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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**DESCRIBING A PROTOCOL IN NURSING AREA USING  
PRESENT PASSIVE VOICE**

**TRABAJO RECEPCIONAL**

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

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## Introduction

The Final Project of this Specialization in Language and Teaching as a Foreign Language is a compilation of all areas of knowledge in which the specialization is conformed. The main idea of this Project is to consider everything that we have learned and to show that the information contained in the different Modules is put into practice by designing and applying a meaningful lesson plan for our second language learners which can contribute to both teacher and students' performance enrichment.

In Module 1, we checked all theories, principles and approaches regarding learning and language acquisition. This module was basically related to Applied Linguistics, we can mention different Linguistics who support how languages are learnt from the basis, for example, Noam Chomsky, Roman Jakobson, M.A.K. Halliday. However, the most important contribution is the one from Diane Larsen-Freeman's model of Form, Meaning and Use. (Larsen-Freeman, 1986)

In Module 2, we analyzed the different approaches and methodology for the four skills: reading, writing, listening, and speaking; always taking into account lexis and syntax. In this module, we consider three fundamental models and approaches: Stephen Krashen's Monitor Model; The Communicative Approach and Kolb's Experimental Model. Of course, there are a lot of authors who have developed different approaches for teaching English, such as Penny Ur, Jeremy Harmer, and others.

Module 3 has been the most meaningful of the three because it mentions something related to Interculturalism, which is considered the fifth skill to teach. In this module, we deal with intercultural competences for the 21<sup>st</sup> century, and as well we deal with assessment and testing tools to measure student's development and progress.

## **Chapter 1 Philosophy and theory**

### **1.01 Teaching identity and philosophy**

I started working before I graduated from university, and it helped me a lot because at that moment I was taking a subject called Microteaching and Ms. Estrada asked me to make lesson plans for every single class, which must include an activity for each language skill. She checked it and gave me her authorization to put it into practice or not, the good thing was that she always gave me feedback and asked me specific questions about my lesson plans to improve them, she promoted self-reflection on me.

When I got my degree, I had more job opportunities, I decided to work with teenagers, which was not a pleasant experience because I identified that my main problem was group management and interaction with them. After some years I had the opportunity to become a high school teacher at UNITEC, a private school where English teaching was based on an LMS called Blackboard, so I did not have to do anything, just to follow the already planned lessons and put activities into practice. I can conclude this experience which was not what I really expected in my teaching practice.

Fortunately, 10 years ago, I found my ideal job, where I have developed some teaching skills such as group management, planning lessons, designing exams and the different moments of assessment. However, the most important aspect I have learned it is the fact of teaching English based on linguistic functions. I work as part of an English Faculty, and we do the following activities: designing a learning sequence based on the linguistic functions of The Common European Framework of Reference for Languages (CEFR); designing exams which include all linguistic skills; rubrics (speaking and writing); giving feedback and assessing students.

We use the Communicative Language Teaching and Task-based Language Teaching which stated by Nunan: "The semantic and communicative elements of language are emphasized more than the grammatical characteristics, although these are also included. The target of language learning is to learn to express communicative functions and categories of meaning. Communicative language learning approaches and methods are based on this view of language." (Nunan, 1999) cited in the *Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera*, 2021.

Teaching English must be holistic; I mean it is necessary to include all linguistic skills in our lesson plans and obviously as teachers we must find strategies to make students realize how language works and in which contexts, they are using it in a real context. However, we have found some difficulties in making our students aware of the importance of these linguistic functions; they only consider grammar and vocabulary essential to get a good grade.

This Specialization in English Language and Teaching as a Foreign Language has taught that we as second language teachers must include what it is called intercultural awareness:

Intercultural awareness in language learning is often talked about as though it were a “fifth skill”- the ability to be aware of cultural relativity following reading, writing, listening, and speaking. There is something to be said for this an initial attempt to understand or define something that may be difficult concept but, as Claire Kramsch points out ...

“If...language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency...Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing” (in Context and Culture Language Teaching OUP, 1993) cited in (Rose, 2021)

Following on from what Kramsch says above, intercultural awareness is not therefore a skill, but a collection of skills and attitudes better thought of as a competence.

Intercultural communicative competence is an attempt to raise students’ awareness of their own culture, and in so doing, help them interpret and understand other cultures. It is not just a body of language, but a set of practices requiring knowledge, skills, and attitudes. (Rose, 2021)

Finally, we would like to make emphasis on the importance of assessment and testing and the different tools we can use to assess or test our students, but more important is the way of giving feedback in an objective way to make students aware of the lack of competence in some skills due to when we are learning any second language, we make mistakes or errors which are part of our learning process.

How has Specialization in English Language and Teaching as a Foreign Language helped improve our teaching practice?

First, assignments and projects represented a challenge to put into practice what we have learnt from each unit, and we use the word challenge in order to describe a cognitive process which allows us to cluster everything learnt and put it to practice in a real situation. For example, analyzing what a unit from course book versus different pieces of authentic material offers for students and teachers in terms of communication proposed by Jacob Jackobson and Hyme's models of communication. So that we could achieve the linguistic competence and as result of that the negotiation of meaning, which characterizes by clarification, rephrasing and confirming what we think we have understood.

In Module 2, we concentrate on how to teach receptive and productive skills as well as grammar, pronunciation, and vocabulary. It was meaningful to leave the course book apart and concentrate on creating different activities with authentic materials making use of technology. This Module provides us with a lot of approaches, methods, strategies, techniques that we can use in our classroom to make sessions meaningful for our second language learners. In this Module, all teachers shared all applications and websites we know to improve our lessons and that is invaluable.

In Module 3 introduced a new element to include in our lessons, interculturalism. To be honest, we have not included in our teaching practice. This intercultural competence can be worked at simple levels or a global level, what we called GLOCAL topics. This unit was really significative because the main question consists of how to develop an intercultural competence among our students.

Next, designing our lesson plan based on contents from Modules 1 and 2 was a satisfactory experience since we created all materials for teaching that and we also analyzed how to make clear and not divert on the objective of each lesson. Discussing the Rationale underlying the plans has been the most complex skill to develop when designing a lesson plan and assessing tools, because we are not used to reflecting on what we are doing this activity for. This is a general issue to discuss because some English teachers just follow the book and do not question themselves what they are doing when they teach.

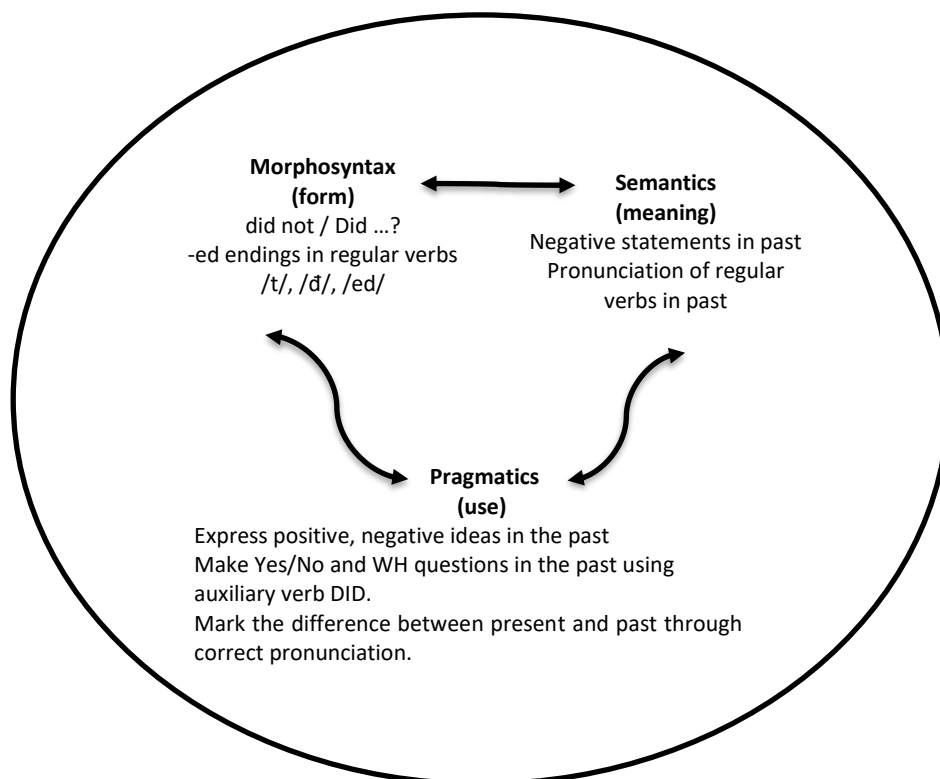
Language Assessment is an extensive, but meaningful unit in this Specialization because we have to observe, reflect and analyze how our second language learners are going to be assessed in all skills; however, in the productive skills (speaking and writing) it is very common to make use of rubrics (holistic or analytic) while checked lists are mainly used with receptive skills (reading and listening).

Finally, we get familiar with new abbreviations such as CLIL (Content and Language Integrated Learning), CALL (Computer-Assisted Language Learning), TBL (Task-based learning), etc.

## 1.02 Theory underlying teaching and identity

First, it is mandatory to analyze how it is possible to integrate form, meaning and use, according to Diana Larsen-Freeman's model. In this model there are three main dimensions: **Form**, which refers to grammatical structure; and also, lexis and vocabulary. **Meaning** that is related to what the grammatical structure means, and finally, **Use** that help us to identify the context and the intention of the expression (Semantics).

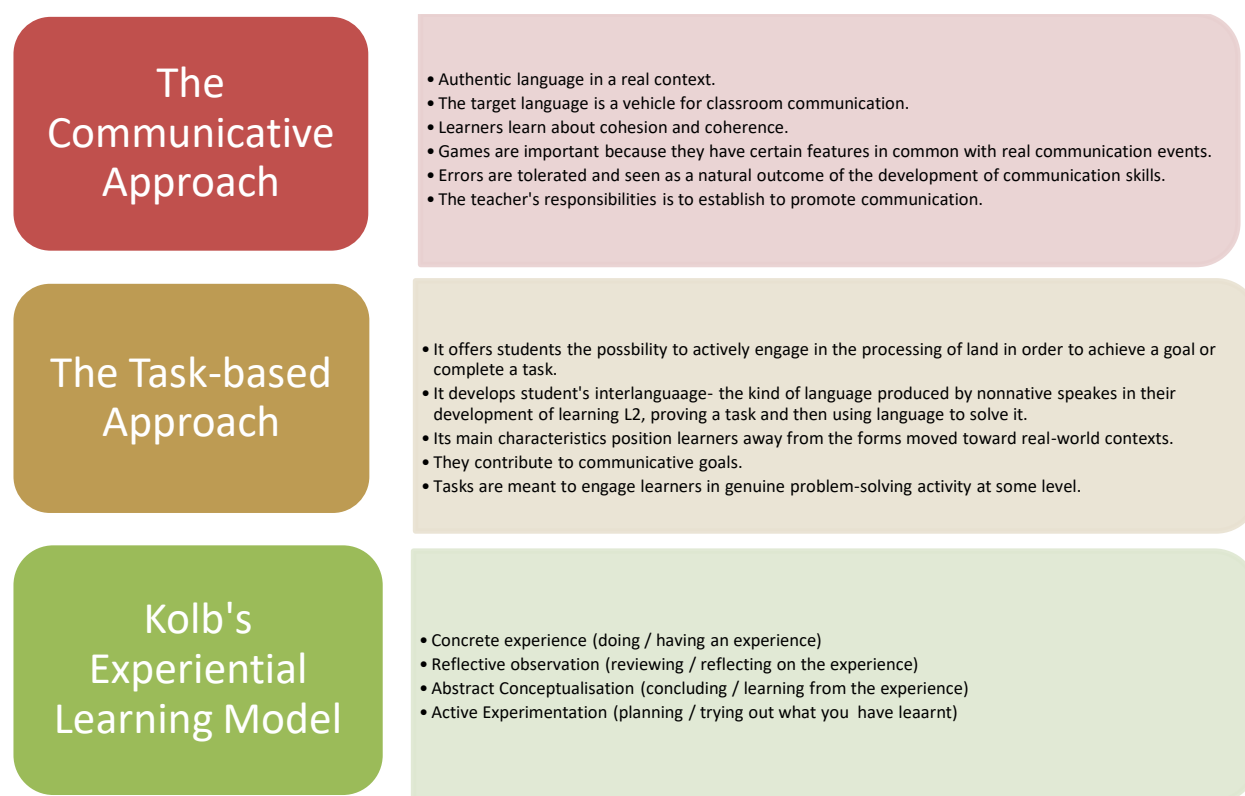
*Figure 1 Diana Larsen-Freeman's Model. (Own creation)*



In her book *Techniques and Principles in Language Teaching*, Diane Larsen-Freeman states a list of sixteen principles of The Communicative Approach, which are objective and help us analyze our teaching practice. As seen in Module 1. It is important to mention that “the grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.” (Larsen-Freeman, 1986)

Secondly, the main objective of this section is to have a discussion among the fundamental theoretical perspectives. To start with, we are going to explain what they are about through a figure and after that we will start our discussion and finally provide significative examples to support this discussion.

*Figure 2 Fundamental theoretical perspectives.*



*Note: Own creation. The diagram above shows the characteristics of these approaches. Information taken from (Larsen-Freeman, 1986) and (Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera, 2021)*



These three approaches have something in common: second language learners must be able to communicate in a second language in different contexts such as the personal, social, and working area ones.

Nunan uses the word 'task' instead of 'activity.' He defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form". He suggests that in all definitions of tasks, one can see communicative language use where the learner focuses on meaning instead of linguistic structure. (Nunan, 1989)

However, Willis is another researcher who contributed to the use of tasks in language classroom. According to Willis "tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome."

We have seen along the different teaching methodologies and approaches how the second language learner passes through various stages in their learning process, and suddenly he/she becomes responsible of their own process of learning and through different tasks he/she is able to communicate inside and outside the classroom by accomplishing certain tasks and giving real solutions to real-world problems.

Now, we are going to show some examples based on these approaches:

Kolb's Experiential Learning Cycle:

Example: Learning to describe processes

Concrete experience: Learning to describe processes

Reflective observation: Focusing on how to describe a process.

Abstract conceptualization: Reading the manual to get a better picture of what was achieved.

Active experimentation: Describe a process after having read lots of examples.

Task-based approach: In task-based learning, teacher can design specific tasks that help learners to complete a task, for example: write a letter, make a reservation, plan a trip, collaborate to design something, make a phone call, hold a meeting, or give a lecture, etc.

Teachers must dedicate some time to prepare tasks because they must be meaningful, and they must accomplish the established principles and characteristics of them.

