



SEP
SECRETARÍA DE
EDUCACIÓN PÚBLICA



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO PROPUESTA DE INTERVENCIÓN EDUCATIVA PROYECTO FINAL: SALUDOS

TRABAJO RECEPCIONAL

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

PRESENTA:

TANIA RODRIGUEZ SALDAÑA

TUTOR

NORMA SUSANA RIVERA HERRERA

México, DF. a junio 26, 2021

Generación 9

2020-2021

FINAL PROJECT: GREETINGS

Tutor: Norma Susana Rivera Herrera

Student: Tania Rodríguez Saldaña

JUNE 2021

DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL

C. RECTOR(A)

DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL PRESENTE:

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Final Project: Greetings				
Tipo:	Trabajo recepcional		X	Tesis	
Presentado para obtener el grado de:	Especialidad	X	Maestría	Doctorado	
Programa de posgrado:	ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA		Tutor(a), Asesor(a) o Director(a):	NORMA SUSANA RIVERA HERRERA	
Nombre completo del(la) autor(a):	TANIA RODRÍGUEZ SALDAÑA				
Matrícula:	200926086				
Domicilio:	REFORMA 57 COLONIA SAN FRANCISCO CONTRERAS				
Teléfono:	5528096005				
Correo electrónico:	200926086@g.upn.mx				

Atentamente,

Ciudad de México a 13 de JUNIO de 2021



TANIA RODRÍGUEZ SALDAÑA
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

INDEX

INTRODUCTION		5
CHAPTER 1	Philosophy and Theory	6
	1.01 My Teaching Philosophy	6
	1.02 Theories underpinning the lesson plan	8
CHAPTER 2	Methodology and Practice	18
	2.01 Practice	18
	2.02 Assessment	27
	2.03 Photos	27
	2.04 Link of the video	27
	2.05 Rubric	28
CHAPTER 3	Experience Report	29
	3.01 Session Description	30
Conclusions		31
Bibliography		32

INTRODUCTION

This work is the culmination of the Specialization in Teaching English as a Second Language, it is to show how the theories, approaches, methodologies and strategies are reflected in a planning.

This project is given in a virtual context, due to the COVID-19 pandemic, the classroom presence was not experienced and it was a great challenge to carry out this planning.

Thus, chapter one "My Teaching Philosophy" shows how the teaching reflection has evolved in the practice itself, this is described through a bibliographic narration and how the impact of this specialization and the teaching experience itself is analyzed in a very deep way.

In this same chapter the "Theories" that have allowed to understand the practice itself and carry it out are shown, authors such as Kolbs, Krashen, Chomsky, Vygotsky, give strength to this work, also the theories that have helped the realization of the work and throughout the specialization and that go hand in hand to understand the theoretical bases of teaching an L2, Behaviorism, Structuralism and Generativism are presented, and although the methods and approaches have been the basis are also retaken later.

In chapter two "Methodology and practice", the approaches and methods that support the activities are taken into consideration, such as Communicative Approach, Tasked-Based Approach, Audiolingual Method, as well as the practice and how the planning was carried out, a very detailed description is presented.

Chapter three "Experience Report" describes the results of the planning and the achievement of the objectives and competencies.

Finally, the conclusions are presented.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 My Teaching Philosophy

Understanding the work I do is extremely complex, since it is not only my job to transmit knowledge, it is to start from scratch in many cases, that is, I become a "todologa" of teaching a second language when faced with students who do not know that there is a second language or more languages, but I must also do wonders for students to understand a word, an image or a simple and short sentence.

However, throughout my years as an English teacher I have acquired tools that have given me the ability to transmit this L2. Likewise, throughout my specialization I have shown that my expertise has been developed in preschoolers from 3 to 6 years old, but my strength is with the initials in every sense, from their mother tongue, to making them understand the existence of a second language, which I call the famous second language awareness.

Thus language plays a fundamental role in all senses, but I will start by developing how theories are the basis of everything and that at the time I did not understand the use and development of these, and I simply had my own method, which is indeed valid, but it is not because I have invented it, it is something that now I can consciously say that it is because I have achieved the development of these theories and that I know at this time that I can make use of these much better.

