



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

### **UNIDAD AJUSCO**

## **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

### **HOW LISTENING HELPS MY STUDENTS: DEVELOPING LISTENING SKILL**

### **TRABAJO RECEPCIONAL**

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

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**México, DF. a 4 de Julio de 2022**



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

# **HOW LISTENING HELPS MY STUDENTS: DEVELOPING LISTENING SKILL**

**TERM PAPER**

**TO OBTAIN THE DIPLOMA OF  
SPECIALIZATION IN ENGLISH TEACHING AND LEARNING AS A  
FOREIGN LANGUAGE, ONLINE MODE**

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**Mexico City, July 4<sup>th</sup>, 2022**

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# TABLE OF CONTENTS

INTRODUCTION.....	6
CHAPTER 1. PHILOSOPHY AND THEORY ABOUT LANGUAGE LEARNING.....	9
1.01 THEORETICAL FOUNDATIONS ABOUT LANGUAGE LEARNING.....	9
1.01.1 DIFFERENCE BETWEEN ACQUISITION AND LEARNING.....	9
1.01.2 STEPHEN KRASHEN'S HYPOTHESIS.....	12
1.01.3 VIGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT.....	13
1.01.4 KOLB'S LEARNING STYLES AND EXPERIENTIAL LEARNING CYCLE..	14
1.01.5 COMMUNICATIVE APPROACH VS TASK BASED APPROACH. ....	16
1.02 TEACHING IDENTITY AND PHILOSOPHY.....	19
1.02.1 PROFESSIONAL DEVELOPMENT .....	20
1.02.2 THEORETICAL CONCEPTS.....	21
1.02.3 MY TEACHING CONTEXT.....	22
1.02.4 INTERCULTURAL COMPETENCE IN MY TEACHING .....	24
1.02.5 EVALUATION AND ASSESSMENT. ....	26
CHAPTER 2. METHODOLOGY AND PRACTICE.....	27
2.01 LESSON PLAN.....	27

2.01.1 LESSON PLAN IDENTIFICATION CELL.....	28
2.01.2 SESSION 1. LISTENING AND GRAMMAR.....	28
2.01.2.1 THEORETICAL FOUNDATION	
2.01.3 SESSION 2. LISTENING AND GRAMMAR.....	47
2.01.3.1 THEORETICAL FOUNDATION	
2.01.4 STUDENTS' OUTCOMES .....	56
2.02 EVALUATION TOOLS.....	58
2.03 ATTACHED EVIDENCE OF MY EVALUATION.....	59
2.04 EVIDENCE OF MY DESIGNED TOOL TO ASSESS MY STUDENTS.....	61
2.05 VIDEO OF THE IMPLEMENTATION OF THE LESSON PLAN.....	62
<a href="https://drive.google.com/file/d/1zXQNEkL3MUy6HzbDhAUDqnxHko-h81h/view?usp=sharing">https://drive.google.com/file/d/1zXQNEkL3MUy6HzbDhAUDqnxHko-h81h/view?usp=sharing</a>	
CHAPTER 3. EXPERIENCE REPORT.....	62
3.01 SUGGESTIONS FOR IMPROVEMENT.....	67
CHAPTER 4. CONCLUSIONS.....	68
4.01 CONCEPTUAL.....	68
4.02 METHODOLOGY.....	68
4.03 OBSERVATION.....	68
4.04 ANALYSIS.....	69
4.05 REPORT.....	69
CHAPTER 5. APPENDIXES AND REFERENCES.....	70

## INTRODUCTION

This specialization started almost a year ago and in the course of three different modules I learned a variety of new information that has enriched and build my teaching practice, for example in Module 1 I became in contact with different approaches, methodologies and techniques that taught me how Second Language Acquisition theories and hypothesis must influence my teaching process always aiming to be as effective as possible no matter mi teaching context or external factors that might limit me, so by the end of the first module helped me to reinforce my determination to keep my teaching level as high as possible and even aim to do better, taking into account and combining the different theories I learned in those months. As a consequence, and without a doubt, Module 1 helped me to reshape and refine my teaching philosophy, because it was clear that from the large range of methodologies I learned, I am more inclined to use ones above the others but I learned the reasons for that and also how important it is to be familiar with all of them so I can apply them depending on each specific context I have at any given time.

Then, Module 2 came and during that I analyzed and learn how students learn languages and how I helped them to create conditions for this to happen successfully, during that module we continued with different Second Language Acquisition theories and hypothesis that can influence my teaching process and either hinder it or make it more efficient the result was that I learned the importance of knowing my students' learning process and all that it is involved in it to implement the best strategies in the class. After that it came the time to start deepening my analysis on creating strategies for each of the main skills when learning English, I started with reading and writing strategies and the theoretical foundation for them and how those enhanced the way I carry those out, then the listening skill followed with the same pattern but at this point I was extremely interested in this particular one because as I mentioned in all this specialization my current students are graded mostly in this skill so I was looking forward in developing and deepen my teaching practice in this specific area, and I can report that the theoretical foundation and the analysis that I made boosted the way I plan, implement and assess this part of my class.

Finally, it was the time for Module 3 and I had already learned before, teaching and learning a language goes beyond the linguistic competence, when we are faced with a new language we need to be open and aware of the culture that comes with it, and the third module did exactly that, it helped me to analyze in my own teaching practice how I am doing in this regard and what can I do to help my students to develop their cultural awareness and intercultural competence. I want to highlight how this last module made clear the importance of using technology in this regard and because now more than ever we are exposed to a globalized world I must take advantage of that and help students to learn English in the most whole way possible, so they can face whatever situation and any given context and do it in a respectful and polite way.

All the above brought me to the point of the last two assignments, in which after months and months of new knowledge, deep analysis, observation and research it was time to apply all of that and give one more check on how after those two modules my teaching philosophy changed and improved, followed by a careful planning of one lesson to carry out all the acquired knowledge and practices in a real class and see the effects of it.

The lesson came, the one I had thoroughly planned, and I applied all the new aspects I recently learned to be a better teacher and have a better approach, method, techniques and strategies to be more effective in my student's progress, and I gladly have to say it was very successful I could easily perceive a difference in every aspect of the class, from my own motivation to my students' performance and behavior during it that has permeated until now. The results I got and how I feel more connected to my class reassures me of all what I have been learning, I can play a huge role and cause a great impact in my students' learning process and even though there are many things I cannot control I can do my part and motivate them to continue with acquiring the language and broaden their mind and perspective.

I wanted to summarize the last few months because it is important for me to explain the process I went through in this journey and that is exactly what you are going to read in this, my Final Project, a culmination of a very interesting and personal project of me becoming a better teacher.

This project as the culmination of this specialization has greatly influenced me, as you will read in the following pages my background was not in Education, but after this program I can confidently say that I feel the best equipped I have felt in my teaching experience and my personal goal of learning about teaching English was not only met, but surpassed at every aspect, now I feel more prepared to face whatever circumstance in my teaching context and be able to adapt and have a reason behind that that will impact in a positive way my students and their own learning process. I cannot way to teach in a different school and be able to apply another set of theories and techniques learned during this course, I am sure that no matter what the future faces I am at a better position to be the best teacher I can be and the experience I obtained after all these months undoubtedly motivates me to keep on learning and to never settle down, rather to continually shaping and updating my teaching. I hope that the passion I have for teaching is something you can read in the following pages and that you enjoy as much as I did the process that brought me to the writing of these words.

This paper is divided in four different chapters, the first one covers the different theories about language learning and how those shaped my teaching identity and philosophy considering my professional development, theoretical concepts, and my teaching context. In chapter two I am presenting the application of what I described in the previous one, by carrying out a lesson plan and showing in a video the class implementation of all the theories I use when teaching and how I assess and test my students, always focusing on developing their listening skill. After that the third chapter reports my experience and outcomes along with suggestions for improvement based on my performance and theirs and the corresponding critical analysis. Finally, in the last chapter summarize this document with the conclusion, not only of this project, but also my overall thoughts of this specialization and the impact that the acquired knowledge had on my teaching.



# CHAPTER 1. PHILOSOPHY AND THEORY ABOUT LANGUAGE LEARNING

## 1.01 THEORETICAL FOUNDATIONS ABOUT LANGUAGE LEARNING

### 1.01.1 DIFFERENCE BETWEEN ACQUISITION AND LEARNING

Second Language Acquisition according with the British Council has two meanings. "In a general sense it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which we acquire - or pick up - a second language"<sup>1</sup>. But one of the biggest controversies about SLA is trying to define and narrow down the meaning of "second". The term "foreign language" is more appropriate for some students. Another important factor I learn were the differences between language acquisition and language learning through the eyes of different theorists and I summarize them as follow:

	<b>Behaviorism and Structuralism</b>		<b>Generative Linguistics</b>	<b>Sociocultural theory</b>
Field of origin	Psychology	Linguistics	Linguistics	Inspired by psychology
Main idea	Bases learning on the reiterative interaction between a stimulus (input: thoughts, emotions, etc.) and a response (result of the stimulus) and then receive feedback. Learning as the development as a new sets of linguistics habits different from L1.		Language could not be explained as simple responses to stimuli. It focuses on the principles governing the underlying processes of language performance, the "why" of complex grammar.	Assumes that language development occurs because of social interactions, language learning is essentially a social mediation between the learner and someone else, where socially acquired knowledge becomes internalized. (Cook, 2008b).

Hypothesis	Contrastive Analysis Hypothesis (L2 learners might start the acquisition process using their L1's habits formed and, eventually, these may interfere with the L2 new ones.)	The Monitor Model: described in five hypotheses: a) Acquisition-Learning Hypothesis. b) Monitor Hypothesis. c) Natural Hypothesis. d) Input Hypothesis. e) Affective Filter Hypothesis.	Zone of Proximal Development. Explained more in point 1.01.2	
Representatives	Bloomfield	Saussure	Krashen	Lev Vygotsky
Attempt	To describe language learning	To describe language acquisition	Language learning	
Developed	1940s and the 1970s	Late 1960s	Since 1985	
Cons	Was not able to answer why learners generate wrong sentences and make mistakes that they have never heard before. Not focused on second language acquisition, rather on all types of learning. No longer relevant	Simplification when describing input <sup>7</sup> when it is a very complex term, and it can be very difficult to narrow it down as a generalization. (Journal of Education and Human Development, 2015)	It does not consider modern circumstances as the use of technology as a learning aspect.	

The following diagram shows the different second language acquisition theories and their main components:



### 1.01.2 STEPHEN KRASHEN'S HYPOTHESIS

Stephen Krashen is an expert in the field of linguistics, specializing in theories of language acquisition and development, according to him (1988), there is an important distinction between language acquisition and language learning<sup>2</sup>. In simple words: language acquisition, a subconscious process, very similar to the way children develop ability in their native language, when we are children, we are not aware we are acquiring a language, we are oblivious to grammar rules and syntax and all the formalities, we are just developing the communicative competence. In contrast language learning is the conscious and active process of knowing the grammar rules, the one we perform at school when we are aware being taught in a formal way. Once we have clarified the differences for the first hypothesis, Acquisition-Learning Hypothesis<sup>3</sup>, we can continue with the second one.

While the previous hypothesis claims two different processes the Monitor hypothesis states that acquisition starts our expressions in English and the learning part functions as a "monitor" which means is the part that can alter (correcting, changing, or editing) our expressions once they have been said by the acquired competence and this learned (monitor) competence can happen either before or after we speak or write. But Krashen stated three required conditions: focus on form (be thinking about the form and correctness), knowledge of the grammatical rule (know the rule) and have time to process this while speaking.

The third hypothesis described by Krashen is the Natural Order Hypothesis which proposes that children acquire grammar structures in a predictable order, usually simpler ones first to proceed to more complex ones, he said that the continuous "-ing" is one of the first ones to be acquired, while the third person singular "s" are typically acquired after implying that the difficulty order is like the acquisition order.

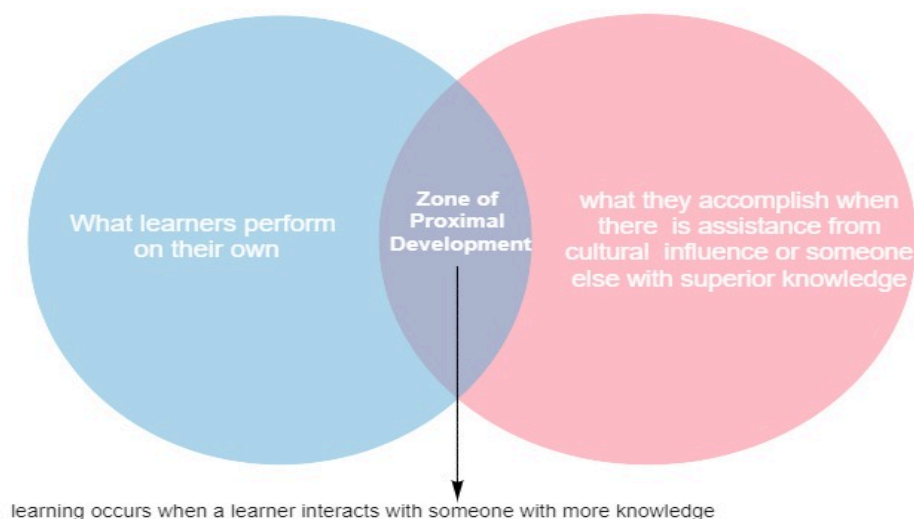
The second to last is the Input Hypothesis this one relates to acquisition and not to learning and here Krashen stated that we acquire by understanding language that contains structure beyond our current level of competence (i+1), "i" meaning current competence, so we as teachers should strive at least to teach a little further of where our students are right now to achieve acquisition on their part. He also stated different types of input: foreigner talk, caretaker speech, etc.

