

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“Enhancing Language Learning: Integrating Theory,  
Models and Technology into Practice”.**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

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México, Ciudad de México. a 04 de julio de 2023

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**Universidad Pedagógica Nacional – Unidad Ajusco.**



**Programa: Especialización en Enseñanza y Aprendizaje de Inglés como Lengua  
Extrajera.**

**Título del Proyecto: “Enhancing Language Learning: Integrating Theory, Models and  
Technology into Practice”.**

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**Fecha de entrega: 04 de julio de 2023.**

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## Introduction

Education is a transformative journey that empowers individuals to unlock their full potential and pursue meaningful opportunities in an increasingly interconnected world. As a teacher of English as a foreign language, this final project serves as a culmination of my newly acquired knowledge and expertise. The purpose of this project is to design and implement a pedagogical intervention that showcases my comprehensive understanding of various aspects of English language education. By exploring content curricula, didactic and methodological competences, different types of communication competences in English, intercultural approach, attitudes and values, and digital competences, I aim to create a multifaceted project that aligns with the requirements for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

The project will delve into the intricacies of content curricula and the underlying theories that guide English language education. By critically examining the existing curricula, I will identify gaps and propose innovative strategies to enhance the learning experience. Furthermore, my understanding of the theoretical foundations of language education will enable me to make informed decisions in curriculum design and implementation.

Didactic and methodological competences are fundamental to effective teaching and learning. This project will showcase my ability to select appropriate teaching methods, create engaging lesson plans, and incorporate various pedagogical techniques to cater to the diverse needs of English language learners. By adopting a student-centered approach, I will emphasize active learning and foster a positive and inclusive classroom environment.

Communication competences are at the core of language learning. This project will demonstrate my proficiency in facilitating the development of different types of communication competences in English, such as listening, speaking, reading, and writing.

I will showcase my ability to design activities that promote fluency, accuracy, and comprehension while encouraging authentic interactions among learners.

In an increasingly globalized world, an intercultural approach is vital in English language education. This project will highlight my commitment to fostering cultural awareness, understanding, and respect among learners. By incorporating diverse cultural perspectives, I will encourage students to become global citizens who can effectively communicate and collaborate across cultures.

## Project Description

Attitudes and values play a crucial role in language learning. This project will demonstrate my ability to cultivate a positive and supportive learning environment that fosters confidence, motivation, and a growth mindset among learners. I will implement strategies to promote inclusivity, empathy, and respect, ensuring that every learner feels valued and empowered. In the digital age, digital competences are essential for effective language teaching and learning. This project will showcase my proficiency in integrating technology tools and resources into English language instruction. From utilizing interactive multimedia materials to designing online collaborative activities, I will demonstrate my ability to harness the power of digital platforms to enhance learning outcomes.

The project will culminate in a comprehensive compilation that brings together all the areas of knowledge, demonstrating my ability to synthesize and apply my learning to real-world teaching contexts.

This pedagogical intervention project represents a significant milestone in my journey as specialists in teaching and learning English as a foreign language. By designing and implementing an innovative project that encompasses content curricula, didactic and methodological competences, different types of communication competences in English, intercultural approach, attitudes and values, and digital competences, I aim to showcase my expertise and dedication to fostering effective English language education. Through this project, I will contribute to the ongoing improvement of English language instruction, empowering learners to become confident, skilled, and culturally aware communicators.

By applying my knowledge of content organization, I will design innovative ways to structure and present information to students. This will ensure that their learning experience is more meaningful, engaging, and conducive to knowledge retention.

In addition to content organization, this project will focus on creating scenarios that challenge students to problem-solve in real-life communication situations. By simulating authentic scenarios, I will empower students with the necessary skills to navigate potential obstacles, avoid communication breakdowns, and enhance their overall language proficiency. This approach will enable students to become more confident and effective communicators.

By incorporating the principles of meaningful and authentic learning, this project aims to bridge the gap between theory and practice. It recognizes that language learning is not confined to the classroom but extends to real-world situations. Through carefully designed scenarios, students will have the opportunity to apply their knowledge in practical contexts, reinforcing their understanding of the language and its usage.

The project also emphasizes the importance of fostering problem-solving skills among students. In today's dynamic and interconnected world, individuals must be equipped with the ability to think critically and find solutions to the challenges they may encounter. By integrating problem-solving scenarios, I can enable students to develop their analytical skills and adapt to different communication contexts.

This project also serves as a testament to my commitment to providing a comprehensive and enriching learning experience for students. By implementing effective content organization strategies and creating problem-solving scenarios, I empower students to become active participants in their language learning journey. Furthermore, it highlights the practical application of my knowledge and expertise, showcasing the positive impact of our teaching practices on students' language proficiency and communication skills.

This project encompasses the three modules reviewed in this program and will be presented in four chapters, each addressing specific aspects of English language education. In the first section about Module 1 will focus on exploring different theories, principles, and approaches related to learning and language acquisition. Within this chapter, I will discuss how these theories have been effectively incorporated into my everyday teaching practices in the ESL environment. I will highlight the importance of these theories in shaping my lessons and how they have significantly improved student engagement and their overall learning experience.

In the second section about Module 2, I will delve into the various approaches and methodologies applicable to the four key language skills: reading, writing, listening, and speaking. This chapter will highlight the impact of these approaches on the quality of my lesson content. By adopting diverse methodologies, I have been able to enhance the depth and breadth of my teaching materials. Furthermore, I will explain how these approaches have positively influenced my material searches, always considering important aspects such as lexis, syntax, and the development of digital competences.



Continuing with the project, in the third section for Module 3, I will shed light on the significance of cultural awareness and intercultural competences in my students' personal development. This chapter will also explore the importance of assessment and testing tools in measuring students' progress and development. I will emphasize how digital tools have greatly aided in the effective assessment of students' language skills and provided valuable insights for further improvement.

In Chapter 1 of the project, I will delve deeper into the theories that underpin language learning and acquisition. This will include renowned theories such as behaviorism, cognitivism, and constructivism, as well as more recent approaches like sociocultural theory and the communicative approach. I will discuss how these theories have shaped my instructional strategies and enriched my teaching practice, fostering a learner-centered environment.

In Chapter 2, I will focus on the application of different approaches and methodologies for each of the four language skills. For reading, I will explore strategies such as extensive reading, close reading, and critical reading. In the writing section, I will discuss the process approach, genre-based writing, and incorporating peer feedback. In the listening section, I will cover techniques like extensive listening and authentic listening materials. Lastly, for speaking, I will examine approaches like task-based learning, role-plays, and discussions, highlighting their impact on student engagement and language proficiency.

Within Chapter 3, I will emphasize the importance of promoting cultural awareness and intercultural competences in the ESL classroom. This section will delve into strategies and activities aimed at developing students' understanding and appreciation of diverse cultures, fostering empathy and respect. I will also discuss my experiences integrating digital tools to facilitate cultural exploration and collaboration among students from different backgrounds.

