

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Constructing one's own language teaching philosophy

TRABAJO RECEPCIONAL

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

PRESENTA:

Paola Elizabeth Domínguez Ramírez

ASESOR: Norma Susana Herrera Rivera

México, DF. a 31 de Julio 2015

Table of Contents

Cover Page.....	1
Table of Contents.....	2
Introduction.....	3
Autobiography and Teacher Context.....	4
Theoretical basis in Language Teaching Programs Nowadays.....	6
Discussion of the materials from textbook and additional materials.....	11
Description of activities.....	13
Analysis of Outcomes.....	15
Critical Analysis of the Teaching Practice.....	17
Appendixes.....	19
Bibliography.....	54
Bibliography References.....	55

INTRODUCTION

Several methodologies have been emerged through the time with the purpose of reaching the highest level in the command of English as a Second Language. Teachers must achieve the best standards to master English and during this process, they have to continue improving their development constantly. On the other hand, if teachers pretend to achieve their goal (help students to acquire and use English in a fluently and accurately way, but most of all, to communicate) the materials and resources applied by them must be updated too.

The requirements that our globalized world demands, are more complex every day. Then, the more prepared a learner is, the most opportunities he/she will have. The teacher's responsibility is to find the best methodology to apply in their classrooms or to combine those that allow them accomplishing their aim.

In this project, we will know how has been my own experience as a teacher, the environment that surrounds my daily development, the number and kind of students I deal with and the context under we interact every day. Another important topic we are going to explore are the different theories that have contributed in the process of learning and teaching English nowadays, especially those under my philosophy has been grown.

In order to apply all the knowledge acquired until now and link it to teachers' reality, a task has been developed through this project. This project starts with an analysis of one of the lessons of the textbook I use, trying to identify the different skills that are worked on it as well as the changes that could be made to develop the task successfully. Besides, a lesson plan is included as a crucial element in any real class. In the same way, the use of authentic and different materials plays a meaningful role to reach the objective.

This project therefore serves mainly to develop a critical analysis of my teaching practice as well as the materials, methodologies, activities that are performed in a real class but most of all; the purpose of this project is to evaluate the authentic learning and acquisition of language that my learners could reach through this lesson.

Finally, it is important to explain that this analysis seeks an authentic improvement; there is not purpose on any analysis if it cannot provide us with ideas to reach a high level of development. Consequently, I consider the critical analysis of my teaching has been developed under the most impartial point of view, especially if we consider that the analysis is based most of all, on the results.

Autobiography and Teacher Context

I am a 45 married woman. I have two daughters. Fernanda is 16 years old and Daniela is 13 years old. I studied Business Administration and I decided study English just because I love this language. I have listened English music since I was a child and I really enjoyed but I did not understand a lot. Then, after so much time, when I was 24, I started to study formally. It was a little difficult for me because I worked and studied at the same time and even, I have to study when I was pregnant.

After finishing studied, I worked as an auditor, and suddenly an opportunity to teach English appeared. At the beginning, I was afraid because I am totally sure there is a huge difference between speak and know English and teaching it. As some English teachers, I have never taken any course about methodology or pedagogy for teaching. However, my first class was not as terrible as I predicted, maybe the reason was the great love I feel for this language. I am totally convinced that you transmit to your students the passion that you feel for what you do.

At the beginning of my lovely career as a teacher, I was so traditional and I was totally married with the grammar translation method. All my classes were planned with activities where my students learn the grammar rules and later, they had to elaborate sentences in their three forms and after that, they had to read a short text about the same topic and finally at the end of the week, they listened to a typescript to underline the correct answer. Then, I was just developing the role of interpreter and translator more than the facilitator.

Some facts of behaviorism were used in my classes and even some of them are still used nowadays. The kind of students I have had requires the famous stimulus-response that this theory state.

I was grown up under a strict discipline and although I have changed a lot, I admit that I am still responsible and careful with the times. My students must arrive early to class and be careful about their behavior. Nevertheless, I am conscious that it is important to create a nice environment where learners feel comfortable, free and interested in learning. Harmer (1998, p.4) pointed: "the way that teachers told to students- the manner in which they interact with them- is one of the crucial teacher skills but it does not demand technical expertise. It does, however, teacher to empathize with the people they are talking to".

On the other hand, my teaching context consists of learners from high school. Most of them did not like English and they just learn it because they have to. They come

from different backgrounds; only few of them come from private schools and their contact with this language consist in practicing the most basic interaction with others.

My context includes only 3 hours for week. I have groups from English I, English III and English V which means doing tree different planning each week, monthly and annually.

The average class size is 65 to 70 in English I, 45 to 50 in English III and 50 to 60 for the groups of English V. This issue affects definitely the way I design the activities and the lessons I choose from each group as well as the materials to use in the class. It is necessary to keep in mind that we lack of a library, internet, computer lab, English lab or any other facility or resource that could contribute to help students learning better and easier. Besides; they have only a few opportunities to access to the target language outside the classroom. They have some cinemas near and they can watch videos of songs in English but I am afraid they are not so interested in them. Consequently, the motivation plays a crucial role in my development as a teacher. I have to promote the practice of language by giving them some extra points anytime they watch a movie or look for an English song.

I cannot use intrinsic motivation because most of my learners do not have any personal interest in learning English; they argue they will not continue studying or they will not use this language in their future. However, I try to design tasks that are real challenges for them. Instead, I have to apply instrumental motivation and look for external incentives, like the grades or even candies to face their lack of interest. The difficulty here is the number of students I have, I must be aware of the different types of motivation, their personalities, and the fact that a learner could be motivated in a specific situation but maybe not feel motivated in a different circumstance, so the effect of the same motivation could not reach the goal of learning.

The institution where I work allows me to use any textbook I choose, the problem here is that most of my learners cannot afford a book, that is why I decided to collect material from different books and work with them, though I see this as an advantage since it represents flexibility to work it is a disadvantage too because sometimes, some consider there is not continuity.

I have learned through the time that the effectiveness of learning must be centered on learners rather than teachers. Like Nonkukhetkhong suggested, it was necessary for me to transform my traditional role and become a facilitator. Also, I totally agree with the international view of language since it refers that one of the most important goals is to help learners maintain conversations with other people. Language has to be used by learners, otherwise, how could they acquire and learning it?

Theoretical basis in Language Teaching Programs Nowadays

Due to the several theories under which learning and teaching English underlie nowadays, teachers must reflect on their daily development. As Wallace (1996, p.292) asserts: "it is normal for teachers, from time to time, to informally evaluate various aspects of their professional expertise". The changeable world we are living requires English's masters who guide learners to the command of this language too and of course it demands a continuous evaluation of teacher's development.

As I mentioned before, due to my own context, behaviorism is one of the approaches used in my daily development. It is an approach to psychology that has its roots in the positivism and has influenced the language teaching around the world. Learning here is explained in terms of conditioning (stimulus-response) like Pavlov's demonstration with dogs and other animals. The behaviorism has been criticized because they are concentrated almost in the nature of the incoming stimuli and their possible responses which is in certain way limited and the human actions and reactions are quite extended.

The modern behaviorism was founded by Skinner and emerged to extend the possible applications of principles of conditioning but by introducing the notion of operant and he also emphasizes the importance of reinforcement. Therefore, learning is explained in terms of an individual response to a stimulus by behaving in a particular way. The role of the teacher is only to develop in learners good language habits. Then, I apply this approach carefully since I am conscious of its limitations and my intention is help learners acquire language more than just appropriate mechanical habits.

Williams and Burden (2006) studies confirm that language teaching involves helping learners to become more effective thinkers. I totally agree with this point of view. As English teachers, we must find strategies and techniques that allow our learners reach this goal. Related to this kind of thought, a cognitive approach arises, the constructivism. Jean Piaget was the most representative of this approach since he wrote extensively about it. His work is centered on the constructive nature of the learning process and it claims that each person makes their own sense of the world and the experiences that surrounds them.

Piaget developed his theory through a series of stages since the infancy to adulthood and he was more concerned with the process of learning than what is learned. Although subsequence researchers disagree with some Piaget's ideas, like Bruner, Piaget had contributed to understand the process of assimilation, adaptation and

accommodation and their role in the learning of a new language. In my classroom, learners receive new inputs and they have to modify what they already know and later they have to fit the new information with their existing knowledge.

A different approach is the Grammar translation method which arrived at the end of the nineteenth century and focuses on exercises that involve translating into students' first language extracts from the readings provided by teachers as well as a list of useful vocabulary needed for that purpose. Harmer (2007) proposes that in this theory language is treated at the level of the sentence only, with little study of longer texts in the early stages and with a little if any consideration of spoken language.

Grammar Translation Method principles indicate that the main goal of language learning is to be able to read works of literature on the target language. Most of the tasks applied here should be concentrated in memorizing rules and facts about the target language and at the same time, dominate syntax and morphology of the language.

Correctness plays an important role in this method since accuracy is associated with high moral standards and learners are allowed to use their first language only as a reference for analysis or as a medium of instruction. This is a deductive method so grammar rules are presented and then learners are asked to reproduce them mechanically. The only authority here is the teacher and the role of the students is very passive. Being honest, I admit that I apply this method several times, especially at the beginning of my career as an English Teacher. Actually, I still work with this approach but only occasionally.

