



# **Universidad Pedagógica Nacional**

**Unidad UPN Ajusco**

**Especialización en Aprendizaje y Enseñanza del  
Idioma Inglés (EEAILE)**

## **Disertación final**

**Nombre del proyecto: cómo invitar y hacer arreglos  
cuando no estás en México**

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Ciudad de México, 13 de junio de 2021



# **Universidad Pedagógica Nacional**

## **Specialization in English Language Learning and Teaching (EEAILE)**

### **Final dissertation**

**Project's name: How to invite and make arrangements  
when you are not in Mexico**

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**Date:** 13<sup>th</sup> June 2021

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## Introduction

This final dissertation of the Specialization in English Language Learning and Teaching aims to express the final analysis and teaching philosophy developed in this specialization at Universidad Pedagógica Nacional. This paper is divided into three main parts: a) theoretical foundations, b) applications, and c) description and analysis, which are subdivided to give a deep analysis of each aspect of the paper. It is essential to consider that this paper aims to promote student's intercultural communicative competence by developing a lesson plan that considers cultural diversity. For that reason, it is fundamental to promote activities that focus on intercultural aspects and the four aspects of communicative language teaching, according to CFER (2018).

In the first stage of the paper, "Theoretical foundations," an analysis expresses the importance of language teaching and teaching theories in a language class. Additionally, there are two subdivided parts: a) theoretical basis about language, language learning, language teaching, and b) teaching philosophy. The first is related to essential aspects that a teacher must remember when planning, teaching, and assessing students in a language course. The second one is related to my teaching philosophy created by my experience as a teacher and a student. This one is connected with teaching basis and philosophy analysis and connected during my studies in this specialization. It is important to consider that this teaching philosophy has evolved after analyzing the three specialization models. Thus, I consider that it is important to expose some relevant subjects from the complete course. Additionally, I took some of my previous papers to compare my teaching philosophy at the beginning of the course with my final teaching philosophy after all the knowledge and experience of this course.

The second stage, "Applications," shows the implementation of my teaching understanding and how I promoted the language in an English class. In this section, there are four subdivided parts. The first part is lesson planning, a four-hour lesson plan that promoted the four skills in a language. As mentioned in the assignment, this lesson plan integrates intercultural activities, and it follows the curriculum of my

Institute. Each stage focuses on developing a skill, listening, reading, writing, and speaking in a pre-stage, while-stage, and post-stage. For that reason, we could develop other skills while we were promoting the main skill.

Additionally, this lesson plan promotes intercultural activities on a Saturday lesson course for a basic 1 level in my Institute. After checking the curriculum and material, I consider that intercultural competence can be promoted in this lesson because students could better interact with the language and not only with language structure. One crucial aspect that needs to be considered when we learn and teach English is that it is an international language spoken in many countries, and there are differences in each country. For that reason, we need to promote diversity and cultural acceptance.

The second part of “Applications” is “Material and resources of learning.” I mainly used the course materials and adapted some web resources to promote authentic material in class and intercultural language competence while developing language skills. Additionally, I used PowerPoint presentations to give my students a better view of the material than a PDF file. The third part of this section is “Instruments of learning assessment,” which mentions the instruments used to assess students’ progress. The two main instruments used were selected by analyzing the evaluation techniques and models in this specialization. The last section of this stage is the URL link for the class’s video; this represents the implementation of the activities in a class because the Institute’s rules did not allow to record a virtual class and student’s interaction.

Finally, the third stage of the paper, “Description and analysis,” gives a critical analysis and some conclusions about implementing the class and the activities promoted to encourage students’ cultural competence. In this final stage, I consider my progress in the language and my teaching during the specialization. These studies helped me understand the importance of systematic and analyzed activities that promote students’ language learning process in different skills and develop their communicative language competence. Additionally, I expressed the differences that I observed in my teaching practice before and after this specialization.

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

This section of the paper analyses and summarizes the important aspects of the specialization and the theoretical basis relevant to my teaching philosophy. For that reason, there is an analysis of language teaching methodologies and approaches expressed in Model 1, “English Language, Learning, and Teaching. Constructing one's language teaching philosophy”. After that, there is a review of “Best practices for developing language skills in the English classroom”. Also, there is a final review about evaluation models and strategies to assess students, which were part of the content in module 3, “Intercultural Communication, Assessment, and Integration.” I considered that it was relevant to analyze the important aspects that have changed my teaching philosophy in this specialization. For that reason, my teaching philosophy is at the end of this part of the paper.

### **1.1 Theory underlying your teaching practice and identity**

First of all, it is crucial to review language teaching methodologies and approaches currently relevant to my teaching philosophy. Communicative language teaching focuses on applying the target language form, meanings, and functions. The main goal of this approach is developing communicative competencies. I still believe that the importance of learning a language is to communicate through the target language. Learners must create connections between themselves and the target language because they will interact in a social context; as Cook (2001) mentioned, communicative competence should be developed, and it can help us communicate in a social text. As teachers, we need to consider that language learning is a social cognitive process that promotes communication through speaking, listening, reading, and writing. Students have to negotiate meaning and convention when using the language. For that reason, we cannot teach only one aspect of the language or one skill. We have to integrate different aspects of the communicative language competencies in English.

Teachers should promote natural learning environments where students could develop their communicative language competence. This approach promotes that students are communicators, cooperative collaborating, and active participants in their learning process. The teacher has an important role because he has to be a

facilitator in his students' learning process. For that, it is meaningful to use authentic material in classes and attract students to use the language in English activities. Exciting activities can be promoted by technology as computer-assisted language learning (CALL) or the mobile-assisted language (MALL) (Park et al., 2011) or Learning Management System (LSM) (Shyam, 2012).

Secondly, developing linguistic skills principles were analyzed, and the significant aspects are mentioned in this paper. To develop reading and writing skills, we need to understand the complexity of acquiring a language. We need to consider that students are influenced by their attitude, life experience, and prior knowledge. It is essential to consider a student's background and promote activities that can be meaningful and successful for students according to their previous knowledge and context. To develop writing skills, we need to check the similarities and differences between the mother tongue and the target language in writing conventions. It is vital giving feedback to encourage them to learn and promote their improvement in writing. Additionally, using authentic material is excellent advice to promote reading and writing activities in a language course.

It is essential to select authentic material according to our students' levels to develop listening skills, and they do not get frustrated. Students do not know so many words that they can be unmotivated if they do not understand any part of the listening track. A critical principle of developing listening skills is that an English teacher must consider processing sound and processing meaning. Speaking skill is equally important because it is a macro skill that is connected with fluency and accuracy. Teachers have to consider the speaker calls of accurate language and fluent language. Additionally, we need to focus on positive feedbacks when speaking activities because they have to develop their communicative language competence.

It is essential to recognize the differences between a test and an assessment. As mentioned, testing is "a method of measuring a person's ability, knowledge or performance in a given domain" (Brown, 2004, p. 3). However, assessment is "an ongoing process that encourages a much wider domain" (Brown, 2004, p. 4). In other words, assessment is a more complex evaluation than testing. Traditional teaching promotes testing students as the only way to evaluate them. Personally

speaking, my English learning experience was focused on testing my knowledge of each module. The Institute mainly evaluated grammar and three skills: a) reading, b) writing, and c) listening, but they did not test speaking. I consider that was not a great way to develop communicative language competencies because students focus on the course content.

Nowadays, I realized that speaking needs should be promoted in daily activities. Students should have feedback to improve because feedback can have positive effects on students' learning process. However, I do not forget the importance of tests in students' evaluations. If they have a score, they can have a position on a scale. We need to develop tests that follow many descriptors with a base and can be applied in our specific context. I do not believe that we can start our assessment or create a test with our teaching philosophy. The need to have a base in theoretical foundations and a framework as Common European Framework of Reference (CFER, 2018) mentions some descriptors that explain what a user can do at each level. This framework has a global scale that presents the six levels in a summarized table which orients users and teachers to understand each level. Additionally, there is a self-assessment grid table that orients learners, teachers, and users to understand more detailed descriptors to self-assess each level of proficiency. CFER is a framework that can help teachers in their teaching practice and assess students because some fundaments can be used in any context.

