

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

***“A communicative Teaching language perspective applied  
with university students by talking about their future  
plans and predictions”***

**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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**GENERATION 10**

**México, DF. a 19 de junio de 2022**

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Título del trabajo recepcional o tesis:	A communicative Teaching language perspective applied with university students by talking about their future plans and predictions		
Tipo:	<input type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Socialization in English Language and Teaching	Tutor(a), Asesor(a) o Director(a):	Norma Susana Rivera Herrera
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## INTRODUCTION

When working and learning with people from a variety of background and cultures present in the classroom, students gain a more comprehensive understanding of the subject matter. It also teaches students how to use their own strengths and points of view to contribute in a diverse working environment. It is true that our students do not come from different countries but from different background who have at the same time different beliefs and needs and teachers have to know how to manage and deal with this.

This project states 4 chapters which give a general view about a proposal in a Technological University whose students come from different background but with the same need to learn. Chapter 1 describes the philosophy and theory; which explains the perspective on teaching and how that perspective will be applied to the teaching environment. It points out the communicative approach, the sociolinguistic theory and the Monitor model, focusing mainly on the communicative and intercultural competences.

Chapter 2 describes the methodology and practice. It points out the assessment and testing applied in the project; such as continuous evaluation, formative and summative assessment. A complete description of a lesson plan is described here. The activities, strategies, techniques, materials and resources are developed in the lesson plan which covers 5 sessions of class.

Chapter 3 refers to the experience report. It focuses mainly on the outcomes of the activities, if they were successful, if the goals set at the beginning were achieved and what the experience was according to the activities set on the lesson plan.

Chapter 4 describes the conclusions and the general bibliography. I understand how difficult it is to reach all our students because each student has a different socio-cultural context and different learning styles. That's why understanding the arbitrary nature of language can help students in their learning process by allowing them to identify this characteristic and realizing that the relationship between form and meaning is unsystematic.

## **CHAPTER 1: PHILOSOPHY AND THEORY**

### **I. Teaching Philosophy**

I started working with the book “World English” third edition in 2020 and I am still using it this year. It includes new and updated content and ideas from sources like National Geographic and Ted Talks, which feature real people and places to provide meaningful and fascinating springboards for language learning and communication.

Each unit is divided into five two-page lessons, including newly extended Writing and Communication lessons that feature writing models and explicit skill instruction to provide increased opportunities for meaningful learner output. In addition, an extended, optional Video Journal lesson at the end of each unit features amazing video from either National Geographic or Ted Talks. This time I will work with unit 8 according to the lesson of my school syllabus, focusing in future events. The groups I work with at University are between 24 and 26 students. Most of them are 18 or more and It has been easy for me to make them work in pairs or teams to achieve a task.

I have always said that I apply the communicative approach on my teaching which is based on the idea that learning a language successfully comes through having to communicate real meaning, the main objective is to present a topic in context as natural as possible. According to William Little Wood (1981) The communicative approach is not just limited to real life verbal communication. It is an approach to language learning in general. For example, a class utilizing the communicative approach could also include the study of “authentic texts” – texts written in the target language for a purpose other than your language studies.

During unit, I learned how social practices are not separated for grammatical and functional language. I consider that an understanding of learning theories helps teachers connect to all different kinds of students. Teachers can focus on different learning styles to reach different students, creating teaching that focuses directly on student needs and aptitudes.

Students are exposed to multiple sources of input and teachers are the primary source of oral input because they give instructions in English, explain grammatical structures or patterns and facilitate activities and tasks. Michael Long argued that interaction is more than an opportunity for learners to practice the language but that through interaction, learners develop their second language. Interaction through pair and group work maximises the opportunities to practise as more learners speak for more of the time.

It is important to analyze the multiple roles the teacher takes on to help this process to take place. Teachers take many different roles when teaching in an EFL classroom. They have diverse responsibilities, especially when they have to deal with multicultural students. In the EFL classroom, teachers have a big challenge dealing with students who possess different backgrounds, culture, ideas, perspectives of life, and so on.

We need to be prepared to teach in classrooms where diversity exists, in terms of religion, socioeconomic status, needs, sexual preferences, and the like, which is becoming an important issue nowadays from elementary school to higher education in Mexico.

## **II. Theoretical Foundations**

Choosing and using the right teaching approach is an important consideration for all language teachers. Get it right and students progress towards fluency at pace in a calm and enjoyable learning environment. However get it wrong and students can quickly become demotivated and disengaged, particularly in formal education settings.

This project has been worked on The Communicative Language Teaching approach (CLT) which focuses on giving students the skills to clearly and confidently communicate in real-world situations with native speakers of their target language. As such, it moves away from a traditional focus on grammar to encourage the active and authentic use of language in learning and acquisition. CLT therefore prioritizes interaction and problem solving and usually involves classroom activities such as role play and pair / group work.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The main purpose behind communicative language teaching methods is to prepare students to be confident communicators for different real-life contexts, through repetitive oral practices and student-student cooperation. Larsen-Freeman, D. (1986).

Author and researcher David Nunan identified five key elements to the CLT approach:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.

**The communicative Language Teaching (CLT)** mainly focuses on developing *communicative competence*; the crucial goal is the ability to use the language appropriately rather than the grammatical knowledge.