As a reform of the restrictions of Grammar Translation Method, the Direct Method appears and here, the translation is abandoned in favor of the communication between teachers and learners through the speaking and although the sentence is still the main object of interest, accuracy and the use of target language in the classroom are vital to the success of this approach.

In the 1920s and 1930, when behaviorism became more popular, the Direct Method moved to Audiolingualism. The Aural Oral Method or Audiolingualism derived from the association of learning with behavioral psychology. Students are required to hear different dialogues and by memorizing, they have to repeat them, individually or in chorus. Richards (2002) explains that in the Audio-lingual method, language learning is seen as a process of habit formation with the memorization of patterns through dialogues and drills. The teacher role consists on paying attention to intonation, pronunciation and fluency. The correction is direct and immediate, the grammatical explanations are avoided and the vocabulary list is based on the dialogues they will practice.

As a variation of Audiolingualism, arise a sequence known as PPP. It means: Presentation, Practice and Production. Learners here are exposed first to the presentation of new grammar structures through a conversation or a short text. The teacher just checks if they comprehend or not. After that, they will practice those structures by answering substitution exercises in a controlled text and finally, they will practice in different contexts to develop fluency. The criticism of this theory argue that it leads to automation and although teaching materials have been modified today, learners need fluency and creative tasks rather than predetermined grammatical syllabus. However, the truth is this procedure has been overused during long time.

After the Audiolingualism and other methods like Suggestopaedia, TPR and Silent Method, the Communicative Approach (CLT) appears. This method focuses on grammatical competences and knowledge of language to produce sentences according to the speech needed to communicate with others. The most important is to maintain the communication is spite of the limitations of language knowledge.

This method explains that interaction, collaborative work and negotiation of meaning are crucial to communicate. One of the goals of CLT is to encourage learners to use language fluency and most of all, achieve communication. This approach considers creativity, misunderstanding and negotiation of meaning essentials to avoid communication breakdowns.

CLT is centered on the belief that if students are involved in real and meaningful communication tasks, they will learn. They are taught to invite people, apologize, agree and disagree with others with the only purpose of attempting to replicate real communication. The most important critiques of this approach are that it demands a relatively uncontrolled range of language and their called communicative tasks are not more or less real than traditional exercises. In spite of this, CLT is one of my favorite approaches considering that my learners like solving puzzles, writing poems, making TV or radio programs, and so on and so forth.

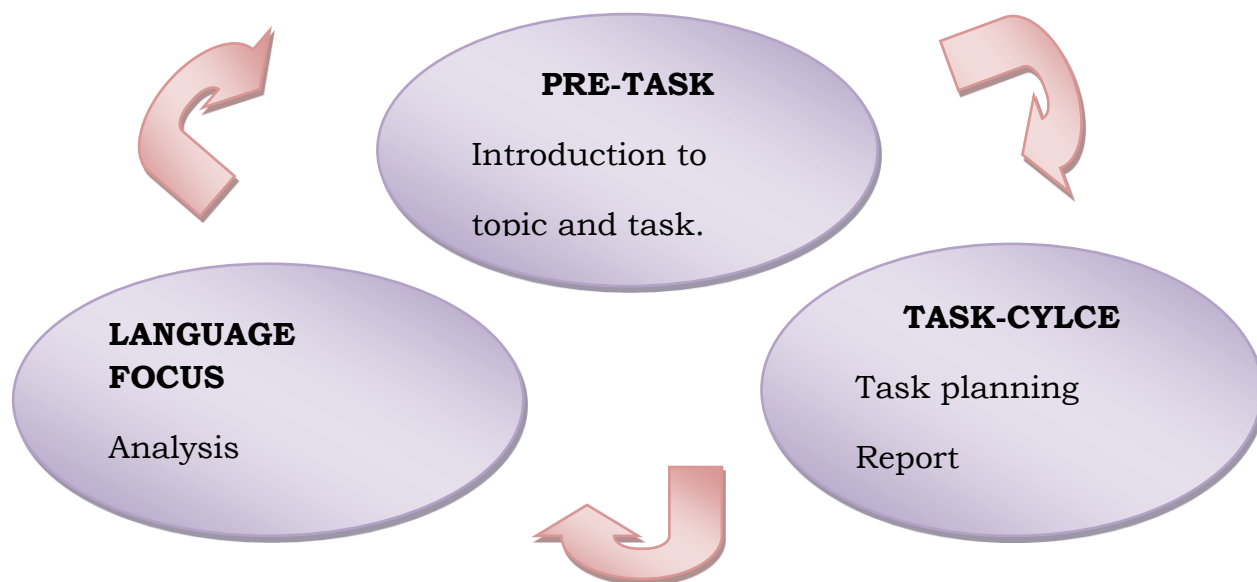
Acculturation Model was developed by Schumann and has social and psychological bases. It claims that acculturation is the major cause of the SLA and the degree of language acquisition is related to the degree of learner's proximity to the target group. Schumann proposes that learners need verbal interaction with those speakers in order to get an appropriate input that will lead them to an immediate acquisition of language. The main issue here is the lack of opportunities to interact with native speakers. In my context, learners do not have that opportunity.

The process of learning and teaching a Second Language, include a wide range of approaches, there are some known as valued based approaches, based on the values hold by teachers and learners and the role of the education in society. The

most known is the Humanistic approach and it emphasizes the development of human values, growing self-awareness, understanding others and sensitive to human feelings and emotions. I started my courses with this phrase: Nobody here is a British or an American man/woman, nobody here has “blue blood”, so I demand total respect for others, especially when they are making an effort to communicate in English and this is absolutely related to Human approach.

I consider EEAILE is a specialization which is strongly related to the Reflective teaching. Through this module, I have learned to analyze my development, to reflect on my actions and of course, to apply new knowledge according to my context with the purpose of improving my work. The Reflective teaching approach is based on the belief that teachers can improve their understanding of teaching and their own teaching by reflecting critically on their development. In teacher education, this approach leads us to improve practices in a thoughtful and objective way. Teachers require use resources like video recording and an examination about their own values and assumptions about their practice.

Task-based learning (TBL) is the last approach that has played an important role in my context. Its bases for learning rely on the belief that learning is reached as a result of performing meaningful tasks and solving problems. Learners are constantly asking and answering questions to solve different problems. The intervention of the teacher and the process of error correction are provided only when the task has been completed. Three stages have to be considered in this process:



The teacher’s role consists on monitor from a distance and guides them in any activity they develop.

David Nunan gives us a different sequence where he starts with a pre-task to build students' schema, then students must be provided with controlled language practice for the vocabulary needed and finally, after some practice, they discuss the issues to make a decision. Mike Swans criticizes this approach since he argues that TBL contribute to develop the command of what is known but is less effective to teach new language. I agree in some way with this critique. However, this approach provides us with valuable opportunities to communicate and perform tasks that most of the time, are interesting for them.

As I mentioned before, the number of theories and/or approaches to apply is quite huge. All of them have contributed to Second Language Acquisition with different points of view as well as useful methods and techniques. More important than which of them are the most attractive, contemporary or efficient, is the fact that they have become a tool to develop our role as an English teacher and is our responsibility know all of them and use them appropriately to reach our goal: make our learners learn, acquire and use English and of course, love it.

DISCUSSION OF THE MATERIAL FROM THE TEXTBOOK AN ADDITIONAL MATERIALS

The lesson I chose is called “The World of Work”, which obviously is the topic of the lesson. Although the lesson works on the different English’s skills as well as in the content, is not exactly a task. For this reason, I have adapted and changed different activities from the textbook and I have added other ones with the purpose of making the activities more complete.

From the title: “The world of work”, we can notice that we are getting into a topic: How to get a job. On page 65, we have the presentation which immediately leads us to the grammar point, in this case, present perfect. Even the advertisement looks not as a real task; I can adapt it by looking for real classified advertisements where students could look for a job. Consequently, I ask them to go to the “Job Fair” that is organized in our city and they have to imagine that they are going to apply for some of the employments that are offered in that fair. Since my point of view this is a real and motivating task because they are in the last year of the high school and most of them will have to work if they want to continue studying and some of them will not study anymore but they have to work.

It is true that some of the students know about getting a job, even some of them already work but there are a lot of things they ignore and of course the fact of doing it in English is certainly more complicated.

On page 66 students must complete the gaps with the correct auxiliary verb do, did or have referring again to the grammar. They have to compare the present simple, past simple and present perfect. After this activity, in the same page, students must again complete a grammar exercise and finally, they are asked to practice by matching columns about the three topics I have already mentioned before.

We can observe other activity focus on grammar on page 67, where students have to complete the gaps using time expressions for, since, ago and in, according to the meaning of the sentences and is until the end of that page when students are required to work in pairs and choose from the list to make dialogues but they must follow the same ideas provided by the textbook and at any moment they face a real challenge where they could apply their creativity or provide new and different ideas.

Is until page 68 when they have the opportunity to talk about their personal news, in the exercise “Giving personal news” through questions like: What about your personal news? This week? This year? They work in pairs (again) and the textbook gives some examples and ideas to guide them.

