



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“FILOSOFÍA DE LA ENSEÑANZA Y PROYECTO DE INTERCULTURALIDAD COMO MEDIO PARA FOMENDAR LA MOTIVACIÓN E INTERÉS EN EL IDIOMA INGLÉS”.

Final Project

TRABAJO RECEPCIONAL

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

PRESENTA:

Lucrecia Soto Carrillo

ASESOR: Gabriela Ruíz De la Rosa

México, DF. a 20 de junio 2020

CONTENTS

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

Background

1.02 Theory underlying your teaching practice and identity

1. Communicative approach,

2. Interculturalism,

3. Behaviourism,

4. Sociocultural theory, and

5. Blended Learning.

Chapter 2: Methodology and practice

2.01 The lesson plan

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

2.03 Attached evidences of (graphics, photos, images)

2.04 Evidences and analysis

Chapter 3: Experience Report

Chapter 4: Conclusions

Chapter 5: Appendixes . Materials referred in the lesson plan.

References

Introduction

Nowadays, the teaching-learning process has changed, in not only the way language teachers shows it, but also the contents and the foremost objectives, and goals in a class. Because of language is a way to communicate, we have to focus methodology, techniques and patterns to reach this purpose. Teachers must guide students to learn a language in order to be able to convey meaningful and coherent ideas. I have worked with an eclectic method where I apply different theories and approaches according to the “personality” of the group, taking into consideration the way they learn, and their main English objective. It is imperative, before starting a course, we should apply a diagnostic exam in order to know the English level of our students, thus their weaknesses and strengthens.

Languages provide a variety of ways saying the same things, the relationship between people in the particular situation and how the speakers feel about the person addressed.

All of those elements point out the significance of culture and language in an English class or even in any language lesson. To have successful outcomes it would be perfect to plan classes taking into consideration cultural and communicative competence.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

Nowadays, the teaching-learning process has changed, not only the way language teachers shows it, but also the contents and the foremost objectives, and goals in a class. Because of language is a way to communicate, we have to focus methodology, techniques and patterns to reach this purpose. Teachers must guide students to learn a language in order to be able to convey meaningful and coherent ideas. It has worked with an eclectic method where it has been applying different theories and approaches according to the “personality” of the group, taking into consideration the way they learn, and their main English objective. It is imperative, before starting a course; to apply a diagnostic exam in order to know the English level of our students, thus weaknesses and strengthens.

Background

It started to learn English from Kinder Garten to high school, during the university stage It was halted; however, when the college was on strike English was trained again, but now with a different perspective. Later on, the English language was polished in a Language School in order to be ready to teach.

When it was 3 years old it started to attend Kinder Garten, in that place the teacher began to show the alphabet, colors, and English songs. It was received elemental lexical items according to my linguistic mature. This was a clear example of a concrete experience; students were fostered by the educator, because the classes were enjoyed, parents had evidences of the English performance. Then, it was followed the English education in primary school, there, the instruction was different, teachers used grammar translation to explain the contents. Students were able to write many sentences in different tenses and they knew a lot of verbs and basic vocabulary; nevertheless, there was not spoken production, there was not grasp of English pronunciation and it was very hard to comprehend conversations in the language. Regarding reading, it was able to deduce paragraph contents, but it did not know many words, besides, teachers did not assign reading work. It is relevant to emphasize that those instructors managed some aspects of the language, but they did not have any teaching training. Therefore,

they taught English with their scarce sources and education background. This situation continued to high school, there, the system changed, the professor used to work with reading as the base of the class. Professor believed that through reading newspaper a student could acquire vocabulary and structure. Yet, the text only had to be translated; there was not a comprehension or production activities from those readings.

At university level, it made no longer English activities. Nevertheless, Later, it was studied again; It wanted to improve, because there was a desired to be an English teacher. It was enrolled in a Language Center, where it received different sort of instructions; in the first course the methodology was communicative approach, all the activities were focused on speaking, so, It had to learn phonetics and phonology, it was tough to acquire them being an adult, It was felt frustration because It could not communicate or convey any idea. The next course was a kind of eclectic teaching, due to the fact that teachers used a textbook as a foremost guide for the class, thereby, during a class, we checked reading, grammar contents, vocabulary and listening exercises. Most of the time, reading was for homework, grammar contents were the main element in class, vocabulary clarification only emerged whether students had any question about it, and listening was unreal and usefulness. The lack of authentic materials and their real uses of the language did not help to produce effectively. It could prove this empirical hypothesis, because when it travelled to New York, all the English knowledge acquired in class was different in a real English environment, listening comprehension was basic and It had struggles to understand native speakers.

When it wanted to become an English Teacher, It had to study hard with a deep reflection of knowledge acquired in order to improve and transform it. The preparation was not only focused on language contents but also teaching methodology, that education stage was an abstract conceptualization because comprehension was deeper and more analytical.