What we find interesting to mention in this section is how the role of the student has changed along the implementation of different methodologies and approaches. For example: in the Grammar Translation Method his/her role was completely passive while in the Communicative Approach, the Task-based Approach and the Kolb's Experiential Learning Model, the second language learner acquires a more active role because their learning is not based on grammar anymore; it is now based on being able to communicate in different contexts while facing different real-life situations.

Stephen Krashen introduced another model called Monitor Model in order to explain second language learning. In this new model, language was *information processing* because the processing of information takes place at the cognitive level.

In the following section, we will explain the five hypotheses of the Monitor Model:

- 1) The Acquisition / Learning Dichotomy  
This first hypothesis of the Monitor Model claims that there are two ways of developing language of a second language: acquisition (subconscious and incidental process) and learning (conscious and intentional process).  
In simple words, Stephen Krashen states that what learners pick up from language is *acquisition* because they are not aware of what it is happening on their brain, On the other hand, everything that is taught at school is considered language learning because in a certain form learner are conscious about the learning process when they focus on conveying meaning.
- 2) Monitor Hypothesis  
Krashen proposed that what learners have learned can serve as a monitor of their own production. According to this theory, learners start monitoring their language production, so they can correct themselves (self-correction). In order to use the Monitor, three conditions are necessary: a) focus on the form (form is more important than meaning); b) Knowledge of the rule and c) Time (learners need time to be able to produce).
- 3) The Natural Order Hypothesis  
"The natural order hypothesis claims that we acquire the parts of a language in a predictable order. Some grammatical items, for example, tend to be acquired early, while others come later. The order of acquisition for first and second language is similar, but not identical." (Krashen, 2003)
- 4) The Input Hypothesis  
The Input Hypothesis is closely related to the Natural Order Hypothesis. In this fourth hypothesis, Krashen considered that language is acquired through exposure to comprehensible input (written or spoken language). He defined this statement with a

formula **develop + 1**, where **develop** represents the learner's current level, and **+1** just the level beyond that level. In this case, as teachers we must provide our learners the correct amount of comprehensible input because anything below or above can be challenging or as Krashen states, cognitively demanding for learners.

5) Affective Filter Hypothesis

This last hypothesis implies that affective variables do not impact language acquisition. Although, "if the acquirer is anxious, has low self-esteem, does not consider himself or herself to be a potential member of the group that speaks the language...he or she may understand the input, but it will not reach the language acquisition device. A block, the affective filter, will keep it out. The presence of the affective filter explains how two students can receive the same (comprehensible) input, yet one makes progress while the other does not. One student is open to the input while the other is not."

(Krashen, 2003)

English Language Teaching requires a constant search for effective strategies which have a positive impact on the teaching-learning process. Substituting the language teaching model based on grammar topics with the teaching of communicative competencies entails a challenge which has provided positive results.

The teaching of English as a foreign language in Mexico has been part of numerous searches for strategies and educational models that could promote its efficient performance. In an attempt to find an effective strategy for teaching this language, it was decided to do so through the use of communicative competencies, leaving behind the practice based exclusively on the teaching of grammatical topics. The latter tactic was chosen because, according to Cenoz (1996), the ability to use the language correctly in a variety of socially determined situations is as important as the ability to produce grammatically correct sentences. Similarly, Campbell and Wales point out that the grammaticality of sentences is not enough, but that learners must also have "the ability to produce or understand utterances that are not so much grammatical as more importantly appropriate to the context in which they occur" (Campbell and Wales, 1970).

Based on the importance of context for language teaching, Hymes proposed, in 1972, the concept of Communicative Competence, for him competence is the general knowledge and ability to use the language possessed by the speaker-listener (Hymes, 1972). In this way, communicative competence is understood as "...the set of processes and knowledge of various linguistic types -sociolinguistic, strategic and discursive- that the speaker/listener, writer/reader must bring into play to produce or understand discourses appropriate to the situation and

context of communication and the degree of formalization required" (Lomas, Tusón and Osorio, 2000 in Vieira, 2010).

In 1980 Canale and Swain developed a model that describes the components of communicative competence: grammatical competence, sociolinguistic competence and strategic competence.

Grammatical competence includes "knowledge of lexical items and the rules of morphology, syntax, semantics at the level of sentence grammar and phonology" (Canale and Swain, 1980: 29), i.e., the knowledge and skill necessary to understand and express the literal meaning of utterances.

The second component is sociolinguistic competence, which allows the use of usage rules that serve to interpret the meaning of utterances in a social context (Canale and Swain, 1980: 30).

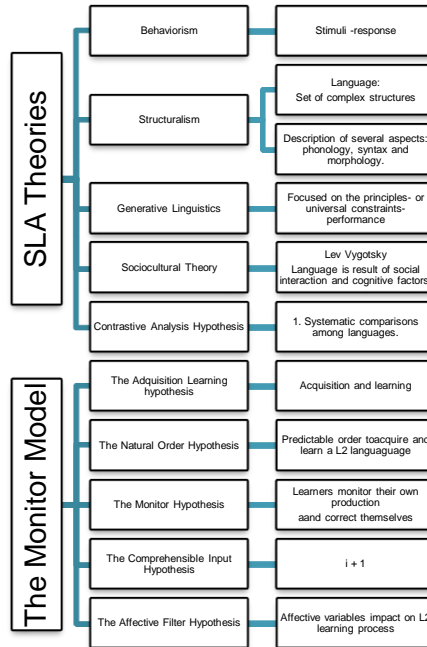
The third component is strategic competence, which is made up of "verbal and nonverbal communication strategies whose action is required to compensate for difficulties in communication due to performance variables or insufficient competence" (Canale and Swain, 1980: 30). This model developed by Canale and Swain has influenced language acquisition and teaching to this day, facilitating the contextualization of communicative competencies.

The Common European Framework of Reference for Language Learning points to communicative competences as the individual's ability to mobilize a set of resources to solve a situation or a problem. This is precisely the objective that we seek to achieve with the teaching of English through communicative competencies at the Universidad Tecnológica del Valle de Toluca.

In conclusion, Stephen Krashen's Monitor Model has become the most influential model to explain language acquisition and learning because this model does not only focus on the cognitive level, but it also considers the affective factor and how it impacts on the learning process. Each hypothesis contributes to explain what happens in every stage of language acquisition and the role of the learner when monitoring his or her language production.

As a matter of conclusion, we illustrate all the theories with the following chart:

Figure 3 Diagram of the Second Language Acquisition theories



Note. Own creation. This diagram shows the main SLA theories which until now have a profound influence on the second language acquisition and learning. (Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera, 2021)

## Chapter 2: Methodology and practice

### 2.01 A practical and useful lesson plan.

Having read the core unit of this Specialization, we can mention the following aspects based on our teaching philosophy.

Reading and Listening (Receptive skills) and Speaking and Writing (Productive skills) are interconnected as part of a communication system, which characterizes for having a speaker who sends a message (written or spoken) to a listener who decodes the previous message whose aim is having a meaningful conversation in a foreign language.

All these four linguistic skills could be developed properly, we should include in our teaching practice grammar and vocabulary as linguistic tools, which are basic to start reading, writing, listening, and speaking. Thus, learners are continuously learning, taking consciously or unconsciously what help them to improve their macro and micro skills.

We must consider that the steps for planning every single lesson with the skills are establishing the purpose for reading; including our PRE-, WHILE- and POST- depending on the skill we are working with.

When we design a lesson plan for our students we need to plan according to their needs, we need to take into consideration how the activity or task is helping the learners' development of the different skills and the supportive elements behind those activities or tasks, what we call rationale.

Firstly, we are concentrating on **Reading** as a macro skill and a complex cognitive process. We can define it as it follows: "Reading is defined as an "active, fluent process which involves the reader and the reading material in building meaning" (Anderson:1999) cited in (Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera, 2021).

There are three main approaches readers use to understand a reading:

- 1) Bottom-up approach. In broad terms, bottom-up process of reading is the piecing smaller elements of language. These elements include the graphemes (the letters), the grapheme-phonetic (letter-to-sound) relationships, the phonemes, the syllabic structures, the morphemes (prefixes, roots, suffixes), the words and the sentences. In this sense, bottom-up approaches see texts as a hierarchical organization where “the reader first processes the smallest linguistic unit, gradually compiling the smaller units to decipher and comprehend the higher units (e.g., sentence syntax)” (Dechant, 1991 ) cited in (Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera, 2021)
- 2) Top-down approach or decoding...consists essentially of moving from overall meaning down to examining the writer code. Top-down reading models suggest that processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text. In other words, before interacting directly with the text, the reader activates what they already know about the topic (as a result of previous experiences) to facilitate the process. One approach to teaching reading which is based on top-down decoding is the whole language approach. The whole language approach emphasizes or highlights what the reader brings to the text. (Chamot A.U&O'Malley, 1994) cited in (Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera, 2021)
- 3) The interactive reading model is one which has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text as necessary. (Goodman, 1981) cited in (Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera, 2021)

Thus, we can say that the interactive reading is the most meaningful of the three because as Stephen Krashen states a simple reading text provides some input to second language learner and then we expect them to get some output from them after having read that piece of reading.

Another important concept to consider is schema, which can be classified in three types:

1. Content schema: It refers to general knowledge we have about a particular topic (previous knowledge).
2. Formal schema. It refers to knowledge about the organization of the text.
3. Linguistic schema. It refers to linguistic information stored in our mind in order to decode words and their meanings.

To strengthen reading skills in English, we as second language teachers must encourage learners to read for pleasure and of course, we can do that by creating a good environment for reading in our classrooms and teaching them differently the reading strategies for facing distinct kinds of texts.

In addition to that, we must expose L2 learners to authentic materials from a variety of genres and context, such as jokes, anecdotes, advertisements, biographies, menus, in order to contribute to improve their schemata (formal, content, and linguistic).

Secondly, we are focusing on **Writing**. In other words, written language is simply the graphic representation of spoken language, the only difference between writing and speaking is that the former requires graphic symbols while the later needs auditory signals.

Writing is a complex cognitive process due to learners must forget their first language and start thinking on how they are going to organize their ideas in a second language whose grammatical structures are different for them. For that reason, we must provide them with examples of types of writings.

At first levels, students tend to imitate what the teacher shows them as a model to follow, which is not bad because they are getting familiar with the layout of an email or an informal letter until they lose that fear to write freely, they start to create their own pieces of writing. Then, we as teachers must stimulate creative writing.

Then, **listening** to a foreign language is a very intensive and demanding activity and for this reason it is especially important that students should have 'breathing' or 'thinking' space between listening clips. Apart from that, second language learners can experience certain interferences, for example, lack of listening preparation, interruptions, the influence of their L1, bad messages and the speaker's tone of voice is not appropriate for them.

**Speaking** as an integrative skill because it is product of everything that our mind has internalized during a prolonged process of learning and acquisition of an L2 and there are only two forms to express it, orally or by written form. We consider that the main obstacle in speaking is the lack of confidence to get effective communication.



After seeing the connections between the four language skills, we see the importance in teaching and assessing all of them. We can assess speaking and writing using a rubric or a check list. However, reading and listening can be also assessed counting the number of correct answers or using a check list.

To start with, we must mention that the four activities designed in Module 2 were developed mainly to integrate the four language skills (reading, writing, listening, and speaking) in a communication model either proposed by Jakobson or Hyme as seen in Module 1. In addition to that, the aim of these ones consists of improving the level of competence in second language learners combined with the use of technology which includes websites, applications, blogs, online newspapers, or magazines, etcetera, where we can find authentic materials used for creating meaningful activities in order to make learning objects that help students in their learning process.

We have only referred to the four main skills; however, grammar and vocabulary are considered important tools to complement the main linguistic skills. We should not discard them; we have understood that they are essential for developing listening, reading, writing, and speaking. Now, the most important to mention is that we have changed from considering that grammar and vocabulary were the most crucial elements to teach in the classroom, but not necessarily.

English teachers have concentrated on following our teacher's book activities and we have not concentrated on designing our own activities to fulfill students' needs. Instead of doing that we must concentrate on designing meaningful tasks and allow students to give solutions to those tasks.

Based on the different approaches proposed, we have chosen Task-Based Language Teaching (TBL) defined by Brown in *Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera*, 2021 as "...the development of the language-related skills and functions that the learners will need to operate in the real world. Its focus is on the functional purposes to which learners will put language when they are out there. In TBLT, the course goals center on the development of pragmatic competence" that is, the ability to manipulate the

different aspects and dimensions of language to fulfill certain functions and achieve certain goals.

Many researchers and teachers have shown the benefits of integrating language skills in English education. They all state that learning English is more productive when students learn the four skills in a single lesson because it is the way in which learners will probably use language in their daily lives. According to Baturay and Akar (2007), integrating language skills is fundamental for learners to be competent in the second language and promote English learning naturally. This integration enhances EFL learning through constant practice and allows students to express their ideas through writing messages, understanding aural and written messages, and holding conversations. Freeman (1996) states that “tasks are always activities where the target language is taught for a communicative purpose (goal) in order to achieve an outcome” (p.23). Under those considerations expressed above, this study tried to demonstrate that through the implementation of TBLT, language abilities were integrated to promote meaningful language learning.” Cited in Córdoba Zúñiga, Eulices (2016). Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University. Profile: Issues in Teachers’ Professional Development, 18(2),13-27. [fecha de Consulta 25 de Febrero de 2022]. ISSN: 1657-0790. Available in: <https://www.redalyc.org/articulo.oa?id=16246288002>

Designing activities based on authentic materials implies deep reflection on the purpose of each one and the identification of the micro or macro skills they are developing in L2 learners. It has also been a great challenge because it was not the material itself, it was how, when, and why to use it; the complex rationale that not many teachers manage to identify. During the process of creation of this new material we realized the importance of integrating the four main skills in one lesson, which we consider that it has advantages and disadvantages. Among the advantages we can mention a) the importance of teaching English in communication; b) it is easy to use language in a meaningful way, and c) Language is as a means of interaction than academic subject. On the other hand, students cannot focus on one skill at a time and obviously students cannot develop the skill they have not mastered yet.

Another essential element to mention in this teaching and learning process, technology plays a key role because it can be used to teach integrated skill. The contribution of technology in teaching integrated skill is as learning media. For example, teaching using Zoom, we can integrate three skills: listening, speaking, and writing, when L2 learners take notes or write using the chat box. It might also integrate reading because students can read what the teacher writes on the whiteboard or when we share reading activities based on book platforms.

In the following paragraphs, we are going to focus on the role of the teacher and the role of L2 learners in this process. As far as we can observe in our lessons the teacher is the one in charge of guiding the learning process and a) choosing the appropriate material for our students, b) designing new activities based on authentic material how it works with students, c) give feedback to students and d) assess their learning process by using rubrics or checklists.

