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[Introducing English Language]

TRABAJO RECEPCIONAL

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

PRESENTA:

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1. INTRODUCTION

So many emotions are attached to the first few weeks of a new school year! Teachers and their students often feel a mix of excitement, anxiety, curiosity, nervousness, anticipation and more as the first day of school approaches, and it can be overwhelming! They used to spend the first few classes going over procedures and getting right down to work, but I now spend the first several days building a classroom community and finding ways to connect with students. Speaking in a foreign language can be intimidating, which is why students need lots of practice in class.

No one wants to feel embarrassed in front of their peers. Students need to know that if they say something incorrectly, they aren't going to be laughed at. The best way to help students feel safe speaking is to create a positive classroom environment. This means cultivating a culture of respect by giving students positive feedback and not tolerating negativity.

Students need permission to try new words and make mistakes. This is how they'll learn. That means other students aren't permitted to make fun of a student for saying something incorrectly and the teacher won't harshly criticize students for their mistakes. Instead, you can provide constructive feedback that helps students improve. After all, if they already knew how to speak perfectly, they'd be the teacher, not the student.

Therefore, to get the purpose of the education, the teacher should know the situation of the classroom. The situation of the classroom really has a big role in influencing the psychology of the students, such as students' interest. The students' interest will influence the achievement of the students. The way of the teachers in teaching the material or even the situation or the shape of the desk in the classroom are important in influencing the achievement of the students in teaching and learning process.

The important aspect in classroom climate is the relationship between teachers and students. Supportive and warm climate in the class is important for the teachers' effectiveness, especially in supporting and make students' give their good contribution in learning the process. Because if the student thinks that the classroom as a caring, and supportive interesting place that there is a sense of belonging and everyone feels comfort, valued and respected each other in the classroom.

Task based language learning is kind of all the rage these days as part of the overall communicative approach. This focuses on having students being competent communicators as opposed to some of the older models like grammar-translation or the audio-lingual method. It's a nice change of pace from the usual presentation practice production style of lesson or the test teach test approach.

Task based learning (also known as TBL) is an approach that has a base in the communicative way of language teaching. Teaching and learning happen through a variety of communicative tasks that involve lots of teamwork among students. Well-designed tasks within this approach should elicit the target grammar and vocabulary in a natural way.

A task-based activity is one in which students have to use language to achieve a specific outcome. The best TBL activities reflect real life and allow students to use whatever language they want as long as they are able to complete the task.

Task based learning is important because it replicates real-life is a more meaningful way than many traditional language learning activities which can lead to more meaningful and memorable lessons. TBL helps students do something in the target language that they're likely familiar with doing in their own language.

2. THEORETICAL FOUNDATIONS

1. *Theoretical basis*

Task-based Language Teaching (TBLT) motivates the students to keep learning because they find a purpose to study and find the lessons meaningful for their lives due to they learn how to apply that knowledge in real life.

TBLT is an approach which offers students the possibility to actively engage in the processing of language in order to achieve a goal or complete a task. It seeks to develop students' interlanguage, that is to say, the kind of language produced by non-native speakers in their development of learning a L2, providing a task and then using language to solve it.

Furthermore, TBLT's main characteristics position learners away from the forms of language alone to move toward real-world contexts. They specifically contribute to communicative goals. Their elements are carefully designed. Their objectives are specific so that you can at some subsequent point determine the success of one task over another. But most importantly, tasks are meant to engage learners in genuine problem-solving activity, at some level.

Task-based learning concentrates on what can work in the classroom, however it seems to have some drawbacks. For example, it does not take any attitude toward the classroom as an L2 user situation but follows the usual line of minimizing the use of the first language in the classroom.

Within TBLT, teacher roles become more of a helper, while students work at their own pace and within their own level and area of interest to process and continually restructure their interlanguage. It moves away from a prescribed developmental sequence and provides students with freedom and autonomy in their own learning process.

In sum, TBLT offers the opportunity for natural-like learning inside the classroom, emphasizes meaning over form without ignoring form, is intrinsically motivating, compatible with the learner-centred educational philosophy, and can be complimentary to a more traditional approach.

Communicative Language Teaching sees meaningful communication as the goal whereas Task-based learning takes it a bit further, so students need to communicate in order to achieve or do a meaningful task. Both acknowledge the importance of real authentic meaningful communication as a way to learn a language. After all in real everyday life, we use language to express ourselves and get things done.