The students have an opportunity to discuss in pairs on page 69. Unfortunately, one more time, they will discuss about grammar by underlining the correct verb form. As we can see, most of the activities are focused on grammar and they do not represent

a real task. On the same page, in the section of reading and speaking, there is a pre-reading task. The students have to close their eyes for a few minutes and imagine they were rich one hundred years ago. Afterwards, they have to answer some questions about the kind of life they could have, the number of servants that could work for them, the place where the servants could live and at the end, they will compare all that information with the way it works nowadays.

Description of the activities

In spite of the last activity involves students' own opinion, it is not entirely a task. Then, analyzing all these activities from a different perspective; they have to be changed, to become in real tasks. I realized that the only way to get students involved in the topic is by showing them that they really need to know how to apply for a job and they must learn all the requirements related to this topic such as how to elaborate a curriculum vitae, how to call and ask for a date, how to behave correctly during an interview.

For all last reasons, most of the activities from the textbook were changed. I started the class with a short warm up to create a nice environment and by asking my students the following questions: Have you ever tried finding a job? Have you ever applied for that job? How did you prepare for the interview? The class will continue by asking students if they know what curriculum vitae is, how to elaborate it, what an application form is and how to fill it out and finally, how to behave during an interview and the things that are important to consider for the interviewer. Besides, I provide my students with different advertisements taken from the web where some jobs are offered. They have to discuss about it and choose the requirements needed to get a job nowadays.

Until now, all the activities are focused on the pre-task where all the things they will need to find a job are organized as well as the vocabulary they will use to develop the activity.

Afterwards, students must work in groups. One group will research about how to make curriculum vitae, a second group will look for the kind of application forms that exist and how to fill it out and the last team has to research how to behave during an interview and some advices to apply to be successful in a job interview. They have to read the information to the group and they will summarize it. My role as a teacher in this stage is just monitoring.

Once the students have the information required to apply for a job, they will listen a real job interview. The teacher tells students that she works in the afternoon as a Management's assistant in a human resources office and that they are in charge of hiring people. In the listening, students will listen to the teacher's boss interviewing to Anna who is a seller executive but there is an interesting characteristic in this listening, it has a narrator and a secretary participating in the conversation.

The listening is divided into three stages. The first is called "the interview", and here students will hear the elemental basic questions that are asked by an interviewer. At first, it could appear that the listening is a little difficult but along the conversation, students could notice that the intervention of the narrator is very helpful for getting and understanding the topic and the requirements to apply for a job. The narrator's

role is very important. The second stage is called “the interruption” and in this stage students could learn to face certain problems that can occur during an interview” and the last stage is called” the crisis” and in this phase, students will learn to take advantage of the situation, to find a way to let the interviewer know they are the perfect person to develop that job.

The students have to pay attention to the listening carefully and must write the vocabulary they do not know. They will listen to the interview twice. I consider that according to my context and the kind of students I have, this listening is funnier, more interesting and more useful than the one suggested in the textbook.

Finally, at the end of the complete lesson, students must apply all the knowledge they acquire through the activities and they have to create a poster where they share their information and explain to the whole class the specific way to make a curriculum vitae, fill out an application form and have success during a job interview. Students must be prepared to any question or doubt their classmates have and they must be able to answer them by using mimic or examples to clarify and convey meaning.

Due to the extensive listening, we could not have enough time to reinforce the activity, if so; students must provide different examples where they use the language learned during the lesson. For example, other situations where they can apply the present perfect, have to, must, and so on and so forth. What it could be done as homework is ask students to look for their favorite band, singer or writer; research about them and elaborate an interview as if they will hire them. For this purpose, students have to write the questions and their possible answers. The truth is that it will be very interesting make students acting in pairs, pretending that one of them is the famous and the other one is the interviewer.

Analysis of the Outcomes

At the beginning of the activity students showed a little shy since they do not have the vocabulary, they need to express their ideas. They started speaking in Spanish in order to be clear. However, I explained them that they were not allowed to use their first language and they have to find a different way to make their classmates understand them. Although the task looked complicated at the beginning, the idea of talking and researching about job interviews seemed more ~~than~~ interesting for them.

They started to read the different advertisements and they were writing the qualifications they needed for the job that looked interesting for them. Some of them remarked the high level of knowledge and experience they must acquire to get a job and even they felt worried about it.

It is interesting to discover that when you find a task that is really interesting and challenging for them, they do anything to participate in the activities. Students read carefully their information and even those students who never participate, contribute with ideas to their teams. Due to the specific and new vocabulary that they used in this task, most of them bring their dictionaries and while some of them made a list of the words they ignored, others were reading, summarizing and explaining to their partners the language and the vocabulary used in it. Besides, the activity become too funny since they use mimic to help their classmates to understand. For some moments, it appeared like a “Guess who or guess what game”.

The listening was the second part of the activity and it was a little frustrated the first time because they listened to words that they had never heard before and for a moment, they got desperate. Luckily, some of the students helped them by translating some words. Since they were writing all the vocabulary they did not know, I gave them some minutes to look for their meaning or to convey it in order to facilitate the listening comprehension. When I played the listening for the second time, they felt more secure and comfortable and then they enjoyed. In spite of the silence of the students at the moment of listening to the conversation, their laughs could be listened in some moments and even I heard some comments about the way the interview was developing.

When the listening finished, the students asked me for some minutes to achieve an agreement about the most important things they heard and to link them whit the information they had researched before.

Once they made an agreement about the important things to take into account any time they attend a job interview, the students were asked to work in groups of four and started creating their posters. The beginning of this phase was not as easy as I thought. The students started discussing and debating about different things. For example, the group who was in charge of the curriculum vitae’s explanation had a disagreement because some of them wanted to make a big image of a curriculum vitae and explain them by using the board while others preferred explaining the topic by providing their classmates with a printed curriculum vitae. After some minutes, they came to an agreement and developed a huge image of real curriculum vitae. By the way, they used my personal information to elaborate it.

The second group was in charge of the application form. They had a different idea and asked me if they were allowed to do it on their own way. They decided to use a power point presentation and as soon as they were showing the image, they filled out the application. I consider it was useful since it allowed their classmates learning step by step.

The poster elaborated by the last group was very interesting due to the way it was elaborated. They decided to design a poster but they added characters that gave advices to behave during a job interview. It could be said that it looked more a comic than a poster. Nevertheless, the poster clearly showed how to call and ask for a date and how to behave in a job interview and also, they explain to the whole class how to get dressed and other issues like the way of sitting, the level of the voice and so on and so forth.

At the end of the whole lesson, my students achieved their goal: acquire language and use it. They understood when and how use present simple, past simple, have to, must, etc. I asked them to go to the board and write some examples of this grammar sentences and as homework, they have to elaborate an interview to their favorite singer, writer or band. They have to use the language learned to develop this activity. I am still in the process of checking their homework.

Critical Analysis of My Teaching Practice

Most of the activities developed during the task were made by the students. My role was just monitoring them. My participation consisted only in solving some vocabulary doubts, explaining grammar structures and guiding them. In this case, as an answer to their request, I also I contributed with my own curriculum vitae.

The planning of the activities is crucial to achieve any goal. However, I have to be honest and admit that the success of this task was possible just because of my student's work. The activity was not just productive but also was funny. We reach the goal of acquiring new language and using it. Nonetheless, there are some details that must be analyzed.

Firstly, in the initial part of the task, my instructions should be clear since the beginning to avoid the use of Spanish. Besides, instead of providing them with the advertisements offered on the web, they should be asked to look by themselves. They must research in magazines and newspapers too and not only on the web because it will allow students practicing English as well as learn to choose the best options for them.

Secondly, I did not realize that if I asked students to write the vocabulary they ignore, it would be useful to give them some time to look and convey the meanings about that vocabulary and even reflect on the specific objective to use it in the listening. The students demand the time and I should prevent this kind of problems and its possible solutions.

There is an important issue to improve in my future tasks planning, the time. Referring to the last topic, if I did not notice that the whole class will need extra time to understand the vocabulary before playing the listening for a second time, the planning's time do not correspond to the reality. I am totally convinced that if the extra time had been taken at the end of the listening, it would be less productive. Anyway, either at the middle or at the end of the listening, I did not consider that extra time.

On the other hand, as I have explained before, since my students cannot afford a book, I do not use only one textbook, instead, I use extracts from different textbooks and I am conscious that it is not convenient anymore. I have to find the way of making my students understand the relevance of using one specific book and trying to find ways to afford it. This topic is totally linked to the task considering that I had to change most of the activities from my textbook otherwise there would not be any possibility to make a real task; we had just spent the time practicing grammatical exercises.

Finally, there is a topic that has been in some way complicated for me. It is related to the opening. What I want to mean is that I planned a poster as the final stage of the task and at the end; one group designed a comic while other developed a power point presentation and only one group follow the instruction and made a poster. I work with young people and although I previously planned a specific task for them, I like the fact of accepting their new and different ideas. If one of the purposes of teaching is helping learners acquire language, use it and learn, why not let them to contribute with ideas to find the best way to achieve those goals.

I am strongly convinced that planning is essential to reach our objectives and follow the planning is absolutely required for it, but I would like to know how to identify the limit and level of opening that I can apply in order to allow my students to participate in their path of acquiring language successfully.