The last hypothesis is the Affective Filter Hypothesis and this one claims how affective factors affect SLA, stating that those whose attitudes are not optimal for SLA have high/strong Affective Filter meaning that even though they understand the input they are been exposed to it will not reach language acquisition and in contrast those with a better attitude have a lower/weaker Affective filter, so the input they receive will be more effective in their acquiring process.

### 1.01.3 VIGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT

The zone of proximal development (ZPD) has been defined as: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers <sup>4</sup>" (Vygotsky, 1978).

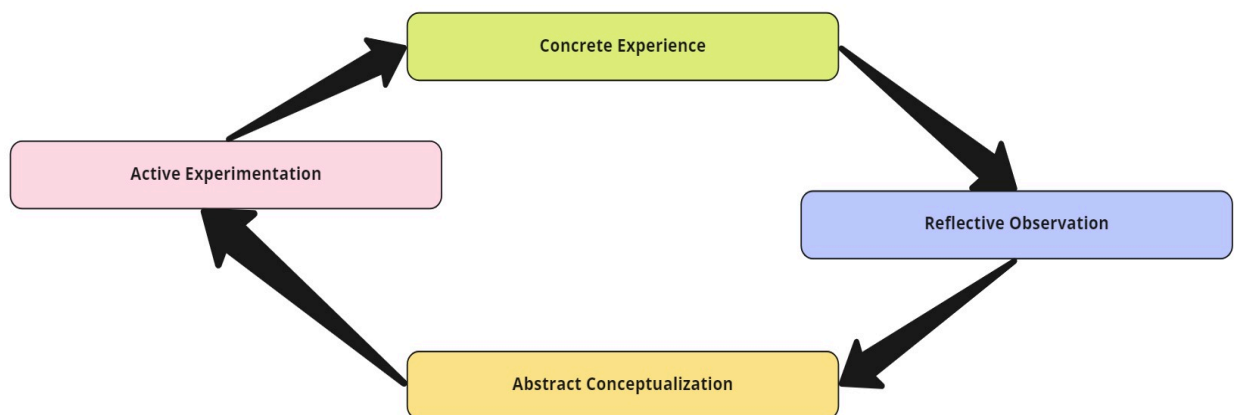
Vygotsky saw the human mind as a capable system of higher order thinking, that is culturally shaped, under the Sociocultural perspective, learning is both a cognitive and a social process, it is worth mentioning the relationship between thinking and speaking. Lantolf (2001) points out that "even though these concepts are neither a single unit nor completely independent, they are closely related: speaking is the public realization of what once was a private thought. Therefore, these two aspects are necessary for a complete understanding of human mental capacities, and consequently, the learning process itself"<sup>5</sup>. According to this theory, it is crucial for learners to interact with other individuals to develop L2 acquisition.



ZPD is a situation in which a learner can perform at a higher level of proficiency because there is support from the interlocutor and it is an indicative of what learners can in time accomplish on their own with the assistance of others, making ZPD bottom line that speakers construct knowledge together and learning happens through social interaction but not to be associated with Krashen's i+1 Theory. ZPD is a concept for the growth and construction of knowledge between two interlocutors. And Krashen's "i + 1" is about the input that arrives from outside the learner and the comprehensibility of this input.

#### 1.01.4 KOLB'S LEARNING STYLES AND EXPERIENTIAL LEARNING CYCLE

This model was published in 1984 and it encompasses two different levels: a four-stage learning cycle and four separate learning styles. This theory is based on cognitive processes.



miro

Kolb claims that effective learning happens when a person advances through that cycle and when the four of them are executed by the student, each stage is mutually supportive and feeding into the next, but he also said that it is possible to access the cycle at any stage and follow it through its logical sequence. The learning cycle thus provides feedback, which is the basis for new action and evaluation of the consequences of that action. Learners should go through the cycle several times, so it may best be thought of as a spiral of cycles.

Learning cycle stage	Concrete Experience (Having an experience)	Reflective Observation (Reviewing/Reflecting on the experience)	Abstract Conceptualization (Concluding/Learning from the experience)	Active Experimentation (Trying out what we have learned)
Definition	Doing or having new experience or situation is encountered, or a reinterpretation of existing experience.	Observing the new experience - of particular importance are any inconsistencies between experience and understanding. Looking for the meaning of things	Reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience). Logical analysis of ideas and acting on intellectual understanding of a situation.	Planning and applying things, the learner applies their ideas to the world around them to see what happens.
Experience through sense	Feeling	Watching	Thinking	Doing
Classroom application	Do the activity before being told or shown how to do it.	Describe the experience	Discuss what was important about the experience and relate the experience to everyday life or previous experiences	Apply what was learned for a similar or different experience/situation
Example: Teaching singular and demonstrative pronouns	4) Showing to the class how to present the things the student has in their backpack	1) Watching and listening the teacher identifying objects in the classroom.	2) Analysing and understanding how the teacher identified objects in the classroom.	3) Using the new knowledge and apply it with the objects near the student
Example: Expressing ownership	3) Expressing ownership with a partner	4) Reflecting on the grammar explanation about possessive pronouns	1) Listening to the explanation on what possessive pronouns are	2) Solving written exercises about possessive pronouns. <small>miro</small>

As I mentioned before Kolb's model<sup>6</sup> includes four learning styles:

1. Diverging (feeling and watching): These students look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems and, they are interested in people (prefer collaborative work), are imaginative and emotional, and tend to be strong in the arts.

2. Assimilating (watching and thinking): These students are inclined to have a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than a practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear, logical format. People with this style are more attracted to logically sound theories than approaches based on practical value.
  
3. Converging (doing and thinking): Students in this group can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects, they are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems.
  
4. Accommodating (doing and feeling): They rely on intuition rather than logic and they use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on instinct rather than logical analysis.

#### 1.01.5 COMMUNICATIVE APPROACH VS TASK BASED APPROACH

	<b>Communicative Approach</b>	<b>Task Based Approach</b>
<b>Summary</b>	“An approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability”, that is” the ability of applying the language principle in order to produce grammatical sentences and understand ‘when, where, and to whom’ the sentences used <sup>7</sup> ” (Richard, 1997).	“An approach based on the use of tasks as the core unit of planning and instruction in language teaching”. It claims that learner’s engagement in tasks provides a better context for the activation of learning processes that requires them to negotiate meaning and have meaningful communication (Richards, 2002).



<b>Developed</b>	In the 1970s	In the 1980s
<b>Focuses on</b>	Teaching communicative competence proficiency	Process rather than product
<b>Principles</b>	<p>1) Learning language used to communicate</p> <p>2) Effective communication is a priority</p> <p>3) Focus on meaning and appropriate usage depending on the setting, the role of the students</p> <p>4) Focus on fluency</p> <p>5) Use of authentic materials to reflect real life situation</p> <p>6) Communication involves the integration of the different language skills.</p> <p>7) Translation may be used where students need it</p> <p>8) Language is created by the student through trial and error</p> <p>9) Students should interact between them</p> <p>10) Use of cognitive and linguistic processes to engage learners in SLA.</p>	<p>1) Activities and tasks emphasize communication and meaning</p> <p>2) Learning based on interaction while doing activities and tasks</p> <p>3) Activities and tasks: Real life or created for academic purposes.</p> <p>4) Task difficulty based on the particularities of the class, the environment, and all the specifics of each group or student.</p> <p>5) Tasks are the center of planning and teaching</p> <p>6) Tasks are sequenced according to difficulty.</p> <p>7) Team tasks are highly recommended</p>
<b>Based on</b>	Not one single text or authority, rather an integration of grammatical and functional teaching.	A development of Communicative Language Teaching

<p><b>Advantages</b></p>	<ol style="list-style-type: none"> <li>1) Students are actively engaged in the activity form of speaking English every time.</li> <li>2) Communicative competence as the goal pushes them to learn English when they are struggling to communicate.</li> <li>3) Variety of situations adapted to be appealing to the students, especially the ones that are real to them.</li> <li>4) They start producing orally from the very beginning which helps them not to be afraid to speak later and to feel more confident with the language at early stages.</li> <li>5) Learner-centered</li> <li>6) Creativity freedom when designing material and resources for the class, basically unlimited.</li> </ol>	<ol style="list-style-type: none"> <li>1) Variety of original and creative tasks.</li> <li>2) Students use all the language skills.</li> <li>3) Tasks can be tailored to students' experiences that are relevant to them. This will expose them to a variety of lexical phrases, collocations, patterns, and language forms.</li> <li>4) The language explored arises from the students' needs.</li> <li>5) Students spend a lot of time communicating.</li> <li>6) It can be enjoyable and motivating if tasks are chosen appropriately.</li> <li>7) Very interactive and dynamic.</li> <li>8) Students acquire language through real language use.</li> </ol>
<p><b>Disadvantages</b></p>	<ol style="list-style-type: none"> <li>1) Not all students might be actively involved in the activities.</li> <li>2) It doesn't focus on accuracy, which might be good to communicate but when students are graded on grammar accuracy might be a</li> </ol>	<ol style="list-style-type: none"> <li>1) Not a very precise and narrowed definition of what a task is.</li> <li>2) We need to know and have specific objectives/outcomes that</li> </ol>

	<p>problem.</p> <p>3) Grammar is not a concern in this practice and any other speaking mistakes such as pronunciation, intonation, and speed are not monitored.</p>	<p>can help us to choose the correct and appropriate tasks because tasks being the main source of input can lead to a very effective class or quite the opposite.</p> <p>3) Unclear theoretical framework, task sequencing and evaluation on task performance.</p> <p>4) Might be better suited for higher level classes.</p>
<p><b>Classroom application</b></p>	<p>“Communicative Practice<sup>8</sup>”. Richards (2006) explained that communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.</p>	<p>Any activity that reflects a real-life situation can be converted into a task, if we have a clear objective in mind, we want our students to learn and that is relevant and useful for them. So, because task can be very wide and open, depending on our classes we can tailored them making the possibilities endless. Because even one task can serve different purposes depending on our goal and class level.</p>

## 1.02 TEACHING IDENTITY AND PHILOSOPHY

As a result of all the information presented above it is only logical to conclude without a doubt my teaching philosophy has being shaped by my own language learning experience, my background, and my teaching context, along with my own values, personality, and

environment, I have always had an integrative motivation<sup>9</sup>, since a very young age I was always intrigued by other languages and want to understand more, to learn more and eventually to visit a foreign country where English was spoken. Part of me wanting to implement very dynamic and interactive classes it is because that was most of the exposure I had when I was learning English, I learned how effective and interesting dynamic and interactive classes are and the impact they have on students, another very important aspect of my own formation was the focus on the language as a communicative competence<sup>10</sup> (Canale and Swain, 1980), so a very complete overview in every class, another very essential aspect has accompany me all these years is what all my teachers did, they were heavily influenced by Krashen's Input Hypothesis<sup>11</sup> where he stated that we acquire by understanding language that contains structure beyond our current level of competence (i+1), "i" meaning current competence, so the teacher always exposed us, at least, to a higher level where I as a students could achieve acquisition on my part and for sure I share and always try to do this with my own students to challenge them in every class and expose them as much as possible to that "+1" input that arrives from outside and the comprehensibility of this input.

### **1.02.1 PROFESSIONAL DEVELOPMENT**

I studied college in a completely different field, and I never thought I would be a teacher, but in 2012 when a friend asked me to help her teaching in her company because she was missing a teacher and I knew English, I never imagined how that experience would change my job profession and mindset. The joy I felt in teaching others as I shared my English knowledge and seeing their accomplishments as they progressed in learning the language and most importantly the satisfaction they felt while doing all those was something I never experienced before. In this unexpected turn of events, I found a job I could be passionate about. I have always been a people's person and teaching a variety of people, from all ages, backgrounds, and fields was very fulfilling, to the point that I never went back to work in the area that I got my bachelor's degree in. However, due to such a sudden beginning, I have always felt I was lacking more preparation and a solid foundation in this new discipline for me, to become better at it.

## 1.02.2 THEORETICAL CONCEPTS

Through the years I have worked with different approaches, “theoretical position and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical settings<sup>12</sup>”, (Brown,2007), methods “a generalized set of classroom specifications for accomplishing linguistics objectives” and techniques “specific types of exercises/activities used in class for the purpose if reaching pedagogical goals”. And the use of a particular approach, technique and tools go hand to hand with the particularities and necessities of my students, because in my experience tailoring those to each class is what makes it effective and it provides a lasting impact on students, when they see personal interest and when they perceive I am truly interested in their learning process they respond favorably and engage more in their own process. On the other hand, I have had to use some methods because a specific syllabus or book dictate it that way, and I have to say those are my least favorites because they can be old fashioned and restricting, among those I can mention:

- **Grammar Translation Method<sup>13</sup>**: I do not enjoy this method, especially when it is used on its own, my students have seen the pattern on this, and they just repeat the structure and deliver the exercises and by the next class they already forgot what they learned. Some of the books I have worked with are based on this method, for example the grammar rules are presented and illustrated deductively with charts and then followed by examples and exercises. The only thing I use often with my students based on this method is that I use Spanish as the medium of instruction, especially with lower-level classes, so I can explain new things and they can compare between that and English.
- **Direct method<sup>13</sup>**: I have used this approach when students must learn a lot of vocabulary, I try to use as aid: pictures, drawings or sometimes mimic to make it more interesting for them to learn the hundreds of words they need to learn each semester, and when the methodology puts a high emphasis in vocabulary. I have seen that visual learners’ students enjoy this method and the ones who are very good at drawing, so using visual aids they link and learn the new words. I try to put in practice as much as possible some of the main points of this method by giving simple and clear instructions in English, sometimes even one word for the beginner classes.

