



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

---

---

**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**  
**Desarrollo de la Competencia Intercultural que**  
**integra el uso de Verbos Frasales y Números**  
**como Contenido Lingüístico.**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**Cesar Augusto Ruiz Avendaño**

**Tutor: Norma Susana Rivera Herrera**

**Ciudad de México a 4 Junio del 2019.**

## **Table of contents.**

<b>Chapter 1: Philosophy and theory.</b>	<b>3</b>
1.01 Teaching identity and philosophy.	3
1.02 Theoretical foundations.	7
<b>Chapter 2: Methodology and practice.</b>	<b>19</b>
2.01 A practical and useful lesson plan.	19
2.02 Application and procedures.	22
2.03 Designing of necessary tools to assess the progress of students.	25
2.04 Attached evidences of the implementation.	29
2.05 Evidences of designed tools to assess.	30
2.06 The video.	32
<b>Chapter 3: Experience report.</b>	<b>33</b>
3.01 Outcomes.	33
<b>Chapter 4: Conclusions.</b>	<b>35</b>
4.01 Conclusions.	35
<b>Chapter 5: References and appendixes.</b>	<b>37</b>

# CHAPTER 1: PHILOSOPHY AND THEORY.

## 1.01 Teaching identity and philosophy

Communication is an essential feature of human being. A way to communicate will always be found by humans and most of the time it will succeed. Therefore, openness to learn new languages by using different tools must be ready all the time. The way to learn a target language will be much easier by understanding this openness.

When English language is taught, the main skills are grammar, vocabulary, pronunciation, and so. However, finding the opportunity to let students know English and Spanish are different somehow is quite important.

It is unknown why learners always try to translate every single idea from a first language. Even when some similarities are common between English and Spanish languages, often mistakes are made by learners when trying to convey ideas due to the mixture of elements between these two languages. What is it commonly done by learners is what the structuralist approach states, which is to substitute a word for another word of the same kind. Nevertheless, it is not taken into consideration the correct using of these groups of words, either because a word in Spanish for another word in English is merely changed or because information about these groups of words is unknown; a mixture of both languages English language words with Spanish grammar rules or vice versa is obtained. Probably, the reason of all these thoughts might be the necessity of expressing ideas quickly. It is thought, by some teachers, that speaking well means speaking fast, which is a fact that is not true. Speed is often confused with fluency; both features are mastered through practice once grammar accuracy, intonation, connected speech and pronunciation have been mastered. After having mastered these features, fluency and speed will brought in naturally.

A commitment from learners on learning must be according on the commitment from teachers on teaching. Only this way, an effective process of learning or teaching can be carried out. Goals regarding to learning are totally achievable by those who are truly committed, either, to learn or to teach.

Through the learning process, learners must master speaking, writing, listening and reading abilities. On the other hand, many issues are faced by teachers because our educational system in Mexico lacks of requirements to achieve such goals.

Talking about speaking skill, learners have not been properly instructed from the very basic, in consequence their skill level is way below the media. Since failure has been on quite often, Avoiding speaking practicing is the best choice for learners; feedback is then, a very difficult task to be carried out. This skill, as the other three skills, must be developed progressively.

Moving on to grammar skill. Probably, the skill in which the outcomes are the best as exposure is almost null. Grammar is mostly used in classes and it is seen as the starting point to develop other skills. By stating this, it is meant that before an idea is spoken, according to learners' way of thinking, it must be written. A great percentage of grammar is taught in classes, even though, a good balance of developing the four skills is highly suggested.

Reading can be used as a good way to start developing speaking but only a few number of students perform well when reading. In fact, a great number of issues is due to the lack of practicing reading in a proper way. It has been noticed that reading is usually left out to the end of the lessons and many times, there is no feedback about it.

Time ago, CD players or tape players were big and heavy so no one was carrying them on, however, nowadays, small computers, small and powerful speakers, smartphones, MP3 players are quite common and some other tools can be carried easily and excuses not to use

such tools are not justified. Therefore and again, listening skill, many times, is left out of classes. In consequence, the skill is not well developed.

All these factors, which are only a short number of them, have contributed in creating a false image of English language. School programs nowadays are oriented to competence-based education; this means, learners must be guided to learn how to overcome real situations by using a correct way of communication. When my teaching practice is carried out; the message of communication is an essential feature of human being must be set.

It has been also noticed that people usually have a wrong idea about English or any other new language because such new language is not known. Nevertheless, more difficult things have been achieved by humans so there is no reason why learning a new language should be that complicated. This is the main reason learners' standpoint must be changed. Understanding origins of languages is very helpful, this way it might be possible to understand how a language works. Eventually, knowing the origin of a language will help us identify similarities and differences between languages making the process of learning less hard. To do so, being clever enough and analytic should help identify what it is needed from a target language and what it is had from our first language.

A teaching philosophy or set of beliefs about teaching and learning is compound by three main dimensions; such dimensions are the cognitive or intellectual dimension, the affective or emotional dimension and the behavioral or action-based dimension. It has been experienced from my perspective that the fact of changing students' view towards English is something that must be worked on. Students must be explained that learning a new language is not only conveying ideas but more important, what to do and how to do it with new knowledge. Teaching is enhanced by changing the erroneous point of view people usually have.

Making the learning process easier for learners is a must that needs to be taken into consideration. A good way to start over is by using proper approaches and methods that

simplified the teaching and learning process. The structuralist approach, as it is explained by as Ferdinand de Saussure (1910), plays an important role here because it is an easier way to start playing with paradigms, which are words of the same type, to create different ideas. The amount of ideas learners are conveyed by learners might increase significantly when this approach is understood by learners.

Once learners are confident enough in creating ideas, a second step can be performed; doing so involves Chomsky's thoughts. A way to communicate each other, since we are social creatures, is explained by Chomsky (1965), it is also argued people always succeed when trying to communicate no matter what since communication is a human characteristic. An important role here is played by language function because now, it is not only matter of creating ideas but what can be done with the ideas have been created is a fact that must be marked out. This new understanding becomes a key fact in order to achieve the goal of learning a second language. In other words, it is not only matter of teaching the Verb to be and have students learn it by heart, but also what learners are able to do with such knowledge is more important. Regarding to this, it is showed and explained by Dell Hymes (1974) and Roman Jakobson (n.d.) that the context itself would give the guidelines to perform properly according to different social environments.

A fact that must be admitted is before this specialization, it was never taken into consideration to learn about culture in order to learn a target language. The importance of it was never realized so far, but it makes a lot of sense that learning the culture of the place where our target language is from will make the learning process easier in order to learn its language.

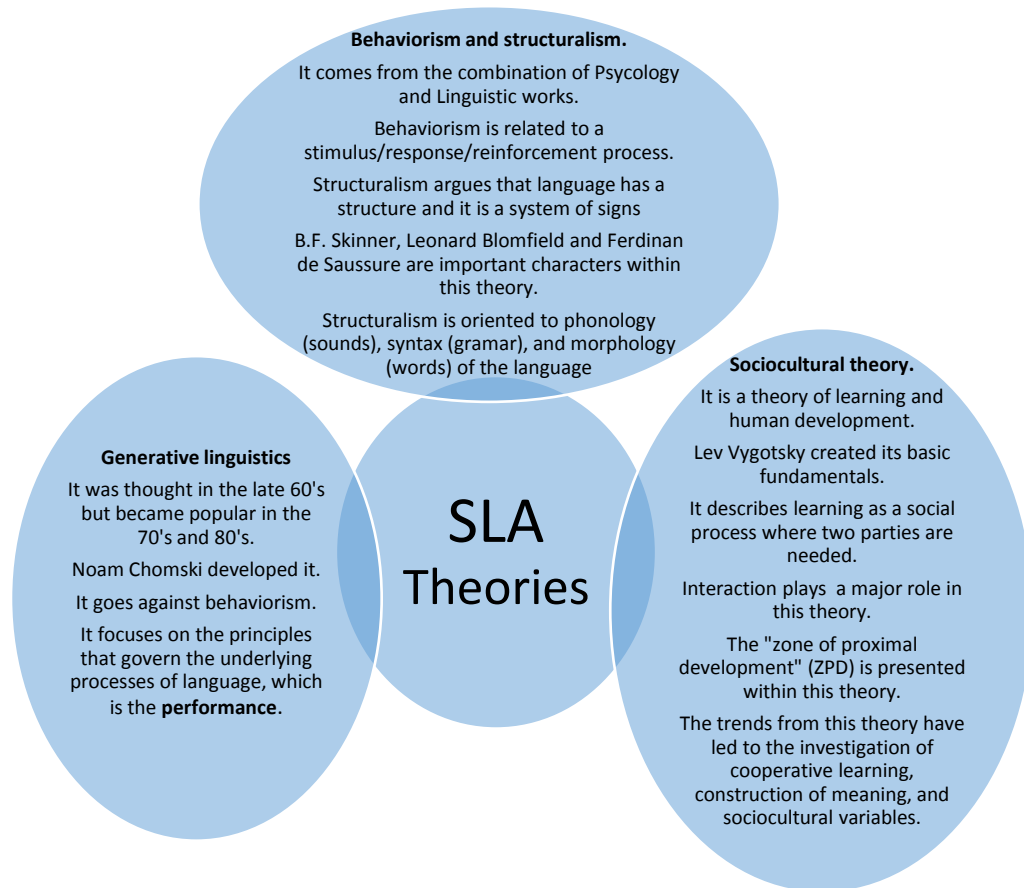
Internet and technology are essential tools to achieve the goal due to the numerous resources they are able to offer. Internet and technology have the ability to take us every part of the world in just a click and obviously that is something must be taken as a great advantage. Students can also take advantage of them by practicing socially in real time with native speakers of the target language and they can also live culture in a very close way.

