other main points in Speaking are, for instance, **fluency**, which is the ability to speak or read with speed, accuracy, and proper expression; another important term closely to fluency is **the accuracy** that is the control of grammar and pronunciation, it is a fluency component; these terms guide to another point that is **pronunciation**, the deep discussion is, if English language learners must reach a **native-like proficiency**, from my point of view, I always tell my students that **it is important to express our ideas clearly and maintain the conversation**; if they do not know the words they can look for useful synonyms to do that; I encourage them to keep speaking focusing on the **Intelligibility** that emphasizes on the correct and free use of the target language, and aspects like stress, rhythm, and intonation. Regarding **stress** that works with words (**lexical stress**) where we identify the syllable with more emphasis, it is more important than the pronunciation of individual sounds (segmental), referring to the **sentence stress** where certain words are given more emphasis and adapted to the speakers' intention, in this category teachers identify the content words where the speaker puts more or equal stress and the function words that can be reduced when

pronouncing them. **Rhythm** refers to the beat pattern of the spoken language, it has a specific way to identify it, when we connect the speech and stress the syllables of the content words. Finally, **intonation** refers to the variation (rising-falling) in the pitch level of the voice in an utterance.

Coupled with that, teachers must take into account specific techniques when teaching Speaking, and choose them according to particular aspects such as one or two aspects of the conversation:

If you are interested in **conversational competence**, consider the **pre-communicative activities** where the learners use acceptable language fluency without concerning about effective communication, divided into **structural exercises**, **quasi-communicative activities** (drills, replace specific information in structured dialogue), and **communicative activities** which are activities applied to their daily situations (roleplays, projects, work, debate). There are two types of communicative activities, the first one is the **functional communication activities** that help the learners to get the meaning across effectively, and the **social interaction activities** which develop sensitivity to the social situations and help the learners to increase their interactional abilities, some recommended are:

- Fill out the gaps.
- Sequence the pictures.
- Discover missing information with restricted cooperation.
- With unrestricted cooperation: learners work in pairs, ask and answer questions, share processed information, discuss, evaluate, and agree on the answers.
- Solve tasks in groups like designing a house, finding the treasure, and so on.

I had a speaking activity related to Valentine's Day. It is an example of social interaction activity because it promotes social skills and behaving in acceptable ways, cued dialogues, role-play, debates, discussion, and improvisation.

After the techniques, teachers consider the two types of processes that involve the learners during a speaking activity:

1. In the **skill-getting process**, the learners engage in building blocks of communication.
2. In the **skill-using process**, the learners interact autonomously, process the real communication through comprehension and production (Describe an experience about a certain situation, describe how to prepare something, describe a favorite movie or meal).

In both processes, the oral practice for learning grammar, structured and autonomous interaction must be integrated and help students to improve their speaking skills with the target language. It is also important to mention the tasks or activities used with or without the teacher's assistance, for example, the **structured controlled**, **semi-guided**, and **autonomous**. Some of them are **manipulative** like dictation, reading aloud, warm-up, translation, or drills where the teacher controls; the **communicative** ones are the role-plays, brainstorming, storytelling, interview, stimulation, debates, games which have unpredictable outcomes.

Besides, other techniques that involve an **interactive interaction** in the classroom context are, first, teacher-student when the teacher explains something to the students, she gives contextual clues like sounds, physical movements; choral responses, routines expressions; funny creative completions where students suggest funny answers, also there is the interaction between student-student, in dialogues students practice it, replace some specific information, practice and perform or use extra information according to the activity.

When teachers combine effective techniques and activities in speaking sessions offer the students a good learning vocabulary process and structures opportunities, it is important to encourage them to recognize words that matter to them (**noticing**), the ability to use identify their value through a conversation (**retrieval**), and finally, the ability to generate and use it in a new context (**generation**).

The main point in speaking is to reach the interactive oral grammar techniques and activities where the students naturally practice the four skills, in other words, in daily activities. It promotes equal participation, offers feedback and learning opportunities with meaningful, expressive, builds self-confidence, fluency, lexical and pragmatic language aspects, and is learner-centered.

Concerning the approaches in speaking, the **Task-Based Approach** is one that I have to promote in my classes, it is sequenced, integrates the four skills, and gives the learning process a balance; one drawback to remark is the **class size**, in public schools English teachers not only have to struggle with large classes where the administrative area decides but also with the skills that the students have, teachers, do not have the opportunity to classify them according to their proficiency levels and sometimes deal with disruptive behavior, the load of work, space, time to attend them individually but talking about the upsides, large classes allow managing pair or group work and professional experience.

Another aspect when teaching large groups or beginner students is the use of the L1, in my case I use English and Spanish with a relation of 50-50 because I have some students who do not have any experience with English or they know little; the purpose is to catch their attention. Also, I adjust the use of the second language in the classroom for the students to get used to listening to instructions, presenting, and explaining in English, but, if I notice they

do not understand or want me to explain them in Spanish I do it. I consider the use of Spanish in the classroom as a great advantage because we are part of a **monolingual class** (we speak the same first language). Some parts of the lesson plan where English teachers use Spanish are in the **lead-in part** at the beginning or when **eliciting** a specific answer. The use of pictures, mimes, examples, body language are useful; everything that helps students is welcome.

Equally important is the position that I give to the native-speaker pronunciation and to be honest, I concern most about expressing and communicate ideas; I agree with **Intelligibility** because communicative approaches focus on it, they learn vocabulary, solve tasks independently, perform projects, reflect on the aspects of language, improve and polish their pronunciation; another suggestion is to model the pronunciation. Also, they can be **autodidacts** and search for specific videos, games, movies, or songs that help to improve the English language aspects. There are online resources that help students to improve their pronunciation and intonation for example:

- BBC Learning English on YouTube.
- VOA Learning English on YouTube.
- Youtube.com
- CBC kids on YouTube.
- Hope Sabbath school on YouTube (I learn a lot about the Bible and practice English too).
- True Mexico on YouTube.