- **Audiolingual Method**<sup>13</sup>: For the past 9 years this is the method I use the most because my school and program relies heavily on this method, and I must follow it to the t. This one is the one in which the students learn language by repeating/imitating the recurring patterns/dialogues of everyday situations by a succession of drill. Some of the techniques I use are:

They say and memorize dialogs and perform pattern drills. And once they have practiced the dialogs several times, I explain them the rule (inductive grammar).

I teach them vocabulary in context, usually involving a situation already familiar with them and that might be useful in their military training.

- **Krashen's Input Hypothesis**: This one relates to acquisition and not to learning and here Krashen stated that we acquire by understanding language that contains structure beyond our current level of competence (i+1), "i" meaning current competence, so I strive at least to teach a little further of where my students are right now to achieve acquisition on their part.
- **Krashen's Affective Filter Hypothesis**: it claims how affective factors affect SLA, stating that those whose attitudes are not optimal for SLA have high/strong Affective Filter meaning that even though they understand the input they are been exposed to it will not reach language acquisition and in contrast those with a better attitude have a lower/weaker Affective filter, so the input they receive will be more effective in their acquiring process so this one is the one I strive to apply every class, by promoting a friendly and safe environment in which my students can perform well and feel secure, I do this by establishing a more personal connection.

### 1.02.3 MY TEACHING CONTEXT

As noted above the teaching environment and standards set by my school play a major role in the teaching process, when I use different techniques and dynamics to immerse them in the language motivates them to get involved and even give me feedback on how I can help them in a more individual level but sometimes I am very limited by the methodology I must

follow, let me explain, I have been teaching English as a second language for almost 10 years now and I have had a variety of students, I have worked in different English schools which only teach to adult students that vary in their occupations, for example some of them have been: managers, doctors, multinational companies employees, janitorial staff, nurses, directors, engineers, chemists, etcetera., which has taught me a lot about how powerful motivation is in SLA, so I can classify this first group under the intrinsic, due to the fact that they were not obliged to be there, they enroll and paid the classes because they had a personal interest, that could vary from: the need to know English to be promoted, others want to work abroad in one of the companies' branches around the world, others because of their superior position in the company have to give quarterly presentations to high-level directives, and others because they would receive a large amount of foreigners in their hospital and English was essential to communicate, whatever the reason, they would see the internal reward of learning it. Which makes them my favorite type of students because their persistence and effort are inspiring and push me to be a better teacher.

My other big teaching experience it has been with a very particular segment of students, I teach in a Military School where they have their own books (only for the US Army and an adaptation for the Mexican one), their own methodology and of course their very particular expected outcomes, and it was with them that I learned the other side of the coin, students with mostly instrumental motivation, meaning external influences and incentives that affect the strength of their motivation, so they just want to pass the requirement but they have zero interest in ever learning or using English, which in my experience can be very challenging because this type of motivation is less powerful than the intrinsic one, as the following chart shows:

<b>Intrinsic motivation</b>	Motivation derives from a natural and personal interest in the learning tasks the learner is asked to perform.
<b>Resultative hypothesis</b>	Learners to do well will continue to work hard, those who do not will be discouraged and try less hard.

<b>Integrative motivation</b>	Derives from wanting to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language Learner brings to the learning situation a certain quantity of motivation.
<b>Instrumental motivation</b>	External influences and incentives will affect the strength of the learner’s motivation.

Along with that not ideal motivation in some of those schools I deal with usually large classes and mixed levels that make everything harder. So knowing the two sides of the coin I have seen firsthand how vital role motivation plays not only in the class, but also the impact it has on me as a teacher, it is not the same to deal with students with intrinsic motivation than with those with an instrumental one, so knowing the difference definitely plays a part when I prepare my classes and the material for each, once again always looking to tailor my teaching to my students particularities looking always to provide them the best teaching experience possible. And because motivation doesn’t remain static over time I am always reminding my students the impact learning English can have in their lives, not only in a professional level, but also in a personal one and how acquiring a second language means knowing a new culture and even how it helps them to exercise their brain so they can stay sharp longer, whatever it helps them to maintain, expand or if I am lucky enough they can shift their motivation to the intrinsic one so they can be more successful in them acquiring the language competence.

#### **1.02.4 INTERCULTURAL COMPETENCE IN MY TEACHING**

Intercultural competence is defined as “the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions.” (Deardorff, 2006), having this in mind is essential because then as a teacher I understand the scope my teaching should cover and in that way having a class that maximizes my students’ exposure to the culture of the language they are learning. Being a teacher in this globalized era it has benefited me greatly because more than



ever I have been able to show students how learning a language it is not an isolated thing, it comes with getting to know a new culture, a new country and a new way of thinking and perceiving the world (*savoir être*)<sup>14</sup>, because intercultural competence<sup>15</sup> (communicating effectively in a range of cross-cultural contexts) is quite different from communicative competence (involves two cultures: your own and the target language culture we are learning). One of my objectives is not only to teach a communicative competence but also an intercultural one that is why using different materials and technology I can expose them to the intercultural aspect of a language, not just the linguistic one. But no matter which competence we are developing I always promote respect, so when we start with this premise I can show them how things are done differently in other parts of the world (*savoir s'engager*)<sup>14</sup>, and even though they might not agree or understand, I always teach them they need to respect others and learn ways to establish a common ground and look for ways to work together (*savoir comprendre*)<sup>14</sup> and in my experience this is easier said than done, even among us all Mexicans there big differences and disagreements, we can only imagine when they are confronted with a very different one, but as a I mentioned before younger generations have the advantage of being immersed already in a very international world so it has been easier for me to boost their intercultural competence because they already know about foreign singers, actors, movies, videogames, comics, etc. (*savoirs*)<sup>14</sup> so by using what they already know and are interested in I can help them to develop their intercultural competence and prepare them to interact with anyone at any given situation.

Another important thing to highlight is that teaching and learning culture is as complex as learning a language and there is not just one way of doing it but we need among all to be respectful, to avoid discrimination and to try to minimize as much as possible prejudices or wrong ideas about the others and I must be the example for this and they will follow, comparison plays a big role in learning other culture and sometimes when we do this we might tend to idealize one culture above the other and my goal is the interchange of ideas and opinions that will help them to see those differences, I also know that intercultural competence cannot be acquired in one lesson or in the short term, rather it is dynamic and a never ending process, but I can help my students to see is that their attitude should be the correct one, always respecting, appreciating, avoiding judgmental remarks and have an open mind to always keep learning and then the knowledge will follow while they continue developing the necessary skills as they observe, listen, asses, compare and most importantly

appreciate those differences and see how their lives can be enriched and upbuild by other individuals and their cultures.

I also see how the internet and its resources are a big aid and how more than ever we can take advantage of the material on it to cultivate intercultural competence, not only in my students but also in myself that will allow me to be a better teacher and not because I know a lot of facts about the culture but because I am teaching them to interact with people with different backgrounds, traditions, customs, nationalities, etc. As Byram's' model stated I need to always promote in my classroom activities to enable learners to develop new attitudes (*savoir être*), new skills (*savoir apprendre/faire* and *savoir comprendre*) and new critical awareness (*savoir s'engager*), all those by the correct and varied materials I use in the class, by always being respectful when we are carrying out the lessons and being open about myself and what I think and how I perceive those differences, when I do that students feel more at ease to open about their own ideas and feelings. I also plan on implement more digital resources and try to encourage them to look for their own materials so they can tailor it to themselves and continue digging in a particular topic they find more appealing because as I learned developing the Intercultural Competence in an endless process that we all live every day.

#### **1.02.5 EVALUATION AND ASSESSMENT.**

Lastly, when it comes to evaluation and assessment I mainly rely on summative assessment ("given periodically to determine at a particular point in time what students know and do not know with standardized tests.")<sup>16</sup> and this is because for the past nine years I have worked in a school that places a high percentage on the use of test and at the end of the students career in order to graduate they need to pass a very specific and standardized test that scores their listening comprehension along with grammar and vocabulary, all that with the idea that once the summative assessment is done they can move on to another level or program. The type of summative assessment I must use is a traditional one that is a 50 or 100 multiple choice questions which the 60-70% of those come as listening questions and the rest without listening, and because the test is the only factor I must consider to grade them for

my day to day classes I use checklists to factor in my students' participation in class and somehow motivate them to engage and be active in the class that will affect their performance with every end of a term test. But of course, as an English teacher we are always assessing them, in every class and giving them the needed feedback so they aware what they need to improve.

As a summary, my teaching philosophy is learning a language is more than an intellectual endeavor that is why as a teacher I try to cover different areas (internal and external) that in conjunction will successfully help the student to acquire the language, these ones include psychological factors and attitudes towards English along with individual feelings and beliefs. I adopt a three dimension<sup>9</sup> threshold: emotional, cognitive, and behavioral. The first one follows Krashen's Affective Filter hypothesis<sup>11</sup> having a low filter environment directly impacts my students 'learning process so I adopt of a variety of roles to promote a sense of community and belonging that will allow my students to express themselves, in an academic but also a personal level that will enable them to connect with me and it might boost their learning process. I also want to always remain approachable and grounded, knowing that the way my students perceive me and feel around me can be a deal breaker in their learning experience and their engagement in the class. Cognitively I start by recognizing and exploiting each of my students' learning styles and tailor my techniques and methods to them to maximize their capabilities, I also consider the different theoretical approaches that best suit each program and syllabus to maximize the advantages of each one of those theories and offer a more complete teaching experience all within the frame of my teaching context. Finally, the behavioral dimension. It is here where I can teach my students more about the culture linked to English and how to react and behave to specific circumstances, it is here when intercultural competence becomes my focus and I teach them how things are done differently in other parts of the world. All the above to provide them not only linguistic skills but also equip them with more abilities and competences to be effective communicators no matter the language.

## CHAPTER 2. METHODOLOGY AND PRACTICE

I always aim to follow the same five-stage sequence, students have become familiar with it, and even though I do not explicitly tell them how we change from one to the other they feel comfortable when we go from the simplest to the more complex aspects of the topic and I have seen they perform better when I respect these stages. This lesson is implemented in two sessions of two hours each and even though I work on the four skills during them I always place a higher effort, activities, and time into developing their listening skill and grammar because as mentioned before they are graded only in those two aspects.

### 2.01 LESSON PLAN

#### 2.01.1 LESSON PLAN IDENTIFICATION CELL

1. Lesson plan identification cell.	
Author	Diana Atzin Hernández Robles
Educational stage	Second year of university. Elementary level.
Title of your Lesson plan	The book is hers.
Learning Objective of the plan/Competency	<ul style="list-style-type: none"> <li>• Students will use possessive nouns in sentences.</li> <li>• Students will identify the difference between possessive pronouns and possessive adjectives.</li> </ul>
Communicative skill considered	Grammar/Listening/Writing/Speaking
State of the following options	New topic
Functions	Expressing ownership using possessive forms of nouns, pronouns, and adjectives.
Main Grammar structure	Possessive pronouns: mine, yours, hers, his, ours, theirs.
Other Grammar structures	Present and Past Simple
Brief description of the plan	I am going to have the same stages (introduction, teacher modeling, guided practice, independent working time, review, and conclusion) for the four skills and I am going to work two of them at the same time per session, focusing more on the listening and grammar skills.
Hours of the plan implementation	4 hours

Number of sessions	Two sessions of two hours each.
Contents required for the lesson	<ul style="list-style-type: none"> <li>• Nonintensive ALC, Volume 2, Lesson 26 (student text, listening text)</li> <li>• Students' possessions</li> <li>• Large tote bag</li> <li>• NALC LAB Possessive Pronouns video: "You forgot your boots"</li> <li>• Extra exercises</li> <li>• Homework activity</li> </ul>
Link of the content for the material for the class	<a href="https://drive.google.com/drive/folders/1Y9Mm1C-60oM5lvebRm_4PBGKAVClmnhT?usp=sharing">https://drive.google.com/drive/folders/1Y9Mm1C-60oM5lvebRm_4PBGKAVClmnhT?usp=sharing</a>
EEAILE tutor online	Gernot Potengowski

### 2.01.2 SESSION 1. LISTENING AND GRAMMAR

2. Introduction to the Lesson.			
Step of the lesson	Teacher activities	Students' activities	Session number
<p>During the lesson</p> <p><b>WARM UP (10 MINUTES)</b></p>	<ul style="list-style-type: none"> <li>• I greet students and tell them we are going to learn about possessive pronouns.</li> <li>• I ask students, "What is a possessive?" and "What is a pronoun?" and ask for examples. (Brainstorm)</li> <li>• I check that students brought to the class a valuable object.</li> </ul>	<ul style="list-style-type: none"> <li>• Students greet the class and me</li> <li>• Students activate their schemata by answering my question "What is a pronoun?" and brainstorming their contributions.</li> <li>• Students show they brought the valuable object requested.</li> </ul>	01

## ACTIVITIES

- **Warm up (10 min)**

1. I ask them what a possessive and all the forms to express ownership. We brainstorm the ideas.
2. I ask the students to put their valuable objects in the tote bag.

### 2.01.2.1 THEORETICAL FOUNDATION

According to schema theory, a text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge. This previously acquired knowledge is called the reader's background knowledge, and the previously acquired knowledge structures are called schemata<sup>17</sup>. And we have three types of schemata:

- a) Content schema: It refers to a reader's world knowledge is an influential factor that affects reading comprehension particularly in second language readers. Carrell (1983) describes content schema "as the background knowledge of the content area of the text that a readers bring to a text"<sup>18</sup>. The content schema is used by the readers to understand the text by guessing or predicting the meaning while choosing information and to an extent this kind of schema aids comprehension by making up for the readers' lack of linguistic schema.
- b) Linguistic schema: It refers to one's knowledge of lexicon, syntax, and semantics. Linguistic schema involves decoding features that are needed to recognize words and how they fit together in sentences.