Regarding tests, some principles are exposed in the unit: a) practically, b) reliability, c) validity, d) authenticity, and e) washback. I have no objection that the five principles are equally important. However, I will focus on two: a) reliability and b) validity. The first term is related to consistency and dependency because tests can be reliable or not by many factors: a) student-related reliability, b) rater reliability, c) inter-rater reliability, d) intra-rater reliability, e) test administration reliability, and f) test reliability. All these factors can affect how students anticipate answers (student-related), experience with rating, fatigue, distractions, ability to decode learners' handwriting can modify scores (inter-rater), teachers or evaluators' perceptions can also modify scores (intra-rater), how a test is administrated (test administration reliability) and the length of the test, the allotted time to complete a test or the clarity of the test's items (test reliability).

On the other hand, validity focuses on “the extent to which the inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment” (Brown, 2004, p. 22). I consider that tests need to be driven on a pilot test before considering it as a valid test because it can affect students if they do not have a good grade and the test does not have acceptable measures related to a) construct validity, b) content validity, c) criterion-related validity and d) face validity. It is essential to validate a construct because it sometimes tests other things that we are not evaluating. I consider that a problematic exercise is ordering letters to create words. These items can be wrong to some people. For that, I consider relevant the question “Are we testing what we think we are testing?”. People in charge of creating exams in my Institute do not validate tests. It can be realized which much error in items and possible answers. Additionally, some difficult items are hard for a teacher, which is inevitably incorrect for most students.

According to the lesson, there are direct and indirect testing, e.g., pronunciation items. I am convinced that indirect pronunciation testing is complex for elementary students because they are learning phonetic symbols. Although, I am not complete against these items. These sections should have fewer marks because I had some students that only with this wrong section, they failed the course. After all, that section has 20 marks, and they need 80 marks to pass the exam. I consider that the validity coefficients are essential. An invalid test could make students frustrated. They can fail courses if the test does not have validity as some exams in my Institute.

As well as that, informal and formal assessment is an important concept to be exposed in this paper. I consider that informal assessment is equally essential for students’ learning because they orient them in both assessments. However, formal assessments are more systematic and elaborated than informal assessments.

On the other hand, it is essential to consider the differences between formative and summative assessment. We sometimes consider the most crucial summative assessment. However, formative assessment has a great value to students’ progress and their understanding. Students can check their progress when a teacher gives them feedback, and they can realize their advances and

mistakes in the language. If they understand their mistakes, they can try to avoid them when they use the language.

Last but not least, I would like to speak about portfolios which are a collection of students' works where it is visible student's effort and progress. Teachers can check different aspects of language such as grammar, pronunciation, reading, writing, listening, and speaking because we can collect different activities. I consider that digital portfolios can collect more evidence because we can keep audio or videos created by students. Their progress is evident in this sizeable digital folder. However, it is complicated when students are in a language course, and they change teacher every course. This happens in my Institute, and we only grade with exams. I consider that assessment in this language center needs to be improved.

One current way to assess is Performance-Based Assessment (PBA), which Valdez Pierce and O'Malley (1992). PBA consists of evaluating students by six characteristics: a) constructed response, b) higher-order thinking, c) authentic assessment (authenticity), d) integrative assessment, e) process and product, and f) depth over breadth. I want to focus on integrative assessment because students' progress is analyzed in an integrative assessment. They work in collaborative work. Additionally, it has different steps, and teachers can ask students to do some steps individually. Then, they integrate their knowledge and their understanding with their classmates'.

### **1.1.1 Evaluation model**

The primary purpose of assessing is evaluating students in an ongoing process that incorporates the complex learning process that students have in a language. For that reason, Brown (2004) exposed that it possesses a much broader domain than testing. I consider that learner-centered assessment is an alternative assessment applied in different phases of skill assessment. For example, students are more responsible for their reinforcement. It can motivate students to improve their learning if they realize the benefits of their learning responsibility. Coombe and Kinney (1999) exposed that we can use a comprehensive checklist that includes different aspects of each of the three testing phases. I consider that checklist can be applied in different skills areas at the end of the lesson. Students can realize

their advance and progress of their learning after a lesson. For that reason, I promote checklists in my lesson plan and the instruments to assess my students with their auto-assessment. This learner-centered assessment can help students become active learners, as was mentioned (Coombe and Kinney, 1999).

Furthermore, assessing speaking skills can use a rubric (Kuhlman, 2008). I consider that the criteria shown in the rubric are well-balanced. They are an excellent option to improve in class because there is: a) pronunciation/diction, b) fluency, c) word choice, d) usage and e) ideas and meaning. However, I have realized that the rubric has to be adapted to the specific speech activity goals in classes. For that reason, I selected this rubric for the speaking section to give students formative feedback at the end of the lesson. Obviously, the speaking process has to be assessed. It has to be in formal and informal situations. As teachers, we need to check each student's speaking progress and identify their strengths and intervention areas. For that, a tracking chart is an excellent option to concentrate students' results. It is a more suitable assessment to track students' speaking progress in a term.

Moreover, the other skills are as necessary as speaking. Writing needs to consider the micro-and macro-skills as speaking and the other two skills. It was exposed that rubrics can be used to assess writing skills. However, they have to be adapted to writing micro-and macro-skills. There are other ways to assess writing, for example, the holistic rubric and analytic rubric/scales. Analytic rubrics can help us to analyze specific aspects of the writing domain because they focus on organization. O'Malley and Valdez Pierce (1996) exposed six criteria for its organization. Not all students can develop complete texts, and they can be adapted to our student's language level.

Additionally, they present an analytic rubric for mechanics and another one for composing. This possible way to assess writing is complex and time-consuming when 40 or 55 students are in a class. It could be used in other activities. Brown (2004) express that designing speaking tasks needs to consider relevant aspects: a) speaking activities cannot be isolated because they are connected to other skills or activities, b) eliciting the specific criterion need to be precise because sometimes prompts or instruction can confuse students, and c) a speaking rubric

has to try to avoid any short ambiguity, so it is vital that the teacher carefully checks criteria of a rubric. On the other hand, Brown (2004) writing is a more systematic skill divided into two components: a) language knowledge and b) strategic competence. They can be used to decide both holistic and analytic rubric.

At this time, it is essential to consider how to assess vocabulary and grammar. The importance of vocabulary learning is a critical area in language teaching. We tend to consider including meaningful vocabulary in classes or promoting memorizing words in students. It is the best way to learn vocabulary. On the other hand, grammar is complicated for students because they need to focus on form/structure, meaning/semantics, and pragmatics, as Larsen-Freeman (2001) mentioned in his “three-dimensional grammar framework.” I think that this framework needs to be considered when we plan a lesson. We are going to focus on grammar because it gives teachers organized information that can be used to promote student’s communication in our context. Students must realize the effective communication requires a sense of balance between functional interpretation and formal aspects. There are some possible ways to assess vocabulary, not only tests. We can evaluate vocabulary in the context of a language activity when they use the vocabulary naturally. For that reason, there are some dimensions of vocabulary assessment: a) discrete-embedded, b) selective-comprehensive, c) context-independent and context-dependent (Read, 2000).

As mentioned, grammar and context are related, and it is essential to balance functional interpretation on formal properness (Nunan, 1998). For that reason, grammatical skill needs to be assessed in both formative and summative ways because “formative assessment is part of the institutional process” and “summative assessment is given periodically to determinate at a particular point in time that students know and do not know” (Association for Middle-Level Education, 2021). It is essential to consider that teaching grammar can be an active and meaningful process that could help students understand grammar and feel more confident. As teachers, we play a functional role because giving students feedback provides a certain amount of information to differentiate between right and wrong grammatical aspects.

Subsequently, we need to differentiate between the informal assessment and the formal assessment. The first one refers to a continuous evaluation in classes that are mainly given without planning it. The second one refers to the process of assessing what is planned and prepared by the teacher. Formal assessment involves different systematic techniques that help teachers to determine students' progress and achievement. Assessing students is indeed arduous work. However, we currently have new technology that can help us assess different aspects of language learning. Computer-Assisted Language Learning (CALL) and Mobile assisted language learning (MALL) can promote different techniques to assess students.

Although technology can be an excellent helper to assess and track students' progress, teaching assessment is essential to promote students' independent learning because we evaluate the four skills of a language and students' communicative language competence. For that reason, I believe that assessment has to be a systematic process that can help us to evaluate them. I held them improving their knowledge language learning process.