Appendixes

Appendix 1 LESSON PLAN

Activity 1 Pre-stage	Warm up and a brief exchange of ideas about working nowadays.
Time:	4 to 6 minutes.
Objective:	To create a nice environment and activate students 'prior knowledge.
Rationale behind the activity or task	To introduce a new topic and help students to understand it.
Context:	Looking for a job.
Language:	Past for the professional training obtained, present for the activities they develop every day, their likes, dislikes and present perfect for describing the skills they have developed through the time, have to or must for the actions that should be done in the interview or those which have be avoided.
Procedure:	The teacher will explain the students the following information: "Next month We are going to attend to the Employment fair. Decide which things you need to know to have a successful job interview and to apply for a job". The teacher asks students to make teams of four and discuss about the things are required for getting a job, they have to read all the different advertisements about jobs and they have to make a list to determine the qualifications required to apply for different jobs.
Skills:	Speaking and listening during the discussion and when they decide the things they need to apply for a job.
International patterns:	Most of the time, students will work in pairs.
Aids:	Printed Material, notebooks, pens and pencils.
Predictable problems:	Students might not know most of the vocabulary related to the topic.
Suggested Solutions:	Students are allowed to use dictionaries and look for the words they need.
Linking Activity:	The teacher provides students with some real classified advertisements and they have to read them.

Activity 2	
------------	--

(While stage)	How to elaborate curriculum vitae, how to fill out an application, how to get on during an interview and how to call and ask for information about the job we want to apply.
Time:	40 to 45 minutes since the low level of my group.
Objectives:	To strengthen students 'prior knowledge. To build up new knowledge. To practice the form and meaning of the language. To promote collaborative work.
Rationale behind the activity or task	This task encourages students to interact with their classmates as well as acquire new knowledge and at the same time, activate their schemata.
Context:	Requirements you need when you are looking a job.
Language:	Vocabulary related to the world of work like application, curriculum vitae, qualifications, etc. The use of for, since, ago, the past participle of the verbs, the present perfect tense as well as the past and present simple.
Procedure:	Students will work in groups of 4 and they have to work with the information about how to elaborate curriculum vitae, a printed application and information to fill in and some advices to have a successful job interview and students must discuss and understand it. The role of the teacher here is just monitoring.
Skills:	Speaking, reading and listening since some of them read the information while others listening and they practice speaking when they discuss the information they receive.
International patterns:	Students work in groups of four.
Aids:	Applications forms, information downloaded from the web, printed curriculum vitae.
Predictable problems:	The vocabulary they use is not well known by them which mean they face some problems to understand all the information.
Suggested Solutions:	Students are allowed to use dictionaries and look for the words they need.
Linking Activity:	The teacher tells students that she works in the afternoon as a Human resources management's assistant and in her office, people is constantly required to apply to develop different jobs and they are going to listen to an interview where Anna is interviewed her boss.

Activity 3	Anna, an experienced seller.
------------	------------------------------

(While stage)	
Time:	20 to 25 minutes.
Objectives:	To identify the vocabulary used in the interview. To listen to the information required for the task. To expose learners to the target language for a native speaker.
Rationale behind the activity or task	To listen to the people carefully and to pay attention to the way the interview is developed.
Context:	An interviewer making questions to the interviewee about her curriculum vitae, her experience and qualifications.
Language:	Present simple for the qualifications she has, her likes and dislikes, present perfect to talk about her experience and knowledge. Vocabulary related to the world of work.
Procedure:	<p>The teacher will ask students to listen to her boss interviewing to Anna. The typescript is following:</p> <p style="text-align: center;">First Part</p> <p>Narrator: Hold tight please! This is Anna, on a bus going to an interview for a job as a sales executive at Tip Top Trading – one of London's fastest growing companies. How are you feeling Anna?</p> <p>Anna: Oh, a little nervous but I really want this job.</p> <p>Narrator: Well don't worry Anna, as long as you say the right things, you'll be fine.</p> <p>Anna: The right things!? Like what?</p> <p>Narrator: You need to sell yourself, be confident, not arrogant and give examples. <i>Like: A good example that comes to mind. I'm particularly proud of. Timekeeping is important to me.</i></p> <p>Anna: Oh right. Thanks. Perhaps you can come with me?</p> <p>Narrator: Sorry Anna, you're on your own now – but we'll be listening in. Look! You've just arrived. Good luck!</p> <p>Paul: Come in. Hello, I'm Paul, the Manager of Tip Top Trading. And you must be...?</p> <p>Anna: It's Anna.</p> <p>Paul: Yes, very good. Thanks for coming. Now somewhere in this pile, I've got your CV...</p> <p>Anna: Err, is that it there?</p> <p>Paul: Oh yes, thanks Hannah. Your qualifications look impressive but what sales experience can you bring to our company?</p> <p>Anna: I worked in a shop once.</p> <p>Narrator: Ohhh Anna! Sell yourself. Give a good example!</p> <p>Anna: Oh right...mmm.... well, a good example that comes to mind is when I was involved with a campaign to promote and sell a new range of clothes – I loved doing it and it was...</p> <p>Denise: Oh sorry, excuse me, here's your tea Paul.</p>

Paul: Thanks Denise. Now Anna, it looks like you've achieved a lot during your time at university. Could you give me an example of good team working during your time there?

Denise: Sorry! I forgot the sugar.

Paul: Thank you Denise.

Anna: Hmm, so you want an example? I was the treasurer of the debating society at university. That was OK I suppose.

Narrator: Come on Anna. Be more enthusiastic – the debating society is exciting!

Anna: I mean... I'm particularly proud of how I organized the finances for the debating society. We had a very small budget and I had to make decisions on what to buy.

Narrator: I like it! "I'm particularly proud of" - Positive but not boasting. You're doing well.

Paul: Very impressive – so you're a good planner Anna! We like organized people here... ooops, silly me. I seemed to have spilt tea over your CV.

Anna: Oh, do you need some help?

Paul: Oh no...I'm sure it'll dry out... carry on please...

Anna: Also... timekeeping is important to me...

Narrator: "Timekeeping is important to me" – that's good!

Anna: I always try to complete my work on time. At university I never handed my assignments in late.

Paul: That's good to hear. We like punctuality here...

Denise: Excuse me Paul. Sorry it's a bit late – but I thought you might like a biscuit with your tea.

Paul: Hmm thanks... oh lovely, custard creams... mmm. Now Hannah, finally I wanted to ask you what exactly made you apply for this job at this company?

Anna: Err... ooo... well. The reason I applied is...

Narrator: Yes, yes, yes Anna? Do you need a bit more time to think?

Anna: Errr...mmm...

Narrator: What's she going to say? How would you answer that? Join us next time to find out. Before we go, here's a reminder of some of the great lines Anna's used today...

Second Part

Narrator: Hello! Welcome back to the offices of Tip Top Trading, where Anna's interview for a sales job continues. When we last said goodbye, Tip Top boss Paul had asked Anna why she wanted the job. First, she said:

Anna: Errr... mmmmm...

Narrator: Since then, she's added:

Anna: Mmmm... errr...

Narrator: And as we join her again, Anna is saying:

Anna: Well, errrr... I'm errr.

Narrator: Come on, Anna! If you can't think of the word you need, find another way of saying it.

Anna: I am... Well, I really, really want this job and I am willing to work very hard if I get it.

Paul: So, you're very motivated, then?

Anna: Motivated! Yes, that's it. I am really motivated.

Paul: Good! Why?

Narrator: Now over to you Anna; structure your answer! Say, 'firstly', and then give your first reason, 'secondly' and then a second reason. Then say, 'above all' and give a really, really good, enthusiastic final reason! Go for it: firstly!

Anna: Firstly!

Paul: Firstly...?

Anna: Firstly, this job is an ideal match for my skills and experience: I've spent several years working in sales and I get on with people easily. Well, I mean, apart from the ones I don't like, of course. Secondly, I know Tip Top Trading is one of the fastest-growing companies in London, and I want to be part of that.

Paul: That's absolutely right. Tip Top Trading is the fastest-growing company in the plastic fruit sector. But enough about the company; this is all about you, Annabel.

Anna: Anna.

Paul: Sorry, Anna. Where were we?

Anna: Well, I said that firstly, this job is an ideal match for my skills and experience, secondly, the company is growing fast... and... and... above all... the reason I want this job is...

Paul: Yes? (*Knock on the door*) Denise! Is everything alright?

Denise: No Paul, it's not. Everything is not OK!

Paul: You look pale. Here, sit down, drink what's left of my tea.

Denise: Oh, thank you! Oh... what are those bits floating in it?

Paul: Oh, they're just lumps of soggy biscuit. In fact, if I can just... get that bit out... with my finger... for you... Mmm, delicious! Now, tell me what happened.

Denise: Well, it's terrible...

Narrator: Oh dear! Just as Anna was doing really well, it looks like her interview has come to a sudden end. What's happened? Join us next time to find out. But before we go, here's a reminder of how Anna structured her response:

Firstly, this job is an ideal match for my skills and experience

Secondly, I know Tip Top Trading is one of the fastest-growing companies in London and... above all... the reason I want this job is...

Anna couldn't remember the word 'motivated', so she just found another way of saying what she meant.

I really, really want the job and I am willing to work very hard if I get it.

Last Part

Narrator: Here we are again at Tip Top Trading, where Anna's interview for a sales job has been suddenly interrupted. Office assistant Denise has entered the room, looking very worried. What's wrong? And will Anna have any suggestions that might help?