In this warm-up part the rationale behind this activity is to activate my students' content and linguistic schemata by the question what a possessive and a pronoun is and in this way they can recall their past knowledge to start their engagement in the class.

### 3. Communicative skills development.

#### Listening and Grammar

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<b>INTRODUCTION (15 minutes)</b>	<ul style="list-style-type: none"> <li>I show the Possessive Pronouns video: "I forgot my boots."</li> <li>I ask six students to read the dialog that comes with the video, and we focus on the bold words in it (possessive pronouns), and I ask them what are those and how are they used?</li> <li>We do the listening and matching activity linked to the video</li> </ul>	<ul style="list-style-type: none"> <li>They watch the video</li> <li>They read the dialog out loud</li> <li>They identify the possessive pronouns in the video and in the dialog</li> <li>They answer my questions</li> <li>They do the listening exercise after the video</li> </ul>	<ul style="list-style-type: none"> <li>NALC LAB Possessive Pronouns video: You forgot your boots</li> <li>TV</li> <li>Speaker</li> <li>Laptop</li> </ul>	01	Take notice of the students who can listen and identify possessive pronouns in the video and the dialog

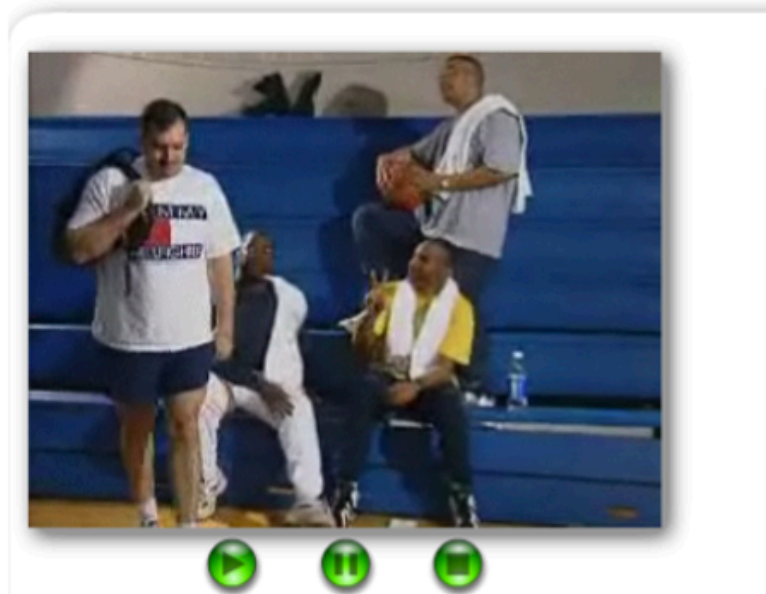
#### ACTIVITIES

- Introduction (15 minutes): Communicative skill developed: Listening and reading**
- I play the possessive pronouns video "I forgot my boots" and then ask the students to identify and write the possessive pronouns they heard mentioned in the video.

**video: Using possessives**


Watch the video and read the dialog for **You forgot your boots**

The words in **bold** are possessives used to show ownership.



4. Students tell me the possessive pronouns they have listened and how they are used given the context.
5. I consider their responses and to help those students who struggle most with listening the video- I ask them to read the dialog (script) from the video and to point out the possessive pronouns.

**Video: Using possessives**  
Watch the video and read the dialog for **You forgot your boots**.  
The words in **bold** are possessives used to show ownership.



**DEFENSE LANGUAGE INSTITUTE  
ENGLISH LANGUAGE CENTER**

**You forgot your boots.**

PO Fells: Well, I've got to go, guys. I'll see you later.

PO White: See you tomorrow, Dan. Don't forget **your** boots.

PO Fells: Oh, those aren't **mine**. **Mine** are in my bag, I think.

PO White: Hey, hey, George. don't forget **your** boots.

SGT Denby: Those aren't **mine**. They look like Larry's. Yeah, they're **his**.

PO White: Larry, are those **your** boots?

SGT Bran: They're not **mine**. They're **yours**.

PO White: What? They're not **mine**.

SGT Bran: **Your** name is on them.



6. Students are practicing the pronunciation of the pronouns in an individual way.

7. Students listen my instructions to complete the listening and matching activity linked to the video.

**Dialog: Using possessives**

Click **Listen** to hear a question.

Drag words to the numbered blanks next to **Words**.



**Words**

- mine
- hers
- your
- my
- its
- her

1. \_\_\_\_\_

2. \_\_\_\_\_

(1 of 6)

Yes, I have [ 1 ]. Do you have [ 2 ] book?



**Dialog: Using possessives**

Click **Listen** to hear a question.

Drag words to the numbered blanks next to **Words**.

**Words**

- her*
- hers
- my  her
- its*
- your  its
- mine

(2 of 6)

Yeah. **Her** car is old but goes fast. **Its** color is red.

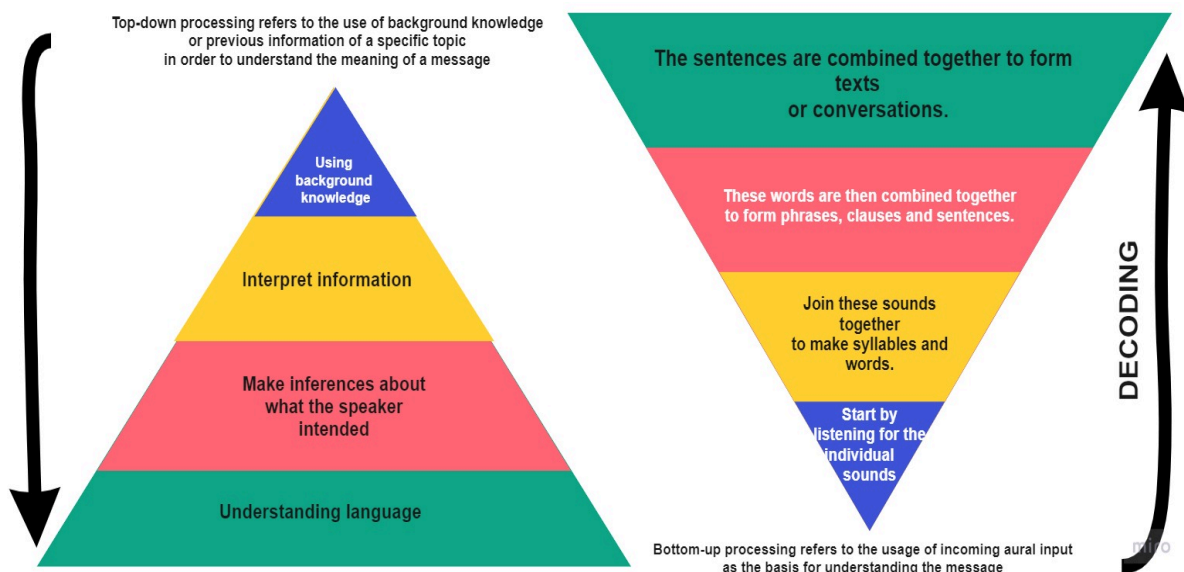


8. I make a chart in the whiteboard with the possessive pronouns compared with the possessive adjectives.

	Subject	Possessive Pronouns	Possessive Adjectives
First Person	I	Mine	My
	We	Ours	Our
Second Person	You	Yours	Your
Third Person	He	His	His
	Her	Hers	Her
	It	Its	Its
	They	Theirs	Their

### 2.01.2.1 THEORETICAL FOUNDATION

The rationale behind these activities is using two different strategies for developing listening skills, although these two strategies are different, they both happen at once to understand better a message. These two strategies are *Bottom-up processing* and *Top-down processing*<sup>19</sup>.



These two strategies are fitting because we start from using background knowledge (activated in the past phase) and then we move on to interpreting information and so on, but because the target is to identify possessive pronouns -at the same time students are decoding from sentences- at the end they can recognize the grammar we are focusing on (possessive pronouns).

3. Communicative skills development.					
Listening and Grammar					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<b>TEACHER MODELING (15 MINUTES)</b>	<ul style="list-style-type: none"> <li>I ask the student to place their valuable objects in the tote bag. I choose an item and say, "Whose _____ is this? It's not mine. It's hers." Then I ask a student to pull something from the bag using the possessive pronoun to ask questions or make statements. For example, she can say, "Is this her _____? No, it is mine." Continue with other students for six or seven turns.</li> <li>I answer doubts students might have about the proper use of possessive pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Students place their object in the tote bag</li> <li>They answer the question pertaining whose is that valuable object.</li> <li>They ask any question they might have about the use of possessive pronouns.</li> <li>They ask each other about other valuable objects in the bag.</li> </ul>	<ul style="list-style-type: none"> <li>Valuable objects</li> <li>Tote bag</li> <li>Whiteboard</li> <li>Markers</li> </ul>	01	Take notice of the students who can use possessive pronouns in their questions and answers.

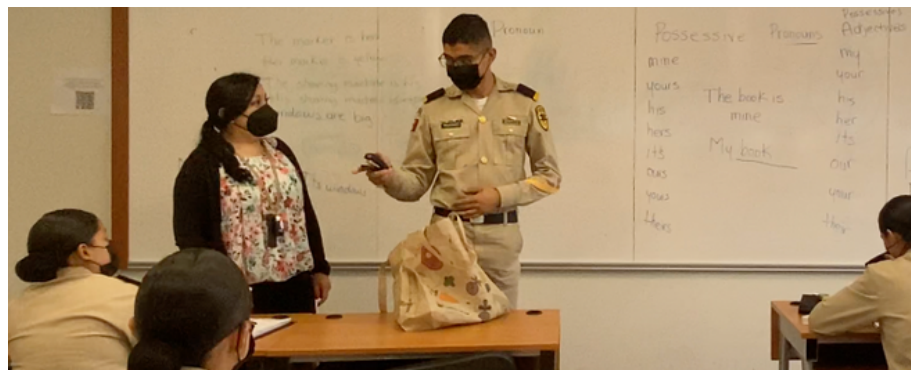
## ACTIVITIES

- **Teacher modeling (15 minutes): Communicative skill developed: Listening, grammar and speaking**

9. I ask the students to place their valuable object in the tote bag and I choose one of those and ask “Whose is this? It’s not mine, it’s hers”.



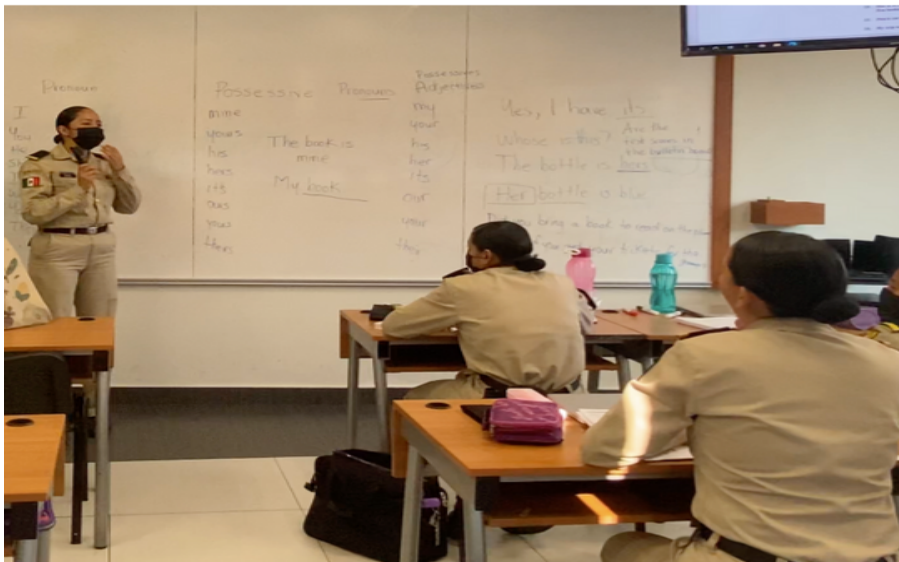
10. I ask one of the students to come in front and pull something from the bag and using the possessive pronoun to ask whose is that? For example: “is this her \_\_\_\_\_?”, no it is mine”. And then I call another student to do the same while the rest observe and practice the pronouns.



11. If I notice some problems I write the questions on the whiteboard for the benefit of the entire class and answer questions about the proper use of possessive pronouns. Along

with some useful phrases they might need to understand what it is being asked by their classmates, phrases like:

- Repeat, please
- Please spell that word
- Speak more slowly, please
- Please say that again



### 2.01.2.1 THEORETICAL FOUNDATION

These activities are influenced by the Communicative approach, and this is because my students aren't expected to produce orally but still I try to make them speak as much as possible that is why in this part I applied a "Communicative Practice" (Richards 2006) who explained that communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable and because my students do not know whose object they are going to get place them in a situation where they will have to react depending on it and they have to do it fast making them participants of a real life situation and how it is relevant and useful for them. Also, at the same time they are practicing or learning vocabulary with visual aids, and it is here where they have an opportunity to negotiate

meaning<sup>20</sup>, a process that speakers go through to reach a clear understanding of each other, how to ask for help using the useful phrases I wrote in the whiteboard.