I begin by briefly developing what we understand by language, but that it is also linked to interculturality when it is developed in the languages and in this sense to understand why it is important that within the classrooms there is this key word, but to understand it from what interculturality entails because I work in a school

that develops three languages, Japanese, English and Spanish, that's why I mention interculturality , that I think it is implied on all I do on my daily day:

“Language, a system of conventional spoken, manual (signed), or written symbols by means of 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” (Taken from: <https://www.britannica.com/topic/language>. April 25, 2021).

Now, understanding little by little how language develops through sciences and theories, it is necessary to go deeper into this, because in sciences, from the point of view of Chomsky, Krashen, Kolb and inclusive Vygotsky, and many more authors everything lies (from my point of view) in a precision between the brain, the human being and his behavior to simple equations in the models and methods of teaching, then I develop briefly some authors of great importance, as all, but that nevertheless are appropriate for this first moment.

1.02 Theories underpinning the lesson plan

Nowadays programs focus on communicative, integral and technologically friendly, especially now that we are in the middle of the pandemic situation, so active activities are recurrently, but what we need to seek forward is what really works for our Mexican students, and that is based on the needs of our students really are.

Thus, being this method the one used I will start mentioning that this method, Communicative Language Teaching Approach; the goal of the teacher is centered around enabling the students to communicate in the target language, by choosing the best form to use, considering social context and the role of the interlocutor as well as being able to negotiate.

Thus, Teacher acts as a facilitator and promoter of communication; students as communicators. Students are also negotiators and more responsible of their own learning than in others.

Through the Teaching Learning Process, almost everything is done with a communicative intent; language is in use through different activities and games, which should have an information gap, a choice feedback.

The facilitator (teacher) presents and clear doubts, but does not always interact with students, this interaction is given among students, can be in pairs, trios, whole group or half (EEAILE:2020).

Motivation is the clue word, and this is because the student feels he/she can communicate with others, also individuality is reinforced by expressing their thoughts and ideas on a regular basis and their security so by enhancing and the continuous practice and interaction may be emphasizing over forms and worked with a discourse level.

Something that must be worked with since the beginning are the skills, written communication has the same importance although not immediate feedback.

We all understand that language is for communication, so, this provides form and meaning in context in different social and cultural in the everyday life of native

speakers, in this order, the target language must be used all time, as a communicative device; the activities of the teacher consist on evaluate fluency and accuracy and moral evaluation through integrative text, also notes error during fluent communication exercises and comes back at them with an accuracy-based activity (EEAILE).

Analyzing and reflecting this approach, we can notice that during the teaching and using different activities, techniques and materials from other approaches and methods is like taking chunks and create excellent classes.

a) What is a method in language teaching?

A method is an application of an approach in the context of language teaching. An example of a method is the grammar-translation method. This method employs the memorization of various grammar rules and the translation of second language material to the student's native language. Students were able to develop the intellectual capacity to understand the new language through a deductive process of acquiring the rules of the language. The purpose is not to critique this method but to show how it was derived from the approach that the mind needs to be trained through intellectual exercises to be able to accomplish something (Educational learning techniques:2020)

b) Bases of methods.

Behaviorism can be broadly defined as a school of psychology that bases learning on the interaction between a stimulus and a response. A stimulus can be any type of input that causes the learner to change his/her activity or behavior, for example thoughts, emotions, and sensory activity. A response is what the learner does as a result of a given stimulus. Under this framework, learners must not only be exposed to a stimulus at least once, respond to the stimulus, but must also receive some type of feedback. Another way to express this idea that learning requires multiple stimulus-response opportunities is to say that learning

is a reiterative process between stimulus-response, which means it happens repeatedly and over time (Taken from: EEAILE:M1: Lesson 5)

In order to be clearer, we can understand the bases of the following methods fall back on the theory of the behaviorism.

c) What is an approach in language teaching?

An approach is a theory about language learning or even a philosophy of how people learn in general. They can be psychologically focused such as behaviorism or cognitivism. They can also be based on older philosophies such as idealism or realism.

d) Communicative Language Teaching

Another approach to read about is the Communicative Language learning, which seeks that the students use the target language communicatively to learn about their own learning process and take responsibility for it and learn from one another.