On the other side, the role of the student is first being part of the learning process and being in a certain way responsible for their own learning. In addition to that, second language learners are the ones who monitor if the different activities provided by their teacher are meaningful for them or are just done because they consider are part of the lesson. Second language learners are the first ones to do this process by giving feedback telling the teacher statements such as, “Teacher, this was really difficult, I did not know many words and I just could answer some questions.” Or they can say that the activities were easy. Well, they are experts on indicating if the activities are boring, interesting, difficult, or challenging and we as teachers can see their reactions based on the behavior in every session.

In Module 2, each lesson contributes to establish links among language skills and the learning and teaching processes, which confirms that language skills must not be taught in isolation. Everything must be functional and work in a specific context and be meaningful for second language learners who have an active role in this approach.

## **2.02 The fifth skill – Interculturalism**

Teaching a second language does not only imply dealing with receptive skills (listening and reading) and productive skills (speaking and writing) to be able to communicate effectively with peers or with speakers from different cultural backgrounds. So, in order to achieve this goal, we are adding a fifth skill: the intercultural communicative competence.

First, we must understand what communication is, so

*“...we have to define the phenomenon of communication itself. Communication is a consistent part of our everyday life. However, our knowledge about all the process of communication encompasses is very limited. The term is very broad. It is used in a variety of ways, for any kind of action that is aimed at open expression of thoughts, feelings or exchange of information. Communication means influencing other people by using signs (in broader sense) in order to make them understand the message. Communication thus generally requires two participants: a sender, addresser, communicator (who transmits (directly or indirectly) and an addressee, an interpreter who receives the information”. (Havinakova, 2015)*

The previous citation refers to Jakobson's and Hymes' Model of Communication respectively. Of course, these two researchers included more elements to their communication models; for instance, Jakobson added the different linguistic language functions while Hymes mentions the setting, participants, ends, act, key, instrumentalists, norms and genre. These two models of communication help us start establishing the relationship between the communicative competence and *the intercultural communicative competence*.

What is intercultural competence?

Before we provide a specific definition of it, we should revise some important ideas. For example, what is culture? If we try to answer this question, it is sure we find plenty of diverse answers because people tend to create this answer according to what they have experienced in their lives.

UNESCO defines culture as follows:

Culture is defined in numerous ways. As such, it has been defined as “the whole set of signs by which the members of a given society recognize...one another, while distinguishing them from people not belonging to that society.<sup>4</sup>” It has also been viewed as “the set of distinctive spiritual, material, intellectual and emotional features of a society or social group... (encompassing) in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.<sup>5</sup>” Culture is at the core of individual and social identity and is a major component in the reconciliation of group identities within a framework of social cohesion. In discussing culture, reference is made to all the factors that pattern an individual's ways of thinking, believing, feeling and acting as a member of society. (UNESCO, 2006)

And now, we must ask ourselves what the relationship between education and culture is in a classroom full of second language learners who have a specific culture, and they encounter in a class with a diverse group of customs and beliefs.

In the UNESCO guidelines for Intercultural Competence, we can read a complete definition of this essential relationship which is helping us to understand what intercultural communicative competence is supported by.

*Concepts of culture and education are, in essence, intertwined. Culture forges educational content, operational modes and contexts because it shapes our frames of reference, our ways of thinking and acting, our beliefs and even our feelings. All actors involved in education – teachers and learners, curriculum developers, policy makers and community members – invest their cultural perspectives and cultural aspirations into what is taught, and how it is conveyed. Yet education is also vital to the survival of culture. As a collective and historical phenomenon, culture cannot exist without continual transmission and enrichment through education, and organized education often aims to achieve this very purpose. (UNESCO, 2006)*

Secondly, intercultural communicative competence has essential elements which help us develop this competence in our second language *learners*. Thus, the Model of Intercultural Competence proposed by Michael Byram and colleagues Gribkova and Starkey is based on UNESCO's four educational pillars and they state that the intercultural communicative competence is based on Intercultural attitudes (*savoir être*) which is defined as: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativize one's own values, beliefs, and behaviours. Ability to "decentre" (Byram, 2002)

The UNESCO Guidelines on Intercultural Education states three principles related to intercultural education:

*Principle I Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.*

*Principle II Intercultural Education provides every learner with cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.*

*Principle III Intercultural Education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations. (UNESCO, 2006)*

Principle III is the closest to define what intercultural competence is based on. As we can read, *respect, understanding and solidarity* are the three important elements of the competence we are working with. Based on that principle, we can say that the intercultural communicative competence consists of using our system of beliefs to understand our own culture and being able to understand, respect and adapt to other's people cultural issues. In addition, it is important to mention that the second language speaker must have enough openness to accept and adapt to different ways of thinking; doing or making activities; facing and solving problems; reacting unpredicted situations; and discovering how that specific culture interacts among each other and with foreigners.

According to Bafá website, intercultural competence consists of:

- Build awareness of how cultural differences can profoundly impact people in an organization.
- Motivate participants to rethink their behavior and attitude toward others.
- Allow participants to examine their own bias and focus on how they perceive differences.
- Examine how stereotypes are developed, barriers created, and misunderstandings magnified.
- Identify diversity issues within the organization that must be addressed.

(Dr. R. Garry Shirts, Since 1970)

Why is intercultural communicative competence important in English Teaching Language?

If we analyze even deeper into our role as English teachers in the development of this competence, we can say that it is our duty to stimulate healthy discussion, collaborative efforts, and strengthens creative problem-solving skills, which are skills that every single English teacher must include as part of their lessons. Also, global citizens will appreciate if we train them by showing them the variety of perspectives that exist in the world, so the main idea is bringing the world into the classroom, and thus we are sure that putting this into practice, we are having motivated and engaged second language learners in our classrooms.

Furthermore, as teachers we must consider that second language learners are going to become future global citizens. According to UNESCO a global citizen...

- *participates in and contributes to the community at a range of levels from local to global.*
- *is aware of the wider world and has a sense of his/her own role as a world citizen.*
- *respects and values diversity.*
- *has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally, and*
- *is willing to act to make the world a more sustainable place.*

(Felix, 2021)

In order to be effective Global Citizens, young people need to develop 21<sup>st</sup> century skills and global citizenship is one of the most important skills to develop because in order to be a qualified global citizen, they also have to learn to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams or groups. So, as language teachers, we have a very important role in teaching them the language that will help them communicate with people from all over the world, but it is not just teaching them the language; in addition to that we as teacher must provide them training in both, language and critical thinking skills, such as global citizenship simultaneously through cultural awareness.

Our teaching needs have changed and nowadays it is not only necessary to approach second language learners to what culture is, we must make them aware of understanding other cultures and exploring our culture; comparing our own culture with other cultures to find despite differences; there are also similarities; and this is going to help our learners to be more tolerant and more interested in the world outside the classroom beyond the local reality.

English teachers must consider the following activities to develop this skill in our lessons: a) structured discussion and debate; b) role-play; c) ranking exercises, d) opportunities to express own values and opinions, e) critical thinking and e) respect diversity of identities and cultures through GLOCAL topics (the topics that can be explored first from local reality and eventually national or international realities).

Another important element to take into consideration is the book we are going to use to develop our intercultural communicative competence. For instance, a book must contain a global context; it must focus on cultural contexts, and it must address real world issues. We as English teachers are obliged to go global, we need to bring material related to an international field to show students the world and they need to feel what they are learning, not just grammatical content but cultural content in a specific context, and we need to break with stereotypes to make them feel they are learning and to help them understand the world better.

Figure 2 21<sup>st</sup> Century Skills

	Skill	Definition
Foundational literacies	<b>Literacy</b>	Ability to read, understand and use written language
	<b>Numeracy</b>	Ability to use numbers and other symbols to understand and express quantitative relationships
	<b>Scientific literacy</b>	Ability to use scientific knowledge and principles to understand one's environment and test hypotheses
	<b>ICT literacy</b>	Ability to use and create technology-based content, including finding and sharing information, answering questions, interacting with other people and computer programming
	<b>Financial literacy</b>	Ability to understand and apply conceptual and numerical aspects of finance in practice
	<b>Cultural and civic literacy</b>	Ability to understand, appreciate, analyse and apply knowledge of the humanities
Competencies	<b>Critical thinking/ problem-solving</b>	Ability to identify, analyse and evaluate situations, ideas and information to formulate responses and solutions
	<b>Creativity</b>	Ability to imagine and devise new, innovative ways of addressing problems, answering questions or expressing meaning through the application, synthesis or repurposing of knowledge
	<b>Communication</b>	Ability to listen to, understand, convey and contextualize information through verbal, nonverbal, visual and written means
	<b>Collaboration</b>	Ability to work in a team towards a common goal, including the ability to prevent and manage conflict
Character qualities	<b>Curiosity</b>	Ability and desire to ask questions and to demonstrate open-mindedness and inquisitiveness
	<b>Initiative</b>	Ability and desire to proactively undertake a new task or goal
	<b>Persistence/ grit</b>	Ability to sustain interest and effort and to persevere to accomplish a task or goal
	<b>Adaptability</b>	Ability to change plans, methods, opinions or goals in light of new information
	<b>Leadership</b>	Ability to effectively direct, guide and inspire others to accomplish a common goal
	<b>Social and cultural awareness</b>	Ability to interact with other people in a socially, culturally and ethically appropriate way

Note: 21<sup>st</sup> century skills. Taken from: <https://tomorrowtodayglobal.com/>



### 2.03 Group profile

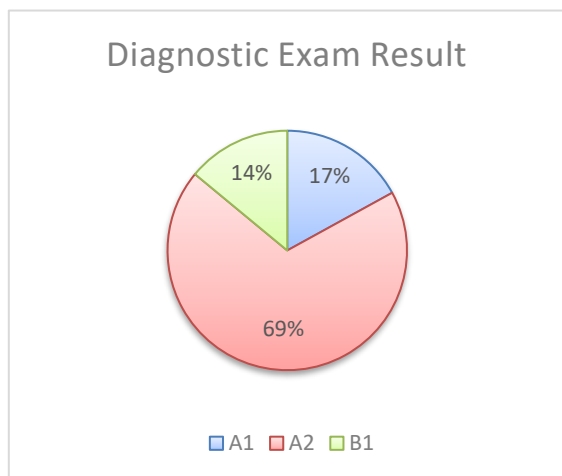
This group of students studies at Universidad Tecnológica del Valle de Toluca, and they study the bachelor's degree in Nursing and their group name is LENF63, and they are students from sixth-quarter (a period of four months). In this Nursing group, there are 29 students, in which there are 25 women and 4 men. The educational model of University Technician with continuity to the bachelor's degree offers students who finish High School an intensive training, which allows them to join the productive work in a short time.

This group of students is being exposed to a series of activities whose aim consists of promoting communicative tasks that will enable them to describe general processes such as how chocolate and French fries are made. Then they will get the lexicon, structure and meaning needed to describe specific protocols related to their area of study, in this case, Nursing.

#### Placement Test Results

The graph below represents data relating to the results obtained by bachelor's degree in Nursing from sixth-quarter who took NatGeo Learning Placement Test. This placement test was taken by 29 nursing students and the results shows that 69% (20 students) of them are in level A2 according to NGL indicators; 17% (4 students) is in level B1, and 14% (5 students) is in level B1.

Figure 4. NGL Placement Test results.



Note: Own creation.

Figure 5. NGL Placement Test Scores

A table titled "NGL Placement Test Scores" with two columns: "Score" and "WCEB Level". The table lists five score ranges and their corresponding levels: 1-30 (A1), 31-60 (A2), 61-75 (B1), 76-85 (B2), and 85-90 (C).

Score	WCEB Level
1-30	A1
31-60	A2
61-75	B1
76-85	B2
85-90	C

Note: In this table we can see how students are classified

Thus, based on the data above, on the one hand we have identified four students who have not accomplished the level of competency, necessary to continue working with the level B1, and on the other hand we have 5 students who have already done it according to these indicators.

#### **2.04 Teaching and learning tools rationale**

The set of activities designed to the teaching and learning process were based on the Communicative Approach, which can be described in the following form: "The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. (Council, Teaching English, 2022).

We also considered that the different activities are based on Task Based Learning (TBL), which is focused on: "Task based learning is an approach to language learners are given interactive tasks to complete. In order to do this, they need to communicate. Once the task is complete, then the teacher discusses the language used. (...) Tasks can provide and organizational structure for a teacher who believes in the **Communicative Approach**. Tasks provide meaningful communication and an opportunity to acquire language through real language use. Task-based learning may become more appropriate at higher levels. (Council, Teaching English, 2022)

Therefore, as we can see in the learning activities related to this lesson plan, the listening and writing ones are authentic material, which include real language, which highlights that L2 learners are exposed to new vocabulary and see use of language in a specific context. The reason they were chosen is that they can provide second language learners the opportunity to be in contact with real language, even these videos are designed to teach or consolidate something in an innovative form. This meant that we could create questions related to the function we are developing in second language learners.

Finally, we really expect these activities become meaningful for our students and that the function can be achieved.

## 2.05 Lesson



LICENCIATURA EN ENFERMERÍA  
COMPETENCIAS PROFESIONALES



Table 1

### ASIGNATURA DE INGLES VI

<b>1. Competencias</b>	Comunicar sentimientos, pensamientos, conocimientos, experiencias, ideas, reflexiones, opiniones, en los ámbitos públicos, personal, educacional y ocupacional, productiva y receptivamente en el idioma inglés de acuerdo con el nivel B1, usuario independiente, del Marco de Referencia Europeo para contribuir en el desempeño de sus funciones en su entorno laboral, social y personal
<b>2. Cuatrimestre</b>	Séptimo
<b>3. Horas Teóricas</b>	20
<b>4. Horas Prácticas</b>	40
<b>5. Horas Totales</b>	60
<b>6. Horas Totales por Semana Cuatrimestre</b>	4
<b>7. Objetivo de aprendizaje</b>	El alumno confirmará la información recibida a través de la descripción de procesos y de los acontecimientos que han estado ocurriendo para integrarse a su entorno profesional.

Note: This information was taken from what at Universidades Tecnológicas called "Hojas de asignatura." They are designed by the Dirección General de Universidades Tecnológicas y Politécnicas. As we can see the main communicative competence is stated as well as the learning objective.

Table 2

Unidades de Aprendizaje	Horas		
	Teóricas	Prácticas	Totales
I.Tag Questions	10	20	30
<b>I. Passive Voices</b>	<b>7</b>	<b>13</b>	<b>20</b>
II. How long have you been....?	3	7	10
<b>Totales</b>	<b>20</b>	<b>40</b>	<b>60</b>

Note: This information was taken from what at Universidades Tecnológicas called “Hojas de asignatura.” In this chart we can see the number of hours which are proposed to develop this grammatical structure.