As it may be noticed, the teaching philosophy about changing students' view of the language has not changed significantly through time, but instead, it has gotten more complete as new techniques, approaches, ideas, experiences allow it to be stronger and more effective. Many tools that were used before this specialization were used without knowing their rationale or their theoretical foundation and it is great to know about such foundations because the teaching process now has more sense and issues can be tackled down in more effective ways.

### **1.02 Theoretical foundations.**

Through the specialization course, many theories, principles, approaches, methods and techniques were analysed, studied and carried out. To use many of these feature during a single lesson might be a little complicated to achieve. Before a lesson is carried out, and even planned, it is very important to analyse and determine what theory, principle, approach, method or technique might be the most adequate to get the best possible outcome. It is important to point out that many of them might be used throughout the lesson. There are no rules about how many of them can be used nor if only one must be used in a lesson or class, which is up to the teacher since, the class is planned by the teacher with the purpose of teaching a target language. Due to the numerous objectives, grammar topics, activities or so that are involved in learning a target language the variety of tools to achieve the main goal is also great and it is something that must be exploited.

As it was stated before, there are many features or tools to teach a target language. Second language acquisition theories is a group of thoughts that help teachers to make the teaching process more effective. Second language acquisition or SLA is related to several disciplines including linguistics, sociolinguistics, psychology, neuroscience, and education, and consequently most theories of SLA can be identified as being founded in one of them. Each of these theories can be thought of as main tools to teach on specific parts of the language learning process; however, none of them is considered as the main one to suit every need when working in language acquisition.



[http://www.linguistsfederation.com/Generative\\_Linguistics.htm](http://www.linguistsfederation.com/Generative_Linguistics.htm)

<http://portal.unesco.org/education/en/ev.php->

[URL\\_ID=26925&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=26925&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<http://eeale.cealupn.net/mod/book/view.php?id=242&chapterid=575>

Firstly, behaviourism and structuralism are approaches that result of the mixture of linguistics and psychology and claim that learning must be carried out through very fixed structures and responses to specific stimuli. Phonology, syntax and morphology are described by the structuralist approach and the process stimulus-response is described in the behavioural approach.



Secondly, in the generative linguistic school it is argued that conveyed ideas is not as important but why and how ideas are conveyed is what really matters.

Lastly, the sociocultural theory pleads the learning process takes place once there is interaction between two parties and social and cognitive factors. The result of this will be the learning of a second language. Investigation of cooperative learning, construction of meaning, and sociocultural variables are also studied by this school.

These schools of thought have been evolving just as the students' needs also have; this is a reason why such schools are so relevant. They are different each other as they focus in different aspects of teaching, they focus on different features but at the same time they are similar because the main target, which is learning a target language, is the same in the three schools of thought.

Other approaches that are based under the SLA theories are the grammar-translation approach, the direct approach, the reading approach, the audiolingual approach, community language learning, the silent way, the communicative approach, the functional notional approach, the total physical response approach and the natural approach. All of them are quite different and meet the objective in very particular senses.

From this point, some of the features to teach a target language are exemplified and the first one is taken from the book Four Corners 4 (appendix 1). Unit 6, lesson B and lesson C. In this lesson, students will be able to learn through a conversation, which is a great example of John Austin' thought (1962), who claims in his book "How to do things with words", that things about the world are not only said by people but things are done through language. Afterwards within the lesson, how to interrupt in a polite way and to agree with interruptions (appendix 2) is dealt with, which are the expected outcomes and the language functions. Aspects of language are integrated in a conversation, it can be seen *form* every time Kevin & Carol come up with

questions because they use different intonations; *meaning* because there are gaps of information and they need to be covered. Finally, *use* as Carol has to interrupt every time something is not clear for her. Another feature that is found during the lesson is *negotiation of meaning* because the ideas that are not clear must be eventually clarified.

Throughout the next activities (appendix 3) pronunciation practice, *language variation*, intonation, pronunciation, stressed patterns, *cultural transmission* and *received pronunciation* are worked on.

During exercise 3, *the model of communication* by Dell Hymes (1974), can be analysed and used. A listening from a specific context is listened to.

S	Scene	A presentation in a school
P	Participants	Emily, who is the student-presenter and the whole class
E	Ends	Emily explains and describes 2 types of personalities
A	Act sequence	A structured presentation of personality type A and B
K	Key	Emily performs in an attentive, kind and patient way
I	Instrumentalities	Emily speaks in a very clear, relaxed and formal way
N	Norms	Even though it is a presentation there are interruptions
G	Genre	The presentation is an informative presentation

The two last activities of the lesson are worked under the *communicative approach*; the ability to convey ideas, to listen opinions and to *negotiate meaning must be practiced*.

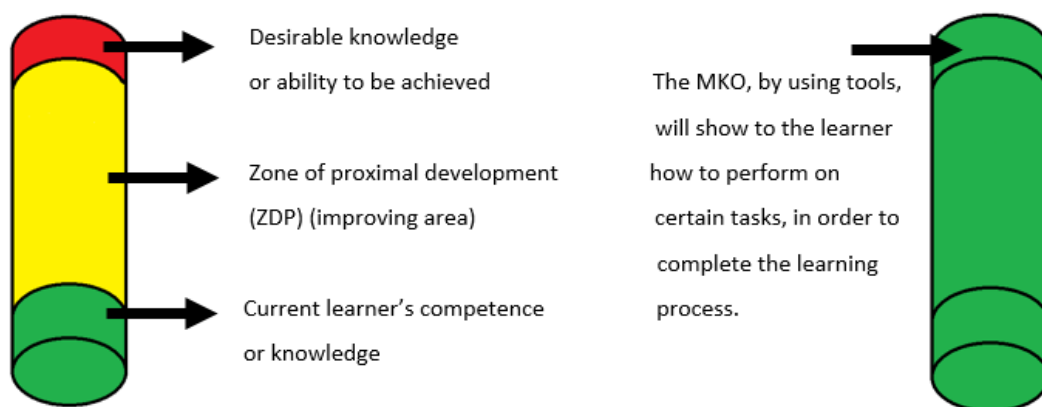
The scan of lesson C (appendix 4) is where grammar structure is taught, and according to the book, *sentence structure* is ideal to work this this grammar topic. *Language function* can be worked within this lesson since the ideas belong to the same context; they are taken as a single

unit of language. *Parallelism* can be a useful here too, as ideas can be said to express similar ideas using the same grammar formula.

Zone of proximal development (ZPD) is a very important principle of Lev Vygotsky's work. There are many ways ZPD can be explained. According to Hurst (n.d.), these are a range of activities a person can perform or tasks someone can solve with the guidance of someone who is more competent. A second explanation is ZPD is the potential ability gap or span a learner can achieve to accomplish tasks that are unknown for him or her with the guidance of a more competent guide or instructor. Alternatively, ZPD is what a learner cannot do by himself or herself and what she or he can do with assistance.

Vygotsky's ZPD idea also uses the concept scaffolding, which are the supporting interactions that help learners achieve learning. Scaffolding can be done through many different ways, for instance, modelling the task, using comparisons, giving clues to accomplish a task, walking learners through steps or stages or so.

Overall, in order to learn something by using the ZPD, a new competence might be learnt by a learner once more competence are shown exemplifying or demonstrating him or her how to do it.



Understanding the MKO as the more knowledgeable other means that the one has more knowledge or skill on the certain task to be performed than the learner.

*Input* is a word that is used in many different areas or environments. When referring to linguistics input is a very important concept. It is used specifically in SLA. Input is used by linguistics to refer to the immense range of sources that are used to expose or immerse learners to a target language. As it was mentioned before, there is a large number of input sources and they can be used to develop different skills when learning English. Songs, podcasts, recorded conversations or radio programs can be used to work with learners' listening skills. If reading skills are needed to be improved, the ideal input could be magazines, newspaper articles, Internet blogs and books.

Exposing learners to enough amount of input is considered by many experts in linguistics as a key factor to learn a target language, so it is a great way to immerse learners to a fully and real target language environment. The only issue that must be taken into account is the type of input is going to be used, in order to have an effective learning process; it is needed *comprehensible input* to be part of the teaching process.

*Output* has almost the same background of input talking about where the word comes from. On this matter, the expected outcome is the opposite. When talking about outcome, the result, outcome or product is what is discussed about. Same as input, output could be used to show learners what can be done with the four skills of a target language. Students can be asked to write a description or an essay to work with writing or maybe a play role situation can be performed for speaking. On the other hand, understanding can be tested, by using a listening activity, as a proof to corroborate the listening skill is well developed. The number of instances can also be as large as our imagination might be.

Finally, *intake* is the quantity of new information or knowledge a learner is able to understand in order to be used right away.

These concepts are used within the same process and that process can be explained as this: In order to accomplish an efficient process of learning, learners are put or exposed to a certain amount of input. By socialising with others, learners take what they need to produce their own output, so the learning process is carried out.

As far as possible, exposing learners to the greater amount of input is the best when trying to teach a target language. Eventually, comprehension and performance will be shown and learners will do output in the closest way to native users usually do.

The input hypothesis is part of a group of five hypothesis, which are also named *The monitor model*. Schütz (2014) mentions the expert in Linguistic S. Krashen (1985) developed the input hypothesis, which is also called  $i+1$ , where  $i$  stands for input, while  $+1$  is the level above of knowledge learners are ready to acquire. According to Krashen, everything below  $+1$  is knowledge students have already internalised.  $i+1$  can be seen also as following,  $i$  is the stage of level of competence a learner has, therefore acquisition is ready to be carried out when the learner is exposed to a higher level of new knowledge, which is known as  $+1$ . The input hypothesis works through an effective formula, which no matter what, always implies to expose a learner with certain level of competence to a new amount of comprehensible input, in order to increase his or her competence in the target language.