And how is the teacher role? well here the teacher acts as a counsellor, and the students as he/she already has the knowledge it becomes independently, here we can find 5 stages which they going through, that Nunan (Taken from: EEAILE: Lesson 11) mentions:

1. An emphasis on learning to communicate through interaction in the target language.
2. The use of authentic texts in the learning situation.
3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important elements that contribute to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

During the Teaching Learning Process, students start a conversation in L1 and teacher helps translating in chunks. This is recorded and a transcript is made, at

a later time, once is transcript this becomes into a text, and where we can find several activities that are carried out with, while students gain security to produce their own language. Teacher is a facilitator, other times is authority or teacher can direct the class, also students interact with their pairs in a cooperative way.

e) Input Hypothesis and Affective Filter

Feelings are important, motivation especially, students are encouraging to express how they feel and teacher is a listener and shows understanding to keep students open to learning.

It is very important to understand what is Input (EEAILE:2021):

“Input, a word borrowed from industry referring to the raw material that is *put in* a machine for processing, can be defined in teaching as *spoken or written forms of language to which students are exposed.*”

The Input hypothesis (Krashen:1992) is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural communicative input* is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

In this case the input that is develop comes with different strategies to be implemented in the classroom, such as images, flashcards, auditory materials, repetition drills, everything necessary for preschool students to understand, either through images or through gestures, it is reflected in the different activities and

materials that are developed in the lesson plan. Thus, we come to the reflection: "we want to expose our pupils to materials that are neither too easy nor too cognitively challenging, but at a level that is challenging enough to keep our pupils motivated" (EEAILE:2021).

In pre-school everything is a challenge, everything leads to new learning which will be the basis for a future and taste for L2, and the challenge is greater when they have not mastered their mother tongue.

And this motivation is given depending on the role of the teacher, where through different motivational techniques, can generate interest in students, and this is given as mentioned Richards (1996. Taken from: EEAILE) as a motivational role, which to observe their students can use different strategies or techniques, so students in preschool are totally dependent on this adds that the teacher's personality should generate confidence to be so small in age and need to see the teacher as a paternalistic figure.

Krashen proposed various factors that are bound to influence the learning process in both positive and negative ways. These include motivation, attitude, confidence, and anxiety. All these factors affect how we learn an L2. To understand how these affective factors can influence the process of learning a language, Krashen proposed the Affective Filter hypothesis.

The Affective Filter hypothesis (Krashen:1992) embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition.

On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

f) Task-Based Approach

Willis (1996:1 In: EEAILE) sees task-based learning as developing out of the CLT approach. She advances the following as key points of departure:

- a) Practice of language forms does not necessarily make perfect.
- b) People cannot learn a language without plenty of opportunities for real language use.
- c) The language that learners are exposed to and that they use has to reflect the kind of language that they want to learn.
- d) Too much emphasis on small group communication without any call for accuracy may result in some learners' grammar fossilizing combined with the risk of developing fluency at the expense of accuracy.
- e) e- Language acquisition is best achieved when combining the above insights with a focus on form.
- f) Within this general type of givens, she defines a task a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meaning not producing specific language forms.
- g) She considers its use as the central focus in a supportive methodological framework, with the twofold aim of creating a real purpose for language use and of providing an optimum learning environment for language study

Table 2. Task-based lesson plan model (Willis, 1996, p. 38)

Pre-task		
Introduction to topic and tasks		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task cycle		
Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.	Students exchange or present report. Teacher listens and then comments.
Language focus		
Analysis	Practice	
Students examine then discuss.	Teacher conducts practice of new words.	

It is important to note how the similarity that can occur between Willis’s Task-based Approach and Kolb’s Experiential Learning Model that concerns the student’s active role in building their own knowledge, as well as emphasis on the types of interaction with fellow learners as an integral part of learning a language. Another similarity is that, in each model, the learner first solves the problem or completes the assignment, and the focus on the form of the language comes afterward as part of the summation (EEAILE, 2020,17).

Approaches and Theories	Characteristics	Classroom Application	Examples
Communicative Approach	Language learning is learning to <i>communicate</i> using the target language. The language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style. Trial and error are considered part of the learning process. Evaluation concerns not only the learners’ accuracy but also their fluency.	Communicative activities are essential. Activities should be presented in a situation or context and have a communicative purpose . The role of the teacher is that of a guide, a facilitator or an instructor. Motivation is central. Teachers should raise students’ interest from the	Games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.