Talking about communicative competence, Dell Hyme's asserts in this theory that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately. The context or situation, the relationship between the speakers, and the sociolinguistic rules determine what is said and how it is said. When students of English interact with individuals from the United States, they interact in a social context that determines the language used. Teachers began to use a communicative competence model of language acquisition so that their students could use language in real situations. For example, instead of studying mainly grammar rules and vocabulary, teachers used textbooks with a setting. Communicative competence refers to both verbal and nonverbal communication

As Lesson 1 from module 3 says: intercultural competence is quite different from communicative competence. Communicative competence involves two cultures: your own and the one you are learning (the target language culture). Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts. *Byram* (2002) defines *intercultural competence* as “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact with others. Byram Nichols, & Stevens (12) affirm that it is not the role of the teacher to change learners’ values, but “to make them explicit and conscious in any evaluative response to others.” However, before teachers can guide their students through this process, teachers need opportunities to experience and reflect on cultural differences so they can deal with their own attitudes and open themselves up to accepting difference.

According to William Little Wood (1981) *These are practical tips towards applying the communicative language teaching method:*

- Have plenty of communicative student-student activities (pair discussions, role-playing, puzzle-solving, and other collaborative tasks) so that each student is constantly exposed to the target language.
- Communicative activities should include a clear situation or context, the roles of the speakers, and a communicative purpose.
- Practice different formal and informal interactions through games, role-play, and problem-solving tasks.
- Teachers should concentrate on providing a supportive learning atmosphere and selecting personalized tasks for students in terms of their individual level, needs, and interests.
- Use the right tools for creating and assigning speaking-based language learning activities. For example, you can use modern language teaching software tools that allow recording each students' individual speaking practices and group work. This also enables important self-evaluation by allowing students to listen back to their own speech and recordings.



## II.I. Rationale

The lesson plan stated in this project develops the topic of “*Future plans and predictions*” because the linguistic structure is easier for students to understand and practice. They also like to speak about things coming soon and they can speak freely about different aspects of their future life. It allows to create different activities where they can practice the four skills, making them work collaboratively, sharing opinions and experiences.

The sociocultural theory, supported by Vygotsky, has contributed a lot to this lesson plan. This theory suggests that students initially use language for communicative interaction purposes with their interlocutors and, eventually, this interpersonal speech takes on an intrapersonal function in which the speech is directed to the self (Vygotsky, 1925) In this theory, students and teachers form relationships in the classroom to help the student learn. The relationships help facilitate social interaction and active participation in the learning tasks. Students learn through observation, listening and talking through their tasks.

Vygotsky's theory can be very beneficial in helping teachers to plan out their instruction. It helps them to think through the knowledge and skills that their students are expected to master and determine the order in which to teach those things.

Creating a collaborative learning environment is one way to use sociocultural theory in the classroom. This might involve pairing students with others of higher skill levels, or it could be by learning as a group versus having students learn on their own.

Teachers can also take advantage of the zone of proximal development by providing guidance and support to help the students reach their learning goals—particularly in an online learning environment.

Krashen's theory of second language acquisition is another useful contribution. According to this theory, the optimal way a language is learned through natural communication.

The Krashen's monitor model theory can mobilize the enthusiasm of students to improve the quality of input in the classroom, reduce anxiety and enable students to appreciate their listening and comprehensive communicative competence in communication.

This Monitor Model theory suggests that students should both strive to increase their second language inputs (like viewing videos, television, and going through books for reading) and make sure they receive proper error correction in one form or another

Krashen and Vygotsky complement each other, their philosophical view of language is viewed as a tool that is best used when the individual feels that it is important, natural, and relevant to them in Vygotsky's view, the collaborative interaction of learners as part of a social system within the classroom takes place. While Vygotsky's 'focus' is socio-cultural and Krashen's 'focus' is on the individual learner, again this reflects the move from one level (learning in general throughout society) to another (specific 'learning' of a particular, defined item).

Communicative Language Teaching is another powerful teaching approach which has helped to encourage the development of the four macro skills in language learning— speaking, listening, reading and writing. These are a core part of CLT from the very start, since active communication serves to integrate the different skills. The use of authentic or real teaching materials (brochures, flyers, timetables, menus and magazines) also helps ensure that students develop relevant grammar and vocabulary while working through activities that build these core skills.

It is noticed that the most obvious characteristic of the Communicative Approach is that almost everything is done with a communicative intent. That is to say, that students use the language through communicative activities such as games, role-plays, and problem solving tasks. And most of all, always take into account that activities need to be truly communicative, including information gap, choice, and feedback as core features. Larsen-Freeman, D. (1986).

It is important to encourage student-student interaction with role-playing and collaborative tasks. Student-student interaction plays an essential role in applying a Communicative Teaching Approach (CLT). As the more traditional teaching styles have usually been rather teacher dominant with students mainly learning through passive listening, student-student interaction, on the contrary, focuses on the active interaction among the students themselves during language classes.

One popular CLT activity is role-playing. There is a playful component in role-playing that helps students practice speaking without feeling pressure. Teachers can for example assign parts to their students, or let them decide on a specific setting. Choose a topic that is relevant to students, or one that connects to other topics explained in class. This will ensure that role-playing is an integral part of the language lesson and not only a stand-alone experience.