According to the last explanation about teaching and learning experience, and besides the teaching philosophy. It is known that it is complex to attempt to teach English of the same way that It was taught. Many years ago, my learning needs were different to my students now. Moreover, my teachers did not have the same education opportunities (internet, updating English courses or universities that had a major in TESOL). In that moment was not compulsory to have a major, or a teachers' training course. Although, It was learnt with old methodologies that currently are useful, there are new attractive and innovative, which are more suitable of

students' reality. At the beginning, I used to condition my students to work and the most important study area was grammar, I could not understand that every activity should have a purpose. It is believed that a happy student was the most important element in a class, without taking into consideration if they were learning or not. All the time It designed games in order to entertain students not to teach something. Years later, updating courses were taken, where It learnt that games must be used in a specific part of the class, following the class objectives, and reflex about the properly teaching performance.

During years, It attended to many courses in order to know more about teaching methodology. Nowadays, It has to change the initial and empirical beliefs. Currently, It reflects regarding to any element of English learning and teaching process. The assumptions about teaching have been modified. In class is possible to use any methodology that fits to pupils' requirements, It uses eclectic methods and it has had a positive impact with my students. The role in the classroom is guiding, tutoring, planner and facilitating my pupils' language acquisition. Every game, song or video must be used in specific stages and always with a purpose. It designs and adapt materials that can help to reach the teaching objectives and goals. Textbook is not the only resource in a class. Technologies are influential and significant in the process, it is imperative to refresh the knowledge and uses of technological items in teaching process. Moreover, a teacher must be emphatic with its students, it is my duty to assistance and oriented when they have problems. A pupil with troubles will not properly develop its skills and abilities. Another pertinent issue is the teacher training and her professional progress. As It was mentioned before instructor has to continue her preparation in not only the language but also methods, techniques and classroom management. Besides, teacher contributions to other colleagues since researching, tutoring or presenting lectures. All of these changes should be used in our country; there are many aspects that do not contribute to get better outcomes in teaching English. For instance, the less importance that government has related to English. Kinder Garten and Primary schools do not have quality in teaching, professors do not receive a payment and according to this experience the best age to learn a language are when students are children. The University students, who did not have the opportunity to attend private schools, claim that it is complicated to learn a language being an adult. Another struggle is that most of the time, in public schools assign as an English coordinator, teachers with lack of training, having as a result low students' English levels. Because they do not know how to lead an English department, they do not have leadership qualities and they only follow

institutional rules without thinking if they benefit teachers and learners. So far, It has briefly explained a part of teachers' reality in México, but there are several aspects to argue like salaries, work conditions and lack of opportunities to take courses and professionalize. In spite of, those negative elements, being a teacher is a fulfill experience, working with learners in any stage is so rewarding; even though institutions do not value teachers importance in any learning process, I would not change this profession. I was born to teach.

Moreover, it was learnt that teachers are leaders and it is necessary to be a positive guide for our students. Guiding a group of people through specific abilities, behaviors and motivating words to inspire them to reach objectives and goals are some activities that could define a teacher profile. During the daily professional activities, students are led toward different purposes where teachers are an example to them in different ways; therefore, teachers have to be careful with their conduct, actions, and statements.

As a teacher, students were encouraged to learn English. They have been fostered their active participation in the process by doing different activities, emphasizing those, which are attractive to them; these learners are helped with issues or misunderstandings related to any aspect of the language, they are advised and, together, we reach the best possible decision to tackle the problem.

Now, I know that the capacity for communication can help to prepare and teach new people, exchange relevant information and, in some cases, make new friends. Teachers must be emphatic and understand students' academic needs. This skill was developed because of the specialization .Teacher's duty goes beyond showing a topic or grading assignments, it is mandatory sharing knowledge and experience acquired; they ought to take advantage of their strengths and use them to aid others, foremost in the teaching area.

To sum up, being a teacher is an exciting responsibility, all decisions and acts aim to reach positive results for others, while enriching and nurturing that who leads as well.

1.02 Theory underlying your teaching practice and identity

Teaching is an exciting activity, and to be successful is not only relevant to possess an excellent calling, but also an acceptable training about methodology, techniques and teaching theories. All of these elements will help teachers to improve their practice and learners will benefit with it. It is important to know all theories and sources related to teaching a language in order to recognize our strengths and weaknesses as professionals, besides, to be able to correct those mistakes that could represent a disadvantage in the students' learning process. Using the new tools -acquired in the specialization-, it is difficult to use only one approach, method or technique because students are heterogeneous and their needs are diverse; therefore, teachers have to adapt the resources according to their real context. Thus, in the practice it is applied an eclectic methodology, where different proposals are integrated in order to benefit students learning process.

