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PROPUESTA DE INTERVENCIÓN EDUCATIVA

PROYECTO FINAL

DEVELOPING LANGUAGE SKILLS BY BREAKING UP WITH SELF-IMPOSED FEAR

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

This piece of work intends to be a summary of what we have learnt through this amazing and complete specialization course. It contains a reflection about my teaching identity and philosophy, as well as the underlying principles and theories that I have put into practice during my whole experience as a teacher, and that in greater or smaller quantity are reflected into my teaching identity and practice. It also shows, the planning, development and results as well as the reflection and theories related of the last lesson plan specially prepared for the activities of the last module, as well as some self-critics of my work. Thanks in advance for sharing your knowledge and reading my work.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

As stated in former papers, becoming a teacher was never an option. It was due to a piece of advice I listened to, that I started working as a teacher at Quick Learning. It was quite challenging but a pretty rewarding experience. There was where I discovered myself to be passionate about teaching.

There, the main goal was to teach English in the same way people learn Spanish, which is in a natural form, being surrounded by people speaking the Language, thus this is acquired "naturally". Books and material were printed on their own, based on the color chart, which is a phonological chart, so students reached a good pronunciation. Classrooms were small, from 4 to 15 students maximum. Their system was based in two methods: Direct and Audiolingual. As Rabea Ali (2020) described Direct method as a method for teaching the language based on the idea that the natural way in which the child learns his mother tongue is the effective way to learn the language regardless of being a first language or a second language, however it includes techniques also used in the audiolingual method which is based on behaviorist theory. This method is a method of teaching reading in English language by developing phonological awareness, that is, the ability to distinguish sounds. Also, students listen to / or watch records of different position models for second language speakers and practice a variety of exercises.

For instance, basic levels (1A-3B) were taught in the next way: teacher plays a short conversation supported with images, starts teaching some vocabulary with the help of the color chart so students pronounce the word correctly and explains through mimic, drawings, etc the meaning of the vocabulary. Grammarian terms were never mentioned, instead they used words such as today (present), yesterday (past), tomorrow (future) or super yesterday (present perfect). After explaining the vocabulary, dialog memorization was carried, first with the same information of the sample, then with their own information, like a chain drill, sometimes there might be a moment for questions and answers, but there was always time for role playing, first repeating the dialogue in the sample, and then taking the situation into their own lives. This method allowed them to practice and as learners had to act out the role plays, it pushed them to use the target language, and at the same time it was fun for them. Reading and listening levels were taught in a similar way, but didn´t role play anymore, instead they started to be more reflexive, since the target in those levels was to check for comprehension. They became aware of sounds, and pronunciation. However, students became competent, this method is not for everyone because of the frustration it carries to some people who find hard understanding the color chart or the system.

In 2015 the decision of preparing myself as a teacher was made and I took the English Teacher Diploma Course offered by Angloamericano. I also took the TKT exams for modules 1, 2 and 3. In addition, I applied for working at SEP, in Cetis 57, a public middle school located in Iztapalapa. There, I teach the highest levels of English. Although it is expected students at these levels show a good comprehension of the Language, the reality is quite different. At the very beginning I felt disappointed of not being able to use a similar method I used at Quick Learning, but then I realized of the many situations, starting with the students´ background, large classrooms (35 – 55 students), lack of motivation, little time (2.5 hrs a week per group), parents complaining because their teens didn´t understand the classes, etc. I had in my head this quick learning chip, and when I tried to apply it, it didn´t work, because classes became slower and frustrating for them and me, since I had to cover a wide curriculum. I also had in mind applying what I had just learned in my teacher´s course, which actually helped me a lot to enter to my current job, I had learnt about the language acquisition theories, and some ideas were strong in my mind, constructivism and Task Based Language Teaching. I started working

with 5th semester and at that moment the whole semester was based in reading comprehension, so, I started relying in translation, better known as Grammar Translation Method.

I acknowledge it is not the best for students, but somehow it works to save time and complete lessons, unfortunately this does not mean that knowledge is meaningful and it will become in intake. A trigger question was used to activate their prior knowledge, and then we started reading out loud and checking comprehension, once we were all in the same idea, they started working in pairs or trios on the book activities (comprehension questions, organizers, vocabulary, inferences, etc.), at the end of the lesson, they came to the whiteboard to write down the answers, and we all checked and corrected if necessary. Something I always do is asking students the "why" to make them reflect, to see if they notice how similar is English to Spanish. I still use this, I think is a method we have all used, maybe not relying on mother tongue 100% but more than 50%.

I work at Celex too, the Languages Center of Instituto Politécnico Nacional Cecyt 7, we use a book and focus on teaching by following the book. We avoid mother tongue in class. I like the book, since it includes a bit of everything and aims for students obtaining First Certificate. It prepares students to be competent in the skills required in a Cambridge Certification, though some of them still needed to be pushed to use the language. Every unit is divided into lessons as follows: reading comprehension, vocabulary, grammar in use, across culture, listening, speaking, writing. This is focused on two approaches: Communicative Language Teaching as Richards (2006) explained Communicative language teaching sets as its goal the teaching of communicative competence which refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Including several important aspects such as:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (formal and informal)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

This allows students to interact and to reach all these aspects. This teaching way relies on the sociocultural theory, since it stablishes opportunities for learners to learn with the teacher (guide) and more skilled peers. As a result, language is better internalized.

I still continue working at Cetis 57, and every semester, I force myself to do better for my students. Thankfully, I have always promoted a respectful and tolerant class environment, so students feel safe, and most of the time they are willing to learn.

Although the current Mexican middle school syllabus is focused on CLT and the printed material is focused on CLT, most of the time I end up using different approaches, the most common is the Grammar Translation method and sometimes the Task Based and CLT. Thanks to this specialty I tried to make classes more communicative by implementing a combination of skills, changing strategies, giving them audios or videos to interact with the language making activities more interactive and communicative, but still not communicative enough.

What follows is a set of questions that serves as guide for this teaching philosophy part.

- What is your reason for teaching in general? Teaching is a very satisfying profession, since we as teachers can make a difference in our learners, we can be a positive (or negative) influence in their lives. I try to be empathetic and respectful, as I wish my learners to feel confident and important to someone.
- How do you believe people learn best? when we are motivated, and feel in a safe environment, when we feel we can try even though we mess it up. About learning a language, it is advisable to promote at least a 90% second language classrooms, so learners become familiar to the target language.
- What are your goals for English teaching in particular? This is closely related to my learners´ performance while using a second language. I want them to be able to communicate in a second language.
- What will you focus on in your classes? Administratively talking I focus on achieving generic competencies, learning outcomes, and in increasing approval ratings. Personally, I focus on my students learning or reinforcement.
- What are your ideas about learning? Students need to feel motivated, confident and cared.

- What is acceptable for a teacher to do? a teacher should use as many strategies he/she can use to have the best results.
- How much do teachers need to put into their work? Teachers need to put into their work their own personality, charisma, tolerance, respect to their learners.
- What is your definition of effective learning? A meaningful learning, a meaningful activity that helps learners to learn and remember but most of all, that helps them communicate effectively.
- What are your ideas about communication? communication is the main goal for learners.
- How much should you speak in the classroom? the least possible, but that´s not my case to be honest.
- Are you a facilitator or an instructor? I´m not happy to say I´m more an instructor rather than a facilitator.

1.02   Theory underlying your teaching practice and identity

Acquisition, this happens when you acquire a language naturally like our native language.

Learning, when you learn a second language that is not our mother tongue, it carries a different process.