Table 3

<b>I. Unidad de Aprendizaje</b>	<b>II. Passive Voices</b>
<b>2. Horas Teóricas</b>	7
<b>3. Horas Prácticas</b>	13
<b>4. Horas Totales</b>	20
<b>5. Objetivo de la Unidad de Aprendizaje</b>	El alumno intercambiará información sobre acciones, hechos y procesos donde el énfasis está en lo que sucede o sucedió y no quien lo realiza para relacionarse con su entorno laboral.

Note: This information was taken from what at Universidades Tecnológicas called “Hojas de asignatura.” In this chart we can see the main communicative competence: Describing process or protocols related to their area of study, in this case, Nursing.

In the following section, we have designed a lesson plan in order to make students be able to describe a process. This lesson plan contains the four skills plus interculturalism. We also include some activities in order to develop critical think, creativity and collaborative work.

<b>PROGRAMA EDUCATIVO:</b>	Licenciatura en Enfermería
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<b>ASIGNATURA:</b>	Inglés VI				
<b>CUATRIMESTRE:</b>	6to	<b>PERIODO:</b>	Mayo – agosto 2022	<b>NÚMERO DE UNIDADES TEMÁTICAS:</b>	3
<b>ACADEMIA</b>	<b>Academia de Inglés</b>				
<b>COMPETENCIA POR DESARROLLAR</b>	El alumno intercambia información a través de la redacción e interpretación de descripciones de lugares, personas, ideas y procesos, así como decorrespondencias formales e informales para fortalecer su desempeño en su entorno laboral				
<b>COMPETENCIA INTERCULTURAL</b>	El alumno comparte con su clase algunos de los productos que son elaborados en su entorno social.				

<b>DURACIÓN TOTAL</b>					
<b>Horas Prácticas:</b>	50	<b>Horas Teóricas:</b>	10	<b>Horas Totales por Semana /Cuatrimestre:</b>	4/60

<b>INSTRUMENTO DE EVALUACIÓN DIAGNÓSTICA</b>	El instrumento de evaluación diagnóstica se encuentra en la siguiente liga: <a href="https://forms.gle/PteG9jiCcvN8sKTf7">https://forms.gle/PteG9jiCcvN8sKTf7</a> Este formulario en Google evalúa: Comprensión auditiva Estructura de la lengua y vocabulario Lectura de comprensión	<b>FECHA DE APLICACIÓN</b>	09/05/2022
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<b>UNIT:</b>	<b>7. Things that matter</b>
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UNIT DESCRIPTION					
<b>Practical Hours per unit:</b>	13	<b>Theoretical hours per unit</b>	7	<b>Total of hours per unit</b>	20

	SESSION	TEACHER ACTIVITIES	STUDENT'S ACTIVITIES	
			WHILE	RESOURCES
Unit presentation	1	<p><b>Warm-up</b> T points out the unit title: <i>Things that matter</i> and elicits ideas from students about it. T writes Ss' ideas on the board. In case Ss' ideas were out of context, the teacher explains that <i>things that matter</i> are important. T shows Ss a photo and ask them the following questions in pairs: <i>General questions</i> What can you see in the photo? Where are they? What do you think they are buying? What do you usually buy? Where do you prefer to go shopping? <i>Critical thinking questions</i> Why do we need to buy things? Is it a necessity or a luxury to buy specific products? What do you spend your money on? Teacher listens to every pair of students' conclusions. T and Ss get to a conclusion.</p>	<p>Students give teacher some answers related to the title of the unit.  Students discuss in pairs these general and specific questions, and they get to a conclusion.</p>	<p>Photos taken from  <a href="https://photosforclass.com">https://photosforclass.com</a></p>

FUNCTION	SESSION	TEACHER ACTIVITIES	STUDENT'S ACTIVITIES	
			WHILE	RESOURCES
Lesson A  Discuss Spending Habits	2	T shows Ss a set of things that he/she has bought in the last week on the board. T asks Ss to share some of the things on their lists with the class. T writes a question on the board: <i>What item in the list does it really matter to buy?</i> T asks students to discuss this question and express the reason for buying it or not.	Ss write a list of things they have bought.  Ss share their lists with the class.  Students discuss the question written on the board by the teacher,  Some pairs share their opinion to the class.	Whiteboard  Markers
<b>VOCABULARY PRACTICE</b>				
Working with unfamiliar words related to spending habits.	2	<b>Warm-up</b> T gives Ss a short text related to spending habits. Teacher asks Ss to focus on the two main questions in paragraph one. T and Ss briefly discuss these questions. T asks students to read the text and answer these questions with textual evidence: -Why do people want to spend less? -What are people spending more time doing? <b>Follow up</b> T asks Ss to focus on the words in blue and to identify the part of the speech they are and check them with the whole class. T provides or elicit simple sentences that use the new vocabulary in context. <b>Wrap-up</b> T gives Ss a crossword puzzle to complete a series of exercises using the new vocabulary.	Ss read the text and participate giving an answer to the questions.  Ss read the text and answer the questions.  Students classify the new vocabulary into different grammatical categories (nouns, verbs, adjectives, adverbs, prepositions, etc.). Students participate giving examples putting into practice the new vocabulary.  Ss answer a crossword puzzle and they complete some sentences with the new vocabulary.	Text from World English Student's book.  Crossword made from:  <a href="https://www.education.com/worksheets-generator">https://www.education.com/worksheets-generator</a>

FUNCTION	SESSION	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
			WHILE	RESOURCES
<b>GRAMMAR</b>				
Sharing information about important products in their near context.	3	<p><b>Warm-up</b> T shows students some images related to important products made or produce around the world. For example: <i>Sushi <b>is made</b> with rice and fish.</i> <i>Facebook <b>is used by</b> more than 162 million people every day.</i> <i>Smartphones <b>are sold</b> around the world <b>by</b> Apple.</i> T elicits examples from Ss. T writes Ss' examples on the board. After having written all the examples, the T encourages Ss to infer the grammatical rule and its use in a conversation. Once understood and clarified doubts, T continues with the following activity.</p> <p><b>Follow-up</b> T opens the following link in which Ss will find information related to Mexico's 10 Tops Exports. <a href="https://napsintl.com/automotive-manufacturing/top-products-made-in-mexico/">https://napsintl.com/automotive-manufacturing/top-products-made-in-mexico/</a> T asks Ss to read the information and identify the main exports produced in Mexico.</p>	<p>Ss give examples related to representative products from different countries. Ss read all the examples aloud and discuss how the sentence is structured and when and how is used. Ss open the link in their smartphone (if possible) or they look at the board in which the information is shown, and they start producing more examples. Ss design a poster illustrating their ideas. Ss share their ideas with the class.</p>	<p><a href="https://napsintl.com/automotive-manufacturing/top-products-made-in-mexico/">https://napsintl.com/automotive-manufacturing/top-products-made-in-mexico/</a></p>



		<p>T provides examples of what is expected from them.  For example:  <i>5.6% of vegetables are grown in Mexico.</i>  Wrap-up  T encourages Ss to reflect on what is produced, made, visited, grown, eaten, etc. in their municipality.  It gives them 20 minutes to design a poster and Ss are having 5 minutes to explain their posters.</p>		
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FUNCTION	SESSION	TEACHER ACTIVITIES	STUDENT'S ACTIVITIES	
			WHILE	RESOURCES
<b>LISTENING COMPREHENSION</b>				
Identifying specific aspects related about shopping online habits	3	<p>T asks Ss how they usually buy their clothes, accessories, video games, in general things they like.  T addresses this question to Ss:  How do you buy the things you need or want?  Do you buy in a traditional way? Or do you shop online?  T designs a series of listening activities related to the video clip and T shares them with students.  Link for exercises:  <a href="https://ed.ted.com/on/fk59MHJZ">https://ed.ted.com/on/fk59MHJZ</a>  Ss will answer different sections: Watch, Think and Discuss.  Teacher will monitor their performance.</p>	<p>Ss discuss the set of questions and share their answers to the class.   Students answer a set of listening activities related to the video called the environmental cost of two-day shipping.</p>	<p>Link for exercises:  <a href="https://ed.ted.com/on/fk59MHJZ">https://ed.ted.com/on/fk59MHJZ</a></p>

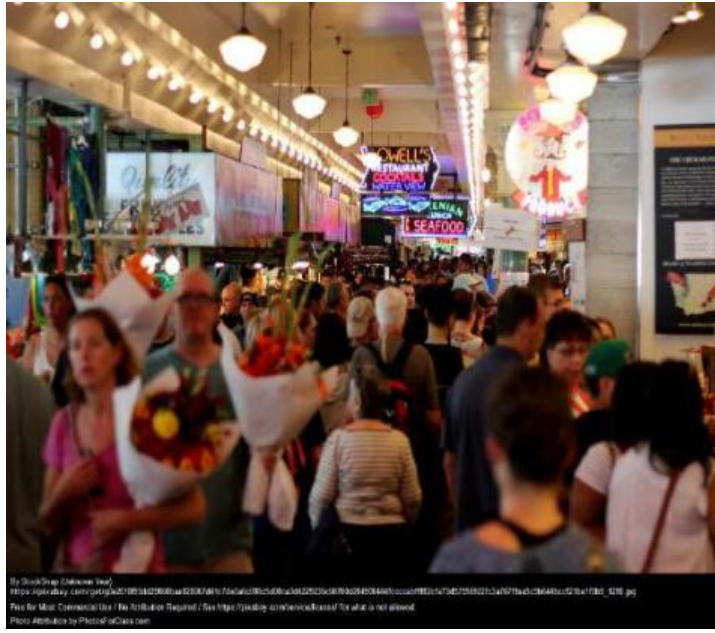
FUNCTION	SESSION	TEACHER ACTIVITIES	STUDENT'S ACTIVITIES	
			WHILE	MORE PRACTICE
<b>READING COMPREHENSION</b>				
Describing a process	4	<p><b>Warm-up</b> Teacher pre-teaches any unknown vocabulary, for example, <i>plug into, a button, whenever</i>. T elicits students' answers.</p> <p><b>Follow-up</b> T asks students if they know or can guess what makes these devices work. T ask students to read the text more slowly and to underline any new vocabulary. T draws students' attention particularly to the fact that students should know what they are reading for and should not stop at unknown words or phrases.</p> <p><b>Wrap-up</b> T puts students in small groups to describe and discuss the diagram.</p>	<p>Ss read the instructions. Ss discuss their answers in pairs Ss skim the title and paragraph Ss read the instructions and complete the task. Ss read the instructions. Ss read the instructions and label the diagram. Ss compare their diagram in pairs.</p>	Reading worksheet

**WRITTEN EXPRESSION**

<p>Describing a process related to their area of study</p>	<p style="text-align: center;">4</p>	<p><b>Warm-up</b> T asks Ss to answer a set of exercises related to a description of a process in general. T plays the following YouTube video to clarify the use of linking words: <a href="#">(1) IELTS Writing - Vocabulary to Describe a Process - YouTube</a></p> <p><b>Follow-up</b> T asks Ss to read out their sentences (or writes them on the board). The rest of the class listens (or reads) and checks them for the correct use of the passive form.</p> <p><b>Wrap-up</b> T puts Ss in small groups to brainstorm other chemical or industrial processes, for example making paper or refining oil.</p>	<p>Ss read the instructions and complete the task individually. Ss prepare a search plan to research the topic of their choice.</p> <p>Ss research the process and write a summary of it. Ss could read out their summaries to the rest of the class without mentioning the topic itself and see if the rest of the class can guess what the process is.</p>	<p><a href="#">(1) IELTS Writing - Vocabulary to Describe a Process - YouTube</a></p>
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FUNCTION	SESSION	TEACHER ACTIVITIES	STUDENT'S ACTIVITIES	
			WHILE	RESOURCES
<b>SPEAKING</b>				
Describing a process related to their area of study.	5	T asks Ss to look at the photo and describe the process of making coffee.	Ss look at the sequence of the process and they describe the process by using present passive voice.	Worksheets
		T asks Ss to think about some processes related to their area of study and make a video explaining the process they chose.	Ss give some ideas and start working on their final project which consists of describing a project related to nursing. For example: taking vital signs, describe how to channel a patient, bandaging a patient, etc.	Smartphones and pictures.

## 2.06 Lesson plan materials



Note: Set of photographs use for discussion.

### Vocabulary activity

### SPENDING HABITS

**Down:**

1. If you \_\_\_\_\_ something, you make it smaller.
2. If you \_\_\_\_\_ something, you see too much of it for something unimportant.
3. The \_\_\_\_\_ of something is how good or bad it is.
4. The \_\_\_\_\_ way is the thing done most often in a certain situation.
5. The \_\_\_\_\_ of something is how how of it there is.
7. If you do one thing \_\_\_\_\_ of another thing, you do the first thing and not the second.

**Across:**

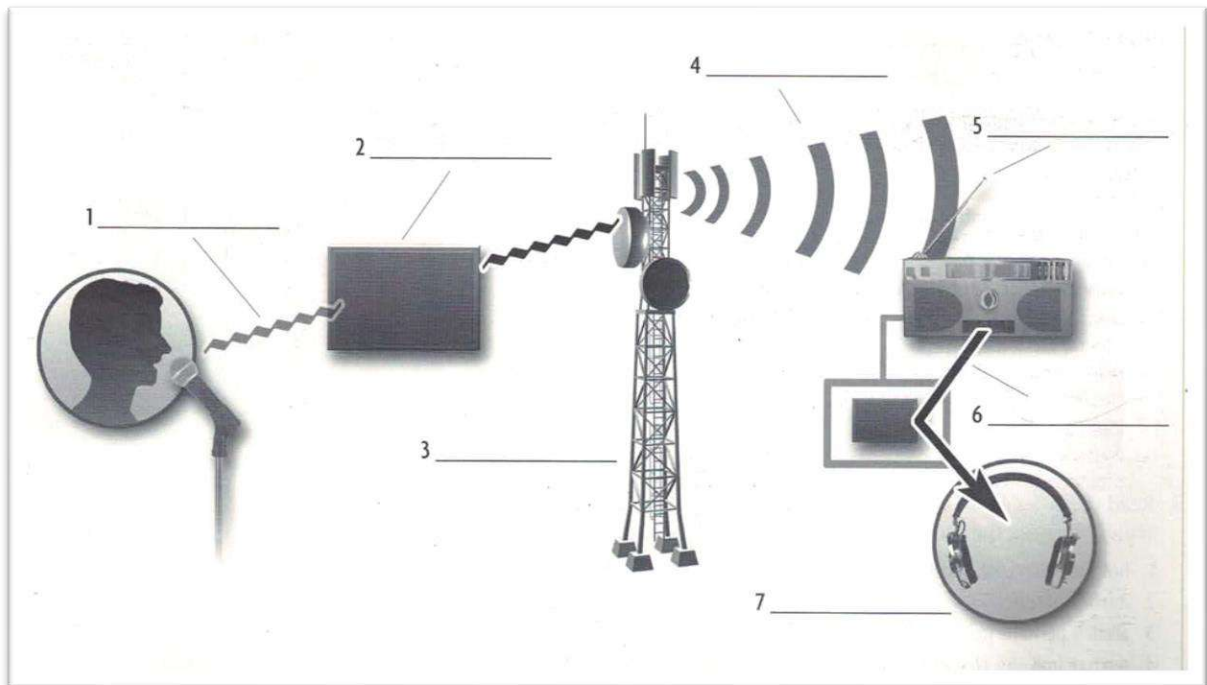
6. When you make a \_\_\_\_\_, you decide what you want.
8. When you \_\_\_\_\_ something, you make it or cause it to happen.
9. If something is \_\_\_\_\_, it makes people feel full or happy.
10. If something is a \_\_\_\_\_, it's very nice, but not necessary.