There are different approaches, methods, techniques and hypothesis that used to be applied in class and new ones, which have been added. First, the approaches currently used according to the teachers' philosophy, students', and institution's needs are:

1. Communicative approach,
2. Interculturalism,
3. Behaviourism,
4. Sociocultural theory, and
5. Blended Learning.

1. Communicative approach

This approach is defined as a method of teaching a foreign language which stresses the importance of learning to communicate information and ideas in the language (Oxford, 2015).

It is also known as communicative language teaching (CLT), the communicative approach is an umbrella term used to describe a major shift in emphasis in language teaching that occurred in Europe in the 1970's. Essentially the shift was away from teaching language systems (such as vocabulary and grammar) in isolation to teaching people how these systems are used in real communication. Put another way, there was a shift from viewing linguistic competence alone as being the goal of language learning, and replacing it with the notion of communicative competence. This entailed a major re-think of syllabus design, materials, classroom practice and testing. Early attempts to define syllabus goals in communicative terms resulted in functional-notional syllabus. This either supplemented, or replaced, the traditional grammar syllabus with items such as asking information, ability, apologizing, etc. The emphasis on real-life language use ushered in the widespread use of authentic materials. Interactive communicative activities, such as information-gap tasks, became a standard part of teachers' repertoires. Test designers, too, responded to the challenge, and traditional grammar tests gave away to tests of overall ability in the four skills, including test of oral performance. The new emphasis on the communicative purposes of language also meant recognizing that these purposes might be different for different learners. This encouraged the development both of needs analysis and of special courses designed to meet these needs, ie, English for Special purposes (ESP).

Quite soon, two distinct schools of thoughts emerged as to how communicative theory should be realized in practice. There were those that argued that communication should come first, and that you learn a language by using it. This strong form of CLT led to the development of task-based learning, with its emphasis on deep-end communication. In contrast, proponents of a weak CLT argued that you learn a language and then you use it. According to this shallow-end view, you need to learn the language systems and then put them to communicative use. That is you start off doing controlled language-focused activities, and then graduate to more meaning-focused activities, before doing purely communicative ones. It is the weak form of CLT that has prevailed, and this is now standard practice in many parts of the (western) world.

This proposal is a relevant part of the practice because authorities of Polytechnic University of Pachuca measures the students' English outcomes by speaking performance. With the recent growth of English as an international language of communication, there is clearly a need for many learners to speak and interact in a multiplicity of situations through language, be it for foreign travel, business or other professional reasons. People may often form judgements

about our language competence from our speaking rather than from any of the other language skills.

During the class is expected that students would be able to produce utterances, when genuinely communicative, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/ or solving a particular problem; or establishing and maintaining social relationships and friendships. To achieve this goal we need to activate a range of appropriate expressions, which fulfil these particular purposes.

In their analysis of the theoretical base of communicative language teaching, (Richards and Rodgers, 1986) offer the following four characteristics of a communicative view of language:

1. Language is a system for the expression of meaning
2. The primary function of language is for interaction and communication
3. The structure of language reflects its functional and communicative uses
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

This analysis shows how easily speaking skills can be accommodated within this particular view of language. When we ask our students to actively use of spoken language in the classroom, we require them to take part in a process, which not only involves a knowledge of target forms and functions, but also a general knowledge of the interaction between the speaker and listener in order that meanings and negotiation of meanings are made clear. For example, listeners may give the speaker feedback as to whether or not the listener has understood what the speaker has just said. The speaker will then need to reformulate what was just said in order to get the meaning across in a different way.

According to the last theory, the current classes are learner-centered, task based approach motivates learners and helps to create an active, communicative classroom. This challenge represents an important step forward in the language learning process. Many topics are taking into consideration, tasks, grammar, pronunciation, vocabulary, functions, notions, and learning

how to learn are all integrated. It is pretended to create a complete teaching class with several resources that can be used in a wide range of teaching situations. At the same time, it is the unique opportunity to enhance and further develop the classroom teaching skills.

In the class, it is taken an organic approach to grammar rather than a linear one. A linear view of language acquisition assumes that learners learn one thing perfectly, before moving to the next, indeed, the language acquisition is presented since different points of view. It has followed recent foreign language acquisition research, which shows that learners acquire a number of features all at once, imperfectly. Learning is organic rather than linear, and language grows in the same way as a flower grows, and not step by step in the way that a wall is built. (Nunan, 1995)

Because grammar is critical in developing communicative skills, it is introduced within real communication contexts. The grammar tasks are also designed to involve the learners in actively thinking about how English works. Learners are not given grammar rules to memorize and apply; they are invited instead to use examples and models in the material to recognize language patterns, and work out language rules for themselves.

Academic success requires so much more than memorizing facts. This means that a successful student can both learn and think critically, thus, the main purpose is not only teaching vocabulary and grammar but the necessary skills to engage with topics, texts and discourse with classmates.