Using CLT helps learners develop communicative competence using meaningful activities that gives priority to meaning and comprehension. It enhances learners' confidence. It gives them a chance to express themselves fully. Lots of exposure to content words and functional language gives the learners a chance to use English in a way that is similar to their L1; meaningfully.

In my experience communicative activities are easy to design but quite challenging and time consuming to implement. The principles of CLT sometimes go in direct contrast with curriculums in my country where the tests students are about to take dictates what happen in class. As such speaking, for example, is one of the least focused on skill in almost all schools that teach English a second language. Communicative activities might come across to students and parents as too fun and spontaneous to be related to their learning.

Communicative Language Teaching (CLT) as a style intended to redefine what students have to learn in terms of communicative competence rather than linguistic competence; the crucial goal is the ability to use the language appropriately rather than the grammatical knowledge. Like the Audiolingual style, CLT often resembles behaviourist views of learning.

But, are we actually certain that we are following the guidelines of this method? CLT is an accepted model with many interpretations and manifestations; it is related to issues such as authenticity, acceptability, and adaptability. It is difficult

to set a definition since it is a combined but broadly based, theoretically knowledgeable set of conceptions about the nature of language and of language learning and teaching.

In my opinion, a task-based approach and communicative language teaching is an interesting teaching methods which provides many appealing micro-task activities throughout the whole teaching process. This has created a big opportunity for all the students to interact with each other and share their ideas about themselves.

However, this is also a big challenge for people like me, because I believe grammar is important and I used to focus on grammar but I learned how to still teaching it indirectly without the students noticing it and they will acquire the knowledge like they did with their mother tongue. Therefore, I consider much more the topic and content of communicative lessons I teach in order to form a virtuous circle of language teaching and learning. The student does not have to adapt to our way of teaching, we need to adapt our teaching into his/her learning style.

2. *Teaching philosophy*

One way to encourage students' intrinsic motivation is to make class communicative. Part of the joy of language is using it to communicate. Language learners get a rush when they can successfully translate their thoughts into words and get their points across. Aside from the fun of communicating, it's also what most students want to get out of learning English. In other words, that's where their intrinsic motivation lies—they're already eager to be able to communicate in English for their own reasons. For some students, their goal is communication in business. The lesson plan is based to relate the basic expressions or vocabulary to be able to introduce themselves to others and talk about their interests and what they do daily. For others, their goal is to communicate during their advanced studies at an English-language university or college. Still others want to explore the world and will use English to travel and connect with people all over the globe. The more we encourage our students to communicate in class, the more motivated they'll be. They'll see that they're accomplishing their goals even as they're learning, and the success and achievement will make them eager to learn. Even though, some of them have less knowledge of English, they will be able to communicate since the first day of class. The main purpose is to have students' attention and find the language useful for their lives.

I divided the lesson plan in 5 sessions of one hour during a week which consists on presenting first the vocabulary and grammar by using videos and academically images so that they practice the listening skill, too. Also, some writing activities by themselves before they do the speaking ones with their classmates to consolidate the topic of the day.

Generally speaking, people don't care what you know until they know that you care. That's why forging relationships with our students is so important. Supporting our students is something we need to do before we can motivate them. We can let our students know that we care about them and where they come from by encouraging expressions of personal life, their family and daily routines in class. Be on the lookout for any opportunities to have students share their values, beliefs and traditions.

Also, I take some time every day to relate to our students on a personal level and ask them how their weekends went. I encourage them if they seem down. Letting them know that we're there for them in any way. Though it may seem like we're "wasting" valuable class time with chit-chat, but making the students see the class like a guide or practice for real context with the purpose that the students can immediately apply the topic of the class in their daily routines or real contexts. I teach the grammar and vocabulary indirectly and I create the bonds that are the foundations of successful relationships with students.

3. *Evaluation model*

The right quantity and quality of feedback is important for forging the right relationships with students. If teachers spend too much time correcting every error they make, they'll end up estranging students. They may respect their knowledge, but they won't feel connected to our personally.

Students tended to feel nervous for the oral test even they understood the topic and complete with all the work and had an excellent grade on the exam. Therefore, by encouraging to speak since the first day, they found that the oral test is the easiest to do. It's important to give positive feedback, like compliments and encouragement, as well as criticism. When we have criticism to give, it's better to deliver it along with some positive feedback. Something difficult is a lot easier to hear when it's preceded and followed by something positive. That way no student will feel like I am picking on them.

On the oral test, they need to feel like they are just conversating and on the Written test, is important to train them to take a level exam such as Toefl o lelts..