Tudor (1996) claimed that teachers have to be familiar with a wide range of teaching methodologies, learning materials, study options, and be flexible and adaptable.

Here are only mentioned the ones that are related or have been related to my teaching practice.

Theories about learning a second language

Theories	Learning (L2)
Behaviorism	Behaviorism gave birth to **stimulus–response (S–R) theory which strives to explain L2 learning as the acquisition of a set of structures through the process of habit formation.** (Powell, Honey, & Symbaluk, 2016) L2 learning is nothing more than acquiring automatic linguistics habits. *This can be observed when setting a number to an activity students solved, the better they do, the higher the number, therefore their*

	grade. It is also related to their participation and behavior in classes, cause this is all taken into consideration when assessing.
Innatist Theory	Chomsky (1976) brought into light his concept of Universal Grammar (UG) in which **every human is biologically equipped to learn language.** Based on the UG theory, **the input from the environment alone is not sufficient to determine the success of L2 learning.** *We can all learn a language, but as it is said here the input alone is not enough, reinforcement and making use of it as well as making mistakes and receiving feedback will help the learner.*
Stephen Krashen	It refers to the conscious **knowledge of the rules of grammar of a second language and their application and production**. It is a conscious and intentional process. *As learners, we become aware of grammar rules, functions and use of language as well as we learn appropriateness according to our interlocutor or the situation we are immersed.*
Sociocultural Theory	Constructivism: based on the definition of the Zone of Proximal Development (ZPD) it is clear that Vygotsky (1978) views language acquisition and **learning occur from the interactions with other people, especially the more capable others.** The second theme is based on Vygotsky's (1981, p. 137) concept of semiotic mediation which suggests that **knowledge is not something directly internalized but rather, is developed through the use of socially-created 'psychological tools'**, that is, the shared interactions between individuals (John-Steiner & Mahn, 1996, p. 193). *This theory leads to the communicative language teaching approach, since it requires interaction with other people to learn a language. However, it has its own points, like the scaffolding, and the zone of proximal development.*

Stephen krashen´s hypotheses.as k. Mukherjee (2014) explains.

HYPOTHESIS	EXPLANATION
The Acquisition / Learning Dichotomy	Acquisition versus learning refers to **language acquisition** as the subconscious internalizing of implicit rules, whereas learning refers to the conscious process that results in knowing about the language. *This would be the goal of NNS, however it´s not all. Since learning a language also requires learning the culture.*
Monitor Hypothesis	Our brain monitors our use of rules during language production. This is only possible when the learner has time and is conscious of the rules.
The Natural Order Hypothesis	Grammatical morphemes are acquired in a fixed order. Learners will acquire the forms when they are psycho-linguistically ready. *This is the way in which most of the teachers or schools work. Syllabus follow a plan for teaching grammar, normally they start with present, then past and future, and so on, the difficulty level increases as the learners show advance and improvement.*
The Input Hypothesis	Provision of comprehensible input speeds up language learning. Krashen defined the learner's current level of development as i and the level just beyond that as +1. Comprehensible input, which is the kind that learners should be exposed to, is given by i +1. *This would be like a continuation to the natural order, since they seem to be closely related, the level of difficulty increases thus new knowledge is learned.*
Affective Filter Hypothesis	The learner´s affect (feelings) can interfere with effective language learning. They need to feel calm and comfortable (low filter) so the language input that our students receive can be readily learned. *This hypothesis is remarkably important since emotions and motivation are intimately connected to learning. This is because when a person feels well and safe, our mind better accepts what is new, and it happens the opposite when we are going through difficult situations.*

Analysis and observation of processes

Input refers to all spoken or written forms of language to which learners are exposed

Intake is what learners truly learn by internalizing input, but not all input is internalized, so this means that not all input equals intake

Interaction not only allows learners to practice the target language, but also gives learners a chance to negotiate meaning (during communication breakdowns) through feedback, clarification requests, confirmation checks, repetitions, reformulations and recasts

Output is not only the product, but the opportunity for students to *notice gaps* in their interlanguage, *test hypotheses* about language, and *think* and *reflect about language.*

Kolb´s model of experiential learning

Also understood as "learning by doing" by the Western Governors University (2020) which claims Experiential learning focuses on the idea that the best ways to learn things is by actually having experiences.

The experiential learning theory works in four stages—concrete learning, reflective observation, abstract conceptualization, and active experimentation. The first two stages of the cycle involve grasping an experience, the second two focus on transforming an experience.

Sharlanova (2004) explains them as follows:

1) Concrete experience: DOING, feeling. when a learner gets a new experience, or interprets a past experience in a new way.

2) Reflexive Observation: OBSERVING, reflecting on *what happened?* where the learner reflects on their experience personally to understand the meaning of the experience

3) Abstract Conceptualization: critical THINKING, *how? What if? So what?* the learner forms new ideas or adjusts their thinking based on the experience and their reflection about it.

4) Active Experimenting: PLANNING, critical action, *now what?* the learner applies the new ideas to the world around them, to see if there are any modifications to be made.

The cycle can be entered at any point, but the phases must be followed consecutively. It also rests on the idea that every person has different types of learning tendencies.

Strictly talking about learning a second language, some examples would be:

- Role-playing real-life situations
- Interactive classroom games

Communicative language teaching approach

"The Communicative Language Teaching stresses the importance of providing learners with opportunities to use English for communicative purposes and attempts to integrate such activities into a wider program of language teaching" (Howatt, 1984). According to this approach, teaching and learning are for communication. It presupposes that language always occurs in a social context, and it should not be divorced from its context when it is being taught.

Goal: to achieve communicative competence, negotiation of meaning is important. Knowing how to use the language (purposes and functions), knowing how to use it according to the setting and participants, knowing how to produce and understand different types of texts and knowing how to maintain communication.

According to Richards (2006)
Teacher´s role: nowadays had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

Learner´s role: Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning.

Application and examples:
Communicative activities such as: language games (kahoot, quizziz), real-life context role-plays, problem-solving tasks, scrambled sentences, information gap.

Integrating skills

The integration of skills can be defined as the combination of two or more skills within a communicative task**.**
According to Considine (2018) an integrated approach to language learning is when we ask the students to use a combination (or all four) of these skills within a single activity (or series of activities) to create a situation which is much more similar to one they might come across in

the real world. The four skills can be referred to as Receptive Skills (listening and reading) or Productive Skills (speaking and writing). She suggests that the easiest way to start integrating skills in our class is by combining the receptive and productive skills which are used across the same medium. Activities that combine at least two skills are much more effective.

Read (1985) suggests some sequences in case we want to combine more than two skills:
- Speaking → Reading →Writing →Speaking (→Writing)
- Listening → Writing → Speaking → Writing
- Reading → Writing → Listening →Speaking (→ Writing)
- Listening →Speaking → Reading → Writing

We can notice that these sequences start with a receptive-interpretative skill to continue with a productive one. Writing seems to be always a recommendable "rounding-off".
In addition, some concrete reasons for combining skills are given by Read (1985):
- Continuity
- Realism
- Appropriateness
- Variety
- Recycling
- Confidence.