Denise: I don't know what to do!

Paul: So, what's the matter Denise?

Denise: You know the PowerPoint presentation?

Paul: The one we've been preparing for the last two months?

Denise: Yes.

Paul: The one that's very, very important and that we need this afternoon?

Denise: That one.

Paul: Aha.

Denise: We've lost everything!

Paul: No!

Denise: I had it on a USB stick, to transfer it, but the stick has vanished!

Narrator: Right Anna, now is your chance to help them find solutions to the problem. You'll need phrases like:
 Can I make a suggestion?
 Why don't you...?
 Have you tried...?
 Maybe we could...?
 How about...?
 I have an idea!

Paul: But don't you have it saved on your computer?

Denise: No, it was taking up a lot of space, so I deleted it.

Paul: So, you have lost the only copy we have.

Denise: Yes. English at Work

Narrator: What idiots! I've never seen such a disorganized office. Go on, you'd better help them, Anna.

Anna: Can I make a suggestion?

Paul: Yes, please do!

Anna: Why don't you try looking in your recycle bin? It might still be there.

Denise: I did. It isn't.

Anna: Have you tried asking your colleagues if they've seen the memory stick?

Denise: I did. They haven't.

Anna: How about looking through your rubbish bin to see if you threw it away by mistake?

Denise: (getting shirt) I don't do silly things like that!

Paul: All very sensible suggestions Anna, thank you.

Anna: Maybe I could do a big office search for you...? I'm good at finding things.

Denise: There are confidential documents in this office – non-staff are not allowed to see them.

Paul: Now, now Denise. Why don't you drink up that nice tea?

Anna: I have an idea! Did you ever email the presentation to anyone?

Paul: Golly gosh, you did Denise! You emailed it to me to proof-read. It'll be in my inbox somewhere. Good thinking Anna!

Denise: I was just about to suggest that myself.

Paul: Problem solved. Thank you, Anna!

Anna: Pleasure.

Narrator: Well done Anna!

Paul: Right, now please leave us Denise. Anna and I will continue our interview. Would you like a biscuit Anna?

Anna: Thank you. Oh, what's that?

Paul: Oh, golly gosh, the USB stick! It was mixed in with the plate of biscuits that Denise brought in.

	<p>Anna: It's wet! English at Work</p> <p>Paul: Yes, I think maybe I stirred my tea with it at one point. Oh well. Now, where were we...?</p> <p>My goodness, it's 11 o'clock! I have a meeting right now! I'm afraid I'm going to have to go. But I've made my mind up about you anyway. I suppose you'd like to know if you've got the job?</p> <p>Anna: Yes please!</p> <p>Narrator: Ah - Stop right there! I'm sure everybody would like to know if Anna's got the job – but everybody's going to have to wait until we've heard her helpful phrases once again: Can I make a suggestion? Why don't you try looking in your recycle bin? Have you tried asking your colleagues if they've seen the memory stick? How about...? Maybe I could do a big office search for you...? How about looking through your rubbish bin...? I have an idea!</p> <p>Paul: Anna, we need someone who can think on her feet and who is a first-rate people person. Someone who sees solutions, not problems... someone like you! So, if you want the job, it's yours!</p> <p>Narrator: Ah, now think carefully Anna – do you really want to work for these people? They seem a bit... disorganized.</p> <p>Anna: I would definitely like the job! Thank you!</p> <p>(The listening was taken from BBC Learning English. (See the appendixes). The teacher could play the listening twice. Once the listening is over, the teacher will ask the students to compare what they listened to the list they wrote at the very beginning of the class (in the pre-stage).</p>
Skills:	Listening when they listen to the interview. Speaking when they share the information and discuss about it.
International patterns:	Students will work in groups of four.
Aids:	Interview in the computer and the recording.
Predictable problems:	The accent of the speakers. Vocabulary used during the interview.
Suggested Solutions:	Teacher could previously ask students to write words that they do not understand and later, in a collaborative way, convey the meaning with her classmates. If it is not enough, teacher will use mimic and other examples to help them to understand
Linking Activity:	Teacher tells students to remember they are going to attend a Job Fair and they have to write a brochure with some instructions and advices for their classmates

Activity 4 (Post stage)	World of work posters.
Time:	20 to 25 minutes
Objectives:	To practice all students have learnt To join previous and new knowledge To present the posters as their final work
Rationale behind the activity or task	To verify what students really learnt To check if the task was interesting and useful To monitor if they use the language in the correct way
Context:	Be prepared to face a job interview under any stage
Language:	Present simple for likes, dislikes, past simple to express important things about past jobs and present perfect for the experience and knowledge acquired through the time.
Procedure:	Teacher asks students to use all the information they have and to apply all the knowledge they have acquired to develop their posters. Students must use their own words correctly to share their ideas with their classmates, they are not allowed to copy and they have to link the ideas gotten from the listening with what they have thought at the beginning of the activity. In teams, they will show to the group their posters and they have to explain them how to call for a job date, how to elaborate a curriculum vitae and how to get on with a job interview. The teacher just will monitor them
Skills:	Speaking when explaining their posters to the group Writing when elaborating their poster Reading when reading their classmates' posters Listening when listening the presentations of their classmates
International patterns:	Students continue working in teams of four They present their poster to the whole group
Aids:	Posters and markers
Predictable problems:	The vocabulary used in the presentations
Suggested Solutions:	Students must find the way to explain the doubts to the group, they could use mimic or other examples
Linking Activity:	The teacher and the students will work in a collaborative way to reflect on the language they use

If time allows activity for class or for homework	Analysis and reflection on language
Time:	10 to 15 minutes
Objectives:	To check the language learned To link to previous with new knowledge
Rationale behind the activity or task	Make the students feel interested
Context:	How to apply for a job and how to make an interview
Language:	Present simple, past simple, present perfect, must and have Vocabulary related to the world of work
Procedure:	What it could be done as homework is ask students to look for their favorite band, singer or writer; research about them and elaborate an interview as if they will hire them. For this purpose, students have to write the questions and the possible answers. The truth is that it will be very interesting make students acting in pairs, pretending that one of them is the famous and the other is the interviewer. Teacher will ask students to answer questions like: When do we use past simple? When do we use present simple? When do we use must? When do we use have to? When do we use present perfect? Some students have to act their interview to the whole class
Skills:	Speaking when acting the interview Listening when listen to their classmates' interviews
International patterns:	Students work in pairs for the whole class
Aids:	Blackboard and markers (if needed) +0
Predictable problems:	The use of language
Suggested Solutions:	The teacher asks students to participate by sharing their information or maybe by answering some grammar exercises

Appendix II Listening Images
Episode 1: The Interview



Episode 2: The interruption



Episode 3: The Crisis





Appendix III Listening Tape script

- Narrator:** Hold tight please! This is Anna, on a bus going to an interview for a job as a sales executive at Tip Top Trading – one of London's fastest growing companies. How are you feeling Anna?
- Anna:** Oh, a little nervous but I really want this job.
- Narrator:** Well don't worry Anna, as long as you say the right things, you'll be fine.
- Anna:** The right things!? Like what?
- Narrator:** You need to sell yourself, be confident, not arrogant and give examples.
Like: A good example that comes to mind. I'm particularly proud of.
Timekeeping is important to me.
- Anna:** Oh right. Thanks. Perhaps you can come with me?
- Narrator:** Sorry Anna, you're on your own now – but we'll be listening in. Look!
You've just arrived. Good luck!
- Paul:** Come in. Hello, I'm Paul, the Manager of Tip Top Trading. And you must be....?
- Anna:** It's Anna.
- Paul:** Yes, very good. Thanks for coming. Now somewhere in this pile, I've got your CV...
- Anna:** Err, is that it there?
- Paul:** Oh yes, thanks Hannah. Your qualifications look impressive but what sales experience can you bring to our company?

Anna: I worked in a shop once.

Narrator: Ohhh Anna! Sell yourself. Give a good example!

Anna: Oh right...mmm.... well, a good example that comes to mind is when I was involved with a campaign to promote and sell a new range of clothes – I loved doing it and it was...

Denise: Oh sorry, excuse me, here's your tea Paul.

Paul: Thanks Denise. Now Anna, it looks like you've achieved a lot during your time at university. Could you give me an example of good team working during your time there?

Denise: Sorry! I forgot the sugar.

Paul: Thank you Denise.

Anna: Hmm, so you want an example? I was the treasurer of the debating society at university. That was OK I suppose.

Narrator: Come on Anna. Be more enthusiastic – the debating society is exciting!

Anna: I mean... I'm particularly proud of how I organized the finances for the debating society. We had a very small budget and I had to make decisions on what to buy.

Narrator: I like it! "I'm particularly proud of" - Positive but not boasting. You're doing well.

Paul: Very impressive – so you're a good planner Anna! We like organized people here... ooops, silly me. I seemed to have spilt tea over your CV.

Anna: Oh, do you need some help?

Paul: Oh no...I'm sure it'll dry out... carry on please... **Anna:** Also... timekeeping is important to me... **Narrator:** "Timekeeping is important to me" – that's good!

Anna: I always try to complete my work on time. At university I never handed my assignments in late.

Paul: That's good to hear. We like punctuality here...

Denise: Excuse me Paul. Sorry it's a bit late – but I thought you might like a biscuit with your tea.

