



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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## **CULTURE AT THE CORE OF ENGLISH LEARNING: NO LONGER A *FOREIGN* CONCEPT**

### **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**MARÍA GUADALUPE LÓPEZ ARROYO**

**ASESOR: ALMA DANIELA OTERO SOSA**

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Nombre completo del(la) autor(a):	María Guadalupe López Arroyo		
Matrícula:	210926009		
Domicilio:	Gumersindo Esquer 109 C201 Col. Asturias CP06850 Cuauhtémoc, Ciudad de México		
Teléfono:	5538830444		
Correo electrónico:	210926009@q.upn.mx		

Atentamente,  
Ciudad de México a 19 de junio de 2021.

María Guadalupe López Arroyo   
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Alma Daniela Otero Sosa  
Coordinación de Posgrado UPN  
Especialista en el Programa Educativo.

UPN/Coordinación de Posgrado

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Inglés como Lengua Extranjera

**Culture at the Core of English Learning: No  
Longer a *Foreign* Concept**



María Guadalupe López Arroyo

Tutor: Alma Daniela Otero Sosa

Date: June 2022

*The white man drew a small circle in the sand and told the red man,  
"This is what the Indian knows," and drawing a big circle around the  
small one, "This is what the white man knows."*

*The Indian took the stick and swept an immense ring around both  
circles: "This is where the white man and the red man know nothing."*

Carl Sandburg



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## Introduction

This paper represents the culmination of the Specialisation in Teaching and Learning English as a Foreign language. The program represented an opportunity to further develop one's education and experience concerning English language teaching, and it was a valuable experience, a necessary reminder of the need for constant training, for this field is one where the ones in charge (that is, the teachers) must always remain students, life-long learners.

This paper includes a reflection on one's own teaching practice and experience, as well as an analysis of and reflection on a set of lessons designed for a small group of high school students. The activities, assessment instruments, and pieces of evidence of the students' production are included and described, as well as one's teaching philosophy, which was shaped and then revisited along this specialisation.

In order to provide a theoretical framework for the author's teaching philosophy and a rationale for the lesson plan, this paper also includes information from different reliable sources to support and explain one's point of view, the decisions made concerning the lesson planning and delivery, and there is also a reflection on the experience, along with evidence of the students' work and the materials used for the lessons described in this paper.

## Chapter 1. Teaching Philosophy and Theory

### 1.01 Teaching identity and philosophy

Schonwetter (2002 in Espinoza Campos 2010) states that a teaching philosophy statement is “a systematic and critical rationale that focuses on the important components defining effective teaching and learning in a particular discipline and/or institutional context” (p. 4). Therefore, it is important to pay attention and be diligent when observing one’s own teaching practice in order to identify what one deems important, what one believes can help or hinder one’s learners’ process, and how one’s teaching practice can be adapted in order to provide one’s learners with what they need. While there is a prevalent idea that teacher training involves learning the target language and then being armed with some teaching techniques and a certain amount of knowledge regarding methodology, the role of a teacher is one that requires constant updating, a sort of never-ending training and education which will in turn enhance the teacher’s skills and the students’ results. One favours a rather humanistic approach to teaching, which Omaggio Hadley (1993) describes as the belief that “learning should be aimed at the deeper levels of understanding and personal meaningfulness to maximally effective” (p. 86). One’s role is not only that of the person who masters the language and has the potential to explain how it works or how it is used; it is one's duty to make learning a personable experience that the students can identify with in terms of their own personalities, preferences, and learning styles. Along the years, one has learned to identify when an activity or certain content can be appealing or dull for the students, and it is one's responsibility to find a way for one's learners to find value and relevance in what they are learning in English, for they are the only ones who will make decisions in the future about how and why to use the target language. What follows is a statement of one's teaching philosophy, comprising those aspects deemed valuable and important to one's teaching practice.

### 1.02 What is language like?

As an English teacher, one deals with a language as a system that is used for communication. One cannot reduce that system to a set of words and structures; it has a purpose and one should teach how to use it for real-life interaction. Crawford (in Richards and Renandya 2010) explains that language has a function and it should be presented in a context. The author states that “without a knowledge of what is going on, who the participants are and their social and psychological distance in time and space from the events referred to, it is impossible to understand the real meaning of an interaction” (p. 84). It can be inferred, then, that teaching the language in a vacuum is not a good strategy; the learners need to know why they are learning the language, what for, and what context the

language to be learned is. This is why practically all the current textbooks present grammar and vocabulary topics based on a specific context, so that the learners can establish a link between that content and where it can be used. Furthermore, taking into account the importance of culture in English language teaching, choosing a culturally-relevant topic or context to teach one's lessons provides very useful possibilities.

### 1.03 Language learning should be meaningful

As it has been seen, language learning has been conceived of in many different ways, until the advent of methodologies and approaches that take what the students bring to the class setting as relevant, even necessary, to enrich the teaching-learning process. In the case of one's own teaching experience, one has come to believe that learning should be as meaningful as possible; learning should imply that the learners are acquiring something new that they will add to their own psyche and their own cognitive structure. Ausubel (1968 in Novak 2011) stated that “the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly” (p. 3). It is thus necessary to know who the students are and then plan the lessons accordingly. Gone are the days when teachers would plan their lessons and assume the students would learn from them in terms of rote learning, memorising facts, lists, and items that would be stored in memory and retrieved to answer a test, but not be used in spontaneous written or spoken production.

### 1.04 What approach and what method is best?

Professional language teachers are usually at a crossroads when they have to describe what approach they follow or what method they apply. However, it is safe to say that having an eclectic point of view, where suitable techniques or activities based on different approaches and methods are used with different students at different times and at different levels, is helpful. While this might be interpreted as a need to spend too much time preparing lessons, it is indeed worthwhile; learning must be as meaningful as possible, and at the same time, there are some items in the foreign language that the students will need to memorise, but memorization might lead to a latent corpus that the students should eventually be able to retrieve and apply for practice and production. On the other hand, the Communicative Approach has been welcomed by many teachers due to its characteristics and flexibility. In one's personal case, one enjoys using games with one's learners, always with a specific language or structure focus, in order to provide opportunities to practice and assess in a relaxed setting. In the Communicative Approach, “games are important because they have certain features in common with real communicative events – there is a purpose to the exchange” (Larsen-Freeman 1986: 129), and

thus their use can foster students' confidence while they are learning. It is necessary for a teacher to mind the setting and observe the environment so that the classroom setting is, as often as possible, conducive to learning. Also, in this approach, "culture is the everyday lifestyle of people who use the language natively. There are certain aspects of it that are especially important to communication - nonverbal behaviour, for example, which would therefore receive greater attention" (*Ibid*: 134). As it has been seen, one cannot separate culture from language teaching and learning; including a cultural component to one's lessons and presenting it in a natural way for one's learners to find out about other countries while learning English can lead one's learners to not only become proficient in the language, but also to become world citizens who understand and accept differences in cultures other than their own.

#### 1.05 Leading the horses to water

In spite of all the training and experience one might have, there are always new profiles, personalities, and a myriad of factors that will influence one's teaching practice, simply because one is dealing with human beings. One's learners are teenagers, between 15 and 19 years old, and while it is indeed challenging to work with them, experience and constant learning have helped adapt lessons and activities in order to appeal to who the students are as people. Harmer (2011) explains that there are three kinds of teacher: The *explainer*, who "relies mainly on 'explaining' or 'lecturing' [...] Done with style or enthusiasm or wit or imagination, lessons can be entertaining, interesting and informative" (p. 17); the *involver*, who "knows the subject matter that is being dealt with [and] is also familiar with teaching methodology, able to use appropriate teaching and organisational procedures and techniques to help students learn" (*Ibid*: 18), and the *enabler*, who "is confident enough to share control with the learners, or perhaps to hand it over to them entirely" (*Ibid*: 18). In an ideal setting, a professional teacher can be the threefold persona described above, and one takes pride in being close to what Scrivener describes. While one likes explaining things to one's learners, one tries to show interest and even love for one's profession when trying to convey one's ideas, and one is also knowledgeable of how the English language works, thanks to having a degree in English language teaching, but one has also tried to find opportunities to further one's education (this specialisation being the latest example), and one believes to have been able to choose moments when one's learners can be in charge of what they are doing, under one's supervision, that is. A combination of the roles Scrivener describes can make for an effective teacher and one that is open to keep learning, as teaching involves being a lifelong learner.

### 1.06 Affective factors

The teaching-learning process of English is far from an exchange between an authority (the teacher) and a *tabula rasa* (the learner). The teacher is now a facilitator for learning, and every single student can (and should) contribute to the class with their own ideas, hypotheses, opinions, experiences, and even personalities and preferences. Thus, affective factors play an important role in the process. Gardner (2003 in Henter 2014) explains that “integralization and attitude towards learning situations are two correlated variables that support motivation to learn a foreign language, but motivation is responsible for the results in learning a foreign language” (p. 374). While learning a foreign language can either be due to English being part of a school curriculum, or the learner’s personal interest, motivation is always an important factor. There should always be a reason why the student is learning. Sometimes the learners might join a class because they have no choice, but regardless of the context, it is upon the teachers to turn content and new knowledge into manageable and fun activities and prompts.

On the other hand, anxiety in the classroom should be prevented, and if necessary, controlled, so that the environment is conducive to learning. Stephen Krashen (1982 in Lightbown & Spada 2006) describes the affective filter as a “metaphorical barrier that prevents learners from acquiring language even when appropriate input is available” (p. 37). It is essential, therefore, to help learners feel safe, comfortable, and welcome in class, hence the need for games, conversation activities, or sometimes other elements which might not be directly related to class. For the last six or seven years, a song or a video from the video game *Just Dance* has been added at the beginning or the end of class, for the students to relax and focus better. It is important to mention that whenever these activities are carried out before class starts (usually when it is an early morning class, at 7:00), the students respond to the lessons better and are in a better mood, which cannot be disregarded when it comes to teenagers. Lowering their affective filter, then, is a necessary strategy to encourage students to participate actively in class while providing them with opportunities to unwind in the classroom.

## Chapter 2. Methodology and practice

### 2.01 Rationale behind lesson plan

The lesson plan is based on the **Communicative Approach**, which according to Scrivener (2011: 31), “is based on beliefs that learners will learn best if they participate in meaningful communication”, and thus, as much as possible, the learners will engage in activities where they have to convey their own ideas and opinions, while at the same time using the target language. While drilling can be used during the lesson, it can be applied for pronunciation or word order purposes; the students described in this paper are basic learners, and therefore need to memorise certain items to successfully use the target structure (passive voice). On the other hand, **context** and **previous knowledge** are paramount to learning. Omaggio Hadley (1993: 131) explains that there are at least three types of background knowledge which are activated in the language comprehension process:

1. Linguistic information, which is “knowledge of the target language code”.
2. Knowledge of the world, “including one’s store of concepts and expectations based on previous experience”.
3. Knowledge of discourse structure, which is “the understanding of how various kinds or types of discourse (such as conversations, radio broadcasts, literary texts, political speeches, newspaper and magazine stories, and the like) are generally organised”. (*Ibid*).

Taking the previous information into account, the students’ previous knowledge of and experience with TV programmes would help build up, shape and adapt the activities so that the students can establish a link between what they know and any new information that would be presented in class.