3. Communicative skills development.					
Listening and Grammar					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<b>GUIDED PRACTICE (60 MINUTES)</b>	<ul style="list-style-type: none"> <li>I ask students to choose an object in the classroom and use a possessive pronoun in a statement or question. For example, "Is that your laptop or is it his? (While pointing to the object)" Remind students that it is the desk of that boy (his).</li> <li>Have students each write five questions and statements using possessive pronouns in present or past simple.</li> <li>I ask some students randomly to write some of their sentences and questions on the whiteboard so we can check them together</li> </ul>	<ul style="list-style-type: none"> <li>They answer the questions I ask and then they ask each other to practice expressing possession.</li> <li>They write five questions and five statements using possessive pronouns in present or past simple.</li> <li>Some of them will choose one question or one answer and they will write it on the whiteboard to check it together.</li> <li>They ask any</li> </ul>	<ul style="list-style-type: none"> <li>Whiteboard</li> <li>Markers</li> <li>Personal objects</li> <li>NALC student book</li> <li>Pencils</li> <li>Pens</li> <li>TV</li> <li>Speaker</li> <li>Laptop</li> <li>NALC listening book</li> <li>Exercise audio tracks</li> </ul>	01	<p>Review students' sentences and questions to assess their understanding of possessive pronouns along with present and past simple tense.</p> <p>Take notice of the students</p>

	<p>and provide feedback on any mistake or doubt they may have.</p> <ul style="list-style-type: none"> <li>• Then we continue with more listening exercises (Exercise 4 and 5 from their listening book).</li> <li>• I ask one student to read the instructions for exercise 4 and 5 in their listening book and I ask if the instructions are clear.</li> <li>• I play the audio twice.</li> <li>• I ask for the answers of the two exercises individually and repeat the audio if necessary. I provide feedback.</li> </ul>	<p>questions they might have and receive suitable feedback and correction.</p> <ul style="list-style-type: none"> <li>• They listen to the track and solve exercise 4 and 5 from their listening book.</li> <li>• They tell me their answers and listen to the recording once again if they need to.</li> <li>• They receive feedback/correction</li> </ul>			<p>that understood the listening exercise and those who did not.</p>
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### ACTIVITIES

- **Guided practice (60 minutes): Communicative skill developed: Listening, grammar and writing.**

12. I ask students to choose an object in the classroom and use a possessive pronoun in a statement or question. For example, "Is that your laptop or is it his? (While pointing to the object)" I remind students that it is the desk of that boy (his), so I show them the proper use of the possessive pronouns.

13. I ask my students to write five questions and five statements using possessive pronouns in present or past simple.
14. I ask some students randomly to write some of their sentences and questions on the whiteboard so we can check them together and give feedback on any mistake or doubt they may have.



15. Then I proceed with more listening exercises (Exercise 4 and 5 from their listening book):

- I ask one student to read the instructions for exercise 4 and 5 in their listening book and I ask if the instructions are clear. I play the audio twice while they are completing the exercise in their books.

**EXERCISE 4**

Listen to a sentence. Choose the sentence that says the same thing that you hear.

Example: a. It's his.  
b. It's ours.  
c.  It's hers.

<p>1. a. They're ours. b. They're yours. c. They're his.</p>	<p>4. a. Theirs is the biggest one on our street. b. His is the biggest one on our street. c. Ours is the biggest one on our street.</p>
<p>2. a. That's his. b. That's mine. c. That's ours.</p>	<p>5. a. Theirs is red. b. Ours is red. c. Hers is red.</p>
<p>3. a. That's hers. b. That's yours. c. That's his.</p>	<p>6. a. That's his. b. That's theirs. c. That's mine.</p>

**EXERCISE 5**

Listen and write the sentences you hear.

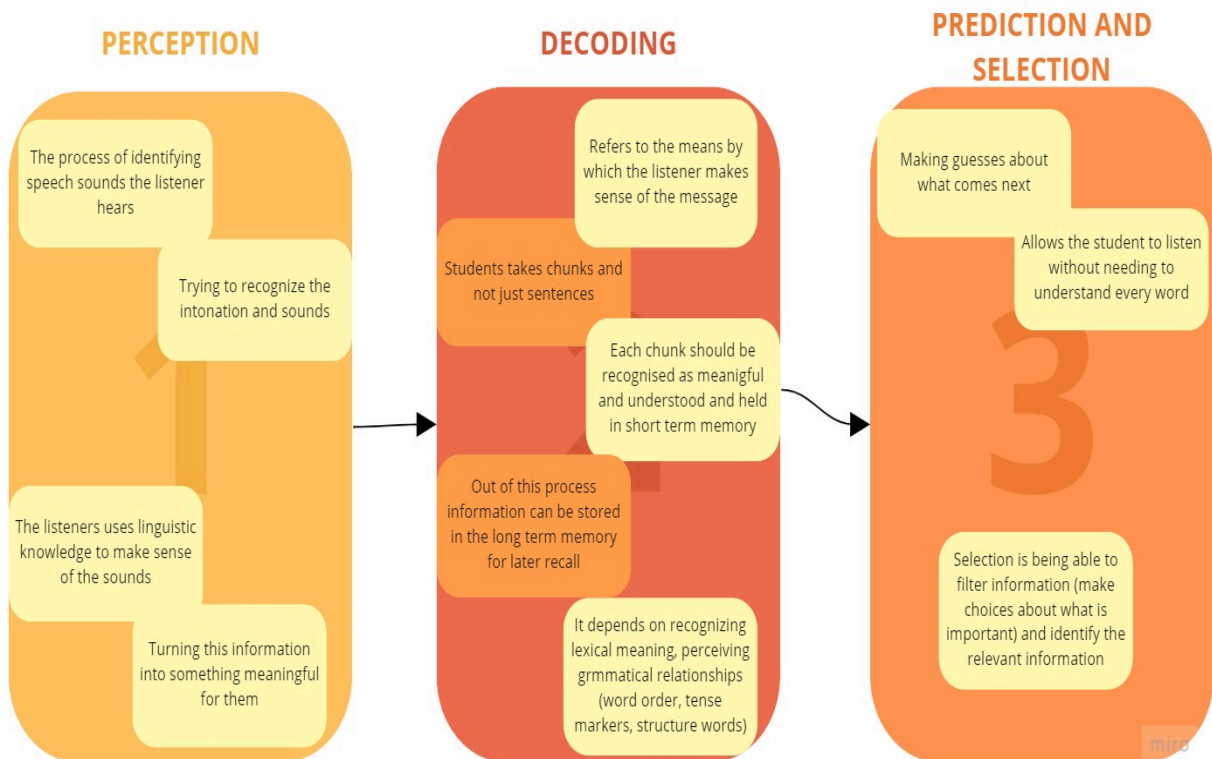
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



16. I ask for the answers of the two exercises individually and repeat the audio if necessary and based on the answers they give me I provide feedback or reinforcement in any weakness I am detecting.

### 2.01.2.1 THEORETICAL FOUNDATION

Many students say that listening it is a real challenge and that they cannot do it, and in my particular case is really important that I help them to develop their listening skills above their speaking one because they are graded on the former and not the latter and although they are complementary it is possible to help them to understand first and then to speak, they need some kind of input before they can produce sentences. That is why through solving some written exercises first my students can use possessive pronouns and answer any question they have for later being able to keep on with the following listening process<sup>21</sup> so they can get the correct answers



I expect they go through those three stages, I already helped them to ease their way into the perception stage because they already know the linguistic knowledge, they know how to use them, so I want them to decode and make sense of what they are listening so at the end even though they do not understand word by word what is being said they can listen enough to select and filter information that will help them to choose the correct answers on the exercise.

Another important aspect I always include in my listening activities is to follow a three stages process (I do not mention them every time, but I follow them every single activity) and this process is:

1. **Pre-listening:** from this stage students are helped to focus on the activity we are going to start, they are also helped to focus on English, it also encourages participation, activates their schemata, also students know what to expect, the topic of the lesson and the needed vocabulary to keep them on track for the following stages. In this stage students also are reminded of any smaller element they will need to understand that the recording will say (sounds, word, etc.)
2. **While-listening:** In this stage, students develop their listening skill, they are being exposed to the audio recording or video, they are also identifying sounds, words, sentences, grammar structures and they show understanding of what is being said, it is here when students use their bottom-up and top-down approaches as mentioned above.
3. **Post-listening:** In this stage students get more language practice, they see how much they understood, is in this phase where I can detect problems and provide feedback accordingly, students can also measure themselves and see any progress that will boost their motivation and confidence. It's in this phase when students reflect on the sound, grammar and vocabulary that will allow them to develop other skills. Another important thing students get here is the opportunity to recycle vocabulary and structures from previous lessons and activities.

### 3. Communicative skills development.

#### Listening and Grammar

Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<b>INDEPENDENT WORKING TIME (60 MINUTES)</b>	<ul style="list-style-type: none"> <li>• I ask my students to complete the Possessive Pronouns exercises A, C, D and E from their student book.</li> <li>• I answer any question they might have</li> <li>• I collect and assess students' exercises. I circle around the class to help students at any point.</li> <li>• I ask one student to read the instructions for exercise 6 in their listening book ask if the instructions are clear.</li> <li>• I play twice the recording for exercise 6 in their listening book.</li> <li>• In this section students complete a gap filling exercise</li> <li>• We check the exercise together. I help, feedback and correction as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• They answer the exercises I told them to. They ask for help at any point.</li> <li>• They give me their books to check them and correct any mistake.</li> <li>• They listen and do exercise 6 of their listening books and write the answers.</li> <li>• They tell me their answers and listen to the recording once again if they need to. They receive feedback/correction</li> <li>• They can self-check their answers for the gap filling exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Markers</li> <li>• Personal objects</li> <li>• NALC student book</li> <li>• Pencils</li> <li>• Pens</li> <li>• TV</li> <li>• Speaker</li> <li>• Laptop</li> <li>• NALC listening book</li> <li>• Exercise audio tracks</li> </ul>	01/02	<p>Review students' exercises to assess their understanding of possessive pronouns.</p> <p>Take notice of the students that understood the listening exercise and those who did not.</p>

## ACTIVITIES

- **Independent working time (60 minutes): Communicative skill developed: Listening, grammar and writing.**

17. I ask my students to complete the Possessive Pronouns exercises A, C, D and E from their student book, because we are in the independent working time I am circling around the classroom and give assistance to anyone who might need it.

**EXERCISE**

**Fill in the blanks with words from the boxes.**

my      your      her      mine      yours      hers  
his      our      their      his      ours      theirs

My wife and I exercise every day at the gym, but we don't do \_\_\_\_\_ exercises together. Our schedules are different. I do \_\_\_\_\_ exercises in the morning, and my wife does \_\_\_\_\_ in the afternoon.

My wife works out with \_\_\_\_\_ sister. They do \_\_\_\_\_ exercises; then they take showers at the gym. I work out with \_\_\_\_\_ friend, Jack. \_\_\_\_\_ workout is different from mine. I do push-ups and sit-ups and swim for \_\_\_\_\_, and he plays volleyball for \_\_\_\_\_. My wife has the same workout as I, but we do \_\_\_\_\_ at different times. She does \_\_\_\_\_ push-ups and sit-ups first; then she swims. I do \_\_\_\_\_ after I swim.

All of us need to exercise. People have many choices for workouts. Some do \_\_\_\_\_ at the gym; some do \_\_\_\_\_ outside. Others use machines or play sports. Exercise makes us strong and healthy. We do \_\_\_\_\_! Do you do \_\_\_\_\_?

**EXERCISE C**

**Write the sentences again. Use *mine, yours, hers, his, ours, or theirs* and the words parentheses ( ).**

**Example:** Mark's dog is under the car. Where is David's dog? (in car)  
His is in the car.

1. Al's classroom is over here. Where's Tom's? (over there)  
\_\_\_\_\_
2. Jill's and Jesse's books are on the shelf. Where are Jack's and Mary's? (desk)  
\_\_\_\_\_
3. My jacket is on the chair. Where's yours? (sofa)  
\_\_\_\_\_

Page 150Nonintensive ALC, Volume 2, Lesson :

18. I answer any question they might have while they are answering their exercises.

19. I collect and assess students' exercises with the use of a checklist.
20. I ask the students to share their answers with all the class and see if there are any problems, questions or things need further explanation.
21. I ask one student to read the instructions for exercise 6 in their listening book and I ask if the instructions are clear because sometimes they do not know what to do with the exercise.



22. I play the recording twice for exercise 6 in their listening book and circle around to assist them if needed.
23. Finally, I ask students to complete a gap filling exercise this can be done individually or in pairs depending on how I evaluate their understanding of the lesson.

**EXERCISE D**

Read each dialog. Complete the sentences. Use *mine, yours, his, hers, ours, or theirs*.

1. Peter: How's your food?  
Steve: Terrific! How's \_\_\_\_\_?
2. Tom: This gray house is ours. The Andersons live in that white one on the other side of the street.  
Ted: I knew this house was yours, but I thought \_\_\_\_\_ was the yellow one.
3. Ben: Well, Bob, here's your car, but where's \_\_\_\_\_?  
Bob: Yours is there, in the third line of cars.
4. Alice: Sam likes his new teacher, but Jane and I don't like \_\_\_\_\_  
Steve: Oh, I thought all of you had the same teacher. Are you in different classes?
5. Andy: Good morning, sir. Did I return my test paper and Anna Johnson's?  
Mr. Lee: I have yours but not \_\_\_\_\_. Get it from her, and bring it to me, please.

24. We check the exercise together by asking them to read the exercise out loud and their answers and I give feedback when necessary, sometimes I ask another student to explain or answer the question to see if they understood.

25. I aid, feedback and correction as needed.

### 2.01.2.1 THEORETICAL FOUNDATION

My students are beginners when writing in English because that is not the focus of their program, however I know how important it is to teach them to develop this skill to a certain degree and at least they need to become familiar with some basic knowledge: *spelling, punctuation, and capitalization*. When they see the contrast between Spanish and English they start connecting and they begin to learn how to do it in English, that is why I choose short writing activities along with the language structures approach because through matching exercises they learned the coherent arrangement of words, clauses, and sentences and how they worked depending on the communicative function of it.