According to the constructivist theory of language learning, foreign language learners build their own learning through experience, interaction and reflection as they constantly interact with new educational situations. (Vygotsky 1978, 1979).
Learner autonomy consists in becoming aware of, and identifying, one's strategies, needs, and goals as a learner, it is best achieved when, among other things, the teacher acts as a facilitator of learning, a counsellor, and as a resource (Voller, 1997)
Clearly stated objectives allow learners to take on responsibility for their own learning, and play an important part in developing their motivation and involvement.
When we talk about the four language skills, we are supposed to refer to language acquisition, as well. Krashen (1987) suggested that a high level of anxiety in adults might be the cause of seemingly lower levels of competencies and performance. Therefore, to lower it, Krashen points out that the theory of comprehensible input is a necessary provision for second language

acquisition to occur (Krashen, 1981, 1982, 1985). Comprehensible input requires repetitions, confirmation, clarifications, modified structures used for interactions, and should focus on the 'here and now' (Long, 1983). Harley (1986) stated that children who learn the language in natural settings as they interact with speakers of the native language at play or other more relaxed social environments are more successful. Linguists are also of the opinion that the age of ELLs at the university level can be a barrier for quick language acquisition. It is mostly referred to as the Critical Period Hypothesis (Brown, 1991a; Krashen, 1987) though Chomsky (1965) put this phenomenon to the fact of laterization of the part of the brain that is used for language acquisition

The next two approaches are versions of the communicative approach, but differ about learning and teaching beliefs.

PPP	TBLT
Warm-up: the teacher introduces the topic, arousing learners' interest and activating their background knowledge.	**Pre-task:** prepares the learners for the task and helps make the input comprehensible
Presentation: a situation is presented to introduce the language item.	**While-task:** encourages learners to process the input
Controlled practice: learners practice using the language item in a restricted manner	**Post-task:** learners produce oral or written output (communicative task)
Freer practice: learners practice in a less-controlled manner in meaningful activities	
Production stage: learners produce in a free situation (role-play, simulation or communicative task)	

There is plenty of digital resources that technology offers us to enhance skills (listening, writing, reading and to practice use of English), but this can also create barriers if we don´t have access to it (equipment or limited access to paid online platforms). There is an incredible amount of material on the Internet, including recordings, podcasts, and videos available on youtube and other similar sites for listening, for writing there are websites created to practice your writing skills, and to practice some other skills, examples of this are: the British council,

https://writeandimprove.com/, and games like quizziz or kahoot where you can make use of material created by other teachers or you can create your own material and share it with others. There are several sites to practice, you may also find lots of online practice or printable materials.

Meskill (1996) claims Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats.

Teachers should consider the use of multimedia, since visual input facilitates the development of listening skills and engages students in learning. We can find and make use of different applications or software, or even free sites to download video (mp4) or audio (mp3) to have them in our computer or to share with learners to practice. The same we can use educational platforms for carrying out the planned activities.

Intercultural competence

Concepts like the next ones, are necessary to complete the idea of the communicative approach and intercultural competence:

Linguistic competence: Noam Chomsky discussed linguistic competence, in 1965. One of the definitions of linguistic competence is linguistic knowledge possessed by native speakers of a language. Chomsky was referring to knowledge of language, not language in use; (he referred to language in use as performance). Linguistic competence, according to Chomsky, is unconscious.

Grammatical competence, Canale and Swain (1980) defined it as being able to communicate in a socially acceptable manner, requires language users to acquire a set of linguistic rules: Phonetics /Phonology (Pronunciation), Morphology and lexicon (Vocabulary), Syntax (Grammar), Semantics (Meaning). Sometimes linguistic competence is referred to as grammatical competence.

Communicative competence refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas:
•   Words and rules
•   Appropriacy
•   Cohesion and coherence

- Use of communication strategies

The aim of communicative language teaching and the communicative approach is communicative competence. These concepts of competence are grouped into linguistic competence, sociolinguistic competence, and discourse competence by Byram (1997)

The **whole-language** theoreticians imply that all aspects of language interrelate and intertwine. They claim students should be given the opportunity to use all language skills (listening, speaking, reading, and writing) in meaningful, functional, and cooperative activities (Carrasquillo, 1993; Farris, 1989; Farris and Kaczmarski, 1988). These activities are often centered around topics that rely on students' background knowledge (Edelsky et al., 1991; Freeman and Freeman, 1994).
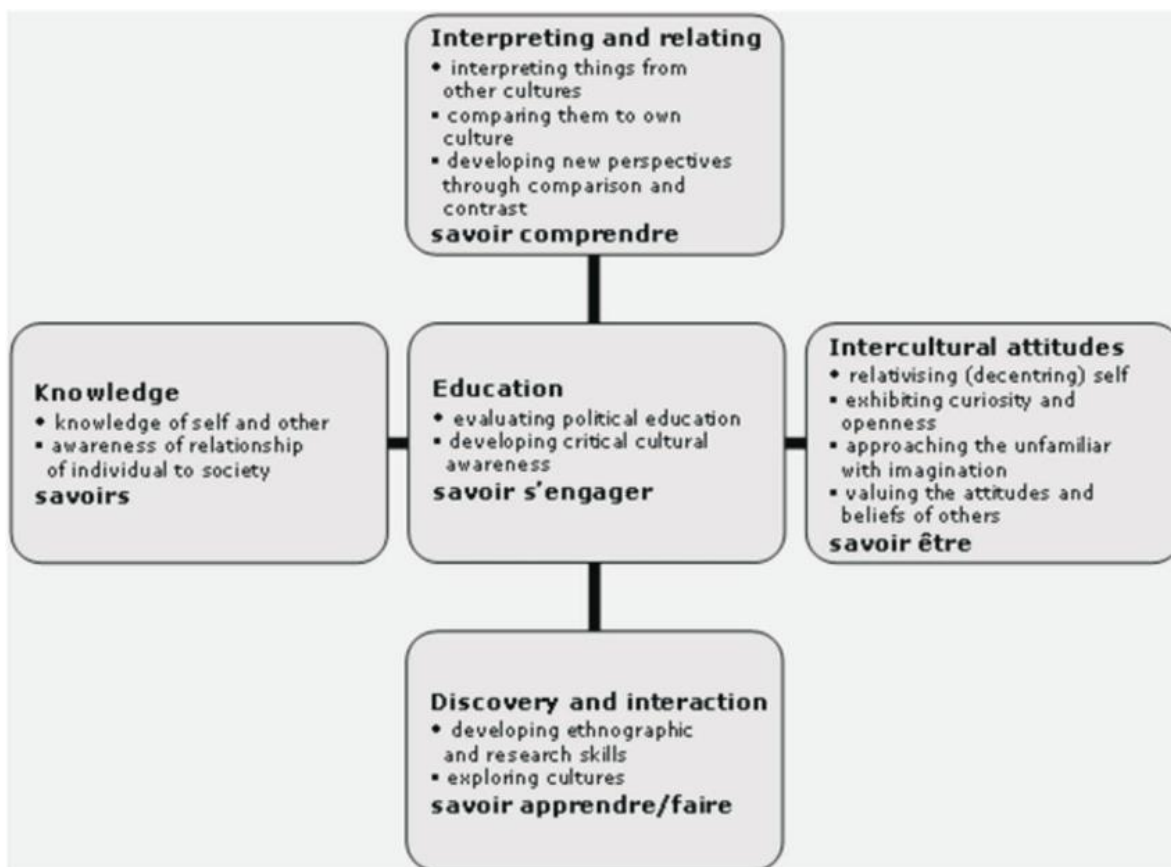
Aydoğan (2014) claims that in recent years we have seen the emergence of several diverse teaching methodologies. Despite this, no single methodology adequately addresses the needs of all English-language students. On the contrary, evidence gained from practical experience strongly suggests that the strong points of a variety of methodologies, if skillfully combined, can complement one another, together forming a cohesive, realistic, and highly motivational teaching strategy. (Wilhoit, 1994)

Everything that allows learners to use language in functional and cooperative activities is effective. The teacher does the best that he/she can do according to context.