An activity that is based on the bottom-up approach is the following:

1 g _ _ a _ _ _ g	gleaming
2 _ _ x _ r y	luxury
3 _ n d _ _ d	indeed
4 t _ _ i _ _ l _ _ _ _	trailblazer
5 _ _ _ _ _ r - _ _ _ _ _ n g	bigger-selling
6 _ n _ _ _ _ _ s _ _	enviously
7 t _ _ _ _ _ _ _ n _	turnaround
8 w _ _ _ _ _ s _ o _ _ _ _ _ _ e	walrus moustache
9 k _ _ _ _	keen
10 _ _ _ _ _ e _	outset
11 _ _ _ _ _ - p _ _ _ _ _ _ _	well-praised
12 _ _ _ t _ _	lustre
13 _ _ _ _ _ _ h _ _	tarnished

According to Tseytin (n.d.), small pieces of information are parsed and recognized. Then, syntactic classes are identified and finally, small pieces of information are combined to form bigger pieces of information in order to get the main meaning or most of the ideas that are tried to be conveyed.

Once the words are figured out, the next activity is a crossword (appendix 5), which is a great activity to learn the meaning of the words; This activity is also worked under the bottom-up approach as learners are going from small pieces of information to more complete and meaningful ideas.

In the next stage, top-down approach is used for the questionnaire. The top-down approach is opposite to bottom-up one. The top-down approach goes from main ideas to smaller pieces of information.

What is the main argument of the reading?

In the 5<sup>th</sup> paragraph, what did Mr. Zetsche do to change things in Mercedes?

In what ways, did Mercedes change?

Is Mercedes working today as it was 15 years ago?

Why do you think Mercedes is successful nowadays?

Culture can be understood in many ways. According to Spencer-Oatey (2012), in 1952, the American anthropologists, Kroeber and Kluckhohn, reviewed concepts and definitions of culture, and compiled a list of 164 different definitions. Obviously, this might lead us to a full paper of definitions about “culture”. Nevertheless, some of the most remarkable definitions are going to be mentioned.

Hall (Hall 1976, p. 16) mentioned, “Culture has many definitions, and it affects everything people do in their society because of their ideas, values, attitudes, and normative or expected patterns of behaviour. Culture is not genetically inherited, and cannot exist on its own, but is always shared by members of a society.

As it may be noticed, culture is always changing and evolves at the same rate as people evolve is stated. In addition, culture is always learnt. As Adler (1997) cited on Kroeber & Kluckhohn:

“Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artefacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially

their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action”.

Something hard to believe is that culture is not only a representation of the past but also it can condition the people’s future.

“Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member’s behavior and his/her interpretations of the ‘meaning’ of other people’s behavior”, argues Spencer-Oatey (2008).

Here, it can be pointed out that no matter what culture does not compel any way of behaviour, but influence people to follow certain guidelines to fit better when performing in society.

In other words and after reading some definitions, it is possible to quote that culture are the features a specific group of people in specific places show. These features are named, the way they behave, what they eat, the way they dress, what items people use to live and the way people in that place use to communicate each other, these features can or may go and change through time.

Now, what does culture have to do with learning? Probably, it may be thought those are different matters since it is possible to learn without knowing anything about other places, or someone can be in another place without learning anything about it. However, to be true they are linked in so many ways and the answer of the previous question is then, yes, it has. Culture has to do with learning in so many ways, for instance, it is quite important due to the necessity of communicating effectively. If there were not any kind of contact between countries, there would be useless to learn about others but as we are living in a globalized world, escaping from cultural exchange is impossible. Learning culture is quite difficult since there is a lot to learn.



Someone has to do his or her best to fit better in nowadays needs, otherwise, a sensation of felling as a fish out of water may be experienced.

To be true, the idea of learning culture is the best way to learn another language was recently thought. That may be the reason why people who go to an English-speaking country learn English so quickly. Nevertheless, that is something out of many people's league so ways to substitute that option is a must that needs to be taken into consideration. Advantages of different tools are needed to learn culture from other places; and immersion is what we must do to learn culture. Internet can be the tool that shorten distances and watching and understanding behaviour throughout movies can be meaningful since many movies picture and shown accurately the way other culture might truly be.

Lastly, it is very important to open our standpoints to other thoughts. This might be the most difficult matter when learning culture since culture changes are very complicated to be accomplished. Most of the time, it is thought we are correct in what we do and anything out of our guidelines many times is assessed as incorrect or wrong; this is called ethnocentrism and sadly, this is a practice that is very common. A lot of work must be done in order to switch the angle so it is possible to start seeing things from a different view without judging whether if other's people way is correct or incorrect. Even most important, taking and learning from those matters that are totally new for us because those new features we can learn are going to make our way easier in order to achieve our goal, which is in many times, learning a second language.

After these words, it is hoped people can change intercultural attitudes towards learning, accepting and sharing others' culture in different ways, the tools to do it are there and the outcome will not be more than personal development in order to be better people and to fit better in the place where it is desired to be. We, sadly, live in a country where people hardly ever are concerned about others; most of the people try to take advantage over the one who is more prudent or rational. This kind of people must learn that the well-being of other is also our best choice to be better.

Before defining intercultural competence let us analyse the fact that there are competences that we need to understand first. Those are linguistic or grammatical and communicative competences. Chomsky (1965) stated linguistic competence as the speaker-hearer's knowledge of a language; this means that every person is able to learn how to communicate properly in the situations they are performing with no problem at all since this person learned such language through experience. This process is clearly seen in children, as ideas are conveyed, children do it, if not in the best of the possible ways, in an effective way, indeed. In almost every case, grammar rules are not important so far; however, performing is quite effective. Whatever is desired to be said or done, it is so because the way they behave is correct and goes according to the guidelines of the place they are performing. Learning by experiencing is being carried out and every experience that is lived is stored and ready to be used whenever children need it. In consequence, unconsciously learning is being carried out, just as it is also quoted by Kac (1992) on Nordquist (2017): "The linguistic competence of a human being should accordingly be identified with that individual's internalized 'program' for production and recognition...".

## CHAPTER 2: METHODOLOGY AND PRACTICE.

### 2.01 A practical and useful lesson plan.

Lesson plan identification cell.

1. Lesson plan identification cell.	
Author	Cesar Ruiz
Educational stage	College
Title of your Lesson plan	New business
Learning Objective of the plan/Competency	Students are going to be able to... investigate and cite economic information about countries. restate ideas by using phrasal verbs. deal with numbers.
Communicative skill considered	Listening / Speaking / Reading / Writing
State of the following options	
Functions	Reporting financial, demographic and social information.
Main Grammar structure	Phrasal verbs
Other Grammar structures	Numbers
Brief description of the plan	The SS will learn how to restate information by using some phrasal verbs and to deal with numbers and symbols.
Hours of the plan implementation	5
Number of sessions	3
Contents required for the lesson	Audio / Slides / Internet / Textbook / Handouts
Link of the content	
EEAILE tutor on line	Norma Susana Rivera Herrera

## Class profile

The following activities are aimed to college students in a public school in Estado de Mexico. They are Industrial Engineering students from eighteen to twenty-four years old. These students are coursing 5<sup>th</sup> 4-month period out of 9 4<sup>th</sup>-month periods. The school program is related to business matters. The class is segmented in three sessions of five total hours (300 minutes). The class has about 20 students and it is possible to assure many of these students are in A1+ level, even though their level should be B1- or at least A2+ by now. The activities are from a textbook named Market Leader, this is a 3<sup>rd</sup> Edition and the authors are David Cotton, David Favley and Simon Kent. The material is published by Pearson Publishing House. The units that will be used are unit 6 and 7.

## The lesson plan

Stage	Objective	Procedure	Material	Skill	Dynamic	Time (min)
Starting up. A	To activate SS' link to the L2 by using different kinds of vocabulary words.	T hands out a search word puzzle. T reads vocabulary aloud so SS register and repeat correct pronunciation.	Worksheet. Textbook.	Writing. Speaking.	Individual.	15
Starting up. B	SS will be able to identify public and private sector organizations.	T elicits ideas about companies. Then T explains what a company is. SS identify public or private organizations in the country.	Textbook.	Speaking.	Individual.	15
Vocabulary. C	SS will identify vocabulary expressions related to economy.	T plays the 1 <sup>st</sup> track of the unit. Students must write expressions or words they can understand to figure out the meaning of the profile. Then T elicits ideas.	CD. Speakers. Paper.	Listening.	Individual	15
Vocabulary. A	SS will discover economic terms.	Match economic terms with their correct definitions. T helps with unknown vocabulary.	Textbook. Dictionary.	Reading.	Individual.	15

Vocabulary. B	SS will identify the missing terms.	Students must fill in the gaps in an economic profile. T plays the track for a 2 <sup>nd</sup> time so SS can check answers.	CD. Speakers. Textbook.	Reading. Writing.	Individual.	15
Vocabulary. E	SS will argue about economic problems in Mexico.	SS do pair work and discuss ideas about the economic situation in the country.	Textbook.	Speaking.	Pair work.	15
Listening. A	SS will formulate thoughts	T Plays a track, SS should answer a couple of questions about the track, lastly answers are elicited.	Speakers. Textbook.	Listening. Writing.	Individual.	15
Listening. B	SS will be able to demonstrate their understanding.	T plays a video; SS have to fill in the gaps.	Speakers. Projector. Textbook.	Listening. Writing.	Individual.	15
Language Review.	SS will be able to use phrasal verbs.	T explains the topic phrasal verbs. The topic is reinforced with an extra worksheet	Board. Markers. Worksheet.	Writing.	Individual	30
Phrasal Verbs. A	SS will infer new meanings for verbs.	T explains that a way to learn phrasal verbs is by inferring using the context. Pronunciation was also spoken out aloud by T.	Textbook.	Reading.	Individual. Choral repetition.	15
Phrasal Verbs. B	SS will recall some phrasal verbs.	SS work on another phrasal verb activity.	Textbook.	Reading.	Individual.	15
Phrasal Verbs. Online activity	SS will demonstrate their phrasal verb proficiency.	T explains a game, SS practice phrasal verbs using an online game.	Computer. Internet. Mouse. Projector.	Reading.	Individual.	20
Phrasal Verbs. Extra activity	SS will identify more phrasal verbs in order to increase the number of verbs they can work on.	T gives a worksheet to students so SS learn more phrasal verbs.	Worksheet.	Reading. Writing.	Individual.	20
Dealing with numbers.	SS will distinguish different ways to deal with numbers in English.	T explains different ways numbers are read in English.	Board. Markers. Textbook.			30

Dealing with numbers. A	SS will identify different kind of numbers.	T plays a track so students try to guess the correct figure.	Speakers. CD. Textbook.	Listening.	Individual.	15
Dealing with numbers. B	SS will describe Mexico's situation by numbers.	T explains SS need to find information about the country; SS are able to use Internet to answer the questions.	Textbook. Internet. Smartphone. Laptop. Tablet.	Reading. Writing.	Individual.	20
Dealing with numbers. C	SS will test their understanding about numbers.	T plays a track and SS must pick the correct answer about 4 radio business-news pieces of information.	Computer. Speakers.	Writing.	Individual.	15
Dealing with numbers. D	SS will report the situation of a specific country.	T plays a slide; SS have to read out aloud that slide.	Computer. Projector.	Reading.	Individual.	