## **1.2 Teaching identity and philosophy**

I would like to express that I consider that my student's experience was the base of my teaching philosophy at the beginning of the course. It is partly true because after teaching for nine years, I recognize that my teaching experience has improved. Also, I recognize that my teaching-learning has been fundamental to improve and promote different strategies in my classes. I still believe that learning English is difficult for a Spanish speaker because the metalinguistic aspects are different from our mother tongue. However, I recognize that a good English lesson can change students' attitudes toward the language. For that reason, I consider that it is essential that in each class, we promote intercultural competence and appropriate activities according to our students' level because they could be frustrated if they do not understand the language.

As a student, I consider that every teacher has to try to understand how they feel when using the language because they have to internalize a new system of language that is not their mother tongue. We need to consider that it is harder work for adults than for children. Adults indeed have an intransitive motivation that

children do not have. However, children are natural learners at that age; they do not worry about pronunciation or grammatical structures. I considered that the teacher role is essential in our student's learning process because we guide their learning process and motivate them to follow their language learning. For that reason, we must spend time organizing our lesson and considering each lesson's objective and activities. One of my picture philosophy principles is applying bloom's taxonomy in my lessons because I could consider what my students are going to learn and how I could assess them.

Regarding developing language skills, I realized that the linguistic skills could not be taught separately because, in a listening activity, we can promote other skills and vice versa. At the beginning of the course, I considered that I followed the pre-stage, while-stage, and post-stage, but not in all activities. However, I realize the importance of connecting activities when we are promoting language skills. This model is vital because we can introduce the topic to students and develop the main skill; after that, we can close the topic with a final activity.

On the other hand, it is good to promote technology in classes because many free apps can be used outside the classroom. As teachers, we can guide students, and we can give them extra material that they can use outside the class and help them improve their language skills. Personally speaking, MALL is an excellent option to promote the use of the language outside the class. Many apps can be used in elementary levels to promote developing one part of the language, for example, Duolingo, a free app that can help students since they are in their first course.

In addition, I would like to express that as an English non-native speaker. I realize that pronunciation is one of the most frustrating skills for students because English has more phonetic symbols than our mother tongue. Additionally, some sounds do not exist in Spanish, for example, the Schwa /ə/ sound. In the beginning, I could not understand this phonetic symbol when I was a student, and I believe that it usually happens to many Mexican students. However, as a teacher, I contemplate the importance of phonetic symbols in listening and speaking. Suppose a listener can understand a conversation and complete an exercise. In that case, it is because he could understand so many words the speakers are saying.

By the same token, if a student can pronounce words and phrases as clear as they could, the receiver will understand the message, and he could answer him or her. At this point, I would like to recognize the importance of feedback when learning a language. If a student could have feedback, he could improve and correct his mistakes. Hence, we need to consider our students' interaction with the language because the more they use the language and receive feedback, the more they improve. Recognizing the complexity of speaking, it is essential to consider students' levels all the time. For that reason, we need to promote speaking activities in the classroom that could be meaningful and relevant for our students.

Finally, I would like to express my principles about testing and assessing students, which was the last part of the course. I consider that testing can help us analyze some aspects of a language. Additionally, it is the way how we can certificate the language; for that, it is fundamental that we get our students familiar with testing. However, this is not the only way to evaluate a language in a language course because we could interact with the learner, and we can assess his learning process in a formative and summative assessment. We can give him formal or informal feedback in each activity, and he could correct his mistakes. It is essential to differentiate that assessing is an ongoing process that cannot be eliminated in a language course because it is not only an institutional paper. Assessing is an important fact that can help students to improve in their learning process. I recognize that it is vital to follow a model or strategies because it is going to help us create coherent instruments that focus on the learner learning process and the language communicative aspects.

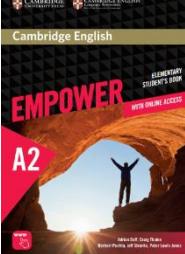
## **Chapter 2: Methodology and practice**

This section aims to apply the theoretical fundaments to develop a lesson considering the four skills of a language and the communicative language competences at the A2 level, according to CFER (2018). In the first section of the project, there is a lesson planning whose primary language learning objective is making an arrangement and writing an informal invitation. The intercultural purpose is analyzing the difference to make an arrangement or an invitation in Mexico versus other countries. Secondly, the learning assessment instruments are explained: I used a rubric and a checklist for student's auto assessment. Finally, material and resources for learning are showed, and their links are available to review them. Additionally, there is a video that shows how these classes could be developed in a virtual group.

### **2.1 A practical and useful lesson plan**

This section of the paper contains the lesson plan proposed for the virtual class for the final dissertation of the specialization. The lesson plan was mainly based on the teaching sequence template of the module (Velasco, 2006).

<b>Author:</b>	Peláez-Sánchez Iris Cristina
<b>Educational stage:</b>	Language center (young and adult learners)
<b>Level:</b>	Elementary
<b>Title of the lesson plan:</b>	How to invite and make arrangements when you are not in Mexico.
<b>Learning objective of the plan:</b>	<b>Language purpose:</b> Making an arrangement and writing an informal invitation <b>Intercultural purpose:</b> Analyzing the difference to make an arrangement or an invitation in Mexico and other countries
<b>Communicative skill considered:</b>	<ul style="list-style-type: none"><li>• Listening</li><li>• Speaking</li><li>• Reading</li><li>• Writing</li></ul>
<b>Functions:</b>	Making arrangements and invitation

<b>Main grammar structure:</b>	Would like to
<b>Other grammar structures:</b>	Negative questions/ Let's
<b>Brief description of the plan:</b>	<p>This lesson focuses on making arrangements, and the book's material shows a situation in England. Extra material gives three different contexts to analyze and internalize some differences in each country. There is an American situation, a British situation, and the third situation is a business situation where some colleagues communicate in English as a foreign language.</p> <p>The intercultural purpose is to recognize the diversity of the language.</p>
<b>Hours of the plan implementation:</b>	5 hours
<b>Number of the sessions:</b>	One session (5 hours)
<b>Material required for the lesson:</b>	 <ul style="list-style-type: none"> <li>Doff, A., Thaine, C., Puchta, H., Lewis-Jones, P., &amp; Stranks, J. (2015). Cambridge English Empower Book. A2. Cambridge University Press.</li> <li>BrightSchool. (April 2016) <i>Making Arrangements - English Lesson - Bright School</i> [YouTube VIDEO]. <a href="https://www.youtube.com/watch?v=Wh6B18N8mGk">https://www.youtube.com/watch?v=Wh6B18N8mGk</a></li> <li>International English Teaching. (January 2019) <i>Party Invitation - ESL Listening Comprehension Activity</i> [YouTube VIDEO]. <a href="https://www.youtube.com/watch?v=YAG5u3oFzZk">https://www.youtube.com/watch?v=YAG5u3oFzZk</a></li> <li>ABC Australia. (June 2011) <i>'Why don't you join us?' – Make, accept, refuse invitations   Business of English #2</i> [ABC Australia] [YouTube VIDEO]. <a href="https://www.youtube.com/watch?v=fOW8rj3KVu4">https://www.youtube.com/watch?v=fOW8rj3KVu4</a></li> </ul>
<b>EEAILE tutor on line:</b>	Alma Delia García Salazar

<b>Introduction of the lesson</b>				
<b>Step of the lesson and skill</b>	<b>Teacher activities</b>	<b>Students' activities</b>	<b>Session number and material</b>	<b>Evaluation</b>
Before the lesson Speaking	The teacher asks students to check two pictures and describe the situation.	Students describe the pictures in teams (breakout rooms), and after 10' minutes, they give their opinion to the whole group.	1 <sup>st</sup> hour 15' Pictures of phone calls	Informal assessment. Students' participation
<b>Communicative skills development</b>				
<b>Step of the lesson and skill</b>	<b>Teacher activities</b>	<b>Students' activities</b>	<b>Session number and material</b>	<b>Evaluation</b>
<b>Speaking</b>				
<b>Pre-speaking</b> <b>Exercise 1. Speaking</b>	The teacher asks students to talk in pairs and answer the following questions: 1. How often do you watch TV? 2. Are there programs you watch every week? 3 Do you have a favorite TV program? Who do you watch it with?	Students answer the questions to their classmates and listen to their answers.	1 <sup>st</sup> hour 15' Student's book pages: 34-35	Students' participation
<b>Exercise 2. Listening</b>	The teacher asks students to listen to the conversation answer questions related to the topic.	Students listen to the track twice and give their answers. They collaborate their answer by listening to the track again.	15'	Students complete exercise C and E. Listening
<b>While-speaking</b>	The teacher collaborates		10'	Students complete