On the other hand, when the students know the context, learning can be more meaningful. According to Richards & Renandya (2010: 84), “familiarity with the context helps make the language encountered meaningful, and also extends the content of the course beyond that other rich source of contextualised language use, the classroom itself”. Giving a specific context can help the teacher have a certain degree of control when teaching, and it also provides the students with a manageable setting where what they learn is rather confined to a specific topic.

When taking into account that the learners these lessons were aimed for have just finished their first year of high school, it was very likely that their level would be between A1 and A2 (which was confirmed when the classes were carried out). Therefore, it was necessary and helpful to rely on the students’ mother tongue (Spanish), especially when explaining the grammar topic. Cook (2001 in

Durmuş 2019: 570) explains that “it may be more appropriate to consider the mother tongue as a useful element in creating authentic foreign language users, rather than seeing it as something to be avoided at all costs”. Indeed; there are many teachers who think of the students’ mother language as harmful, but when working with very basic learners, using the students’ L1 can help them build confidence, understand better, and analyse the foreign language with the resources at their disposal.

#### 2.01.01 Cultural awareness and intercultural competence in the EFL classroom

The topic of the lessons, as it was mentioned earlier, is TV programmes. This is a topic that can easily lend itself to discussion, exchanges of ideas, and relevant contributions on the part of the learners. Hardly anyone is unfamiliar with the concept of television, and at the same time, television is a staple in many, if not all, cultures. While it can be argued that television does not always portray real life in a reliable, truthful way, it does convey general ideas and information that can help students identify prejudice, stereotypes, and other (mis)conceptions regarding different cultures. Although the topic was already given in the textbook *Straightforward Pre-Intermediate* (Kerr 2012), it was deemed relevant due to how common it is to discuss TV programmes among colleagues, classmates, and even acquaintances. It is simply a very common topic that can make for small talk, and it can certainly be exploited in an English language lesson.

Chlopek (2008) explains that EFL learners “become users of international, or rather intercultural, communication - thus, the target language becomes a tool to be used in interaction with people from all over the world” (p.10) . English language teachers aim for their students to become effective users of the target language, but there has been a shift: It is also important to be able to communicate with other cultures using the target language; communication is no longer reduced to interacting with peers and teachers only. Thanks to English, it is possible to learn about other cultures and understand them better by means of a universal language shared by different communities.

Regarding the EFL teaching and learning context, it is necessary to develop two important skills in our learners: cultural awareness and intercultural competence. Although the topic of TV programmes is by no means a sensitive one, and while the learners can freely discuss shows from other countries, the teacher (as a facilitator) should always remind them of the importance of acknowledging and respecting other cultures. Kaikkonen (2001 in Yeganeh & Raeesi 2015: 535) states that “the most important goal of foreign language education is to help learners grow out of the shell of their mother tongue and their own culture”, so it can be understood that when the students are learning English, they inevitably are learning about the culture of English-speaking countries, too, but nowadays, thanks to technological advances like the internet, it is possible to learn about other cultures that do not speak



English as a first language, but which are talked about in videos, documentaries, movies or TV programmes, usually in English, in order to reach a global audience. Zhao (2010 in *Ibid*) describes the goal of foreign language learning as follows:

- Familiarising the EFL learner with the mundane situations of the English-speaking countries.
- Enabling learners to comprehend the interaction between language and social variables that would affect people's way of speaking and behaving.
- Cultivating the student's ability to objectively assess the culture of the target country.

Therefore, when presenting cultural content to the learners, the onus is on the teacher to make the content accessible and comprehensible, while at the same time leading the learners to foster tolerance, understanding, and objectivity regarding anything that is different from their own culture.

On the other hand, the concept of intercultural competence can sometimes be elusive to EFL teachers and learners, since it could be interpreted as something too abstract to be grasped. Spitzberg & Chagnon (in Deardorff 2009: 7) describe intercultural competence as "the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioural orientations to the world". This is a goal many EFL teachers have, and one that can be achieved by having activities that show what a different culture is like and how people from other countries feel, behave, and think, especially when it comes to everyday situations, but this can be extended to sensitive issues, always handled with the utmost respect, in order to foster a sense of belonging and acceptance among our learners. What the learners watch in TV programmes from other countries is likely to show a biased point of view, be it due to an attempt to make a culture look superior, or to enhance its image before the rest of the world, and sometimes it could very well be that a documentary tries to depict a culture as one having negative traits (due to political reasons, for instance), and it is thus essential to help learners develop critical thinking skills in order to discern when they are dealing with negative misconceptions about a culture, striking the right balance between a bleak viewpoint and an optimistic one, so that objectivity remains as much as possible.

LESSON PLAN – FIFTH GRADE, ENP 7	
Teacher	María Guadalupe López Arroyo
School level	Students who have just finished the fourth grade (first year) of high school, about to start their fifth grade (second year).
Title	<b>TV Programmes</b>
Learning Objective	Given a short previous instruction (refresher of simple present and simple past), the students will be able to use passive voice and vocabulary related to different types of TV programmes from English-speaking countries and countries where the first language is not English.
Communicative skills	Reading, listening, speaking, writing
Main Grammar structure	Passive voice (simple present and simple past)
Other Grammar structures	Form of verb be in present and past, vocabulary related to TV programmes.
Brief description of plan	This is a plan for a total of four hours of instruction. It comprises vocabulary related to TV programmes and practice with passive voice in simple present and simple past. The students are expected to share their knowledge and opinions related to TV programmes (comparing and contrasting those from Mexico and those from other countries) in order to gain insight of cultural content that can be identified by means of television.

## Session 1

STEP	TEACHING ACTIVITIES	LEARNING ACTIVITIES	MATERIALS	SESSION	ASSESSMENT
Introduction – TV programmes (Approx. 5 minutes)	<p>The teacher will introduce the topic of TV programmes by means of the following questions:</p> <p><i>How often do you watch TV?</i>  <i>Do you enjoy watching TV?</i>  <i>What's your favourite TV programme?</i>  <i>Is there a TV programme you don't like? Why?</i></p>	<p>The students will answer the teacher's questions; this way some information will be elicited, and content schemata will be activated. The students will be introduced to the topic by means of the questions in a non-threatening way.</p>	Board Markers	1	At this point, only the students' previous knowledge on the topic is gauged in order to gather information that might affect the decisions made in the upcoming stages of the lesson.
<p>Vocabulary – TV programmes</p> <p>Vocabulary from unit 9B, <i>Reality TV</i>, Straightforward Pre-Intermediate (Kerr 2012). Approx. 20 minutes.</p> <p><i>Chat show</i>  <i>Current affairs programme</i>  <i>Documentary</i>  <i>Game show</i>  <i>Sitcom</i>  <i>Soap opera</i>  <i>Sports programme</i></p>	<p>The teacher tells the students they are going to read some vocabulary related to types of TV programmes; the teacher will ask the students to read the pieces of paper carefully and identify what kind of TV programme each word / phrase refers to, and then match that type of TV programme to the example.</p>	<p>The students will read the pieces of paper carefully and try to work out what kind of TV programme is named so that they can match the name of the programme and the type of programme.</p> <p>E.g. <i>Kimetsu No Yaiba – Anime</i>  <i>Friends - Sitcom</i></p>	<p>Coloured pieces of paper with vocabulary and examples of TV programmes</p> <p>Markers Board Magnets</p> <p>Alternative: PowerPoint presentation (only in case there is appropriate equipment in the classroom)</p>	1	After providing some examples of the different types of TV programmes, the students are expected to successfully match the type of programme and example, and then provide further examples of each type, whenever possible.

<p><i>The news</i> <i>Anime</i> (other kinds can be added, depending on the students' previous knowledge)</p>					
<p>Writing and Vocabulary Approx. 20 minutes.</p> <p><i>Chat show</i> <i>Current affairs programme</i> <i>Documentary</i> <i>Game show</i> <i>Sitcom</i> <i>Soap opera</i> <i>Sports programme</i> <i>The news</i> <i>Anime</i> (other kinds can be added, depending on the students' previous knowledge)</p>	<p>After verifying that the vocabulary related to TV programmes is clear and the students can distinguish their characteristics, the teacher will ask them to take out a piece of paper to write six short sentences about different types of TV programmes. The teacher will emphasise that the students need to write three sentences in simple present and three sentences in simple past. E.g. <i>Jennifer Aniston played Rachel on Friends.</i> <i>Many people like Modern Family.</i> As much as possible, the teacher needs to lead the students to write sentences that have a <b>direct</b></p>	<p>The students will write sentences based on their own preferences and knowledge of TV programmes. They can ask for guidance or equivalences so that the teacher can provide them with the correct terms. The students are not expected to write completely correct sentences at this stage; the sentences will be corrected and changed into passive later after the structure of passive has been introduced and practised with.</p>	<p>Coloured pieces of paper with vocabulary and examples of TV programmes Markers Board Magnets Notebooks</p> <p>Alternative: PowerPoint presentation (only in case there is appropriate equipment in the classroom)</p>	<p>1</p>	<p>A checklist can be provided to the students to make sure they are following the instructions (e.g. that they are writing complete sentences). The instrument was made on the page <a href="http://www.checkli.com">www.checkli.com</a></p>

	<b>object</b> and a <b>transitive verb</b> , so that passive voice can be introduced later.				
Pre-Reading – <i>Reality TV, love it or leave it</i> (from Straightforward Pre-Intermediate lesson 9B). Approx. 5 minutes	After gathering the students' sentences, the teacher asks the following:  <i>What is reality TV?</i> <i>Why do people like it?</i> <i>Do you like any reality shows?</i> <i>Which ones?</i>  The teacher will tell students they are going to read a text about reality TV, and it's not necessary for them to understand each and every word in the text.	The students will share the knowledge they have about reality TV shows, as well as their opinion, so that the teacher can gauge where the students stand concerning this controversial type of TV programme.	Coloured pieces of paper with vocabulary and examples of TV programmes Markers Board Magnets Notebooks  Alternative: PowerPoint presentation (only in case there is appropriate equipment in the classroom)	1	The students will only be asked to share their previous knowledge and opinions at this stage. Content schemata and the learners' own experiences will help introduce the reading text.
Reading – <i>Reality TV, love it or leave it</i> (text from lesson 9B in Straightforward Pre-Intermediate, p. 88) Approx. 20 minutes.	The teacher will provide the learners with a copy of the text, and will show / write the following questions:  <i>What was the first reality TV show in the world called?</i>  <i>How many people watched the final programme of Big Brother in</i>	The students will read the text in silence, and whenever necessary, they can come to the board to write any words that they find difficult or which prevents them from understanding general ideas from the text.	Text <i>Reality TV, love it or leave it</i> (Straightforward Pre-Intermediate) Board Markers Notebooks Bilingual dictionaries (if available) Recommendation: Cambridge dictionary	1	The teacher will focus on how well the students can transcribe the answers to the questions. The information that makes up the answers can be taken as is from the text; the students are asked to pay attention when writing their answers.