2. Interculturalism

Designing an English class applying culture items, it is a challenge, not only choosing any topic but also taking into consideration diverse characteristics of our students. It is relevant that teachers prepare themselves regarding about culture and language and specially the context where the language would be used. It might be ideal whether teachers had the possibility to travel or read about foreign cultures. However, the reality of our educators is tough and limited. Talking about my own experience, I learned American English in Mexico and most of my teachers were Mexican as well. It was difficult to understand English teachers that were Native Speakers. Therefore, it was prevailing to find out scholarships or any opportunity to travel or study abroad. In order to enrich my training as an English teacher.

Students have to be instructed about the importance of grasping other cultures, not only to increase their knowledge but also to successfully develop English language acquisition. Students will feel more comfortable if they know how and when use any aspect of the language, avoiding be rude or feeling silly because they wrongly pronounce or use any grammatical structure. They must be able to understand that, aspects of our social identity are indicated through the way we talk, and not only thinking about their own knowledge as a Spanish speaker but also comprehending the reason why foreign people do or say specific things. Therefore, our speech provides clues to others about who we are where we come from and perhaps what kind of social experiences we have had. Languages provide a variety of ways saying the same things, the relationship between people in a particular situation, and how the speakers feel about the person addressed.

All of those elements point out the significance of culture and language in an English class or even in any language lesson. To have successful outcomes it would be perfect to plan classes taking into consideration cultural and communicative competence.

Interculturality is an interchange among different societies and cultures. Also, the ability to negotiate cultural contact and difference in a second language. Talking about interculturality communication involves other concepts that are relevant such as: culture and language. Culture is defined as “beliefs, values, traditions, and practices shared by a particular community” Thornbury (2010). On the other side, language is the system of communication in speech and writing that is used by people of a particular country or area. Oxford Dictionary (2011).

In order to clarify the dynamic of interculturality and its close relation with language, sociolinguistics is the best way to explain it. Homes (2013) defines it as the study of the relationship between language and society, explaining why we speak differently in different contexts, identifying the social functions of languages and the ways we speak differently to convey social meaning. Examining the way people use languages in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language.

Smith (1987) investigated comprehension of some of the Tyneside expressions described above. Groups of Tynesiders and Southern English speakers were presented, under controlled

experimental conditions, with sets of ambiguous sentences like (3,4). In fact, both groups seemed to have access to both (standard) deontic and (Tyneside) epistemic interpretations of *mustn't*, although Tynesiders preferred the epistemic interpretation. However, the groups differed significantly in the way they interpreted sentences like (3), with Tynesiders greatly preferring the local (not allowed to) interpretation. The influence of context turned out to be interesting here, with sentences like (3 i) being more prone to the local interpretation than (3 ii). The probable reason for this is real world plausibility, since a person is more likely to be prohibited from drinking beer than swimming in a gala. However, southerners resident in Tyneside often report a general awareness of confusion around this modal are, which they cannot make explicit.

Many researchers have explained the reasons why culture and language are co-dependent concepts, and why it is important to consider them when a language is taught. Speakers use these patterns to symbolize social meanings such as intimacy or distance, solidarity or status. It also involves a departure from the idealized or literary models of monolithic standard languages, which have formed the basis for much language teaching both to native speakers and second language learners Milroy (2003).

It is generally recognized that languages are a mix of universal concepts and of others that are more culturally specific. It is the presence of the latter that explains why speakers of one language may perceive the world and remember events differently from speakers of another language. A strong version of the belief that language determines thought is known as the Sapir-Whorf hypothesis (after the two anthropological linguists who formulated it). Nowadays, the claims of linguistic determinism- that, for example, if you have no word for blue in your language, you will not be able to see blue- are largely discredited. Otherwise, any kind of cross-cultural communication (including reading novels in translation) would break down constantly. In addition, learners seem relatively adept at making conceptual adjustments when compelled to. The fact that German, French and Spanish have two verbs for the one English verb To know is less of a problem for English-Speaking learners of these languages than sorting out more pragmatic issue of when to use *do* or *sie*. Thornbury (2010)

The way people talk is influenced by the social context in which they are talking. It matters who can hear us and where we are talking, as well as how we are feeling. The same message may

be expressed very differently to different people. We use different styles in different social contexts.

The various interrelated extra linguistics variables –regional, social, stylistic –which provide the framework for interpreting observable patterns of linguistic variation. Following this account of grammatical variation, we shall consider the effect of the same regional, social and stylistic factors on phonological variations, for it is in this domain that the most advanced sociolinguistic frameworks have been developed, and the social values associated with particular linguistic choices most clearly demonstrated. Milroy et al. (2003)

Many teachers of English as a second language have become particularly aware of the extent of diversity within English, particularly perhaps British English. Sociolinguistics can offer a principled and socially sensitive account of this diversity, and also its converse –language standardization. Standard languages cannot rationally be viewed as static phenomena; in fact, a totally standardized language is a written rather than spoken language. Nevertheless, we are not going to deepen the subject.