<b>Exercise 3. Functional language.</b>	answers with students and the listening track.	Students listen to the phrases and make drills after they complete the ex. A, and collaborate them with the track.		exercise A. Functional language.
<b>Exercise 4. Pronunciation</b>	The teacher plays the phrases and asks students about the meaning of the phrases, and they complete the phrases in ex. A	Students listen to the phrases and choose the primary stress; they say them to the whole group.	15'	Students complete exercise A-C. Pronunciation
<b>Exercise 5. Conversation skills</b>	The teacher asks students to listen to the phrases again and check where the primary stress is.	Students listen to the phrases related to making arrangements, and they answer the teacher with the meaning of each phrase.	15'	Students complete exercise A-C. Conversation skills
<b>Exercise 6. Speaking</b>	The teacher asks students to listen to the conversation carefully and check the phrases underlined. They have to answer the meaning of each phrase.  The teacher asks students to work in pairs, and they have to play two conversations. They have to read the cards	Students work in pairs, and student A is in situation 1: You want to have a picnic on Saturday morning with Student B. Decide the following and invite Student B. <ul style="list-style-type: none"> <li>• where to have the picnic</li> <li>• what time</li> <li>• what you would like to do/eat</li> </ul> Student B is in situation 1: You are not free this Saturday because you work at the	20'	Students complete exercise A. Speaking

<b>Post-speaking Exercise 7. Speaking</b>	<p>and do a role-play.</p> <p>The teacher asks for volunteers to perform their conversations with the whole group. The group has to write phrases listened to in the role-play activity.</p>	<p>weekends. You would like to go out on Friday to the cinema.</p> <p>Students perform their conversations, and other classmates listen to them carefully to write the phrases to make arrangements</p>	10'	Students complete exercise A. Speaking
<b>Listening</b>				
<b>Pre-listening Intercultural activity</b>	<p>The teacher asks students some questions related to meetings:</p> <ol style="list-style-type: none"> <li>1. Where do you meet your friends?</li> <li>2. How often do you meet?</li> <li>3. Do you meet your colleagues after work?</li> </ol>	<p>Students go to breakout rooms and share their information with their classmates.</p> <p>Some students give their answers to the whole group.</p>	3 <sup>rd</sup> hour Videos-extra material 15'	Questions on the board
<b>While-listening Exercise 1. Listening</b>	<p>The teacher plays the three videos and asks students to answer questions related to the videos.</p> <p>Video 1.</p> <ol style="list-style-type: none"> <li>1. Where is he?</li> <li>2. Who is he talking to?</li> <li>3. Do they make an arrangement?</li> </ol>	<p>Students watch the videos and listen to the conversations carefully twice to complete the questions.</p>	30'	Exercise 1 of listening completed.

<b>Exercise 2.</b> <b>Speaking</b>	<p>Video 2.          1. Are they students?          2. Where are they?          3. Do they make an arrangement?          Video 3.          1. Where are they?          2. Are they friends or colleagues?          3. Do they make an arrangement?          Teachers collaborate the answers with the whole group and check the differences of each context. The teacher distributes the audio scripts and asks students to listen again and underline the phrases to make an arrangement.</p>	<p>The teacher asks students to talk in pairs and discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. Are they in a similar situation?</li> <li>2. What are the differences between each situation?</li> <li>3. Are arrangements</li> </ol>	<p>Students work in teams of 2-3 people, and they talk about the questions.</p>	25'	Students' participation
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	<p>similar in Mexico?</p> <p>4. Which phrases can we use in our country?</p> <p>The teacher checks students' opinion and their understanding of these situations on the videos.</p> <p>The teacher checks students' understanding of phrases to invite and make arrangements with "would like" and "like."</p>			
<b>Post-listening Exercise 3. Speaking</b>	<p>The teacher asks students to work with the same team and create a conversation to meet in a place after the pandemic finishes.</p>	<p>Students work in teams and play their conversations with the whole group when time finishes.</p>	30'	Students' participation
<b>Reading</b>				
<b>Pre-reading Exercise 1. Speaking and listening</b>	<p>The teacher asks students to discuss in pairs some questions:</p> <p>1 Have you got family or friends in other countries or other places in your country?</p> <p>2 Where are they?</p>	<p>Students work in pairs and give their answers to their classmates.</p> <p>Students listen to the track twice and give their answers. They collaborate their answer by listening to the track again and</p>	15''  10'	<p>Students' participation</p> <p>Exercise C of listening completed.</p>

	3 What do they do? 4. How often do you see them? The teacher checks students' answers. He asks them to listen to the conversation carefully and answer the paragraph correctly, for ex. C.	correcting the paragraph.		
<b>While-reading Exercise 2. Reading</b>	The teacher asks them to read emails and complete the information about: Place Date How many days? Where to stay? The teacher collaborates answers and students' understanding.	Students read individual emails and answer the question. They collaborate their answer with the whole group.	15'	Exercise 2 of reading completed.
<b>Post-reading Exercise 3.</b>	The teacher asks students to write a question related to the emails to ask their classmates.	Students write their questions on the board, and they read them to their classmates. They answer it in a speaking way.	15'	Emails from exercise 2 of reading.
<b>Writing</b>				
<b>Pre-writing Exercise 1. Writing skills</b>	The teacher asks students to find phrases used in the previous	Students read emails carefully and select phrases to invite and classify the	20'	Exercise 2 of writing skills completed.

	section: would like to. The teacher asks students to complete the exercises to check the structure of an informal email to invite and reply.	section of the email.		
<b>While-writing Exercise 2. Speaking</b>	The teacher asks students to plan a party or an event, and they have to tell their classmates: Where? When? Why? Who?	Students work in pairs, and they organize a party or an event. After that, they explain their event to the whole group.	15'	Students' participation
<b>Exercise 3. Writing</b>	The teacher asks students to write an invitation to a friend to his/her event using the format of an email.	Students send their email to the teacher, and they check individually.	15'	Students' email.
<b>Post-writing Exercise 4.</b>	Teachers give students some symbols to check their writing after the teacher's feedback to improve their writing.	Students check their mistakes and use writing correction code to correct their writing individually and send it back to the teacher by email.	20'	Students' email. Writing correction code
<b>Intercultural component</b>	The intercultural activities in this lesson promote students' understanding of the different ways to make an arrangement or invite someone to do something. They could compare media situations with their real context in our country.			

<b>Evaluation</b>	Students create a final product that is evaluated individually according to their elementary level. EMAIL to invite someone. A rubric evaluates students' participation. Students' book exercises are evaluated by correct or wrong answers by the student.
<b>Conclusion</b>	According to this intercultural lesson, there is a conclusion to promote students' speaking and writing. Students have to create two spoken and written products.
<b>Follow up activities</b>	After feedback on the two final products, students have to evaluate themselves and advance in the language through a self-assessment to analyze their process.

## 2.2 Material and resources for learning

In this section of the paper, there is the material proposed for the lesson and the book sections used in the lesson. The Institute's book is *Cambridge English Empower Book A2 Student's book* (Doff et al., 2015, p. 35-37). Additionally, some virtual information and activities are proposed to develop in the class expressed in the lesson plan. The extra material is in a Google Drive file to be verified for the teacher in the following link:

[https://drive.google.com/drive/folders/1qyi5NO8\\_ZsfAnJN2pvkr34wscQPwl9Eo  
?usp=sharing](https://drive.google.com/drive/folders/1qyi5NO8_ZsfAnJN2pvkr34wscQPwl9Eo?usp=sharing)

## 3C Everyday English

How about next Wednesday?

### 1 LISTENING

a Ask and answer the questions.