		beginning of the lesson. Learners must have constant interaction with and exposure to the target language	
Task-Based Approach	TBLT is an approach which offers students the possibility to actively engage in the processing of language in order to achieve a goal or complete a task. It seeks to develop students' interlanguage, that is to say, the kind of language produced by nonnative speakers in their development of learning a L2, providing a task and then using language to solve it.	Minimizing the use of the first language. Teacher role become more a helper. Learners work at their own pace and within their own level area of interest to process and continually restructure their interlanguage. Provides students with freedom and autonomy in their own learning process. Emphasizes meaning over form without ignoring form, is intrinsically motivating, compatible with the learner - centered educational philosophy, and can be complementary to a more traditional.	Make a phone call to make a reservation Write an e-mail in English for work Make a short movie Plan a road trip Icebreaker activity
Kolb's Model	4 stage learning:	Teachers should ensure the	Brainstorming

	<p>1. Concrete Experience - a new experience or situation is encountered, or a reinterpretation of existing experience.</p> <p>2. Reflective Observation of the New Experience - of particular importance are any inconsistencies between experience and understanding.</p> <p>3. Abstract Conceptualization reflect on gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).</p> <p>4. Active Experimentation - the learner applies their idea(s) to the world around them to see what happens</p>	<p>activities are designed and carry out in ways that offer each learner the chance to engage in the manner that suits them best. Teachers are facilitators. Learners show interest and are motivated with activities they can propose.</p>	<p>Journals Projects Homeworks Reading Problem set Realia</p>
<p>Input hypothesis and Affective filter</p>	<p>Should concerned with “acquisition”, but not “learning”. The former is more important than the latter. Acquisition and learning are two different processes. Acquisition means learners absorb a foreign language unconsciously by practicing with outside world, and can use it fluently correctly. “Learning” means learners study a foreign language consciously and try to understand its rule. A number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These</p>	<p>Teachers should improve both their native and foreign language Teachers should improve quality and quantity of language input, so that, teaching can reach “i+1”level.</p>	<p>Application of Multimedia Technology Background knowledge Students interest</p>

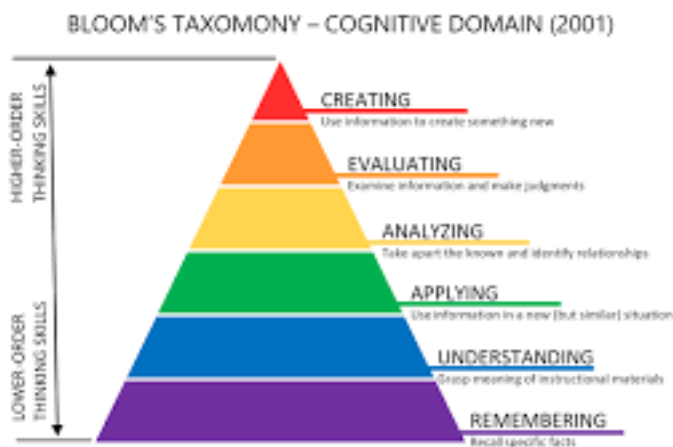
	<p>variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition.</p>		
--	---	--	--

(Taken from: EEAILE: Module 1 Lesson 9-11)

h) Bloom's Taxonomy

Bloom's Taxonomy (Bloom:1956) is a hierarchical ordering of cognitive skills that can, among countless other uses, help teachers teach and students learn, it is mention in this paper because, in order to develop the objectives, the Bloom's taxonomy was helpful.

The framework developed by Bloom and his collaborators consisted of six broad categories: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. The categories after Knowledge were presented as "skills and abilities", with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.



CHAPTER 2: METHODOLOGY AND PRACTICE

This chapter describes the approaches and the theories that support the Lesson Plan, and that are the basis for the implementation of the activities, in this section it is mention examples of how each one permeates the application in the classroom, and the importance of each one.

Next, the context is described:

- ✓ Students: 1 student
- ✓ Age: 2 years
- ✓ Group and grade: Neko Nursery
- ✓ Sessions: 1 session of 10 minutes per week
- ✓ Socioeconomic level: High
- ✓ School: liceo mexicano japonés A.C in Mexico City

The school year in the Japanese section begins in May and ends in March.

Due to the pandemic, only one child was enrolled this school year, so the decision was made to give him all the subjects so that he would not lose interest and would continue to be enrolled.

More Meet and more class time were requested; however, the principal said no due to the student's condition and not to pressure the parents.

It is extremely complicated to get the student's attention, but he enjoys the songs and manages to dance to them, the handicraft work or to pay a little more attention, sometimes it is impossible, but some important moments have been achieved.