Paul: Hmm thanks... oh lovely, custard creams... mmm. Now Hannah, finally I wanted to ask you what exactly made you apply for this job at this company?

Anna: Errrr... ooo... well. The reason I applied is....

Narrator: Yes, yes, yes Anna? Do you need a bit more time to think?

Anna: Errr...mmm...

Narrator: What's she going to say? How would your answer that? Join us next time to find out. Before we go, here's a reminder of some of the great lines Anna's used today... *A good example that comes to mind I'm particularly proud of. Timekeeping is important to me.*

Until next time, bye bye!

Listening comprehension question

What was Anna's role in the university debating society?

She was treasurer.

Narrator: Hello! Welcome back to the offices of Tip Top Trading, where Anna's interview for a sales job continues. When we last said goodbye, Tip Top boss Paul had asked Anna why she wanted the job. First, she said:

Anna: Errr... mmmmm...

Narrator: Since then, she's

added: **Anna:** Mmmm...

errr...

Narrator: And as we join her again, Anna is saying:

Anna: Well, errrr... I'm errr.

Narrator: Come on, Anna! If you can't think of the word you need, find another way of saying it.

Anna: I am... Well, I really, really want this job and I am willing to work very hard if I get it.

Paul: So, you're very motivated, then?

Anna: Motivated! Yes, that's it. I am really motivated.

Paul: Good! Why?

Narrator: Now over to you Anna; structure your answer! Say, 'firstly', then give your first reason, 'secondly' and then a second reason. Then say, 'above all' and give a really, really good, enthusiastic final reason! Go for it: firstly!

Anna: Firstly!

Paul: Firstly...?

Anna: Firstly, this job is an ideal match for my skills and experience: I've spent several years working in sales and I get on with people easily. Well, I mean, apart from the ones I don't like, of course. Secondly, I know Tip Top Trading is one of the fastest-growing companies in London, and I want to be part of that.

Paul: That's absolutely right. Tip Top Trading is the fastest-growing company in the plastic fruit sector. But enough about the company; this is all about you, Annabel.



Narrator: Here we are again at Tip Top Trading, where Anna's interview for a sales job has been suddenly interrupted. Office assistant Denise has entered the room, looking very worried. What's wrong? And will Anna have any suggestions that might help?

Denise: I don't know what to do!

Paul: So, what's the matter Denise?

Denise: You know the PowerPoint presentation?

Paul: The one we've been preparing for the last two months?

Denise: Yes.

Paul: The one that's very, very important and that we need this afternoon?

Denise: That one.

Paul: Aha.

Denise: We've lost everything!

Paul: No!

Denise: I had it on a USB stick, to transfer it, but the stick has vanished!

Narrator: Right Anna, now is your chance to help them find solutions to the problem. You'll need phrases like: Can I make a suggestion? Why don't you...? Have you tried...? Maybe we could...? How about...? I have an idea!

Paul: But don't you have it saved on your computer?

Denise: No, it was taking up a lot of space, so I deleted it.

Paul: So, you have lost the only copy we have.

Denise: Yes.

Narrator: What idiots! I've never seen such a disorganized office. Go on, you'd better help them, Anna.

Anna: Can I make a suggestion?

Paul: Yes, please do!

Anna: Why don't you try looking at your recycle bin? It might still be there.

Denise: I did. It isn't.

Anna: Have you tried asking your colleagues if they've seen the memory stick?

Denise: I did. They haven't.

Anna: How about looking through your rubbish bin to see if you threw it away by mistake?

Denise: (getting shirty) I don't do silly things like that!

Paul: All very sensible suggestions Anna, thank you.

Anna: Maybe I could do a big office search for you...? I'm good at finding things.

Denise: There are confidential documents in this office – non-staff are not allowed to see them.

Paul: Now, now Denise. Why don't you drink up that nice tea?

Anna: I have an idea! Did you ever email the presentation to anyone?

Paul: Golly gosh, you did Denise! You emailed it to me to proof-read. It'll be in my inbox somewhere. Good thinking Anna!

Denise: I was just about to suggest that myself.

Paul: Problem solved. Thank you, Anna!

Anna: Pleasure.

Narrator: Well, done Anna!

Paul: Right, now please leave us Denise. Anna and I will continue our interview. Would you like a biscuit Anna?

Anna: Thank you. Oh, what's that?

Paul: Oh, golly gosh, the USB stick! It was mixed in with the plate of biscuits that Denise brought in.

Anna: It's wet!

Paul: Yes, I think maybe I stirred my tea with it at one point. Oh well. Now, where were we...?

My goodness, it's 11 o'clock! I have a meeting right now! I'm afraid I'm going to have to go. But I've made my mind up about you anyway. I suppose you'd like to know if you've got the job?

Anna: Yes please!

Narrator: Ah - Stop right there! I'm sure everybody would like to know if Anna's got the job – but everybody's going to have to wait until we've heard her helpful phrases once again:

Can I make a suggestion?

Why don't you try looking in your recycle bin?

Have you tried asking your colleagues if they've seen the memory stick? How about...?

Maybe I could do a big office search for you...?

How about looking through your rubbish bin...? I have an idea!

Paul: Anna, we need someone who can think on her feet and who is a first-rate people person. Someone who sees solutions, not problems... someone like you! So, if you want the job, it's yours!

Narrator: Ah, now think carefully Anna – do you really want to work for these people? They seem a bit... disorganized.

Anna: I would definitely like the job! Thank you!

Narrator: So be it. Join us again next week for Anna's first day as a sales executive at Tip Top Trading.

Listening comprehension
question:

Why was the memory stick wet?

Because it had been in Paul's tea.

Anna: Anna.

Paul: Sorry, Anna. Where were we?

Anna: Well, I said that firstly, this job is an ideal match for my skills and experience, secondly, the company is growing fast... and... and... above all... the reason I want this job is...

Paul: Yes? (*Knock on the door*) Denise! Is everything alright?

Denise: No Paul, it's not. Everything is not OK!

Paul: You look pale. Here, sit down, drink what's left of my tea.

Denise: Oh, thank you! Oh... what are those bits floating in it?

Paul: Oh, they're just lumps of soggy biscuit. In fact, if I can just... get that bit out... with my finger... for you... Mm, delicious! Now, tell me what happened.

Denise: Well, it's terrible...

Narrator: Oh dear! Just as Anna was doing really well, it looks like her interview has come to a sudden end. What's happened? Join us next time to find out. But before we go, here's a reminder of how Anna structured her response:

Firstly, this job is an ideal match for my skills and experience

Secondly, I know Tip Top Trading is one of the fastest-growing companies in London and... above all... the reason I want this job is...

Anna couldn't remember the word 'motivated', so she just found another way of saying what she meant.

I really, really want the job and I am willing to work very hard if I get it.

Nice work, Anna! Let's hope you get the chance to finish your interview next week!

Listening comprehension question:

What word is Anna struggling to remember that means being very enthusiastic and wanting very much to succeed?

http://www.bbc.co.uk/edgesuite.net/mp3/learningenglish/2012/02/english_at_work_episode_1_1_20215_english_at_work_episode_1_audio.mp3

http://www.bbc.co.uk/edgesuite.net/mp3/learningenglish/2012/02/english_at_work_episode_2_english_120222_english_at_work_episode_2_audio.mp3

http://www.bbc.co.uk/edgesuite.net/mp3/learningenglish/2012/02/bbc_english_at_work_episode_3_english_120229_english_at_work_episode_3_audio.mp3

Appendix IV Advertisements

I

World Hire Inc

Job Summary

Company: World Hire Inc

Location: Calgary, AB T2P1N3

Industries: All

Job Type: Full Time. Temporary/Contract/Project

Years of Experience: 7+ to 10 Years

Career Level: Experienced (Non-Manager)

Senior .NET Developer contract

About the Job

Our Calgary client is in need of Senior .NET developers for a 6+ month contract.

- Minimum of a bachelor degree in Information Science Technology, Engineering, a related field, or equivalent experience.
- Minimum of three years' experience with WPF/MVVM development.
- Minimum of seven years' experience with .NET technologies, especially C# .NET, WCF, Windows Service, LINQ, ASP.NET, MVC, etc.
- Solid understanding of .NET Architecture, Object Oriented Design and Programming (OOD/OOP), n-tier architecture along with Web Services, Service Oriented Architecture (SOA).
- Strong knowledge of software implementation best practices, Design Patterns and Software Development Life Cycle.
- Excellent verbal and written communications skills.
- Understanding of Agile Principles, Scrum experience will be asset.
- Oil & Gas industry experience is an asset.

II

Warehouse (Sebring)

Pay rate to be discussed at time of interview.

- Performs a variety of warehouse duties such as pull/assemble customer orders, check outbound orders for accuracy/completeness, inventory stock checks, restock and label vendor product, move, store, and replenish material, and conduct daily cycle counts.
- Operates forklift equipment.
- Performs receiving duties such as receive and unload inbound material, process inbound shipments, stock material, process customer returns and notify management of damaged shipments for freight claims.
- Maintains clean and organized facility by sweeping, trash removal, etc.
- Maintains a safe working environment by obeying all safety rules as outlined in the Safety Program and by reporting all accidents, unsafe conditions and acts to Management.
- Performs other related duties as required.