## Reading activity

### The old-fashioned secret behind modern technology

**1** Have you heard of Guglielmo Marconi? He is said to have invented radio at the end of the nineteenth century. Until television became widespread, radio was one of the basic means of communication and entertainment. The simple transistor radio may seem a little old-fashioned in these days of mobile phones, laptop computers, and iPods. However, radio waves, which are invisible and undetectable to humans, have changed the world completely. When you use a mobile or cordless phone, a wireless network for your laptop, or switch TV channels by remote control, you are using radio waves.

**2** So, how does it work? Let's take a radio programme as an example. Firstly, in the studio the voices and music are turned into electronic signals, called 'voice waves'. Next, they are made stronger by passing them through an amplifier. These stronger waves are called 'carrier waves' and they are passed to large aerials. Then the aerials send out these waves, which are now called 'radio waves'. These are subsequently picked up by a receiving aerial, in this case, the one on your radio. After this, the radio waves go through a reverse process. They are first turned back into voice waves, then passed through another amplifier, and finally sent out through speakers or headphones. The result is your favourite music or the latest news!



Listening activities

The screenshot shows the TED-Ed website interface. At the top, there is a red navigation bar with the text "Discover", "Create", "Get Involved", and "Support". Below this, the title "The environmental cost of free two-day shipping" is displayed in a large, bold font. Underneath the title, it says "LESSON CREATED BY ALEJANDRA COLIN USING TED-Ed's LESSON CREATOR" and "VIDEO FROM Vox YOUTUBE CHANNEL".

Below the title, there is a section titled "Let's Begin..." with the question "What do we buy? How do we buy?". To the left of this section is a video player thumbnail. The thumbnail shows a pair of socks, a star rating of five stars, and the text "FREE SHIPPING". A hand cursor is pointing at the "FREE SHIPPING" text. The video player is partially obscured by a red overlay.

To the right of the video player, there are three buttons: "Watch", "Think", and "Discuss". The "Watch" button is highlighted in red.

This screenshot shows the same TED-Ed lesson page, but with a multiple-choice question displayed. The question is "What is the main idea of the TedEd about?". There are four options: A) Shopping on line is easier nowadays, B) Everything you buy will be at your door in two hours, C) Delivery system has improved, and D) People can not live without shopping online. Option B is selected with a radio button.

The video player thumbnail is now smaller and positioned to the right of the question. The "Watch" button is still highlighted in red, while the "Think" and "Discuss" buttons are in a light gray color.

# The environmental cost of free two-day shipping

LESSON CREATED BY KALIJANGRAOOLINUSINS TO-46 • LESSON CREATOR  
© DEE FROM THE YOUTUBE CHANNEL


Let's Begin...

1 Guided Discussion 0 Open Discussions

**1 Guided Discussion**

**Spending Habits**

It is interesting to see how people spend their money. For example, some people like to buy things online. This is because it is easy and fast. However, this can be bad for the environment. This is because of the cost of shipping. Some people like to buy things in a store. This is because they can see the things they are buying. However, this can be bad for the environment. This is because of the cost of shipping. Some people like to buy things in a store. This is because they can see the things they are buying. However, this can be bad for the environment. This is because of the cost of shipping.




Watch  
Think  
Discuss

@ t t f o

### Writing activity

☰ YouTube <sup>MX</sup>

✕ 🔍



IELTS Writing - Vocabulary to Describe a Process

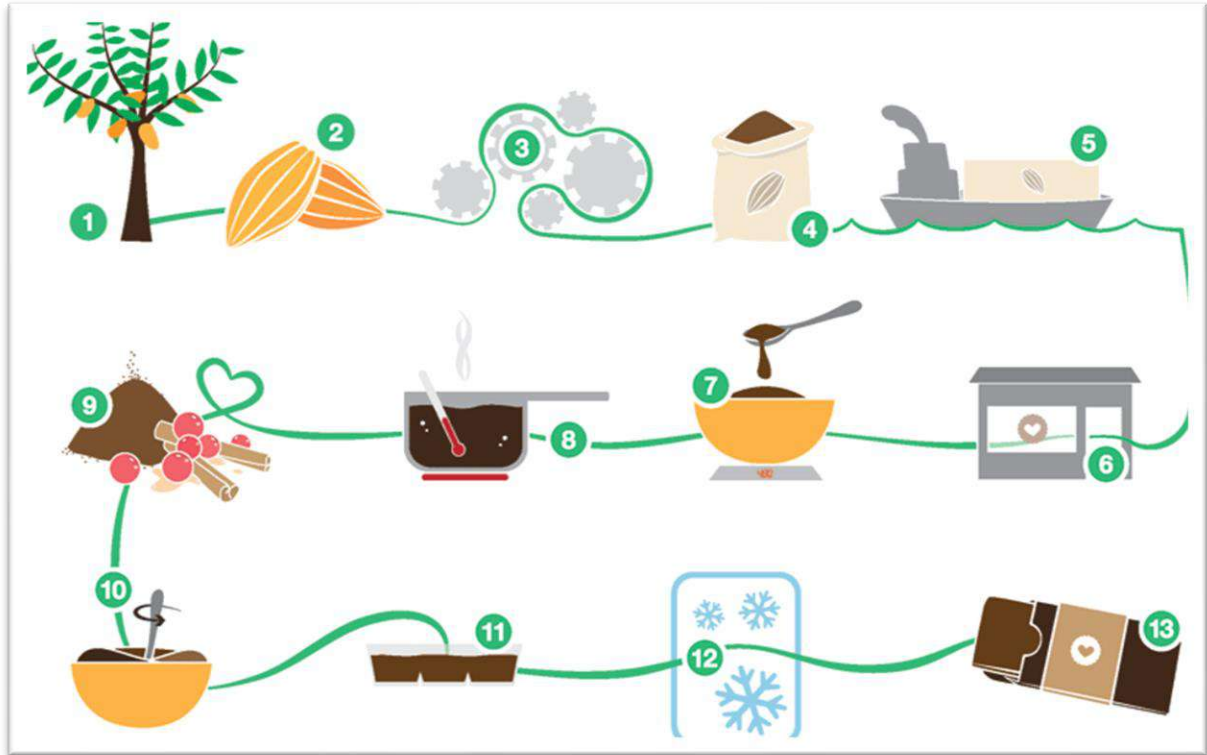
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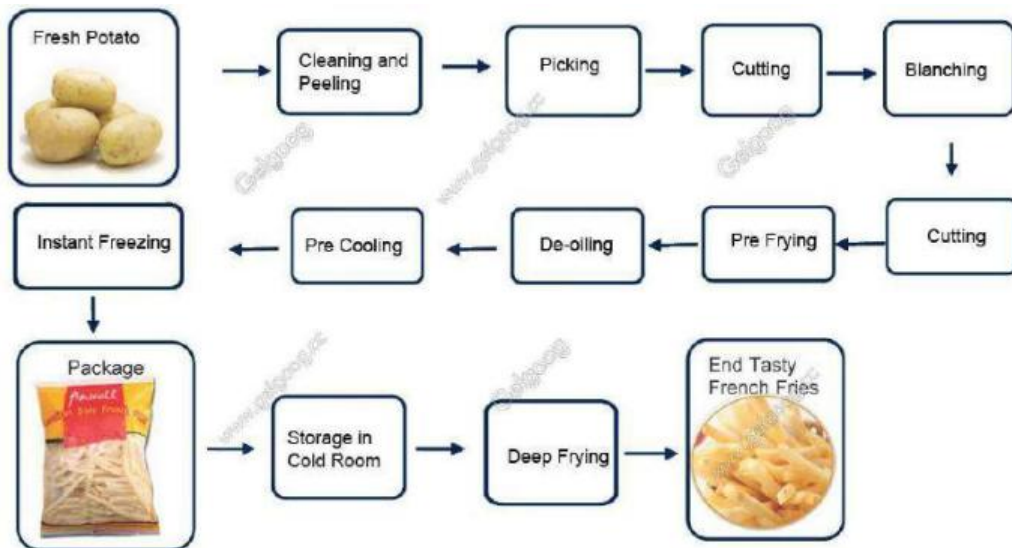


Speaking activity

### HOW IS CHOCOLATE MADE?



### HOW ARE FRENCH FRIES MADE?



## **2.07 Description and deep analysis of the procedure of the learning activities**

### Teacher and student roles

First, a role can be defined as the set of actions that are expected or anticipated for a certain setting or task. (...) Roles must also be considered in conjunction with people around you – a “network of roles” that is based on power, responsibilities, skills, experience, and personal relationships. Since most teaching occurs within institutional setting of a school, let us first look at how school determine our role as teachers. (Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera, 2021).

As mentioned in the quote above the kind of school we work in determines the role we play in that one. There are a lot of teachers who work in both education systems: public and private. We have been told that in private schools, they are a lot more demanding since students pay for an excellent quality service, especially in English teaching and they also concentrate on developing technological literacy for students to get ready to real-world challenges. On the other hand, we as part of a subsystem of public universities in all Mexico, we as teachers are obliged to be material developers, counselors, mentors, team members and sometimes our authorities have asked us to be translators or even worse interpreters. It is also believed that we must be researchers and need analysts, which are in some way related.

Apart from these aspects, it is essential to mention that the level of commitment teachers acquire with a specific school is going to determine their role as well as their level of responsibility because it is completely common that teachers make a great effort when they feel motivated and engaged with teaching a second language in the school, they feel part. In addition to that, we should not dismiss the income for working outside the classroom, which is not bad in the private sector compared with the public one.

The role of a second language teacher is also established by our student's characteristics and role. In the following section, we will discuss what our learner's roles are because in a group of thirty-five members, everyone has a specific role in the classroom; despite they can have more than one role.

In classroom we have identified students such as: a) social role, they love socializing instead of achieving the classroom tasks; however, most of my students are b) dependent “these students need the teacher’s support, guidance, (and encouragement) to complete tasks....They tend not to work well in large groups (and) often depend on the teacher or other students to tell them if their learning has been successful and if not, how to remedy the problem.” (Especialización en la Enseñanza y Aprendizaje de Inglés como lengua extranjera, 2021).

Based on the previous definition of dependent student’s role, we can say that students tend to ask every single detail related to tasks or assignments. But we should consider that sometimes teachers have some responsibility for this fact because we want to control everything inside and outside the classroom and that makes our life more complicated due to students send emails, WhatsApp messages, or they leave messages in the different LMSs the teacher is using, they can be Google Classroom, Schoology, Teams, etc.

At least once in our teaching practice, we have played distinct roles as teachers or as learners. As a second language learner I can say that I am a task-oriented student and as a teacher I can say that I am a team member; however, the truth is that I prefer developing tasks individually.

## **2.08 Analysis of the procedure of the learning activities**

The name of this unit of learning is *Things that Matter*, whose main objective is that second language learners can describe a process using present passive. In this section we are describing what really happened in this set of sessions, lasting approximately 10 hours. We are describing aspects related to second language learners’ and teacher’s performance, achieved, and expected outcomes.

During the Warm-up activities of this unit, we noticed a communal problem, L2 learners have problems with expressing their ideas, for instance, the students who participated started speaking in English, but they finished their ideas in their native language, Spanish. They seemed to be motivated to be part of the class because the pictures were attractive for them (input); however, they were not capable of expressing complete ideas in a second language.

They only produced words in isolation. In addition to that, students tend to translate everything into Spanish, or they use their cellphone to translate simple words. In this case the teacher started speaking more slowly in English and clarifying what they had to do, so in this case the teacher Talking Time (TTT) increased, and the expected outcome was not achieved because it was expected that L2 learners have an active role in their learning process. But they are learning even when their oral production is limited.

Working with vocabulary was a lot easier since they could read the words in a specific context, and they could infer the meaning of these new words. But when the crossword was given to solve, they started hesitating and it took them more time than expected, but finally they got all correct answers. Actually, the crossword given to L2 learners had a mistake of edition, and they could identify and edit it. The following class, we continued working with lexis seen the previous class and I read them the definition and they told the answer using it with a complete sentence.

Grammar and its function were taught using simple questions such as: “Where is your smartphone made?”, and L2 learners answered Japan, China, the United States and so on. So, we wrote on the board: “My smartphone is made in Japan”, and we started making questions from general facts to specific facts. For example, Champagne is drunk in France; “Tortillas” are eaten in Mexico; Shoes are made in San Mateo Atenco, and English lessons are given at UTVT.

Having mentioned a lot of examples, they were asked to write more examples on the board, and they did it. When they finished writing their examples, the teacher elicited the grammar rule and second language learners were able to tell the class that we use the verb to be and another verb in past, and suddenly some mentioned it is not past, it past participle, which means that they have previous knowledge that is somewhere passive and it needs to be activated.

In the next session, we moved to the reading comprehension section, in which the text was not authentic, but it was taken from a course book called Academic Skills – Reading, Writing, and Study Skills from Oxford University Press. The reading text is the old-fashioned secret behind modern technology. We answer the activities suggested by the author of the

book that were not bad, they were based on labelling a diagram and identifying specific information. But the main objective was centered on the second paragraph, where we could underline plenty of examples with present passive and L2 learners identified how to establish a sequence in a process.

To consolidate the previous activity, L2 learners watch a video taken from IELTS certification, in this video clip provides students with lots of examples containing sequencing words to describe a process. After, this activity L2 learners were given an answer sheet which has two pictures representing two processes, one in singular and one in plural, and in that way, we started the process of writing. It was in this section when second language learners made some mistakes and errors. We can mention the following ones among others:

- Meaning: The tree was planted instead of Cacao beans are harvested.
- Singular and plural: French fries is fried.
- Use of imperatives, First, put the French fries
- Lack of vocabulary
- Lack of sequencing words

Having done these activities, we listen to an authentic listening video clip about shopping online. For this activity, we found an especially useful website called TedEd.com. In this website, we as teachers can design three types of listening activities based on the listening. First, L2 learners watched the video with or without subtitles. Next, they can move to the think section in which they answer a series of questions based on the video and finally, they write their opinion about a specific topic.