	<p><i>Holland?</i></p> <p><i>What are viewers asked to do in these TV programmes?</i></p> <p><i>What is reality TV called in France?</i></p> <p><i>How was Big Brother described in Greece?</i></p> <p>The teacher will ask the students to write any unknown / difficult words on the board so that everyone can see them and focus on them when the teacher explains the meaning.</p> <p>Note: The questions are in passive voice, and so is the information from the text. The students will be asked to locate the necessary information and report the answers using the same words from the text. They are not expected to change anything.</p>		<p>Online (English-Spanish):</p> <p><a href="https://dictionary.cambridge.org/us/dictionary/english-spanish/">https://dictionary.cambridge.org/us/dictionary/english-spanish/</a></p>		
Post- Reading Reality TV in Mexico	After the students have answered the questions about the	The students can discuss their answers among	Board Bilingual dictionaries (if	1	This short activity can help close the first

<p>Approx. 15 minutes</p> <p>E.g.  <i>Acapulco Shore</i>  <i>Big Brother Mexico</i>  <i>Latin American Idol</i>  <i>Nailed it! Mexico</i>  <i>Mexico's Next Top Model</i>  <i>The Voice Mexico</i></p>	<p>text, the teacher asks the following questions:</p> <p><i>What reality TV shows are popular in Mexico?</i>  <i>Why are they popular?</i>  <i>Why do people participate in reality shows?</i>  <i>Do you think reality shows are the same around the world?</i>  <i>If not, what differences are evident? How is reality TV different in Mexico and in the United States, for example?</i>  <i>How do the contestants feel in these shows?</i></p>	<p>themselves (small teams) or with the whole class and the teacher.</p> <p>It's advisable that the students take notes so that they can feel more confident when sharing their ideas.</p>	<p>available)</p> <p>Recommendation: Cambridge Dictionary Online (English-Spanish): <a href="https://dictionary.cambridge.org/us/dictionary/english-spanish/">https://dictionary.cambridge.org/us/dictionary/english-spanish/</a>  <u>Notebooks</u></p>		<p>session, and the teacher can confirm at this point how much the students gathered and remembered about the vocabulary, as they are going to use it again in the second session.</p>
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## Session 2

STEP	TEACHING ACTIVITIES	LEARNING ACTIVITIES	MATERIALS	SESSION	ASSESSMENT
Recap – TV programmes (Approx. 5 minutes)	The teacher will show the students the coloured pieces of paper with the types of TV programmes and ask students to share at least one example of each. The teacher will ask the students to try to remember names of TV programmes in English.	The students will retrieve information concerning the different types of TV programmes and provide at least one example of each type.	Board Markers Pieces of paper (vocabulary)	2	The teacher will assess how much the learners remember, just to check that they remember this vocabulary.
Grammar – Intro to passive; revisiting preliminary writing Approx. 25 minutes.	The teacher will give back the students' sentences (preliminary writing) and explain briefly how passive works, to finally lead the students to change their own sentences into passive, e.g.  <i>Yone's sentence is, "Millions of people like the sitcom Friends", and you can change it to "The sitcom Friends is liked by millions of people" in passive.</i> The teacher needs	The students need to check if their sentences can actually be changed into passive; if not, the teacher can provide examples so that they can use passive correctly.	Coloured pieces of paper with vocabulary and examples of TV programmes Markers Board Magnets Verb list  Alternative: PowerPoint presentation (only in case there is appropriate equipment in the classroom) Quizizz lesson: The Passive, <a href="https://quizizz.com/join?gc=231">https://quizizz.com/join?gc=231</a>	2	Checklist (Passive Writing) made on the site Venngage



	to remind the students that it's important to always add the verb <b>be</b> to passive sentences.		<a href="#">68269</a>		
Pronunciation / Speaking – Passive verbs and sentences on Vocaroo Approx. 25 minutes	<p>The teacher will ask the students to think of different types of TV programmes that they like. Then the teacher will ask the students to write a total of five sentences in passive (different from the original ones) where they use passive to talk about those TV programmes, e.g.</p> <p><i>The finale of the sitcom Modern Family was criticised by some people.</i> <i>The K-drama Familiar Wife is watched on Netflix.</i></p> <p>The teacher will ask students to write short sentences, but to make sure they are using passive in them. Then the teacher will ask the students to use their mobile phones (or</p>	<p>The students will make five short sentences in passive (in present or past) to talk about TV programmes that they like. They need to focus on the correct use of passive, so that their sentences are completely correct.</p> <p>The students can ask the teacher to model pronunciation for them before recording their sentences. Once they have recorded their sentences and are satisfied with them, the learners can share their Vocaroo link via email or on Edmodo.</p>	<p>Coloured pieces of paper with vocabulary and examples of TV programmes Markers Board Magnets Notebooks</p> <p>Vocaroo (online recording), <a href="http://www.vocaroo.com">www.vocaroo.com</a></p> <p>Forvo (pronunciation dictionary) <a href="http://www.forvo.com">www.forvo.com</a></p>	2	A rubric will be provided to the students so that they know what they are expected to do. Although this recording is rather simple, it is important that the students comply with certain requirements.

	<p>other devices) to go to the page <b>Vocaroo</b>, <a href="http://www.vocaroo.com">www.vocaroo.com</a>; as they will record their sentences. The teacher will help students to model pronunciation before recording their sentences individually.</p>				
<p>How are they different? Speaking practice Approx. 20 minutes</p>	<p>Once the students have shared their Vocaroo recordings, the teacher will ask them the following questions:</p> <p>Think of any type of TV programme you like. Is the programme similar to another programme from a different country? What's different? What's similar? Use yone's notebook to take notes; try to use passive and the vocabulary as much as possible. E.g. <i>I think K-dramas are similar to Mexican soap operas because someone is always hurt, and</i></p>	<p>The students will be asked to think of examples of TV programmes where they can identify similarities and differences when comparing and contrasting them with Mexican TV programmes. They are encouraged to discuss with their classmates and try to convey their ideas in English, using the target language as much as possible. The students will also be encouraged to ask the teacher anything they would like to say.</p>	<p>Coloured pieces of paper with vocabulary and examples of TV programmes Markers Board Magnets Notebooks</p>	2	<p>The teacher will monitor the students to see that they are taking notes and using the target language as much as possible.</p>

	<p><i>sometimes, something valuable is lost.</i></p> <p>The students are asked to discuss their ideas in small teams (3 students per team).</p>				
<p>Grammar and Listening – Dictation Approx. 20 minutes Sentences taken from page 45, <i>Straightforward Pre-Intermediate Second Edition Workbook</i>, and entered to Natural Reader (text to speech)</p>	<p>The teacher will tell the students they are going to listen to some sentences in passive. The teacher will give the students some pieces of paper with some verbs in infinitive and ask the students to write the past participle form of those verbs in past participle, and then structure the passive form in present and past with those verbs, e.g. <b>Film</b> – <i>filmed</i> – <i>is filmed</i> – <i>are filmed</i> – <i>was filmed</i> – <i>were filmed</i></p>	<p>The students will look at the pieces of paper with the verbs, will place the papers on the board with the magnets, and write the past participle and passive form of each below the papers before listening to the recording.</p>	<p>Pieces of paper (verbs) Board Markers Notebooks Recording, available on Vocaroo, <a href="https://voca.ro/158oLByszHAI">https://voca.ro/158oLByszHAI</a></p> <p>Sentences:</p> <p>1. <i>The first TV programme was shown in 1928 and was called Felix the Cat. Felix was made of paper and was filmed on top of a record player in the studio.</i></p> <p>2. <i>The first colour pictures on television were shown in 1945. They were pictures of New York.</i></p> <p>3. <i>On 26 July 1971, the first colour pictures</i></p>	2	<p>Self-assessment: The students will be shown the sentences after they have finished, so that they can compare their answers and take notes of the mistakes.</p>

			<p><i>were sent from space.</i></p> <p><i>4. The first TV advertisement was made in July 1941.</i></p>		
Closing – Homework (evaluation)	The teacher will ask students to do a short exercise on Edmodo (LMS) so that they can check how much they remember concerning the passive and vocabulary related to TV programmes.	The students will answer the short exercise on Edmodo after the two lessons are completed.	Edmodo (LMS)	2	The teacher will inform the students of what they need to practise with / improve after checking the scores on Edmodo. There is a folder with resources for the students to check before doing the quiz.

## 2.02 Assessment and evaluation

As it was seen in the last module of the specialisation, assessment and evaluation are part of the teaching-learning process, and each has specific procedures and rationales. Below is a list of assessment instruments which can be added to the adapted / modified lesson plan presented in Assignment 2A, in order to complement and improve said plan.

### 2.02.01 Assessing reading comprehension

While it could be assumed that reading comprehension comprises just reading a text and being able to decode the information in order to answer comprehension questions, there is more to this process than meets the eye. As Brown (1993) explains, “the assessment of reading ability does not end with the measurement of comprehension; strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessments that are formative in nature” (p. 185). Thus, the students’ understanding might be an appropriate goal when it comes to reading comprehension and assessment, but there should be actions taken on the part of the

teacher which will help students establish a stronger link between their own experiences, knowledge, and even personalities, so that the reading comprehension experience goes beyond understanding a text. Grabe (1991 in Habib 2016) describes reading comprehension as “an active process of comprehending where students need to be taught strategies to read more efficiently (e.g. guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.)” (p. 132). It is evident, then, that for reading comprehension to be meaningful, there should be a series of activities and steps to be taken when the students are dealing with a reading text, by means of which not only will the learners understand a text, but will also be able to make inferences, gather information to answer questions, read between the lines and even interpret the writer’s intentions. While the lesson plan cannot contemplate all the aforementioned stages, it is possible to have a short reading activity where the students can get the gist of a reading text, answer some comprehension questions, and then link the information to their own lives and experiences.

The text used for this assessment comes from the book *Straightforward Pre-Intermediate Second Edition* (Kerr 2012). Since the text is taken from an English language textbook, there are questions in the same material; however, only the text was used, and original questions and prompts were created for this specific text in order to help students understand the main idea (gist, skimming), look for specific information (scanning), answer comprehension questions, and establish a link between their own previous knowledge and the information from the text.

#### 2.02.02 Pre-reading

The topic for the lesson plan is TV programmes; the text is about reality TV, a popular kind of programme. The teacher asks the following questions:

*What kind of TV programmes do you prefer? Why?*

*What is reality TV?*

*Do you know reality TV shows? What are they about?*

*Why do some people want to participate in reality TV shows?*

After the teacher has elicited some information from the students in order to identify how familiar they are with the topic and what (if any) reality TV shows they know, the reading text is presented.

One strategy applied in order to help students understand the text better consists of asking the learners to write (on the board or in the Zoom chat box) any words they find difficult, and then explain that vocabulary when everyone can pay attention, since chances are if one student asks about a specific word, others might have the same difficulty. In the case of this assessment, certain micro skills and macro skills are developed. In the case of micro skills, the focus is on recognizing “a core of words, and interpreting word order patterns and their significance”, as well as recognizing “that a particular meaning may be expressed in different grammatical forms” (Brown 1993: 188). The learners are expected to be able to identify and understand quite a bit of the words from the text (which was designed for a textbook, and therefore is not an authentic material), and at the same time, the text is mostly written in passive voice, which is the main grammar point of the lesson. On the other hand, the macro skills to be developed consist of inferring “context that is not explicit by using background knowledge” and “detect culturally specific references and interpret them in a context of the appropriate cultural schemata” (*Ibid.*). The topic of reality TV is a common one, and the students might be familiar with it even if they do not usually watch that kind of TV programme, and the text mentions examples of reality TV shows from other countries; the learners are expected to connect that information to what they know about Mexican reality TV shows.