On the other side, Thornbury et al. (2010) claims where a language is closely associated with a particular people, region, and culture, as is the case with Japanese, Catalan or Maori, there is a strong case for teaching aspects of the local culture. This is specially the case if the learners' motivation is an integrative one, eg. If they plan to travel or settle in the target culture. In the case of English, however, which is no longer associated with one particular culture, and which is now used more for instrumental, rather than integrative, purposes (English as an International Language), the argument for including cultural content is hard to sustain. The globalization of English is reflected in course book texts, which tend to cover a wide range of themes that are chosen less for the values they convey than general interest and exploitability. However, where learners' needs are clearly integrative –as in the case of learners of English as a second language (or English as a Foreign Language) – then cultural content will be very important, so long as the target culture is clearly specified. (P. 59-60)

Planning classes related to interculturality have a positive impact in students because it is not easy to them to understand foreign context just using textbooks or learning the properly use of English Language (grammar contents). There are different complaints that students express when they share their experiences using English Language with native speakers or abroad. They explain that the English language that they learn in class is different when they try to

interact in a real English environment. Students cannot understand the pronunciation or the special phrases meaning uttered by Native speakers, they have another accent and they speak faster than their English teachers do; and they attempt to literally translate those phrases. In addition, they say that the use of dictionary is not useful to clarify their questions. Therefore, students need more than only grammar contents or learn academic and formal English; they need to apprehend about different cultures, costumes and connotation in real English context.

The main role of teachers is to guide them in order to grasp culture origins, make them conscious about the importance of being aware of it in order to improve their interaction with foreigners. Besides, teachers must help them to feel confident about their pronunciation, explaining that the most important part when they speak English is not only to pronounce like a Native American speaker but also to use English in a proper way. Explain them that our accent is an inherent part of our culture and it is not bad to have a “latin” pronunciation. Intercultural competence rejects the notion of the native speaker as a model for foreign learners using educational objectives and specifications of locations of learning (students and teachers roles); as a result, teaching students to be intercultural speaker. Learners must be aware that culture is dynamic, multidimensional and a complex entity.

The importance of teaching topics related to culture and language relies on the fact that language helps to shape the cultural identity; furthermore, language is an integral element of the culture around. Language provides a connection to culture stories, spiritualities, rights, and etcetera. It is not just a mean of communication; it expresses cultural knowledge as well. This knowledge kinship is relying on language for the important cultural elements passed from generation to generation.

Thus, language is the way to express the foundations of their cultural beliefs; it also helps to understand policies and procedures in society. Teaching language and culture satisfy the need to develop better understanding of language cultural sensitivities and communication issues. The importance to grasp in a correct context preserves language and keeps communities together. The language must be viewed as a skill proper of the human beings, the main way to communicate thoughts, the accuracy about the content is granted by culture. This establishes a big difference in cognitive ability across languages, because the different way to appreciate time or meaning of the environment.

Students must be aware that language shapes the way we think and it has different implications in the same reality.

3. Behaviourism

It is the psychological theory, popular in the mid-twentieth century that viewed learning as a form of habit formation. According to behaviourism, habits are formed when the learners' responses to external stimuli are positively reinforced. So, the learner who answers yes, I am to the question are you a student?, and gets an approving nod from the teacher, is more likely to answer the same way when next asked the same –or a similar- question. To behaviourist psychologists, language as another kind of behavior, and it could be conditioned in much the same way that seals could be trained to jump through hoops. The Language teaching method that is associated with behaviourism is called audiolingualism. In this method, the stimulus – response- reinforcement cycle was realized through pattern practice drills. Use of the learner's L1 was discouraged, since it might lead to bad habits. Errors were avoid for the same reason.

Behaviourist theory rejected any role, in learning, for mental processes such as thought and reasoning. With the revival of mentalism, which re-affirmed the role of these processes, support for behaviourist theory declined, and, along with it, audiolingual teaching methods. Behaviourist thinking persists, though, in the widespread belief that mistakes are bad, that the use of L1 causes errors, and that language learning can be scientifically programmed in short, incremental, steps.

According to the last description, behaviourism can be described such as:

1. View Learning as a form of habit formation.
2. Learners responses to external stimuli.
3. Uses the audiolingualism as a teaching method.
4. The main technique is drills strategy.
5. They claim to convert Teaching from Art to Science.
6. Its priority is the second language.

7. They encourage English spoken language.
8. No mother language uses.
9. Accuracy is a pre-condition of fluency.
10. The best way to learn a Language is through repetition and drills.
11. Objective terms with sentences structures.

Even though, this is not the ideal theory, it would not be honest and fair to deny some advantages that this theory has; and the way in which those are used in the classroom in order to reach the academic objectives. For instance, the Mexican culture allows applying this theory when students attend to the English class as a duty to reach a grade. Most of them are not interested in learning, they want to pass the subject, and that, it is a truth that we have to face but finding the best strategies to lead students and make them conscious about the importance of English Language. At the beginning, the use of behaviorism as the first approach is an excellent option to start with indifferent groups and later motivate them to get their attention and a change in their attitude toward Language. Another example is to avoid using L1 in class, this can seem though for beginners; however, we must remember that in some contexts, like at UPP, English class is the unique opportunity that students have to practice English.