Students do not use books, audios or any physical material

2.01 Practice

The following is the Lesson Plan, thought in the context and age of the student, taking into account the theories, approaches and methodologies seen during the Specialization, Communicative Approach, Task-Based Approach and Kolb's model.

It is important to mention that although at the beginning it was proposed to carry out activities such as Reading and Writing, it is considered that it is PRE-READING and PRE-WRITING, although the cognitive and developmental characteristics are not yet optimal to perform the activities in a formal way.

1. Lesson plan identification cell.			
Author	Tania Rodríguez Saldaña		
Educational stage	Level: Nursery Beginners		
Title of your Lesson plan	Greetings		
Learning Objective of the plan/Competency	<p>Learning objective</p> <ul style="list-style-type: none"> -Students will use non-verbal language through a song in order to identify farewells -Students will practice grammar structures in order to share information about feelings and courtesy. -Students will be able to identify hello and goodbye through a craft activity -Students will remember and practice, hello nice to meet you, through coloring drawing <p>Linguistic Competency</p> <ul style="list-style-type: none"> -Students will recall the greetings and farewell, interacting with the Teacher and Sensei -Students will recall My name is in order to understand the structure <p>Socio- linguistic competency</p> <ul style="list-style-type: none"> -Students will understand how to answer when somebody greeting them -Students will be able to introduce themselves with their classmates <p>Discourse- competency</p>		
Communicative skill considered	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - Listening - Speaking </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - Pre-Writing - Pre-Reading </td> </tr> </table>	<ul style="list-style-type: none"> - Listening - Speaking 	<ul style="list-style-type: none"> - Pre-Writing - Pre-Reading
<ul style="list-style-type: none"> - Listening - Speaking 	<ul style="list-style-type: none"> - Pre-Writing - Pre-Reading 		
State of the following options	Syllabus Topic		
Functions	<p>To identify greetings forms</p> <p>To identify non-verbal language (gestures, body language, etc)</p> <p>To use greetings, courtesy and farewell expressions in everyday interaction</p>		
Main Grammar structure	<p>Hello, how are you?</p> <p>Hello, My name is</p> <p>Nice to meet you</p>		
Other Grammar structures	Speaking		
Brief description of the plan	This planning is created for Nursery of Japanese Section students of 2 years old, they are students who are in Japan and who start the school year this May and who have not had a formal approach to the language, also 30 minutes are being considered, because each		

	<p>online class is given in 10 minutes, it is considered so because the class can be extended if required by the head teacher of the group. Even so, all the time is considered to achieve an adequate class, although adjustments can be made as we go along.</p> <p>Capsules are sending home and each one is 5 minutes long.</p>
Hours of the plan implementation	<p>-Implementation 30 mins. -Online evidences: 15 mins.</p>
Number of sessions	<p>3 sessions (3 online session) 3 videos send home</p>
Contents required for the lesson	<p>Watching Listening videos of greeting in YouTube</p> <p>Google Slides-for the presentation of greeting</p> <p>Greetings Flashcards Greeting Craft activity yellow (hello) and red(goodbye) hand made of paper</p> <p>Google classroom. Meet application for the class</p>
Link of the content	<p>Good morning song for the routine https://www.youtube.com/watch?v=-0o79IMmAYE</p> <p>How are you song for the speaking activity https://www.youtube.com/watch?v=teMU8dHLqSI</p> <p>Say Hello and Goodbye son for the speaking activity https://www.youtube.com/watch?v=ORGUR0mmR2o</p>
EEAILE tutor on line	Norma Susana Herrera Rivera

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	<p>Teacher will greet students</p> <p>Teacher will ask students to stand up and sing the hello with her (https://www.youtube.com/watch?v=pqDEwPi7vxg)</p> <p>Teacher will ask them how's the weather like today? (sunny, rainy and windy) Teacher will show them the flashcard, students will have to answer according on the weather.</p>	<p>Students will greet the teacher using, good morning</p> <p>Students will answer how's the weather, using it's</p>	1

	Teacher will recall the colors and students will answer (red, blue and yellow)	Students will answer what color is it?, using it's red, it's blue, etc.	
Before the lesson	Teacher will present the activity How are you today? Teacher will model the activity using puppet Teacher will start with the videos	Students will answer Students will observe and try to reproduce	
During the lesson	Teacher will present the activities	Students will prepare their material	
Set the objectives or competencies of the lesson	Teacher will say the instructions and model the activities	Students will follow the instructions and do the activities	