Collaborative tasks like assigning student groups to answer a quiz or solve a puzzle using only the target language are also popular activities in CLT. This type of exercise allows not only to enhance students' communication skills but also to experiment with the peer-learning approach, which is useful in strengthening relationships among students.



At university, numbers are not used to grade them. Teachers tell them what their progress is and what they need to improve.

	<b>Autonomous</b>	<b>Outstanding</b>	<b>Satisfactory</b>	<b>Fail</b>
My spelling in the text is appropriate.				
There is a variety of vocabulary in the text.				
My use of language is appropriate to the English course I am attending.				
My text has cohesion and coherence.				
I answered to the questions required and demonstrate I fulfil the Outcome learning				

This is the rubric to grade Speaking:

<b>ITEMS</b>	<b>Autonomous</b>	<b>Outstanding</b>	<b>Satisfactory</b>	<b>Fail</b>
<b>USE OF ENGLISH</b>	I can talk about my future plans identifying the short and long term plans as well as making predictions about my life. Eg. (...)	I am mostly accurate when I talk about my future plans identifying the short and long term plans as well as making predictions about my life. Eg. (...)	I hesitate when I talk about my future plans identifying the short and long term plans as well as making predictions about my life. Eg. (...)	I can barely talk about my future plans identifying the short and long term plans as well as making predictions about my life. Eg. (...)
<b>VOCABULARY</b>	I know a wide range of vocabulary to talk about my future plans and predictions.	I manage the expected vocabulary to talk about my future plans and predictions.	I use basic vocabulary to talk about my future plans and predictions.	I am extremely limited to talk about my future plans and predictions
<b>PRONUNCIATION</b>	I can give appropriate pronunciation and stress to words. I can pronounce quite well in statements when I talk about my future plans and predictions.	I am able to pronounce words about my future plans and predictions.	I have some errors in pronunciation. My stress is influenced by Spanish, but it doesn't block or interfere my performance. I need to improve my fluency.	It is difficult to understand. I can barely produce statements or questions. My mother language frequently interferes to express basic ideas.

## 2.2. LESSON PLANNING

### Lesson plan A: “Talk about plans”

<b>Level:</b> Elementary				
<b>Lesson A:</b> Talk about plans				
<b>Vocabulary:</b> Future time expressions, activities related to future plans, question words.				
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• <b>By the end of the lesson students will describe their future plans</b> <ul style="list-style-type: none"> <li>• Students will identify short- and long-term life plans</li> <li>• Students will develop listening skills to talk about their future life plans.</li> <li>• Students will practice speaking by asking each other questions in the future tense.</li> </ul> </li> </ul>				
<b>Material and Resources:</b> Board, textbook, Workbook, a list of verbs, class audios CDs, Interactive worksheets.				
Stage	Objective-skill	Procedure	Evaluation	Time
<b>Warm-up</b>	To elicit some ideas related to dreams for the future. *Speaking	T asks Ss to look closely at the photo from page 100. She reads the unit title aloud and asks them to share their impressions of it with the class. <i>For example, The people are having fun / They are playing a joke on that man / The sky looks beautiful, etc.</i> T asks Ss the following questions on the unit opener and encourages as many students as possible to share their ideas: *What do you think people at the wedding dream about for the future? *What is your dream for the future? T tells them in this unit they will learn to talk about their future plans.	Observation Student's Participation	10 min
<b>Vocabulary</b> Matching the plans to the photos.	To identify short- and long-term life plans. *Speaking-writing	Ss close their books and T asks them: <i>Who did you have lunch with yesterday?</i> (with my family, with my classmates, by myself, etc) It's fine if Ss just name people rather forming full sentences. Then she asks: <i>Who are you going to have lunch with tomorrow?</i> She says, <i>I'm going to have lunch with my best friend tomorrow.</i> She writes it on the board and underlines <u><i>I'm going to.</i></u> Ss repeat after her and she tells them they are going to talk about future plans in this lesson.	Student's Participation	10-15 min

		<p>Ss open their books and are asked to look at the photos and phrases from page 102. T points out to some Ss to read the ten sentences aloud and makes sure Ss understand the vocabulary.</p> <p>Ss match the phrases (plans) to the photos. They do exercise A individually, then compare their answers with a partner.</p> <p>T checks answers as a class.</p> <p>T reads the Word Focus explanations of short-term and long-term.</p> <p>Ss complete the table in exercise B according to the explanation.</p>		
<b>Listening</b> to a conversation	<p>To listen for specific information.</p> <p>*Listening</p>	<p>Ss look over the conversation on page 103 before they start the exercise</p> <p>T points out that contractions are appropriate in this context.</p> <p>T plays the audio about plans for the weekend and asks students to try to complete the conversation using the verbs in brackets.</p> <p>When the Ss have completed the exercise, T plays the audio again, this time stopping after each blank in the conversation. She ensures that Ss know the correct answers.</p> <p>T writes the answers on the board.</p>		10-15 min
<b>Grammar</b> Future: <i>Be going to</i>	<p>To understand the use of <i>Be Going to</i> for plans and intentions.</p>	<p>T introduces the structure by asking questions like: <i>What are you going to do on Friday night /Saturday?</i> She elicits answers with <i>be going to</i> and goes over all sections of the chart on page 102.</p> <p>T points out the importance of using time expressions: <i>tomorrow, tonight, next week, etc.</i></p> <p>In pairs Ss do exercises A &amp; B on the Grammar Reference on the back of their books.</p> <p>T monitors and checks as a whole class.</p>		
<b>Speaking</b> Discussing their plans for the future.	<p>To talk about short- and long-term life plans.</p> <p>*Speaking - Writing</p>	<p>Ss complete the tables about short-term and long-term plans on page 103, exercise F.</p> <p>T models some questions with one student and reminds them to use a variety of Wh-question words (What/ When / Why/ How)</p>		20-30 min