Approximate hours 40 hours per week. Monday - Friday.

III

LACOSTE Seasonal Sales Associates - Now hiring! (Orlando Premium Outlets)

**PRIMARY JOB RESPONSIBILITIES:
CUSTOMER SERVICE AND SALES**

- Desire to achieve and exceed individual sales goals and KPI's as determined by your Store Manager.
- Passion to connect with customers and cultivate personalized relationships to drive sales.
- Be perceptive to customer's wants and needs and utilize product knowledge to ensure customer satisfaction.
- Embrace a culture that puts the customer experience first and foremost.
- Exude a self-confidence reflective of our Brand Vision.

OPERATIONS

- Assist with the store's visual directives, and maintain standards of housekeeping.
- Develop a full understanding of computer systems to ring transactions and perform other functions, such as merchandise transfers and order fulfillment.
- Protect store assets and inventory through awareness of loss prevention procedures. Report violations to the supervisor.
- Become familiar with inventory levels and understand how to use systems to check availability and perform inter-store transfers.
- Assist with all other duties as required by store management.

REQUIREMENTS:

- Desirability and drive to hit performance targets
- Passion for providing outstanding customer service
- Excellent communication and technical skills
- Naturally competitive, outgoing and fun personality
- Authentic approach to client and building long term relationships with customers with a focus on building sales
- Work collaboratively with all other Lacoste team members to achieve goals
- Sales experience in retail apparel a plus
- Must be available for the assigned holiday period of November 2014- January

2015 (varies by location)

iv

Now is the best time to drive with Uber. Make 15% More during the Holiday Season!

What you need to know:

- **Good Money** Make \$20/hour or up to \$1,500/week in fares. Get checks deposited into your bank account weekly.
 - **Flexible hours** Work when you want.
 - **Safe and transparent** Know who you're riding with and how much you made each trip. We provide best-in-class commercial liability insurance
- Why you need to get started

✓ **4-door vehicle
(2005 or
newer)**

✓ **Valid driver's
license and
personal
auto
insurance**

✓ **Vehicle
registration**

✓ **You're at least
21 years old**

V

Massage Therapist and Medical Assistant (Longwood)

Discuss upon interview

Part-time position available for a Licensed Massage Therapist and a Certified Medical Assistant. This is a fast-paced environment. Must possess a good disposition, flexible work schedule, be punctual, and a team player. Must be a LMT and/or Certified MA. Please do not apply if you are not CERTIFIED or LICENSED!!! Please send resume to email above. NO RECRUITERS!!!!

VI

The Ritz-Carlton & JW Marriott, Grande Lakes, located at 4040 Central Florida Parkway, Orlando, FL 32837 currently has the following opportunity:

Baker-Sr (14001ZZP): Prepare and cook food according to recipes, quality and presentation standards, and food prep checklists. Prepare ingredients for cooking, including portioning, chopping, and storing food before use. Safely and appropriately use baking and measuring tools/equipment/appliances to prepare baked foods. Follow and ensure compliance with food safety handling policies and procedures, including personal hygiene procedures. Check and ensure correct temperatures of kitchen appliances and food, and report issues to management. Wash and disinfect kitchen area; set-up and break-down work station; and follow and ensure compliance

with sanitation and cleaning procedures. Monitor the quality of food prepared and portions served throughout shift.

VII

CDL Grads/Student Truck Drivers - NEW PAY INCREASE

No Sliding Pay Scale 4 Pay Increases in First Year!

Don't Wait! 866-418-3732

US Xpress is proud to announce a new, higher pay structure for CDL Grads/Students. We have eliminated our sliding pay scale and increased our base rate by an average of 13%. You can now earn experienced driver pay in as little as 3 months, plus earn 4 pay increases in the first year with annual raises! We also offer some of the highest tuition reimbursement up to \$7,000! And, as a US Xpress truck driver, you'll roll in some of the best equipment averaging just 2 years old with the latest technology. Why wait? Give us a call today for details on our new, higher pay structure!

Get started right away! 866-418-3732

Benefits:

- New, Higher Pay No Sliding Pay Scale
- Earn 4 Pay Increases in the First Year + Annual Raises (solo OTR drivers)
- Run Solo Immediately After Training
- Tuition Reimbursement up to \$7,000
- Paid Training
- Great Benefits including Medical, Dental & Vision
- Newer Trucks average age 2 yrs. old
- Pet Policy
- Dedicated Opportunities Available
- And More!

Qualifications:

- Completed approved CDL program in the past 5 years

Start right away! 866-418-3732
OPEN SATURDAY AND SUNDAY!

Compensation above is based on a rolling 4-week average of current driver pay. Details are subject to change at any time. Please call for current offers.

Appendix V
TEXTBOOK LESSON

7

The world of work

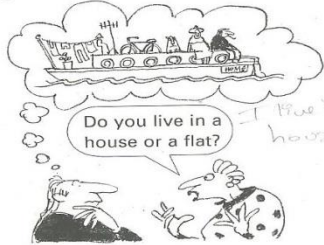
Present Perfect active and passive On the telephone

Particular experience in the past
action in the past and continuous to the present
action past in the past and have effects to the Present

Test your grammar

1 Work in pairs. Ask and answer the questions.

- a What do you do? *I'm a housewife.*
 b How long have you had your present job? *for three years.*
 c What did you do before that?
 d *I worked as an accountant.*



- e How long have you lived there? *Since 1999.*
 f When did you move there? *In 1993.*
 g How long have you known your teacher? *for one month.*
 h When did you first meet your teacher? *In the school.*
 i Have you ever been to America? *No, I haven't.*
 j If so, when did you go?

2 Tell the rest of the class about your partner.

3 There are three tenses used in the questions. What are they?

*Present Simple
Past Simple
Present Perfect*

PRESENTATION (1)

Present Perfect Simple

- 1 Read the job advertisement. Does this job interest you? Do you have any of the necessary qualifications to apply?

WORLDWATCH

Business journalist £35,000 p.a.

This international business magazine, with 23,000 readers worldwide, requires a journalist to help cover political news in Europe.

The successful applicant will be based in Geneva and should:

- have at least two years' experience in business journalism
- be fluent in French and German, and if possible have some knowledge of Spanish
- have a degree in politics.
- have travelled widely.

Please write with full CV to
 David Benton, Worldwatch UK Ltd,
 357 Ferry Rd, Basingstoke RG2 5HP



WORLDWATCH

- 2 T.48 Nancy Mann has applied for the job and is being interviewed. Listen to the interview. Do you think she will get the job?



3 Read the first part of Nancy's interview. Put the correct auxiliary verb *do*, *did*, or *have* into each gap.

- I Who do you work for at the moment, Ms Mann?
 N I work for the BBC World Service.
 I And how long have you worked for the BBC?
 N I have been with the BBC for five years. Yes, exactly five years.
 I And how long have you been their German correspondent?
 N For two years.
 I And what did you do before the BBC?
 N I worked as an interpreter for the EU.

Listen to the first part again and check your answers.

● Grammar questions

- Does she still work for the BBC? *Yes, she does.*
- Does she still work for the EU? *No, she doesn't.*
- Explain why Nancy says:

I work for the BBC World Service. Now, five years ago.
I've worked for them for five years. Maybe I still worked there.
I worked as an interpreter for the EU. I worked here but no more.

4 Read and complete the second part of Nancy's interview with *did*, *was*, or *have*.

- I As you know, this job is based in Geneva. Have you ever lived abroad before?
 N Oh yes, yes I have.
 I And when did you live abroad?
 N Well, in fact I was born in Argentina and I lived there until I was eleven. Also, I lived and worked in Brussels for two years when I was working for the EU.
 I That's interesting. Have you travelled much?
 N Oh yes, yes indeed. I have travelled all over western and eastern Europe, and I have also been to many parts of South America.
 I And why did you go to these places?
 N Well, mostly for pleasure, but three years ago I went back to Argentina to cover various political stories in Buenos Aires for the BBC.

Listen and check your answers.

● Grammar question

- The interviewer asks:

Have you ever lived abroad?
When did you live abroad?

Nancy says:
I've been to many parts of South America. ... three years ago I went back to Argentina ...

Why are different tenses used?

PRACTICE

1 Biographies



1 Here are some more events from Nancy Mann's life. Match a line in A with a time expression in B to tell the story of her life. Put a letter a-k in the box.

A

- a She was born
- b She went to boarding school in England
- c She studied French and German
- d She hasn't spoken Spanish
- e She's worked in both eastern and western Europe
- f She worked in Brussels
- g She's worked for the BBC
- h She hasn't worked abroad
- i She married for the first time
- j She's been married
- k She married for the third time

B

- g for the last five years.
- b three times.
- c from 1970 to 1977.
- e at various times in her life.
- i when she was twenty-one.
- h when she was at Oxford University.
- a in Argentina in 1959.
- f for two years, from 1989 to 1991.
- k last year.
- j since her son was born four years ago.
- d since she was in Buenos Aires three years ago.

2 T.49 Listen and check your answers.

- 3 Work in pairs. Write similar tables of your own life. Ask your partner to match the events and the times to tell the story of your life. Correct any wrong times.

2 Time expressions

Put *for*, *since*, *in*, or *ago* into each gap.