## 2.02 Application and procedures.

The following activities are based on the textbook (appendix 7), which was reported before.

Starting up A activity is an activity to activate previous knowledge and to set L2 ready to start the lesson, the vocabulary in this section are words that the students have worked with before. To reinforce the activity of the book a word search puzzle (appendix 6) is handed out to students so they remember the vocabulary, besides the teacher explanation, by solving this game.

Starting up B activity is a speaking activity. According to students' country knowledge, information about public and private sector companies is elicited. Then ideas under the micro-skill approach are worked.

Vocabulary C activity was reordered in order to expose students to the input hypothesis or  $i+1$  as Stephen Krashen (1985) stated in his work. This way, vocabulary expressions are listened first and then production will be performed by using such vocabulary expressions.

Vocabulary A is the group of words that students already listened to. New information must be internalized in case they have not figured out the new expressions' meanings. These expressions are going to be part of the assessment process, even though, in this first contact with them they are only part of formative assessment.

Vocabulary B activity is a filling gaps activity. The vocabulary they have learnt must be applied to an economic profile. Some clues are given in order to make the activity easier for students and now, students have to start working with meaning. It is suggested they understand the ideas in a macro-skill level. A better view of the vocabulary expressions might be understood by learners during the activities they are working on. This kind of activity belongs to a cloze activity in the traditional assessment approach.

Vocabulary E activity is the first pair activity. Students need to speak out about what are the main problems in the country and what is the general overview nowadays. Teacher's role here is only monitoring.

Listening A (appendix 8) is a real piece of information; it can be taken as authentic material as it talks about a real and current company. Authentic material is one of the features the Market Leader textbook series offers. Such books always use interview with real people, real companies, real topics and in consequence real information, many times the content is hard to cope with for students, though. It is possible to assure this activity works under the top-down principle as students do not need to understand every single idea of this listening but a couple of important ideas to complete this activity.

Listening B activity is the opposite of listening A activity. During this activity, the bottom-up approach is being practiced because only small units of information are needed in order to complete the activity successfully. The activity is a filling gaps activity and once more the information used is true and real information.

Language Review is the main grammar topic of this lesson plan (appendix 9). It is about Phrasal verbs or Multiword verbs as the book states it. The explanation is given by using the structuralist approach, in which, we apply certain knowledge to create ideas and then changing these ideas by using groups of words named syntagms, which in this case are going to be the phrasal verbs, as Ferdinand de Saussure (1910) reported it. It can be inferred that this approach is very helpful because what it is really done is changing a traditional verb for a multiword or phrasal verb and the best approach to do so is the structuralist one. Lastly in this stage, students are going to start changing ideas given in a worksheet (appendix 10), this, to reinforce the topic. Besides learning the grammar topic, students are going to develop intercultural competence, as phrasal verbs is a topic that represents in English-spoken countries almost a unique spoken characteristic. In consequence, students must get immerse in culture so it is easier for them to learn this topic.

Phrasal Verbs A activity is difficult for students because guessing meaning must be worked and inferring the meaning of the phrasal verbs might be complicated for students, even though, there are some options that can be seen, guessing is difficult because lack of vocabulary and understanding.

Phrasal Verbs B is an activity that needs to be worked from the top-down approach, nevertheless, by the nature of the activity students tend to forget the meaning or the main idea of the text and they usually focus only in the bottom-up approach, they do not really care about the main idea, they struggle with the phrasal verbs.

Phrasal Verbs online activity is a very interesting activity because students are keen on technology and they enjoy using it. This stage is when technology plays a main role in teaching and it is easily to assume that the learning becomes truly meaningful for students when technology is used.

Dealing with numbers is the second topic for this lesson plan (appendix 11). Several forms of reading numbers are explained to students so they develop the ability to deal with them. As the class is aimed to Engineers, they usually find it very attractive. For a reason Engineers are keen on numbers and symbols, they are reluctant to Math, though. This stage is worked on the



micro-skill level since the important fact is merely the students learn how to deal with numbers and basic symbols and no more.

Dealing with numbers A is a listening activity. It is a multiple-choice activity and it goes under the micro-skill level. Form is used but meaning and use are not important features in this activity.

Dealing with numbers B activity involves students recycling knowledge. They have to remember previous learnt vocabulary because now they have to put everything together. They will use economic vocabulary and numbers so form and micro-skill level is not enough. It is time to go to a meaning and macro-skill level to achieve this activity successfully.

Dealing with numbers C activity is another listening activity and the last activity before the summative assessment period. Every single activity so far has gone through formative assessment. In this last activity, students need to develop their understanding towards numbers and symbols, to do so; they work with meaning and usage in order to have a proper mixture of vocabulary, numbers and symbols.

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

The grading process will be segmented in three parts. Every one of the four main skills in the learning English process will be graded. The Writing skill will be graded with a quiz regarding to phrasal verbs. Listening and Speaking are going to be graded together, this will be done in pair work and every pair must have a short interview. Reading will be graded with a country profile slide.

The grading values are the following:

Skill	%
Listening/Speaking	40
Writing	30
Reading	30

This way, the 100% can be achieved. It is important to mention that as a syllabus requirement, students must score over 70% so as they can go to the next term.

The speaking and listening skills will be graded with a pair work activity. An interview must be carried out, by a pair of students, in order to get information the other one has to complete a fact list. Such facts are related to important information about countries so intercultural aspects are taken into consideration. They activity is also designed to work with numbers so at the same time students need to use numbers so the activity can be carried out successfully.

**Facts and figures around the world.**

**Ask for the information missing and answer the questions**

pair code \_\_\_\_\_

Name: \_\_\_\_\_ . Group: \_\_\_\_\_ . Grade: \_\_\_\_\_ .

Germany's population in 2019 is about \_\_\_\_\_.

Russia has a territory of 17,098km<sup>2</sup>. It is the largest country in the world.

Mount Everest, the highest mountain in the world, has a peak that goes over 8,840m.

Amazon River is the largest river in the world, its length is \_\_\_\_\_.

The GDP of the US is the largest in the world; it has a record of US\$20,891,000,000,000 in 2018.

The best e-commerce figure is for China, the estimated revenue is \_\_\_\_\_ in 2018.

Mexico's population in 2019 went over 120,000,000 people.

Japan's inflation rate in January 2019 went down to a historical lowest level; it recorded 0.20%.

China is the most populated country; it has the highest number of cell phone users with \_\_\_\_\_.

Louvre museum is the most visited museum on Earth; its visitor number goes up to 9,334,000 annually.

India has the 2<sup>nd</sup> highest number of internet users with over \_\_\_\_\_ million users connected.

Brazil is very rich regarding animal species, it records a number of \_\_\_\_\_ species in its land.

**Ask for the information missing and answer the questions**

pair code \_\_\_\_\_

Name: \_\_\_\_\_ . Group: \_\_\_\_\_ . Grade: \_\_\_\_\_ .

Germany's population in 2019 is about 82,419,038.

Russia has a territory of \_\_\_\_\_. It is the largest country in the world.

Mount Everest, the highest mountain in the world, has a peak that goes over \_\_\_\_\_.

Amazon River is the largest river in the world; its length is 6,853km.

The GDP of the US is the largest in the world; it has a record of \_\_\_\_\_ in 2018.

The best e-commerce figure is for China, the estimated revenue is US\$584,000,000,000 in 2018.

Mexico's population in 2019 went over \_\_\_\_\_ people.

Japan's inflation rate in January 2019 went down to a historical lowest level; it recorded \_\_\_\_\_.

China is the most populated country; it has the highest number of cell phone users with 1,300,000,000.

Louvre museum is the most visited museum on Earth; its visitor number goes up to \_\_\_\_\_ a year.

India has the world's 2<sup>nd</sup> highest number of internet users, with over 699,000,000 million users connected.

Brazil is very rich regarding animal species; it records a large number of 3,172 species in its territory.

The second grading tool is a grammar quiz. This quiz has three different traditional grading tools such as a matching activity, a variation of a clozing activity and a short reading paragraph. As many of the traditional quizzes, this one must be work on individually.

**Quiz.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_ Grade: \_\_\_\_\_

**Match the phrasal verb to its correct meaning and then write a sentence using it.**

pass away	finish a relationship	_____.
run out	finish something	_____.
make up	discover	_____.
get on	continue	_____.
keep up	invent	_____.
find out	consult a book or dictionary	_____.
look up	die	_____.
break up	stop doing something	_____.
give up	date socially	_____.
hang out	enter transportation	_____.