### 2.02.03 While-reading

To check comprehension, the questions from the original lesson plan are still used, with the possibility of asking the learners to say if they have any questions concerning the text or if they would like to know what a specific phrase or word means in the text (it is paramount to always keep in mind that the learners are A2-level students) so that they can understand the text better:

*What was the first reality TV show in the world called?*

*How many people watched the final programme of Big Brother in Holland?*

*What are viewers asked to do in these TV programmes?*

*What is reality TV called in France?*

*How was Big Brother described in Greece?*

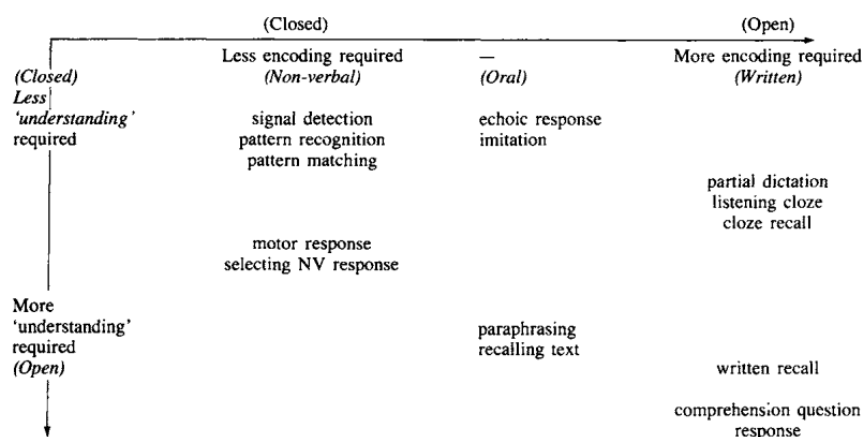
### 2.02.04 Post-reading

As for post-reading, there can be an informal exchange of ideas or a different writing activity for students to show understanding of the text and a link between their own knowledge and new information they gathered from the text. While it would be ideal for students to use more complex language, working with passive voice can be challenging enough for the students to share their ideas, opinions, and experiences when it comes to reality TV. To adapt or change the activity, the students can look at the sentences from the original text in order to change some bits (like in a substitution drill) and replace the verbs and names of TV programmes to produce some simple sentences using their own ideas.

### 2.02.05 Assessing listening comprehension

Like reading comprehension, listening comprehension can sometimes be reduced to understanding a recording and answering questions. However, students have more control over reading than over listening, since in the latter the students cannot go back, re-listen a specific part, and then continue, as they would with reading, where they can stop and go back to a previous line or paragraph.

Chaudron (1985 in Rost 2013) explains different dimensions, linked to the degree of understanding, to be taken into account in listening comprehension assessment, as illustrated in the image below.



Dimensions of response to spoken input (Chaudron 1985 in Rost 2013).

According to the diagram, when assessing learners who are at a rather basic level (like the students this lesson plan is aimed for), there is less understanding required for the learners to respond;

as the learners' mastery of the language improves, the responses become more open, thus allowing the learners to provide responses which are more articulated, more complex, in either spoken or written form. Thus, it is important to always bear in mind where the students are in terms of comprehension, for the listening assessment has to be valid and focused on checking how much the learners can understand from a recording and to what extent they can respond to it, without putting unnecessary pressure.

In the original lesson plan, a simple listening activity was included. A very short dictation, based on *Straightforward Pre-Intermediate Second Edition Workbook* (Jones & Kerr 2012) was used. The original exercise is a short grammar task where the students have to complete some sentences using the correct passive form of the verbs given. The exercise was changed into a dictation exercise where the students have to focus on the grammar structure, word order, and pronunciation of the speaker in order to transcribe the sentences correctly. The sentences were completed by the teacher and then uploaded to the site *Natural Reader* (a text-to-speech site), and the audio was recorded and edited using the software Audacity. The students are given some words and phrases they might not know, like the name of the character (*Felix the cat*), and the teacher can ask students to give examples of years and dates to check that the learners can identify and use the correct form in English. While the students are not expected to respond to the dictation, this is a good way of assessing comprehension at a basic level, since the learners are not used to listening to longer chunks of language. The challenge might prove enough for the learners at this stage, and at the same time, the same recording and sentences can be used to check understanding of content, by changing the assessment from dictation to comprehension.

#### 2.02.06 Assessing written production

When it comes to productive skills, it is important to bear in mind what the learners can do with the target language when looking to assess their performance, so that the task at hand is not too challenging or too easy, and which can provide the teacher with enough information to adjust and adapt further writing tasks which will eventually yield results for students and a clearer idea of where they are in terms of their writing skills development.

Given that the learners described in this paper are at A2 level, writing is reduced to what Brown (2013: 219) describes as "personal writing", which includes letters, invitations, messages, notes, questionnaires, personal journals, or short stories. In the case of the assessment for this lesson plan, the students are asked to write two sets of short sentences in order to change the first set into passive voice. For both tasks, the students are expected to use imitative writing, where "the learner must attain skills



in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences” (*Ibid*: 220). At A2 level, the learners have a basic control of written forms, and thus they are asked to write short sentences which pose an appropriate challenge. In order to help students focus on the task and its requirements, a checklist was created. This checklist is aimed at the students’ paying attention to basic features of sentences (word order, punctuation, capitalization) so that they will eventually use those skills in more complex sentences, paragraphs, or papers. According to the CEFR descriptors (2022), A2-level writing is described as follows: “Can write simple letters of the ‘Thank you’ type. Can convey personal information of a routine nature to, for example, a pen friend, and can express opinions of the ‘I don’t like...’ type.” (ALTE 2002: 68). Therefore, whereas the task cannot be extremely demanding, there are some items the students are asked to focus on for their sentences to be correct.

As mentioned before, the students were initially asked to write a set of sentences, in simple present and simple past, to talk about some TV programmes. The reasoning behind this is for the students to change those sentences into passive voice. The students are expected to take care with their writing and focus on the writing process itself, and for this, a second checklist is used. Correction in the students’ sentences is expected to come from reading the checklists carefully and making sure they can check the boxes while and after they write their sentences. Fostering a habit of double-checking and reading carefully before submitting work can help students greatly when the time comes for them to write more complex pieces of writing, even in their native language.

A sample of the students’ writing production (final version, sentences in passive) is in Appendix 1.

#### 2.02.07 Assessing spoken production

From what some students have shared, speaking is sometimes the hardest skill to develop. Spoken production demands a lot from the students, and it is easy to feel discouraged when the desired utterances do not come out the way we expect. While it is only natural to sometimes fail at speaking due to its spontaneous nature and the fact that one is not usually given enough time to think of a spoken response, it is important to be careful when planning speaking activities and assessment. In the case of the learners this lesson plan is aimed for, there is a basic-level spoken production, and while it is not limited to isolated words, it is indeed confined to short sentences and a limited control of the sounds of the target language. Therefore, spoken assessment tasks can be responsive, which Brown describes as “interaction and test comprehension, but at the somewhat limited level of very short conversations, standard greetings, and small talk, simple requests and comments, and the like” (Brown 1993: 141),

*limited* being the key word here. Developing spoken discourse takes time, and this is why it is necessary to design assessment tasks where the learners are given opportunities to use the language in a meaningful way to communicate their ideas (very much like in writing) while focusing on a level of correctness and accuracy that matches the level they are at. In the lesson plan, the assessment focuses on some of the microskills described by Brown, namely “use an adequate number of lexical units (words) to accomplish pragmatic purposes” and “express a particular meaning in different grammatical forms” (*Ibid*: 142-143). The learners were asked to write some sentences and then record them on Vocaroo (an online voice recording service) and then share their link with the teacher. In order to guide the students in the process, a rubric was made. Wolf & Stevens (2007) explain that rubrics have advantages to the teaching-learning process, namely:

*Rubrics make the learning target more clear.*

*Rubrics guide instructional design and delivery.*

*Rubrics make the assessment process more accurate and fair.*

*Rubrics provide students with a tool for self-assessment and peer feedback.* (pp. 11-12)

It becomes evident, then, that using rubrics can help students be more self-sufficient and capable of managing their own learning by means of an assessment instrument. Also, using rubrics can help teachers to focus on what the students are expected to do during and after the teaching-learning process, and these instruments can also give students peace of mind by showing them what they can (or should) do in order to earn full marks, while at the same time providing them with a fair challenge and an opportunity to reflect on their own learning process.

#### 2.02.08 Assessment and evaluation on Edmodo

Although the workshop was very short, the sessions lent themselves to assessment and evaluation. The learners were asked to answer two separate activities on the LMS Edmodo. The first one was focused on only the vocabulary related to TV programmes, while the second was a sort of a wrap-up where the learners had to apply the acquired knowledge regarding vocabulary and passive voice. The main purpose of both instruments was for students to identify and retrieve meaning (vocabulary) and also to use the vocabulary and passive voice to express their own ideas. Whereas both instruments are quizzes, the second one has the function of a test, as the intention was to check how much the learners had gathered after about four hours of instruction. As it can be seen, the focus of this evaluation instrument was on grammar and vocabulary, which was deemed relevant and necessary due

to the fact that the planned listening and speaking activities were not carried out, and since those two skills were not assessed, it was decided not to include them in the evaluation instrument.

### 2.03 Evidence of materials used for the lessons

Below are screenshots of the materials used in the lessons. Since the lessons were carried out on Zoom, a PowerPoint presentation was the main tool for presenting content and for eliciting answers from the students. There was also a folder with materials and resources for the students on the LSM Edmodo (Appendix 2). The folder includes a PDF with explanations about the passive (Appendix 3), a site with online exercises (Appendix 4), a lesson created on Quizizz to further explain the passive (Appendix 5), as well as a list of regular and irregular verbs.



**TV PROGRAMMES - PASSIVE**

What are you going to learn?  
**Vocabulary: TV programmes**

**Grammar: Passive voice**

- ▶ Chat show
- ▶ Current affairs programme
- ▶ Game show
- ▶ Soap opera
- ▶ K-drama
- ▶ Documentary
- ▶ Sitcom
- ▶ Anime
- ▶ Sports programme

VOCABULARY – REALITY TV (LESSON 9B)

What kind of TV programme is this?



VOCABULARY – REALITY TV (LESSON 9B)

What kind of TV programme is this?



VOCABULARY – REALITY TV (LESSON 9B)

What kind of TV programme is this?



VOCABULARY – REALITY TV (LESSON 9B)

What kind of TV programme is this?



VOCABULARY – REALITY TV (LESSON 9B)

What kind of TV programme is this?



VOCABULARY – REALITY TV (LESSON 9B)

What kind of TV programme is this?



VOCABULARY – REALITY TV (LESSON 9B)

What kind of TV programme is this?



VOCABULARY – REALITY TV (LESSON 9B)

What kind of TV programme is this?



VOCABULARY – REALITY TV (LESSON 9B)

What kind of TV programme is this?





## WRITING – VOCABULARY, SIMPLE PRESENT AND SIMPLE PAST

### Instructions

Go to this Google Doc link:

[https://docs.google.com/document/d/1PX9fdjsb3DMkPy\\_QA4Zt9CskfRPOuyWGFkt-LZFRaq8/edit?usp=sharing](https://docs.google.com/document/d/1PX9fdjsb3DMkPy_QA4Zt9CskfRPOuyWGFkt-LZFRaq8/edit?usp=sharing)

(Link will be in the Zoom chat box)

You have to write a total of **six** sentences.