In Chapter 4 I will center around the significance of effective assessment and testing tools in tracking students' progress. I will discuss a variety of assessment techniques, including formative and summative assessments, self-assessment, and peer assessment. Additionally, I will explore the benefits of incorporating digital tools for assessment purposes, such as online quizzes, interactive assignments, and digital portfolios.

Throughout the project, I will showcase concrete examples and personal anecdotes to illustrate the practical implementation of the theories, approaches, and methodologies

discussed. These examples will highlight the positive outcomes and transformations observed in my ESL classroom, demonstrating the effectiveness of the strategies employed. I will also share insights on the challenges encountered during the implementation of these approaches and the strategies used to overcome them. By addressing these challenges, I will provide a comprehensive perspective on the realities of incorporating theoretical knowledge into practical teaching scenarios.

This project will emphasize the role of continuous professional development in refining teaching practices. I will discuss how ongoing learning and engagement with research in the field have shaped my instructional approaches, ensuring that I remain updated and responsive to the evolving needs of my students.

As part of the project, I will provide reflections on the impact of these pedagogical interventions on student motivation, engagement, and language proficiency. These reflections will be supported by evidence gathered through observations, assessments, and student feedback, further validating the effectiveness of the implemented strategies.

I will outline how the project aligns with the broader educational goals and objectives, such as fostering critical thinking, promoting intercultural understanding, and developing digital literacy skills. By addressing these goals, I aim to contribute to the holistic growth and development of my students, preparing them for success in an interconnected and globalized world.

To ensure the sustainability and transferability of the project, I will outline recommendations and practical guidelines for other educators seeking to implement similar pedagogical interventions. By sharing best practices and lessons learned, I hope to inspire and support fellow teachers in their journey to create engaging and effective language learning environments.

This project also serves as a comprehensive demonstration of how the knowledge gained from the three program modules can be practically applied in an ESL classroom. By incorporating theories, approaches, and methodologies, as well as emphasizing cultural awareness and leveraging digital tools, the project exemplifies a learner-centered and engaging learning environment. Through reflections and evidence-based insights, the project establishes the positive impact of these interventions on student learning outcomes and paves the way for continuous improvement and growth in language education.

This project not only showcases my personal growth as a specialist in teaching and learning English as a foreign language but also represents my commitment to providing a dynamic and transformative educational experience for my students. By continuously evolving my instructional practices and integrating research-based strategies, I aspire to empower learners to become proficient communicators, critical thinkers, and culturally aware individuals.

### **Chapter 1: Philosophy and theory.**

Understanding the theories, principles, and approaches regarding learning and language acquisition is of utmost importance for anyone involved in the field of education or language instruction (Azar & Saeidi, 2013). Module 1 provided a comprehensive overview of these concepts.

Familiarity with learning theories enabled me to design effective instructional strategies tailored to the needs of my students (Seechaliao, 2017). By understanding how individuals acquire and process information, I could employ various approaches, such as behaviorism, cognitivism, or constructivism, to optimize the learning experience.

A thorough understanding of language acquisition theories allowed me to recognize the diverse ways in which learners acquire and develop language skills. With this knowledge, I was able to create personalized learning experiences that cater to different learning styles and preferences, ensuring that all students have equal opportunities to succeed.

Language acquisition theories shed light on the underlying processes involved in acquiring a new language (Song, 2018). By reviewing these theories, I was able to better identify and address potential challenges or areas of difficulty for learners. This understanding facilitated targeted instruction and the implementation of specific techniques and activities that support language development.

Reviewing theories, principles, and approaches related to learning and language acquisition informs curriculum design. I realized I had to align my instructional materials, activities, and assessments with evidence-based practices, ensuring that the curriculum reflects a solid foundation of educational research and best practices.

Module 1 brought a reflection to me to start building an inclusive classroom where education emphasizes the importance of recognizing and accommodating the diverse learning needs and abilities of all my students. An understanding of learning theories and approaches

allowed me to create inclusive spaces that provide appropriate support and differentiation, fostering an environment where every learner can thrive (Magare et al., 2010).

Module 1 also reinforced the idea I had about continuous professional development, I could understand how crucial it is for me as an educator to stay abreast of new research and developments in the field. Reviewing learning theories and approaches serves as a foundation for ongoing professional growth. It allowed me to engage in reflective practice, refine my instructional methods, and explore innovative approaches to enhance my teaching skills and student outcomes.

### 1.1 Teaching context, identity, and philosophy

From module 1, I absorbed that the development of a teaching philosophy is of utmost importance as it provides us with a clear and guiding framework for our instructional practices. By engaging in reflective professional development, we have the opportunity to deeply observe and understand our actions in the classroom. This self-reflection enables us to uncover our underlying motivations and beliefs, ultimately leading to the formation of a personal teaching philosophy (Johari, 2017).

As seen in this module, teaching philosophy serves as a compass that guides us in making decisions and shaping our instructional approaches. It clarifies the core values and beliefs that underpin our teaching practice, helping us establish a sense of purpose and direction in the classroom. This philosophy becomes a source of inspiration, empowering us to create meaningful learning experiences that align with our educational goals (Pahlevi et al., 2020). Having a well-defined teaching philosophy also enhances our self-awareness and professionalism. It allows us to critically analyze our actions, methodologies, and strategies, ensuring that our instructional practices are purposeful and impactful. By continuously reflecting on our teaching philosophy, we can adapt and refine our approaches, incorporating new research, pedagogical trends, and student needs (Higgins, 2011).

A teaching philosophy also fosters consistency and coherence in instructional practices. It provides a framework for us to design and deliver lessons that are aligned with our educational beliefs and principles. This consistency not only benefits the students, as they

experience a cohesive and structured learning environment, but also allows us to effectively assess and evaluate our own teaching effectiveness (Sarıtaş, 2016).

From module I experienced that a teaching philosophy also serves as a valuable communication tool. It enables us to articulate our educational values and approaches to students, colleagues and parents. This transparent communication builds trust and understanding, fostering positive relationships within the educational community and facilitating collaborative efforts to support student learning and growth.

A teaching philosophy encourages ongoing professional growth and development. By continuously reflecting on our beliefs and practices, we remain open to new ideas, research, and pedagogical approaches. We can actively seek opportunities for professional learning and incorporate innovative strategies into our instructional repertoire, constantly striving to enhance our teaching effectiveness and positively impact student outcomes (Rosenfeld & Rosenfeld, 2008).

At the beginning of this module, my teaching philosophy was simple. I focused on teaching my students the basics of the language because I lacked knowledge about language theories and tools. However, I realized that my students had limited background knowledge as well, and it was challenging to engage them in the subject matter. One of the main barriers I faced in the classroom was that students found the subject extremely difficult, and they struggled to see the purpose of acquiring a second language.

The social environment of my students played a significant role in their perception of learning a new language. Since they had no close contacts who spoke a different language, they naturally questioned the necessity of learning an additional language. Even some parents reinforced this belief, stating that learning English, for example, was only necessary if they were planning to go to the United States. Consequently, I recognized that my teaching philosophy needed to address this mindset and help students see the value of language learning beyond geographical reasons.

To achieve this, my teaching philosophy shifted towards opening their minds and engaging them through activities that made English learning almost inherent. I designed lessons that connected the language to their interests and daily lives, making it relevant and applicable. By incorporating interactive and engaging activities into my teaching approach, I aimed to

create a fun and enjoyable learning experience for my students, fostering a positive attitude towards language acquisition.

Furthermore, another crucial aspect of my teaching philosophy was to promote critical thinking skills among my students. As an English teacher, I have always believed in integrating a wide variety of games and activities within my lessons. I recognized that bringing diversity to each topic covered in class was essential to capture students' attention and sustain their interest, especially with elementary level students. By incorporating critical thinking tasks and problem-solving activities, I aimed to stimulate their cognitive abilities and encourage them to think independently and analytically.

My teaching philosophy has evolved to address the challenges I faced in engaging students with limited background knowledge and a lack of motivation. I strive to create a learning environment that fosters an appreciation for language learning beyond geographical reasons. By integrating activities that connect to their interests and daily lives, as well as incorporating critical thinking tasks, I aim to provide my students with a well-rounded and engaging educational experience.

I have also come to recognize the tremendous importance of incorporating technology into almost every one of my lessons. I have experimented with various integrations of graphic, audio, and videographic resources, and the impact on student engagement has been significant. The moment my students see me entering their classroom with technology in hand, they become visibly excited. Technology has become a key component of my teaching philosophy and one of my most effective tools for achieving educational goals with my students.

I have discovered that integrating technology allows me to create dynamic and interactive learning experiences. Through the use of virtual reality and augmented reality for example, I can transport my students to different countries, exposing them to diverse languages and cultures. This immersive approach has proven to be a wonderful way to spark their curiosity and ignite their enthusiasm for language learning (Newcombe & Brick, 2017). The ability to explore new environments and engage with realistic simulations has opened up a world of possibilities for my students, making the subject matter more tangible and relatable.

One of the most remarkable advancements I have embraced is the use of chatbots and virtual assistants to enhance language practice. My students now have the opportunity to engage in

conversational exercises with these virtual entities, providing them with valuable speaking and listening practice (Belda-Medina & Calvo-Ferrer, 2022). This technology-driven approach has transformed language learning from a mere classroom exercise to a real-world, interactive experience. As a result, my students have developed a deeper appreciation for the importance of such activities and their enthusiasm for the subject continues to grow with each lesson.

This integration of technology has allowed me to address individual learning needs more effectively. With the aid of various software and applications, I can provide personalized learning experiences tailored to the unique requirements of each student. Technology enables me to offer differentiated instruction, allowing students to progress at their own pace and engage with materials that are appropriate for their skill level. This adaptive approach has proven to be highly effective in supporting student growth and fostering a sense of achievement (Barak & Shachar, 2008).

The use of technology has also expanded my teaching resources and materials. Through online platforms and educational websites, I can access a vast array of authentic materials, videos, and interactive exercises that supplement and enrich my lessons. This abundance of resources enables me to present content in a dynamic and engaging manner, keeping my students actively involved in their learning process (Fong & Yeung, 2006).

Technology has enhanced communication and collaboration within the classroom. With the integration of collaborative tools and learning management systems, my students can work together on projects, share ideas, and provide feedback in real-time. This fosters a sense of community and encourages active participation, as students feel more connected and engaged with their peers (Mukherjee, 2018).

Technology has provided me with valuable tools for assessment and feedback. Online quizzes, interactive assessments, and digital portfolios allow me to evaluate my students' progress effectively. The instant feedback provided by technology helps students understand their strengths and areas for improvement, empowering them to take ownership of their learning journey (Chen et al., 2005).

It has also opened doors to global connections and cultural exchange. Through video conferencing and online platforms, my students have had the opportunity to communicate

and collaborate with peers from different countries. These interactions have broadened their horizons, deepened their cultural understanding, and nurtured their global citizenship.

Another benefit of technology integration is the ability to track and analyze student data. By utilizing learning analytics and data-driven insights, I can identify patterns, trends, and areas that require additional support. This enables me to make informed instructional decisions and tailor my teaching strategies accordingly (Helfaya & O'Neill, 2018).

It has also increased parental involvement and engagement. Through digital platforms and online communication channels, parents can stay updated on their child's progress, access resources, and actively participate in their learning journey. This collaborative approach fosters a strong home-school partnership, enhancing the overall educational experience (Lewin & Luckin, 2010).

Additionally, the integration of technology has made learning more accessible and inclusive. It has opened doors for students with diverse learning needs and abilities to engage with educational content in a way that suits their individual preferences and abilities. Technology offers various assistive features and accommodations that support students with disabilities, ensuring they can actively participate in the learning process (Bagon et al., 2018).

## 1.2 Theory underlying my teaching practice and identity.

The study of Historical Linguistics has significantly impacted and improved my teaching philosophy. Through an understanding of the relationships between different languages and the historical development of language, I can provide my students with a deeper appreciation and comprehension of the language they are learning.

Historical Linguistics offers valuable insights into the roots and evolution of languages, which helps me contextualize language acquisition for my students. By exploring the historical connections and changes in sounds, vocabulary, and grammar across languages, I can highlight the interconnectedness of languages and the shared features that have shaped their development. This knowledge allows me to provide a broader perspective on language acquisition, emphasizing the importance of historical context and the evolution of language over time (Lehmann, 1973).



This enables me to address language variations and dialects effectively. Understanding the historical origins of dialectal differences and language families helps me explain to my students why certain sounds or grammar patterns may vary across regions or dialects. This awareness encourages tolerance and acceptance of linguistic diversity, as students recognize that variations are natural and rooted in historical and geographical factors (Cuyckens, 2018). The comparative method employed in Historical Linguistics allows me to present language learning as an active and dynamic process. By illustrating consistent differences between language groups, such as the /k/ and /h/ sound shift example, I can engage students in analyzing and observing patterns. This approach fosters critical thinking and encourages students to apply their knowledge of historical linguistic principles to their language learning journey. They begin to recognize and appreciate the significance of historical factors in shaping language, which enhances their understanding and motivation in acquiring a new language (François, 2014).

The principles of structuralism, as elucidated by Ferdinand de Saussure, have greatly influenced and improved my teaching practice. Saussure's concept of the sign, which consists of a signifier and a signified, has helped me emphasize the importance of understanding the relationship between form and meaning in language. By teaching my students about the arbitrary nature of language, I can guide them to recognize that words and their sounds do not directly correspond to the objects or concepts they represent. This understanding enables students to approach language learning with a more analytical and critical mindset (Gan, 2015).

Saussure's notion of syntagmatic and paradigmatic relationships has greatly impacted my teaching approach. By introducing the structuralist approach to language, I can help students comprehend the interconnectedness of words within sentences. I emphasize that sentences are composed of syntagms, or word groups, where each word belongs to a specific paradigm or word class. This understanding allows students to see how different words can be substituted within a sentence while maintaining grammatical and syntactic integrity. It promotes flexibility in their language usage and enhances their ability to construct meaningful and coherent sentences (Xiao-b, 2013).

Incorporating structuralist principles into my teaching practice also encourages students to recognize the cultural and linguistic diversity that exists within languages. Saussure's

observation that different languages can have distinct words to refer to the same object underscores the importance of embracing linguistic variations and multiple perspectives (Gu, 2007). This fosters a sense of cultural appreciation and curiosity in my students, as they explore different ways of expressing ideas and concepts across languages. Generative linguistics, as developed by Noam Chomsky, has also greatly enhanced my teaching practice. Chomsky's concept of a finite set of rules that generate grammatically correct sentences has provided me with a solid foundation for structuring my language lessons. By teaching my students these underlying rules, I can guide them in producing and understanding grammatically accurate sentences in the target language (Ya-ping, 2008).

Chomsky's focus on the "ideal native speaker-hearer" and the distinction between competence and performance has been instrumental in shaping my approach to language instruction. By emphasizing the development of linguistic competence, I strive to help my students gain a deep understanding of the grammatical structures and rules of the language. This understanding empowers them to distinguish between correct and incorrect language usage, both in comprehension and production, and encourages them to strive for accuracy in their language skills (Comrie, 1984).

Chomsky's emphasis on the syntactic aspects of language has had a significant impact on my teaching practice as well. By prioritizing the teaching of grammar and syntactic structures, I provide my students with a framework for constructing meaningful and coherent sentences. This approach allows them to not only communicate effectively but also to analyze and comprehend the underlying structure of the language. It equips them with the necessary tools to deconstruct and understand new language patterns, enabling them to continue their language learning journey with confidence.

The inclusion of sociolinguistics, functional linguistics, and pragmatics in my teaching practice has greatly enriched my approach to language instruction. These fields have provided valuable insights into the social and functional aspects of language use, allowing me to create more meaningful and relevant learning experiences for my students (Vásquez & Sharpless, 2009).

Sociolinguistics has shed light on the social dimensions of language. Understanding that language use is influenced by different contexts, including social factors such as power dynamics and cultural norms, has helped me design lessons that reflect the real-world

applications of language. By incorporating sociolinguistic principles, I can expose my students to diverse language varieties, registers, and speech communities, fostering their sociocultural awareness and promoting effective communication in different social settings (Hymes, 1997).

Functional linguistics, on the other hand, has allowed me to shift my focus from a purely structural perspective to a more functional one. By considering the reasons for language use, I can guide my students to communicate effectively and purposefully. Functional linguistics helps me teach language as a tool for achieving specific communicative goals, such as expressing opinions, giving instructions, or negotiating meaning. This approach enables students to see the practical value of language and equips them with the skills to use language appropriately and meaningfully in different contexts (Mathesius, 1929).

Pragmatics, as developed by John Austin, has been particularly influential in my teaching practice. Recognizing that language is not just about conveying information but also about performing actions and achieving social outcomes, I incorporate pragmatic principles into my lessons (Barron et al., 2017). By teaching students the nuances of pragmatic meaning, including implicature, speech acts, and politeness strategies, I empower them to navigate real-life communicative situations with sensitivity and effectiveness. Pragmatics provides a deeper understanding of the social and contextual aspects of language use, helping my students become more competent and confident communicators. Integrating different aspects of language, as exemplified by Diane Larsen-Freeman's model of form, meaning, and use, has also improved my teaching practice. This model highlights the interconnectedness of the systemic, semantic, and pragmatic dimensions of language, allowing me to provide a comprehensive and well-rounded language learning experience for my students.

By considering the "Form" aspect, I ensure that my students develop a solid foundation in the structural elements of language, including pronunciation, grammar, and word formation (Lucas, 2005). This helps them grasp the fundamental rules that govern the construction of sentences and enables them to communicate accurately and effectively. Teaching the form aspect also involves addressing spelling and vocabulary, equipping students with the necessary tools to expand their linguistic repertoire.

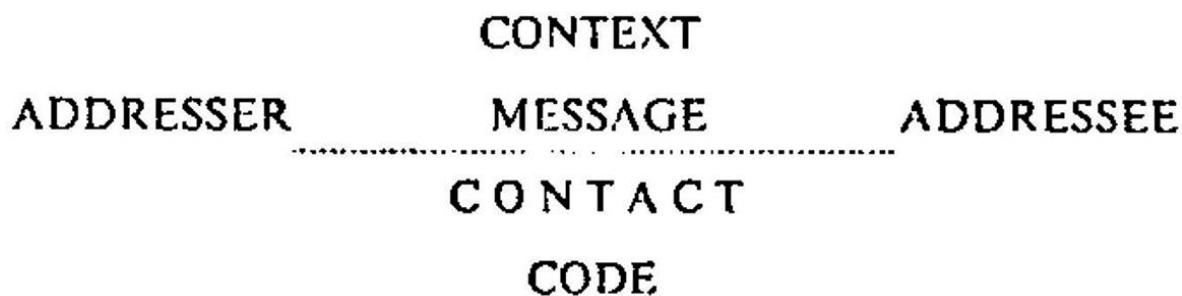
The "Meaning" aspect of the model enables me to delve into the deeper layers of language, exploring the meaning of words, phrases, and larger units of language (Ellis et al., 2001). Through vocabulary instruction, semantic field analysis, and discussions on reference and connotation, I help students develop a richer understanding of how meaning is conveyed in different contexts. This aspect of language learning fosters students' ability to comprehend and interpret texts, as well as express themselves with nuance and precision.

The "Use" aspect of the model emphasizes the importance of context and intention in language expression (Nicholas et al., 2011). By focusing on language functions, pragmatic aspects, and sociolinguistic factors, I guide students in using language appropriately and effectively in real-life situations. This aspect encourages learners to consider the communicative purpose behind their language use, helping them become more confident and culturally sensitive communicators.

Jakobson's Model of Communication has been integrated into my teaching practice to enhance students' understanding of the multifaceted nature of communication (Madigan, 1985). By utilizing this model, I emphasize the various elements that come into play during the process of communication, allowing students to analyze and interpret messages in different contexts.

In my lessons, I highlight the importance of each element in Jakobson's Model and encourage students to consider how altering these elements can significantly impact the meaning and interpretation of a message. Through interactive activities and discussions, I prompt students to explore different sender-receiver relationships, contexts, and channels of communication. This enables them to recognize the role of these elements in shaping the overall message.

By incorporating Jakobson's Model, my teaching practice encourages students to think critically about the nuances of communication. They develop a deeper awareness of how factors such as the sender's identity, the receiver's perspective, the situational context, and the chosen channel of communication influence the message being conveyed. This heightened awareness empowers students to be more mindful and effective communicators in various real-life scenarios.



*Figure 1: Jakobson's communication model. Source : (Elleström, 2016).*

Incorporating regional dialects in my teaching practice has been a valuable way to promote linguistic diversity and cultural understanding among my students (Cooper et al., 2014). By introducing different regional variants of a language, I aim to broaden their perspectives and foster an appreciation for linguistic variation.

I emphasize the concept of mutual intelligibility when discussing regional dialects with my students. We explore how variations in pronunciation, vocabulary, and grammar may exist within a language, leading to distinct regional dialects. Through listening exercises, reading materials, and interactive discussions, I provide opportunities for students to engage with different dialects and develop an understanding of the similarities and differences among them. I try to encourage my students to recognize the sociopolitical dimensions that influence perceptions of regional dialects. We explore how historical, political, and cultural factors can shape attitudes towards specific dialects and their speakers.

## **Chapter 2: Methodology and practice.**

Methodology and practice go hand in hand in a language teaching environment. It is not enough to simply study and understand various theories and methodologies if they are not put into practice. The classroom is where the theories are applied, and without the practical implementation of these ideas, the learning experience can be ineffective. It is essential to strike a balance between theory and practice in order to create a dynamic and engaging learning environment for students.

As a language teacher, I have made a conscious effort to apply the methodologies I have learned in my teaching practices. While the outcomes may not always meet my expectations,

I firmly believe that the act of attempting to apply acquired knowledge in the classroom is a positive step. It allows for experimentation, adaptation, and growth as an educator. Through trial and error, I have discovered what works well for my students and what may need further refinement.

It is important to acknowledge that theories and methodologies may appear promising on paper, but their practical implementation requires a gradual learning process. Each classroom is unique, and what works effectively for one group of students may not yield the same results for another. Therefore, it is necessary to adapt and tailor the methodologies to suit the specific needs and characteristics of the students. This flexibility allows for continuous improvement and the development of a teaching approach that is effective and relevant.

By continuously reflecting on my teaching practices and seeking feedback from students, I strive to bridge the gap between theory and practice. This iterative process enables me to refine my instructional methods and make informed adjustments to better meet the learning objectives. It also helps me identify areas for growth and professional development, ensuring that I stay current with the latest research and pedagogical advancements.

### 2.1 A practical and useful lesson plan.

Creating a practical and useful lesson plan is indeed a challenge in the realm of teaching. Despite our best efforts to design a perfect plan, there is always an element of uncertainty regarding its execution and outcomes. What may appear flawless on paper can often undergo unexpected changes and may not align with our initial expectations. However, this uncertainty should not discourage us; rather, it should remind us of the many factors we need to consider in order to develop a practical and effective lesson.

Based on my experience and the knowledge gained from this program, I have come to understand that a lesson plan must be flexible and allow room for adjustments. It should be adaptable to different circumstances and responsive to the needs of the students. For instance, if we enter the classroom and find our students full of energy and excitement, we can modify the planned activities to create a more engaging and dynamic lesson that aligns with their mood and level of activity.

A practical lesson plan should consider the diverse learning styles and preferences of the students. Different learners have varying needs and interests, and a one-size-fits-all approach

may not be effective. By incorporating a range of activities and instructional strategies, we can cater to the individual needs of our students and create a more inclusive and engaging learning environment.

A well-designed lesson plan should consider the resources and materials available. Sometimes, unforeseen circumstances may arise, such as a lack of materials or technical difficulties. In such cases, it is crucial to have alternative options and be able to adapt the plan accordingly. This flexibility ensures that the lesson can proceed smoothly despite any unforeseen challenges.

Another important aspect to consider in lesson planning is assessment and feedback. A practical lesson plan should incorporate opportunities for ongoing assessment and feedback to gauge student progress and adjust instruction accordingly. By regularly assessing student understanding and providing timely feedback, we can make informed decisions about the pacing and content of the lesson, ensuring that it remains relevant and effective.

A practical lesson plan should be goal-oriented and aligned with the learning objectives. Each activity and task should serve a purpose and contribute to the overall learning outcomes. By clearly defining the objectives and structuring the plan accordingly, we provide a clear direction for both ourselves and the students, enabling a more focused and purposeful learning experience.

In my lessons I need to be time-conscious, especially due to my lessons tend to be that much time limited, it is crucial to allocate sufficient time for each activity and allow for transitions and potential adjustments. Time management is essential to ensure that all the planned activities can be completed within the given timeframe and that the lesson flows smoothly.

I also try to include in my lesson plans a logical sequence of activities. Each activity is built upon the previous one, creating a cohesive and progressive learning experience. I have seen that a clear flow of activities enhances student engagement and comprehension while maintaining a sense of continuity throughout the lesson.

It is important to integrate various teaching strategies and instructional techniques into the lesson plan. In my lesson plans I try to employ a variety of approaches, such as visual aids, group work, discussions, and hands-on activities. This diversity caters to different learning styles and promotes active participation and deeper understanding.

I also try to consider the overall classroom management and student engagement. It is essential to establish clear expectations and provide a supportive and inclusive learning environment. By incorporating strategies for student participation, interaction, and motivation, I think I can enhance student engagement and create a positive and conducive atmosphere for learning.

Reflection and continuous improvement are key aspects of developing practical lesson plans. After each lesson, I consider it is important to reflect on its strengths and weaknesses, seeking feedback from students and colleagues. By analyzing the outcomes and reflecting on the teaching process, I can make necessary adjustments and improvements to future lesson plans, ensuring that they become even more practical and effective.

When including a detailed description and deep analysis of the procedure of learning activities in my lessons plan, it is important to provide a clear outline of what both me and my students will be doing during each activity. I like to start by describing the specific steps or tasks involved in the activity, ensuring that the instructions are precise and easy to understand. For example, if the activity involves group work, I mention how the students will form groups, assign roles, and collaborate on a given task.

I also like to elaborate on the expected outcomes of the learning activity. Specifying the knowledge or skills that the students are expected to acquire or demonstrate through the activity. For instance, if the activity focuses on practicing speaking skills, I must state that the expected outcome is for students to engage in a conversation using specific vocabulary and grammatical structures. I need to be specific about the learning goals and outcomes to ensure a clear understanding of what is expected from the students.

In terms of processes, I like to explain the strategies or techniques that students will be using during the activity. For example, if the activity involves reading comprehension, I need to describe the process of scanning or skimming the text, identifying key information, and answering comprehension questions. Highlighting the cognitive and linguistic processes involved and how they contribute to the overall learning experience.

I also like to consider addressing the desired attitudes or dispositions that I expect students to exhibit during the activity. This can include qualities such as active participation, critical thinking, collaboration, or perseverance. By explicitly stating these expected attitudes, I can



set a positive tone and encourage students to approach the activity with the right mindset, fostering a conducive learning environment.

I usually try to ensure that my descriptions and analyses are aligned with the overall learning objectives of the lesson or unit. Connecting the learning activities to the broader goals I have set for my students. By doing so, I can establish a clear link between the specific tasks and the larger educational aims, enabling my students to see the relevance and purpose of their engagement in the activities.

The following lesson plan exemplifies my commitment to creating practical and useful learning experiences for my students. By incorporating the principles of flexibility and adaptability, I aim to address the unpredictable nature of classroom dynamics and ensure that the activities remain relevant and engaging. Through careful planning and attention to detail, I have designed a lesson that focuses on developing students' speaking skills through group discussions.

I have considered the importance of setting clear objectives and communicating them effectively to the students. By explicitly stating the intended learning outcomes, such as the ability to engage in meaningful discussions, express ideas clearly, and actively listen, I provide a clear direction for both myself and my students. This helps create a shared understanding of the purpose of the lesson and enables students to monitor their progress.

In designing the procedure, I have considered the flow of the lesson, from the warm-up activity to the reflection and feedback stage. Each step is carefully planned to build upon the previous one and lead to a cohesive and comprehensive learning experience. Additionally, I have allotted sufficient time for each activity, recognizing the need for both individual contributions and group interactions.

The extension activity serves as an opportunity for students to further develop their speaking skills and consolidate their learning. By providing an optional task that encourages reflection and application of the lesson content, I promote independent learning and encourage students to take ownership of their progress.

### Lesson Plan

Topic: Describing people's appearance and personality

Level: Elementary

**Objective:** By the end of the lesson, students will be able to describe people's appearance and personality using adjectives.

**Contextualization:** This lesson is designed for elementary level students who are learning English as a second language. The topic of the lesson is describing people's appearance and personality using adjectives. Describing people and animals is an essential skill for language learners as it helps them develop their vocabulary, grammar, and communication skills. By learning how to describe others, students are able to express their thoughts, opinions, and observations about the world around them. Additionally, this lesson encourages students to think critically and reflect on their own learning.

**Communicative Purpose:** The purpose of this lesson is to enable students to effectively describe people's appearance and personality using adjectives. By the end of the lesson, students should be able to identify and use a range of adjectives related to physical appearance and character traits. Through engaging activities such as picture description, pair work, and paragraph writing, students will have opportunities to practice and apply their knowledge in meaningful contexts. The lesson aims to promote communication and language production, allowing students to express themselves and interact with their peers.

**Materials:** Pictures of people, flashcards with adjectives, whiteboard and marker.

**Warm-up (10 minutes):**

- Display pictures of people on the whiteboard and ask students to describe them using adjectives.
- Review adjectives to describe appearance and personality.

**Presentation (10 minutes):**

- Introduce new adjectives to describe people's appearance and personality, such as "tall", "short", "funny", "serious", "honest", "friendly", "lazy", and "hardworking".
- Use flashcards to illustrate the adjectives and provide examples of their use in context.
- Practice pronunciation and stress patterns for the adjectives.

**Practice (10 minutes):**

- Divide students into pairs.
- Ask students to describe their favorite characters using the adjectives they have learned.
- Monitor students as they work and provide feedback on their use of adjectives.

Production (15 minutes):

- Ask students to write a short paragraph describing a friend or family member's appearance and personality using the adjectives they have learned.
- Have students share their paragraphs with the class.

Closure (5 minutes):

- Review the adjectives and their use in context.
- Ask students to reflect on their learning and provide feedback on the lesson.

Assessment and testing (5 minutes):

For this lesson we can assess our students with rubrics for presentation skills and critical thinking, oral quizzes, and self-reflection questions.

Materials sources: Below are the online resources used for the materials described in the lesson plan:

- Pictures of people: Pexels (<https://www.pexels.com/search/people/>) and Unsplash (<https://unsplash.com/s/photos/people>). We can download and print these pictures to use in a lesson like this.
- Flashcards with adjectives: Such as ESL Flashcards (<https://www.eslflashcards.com/adjectives-flashcards/>) and Kiz Phonics (<https://www.kizphonics.com/materials/grammar/adjectives-flashcards/>).
- Online whiteboard and marker: Such as AWW App (<https://awwapp.com/>) and Ziteboard (<https://ziteboard.com/>). These tools allow us to create a virtual whiteboard and use a marker to write or draw on it. We can use this to display the pictures and adjectives and write examples or notes for the students.
- Online quizzes and games: Such as Quizlet (<https://quizlet.com/subject/describing-people/>) and EnglishLearner.com ([https://www.englishlearner.com/games/describing\\_people.html](https://www.englishlearner.com/games/describing_people.html)).
- Online reading materials: Such as News in Levels (<https://www.newsinlevels.com/products/describing-people-level-1/>) and Breaking News English (<https://breakingnewsenglish.com/>). These materials can provide additional opportunities for students to practice their reading and comprehension skills.

- Online forums and discussion groups: Such as English Forums (<https://www.englishforums.com/>) offer discussion groups and forums where students can interact with each other and practice their English language skills.

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

When designing assessment tools, I prioritize a holistic approach that considers both individual and group development. I believe that evaluating students' progress should go beyond just measuring their knowledge and skills. It is important to consider their participation and engagement in class, as well as the products they create during the learning process. By observing their actions, comments, and overall involvement, I gain valuable insights into their understanding and application of the content.

To alleviate any potential pressure students may feel during assessments, I often incorporate inherent quizzes into the lessons. These quizzes are integrated seamlessly into the activities and discussions, allowing students to showcase their learning without the stress of a formal test environment. By incorporating these low-stakes assessments, students feel more comfortable and are more likely to demonstrate their true abilities.

I find it crucial to provide timely and constructive feedback to students. Feedback serves as a valuable tool for their growth and improvement. I make sure to highlight their strengths, identify areas for improvement, and offer specific guidance on how they can enhance their skills. By focusing on individual feedback, I can tailor my instructions and support to meet each student's unique needs and learning style.

In terms of group development, I observe how students collaborate and interact during group activities. This allows me to assess their teamwork, communication, and cooperation skills. Group projects provide an opportunity for students to learn from one another, develop their interpersonal skills, and enhance their collective problem-solving abilities. By evaluating their group dynamics and outcomes, I gain insight into their ability to work effectively as a team.

To assess the progress of students in this lesson, several tools can be designed to evaluate their understanding and application of the target language.

I can set rubrics for presentation skills and critical thinking, creating a rubric that assesses students' ability to present their descriptions of people's appearance and personality effectively. This rubric includes criteria such as organization, clarity of speech, use of adjectives, and critical thinking skills in presenting well-developed descriptions.

By using oral quizzes, I can conduct short oral interrogates where students are asked to describe a given picture or a classmate's appearance and personality using the adjectives taught in the lesson. This allows for individual assessment of students' speaking skills and their understanding of the target vocabulary.

I also make use of self-reflection questions that may provide students with a set of self-reflection related to the lesson's objective by asking them to reflect on their progress, identify areas of improvement, and set goals for future learning. This allows my students to take ownership of their learning and promotes metacognitive skills.

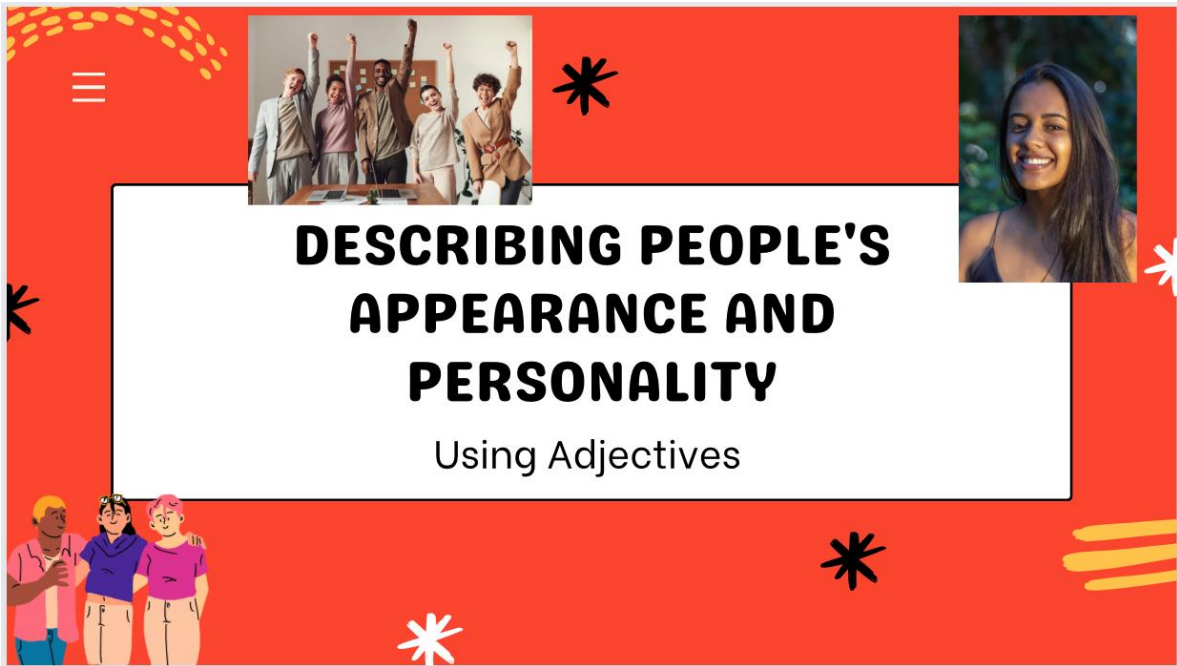
I can also evaluate my students' written paragraphs by asking them for example to describe a friend or family member's appearance and personality, by doing so I can assess their use of adjectives, sentence structure, coherence, and vocabulary. This provides insight into their ability to apply the target language in written form.

I often apply some online quizzes and games that are related to describing people's appearance and personality for example. Platforms like Quizlet and EnglishLearner.com offer interactive quizzes and activities that can be used for individual or group assessment. These digital tools provide immediate feedback and engage students in a gamified learning experience.

### 2.3 Attached evidence of (graphics, photos, images).



*Illustration 1: Describing peoples appearances using adjectives.*



*Illustration 2: Lessons Presentation.*



*Illustration 3: Video materials for the lesson.*

2.4 Show evidence of your designed tools to assess your students. (Do not forget to include photos, images, graphics, or the like). Please analyze it to see if the tool was successful enough for the criteria of your planning. Propose the necessary changes to modify the tool to fulfil your expectations.

Assessing students' progress and understanding is a crucial aspect of effective teaching. In the context of a lesson on describing people's appearance and personality, it becomes essential to employ appropriate assessment strategies to evaluate students' language skills and their ability to use adjectives accurately. The following table outlines various assessment categories and corresponding tools to assess my elementary-level students in this specific lesson. These indirect assessment strategies provide a comprehensive evaluation of students' presentation skills, critical thinking abilities, and self-reflection, ensuring a well-rounded assessment process.

Presentation skills assessment play a vital role in effective communication. To evaluate my students' proficiency in this area, one suggested assessment tool was observation. By observing my students during the warm-up, presentation, and practice activities, I was able to assess their communication skills, including clarity, vocabulary use, and coherence. Taking notes on these aspects allows me for a fair evaluation of students' oral expression and their ability to describe people's appearance and personality accurately.

Students' critical thinking skills is crucial in determining their understanding and application of adjectives. During the practice and production activities, I observed students to assess their ability to use adjectives correctly, provide examples, and demonstrate comprehension. By evaluating these factors, I can gauge the students' critical thinking skills and their capacity to describe people's appearance and personality effectively.

In addition to observational assessments, written quizzes provided an objective evaluation of students' language proficiency. These quizzes were designed to assess students' descriptive skills by requiring them to write short paragraphs describing people's appearance and personality using the adjectives they have learned. I evaluated the accuracy, grammar usage, and overall understanding of the students' written responses, allowing for a more comprehensive assessment of their language abilities.

Peer assessment activities offered an interactive and collaborative evaluation approach. Students could provide feedback to their peers on their descriptive skills, adjectives usage, and clarity of communication. Peer assessments not only fostered a sense of cooperation and active learning but also allowed students to develop their critical thinking abilities and provide constructive feedback to their classmates. This indirect assessment method encouraged self-reflection and enhanced the overall learning experience.

Self-reflection was an essential aspect of the learning process. By providing self-reflection prompts or questions, I was able to encourage students to evaluate their own learning experience, identify challenges faced, suggest areas for improvement, and express their satisfaction with the lesson activities. This form of self-assessment contributed to my students' metacognitive development and empowered them to take ownership of their learning journey.

<b>Assessment Category</b>	<b>Assessment Tool</b>	<b>Percentage</b>
Presentation Skills	- Observing students during the warm-up, presentation, and practice activities and taking notes on their communication skills, including clarity, vocabulary use, and coherence.	30%
Critical Thinking	- Observing students during the practice and production activities, assessing their ability to accurately use adjectives, provide examples, and demonstrate comprehension.	30%
Written Quizzes	- Administering written quizzes where students are asked to describe people's appearance and personality using the adjectives learned, and evaluating their responses based on accuracy, grammar usage, and overall understanding.	20%
Peer Assessment	- Conducting peer assessment activities where students provide feedback to each other on their descriptive skills, adjectives usage, and clarity of communication.	10%



Assessment Category	Assessment Tool	Percentage
Self-Reflection	- Providing self-reflection prompts for students to answer individually or in writing, focusing on their learning experience, challenges faced, improvements, and overall satisfaction with the lesson activities.	10%

*Table 1: Rubrics and assessment tools. Source: Own source.*



*Illustration 4: Observation and quiz assessment.*

2.5 As required on assignment 2B, concentrate on performing and recording the activities due to the fact that this is the moment where you will be showing everything that you have learned or acquired through this Specialization.

In this session recording of lesson 2b, I had the opportunity to put into practice some of the knowledge and techniques I have acquired throughout this program. Despite experiencing some initial technical issues, I was able to adapt and demonstrate flexibility in implementing the lesson plan successfully within the classroom. The recording showcases my students' enthusiastic response and high level of engagement with the subject matter and activities.

Throughout the session, it was evident that my students displayed a genuine interest in the topic at hand. Their active participation and willingness to contribute to discussions and activities demonstrated their enthusiasm for learning. This level of engagement is a positive indication that the lesson content resonated with them and that they found it relevant and meaningful.

Despite the technical issues I encountered at the beginning of the lesson, the flexibility and adaptability of my lesson plan played a crucial role in ensuring a smooth delivery. Being able to think on my feet and make necessary adjustments allowed me to maintain the momentum and keep the students actively involved in the learning process. This experience highlighted the importance of being prepared for unexpected challenges and having contingency plans in place.

The recording also revealed that the students were able to grasp the concepts and apply the language skills taught during the session. They demonstrated a solid understanding of the vocabulary and adjectives related to describing people's appearance and personality. The activities designed to reinforce their learning, such as the pair work and paragraph writing, showcased their ability to effectively utilize the language skills they had acquired.

Observing the recording provided valuable insights into areas that may require further attention and improvement. It allowed me to identify moments where I could have provided more detailed explanations or offered additional support to certain students who may have struggled with certain concepts. This self-reflection is essential for ongoing professional growth and the enhancement of my teaching practices.

The session recording was a valuable tool for reflecting on my teaching practice. It highlighted the successful implementation of the lesson plan, the engagement and responsiveness of the students, as well as areas for further refinement. By reviewing the recording, I can make informed decisions on how to improve future lessons, address any challenges, and continue to create meaningful and effective learning experiences for my students.

Recorded video:

<https://youtu.be/awcvC64dWU0>

### **Chapter 3: Experience Report.**

As part of the analysis and reflection exercise, this experience report is an opportunity for me to reflect on the process of designing and implementing a lesson plan focused on describing people's appearance and personality for elementary-level students. The aim of the lesson was to enable students to effectively use adjectives to describe others. Throughout this report, I will analyze the results obtained from carrying out the activities and compare them with the expected outcomes. Additionally, I will provide possible solutions for areas that may require improvement.

The lesson plan incorporated a variety of engaging activities, including a warm-up exercise, presentation of new adjectives, pair work, and a writing task. The warm-up activity allowed students to practice describing people using adjectives, creating a solid foundation for the subsequent activities. During the presentation phase, flashcards were utilized to introduce new vocabulary, ensuring visual reinforcement and context-based understanding.

The practice activity encouraged student interaction and collaboration as they described their favorite characters to each other using the newly acquired adjectives. However, during this stage, it became apparent that some students struggled with pronunciation and stress patterns for the adjectives. To address this issue, I provided additional pronunciation practice and individualized feedback to help students improve their oral skills.

The production activity involved writing a short paragraph describing a friend or family member's appearance and personality. The sharing of paragraphs with the class promoted a sense of community and provided an opportunity for peer feedback. Students demonstrated

creativity and applied the adjectives effectively, indicating a satisfactory level of understanding.

The overall results of the lesson were promising, with students actively participating and displaying a grasp of the targeted language skills. However, there were areas that fell short of the expected outcomes. Some students struggled to use the adjectives accurately in their writing, indicating a need for further reinforcement. This suggests that additional practice activities focusing on sentence construction and adjective usage would be beneficial.

The assessment and testing methods employed in this lesson primarily focused on formative assessment and observation. While this provided valuable insights into individual and group development, incorporating summative assessments such as quizzes or written tests could provide a more comprehensive evaluation of students' understanding and retention of the content.

To address the need for further reinforcement of adjective usage, I plan to incorporate more interactive and communicative activities in future lessons. Pair or group activities that involve guided conversations or role plays will allow students to practice using adjectives in context, enhancing their language production skills.

In terms of assessment, I will introduce periodic quizzes to assess students' progress and identify any gaps in their understanding. These quizzes will be low-stakes and integrated naturally into the lesson activities to minimize anxiety and create a supportive learning environment.

I will also try to provide students with clearer rubrics or criteria for self-assessment and reflection. This will enable them to take ownership of their learning and actively monitor their progress. Encouraging self-reflection and goal setting will foster a growth mindset and motivate students to continually strive for improvement.

## Chapter 4: Conclusions.

Throughout this project, I have delved into various aspects of language teaching and lesson planning, exploring different theories, methodologies, and practical considerations. The discussions have provided valuable insights into the importance of incorporating sociolinguistics, functional linguistics, pragmatics, integrating different aspects of language, models like the Jakobson's model of communication, regional dialects, and the design and assessment of lesson plans. By reflecting on these topics and their implications for teaching practice, I have gained a deeper understanding of how to enhance the learning experience for my students.

Integrating theories in practice like sociolinguistics has shown me the significance of considering the social and cultural dimensions of language, highlighting the importance of teaching language in its authentic context. Functional linguistics, for example, has emphasized me in the connection between form, meaning, and use, enabling me to design more comprehensive lesson plans that cater to the holistic development of language skills. Pragmatics has also shed light on me about the communicative aspects of language, helping me understand the nuanced meanings and intentions behind verbal expressions.

Integrating different aspects of language has proven to be instrumental to me in creating well-rounded lessons that address pronunciation, grammar, vocabulary, and sociolinguistic aspects.

Integrating models like Jakobson's model of communication has guided me in understanding the multifaceted nature of language use, emphasizing the importance of considering the sender, receiver, context, and channel in our teaching practice. This awareness allowed me to design activities and tasks that promote effective communication and understanding among my students.

The incorporation of regional dialects in language teaching acknowledged me and my students with a cultural diversity and linguistic variation within a language. By embracing and respecting these variations, I fostered a more inclusive and engaging learning environment. It also provided an opportunity for my students to develop cultural sensitivity and appreciation for different linguistic traditions.

Designing and implementing effective lesson plans is crucial for facilitating meaningful learning experiences. The example lesson plan provided on describing people's appearance and personality demonstrates the integration of various activities and materials to engage students and develop their language skills. Reflecting on the outcomes of the lesson, we can identify areas of success and areas that require further attention and improvement. By analyzing the results and comparing them to the expected outcomes, we gain valuable insights for future lesson planning and instructional adjustments.

Assessment and testing play a vital role in measuring students' progress and understanding. In the context of the described lesson plan, a variety of assessment tools were suggested, such as rubrics, oral quizzes, and self-reflection questions. These assessment methods helped me to gauge students' performance and identify areas for further support and development.

This project has provided me with a comprehensive exploration of various aspects of language teaching, lesson planning, and assessment.

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