- 1 How often do you watch TV?
- 2 Are there programmes you watch every week?
- 3 Do you have a favourite TV programme? Who do you watch it with?

b Watch or listen to Part 1. Do Martina, Annie and Dan all like the same TV programme?



c Watch or listen to Part 1 again. Are the sentences true or false?

- 1 The programme Annie wants to watch is *Best Cook*.
- 2 Martina and Dan don't see this programme very often.
- 3 Annie loves everything to do with eating.

d Watch or listen to Part 2. What do they plan to do?

e Answer the questions. Watch or listen to Part 2 again and check your answers.

- 1 Which day does Martina work late?
- 2 Which day do they decide to go out?
- 3 Who does Dan want to ask to dinner?
- 4 How does Annie feel about Dan's idea?

### Learn to make arrangements

- Thinking about what you want to say
- Main stress

### 2 USEFUL LANGUAGE Making arrangements

a Match beginnings 1–6 with endings a–f.

- |            |                        |
|------------|------------------------|
| 1 Why      | a be great             |
| 2 How      | b free next Friday     |
| 3 Are you  | c don't we try it?     |
| 4 That'd   | d love to              |
| 5 That's a | e about next Wednesday |
| 6 I'd      | f good idea            |

b Which questions in 2a do we use to make suggestions? Which sentences do we use to say yes to suggestions?

c Martina says *no* to an idea. Underline the phrase that means *no*.

MARTINA I'm sorry, I can't. I need to work next Wednesday.

d Put the conversation in the correct order. Listen and check.

**B** I'm sorry, I can't. I'm away this weekend.

**A** What about the cinema?

**B** Monday's fine.

**A** How about this Saturday?

**B** Are you free on Monday?

**A** The cinema? That's a good idea.

e Practise the conversation in 2d. Then have similar conversations using your own ideas.

**Why don't we go for a picnic?**

### 3 PRONUNCIATION Main stress

a Listen to the sentences. Notice the main stress in each sentence.

- 1 That'd be great.
- 2 That's a good idea.
- 3 I'd love to.

b Choose the correct answer.

The words in 3a that have the main stress are a short and loud b long c long and loud?

c Listen to the sentences. Underline the main stress.

- 1 We'd love to.
- 2 That's a lovely idea.
- 3 That'd be good.
- 4 That'd be fantastic.

d Practise the sentences in 3c.

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UNIT 3

### 5 SPEAKING

a Communication 3C Student A look at the information below. Student B go to p.133.

**Conversation 1.** Read your first card. Think about what you want to say. Then start the conversation with Student B.

**1** You want to have a picnic on Saturday morning with Student B. Decide the following and invite Student B.

- where to have the picnic
- what time
- what you'd like to do/eat

**Conversation 2.** Now look at your second card. Listen to Student B and reply.

**2** You aren't free next Friday after school because you have an exercise class at the gym. You'd like to go out on Saturday night.

**3** Tell other students about arrangements in each role play.

#### Unit Progress Test

##### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

### 4 CONVERSATION SKILLS Thinking about what you want to say

a Look at the underlined phrases in the conversation. Choose the correct answer below.

**ANNIE** How about next Wednesday?

**MARTINA** Min, maybe. Let me see. I'm sorry but I can't.

**ANNIE** Are you free on Monday?

**MARTINA** Min, possibly. Friday's fine. Dan?

**DAN** Friday? Sorry, I'd love to.

Martina uses the underlined phrases because they:

- a have an important meaning in the conversation.
- b give her time to think.
- c are short words or sounds like this in your language?

b Pronunciation Listen and notice how *Min* is pronounced. Do you have short words or sounds like this in your language?

c In pairs, ask and answer the questions. Think about your answer before you reply.

- 1 Do you want to have a coffee after the lesson?
- 2 Would you like to go to the cinema tomorrow?
- 3 Why don't we go for a walk after our homework together?



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## 3D Skills for Writing

Can you join us?

### 1 SPEAKING AND LISTENING

a Ask and answer the questions.

- 1 Have you got family or friends in other countries, or in other places in your country?
- 2 Where are they?
- 3 What do they do?
- 4 How often do you see them?

b Emrah from Turkey talks about his family. Listen and number the countries where he's got family in the order you hear them.

c Listen again. Correct the mistakes in the text below.

Emrah comes from a large family and they all live in Izmir in Turkey. He hasn't got any brothers or sisters. His family keeps in contact by Skype, and every ten years they all meet in London. They stay in a large hotel and they have a big meal. This is only for the family – they don't invite friends.

1 They live in many different countries.

### Learn to write an informal invitation

- Inviting and replying



### 2 READING

a Read Emrah's emails to his brother and sister. Why does he email them?

b Complete the information about the family party.

- Date
- Date
- How many days?
- Where to stay?

c Tick () the correct questions to invite people.

- 1 Can you come?
- 2 Can you join?
- 3 Can you help?
- 4 Do you want to join us?
- 5 Would you like to come?
- 6 Would you like to come?
- 7 Would you like to join us?

d Put the words in the correct order. Add question marks (?) and full stops (.).

- 1 things / are / how
- 2 you / see / to be / it / would / great
- 3 hope / it / can / you / make
- 4 to / id / you / love / see
- 5 are / you / how
- 6 I can / come / you / hope

e Which sentences and questions in 3d mean the same?

f Read the emails from Mustafa and Ayda. Can they come?

3

### 3 WRITING SKILLS Inviting and replying

a Read Emrah's email to Ayda again. In which of sentences 1–6 does he ... ?

- a  invite Ayda
- b  ask her how is
- c  ask her to reply
- d  give the reason for his message
- e  talk about where to stay
- f  give details of dates

b Compare sentences 1–6 in Emrah's emails to Mustafa and Ayda on p. 36. Underline phrases that are different.

c Tick () the correct questions to invite people.

- 1 Can you come?
- 2 Can you join?
- 3 Can you help?
- 4 Do you want to join us?
- 5 Would you like to come?
- 6 Would you like to come?
- 7 Would you like to join us?

d Put the words in the correct order. Add question marks (?) and full stops (.).

- 1 things / are / how
- 2 you / see / to be / it / would / great
- 3 hope / it / can / you / make
- 4 to / id / you / love / see
- 5 are / you / how
- 6 I can / come / you / hope

e Which sentences and questions in 3d mean the same?

f Underline phrases in the emails from Mustafa and Ayda that mean:

1 I want to come.  
2 I can't come.  
3 Have a good time.

Hi Emrah  
Glad to hear from you and thanks for the invitation. I'd love to come but I'm afraid I can't. I've got a business trip to Los Angeles that weekend and I can't change it.  
Hope you all have a great time, and hope to see you soon.  
Keep in touch!  
Love,  
Ayda

g Underline phrases in the emails from Mustafa and Ayda that mean:

- 1 I want to come.
- 2 I can't come.
- 3 Have a good time.

### 4 WRITING AND SPEAKING

a Plan a party or other event. Make notes.

- Where? • When? • Why? • Who?

b Talk about your plan with other students.

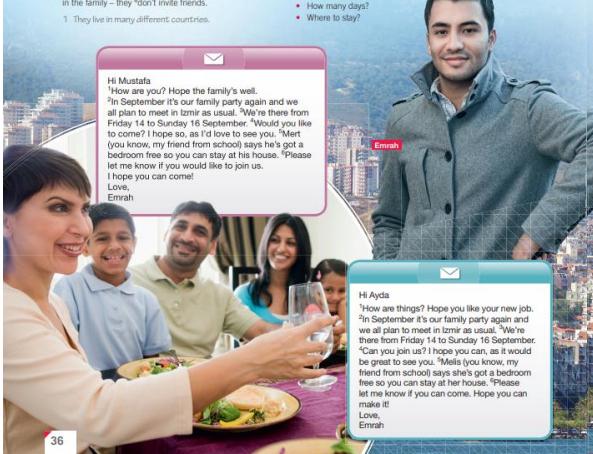
My party is at the Grand Hotel. It's at 7 pm on Saturday.  
It's for my brother's birthday.

c Write an invitation to your event to another student in your class. Use the emails on page 36 to help you.

d Swap invitations with another student and check the information.

Does it include the information in 4a?

e Write a reply to the invitation. Use the emails in 3f to help you. Give your reply back to the student who invited you.