During that process I can see how micro and macro skills<sup>22</sup> are used and developed, for example with micro-skills they produce graphemes and spelling patterns that even though they might be basic it serves them as a starting point, they also use grammar tenses, order patterns and rules that they already know, and they might be very basic, but it helps them to pass their test and focus on the other skills. And when it comes to the macro-skills, I can see some part of the activities help them to effectively connect ideas and to accomplish the communicative function of writing.

3. Communicative skills development.					
Listening and Grammar					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
REVIEW AND CLOSING (10 MINUTES)	<ul style="list-style-type: none"> <li>Ask student questions about their personal objects on their desks and those of others.</li> </ul>	<ul style="list-style-type: none"> <li>They answer my questions.</li> <li>They ask for any doubt or concern they might have.</li> </ul>	<ul style="list-style-type: none"> <li>Whiteboard</li> <li>Homework activity.</li> </ul>	01	Oral questions

	<ul style="list-style-type: none"> <li>• Ask for any final doubts they might have.</li> <li>• Assign homework and closing words.</li> </ul>	<ul style="list-style-type: none"> <li>• They write down their homework.</li> </ul>			
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### ACTIVITIES

- **Review and closing (10 minutes).**

26. I wrap up the lesson by asking them a final question about their personal objects on their desks to see if they answer correctly. I provide feedback accordingly.

27. I ask for any questions they might have and answer them.

28. I assign them the homework activity and mention them the requirements of it.

<p><b>EXERCISE B</b></p> <p><b>Read the paragraph and answer the questions. Write sentences.</b></p> <p>Mr. Williams needs to study a new language for his next job. He'll learn to speak French. He'll start to study the language next week. He must remember to get his books before Monday, and he must not forget to bring his paper and pen to class.</p> <p>1. What does Mr. Williams need to do? _____</p> <p>2. What will he learn? _____</p> <p>3. When will he start to study the language? _____</p> <p>4. What must he remember? _____</p> <p>5. What must he not forget? _____</p>	
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#### 2.01.2.1 THEORETICAL FOUNDATION

In my current teaching context students do not have to write any academic text, their writing needs are very informal, that is why I choose practical things that they can use more often, for that reason, the homework tasks are usually writing activities that will allow me to assess to a certain degree this skill. I usually try to implement a combination of controlled, guided, and free writing so they do not feel overwhelmed by the task, when I break it into smaller tasks it is more effective than when they must write an entire text so by having this type of homework

they can practice what we learned in class and also it prepares them for the next session because they will recycle the vocabulary and topic to solve more complex exercises.

**2.01.3 SESSION 2. WRITING, LISTENING AND SPEAKING**

Writing and speaking					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<b>INTRODUCTION (5 minutes)</b>	<ul style="list-style-type: none"> <li>I ask students about possessive pronouns and their use (they learned it in the previous lesson)</li> <li>I ask randomly questions about ownership in the class to activate their schemata.</li> <li>I project a chart with the possessive pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>They answer my questions and recall any previous knowledge</li> <li>They see and review the chart to remember possessive pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>TV</li> <li>Laptop</li> </ul>	02	Take notice of those who ask correctly and remember possessive pronouns

**ACTIVITIES**

- Introduction (5 minutes). Communicative skill developed: Writing and speaking.**
  - I present a chart about the possessive pronouns and their use (they learned it in the previous lesson).
  - I ask questions to different students about ownership in the class to activate their schemata, for example: Whose is this? (Pointing at specific objects)



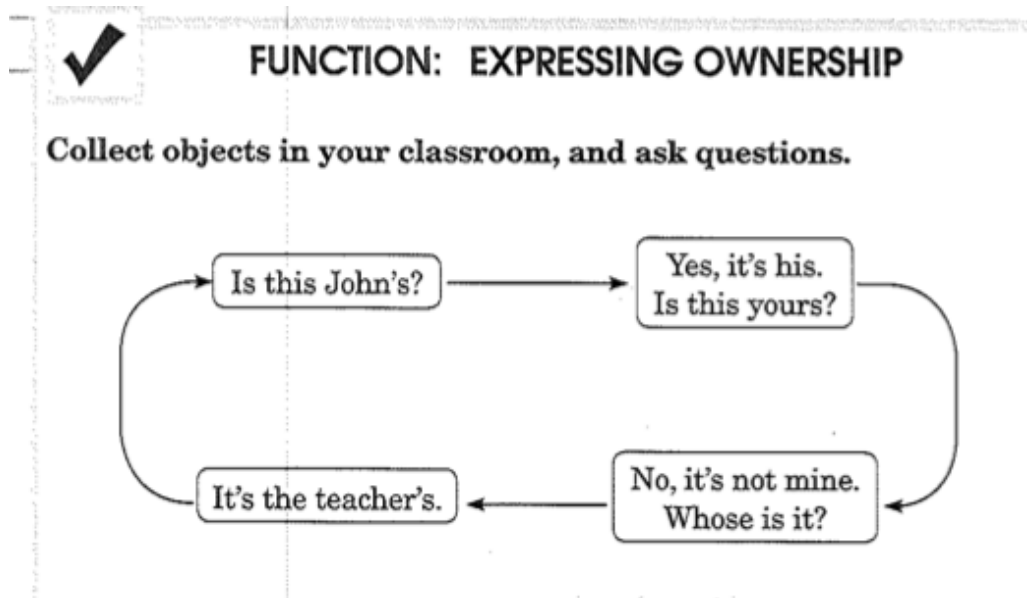
### 2.01.3.1 THEORETICAL FOUNDATION

Social interaction activities have a greater impact in helping students to develop skills for communicating in socially acceptable ways. That is why I aim to create social interaction activities, usually I transform the classroom as a social context<sup>23</sup>, because the techniques and activities draw on the classroom as a social reality, in this case they listen and express ownership, so in the classroom we emulate their reality while we target language, through language drills and dialogs.

Writing and speaking					
Step of the lesson	Teacher Activities	Students' activities	Materials	Session number	Evaluation
<b>GUIDED PRACTICE (25 MINUTES)</b>	<ul style="list-style-type: none"> <li>I show the speaking activity we are going to do.</li> <li>I provide examples of the speaking activity.</li> <li>I assign them in pairs to do the exercise and the final product must be a dialog.</li> <li>I circulate in the classroom to aid; correct mistakes answer questions and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>They work in pairs to collect objects and ask questions about ownership.</li> <li>They ask for help if needed.</li> <li>They correct each other and assess their knowledge of the lesson.</li> <li>They write a dialog to express ownership.</li> <li>They say the dialog out loud to the entire class to practice speaking.</li> </ul>	<ul style="list-style-type: none"> <li>NALC student book</li> <li>Personal objects</li> <li>Pencils</li> <li>Pens</li> </ul>	02	<p>Review students' exercises to assess their understanding of possessive pronouns.</p> <p>Take notice of those who use correctly possessive pronouns and detect students with correct pronunciation and fluency.</p>

## ACTIVITIES

- **Guided practice (25 minutes). Communicative skill developed: Writing and speaking.**
3. I project them the speaking activity “Expressing ownership” and ask one of them to read the instructions for the exercise.



4. I show them an example using my own objects what I expect of them.
5. I divide them in pairs, and they must do the exercise which final product must be a dialog with at least 5 lines each - in the meantime I circle around the classroom to aid, correct mistakes, answer questions and provide feedback.
6. When they finish I ask them to pass in front of the class and read or say their dialog to everyone and then ask questions about it to other to see if they are paying attention or if there are questions.

### 2.01.3.1 THEORETICAL FOUNDATION

My current context does not place a lot of value on speaking activities, in fact the students do not go through any speaking exam that assesses their performance and as if this were not enough students lack the motivation to develop this essential skill, they do not want to travel to other countries, neither taking advantage of the many scholarships that the Mexican army offers them when they know English, rather they just want to graduate so they get their promotion and then increase their income and level in this highly hierarchical organization, that is why I do not devote a lot of time in this particular skill itself, rather I make them speak by using little dialogs and short expressions related to the main grammar topic so they can practice a little bit more.

Nevertheless I try to promote this skill as much as possible by focusing on little speaking phrases that will help students to develop the very basic abilities they will need to perform the very few speaking activities that we have in their books, for example I have found very advantageous to teach them useful phrases to clarify, repeat, rephrase, ask for help or check for comprehension, in this way I can recycle that knowledge every time we have a speaking task or even every class when they are trying to express themselves in English and also with those they can negotiate meaning and look for other ways to understand and make themselves understandable.

Currently I do not allot enough time to develop this skill and that is why the speaking activities are basic, even in more advanced levels. Other important aspect I implement to maximize the effectiveness of these sessions is to relate them to other skill activities as I am describing in the next part, I try to link the activities of the class no matter the specific skill we are working on, and this case is not the exception, during the listening skill I executed an activity that started with a video about possessive pronouns, then another session is followed by activities in which students go deeper into the topic so at the end of it they are more equipped to perform successfully in English and it is here where the speaking activity comes into play because it is linked to all we have been reviewing in the lesson (to comply with my school's requirement of not deviate from the syllabus), in this way they learn how to express ownership and use it in their daily lives. In other words, I implement functional communication activities<sup>24</sup> (prepare and enable learners to get their meaning across effectively) and in a low degree social interaction

activities<sup>25</sup>, because they will not be involved in social situations where they will have to interact with others in English.

Social interaction activities have a greater impact in helping students to develop skills for communicating in socially acceptable ways that is why I aim to create social interaction activities, usually I transform the classroom as a social context<sup>26</sup>, because the techniques and activities draw on the classroom as a social reality, in this case they are always expressing ownership not only of things but also of ranks and privileges they might have, even official personnel assigned to them. As you can see in the lesson plan for this activity, we start with a manipulative technique that is completely controlled by me. Then, I direct them to a very specific response from them because they are reading aloud the dialog and even with my basic students I try to expose them to more advanced activities that will allow them to talk - maybe not very complex structures- but at least they will be able to ask and answer some simpler questions. The most important aspect of this activity and that I use a lot is when I combine vocabulary learning and oral skills at once, because highlighting and recycling the previous learned vocabulary is very easy to do promoting more opportunities to use it and learn it, so the previous skill activities have prepared them for talking, by this point students already had other sessions where the vocabulary had been mentioned over and over and I just give them the last push when I teach them the useful phrases to negotiate meaning a have a better communication flow, so they are doing the process of *noticing*(the implicit recognition of a word as a useful item worthy of retention), *retrieval* (the ability to remember the word when it occurs again in discourse –or to use it when it becomes relevant again), and *generation* (being able to use the word in a new context).

Writing and speaking					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
INDEPENDENT WORKING TIME (40 MINUTES)	<ul style="list-style-type: none"> <li>I assign them exercises to practice writing (exercise B, C and D)</li> <li>I ask one student to read the</li> </ul>	<ul style="list-style-type: none"> <li>They answer the exercises I told them to.</li> <li>They ask for help at any point.</li> </ul>	<ul style="list-style-type: none"> <li>Whiteboard</li> <li>Markers</li> <li>NALC student book</li> </ul>	02	Review students' exercises to assess their understanding

	<p>instructions for each exercise and ask if the instructions are clear.</p> <ul style="list-style-type: none"> <li>• I circulate in the classroom to aid; correct mistakes answer questions and provide feedback.</li> <li>• I ask some students randomly to write some of their sentences and questions on the whiteboard so we can check them together and provide feedback on any mistake or doubt they may have.</li> <li>• We review the three exercises and correct them as a class and look for areas of improvement and any final questions they might have.</li> </ul>	<ul style="list-style-type: none"> <li>• They give me their books to check them and correct any mistake.</li> <li>• They receive feedback/corrections/assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Pencils</li> <li>• Pens</li> <li>• TV</li> <li>• Speaker</li> <li>• Laptop</li> </ul>	<p>ding of possessive pronouns.</p>
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## ACTIVITIES

Independent working time (40 minutes). Communicative skill developed: Writing and speaking.

7. I ask my students to do exercises B, C and D to practice some writing skills with the use of possessive pronouns.

### EXERCISE C

Write the sentences again. Use *mine, yours, hers, his, ours, or theirs* and the words in parentheses ( ).

**Example:** Mark's dog is under the car. Where is David's dog? (in car)

His is in the car.

1. Al's classroom is over here. Where's Tom's? (over there)  
\_\_\_\_\_
2. Jill's and Jesse's books are on the shelf. Where are Jack's and Mary's? (desk)  
\_\_\_\_\_
3. My jacket is on the chair. Where's yours? (sofa)  
\_\_\_\_\_

### EXERCISE D

Read each dialog. Complete the sentences. Use *mine, yours, his, hers, ours, or theirs*.

1. Peter: How's your food?  
Steve: Terrific! How's \_\_\_\_\_?
2. Tom: This gray house is ours. The Andersons live in that white one on the other side of the street.  
Ted: I knew this house was yours, but I thought \_\_\_\_\_ was the yellow one.
3. Ben: Well, Bob, here's your car, but where's \_\_\_\_\_?  
Bob: Yours is there, in the third line of cars.
4. Alice: Sam likes his new teacher, but Jane and I don't like \_\_\_\_\_.  
Steve: Oh, I thought all of you had the same teacher. Are you in different classes?
5. Andy: Good morning, sir. Did I return my test paper and Anna Johnson's?  
Mr. Lee: I have yours but not \_\_\_\_\_. Get it from her, and bring it to me, please.

8. I ask one of the students to read the instructions out loud for each exercise and ask them if those are clear so they can proceed with solving them.
9. I circulate on the classroom while they are doing the exercises to aid, answer questions and correct mistakes.
10. Once they have finished the exercises I ask some students to read the exercises and the respective answers so we as a class share the knowledge and see any questions they might still have.