Another important feature when people learn a new language and teachers know is being **linguistically competent** but also learning **the sociolinguistic norms** and the **culture of the target language**. **Noam Chomsky** in 1965 explained what is **linguistic competence**, is the knowledge possessed unconsciously (the grammar of the language but the social context is not involved); it conducted the study of the **communicative competencies** which is the **social knowledge of when and how to use the correct grammar, words, sounds and so on**. Particularly, **Dell Hymes** explained that **social knowledge** is essential because when people interact, they decide the type of language to use according to the social context, the sociolinguistic rules: how and what to say; this and other circumstances influenced the textbooks to change their curricula and focus on the communicative competence model, which refers to verbal and non-verbal communication. Combining the linguistic and social knowledge, **English** has become a **lingua franca** used for **communicative purposes** thus the interaction triggers **intercultural competence**, that is the ability to perform effectively

across cultures, to think and act appropriately, to communicate and work with people from different cultural backgrounds – at home or abroad (24)

From my perspective, **being intercultural is being able to learn, understand, and compare my culture with others' cultures in a positive way** because people are raised with different values, beliefs, and experiences; and they make us unique. One of the most popular **models of intercultural competence** in language education by the British **Michael Byram** divided into five areas:

1. **Intercultural attitudes** when the speakers are open and curious about others and ready to learn in a non-judgmental way.
2. **Knowledge of social groups**; through interaction, people are aware of the cultural differences and comparing themselves with others, something similar happens when people learn about the target language's culture in terms of society and individuals.
3. **Skills of interpreting and relating** the events or documents from another's person's point of view, in other words, to understand the world through someone else's eyes.
4. **Skills of discovery and interaction** when people use the cultural new information in real contexts by observing, asking questions, and experiencing it.
5. It is important to be aware and evaluate how values and beliefs influence attitudes towards being culturally competent which is the last area: **Critical cultural awareness**.

Another key point is the role of the teacher that makes the students experience, reflect, be conscious about their attitudes, and after all, open to cultural differences. In the light of being open to cultural differences, an important term is **a culture**, the Center for Advanced Research on Language Acquisition defines it as the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music, and arts (25). The **Intercultural model** focuses on **culture as a shared language** because every culture has its similar values and beliefs; certainly, a context, an environment, a history that determines its members' behavior, and reactions. In particular, every culture is **dynamic** because factors like the internet, migration, economy affect the generations in their way of expressing, and so on. Another essential aspect is that **culture is learned unconsciously through seeing, experiencing, listening to our context**; people learn what people suppose is right or wrong, and people make judgments based on it. To illustrate this aspect, I found a perfect example, which is a meme that I published on Facebook where a person is lying on a street with a beer in his hand, and on the other side of the street a mom and her child walking, then she says: Do not walk close to him because he is drunk; the man listened to her and answered: Come on! I am a teacher and I am on vacation! It is a meme related to our Mexican culture that if a

foreigner without the context could not understand further it shows that children unconsciously learn that drunk people have bad habits or moods.

Another term to take into account when people learn a language about the culture is **ethnocentrism**, which is applying one's own culture or ethnicity as a frame of reference to judge other cultures, practices, behaviors, beliefs, and people, instead of using the standards of the particular culture involved. Since this judgment is often negative, some people also use the term to refer to the belief that one's culture is superior to, or more correct or normal than, all others—especially regarding the distinctions that define each ethnicity's cultural identity, such as language, behavior, customs, religion. It can also simply mean any culturally biased judgment. On the whole, if you are ethnocentric, you will not be able to learn and interact with other people; other problems will lead to discrimination or physical harm, and Byram emphasizes that **being intercultural competent is to see the other's cultures as equal value**.

Sometimes people observe a person that smiles and does not worry about certain things that we usually trouble about, but people certainly do not know her internal views that represent her cultural values; this is what Byram deserved from his model: to raise cultural awareness among each other.

Terms like **stereotyping or prejudice are cognitive processes of categorization**, for instance, classifying objects, people, places, or food gives a sense of order in our lives. One clear example of stereotyping is the one I mentioned about the meme, where the society thinks drunk people have bad habits or moods; another example is the cliches that foreigners have about the people living in Mexico related to the drug cartels, violence, or corruption. Having these stereotypes sometimes is taught by others or someone who had had a bad experience before, and we prejudge, which is a negative stereotype. I was watching a video about an Arab who came to live in Mexico and says people here are kind; he has not experienced discrimination but his friends yes from the things they cannot eat or drink, this is an example of a positive stereotype because it creates an unrealistic expectation in others and his friends could feel pessimistic, as can be seen, stereotypes tell us what a situation, group or person is like but prejudice tells us how to feel however **Byram suggests that being intercultural is the way we manage stereotypes and prejudice, change the perspective and raise awareness for a thriving interaction**.

Some valuable approaches that tackle and raise cultural awareness in class are the next:

The **Dynamic Process Approach** explains the culture and communication intertwined because when speakers talk, they bring their social knowledge, their experiences to the interaction they express, understand, process, and respond to; consequently, the communication process is dynamic.

The **Experiential Learning Approach** promotes experiencing new situations: fear, security, nerves, sympathy, and empathy; experiencing helps students to raise cultural awareness. After reading these approaches that foster cultural awareness in the classroom setting another important characteristic that intervenes in the Intercultural learning process is the **teacher's role**, remarking that the **teacher's attitudes** influence and the **diversity** is wide in terms of religion, socioeconomic status, needs, sexual preferences; fortunately, in my teaching context there are few students from other countries but it is important to know how to manage the cultural differences and similarities among them, plus promote sensitiveness, values, and respect.