## 2.08 Language Assessment

Learning, teaching, and assessment are three essential elements of the teaching and learning process in a second language. Teaching involves setting goals, monitoring performance, and giving feedback. In the following section, we are going to focus on how assessment help teachers.

According to Brown there is a difference between testing and assessment: *Testing* is defined as “a method of measuring a person’s ability, knowledge, or performance in a given domain” (Brown H. D., 2004) while assessment is defined as “an ongoing process that encompasses a much wider domain [than testing]” (Brown H. D., 2004) based on these two definitions we can say that assessment shows teachers if students have learned what they have been taught, it allows teachers to keep checking what changes can be made based on what we as teachers can observe.

In Brown’s book *Language Assessment: Principles and Issues. “Teaching by Principles. An interactive Approach to Language Pedagogy.”* He established the five principles of language assessment: practicality, reliability, validity, authenticity, and washback. Now, we are defining these five principles, being validity and washback the most important principles.

According to (Brown H. D., 2007):

1. Practicality: A good test is practical. It is within the means of financial limitations time constraints, ease of administration, and scoring and interpretation.
2. Reliability: A reliable test is consistent and dependable. A number of sources of unreliability may be identified:
  - the test itself (its construction) known as test reliability
  - the administration of a test
  - the test-taker, known as student-related reliability
  - the scoring of the test, known as rater (or scorer) reliability
3. Validity: By far the most complex criterion of a good test is validity, the degree to which the test measures what it is intended to measure...How does one establish the validity of a test? Statistical correlation with other related measures is a standard method. But validity can be established only by observation and theoretical justification. There is no final, absolute, and objective measure of validity. We must ask questions that give us convincing evidence that a test accurately and sufficiently measures the test-taker for the particular objective, or criterion of the test.

4. Authenticity: A four major principle of language testing is authenticity, a concept that is a little slippery to define, especially within the art and science of evaluating and designing tests. Bachman & Palmer (1996, p. 23) define authenticity as “the degree of correspondence of the characteristics of a given language test task to the features of a target language task,” and then suggest an agenda for identifying those target language tasks and for transforming them into valid test items.
5. Washback: When students take a test, ideally, they will receive information (feedback) about their competence, based on their performance. That feedback should “wash back” to them in the form of useful diagnoses of strengths and weaknesses. Washback also includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment. Informal assessment is by nature more likely to have built-in washback effects because the teacher is usually providing interactive feedback. Formal tests can also have a positive washback, but they are also subject to an inadvertent absence of washback if students simply receive a letter grade or a single overall numerical score.

(Brown H. D., 2007)

A positive washback is the influence of testing on teaching and learning. In language education, positive washback encourages language learning. In other words, a test has a positive washback when test-preparation activities are the same as language learning activities. For example, doing a pair work speaking activity before a speaking test. In real practice, we often try to test communication, because this encourages teachers and students to practice communication.

On the other hand, negative washback limits students' learning. Teachers and learners sometimes do activities which are not helpful for learning the language. There is a strong relationship between negative washback and the test “construct.” Basically, a test construct is the specific type of student ability which is being assessed.

But is the test construct? The test construct can be too narrow, so an only a small number of specific skills or abilities are evaluated. This may cause teachers and learners to restrict what they learn. For example, if speaking is not assessed. This may choose not to practice speaking in class, even though it would be a useful skill in real life. As a matter of conclusion, we can mention that to avoid this negative washback, we need to include a wide range of skills and abilities in our test construct.

Teaching to the construct means focusing on developing the abilities that are being assessed, not just practicing test questions. Many international tests have well-developed constructs that reflect how language is used in real-life. When we teach to the construct of these tests, we develop our students' ability to use the language in real-life situations. Of course, this also helps students to perform well in the test.

## **2.08.01 Assessing Receptive skills**

### **2.08.01.01 Assessing Reading**

There are fewer and fewer readers in Mexico. A survey by the National Institute of Statistics and Geography (Inegi) published on April 21, 2021, reflects that 71.6% of the adult population that can read and write read some books, magazine, newspaper, or internet page. There is a gradual reduction by year since 2016, when the reading population in the country was 9.2% larger. However, more books are read. The average number of books read by adults in the last 12 months was 3.7 copies, well above the 3.1 reached in 2018. Women reported reading more copies than men: 3.9 compared to 3.5 for men. (Micaela, 2021)

As we have read in the previous citation, there has been a decrease in the percentage of readers in our country. However, we read a lot more than we may consider these days. For example, we check messages in our phones, read today's news, follow signs to a platform, notice a poster advertising a music concert, and read emails. In addition to these it is not only what we read that is important, but also why we read; for example, when we check our emails, we may want to check if there are important messages. So, we can see that the purpose we have for reading determines if we read something quickly or carefully and how much detail we need. Our purpose for reading will establish how we read:

- Skimming is when we go through a text quickly to understand what it is about and see if we need to read it more carefully.
- Scanning is another form of quick reading, which we use when we want to look for something specific within a text.



- Intensive reading is a form of careful reading. When we need to pick up as many details as possible, usually to perform a task based on our reading, we read intensively.
- Extensive reading is what we do when we are reading something for pleasure.

In our teaching experience, we have heard the terms top-down and bottom-up as ways of describing reading processes. Although they do not describe the same reading processes, these distinctions are useful to help us understand how complex reading is, we as teachers should remember that we cannot see these processes happening. So, we need to think about all the things our brain is doing when we read something.

Now, the main question in this section is: How can we assess reading?

When assessing reading, we can use lots of different tasks, all of them have their advantages and disadvantages. Among the tasks we can use to assess this skill, we can mention the following ones:

- Multiple choice questions
- True or False questions
- Matching tasks
- Gap filling and cloze
- Short answer questions
- Open questions
- Information transfer
- Ordering tasks
- Integrated tasks

When designing a reading task, we must consider the following:

- Test purpose
- Language used in the text
- Real life text: “authentic material”
- The level of difficulty.
- Basic level students: we must use images that help them to convey meanings.
- Number of tasks

## 2.09 Assessing tools rationale

Reading is being assessed through an infographic related to Normal Vital Signs. We expect to assess our second language learner ability or skill to identify specific information from a text addressed to nurses or doctors. We also expect that they can be able to infer the meaning of technical words such as cuff, binaural and a bladder, etc. Also nursing students are asked to underline the evidence of their answer because it is necessary to justify it.

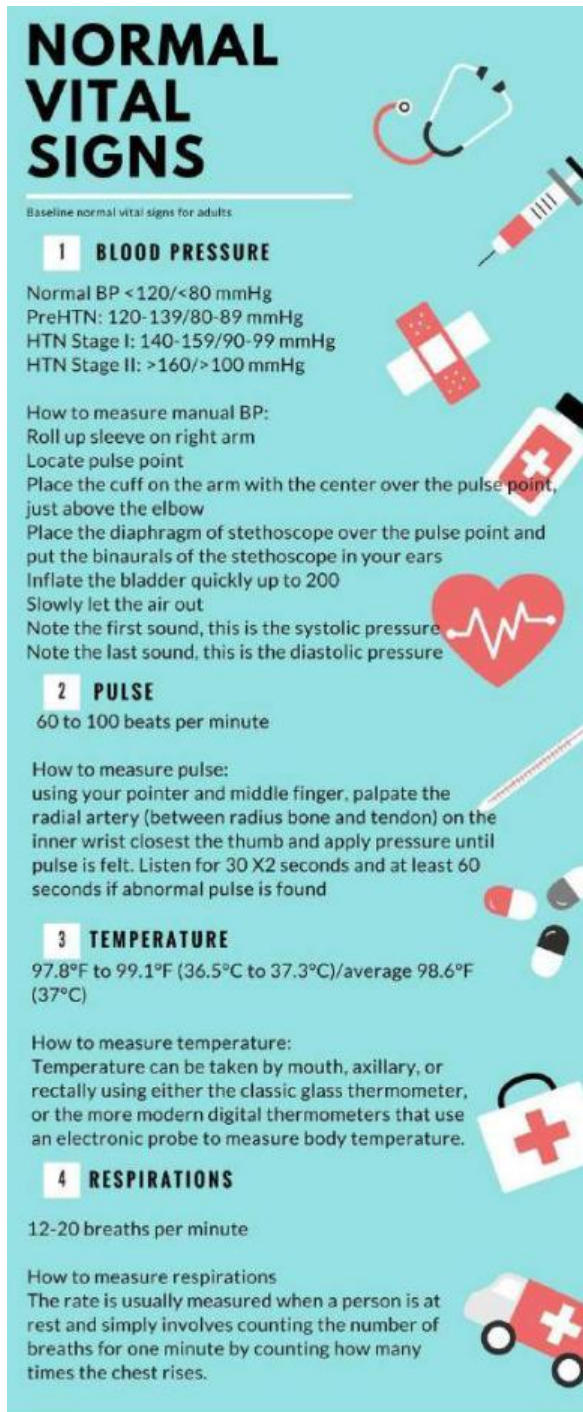
Listening: This assessment activity was designed in TedEd.com, which lets us create a complete set of activities to practice listening with authentic material. This platform allows English teachers to include sections such as: **Think** in which we can make multiple choice questions or open questions related to the video. We can also include **Dig Deeper** used for adding extra information that might be helpful and meaningful for our students, and finally we can include **Discuss**, section in which we can include a topic to discuss.

Writing: With this assessment tool (a video clip called *What really happens to the plastic you throw away* by Emma Bryce) second language learners are going to test their ability to identify specific information and identify the steps considered in a plastic bottle life process. This activity is going to help students express their ideas related to objects with a long-life cycle and how they affect our environment.

Speaking: A rating scale / speaking rubrics is the most objective tool used for assessing speaking because it contains descriptions of student's performance at various levels of speaking or writing. Markers match a student's performance to the closest description The table shows the score for that level.

In this writing assessment, nursing students are asked to describe a process nonrelated to their area of study because in the speaking assessment they are going to do that spoken assignment. In this writing task, we are assessing if they are capable to use present passive voice, verbs in past participle verbs and sequencing words, such as First, Then, After that and finally among others. In addition to that, we must verify if the task achievement is completed.

## Assessing Reading Tool 1



# NORMAL VITAL SIGNS

Baseline normal vital signs for adults

### 1 BLOOD PRESSURE

Normal BP <120/<80 mmHg  
PreHTN: 120-139/80-89 mmHg  
HTN Stage I: 140-159/90-99 mmHg  
HTN Stage II: >160/>100 mmHg

How to measure manual BP:  
Roll up sleeve on right arm  
Locate pulse point  
Place the cuff on the arm with the center over the pulse point, just above the elbow  
Place the diaphragm of stethoscope over the pulse point and put the binaurals of the stethoscope in your ears  
Inflate the bladder quickly up to 200  
Slowly let the air out  
Note the first sound, this is the systolic pressure  
Note the last sound, this is the diastolic pressure

### 2 PULSE

60 to 100 beats per minute

How to measure pulse:  
using your pointer and middle finger, palpate the radial artery (between radius bone and tendon) on the inner wrist closest the thumb and apply pressure until pulse is felt. Listen for 30 X2 seconds and at least 60 seconds if abnormal pulse is found

### 3 TEMPERATURE

97.8°F to 99.1°F (36.5°C to 37.3°C)/average 98.6°F (37°C)

How to measure temperature:  
Temperature can be taken by mouth, axillary, or rectally using either the classic glass thermometer, or the more modern digital thermometers that use an electronic probe to measure body temperature.

### 4 RESPIRATIONS

12-20 breaths per minute

How to measure respirations  
The rate is usually measured when a person is at rest and simply involves counting the number of breaths for one minute by counting how many times the chest rises.

reference: Hopkinsmedicine.org

You are going to read a text about Normal Vital Signs and how to measure them when you are at hospital.

Now, read carefully and match the paragraphs with the appropriate description:

In this process the patient is at rest and the number of breaths is counted for about a minute. \_\_\_\_\_

Here a pointer and a middle finger is needed to palpate the radial artery. \_\_\_\_\_

This can be taken by mouth, axillary, or rectally with a classic glass thermometer or digital ones. \_\_\_\_\_

This process involves using a cuff, a diaphragm of stethoscope, binaurals, and a bladder. \_\_\_\_\_

1 The normal average of BP is <120/<80mmHg / 120-139 / 80-89 mmHg.

2 The appropriate number of beats per minute is 60 to 100 / less than 60 beats per minute.

3 If we are 39°C, we have temperature / fever.

4 We are breathing properly if we breath 20-22 breaths per minute / 12-20 breaths per minute.

## Assessing Listening

Language teachers find listening the hardest skill to test because we cannot see it, and obviously we are not able to measure it, but we need to test if a second language learner is a good listener or not or in other words, competent or non-competent. Listening is by far a particularly important part of communication, we listen, then, we respond and so on; so, listening is clearly an overly complex process. It involves both sound recognition and an ability to make sense of these sounds to understand a message.

As we saw in Module 1 communication needs both a sender and a receiver of a message. The receiver has the responsibility to process information to respond to it appropriately. As we have experienced in our lessons, it is sometimes difficult to know just how much of a message has been understood accurately. Then, the aim of listening tests consists of providing a measure of this.

In addition to that, listening tests can be based on a wide variety of material, such as interviews, advertisements, announcements, and talks. However, these must be chosen with the test takers in mind.

As we have already mentioned there is a set of common tasks, we can use to assess listening:

- Multiple choice questions
- True / False questions
- Matching tasks
- Ordering tasks
- Gap fill and cloze
- Short answer questions
- Information transfer
- Integrated tasks
- Dictation

The selection of tasks we put in our tests will depend on lots of things, and it is very important to try to imitate a real-life activity and to include a variety of task types and listening sub-skills (listening for specific information, listening for detail, listening for gist, listening for inferred meaning and listening for attitude), according to their level of processing so that we can really get a picture of what students do with their language skills.