Listening and speaking English presents many challenges for second language learners and for their teachers, and it is often felt to be one of the most difficult in the class to deal with. Students have to deal with both face-to-face and remote situations in their academic lives. Each situation brings its own expectations: should students respond, participate or only listen?

Students need to understand the language in order to produce their own ideas; teacher is the main source that they have to reach this purpose. That is the reason why it is relevant to speak English almost all the time. Teachers must practice basic statements with their students, promoting the use of the language in and outside the classroom.

At Polytechnic University of Pachuca (UPP), it is important to condition the students' behavior, it is mandatory to check their attendance; even some teachers can grant it a value for grading. This approach is used in several institutions to control students' conduct, waiting specific

outcomes. The most relevant aspect when an approach is considered to work with it, it is the sort of tools that we can observe, learn, adapt and apply from it.

4. Sociocultural theory

Sociocultural theory (SCT) comes from the pioneering work of Lev Vygotsky, a child psychologist working in the 1930's in what was then the USSR. Vygotsky saw learning as being a social process: through social interaction the learner is assisted from dependency towards autonomy. Unlike mentalism, in which development is viewed as both innately predetermined and internal to the learner, sociocultural theory situates the learning process firmly in its social context. According to this view, all learning –including the learning of a first and second language- is mediated through social and cultural activity. To become an independent skill-user, a learner first need to experience external mediation by a “better other”, whether parent, peer or teacher. This mediation typically takes the form of assisted performance, whereby the better other interacts with the learner to provide a supportive framework (scaffolding). Through this shared activity, new knowledge is jointly constructed, until the learner is in a position to appropriate it, at which stage the scaffolding can gradually dismantled. The learner is now able to function independently, having graduated from a state of other-regulation to a state of self-regulation. A good example of this is the way an older child will teach a younger one the rules of a game, by both talking and walking it through, until the younger one has the got the hang of it. Even then, the younger one may need to think the steps through out loud (as private speech) before the procedure of the game has become internalized in the form of inner speech or thought. The best state for this kind of learning is in what is known as the “zone of proximal development (ZPD). This is the window of opportunity where the learner is not yet able to solve a problem independently, but can do so with the assistance of others (Thornbury, 2013).

Learning, according this view, is fundamentally a social phenomenon, requiring both activity and interactivity. In classroom terms, it takes place in cycles of assisted performance, in which learning is collaborative, co-constructed, and scaffolded. For example, learners may set about solving a problem in small groups, during which the teacher intervenes when necessary to provide suggestions or even to model the targeted behavior. In fact, assisted performance looks very much like task-based learning, despite its very different theoretical roots.

It is amazing the form in which different approaches can be worked in order to achieve successful results in our students, this methodology is the main base of particular classes, the way in what Vigotsky related the learning process and the social interaction is the first step to reach the competence. Therefore, this methodology could be summarized as :

1. Language as social symbolic phenomena.
2. Social sense of language.
3. Its main factors are social and cognitive.
4. They construct the meaning in a social context.
5. Its theory has sociocultural variables.
6. Developers used several different languages to generate project code.
7. Use of the semantic technique of metaphor.
8. Learning a language interacting in an authentic environment.
9. Students' outcomes are controlled by aspects of their social and cultural environments.
10. Sociolinguistic norms can determine how language

Related to the classes, in a language learning process students need far more than information, they need to develop skills. They need to know how to do things: how to explain, persuade, ask for help, extend an invitation, outline and argue a thesis, distinguish between important and unimportant information, follow digressions, understand implied information, and more. Teachers must recognize that skills such as these can't be learned by memorizing facts. To acquire these skills, students must notice them as they read or listen; break them down and understand them through clear explanations and then rehearse and apply those skills in carefully scaffolded activities that lead to freer practice. Nevertheless, they are not going to make it by themselves, they will need the peer interaction and teachers' support.

Another aspect to develop in class is learner autonomy. This can be defined as the ability of a learner to take charge of their own learning not only by learning specific strategies or study skills but also by developing an entirely new attitude to learning. A truly independent learner of

English will be aware of their learning needs and goals, will reflect on how they learn, having a positive and proactive attitude to language learning, and will be able to make the most of learning opportunities both in and out the class (Jeffries, 2015).

Study skills are strategies and approaches that can lead to more effective learning. In order to get the institutional objectives, it was created a comprehensive study skills syllabus covering metacognitive strategies (thinking about, planning and evaluating learning) and affective and social strategies (monitoring students' attitude to learning and working with others) as well as dictionary and reference skills. It also develops specific strategies for learning and practicing listening, speaking, reading, writing, vocabulary, and grammar more effectively. All learners are different and research suggests that effective learning depends on choosing the right strategy, or combination of strategies, for the task, the learning context, or the particular individual.