**Change the verb in brackets for the correct phrasal verb in every sentence.**

My neighbor \_\_\_\_\_ (declined) my kind offer.  
If I want to be part of the team, I need to \_\_\_\_\_ (get involved) in the activities they organize.  
My parents are \_\_\_\_\_ (await with pleasure) to meeting me after long time.  
Soon is our boss Birthday, let's \_\_\_\_\_ (contribute with money) so we can get him a present.  
Some things haven't gone according to our plans but we must \_\_\_\_\_ (continue) it.  
After many years, my parents finally \_\_\_\_\_ (finished paying) their house.  
Blockbuster's figures \_\_\_\_\_ (decreased) dramatically until they went bankruptcy.

**These common phrasal verbs are connected with travelling and transport. Complete the text with the phrasal verbs below. Put them in the correct tense.**

check in    get on    get off    break down    take off    turn back    get off

John and David's flight home from Amsterdam was at nine in the morning. They had arranged to meet with John's friend Mark at half past six but Mark arrived at the hotel almost half an hour late. That, however, was just the beginning of their problems. On the way from the hotel to the airport, their car \_\_\_\_\_ in the middle of a busy intersection, causing a traffic jam. Then, David realized that he had left his mobile phone in the hotel, but it was too late for them to \_\_\_\_\_. When they arrived at the airport, they had just enough time to \_\_\_\_\_, go through passport control and security check and \_\_\_\_\_ the plane. The plane \_\_\_\_\_ very shortly after that and eight hours later, they landed in New York, but they couldn't \_\_\_\_\_ the plane because there was a problem on the runway. They felt a jet lag and finally, forty-five minutes after landing, they \_\_\_\_\_.

The last part of the grading process will be a reading, where students need to report a country profile and this activity will be graded with an alternative reading assessment format. An analytic rubric will be also used so students can have a reliable and accurate feedback about their performance. PowerPoint slides are needed and this grading stage is supported by the usage of technology. The slides are about important real and true information about the most important countries in the world so it may be considered authentic material as the information it is contained is updated so far and using that kind of information is one of the best possible ways to immerse learners to culture.

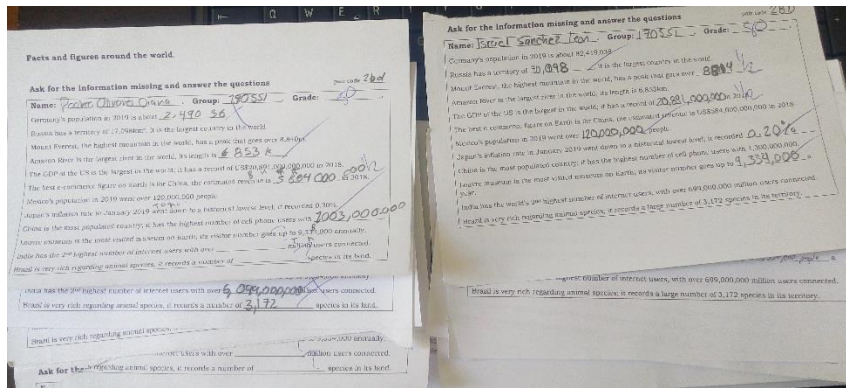
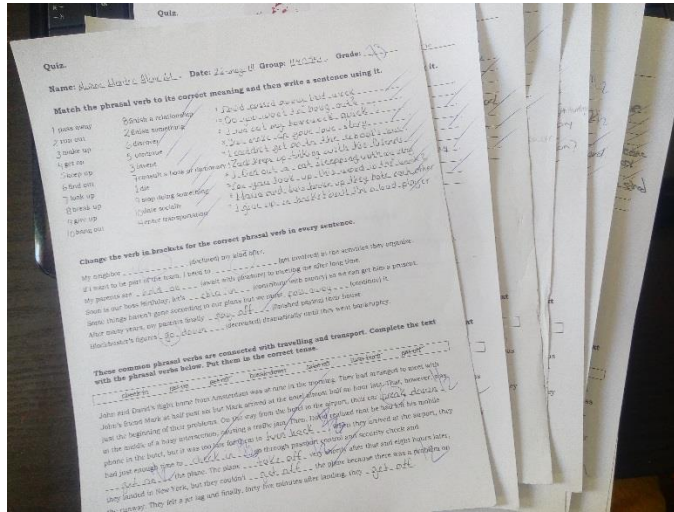
## Germany by numbers

Germany became a unified country in 1871. 2<sup>nd</sup> World War changed Germany dramatically and such changes affected it in many ways. On October 3<sup>rd</sup>, 1990, East and West Germany became only 1 nation again. Its capital is Berlin and it has only 16 states and the biggest is Bavaria with 70,552km<sup>2</sup>. Germany introduced the common European currency, the euro, on January 1<sup>st</sup>, 1999. Germany has a population estimated at 82,440,000 people, which makes Germany the 17<sup>th</sup> most populous in the world. Germany recorded US\$4,029,000,000,000 in GDP in 2018. It is the 4<sup>th</sup> largest country in the world in this rubric. Its inflation rate was 2.11% in 2018. It had 45,900,000 people employed in 2017. It showed an unemployment rate of 3.42%. Germany's labour force works mainly in services, which occupy 3/4 of the industry in the country. Germany is the 3<sup>rd</sup> largest exporter in the world. Exports in Germany in 2017 went up to €1,401,550,900,000. Such exportations were mainly to the European Union with 58.18% and the US with 8.39%. Germany has around 2/3 of the worldwide leading trade fairs in its territory making it the best place for companies to advertise their products or services. Almost 1/10 of the best companies in the world are in Germany. Germany has reached the 7<sup>th</sup> most visited country worldwide and Berlin the 3<sup>rd</sup> most visited city in Europe. Germany has 428 universities and more than 6,200 museums.

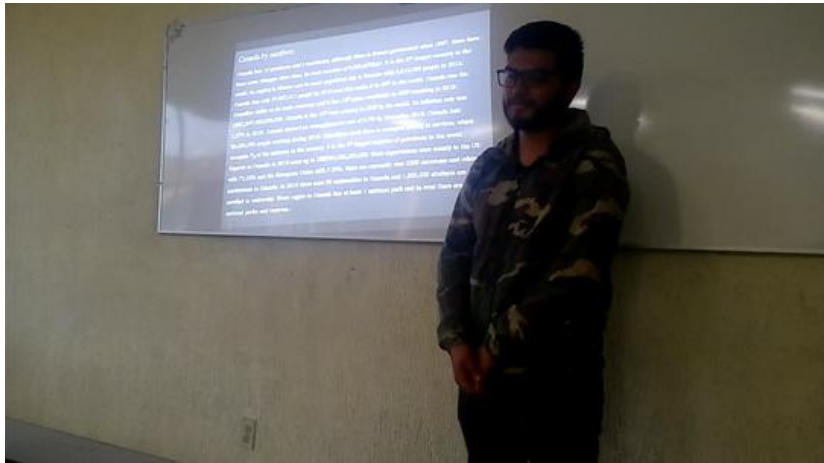
GRADING READING RUBRIC						
UNIVERSIDAD POLITÉCNICA EL VALLE DE MÉXICO						
GENERAL DATA OF THE GRADING PROCESS						
Name:	Student's ID number:		Date:		Subject:	
Type of evidence:	Topic:			School term:		
Student's signature:	Professor:			Professor signature:		
INSTRUCTIONS						
Check, circle or mark out the box according to the student's performance. Write down notes in the OBSERVATION box when needed.						
Criteria	Excellent! (100)	Very good! (90)	Good! (80)	Enough! (70)	Poor! (60)	Total
Intonation	The student has an outstanding intonation performance throughout the reading. He/She reads with prominent emphasis each sentence.	The student has a very good intonation performance throughout the reading. He/She reads with proper emphasis each sentence. Some ideas sound a little flat.	The student has a good intonation performance during the reading. Flat periods make the reading inconsistent.	Flat intonation is constant. Some passages of the reading have proper intonation.	There is no proper intonation. Flat intonation makes the message difficult to be understood.	
Rhythm	The student keeps constant rhythm and pace throughout the reading.	The student keeps a good pace throughout the reading. A few ideas are not well closed but the message is properly delivered.	The delivery rate is inconsistent, therefore, an important number of ideas are not clear and the message might be compromised.	The student reads slowly and this makes the message is not understandable. It is difficult to get ideas. Some ideas are properly delivered, though.	The student reads slowly or word by word. This makes the message is impossible to understand.	
Accuracy	The student reads with a lot of sense and word recognition. He/She decodes unknown words and read them correctly.	The student reads with proper word recognition. A few words are mispronounced but the message is delivered properly.	The student reads with some setbacks and some words are confused or mispronounced but the message is clear at the end.	The student reads with many setbacks and an important number of words are confused or mispronounced. This causes the message is not delivered properly but many ideas are well delivered!	The student reads with a lot of issues. Setback, mispronounced words or confused words make the message hard to be understood.	
Fluency	The student reads fluently and consistently. He/she self-correct automatically.	The student reads fluently but continually is broken when pausing in certain difficult words.	The student hesitates and pauses during few periods during the reading.	The student hesitates and pauses during important periods during the reading. Silence periods are often and message is compromised.	The student reads word by word without any fluency causing lack of meaning.	
Pronunciation	Student's pronunciation is outstanding and easy to understand. Number of errors is almost none.	Student's pronunciation is very good. It has some errors but the message is clear.	Student's pronunciation shows some errors and some of the ideas might be confused but the message is still clear.	The number of errors is important. Mispronunciation might cause the message is not properly delivered.	The student makes little or no effort to enunciate and articulate in English. In consequence, no message is delivered.	
Grammar (numbers)	The student shows a remarkable performance when dealing with numbers. Every single idea is properly delivered.	The student shows very good performance when dealing with numbers. Most of the ideas are properly delivered.	Student's performance is acceptable when dealing with numbers. Some ideas are properly delivered but some others are confusing.	Main message is not totally clear since many ideas are not properly delivered.	The usage, meaning and form regarding numbers is not the expected. Therefore, message is not clear at all.	