Motivating students is a part of every teacher's job and the best kind of motivation comes from within our students themselves. When we encourage intrinsic motivation in the members of our classes, we set them up for success even after they leave our classrooms.

Using Checklists to assess the work in class and homework because they help students feel in control and hold them accountable by removing obstacles to success such as "I didn't know we were supposed to do that," or "I forgot to do that part." Checklists keep students on task. Rather than losing focus and forgetting where they left off or abandoning the task altogether, they always know where they are in a task or project. (Or should know.) Checklists can help communicate the details or goals of an assignment or project to other teachers, parents, or relevant community members.

Speaking is one of the most demanding and complex skill due to it is the main reason students want to start studying English. The objective of teaching spoken language is the development of the ability to interact successfully in that language. Interaction involves comprehension as well as production. Sometimes, assessing can be subjective in speaking skill because everyone has a different opinion to express in a conversation but I focus on assessing in an objective way to avoid complains of the students with the grades. Most of all, they can check what his/her speaking level is.

Therefore, Using rubrics for the oral tests, hey provide students with clear expectations, plus they give concrete details about how to obtain a particular score. Rubrics define what quality entails. They are quick, objective, and efficient. They make justifying scores to parents or students much less tedious. The gradations on a rubric allow students to identify their strengths and weaknesses.

3. APPLICATIONS

1. Lesson Planning

1. Lesson plan identification	
Author	Luis Angel Rodríguez
Educational stage	University. Level 2 Beginners
Title of your Lesson plan	Module 1: Personal Information, Family, And Daily Routines
Learning Objective of the plan/Competency	Language Purpose <ul style="list-style-type: none">o The goals and objectives for this module are: Use questions and answers, and read and write basic personal information, and greet each other in English.o State names of family members; ask, answer questions, and describe family.o Discuss daily routines and activities in the morning, afternoon, and evening Intercultural Purpose <ul style="list-style-type: none">o A stranger is someone we do not know. It is important to be properly introduced to someone so that we can feel safe and trust that the person is someone we can have as a friend.
Communicative skill considered	Reading/Writing.
State of the following options	Recycling topic
Functions	-To introduce yourself and ask personal information
Main Grammar structure	Simple present
Hours of the plan implementation	5 hours
Number of sessions	1 session from Monday to Friday
EEAILE tutor on line	Gernot Rudolf Potengowski

1. Lesson Plan: Session 1

Module 1 Yourself, Your Family and Everyday Life	Unit 1 – Session 1 Personal Information
Standards Alignment	
Speaking and Listening <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about gradelevel topics and texts in small and larger groups.• Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).• Ask questions to clear up any confusion about the topics and texts under discussion. Reading <ul style="list-style-type: none">• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Writing <ul style="list-style-type: none">• Print letters. Language <ul style="list-style-type: none">• Use personal, possessive, and indefinite pronouns	
Goals and Objective	
<ul style="list-style-type: none">• Use wh- questions to ask questions and answer questions about classmates’ basic information.• Read and write descriptions of people stating basic information.• Greet each other in English.• Use “Excuse me” and “please repeat” and “can you spell that” to ask for clarification.• Use possessive pronouns in speaking and writing.	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none">• Projector, laptop, and speakers• Tablets (if available)• Internet connection• Access to Ventures arcade (see link under resources)	Presentation Needs & Handouts <ul style="list-style-type: none">• Chart paper• 7 flipchart markers, tape, index cards• Name tents• World Map• Ventures 1• Queens Library ESOL Program picture file• Picture dictionaries <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none">• Class guidelines• Needs assessment• Personal info form

- Pictures of people

Vocabulary Focus

What's your name, can you spell that, address, where are you from, near, phone number, state, zip code, city

Grammar Focus

- Wh-questions
- Personal poss. adjectives (my/your)

Introduction/Warm-Up/Review (5 min)

Warm-Up

- As Ss enter, fill out a name tag.
- Write on board: What's your name? My name is _____.
- Where are you from? I'm from _____ Introduce yourself, and tell where you are from. Ask class to repeat: What's your name? Where are you from?
- Review class guidelines and expectations.

Lesson Plan Activities

Activity 1: Asking and answering questions (20 min)

1. Say your name. Throw the ball to someone in class, who says his or her name, then throws the ball.
2. Do variations of this: "What's your first name?" as round one; "What's your last name?" as round two and a third round as "I'm from..." If class is slightly higher level, they can precede throwing the ball by asking the appropriate question, e.g. "Where are you from?" "What's your first name?"
3. Add additional questions, as appropriate to the students' level.
4. Getting to Know Your Partner interview Write q's on board (for lowest levels, reduce the number of questions to what's your name, where are you from):
 - What's your name?
 - Where are you from?
 - What language do you speak?
 - Do you work?
 - Do you have children?
 - For round 2, higher levels ask one more question
 - a. Review the questions, then model by having one S ask T. Introduce the strategy, can you spell that?
 - b. Learners work with a partner who does not speak their language. Change partners and repeat. Second time: add a few more questions (higher levels).