Most teachers ought to recognize the importance of learning effectively, but many have reservations about doing learner training or learning awareness activities in class. It is important do not forget; however, that a focused and independent learner is not only more efficient but also more motivated. Moreover, learner autonomy activities provide a valuable extra practice opportunity.

5. Blended Learning

Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, this new approach is emerging as the paradigm of modern education (Sun, 2006). In response to these changes, education has tried to apply technology in its field of study, including private and public areas, at all levels and for all genders. To achieve this goal, the use of technology in a classroom is not enough. It is relevant to know how to use it with a specific academic purpose.

New technology changes are only the beginning of a series of transformations in all aspects already mentioned. When we talk about changes in technology, it is fundamental to list some of these aspects related to the transformations. For instance, technology embraces many items that are relevant to our study, such as the use of different gadgets (i.e. cell phone, mp3, pc, iPod, tablets, etcetera). Society has responded to the invasion of these products, it has adapted its costumes and ways of living according to this diversity of devices. Currently and according

to my own life experience and observations people are using at least one of these devices in order to fit and function in the social dynamics. It is not uncommon to observe children, or even homemakers, using diverse devices in order to communicate with someone else. With all technological changes and their varieties, the range of online disciplines increases. That is the case of education. In the 1980's and 1990's an enormous innovation and expansion in online education and networking at all levels of teaching was seen.

Education plays an important role as an agent of change, this is an expectation that society has had throughout the years and it does not seem to be modified. It is hoped that education will prepare young people to face challenges in a real world, where they can solve problems through innovative skills such as: critical thinking, problem solving, creativity and innovation, career and life skills and digital literacy skills. Therefore, online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, –already mentioned this new approach is emerging as the paradigm of modern education (Sun, 2006). In response to these changes, education has tried to apply technology in its field of study, including private and public areas, at all levels and for all genders. To achieve this goal, the use of technology in a classroom is not enough. It is relevant to know how to use it with a specific academic purpose.

Following Sharma (2008), he presents a number of typical Blended Learning definitions, such as:

1. A combination of online and in person, classroom learning activities Learning or training events or activities where e-learning, in its various forms, is combined with more traditional forms of training such as “classroom” training.
2. The combination of multiple approaches to teaching or to educational processes, which involve the deployment of a diversity of methods and resources combining.

UPP has an education model where it is searched the competence of every student, this means to engage students to be able to problem-solving, to be independent learners, proactive, competitive, looking for their adaptability, social skills, leadership, self-direction, productivity, accountability, critical thinking, innovative, initiative, technology literacy, creativity, information

literacy, collaboration, communication, and self-direction. Therefore, to be trained in order to perform their profession effectively.

For example, using blended learning activities; students can play, solve a variety of tasks that they really enjoy them, because the material is effective and at the same time contains an academic purpose, without forgetting the instant feedback that learners receive when they work with an interactive exercise. Another reason why Blended Learning is ideal for Politechnic University of Pachuca is due to it is used to enable communication between different groups separated by time, distance or both.

Developing this kind of activities Thomas (2014) mentions that learners are benefit because they:

- Are exposed to language that serves a useful purpose;
- Are Provided of refreshing change from textbooks;
- The activities are focused more closely on learners' interests and needs;
- Are Provided of information about a variety of topics;
- Increase learners' motivation; and
- Connect the classroom with the outside world.

Finally, it is pertinent to describe the kind of strategies, techniques and resources that are implemented in the sessions.

One of our key themes at the beginning is the effect of communicative approach on the design of materials for English Language Teaching. If the term is not taken to imply a single methodology, it is clear that the development of a broader view of the nature of language and language learning has permeated language teaching. From the perspective of methods used in the classroom, asking students to work in groups or pairs has come to be taken for granted as a natural, integral part of language learning behavior and of communicative methodology.

Task Type	Definition / Example

Classifying	Putting things that are similar together in groups. Example: Study a list of proper names and classify them into male and female
Predicting	Predicting what is to come in the learning process. Example: Look at unit title and objectives and predict what will be learned
Brainstorming	Thinking of as many new words and ideas as one can Example: Work in a group and think of as many occupations as you can.
Selective listening	Listening for key words and information without trying to understand every word. Example: Listen to a conversation and decide where the people are.
Personalizing	Learners share their own opinions, feelings, and ideas about a subject. Example: Read a letter from a person in trouble, and say what you would do.
Scanning	Looking quickly through a written text for specific information Example: Look at the text and decide if it is a newspaper article, a letter or an advertisement.
Conversational Patterns	Using expressions to start conversations and keep them going Example: Match formulaic expressions to situations.
Cooperating	Sharing ideas and learning with other students Example: Work in small groups to read a text and complete a table.
Discovering	Looking for patterns in language Example: Study a conversation and discover the rule for forming the simple past tense.
Practicing	Doing controlled exercises to improve knowledge and skills Example: Listen to a conversation, and practice it with a partner.
Role - playing	Pretending to be somebody else and using the language for the situation you are in Example: You are a reporter. Use the information from the reading to interview the writer.