No matter the skills to be developed, learners need to activate their schema (background knowledge), and need to understand vocabulary to have a better comprehension of input (reading or listening). They also need a moment to process it and a chance to work with language.

But this is not enough, as English has become an international or global language, it is often referred to as a lingua franca. A lingua franca is a language that is adopted as a common language between speakers whose native languages are different. It is often described as a medium of communication that is used for reaching common goals instead of learned according to certain linguistic norms (Mauranen, 2010; Seidlhofer, 2001). Since the number of non-native speakers of English has long since passed the number of native English speakers (Graddol, 2006), language skills should not be measured against a native 'standard', however, it is important to be flexible and adapt to the demands of intercultural communication in a given situation (Jenkins, 2011; Mauranen, 2010).

As mentioned by Byram (1997), ICC is formulated by Intercultural Competence (IC) and Communicative Competence (CC) which are then proposed as five components as presented in Figure 1.

Interpreting and relating
- interpreting things from other cultures
- comparing them to own culture
- developing new perspectives through comparison and contrast

savoir comprendre

Knowledge
- knowledge of self and other
- awareness of relationship of individual to society

savoirs

Education
- evaluating political education
- developing critical cultural awareness

savoir s'engager

Intercultural attitudes
- relativising (decentring) self
- exhibiting curiosity and openness
- approaching the unfamiliar with imagination
- valuing the attitudes and beliefs of others

savoir être

Discovery and interaction
- developing ethnographic and research skills
- exploring cultures

savoir apprendre/faire

Intercultural communication competence in English language teaching aims to achieve such components. Thus, the role of language teacher has been considered as a "professional mediator between foreign languages and culture" since language and culture is intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (Brown, 1994).

Culture is a complex phenomenon that includes the behaviors, practices, concepts, attitudes, values, conventions, rituals, lifestyles, language and beliefs of the people who make up the cultural group as well as the artefacts they produce and the institutions they create (Liddicoat et al., 2003: 51). We normally learn it from parents, family and friends to children and from one generation to another. Culture is learned through schools, churches, work places and other

institutions. Children imitate what they see others doing. We unconsciously learn our culture through seeing, listening, doing and responding to what is around us (as mentioned in module 3, lesson 2).

Culture is different in every country, cultural differences are not only present in their traditions and customs, but also it´s present in language, expressions and organization. It´s important to acknowledge these differences to avoid misunderstandings and to not to offend our counterpart. To avoid this, we must try to be polite, and to get familiar with some expressions.

Teacher educators, teachers and students are challenged to acknowledge the diversity in others but avoid culturalism and stereotyping (Dervin, 2011b; Holliday, 2011). Culturalism refers to mere knowledge about various cultures, nation-states or different nationalities that easily turn into stereotypes. A culturalist view of another person relies on limited and even biased ideas of cultural knowledge of others (Abdallah-Pretceille, 2006). While stereotypes can be useful in making sense of the world, they can at the same time be dangerous and damaging in interactions between people. Stereotyping is usually accompanied by a negative connotation when the Other is considered inferior to Self and one's own group (Dervin, 2011b; Holliday, Hyde, & Kullman, 2010; Holliday, 2011; Wood, 2003).

Once we acknowledge all these concepts, becoming an interculturally competent speaker involves not only being competent grammatically, linguistically but also interculturally speaking, seeing all cultures as equally valuable. We must be aware of our interlocutor, be emphatic, to avoid communicative breakdowns. Have curiosity, openness, or readiness to suspend disbelief about other cultures and belief about one's own; skills to interpret and relate, as well as mediate between new cultural contexts.

The ability to understand and communicate with each other across all kinds of cultural divisions is a fundamental prerequisite for making such societies work. We all need to acquire intercultural competence. For this reason, intercultural education, which aims to develop and enhance this ability, we as teachers can make an essential contribution to peaceful coexistence.

According to the approaches related to working culture in the classroom, Humphrey, D. (2002) claimed that the Kolb´s experiential learning approach considers that it is necessary to be

confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy and empathy. I consider this important since in the classroom, learners may feel confident to practice in a safe and controlled environment.

Chapter 2: Methodology and practice

2.01   A practical and useful lesson plan.

Several aspects should be included in a lesson plan, as basis I mention some that to my belief are relevant:

Pre- lesson preparation
- o   Determine who we are planning the lesson for (age, level, etc.)
- o   Set the objectives, what we want learners to learn or be able to do with the language (learning outcome)

Lesson planning and implementation, divided into pre-task, while -task and post-task
- o   Sequence, timetabling, length of the lesson
- o   Plan the procedures, tasks and activities, interaction patterns
- o   Materials, pictures, board use, handouts, videos, etc.

Post-lesson activities
- o   Evaluation and feedback

Some adjustments were made comparing it to the one delivered in unit 2a since I had not considered the assessing tool, and saving time was necessary to fulfill with the school calendar, so some activities were necessary to work them as homework, to be able to save time.

1. Lesson plan identification cell.	
Author	Ana Griselle Sánchez Camacho
Educational stage	4th semester of bachillerato técnico. Nivel Intermedio
Title of your Lesson plan	**Learning new languages and connectors**
Learning Objective of the plan/Competency	**Propósito de lenguaje** The argumentative writing. The original argumentative writing. **Propósito formativo-intercultural** The justification of the students' opinion with an argument. The solid construction of one 's original perspective.
Communicative skill considered	Listening/Reading/speaking/Writing.
State of the following options	New topic
Functions	Communicate ideas and opinions giving additional information using words which indicate cause, effect or contrast.
Main Grammar structure	Clauses of result, reason and contrast
Other Grammar structures	n/a
Brief description of the plan	A TED video was chosen, where Lýdia explains her arguments of what she thinks is the secret of polyglots to learn new languages. Activities that help highlight the understanding of the video as well as the grammatical theme (clauses of result, reason and contrast), are carried out and they are provided with various steps to review this topic. At the end the students elaborate a text giving their arguments of complaint of some personal situation.

Hours of the plan implementation	6 hours
Number of sessions	2 sessions of two hours each and two sessions of one hour.
Contents required for the lesson	Adapted TED video retrieved from youtube
Link of the content	https://drive.google.com/file/d/1kdDhEzMR4mpTz5xrU3__W5SlaqUgQlEm/view?usp=sharing
EEAILE tutor on line	ROSA MARIA CASTILLO DEL CARMEN

2. **Introduction to the Lesson.**

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	Teacher gives copies of the activities to her students. The first day of the lesson, teacher mentions the purpose of the class.	Students take to the session the copies given by their teacher.	01

During the lesson	Teacher welcomes students to the class and checks attendance Teacher checks that students brought the copies requested Teacher creates the context based on the following questions: • Do you like learning English? Why? / Why not? • Would you like to learn more languages? Why? / Why not? • Which ones would you like to learn and how do you think you can learn them?	Students greet the class and express briefly how they feel that day. Students proof they brought the material requested. Students express how they feel about the questions.	01

Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	Teacher writes the learning purposes of the lesson and have students read it and comment.	Students read the learning purposes of the lesson, clear doubts and express opinions briefly.	01

3. **Communicative skills development.**

Reading					
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
Vocabulary introduction • **Step II**	• Teacher starts Reading the intructions. • Teacher asks them to look for the meaning of some words in a dictionary or translator.	A. Students look up the meaning of the words given in a dictionary or translator	Reading	01	step II completed
Information processing • **Step III** Activity. • **Predicting and confirming**	The teacher plays a video, so students process some information. Before playing the video, explains the next activities. Teacher gives a brief outline of what the video is about, and starts checking with Ss the statements, she asks	 Students anticipate what they will hear in the video, by predicting the statements	Video Reading and writing	01 01	Students participation

Teaching sequence template

	them to predict if the statements are true or false, after watching the video, students will confirm the information.			