Wrap Up/Assessment

- Ask learners to introduce their partners to the group. (T models first)

Activity 2: Greetings (20 min)

Lead or play a dialogue to the class: A: Hi, I'm

Clara

B: Nice to meet you, Clara. I'm Lee.

A: Nice to meet you Lee. Do you live in Queens? B: Yes, I live in Jamaica. How about you?

A: I live in Flushing.

Read or play a dialogue to the class:

A: Hi I'm Rita.

B: Nice to meet you, Rita! I'm Joe.

A: Nice to meet you Joe. Where are you from?

B: I'm from the Dominican Republic. What about you? A: I'm from Pakistan.

2. Have the class practice the dialogue(s) chorally and then with a partner.
3. Write the dialogue on the board. Erase the names/places. Model first with a few students, then have them practice with a partner. More advanced learners can come up with their own dialogues.

Wrap Up/Assessment

- T walks around to assess their dialogues as they work. Ask for volunteers to do their dialogues for the class.

Activity 3: Writing personal information (10 min)

1. Show the pictures of famous people that students know and they have to write personal information about her, e.g. what's her name? Where is she from? Where does she live? Is she married? Does she have children? How many? What's her address? How old is she?)

Wrap Up/Assessment

- T reads stories to class – correcting and checking vocabulary

Overall Wrap Up: Vocab/ Review and Assessment (5 min)

1. What were new words today?
2. Introduce the concept of vocabulary journals or vocabulary cards.
3. Have learners write 5 new words on the cards or in their journals.

Homework/Project (Extension Activity)

- **Reading/Writing:** Complete needs assessment.
- **Writing:** Ask Ss to write about themselves either with a form to fill in the missing words (easier) or questionsto answer.
- **Vocab:** practice the 5 new words.

2. Lesson Plan: Session 2

Module 1 Yourself, Your Family and Everyday Life	Unit 1 – Session 2 Personal Information
Standards Alignment	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about gradelevel topics and texts in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to clear up any confusion about the topics and texts under discussion. <p>Reading</p> <ul style="list-style-type: none"> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>Writing</p> <ul style="list-style-type: none"> Ask them to copy the model and fill in the blanks with their own information. <p>Language</p> <ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns. 	
Goals and Objectives	
<ul style="list-style-type: none"> Use wh- questions to ask questions and answer questions about classmates’ basic information. Read and write descriptions of people stating basic information. Greet each other in English. Use “Excuse me” and “please repeat” and “can you spell that” to ask for clarification. Use possessive pronouns in speaking and writing. 	
Technology Needs and Presentation/Handouts	
<p>Technology Needs</p> <ul style="list-style-type: none"> Projector, laptop, and speakers Tablets (if available) Internet connection Access to Ventures arcade (see link under resources) 	<p>Presentation Needs & Handouts</p> <ul style="list-style-type: none"> Index cards Name tents World Map Picture dictionaries <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> Class guidelines Needs assessment Personal information form Worksheets

Vocabulary Focus

What's your name, can you spell that, address, where are you from, near, phone number, state, zip code, city

Grammar Focus

- Wh-questions
- Personal poss. adjectives (my/your)

Introduction/Warm-Up/Review (10 min)

Warm-Up

- Ball toss game: review "last name" "first name" "country" with a ball toss activity.
- Check homework answers to personal information questions. Have them review with a partner if needed.
- Practice with vocabulary cards, or do a vocabulary review.
- If there are new students, use it as an opportunity to review the basic greetings. If not, have a few students practice with partners.

Lesson Plan Activities

Activity 1: Alphabet Check (5 min)

1. To ensure learners know the letters of the alphabet.

Activity 2: Personal Information (20 min)

1. Write the following words on the board: Name, Address, Zip Code, Country, Date of Birth. Check for comprehension.
2. Hand out a form for personal information.
3. Ask learners questions about *Paola* (name on the worksheet).
4. Ask learners to work with a partner to answer the questions.
5. Have them interview their partner to write their partner's information at the bottom.

Wrap Up/Assessment

- T walks around to assess their as they work. Ask for volunteers to share a little about their partner's information.