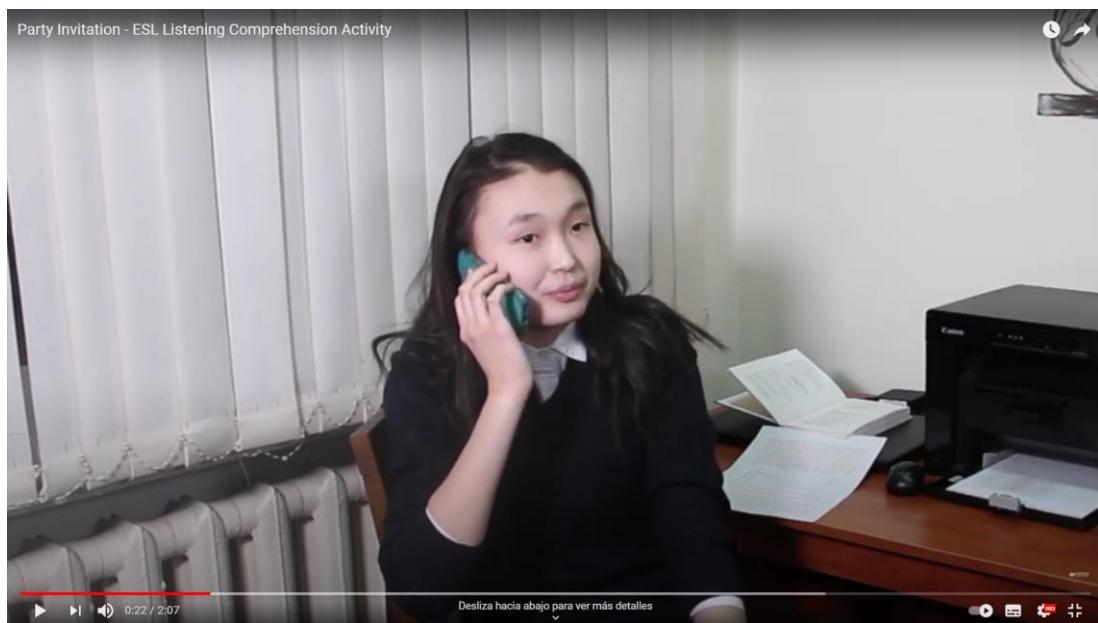
36

37

## **Video 1. Making Arrangements - English Lesson - Bright School**



## **Video 2. Party Invitation - ESL Listening Comprehension Activity**



**Video 3. 'Why don't you join us?' – Make, accept, refuse invitations |  
Business of English #2 | ABC Australia**



### **2.3 Instruments of learning assessment**

In this section, there is a brief analysis of the learning assessment instruments used in the class. I would like to express that I choose these two instruments of learning assessment because I could establish the criteria of speaking and writing that I need to focus on students' progress when doing the activities. Regarding speaking assessment, Kuhlman (2008) expressed that a) teachers would recognize that speaking is an observable skill, and it could be easier to assess this skill, b) it includes non-verbal language and c) it requires interaction with at least two people, and d) it may show variation. Additionally, consider the descriptors at level A2 according to the Council of Europe (COE, 2018) and the book used by the Institute. This material was created by Cambridge University Press (Doff et al., 2015). For that reason, this rubric was adaptable for the group. As Kuhlman's (2008) rubric for assessing speaking expressed five criteria: a) pronunciation/diction, b) fluency, c) word choice, d) usage, and e) ideas/ meaning, I used and adapted them to the specific objectives of the lesson.

On the other hand, O'Malley and Pierce (1996) explained five stages to assess correctly. For that, I planned the lesson considering the three stages (pre, while, and post) to develop this skill to observe the complete process of this skill. Moreover, I could give informal feedback in stage 1) rewriting, 2) writing process or revising and editing process, 3) post-writing or revising, 4) editing process, and 5) editing process. Additionally, I followed the language assessment principles of Brown (2004). I developed a rubric for assessing the writing final product considering three criteria of the Institute: 1) content, 2) organization, and 3) language.

Additionally, I tried to create an auto-assessment checklist to promote autonomous learning in my students and realize the aspects they have to reinforce at home. We need to encourage our students to become independent learners if they want to get to advanced C1 and C2 and become independent learners. As Holec (1981, p. 3) expressed, "autonomy is the ability to take charge of one's learning." I recognize the difference in learning when we have active learners and passive learners because autonomous learners get their responsibility in their learning process.

Self-assessments help learners supervise their level of success in specific learning activities or tasks. As Gardner (2000) expressed, self-assessment provides monitoring progress towards specific learning objectives because learners have to develop learning strategies to get more sophisticated vocabulary and develop their communicative language competence in various situations. For that reason, I believe that auto assessment should be promoted at the end of each unit as a self-reflected activity where students can evaluate learning according to the unit and its objectives.

### **2.3.1 Rubric. Speaking activities.**

<b>Student's name:</b>	XXXXX	<b>Date:</b>	XXXXXXXX
<b>Activity:</b>	XXXXXXXXXXXXXXXXXX		
<b>Criteria</b>	5 points	3 points	1 point
<b>Pronunciation/ diction</b>	Student (S) can speak primarily clear and has	Student can speak clear with some difficulties	Student cannot speak clearly and often has

	some control of phonological aspects at both utterance and word levels.	in phonological aspects.	difficulties in phonological aspects.
<b>Fluency</b>	S can maintain simple exchanges.	S can maintain simple exchanges, despite some difficulty.	S cannot maintain simple exchanges and has considerable difficulty in exchanges.
<b>Word choice</b>	S can use a range of appropriate vocabulary when talking about everyday situations.	S can use appropriate vocabulary to talk about everyday situations.	S can use a vocabulary of isolated words and phrases.
<b>Usage</b>	S shows a reasonable degree of control of simple grammatical forms.	S can use simple grammatical forms.	S can use a few grammatical forms.
<b>Ideas/ meaning</b>	S can express his ideas and respond in simple and daily routines.	S can generally express his ideas and respond in simple and daily routines.	S cannot frequently express his ideas and respond in simple and daily routines.

### 2.3.2 Rubric. Writing activity

<b>Student's name:</b>			
<b>Activity:</b>	Writing an informal invitation		
<b>Criteria</b>	5 points	3 points	1 point
<b>Content</b>	The content of the email is relevant to the task.  There are all the points: Where? When?	The content of the email has some omissions.  There are some of these points: Where? When?	The content is irrelevant and misunderstood the task.  There are only 2 of these points: Where? When?

	Why? Who?	Why? Who?	Why? Who?
<b>Organization</b>	The text is coherent and connected using basic linking words.	The text is often connected using basic linking words.	The text is connected with simple connectors, and ideas are sometimes disconnected.
<b>Language</b>	There is a good use of everyday vocabulary generally appropriately and good use of grammatical forms with a reasonable degree of control.	There is a reasonably appropriate use of everyday vocabulary and good use of grammatical forms with some degree of control.	There is a fundamental and isolated use of everyday vocabulary and limited use of grammatical forms.

### 2.3.3 Checklist. Auto assessment

<b>Student's name:</b>	<b>Date:</b>		
<b>Unit 3. Daily life</b>			
<b>Read the sentences and tick (✓) how well you do in this unit.</b>			
<b>Item</b>	<b>Very well</b>	<b>Well</b>	<b>Not so well</b>
<b>I can talk about routines</b>			
<b>I can talk about technology in my life</b>			
<b>I can use adverbs of frequency in a sentence</b>			
<b>I can identify time expressions in a sentence</b>			
<b>I can correct the following sentence:</b> <b>I have not a car.</b>			
<b>I can make arrangements</b>			
<b>I know how to use these questions:</b>			

<b>Why don't we try it?</b>			
<b>How about next Wednesday?</b>			
<b>Are you free next Friday?</b>			
<b>I know how to say yes to suggestions.</b>			
<b>I can write an informal invitation</b>			
<b>I can invite someone to a party.</b>			
<b>I can reply to an invitation.</b>			
<b>I can plan a party and say where it is.</b>			
<b>I can plan a party and say when it is.</b>			
<b>I can plan a party and say why it is.</b>			
<b>I can plan a party and say who is there.</b>			

## 2.4 Performing and recording the activities

The last part of the application stage is the implementation of the Lesson plan with a video which can be visualized in the following URL:

<https://youtu.be/1sXxks9TTeQ>

## 2.5 Attached evidences

### Image 1. Warm-up or before the lesson activity



## Set of images 2. Speaking stage

### 1 LISTENING

a Ask and answer the questions.