Teachers not only plan, look for authentic materials, organize but also take other responsibilities like supporting students' backgrounds in the classroom; through connecting their culture with the foreign one, the teachers are facilitators. After all, they provide new opportunities to introduce their culture to other classmates; moreover, they are guides because they promote sensitivity, respect, foster and support their self-confidence and acceptance, mediators when they deal with misunderstandings or conflict situations. They are ethnographers when they observe the students' backgrounds, economic, needs and encourage them to involve in the new knowledge; agents of change or mentors when they try new activities with pupils and let them experience, including being an active part in the activities using their culture as means of understanding the other cultures; a school for them is a place where students shape their minds, attitudes, and knowledge.

The most I like is when teachers **research** and **learn** how to include intercultural activities to shape their students' opinions, also they are **planners and managers** because they develop strategies, manage the time, materials, use their cultural background in favor of connecting with the cultures and above all when they help to overcome stereotyped relationships, finally, teachers are **learners** because are willing to take new courses, specializations, certifications, how to manage web pages, apps, and so on.

Enclosing these roles, I conclude that if I do not know my roots, my culture, and its characteristics, I could not transmit and raise the cultural aspects in my students; I am aware that in Mexico there are stereotypes, prejudice, social inequalities but I am in a place where I can change my students' attitudes towards these aspects.

Being in the classroom setting implies to **teachers have a neutral place where students could understand their cultures' behavior, organization and raise their empathy, attitudes, knowledge, strategies, learning techniques towards others' cultures, and inquiry results related to prejudice, stereotyping, or discrimination**, this is called the **third culture**.

One way to promote activities that change students' opinions in the classroom is by providing activities where students look for phrases or words used in their first language and correlate

with the target language or compare if they are similar or different; they activate their previous knowledge and face some problems when doing so, they overcome them. **By showing their culture in the target language students practice aspects of the language, explore and reflect on the differences and improve their internal insights; when students transmit, explain their cultural background, they learn, produce their second language, and raise cultural awareness in English Language Teaching and target societies.**

Interesting topics for students are: food, sports, love, series, cartoons, music, movies, touristic places close to their hometowns, everything that involves talking about them; teachers also use "**realia**" materials designed for teaching which imitate cultural texts and objects of the target culture or the **authentic materials** which are created for other purposes but complete the teaching purposes.

The last aspect to take into account in the classroom context but not least is **how teachers assess the Intercultural competencies in the classroom**; Byram, Gribkova, and Starkey (27) holds that it is easy to measure learners' acquisition information but, in my opinion, assessing intercultural aspects goes beyond because it focuses on expressing his or her opinion relating to situations, raising their awareness towards other cultural differences, perhaps being tolerant empathy. The next assessment recommendations are excellent options to consider:

- **The portfolio** keeps a record of the students' experiences, competencies, how they have shaped their attitudes, improved their abilities, and expressed their opinions related to different circumstances or difficulties.
- **The creation of scenarios** is another way of assessing levels of proficiency, communicative and linguistic competencies according to the Common European Framework; in the scenarios, students interact in fictitious situations, this project contemplates the description of their contexts and rates the students according to them, they improve the next competencies because they elicit intercultural and oral behavior.

Encompassing the concepts about developing the Four-Macro skills and Interculturality mentioned before, it is time to mention another significant part in the cyclical learning process that is **testing**; some important purposes of testing are to provide **accurate results, give positive feedback on teaching practices, have a perspective of how well the students are achieving (weaknesses and strengths), and be reasonable in terms of time**, but it is important to have a clear distinction about the difference between testing and assessment; **testing allows us to know about the students' abilities (general or specific), knowledge, and performance in a domain** however **assessment is an ongoing process that can be**

done via tests, and the knowledge that results helps teachers to inform, adjust or even change the teaching practices. There are five core principles that teachers need to know to develop good-quality tests:

1. **Practical:** Tests must be easy to answer, hold a precise scoring procedure, administer in terms of time and organization.
2. **Reliability:** Teachers must contemplate that there are external factors like emotional, cognitive, distraction, perception, physical space, sound, temperature, time, test length, unclear instructions, and so on that affect the students' performance therefore tests must be consistent and dependable.
3. **Validity** refers to the faculty of measuring what the tool was designed for, taking away other characteristics that spoil the test hence it is essential to have a clear purpose when assessing.
4. The **authenticity** principle refers to the ability to include natural target language, contextualized items, and interesting topics developed in real-world tasks.
5. **Washback** points out the positive and negative impact on teaching and learning, helps teachers to identify areas for improvement, devise future activities to raise the students, and provides feedback which is another aspect that helps students to be aware of the learning strategies to develop or improve.

There are more concepts to know and understand when appraising the students' learning process, for example,

- **What is the difference between formal and informal assessment?** The formal assessment is official, systematic, planned, and gives results of the students' achievement. The informal assessment focuses on students' process, praises students' work, and helps teachers to give students feedback.
- **What is the difference between formative and summative assessment?** Formative assessment makes the student aware of their process, deserves the experience getting during the process, and allows teachers to inform about the students' future learning knowledge. The summative assessment measures students' abilities and shows the knowledge acquired during the course.
- **What is the difference between Norm-based and Criterion-based testing?** The Norm-based testing ranks the students in a group, creates competition, and determines their skills in specific skills. The Criterion-based testing gives individual feedback on specific grammar structures.

Going beyond the principles of a good-quality test is essential to explore other concepts in the validity principle, for example, content validity which refers to the appropriate items for the specific skills. The teacher applies content validity directly when she tests a specific aspect in the test, indirectly when testing the same aspect but with different alternatives. Another characteristic is how one skill always contributes to other language aspects, for example, vocabulary constructs the Four Macro-skills; in this characteristic teacher finds the **concurrent-related validity**, it focuses on the students' results must be similar with two or more assessment tests, and the **predictive validity** is the ability to predict the future assessment results. Both can be subjective and sometimes anecdotal perceived by teachers over a long period. Consider the next recommendations:

- Assign the correct value for each item.
- Be clear with the instructions.
- Test aspects directly.
- Base the score on the target language.