Activity 3: Asking and giving name and phone numbers (15 min)

1. Hold up a picture of a person Ask: What's her name? (allow the class to make up a name) Ask how do you spell that? Write the name on the board.
2. Ask what's her phone number? Allow the class to make up a phone number. Write the number on the board.
3. What's her first name? What's her last name? What's her phone number?
4. Have learners complete the answers to the questions.
5. Make a grid for the learners to copy. Model the activity first with one student: What's your first name? How do you spell that? What's your last name? How do you spell that? What's your phone number? (You may want

to write the questions on the board). Ask them to ask four classmates.

First Name	Last Name	Phone Number
1.		
2.		
3.		
4.		

Wrap Up/Assessment

- Call out a few phone numbers for the learners to write down. Check their responses.

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What were new words today?
2. Have learners write 5 new words on the cards or in their journals.

Homework/Project (Extension Activity)

- **Reading/Writing:** Complete needs assessment.
- **Writing:** Ask Ss to write about themselves either with a form to fill in the missing words (easier) or questions to answer.
- **Vocab:** practice the 5 new words.

3. Lesson Plan: : Session 3

Module 1 Yourself, Your Family and Everyday Life	Unit 1 – Session 3 Family
Standards Alignment	
Speaking and Listening <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about <i>gradelevel topics and texts</i> in small and larger groups.• Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).• Ask questions to clear up any confusion about the topics and texts under discussion.	
Reading <ul style="list-style-type: none">• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Writing <ul style="list-style-type: none">• Ask ss to copy the model and fill in the blanks with their own information.	
Language <ul style="list-style-type: none">• Use verbs to convey a sense of past, present, and future	
Goals and Objectives <ul style="list-style-type: none">• State the names of 5 members of the family (brother, sister).• Ask and answer questions about their family.• Use have/has to talk about the family.• Use “Excuse me” and “please repeat” and “can you spell that” to ask for clarification.	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none">• Projector, laptop, and speakers.• Tablets (if available)• Internet connection• Access to Ventures arcade (see link under resources)	Presentation Needs & Handouts <ul style="list-style-type: none">• Index cards• Name tents• World Map• Picture dictionaries• Your family photo (T)• Yes/no cards (one for each learner)
Vocabulary Focus	

Brother, sister, husband, wife, how many, son, daughter, grandmother, grandfather

Grammar Focus

- Present tense has/have
- Questions with how many

Introduction/Warm-Up/Review (5 min)

Warm-Up

- Check for newcomers and introduce them.

Lesson Plan Activities

Activity 1: How many brothers and sisters? (10 min)

1. Show a family picture with siblings. Introduce one member and ask “How many sisters does she have?” “How many brothers does she have?” Elicit the answer and write on board.
2. Draw a grid on the board. Model the activity with one student.
3. Write “most” on the board. Ask: Who has the most sisters? Brothers?
4. Ask the students to report out: How many brothers do you have? I have xxxx sisters. Juan has 3 sisters.
5. Have Ss write sentences about themselves and classmates. Model using have and has.

Wrap Up/Assessment

- Have some students share their sentences with the class.

First Name	Last Name	How many sisters do you have?	How many brothers do you have?

Activity 2: Possessive nouns & Possessive Adjectives(10min)

1. Write examples of possessive nouns and possessive adjectives on the board.
2. Ask learners to copy them on their notebooks.
3. Hand in a worksheet to practice the topic
4. Students share answers and teacher correct the mistakes.

Activity 3: Filling in a family tree (20 min)

5. Draw a blank family tree on the board. Ask learners to copy.
6. Writes names of their relatives on the family tree
7. Put the name of 1 family member on the tree. (e.g. Lin) then makes statements like “Alex is Ted’s wife.” Ask learners to fill the names as you call them.

Wrap Up/Assessment

- Check that they were successful in filling in the family names.

Overall Wrap Up: Vocab/ Review and Assessment (5 min)

1. What were new words today? What did we do today?

Homework/Project (Extension Activity)

***Ask Ss to bring a family photo to the next class.

- **Writing:** Students write a short paragraph about their family.