You have to write **three** sentences in simple **present**.

You have to write **three** sentences in simple **past**.

Make sure each sentence has one type of **TV programme** and a **verb** that **affects** someone or something, e.g.

*Mexican mums love soap operas.* – **What** do they love?

Soap operas.

INSTRUCTIONS



## REALITY TV



What's **reality TV**?  
 Why is it popular?  
 Why do people like watching it?  
 Why do some people want to participate in reality TV programmes?

## REALITY TV - READING

You're going to read a text about reality TV.

The PDF is in the Zoom chat box.

Read carefully to answer the questions.

If there's any difficult word, write it in the Zoom chat box.

Questions:

**What was the first reality TV show in the world called?**

**How many people watched the final programme of Big Brother in Holland?**

**What are viewers asked to do in these TV programmes?**

**What is reality TV called in France?**

**How was Big Brother described in Greece?**

# Reality TV love it or leave it

- 1 **T**he first reality TV show in the world was called *Expedition Robinson* and it was shown in Sweden in 1997. Half the population of the country watched the final episode and a new kind of TV programme was born. Two years later in Holland, the first series of *Big Brother* was filmed. Again, it was a fantastic success and the final programme was watched by 15 million people. There are now over 70 countries around the world which have had *Big Brother*, *Survivor* or something very similar on their TV screens. The ordinary people who take part in the programmes are known by millions of people in their own countries and reality TV has become big, big business.
- 2 For the TV producers, reality TV is a dream come true because many of the programmes cost nothing to make. At some point, the television viewers are asked to telephone the programme – to vote or to apply to take part in the show. It is the cost of these telephone calls that pays for the shows. One of the most popular shows is *the X Factor* (the programme is called different things in different countries). In the show, a group of attractive young people are made into pop stars. TV viewers vote for their favourite person on the show. The winner makes a record, his or her pictures are published on the covers of magazines, millions of copies of the record are sold and then ... they are quickly forgotten.
- 3 But not everyone is happy about reality TV. In Portugal, two TV channels got into trouble because they showed too much of the private lives of the people in the shows. In France, reality TV is called 'rubbish TV' and the studios of *Loft Story* (*Big Brother*) were attacked three times in one week. In Greece, *Big Brother* was described as 'an insult to human rights and civilization'. But despite the problems, reality TV continues to do well in most countries and it will be here for some time to come.

*Big Brother*, India





## REALITY TV – POST-READING

- What reality TV shows are popular in Mexico?
- Why are they popular?
- Why do people participate in reality shows?
- Do you think reality shows are the same around the world?
- If not, what differences are there? How is reality TV different in Mexico and in the United States, for example?
- How do the contestants feel in these shows?



## SESSION 2

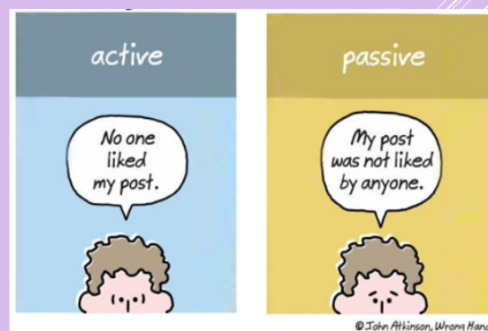
### Let's recap!

What kinds of TV programmes did we see last class?  
 Can you give an example of each? (in English!)  
 What's your favourite kind of TV programme? Why?  
 What's the kind of TV programme you don't like?  
 Why?  
 Do you have any questions?



## THE PASSIVE

English is studied all around the world!



## WHY PASSIVE?

When we focus on **who does** an action, we use **active** voice:

**Millions of people saw Spider-Man: No Way Home.**

But when we want to focus on the **effect or result of an action**, rather than who does the action, we use **passive** voice:

**Spider-Man: No Way Home was seen by millions of people.**



## HOW TO FORM THE PASSIVE

### Active voice

Tells us what a **person or thing does**.  
The subject performs the action (verb) on the object.

**Subject + verb + object**

**Example:**

- Anna painted the house.
- The teacher always answers the students' questions.
- Ali posted the video online.

### Passive voice

Tells us what is **done to someone or something**.  
The subject is being acted upon.

**Object + verb + subject**

**Example:**

- The house was painted by Anna.
- The students' questions are answered by the teacher.
- The video was posted online by Ali.

## HOW TO FORM THE PASSIVE

Focus on simple present and simple past.

Active Voice	Passive Voice	
They make smart phones in South Korea.	Smartphones are made in South Korea.	<a href="#">Present Simple</a>
Alex is cooking dinner.	Dinner is being cooked by Alex.	<a href="#">Present Continuous</a>
James Joyce wrote "Dubliners".	"Dubliners" was written by James Joyce.	<a href="#">Past Simple</a>
They were painting the fence when I arrived.	The fence was being painted when I arrived.	<a href="#">Past Continuous</a>
They have produced over 20 models.	Over 20 models have been produced.	<a href="#">Present Perfect</a>
They are going to build a new factory in Beijing .	A new factory is going to be built in Beijing.	<a href="#">Future Intention with Going to</a>
I will finish it tomorrow.	It will be finished tomorrow.	<a href="#">Future Simple</a>

## HOW TO FORM THE PASSIVE

*Agatha Christie wrote this book.*

*This book was written by Agatha Christie.*

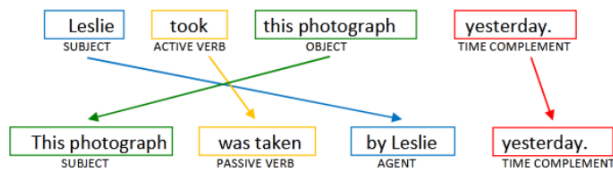


Image taken from Inglés Carmelitas, Wordpress.  
<https://inglescarmelitasib.files.wordpress.com/2011/03/the-passive-voice1.pdf>

## PRACTICE – PASSIVE IN PRESENT

1. Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.

- English \_\_\_\_\_ (speak) in many countries.
- The post \_\_\_\_\_ (deliver) at about 7 o'clock every morning.
- \_\_\_\_\_ (the building/use) any more?
- How often \_\_\_\_\_ (the Olympic Games/hold)?
- How \_\_\_\_\_ (your name/spell)?
- My salary \_\_\_\_\_ (pay) every month.
- These cars \_\_\_\_\_ (not make) in Japan.
- The name of the people who committed the crime \_\_\_\_\_ (not know).
- His travel expenses \_\_\_\_\_ (not pay) by his company.

Exercise taken from Inglés Carmelitas, Wordpress.  
<https://inglescarmelitasib.files.wordpress.com/2011/03/the-passive-voice1.pdf>

## PRACTICE – PASSIVE IN PAST

2. Complete the sentences with the correct passive form of the verbs in brackets. Use the Past Simple.

- My car \_\_\_\_\_ (repair) last week.
- This song \_\_\_\_\_ (not write) by John Lennon.
- \_\_\_\_\_ (the phone/answer) by a young girl?
- The film \_\_\_\_\_ (make) ten years ago.
- When \_\_\_\_\_ (tennis/invent)?
- The car \_\_\_\_\_ (not damaged) in the accident.
- The original building \_\_\_\_\_ (pull) down in 1965.
- Where \_\_\_\_\_ (this pot/make)?
- When \_\_\_\_\_ (this bridge/build)?

Exercise taken from Inglés Carmelitas, Wordpress.  
<https://inglescarmelitasib.files.wordpress.com/2011/03/the-passive-voice1.pdf>

## BACK TO YOUR WRITING ACTIVITY

Check the sentences you wrote last class (simple present and simple past).

If you used a verb that affects someone or something, you can change your sentences into passive.

Read your sentences carefully and think of how to change them into passive.

[https://docs.google.com/document/d/1PX9fqIsb3DMkPy\\_QA4ZdCckfRP\\_OuvW0FikL-LZFRaq8/edit?usp=sharing](https://docs.google.com/document/d/1PX9fqIsb3DMkPy_QA4ZdCckfRP_OuvW0FikL-LZFRaq8/edit?usp=sharing)

(Link will be in Zoom chat box)

E.g. *Mexican mums love soap operas* (Active Voice)

Passive: *Soap operas are loved by Mexican mums.*

## BACK TO YOUR WRITING ACTIVITY

### Instructions

- Read your sentences carefully.
- Change each sentence into passive voice.
- Read the checklist (next slide) carefully to make sure you're changing the sentences into passive correctly.

Questions?



### Passive Writing Checklist



#### NUMBER OF SENTENCES

- I wrote three sentences in simple present.
- I wrote three sentences in simple past.



#### USE OF PASSIVE

- All the sentences have a verb that affects something or someone, e.g. Jennifer Aniston played Rachel on Friends - 'who did she play?' - Rachel was played by Jennifer Aniston on Friends.
- All the sentences in passive have the verb BE in the correct form (simple present and simple past)
- All the main verbs (the verbs that describe the main action) in the sentences are in the past participle form (e.g. write - WRITTEN, speak - SPOKEN, etc.)



#### WRITING FEATURES

- All the sentences start with a capital letter.
- I'm using punctuation correctly (commas and stops).
- I double-checked the word order of each sentence.
- If I had questions, I asked the teacher for help.

## SPEAKING PRACTICE

- ❖ Think of **five** sentences in **passive**.
- ❖ The sentences have to be **different** from the ones for your writing activity.
- ❖ You can choose how many sentences in present and how many in past, but **all** of them have to be in **passive**.
- ❖ **Check** your sentences with the teacher. You can use your microphone, or the Zoom chat box.
- ❖ Once your sentences are **ready**, go to **Vocaroo**, [www.vocaroo.com](http://www.vocaroo.com) (link in chat box).
- ❖ **Record** yourself reading your sentences and share the link with your teacher (share it in the Zoom chat box).
- ❖ Check the rubric to make sure you're including what's necessary for this task. (Rubric shared on Zoom chat box).



E.g. *The finale of the sitcom Modern Family was criticized by some people.*

*The K-drama Familiar Wife is watched on Netflix.*

Oral Presentation Rubric - Vocaroo Recording - Passive

Teacher Name: Mrs. Lopez

Student Name: \_\_\_\_\_

CATEGORY	4 - EXCELLENT	3 - VERY GOOD	2 - GOOD	1 - NEEDS IMPROVEMENT
<b>Content</b>	The student uses a different type of TV programme in each sentence of the five sentences.	The student repeats one of the types of TV programmes in two sentences.	The student lists the same type of TV programme in three sentences.	There are four sentences that use the same TV programme, there is no variety.
<b>Pacing</b>	The student speaks clearly and slowly, making an effort to enunciate. It is evident the student practiced before recording.	The student speaks clearly and rather slowly, making some effort to enunciate. Although it is evident the student practiced, hesitations or other issues are slightly noticeable.	The student is rather hurried and speaks a bit fast in the recording. It is not evident that the student practiced before recording.	The pace is too fast to understand what the student says. There is no evidence of practice before recording.
<b>Pronunciation</b>	The student paid attention and makes sure the pronunciation of the past participles were essential to succeed, is correct. Whenever possible, the student used the page Fono to check pronunciation.	The student makes an effort to pronounce the words correctly. There are no more than two pronunciation mistakes in all the sentences.	There are three or four pronunciation mistakes in all the sentences.	The sentences have five or more pronunciation mistakes in all the sentences.
<b>Word stress</b>	The student stresses the correct bits of each word in the sentences, there is enough control of the sounds of each sentence.	The student has no more than two word stress mistakes in the sentences, and this can be checked up to re-enunciation.	There are three or four word stress mistakes in the sentences. It is clear the student did not use Fono, and/or did not ask for support and examples.	There are more than five word stress mistakes in the sentences. There is no evidence of preparation or use of Fono before recording the sentences.