## 2.05 Evidences of designed tools to assess.



GRADING READING RUBRIC							
UNIVERSIDAD POLITÉCNICA EL VALLE DE MÉXICO							
GENERAL DATA OF THE GRADING PROCESS							
Name	Isabel Sanchez Leon	Student's ID number	1118212011	Date	21 Mayo 19	Subject	Reading numbers
Type of document	Examen	Teacher	Carla Ruiz	Professor's signature	[Signature]	School term	2018-2019
Check, circle or mark out the box according to the student's performance. Write down notes in the OBSERVATION box when required.							
Criteria	Excellent (100)	Very good (80)	Good (60)	Enough (70)	Poor (50)	Total	
<b>Intonation</b>	The student has an outstanding intonation performance throughout the reading. Highlights with prominent emphasis each sentence.	The student has a very good intonation performance throughout the reading. Highlights with prominent emphasis each sentence.	The student has a good intonation performance during the reading. Highlights each sentence.	Intonation is correct. Some passages of the reading have proper intonation.	Intonation is not understood. It is difficult to understand the message.	There is no proper intonation. Flat intonation makes the message difficult to be understood.	70
<b>Accent</b>	The student keeps consistent rhythm and pace throughout the reading.	The student keeps a good rhythm and pace throughout the reading.	The student reads with a good rhythm and pace throughout the reading.	The student reads slowly and the message is not understood. It is difficult to understand the message.	The student reads slowly or without the message is impossible to understand.	90	
<b>Fluency</b>	The student reads with a lot of sense and word recognition. Reads smoothly and understands words and reads them correctly.	The student reads with proper word recognition. A few words are not understood but the message is delivered properly.	The student reads with some word recognition. Some words are not understood but the message is clear at the end.	The student reads with many words not understood. The message is not understood. This causes the message to be lost at the end.	The student reads with a lot of errors. Mispronounced words or confused words make the message hard to be understood.	80	
<b>Pronunciation</b>	The student reads fluently and consistently. Reads with correct accentuation.	The student reads fluently and consistently. Reads with correct accentuation.	The student reads fluently and consistently. Reads with correct accentuation.	The student reads fluently and consistently. Reads with correct accentuation.	The student reads with a lot of errors. Mispronounced words or confused words make the message hard to be understood.	80	
<b>Grammar (numbers)</b>	The student shows a remarkable performance when dealing with numbers. Every single idea is properly delivered.	The student shows very good performance when dealing with numbers. Most of the ideas are properly delivered.	The student shows good performance when dealing with numbers. Most of the ideas are properly delivered.	The student shows enough performance when dealing with numbers. Most of the ideas are properly delivered.	The student shows poor performance when dealing with numbers. Most of the ideas are not properly delivered.	80	



## Canada by numbers

Canada has 10 provinces and 3 territories, although there is formal government since 1867, there have been some changes since then. Its land consists of 9,984,670km<sup>2</sup>. It is the 2<sup>nd</sup> largest country in the world. Its capital is Ottawa and its most populated city is Toronto with 2,615,060 people in 2012. Canada has only 37,067,011 people by 2018 and this ranks it in 38<sup>th</sup> in the world. Canada has the Canadian dollar as its main currency and it has 15<sup>th</sup> place worldwide in GDP reaching in 2018 US\$1,847,000,000,000. Canada is the 10<sup>th</sup> best country in GDP in the world. Its inflation rate was 2.57% in 2018. Canada showed an unemployment rate of 5.7% by December 2018. Canada had 20,000,000 people working during 2018. Canadians work force is occupied mainly in services, which occupies  $\frac{6}{8}$  of the industry in the country. It is the 4<sup>th</sup> largest exporter of petroleum in the world. Exports in Canada in 2016 went up to US\$400,000,000,000. Such exportations were mainly to the US with 72.22% and the European Union with 7.29%. there are currently over 2300 museums and related institutions in Canada. In 2016 there were 96 universities in Canada and 1,800,000 students are enrolled in university. Every region in Canada has at least 1 national park and in total there are now 47 national parks and reserves.

Using these grading tools was an effective ways to grade students. Every single tool to grade was specifically designed to grade every skill and every aspect of the grammar topics. Even though, some adjustments must be done. For instance, the outcome on the second exercise in the quiz was below expected since the difficulty during it was too high. An option there might be to offer clues to students so they have some choices to pick. During the interview, the spoken part was a little confusing since students could not understand the way the activity should be

worked, even when directions were clearly offered and they were asked if the activity was clear enough to be carried out. Eventually, the outcomes were as expected. The best outcomes were shown during the reading activity. The fact of students were being recorded caused nervousness at the beginning, but afterwards, students' performances were going better and better. A variation that was a possibility to improve this activity is the creation of a questionnaire that can be worked on by the audience as the reading is being performed by the presenter. It was also noticed that in the rubric to grade reading there is no a total or final score box, so that needs to be fixed compulsorily.

## **2.06 The video.**

As it is requested during the specialization, a video must be recorded as proof of the implementation lesson. There are two versions of the video; the video with the requested features can be watched by following the link below.

<https://www.youtube.com/watch?v=LuW1xEVhgIA>

Also, a larger version of the video was uploaded, more details about the implementation can be noticed by watching this second version, it can be watched in the same YouTube channel through the following link.

<https://www.youtube.com/watch?v=c-i-C7qbSZ4>



## Chapter 3: Experience report.

### 3.01 Outcomes

The expected outcomes are charted in the following chart.

Objective	Below expected				As expected				Above Expected			
	W	S	L	R	W	S	L	R	W	S	L	R
Students are going to be able to investigate and cite information about countries.						✓	✓					
Students will be able to restate ideas by using phrasal verbs.	✓											
Students will be able to deal with numbers.												✓

These outcomes were assessed in the official school syllabus. Such activities were assessed by the teacher, according to students' performance on the worksheets and activities the teacher designed to grade students.

As the chart shows, three different colours were used. The red tick was used to show below expected performance. The yellow one was used to report as expected outcome. Lastly, the Green one was used to show above expected outcome.

Speaking and listening were graded together in a short interview, skill were performed as expected, as it was a simple activity where students reported facts about countries. The skill that showed the worst performance was writing due to the complicated phrasal verbs are. Even when a small number of phrasal verbs was established to work on, the numerous number of phrasal verbs that exist could be the reason why the expected outcome was not successfully

achieved. Only one of the objectives went over expectation, reading numbers was above expected since the activity only required reporting a country profile. During the explanation about how to use numbers and the activities in the lesson, a remarkable performance by learners was noticed.

## **Chapter 4: Conclusions.**

### **4.01 Conclusions.**

As it is said, “practice makes perfect”. It is possible to assure the saying is very true since everything that has been done so far only can be shaped through practice. If the chance to make what was done is on but this time fixing what has gone wrong, it is surely to state that the way to perfection is being run.

The presented work was mainly thought to let students learn a target language taking into consideration many aspects that were not considered before. Since the beginning of this specialization course, everything started as new concepts, theories, or thoughts were being learnt. As it is possible to notice, the idea of traditional teaching must be left behind since teachers must be updated in forms or ways of teaching. This in order to fulfil new generations of learners who are totally evolved in so many aspects. It is in consequence, a must, more prepared teachers and teachers with enough tools to meet students’ needs.

Using the traditional and old-fashioned way to teach is something that is more common than one might possibly imagine. Teaching one skill at a time is also a common practice that needs to be fixed. Doing it in the old-fashion way does not mean at all, everything is wrong but it is a fact that using different tools and approaches will make things changed dramatically and learners’ abilities could have been improved in more meaningful ways.

Before this process of preparation, the chance of applying similar activities was experienced with outcomes that were, at that time, acceptable. The outcomes then, when applying different approaches, methods or techniques are quite different, as outcomes tend to be more positive. Learners are more engaged since they feel more confident due to the way they are learning. There are different kinds of students and changing teaching tools can help learners to achieve learning a new language in easier ways, also the chance to develop skills is wider.

During this period, the understanding of how can different activities can be used or applied was growing bigger and bigger. From the very beginning, simple activities were viewed from different approaches and once again, outcomes were better than before.

Taking part of this specialization offered a wider view of what can be done with English but also opened a new standpoint about where are teachers stand. There are a lot of things to be done and the job does not finish when the class does. There are still many things to be learnt but taking small step toward the goal is the best way to become better teachers.

## Chapter 5: References and appendixes.

Adler, N. (1997) International Dimensions of Organizational Behavior. 3rd ed. Ohio: South-Western College Publishing.

Austin, J. L. (1962). How to do things with words. Cambridge: Harvard University Press.

Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge Mass. MIT press.

De Saussure, F. (1910). Third Course of Lectures on General Linguistics. Part One.

Hall, E.T., (1976). Beyond Culture. New York: Anchor Books/Doubleday.

Hymes, D. (1974) Foundations of Sociolinguistics: An Ethnographic Approach. Philadelphia: U of Pennsylvania

Hurst, M. (n.d.). Retrieved October 8, 2016, from <http://study.com/academy/lesson/zone-of-proximal-development-and-scaffolding-in-the-classroom.html>

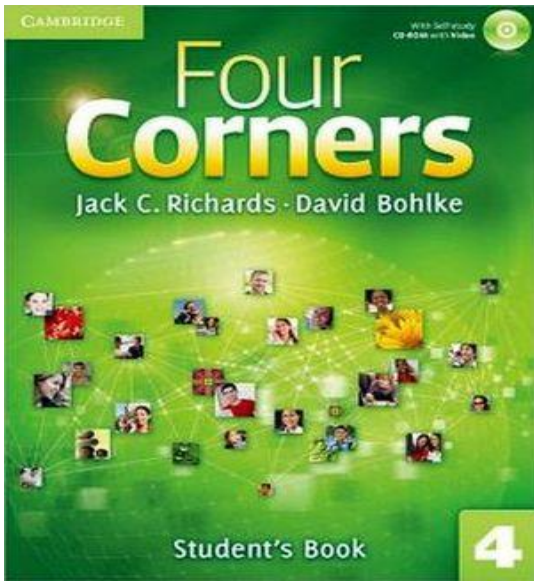
Jakobson's functions of language. (n.d.). Retrieved September 08, 2016, from [https://en.wikipedia.org/wiki/Jakobson's\\_functions\\_of\\_language](https://en.wikipedia.org/wiki/Jakobson's_functions_of_language)

Krashen, S. (1985). The input hypothesis: issues and implications (p 80). London New York: Longman Group UK Ltd.