4. Lesson Plan: Session 4

Module 1 Yourself, Your Family and Everyday Life	Unit 2 – Session 4 The weather
Standards Alignment	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about <i>gradelevel topics and texts</i> in small and larger groups. Listen to an audio in order to do the comprehension task. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to clear up any confusion about the topics and texts under discussion. <p>Reading</p> <ul style="list-style-type: none"> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>Writing</p> <ul style="list-style-type: none"> Ask Ss to copy the model and fill in the blanks with their own information. <p>Language</p> <ul style="list-style-type: none"> Use verbs in Present tense 	
Goals and Objectives	
<ul style="list-style-type: none"> Answer the question, “How’s’ the weather?” Describe today’s weather 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> Projector, laptop, and speakers Tablets (if available) Internet connection 	Presentation Needs & Handouts <ul style="list-style-type: none"> Index cards Name tents World Map Picture dictionaries
Vocabulary Focus	
2 weather words (depends on the weather!), How’s the weather.	

Grammar Focus

- Present continuous

Introduction/Warm-Up/Review (15 min)

Warm-Up

- Show pictures to present the vocabulary to talk about the weather. Ask Ss to repeat.
- Begin introducing small talk: Write on the board: How's the weather? Draw a picture of either sun/clouds/rain/snow as appropriate and write the word (e.g. introduce only 1 word – for the appropriate weather! Do not introduce all weather words) Add one word for the temperature
- Have learners practice with vocabulary cards – reviewing vocabulary from the past 3 sessions. If you aren't using vocabulary cards, conduct another vocab review activity.

Lesson Plan Activities

Activity 1: Preparation task (10 min)

- Hand in the listening comprehension worksheet
- Explain the steps of the exercise and clarify that students first need to do the preparation task
- Students match images according to the word.
- Check answers

▶ **Activity 2: Listening audio about the weather and answer questions (10 min)**

- Hand in the listening comprehension worksheet
- Explain the steps of the exercise and clarify that students first need to do the preparation task
- Students match images according to the word.

▶ **Activity 3: Investigate the weather of a city and present it to the class (25min)**

- Students use smartphones and internet from the college, look up some information related to the weather of a city
- Students share the information using vocabulary presented in the class.
-

Overall Wrap Up: Vocab/ Review and Assessment (5 min)

1. Discuss how the weather is today

5. Lesson Plan: Session 5

Module 4 Yourself, Your Family and Everyday Life	Unit 1 – Session 5 Daily Routines/Recreation
Standards Alignment	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about gradelevel topics and texts in small and larger groups. Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to clear up any confusion about the topics and texts under discussion. <p>Reading</p> <ul style="list-style-type: none"> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. With prompting and support, read informational texts appropriately complex for grade level. <p>Writing</p> <ul style="list-style-type: none"> Ask them to copy the model and fill in the blanks with their own information. <p>Language</p> <ul style="list-style-type: none"> Use verbs in Present tense. 	
Goals and Objectives	
<ul style="list-style-type: none"> State 5 things they do every day. Respond to questions about time. Talk about daily activities using the simple present. 	
Technology Needs and Presentation/Handouts	
<p>Technology Needs</p> <ul style="list-style-type: none"> Projector, laptop, and speakers Tablets (if available) Internet connection Access to Ventures arcade (see link under resources) 	<p>Presentation Needs & Handouts</p> <ul style="list-style-type: none"> Chart paper and markers World Map Picture dictionaries Daily routine <i>cloze</i> What time do you...worksheet
Vocabulary Focus	
get up, take a shower, leave for work, finish, go to sleep, every day	
Grammar Focus	

- Simple present
- Higher level: sometimes, never

Introduction/Warm-Up/Review (20 min)

- Review the agenda, ask the learners to tell you the date. Ask Ss to repeat.
- Write on the board: How's the weather? Draw a picture of either sun/clouds/rain/snow as appropriate and write the word (e.g. introduce only 1 word – for the appropriate weather! Do not introduce all weather words) Add one word for the temperature (either hot or cold) Write that word on the board.
- Birthday review: in small groups, Ss review: When's your birthday? Ask them to write their birthdays on a calendar.
- Have learners practice with vocabulary cards – reviewing vocabulary from the past 4 sessions. If you aren't using vocabulary cards, conduct another vocab review activity.

Lesson Plan Activities

Warm-up: Presenting verbs for routines (10min)

1. Present some basic verbs for daily routines with their translation.
2. Ask students to mention action that they do frequently that teacher haven't presented yet.
3. Students write the verbs with their translation in their notebooks.
4. Repeat each verb presented to practice pronunciation

Activity 1: Describe what the family does (10min)

1. Present a picture of a family doing an activity in the house.
2. Explain the rule of verbs in 3rd person singular in present tense.
3. Ask students to mention actions that are performed.