- a I was born in 1961.
 b I went to university for three years.
 c I passed my driving test fifteen years ago.
 d I've had a car since 1983.
 e Now I've got a BMW. I've had it for two years.
 f I met my wife in 1985.
 g We've been married for nine years.
 h Our first daughter was born six years ago.
 i We've lived in the same house since 1990.

3 Have you ever ...?

- 1 The following verbs are *all* irregular. What is the past simple and past participle?

have	eat	win	forget	bring	make
be	drink	lose	sleep	find	give
meet	write	drive	hear	sing	go (Careful!)
leave	read	ride	see	go (Careful!)	

Handwritten notes: ate, eaten; drank, drunk; won, forgot, forgotten; brought, brought; sleep, slept; found, found; gave, given; read, read; rode, rode; saw, seen.

- 2 Work with a partner. Choose from the list and make dialogues like the example.

Example
 be/America?

- A *Have you ever been to America?*
 B *Yes, I have./No, I haven't. I've never been there.*
 A *When did you go?*
 B *Two years ago. I went to Disneyland with my family.*

have/an operation?	win/a competition?
be/on TV?	lose/your job?
write/a love letter?	hear/an opera?
ride/a motor bike?	see/a horror movie?
have/an English breakfast?	forget/an important birthday?
try/iced tea?	sleep/in the open air?
drive/a van?	sing/in a choir?
read/a book in a foreign language?	meet/anyone famous?

- 3 Tell the class as much as you can remember about your partner.

Handwritten notes: Have you ever had an operation? Yes, I have. When did you have it? Two years ago.
 Have you ever had an English breakfast? Yes, I have. When did you have it? Last month in Dallas.

PRESENTATION (2)

Present Perfect active and passive

- 1 Read the newspaper headlines. Check any new words.

a DANGEROUS PRISONER ESCAPES

b Floods bring road chaos

c Kidnapped baby found

d US CAR WORKERS MADE REDUNDANT

- 2 T.50a Read and listen to the radio news headlines of the same stories. Fill in the gaps with the exact words you hear.



Here is the news...

RADIO NEWS HEADLINES

- a The murderer Bruce Braden _____ from Parkhurst Prison on the Isle of Wight.
 b After the heavy rain of the last few days, floods _____ chaos to drivers in the West Country.
 c Amy Carter, the kidnapped baby from Leeds, _____ safe and well in a car park in Manchester.
 d Two thousand car workers from a US car factory _____ redundant.

● Grammar questions

- Which of these questions can you answer? Which can't you answer?

Who has escaped from prison?
What has brought chaos to the West Country?
Who has found Amy Carter?
Who has made the car workers redundant?

- What is the difference between the verb forms in Exercise 2?

3 T.50b Listen to the news items and fill in the gaps to complete the stories. What other information do you learn about each one?

a Last night, the murderer Bruce Braden escaped from Parkhurst Prison. Prison officers found his cell empty at six o'clock this morning.



b Early this morning, floods made chaos to many roads in Devon. Drivers left their cars and walked to work through the flood water.

c Late last night, the kidnapped baby Amy Carter, was found safe and well in a car park in the centre of Manchester. The car park attendant heard a noise coming from a rubbish bin and he found Amy wrapped in a warm blanket. manita

d Two thousand car workers from the General Motors factory in Detroit were made redundant yesterday. The management gave them no warning. The men were shocked and furious when they heard the news yesterday evening.

● Grammar questions

- Which tense is used in the full stories in Exercise 3 above? Why?
- Which tense is used in the headlines in Exercise 2 on page 67? Why?

68 Unit 7 The world of work

PRACTICE

1 Here is the news!

Work in pairs.

1 Here are some more headlines from newspapers. Match them into radio news headlines.

Examples

Plane crashes in Colombia

A Boeing 727 has crashed in the mountains of Colombia near Bogotá.

DANGEROUS PRISONER RECAPTURED

The murderer Bruce Braden has been recaptured near Parkhurst Prison.

- a Famous film star leaves \$3,000,000 to her favourite
- b Priceless painting stolen from Louvre
- c Seven people killed in train crash
- d Princess runs away with gardener
- e President forced to resign
- f Sporting hero fails drug test

2 Choose two of the headlines and write the full story. Read your news to the rest of the class.

3 What's in the news today? What national or international stories do you know?

2 Giving personal news

What about your personal news? What have you done today? This week? This year? Ask and answer questions with a partner.

Example

have/breakfast?

Have you had breakfast?

Yes, I have. I've just had

No. I haven't. I never eat breakfast!

What did you have?

Cornflakes and toast.

Today

travel/by bus?

do/any work?

have/a coffee break?

have/lunch yet?

do/any exercise?

This week

go/cinema? (Careful!)

do/any exercise?

play/a sport?

watch/TV?

wash/your hair?

This year

have/a holiday yet?

move/house?

have/your birthday yet?

take/any exam?

apply/for a new job?

3 Discussing grammar

Work in pairs.

- 1 Read the following sentences. Discuss where the words can go. Sometimes there are several possibilities.

just yet already ever never

- a I've ^{just} washed my hair.
 b Have you ^{ever} played basketball?
 c He hasn't ^{yet} learned to drive.
 d They've ^{already} finished the exercise.
 e She's ^{just} learned a foreign language.
 f We've ^{met} your teacher.
 g Have they finished doing the washing-up? ^{yet}
 h Has it stopped raining? ^{yet}
- 2 Underline the correct verb form.
- a The Prime Minister of Italy has resigned/has been resigned and a new prime minister has elected/has been elected.
 b The Italian people told/were told of his resignation on television yesterday evening.
 c I lost/have lost my glasses. Did you see/Have you seen them anywhere?
 d 'Where has Liz gone/did Liz go on holiday?'
 'She's in Paris.'
 e 'Where has Liz gone/did Liz go on holiday?'
 'She went to Paris.'
 f 'Did John ever go/Has John ever been to Paris?'
 'Oh, yes. Five times.'
 g A huge earthquake has hit/has been hit central Japan. Nearly 1,000 people have killed/have been killed. It happened/has happened mid-afternoon yesterday.

LANGUAGE REVIEW

The Present Perfect

The Present Perfect relates past time to present time. It has three main uses.

- 1 To express unfinished past.
I've lived here for five years. (I started living here five years ago and I still live here.)
He's been a teacher since he was twenty-one.
 NOT * He is a teacher since ...
- 2 To express an experience that happened some time in your life. It is the experience that is important, not when it happened.
I've been to Australia. I went three years ago.
'Have you ever lived in France?' 'Yes, I have. I lived there from 1993 to 1995.'
- 3 To express the present importance of a past event, usually a recent event. It is often used when giving news.
The police have warned the public that the man is dangerous.
I've lost my credit card. Have you seen it?

The Present Perfect passive

The uses of the Present Perfect are the same in the passive.

- Two million cars have been produced so far this year.*
 (Unfinished past)
'Have you ever been made redundant?' 'No, never, thank goodness!' (Past experience)
'Have you heard? I've been left £4,000 by my great aunt!'
 (Present importance)

 Grammar Reference: page 150.

READING AND SPEAKING

Pre-reading task

- 1 Close your eyes for a few minutes. Imagine it is one hundred years ago and you are very rich.
- What is your life like?
 - Where do you live? What do you do?
 - Do you have any servants? How many? What do they do for you?
 - What do you know about the lives of your servants? Where do they live?



- 2 Work in small groups and discuss your ideas in your group. Share your ideas with the rest of the class.
- 3 What about now? Do many people have servants?
 Have you ever worked in anyone else's home? In what ways are servants today different from years ago?

Appendix VI Evidences







Bibliography

Brown, H.D. (2000). *Principles of Language Learning and Teaching, Fourth Edition*. (pp.8-9). New York: Longman Pearson Education.

Harmer, J. (1998). *How to Teach English. An Introduction to the Practice of English Language Teaching*. England: Longman Pearson Education. (p.4)

Harmer, J. (2007). *The Practice of English Language Teaching*. 4th Edition. (pp. 62-74) England: Longman Pearson Education.

Richards, J.C. (2006). *Communicative Language Teaching Today*. (pp. 117). Cambridge: Cambridge University Press.

Richards, J.C., Renandya, W.A. (2002). *Methodology In Language Teaching. An Anthology of Current Practice*. Cambridge: Cambridge University Press. (pp.20-30)

Wallace, M. (1996). Structured reflection: The role of the professional project. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 281-294). Cambridge: Cambridge University Press.

Williams, M., Burden, R.L. (2001). *Psychology for Language Teachers. A Social Constructivist Approach*. (pp10-30). Cambridge: Cambridge University Press.

Electronic References

Canale, M. S. (2002). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing, Applied Linguistics. Redalyc,1. Retrieved from <http://ibatefl.com/wp-content/uploads/2012/08/CLT-Canale-Swain.pdf>

Cardenas, C. M. S. (2008). Psycho-Linguistic and Socio-Cultural Approaches to Language Learning: A never ending debate. Colombian Applied Linguistics. Redalyc, Journal, 10. Retrieved from <http://www.redalyc.org/articulo.oa?id=305726656003>

Hamed. B., Reza, V. (2012). Acculturation Model for L2 Acquisition: Review and Evaluation. World Science Publisher, 2, 579-584. Retrieved from www.worldsciencepublisher.org