As teachers, we all the power of the internet, and how it has changed our daily practice and there are different resources for listening assessment. When we use technology to design our tools for assessing, we need to consider the purpose of our test. We should think of a meaningful listening situation, and we must which listening skills we want to test. Then we can select the listening and develop the tasks. If the perfect resource is available online or from a published collection. In case we do not find the appropriate resource, we could start to create our own materials. However, there are some advantages and disadvantages to do this. Among the pros and cons, we can mention the following aspects:

*Table 1 Creating materials pros and cons.*

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Bank of materials suitable for students and contexts.</li> <li>• Teachers can choose the topics.</li> <li>• We can adapt our materials to the needs and level of our students, and choose the most appropriate topics, discourse, and pace.</li> </ul>	<ul style="list-style-type: none"> <li>• It can be time-consuming to record, edit and then develop the tasks so we need to plan well in advance.</li> </ul>

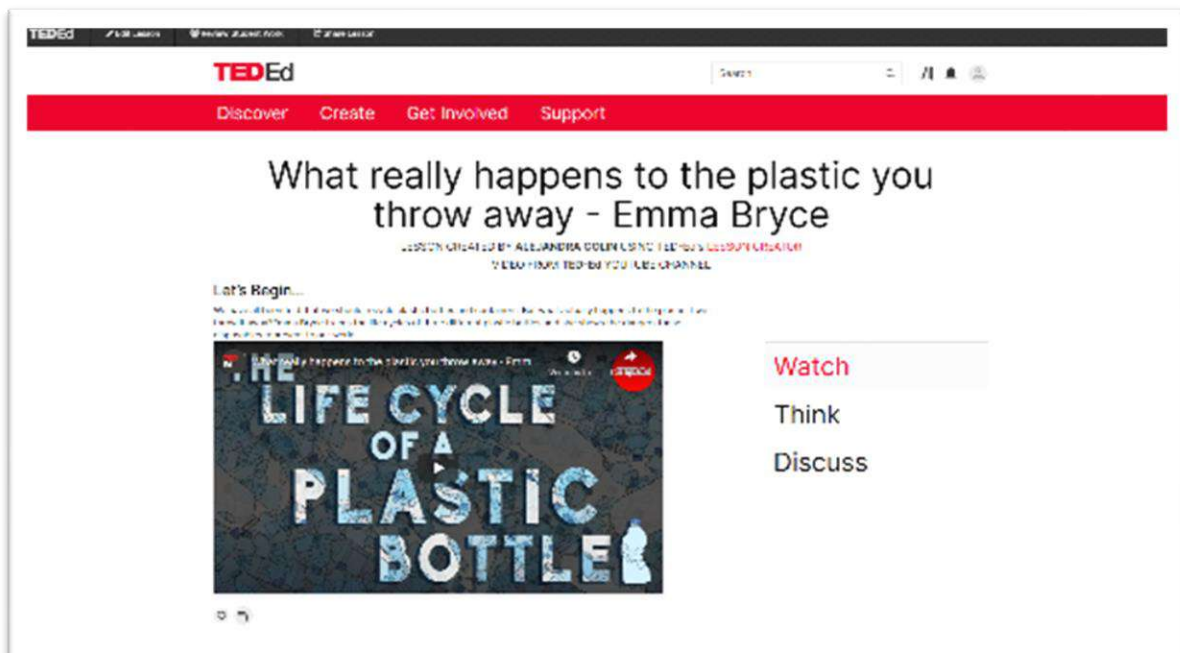
*Note: Advantages and disadvantages of creating materials for listening assessment*

## Assessing Listening Tool

This assessment activity was designed in TedEd.com, which lets us create a complete set of activities to practice listening with authentic material. This platform allows English teachers to include sections such as: **Think** in which we can make multiple choice questions or open questions related to the video. We can also include **Dig Deeper** used for adding extra information that might be helpful and meaningful for our students, and finally we can include **Discuss**, section in which we can include a topic to discuss.

With this assessment tool (a video clip called *What really happens to the plastic you throw away* by Emma Bryce) second language learners are going to test their ability to identify specific information and also to identify the steps considered in a plastic bottle life process. This activity is going to help students express their ideas related to objects with a long-life cycle and how they affect our environment.

Link for this site: <https://ed.ted.com/on/yFaYeBCR>



The image shows a screenshot of a TED-Ed lesson page. At the top, there is a navigation bar with the TED-Ed logo and a search bar. Below the navigation bar, there are four tabs: Discover, Create, Get Involved, and Support. The main title of the lesson is "What really happens to the plastic you throw away - Emma Bryce". Below the title, it says "LESSON CREATED BY ALEXANDRA COLE LIND (TED-ED'S LEARNING DESIGNER)" and "VIDEO FROM TED-BEYOND-THE-CLASSROOM CHANNEL". There is a section titled "Let's Begin..." with a small video player thumbnail showing the title "THE LIFE CYCLE OF A PLASTIC BOTTLE". To the right of the video player, there are three buttons: "Watch", "Think", and "Discuss".

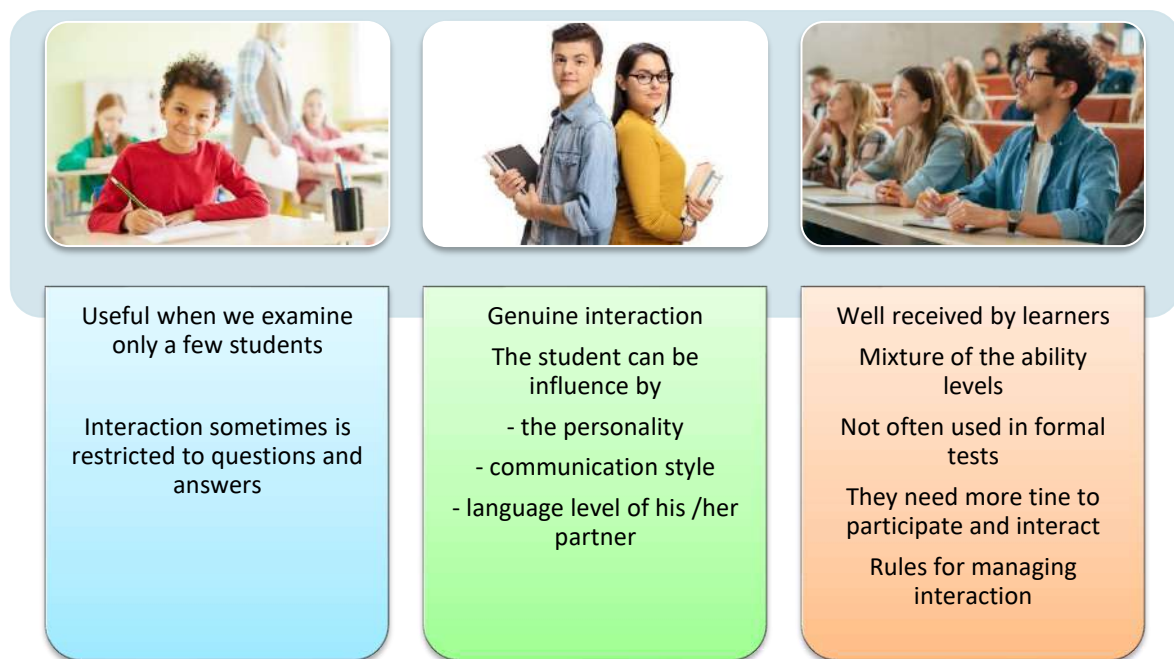
## 2.10 Assessing Productive Skills

### Assessing Speaking

Nunan defines a task as "... a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than on form..." (Nunan, 1999)

Another important concept we must take into consideration when we assess speaking is the context which according to Brown ... refers to everything in the speaking situation, except the talk that is being produced. It includes aspects of the situation, such as place, where the talk happens, cognitive an experiential aspect. It guides what is said in a speaking situation, and by manipulating the features of context through tasks properties. (Brown H. D., 2007)

*Figure 6 Speaking tasks can be organized individually, in pairs or in group*



*Note: Information taken from (Louma, 2007). Own creation.*

When we assess speaking there are different formats to assess speaking, for instance: interview, oral presentation, interactive task, and group discussion. In addition to that, there are also the main tasks:

- Describing something. For example, describing a picture.
- Comparing things: It encourages students to compare two different things.
- Telling story: Stories can be based on pictures.
- Giving some personal information: This is also a natural speaking activity and focuses on personal topics that students are familiar with.

The most common tasks materials are:

- Role-play cards
- Menus
- Schedules
- Suggested topics
- Sub-topics for a discussion
- Short written texts
- Pictures
- Picture sequence

Technology has made a variety of different settings possible for speaking tests:

- Live: This does not require any technology, but it means that the assessment must be completed in real-time.
- Recorded: This allows lots of students' speaking performances to be recorded at the same time, and it also means that markers can listen more than once. However, it means that markers need time to listen to the Fa after the test.
- Face-to-face: This might be considered more realistic, but it means that the marker and the students need to be in the same place for the test.
- Remote (via phone or internet): This may feel different from face-to-face communication, but it can make tests easier to access, especially for students in remote locations.



Now, the question is How do we give a score for speaking

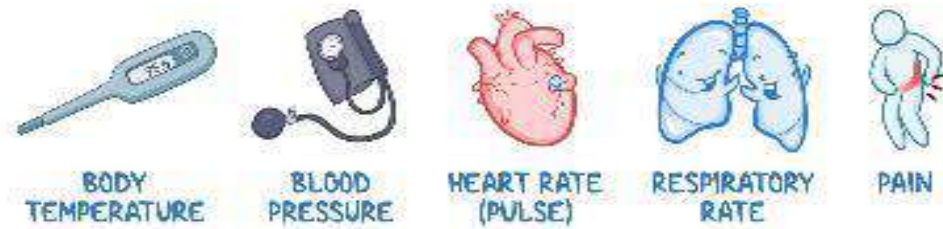
Student's speaking ability gradually develops over time. A rating scale / speaking rubrics helps us describe a student's performance in an assessment. It also describes the next level up. Looking at the differences between a student's current level on the scale can help teachers to give focused feedback. In this way, rating scales or speaking rubrics can help teachers and students to set realistic goals (backwash).

Speaking scales express how well the examinees can speak the language being tested. They usually take the form of a number, but they may be also verbal categories such as "**excellent**" or "**fair.**" There is usually a shorter or longer statement that describes what each score means, and the series of statements from lowest to highest constitutes a rating scale. (Louma, 2007)

Still, one of the biggest practical problems for us as teachers with large classes is time. We need to listen to each student, but there is a limited time available. To solve this problem, we could assess students in groups, or we could record them speaking and listen to the recordings later, but in Mexico we need to ask for permission to ask for recording or videotaping a group of students in class.

### Assessing Speaking Tool 3

This skill will be assessed by using a holistic rubric which is going to assess this group of nursing students who were asked to describe a process related to the area of studying using present passive voice one.



Note: This image was taken from [https://www.osmosis.org/learn/Introduction to vital signs: Clinical skills notes](https://www.osmosis.org/learn/Introduction%20to%20vital%20signs)



Note: These images were taken from <https://images.google.com/>

### Holistic rubric

Criteria	Autonomous	Satisfactory	Non-satisfactory
Pronunciation	Student is easy to understand and makes few errors.	Student makes many errors in pronunciation but can be understood.	Student is very difficult to understand or responds in L1.
Fluency	Student can effectively communicate in different contexts.	Student can generally communicate in most situations.	Student cannot communicate effectively in any situation.
Word choice	Student uses appropriate words to express meaning.	Student uses words or phrases to express simple meanings.	Student speaks using unrelated words.
Usage	Student makes minor errors in grammar and structure and can be understood.	Student makes major or frequent mistakes in grammar and structure, but it is possible to understand.	Student makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/meaning	Student responds with connected vocabulary and language to express ideas. Response contains few errors.	Student responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary.

This rubric was retaken from (Kuhlman, 2008) cited in this Specialization.

## Assessing Writing

Writing, like speaking, is a form of communication. This is important to remember when assessing writing. We are not only interested in features such as grammar or spelling, but also in the writing is used to communicate.

Before we consider how to assess writing, we need to think about how we use writing in real-life because authentic writing tasks are usually more motivating for students. In addition, they show students' ability to write in real-life situations.

In addition to that it is also necessary to consider the following elements:

1. Subject matter: *What is the test-takers asked to write about?* Family, self, school, technology, etc.
2. Stimulus: Material that forms basis for generating writing content (Test, multiple texts, graph, table, etc.)
3. Gender: Communicative function (Letter, essay, informal note, advertisement, etc.)
4. Rhetorical task: Discourse modes (narration, description, exposition, argument).
5. Length: Less than half page, 120 – 180 words or more.
6. Time: Less than 30 minutes, 30-50 minutes or more.
7. Prompt wording: Information provided to carry out the task (question, statement, context provided).
8. Choice of prompts: Choice vs no choice
9. Scoring criteria: Elements to be evaluated: Content, organization, accuracy, etc.

(Weigle, 2010)

Like speaking, writing is usually assessed using a rating scale or rubric. Rubrics give students credit for what they do well, rather than penalizing them making mistakes. This can feel more positive and motivating for our students. We must remember that we have different rating scales or rubrics we can use to assess our second language learners, for instance, holistic and analytic. As second language teachers we find the holistic rubric is easier to use because they give an overall score for a piece of writing or speaking. But in terms to get more detailed information about the students' performance of their writing we must construct an analytic rubric to assess grammar, vocabulary, and task achievement among other aspects.

When we design our own rubric (holistic or analytic), it is particularly useful when we look at some examples. We can take some ideas of the criteria and the descriptors of the level of performance.

However, sometimes as teachers do not teach our second language learners how to write and we only assign them and ask them to write. Unfortunately, we assume that they know how the process is. So before assessing writing, we must teach them to consider the following who the test-takers are, who their imagined audience for writing is, and what the purpose of the piece of writing is, to be able to assess it in a writing assessment.

The most common writing tasks are:

- A business letters
- Formal and informal emails
- Postcards
- A perfect story
- Note writing
- A creative writing activity
- Improving paragraph writing

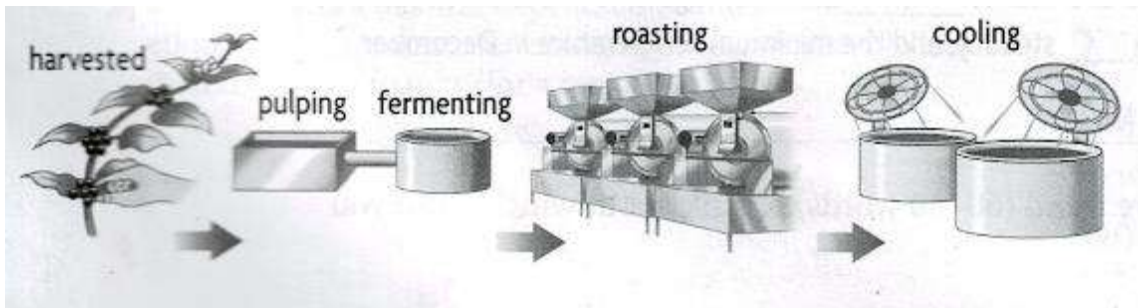
(Council, British Council , 2022)

### Assessing Writing Tool 4

In this writing assessment, nursing students are asked to describe a process nonrelated to their area of study because in the speaking assessment they are going to do that spoken assignment. In this writing task, we are assessing if they are capable to use present passive voice, verbs in past participle verbs and sequencing words, such as First, Then, After that and finally among others. In addition to that, we must verify if the task achievement is completed.