- 1 How often do you watch TV?
- 2 Are there programmes you watch every week?
- 3 Do you have a favourite TV programme? Who do you watch it with?

b 1.72 Watch or listen to Part 1. Do Martina, Annie and Dan all like the same TV programme? **Yes, they do**



c 1.72 Watch or listen to Part 1 again. Are the sentences true or false?

- 1 The programme Annie wants to watch is *Best Cook*. **1 F (The programme Annie wants to watch is Top Cook.)**
- 2 Martina and Dan don't see this programme very often. **2 F (They always watch it.)**
- 3 Annie loves everything to do with eating. **3 T**

### Video/Audioscript (Part 1)

- DAN Here's your coffee, Annie ...  
 ANNIE Thanks, Dan!  
 D Martina ...  
 MARTINA Thank you.  
 A My favourite programme's on in five minutes.  
 M The cooking one?  
 A Yeah, I love it.
- D Top Cook?  
 A That's it – *Top Cook*. Can we watch it?  
 M Sure! We always watch it too.  
 A Fantastic! Cooking, food, restaurants. I love all that.  
 M So do we.

### 2 USEFUL LANGUAGE Making arrangements

a Match beginnings 1–6 with endings a–f.

- |            |                         |
|------------|-------------------------|
| 1 Why      | a be great.             |
| 2 How      | b free next Friday?     |
| 3 Are you  | c don't we try it?      |
| 4 That'd   | d love to.              |
| 5 That's a | e about next Wednesday? |
| 6 I'd      | f good idea.            |

b Which questions in 2a do we use to make suggestions? Which sentences do we use to say yes to suggestions?

c Martina says *no* to an idea. Underline the phrase that means *no*.

MARTINA I'm sorry, I can't. I need to work late next Wednesday.

### Video/Audioscript (Part 2)

- ANNIE Hey! I know this new restaurant – near my office. **Why don't we try it?**  
 MARTINA Yeah! **That'd be great.** For dinner?  
 A Yeah.  
 DAN **That's a good idea.**  
 A **How about next Wednesday?**  
 M Mm, maybe. Let me see. I'm sorry I can't. I need to work late next Wednesday.
- A **Are you free next Friday?**  
 M Mm, possibly. Friday's fine. Dan?  
 D Friday? Sure, **I'd love to.**  
 A Great!  
 D Mm, can I bring Leo? You know, the guy I work with.  
 A Leo? Yeah, great idea. Look! My programme!

Make suggestions  
 Why don't we try it?  
 How about next Wednesday?  
 Are you free next Friday?

Say yes to suggestions  
 That'd be great.  
 That's a good idea.  
 I'd love to.

## 5 SPEAKING



Student A

a ► **Communication 3C** Student A look at the information below. Student B go to p.133.

**Conversation 1.** Read your first card. Think about what you want to say. Then start the conversation with Student B.

- 1 You want to have a picnic on Saturday morning with Student B. Decide the following and invite Student B.
- where to have the picnic
  - what time
  - what you'd like to do/eat



Student B

### 3C Student B

a **Conversation 1.** Read your first card. Listen to Student A and reply.

- 1 You aren't free this Saturday because you work at the weekends. You'd like to go out on Friday, to the cinema.



Student A

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

- 2 You want to meet Student A for a coffee. You think next Friday after work/school is a good time. Decide the following and invite Student A:
- where to have coffee
  - what time
  - something to do after



Student B

b **Conversation 2.** Now look at your second card. Listen to Student B and reply.

- 2 You aren't free next Friday after work/school because you have an exercise class at the gym. You'd like to go out on Saturday night.

c Tell other students about arrangements in each role play.

Set of images 3. Listening stage



- 1. Where do you meet your friends?**
- 2. How often do you meet them?**
- 3. Do you meet your colleagues after work?**

**Video I. Making Arrangements - English Lesson - Bright School**

- 1. Where is he?**
- 2. Who is he talking to?**
- 3. Do they make an arrangement?**



## ***Video 2. Party Invitation - ESL Listening Comprehension Activity***



}

***Work in teams and make an arrangement to meet when the pandemic stoplight is in green.***



## Set of images 4. Reading stage

### 2 READING

- a Read Emrah's emails to his brother and sister. Why does he email them?

To invite them to the family party

- b Complete the information about the family party.

- Place
- Date
- How many days?
- Where to stay?

Place: Izmir (in Turkey)

Date: Friday 14 to Sunday 16

September

How many days: three days

Where to stay: Ayda with Melis,  
Mustafa with Mert (Melis and Mert  
are Emrah's friends from school)

Hi Mustafa

<sup>1</sup>How are you? Hope the family's well.

<sup>2</sup>In September it's our family party again and we all plan to meet in Izmir as usual. <sup>3</sup>We're there from Friday 14 to Sunday 16 September. <sup>4</sup>Would you like to come? I hope so, as I'd love to see you. <sup>5</sup>Mert (you know, my friend from school) says he's got a bedroom free so you can stay at his house. <sup>6</sup>Please let me know if you would like to join us. I hope you can come!

Love,  
Emrah

Hi Ayda

<sup>1</sup>How are things? Hope you like your new job.

<sup>2</sup>In September it's our family party again and we all plan to meet in Izmir as usual. <sup>3</sup>We're

there from Friday 14 to Sunday 16 September.

<sup>4</sup>Can you join us? I hope you can, as it would

be great to see you. <sup>5</sup>Melis (you know, my

friend from school) says she's got a bedroom

free so you can stay at her house. <sup>6</sup>Please

let me know if you can come. Hope you can

make it!

Love,  
Emrah

### 3 WRITING SKILLS Inviting and replying

- a Read Emrah's email to Ayda again. In which of sentences 1–6 does he ... ?

- a  invite Ayda
- b  ask how she is
- c  ask her to reply
- d  give the reason for his message
- e  talk about where to stay
- f  give details of dates

- b Compare sentences 1–6 in Emrah's emails to Mustafa and Ayda on p. 36. Underline phrases that are different.

Hi Ayda

<sup>1</sup>How are things? Hope you like your new job.

<sup>2</sup>In September it's our family party again and we all plan to meet in Izmir as usual. <sup>3</sup>We're there from Friday 14 to Sunday 16 September.

<sup>4</sup>Can you join us? I hope you can, as it would be great to see you. <sup>5</sup>Melis (you know, my friend from school) says she's got a bedroom free so you can stay at her house. <sup>6</sup>Please let me know if you can come. Hope you can make it!

Love,  
Emrah

## Set of images 5. Writing stage.

c Tick (✓) the correct questions to invite people.

- 1  Can you come?
- 2  Can you join?
- 3  Can you join us?
- 4  Can you to join us?
- 5  Would you like come?
- 6  Would you like to come?
- 7  Would you like to join us?

d Put the words in the correct order. Add question marks (?) and full stops (.).

- |  |                                 |
|--|---------------------------------|
| 1 things / are / how                       | 1 How are things?               |
| 2 you / see / to / be / it / would / great | 2 It would be great to see you. |
| 3 hope / it / can / you / make             | 3 Hope you can make it.         |
| 4 to / I'd / you / love / see              | 4 I'd love to see you.          |
| 5 are / you / how                          | 5 How are you?                  |
| 6 I / can / come / you / hope              | 6 I hope you can come           |

e Which sentences and questions in 3d mean the same?

1 and 5; 2 and 4; 3 and 6

Hi Ayda

**1** How are things? **Hope** you like your new job.  
**2** In September it's our family party again and we all plan to meet in Izmir as usual. **3** We're there from Friday 14 to Sunday 16 September.  
**4** Can you join us? I hope you can, as **it would be great to see you.** **5** Melis (you know, my friend from school) says she's got a bedroom free so you can stay at her house. **6** Please let me know if you can come. **Hope you can make it!**

Love,  
Emrah



Hi Mustafa

**1** How are you? **Hope** the family's well.  
**2** In September it's our family party again and we all plan to meet in Izmir as usual. **3** We're there from Friday 14 to Sunday 16 September. **4** Would you like to come? I hope so, as **I'd love to see you.** **5** Mert (you know, my friend from school) says he's got a bedroom free so you can stay at his house. **6** Please let me know if you would like to join us.  
**I hope you can come!**

Love,  
Emrah



f Read the emails from Mustafa and Ayda.