## SHORT DISCUSSION – TV PROGRAMMES

- ✓ Think of any type of **TV programme** you like.
- ✓ Is the programme **similar** to another programme from a **different country**?
- ✓ What's **different**?
- ✓ What's **similar**?
- ✓ Use your **notebook** to take **notes**; try to use **passive** and the **vocabulary** as much as possible.



E.g. *I think K-dramas are similar to Mexican soap operas because someone is always hurt, and sometimes, something valuable is lost.*

## PRE-LISTENING – PAST PARTICIPLE

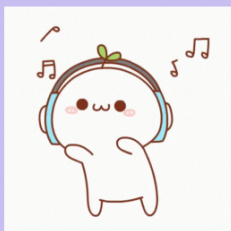
You will listen to four sentences in passive, but you need the **past participle** of the verbs to write the sentences.

What's the **past participle form** of these verbs?

**make**  
**show**  
**film**  
**call**  
**send**



## LISTENING - DICTATION



- You'll listen to four sentences in passive.
  - You have to write the sentences in your notebooks.
  - You'll listen to the recording as many times as necessary.
- There is some information that you need for the sentences:

**New York**  
**studio**  
**record player**  
**Felix**  
**advertisement**



## LISTENING – DICTATION SENTENCES

1. The first TV programme was shown in 1928 and was called *Felix the Cat*. Felix was made of paper and was filmed on top of a record player in the studio.
2. The first colour pictures on television were shown in 1945. They were pictures of New York.
3. On 26 July 1971, the first colour pictures were sent from space.
4. The first TV advertisement was made in July 1941.



**How did you do?**  
**Was it difficult?**

## HOMWORK – EDMODO QUIZ

To close the workshop, please do the Edmodo **quiz** (TV Programmes and Passive).

This is the **final** step for you to practise a bit more.

Please answer the quiz **by Saturday, May 21st, at 10:00 pm.**



## THANK YOU!

We really appreciate your participation in this workshop!

We hope it was useful for you!



### 2.04 Assessment and evaluation instruments

Below are the assessment and evaluation instruments and techniques used for these sessions. The set of instruments consists of two checklists (writing), a rubric (speaking), comprehension and discussion questions (reading), a dictation activity (listening), and two quizzes (grammar and vocabulary).

#### 2.04.01 Reading comprehension questions

*What was the first reality TV show in the world called?*

*How many people watched the final programme of Big Brother in Holland?*

*What are viewers asked to do in these TV programmes?*

*What is reality TV called in France?*

*How was Big Brother described in Greece?*

Although there was a focus on content and grammar at the same time, the students were allowed to answer the questions using active voice, and also using Spanish, as comprehension was the focus of this activity, rather than correct grammar use.

#### 2.04.02 Listening comprehension – dictation exercise

The original exercise consists of a grammar activity, taken from *Straightforward Pre-Intermediate Second Edition Workbook*. The activity was changed into a dictation using text-to-speech software (*Natural Reader*), and the recording was edited for speed and clarity using Audacity, audio-editing software.

### PASSIVE

- 2 Complete the sentences with the passive form of the verbs in brackets.



- 1 The first TV programme *was shown* (*show*) in 1928 and \_\_\_\_\_ (*call*) *Felix the Cat*. Felix \_\_\_\_\_ (*make*) of paper and \_\_\_\_\_ (*film*) on top of a record-player in the studio.
- 2 The first colour pictures on television \_\_\_\_\_ (*show*) in 1945: they were pictures of New York.
- 3 On 26 July 1971, the first colour pictures \_\_\_\_\_ (*send*) from space.
- 4 The first TV advertisement \_\_\_\_\_ (*make*) in July 1941.



Link to recording and dictation sentences.

<https://voca.ro/158oLByszHAI>

Sentences:

- 1. The first TV programme was shown in 1928 and was called Felix the Cat. Felix was made of paper and was filmed on top of a record player in the studio.*
- 2. The first colour pictures on television were shown in 1945. They were pictures of New York.*
- 3. On 26 July 1971, the first colour pictures were sent from space.*
- 4. The first TV advertisement was made in July 1941.*

#### 2.04.03 Rubric for speaking

The rubric below shows some specific items the students should focus on in order to record sentences using Vocaroo (online voice recording software). Although this activity might seem too simple, the students would have found it challenging due to their limited practice with the target language, especially after having only about 90 hours of instruction in their first year of high school before attending the sessions. The instrument was made on the site Rubistar.

### Oral Presentation Rubric : Vocaroo Recording - Passive

Teacher Name: Mrs. Lopez

Student Name: \_\_\_\_\_

CATEGORY	4 - EXCELLENT	3 - VERY GOOD	2 - GOOD	1 - NEEDS IMPROVEMENT
<b>Content</b>	The student uses a different type of TV programme in each sentence of the five sentences.	The student repeats one of the types of TV programmes in two sentences.	The student uses the same type of TV programme in three sentences.	There are four sentences that use the same TV programme, there is no variety.
<b>Pacing</b>	The student speaks clearly and slowly, making an effort to enunciate. It is evident the student practiced before recording.	The student speaks clearly and rather slowly, making some effort to enunciate. Although it is evident the student practiced, nervousness of other issues are slightly noticeable.	The student is rather nervous and speaks a bit fast in the recording. It is not evident that the student practiced before recording.	The pace is too fast to understand what the student says. There is no evidence of practice before recording.
<b>Pronunciation</b>	The student paid attention and makes sure the pronunciation of the past participle verbs (essential to passive) is correct. Whenever possible, the student used the page Fonvo to check pronunciation.	The student makes an effort to pronounce the words correctly. There are no more than two pronunciation mistakes in all the sentences.	There are three or four pronunciation mistakes in all the sentences.	The sentences have five or more pronunciation mistakes in all the sentences.
<b>Word stress</b>	The student stresses the correct bits of each word in the sentences; there is enough control of the sounds of each sentence.	The student has no more than two word stress mistakes in the sentences, and this can be chalked up to nervousness.	There are three or four word stress mistakes in the sentences; it's likely the student did not use Fonvo and/or did not ask for support and examples.	There are more than five word stress mistakes in the sentences. There is no evidence of preparation or use of Fonvo before recording the sentences.

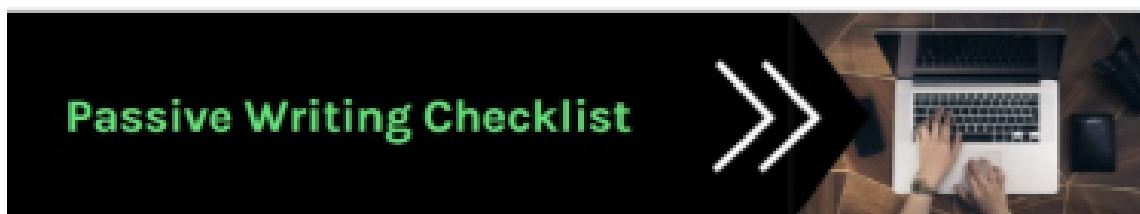
#### 2.04.04 Checklists for writing

Two separate checklists (one made on Checkli.com and the other on Venngage.com) were used to guide students in two writing activities. In the first one, they had to write a set of sentences in simple present and simple past, and they were encouraged to use transitive verbs. After they made sure their original sentences were correct, and after they received feedback on the sentences, they were guided by the second checklist to change the sentences into passive voice.

### **Preliminary Writing - Simple Present and Simple Past**

Check that you followed the instructions.

- I wrote my name at the top of the page.
- I wrote three sentences in simple present.
- I wrote three sentences in simple past.
- I wrote a total of six complete sentences.
- My sentences have a verb that "affects" someone or something, e.g. Jennifer Aniston played Rachel on Friends (What did she play?)
- When I needed help, I asked the teacher.
- I used upperscore and lowerscore letters correctly.
- I re-read my sentences carefully before submitting my work.



#### NUMBER OF SENTENCES

- I wrote three sentences in simple present.
- I wrote three sentences in simple past.



#### USE OF PASSIVE

- All the sentences have a verb that affects something or someone, e.g. Jennifer Aniston played Rachel on Friends. - Who did she play? - Rachel was played by Jennifer Aniston on Friends.
- All the sentences in passive have the verb BE in the correct form (simple present and simple past)
- All the main verbs (the verbs that describe the main action) in the sentences are in the past participle form (e.g. write - WRITTEN, speak - SPOKEN, etc.)



#### WRITING FEATURES

- All the sentences start with a capital letter.
- I'm using punctuation correctly (commas and stops).
- I double-checked the word order of each sentence.
- If I had questions, I asked the teacher for help.

Although in both cases the sites where the checklists were created are user-friendly, it was difficult to download them, hence the blurry images. However, it was possible to enhance both images for the students to read and the learners were asked if they could read the checklists easily.

#### 2.04.05 Quizzes on Edmodo

Two quizzes were created on the LMS Edmodo. The first quiz was for the students to review the vocabulary seen in the first session (vocabulary related to TV programmes), and the second was a grammar and vocabulary test. In both instruments, the students were expected to not only retrieve the vocabulary and the grammar structure, but also to apply that content using their own ideas. Both instruments are original and created specifically for the learners who attended the sessions.

Name: \_\_\_\_\_

Date \_\_\_\_\_

## ENGLISH V QUIZ - TV PROGRAMMES

This is your first piece of homework. For this quiz, you need to remember the vocabulary related to TV programmes, and also use your own ideas. Read carefully before answering! Be careful with spelling, word order, capitalization, and punctuation. You will have an hour to answer this quiz, so take your time, read and write carefully.