Other technical terms to acknowledge when assessing are, for example,

- Mastery is when the student can use the four skills in control.
- Competency is when the student can balance fluency and accuracy in his expression and comprehension.
- Skill is the ability to use the Four Macro Skills.
- Proficiency in the use of the four skills to persuade and understand.

Encompassing the aspects mentioned above is a challenge in the Mexican public education system because teachers know that many factors decrease to the best teachers' wishes when teaching and assessing. There are some recommended instruments, for example, the **Cambridge Suite** and the **Trinity College** that strengthen the students' skills and are designed for lower and advanced levels benchmarked from the Common European Framework of Reference for Languages besides the Trinity College has an oral section where it tests the students' expression through a presentation but none of them are for adolescents. It is also important to prepare the students with activities, samples, or exercises, explain to them how many questions the test has, the protocol to follow to present it, time, and so on, the purpose is to involve them and practice before taking the test and indeed the teacher can design her examples with specific **traditional assessment tools** according to her student's needs, for example:

- The multiple-choice saves time for large classes, is easy to check, focuses on language recognition, and needs more than two possible answers. The teachers need to practice it with their students before presenting it in a test.
- The True and False assess reading comprehension, grammar, and vocabulary; the sentences must be clear and have 50 % of possibility each.
- The Completion needs a word bank, many options to fill in the blanks.
- Dictation tests listening comprehension because the teacher dictates words, expressions, or lists. It also assesses language understanding.
- The cloze assesses grammar and vocabulary developed in sentences or paragraphs, checks listening comprehension and grammar mechanics, must be designed according to the student's level, and avoids confusion.

Bailey suggests teachers consider the next characteristics when designing cloze tests:

- The length of the text.
- Time students have to answer them.
- Train students with the structures and vocabulary in the text.
- Sentences' complexity.
- Blank's frequency.

These characteristics that reinforce students' skills with traditional assessment tools but there is another approach that integrally assesses students; this is the **Performance-Based Assessment**, it focuses on the productive skills: Speaking and Writing but supported from Listening and Reading, the student use their knowledge to produce a response either orally or written. O'Malley's (28) suggests six characteristics to reflect when teachers evaluate their students applying the PBA:

1. With open-ended questions, the students compose a response.
2. Students solve a situation using their critical thinking and reflection.
3. Teachers guide the students with authentic assessments like interviews, experiments, and so on.
4. Through the reflection in groups or teams after reading a text the teacher integrates the appraisal.
5. Through a final draft which is the result of a process, the students solve and express their opinion concerning a situation.

Kuhlman (29) also in the Performance-Based Assessment suggests the use of four quadrants applied to specific steps in the assessment process, for example,

1. In the Observation of Process: There is evidence of the students' language achievement and performance during a certain period concerning the Four skills.
2. The Observation of Product focuses on the assignment's final version; there are informal and formal grading with rubrics besides assessing each component and the product as a whole.
3. In the Classroom Measures, the teacher collects every useful traditional assessment tool that keeps the students' track in the classroom setting, it is necessary to use rubrics.
4. The Decontextualized Measures focus on assessment tools not based on the classroom setting or in any textbook or curricula, they come from external resources and are standardized. Some examples are CENNI, PISA, and TOEFL.

It is vital to the teacher to have a wide range of evidence that supports the students in the process, another assessment tool like **the portfolio** the teacher can take advantage of, observe the process and the final product, the teacher and students include evidence like tests' results, exercises done in the classroom; the use of it must follow sequenced steps:

1. First, in the planning stage, the teacher sets the goals, the users (parents, institution, educational authorities), the frequency of collecting the evidence, characteristics, and includes one quadrant or four that Kuhlman suggests.
2. In the information-gathering stage, the teacher and students collect the evidence according to the quadrant.
3. In the analyzing and interpreting stages by using specific rubrics that give informal and formal feedback used to report parents, students, school's administrative people. In this stage, the teacher and students know about their language progress and the individual or as a group decision concerning the language learning goals.

Kuhlman recommends three more significant aspects when assessing with **portfolios**:

1. Documentation, the students give a short oral or written explanation about the reasons to include this evidence. Certainly, the students must practice before doing so.
2. In comparison, the students compare the evidence with previous evidence and reflect on the difficulties of doing so.

3. In integration, the students reflect on the learning process that requires time and practice.

There has been much discussion about the assessment of receptive skills such as listening and reading, but Kuhlman supports the indirect assessment through different procedures, for example, with open ended-questions the students listen to questions and prepare a response through writing the final product the students read, correct or change their ideas besides the reflection leads the students to read the comments and answer, consequently, the four skills are implicit; in addition, traditional assessment tools can be used but it depends on the teacher's criterion. **Additionally, assessing them requires the use of micro and macro skills, choosing the best material, developing particular receptive skills' techniques, and the tasks that focus on different aspects of the receptive skills.**

The suggestion is to set up specific assessment aspects, define the micro and macro skills if they refer to Bottom-Up or Top-Down approaches, or focus on form or meaning. Some formats used to assess are the Rational-cloze (completing with missing words without giving the answers in the text), the Text-segment (selecting and dragging to the correct place or placing the text segment in the correct position), picking the best summary that describes the text of a list of summaries, others like the Free-call formats require writing a summary after reading, and the Information-transfer requires transferring the information onto visual.

In contrast to these assessing formats, there is **the alternative assessment** that focuses on formative aspects of an ongoing process, some say that it is informal but provides students' language abilities feedback that triggers the students' reflection and internalization. Some examples are the checklists, journals, diary entries, portfolios, the mentioned supports the process and complete authentic tasks in the target language. **The formative assessment** focuses on one skill or involves the four, but it has to engage the student and the work collaboration, peer feedback besides enhances the continuous improvement and looks for as a group and individual goals. For this reason, Gaith (30) suggests working the activities in groups of four where every member has a specific role and a specific period they rotate; the teacher observes the task's development also if the students understand or want some help. In addition, when assessing speaking there are Micro and Macro skills purposes that the teacher has to adapt or change according to the teaching context, program, and the students' interests. Concerning Micro skills at the elementary level:

- Produce different chunks of the language.
- Produce correctly stress patterns and intonation.
- Express particular meanings with correct grammatical forms in a speech.

