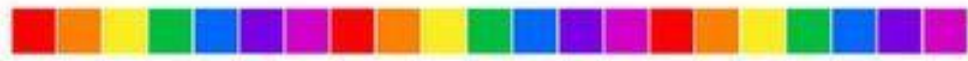


# WELCOME



**W**hen You  
**E**nter this Room  
**L**earning is Fun and  
**C**ooperation is Expected  
**O**ur positive Attitude and  
**M**utual Respect are part of  
**E**verything we do and say

When you enter this

**CLASSROOM...**

You are **amazing**.  
You are **important**.  
You are an **author**.  
You are a **scientist**.  
You are an **explorer**.  
You are a **risk taker**.  
You are a **reader**.  
You are a **friend**.  
You are a **learner**.  
You are **heard**.  
You are **respected**.  
You are **welcome**.  
You are **loved**.



# Escuela Normal de Educación Preescolar School year 2023-2024

## English A1.1 STARTING BASIC COMMUNICATION

### Term I

**Number of hours/ Credits: 4/ 4.75**

**Class schedule:** Tuesday 11:00 A.M. – 12:30 P.M. and Friday 9:15  
A.M. – 10:45 A.M.

**Teacher:** Maria Elena Meza Aguado



# Purpose

The English Language Course for Escuelas Normales is designed to develop students' ability to communicate effectively in English contexts that will be important for them. As future teachers in a society where English is increasingly important for engaging successfully with professional and social activities, it is essential that all students develop a good level of proficiency in English.



English is growing in importance for accessing information, making useful contacts, understanding other cultures and participating in cultural activities.

As UNESCO has said: Linguistic competencies are fundamental for the empowerment of the individual in democratic and plural societies, as they condition school achievement, promote access to other cultures and encourage openness to cultural exchanges (UNESCO 2007:13). English is particularly important for students because of its role in multinational communicative settings (Hyland 2011).