Activity 2: Write what your family does during the week (20 min)

1. Students make sentences mentioning the action that they and their families do everyday

Activity 3: Discuss in pairs what each one does (10min)

1. Teacher makes pairs to discuss each other routines

Wrap-up: Differentiate verbs in 3° person (10min)

1. Teacher ask students to mention what their partner and their family do daily

Homework/Project (Extension Activity)

ORAL TEST

- **Reading/Writing:** Students complete the daily routine cloze (handout) and then write their daily routine in paragraph format, based on the *cloze*.
- **Listening/Speaking:** Interview a friend about their daily routine and write the answers. Provide questions for them to ask. Higher levels can devise their own language.

2. *Instruments or learning assessments*

Speaking Rubric

The total grade for the oral test is 25 points but divided in 5 points for just presenting it in class to encourage students to participate and lose the embarrassment to speak, and the 20 points left are specified in next rubric. This rubric uses four 5-point scales (20 total points).

Pronunciation	Fluency
<p>5 Phonetically correct Almost error-free</p> <p>Genuine effort to sound like native speaker</p> <p>4 Comprehensible, generally correct Occasional error</p> <p>3 Frequent errors that confuse listener and require guessing at meaning</p> <p>2 Many errors that interfere with comprehensibility</p> <p>1 Most utterances contain errors Many utterances are incomprehensible Little communication</p> <p>0 No attempt</p>	<p>5 Smooth flow Quick, continuous flow Natural pauses</p> <p>4 Occasional hesitation, searching for words Speaker can self-correct and respond to cues</p> <p>3 Halting, hesitating Visibly translating before responding Can rephrase and respond</p> <p>2 Frequent hesitations, searches for words Overly translates questions before response Repeats question word before response Eventually responds</p> <p>1 Constant searching for vocabulary, verb tense Does not complete utterances</p> <p>0 No attempt</p>
Syntax	Vocabulary
<p>5 No grammatical errors Speaker self-corrects without hesitation</p> <p>4 Two or fewer syntax errors Minor errors that do not impede communication.</p> <p>3 Frequent errors Self-correct on some errors</p> <p>2 Many errors (agreement, verb forms) Errors impede communication</p> <p>1 Most structures incorrect Constant use of infinitive</p> <p>0 No attempt</p>	<p>5 Very good; wide range Uses appropriate and new words and expressions Interesting response</p> <p>4 Generally good response and appropriate vocabulary</p> <p>3 Vocabulary is just adequate to respond. No attempt to vary expressions</p> <p>2 Inadequate vocabulary or incorrect use of lexical items</p> <p>1 Does not complete response Vocabulary repeated</p> <p>0 No attempt</p>

3. *Material + Resources for Learning*

- Laptop
- Book
- Notebook
- Speakers
- Over head Projector
- BBC learning web page
- Youtube
- Pinterest
- Wordreference translator

4. EXPERIENCE REPORT

For many, the concept of studying and working at the same time can be frightening and rightfully so. It can be very stressful to try and balance two separate lives. It requires a high level of time management and planning too!

Working and studying at the same time can be incredibly rewarding and can open up opportunities that might not have been available otherwise.

Thanks to part time study, the miracle of distance learning, the pat and some supportive classmates, I've been able to make my work/study life function brilliantly. With a little preparation, planning and some easy tricks can make it work.

This lesson plan is based on a 60 minute long lesson in Secondary, High School and University grade class consisting of 35 pupils each class, split evenly between male and female. Even though, the groups are in different level, they had difficulty to speak in class, not because they do not know the language or they need to change into a lower level class. They did not have the confidence or the security to speak in English. The first problem was that they did not know each other because the English group is different from the regular classes so they just have the possibility to interact for one hour. Therefore, this lesson was planned with the purpose to create a friendly and cooperative environment.

This particular lesson consists of four stages. The main aim of the lesson was to introduce the pupils to the culture of the US and UK as English speaking countries and prepare them for upcoming lessons focused on discussions. Subsidiary aims are stated as improving pupils' listening comprehension and vocabulary.

The results also revealed that lessons planned and executed at a High School level were slightly more communicative than their counterparts at Junior High even they were on the same level. One reason behind this phenomenon could perhaps be that the language proficiency level of the students there are higher than the one at the lower levels. This could potentially make it easier to come up with more creative activities to do in the classroom. If the proficiency level in a class is very low it could be tempting to fall back on translation- and 'fill-in-the-gap' exercises. Furthermore, if the proficiency is very low it is probably an indication that the students need to learn the basic grammar of the language before moving on towards more creative discussion oriented tasks. If the proficiency in a class is high the students might want to be challenged in more, in their eyes, meaningful exercises.