		<p>Ss start discussing their plans; In pairs, ask and answer the questions in F. Then they have to ask a <i>Wh</i>-question for each. T walks around and joins in some of the conversations.</p> <p>Ss write three of their short-term plans and three of their long-term plans.</p>		
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### Lesson plan B: “Plan a Project”

<b>Level:</b> Elementary				
<b>Lesson B:</b> Plan a Project				
<b>Vocabulary:</b> Specific items/ Question words				
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• <b>By the end of the lesson students will be able to plan a project.</b> <ul style="list-style-type: none"> <li>• Students will practice listening skills by getting specific information.</li> <li>• Students will practice pronunciation of reduced form of <i>going to</i>.</li> <li>• Students will be able to work collaboratively in teams.</li> <li>• Students will understand the use of <i>going to</i> for intentions and plans.</li> </ul> </li> </ul>				
<b>Material and Resources:</b> Board, textbook, A list of verbs, charts. Class audios CDs, Ted Talks.				
Stage	Objective-skill	Procedure	Evaluation	Time
<b>Warm-up</b>	To elicit ideas about planning a project. *Speaking	T writes the lesson title on the board: <i>Plan a Project</i> . She has the class think of questions to ask when planning a new project, and writes them on the board as they are given. For example: <i>Who is going to work on this project? / When is the project going to start? / Are we going to have enough money?</i> She tells Ss they are going to practice planning a project.	Student's Participation	5 min
<b>Listening</b>	To practice listening skills by getting specific information. *Listening	Ss look at the photo on page 104 and answer two questions related to that photo (exercise A) They have to predict information according to what they see. T plays the audio about an interview with a woman and reviews students' answers from A.  T goes over the Word Focus items and definitions and gives Ss a moment to look at the chart. She draws their attention to the four headings and reinforces the practice of reading the		10-15 min



		<p>questions in advance to establish what specific information to listen for.</p> <p>Ss listens to the interview again and complete the notes about the woman's next project.</p> <p>T replays the audio if needed and asks Ss to check answers in pairs.</p> <p>Ss are required to write the exact words they hear.</p>		
<b>Pronunciation</b>	<p>To practice pronunciation focusing mainly on the reduced form of <i>going to</i>.</p> <p>*Listening</p>	<p>T reminds Ss that many words and sounds in English are reduced (or shortened) when we speak quickly. She goes over the information in the box from page 105. She says the full form followed by the reduced form and ensures Ss notice the difference.</p> <p>Ss listen to the sentences in exercise E and check the correct form according to the pronunciation.</p> <p>In pairs, Ss take turns reading the sentences in E. Each partner has to say which form the used.</p>		10 min
<p><b>Speaking</b> <b>Listening</b> <b>Writing</b> Intercultural activity</p>	<p>To plan a project</p> <p>*Speaking *Listening * Writing</p>	<p>T encourages Ss to think about planning a project and she shows them a video about Erick Withacre (Composer and Conductor)</p> <p>Ss complete the exercises step by step according to the video.</p> <p>T replays the video so that Ss can confirm the correct answers.</p> <p>T opens a class-wide discussion about the video's topic.</p> <p>T puts Ss into groups and tells them they are going to plan a project for their school and she gives three options:</p> <p><i>*Create a website with information and news about their school and neighborhood.</i></p> <p><i>*Make a short video called "A day in the life of a student"</i></p> <p><i>*Plan an event to celebrate the end of the year.</i></p> <p>In groups, Ss discuss each part of the project and write down information on a chart.</p> <p><i>*What is the project.</i></p> <p><i>*When are you going to start and finish?</i></p>	<p>Speaking Rubric</p> <p>Writing rubric</p>	<p>15 min</p> <p>60 min</p>

		<p><i>*Who is going to do each part?</i>  <i>*What are you going to need?</i></p> <p>T walks around, monitors and assists. She makes sure all group members are participating and contributing. She stops with some groups and listens to their plans.</p> <p>When the time up is up, each group present their project to the class or to another group.</p> <p>Ss must use <i>going to</i> in their presentations.</p> <p>T allows other Ss to ask the group questions about the project.</p>		
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### Lesson plan C: “Make Predictions”