Can they come? **Ayda** can't come, but **Mustafa** can.



Hi Emrah

It's good to hear from you and many thanks for the invitation. Yes, **I'd love to come.** I'm really looking forward to it. Please tell Mert I'd love to stay with him if he's got a free room. See you soon.

Love,  
Mustafa



Hi Emrah

Great to hear from you and thanks for the invitation. I'd love to come but **I'm afraid I can't.** I've got a business trip to Los Angeles that weekend and I can't change it.

**Hope** you all have **a great time,** and hope to see you soon.

Keep in touch!  
Love,  
Ayda

**1** I'd love to come

**2** I'm afraid I can't

**3** Hope you all have a great time

g Underline phrases in the emails from Mustafa and Ayda that mean:

- 1 I want to come.
- 2 I can't come.
- 3 Have a good time.

## 4 WRITING AND SPEAKING

a Plan a party or other event. Make notes.

- Where?
- When?
- Why?
- Who?

b  Talk about your plan with other students.

My party is at the  
Grand Hotel.

It's at 7 pm on  
Saturday.

It's for my  
brother's birthday.

c Write an invitation to your event to another student in your class. Use the emails on page 36 to help you.

Hi Mustafa

<sup>1</sup>How are you? Hope the family's well.

<sup>2</sup>In September it's our family party again and we all plan to meet in Izmir as usual. <sup>3</sup>We're there from Friday 14 to Sunday 16 September. <sup>4</sup>Would you like to come? I hope so, as I'd love to see you. <sup>5</sup>Mert (you know, my friend from school) says he's got a bedroom free so you can stay at his house. <sup>6</sup>Please let me know if you would like to join us.

I hope you can come!

Love,  
Emrah

Hi Ayda

<sup>1</sup>How are things? Hope you like your new job.

<sup>2</sup>In September it's our family party again and we all plan to meet in Izmir as usual. <sup>3</sup>We're there from Friday 14 to Sunday 16 September. <sup>4</sup>Can you join us? I hope you can, as it would be great to see you. <sup>5</sup>Melis (you know, my friend from school) says she's got a bedroom free so you can stay at her house. <sup>6</sup>Please let me know if you can come. Hope you can make it!

Love,  
Emrah

## **Chapter 3: Experience Report**

The last section of the paper is the analysis and description of the implementation of activities prepared into the lesson plan and how the assessing instrument helps me evaluate my students learning process in the following report and the critical analysis.

### **3.1 Report of the lesson given and critical analysis**

This report starts with the analysis of the learning objective of the Lesson plan, which is making an arrangement and writing an informal invitation. At the end of the lesson, I considered that students could understand and use different phrases to make an arrangement and write an informal invitation to a friend or a relative because they could interact with the language in different situations. For that reason, I consider that this lesson gives the possibility to promote the lesson's main objective. I consider that my students could learn the two purposes of the lesson because the activities promoted communicative competence. We could negotiate the significance of phrases as Cook (2001) explained, that this approach promotes communicative competence rather than linguistic competence.

Communicative language competence is required in social interaction and intercultural exchanges (Hannawa & Spitzberg, 2015; Rickheit & Strohner, 2008). For this reason, the lesson was based on developing the four skills of the language and develop the four communicative language competencies: a) strategic competence, b) linguistic competence, c) pragmatic competence, and d) sociocultural competence recognizing the English level of students and the descriptors explained by Council of Europe, (COE, 2018).

Equally important, there was an intercultural purpose: analyzing the difference to make an arrangement or an invitation in Mexico and other countries. In my view, there were four videos related to the topic, and students could get the difference how people arrange in different countries. Additionally, there was an opportunity to promote the analysis of our background and the other countries' background. Significantly, students can understand diversity and have a set of how diverse people interact in different contexts. As Byram (1997) explained, students have to

develop their intercultural competence because it is essential to know how to react and identify social and cognitive behaviors.

On the other hand, I would like to express that this lesson was created by promoting the four skills of the language: listening, speaking, reading, and writing. When I created the lesson planning, I realized that we could not isolate any skills. When we focus on any specific skill, we could not realize that we are promoting other skills. I tried to specify every skill in the lesson in each stage because I tried to follow the pre-, the while- and the post-stage. I consider it crucial to plan a lesson and specify each stage because we can introduce it and close it. Brown (2007) expressed some controlled, semi-controlled, and accessible techniques used in some parts of the lesson. In the lesson plan, there is a warm-up stage. There are semi-controlled techniques such as information exchange and information transfer. After that, there is a free technique such as simulation.

At this time, I will analyze the speaking stage and how I implemented it in the class. Pre-speaking was an excellent way to introduce the main topic to students with the questions asked and answered in teams. Secondly, the listening activity introduced students to the phrases that they used in the while-speaking. Additionally, they could reinforce the speaking stage with the post-speaking stage to perform their conversations. These activities help them feel confident through the language because they could use it, and students from their level listen to them.

In the same way, the reading stage got a pre-, a while- and a post-stage, I consider that all these activities got a logical organization. The extra activities promoted that students interacted with their classmates using previous knowledge to create simple questions and give information in a speaking way. There were functional communicative activities and social interaction activities. These communicative activities help students get social meaning and build up transactional communicative skills (Bygate, 1987).

I would like to externalize that some of the authentic material was difficult to understand because people speak with different intonation, and they were not familiarized with it. However, at the end of the class, we got some time to check how to subtitle the video, sending them the material to recheck it. As Ross (2008) mentioned, authentic material helps students distinguish elements such as other

characteristics of spoken language that may represent a challenge for them and reduced forms. However, I consider that sometimes it is exceedingly difficult for elementary students to understand each part of the conversation. For that reason, the questions that they had to answer did not ask specific words in English. They were more about the context, and students could get some clues with the background of the video. I realized that it was challenging, but it was meaningful for them because they could identify phrases that we had already checked, and they learned more phrases to make arrangements.

Regarding assessing students and their learning process, I realized that this systematic way helped me observe them and check specific criteria in speaking activities as O'Malley and Valdez Pierce (1996) expressed that these tools can help assess specific aspects. For that, I could give them feedback at the end of the unit. I implemented this rubric for the whole course. I could analyze specific criteria developed considering two aspects: a) the example of Kuhlman's rubric for assessing speaking and the descriptors of A2 level according to the Council of Europe (COE, 2018). It is advisable to promote this assessment method in speaking activities because assessment should be formative, and it has to be given to students.

## **Chapter 4: Conclusions**

This last part of the paper is a personal evaluation of my learning process in these post-graduate studies, concluding with this final dissertation. As a student, I have learned how to interact through this foreign language. I recognize the importance of English as an international language that can give students great opportunities. I also recognize that learning a second language is hard work for many Mexican people because English is significantly different from Spanish. Internalizing a new language system could not be complex for some students and more when they do not have good practice in the language. For that reason, I have concluded that the teacher plays an essential role in students' learning process. Sometimes, an elementary course can determine if a student continues learning the language or stops.

Good learning practices can make students feel confident and comfortable with the language. For that reason, we need to propose activities according to our student's interests and level. Classes must have different activities that promote the development of language skills and Communicative Language Competences. As English teachers, we have a basis for developing our lesson plans and selecting the criteria we will evaluate. We have many frameworks for English. We need to consider them when planning a lesson or assessing students because many of them will certificate the language. We need to introduce them to some relevant information related to English exams and certifications because we are often their guide in all the subjects related to the language.

Last but not least, I have realized the importance of theory in teaching and learning a language because we can base our teaching philosophy on fundamental approaches and methodologies. Additionally, the learning assessment has to be based on taxonomy or framework with theoretical and pedagogical fundaments on how a learner internalizes a language. I realized that my teaching philosophy has changed, promoting more balance classes after these studies.

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## Appendix A. Declaration letter

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Atentamente,

Ciudad de México a 13 de junio de 2021



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