### 2.01.3.1 THEORETICAL FOUNDATION

The last session students did some controlled and guided activities and this time it is time for them to be involved in Hyland's fourth stage<sup>27</sup> that is the free writing stage in which students are asked to write their own dialog to express ownership they have to use the possessive pronouns used in the lesson but they are free to express themselves and talk about topic they want as long as they put into practice the possessive pronouns, they are free to write about what they prefer and what it is relevant for them.

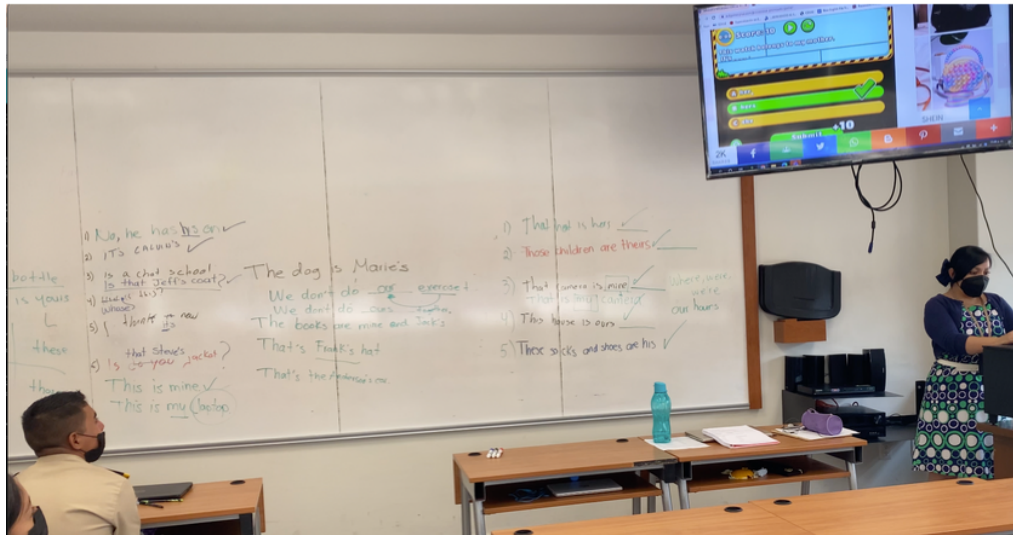
And because we follow this process and break into smaller tasks students already did several of the process model of writing, they already prewrote, compose (to an extent), I even gave them some feedback, they revise according to that, so they have few steps left to produce their dialog.

Writing and speaking					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<b>REVIEW AND CLOSING (10 MINUTES)</b>	<ul style="list-style-type: none"> <li>• I present students the game and assign them in two groups.</li> <li>• I explain the game to them, and we start playing to review the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• They divide themselves into two teams.</li> <li>• They answer the questions in the game</li> <li>• They ask for any doubt or concern</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Game</li> <li>• TV/projector</li> <li>• Homework activity</li> </ul>	02	Oral questions

	<ul style="list-style-type: none"> <li>I ask for any final doubts they might have.</li> <li>I assign homework and closing words.</li> </ul>	<p>they might have.</p> <ul style="list-style-type: none"> <li>They write down their homework.</li> </ul>			
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## ACTIVITIES

- Review and closing (10 minutes). Communicative skill developed: Writing and speaking.**
  - I show the students the game to sum up the lesson.
  - I divide the students into two teams and explain the instructions
  - I start the game and I ask one of them to read the question and they must come up, as a team, with the correct answer and the points are being added.



- We go over the entire game and if there is any question they might have we use the questions in the game to answer them and I provide extra examples in case they need them.
- I assign them the homework sheet and tell them we will check it next class.



### **2.01.3.1 THEORETICAL FOUNDATION**

I usually use games at some point on every lesson. I have noticed that games are enjoyable and interactive, and learners respond naturally to this type of learning Dynamic and students are more motivated to learn (Calahoun, 1980) and this is because I can see how it helps them to relax and be more involved because they can work in pairs or collaboratively. This undoubtedly lowers the affective filter when they feel part of a team and they work together to win, which make games very effective because the students' engagement increase considerably. Ruben (1999) substantiates the authors claim<sup>29</sup> that games can motivate students to learn from a social or affiliated need when he claims that games offer an opportunity to promote collaboration and fosters active learning. The comfortable competitiveness of the game offers a motivating incentive for students at the next level of Maslow's theory, ego, or self-esteem.

### **2.01.4 STUDENTS' OUTCOMES**

As you can see in the last part all my teaching is based on a variety of approaches, methodologies and techniques to boost their learning in each stage and to make it interesting for them, all this while they are developing two skills simultaneously along with that I am always aware to promote a low Affective Filter (Krashen,1988) classroom environment that will maximize their learning process and increase their motivation. Something important is that all the material and activities are interconnected so they can be recycled at any point in the process, in this way students do not feel overwhelmed or lost when moving forward to the next part because they can easily go back and use what they have previously done for the new and more difficult activity at hand.

## 2.02 EVALUATION TOOLS

Testing and assessing are two different things as the following chart shows and being familiar with each has served me to use each appropriately depending on the specific object I am pursuing when evaluating my students

<b>Testing</b>	<b>Assessing</b>
<ul style="list-style-type: none"> <li>• Specific procedure, occurring on specific dates and at specific intervals.</li> <li>• Instruments or procedures for gathering kinds of information</li> <li>• They gather information having to do with students' language abilities</li> <li>• Language tests to influence or wash back on what and how we teach <b>(backwash)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing pedagogical process that includes several evaluative acts on the part of the teacher.</li> <li>• Systematic use of different types of tests to gather information about our students' abilities and performance over time,</li> <li>• Inferences we derive through interpretation of that information</li> </ul>

As I mentioned before listening is a receptive skill, meaning that requires a student to take meaning from the language produced by another speaker and this means not only oral language, rather body and facial language as well, intonation and even the given circumstances around them, but all of those can also create obstacles when teaching listening<sup>11</sup>, for example:

- **Clustering or chunking:** Native speakers tend to put words together
- **Redundancy:** good for a native speaker, confusing for a learner (too much information)
- **Performance variables:** (hesitation, false starts, correction) English learners can't identify them
- **Colloquial language:** (idioms, slang, abbreviations) learners can't identify them due to lack of exposure to them.
- **Rate of delivery:** Listeners may not always be able to stop the speaker.

- **Stress, rhythm, and intonation:** Intonation patterns are not just for interpreting elements as questions and statements and emphasis but more subtle messages like sarcasm, rudeness, solicitation, etc.
- **Interaction:** Students need to understand that good listeners are good responders. They need to know how to negotiate meaning, to give feedback, to ask for clarification, to maintain a topic, so the process of comprehending can be complete.
- **Classroom listening and “real world”:** It is not easy to simulate authentic language in the classroom because it is frequently artificial.
- **Unrealistic expectations:** When the teacher expects students to understand everything they listen to.

All the above make very difficult to accurately assess their listening skill with a simple test and that is why I believe they do not allow us to design our own evaluation tools, they think a test can accurately reflect what they want to know about each student.

### 2.03 ATTACHED EVIDENCE OF MY EVALUATION

Based on the differences mentioned above I have to state that in my current teaching context my school tests, while I assess and this is because we look for two different goals when doing this, my school for example uses **direct testing** (they test a skill directly, listening and grammar mostly) and they do this by a 50 or 100 multiple choice test which 50% to 70% are asked as listening questions and the rest without it; and this is already a preset format designed by the specific methodology I have to follow and because there is only ‘one correct answer’ and that it is a fast-check format it is convenient as I have large classes it certainly saves a lot of time when grading them. Kukulman states that this type of tests is “very vulnerable to finding out if students know how to take this type of test, rather than what they know and can do<sup>30</sup>”.

Due to the nature of this type of test I agree with the fact they focus on language recognition only, and not on language production which is why it’s perfectly aligned with the particularities

of the goal of my current method and objectives set out by my school. The answer sheet they use to score them is the one I am presenting next:

The image shows a 'DLIELC TEST ANSWER SHEET' form. At the top left is the DLIELC logo. The form contains several input fields: STUDENT NAME, INSTRUCTOR NAME/NO., COUNTY/LOC CODE, PROJECT (with WCN), SPONSOR SERVICE, TEST DATE (Year, Month, Day), TEST ID, RAW SCORE, CONV. SCORE, and REG. EQ. There are also fields for Seat and Lab. A grid for marking answers is provided, with columns for SCN and TCN. Below this is a large grid for recording scores for 120 items, arranged in 6 columns and 20 rows. The form is labeled 'DLIELC FORM 6748a, 20020301' and includes a note that 'PREVIOUS EDITIONS ARE OBSOLETE'. The footer mentions 'U.S. GOVERNMENT PRINTING OFFICE: 2002-771-500'.

In contrast and because I want to get a more overall perspective on my students' level I assess, and I use different tools depending on the skill I am focusing on, but the main skills I assess are listening and reading, and for this I use **Informal assessment by** informally telling learners about what they are doing well and what they need to work on is a form of assessment – not a test, also by giving them pronunciation feedback, learning strategies, and day-to-day student-teacher interaction, along with that I use formative assessment because in contrast with the test they have to pass I am more interested in evaluating their learning process of acquiring the language, I highly value their process and current level of performance to inform future learning and in order to provide formative assessment I provide them with some feedback on their performance.

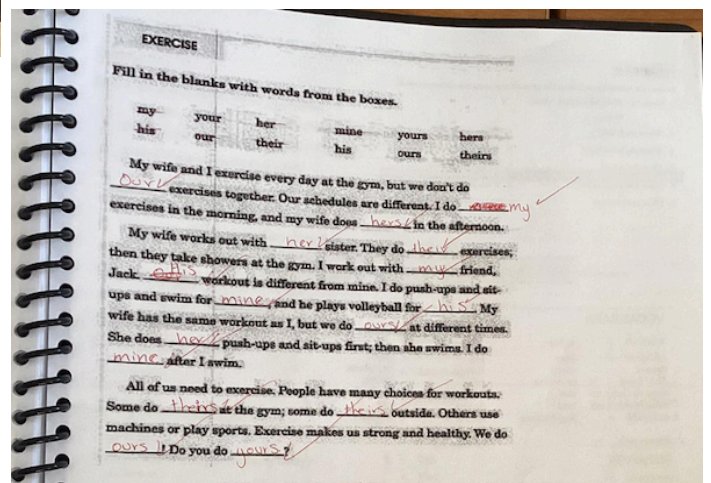
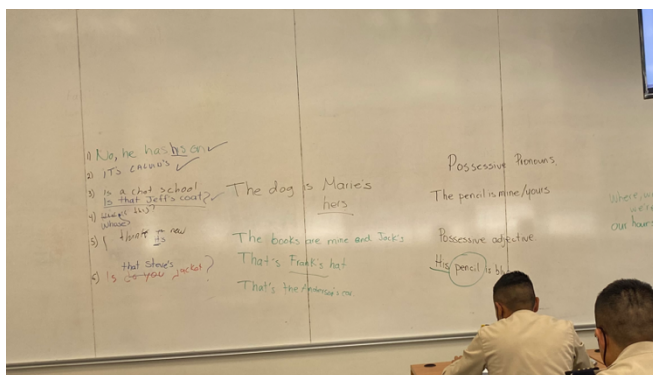
When they take the end of the year or every term test students are measured on their current abilities and it helps them to measure what they have acquired over the course of a semester or a year; the Director wants to assess their grammar and recognize the students' progress and problems in any given topic and according to their level for that grade So, by taking the

test my students go under summative assessments<sup>31</sup> because the tests are given periodically (every five lessons) to determine at a particular point in time what students know and do not know and those are an accountability measure that is generally used as part of the grading process.

In contrast, I am more interested in “Formative assessment”<sup>32</sup> because I want to see how my students perform on a learning task and their overall learning, and not only in the performance of one occasion and that can be affected by many variables that at the end doesn’t necessarily reflect their level accurately. But because the only parameter used to get the students’ grade is their test I do not use any other type of assessing tool, I use checklists to mark who does the activities and who does not and of course I grade their activities assigning them a grade, but none of those add to their monthly or final grade in any way.

## 2.04 EVIDENCE OF MY DESIGNED TOOL TO ASSESS MY STUDENTS

As I mentioned earlier my students only way to get their grade is through the tool showed in point 2.03 and because of that I cannot use any other tool, but daily what I do when it comes to assess my students is to check their exercises in an individual level and provide feedback to each of them as I show in the following images:



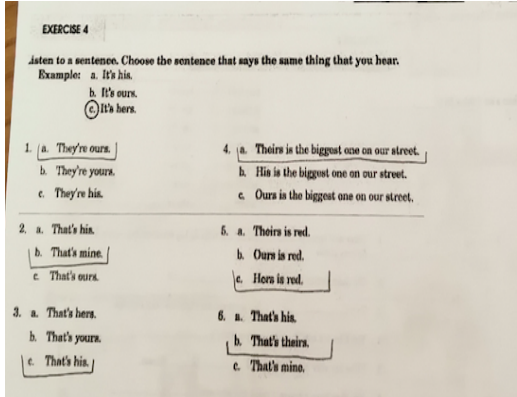
## 2.05 VIDEO OF THE IMPLEMENTATION OF THE LESSON PLAN

<https://drive.google.com/file/d/1zXQNEKL3MUy6HzbDhAUDqnjxHko-h81h/view?usp=sharing>

## CHAPTER 3. EXPERIENCE REPORT

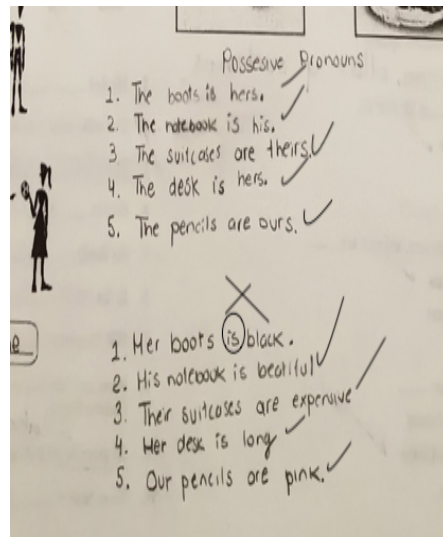
Every time I plan a class I have very specific objectives I want to achieve, and this lesson plan was not the exception a very important aspect that allows me to measure the objectives in a realistic and simple way is the five-stage process I follow, when I started implementing those I realized it was easier to clearly detect the fulfillment of each stage objective. I am presenting the results of each stage in a more specific way, and this is helpful because it helps me to adapt and see what activities more successful and which ones can be improved to enhance my teaching, the results are:

<b>Stage</b>	<b>Session 1</b>	<b>Session 2</b>
<b>Introduction</b>	I activate their schemata to pronouns and possessive pronouns for them to remember what those are and what is their purpose, as you can see in the video they were already familiar with them, and they were able to tell me what those are. Because I am constantly looking for ways to develop their listening skill, after activating their schemata I played them a video in which they had to identify the possessive pronouns.  After that do the listening activity linked to the video, all the videos that are included in their LABORATORY software promote to a certain degree the intercultural competence because we can see people from other	I once again activated their schemata by projecting them the chart and asking them how the possessive pronouns are used and some examples to see if they remembered them.