Step IV • **Classifying and noticing**	Teacher plays the video again, and asks students to classify the information to the person that the statement refers to. The purpose of this part is for Ss to start noticing the clauses (result, reason and contrast)	Students take turns in giving the answers.	Video, listening Reading and writing	01	
Step V • **Guided discovery**	Teacher asks students to read the sentences given and choose the one closest in meaning. So, they start to differentiate and discover the functions of these adverbial clauses.	Students read and answer the activities. These activities are checked and revised in group (teacher and students)	Reading and writing	02	
Step VI • **Theory explanation**	Teacher makes sure to explain the different connectors learners can use to express result, reason or contrast, as well as how they are used.	Students pay attention, and participate from the explanation, clearing doubts by asking questions.	Notes	02	

Step VII, VIII and IX. • **Comprehension Skills activities** **Independent work** It started in class but it was given as homework to save time.	Step 7. Teacher provides some incomplete sentences, and asks them to complete the sentences using the words in the boxes. Then she checks the answers along with the learners.		Reading and writing	03	
	Step 8. Teacher provides some more examples (multiple choice). Asks them to be careful while answering, since this time the level of difficulty increases.	Students answer the sentences individually. They mark and correct their classmates' answers, using a different ink color.	Reading and writing		Students complete activities 7, 8 and 9 Comprehension skills.
	Step 9. Teacher asks students to complete the text with the words from the box. This activity will take longer. Checks Comprehension skills, making corrections if needed. she checks the answers along with the students to discover the mistakes and provides feedback.	Students complete the text collaboratively. They mark and correct their classmates' answers, using a different ink color.	Reading and writing	04	

		SPEAKING			
2nd practice or Social interaction • **Step X. Reflections.**	Teacher asks students to reflect on a problem they had when learning English or any other subject at school. She supervises the activity and motivates a discussion based on the topics seen. She shows objectivity at all times and makes sure the ideas exposed have bases and argumentations. She does not allow any lacks of respect. She encourages the use of the new vocabulary and the structures seen. She takes notes of the language mistakes,but he doesn't go over them just yet.	Students state and debate their ideas with arguments and respect. They use the vocabulary & structures just seen.	Speaking	05	Students participation
• **Feedback**	Teacher gives students a feedback about the mistakes detected in the debate about vocabulary, pronunciation,	Students go ever their mistakes in the debate. They correct them and clear doubts.		05	Students participation

	structure, etc. He leads them into detecting & correcting the mistakes by themselves.			05	
Grammar focus	Teacher writes an example of the used structures. He asks students to *discover* the patterns.	Students analyze the structures presented, discover their patterns and reflect on the use.			

		WRITING			
Step of the lesson	**Teacher activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
3rd practice • **Step XI . Use of language.**	Teacher has students write an email complaining about something. She provides a writing model. Provides feedback after checking every email	Students write a complaining email, taking into account the example given and making use of the connectors to express reason, result and contrast.		06	Students complete step XI. **Writing Rubric**
Summary	Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts	Students summarize the lesson. Emphasizes important aspects and clear doubts		06	Students participation

2.02 Designing of necessary tools to assess/test the progress of students.

Assessing tool

I decided not to assess as in a rubric but as participation most of the activities to not waste time and keep track on the whole group, and not only individual students. In the speaking part, learners where free to express themselves (not being mandatory speaking in English) as in a casual conversation about their complaints.

For this reason, in this part I was only assessing the final product which was a complaint letter where learners were supposed to put into practice the words that introduce a reason, result or contrast clause.

I made a rubric taking into account some criteria aspects given by O'Malley and Valdez Pierce (1996), such as organization (format/organization), mechanics (and grammar) and composing (opening statement, supporting details, language use and concluding statement), but to me its´s better explained this way.

I know that drafting is an important part for the writing process, in the case of my learners, most of them made their drafting in their mother tongue, and then they translated into English, since for them that is easier. Even though I try to encourage them to avoid this, it´s hard to keep an eye on every student when the number of them exceeds 20 students per classroom.

The assessing or evaluating tools.

Rubric for a complaint letter				
Criteria	4 – Exemplary	3 – Accomplished	2 – Developing	1 – Beginning
Opening Statement	Strongly and clearly states a personal opinion. Clearly identifies the issue.	Clearly states a personal opinion. Some references to the issue.	Personal opinion is not clearly stated. Little or no references to the issue.	Personal opinion is not easily understood with no reference to the issue.
Supporting Details	Provides 2 or more strong details, reasons and/or examples in support of the opinion.	Provides 2 details, reasons and/or examples in support of the opinion.	Provides at least 1 detail, reason and/or example in support of the opinion.	Provides little or no support of the opinion.
Language/ clauses use	Chooses words that	Adequately chooses words that are clear	Chooses some words that are	Language and clauses use

	are clear, descriptive and accurate. Maintains coherence. Demonstrates complete understanding and domain of word clauses.	and descriptive. Demonstrates coherence in parts of the letter. Demonstrates partial understanding and domain of word clauses.	clear and descriptive. Lacks coherence. Lacks understanding and domain of word clauses.	of letter is unclear and lacks description and coherence.
Format/ Organization	Sentences and paragraphs are complete, well written and varied.	Sentence and paragraph structure is generally correct.	Sentence and paragraph structure is inconsistent.	Little or no evidence of sentence or paragraph structure.
Concluding Statement	Summarizes personal opinion in a strong concluding statement.	Summarizes personal opinion in a concluding statement.	Concluding statement is a weak summary of personal opinion.	Concluding statement makes no reference to personal opinion.
Mechanics and Grammar	Contains few, if any punctuation, spelling or grammatical errors.	Contains several errors in punctuation, spelling or grammar that do not interfere with meaning.	Contains many punctuation, spelling and/or grammatical errors that interfere with meaning	Contains many punctuation, spelling and/or grammatical errors that make the piece illegible.

Theoretical foundation behind the lesson plan

Activities were divided into three parts:

PRE-TASKS

Objective. It´s stated at the very beginning and explained so learners know the purpose of the activities. Clearly stated objectives allow learners to take on responsibility for their own learning, and play an important part in developing their motivation and involvement.

Background knowledge activation. Learners are set into context by using questions and they were asked to answer these questions.

Vocabulary preparation. (pre-listening). Learners were asked to look for the meaning of some words that would be used in the video, so they could have a better understanding of the video.

Unknown words or words that I consider are going to be hard for students are previously checked and a previous activity to work on this is prepared, it can be through matching words to definitions or to images. Or some other times, I make a list of the words and ask them if they all understand or know those words, and check along with them to verify the information.

Read, J. A. S. (2000), claims that vocabulary is required in order to build blocks of language, and grammar is necessary in the process of creating larger structures such as sentences, paragraphs, and whole texts. Grammar will be given some steps ahead.

WHILE-TASKS

Before playing the video, students were asked to predict if the statements in the step 3 were True or False, so when watching the video, they could correct or verify their answers.