### 1. TV PROGRAMMES MATCH THE TYPE OF TV PROGRAMME TO THE EXAMPLES *points: 18*

- |                               |   |
|-------------------------------|---|
| ___ Chat show                 | 1. ATTACK ON TITAN What is Eren exactly planning to do? Not even Mikasa and Armin, his closest friends, can read his true intentions.   |
| ___ Current affairs programme | 2. LIFE ON THE OTHER SIDE A young student from a rural town goes to an elite college in Seoul, and meets a host of different characters who become her best friends.                              |
| ___ Documentary               | 3. NEWSBRIEF An in-depth look at what is happening in the world this week.  |
| ___ Game show                 | 4. MATCH OF THE DAY All the goals from today's World Cup games plus news of today's play at Wimbledon.  |
| ___ Sitcom                    | 5. HORIZON Prize-winning film about the life of an urban kangaroo.  |
| ___ Soap opera                | 6. WHEEL OF FORTUNE The winner takes the jackpot prize of \$500,000.  |
| ___ Sports programme          | 7. EASTENDERS Problems in Walford. Alfie is not welcome at Kat's wedding, but she still loves him. Can he stop the wedding in time?   |
| ___ K-drama                   | 8. FRIENDS More laughs in tonight's episode as Chandler and Joey look after baby Ben, but leave him on the bus. When they get him back, have they got the right baby? (repeat from second series) |
| ___ Anime                     | 9. BILL ZUCKER PRESENTS Bill's guests this week are Hollywood legend Al Pacino and British designer Stella McCartney.   |

**2. OVER TO YOU! Give an EXAMPLE of each type of TV programme. Make sure the names are in ENGLISH and mind your spelling. DO NOT USE NAMES IN SPANISH, AND DO NOT TRANSLATE NAMES FROM SPANISH TO ENGLISH. Make sure you mention which TV programme each example is, e.g. A game show: Jeopardy! (Don't use the example in your answer, please). A sitcom A game show A current affairs programme A chat show A documentary A soap opera A sports programme A K-drama An anime *points: 18***

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**3. OVER TO YOU! WRITE YOUR ANSWER CAREFULLY. USE COMPLETE SENTENCES. What kind of TV programmes do you like to watch? (NB If it's American, British, Canadian, or any show from an English-speaking country, make sure you write the name of the programme in English) Give an example of each kind of TV programmes you like. Write at least THREE sentences. E.g. I like sitcoms and anime. I like British and American sitcoms, and anime is Japanese. I watch Friends, Little Britain, and Demon Slayer. *points: 6***

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## EXIT QUIZ - LET'S PUT IT ALL TOGETHER!

For this quiz, you need to use the vocabulary about TV programmes, and passive voice. You also have to use your own ideas. You'll have 90 minutes to do this quiz. **\*\*DEADLINE: SATURDAY, MAY 21, 21:00\*\***

### 1. MATCH THE TEXT WITH THE CORRESPONDING TV PROGRAMME. *points: 18*

- |  |                                       |
|--|---------------------------------------|
| <p>_____ Samantha wakes up after a coma and finds out her personality has changed a lot. A very funny show, with a lot of jokes and unexpected situations!</p> | <p>1. A documentary</p>               |
| <p>_____ Tanjiro and his friends try to defeat every demon they find. This Japanese masterpiece is enjoyed by everyone around the world!</p>                   | <p>2. A K-drama</p>                   |
| <p>_____ Tonight, we'll talk about the highest scores and the most spectacular plays, and we'll also interview the new champions, the LA Lakers!</p>           | <p>3. A game show</p>                 |
| <p>_____ Jane is torn between her love for Grayson, her fiancé, and the new co-worker, Greg, who is trying to win her heart.</p>                               | <p>4. A sitcom</p>                    |
| <p>_____ Tonight we'll have a special guest, an expert who will talk about the new strand of COVID and how to prevent being infected.</p>                      | <p>5. A talk show</p>                 |
| <p>_____ Kim Jun-Yoo tries to find success as a K-pop artist, but his fanbase includes a very special person who makes him nervous.</p>                        | <p>6. A current affairs programme</p> |
| <p>_____ Please stay tuned, after the break we'll talk to Benedict Cumberbatch, we want to know everything about the new Doctor Strange movie!</p>             | <p>7. A sports programme</p>          |
| <p>_____ Now, for the jackpot, the big prize, the million dollars, what's the capital of Bulgaria?</p>   | <p>8. A soap opera</p>                |
| <p>_____ And here you can see some of the most dangerous species of spiders, which we can only find in Australia.</p>  | <p>9. Anime</p>                       |

### 2. THE PASSIVE Change the following sentence into passive. Pay attention to the form of the verb "be" and remember to use the past participle form of the main verb. They filmed this TV programme in London. *points: 3*

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### 3. THE PASSIVE Change the following sentence into passive. Pay attention to the form of the verb "be" and remember to use the past participle form of the main verb. People watch Netflix every day. *points: 3*

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**4. THE PASSIVE** Change the following sentence into passive. Pay attention to the form of the verb "be" and remember to use the past participle form of the main verb. Tom Holland plays Spider-Man. *points: 3*

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**5. THE PASSIVE** Change the following sentence into passive. Pay attention to the form of the verb "be" and remember to use the past participle form of the main verb. Sam Raimi directed the new Doctor Strange movie. *points: 3*

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**6. OVER TO YOU! ANSWER THE FOLLOWING QUESTIONS. USE A COMPLETE SENTENCE.** What's your favourite kind of TV programme? Why? *points: 3*

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**7. OVER TO YOU! ANSWER THE FOLLOWING QUESTIONS. USE A COMPLETE SENTENCE.** Give an example of a TV programme and mention what kind of TV programme it is. Make sure the name of the programme is **ORIGINALLY IN ENGLISH**. Then write a sentence in passive about the programme. It can be in present or in past. E.g. Blackadder. Blackadder is a sitcom. The sitcom blackadder was filmed in the United Kingdom in the 1990s. *points: 10*

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## 2.05 Recording

A total of four hours of class were recorded. A summary in the form of an edited video was shared via Google Drive. This is the [link](#) to the video summary, handed in as part of Assignment 2B in Module 3.

The dissertation video of the reflection on the class is in this [link](#).

The colloquium presentation of the project is in this [link](#).

## Chapter 3. Experience report

### 3.01 What happened in the lessons?

Three students volunteered to take part in the lessons, all of them have just finished the fourth grade (first year) of high school at *Escuela Nacional Preparatoria 7*. They found the vocabulary challenging, but managed to understand and use it in examples of their own. The learners are familiar with the main topic, as it is one that many teenagers know and enjoy (TV programmes), and although passive voice is not a structure used in everyday speech, it posed less of a challenge than expected. The learners showed understanding during the lessons, although practically all of their utterances were in Spanish. It was interesting to notice that it was difficult for the learners to associate some images (examples) of TV programmes with the type of TV programmes presented. For instance, when shown images that referenced the programmes *Friends* and *Modern Family*, the students failed to choose the word “sitcom”; however, this was because the learners did not know the aforementioned programmes (despite the fact that *Friends* remains one of the most popular sitcoms in TV history). In the first session, it was possible to do all the planned activities, but this was not the case in the second session. The grammar practice took longer than expected, so there was no time to work on listening and speaking with the learners. Nevertheless, the grammar topic, which was included in the exit quiz (a test) turned out to be manageable for the learners. It could be said that the learners needed to devote longer to analyse and then apply the grammar topic, and perhaps a third session might have been needed, but given that this was a volunteer workshop, it was decided not to ask the learners for further sessions. When the learners were given the preliminary writing activity and then the passive voice version, their work was on the right track, but writing was done in real time. In hindsight, it could have been more appropriate to ask the learners to change their sentences into passive as homework, but since the Edmodo quiz had already been assigned to be done after the first session, it was decided that no further assignments would be necessary at that time.

By means of the grammar and writing activities, it was confirmed that the students were able to use the vocabulary related to TV programmes, along with passive voice, effectively and with minor mistakes. There was room for some opinions on the part of the students, especially concerning reality TV shows (which was the topic of the reading activity), and it would have been great to have the students share their opinions in English. However, despite their using Spanish to participate in class, it was evident that they were interested in sharing their opinion, and they showed understanding after asking for clarifications. One of the learners had difficulty in understanding the questions in English,

and she admitted to having trouble with them; however, providing her with the Spanish version of the question helped share their ideas. All the learners took enough time to read the text carefully, and answered the questions in Spanish too, but the focus was on understanding rather than grammar at that point.

The learners are basic-level students who have had very little instruction in the target language. While their comprehension was sufficient and helped them understand the content and manage to do the activities, it was still necessary to resort to their L1 in order to keep them motivated and guide them to work with the grammar topic successfully. They had already had practice with simple present and simple past in the school year that has just finished, but they needed help and support in order to use the past participle of the main verb in the passive sentences, since they have not become acquainted with present perfect yet. This practice, however, will help them when they study present perfect and passive in the fifth and sixth years of high school. Providing the learners with explanations and comparisons in Spanish helped establish a link between both languages, and it also prevented the learners from feeling discouraged in class.

## Chapter 4. Conclusions

While it could be said that the lesson was relatively successful, the fact remains that the learners took advantage of the opportunity to get a sort of sneak peek of what they will see in the fifth grade (second year) of high school. The students were volunteers and made an effort to show up for a couple of lessons which had no impact on their grades (the learners were officially off school as of April 8), so the work they did, their participation and the work they did after the lessons is completely genuine and enthusiastic. Granted, it would have been good to have the students participate in English, but there was no apparent need to ask them to switch languages, as comprehension was constant and none of the learners struggled more than expected. As a teacher, the experience was rewarding, for they were learners who one had never met before, and one was able to establish a positive rapport with the learners from the beginning. It is one's demeanour as teachers that sometimes can make or break a lesson; it is important to admit that one was probably as nervous as the learners, since one was going to work with students very different from those one used to. Many of one's students (from *Escuela Nacional Preparatoria 6* that is) start high school with a rather solid A2 level (this is due to the fact that most of the *Preparatoria 6* students come from private schools), and in spite of the students being at a lower level, there was enthusiasm, interest, and willingness during the sessions.

When planning the lessons, it was expected to have the students work in a classroom. It was planned to be a good opportunity to welcome the *new normal* after the pandemic, but unfortunately (yet understandably), the learners were rather reluctant to attend the workshop in a face-to-face setting. However, given the fact that the whole school year had been carried out online, there was hardly any problem with switching and adapting the lessons for Zoom. This was still rather “impersonal”, so to speak, as there was some hope to go back to the classroom and teach the lessons the way one has for about 20 years, but working on Zoom still has certain flexibility and comfort, and using tools like the blackboard or the annotations proved helpful. Adapting the lesson for Zoom, thus, did not pose a challenge, for one has worked online with one's students for the last two years, and is experienced with online work (seven years working as an online advisor at FES Acatlán). Regarding the topic, though, some questions came up. One was aware that the students who participated had some difficulties when working with simple present and simple past, so having the students use passive voice successfully might not be in the cards. The textbook used presents passive voice in the context of TV programmes, and it was deemed appropriate in order to have the students share their own ideas and opinions so that their own production could be presented in both active and passive voice, and while it took much longer than expected, they did manage to do it, so it could be taken as a small victory.

Assessing, in terms of a formative process, was not difficult, as there were constant questions in order to gather whether the students were struggling or not, and they were frequently asked to provide examples or to say if they had any difficulty with the content. Since this was a very small group of only three students, it was possible to focus on each of them during both sessions and provide them with help whenever they needed it without neglecting any of them. On the other hand, the assessment and evaluation instruments made for these learners were rather short, since they had only four hours of instruction, but the questions were designed to lead the students to retrieve the key vocabulary and also to use the grammar point with their own ideas, as production is important. The students could very well do a short grammar exercise, like the ones they did in the second session, but production where the students use their own ideas is more valuable.

Unfortunately, the listening and speaking parts were not applied, as there was not enough time. A decision was made not to ask the students to attend a third session. While it might have been useful, it was considered that enough time had already been asked of the learners (they had attended another four hours with a different teacher). However, should the same sessions be carried out in the future, the set could become a six-hour workshop instead of a four-hour one.

In general, although planning a lesson and then assessing the students is part of one's everyday job, and it is also a given when we are experienced teachers, they are essential components of one's job. We simply cannot improvise a lesson, nor can we call anything "assessment". This specialisation became a great refresher of several essential concepts and steps to be taken into account for a successful lesson to be planned.