Macro skills:

- Use the correct cohesive devices in a speech.
- Connect the ideas.

Certainly, the teacher adapts them with other group's characteristics. For this reason, Kuhlman suggests some aspects to observe when assessing speaking like pronunciation, diction, fluency, word choice, usage, ideas, and meaning using points to score the performance (31). Another suggestion is the use of **a holistic or analytic rubric** that keep the students' tracking in a chart, some activities that promote its use are describing pictures, places, objects, movies, series, cartoons, songs, experiences; the students can interact with their classmates or the teacher asks (speech eliciting strategies) specific questions giving turns to speak remarking that the teacher has to adapt them according to the students' level, interests, and needs. Indeed, these rubrics provide feedback that helps the teacher to support specific areas that need practice.

Besides, it is vital to consider **how to assess vocabulary and grammar**. First, what is **grammar**? It is a set of norms and standards operating at levels below and above the sentence, speech, and writing with patterns that give sense and idea. Students must understand the differences between their first language and the second besides **vocabulary** is a subjective dictionary that the learner has with lexical, morphological, and pragmatics information. Both are necessary to express meaning and communicate effectively and give the teacher a clear idea about the student's performance. For this reason, Larsen-Freeman (Ibid. 8) explains the three-dimensional grammar framework where grammar structures have a form (use and application of morphemes), meaning (grammatical-lexical), and use (application in a particular context).

Another important term correlated with this model is the context where the students choose the proper grammar structures to express their ideas, for this reason, the importance of teaching the relationship between vocabulary, grammar, and context for communicative purposes. It is also important to consider the three types of vocabulary a teacher must consider before introducing them to the students:

1. The unknown or unfamiliar.
2. The acquainted vocabulary is the word the students identify after a short period of observing it.
3. The established vocabulary is the word that students efficiently recognize.

Exercises like role-plays, word journals, quizzes, Kahoot, Google forms, Quizlet, and online web pages like Educaplay test vocabulary, are also assessment tools and certainly linked with the class objectives based on language knowledge and strategic competence because the students not only have to know a lot of vocabulary but also, they have to use it for communicative purposes in context. There is a three-dimension vocabulary assessment suggested for teachers:

1. From Discrete to Embedded: The teacher knows the students' progress until they construct a measure of vocabulary.
2. From Selective to Comprehensive, the teacher assesses the range of vocabulary the students manage in terms of use, importance, and meaningfulness.
3. In the Context-Independent to Context-Dependent, the teacher appraises the vocabulary in discourse rather than isolated.

Suggestions for teachers when assessing vocabulary:

- Choose carefully the assessment tool according to the teaching context, students' interests, and needs.
- Practice the vocabulary for a few minutes at the beginning of the class.
- Practice with choral drills or drills.
- Use group, individual, or peer quizzes to help the students.
- Identify the vocabulary that the students need.
- Use easy instructions when teaching vocabulary.
- Use helpful questions, sentences to internalize, make the vocabulary theirs, and learn it.

Teaching grammar implies for teachers to know a wide range of it to provide students meaningful communicative tasks where students use the Four Macro Skills accurately according to the context expressing their ideas and opinions. For this reason, the use of the formative and summative rubrics to measure the students' grammatical skills, identify their weaknesses and strengths, provide feedback for teacher and students, help them understand what is form, meaning, and use with their words; subsequently realize that it is a process with drawbacks and upsides but during the process, the students learn something valuable. As it was mentioned before, the formative rubrics assess an ongoing process, happen in the classroom, informs teacher and students, provide feedback to adapt, adjust and modify the

teaching and learning process; finally, it is individual, in the other hand, summative rubrics assess a particular time in the academic year, determines what students know or not as a group, and uses tests or any other assessment tool. Teaching grammar and vocabulary is a cyclic process that is always in movement. For this reason, teachers have to introduce new meaningful techniques and strategies and help them to identify the difference between an error which is an incorrect response without the previous knowledge about the right answer, and a mistake which is a wrong response.

2. LESSON PLAN

2.01 APPLICATIONS AND PROCEDURES

Title:
Identifying and talking about the students' emotions during the COVID-19.
Level:
Cycle 2: Third and Fourth-grade elementary school.
Time:
50 minutes.
Purposes:
<ul style="list-style-type: none"> • The students identify, learn, and use new vocabulary about emotions. • The teacher and the students follow guided steps in a task.
Preparation:
<p>Pre-Task (50 minutes-Session 1)</p> <ul style="list-style-type: none"> • The teacher starts the topic with the following questions: <p>How do you feel today? I feel _____</p> <p>How are you today? I am _____</p> <ul style="list-style-type: none"> • The teacher also correlates the emotions with certain defined situations that trigger specific feelings. Next, she asks the students to use their dictionary (if it is necessary) and introduces them to the new vocabulary about adjectives-emotions using emojis

taken from the WhatsApp chat, she does not use the Spanish translation but writes the English words next to the pictures, then, she models the possible answers but she remarks that they are free to use their own.

<https://docs.google.com/presentation/d/1dzTwotPrIxSaMmHXjy4L378OtapbvH9l1jk1DVN0bJY/edit?usp=sharing>

- After practicing the vocabulary and as a second activity, the teacher leads the students to work on the vocabulary flashcards; the students write on one side of the card, the word, and on the other side they draw the emoji emotion.
- After that, the teacher mentions an emotion, asks them to show her the flashcard, and repeats the correct emotion together.
- Then, using a virtual roulette, the teacher spins it, it has the adjectives and the students show their flashcards from their set.

https://www.flippity.net/rp.php?k=1JugpgReBJoD_6-D1Z1mRQUac3crROoGwFA-utOo_nDk

Title:

Identifying and talking about the students' emotions during the COVID-19.