Activities were explained to the students:

Step 3: True or False activity to check comprehension
Step 4: categorizing the statements. In this activity students had to decide who the statement referred to.
Once the activities were clearly understood the video was played.
Developing listening comprehension skills is related to some theories:
- The Input Hypothesis, Natural Approach, Total Physical Response, where listening is the key to acquire a second language.
- Attention Theory, which raises awareness of grammatical structures when listening.
- Conversation Theory, which states that to fully participate in a conversation is important to understand what you are being told.

Taking this into consideration it´s important when planning listening activities, to enhance listening skills and promote conversation. Personally, I tried to integrate the attention theory and conversation theory into this plan, since the video integrates some of the structures to be learned in this lesson plan.

McDonough and Shaw (1993) divided listening skills into three subcategories:

1. Processing sound, to be able to recognize sounds, words, sentences, intonation, changes in tone and speed. It corresponds with bottom-up processing.

2. Processing meaning, to be able to identify redundant material, anticipating what the speaker is going to say (by distinguishing markers for instance), store information in our memory to use it later. It corresponds with the intermediate stage of basic meaning processing. On this stage the sounds that have been perceived and translated into words and sentences are used to construct a meaningful message that is retained in the short-term memory.

3. making use of context and knowledge, it corresponds with the top-down processing. External stimuli are required, as well as personal experiences and background knowledge. When we read, the words in the text activate our background knowledge (schemata) so that we can predict its content (content schemata) depending on our previous knowledge; or the structure of the text (formal schema) if it´s a letter, a newspaper article, a novel, etc. Singhal, M, (1998) linguistic schema refers to the linguistic information we have stored in our mind in order to decode words and their meanings. Since listening and reading are both receptive skills (it means that involves receiving information), I think activating schemata is important for this process.

For these reason I allowed students to watch the video English subtitled, so they could check the grammar, the words, sentences, etc.

After watching the video, there was an extra activity named "Guided discovery" designed for learners to find out the meaning and use of words that express reason, result and contrast

Then theory was checked and explained, clarifying questions or doubts.

POST-TASKS

Activities designed to put into practice what was learnt in a controlled practice (steps 7, 8 and 9) and in a freer practice (steps 10 and 11).

Step 10. Learners were given a chance to talk about their complaints related to their own lives, this was something they did in their mother tongue.

Step 11. Learners had the chance to write down what they have previously discussed with their peers, this time having a model of a complaint letter which was making use of the grammar point (clauses).

Hyland, K. (2002) defines writing as "the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse. He also suggests considering six approaches when teaching writing. The ones I consider were related to my work are:

1. *Language structures*. Familiarization (step 4 and 5), controlled writing (step 7, 8 and 9) and free writing (step 11).
2. *Creative expression,* step 11 allows students to create their own complaint letter. (Post -task)

The teaching strategy chosen to develop writing for this specific activity was ***Intensive or controlled***. Since it was guided from the beginning to the end by providing through the different steps all what the learner needed to know to fulfill the goal of writing a complaint letter knowing how to use the words to introduce clauses of reason, result or contrast.

MATERIALS

Nunan (1999) divides listening material into authentic and nonauthentic material. He defines authentic materials as spoken or written language data that has been produced in the course of real communication while non-authentic material (commercial material) texts are especially designed for language learning purposes. The language in non-authentic material text is artificial and unvaried, concentrating on something that has to be taught. The authentic materials relate more closely to learners' needs and hence provide a link between the classrooms to the real world

Authentic materials provide an extremely good stepping stone to make the listening classroom become more effective and more interesting and it can be easily accessed by both teachers and students. As Ekawati, D., Nur Yusuf F., (2018) say some teachers prefer to use authentic

materials as they realized that using authentic materials would expose students to the everyday real language, as used in the daily life language.

As Ekawati, D., Nur Yusuf F., (2018) in their conclusions, they mention that teachers still face several difficulties in preparing authentic materials especially when it comes to find appropriate materials which fit to the school syllabus and it is considered time-consuming. In spite of the difficulties, the teacher is still able to fit the materials with the students' needs and characteristics. It is better for teachers to be more selective in choosing the materials which contain the appropriate words choice and contents. This is exactly what happened to me, in the activities I proposed I made use of real content, so I had to prepare all the activities as to be adapted to the topic given. It was hard to find and create activities related to the topic, so at certain point, I just took some activities from internet that were not related to the main topic "learning languages" but they were related to the grammar focus "clauses of result, reason and contrast". I also selected this "learning languages" topic for showing my students the different ways they can start learning a language since they are normally discouraged in this area. So, I would like to encourage them to do it.

Besides interculturality, one of the purposes in this activity was the integration of skills which can be defined as the combination of two or more skills within a communicative task to create a situation which is much more similar to one learners might come across in the real world.

Development and outcome of the activities
PRE-TASKS

The objective was read and explained to students, providing some examples.

Then questions to activate background knowledge were asked, and required them to answer. This part was answered by most of them in their mother tongue, however it worked well, since they started to have idea about the video they would watch about.

Vocabulary searching. As we were in the computing room students took advantage of this and realized this search online.

WHILE-TASKS

Before playing the video, I asked students to predict if the statements in the step 3 were True or False, so when watching the video, they could correct or verify their answers.

I explained to the students, the activities they would have to answer:

Step 3: True or False activity to check comprehension

Step 4: categorizing the statements. In this activity students had to decide who the statement referred to.

Once I explained the activities, we proceeded to watch the video.

After watching the video, they all as a group and guided by me, helped answering the activities.

Step 5, guided discovery. I asked learners to rely on the pc to check the ideas and to find out which of the two statements provided had the same meaning as the original sentence. After doing this we all verify their answers.

Theory explanation. In the classroom, I reminded the last activity and wrote again the objective of the class, just to refresh their minds, and this way I could start explaining the theory, always retrieving information from them, and providing examples and rules for specific uses.

Once this was done. They could practice the topic, in a controlled way and in a collaborative form. They were allowed to work in teams of 2 or 3 people. As time was short, this was asked to finish at home, so the next class we could check the answers.

For the next class, I asked them to exchange their activities, and in active participation answers were given and corrections were made.

To finish this activity, the moment for speaking started, and the final step was explained to them by using as an example the model given in the material.

2.03 Attached evidences of (graphics, photos, images)

Follow the next links to check for the evidence:

- VIDEO:
  https://drive.google.com/file/d/1zR7qtP97xD05QQsy3VNnNR5tGommxDLH/view?usp=sharing

- ACTIVITY solved by a student:
  https://drive.google.com/file/d/10rIS5KuwvLJls2sWHQZaUhjYI743BH8w/view?usp=sharing

MATERIAL

PRE-TASK

Objective: Communicate ideas and opinions giving additional information using words which indicate cause, effect or contrast.

Step 1. Discussion (to activate background knowledge)
Read and answer the next questions

Do you like learning English? _____ Why? / Why not?
_____
Would you like to learn more languages? _____ Why? / Why not?
_____
Which ones would you like to learn and how do you think you can learn them?
_____
_____

Step 2. Preparation (pre-viewing/listening)
Look up the next words in a dictionary or translator.

Achieve.
_____
Enable.
_____
Find out.
_____
Don´t mind.
_____
Mistakes.
_____
Feedback.
_____

WHILE-TASK (while-viewing/listening) Click on this link for the video:

Adapted video :
https://drive.google.com/file/d/1kdDhEzMR4mpTz5xrU3__W5SlaqUgQIEm/view?usp=sharing

Video retrieved from: https://youtu.be/o_XVt5rdpFY

The video will also be available on google classroom.

Step 3. Check your understanding: true or false
 Do this exercise while you listen. Circle True or False for these sentences.