It is important to add that while technology is nowadays a strong asset to have at hand to complement one's lessons, it can be unreliable at times; during the second session, Zoom got disconnected a total of three times, which made those few minutes rather frustrating, as it was not clear whether the students were able to hear the explanations, and there is always the possibility of communication breaking down when it is essential to keep the students motivated and paying attention.

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## Appendices

### Appendix 1. Samples of students' written production (passive sentences on Google Docs).

Name: López Hurtado Ana Raquel

Write three sentences in simple present. Make sure you use the vocabulary about TV programmes and a verb that affects someone or something, e.g. *Millions of people watch sitcoms on Netflix.* (**What** do they watch? Sitcoms).

1. My father never watches soap operas- Soap operas are never watched by my father
2. My mother never watches sports programmes- Sports programmes are never watched by my mother.
3. I love K-dramas. K-dramas are loved by me.

Write three sentences in simple past. Make sure you use the vocabulary about TV programmes and a verb that affects someone or something, e.g. *My students enjoyed soap operas when they were younger.* (**What** did they enjoy? Soap operas).

1. I didn't love the sitcom Sam and Cat- The sitcom Sam and Cat wasn't loved by me.
2. My grandmother watched game shows- Game shows were watched by my Grandmother
3. My friend Karla watched a lot of anime- Animes were watched a lot by my friend Karla.

Name: Fernando Mérida Colín

Write three sentences in simple present. Make sure you use the vocabulary about TV programmes and a verb that affects someone or something, e.g. *Millions of people watch sitcoms on Netflix.* (**What** do they watch? Sitcoms).

1. documentaries are listened to by Mary while she works  
Mary listens to documentaries while she works.
2. in my home, game show is watched by my mom in the living room  
In my home, my mom watches a game show in the living room.
3. Anime is watched by Hugo, Paco and Luis in Luis' room while they do homework  
Hugo, Paco and Luis watch anime in Luis' room while they do homework.

Write three sentences in simple past. Make sure you use the vocabulary about TV programmes and a verb that affects someone or something, e.g. *My students enjoyed soap operas when they were younger.* (**What** did they enjoy? Soap operas).

1. K- dramas were watched by my sister  
My sister watched K-dramas after school
2. Sports programmes weren't watched by Arturo  
Arturo didn't watch sports programmes
3. Soap operas were watched by friends  
She watched soap operas with her friends



## Appendix 2. Folder on Edmodo (LMS)

The screenshot shows the Edmodo interface for a class named 'INTRO TO ENGLISH V'. The main content area displays a folder named 'All Files / GRAMMAR IN...'. Below this, there is a table of files:

Name	Size	Modified Date ↓
Quizz Lesson - The Passi...	—	5/17/2022
AGENDA WEB - THE PAS...	—	5/16/2022
Online game - The Passive	—	5/1/2022
REGULAR-AND-IRREGUL...	310.08 KB	5/1/2022
Vision_3_Grammar_8_2_p...	11.62 MB	4/30/2022
Voz Pasiva.pdf	458.57 KB	4/30/2022

On the right side, there is a calendar for 'Tuesday, May 31' with an 'Agenda' section and a 'View Full Calendar' button.

Appendix 3. PDF with explanations (passive), created by Eduardo Meléndez Guzmán, language advisor at *Escuela Nacional Preparatoria 7*, UNAM.

Voz Pasiva
Voz Activa

Quando expresamos acciones realizadas en cualquier tiempo solemos iniciar las oraciones con el **sujeto responsable** de realizar esas **acciones**.

Sujeto      Acción  
**Raúl Jiménez scored** two goals in his last game.  
 Raúl Jiménez **anotó** dos goles en su último partido.

Sujeto      Acción  
**Mexico exports** avocado to more than 34 countries.  
 Mexico **exporta** aguacate a más de 34 países.

A esto le llamamos **Voz Activa**, cuando identificamos desde el inicio al sujeto de la acción, porque es relevante decir quién es ese sujeto.

## Voz Pasiva

## ¿Qué es?

Si por el contrario, quien hace la acción **no es importante o es desconocido**, recurrimos a la **Voz Pasiva**, en donde destacamos lo que le sucede a quien recibe la acción (**objeto**).

Diseño pedagógico y redacción por LEI Eduardo Meléndez Guzmán

### Who exports avocado?

**Voz Activa** Sujeto Acción Objeto  
**Mexico exports avocado** to more than 34 countries.  
**Mexico exporta aguacate** a más de 34 países.

### What happens to avocado in Mexico?

**Voz Pasiva** Objeto Acción  
**Avocado is exported** to more than 34 countries.  
**El aguacate es exportado** a más de 34 países.



2

## Voz Pasiva

## ¿Qué es?

Observa cómo en **Voz Pasiva**, el objeto que ocupa el inicio de la oración en realidad no realiza ninguna acción.

Diseño pedagógico y redacción por LEI Eduardo Meléndez Guzmán

### ¿El presidente elige algo o es elegido?

Objeto Acción  
 In the USA, **a new president is elected** every four years.  
 En Estados Unidos, **un nuevo presidente es elegido** cada cuatro años.

### ¿Los tallarines comen o son comidos?

Objeto Acción  
**Noodles are eaten** with chopsticks in many Asian Countries.  
**Los tallarines se comidos** con palillos en muchos países asiáticos.



3

## Appendix 4. Agenda Web (online exercises)



The screenshot shows the Agenda Web website interface. At the top, there is a logo for 'AGENDA WEB' with the URL 'https://agendaweb.org'. Below the logo is a navigation menu with the following items:

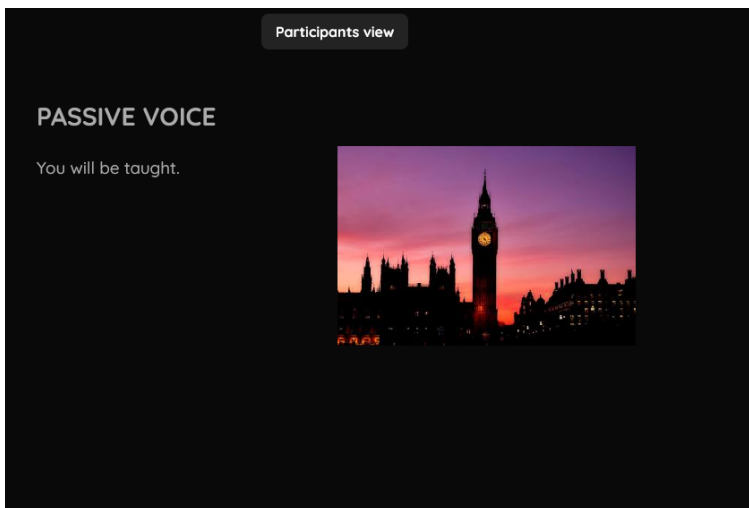
- ▶ Passive voice - 1
- ▶ Passive voice - 2
- ▶ Passive voice - 3
- ▶ Home
- ▶ Worksheets - handouts

Below the menu is a video thumbnail titled 'Passive Voice - English L...' with the text 'Passive Voice' overlaid. Below the video is the text 'Video: passive voice'.

The main content area is titled 'Passive voice' and contains a list of exercises under the heading 'Worksheets - pdf exercises':

1. Worksheet - the passive pdf
2. Passive - simple present
3. Passive voice - present simple
4. Passive voice - level 1
5. Passive voice - pdf worksheet
6. Passive worksheet 1 -> answers
7. Passive worksheet 2 -> answers
8. Passive voice - worksheets
9. Passive voice 1 - pdf worksheet

## Appendix 5. Lesson created on Quizizz (*The Passive*). Original lesson.



The screenshot shows a Quizizz lesson slide titled 'PASSIVE VOICE'. The slide is dark-themed and features the following content:

- A 'Participants view' button at the top.
- The title 'PASSIVE VOICE' in large, white, uppercase letters.
- The text 'You will be taught.' below the title.
- A photograph of the Big Ben clock tower in London at sunset, with the sky transitioning from orange to purple.

Participants view

## ¿Qué es la voz pasiva?

La voz pasiva se usa para **enfatizar** un **producto**, o una **obra**, o una **acción**. Lo que nos importa **es la acción en sí misma**, y no tanto quién la realizó. E. g.

Voz activa: *Da Vinci painted the Mona Lisa.*

Voz pasiva: *The Mona Lisa was painted by Da Vinci.*



Participants view

## ¿Cómo se forma la voz pasiva?

Hay **tres** condiciones importantes que se tienen que cumplir para que una oración esté en voz pasiva:

1. Siempre debe incluir el verbo **be**.
2. El verbo **principal** siempre debe estar en **pasado participio**.
3. Los verbos que se pueden usar en la voz pasiva son **transitivos**, es decir, son verbos que afectan a un objeto o a un sujeto.



Participants view

## EJEMPLOS

Voz activa, verbo **intransitivo**: *She ran in the park yesterday.*

Esta oración **no** se puede cambiar a voz pasiva.

Voz activa, verbo **transitivo**: *People speak Spanish in Mexico.*

Esta oración puede cambiarse a voz pasiva: *Spanish is spoken in Mexico.*



## Participants view

¿Cómo cambiar de voz activa a voz pasiva?

Sigue estos pasos:

1. Identifica el **tiempo** gramatical de la oración original; ese será el tiempo gramatical del verbo **be**.  
*They made this toy in China.* (Simple past)  
*This toy **WAS MADE** in China* (Simple past passive)  
*They bake bread every day* (Simple present)  
*Bread **IS BAKED** every day* (Simple present passive)



## Participants view

¿Cómo cambiar de voz activa a voz pasiva?

2. Verifica que el verbo principal sea **transitivo**; es decir, observa que dicho verbo **afecte** a un objeto o a un sujeto:

*Cervantes wrote Don Quixote.*  
*(What did he write?)*  
*Don Quixote was written by Cervantes.*



## Participants view

¿En qué tiempos se puede usar la voz pasiva?

La voz **pasiva** se puede usar en cualquier tiempo gramatical:

*Ranma 2/1 was created by Rumiko Takahashi.*  
*English is spoken in many countries.*  
*A new hotel is going to be built next year.*  
*The news has been published on the internet.*



Participants view

## MORE EXAMPLES

*Pizza is eaten in many countries in the world.*


*How are books made?*

*English is taught at Escuela Nacional Preparatoria.*

*Feedback will be given to students.*

*Some questions were asked.*

*A hero is always chosen.*



Participants view


## ¿Se puede mencionar el autor?

Aunque la voz pasiva enfatiza más la acción que el autor, sí se puede mencionar quién hace la acción. Cuando lo mencionamos, se le llama *agente*.

*The Nintendo Switch was launched in 2017. (Sin agente)*

*The Nintendo Switch was launched in 2017 by Nintendo. (Con agente).*

Como ves, al mencionar al agente, usamos la preposición *by*.



10/14 Fill-in-the-Blank Participants view

OVER TO YOU!

Change this sentence into passive voice. Pay attention to the tense!

*People speak Portuguese in Brazil.*

Type your answer...

13/14

Fill-in-the-Blank

Participants view

OVER TO YOU!

Change this sentence into passive voice. Pay attention to the tense!

*John Lennon and Paul McCartney wrote Paperback Writer.*