<b>Level:</b> Elementary				
<b>Lesson B:</b> Make Predictions				
<b>Vocabulary:</b> Renewable and Non-renewable energy				
<b>Objectives:</b>				
<ul style="list-style-type: none"> <li>• <b>By the end of the lesson students will be able to make predictions about the future</b> <ul style="list-style-type: none"> <li>• Students will practice reading skills by getting specific information.</li> <li>• Students will understand the difference between <i>Going to</i> and <i>Will</i>.</li> </ul> </li> </ul>				
<b>Material and Resources:</b> Board, textbook, A list of verbs, charts. Class audios CDs, Interactive worksheets				
Stage	Objective-skill	Procedure	Evaluation	Time
<b>Warm-up</b>	To elicit ideas about energy *Speaking	T pre-teaches some of the key language from this lesson. Switches off the classroom lights –or something else that uses electricity-then switches on again. She asks Ss why they need electricity and where it comes from. T explains we need energy to make electricity and clarify the difference between renewable and non-renewable energy.	Student's Participation	5 min
<b>Vocabulary</b>	To practice listening skills by getting specific information. *Listening	T draws Ss attention to the photo on page 106 and she reads the text in the box aloud. Ss answer the two questions in exercise A and complete exercises B and C individually, then compare answers with a partner. T checks answers and invites volunteers up to write their answers under the headings renewable and non-renewable energy on the board.		10-15 min

<b>Reading</b>	To practice reading skills	T reads th title of the article and the photo caption aloud. She asks specific questions about electricity and elicits as many answers as possible and writes them on the board. Ss read the article and underline sentences describing future events. T does not allow too much reading time. The idea here is to skim for overall gist. T checks answers as a class.		10 min
<b>Grammar</b> Future: <i>Will / Won't</i>	To understand the difference between <i>Going to</i> and <i>Will</i> .  * Writing	T explains that another way to make predictions in English is with <i>Will</i> . She goes over the information in the chart from page 107 and directs students in the Grammar Reference at the back of their book for additional review and practice. Ss do exercise E from page 107 and exercises C,D & E from page 179 (Grammar Reference)		15 min
<b>Speaking</b>	To talk about predictions.	T points out the Speaking Strategy phrases: / ( <i>don't</i> ) <i>think we will.../ Maybe we will / won't</i> ..She makes complete sentences with them using the predictions from exercise E. Ss read and complete the conversation in F and say if they agree with those predictions. Ss do the goal checker about predictions. T reads the five questions in the table aloud and tell Ss to write two more questions using <i>Will</i> . Ss check off their own answers in the table. In pairs, they ask each other all seven questions and complete the table with their partner's answers. T reminds Ss to use the Speaking Strategy phrases when they answer.	Rubric	
<b>Further practice</b>	To practice the structure	In pairs, Ss make predictions for ten years in the future, like the example: <i>Our school is going to have a big, new building. It will be beautiful.</i> Ss get together with another pair and share their predictions. They choose the three best predictions from their group and read them to the class. Individually Ss practice both <i>Going to vs Will</i> by using interactive worksheets.  Ss practice in a digital platform that comes in their books.		

	<a href="https://myelt.heinle.com/ilrn/createAssignment/assignments.do#/">https://myelt.heinle.com/ilrn/createAssignment/assignments.do#/</a>		
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## CHAPTER 3: EXPERIENCE REPORT

### 3.1. Outcomes of the activities

Students enjoyed most of the activities like working in teams and having competencies however; the structure of “*be + going to*” that was considered at first easy for them to practice, was difficult to get for some of them. They forgot to use the verb “*to be*” when asking each other. So they needed to do several exercises to reinforce the structure and also other activities that were not in the lesson plan at the beginning had to be applied to practice the topic and make students get more involved with the linguistic point.





Students had the opportunity to work collaboratively with their classmates and share experiences as well as correct among themselves. It was realized that they feel more confident when they do not have to be in front of the class and they feel more comfortable when working with more advanced students who can help and guide them. Students could be monitored closely and check who had more difficulties when using the language so that let to do tutorings at the end of the classes which help students to reinforce the skills they have more problems with.

## **CHAPTER 4**

### **4.1. CONCLUSIONS**

Theories guide a teacher to select and follow an approach to the teaching of any new language. this conditioning, will be able to give the expected response and then it can be said that he has learned. Theories provide a basis to understand how students learn and a way to explain, describe, analyze and predict learning. In that sense, a theory helps us make more informed decisions around the design, development and delivery of learning. In short, an understanding of learning theories helps teachers connect to all different kinds of students. Teachers can focus on different learning styles to reach different students, creating teaching that focuses directly on student needs and aptitudes.

Added to this, interaction is needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase learners' communicative. It tells how the students have interaction among them and teacher even with the whole class. The benefits of classroom interaction are: Increases motivation, self-confidence, and self-esteem: when students engage in a classroom activity or discussion, they might feel motivated to discuss further. This practice is useful to build student's self-confidence. Social interaction is important because it enables students to enhance their communication skills. For effective learning to take place, there is need for proper communication. Both verbal and non verbal communication enables the students to interact with others.

The role of the teacher is very important, he or she has to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, grade student work and offer feedback, manage classroom materials, productively navigate the curriculum, and collaborate with other teachers.

Strategies are also important because they help students begin to understand the process of learning. They help students to bypass their areas of weakness and to perform at the level at which they are capable. Strategies promote flexible thinking and teach students the importance of shifting their approaches to different tasks, and materials are essential because they can significantly increase student achievement by supporting student learning. For

example, a worksheet may provide a student with important opportunities to practice a new skill gained in class.

Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgement, educational status, or achievement of student. A class teacher, or for that matter, any subject teacher, should know how far a student has understood, what she's bring taught. The job of a teacher, is not, just teaching alone. She has to know ow effective she has been, in teaching the subject.