1. Lýdia Machová speaks ten languages	*True*	*False*
2. Lýdia says she starts learning a new language every two years	*True*	*False*
3. There aren´t many polyglot events	*True*	*False*
4. Benny is from Finland	*True*	*False*
5. Benny starts speaking from day one	*True*	*False*
6. Lucas learned Russian by using Skype	*True*	*False*

7. The only common factor to learn a language is enjoying
   the language learning process   *True*   *False*

Step 4. Check your understanding: classifying and noticing
Do this exercise while you listen. Classify the statements to the person.

1. This person loves **so** much languages **that** learns a new language every two years
2. This person doesn´t mind making mistakes when speaking **because** he/ she learns based on feedback
3. This person is from Ireland
4. This person started conversations randomly on skype, **as a result** he/she learned Russian.
5. This person learned Spanish by reading Harry Potter **because** that was his/her favorite book as a child.
6. **Even though**, he/she is Brazilian, speaks many languages fluently.

Lýdia	Benny	Lucas

Step 5. Guided discovery

- *Choose the closest in meaning*

1. No matter how difficult it is, multi-language acquisition is rapidly growing in popularity around the world.
   a) Despite the difficulties, language acquisition is becoming popular.
   b) Because of the difficulties language acquisition is becoming popular.
2. Not everyone shares the same learning styles
   a) Because learning styles vary between every individual.
   b) Learning styles are the same among people

3. Although nothing can replace the hard work and effort it requires, you can absolutely <u>learn a new foreign language fast</u>.
   a) Learning a new is a long term process
   b) Learning a new language can be a fast process.

4. Many polyglots are not afraid of using the language, therefore, they enjoy more and learn faster.
   a) A good result of using the language is a faster learning.
   b) A result of using the language, is that is a difficult and tedious process

Step 6. Theory:

Clauses of Reason

1. Because of\due to + *noun\-ing form*
   The airport had to close *due to* the severe *snowstorm*.
   I caught a cold *because of standing* in the rain for hours
2. Because + *clause*
   He took a coat *because* it was cold outside.
3. Since + *clause*
   I didn't go to the cinema *since* I was ill.
4. Because of\due to + *the fact that* …
   He failed his History test *due to the fact that* he hadn't studied much.
5. *For* (=because) (very formal)
   He made a complaint, *for* he was not satisfied with the service.
6. *Because* – answers a question beginning with **why**
   "Why don't you like John?" "*Because* he's arrogant and rude"

6

Clauses of Result

Clauses of Result are introduced with: *such / so ... that*, *(and) as a result* or *therefore*.

- *such a(n)* + adjective + singular countable noun. Such is also used before *a lot of*.
  She's such a good teacher that all her students like her.
  She bought such a lot of presents that she couldn't carry them.
- *such* + adjective + uncountable / plural noun
  It was such nice weather that we went to the beach.
  So and such can be used without *that*.
  She's such a clever lady everybody admires her.
- *so* + adjective / adverb. So is also used before *much, many, few or little*.
  The suitcase was so heavy that she couldn't carry it.
  He runs so fast that no one can beat him.
  He ate so much last night that he had stomach-ache.
  How can you sleep so little and not look tired?
- *as a result / therefore* + clause
  He didn't do well in the test and as a result / therefore he had to take it again.

CLAUSES OF CONTRAST

- ALTHOUGH, EVEN THOUGH (emphatic), THOUGH (informal, only used in the middle of the clause)+CLAUSE:
  Ex.: ***Although/even though*** *our teacher is very boring, we still love English.*
  Ex.: *We still love English **although/even though/ though/** our teacher is very boring.*
- BUT SOMETIMES, *though* goes at the end as a comment adverb:
  Ex.: *The teacher is nice- a bit boring, though.*

- IN SPITE OF, DESPITE +NOUN PHRASE/ V-*ing*:
  Ex.: ***In spite of/despite*** *our terrible teacher, we still love English.*
  Ex.: ***In spite of having*** *a terrible teacher, we still love English.*

- OR IN SPITE OF, DESPITE+THE FACT THAT+subject+verb:
  Ex.: ***Despite the fact we have a terrible teacher***, *we still love English.*

Other ways of expressing contrast

- BUT usually preceded by a comma:
  Ex.: *We like English, but our teacher is boring.*

- HOWEVER, NEVERTHELESS (more formal), at the beginning of the sentence, followed by a comma:
  Ex.: *The teacher seemed nice. Nevertheless, there was something in him she didn't trust.*

We use **however** to connect two different sentences. We normally use **however** at the beginning of the second sentence after a full stop (.) or a semi-colon (;). **However** is followed by a comma.

Step 7. Theory comprehension check.

- **Complete the gaps with the best option from the boxes**

Despite	Because	So ……. that

1. "For a lot of learners, speaking is the hardest part of learning a language _____ there are so many things that are involved in it".
2. "Even knowing just a bit of a new language opens up _____ many doors _____ remain closed to those who only speak one language"
3. _____ years of effort, one of the major reasons most adult language learners fail is that they spend time studying a language not using it in real situations.

Step 8. Practice

-Choose the best answer complete the sentences.

1. Internet access has been growing exponentially across the country. _____ , growth in rural areas is much slower.

  a. However
  b.Even though
  c.Although
  d.Despite

2. He became a very nice and well-educated man _____having a very difficult childhood.

  a.because of
  b.although
  c.so that
  d.in spite of

3. Scientists have discovered a new technique _____ measuring the speed at which the universe is expanding.

  a. to
  b.for
  c.so as to
  d.due to

4._____ technological advances, the world is becoming a global community.

  a. Since
  b.As
  c.Because of
  d.Despite

5. Clever people ask better questions, and _____, they get better answers.

  a.as a result
  b.however
  c.so that
  d.because

6. Some prisons have been closed in the Netherlands _____ a lack of prisoners.

  a.because
  b.due to
  c.despite
  d.so as to

Step 9. Fill in the gaps in the text with words from the list.

although	as	as a result	due to	However	in case	in order	so

so as to   so that   ~~therefore~~

We were the greatest fans of *Daft Rockers* and **0** therefore we were really looking forward to going to their concert. It had been announced that it would probably be the band's last concert, and **1** [____], thousands people had bought their tickets online much in advance **2** [____] they wouldn't miss the opportunity. As soon as the online sales were open, we bought our tickets, and we even bought extra tickets **3** [____] some of our friends also wanted to go. Nothing could go wrong, or so we thought. **4** [____], two hours before the concert, a terrible storm hit the city and we were informed that it had been cancelled **5** [____] the adverse weather conditions. We were in shock. We quickly went online **6** [____] see when the concert was rescheduled for. We read that the members of the band had expressed their disappointment and the organisers had announced that all the people with a ticket could contact their ticket seller **7** [____] to get a refund. **8** [____] they didn't inform of a new date for the concert, we were sure that it had been permanently cancelled, **9** [____] we decided to ask for a refund. When we'd got our money back, we read that the concert had been rescheduled for the following weekend. We immediately decided to buy the tickets again, but **10** [____] we did it as soon as we read the news, we were too late; the tickets were all sold out.

POST TASK (post viewing/listening)

Step 10. Discuss with your classmates a problem you had when learning a language, or any subject at school, give reasons, express results and contrast your ideas with your partner.

Step 11. Write an email to complain about what you discussed above, an event, a product you bought, about your school or teachers, a subject etc.

a) What tone is the email written in?

? [mild] [strong] ...

Justify your answer. ?
Check in the Useful Language box.