3. Communicative skills development

Speaking and Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session Number	Evaluation
Information Processing activity	Teacher will greet the students, and do the short routine: colors and weather. Teacher will share the screen in order students will watch and follow Teacher movements. Teacher will show feelings (happy, sad, hungry) in order to listen to a second song so,	Students will open their microphone to say hello to the Teacher. Students will observe and do the same movements. Students will do the same expressions.	Classroom YouTube	1	Observation Portafolio

	https://www.youtube.com/watch?v=teMU8dHLqSI				
<i>Activity 1</i> <i>Speaking-pre-communicative skill</i>	Teacher will ask students one by one How are you today? They will have to repeat complete sentence, Hello, how are you today Teacher Tania? I'm happy today, etc., Teacher will play a song about feelings (https://www.youtube.com/watch?v=teMU8dHLqSI)	Students will repeat what the teacher say with the complete structure -Hello, how are you Teacher? -I am happy Students will listen to a feeling and students will have to express the feeling. Students will have to sing and dance the song	Classroom Videos	1	Students participation
<i>Activity 2</i> <i>Communicative activities</i> <i>Input</i>	Teacher will ask students to show their hands Teacher will ask ss to show their yellow hand, and say hello with it, and show the red hand and say goodbye, Teacher will play a song (https://www.youtube.com/watch?v=ORGUR0mmR2o) Then without the music Teacher will ask them to say hello with their hand and then say goodbye.	Students will make a red and yellow hand to identify hello and good bye Students will show the correct hand when they listen to the color yellow hand-hello, red hand-good bye Students will listen to a song and show their hands when they listen to the greeting. Students will say hello and good bye	Yellow and red hand trace	2/3	Portfolio
<i>Practice</i> <i>Activity</i> <i>functional</i> <i>Communicative</i> <i>activities</i> <i>Grammar focus</i> <i>Input: songs and video</i>	Students will interact with the Teacher and their Sensei, each student will produce a short dialogue: Teacher will model the dialogue with the Sense, so	Student will produce the following dialogue: Student; hello Teacher, how are you today? Teacher: I'm happy S. Teacher: Hello Ss, how are you		2/3	Students participation

	<p>students can follow up. Teacher: Hello Sensei, how are you? Sensei: Hello Teacher, I'm happy.</p>	<p>today? (teacher will show feelings) Student: Today, I'm happy. Sensei: Hello Teacher, how are you today? Teacher: I'm ok. Ss: Sensei, how are you today? Sensei: I'm ok, and I'm happy.</p>			
--	--	--	--	--	--

Pre-Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session Number	Evaluation
Information Processing activity	<p>Teacher will introduce the game, What's your name? Teacher will give instructions: When the music stops you have to say your name. They will give a round Teacher will increase the activity, when the music stops students will have to say: -Hello, my name is</p>	<p>Students will play What's your name? students will listen to a song and when the song stops they will say their name when the music stops They will do one round Then Students will say -Hello, my name is</p>	Music YouTube	4	Observation Jamboard
Activity 1 Introduction Vocabulary presentation	<p>Teacher will tell students that watch to the screen, so we can watch a google presentation Sensei will translate to their lingua franca (Japanese) in order students will understand.</p>	<p>Students will watch a presentation on google slides about two children meeting each other. Students will interact with the Teacher and the Sensei</p>	Google slide	4	Student participation

	Then Teacher will model with the help of the Sensei so they can produce the structure.				
Activity 2 Interactive Input: Making predictions Functional communicative activity	Teacher will play a video (https://www.youtube.com/watch?v=fVqflxNs6o4) in order to understand a greeting and introduce themselves to the others. Teacher will play a second time the video and will stop when they introduce. Then the students will say aloud hello, my name is ... nice to meet you.	Students will watch a video Students will predict and express what they saw	YouTube	4	Students participation
Practice Skills integration	Teacher will tell the students to click on the link on the chatbox and redirect to the Jamborad. Teacher will ask students to observe the drawing and describe it, the Teacher will ask students to color the drawing with different colors	Students will describe a drawing Each student will color a drawing related to the topic in Jamboard (https://jamboard.google.com/d/12SZpKYky8yt6DNkyETyBHTR6cMSR7RurSd_xljiNuamA/viewer?f=0) students will listen to a song while they are coloring.			