Evaluation of a student, by the teacher, tells her how far the student has understood the subject. If the student scores good marks, then, no problem. But, if a student scores average or below average marks, then the teacher should be alert and take immediate action, regarding the betterment of the student. So, evaluation helps the teacher in understanding, how far, the student has understood the subject. It helps in the improvement of the students' performance, on the whole.

Reflective practice involves actively analyzing our experiences and actions, in order to help ourselves improve and develop. Reflection helps teachers to become aware of their underlying beliefs and assumptions about learning and teaching. It also helps teachers promote a positive learning environment.

**Here is the link of the video about the lesson planning**

[https://www.canva.com/design/DAFCa-Qd3bl/Ujall2FiewEBwWhny\\_iiw/watch?utm\\_content=DAFCa-Qd3bl&utm\\_campaign=share\\_your\\_design&utm\\_medium=link&utm\\_source=shareyourdesignpanel7](https://www.canva.com/design/DAFCa-Qd3bl/Ujall2FiewEBwWhny_iiw/watch?utm_content=DAFCa-Qd3bl&utm_campaign=share_your_design&utm_medium=link&utm_source=shareyourdesignpanel7)



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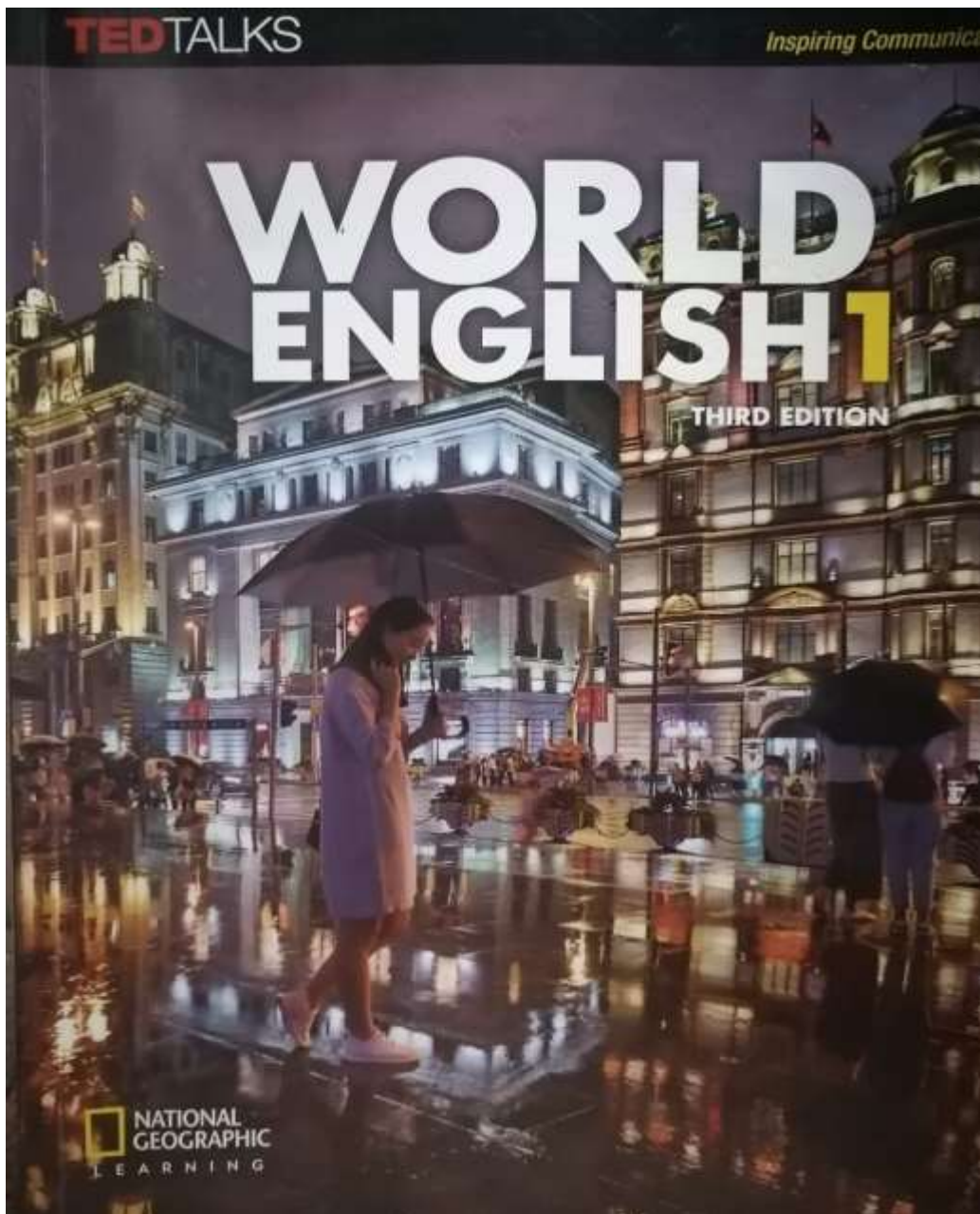
[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

<https://artsandculture.google.com/>



## APPENDIXES

### I. Text book



UNIT  
**8**

## Making Plans

Look at the photo and answer the questions.

1. What do people at a wedding dream about for the future?

2. What is your dream for the future?

### UNIT 8 GOALS

- A. Talk about Plans
- B. Plan a Project
- C. Make Predictions
- D. Solve a Problem
- E. Describe Future Trends



It's a wedding party in Punta del Este, Uruguay. Family and friends push the brother of the bride into a pool.

# A

## GOAL Talk about Plans

### Vocabulary

**A** Match the plans to the photos. Write the number.

- |                     |                            |
|---------------------|----------------------------|
| 1. buy a new car    | 6. get married             |
| 2. buy my own house | 7. have children           |
| 3. clean the house  | 8. speak English fluently  |
| 4. do the laundry   | 9. study for the next test |
| 5. get a new job    | 10. take a vacation        |



### WORD FOCUS

**Short-term** means the near future (tomorrow, next week, next month, etc.).

**Long-term** means the distant future (next year, in five years, etc.).

**B** Write the plans in **A** in the correct columns.

Short-term plans	Long-term plans

**C** Which of the short-term plans in **B** do you have? Discuss in pairs.

**D** Number the long-term plans in **B** in order of importance to you. (1 = most important). Then compare your lists in the same pairs.

### Grammar

#### Future: Be going to

Statements	We're <b>going to buy</b> a new car tomorrow.	
Negative	He's <b>not going to get</b> a new job next year.	
Yes / No Questions	Are you <b>going to do</b> the laundry this weekend?	Yes, I am! No, I'm not.
Wh- Questions	When are you <b>going to pay</b> the phone bill?	On Tuesday.

**E** Complete this conversation with *be going to* and the verbs in parentheses. Then listen and check your answers.

**Kat:** Hey! (1) *Are you going to come* (you / come) to my party this weekend?

**Ben:** I'm not sure. I have a test on Monday, so I (2) \_\_\_\_\_ (study) for that all weekend.

**Kat:** Which test?

**Ben:** It's for my Mandarin class. My sister and I (3) \_\_\_\_\_ (take) a vacation to China next year, so I want to speak the language.

**Kat:** Wow! That's great. But my party is in the evening and it (4) \_\_\_\_\_ (be) fun! And you (5) \_\_\_\_\_ (not / study) all weekend. You (6) \_\_\_\_\_ (need) a break.

**Ben:** That's true. OK, see you on Saturday.

**REAL LANGUAGE**

Say *Yes, I am* or *No, I'm not* when you are certain. Say *I'm not sure* when you are not certain.

**F** What are your short-term and long-term plans? Check (✓) the correct column.

**Short-term plans**

Are you going to ...	Yes, I am.	I'm not sure.	No, I'm not.
eat out tonight?			
go to a party tonight?			
play or watch a sport this weekend?			
rest this weekend?			

**Long-term plans**

Are you going to ...	Yes, I am.	I'm not sure.	No, I'm not.
start your own business?			
learn another language?			
move to another country?			
buy a new car?			

**G** In pairs, ask and answer the questions in F. Then ask a *Wh-* question for each.

Are you going to start your own business?

Yes, I am.

What type of business are you going to start?

I'm not sure. Maybe a language school.

**GOAL CHECK** Talk about Plans

- Write three of your short-term plans and three of your long-term plans.
- In pairs, talk about your plans and ask each other more questions.

I'm going to take a vacation soon.

Where are you going to go?



**B** GOAL Plan a Project



**Listening**

**A** Look at the photo. Answer the questions.

1. What do you think Molly Ferrill does?
2. What subject do you think she specializes in?

**B** 42 Listen to an interview with Molly. Check your answers in A.

**C** 42 Listen to the interview again. Complete the notes about Molly's next project. Use words from the interview.

**WORD FOCUS**

**wildlife protection officers** people who keep animals safe

**species** types of animals

**protect** keep safe from danger

**video series** more than one video about the same subject

What is the project?	When?	Are there other people?	Is there special equipment?
A _____ series about _____	<b>Start:</b> She's going to leave in _____	She's going to work with other _____	1. _____
wildlife protection officers and the species of _____	<b>Finish:</b> It's going to take _____		2. lenses
they protect.			3. microphones
			4. _____

**D** 42 In pairs, compare your answers in C. Then listen again and check.

**PRONUNCIATION: Reduced Form of going to**

**A 43** In natural speech, *going to* is often reduced to sound like *gonna*. The words are combined and the vowels also change. Listen to and repeat the sample sentences.  
*I'm going to buy a new computer.*  
*Are you going to come?*

**E A 44** Listen to the sentences and check (✓) the correct box.

	Full Form	Reduced Form
1. I'm going to make a video		✓
2. Are you going to work with anyone else?	✓	
3. When are you going to leave?		
4. We're going to leave in two months.		
5. What special equipment are you going to need for the trip?		
6. We're going to pack different types of clothing.		
7. When are you going to finish the project?		

**F** In pairs, take turns reading the sentences in **E** with either the full form or the reduced form. Your partner has to say which form you used.

**G** In groups, plan one of these projects for your school:

- Create a website with information and news about your school and neighborhood.
- Make a short video called "A day in the life of a student."
- Plan an event to celebrate the end of the year.

**GOAL CHECK Plan a Project**

1. In your groups, discuss each part of the project and write down information in the table.

What is the project?	When are you going to start and finish?	Who is going to do each part?	What are you going to need?

2. Present your plans for the project to the class or another group. Use *going to* in your presentation.

We are going to ...