How is coffee made?

Look at the process of producing coffee and write the process using sequencing words.



Include these words in your description.

- |            |          |         |         |            |
|------------|----------|---------|---------|------------|
| to harvest | a husk   | to pulp | a bean  | to ferment |
| a tank     | to roast | an oven | to cool | To remove  |
| Manually   |          |         |         |            |

First, coffee beans are \_\_\_\_\_

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## Rubric

Criteria	Autonomous	Outstanding	Satisfactory	Fail
My spelling in the text is appropriate.				
There is a variety of vocabulary in the text.				
My use of language is proper to the English course I'm attending.				
My text has cohesion and coherence.				
I answered to the questions needed and prove I fulfil the function.				

Note: This rubric is the one we use in the English Faculty at Universidad Tecnológica del Valle de Toluca.

### 2.06-02.03 Assessing grammar and vocabulary

A lot of second language teachers will argue that you do not need separate grammar and vocabulary tests. In fact, some teachers feel it is more helpful to test if students know how to use language appropriately, not accurately, and that this is best done through tests assessing productive skills.

However, there are some good reasons to give grammar and vocabulary tests.

- The content of grammar and vocabulary tests can be chosen from the course program, so they can be easily measured as a sign of progress.
- Grammar and vocabulary tests are often based on rules, so students feel there is a clear right or wrong answer.
- Students expect to follow grammar and vocabulary taught within the coursebook and be tested on the content of that book. If your students see clear improvement, then they may be more motivated to continue onto the next course.

A teacher also needs to decide if the tests are testing grammar or vocabulary. Some vocabulary tests can be more like spelling tests, and a lot of multiple-choice grammar tests may have options that do not test the grammar rules.

Some teachers might have heard that grammar is not really taught in communicative approaches to language to teaching. Early on, some practitioners did indeed move away from directly dealing with grammar. But if we see grammar and vocabulary as the building blocks of the language, both are needed to create meaning as effectively as possible. So, grammar has

its place in the modern communicative classroom, as well as vocabulary. Assessing them is appropriate, both separately and through the four skills if we do it in an effective way.

Nowadays, many teachers accept modern research, which has pointed out the importance of context. So, we need to understand if grammar is appropriate according to the situation, rather than just being right or wrong. This context tells us if the language spoken or written, formal or informal, planned, or spontaneous. We have already used the image of building blocks of the language to speak about grammar and vocabulary.

Depending on the context and the use of the language, we might choose different blocks to express the same idea, or we might link them together in diverse ways. And the choice we make can influence how words are understood.

Knowing grammar includes knowing the form, its meaning, or meanings, and why and when we use various forms. Therefore, we must assess not only students' accuracy, but if they can choose appropriate grammar to use for certain purpose. Finally, we should assess if students can use their grammar knowledge and skills for both producing, as well as understanding English.

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Grammar and vocabulary can be integrated into the reading or writing sections of a test, for example, through a proofreading task where they need to correct grammatical mistakes, or to change the wording of sentences to use more technical vocabulary.

#### Assessing Grammar and Vocabulary

In this assessment assigned to nursing students they are test their knowledge related to grammar by describing a process.

Grammar and vocabulary can be integrated into the reading or writing sections of a test, for example, through a proofreading task where they need to correct grammatical mistakes, or to change the wording of sentences to use more technical vocabulary.

The tea plant 1) *is grown* (*grow*) mainly in the Far East, with India leading the world in production. These plants 2) \_\_\_\_\_ (*raise*) from the seeds which 3) \_\_\_\_\_ (*produce*) by the white flowers on the tea plants. They 4) \_\_\_\_\_ (*grow*) on large farms called tea gardens.

When the tea plant is from three to five years old and about one metre high, it is ready for its leaves to be picked. The leaves 5) \_\_\_\_\_ (*pick*) by workers, called tea pluckers, and then they 6) \_\_\_\_\_ (*send*) to a factory for processing.

First, the leaves 7) \_\_\_\_\_ (*spread*) out on shelves, where air 8) \_\_\_\_\_ (*blow*) over them to dry them. Next, the leaves 9) \_\_\_\_\_ (*put*) through rolling machines to press out their juices, and then they 10) \_\_\_\_\_ (*place*) in a fermenting room, where they change to a coppery color. Finally, the leaves 11) \_\_\_\_\_ (*dry*) in an oven, where they turn a brownish-black color.

In Britain, where tea is the national drink, about 500 million pounds of tea 12) \_\_\_\_\_ (*import*) each year, enough to make 100 billion cups of tea.

Note: This grammar exercise was taken from (Philpot, 2011)

#### Giving feedback

After having applied these assessing tools, feedback was given the following class. In this case, the feedback was done in group because all the exercises had the same answers. Individual feedback was given individually in written production and speaking. This feedback allows me to realize that my learners have a lack of vocabulary related to verbs in past participle, basic words related to their area of study such as: nurse, nursing, nursery, etc.

Giving feedback help second language learners understand if they are autonomous, outstanding, satisfactory, or non-satisfactory, which is related on the Common European Framework of Reference for Languages (CEFR). However, students are not familiar with this form of giving feedback, they always want to get a number. They are focus on the quantity not in the quality

## Chapter 3: Experience Report

When we assess our second language learners, we always want them to go over our outcomes, but sometimes these expectations vanish when we design assessing tools without proficiency. In the following chapter, we are deeply reflecting and analyzing the results of conducting the assessing tools we designed as part of our lesson plan.

In order tests to be reliable, practical, valid and authentic and also to provide strong washback, we decided that L2 learners must answer them online with the use of Google forms. We asked our students to take these assessing tools in one of the English Labs in front of a computer with access to internet.

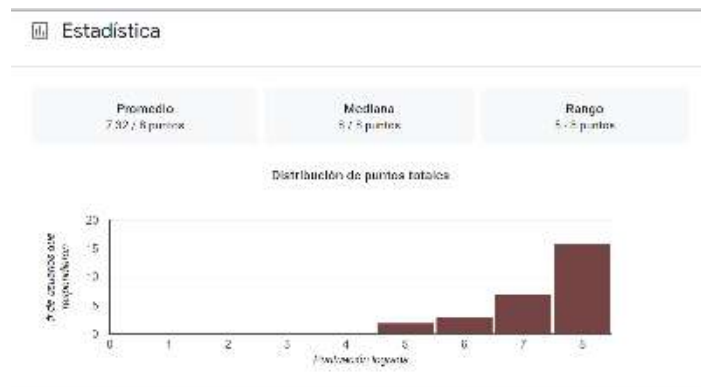
Receptive skills

Reading comprehension

This assessing tool is based on eight questions (4 multiple-choice answer and 4 optional answers). In the following link we can have access to the reading assessing tool: <https://forms.gle/aPgDD8eKr74qx7P66> and in the next one: <https://docs.google.com/spreadsheets/d/15hNb0Z5PcdDIPbcPCSqWuBdYNg25EYdczf01CrFihE/edit?resourcekey#gid=88920500>, we can have access to the results and interpret them to generate new strategies to implement the washback.

The following graph shows the results relating to the Reading Comprehension assessing tool.

Figure 7 Reading results

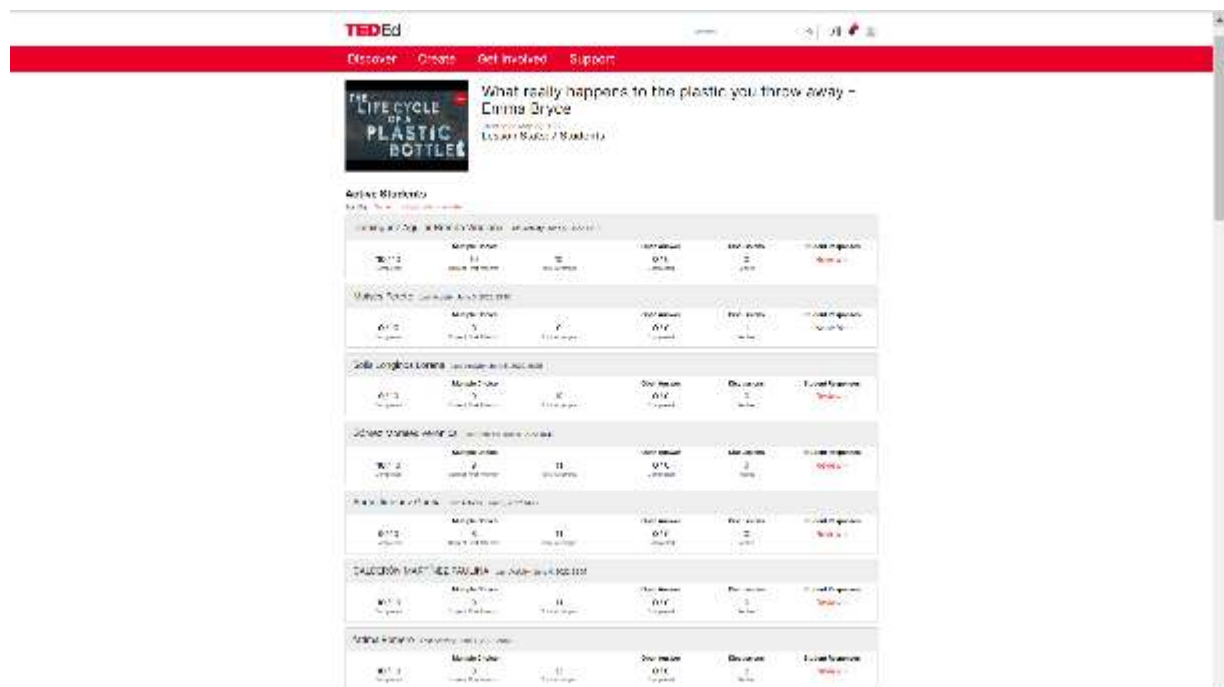


Statistics show that 16 out of 27 second language learners got 8 correct answers; 7 out of 27 got 7 correct answers; 3 out of 27 got 6 correct ones and only 2 students got 5 correct answers. Based on these results we can say that they are able to identify specific information in the reading passage. In this specific case the outcome was achieved by this group of L2 learners.

### Listening comprehension

In this assessing tool, we used a video from this website: <https://ed.ted.com> called The Life of a Plastic Bottle by Emma Bryce. We designed the listening activity with ten questions and a discussion question. In the following figure we can appreciate how the teacher can monitor their second language learners' performance.

Figure 8 Listening results



In this figure, we observe that independently of their grade, the high number of attempts implies that they are not able to understand specific information at first or second time. Some of these group of students tried more than 10 times. So, based on this information from stats, we need to provide them more authentic listening clips.

## **Productive skills**

### **Written expression**

The written assessment was also answered online, and the results were not what it was expected from second language learners, they did good attempts, but they tend to describe a process using instructions, which is the easiest way to describe a process. What is true is that they were capable to solve a task even they did not make use of the appropriate structure. This experience resulted frustrating because we have already done some practice in class, and obviously they made mistakes, but those mistakes did not affect the meaning of the produced text and the meaning of itself.

### **Speaking practice**

The last part of this assessment was based on a video in which they described a process related to their area of study, Nursing. Students uploaded their videos, and they were checked using the rubric proposed in the previous assignment. The results were like the written production (they use imperative words to describe the process). However, just some students got the outcome of describing a process using present passive and sequencing words. One of the good aspects about this speaking practice consisted of that they had to look for vocabulary related to nursing (syringe, thermometer, glucometer, etc.).

Now, it is time to analyze my role in this assessment:

- It is highly possible that the instructions were not clear for them or maybe they needed more practice in all the skills.
- The assessment tools were complex for them because they are in level A2 according to the NGL Placement Test.

## Conclusions

This Specialization in Teaching English as a Foreign Language has taught us that there are three main areas of expertise we must internalize and put into practice when we teach: a) theoretical foundations, especially The Communicative Approach and the Task Based Teaching Learning; b) the teaching and learning process in which Krashen's Monitor Model is an essential approach to understand how second language learners acquire and learn a second language; c) Kolb's experiential learning model; d) the important role of interculturalism, also called the fifth skill and used to set sociocultural aspects of a lesson; and finally e) Language assessment process based on rubrics and assessing tools to evaluate L2 learners performance.

On the one hand we realized that the teaching process implies a lot of rationale due to every activity we include in our lesson plan must answer the following questions: What am I teaching? How am I teaching? and essentially Why am I teaching that specific function in that form? On the other hand, the learning process must promote autonomous learning, active learning and self-awareness related to what they are learning through that series of activities designed for them based on their needs in order for them to be ready to be assessed.

When a lesson plan is put into practice and it is on progress, we are always reflecting if it is really promoting communicative interaction among students. That is when we as teachers realize that we should have made changes to a specific activity or a series of activities. Thus, a lesson plan is not perfect, and it tends to be modified in order to achieve the main goal of the lesson. In addition to that a lesson plan does not in the same way with a different group because the previous knowledge, their reaction to the variety of activities and of course their outcomes.

In terms of assessment, we can conclude that all the assessing tools we use in a formative or summative evaluation must have the five elements mentioned by Douglas, especially, validity and Most of the time second language teachers use the assessing tools provided by the teachers' book or by a platform which designs exams, which is very easy but are these tools really evaluating what we really want to? Based on the macro and micro skills we are teaching.

In addition to the information above, using rubrics let us have a more objective assessment, and it gives us the opportunity to evaluate the level of competence a student has and as result plan a set of activities that could help them achieve the communicative competence stated at the beginning of the lesson.

After having assessed our second language learners, it is mandatory to give students feedback, which is the appropriate form of indicating our learners their level of competency they have achieved in the different skills. This feedback process must be general (in group) or individual preferably, in order to make students realize about their lack of linguistic competence in specific skills.

This Specialty has taught us to be critical about the different processes involved in teaching English as a second language: the teaching and learning process, which involves lesson planning; the assessment process and the process of giving feedback, and obviously the importance of including rationale in all of the processes. In fact, we have to understand the different theoretical foundations which support our teaching methodology. If we retake the words “teaching methodology” or our “teaching philosophy”, we must consider that every single teacher has a specific teaching methodology that is result of all their previous teaching reflection, taking into consideration what it really worked and what it didn't.

In addition to that, we as teachers must develop in our teaching practice and in our learning practice critical thinking, intercultural competence, creativity, collaborative work and mandatorily communicative skills. Being the development of communicative competence the basis of teaching and learning processes.

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