	<p>places and even activities that we do not do often so we can talk about them and compare the differences and similarities between us and them.</p>	
<p><b>Teacher modeling</b></p>	<p>Here the results were very positive because with a little and simple activity where they chose an item and asked “Whose is this? It’s not mine, it’s _____” they practiced not only the possessive pronouns but also speaking and listening skill and they felt comfortable producing, and they did not even notice it and they were less nervous, lowering the affective filter.</p> <p>Then we did some listening skills where they put in practice the possessive pronouns recently reviewed and we checked them together using every opportunity to solve any question or to reinforce any important point.</p> 	<p>They were referring to the objects in class in English using the possessive pronouns and questioning and answering each other’s questions.</p> <p>They really enjoyed this activity because they love speaking in English, they were engaged and active while it lasted, and I could hear how at the end of the class they went to other classrooms and shared their new knowledge and ask others about their possessions.</p>
<p><b>Guided practice</b></p>	<p>In this activity there wrote five sentences and questions using possessive pronouns and possessive adjectives along with different tenses like Present and Past</p>	<p>In this part students had to reflect in their own situation and express ownership of</p>

simple, and this type of activities are very helpful for them because they are reviewing different topics and skills at once and they feel very at ease because they can work in pairs or collaboratively and at their own pace. And it is here when I can identify my students' strengths and weaknesses not only talking about the current lesson but also about other things they should know, and they are still struggling with.

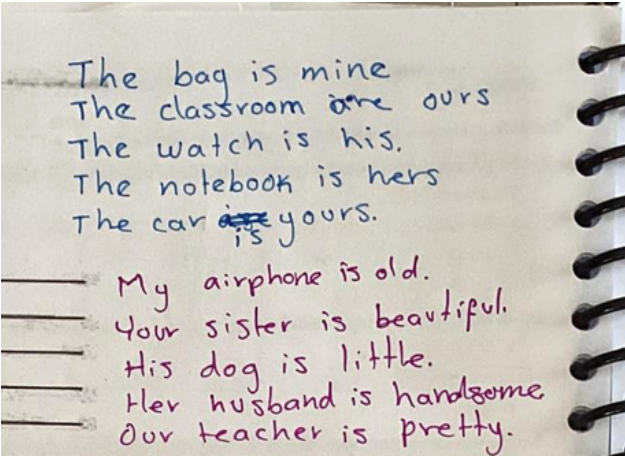
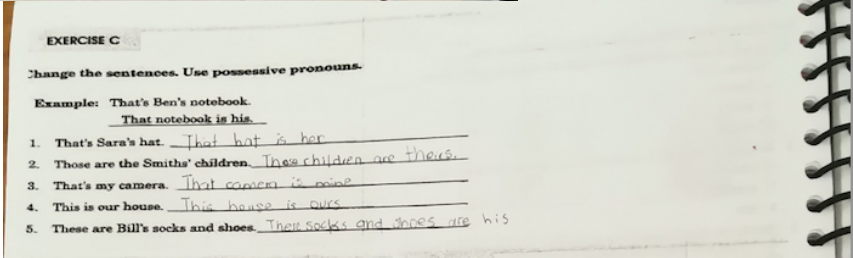
The class produced the sentences without any major problems, and when some of them had any questions or doubts I helped to solve it.



their belongings with another classmate and while they practice speaking and listening I am correcting not only their use of the possessive pronouns, but also their pronunciation.

Because for this point the familiarity with possessive is enough they were able, in general, to express themselves and If I would ask them they would respond correctly and accordingly.



<p><b>Independent working time</b></p>	<p>They continued with exercises in their book and while they were doing them I circled around the class and helped them, because I am always interested in exposing them to the highest listening input possible I am asking them different questions related to the topic and even though they are practicing grammar and writing they never stop to listen in English and in this way the level of input increased. Also, with the exercises they are matching or changing sentences using the main topic and always practicing it through all the lesson.</p>  
<p><b>Review and closing</b></p>	<p>In this section I successfully report, that when I asked them about their belongings on their desks or around them they were able not only to pronounce correctly but most importantly to use them excellent in their sentences and when I asked them various questions.</p> <p>For some of them I assign them extra activities, especially those who have certain</p> <p>In this final review we played a game, and as always I have found this type activity very effective, students are always appealed and they engage actively when we do games, and this time is not the exception, we were able to review the topic using once</p>

	<p>weaknesses with the topic of the current lesson or any other that we already covered, and they need to work more on it so they improve, and they can reach the class's level.</p>	<p>again technology with a racing game, I divide them in two teams, which also helps them to participate more because they feel supported and that they belong and all those factors combined make this activity a success every time.</p> <p>After this I assign them their homework worksheet for next class.</p>
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Although every lesson is planned with specific objectives, sometimes the results are not met, however in this case I can report that the results were very successful, and even though there is always room for improvement, the core objectives were accomplished and in some cases surpassed as you can see in the chart:

<b>Expected outcomes</b>	<b>Real outcomes</b>
To use possessive nouns in sentences	They successfully used possessive pronouns in sentences in different tenses.
To identify the difference between possessive pronouns and possessive adjectives	They were able to see the distinction, but they need to reinforce the name of each group
To express ownership using possessive forms of nouns	They had no problem expressing ownership of theirs and others' belongings.
To identify in listening exercises the possessive pronouns and adjectives and use them correctly	They were able to identify them in the video and listening exercises and complete the exercises
To be able to explain the use of possessive pronouns to their classmates	Struggles to explain to classmates the difference between possessive pronouns and adjectives, although they understood them.

As I showed in the above chart the lesson was highly effective, and this is due to several factors, it starts with a good lesson plan but also my students had a very good attitude in the classes and even though they do not want to learn English long term, they actively engage in the class and complete to the best of their abilities the exercises I give them and I notice that it is very important that during the class I adapt and adopt a variety of roles, for example I can be a facilitator and guide, also as someone who encourages students to construct their knowledge, other times even an advisor to answer student's questions and monitoring their performance.

### **SUGGESTIONS FOR IMPROVEMENT**

After applying the lesson plan and even though I obtained very positive outcomes, I would deceive myself if I would not see that there are things I can do better, for example for the listening skill, and because this is the one I am more focused on, I can look for ways to implement more technology within the classroom and also I want to work on is in teaching students listening strategies that will help them to boost their learning process outside the classroom and also it is important for me to design a way to let students talk about their listening experience and provide any feedback they might have and then make the necessary adjustments in their benefit one way it is by creating a short and concise tool I can assess this highly important aspect. Related to the reading one I need to find an effective way to motivate to read in English outside the class and focus on topics that they find interesting, in that way they will practice more often, but this is a struggle because they do not read even in Spanish, but maybe sharing with them short texts can help them to start reading more. I want to implement a wide variety of writing activities so students can be more familiar with a wider range of forms and specific language used in each, another aspect I want to work on is to motivate them to find a personal writing activity they enjoy (comics, poetry, letters, emails, etc.) and help them to become really good at it so they can continue practice outside the classroom with an activity that they truly enjoy and that eventually they can share with other and together can build each other's writing skill. Finally, my weakest aspect comes with the speaking skill because I am not allowed to devote a lot of time developing this it has become really hard through the years to make a constant practice of trial and error this particular skill, something in particular that I would like to do better is to expand the social situations in which

my students need to develop themselves in English, today more than ever we have the opportunity to actively participate in real life situations when English can be practiced and perfected within a social context and with foreigners which native tongue is our target language.

## **CHAPTER 4. CONCLUSIONS**

### **4.01 CONCEPTUAL**

During all this project and the specialization and as this paper has shown, I detected how my teaching philosophy improved and became more complete. This in turn has affected the decisions I made as teacher such as the material I choose, the activities that will follow the entire class and how I will promote the best classroom environment, so the students respond positively. I also now aim for highly dynamic classes and a variety of activities that will show them how learning English can be fun and rewarding and this is able to be done in the best way possible for all the theoretical foundation I learned on Module 1 and how I adapted it to my current teaching context concluding that even those authors were very strict in defining what they perceived and understood from the process of English learning and acquisition I realized that it is best when I combine them and use the strengths of each of them to present the best class every time. Another big turning point for me was to see how relevant is to have a theoretical basis on every part of my class in that way I can be coherent with the objectives I have at hand and effective in accomplishing them.

All the theoretical information I learned allowed me to create a more suitable approach for my circumstances and not be defined by just one way to do things that can limit me and my students' potential. And how these choices directly impact my students acquisition process that is why learning and analyzing the theories, methodologies and techniques is one of my greatest inputs in this process.

### **4.02 METHODOLOGY**

This is the part which this specialization impacted the most, because even though I already planned my classes according to indications from my school coordinator, this program has

taught me a new way to do it and how to improve my current planning, at least under the areas that I directly oversee, and I am responsible for. It is evident now that my way of planning my classes can be tailored and improved keeping in mind the impact in my students' learning process.

With this paper I showed an accurate reflection of the way I teach every class. In my experience, the stages described below work with my current context and methodology which gives me flexibility to make classes engaging and challenging enough but without overwhelming my students with the most complex and seemingly boring parts of their books that still we need to cover to fulfill the program. Additionally, by doing this I can assess them easily and consequently, I can spend more time helping them improve their English because I already know their strengths, weaknesses, and the best ways to develop their four skills – but mainly their listening. That is why every activity I carry out is essential because it is helping each student to their development and activating their schemata it is just the beginning of that process.

#### **4.03 OBSERVATION**

I noticed how well students respond to social interaction activities, and even though because mine do not need to produce orally the book I use has not many speaking activities there is always ways to encourage social interaction and help them to develop their skills by applying in their daily lives what we are reviewing in the class, in that way they can acquire it. Another important factor is that I realized how effective is when I drill with them what we are going to do, they feel more comfortable, they know what to expect and they feel better to replicate and build on their own learning, that is why I really spent time on that stage during the lessons, because based on their profile as military students they thrive when they see it first in action and they can repeat it.

#### **4.04 ANALYSIS**

By practicing the different techniques and methods I have been able to observe that students respond positively to the teaching, especially when I present them a variety of activities and skills to be developed, so they are constantly challenged, and they do not have to snooze in

the class. A very important aspect I came across is that even though I am limited by the time and program I have to follow, sometimes I need to take the time to pause and take more time when students are struggling with a specific topic at a specific stage during the class progression and this turned to be positive because students not only can take more time to solve their questions and doing exercises, they can easily perceive how I am truly interested in their learning and that boosts them to continue actively engaged not only in the current class, but also in the following ones because they are understanding and they see my personal interest.

#### **4.05 REPORT**

The listening skills is undoubtedly a crucial skill for students in the army. They can communicate more speedily and convey instructions, commands and follow them too. Given my current teaching context it requires they learn this skill at the highest level possible during the time of their four years at school. I find it encouraging to see how the methods and steps in this paper produce positive results despite the multiple cultural and individual challenges of my students, for example:

- Students with increased motivation.
- Students more engaged in class and eager to learn.
- Students feeling more comfortable when speaking, which before this it was harder to achieve.
- Students have taken advantage of the different tools I use to exposed to input and they seem to enjoy it more.
- They are more open to talk to me even when they see me in the school hallways and tell me how their days are going, and they try to do it in English.

Finally, in this specialization I have acquired a very wide range of new knowledge, starting with theories about language learning and acquisition, different didactic and methodological competences, different types of communication competences and equally as important as those attitudes and values that have enriched me as a teacher and that will make more meaningful for my students their learning process, one of the main points I learned is to help my students to have the ability to face and see English with a different perspective, the one in which they are eager to learn and to improve, even a little, their language, they feel more comfortable when using it and they look for ways to communicate even at very basic stages.

Another relevant point is that my classmates and my tutor molded to a certain degree my experience during the specialization, being in such a diverse class certainly deepened my knowledge every time one of them would share their experience or techniques adapted to their specific circumstances and backgrounds, there was always something I could learn from them and apply to my own teaching context, some of them turn out to be very successful others not so much, but without a doubt it is something that I might use at a different point in the future. My tutor was always upbuilding and his presentations and video conferences clearly explained the hard topics and he helped me to see the importance of mastering them to be able to apply them in class, his feedback at every assignment and project also played a key role in my personal growth and progress during this journey, one I am happy to have chosen.

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