5. CONCLUSIONS

Communication skills are not solely determined by the environment, but also with the capacity to understanding the language while listening. There is a very old saying that being a good listener is a requisite for acquiring excellent communication skills. Listening helps to identify the dialect closely, while thinking and writing in the concerned language also helps.

Knowledge of English has become a necessity in today's era of globalization. Especially, when it comes to International Communication, the know-how of the language becomes a vital aspect in cracking every global deal.

No matter whatever job someone takes up, the success will be determined only by the extraordinary ability to converse in the English language.

Students facing difficulties in speaking the language must give a thought to enrolling into spoken English courses. In fact, the trend of online classes is prevalent these days, and there are many online tutorials available today that help professionals and students generate excellent English-speaking skills.

Speaking in English doesn't need to be a rare, dreaded occurrence. When students expect to practice speaking each lesson, they'll get used to speaking English, making it less intimidating. Sometimes the best way to eliminate barriers to speaking is to just speak. If students know that each class they will be expected to come in and spend at least five minutes speaking English, they will adjust to this and gradually be more inclined to do so.

In conclusion, although CLT has lost its edge to some degree, TBLT provide teachers and learners opportunities to communicate in second language lessons. Despite the weaknesses identified as implicit in CLT and TBLT, the approaches do provide teachers and learners with a creative style to employ for teaching and learning the language. The bottom line is that a teacher should base their plans on the theory, be creative and be aware of disadvantages when designing and implementing the two approaches. It is necessary to keep exploring for answers to the problems teachers experience, meanwhile learners should have a positive attitude and be prompted to cooperate with their teachers to achieve optimum language acquisition.

6. REFERENCES

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7. APPENDIXES



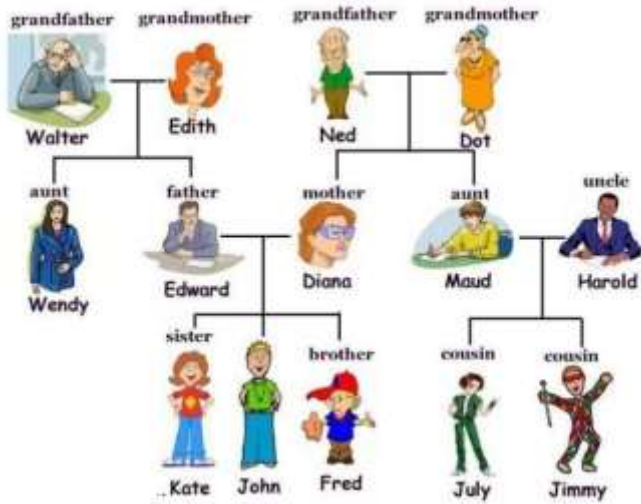
Listen to the weather forecast and do the exercises to practise and improve your listening skills.

Preparation

Do this exercise before you listen. Draw a line to match the pictures with the words below.



John's family tree



- 1-John has one and one
- 2-Diana is John's
- 3-Edward is the Of Kate, John and
- 4-Maud is John's 5-is Harold's wife .
- 6-Maud has children.
- 7- The names of Maud's children are and
- 8- July and Jimmy are 9- Ned is their ,..... Dot is their
- 10-Dot and Ned have **two** 11-Their names are and
- 12-Edward isof Maud.
- 13-Edward is married to
- 14-Diana has sister . 15-Walter is of Diana.
- 16-Edith is of Wendy.
- 17-Wendy is of Kate, John and
- 18-Kate, John and Fred are of July and.....
- 19- July is of Diana. 20-Fred is of Maud.
- 21-Edward isof July and Jimmy.
- 22-July Kate Fred are of Ned and Dot.
- 23-John and Fred areof Walter and Edith.
- 24-Wendy is of Walter and Edith.
- 25-Wendy is of Diana.

mozk

Example: aunt: your mother's (father's) sister

cousin: _____

_____ : **your mother's or father's mother**

_____ : **your mother's or father's father**

_____ : **your mother's brother**

sister: _____

brother: _____

<u>First Name</u>	<u>Last Name</u>	How many sisters do you have?	How many brothers do you have?



TIP # 5 - Ask someone's phone number

You normally use the following questions:

What's your phone number?
What's your mobile phone number?

HOW TO SAY PHONE NUMBERS IN ENGLISH

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Surname:
First Name:
Spouse's name:
Occupation:
Dependants:
Date of Birth:
Mother Tongue: