

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**THE TEACHING OF ENGLISH AS AN L2 IN JUNIOR HIGH
SCHOOL LEVEL**

TRABAJO RECEPCIONAL

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

PRESENTA:

LUNA CASTILLO ENRIQUE FABIÁN

ASESOR: OTERO SOSA ALMA DANIELA

México, Cuidad de México a 14 de agosto de 2024



National Pedagogical University

Specialization in Teaching and Learning of English as a Foreign Language

The teaching of English as an L2 in junior high school level

Student: Luna Castillo Enrique Fabián

Tutor: Otero Sosa Alma Daniela

August 14, 2024



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



**SECRETARÍA ACADÉMICA
CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS (CEAL)
ESPECIALIZACIÓN EN LA ENSEÑANZA
Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA**

Ciudad de México, 18 de septiembre de 2024

DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN DEL DIPLOMA

Se hace constar que el/la participante Luna Castillo Enrique Fabián con matrícula 230926015 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "The teaching of English as an L2 in junior high school level", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

Alma Daniela Otero Sosa

Director	Alma Daniela Otero Sosa
Lector/a	Erica Sherrick García Galván
Lector/a	Elin Emission Ingvarsdottir

ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

C.c.p Miguel Ángel Vertiz Galván-Coordinación de Posgrado
Asesor/a de trabajo recepcional
Gabriel Flores Reyes-Departamento de Titulación
Sustentante

Carretera al Ajusco # 24, colonia Heroes de Padierna, CP. 14200, Tlalpán, CDMX
Tel. 5558.32 97 00 - www.sep.mx



Table of contents

Introduction.....	1 pp
Chapter 1 Who I am as a teacher and my teaching identity	2 pp
Chapter 2 My teaching philosophy.....	4 pp
Chapter 3 Theoretical concepts for the preparation of a lesson plan.....	5 pp
3.1 The teaching of grammar, the teaching of the four skills and the activation of schema.....	5 pp
3.2 The audiolingual method.....	7 pp
3.3 The communicative approach.....	8 pp
3.4 Behaviorism.....	9 pp
3.5 Constructivism.....	9 pp
3.6 The zone of proximal development, the stages of human development and the significant learning.....	10 pp
3.7 Rationale behind the activities of the lesson plan.....	11 pp
Chapter 4 The evaluation of the process of learning (performance based assessment).....	14 pp
4.1 The traditional assessment or the performance based assessment.....	14 pp
Chapter 5 Problems that may arise during the five sessions and how they can be resolved.....	16 pp
Chapter 6 The development of the class.....	18 pp
6.1 Experience report.....	18 pp
Conclusions.....	21 pp
References.....	23 pp
Appendices.....	24 pp

Abstract

The teaching of a language as an L2 (second language) needs lots of theoretical contents, time for planning and the design of assessment instruments: in this paper it is observed how several pieces of theory from the specialization in teaching and learning of English as a foreign language from the National Pedagogical University in Mexico are used to make and design a lesson plan and the didactical material to teach the language, these lesson plan and material are put in practice with students between twelve and fifteen years old of age in a high school in Mexico city.

All teachers no matter what subject or level they teach in any school carry a personal philosophy about their profession, their performance and their future perspectives in this educational job, in this paper my personal philosophy, background and perspectives of my teaching practice are presented too.

Concepts such as the audiolingual method, the communicative approach, the psychological concept of behaviorism and the constructivism, the zone of proximal development by Lev Vigotsky, the significant learning by David Ausubel and the stages of development by Jean Piaget are used in the design of a lesson plan to teach English as a foreign language to high school students.

A brief description of the previous theoretical concepts is made in the third chapter of this paper, then an explanation of how these concepts are applied in the teaching of English as an L2, the preparation of didactical material and the design of a set of five sessions lesson plan is also exposed in this paper, the lesson plan and the didactical material prepared are included here in this paper at the end of the document in the appendices section.

It is worth to say that a section in this paper, which is the chapter five, exposes the problems that may take place during the teaching of the class due to the characteristics of the students and the environment that surrounds the classroom, the students between twelve and fifteen years old usually misbehave in their classrooms and the solution for this matter is also explained in the same chapter.

A clear distinction between testing and assessment of the learning of a language as an L2 is made in the chapter four, the application of the performance based assessment is made in the

evaluation of these five sessions teaching English as an L2, the use of rubrics and how they are applied in regards to the learning of the students is explained in this paper too.

In the chapter six of this academical work a report of my experience after teaching the language is exposed, there it can be observed my learning and reflections after doing it, an important area of work for us the teachers and educators is shown, which is the use of technology for teaching the language to the new generations of students who are coming to our classrooms in the future.

The six chapters that make up this paper expose my theoretical work, my performance and my conclusions after studying the one year specialization in teaching and learning of English as a foreign language in the National Pedagogical University of Mexico.

Resumen

La enseñanza de una lengua como L2 (segunda lengua) necesita de muchos contenidos teóricos, tiempo para la planificación y el diseño de instrumentos de evaluación: en este documento se observa cómo varios conceptos teóricos de la especialización en enseñanza y aprendizaje del inglés como lengua extranjera (EEAILE) de la Universidad Pedagógica Nacional en México se utilizan para realizar y diseñar un plan de clase así como el material didáctico para enseñar el idioma, estos plan de clase y material se ponen en práctica con estudiantes de entre doce y quince años de edad en una escuela secundaria de la ciudad de México.

Todos los docentes sin importar la materia o el nivel educativo que enseñen y de cualquier escuela tienen una filosofía personal sobre su profesión, su desempeño profesional y sus perspectivas futuras en este trabajo educativo, en este documento también se presenta mi filosofía personal, antecedentes y perspectivas de mi práctica docente.

Conceptos como el método audiolingüístico, el enfoque comunicativo, los conceptos en psicología del conductismo y el constructivismo, la zona de desarrollo próximo de Lev Vigotsky, el aprendizaje significativo de David Ausubel y las etapas de desarrollo de Jean Piaget se utilizan en el diseño de este plan de clase para enseñar el idioma inglés como lengua extranjera a estudiantes de secundaria.

En el tercer capítulo de este trabajo se realiza una breve descripción de los conceptos teóricos antes mencionados, luego se muestra cómo se aplican estos conceptos en la enseñanza del inglés como L2, así también en la preparación del material didáctico y en el diseño de un plan de clase de cinco sesiones. El plan de clase y el material didáctico preparados para la enseñanza del idioma se incluyen aquí en este documento al final del trabajo en la sección de apéndices.

Vale la pena mencionar que un apartado de este trabajo, que es el capítulo cinco, expone los problemas que pudieran presentarse durante la impartición de la clase debido a las características de los estudiantes y el ambiente que rodea el aula, los estudiantes entre doce y quince años suelen portarse mal en sus aulas y la solución a este problema también se explica en el mismo capítulo.

En el capítulo cuatro se hace una clara distinción entre hacer exámenes y la evaluación del aprendizaje de una lengua como L2, la aplicación de la evaluación basada en el desempeño se

realiza para estas cinco sesiones de enseñanza del inglés como L2, en este artículo también se explica cómo el uso de rubricas se aplica para evaluar el aprendizaje de los estudiantes.

En el capítulo seis de este trabajo académico se expone un informe de mi experiencia luego de mi practica en la enseñanza del idioma, allí se pueden observar mis aprendizajes y reflexiones, se muestra tambien un área de oportunidad importante para nosotros los docentes y educadores, que es el uso de la tecnologia para la enseñanza del idioma a las nuevas generaciones de estudiantes que en el futuro llegarán a nuestras aulas.

Los seis capítulos que componen este trabajo exponen mi trabajo teórico, mi desempeño y mis conclusiones luego de cursar el año de especialización en enseñanza y aprendizaje del inglés como lengua extranjera en la Universidad Pedagógica Nacional de México.

Introduction

The present paper shows a lesson plan designed to teach the four skills of a foreign language: listening, reading, speaking and writing and the concept of interculturality as well, the present paper shows the theoretical concepts underlying the strategies to teach each of the skills already mentioned, it is necessary to mention that this lesson plan is designed to teach junior high school students, due to the particular characteristics of students of this age is that these students show some misbehavior when they are set to work in pairs or groups in the language class and what is done to avoid or fix this problem is exposed in the body of this paper too.

The necessary material to teaching the four skills (audios, readings, illustrations and general content) was designed originally and specifically for this lesson plan of five sessions (five classes of one hour each, due to fact that the classes in this school are given under this time allotments), then the lesson plan was designed under these same requirements of this paper and the necessities of the classes that the school provides, the teaching of this 5 sessions lesson plan is designed under the audiolingual and communicative methods of the teaching of an L2.

A distinction between testing and assessing of the learning of a second language is made in this paper, the difference between traditional assessment (TA) and performance based assessment (PBA) is exposed here, the performance based assessment is used in this five sessions class and why it is done so is explained here, the use of rubrics is applied for the evaluation of the output in students (the speaking and writing skills), and the use of comprehension questions and graphic organizers are used to evaluate the input in students (the listening and reading skills).

All the theoretical concepts involved in the preparation of this lesson plan are exposed too, concepts in psychology like behaviorism and constructivism are explained here, the zone of proximal development and the significant learning as important concepts in the learning of an L2 are exposed here, the audiolingual method to teach languages and the communicative approach are explained in this paper as well.

A short video may be observed through a link, it shows the performance of the teacher in the teaching of grammar, the activation of schema for a listening or reading activity and it shows how the students are doing a guided dialog following the audiolingual method.

Chapter 1

Who I am as a teacher and my teaching identity

As a teacher I am a person who is worried about standard ways of doing things, I like discipline and to have things done on time in the correct form, I like tidy classrooms, silence, order and discipline in students I like to have everything started and finished on time I dislike all kind of mess in the classroom.

Personally I am a teacher who was educated with discipline by my parents and by my teachers, I come from a generation where we used to respect and obey our older ones, I understand generations change and it makes me be a little lenient to my students in the class time, but most of the time I am a teacher who considers order and discipline important factors of my teaching identity.

About my major in the university I majored in pedagogy (the educational human process), before taking these studies in EFL I had few or nule studies in this respect, I most admit that this specialization has helped me a lot due to the fact that it gave me a lot of information that I had not known before.

As a teacher I started working first and then I made a major in the university, now I am getting specialized in this field.

Due to the history and circumstances I have gone through I see myself as a teacher who learns by theory and practice, I believe theoretical concepts make teachers improve as well as the practice do.

I base my growth on theory and practice, but I believe studies are more worth than practice itself, I firmly believe theory is the basis of any practical education or teaching, I believe constant updating will make me a better teacher.

Because of my experience I have become a teacher who considers theory in everything that is done in the classroom, since the beginning of a class to the end of the class I put in practice all the theoretical concepts I am able to use in this matter, since my major was not properly in the teaching of a language as an L2 I really consider important the little or big knowledge I have so as to do my job in the best way possible and that is why I also consider important to keep on learning and improving myself from studies in universities in my country, I also consider important that all teachers need constant updating no matter what level or degree they work on, in this profession we the teachers need constant improvement because our society (and our

children and teenagers) change, the education in our society change, the needs of our society change and the future perspectives of our society change too.

I am a methodical and organized teacher, I like patterns too, I always follow a method to teach I consider learning is a process and it needs patterns, rules, and methods or systems to work well, my growth as a teacher has been based on this or I have realized this way of doing things has given me results, I guess I will continue working like this.

I apply discipline to myself or I try to, I am a teacher who accepts critics, comments, complaints or anything that makes me grow up as a professional of the education and teaching fields.

I also consider myself a teacher who keeps learning about education and teaching, updating ourselves as teachers is essential to improve our performance and to adapt ourselves to the new generations of students who are coming into our classrooms, I guess constant updating is essential in the life of any teacher of any level or subject nowadays.

I know there are different ways to teach a language, different kinds of teachers and different philosophies that I like to consider and to know about, a teacher needs to consider and evaluate other ways to work, the way other colleagues do their job in order to improve, every teacher should be open to learn from other teachers, other perspectives and any other new trends that emerge every time in our world.

I am a teacher who uses behaviourism as a basis to teach the language, behaviourism has proved to be an effective tool in the language learning process, it has given me results in my students' learning of the grammar structures.

The communicative activities or communicative approach is another element which has proved to be effective in my teaching experience, thanks to this approach I have got good results in making my students get or construct their meaning to the structures they are using, thanks to the communicative activities it is possible to see that students start making up real meaning to the language they are using and learning.

Thanks to the use of these two methods I have been able to create meaningful classes, lessons, activities and techniques that have made possible some or a lot of learning in my students, in one or another way.

Chapter 2

My teaching philosophy

I have always considered myself an educator too, because we as teachers are models for our students, our behavior is an example to our students, consciously or unconsciously we promote good and bad habits in our students, we are models for our students: I think our students copy and follow things from our attitude towards the way we work, consciously or unconsciously our students are searching for models to behave and succeed in life, they take a look at the adults' life to learn from it, in this way we are providing our students with a basis to face the world and to feel self-secure for the adults' life they are near to reach, since we are models for our students we are educators because education is providing our students the tools and knowledge to develop in the best way possible to be successful in life, an educator is a person who makes another person a better human, a better member of his society and a contributor to his society too.

Technology and education are two of the most important elements that make up our society nowadays and we as teachers must be working and getting updated in this respect, I believe that education has forgotten new social developments and it has not taken into account these aspect to improve its social function, maybe we the teachers, authorities and professionals of education should be considering these fields of knowledge to make the teaching and education in schools more effective and efficient for the people of our country: new teaching methods, pedagogical models, study plans and philosophies might arise if we researched into technology for educational purposes.

I really believe the constant improvement and updating of teachers and educators is a must: the education of a society makes it better, we the teachers need to consider the necessities of our students, the new generations are involved in technological matters for the function of their lives, our role as teachers and educators is not an exception, the teachers of today need to learn how to use the new devices children, kids, teenagers and even some adults use today such as: the artificial intelligence, chats, social networks, e-mails and lots of new apps available today, it is true that not all people in our society have access to this kind of technology but that should not be a barrier to keep learning, producing and inovatig with respect to our performance as teachers and or educators

Chapter 3

Theoretical concepts for the preparation of a lesson plan

The teaching of a language involves preparation for the four skills: reading, listening, writing and speaking, there are methods to teach each one of these skills, in the present paper the four skills are thought to be taught with different methods and the promotion of interculturality among students is also considered here.

All the material necessary to teach the four skills and the concept of interculturality was originally created, the objective of this lesson plan is to make students review the simple present tense, the verb to be, the simple past tense, the learning of some vocabulary, an introduction to the concept of interculturality and the sharpening of the four skills are all the main goal of this lesson plan and the creation of the material to do so (see appendix 2) was designed in order to fit the necessities of the students.

3.1 The teaching of grammar, the teaching of the four skills and the activation of schema

In the session one of this lesson plan we can find the teaching of grammar (simple present tense) and the reading and writing skills, when we are to teach the reading skill it is always necessary to activate the schema of the students in reference to the topic of the reading, this is always the first step in order to achieve our goal in the best way possible, in the lesson plan of session one (see appendix 1) it can be observed the “activate schema”: this is intended to make students start thinking of the topic they are going to read about, the teacher starts the activity by asking questions to the students, after that the teacher gives instructions to the students about what they are required to do, the after reading activities is also a very important part of the teaching of the reading skill, so the pre-reading, while-reading and post-reading activities are essential parts of the teaching of this skill, this can be observed in the sessions 1, 3 and 5 of the lesson plan presented in this paper.

The teaching of the listening skill also requires pre, while and post activities to teach this skill in the best way possible, as it can be observed in the sessions 2, 4 and 5 the “activate schema” questions work as the pre-listening, because when the teacher asks students questions related to the topic they are going to hear about they are getting involved into the topic and this helps them get a better understanding of the audio, the follow up activity in every listening section works as the post-listening activity in order to make student close their learning in the listening exercise, this is applied in every part of the listening activities of the lesson plan.

When we teach the writing skill it is always important to provide examples to the students which can work as models to the students, this way students can follow a pattern changing verbs, prepositions, or simple vocabulary according to their ideas for the writing, the activations of schema in a writing activity is also a good idea to make students get more involved in the activity, it is important to remember that always a guided writing makes students give better results when developing the writing skill.

The teaching of the speaking skill needs the activation of a schema and the constant use of repetition drills in order to make students get involved in the topic and to make students learn the grammatical structure (this is similar to the basis or model required in the teaching of the writing skill), the teaching of the speaking skill needs controlled repetition exercises provided by the teacher, in this lesson plan it can be observed that in sessions 2, 3 and 5 the activation of schema is done, the repetition drills for the speaking skill in this lesson plan are included in the lesson plan.

The input which is considered the reading and listening skills consists of the acquisition of information by the students so as to process these data, the output which is considered the speaking and writing skills consists of the production of information by the students, each of these two characteristics need different methods or approaches to teach the skills, in any of these cases is necessary to recognize that some problems might come out during the development of the class, such as: the lack of interest in students, the misunderstanding of grammatical structures, mistakes in pronunciation, material that does not suit the interest or necessities of the students or the number of students in a class.

The development of this lesson plan responds to the necessity of big groups that is why in this lesson plan the activities are thought to be guided by the teacher most of the time and little students pair work or team work is promoted during the activities due to the fact that students do not respond well to team work, when these students are set to work together teachers lose control of the class and students get distracted too, one way to avoid this problem is to have the teacher giving instructions to the whole class and talking to all the students eliciting individual participation of students, this way of working has proved to be effective in maintaining the control of the class, this is why the lesson plan shows very little pair work or team work in the classroom activities.

The concept of interculturality is taught in the first four sessions of the lesson plan, the intention is to introduce students to the main idea of accepting other cultures, other people, other ways of being and to start recognizing the variety and differences of the people that shape our society, junior high school students have little communicative and intercultural competence, it might be hard for them to fully understand these concepts, so that is why in this lesson plan of five sessions it is intended to start to introduce students to the concepts already mentioned.

In the design of this material and lesson plan the communicative approach and the audiolingual methods were considered, due to the fact that repetition drills and guided dialogs for the students to memorize the conversations is considered the audiolingual method, for the teaching of the four skills of the language and the teaching of grammar the communicative approach is considered, the emphasis is put in the communication between students, in conclusion we can say that the design of this five sessions lesson plan and its material is designed with both the audiolingual and the communicative methods to teach an L2.

3.2 The audiolingual method

This method to teach the language considers behaviorism, memorization of texts and the use of repetition drills, this method suggests the following order to teach the skills of the language: listening first, then speaking, reading and finally the writing skill.

The audiolingual method was created during the second world war by the American army when they needed their soldiers learn foreign languages in a fast way, the army requested the universities of the country to develop a method to do so, and that is how this method started to be created, using this method students memorize structures by repetition, the teacher works as a model saying sentences that the students have to repeat after him, then the use of written dialogs work as a model too for students, here the students have to read a dialog and get the meaning and context of it in order to recreate it again, the focus of this method is in the listening skill first, then the speaking and then the other two skills, that is why the name of this method, although this method was created long time ago it is still being used today.

The audiolingual method is used in the sessions two and three, it is seen when the students must act the dialog in the material, here the students read the text first acting the situation, then students find the same dialog with gaps they must follow themselves and with their own information, and finally students must act the dialog themselves without seeing any cues seen

before. By doing so students are putting in practice the memorization of texts previously mentioned as one of the techniques of the audiolingual method.

3.3 The communicative approach

The students of an L2 need more than just knowing the structure, meanings and functions of the target language, students then need to negotiate meaning of these structures through a conversation in a context, the communicative language teaching intends to define what students need to learn as communicative competence rather than linguistic competence, the main goal for students is to learn to use the language appropriately rather than just knowing the grammatical structures.

The communicative approach was created by British linguists in the decade of the seventies of the last century when they started to develop a new philosophy about the function of the human language, they stated that our language has the main function of the transmission of meaning and ideas in real social contexts, and that is how the teaching of languages started to adopt this kind of philosophy and to develop new tendencies, then the communicative approach was born adopting as its core the idea that the teaching of a foreign language should focus on the communication capacity instead of the memorization of structures, vocabulary and repetition, the communicative approach makes students focus on communication, and getting social and cultural matters related to the language that is pretended to learn, this is done through debates, discussions, conversations and dialogs.

The communicative approach takes the four skills of the language at any time for communication issues and not in an specific order as the audiolingual method does, the error or mistake students make is not considered so serious as it is in the audiolingual method, but it is not forgotten by the teacher.

The use of the communicative approach is observed in the lesson plan when students do the pre, while and post activities in the readings and listening skills because they transmit their own ideas and knowledge of the topic being discussed, also the communicative approach is used by the teacher when we can see that in some activities students have some discussions like in the interculturality activities, the activation of schema and the post activities for the listening or reading activities.

The communicative approach is used here as part of the teaching process in most of the activities in the lesson plan.

3.4 Behaviorism

Behaviorism is a model in psychology that defines learning as the result of the interaction between a stimulus and a response, a stimulus is defined as an input that causes the learner to change his/her activity or behavior, and a response as the result of a given stimulus that must receive a kind of feedback, learning is expressed as something that requires multiple stimulus-response opportunities, it is like a repetitive reiterative process.

This model or theory in psychology was developed mainly by Ivan Pavlov and Frederic Skinner in the decade of the fifties of the last century, this psychological model considered the human mind works as a mechanical system, where only the visible aspects could be studied or analyzed scientifically and it discarded any other process or mental function that was not visible: the human language, the body language, the human gestures, the human responses to certain stimuli were considered visible aspects to analyze in this kind of psychology.

This psychological theory or model that explains learning is observed and used in the audiolingual method because when students repeatedly act the dialogs they are exposed to, they must memorize the structure, meaning and the teacher uses the stimulus-response process to make students learn the dialog and the language, it is also used in the repetition drills that the audiolingual method uses, here the students repeat and repeat the same sentences the teacher models for them until students memorize the grammatical structure.

3.5 Constructivism

The constructivism is another theory or model in psychology that explains the human mental function, it also explains the human learning, this kind of psychology was developed mainly by Jean Piaget, Lev Vigotsky and David Ausubel; Jean Piaget developed his theory about the human growth dividing it into four stages: sensory-motor, intuitive or pre-operational, of concrete operations and of formal operations depending on the age of the human, his theory explains that we the humans learn according to the environment that surrounds us, we give meaning to everything depending on the age we are in, Lev Vigotsky developed the “zone of proximal development” which is defined as the distance between what a human can do independently and what he can do with the assistance of another one, David Ausubel developed the concept of “significant learning” which can be explained as the learning that takes place when new information is connected or related to the previous knowledge a person has, this kind

of learning is explained as an association between both of them getting a new meaning and that way this meaning makes the human evolve.

The constructivism is a theory opposite to the behaviorism, it is said that...

Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas). (University at Buffalo, 2024)

We must understand that learners create their own knowledge by having contact and experiences with the environment and the world around them, they integrate new information to their already existing knowledge in their mind, this is the way learning is created considering constructivism.

3.6 The zone of proximal development (ZPD), the stages of human development and the significant learning

Considering the constructivism as a theory that explains how humans learn and develop as a result of being in contact with the environment, we can consider this theory as an important concept in the process of learning an L2, it is important for the development of our lesson plans and teaching practice.

ZPD can be observed in the application of the lesson plan when the students have their communicative activities, the students are free to talk without interruptions of the teacher and that is when students start to build the meanings of their L2 (the constructivism is being applied in their learning), the ZPD is observed when the teacher gives students the correction of their mistakes and when the teacher applies the audiolingual method drilling grammar.

Jean Piaget and his stages of human development provide us with important information to consider in the preparation of activities students will do in the classroom, we the teachers must consider the capabilities of our students depending on their age, that is why this lesson plan and the material for teaching the class are made according to the cognitive capacities these students have, the level of English they have is a level B1, the content of the material to teach the class is designed to be attractive and interesting for them.

The significant learning is applied in this lesson plan when the teacher activates the schema of the students, the teacher elicits the previous knowledge of the students and then by doing the

activities is that the new information is being integrated creating a new significant learning, this psychological concept as it was mentioned before promotes the evolution of the human knowledge, the teaching-learning process of a language incorporates this psychological concept.

3.7 Rationale behind the activities of the lesson plan

As it was mentioned before the five session which make up the lesson plan for this paper are prepared to review grammatical structures, these grammatical structures were taught by first time to the students previously in time and during the school year, in these five session of the lesson plan the grammatical structures are being given as a review of the units in the students' book, it was also mentioned before that the audiolingual method, the communicative approach, the psychological concepts of behaviorism and constructivism were used in the preparation of this lesson plan of five sessions.

In the preparation of the activities of the lesson plan it can be observed that the audiolingual method of teaching is used when the teacher is using "dialogs" (sessions two and three), the students in this activities are exposed to a dialog, which they need to read in pairs acting the conversation, after that the students need to read and act the dialog again but this time with some gaps of information in the dialog which they need to fill out with their ideas or pieces of information, and finally the students need to repeat the same dialog but this time without looking at the dialog, in this way the students are forced to use their memory, their creativity and their imagination and their repertoire of vocabulary: this is one of the most significant techniques of the audiolingual method of teaching an L2, another significant technique of the same method is the use of mechanical drills (repetition exercises), it is part of the audiolingual method the memorization of grammatical structures making students repeat sentences orally after the teacher mentions those sentences, for example: the teacher says "Sandy lives in a beautiful apartment" and then the students say chorally "Sandy lives in a beautiful apartment", then the teacher says "Richard drives a car all around the city" and then the students say chorally "Richard drives a car all around the city"...this is an example of controlled mechanical drills, an example of semi-controlled drills is when the teacher says only pieces of information: for example: "Sandy/live/beautiful apartment" and the students make the complete sentence saying "Sandy lives in a beautiful apartment", another example is when the teacher says: "Richard/drive/all around the city" and the students say: "Richard drives a car all around the city".

The “mechanical repetition drills” and the “dialogs” are elements of the audiolingual method of teaching foreign languages, since it was mentioned before, the activities prepared in this lesson plan were designed in order to review and check the grammar taught to the students before during the school year, that is why in this lesson plan drills (mechanical repetition exercises) were not set or were not applied, due to it is considered boring for students to do the same repetition activities they did before, only the dialog with gaps of information were used in the activities of the lesson plan.

As it was taught in this specialization the activation of schema is implemented in every and each of the activities in the lesson plan; the pre, while and post comprehension activities for the listenings is also implemented, the use of rubrics for the evaluation of the speaking and writing skills is implemented too and the provision of a model for the writing skills is also applied as a teaching technique, it was taught to us in the specialization: students need a written model to follow in order to write their own product, all these aspects are use as a rational behind the preparation of the activities in a lesson plan.

The communicative approach is used in the preparation of the activities in this lesson plan: when students speak and share ideas after a reading activity in the “follow up questions”, after a listening activity and during the interculturality activities, when the teacher uses the communicative approach in this kind of activities the students are building meaning for the structures they previously learned.

The audiolingual method, the communicative approach, the activation of schema, the use of rubrics, the provision of writing models to the students, the follow up activities for teaching the listening and reading skills and performance based assessment are the base of the activities in this lesson plan, these seven elements learned from the specialization are working as the basis or the rational behind the activities of the lesson plan, it is worth to mention again that the activities the students did during the application of this lesson plan of five sessions were just a review of previous grammatical structures and contents, these seven elements were enough to prepare a review lesson plan with students of high school level (twelve to sixteen years old), due to the characteristics of the students in this age, their command of English as a foreign language and the moment in which this lesson plan was applied is that the lesson plan was designed in this way, this lesson plan lacks of repetition drills because they are not needed here, poor explanations or teaching of vocabulary are made because students already know it and the design

of the activities of this lesson plan from the beginning to the end let the teacher have full control of the behavior in class because the students in which these activities were applied constantly misbehave in class.

Chapter 4

The evaluation of the process of learning (performance based assessment)

When it is about testing or assessing students in the learning of a second language, we the teachers have two options, testing or assessing students: testing refers to checking what level of command of the language students have got at a certain point of the learning process and assessment refers to checking the whole process of the learning period from beginning to end, in this paper and application of a five sessions class we will observe the assessment of students in their learning process of the four skills of the language.

4.1 The traditional assessment and the performance based assessment

The traditional assessment (TA) or the performance based assessment (PBA) are two ways to evaluate the learning process of students from beginning to end, the application of exams, tests, quizzes or any way they are called have been the way to measure the knowledge of the language in students (this is called testing), it is worth to mention that any way of assessment can use testing as a tool to evaluate the learning process, testing is not the same as assessment.

The traditional assessment (TA) focuses on adding knowledge to the students process, it measures the students' current level of skills in the language, it puts students against each other to create competition and it emphasizes giving feedback to students as a crucial part of the assessment of the students.

The performance based assessment (PBA) makes students put their knowledge in solving problems of real life situations or using the language in realistic interactional situations the PBA focuses on the observation of a final product or final assignment which can be a book report, an individual or group report, a role-play or a performance and students are evaluated using a rubric for the writing or speaking skills (see appendices 3 and 4), while for the listening and reading skills comprehension questions and graphic organizers are used respectively.

The PBA focuses on the use of the language by students, the productive skills (writing and speaking), the integration of the four skills and it focuses on the progress, the process of the learning period of the students of a foreign language.

The students who will be working with the material and lesson plan proposed in this paper (see appendices 1 and 2) will be evaluated focusing on how they use the language (their reading, writing, speaking and listening skills) so that the PBA will be applied during these five sessions the students will be in the English language class, no exams or tests will be applied during the

five sessions but the use of the language and knowledge of students in real life situations will be the source of information for an assessment in this five sessions class.

Chapter 5

Problems that may arise during the five sessions and how they can be resolved

When teachers are to work with teenagers misbehavior can take place due to the fact that teenagers' mind is so dynamic and with lots of ups and downs, the students who will be working with this material are no exception and that is why it is considered that misbehaviour can occur during the application of these session, a very possible solution for this problem is the unidirectional transmission of information and instructions in class; that means that all the students in the class should always be working as a whole group, no divisions need to occur during the development of the class (no pair-work, teams or groups are allowed) that way students have no chance to misbehave, there is always an interaction teacher-students and never student-student.

Students between the age of eleven and fifteen years old need clear, precise and short instructions about what they are required to do in class, sometimes when teachers give instructions to the students, these ones do not understand clearly what the teacher is asking them to do, due to the students are learning the language and misunderstandings may happen in class, it has happened that the teacher wants the students to do something and sometimes the students do something that the teacher never said, or they are doing completely the opposite, so it is really important to make sure our students understand what instructions we give to them, it is also important to assign possible to do activities to our students, depending on the age of our students is their cognitive capacity, we should never expect junior high students develop a university thesis (for example), we the teachers should be aware of the kind of tasks and level of difficulty of the activities we want our students to do in class, that way we avoid problems such as students do not want to work in class or they do not have any interest in the class, or they get bored in our class, when students understand the class and they are capable to do the activities they are assigned they are more likely to start working and enjoy our classes.

It sometimes happens that our principal, our coworkers (other teachers), or other people come to our classroom for any "teacher, can you lend me your students for 5 minutes?", "teacher, can I give your students a message?" or "teacher, can you come for a second please?" that believe it or not it is an interruption to our classes, and maybe we as teachers do not feel it so drastically but our students start to feel those interruptions as opportunities to start playing or to lose interest in the class, those interruptions make our classes seem as not that important for the

institution, so a solution for these interruptions is to let our coworkers and principal of the school that if they might need to interrupt our classes for any reason they want, they should do it before we begin our classes or that we could lend them five minutes at the very end of the classes to let them enter the classroom and give the message they want to our students.

These are possible problems that may arise during the application of the lesson plan presented here, the teaching of a language needs time, effort by the teacher and by the students, and it needs to be taken seriously, let us do it well and demanding all the necessary things to do our job, here it has been exposed these problems that may arise during the class and how they can be resolved or prevented to happen.

Chapter 6

The development of the class

During the development of the class (see appendix 5) it is observed in the video the teaching of grammar from minute 0:00 to minute 2:12, then the activation of schema for a listening activity from minute 2:13 to minute 3:29, then a guided dialog is observed in two steps from minute 3:30 to minute 4:30. In this video it is pretended to show how the teaching of grammar is done by the teacher: he elicits information from the students instead of just giving explanations that makes the students learn structures better, in this example of the teaching of grammar the simple present tense is being done in affirmative and negative forms only due to the program that is being followed, then in the second part of the video the pre-listening activity or activation of schema is taking place, here the teacher is showing a picture related to the audio activating the schema, this way students get involved into the activity, here the teacher is asking questions to the students, the listening activity itself is not observed in the video, in the last part of the video it is observed that students are performing a guided dialog, in the first part the students are following a dialog (they are just reading the dialog), then they are following the same dialog but they are using now their own ideas.

By observing this video it is seen that some teaching strategies are put in practice, such as the activation of schema (for readings and listenings), the teaching of grammar using simple explanations and real situations, and the put in practice of the memorization of dialogs following the audio lingual method, by seeing these strategies in the video we observe the most important and necessary things to be observed, the other activities such as the correction of writings and speaking are not seen in the video because not too much opportunity was given to make this film possible, so the most important elements were considered to be put in the video as an evidence of the teaching practice by the teacher.

6.1 Experience report

After doing the activities in the lesson plan with five sessions it was learned by me that some theoretical concepts such as the audiolingual method, the communicative approach, the zone of proximal development (ZPD), the significant learning, the psychological behaviorism and the psychological constructivism can be put together into a method for teaching-learning a foreign language, since the communicative approach and the audiolingual methods are already methods it was learned here that a new method can be created by putting many theoretical

concepts together making of this an eclectic, mixed, combined, hybrid (or whatever it may be called) method for teaching English as a foreign language.

After giving five classes using this lesson plan and using the theoretical concepts already mentioned I can say that I used a combination of methods and techniques into just one method: every session or class started with a grammar explanation followed by the teaching of two of the language skills (reading, listening, speaking or writing) and finally the application of oral communicative activities. These three steps could make up a method for teaching English as an L2, the teaching of vocabulary is included in the teaching of the skills of the language before, while or at the end of the activity, the activation of schema is included, the pre, while and post comprehension activities for reading and listening are included in every activity students do in the class, the use of guided dialogs promotes memory and repetitive activities for learning structures and vocabulary, the construction of meaning is done when students have communicative activities by the end of the class; many theoretical concepts taught in this specialization are put together and used in this lesson plan and they proved to be effective because students demonstrated comprehension of the structures, good use of the grammar and fluency of the language taught, good use of the new vocabulary and their assessment had good results too.

As it was mentioned before the PBA (performance based assessment) was used during the application of this lesson plan, students showed improvement in their grammar and fluency when they had speaking activities, students showed improvement in the aspect of their writing production: more content and more variety of grammatical structures were used in their writings, their listening and reading comprehension apparently remained in the same level.

The students reacted well to these five sessions of the lesson plan, they seemed to enjoy the dynamic of the class, during the five classes more emphasis was put in the listening, reading, speaking or writing skills instead of the review of boring grammar explanations, they worked with meaningful and real life activities that let them get the meaning of things of the target language they are learning, it is important to mention that the age of these students was considered so as to teach the language: they are students of high school level (between twelve to sixteen years old) and we can not expect a so high level command of the language and its structures, but the good use of the content we are teaching them, pedagogically the teacher needs to consider the attitudes, skills, capacities, background, perspectives and context of his students in order to

perform in the best way possible and in order to let his students get the most and the best learning possible.

In regards to my teaching identity and my teaching philosophy I can mention that after teaching with this lesson plan and all the theory that it involves I have developed the vision that the new generations of teachers, educators, and even university courses need to look at the new tendencies, necessities, skills, contexts, learning styles and attitudes that kids, teenagers and all young people have, it is undeniable that people change, our society changes through the time and we the teachers need to change too, we can not continue teaching the same way to the new generations that are coming to our classrooms, I developed this vision after observing that my students reacted well to the theory, method and techniques I used with them in the classroom, however it was evident that my students are really involved in the use of technological devices in their lives, their socialization, their learning, their communication and their social interaction in general. It is really necessary to carry new research in regards to new methods, ways, techniques and philosophies in education and very specifically here in the teaching of languages in our classrooms.

Conclusions

Teaching the English language as an L2 represents such a job that involves theoretical concepts, development of material, research and professional work so as to understand the social, affective, communicative and cultural aspects of small groups of people in a classroom that not everybody is able to understand, every time teachers are to work to teach a foreign language or any subject they face a series of problems that may affect the development and performance of the class, and they need to be able to face these situations too, teachers also need tools to be able to take control of the class when needed, teachers need lots of theoretical concepts, knowledge and preparation to perform in the best way possible in front of a group of students.

Thanks to the design of the material and this lesson plan in order to teach the language, now it is visible all the work and preparation any teacher needs to develop in the best way possible, the preparation and professionalism of teachers is constant along the life.

The evaluation of the learning process of a second language is a serious topic that deserves all of our attention and study, making an evaluation of any learning process is not that simple as to just giving a test and cheking how many correct answers our students got in it, it is not the same a test than an assessment, and we as teachers of foreign languages must be aware that the testing or assessment of the learning of foreign languages is different than the learning of any other subject.

The knowledge of methods, approaches and techniques is very essencial in order to be able to design a series of activities focused to teach an L2, all teacher must be knowledgeable of methods, assessment, testing, techniques, behavior, interculturalism, linguistics, and all other theoretical concepts that might help in the performance of an effective teaching of an L2, thanks to the devolpment of this academical work, now it is visible all the importance theoretical concepts have in the performance of a good teacher.

By observing the video and the activities designed by me (the teacher) we can fall in the conclusion that the communicative approach is mostly used by me because I work mostly with listenings, readings, writings and speaking activities, most of the activities in these classes are orally given and short grammar explanations are given, the audiolingual method is also used because the guided dialogs are used to help students learn grammatical structures, few or any drills are used because in this part of the class students are basically making a review of all the school year and its content.

About the interculturality activities proposed by the specialization, it can be mentioned that the students reacted to them strangely, although it is the job of the teacher to make a smooth transition from the activities in the grammar book to the interculturality activities students immediately felt like those activities were extra activities, or like activities to refill the time in class, in general the students seemed to like the interculturality activities and they learned about the importance of accepting differences and other ways of thinking as to make a more integrated society.

It must be noticed that my teaching practice is based on repetition, memorization, controlled activities and communicative activities (the audiolingual method and the communicative approach), and all the techniques that teaching an L2 involves: activation of schema, assessment with rubrics, tests and correction of mistakes.

On the other hand, I would like to mention that I have learned under my experience that these students use and handle electronic devices all the time, and as it was mentioned before we the teachers need to start thinking of new theoretical concepts that involve electronic tools for the process of teaching-learning foreign languages to new generations. It is essential to start exploring how the new and young students need to be taught, what necessities, interests and capabilities they have to learn in the best way possible, new people and new generations are already here and we the teachers need to change and adapt ourselves to teach in new, more effective and different ways.

Thanks to this specialization now I consider myself a more prepared teacher, it has given me the knowledge and tools to perform better, it has given me knowledge and teaching techniques I did not have before and that I would have never been able to learn and to use, I feel grateful and pleased to this specialization.

References

- Armenta, B. (2020). *Análisis del enfoque comunicativo en la producción oral dentro del centro de enseñanza y aprendizaje de lenguas*. Tesis de licenciatura. Universidad pedagógica nacional.
- Cabrera, M. (2014). *Revisión de los diferentes enfoques y métodos existentes a lo largo de la historia para la enseñanza de lenguas extranjeras*. Tesis de licenciatura. Universidad de Jaén.
- Cambridge assessment. (2024). *Marco Común Europeo de Referencia para las Lenguas* (Cambridge Assessment, Ed.). Obtenido de: <https://www.cambridgeenglish.org/es/exams-and-tests/cefr/>
- Martin, M. (2009). *Historia de la metodología de enseñanza de lenguas extranjeras*. Tejuelo. Didáctica de la lengua y la literatura. Obtenido de: <https://dialnet.unirioja.es/servlet/articulo?codigo=2983568>
- Muñoz, A. (2010). *Metodologías para la enseñanza de lenguas extranjeras. Hacia una perspectiva crítica*. Revista Universidad EAFIT. Obtenido de: [Metodologías para la enseñanza de lenguas extranjeras. Hacia una perspectiva crítica \(eafit.edu.co\)](http://www.eafit.edu.co/revista/revista-2010-2011/revista-2010-2011-2/metodologias-para-la-ensenanza-de-lenguas-extranjeras-hacia-una-perspectiva-critica)
- Richards, J. & Rodgers, T. (2003). *Enfoques y métodos en la enseñanza de idiomas*. (2da edición). Edinumen.
- Tovar, A. (2001). *El constructivismo en el proceso enseñanza-aprendizaje*. Instituto Politécnico Nacional.
- UPN. (n.d.). *Principles of the audiolingual method*, Obtenido de: <https://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=5156&chapterid=11446>
- UPN. (n.d.). *Communicative language teaching*. Obtenido de: <https://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=5156&chapterid=11451>
- UPN. (n.d.). *Behaviorism: language acquisition from a psychology perspective, Behaviorism – a school of psychology*. Obtenido de: <https://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=5070&chapterid=11106>
- University at Buffalo. (2024). *Constructivism. Office of Curriculum, Assessment and Teaching Transformation*. Obtenido de: <https://www.buffalo.edu/catt/teach/develop/theory/constructivism.html>
- UPN. (n.d.). *Vigotsky and the genetic method*. Obtenido de: <https://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=5089&chapterid=11178>
- UPN. (n.d.). *Concept of ZDP*. Obtenido de: <https://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=5089&chapterid=11189>

Appendices

Appendix 1. Lesson plan.

SESSION 1 GRAMMAR/READING/Writing THE CITY WHERE I LIVE
<p>Objective: Students will review the simple present tense, the verb to be and they will sharpen their reading and writing skills.</p> <p>Class time: 1 hr</p>
Grammar (5 minutes)
<p>T. focuses SS's attention to the grammar square by saying we use the <i>simple present tense</i> to talk about <i>habits, routines and general information</i>, then T. explains the affirmative and negative structures by mentioning the use of verbs in present and the use of the auxiliary don't for negative sentences.</p>
1 Reading (10 minutes)
<p>Activate schema: T shows SS the picture of the reading and he asks SS: "What can you see in the picture?, Is it a beautiful city?, Can you see the description of Clark?"</p> <p>Instructions: T tells SS they are going to read a text about the city where Clark lives, T tells SS to read the text and to pass to the board to write any word they don't understand in the reading, if necessary T gives meaning of words.</p> <p>☺ <u>Answers: 1C, 2A, 3B, 4C, 5A</u></p> <p>Reading time: T gives SS a minute to read the text.</p> <p>After reading: T asks SS what they understood of the reading (SS make comments about it), after that T and SS answer the comprehension question as a whole class.</p>
2 Writing (10 minutes)
<p>Activate schema: T asks SS "Do you remember the city where Clark lives?"</p> <p>Instructions: T tells SS they are going to read a small paragraph about a description of a city, and T tells a SS to read the instructions of number 2 in the activity, then T tells SS that small paragraph is an example for what they have to write.</p> <p>Writing time: T gives SS 5 minutes to write their paragraph in the square provided.</p>
Grammar review (10 minutes)
<p>Activate schema: T ask SS: "Do you remember the simple present tense?", "Do you remember the verb to be?", "Do you remember the auxiliary for future tenses?"</p> <p>Instructions: T tells SS they need to read the texts of Clark and Jonathan in the reading and writing activity and they need to underline the sentences with simple present tense, verb to be and simple future.</p>
Activity 1 to promote interculturality (10 minutes)
<p>Activate schema: T ask SS; "What is the topic of the reading in the class of today?", "Did you write about your city in today's class?"</p> <p>Instructions: T tells SS that they are going to discuss the differences between the culture of Clark in the reading and Jonathan in the writing, T asks SS the following questions...</p> <ul style="list-style-type: none"> • What are the differences between the cities of Clark and Jonathan? • Do they have different cultures? • Do you think they might be friends? Why? Why not?

- Do you have friends from other cities?
- How is your relationship with them?
- Is it important to accept people with different habits, personalities and traditions? Why? Why not?
- Do you accept people with different habits, personalities and traditions?

Activity 2 to promote interculturality (15 minutes)

Actívat schema: T asks SS “do you like to make drawings?”, “can you make a drawing to represent an important idea?”

Instructions: T writes on the board *The importance of accepting people from other cultures*, and then T tells SS to make a drawing in which they represent the sentence on the board.

<p style="text-align: center;">SESSION 2 GRAMMAR/LISTENING/SPEAKING MEETING OTHER STUDENTS</p> <p>Objective: Students will review the verbs to be for 3rd person, they will learn vocabulary and they will sharpen their listening and speaking skills.</p> <p>Class time: 1 hr</p>
<p style="text-align: center;">Grammar (5 minutes)</p>
<p>T. focuses SS's attention to the grammar square by saying we use <i>the verb to be</i> for the <i>concept of origin</i>, T. explains the interrogative, affirmative and negative structures and the use of the expression <i>be from (place/city/country)</i>.</p>
<p style="text-align: center;">1 Listening (15 minutes)</p>
<p>Actíivate schema: T asks SS "What can you see in the illustration of the activity 1?","Are they friends or do they work together?","What is an introduction of two or three people?"</p> <p>Vocabulary presentation: T asks SS if they know the vocabulary next to the picture or T teaches the new words to SS.</p> <p>Instructions: T says "You will hear a teacher telling three students to introduce themselves to each other, then you have to answer the questions, first you read the questions before you listen" T gives SS a minute to read the questions.</p> <p>Listening time: T plays the audio for SS to answer the question up to two times, then T checks answers.</p> <p>☺ Answers: 1C, 2A, 3C, 4C, 5C</p> <p>Follow up activity: T asks SS the following questions:</p> <ul style="list-style-type: none"> • What expressions did you hear in the introduction of the students? • How many people participated in the audio? • Where is this conversation taking place? • How many men are there in the audio? • How many women are there in the audio? • What school subjects were mentioned in the audio? • Were they friendly people during the dialog? • Did they become friends at the end?
<p style="text-align: center;">2 Speaking (10 minutes)</p>
<p>Activate schema: T asks SS "Do you remember the three students in the previous activity?", "What was the conversation about?", "Was that an introduction?"</p> <p>Instructions: T says "two students are going to read the dialog in the activity, one student is person a and the other student is person b, then the second time the same students read the dialog with the blanks in parentheses including their own information, and the third time the same students will say the dialog without seeing the paper", all students should perform the dialog in the class.</p>
<p style="text-align: center;">Activity 1 to promote interculturality (15 minutes)</p>
<p>Activate schema: T asks SS "Do you like to meet new people?", "Do you like to make new friends?", "Do your friends have different habits?", "Do you accept your friends as they are?"</p>

Instructions: T tells SS "let's make a list on the board about what different habits or personality differences our family members or friends have" (T elicits ideas) after that you will write a small paragraph about why it is important to accept people with different habits and traditions.

Activity 2 to promote interculturality (15 minutes)

Activate schema: T asks SS "What is interculturality?", "Do you think there is a combination of cultures in the society of today?"

Instructions: T tells SS "you will work in pairs or trios and on a piece of paper you have to answer the question: What is interculturality?, then one member of the team has to write the answer of the question on the board"

Follow up activity: T reads all the definitions on the board and he asks SS their final definition of interculturality.

<p style="text-align: center;">SESSION 3 GRAMMAR/READING/SPEAKING GOING OUT</p> <p>Objective: Students will review the simple past tense and they will sharpen their reading and speaking skills.</p> <p>Class time: 1 hr</p>
<p style="text-align: center;">Grammar (5 minutes)</p>
<p>T. focuses SS's attention to the grammar section by mentioning we use the <i>simple past</i> tense to talk about <i>completed actions that happened in the past at an specific time</i>, emphasising the time expressions and the use of verbs in past, simple form and auxiliaries in interrogative and negative forms.</p>
<p style="text-align: center;">1 Reading (15 minutes)</p>
<p>Activate schema: T asks SS "Do you like to go out?", "What kind of events do you like to attend to?", "What was the last event you attended?"</p> <p>Instructions: T tells SS to read the instructions in number 1 reading then T asks SS the following question:</p> <ul style="list-style-type: none"> • What events can you see in the reading? • How many events are there? • Are they interesting events? <p>While reading: T asks SS the questions in the activity one by one to elicit answers from students.</p> <p>© <u>Answers: 1D, 2AF, 3AE, 4BCE, 5ADF, 6ABCE, 7D, 8B, 9E, 10AD</u></p> <p>After reading: T asks SS the following questions:</p> <ul style="list-style-type: none"> • Where can you see advertisements like these? • What kind of people attend these events? • Do you like these events?
<p style="text-align: center;">2 Speaking (15 minutes)</p>
<p>Activate schema: T asks SS "What kind of conversation can people have when they are in a stadium?", "Do you remember the rugby game in the previous activity?"</p> <p>Instructions: T says "two students are going to read the dialog in the activity, one student is person a and the other student is person b, then the second time the same students read the dialog with the blanks in parentheses including their own information, and the third time the same students will say the dialog without seeing the paper", all students should perform the dialog in the class.</p>
<p style="text-align: center;">Activity 1 to promote interculturality (25 minutes)</p>
<p>Activate schema: T asks SS "What different events did you find in the previous activity?", "What kind of conversation can take place in the cinema?", "And what kind of conversation can take place in the Sci- Fi festival?"</p> <p>Instructions: T tells SS: "working in pairs or trios choose an event and using your imagination write a dialog between two or three people talking in that place" T writes an example on the board.</p> <p>Follow up activity: T asks SS the following question:</p>

- Why do people like different events?
- Do you think the culture of every person has a relationship with their decisions?
- Do we have to respect the decisions of other people? Why?
- If we respect other people we are better persons? Why?

<p style="text-align: center;">SESSION 4 GRAMMAR/LISTENING/WRITING FREE TIME</p> <p>Objective: Students will review the simple present tense with adverbs of frequency and time expressions, they will learn some vocabulary and they will sharpen their listening and writing skills.</p> <p>Time class: 1 hr</p>
<p style="text-align: center;">Grammar (5 minutes)</p>
<p>T. focuses SS's attention to the grammar section by explaining we use the <i>frequency adverbs before verbs</i> and the <i>time expressions at the end of the sentences</i>.</p>
<p style="text-align: center;">1 Listening (15 minutes)</p>
<p>Activate schema: T asks SS the following questions: "Do you have hobbies?", "What do you do in your free time?"</p> <p>Vocabulary presentation: T asks SS if they know the vocabulary next to the picture or T teaches the new words to SS.</p> <p>Instructions: T says: "You will hear a boy calling a swimming club, because he is interested in the swimming clases, then you have to answer the questions, first you read the questions before you listen" T gives SS a minute to read the questions".</p> <p>Listening time: T plays the audio for SS to answer the question up to two times, then T checks answers.</p> <p>☺ <u>Answers: 1C, 2B, 3A, 4A, 5C</u></p> <p>Follow up activity: T asks SS the following questions:</p> <ul style="list-style-type: none"> • Are you interested in swimming? • Is swimming a good sport? • Is it a dangerous sport? • Do you know a person who goes swimming?
<p style="text-align: center;">2 Writing (10 minutes)</p>
<p>Activate schema: T asks SS "What hobbies do you have?", "Do you have free time everyday?"</p> <p>Instructions: T tells SS they are going to read a small paragraph about free time activities, and T tells a SS to read the instructions of number 2 in the activity, then T tells SS that small paragraph is an example for what they have to write.</p> <p>Writing time: T gives SS 5 minutes to write their paragraph in the square provided.</p>
<p style="text-align: center;">Activity 1 to promote interculturality (30 minutes)</p>
<p>Activate schema: T asks SS: "Does everybody here have the same hobbies? Why? Why not?", "What is our culture?", "Do you think our hobbies are part of our culture? Why? Why not?"</p> <p>Instructions: T says: You are going to make a list of what aspects make up people's culture, for example: our hobbies, our future perspectives, our language, our history....etc after that you are going to mention your ideas to the class and explain your reasons.</p> <p>Follow up activity: T asks SS the following questions:</p> <ul style="list-style-type: none"> • After this activity what are your conclusions about culture? • Is culture different depending on every person? Why? Why not?

<p style="text-align: center;">SESSION 5 LISTENING/READING/WRITING/SPEAKING WORK</p> <p>Objective: Students will review the simple present tense, the verb to be and they will sharpen their listening, reading, writing and speaking skills</p> <p>Class time: 1 hr</p>
<p style="text-align: center;">1 Listening (15 minutes)</p> <p>Activate schema: T asks SS: "Can you see the man in the illustration of the activity 1?","What's his profession?"</p> <p>Instructions: T says: "You will hear five different people talking about their professions, you need to listen to the audio and then you answer the questions" T gives SS a minute to read the questions.</p> <p>Listening time: T plays the audio for SS to answer the question up to two times, then T checks answers.</p> <p>☺ <u>Answers: 1B, 2A, 3C, 4C, 5C</u></p> <p>Follow up activity: T asks SS the following questions:</p> <ul style="list-style-type: none"> • Which person had the most interesting job? • Which person had the most difficult job? • Which person had the easiest job? • Which person had the most important job?
<p style="text-align: center;">2 Reading (15 minutes)</p> <p>Activate schema: T asks SS the following questions: "What can you see on the activity number two?", "Is it a description of professions?"</p> <p>Intructions: T says "We are going to read the text about five different people and their professions and after that we are going to answer the questions" T has five SS in class read one paragraph each. Then T checks answers.</p> <p>☺ <u>Answers: 1B, 2E, 3A, 4E, 5C</u></p> <p>After reading: T asks SS the following questions:</p> <ul style="list-style-type: none"> • Is the life of adults difficult? • Is working a difficult thing adults have to do? • What's the profession of your parents or adults in your family? • Which job is the most difficult of all?
<p style="text-align: center;">3 Writing (15 minutes)</p> <p>Activate schema: T asks SS: "What profession or occupation do you want to have in the future?", "What are the activities of a veterinarian for example?"</p> <p>Instructions: T says: "In the activity 3 you can see a description of the activities a veterinarian has, this is an example for you to write an imaginary profession you have, you can copy the text and just change the verbs and the vocabulary"</p> <p>Writing time: T gives SS a moment to write their paragraph, then T makes corrections.</p>
<p style="text-align: center;">4 Speaking (15 minutes)</p> <p>Activate schema: T asks SS: "What is the topic of the activities of today?", "Is it important to think about your future profession?"</p>

Instructions: T tells SS: "In activity four you will find a set of ten questions that we can discuss in class, I will ask you these questions and you can rise your hand to express your ideas"

Appendix 2. Material for the five sessions.

SESSION 1

ACTIVITY 1 GRAMMAR/READING/WRITING

The simple present tense in affirmative and negative form

I work at the post office

Children don't go to school on the weekend

The restaurant serves pizza and ice cream

1 Read the text and answer the questions

THE CITY WHERE I LIVE



My name is Clark, and I will tell you about my city

I live in an apartment. In my city, there is a post office where people mail letters. On Monday, I go to work. I work at the post office. Everyone shops for food at the grocery store. They also eat at the restaurant. The restaurant serves pizza and ice cream.

My friends and I go to the park. We like to play soccer at the park. On Fridays, we go to the cinema to see a movie. Children don't go to school on the weekend. Each day, people go to the hospital when they are sick. The doctors and nurses take care of them. The police keep everyone safe. I am happy to live in my city.

QUESTIONS

1 Where does Clark work?

a-at the bank

b-at a restaurant

c-at the post office

2 What do people do when they are sick?

a-they go to the hospital

b-they take medicine

c-they stay home

3 What does the restaurant serve?

a-Mexican food

b-pizza and ice cream

c-vegetarian food

4 How does Clark feel about the city?

a-he is nervous to live in the city

b-he is angry to live in the city

c-he is happy to live in the city

5 What sport do Clark and his friends like to play?

a-soccer

b-baseball

c-tennis

2 Write a similar paragraph to describe your city, follow the example

My name is Jonathan and I live in a small town in Morelos Mexico, I live with my parents and my sister, we live in a small apartment, our city is very noisy and dynamic, all the people are walking in the streets to go to their jobs in the morning, traffic is also very active. My city is beautiful and very peaceful on weekends, I sometimes go to the park with my school friends or we go to another friend's house to play video games or to play at the park, I love my city I was born here and I will always be here.

--

SESSION 2

ACTIVITY 2 GRAMMAR/LISTENING/SPEAKING

The verb to be (origin) 3rd personIs Selim from Manchester?No, he isn't from ManchesterWhere is he from?He is from Leeds

1 Listen to the audio and answer the questions.

MEETING OTHER STUDENTS

VOCABULARY

accent
 mum
 Scottish
 dad
 history
 maths
 arts
 sciences
 both
 near



QUESTIONS

1 What are the names of the people in the audio?

- a-Sara, Robert and Cara
- b-Selim, Cara and Alex
- c-Cara, Robert and Selim

2 Where is Cara from?

- a-Glasgow
- b-Berlin
- c-Madrid

3 Where did Selim grow up?

- a-he grew up near Lisbon
- b-he grew up near Paris
- c-he grew up near London

4 What is Cara studying?

- a-French and maths

- b-history and German
- c-history and French

5 What is Cara's opinion about German?

- a-it is very easy
- b-it is so hard
- c-it is so important

2 Act out the following dialog

MEETING OTHER STUDENTS

a-Hi I'm (Vanessa) How are you?
 b- I'm fine, my name is (Rodrigo)
 a-Nice to meet you, where are you from?
 b-I'm from (Morelos)
 a-Where do you live?
 b-I live in (Mexico city)
 a-Are you doing (math and biology) in this school?
 b-Yes, I'm doing (math and biology) and you?
 a-I'm doing (English and History)
 b-Well, nice to meet you
 a-Nice to meet you too



a-Hi I'm (____) How are you?
 b- I'm fine, my name is (____)
 a-Nice to meet you, where are you from?
 b-I'm from (____)
 a-Where do you live?
 b-I live in (____)
 a-Are you doing (____and____) in this school?
 b-Yes, I'm doing (____and____) and you?
 a-I'm doing (____and____)
 b-Well, nice to meet you
 a-Nice to meet you too

SESSION 3

ACTIVITY 3 GRAMMAR/READING/SPEAKING

Simple past tense

Did you go to the stadium last weekend?No, I didn't go to the stadium last weekendWhen did you go to the stadium?I went to the stadium last year

1 Read about the following events and answer the following questions

GOING OUT

teen
WORLD GOING OUT **what's on?**

A **Inline skating marathon**
30 km on wheels
@ Bradgate Park, Sun 29 July
Starts 10 a.m.
 Register at 
www.inlineskatemarathonjuly.com

B **sci-fi festival**
Sat 28 July
12 p.m. - 12 a.m. at the Phoenix Arts Centre

Admission
£15 children & seniors
£20 adults

C **Oliver!**
The musical
At The Curve Theatre,
Rutland Street
Tues 31 July – Sun 12 Aug
Tickets available at The Curve Theatre ticket office.

D **RUGBY**
 **Leicester Tigers**
v  **Nottingham Giants**
Pre-league friendly match
Sat 25 August
Kick-off at 3:00 p.m.
City Stadium

E **NEW multi-screen cinema**
Opens Sat 28 July
12 screens with digital sound and 3D projection systems
Cine Paradise, Victory Square,
Nottingham, NT1 3BR
For full listings check
www.cineparadise-notts.co.uk

F **Medieval market**
Shepton town square
Thurs – Sun
10 a.m. – 11 p.m.
Traditional crafts, food,
sports and games

QUESTIONS

1 Which events will take place in a stadium?

A B C D E F

2 Which events start in the morning?

A B C D E F

3 Which events mention a web page?

A B C D E F

4 Which events take place indoors?

A B C D E F

5 Which events take place outdoors?

A B C D E F

6 Which events happen in July?

A B C D E F

7 Which events happen in August?

A B C D E F

8 Which events accept children?

A B C D E F

9 Which events mention an address?

A B C D E F

10 Which events are about a sport?

A B C D E F

2 Act out the following dialog

AT THE CITY STADIUM

a-(Erika) are you enjoying the (rugby game)?

b-Yes, It's a friendly match, but the players are running a lot

a-That's right, the last time I came to the stadium was (last year)

b-Why? Don't you like (rugby games)?

a-Yes I like (rugby games) but I prefer (basketball games)

b-(Basketball) is a really interesting sport

a-(Basketball) is my favorite sport



a-(_____) are you enjoying the (_____)?

b-Yes, It's a friendly match, but the players are running a lot

a-That's right, the last time I came to the stadium was (_____)

b-Why? Don't you like (_____)?

a-Yes I like (_____) but I prefer (_____)

b-(_____) is a really interesting sport

a-(_____) is my favorite sport

SESSION 4

ACTIVITY 4 GRAMMAR/LISTENING/WRITING

Adverbs of frequency vs time expressions

I sometimes visit my grandparents on weekends My parents work from Monday to Friday

1 Listen to the audio and answer the questions

FREE TIME

VOCABULARY

water polo

under 14s club

to train

match

join

swimming pool

complete a form

Can I take your name?



QUESTIONS

1 What's the name of the swimming pool?

a-Jameston swimming pool

b-Bigstone swimming pool

c-Brownton swimming pool

2 How old is the boy?

a-19 years old

b-15 years old

c-12 years old

3 What kind of club does the boy want?

a-the under 16s club

b-the under 15s club

c-the under 14s club

4 When does the training start?

a-on September 2nd

b-on February 15th

c-on June 30th

5 What's the name of the boy?

a-Bryan Smith

b-Cesar Davids

c-Tyrone Williams

2 Write a paragraph about your free time activities, follow the example

I only have Saturdays and Sundays as my days off, I sometimes visit my grandparents on weekends because my parents work from Monday to Friday and we don't normally have time to go out, in my free time I like to watch videos on the internet, I love sports videos and music videos as well, I never do homework on weekends because it is my time to relax and to forget all about school, I also like to go out with friends to play soccer or basketball, the best part is when I arrive home to spend time with my family, I also like to go to the movies with my friends or with my family, I enjoy going shopping too.

SESSION 5

ACTIVITY 5 LISTENING/READING/Writing/SPEAKING

1 Listen to the audio and answer the following questions

WORK



QUESTIONS

1 In what department does person a work?

- a-in the sports department
- b-in the children's department
- c-in the electronics department

2 What does person b say about meeting people?

- a-he loves meeting people from all over the world
- b-he had bad experiences meeting people
- c-he likes to meet latin american people

3 What is the profession of person c?

- a-he is a veterinarian
- b-he is an accountant
- c-he is a dentist

4 What's the most difficult thing in person d's job?

- a-when he works with people
- b-when he works on weekends
- c-when the weather is bad

5 Where does person e work?

a-he works in a clinic

b-he works in a laboratory

c-he works in a hospital

2 Read the descriptions of the following 5 people's jobs then answer the questions

PERSON A

I work on Saturdays and in the school holidays. Saturdays are busy because that's when everyone goes shopping. Our shop sells clothes and accessories for men, women and children. I work in the children's department. It can be crazy sometimes, but it's fun.

PERSON B

I work during my summer holidays when I'm not at university. Oxford has thousands of tourists in the summer, so it's easy to find a job as a tour guide. I take tourists to visit the university colleges and then we go down to the river. We go along the river on a boat. The tourists love the boat trip, but last summer one tourist fell in the river! I love meeting people from all over the world.

PERSON C

I like my job, but lots of people don't like coming to see me because they hate dentists. Sometimes it's very hard work, but it's great to help people when they have a problem. It's so important to look after your teeth.

PERSON D

My job is very difficult, but I like it because I love flying. I fly planes that take people to different places on holiday. Most of the time I fly in Europe to places like Spain, Greece and Italy. The most difficult thing about my job is when the weather is bad. Snow and thunderstorms are the worst. The best thing is visiting different places.

PERSON E

I work in a hospital in the city centre. It's a very big hospital. I help the doctors with the patients. I give them their medicine and look after them when they feel ill. I love my job but I don't like the uniform and sometimes I have to work at night.

QUESTIONS

1 Which person works during summer holidays?

- a-PERSON E
- b-PERSON D
- c-PERSON B

2 Which person does not like the uniform?

- a-PERSON A
- b-PERSON C
- c-PERSON E

3 Which person works in school holidays?

- a-PERSON A
- b-PERSON C
- c-PERSON D

4 Which person has to work at night?

- a-PERSON C
- b-PERSON D
- c-PERSON E

5 Which person says "it's great to help people when they have a problem"?

- a-PERSON B
- b-PERSON C
- c-PERSON D

3 Imagine your profession (doctor, lawyer, architect, etc.) and write a description of your activities, follow the example

I am a veterinarian, I love animals, I think it's important to help animals because they are pets and they can feel happy, sad or they can feel love for us, I love my job because I feel satisfaction when I help a sick pet, people pay me for helping their pets but I do my job because I love animals, I don't like when animals are very sick and their owners don't bring them to the clinic, it's very sad to see very sick animals, my father is a doctor and he helps people so I decided to become a veterinarian to help animals.

--

4 Work in groups and discuss the following questions

QUESTIONS

- 1 What professions are interesting for you?
- 2 What do you want to be when you become an adult? Why?
- 3 What professions are not interesting for you? Why?
- 4 What profession is your father?
- 5 What profession is your mother?
- 6 What professions are there in your family?
- 7 Do you think the life of adults is difficult? Why? Why not?
- 8 Is school important for your future life? Why? Why not?
- 9 Is English important for your professional life? Why? Why not?
- 10 What university do you like? Why?

Appendix 3. Rubric to evaluate the writing skill.

Criteria	Excellent (5 points)	Very good (3 points)	Good (2 points)	Basic (1 point)
Content	A good narrative with strong supporting details and it demonstrates a deep understanding of the topic with original ideas.	A coherent argument or narrative with relevant supporting details.	It may lack clarity in supporting details and it demonstrates limited understanding of the topic.	It demonstrates misunderstanding or confusion about the topic and it lacks details or important information.
Vocabulary and punctuation.	It employs varied vocabulary effectively to convey meaning, few to no errors in grammar and punctuation.	Uses a range of vocabulary appropriately to convey meaning, few minor errors in grammar.	Vocabulary may be limited or imprecise, several errors in grammar, punctuation, or spelling distract from meaning.	Limited vocabulary restricts clarity and precision of expression; numerous errors in punctuation or spelling impede comprehension.
Grammar	It uses expressions and structures correctly; coherent, punctuation and spelling are used perfectly.	There are few mistakes in punctuation, grammar and spelling but it express ideas clearly.	Grammar use is not correct; lack of variety in tenses, some spelling mistakes and punctuation is not good at all.	Many errors in grammar and punctuation, spelling impede understanding.

Appendix 4. Rubric to evaluate the speaking skill.

Criteria	Excellent (5 points)	Very good (3 points)	Good (2 points)	Basic (1 point)
Gramatical accuracy	Very few mistakes	Some mistakes that do not affect meaning	Some mistakes that make the speech difficult to understand	So many mistakes that take away meaning
Pronunciation	Sounds almost like a native speaker	Easy to understand	Difficult to understand	Incomprehensible or changes word stress
Fluency	Natural patterns of speech	Occasional pauses	Frequent pauses	Does not flow

Appendix 5. Link to see the performance of the teacher.

https://drive.google.com/file/d/16DQ6z3T1xesYiQ0VXW_TJjMeJigPVMUy/view?usp=sharing