Level:

Cycle 2: Third and Fourth-grade elementary school.

Time:

50 minutes.

Purposes:

- The teacher and the students follow guided steps in a task.
- The students work in collaboration.

Preparation:

Task-Preparation (50 minutes-Session 2)

- Before starting with this stage of the lesson, it is important to practice the new vocabulary using the virtual roulette plus the flashcards.
Then, the teacher introduces a song where the students practice the question and the adjectives: How are you today? The students can get the rhythm and sing with

the teacher. The song has a sticky beat and they will like it. Then, the teacher and students sing without the music two or three times and after that with the music.

<https://www.youtube.com/watch?v=teMU8dHLqSI>

In this stage, the teacher explains the steps to follow:

- The students watch **The Color Monster, a story about emotions by Anna Llenas**. The students watch what happens in the story, and the teacher observes their expressions too while they are watching it.
- The teacher asks them to watch the video for a second time and pay attention to the emotions that appear, they write them down in their notebooks or take the flashcards apart from their set. Then, the students show their flashcards and mention the ones they find in the story.
- Then, the students watch the video for the third time and write down some keywords they think are useful, interesting, or describe the emotions. After that, the teacher asks them to mention them and the teacher writes them down in the Google slide presentation to use later. The teacher asks them if the colors agree with the emotion, and students answer.

<https://www.youtube.com/watch?v=PWujGPb6mgo&t=111s>

- Finally, the teacher shares a Google document with a True or False exercise, it is an exercise where the students write the sentences on their notebooks, discuss the answers, agree, and answer them. They work in collaboration because they give their perspective about each sentence.

https://docs.google.com/document/d/1pw0ng3F9bJSKoEA3w_XpdAnSjwvTzGZQrPQ-c2QSJdo/edit?usp=sharing

Title:

Identifying and talking about the students' emotions during the COVID-19.

Level:

Cycle 2: Third and Fourth-grade elementary school.

Time:

50 minutes.

Purposes:

- Talk about how the students feel during these pandemic days.
- Guide the students in a reflection moment and promote the expression of their opinion in this specific situation.
- The students give a piece of advice to the students who need or are down.
- Reflect on the language aspects and correct themselves.

Preparation:**During- Task (50 minutes-Session 3)**

Before starting with session 3, it is important to practice the vocabulary with the students using flashcards.

Then, the teacher and students sing together the: How are you? song, she suggests changing the emotions, asks the students to propose one, the emotions can be from their flashcards set, and sings the song with the students.

After that, the teacher asks the students to check the True and False answers and explains the correct answer by watching: The Color Monster, a story about emotions by Anna Llenas. The teacher stops the video when she notices the answer is close and the students have to discover the correct answer by reading the sentence aloud from the video.

In session 3, the teacher and students discuss the following questions; it is essential to mention that she must not take a position when they express their opinion; they can use either Spanish or English. She provides an interactive picture designed Genially with the questions below and remarks the correct tense when they talk about the past or present: slides # 7 - 8, it is essential to model the answer without translating the sentence:

<https://view.genial.ly/609b17382973130d5c241bac/interactive-image-emotions>

- Did you like the story? The characters? The colors?
- Do the colors agree with the emotions every monster shows?
- Why did you like the story?
- What did you learn from this story?
- What is your favorite monster? Why?
- What emotion would describe you at the beginning of the Coronavirus lockdown?
- What emotion would describe you at this time of the Coronavirus lockdown?

<https://docs.google.com/presentation/d/1dzTwtPrIxSaMmHXjy4L378OtapbvH911jk1DVN0bJY/edit?usp=sharing>

It is essential to take into account that in this stage the teacher pays attention to the

coherence and cohesion that the students' opinion has, she uses the next Formative rubric:

<https://docs.google.com/document/d/1Xhbe50fh1TumhhncCkAjmWJ1kgf67a0ms32Kpe6gS2c/edit?usp=sharing>

After commenting on the questions, the students and the teacher suggest some pieces of advice using should and should not while the teacher writes the sentences on another slide, she helps the students with the grammar structure and writes an example of them: slides # 9-11. She guides them to the reflection.

<https://docs.google.com/presentation/d/1dzTwotPrIxSaMmHXjy4L378OtapbvH9l1jk1DVN0bJY/edit?usp=sharing>

Title:

Identifying and talking about the students' emotions during the COVID-19.

Level:

Cycle 2: Third and Fourth-grade elementary school.

Time:

50 minutes.

Purpose:

- Reflect on the language aspects and correct themselves.

Preparation:

Post- Task (50 minutes-Session 4)

- Before starting with session 4, it is important to have a short assessment test designed in Kahoot. The teacher and the students can check if they identify and connect (learned) the emotion with each monster shown in the first five questions, and from questions, six to ten the teacher asks How are you today? where the students identify the emojis, also she can get the reports later because there is an area where you can get them.

<https://create.kahoot.it/share/states-of-Duringmind/d5e56c20-e275-4afa-b364-1951a95842b7>

- In this last step, the teacher and students reflect on how our emotions can help us

to deal with this lockdown; the teacher makes them aware that is a global situation and adds that most of the teacher will get the vaccine in the next days and it causes some opposite feelings but, in the end, teachers do everything for their students which it is true.

- In addition, she asks them to draw the emotional monster in a poster they want to be since this moment on their notebooks or another way to encourage their classmates by using small stones painted with their favorite color and write on it an encouragement word that can help them to remind and encourage them to go on. They can write in their notebooks two or three sentences to explain why they chose it.
- They use their dictionaries while the teacher helps them. If the teacher notices that they are confused, she reflects on the language aspects by correcting them or suggesting words or phrases. The students explain what they do with the poster picture or the stone while the teacher uses a formative rubric and asks students to send the activities to Google classroom which is another digital assessment portfolio.
<https://docs.google.com/document/d/1bQ0Zota4eun-ryUEIZBPwIkJ9VweauCcEcblAPvBrV0/edit?usp=sharing>

During the Coronavirus pandemic, people were required to stay at home and taken care of the elderly people and their health without asking if people were ready for a long quarantine period, it caused a lot of consequences not only economic, social but also emotional to every family member who has faced it from different panoramas: some parents or adults did not stop their daily activities, others died, others worked at home using their computers and their internet connection, others forced to resign or simply, their companies declared bankruptcy. It affected not only the adults but also the children, the children who are my students.