Pre-Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session Number	Evaluation
Information processing activity Before the lesson	Teacher will greet the students, and do the short routine: colors and weather. Teacher will share the screen in order students will watch and follow Teacher movements. Teacher will show feelings (happy, sad, hungry) in order to listen to a second song so, (https://www.youtube.com/watch?v=teMU8dHLqSI)	Students will open their microphone to say hello to the Teacher. Students will observe and do the same movements. Students will do the same expressions.	Classroom YouTube	4	Observation Portafolio
Activity 1 Pre-writing activities	Teacher request students to open Jamboard (https://jamboard.google.com/d/1pkjdJUH0avFZWX48WAEoWbd6yJwAh6LPXKD07zOyUl/viewer) Teacher will indicate to match the images in order to identify hello and goodbye	Students will work in a Jamboard Students will observe how teacher do it in the screen Students will do the activity	Jamboard	4	
Activity 2 Skills integration	Teacher will play a hello and goodbye song	Students will sing along and dance the hello-goodbye song	Song		
Activity 3 Schema	Teacher activates learner's schemata students to use their play-doh and do snakes Teacher will ask students to do a hello song and say hello to the Teacher and Sensei	Students will work with play-doh Students will make a hand and greet the Teacher and the Sensei	Play-doh	4	

2.02 Assessment

It is important to point out that evaluation at the preschool level is rarely summative; it is generally formative, using tools such as portfolios or rubrics indicating the objectives achieved or what is to be evaluated.

For this very reason, I will briefly point out the tools that will be used in this work.

Assessment: refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Portfolio: Portfolio assessment is the creation of a kind of yearbook that keeps a daily record of class activity. Creating a student class portfolio brings with it the following benefits(<https://www.fluentu.com/blog/educator/assessment-in-language-teaching-2/>):

- It's an easy and creative way to track and record all that classroom activity information.
- It helps get the students involved in recognizing their own progress.
- It can make your job giving final grades a lot more accurate.

Portfolios can also more accurately reflect real foreign language usage.

Rubrics: A rubric is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. It can be used for marking assignments, class participation, or overall grades.

2.03 PHOTOS



2.04 LINK OF THE VIDEO




<https://drive.google.com/file/d/1iptWB19wp3e1At42Et2-N6oihTh9LIJu/view?usp=sharin>

2.05 RUBRIC



TEACHER: TANIA RODRÍGUEZ SALDAÑA
SCHOOL TERM 2020-2021
PREESCHOOL 1

Lesson 1 & 2			
At the end of the activity, the child can...	Can do with confidence	Still learning	Next steps
Student is able to greet with the correct color hand (red-Yellow)			
Student can say hello, how are you?			
Student can say My name is?			
Student can greet a classmate			

Lesson 3			
At the end of the lesson student can...	 100-90	 90-80	 70-60
Student can follow instructions			
Student can follow a hello and good-bye song			
Student can do the movements that are			

CHAPTER 3: EXPERIENCE REPORT

The plan was carried out as it was designed, the activities were fulfilled, however, it was difficult for the student to participate, being behind the screen, he could not concentrate on the activities, also having the mother next to him, he wanted to be with her and she in turn tried to turn to look at the screen, there were few moments that the student's work was achieved.

Even so, the goal of introducing the student to the language was achieved. Each of the sessions had 10 minutes to develop a routine, songs and a craft, it is important to mention that the activities designed were carried out only listening and speaking, since it was found that the student does not have the necessary skills to start Pre-Reading and Pre-writing, that decision was made.

In the first session, the objectives were not gotten because it was very complicated to work with the student, so it was decided to perform some activities and leave aside others, so that the student could say goodbye and achieve the songs.

In the second session the objective was achieved very well, the student was heard to say hello and goodbye and the interaction was better.

The following is a description of the successful session.

3.01 Session Description

Time Mark	Stage	Activity	Methodological Remark
1:14	Contextualized, activate previous knowledge from asynchronous video	Student greet teacher	Activate past experience with asynchronous video
2:21	Pre-speaking/listening	Student stand up and dance the hello song and the weather song	Communicative skill Cognitive process
5:46	While-speaking/listening	Student say hello to a puppet (he was scared)	Input: communicative non-language Red and yellow hand
6:32	Post-speaking/listening	Student play the Freeze dance/game	Communicative skill
9:12	Closing	Student sing the good-bye song	Communicative skill

CHAPTER 4: CONCLUSIONS

I think it is correct to begin these conclusions with the phrase that I have mentioned in all my work, "at this moment, I realize in an objective, realistic and understandable way, the big mistakes that I have made as a teacher throughout my 21 years as a second language teacher"; now I can understand how wrong I was when I said that my classes were not based on theories but on the experience I had as a teacher, what a catastrophic mistake, since what I developed was based on theories, approaches and approaches to language, I cannot blame anyone, however I can mention that the courses, certifications or trainings lead us directly to practice, without the need of a practical approach.

On the other hand, I can discern between practice and theory and how to take them hand in hand in the classroom, the place where these adaptations are carried out and where learning really takes place, I am not talking about a physical classroom, any space can be our classroom.

I would also like to mention that in my teaching career and in the immersion to the theory that I had during the EAAILE modules, it has been fruitful, since it has allowed me to understand the different authors and their visions regarding the second language and praxis.

Now, the immersion that I have had from the theoretical, practical and playful, strengthens me in all aspects as a teacher, and that in the very near future I will be able to develop in a proper way the integration of all skills, but I think that especially the intercultural, since the simple fact of mastering a second language gives the opportunity to be a bridge between our real context and the diversity of knowledge that we can transmit.

This work leaves me with many lessons learned, but above all many changes to be made.

BIBLIOGRAPHY

Bloom, B.S. (1956) *Taxonomía de los objetivos educativos*, Manual: El dominio cognitivo. David McKay, Nueva York.

Brown, D. (2007) *Teaching by Principles. An interactive approach to language pedagogy*. Prentice Hall Regents. Chapter 20, pp 357-389, In: *Specialization in English Language Learning and Teaching as a foreign Language (2020)*. (EEAILE)

CELCE-MURCIA, M., (1991). *Teaching English as a Second or Foreign Language*. Boston: Heinle&Heinle Publicaciones.

DeVito, J. A. (2000). *The elements of public speaking (7th ed.)*. New York, NY: Longman.

Dechant, E. (1991). *Understanding and teaching reading: An interactive model*. Hillsdale, NJ: Lawrence Erlbaum. In: *Specialization in English Language Learning and Teaching as a foreign Language (2020)*. (EEAILE)

EEAILE:2020. In: <http://eeaille.upnvirtual.edu.mx/course/view.php?id=125#section-3> Module 1,2 & 3: May 2021.

Goodman, K. (1981). "Letter to the editors." *Reading Research Quarterly*. In: *Specialization in English Language Learning and Teaching as a foreign Language (2020)*. (EEAILE)

Hennings Ann K., WSU Area Extension Coordinator, Washington State University, Lincoln/Adams County Extension. In: <https://www.e-education.psu.edu/marcellus/node/809>. February, 2021:18:45

Jacobs, H. et al. (1981). *Testing ESL Composition: A Practical Approach*. In:

Weigle, S.C. *Assessing Writing*. Cambridge: Cambridge University Press. In: *Specialization in English Language Learning and Teaching as a foreign Language (2020)*. (EEAILE)

LARSEN-FREEMAN, D., (2000). *Techniques and Principles in Language Teaching*. Nueva York: Oxford University Press

Mendelsohn, D. (1994). *Learning to listen*. San Diego: Dominique Press.

Olaya Vargas Victor, Mejía González Daniel. (2009). Bottom-up. In *Applying Bottom-up listening strategies to eight grade in a public high school (57)*. Pereira: Universidad de Pereira

Richards, J. C. (2008). Teaching listening and speaking: From theory to practice. New York, Cambridge University Press: pp. 3-18.

Segura Alonso, R. (2012). The importance of teaching listening and speaking Dpto. Didáctica de la Lengua y la Literatura Facultad de Educación. Madrid.
<https://onlinelibrary.wiley.com/doi/pdf/10.1002/tesq.168> February, 2020:13:15

UPN, (2020). Specialization in English Language Learning and Teaching Module 1-3.

REFERENCES

Jones, K (2007) in: [https://www.bellarmino.edu/docs/default-source/education-docs/Reutzel Cooter Comprehension TCR 5e 2.pdf?sfvrsn=977dbb02_0](https://www.bellarmino.edu/docs/default-source/education-docs/Reutzel+Cooter+Comprehension+TCR+5e+2.pdf?sfvrsn=977dbb02_0)