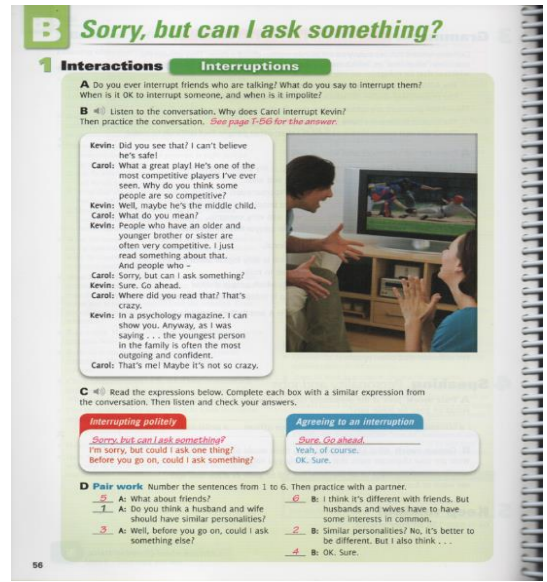
Nordquist, R. (2017) Linguistic Competence. <https://www.thoughtco.com/what-is-linguistic-competence-1691123>.

Spencer-Oatey, H. (2008) Culturally Speaking. Culture, Communication and Politeness Theory. 2<sup>nd</sup> Edition. London: Continuum.

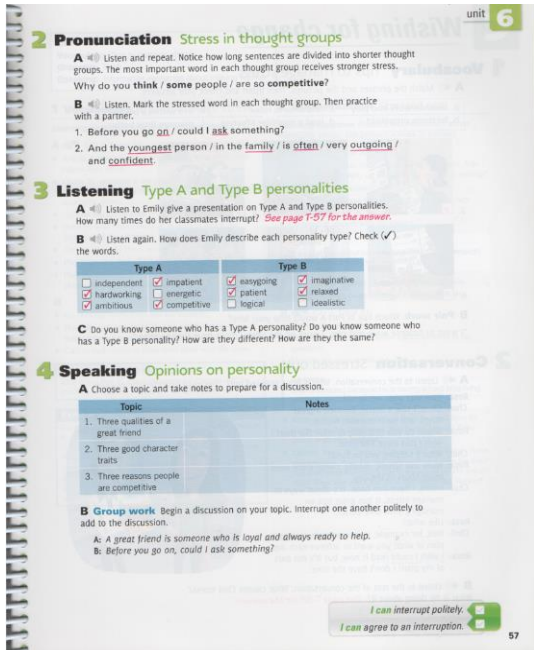
Tseytin, G. (n.d.). Bottom-up and Top-down Approaches to Text Analysis. Retrieved January 4th, 2017, from <http://www.math.spbu.ru/user/tseytin/butdu.html>



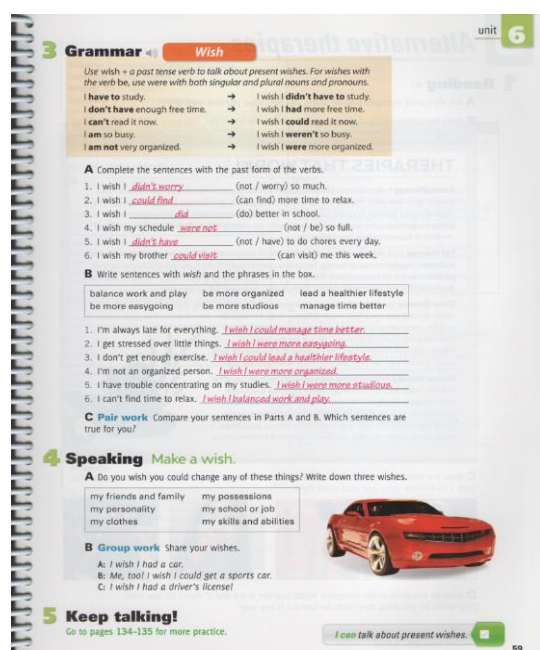
Appendix 1



Appendix 2

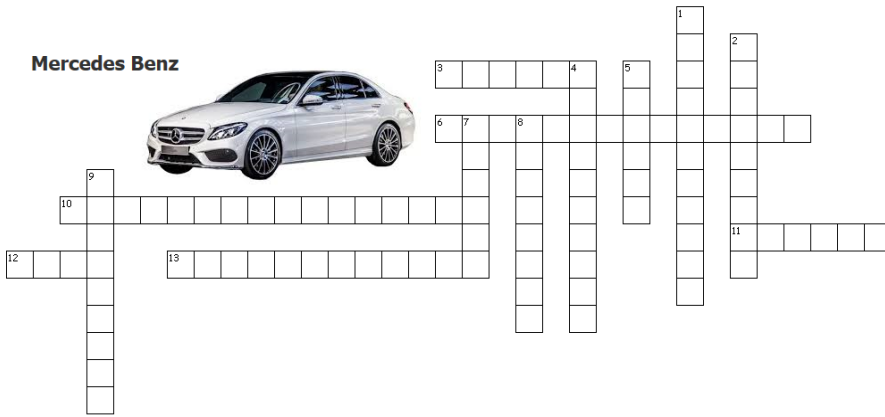


Appendix 3



Appendix 4

**Mercedes Benz**



**Across**

- 3. The start or beginning of something.
- 6. That sells extremely well.
- 10. A long, thick, drooping moustache.
- 11. A state of great comfort or elegance, especially when involving great expense.
- 12. Having or showing interest or enthusiasm.
- 13. Express warm approval or great admiration.

**Down**

- 1. Something that is the first to do or innovate something.
- 2. Feeling or showing envy or jealousy.
- 4. An unexpected change, especially one that results in a more favorable situation.
- 5. A gentle sheen or soft glow.
- 7. Used to introduce a further and stronger or more surprising point.
- 8. Shining brightly, especially with reflected light.
- 9. Lose or cause to lose brightness.

**Appendix 5**

**New business.**

Find out what do you need to take into consideration to set up a new business.

H T H P G I V K V V B W L S E S L E S M L D E Z H  
 E R M M O T W T V G A T K N T D A F T N L A E G T  
 A S Q Q P G S J T E G I A N E S W K A D D G Q O Z  
 L W S Y L Y E Q H Y L A A U Y W F N B R I X K D T  
 T I G Q S T G A C L E R P A D L F N L N A N O X P  
 H V A R E T S T E O G O C P W X Z E A X J A T O  
 Y L G E D A R D O T E C S G F K G B P C D L N V T  
 E S M A M Q S O N J E V A Q C Z B G O I J V L L Z  
 C A E Q O T R E N S F W X R D G N B L T P C T R B  
 O N E T A P M I S G O M B W Q P Z M I T V Z N R X  
 N K M F A N T K T C D Z F H W A S T F E G E Q P  
 O S F T R E D W G Y H U M W R N S N I B R M M V L  
 M W E E E C T W S T N E R P A E H C C N B Q Y Z  
 Y D V X R D P S K N I L T R O P S N A R T D O O G  
 N O F E A F V W E C A B F I E Y V U L C B D L Y S  
 G N D I A T Y O D R Z D D I W N B Q S I W J F W C  
 H I F M L B W U G L E H W C B F C S I V H J M W R  
 T E X Z O I G O S B R T B K I H E Y T G I U E H K  
 M O K A H R S K L K R V N Y Y X D G U W V I N I Y  
 X U X O I T K E M R U R D I K Q G J A E J I U J Q  
 Z Y R K Q D S Q B U K X O Q W D I U T M Y A H P U  
 T R A I N I N G C O U R S E S O B Q I Y K O G K I  
 P G B L F I N U K X F Z E Q E Z L O O F F I V O  
 B M Y G I B J Q D X F F L G B F I R N I J I H P Y  
 K W K O Q Z S U Q D C P U E R B G U G F Z Z Q M I

CHRAF RENTS	EASY ACCESS TO CREDIT	GOOD TRANSPORT LINKS
GOVERNMENT GRANTS	HEALTHY ECONOMY	HIGH UNEMPLOYMENT
LOW INTEREST RATES	LOW TAXES	SKILLED STAFF
STABLE POLITICAL SITUATION	STRONG CURRENCY	TRAINING COURSES

**Appendix 6**



**UNIT 7** **New business**  
*Three components make an entrepreneur: the person, the idea and the resources to make it happen. Anita Roddick (1942–2007), British founder of The Body Shop*

**OVERVIEW**  
**VOCABULARY** Economic terms  
**LISTENING** New business  
**READING** New business ideas  
**LANGUAGE REVIEW** Time clauses  
**SKILLS** Dealing with numbers  
**CASE STUDY** The Shinkai Cycle



- STARTING UP** **A** Discuss these questions.
- Would you like to start your own business? Why? / Why not?
  - What conditions are important for people starting new businesses? Choose the three most important from this list. Can you think of any others?
    - low taxes • good transport links • skilled staff • training courses
    - low interest rates • high unemployment • cheap rents
    - strong currency • a healthy economy • government grants
    - stable political situation • easy access to credit
- B** Many economies contain a mix of public- and private-sector businesses. Think of companies you know in the areas below. Which are public-sector companies, and which are private-sector ones?
- post office • railways • television • water • energy • telecoms
  - cars • banks • newspapers • airlines • roads • mining
- C** Many companies in the UK have been privatised. What are the trends in your country? Talk about the business sectors in Exercise B.