From: Andy Hartnell
To: The Concert Hall Manager
Subject: Complaint

Dear Sir/Madam,

A ▶ I am writing to say how disappointed we were with the quality of the performance we attended last night. The event was very poorly organised.

B ▶ Firstly, the concert did not start on time. It was advertised to commence at 9:00 pm. However, it started at 10:00 pm. As a result, we missed the last train home and had to take a taxi.

C ▶ Secondly, there was no ventilation in the venue. Although it was very hot inside, there was not an air conditioning system.

D ▶ For all these reasons, I insist on a full refund of the price of our tickets, I look forward to your response.

Yours faithfully,

Adam Hartnell

2.04 Show evidences of your designed tool to assess your students.

All the activities were carried as the plan, but as mentioned before some adjustments were necessary like leaving students steps 7 to 9 as homework in order to save time. The rubric was applied to check the final writing, in the case of the activity attached in the link above in the evidence section, the girl complies in a really good way as the rubric states. However, this did not happen with most of the students. Since it was the last activity of the semester, many of them preferred to not to do this last activity (as they had to comply with other subjects, found it difficult to do it or they copied from another classmate). Which was not in the plan.

- ACTIVITY:

    https://drive.google.com/file/d/10rIS5KuwvLJls2sWHQZaUhjYI743BH8w/view?usp=sharin
    g

2.05 Performing and Recording the activities

For this part, the former video will be used, since it was the last activity and it was already edited to be delivered in the assignment 2B. I would also like to mention, that classes were over, exams, and grading papers were already delivered two weeks ago and I wasn´t able to gather any more information, before getting any feedback about the previous pieces of work.

- VIDEO: https://clipchamp.com/watch/CWudOM7TErd   or
    https://drive.google.com/file/d/1zR7qtP97xD05QQsy3VNnNR5tGommxDLH/view?usp=sh
    aring

Chapter 3: Experience Report

As for the experience, frustration and disappointment were experienced in the results.

Firstly, the good points, learners at the end understood the topic which I thought it would be hard for them, but they showed me the opposite. Even in the exam, they did better than the other evaluation periods.

Secondly, the wrong points, I may have several opinions about the causes. The goal of this last activity was for students to write a complaint letter (which is one of the expected outcomes in the syllabus "argumentative texts") using some words that introduced a clause of reason, result or contrast, they even had an example and some tips to do so, but I found out that many of them decided not to do it, for many different reasons, or they didn´t follow

the instructions as required or copied from other classmates.

As for a self-critic, and as I have stated before, adapting materials was pretty hard. It was the target to include a bit of everything what I have learnt through this specialization like using realistic content (ted talk: learning new languages by Lydia Machova) this at the same time allowed get students involved in interculturality and gave them the motivation to learn new languages not necessarily by doing something boring or frustrating to them, but by doing something they enjoy, because that was the video about and it also contained the grammar focus (clauses of reason, result and contrast). Although this was great up to that moment, what followed was the hard part, getting and adapting activities, and integrating skills so they could notice the grammar point and had the chance to practice and moreover to interact with their classmates, because having activities related to the global idea (learning new languages) were not easy to find or to adapt, so at the end I took what I found and used it, however, they were not interrelated.

How to improve this? I would say that by keeping it as simple as possible, and within the global idea, which is a topic and not a specific language point, but of course it should be guided into that part (grammar), but the most important is for learners to understand when and how to use it, so they'll be able to use this into any context or situation they may experience.

Chapter 4: Conclusions

- **Conceptual,** about the concepts, I have learnt a lot about theories, approaches, strategies, materials, etc. Something that really touched me was interculturality, even though I had heard about it, I had not deepened in it, so really noticing how many considerations needed to be taken into account made me realize on things that we many times don´t pay attention to. I also learned about the importance of integrating skills and how this helps learners to use language in their context. I could refresh and update my mind with all this information given to us. I also noticed how important motivation, respect, safe environment and feedback are for learners, as all these are aspects that help them to better learn new things, as I myself during this course also experienced on my own.

- **Methodology,** we could study many different strategies for teaching and assessing different skills (speaking, writing, listening, reading) and their theoretical foundations, as well as

examples provided during the different units seen.

- **Observation and Analysis:**

  - **how learning processes might take place in my students':**

  Input it would be what they first perceive in their learning process (in this case let´s say English in its spoken or written form)

  Intake, for many of us this is the hard part during this learning process, understanding form, meaning and use is challenging and requires multiple opportunities to finally make it.

  Interaction, this would be the chance for students to negotiate communication breakdowns, to get a better understanding and self-reflect.

  Output, this is the part where they start noticing errors in their communication, and try self-correction.

  - **how these concepts are applied in my teaching practice within your classroom.**

  Input takes place when written or spoken material is given to students, this may include: presentations providing examples, when I talk to them in English, when I ask them to revise online material (webpages or youtube videos)

  Intake, it´s more complicated to really know if it was internalized. One way to check this is through activities and tests, but they are not 100% reliable. Practice, feedback, noticing and self-regulation are needed to reach intake.

  Interaction, in my students this normally happens, when they interact with me and the material, I provide to them

  Output, after revising and analyzing provided material and different examples, students have a chance to practice what they have learnt through different activities (normally written).

  - **Analyzing the different types of motivation that students might have in order to learn English as a foreign language.**

  Most of my students are motivated by external factors, the incentive of getting good grades (or only approving) or receiving praise from the teachers, classmates or even

their parents, some of them are learning because their parents enroll them in an English school (instrumental motivation). When students do well, they also get to feel motivated resulting in active and participative students (resultative motivation). Just a few of them I would dare to say less of 20 (at this moment I have about 200 students) are truly interested in learning not only the language but being part of the community (integrative motivation). About intrinsic motivation, there are also a small percentage of students who are interested to learn a second language because they want to, normally these are the students that didn´t want to learn at the beginning, but whose parents enroll them in an English school, and they know like learning English.

- **examples of what you have observed.**

I have had students with different motivations. I love the ones with resultative and intrinsic motivation, they normally do well and are very active in classes, they tend to be successful when learning a second language or at least become competent to communicate or understand what is being said, as well as the ones with integrative motivation, these students in my opinion tend to be the more successful once they get to become part of a second language community (but as I said this kind of students are not abundant in my classes)

- **Report**

Even though, it has been hard and in a very tough moment of my life. This specialization turned out to be extremely enriching and motivating. It has broadened my mind in several aspects and it makes me want to continue preparing myself into this outstanding and noble profession. It was also a bit frustrating at some moments, but it´s totally worthy for all the knowledge I have acquired.

Links:

- **Colloquium Power Point Presentation:**
  https://docs.google.com/presentation/d/1peyOiJZbqDp4QYtoiHjF2vQY70__nxek/edit?usp=sharing&ouid=117242815090482157480&rtpof=true&sd=true

- **video:**

https://drive.google.com/file/d/1vwamJFtCq51cetda-33ql8UJ_j_x7yle/view?usp=sharing

- **Verónica Ramírez report**:

https://docs.google.com/document/d/1W-Fd3QVjoMBgN-ms8pP6pBkto1BF1vPZ/edit?usp=sharing&ouid=117242815090482157480&rtpof=true&sd=true

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- Activities in step 8 and 9 were taken from *https://test-english.com/grammar-points/b2/clauses-contrast-purpose-reason-result/2/*

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- Explained theory retrieved from:

  - https://www.slideshare.net/rcebreirosalvarez/clauses-of-contrast-and-purpose-47988482

    - *https://materialsenglish.com/grammar/clauses-of-result-and-reason/*

    - *https://teletype.in/@walruseng/_kxaYoMEcWE*

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