We are going to need ...

VIDEO JOURNAL

TED TALKS

A VIRTUAL CHOIR 2,000 VOICES STRONG

**GET WORDS!** In pairs, ask and answer the questions about music.

1. Who is your favorite musician?
2. Are you a fan of other musicians?
3. Do you ever sing? If yes, is it with a choir?
4. Do you play a musical instrument? If yes, which one?

**Watch the TED Talk.** Number the stages of the project in the order Eric talks about them.

- One day, Eric watched a video of a girl singing his music. It gave him an idea.
- Eric posted a piano track so the singers could hear the music.
- Scott Haines edited all the videos together.
- Eric recorded a track of himself conducting the music to the song "Les Automne."
- Singers started uploading their videos.
- On Eric's blog, he asked singers to record videos of themselves singing his music.
- Eric posted the virtual choir video online.

**Watch the video again.** Match the people to a-1

1. A friend of Eric
2. Billie Louisa
3. Scott Haines
4. Melody Myers
5. Eric

- a. He said, "I'm a little nervous!"
- b. He said, "This is the project I've been looking for my whole life."
- c. He said, "You have got to see this!"
- d. He said, "I'd stop if there."
- e. The winner of the soprano solo contest.

**Complete the sentences about the video.**

connect    download    link  
 site    upload    website

1. A \_\_\_\_\_ choir is a group of singers connected by the internet.
  2. A friend emailed Eric a \_\_\_\_\_ to a YouTube video.
  3. Eric wanted other singers to \_\_\_\_\_ their videos to \_\_\_\_\_.
  4. The singers could \_\_\_\_\_ the music for free.
  5. After the singers recorded their videos, they started to \_\_\_\_\_ their videos.
  6. Eric loves that technology and music can \_\_\_\_\_ people from around the world.
- Conductors usually work in person, but Eric conducts the choir online. In groups, think of a job and decide if it is possible to do it online.**
1. Do you like to do the following things online, in person, or both? Add an idea of your own.
- |                      |        |           |      |
|----------------------|--------|-----------|------|
| 1. Play games        | Online | In person | Both |
| 2. Take classes      | Online | In person | Both |
| 3. Talk to family    | Online | In person | Both |
| 4. Go shopping       | Online | In person | Both |
| 5. Explore the world | Online | In person | Both |
| 6. _____             | Online | In person | Both |
- Interview a classmate about what he or she prefers in 5. Ask them to explain why. For the things they do online, ask them to explain how they do them.**

**ERIC WHITACRE**  
 Composer, Conductor

Eric Whitacre's IDEA WORTH SPREADING is that technology and music can connect us in wonderful, unexpected ways. Watch Whitacre's full TED Talk on TED.com



IDEA

**C**

**GOAL** Make Predictions

**WORD FOCUS**

**Renewable** energy can always be used (e.g. solar energy).

**Non-renewable** energy can not be used more than once (e.g., oil).

**Language Expansion: Energy**

**A** Look at the photo and read about Japan. Then answer the questions.

1. What does the photo show?
2. What type of energy will Japan use more in the future?

**The Future of Energy in Japan**

These are solar panels on the top of a building in Tokyo. Japan will use more renewable energy in the future.



- coal      gas
- oil        wave
- wind     wood

**B** Write each type of energy from the box under the matching photo.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**C** Write which types of energy in **A** and **B** are renewable and which are non-renewable.

Renewable Energy	Non-renewable Energy

**D MY WORLD** What types of energy does your country use at the moment?



## UNIT 8 Making Plans

### Plans and Predictions

**A** What are your plans? Use some of the words from the box and some of your own ideas.

buy a car    do homework    eat lunch    get married  
go shopping    graduate    travel    write some emails

My short-term plans	My long-term plans

**B** Write sentences about your plans. Use *be going to* and future expressions such as *Tonight*, *Next week*, *in two years*, *When I'm thirty*.

I have several short-term plans: \_\_\_\_\_

\_\_\_\_\_

I also have some long-term plans. \_\_\_\_\_

\_\_\_\_\_

**C** What will probably happen? Make predictions using *will*.

1. Muriel needs some money. She knows how to program computers, and she's a very good cook.

What will she do? She will probably look for a job. Computer programmers make more money than cooks, so she probably won't look for a restaurant job.

2. Tony lives in London, but his family lives in Rome. He misses them. What will he do?

\_\_\_\_\_

3. It's winter and you're in Antarctica. A major storm is moving across the ocean. What will happen when the storm hits?

\_\_\_\_\_

4. Paula is going to play soccer this afternoon. Last night, she didn't sleep. What will happen?

\_\_\_\_\_

\_\_\_\_\_

## UNIT 8 Making Plans

**A** In pairs, make predictions for ten years in the future, like the example.

1. your school Our school is going to have a big, new building. It will be beautiful!

2. your city \_\_\_\_\_

3. your teacher \_\_\_\_\_

4. a classmate \_\_\_\_\_

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

5. a classmate \_\_\_\_\_

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

6. your country \_\_\_\_\_

7. a sports team \_\_\_\_\_

8. Name: \_\_\_\_\_

a famous person \_\_\_\_\_

**B** Get together with another pair. Share your predictions.

**C** Choose the three best predictions from your group. Read them to the class.