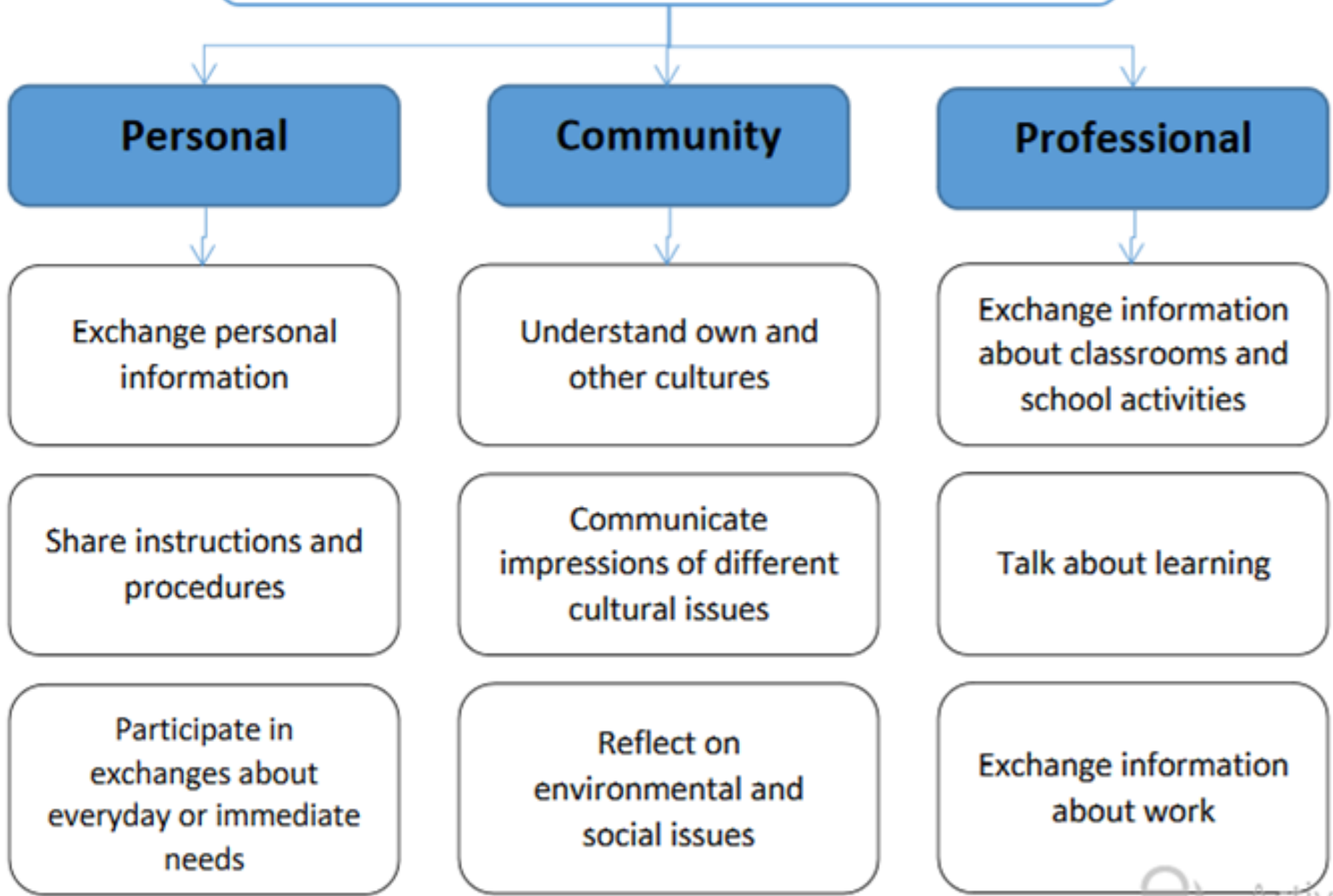


## The course has three main objectives:

- Develop their ability to use English in personal and social communications, to develop relationships, complete transactions and meet everyday needs.
- Increase their engagement with cultural and intercultural activities in English, in order to develop a better understanding of their own culture as well as other cultures around the world.
- Develop their ability to teach in a school environment where English is an important aspect of the school's approach. Schools are expected to use English increasingly for various teaching and learning activities, and future teachers need to be confident in using English in the school environment.



# Communicate effectively in English



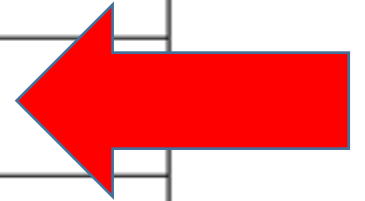




# Course Progression

Previous and subsequent courses

Year	CEFR level descriptor	CEFR level	Semester	Course name description
1	A1 (Breakthrough)	A1.1	1	Starting basic communication
		A1.2	2	Developing elementary conversations
2.	A2 (Waystage)	A2.1	3	Sharing information and ideas
		A2.2	4	Building confidence in communication
3	B1 (Threshold)	B1.1	5	Opening new global perspectives
		B1.2	6	Becoming independent communicators





## Framework of Reference

The table below shows how *Interchange Fifth Edition* correlates with the Council of Europe's levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL iBT	TOEIC
<b>Interchange</b>						
Level Intro	A1	Breakthrough				120+
Level 1	A2	Waystage				225+
Level 2	B1	Threshold	KET (Key English Test)	4.0–5.0	57–86	550+
Level 3			PET (Preliminary English Test)			
<b>Passages</b>						
Level 1	B2	Vantage	FCE (First Certificate in English)	5.5–6.5	87–109	785+
Level 2	C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Source: <http://www.cambridgeesol.org/about/standards/cefr.html>





# How long does it take to learn English?

CEFR Level	Cambridge English Exam	Number of Hours (approximate)
C2	<b>C2 Proficiency</b> - previously known as Cambridge English: Proficiency (CPE)	1,000—1,200
C1	<b>C1 Advanced</b> - previously known as Cambridge English: Advanced (CAE)	700—800
B2	<b>B2 First</b> - previously known as Cambridge English: First (FCE)	500—600
B1	<b>B1 Preliminary</b> - previously known as Cambridge English: Preliminary (PET)	350—400
A2	<b>A2 Key</b> - previously known as Cambridge English: Key (KET)	180—200
A1	<b>A1 Starters/Movers</b> - previously known as Cambridge English Starters/Movers (YLE)	90-100



# CEFR

## Common European Framework of Reference

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



# Course Description

The English language course is based on the communicative approach to language learning in line with the Common European Framework of Reference from the Council of Europe. More specifically, there are five main principles of language learning that underpin this curriculum:

1. Focus on meaningful communication
2. Teach authentic English.
3. Students learn most effectively through doing.
4. Students learn best when motivated and engaged
5. Differentiate the teaching according to different interests and needs among each group of students.



# Competences of the degree profile developed by the course

## GENERIC

1. Use critical and creative thought for solving problems and taking decisions.
2. Learn in an autonomous way and demonstrate initiative for self-regulation and strengthen her /his personal development.
3. Cooperate to bring about innovative projects having a social impact.
4. Act within an ethical way by interiorizing social rules and principles needed for a better coexistence.
5. Use ICT as well as other languages for understanding, explaining and offering alternative solutions to the problems encountered.



# Competences of the degree profile developed by the course

## **SUBJECT-SPECIFIC**

1. Describe ways of living from different cultures to appreciate their diversity.
2. Use language to establish harmonious and responsible relationships when exercising citizenship.
3. Reflect on one's own learning process to act consciously in communicative exchanges.
4. Understand and produce texts to participate in a variety of everyday and concrete situations.
5. Exchange basic information about personal and professional experiences.
6. Recognize cultural differences when participating in brief and common exchanges.



# Course purpose

## Learning UNIT 1

### BOOK Unit 1:

- Saying hello and make introductions using my, your, his, and her
- Saying good-bye and exchange contact information using subject pronouns and the verb be
- Checking and confirming information
- Getting someone's attention
- Thanking someone
- Expressing surprise
- Apologizing
- Giving an opinion

### BOOK Unit 2:

- Identifying and discuss personal and classroom objects using the articles a/an, plurals, this/these, and it/they.
- Discussing the location of items using yes/no and where questions with be, the article the, and prepositions of place.
- Identifying the owner of something
- Thanking someone
- Expressing pleasure, disbelief and disappointment
- Thinking before responding
- Agreeing
- Realizing something





# Course purpose

## Learning UNIT 2

### BOOK Unit 3:

- Discussing cities, countries, nationalities, and languages using yes/no questions with be.
- Discussing people's appearances, personalities, and ages using Wh-questions with be.
- Getting someone's attention
- Introducing a different topic and an explanation or idea
- Expressing surprise

## Learning UNIT 3

### BOOK Unit 13:

- Discussing work and free-time clothes and colors using possessive adjectives, possessive pronouns, and possessives with names.
- Discussing the weather and what people are wearing using the present continuous and conjunctions
- Talking about preferences
- Making a contrast and a suggestion
- Getting someone's attention
- Asking about a problem
- Expressing distress and pleasure
- Agreeing with a suggestion



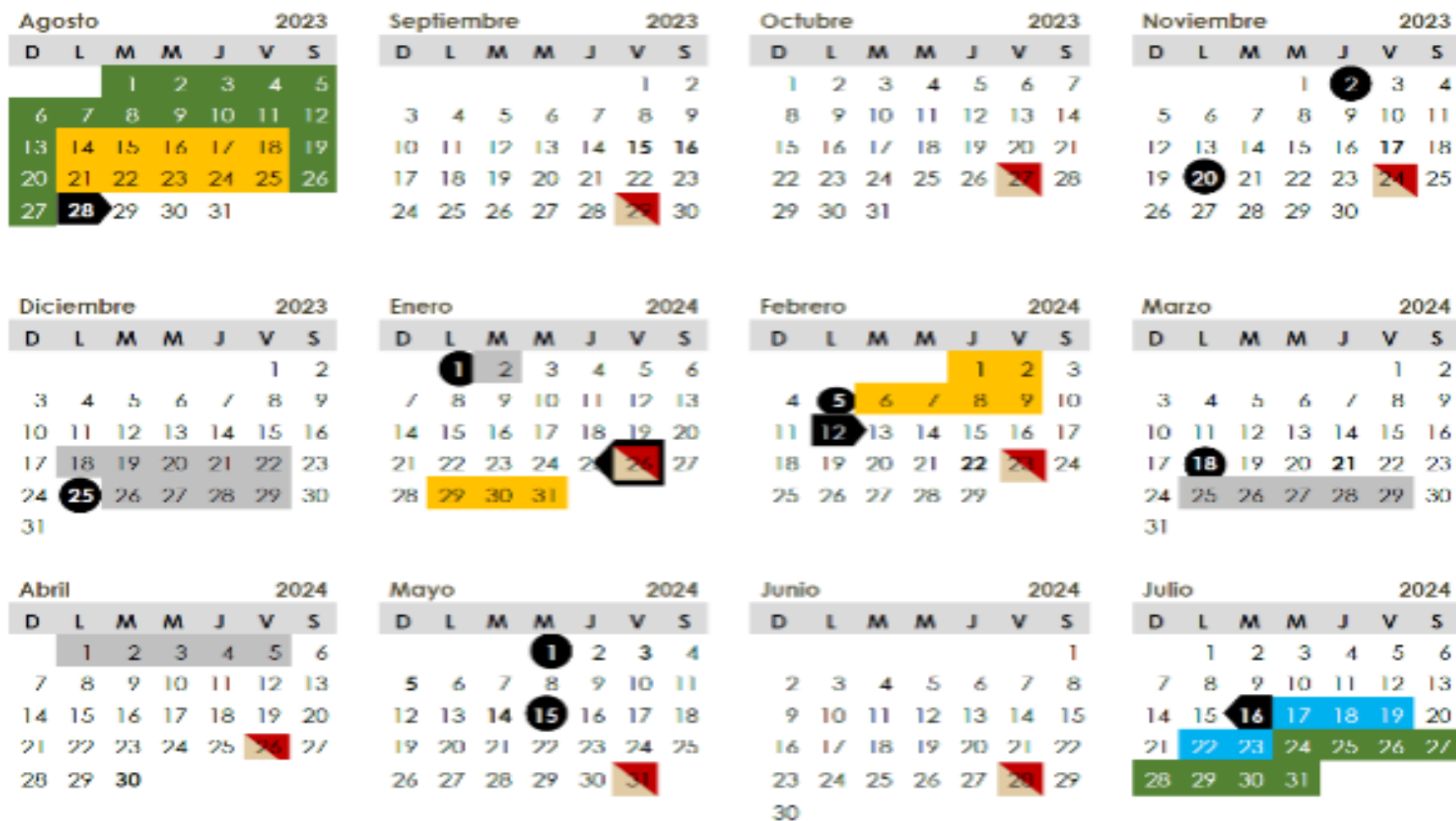
# Structure (Contents and learning unit)

PERIOD	BOOK UNITS	CONTENTS	LEARNING EVIDENCES
1	1: What's your name?	Alphabet; greetings and leave-takings; names and titles of address; numbers 0 0–10, phone numbers, and email address	#1 Personal information cards. Introduce themselves and ask questions using the personal card Ss created.
	2: Where are my keys?	Possessions, classroom objects, personal items, and locations in a room.	#2 My favorite things. Create a book cover with drawings, pictures and photos of the favorite things.
2	3: Where are you from?	Cities and countries; adjectives of personality and appearance; numbers 11–103 and ages.	#3 Where are you from?. A map and the partner's picture to describe a hometown and the people in the photo.
3	4: Is this coat yours?	Clothing, colors, weather and seasons.	#4 Fashion Show. Perform your fashion show. Describe the clothes and colors the models wear.



## CALENDARIO ESCOLAR 2023-2024

### Educación Normal y demás para la Formación de Maestras y Maestros de Educación Básica 195 días



- INICIO DE CURSOS
- FIN DE CURSOS
- SUSPENSIÓN DE LABORES DOCENTES

- PERIODO DE PLANEACIÓN Y HABILITACIÓN DOCENTE
- RECESO DE CLASES
- PARTICIPACIÓN DE ESTUDIANTES EN EL CONSEJO TÉCNICO ESCOLAR Y TALLER INTENSIVO DE FORMACIÓN CONTINUA PARA DOCENTES

- VACACIONES
  - PERIODO DE EXÁMENES PROFESIONALES
- Negrillas:** Señalan reflexión de días conmemorativos.



# Evaluation and teaching practice dates

weeks	month	days	
1	August	28-01	Introduction, Diagnosis
2	September	04-08	
3		11-15	
4		18-22	
5		25-29	Projects and Tests I
6	October	02-06	Revision I
7		09-13	9,10, 11 y 12 Immersion en J de N, Institutional evaluation I
8		16-20	
9		23-27	
10		30-03	02 holiday,
11	November	06-10	Projects and Tests II
12		13-17	Revision II
13		20-24	20 holiday, Institutional evaluation II
14		27-01	
15	December	04-08	5,6,7 y 8 Immersion en J de N
16		11-15	Projects and Tests III
		<b>18-22</b>	<b>Christmas Holidays</b>
		<b>25-29</b>	
17	January	01-05	03 back to School
18		08-12	Revision III
19		15-19	3rd Institutional evaluation
20		22-26	Final and Global Grading



# Assessment Criteria

## EVALUATION OF EACH LEARNING UNIT (1-3)

Classwork / Homework	<b>40%</b>
Project(s)	<b>20%</b>
Platform progress (Cambridge One)	<b>20%</b>
Exam	<b>20%</b>

Nivel de desempeño	Equivalencia numérica
Sobresaliente	10
Competente	9
Satisfactorio	8
Aceptable	7
Suficiente	6
No se muestra	5

## EVALUATION OF THE SEMESTER

<b>AVERAGE OF LEARNING UNITS</b>	<b>50%</b>
<b>FINAL EVIDENCE (INTERVIEW)</b>	<b>50%</b>



Title	Status	Score	Progress	
Workbook				
Unit 5	Completed	100 %	100 %	⚙️
Exercise 1	Completed	100 %	100 %	⚙️
Exercise 2	Completed	100 %	100 %	⚙️
Exercise 3	Completed	100 %	100 %	⚙️
Exercise 4	Completed	100 %	100 %	⚙️
Exercise 5	Completed	100 %	100 %	⚙️
Exercise 6	Completed	100 %	100 %	⚙️
Exercise 7	Completed	100 %	100 %	⚙️
Exercise 8	Completed	100 %	100 %	⚙️
Exercise 9	Completed	100 %	100 %	⚙️
Exercise 10	Completed	100 %	100 %	⚙️
Exercise 11	Completed	100 %	100 %	⚙️
Listening	Completed	100 %	100 %	⚙️
Sentence Runner	Completed	-	100 %	⚙️
Say the Word	Completed	-	100 %	⚙️
Speak or Swim	Completed	-	100 %	⚙️
Sentence Stacker	Completed	-	100 %	⚙️

The Cambridge platform must be completed entirely. You must work on the exercises until you obtain a 100 in your scores in order to obtain the total points of the platform (20%) .

<https://www.cambridgeilms.org/main/p/splash>





# Teacher's and students' agreement signature



## ESCUELA NORMAL DE EDUCACION PRESCOLAR COLEGIADO DE MAESTROS

Acuerdos de evaluación del colegiado de inglés  
Ciclo Escolar 2023-2024

**Cursos que lo integran:** Starting Basic Communication, Developing Elementary Conversations, Sharing Information and Ideas, Building Confidence in Communication, Opening New Global Perspectives, and Becoming Independent Communicators.

**Fecha:** Agosto, 2023

**Propósitos:**

**Docentes:** Establecer los acuerdos de evaluación para unificar criterios en cada uno de los aspectos mencionados que se consideran para otorgar la calificación por unidad y por el curso de acuerdo a las normas de control escolar vigentes.

**Alumnos:** Dar a conocer a los alumnos los acuerdos establecidos de evaluación que se considerarán para otorgar la calificación por unidad y por el curso de acuerdo a las normas de control escolar vigentes.

Criterios de evaluación por Unidad	Porcentajes de Evaluación	
	Formativa	Sumativa
Classwork	40%	
Homework		
Platform (Cambridge and ELL)	20%	
Projects	20%	
Exam		20%

Criterios de evaluación Semestral por curso	Porcentajes de Evaluación	
Average of units 1, 2 and 3	50%	
Global Assessment		50%

**Nota:**

En caso de que el estudiante no logre el desarrollo de las habilidades necesarias para obtener el nivel de inglés que está cursando, se evaluará con base en el desempeño del estudiante, sin embargo, tendrá que cursar el nivel nuevamente.

En caso de que al término del semestre el estudiante obtenga una calificación de 6 o inferior y no haya cumplido con los lineamientos establecidos (asistencia y acreditación del curso), este deberá asistir a un curso de regularización que se llevará a cabo durante el periodo vacacional. Este curso es de carácter obligatorio y es requisito indispensable para llevar a cabo el proceso de re-inscripción al próximo semestre.

ENEP-C-F-18  
V01/062018



### Firma de Alumnos

	Nombre	Firma
1.	Karen Sofia Almanza Salazar	Karen A.
2.	Daniela M. Anzuces Vazquez	Daniela
3.	Danda Milagros Cabral Aguilar	Danda
4.	Mayra Verónica Castro Sestrito	Mayra
5.	Karen Guadalupe Casares Soto	Karen
6.	Miranda Aily Correa Escobedo	Miranda A. Correa
7.	Laura Suseth Esquivel Peralta	Laura Esquivel
8.	Cintli Aranza Yamile Estrada Alvarez	Aranza
9.	Sarahi Fonseca Sam	Sarahi
10.	Brisa Alejandra Garcia pena	Brisa
11.	Valeria Alejandro Garcia Rojas	Valeria
12.	Dulce Ximena González Hernández	Dulce
13.	Amyra Dalila González Rodríguez	Amyra
14.	Antonia Alejandra Sandoval Mejia	Antonia
15.	Elena Haro Flores	Elena
16.	Georgina Lara Gaytán	Georgina
17.	Margaret Judith Mtz Mata	Margaret
18.	Ancía Alejandra Michetz Turkawa	Ancía
19.	Lizy Morales Sánchez	Lizy Morales
20.	María Teresa Palomina Najera	María Teresa
21.	Jessica Noheми Perez Flores	Jessica
22.	Mariana Naomi Raquel Carrasco	Mariana
23.	Aylin Estefania Reyes Esquivel	Aylin Reyes
24.	Camila Jacqueline Ruiz Romas	Camila
25.	MONSERRATH SARAZAN RODRIGUEZ	MONSERRATH S.
26.	Ana Paola Saucedo Rios	Ana Paola
27.	Naomi Amelí Salis Quirós	Naomi
28.	Ashanti Uresti Cerda	Ashanti
29.	Emily Karina Vazquez Sosa	Emily
30.	Ana Julia Zaragoza García	Ana Julia

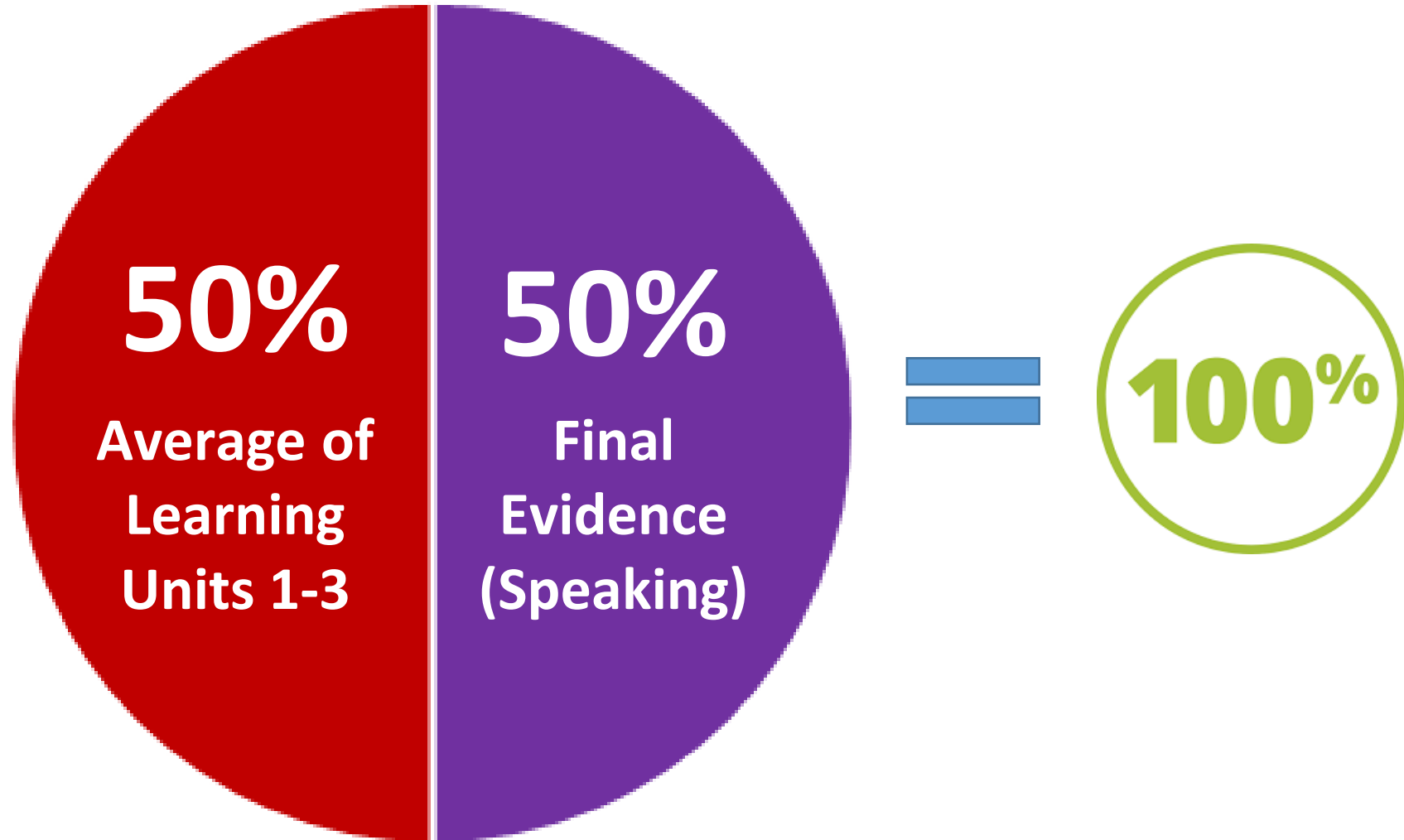
**Observación:** Todos las evidencias (desempeño, conocimiento y de producto) que muestre el alumno a través del portafolio, serán acompañadas de Rúbricas, Listas de cotejo y/o Escalas de estimación que previamente dio a conocer el docente.

ENEP-C-F-18  
V01/062018





# Global Evaluation





# NOTA IMPORTANTE

El estudiante **acreditará el nivel de inglés** una vez que evidencie el desarrollo de las habilidades propias del nivel que cursa, con base en el CEFR, **mediante una entrevista** realizada al final del ciclo escolar y **en la cual deberá lograr un resultado no menor a 8** (equivalencia numérica).

En caso de que el estudiante no logre el desarrollo de las habilidades lingüísticas necesarias para avanzar al siguiente nivel de inglés, se le evaluará con base en el desempeño que tuvo durante el semestre para fines de acreditación del curso, no obstante, tendrá que repetir el nivel.



## ***Normas Específicas de Control Escolar (Plan 2022)***

**5.4. Promedio general de aprovechamiento.** El promedio general de aprovechamiento se obtendrá al sumar las equivalencias numéricas de las evaluaciones globales de todos los cursos y dividir el resultado entre el número de éstos; el cual se deberá registrar con un número entero y una cifra decimal, no se debe redondear.

**5.5. Organización del plan de estudio.** Deberá respetarse el orden curricular de los PLANES 2022, entendiéndose dicho orden como el lugar que ocupa cada curso en la malla o tejido curricular, en consecuencia, no deberá cambiarse un curso de un semestre a otro, ni combinar en un semestre diferentes cursos, excepto en los siguientes casos:

- a) Cuando una o un estudiante que al final del ciclo escolar no adquiera el dominio del inglés del curso en el que está inscrito, tendrá que recursarlo en el siguiente semestre; esto sucederá tantas veces como sea necesario hasta que la o el estudiante adquiera el dominio requerido de acuerdo con el nivel cursado, y
- b) La institución formadora de docentes podrá evaluar el nivel de inglés de sus estudiantes de acuerdo con los objetivos previstos en el curso, con la finalidad de acreditarlo en el semestre.

**5.6. Acreditación del trabajo de titulación.** Para que la o el estudiante acredite el octavo semestre deberá cumplir con lo siguiente:

- a) Entregar el trabajo de titulación al finalizar el octavo semestre en cualquiera de las tres modalidades de titulación;



# Course policies

- **Course Materials:** Failure to bring the book and notebook to class results in losing points per day.
- **Homework:** There will be regular homework tasks, as well as homework related to textbook material. It is the students' responsibility to find out the homework assigned, when absent for any reason.
- **Late homework:** It is the students' responsibility to turn in homework assignments on time. **In case a student presents homework assignments or projects after the established due date the maximum grade will be of an 8.**





# Course policies

- **Grading:** Your course grade will depend on the performance on tests, speeches, and participation. Satisfactory participation means completing the tasks assigned in class and **interacting with your classmates in English at all times**. Therefore, if a student is not in class during a task, he or she will lose points automatically. Quizzes, tests or project speeches cannot be made up unless the student has a note by ENEP.

## **Policies about being late and/or absent.**

In accordance to ENEP 's policies, you must attend 85% of class time hours.





BE....

- ✓ Neat
- ✓ Tolerant
- ✓ Participative

- ✓ Respectful
- ✓ Honest
- ✓ Patient

- ✓ Receptive
- ✓ Confident
- ✓ Positive
- ✓ INTERESTED

Treat each other with  
**KINDNESS,  
DIGNITY  
AND  
RESPECT**

**CONCENTRATE AND HAVE FUN!**



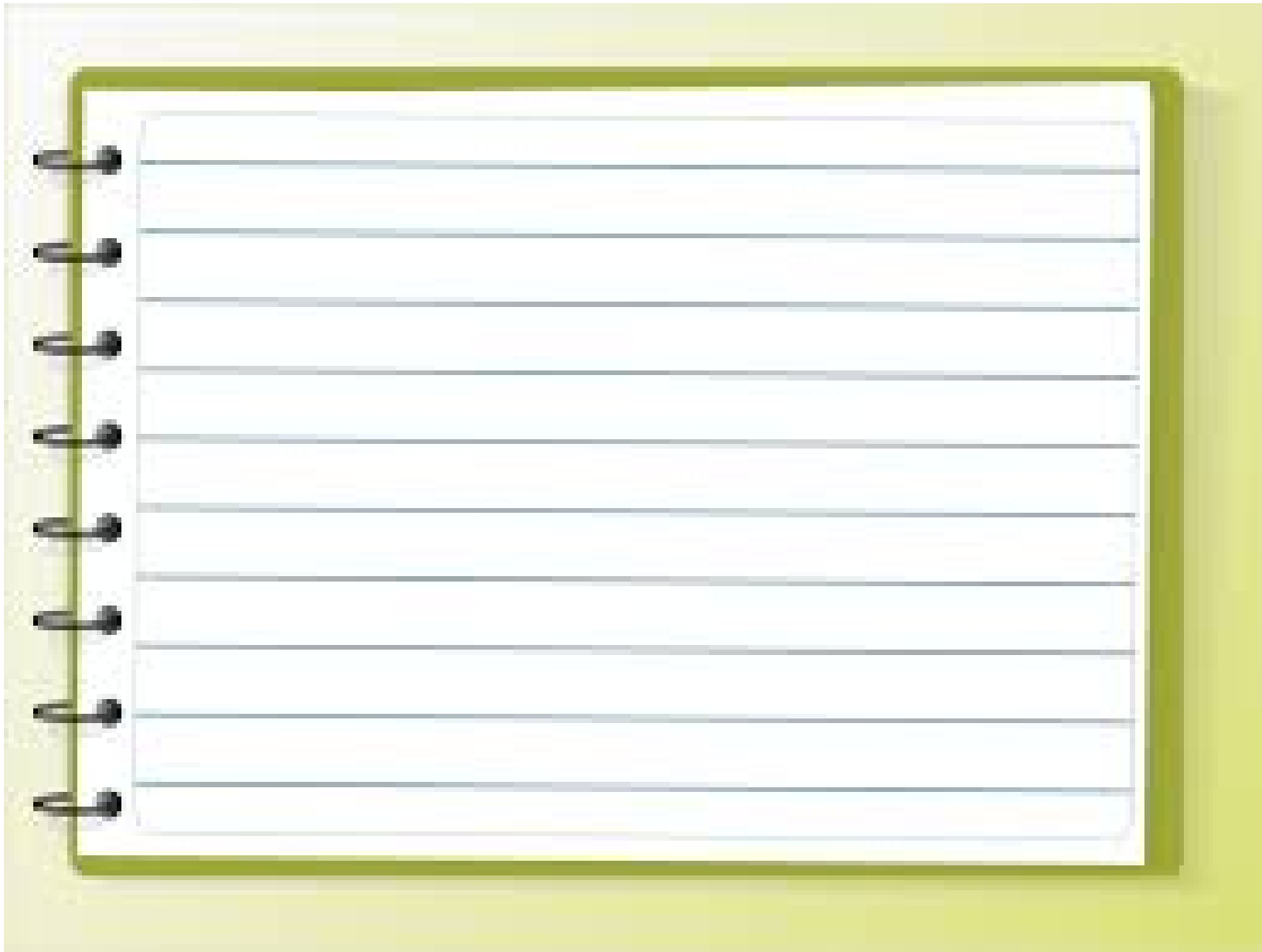
# TEACHER'S ROLE

## A facilitator/guide who develops and promotes





# STUDENT'S ROLE (Mentimeter)





**If you really want to improve your English, please remember:**

**The more you use the language, the faster you will learn.**

**YOU CAN DO IT!**

## 10 Tips to speak English fluently

1. Read out loud & talk to yourself.
2. Listen to more English every day.
3. Watch English movies with subtitles.
4. Speak spontaneously, but slowly
5. Relax and have a positive attitude.
6. Learn and study phrases, not words.
7. Slow and deep learning is best.
8. Use real English lessons & material.
9. Don't study too much grammar.
10. Don't be afraid of making mistakes.



# 10 Quotes for Students

- Never do tomorrow, what you can do today.
- Push yourself, because no one is going to do it for you.
- If it is important to you, you will find a way. If not, you will find an excuse.
- The secret to getting ahead is getting started.
- Just believe in yourself. Even if you don't, pretend that you do, and at some point you'll.
- The expert in anything was once a beginner.
- It always seems impossible, until it is done.
- I'm not telling it is going to be easy, I'm telling you it's going to be worth it.
- A year from now, you'll wish you had started today.
- Study now and not later, to prove that you deserves a better life.



### Suggested references / Referencias recomendadas

- Council of Europe (2017).** *Common European framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors.* Strasbourg: Council of Europe.
- Dörnyei, Z., & Murphey, T. (2003).** *Group dynamics in the language classroom.* Cambridge: Cambridge University Press.
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- Ellis, N. (2015).** *Implicit and explicit language learning: Their dynamic interface and complexity.* In Rebuschat, P. (Ed.). *Implicit and explicit learning of languages* (pp. 3–23). Amsterdam: John Benjamins.
- Grundy, P. (1994) *Beginners*** Oxford: Oxford University Press
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- Ormrod, J.E. 2008 *Educational Psychology: Developing Learners*** Boston: Pearson/Allyn & Bacon
- Parrott, M. (2000) *Grammar for English Language Teachers*** Cambridge: Cambridge University Press
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- Ushioda, E. (2011).** *Motivating learners to speak as themselves.* In G. Murray, X. Gao & M. Lamb (eds.), *Identity, motivation and autonomy, in language learning* (pp. 14–33). Bristol: Multilingual Matters.





## Additional online references and resources

Learning English. <http://www.bbc.co.uk/learningenglish>

Teaching adults. <https://www.teachingenglish.org.uk/teaching-adults>

Adult learners.

[https://elt.oup.com/learning\\_resources/courses/adultlearners/?cc=mx&sellLanguage=en](https://elt.oup.com/learning_resources/courses/adultlearners/?cc=mx&sellLanguage=en)

Learning English. <https://www.cambridgeenglish.org/learning-english/>

Teacher's corner. <https://americanenglish.state.gov/teachers-corner>

Classroom resources. Pearson. <https://www.pearsonelt.com/professional-development/resources.html>

Teaching adults. Oxford.

<https://elt.oup.com/teachersclub/courses/teachingadults/?cc=mx&sellLanguage=en>

For teachers. BBC.

<http://www.bbc.co.uk/worldservice/learningenglish/teach/>

Onestop English. <http://www.onestopenglish.com/>

The digital teacher. <https://thedigitalteacher.com/>

<https://visuwords.com/>

<https://www.eslvideo.com/>

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thanks

*to all of you*