The topic focuses on **raising awareness about the students' emotions during the Coronavirus lockdown and how they can help their classmates in the distance.**

This topic is planned for my **Fourth-grade elementary students**, who are nine and ten years old, and most of them come from military families because I work for the public system at the Secretaría de Educación Pública in a school located in one military area in Mexico City. The topic is correlated with the **Programa Nacional de Inglés Cycle number Two** with the following **Social Practice of Language (32)**:

- Family and Community.
- Personal and other information exchanges.

- Students express and share their experiences.

The **outcomes** are:

- The students identify, learn, and use new vocabulary about emotions.
- The teacher and the students follow guided steps in a task.
- The students work in collaboration.
- Talk about how the students feel during these pandemic days.
- The students are guided in a reflection moment and express their opinion in this specific situation.
- The students give a piece of advice to the students who need or are down.
- Reflect on the language aspects and correct themselves.

Regarding **vocabulary**, the students can recognize and use it through different strategies, the students approach the vocabulary with flashcards, a virtual roulette, a song, and questions because these kinds of materials give visual and aural input, and it is extra help for the students. The organization is an important characteristic in the development of the activities because the students learn by guiding them step by step in the **Task-Based Approach** also other approaches' characteristics, for example, **the use of cultural input** through **authentic material** like a story; another important aspect is **collaboration** because working together the students can clarify their doubts, feedback each other, monitor their classmates' progress and scaffold each other.

Being able to identify our emotions is important because it makes us grow, especially when people around the world live in the same global situation in which the Coronavirus is forcing people to stay at home. **With reflection and questions**, I promote **empathy** through **social interaction activities** which increases the sensitivity to social situations; the students express their opinion and suggest a piece of advice for the ones who, at this moment, are facing different panoramas at their homes, in my opinion, this is how I promote **Interculturality** which is important for me because I raise their awareness towards their and others' emotions also by creating this kind of topic I stop the **stereotypes, Ethnocentrism, and prejudices**, I do not reflect deeper and go beyond because the students' parents are close, and the students are forming their opinion, their **metacognitive knowledge and psychological capacity** towards these kinds of topics; some parents do not like the teachers to cross the fine line where they are in charge of their children's education.

2.02 EVIDENCE

https://docs.google.com/document/d/1qaaubiMS6DV66_OuhxealtzAvzdS6AJJjKtCVz0gzls/e/dit?usp=sharing

2.03 VIDEO

<https://www.youtube.com/watch?v=-aiqghKnEhA>

3. DESIGN OF ASSESSMENT AND TESTING TOOLS

3.01 RATIONALE BEHIND OF ASSESSING AND TESTING TOOLS

I focus on **Intelligibility development** because I encourage the students to participate and express their opinions regarding specific situations without worrying about their errors because they are in the learning process, and I assess these characteristics with **formative rubrics** contextualized to their needs. I use them to describe the **students' performance; vocabulary, grammar, pronunciation, culture, and others are some points to observe, to give feedback, and for the development of my teaching practices.** Besides, including different **assessment tools**, for example, I use the **traditional ones** like their notebooks, the **Google Classroom** where parents follow the students' work and learning process **asynchronously and synchronously**, in the **True and False exercise** the teacher and students work collaboratively in a **Google document**, they ask, solve and clarify their doubts together; also the **Kahoot** which has a quiz format allows solving and clarifying doubts too and provides a report with the difficult questions, taking advantage of some features of the **Performance-Based Assessment** which consists of creating productive skills: orally and written responses; the teacher presents students some suggested grammar structures that they can use to express their opinion or give a piece of advice, she supports **the development of Micro and Macro skills: Semantic, Syntactic, orthography, cohesion, coherence, ideas, cohesive devices, tenses, and so on.**

Developing this topic with my students not only have taught me that there are many concepts I use in my daily teaching, for example, the style of connecting the new information with the previous one by different techniques and strategies but also other concepts I did not know like Intelligibility or Interculturality; it is vital for teachers sharing with the students what they are without being afraid, and provide different perspectives to discern their learning process. **Formal and informal assessment, feedback, and collaborative work help the students to build their self-confidence and improve their Macro-skills.**

3.02 REAL EVIDENCE

<https://docs.google.com/document/d/1ypkS04xTnOt9S8ftNGNE6go11r6nR4oM7emHNBp2fAY/edit?usp=sharing>

4. REPORT, ANALYSIS AND CONCLUSION

Designing the activities in a sequenced lesson plan based on the **Task-Based Approach** allowed me to experience new challenges, adapting techniques and strategies, mainly realizing that I have to be open to learning, introducing new activities to promote meaningful and expressive experiences in a comfortable environment for my students.

I firmly believe through planning, applying, and reflecting, teachers realize their areas for improvement and their strengths which is my case; I am responsible for developing and scaffolding the necessary aspects in every Macro skill because it is a long learning process; to be honest, I have a lot of advantages, one of them is the faculty to adjust the Social Practice of Language according to my student's needs and providing them with authentic materials is valuable, also I have many challenges to overcome I realized while I was studying this Specialization, for example, the education system requires teachers to approve the students who have not to send any piece of evidence due to many external factors like economy, diseases and so on; another drawback is the large classes with more than thirty-five students, the excessive workload and activities to check every week.

I found enlightened knowledge while planning the activities because I devised classes with specific purposes to reach and took advantage of the assessment tools and in the process reflected, adapted, or changed. During this lockdown, I learned how to set up a virtual class or meeting in **Zoom** or **Google Meet** even though the school does not have an internet connection; so, I have to select the materials, download and use them in class without an internet connection.