**UNIT 7 → NEW BUSINESS**

**VOCABULARY**  
**Economic terms**

**A** Match the economic terms (1–10) to their definitions (a–j).

1 interest rate	a) total value of goods and services produced in a country
2 exchange rate	b) percentage increase in prices
3 inflation rate	c) cost of borrowing money
4 labour force	d) price at which one currency can buy another
5 tax incentives	e) percentage of people without jobs
6 government bureaucracy	f) the number of people working
7 GDP (gross domestic product)	g) low taxes to encourage business activity
8 unemployment rate	h) money from overseas
9 foreign investment	i) official rules/regulations/paperwork
10 balance of trade	j) difference in value between a country's imports and exports

**B** Try to complete this economic profile without looking back at the terms in Exercise A.

The economy is stable following the problems of the past two years. By following a tight monetary policy, the government has reduced the inflation rate to 2%. For borrowers, after going up dramatically, the interest rate is now down to 6%. The last six months have seen a slight improvement in the exchange rate against the dollar. For the country as a whole, the GDP has grown by 0.15%. Exports are increasing, and the unemployment rate is starting to look much healthier.

In terms of jobs, the government continues to be a problem, as it is still 16%. In order to stimulate the economy and attract investment from abroad, the government is offering new tax incentives, as well as making a renewed effort to reduce government spending and red tape. Finally, a large skilled labour force means there could be attractive investment opportunities over the next five years.

**C** CD 2.1 Listen and check your answers to Exercise B.

**D** Think about some of the economic terms you looked at above in relation to your own country. Which do you think are going up / going down / staying about the same? Also consider the following:

- consumer prices (the price of things in the shops)
- public spending (the money the government spends)
- consumer spending (the money people spend)

**E** What do you think are the biggest economic problems in your country at the moment? What do you think the government's priorities should be? Talk to a partner about your ideas.

**F** Write a short paragraph about the economic profile of your country.

See the DVD-ROM for the Glossary.

66

67

## Appendix 7

FT Publishing Pre-intermediate **MARKET LEADER** Active Teaching 3rd Edition [www.market-leader.net](http://www.market-leader.net)

**LISTENING**  
**New business**

**A** CD 2.2 **Abdirashid Duale is the Chief Executive Officer of Dahabshill, a global money-transfer company. Listen to the first part of the interview and answer these questions.**



**Abdirashid Duale**

- How many countries does the company transfer money to?
- Dahabshill helps four types of people or organisations. What are they?

**B** CD 2.3 **Listen to the second part and complete these notes.**

All successful new businesses have to:

- have a .....<sup>1</sup>
- have a .....<sup>2</sup>
- know how they are going to .....<sup>3</sup> that vision
- motivate their .....<sup>4</sup>
- keep their customers .....<sup>5</sup>
- maintain their .....<sup>6</sup> with their customers
- make sure that the customers are happy with their .....<sup>7</sup>
- manage the difference between their income and their .....<sup>8</sup>

## Appendix 8

**LANGUAGE REVIEW**  
**Multiword verbs**

A multiword verb is a verb and one or two particles (prepositions or adverbs).

- It is sometimes possible to guess the meaning from the context.  
*August is too early for our conference. Let's **put it off** until October.*  
(= to delay, to arrange to do something at a later date)
- However, sometimes the meaning is difficult or impossible to guess.  
*I **turned down** their offer.* (= to refuse)

Grammar reference page 146

**A Match the multiword verbs in bold (1–8) with their definitions (a–h).**

- |  |   |
|--|---|
| 1 Who's going to <b>look after</b> our guests tonight?                       | a) see the sights                             |
| 2 We have two hours to <b>look around</b> the city.                          | b) arrive/appear/come                         |
| 3 We're really <b>looking forward</b> to the Tokyo trip.                     | c) get involved in                            |
| 4 Let's <b>take</b> the clients <b>out</b> to a Chinese restaurant.          | d) give attention to / protect / take care of |
| 5 Seventy staff <b>took part</b> in our fundraising events.                  | e) accept (an offer)                          |
| 6 The CEO would like to <b>take up</b> your kind offer.                      | f) await with pleasure                        |
| 7 We were delighted that so many sponsors <b>turned up</b> at the event.     | g) entertain                                  |
| 8 As we had another engagement, we had to <b>turn down</b> their invitation. | h) refuse/decline                             |

**B Choose the correct options to complete this e-mail extract.**

Just a quick e-mail to say thank you for organising the Monaco Grand Prix hospitality event. Everyone who took *care of / part in / up*<sup>1</sup> the event thoroughly enjoyed looking *around / forward to / after*<sup>2</sup> the city and the Grand Prix itself. Our clients were looked *around / forward to / after*<sup>3</sup> very well by your events team. I am afraid I am going to

have to *take care of / turn down / turn up*<sup>4</sup> your kind offer of free tickets for the film premiere as I have another engagement that night. However, we would like to *take up / turn up / turn down*<sup>5</sup> your offer of organising our corporate events next year. We are all really looking *forward to / around / after*<sup>6</sup> discussing your proposals.

Appendix 9

**Match the phrasal verb to its correct meaning and then write a sentence using it.**

call off	buy to be in charge	_____
talk into	support or help	_____
stick to	decrease or reduce	_____
pay back	continue	_____
pay off	to keep money to get a goal	_____
go down	exploit or cheat financially	_____
rip off	cancel	_____
buy out	contribute with money	_____
back up	persuade not to do it	_____
save up	return	_____
chip in	finish paying something	_____

**Pick the correct option.**

You can \_\_\_\_\_ words in a dictionary.      look after    look up    look at  
 Sorry I'm late. My car \_\_\_\_\_ gasoline.      ran away    ran out    ran in  
 Those bright yellow football boots really \_\_\_\_\_ stand up    stand down    stand out  
 Oh no! The building's lift has \_\_\_\_\_ again!      broken down    broken up    broken in  
 Our babysitter's really good at \_\_\_\_\_ our kids.      looking after    looking into    looking down  
 The bus was nearly full so it was difficult to \_\_\_\_\_ get in    get on    get up  
 Our plane \_\_\_\_\_ thirty minutes late.      took off    took up    took out  
 Let's \_\_\_\_\_ that old box. We don't need it.      threw up    throw in    throw away

**Rewrite the idea using phrasal verbs.**

Maria and her boyfriend finish their relationship.      \_\_\_\_\_  
 My assistant invent a story about his CV.      \_\_\_\_\_  
 Don't stop singing. You are very talented.      \_\_\_\_\_  
 The dinner was ruined. I had to put it in the garbage.      \_\_\_\_\_  
 If you don't know a word, you can search it in a dictionary.      \_\_\_\_\_  
 Their car stopped working two kilometers out of town.      \_\_\_\_\_  
 It is time to enter to the plane.      \_\_\_\_\_  
 I'm having some trouble finding the solution to this equation.      \_\_\_\_\_  
 Remove your shoes before you walk on the carpet.      \_\_\_\_\_  
 We need to deliver the homework tomorrow night.      \_\_\_\_\_  
 The CEO has just cancel today's meeting.      \_\_\_\_\_  
 Henry usually arrives on time but he can't do it today.      \_\_\_\_\_

You can find out more phrasal verbs in the link:  
<http://www.usienglish.com/reference/phrasal-verbs/list.php>

Appendix 10

**SKILLS**

**Dealing with numbers**

- A** CD2.6 Say these numbers. Listen and check after each group.
- a) 362    b) 1,841    c) 36,503    d) 684,321    e) 4,537,295
  - a) 3.5    b) 2.89    c) 9.875
  - a)  $\frac{1}{4}$     b)  $\frac{1}{5}$     c)  $\frac{1}{2}$     d)  $\frac{1}{3}$     e)  $\frac{2}{3}$
  - a) 15%    b) 50%    c) 97%    d) 100%
  - a) £80    b) \$5,800    c) €150,000    d) €20,000

- B** Try to answer these questions.
- 1 What is the population of your a) country? b) city?
  - 2 How many people work for your company / study at your institution?
  - 3 What is the average salary in your country?
  - 4 What is the current inflation rate?
  - 5 Approximately how many people are unemployed?
  - 6 What is the interest rate for savings?
  - 7 What fraction of their income do you think people spend on living costs?
  - 8 What percentage of your income do you spend on transport?

- C** CD2.7-2.10 Listen to four extracts from a radio business-news programme. Underline the numbers you hear.
- a) Inflation rate:                    2.0% / 1.2 %  
b) Unemployment:                    1,258,000 / 1,800,000
  - a) Profits increase:                    \$1.8 billion / \$1.8 million  
b) Sales increase:                    80% / 18%
  - a) Job losses:                             $\frac{1}{3}$  /  $\frac{1}{4}$   
b) Workforce reduction:            15,000 / 5,000
  - a) Interest rate reduction:            0.5% / 1.5%  
b) Economic growth:                2.8% / 1.8%

USEFUL LANGUAGE		
<p><b>SAYING LARGE NUMBERS</b></p> <p>912,757,250 = 912 = nine hundred and twelve million, 757 = seven hundred and fifty-seven thousand, 250 = two hundred and fifty</p> <p><b>FRACTIONS</b></p> <p><math>\frac{1}{7}</math> = five-sevenths    <math>\frac{2}{5}</math> = two-fifths <math>\frac{1}{2}</math> = a half            <math>\frac{1}{4}</math> = a quarter</p>	<p><b>BRITISH AND AMERICAN ENGLISH DIFFERENCES</b></p> <p>320 = three hundred and twenty (BrE)          three hundred twenty (AmE)</p> <p>0 = nought/oh (BrE) / zero (AmE)</p> <p><b>DECIMALS</b></p> <p>1.25 = one point two five 0.754 = nought point seven five four (BrE)          zero point seven five four (AmE)          point seven five four (BrE/AmE)</p>	<p><b>PERCENTAGES</b></p> <p>65% = sixty-five per cent</p> <p><b>CURRENCIES</b></p> <p>£3,000,000 = three million pounds €16,000 = sixteen thousand euros</p>

Appendix 11