Another result I observed during the activities is the process the students followed, reflected with guided and open questions, answered, and suggested pieces of advice; they felt empathy towards their classmates. Additionally, they experienced the lesson, the colorful story, the song because they proposed other adjectives to replace the original lyrics, the activities especially when they decide between the options given; the students must be in a warm learning environment to enhance their skills.

In the end, the students exposed their opinions and showed a clear position towards certain topics according to their criterion that is forming at their age and level, remarking that it is what the learning process needs.

CONCLUSION

Through the development of Reading, Writing, Listening, Speaking plus Grammar and Vocabulary teachers construct the language and enhance a good English foundation. I recognize some approaches' characteristics in my teaching practices besides strategies and techniques to approach different activities; it is mandatory to devise the activities according to the students' needs, emphasizing that asking their opinion is essential. One point in favor is that my elementary students like to read; hence activating their schema theory with visuals and questions is crucial. But the Social Practices of Language in the Programa Nacional de Inglés are dull for students, and the selection of the English materials is an administrative decision. I adapted the activities for them, and I found that authentic materials give an extra point to note: they are selections from real life, and through them, students identify daily aspects that make them aware that learning English is involved in daily life.

I will consider in my next activities many aspects that I have not considered before, for instance, the text difficulty using a specific program; the use of traditional and alternative assessment tools that provide precise results used to make decisions according to the activities and mainly identify the wide range of tools teachers have when testing or provide or assess students, for example, the rubrics that focus on formative assessment describing the performance of the activity to have helpful elements to assess, adapt or change my teaching practices, provide the students valuable feedback with a clear view of the results and introduce adaptable strategies to help students to learn and understand vocabulary. I believe that feedback is a cyclical process, the teacher and students have to prepare to receive feedback, know how to give it, and the essential part is to respond to it. It builds self-confidence and the ability to scaffold the new students in the long term.

When I was designing the Listening activity in Unit 3, it was a challenge because I always believed that a listening activity was just listening to a song for completing a task, but after Unit 3 Module 2, I realized it is not enough. Besides, through a Listening activity, I have to give the students meaning and purpose and also involve them in a meaningful and appealing task with little information because it can stress or demotivate them.

I am impressed and inspired after this project because we are in a world that is changing steadily due to technology, people get the latest information in seconds, and I must take advantage of it even though there are drawbacks. Teachers must have options to facilitate students with a better English learning process because the world needs the best professionals. Moreover, I learned to name the concepts according to their real names in teaching, although the main point is to do what I learned and what I did not do in the activities before. Incorporating these aspects and choosing the correct integrated-skills approach I empower my students; I encourage and it calls me to improve my teaching practices because I offer opportunities of promoting learning vocabulary and structures even though the factors

that interfere in the process. The main point in integrating the four Macro-skills is to reach the interactive oral grammar techniques and activities where the pupils naturally practice the four skills, in other words, in daily activities with authentic materials. Besides, I must promote equal participation, offer feedback; the tasks must be learner-centered, meaningful, expressive, raise fluency, lexical and pragmatic language aspects and consider activities that involve understanding cultural differences because being an intercultural person implies the ability to understand, analyze, and respond properly using Linguistic and Sociolinguistic knowledge; deserving my roots, and sharing my culture in another language allows me to research and look for the appropriate ways to share it; I compared also reflected the similarities and differences among cultures, and this intercultural learning process achieves my cultural awareness related to other cultures. The world is globalized and evolving steadily, the cultures are dynamic and my students must develop intercultural competencies (being tolerant, empathetic, respectful) in the classroom.

In conclusion, these perspectives lead me to meditate on the goals I must promote among my students, I know something important in all cultures are values, empathy towards others, these characteristics that society requires in every person, and I have to promote among my students, and by designing sequenced activities, discussion and reflection moments students will open, eager to shape their attitudes and cultural identities but mainly show a clear position according to their age criterion. In addition, I agree with what Nelson Mandela said: *Education is the most powerful weapon which you can use to change the world*; and through motivation, which is an essential point in this learning process, I define their attitudes towards the way they see the English language, encouraging them gives the learning process a plus and I encourage them to be autodidacts to search from different resources, and materials and improve their weak areas to feel confident and acquire the knowledge step by step by providing the best for our students is the way I contribute something to society.

APPENDIXES

1. <https://docs.google.com/presentation/d/1dzTwotPrIxSaMmHXjy4L378OtapbvH9l1jk1DVN0bJY/edit?usp=sharing>
2. https://www.flippity.net/rp.php?k=1JugpgReBJoD_6-D1Z1mRQUac3crROoGwFA-utOo_nDk
3. <https://www.youtube.com/watch?v=teMU8dHLqSI>
4. <https://www.youtube.com/watch?v=PWujGPb6mgo&t=111s>
5. https://docs.google.com/document/d/1pw0ng3F9bJSKoEA3w_XpdAnSjwvTzGZQrPQ-c2QSJdo/edit?usp=sharing
6. <https://view.genial.ly/609b17382973130d5c241bac/interactive-image-emotions>
7. <https://docs.google.com/document/d/1Xhbe50fh1TumhhncCkAjmWJ1kgf67a0ms32K>

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8. <https://create.kahoot.it/share/states-of-Duringmind/d5e56c20-e275-4afa-b364-1951a95842b7>
 9. <https://docs.google.com/document/d/1bQ0Zota4eun-ryUEIZBPwlkJ9VweauCcEcbIAPvBrV0/edit?usp=sharing>
 10. https://docs.google.com/document/d/1qaaubiMS6DV66_OuhxealtzAvzdS6AJJkKtCVzOgzls/edit?usp=sharing
 11. <https://www.youtube.com/watch?v=-aiqghKnEhA>
 12. <https://docs.google.com/document/d/1ypkS04xTnOt9S8ftNGNE6go11r6nR4oM7emHNBp2fAY/edit?usp=sharing>

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