Those are some of the new tasks applied in the classroom, it is not only their action the most important part but also the learning expected; and the teacher's participation. These new

implementations can be used with existing curricula, courses and methodologies; each activity is designed for a particular level of learner where students learn by using language creatively rather than simply memorizing and reproducing it. Each class is built on a task-based syllabus with a specific functional and grammatical focus and a relevant, contemporary, topical orientation.

Every action is focused on helping learners to develop strategies that will help them learn. Developing strategies for learning a language is just as important as learning specific language items, and the new classes actively involves learners in the process of learning how to learn. For instance:

- A. Goals and objectives are clearly explained to the learner;
- B. learners are involved in actively communicating with each other and with the teacher;
- C. as well as learning language, learners are taught about the learning process through a focus on learning strategies;
- D. learners are involved in making choices about their learning: choices about tasks, content, and the direction of the learning;
- E. learners are involved in monitoring their own progress;
- F. learners are encouraged to explore ways of learning that work for them;
- G. learners are given opportunities to predict, interpret, and make deductions from general to specific.

Teachers must make learning more meaningful by encouraging students to relate materials, resources and techniques to their own knowledge experience.

Chapter 2: Methodology and practice

2.01 The lesson plan



UNIVERSIDAD POLITECNICA DE PACHUCA

LESSON PLANNING

TEACHER'S NAME : **Lucrecia Soto Carrillo**

SCHEDULE: **Saturdays 8:00 – 10:00 hrs.**

TEENAGERS AND ADULTS

LEVEL: **PRE- INTERMEDIATE**

DATE: **May 2020**

WEEKLY TOPIC: Our planet

OBJECTIVE: SS will make predictions about the future

SKILLS : Reading, Listening, Speaking, writing Subskill : Grammar

STAGES	ACTIVITIES	MATERIAL	TIME	INTERACTION	ASSESSMENT
Warm up	To play tic tac toe. Teacher will write several words on the board, they will choose only 9 and they will write on a tic tac toe design. Later, they will listen a song where those words will appear. Students will cross the words that they listen from the song. The winner will be the student who gets a tic tac toe. (appendix 0)	Board, markers Board Cd player or speakers	10 min 10 min	whole class Teacher - students	Students' participation Oral participation. Students who get tic tac toe receive an award.

Diagnostic exam	Students will solve a mini quiz related with topics from this unit.	Quiz (appendix 1)	10 min	Individual work	Results from the quiz
Lead - in	Students will discuss in pairs about a place that they like in their country and a place they do not like so much. Later, teacher will show some pictures and they will describe a positive and a negative aspect of each one. Then, they will show their ideas to the class.	Notebook Pictures (appendix 2)	5 min 10 min	Pair work Pair work- whole class	Presentation in the class
Lexical items VOCABULARY	First, students will match the pictures and definitions. Then, whole group will check together and answer questions about it. Class will play a quiz-game, using part of the new vocabulary. T. will ask questions like: What is the biggest ocean in the world? (It is possible to give them options), then, they will create their own questions using new vocabulary.	Book (appendix 3) Notebook	5 min 10 min	Individual work Group work (teams of 4 integrants each)	Ss. Will grade themselves, T. will guide the results. Oral participation of every team.

Practice 1	T. will ask students to write four or five sentences about a natural place they have visited using there is, there are and new vocabulary.	Notebook	5 min	Individual work	This activity can be homework
Quiz (feedback)	In groups of four, T. will show a picture related to vocabulary, a member of each team will say its name in English. The student who raises his/her hand first will answer, but if he/she makes a mistake, other student from another team will be able to answer.	Pictures	5 min	Group work (teams of 4 integrants each)	Oral participation.
READING (Lead-in)	T. will ask students what they can do if they see a word they don't know in English. Elicit some possibilities. Students will read a text (appendix 4)	Book	5 min	Whole class	T. will observe students' oral participation
Practice 1	They will match the words to the definitions, they will only use the context to infer the meanings. Later, teacher will explain the meaning of each word, using only English, they can guess using their mother tongue.	Book	5 min	Individual work	Pair correction
Quiz 2. (Feedback)	Students will solve an exercise where they have to match the definitions to words from the box. (appendix 6)	Quiz	5 min	Individual work	Pair correction
	Students will read each item, and they will give the correct answer, explaining their reasons, teacher will guide the activity.	quiz	10 min	Whole class	Students' self-correction

Grammar Lead-in	T. will write on the board “climate change”, students will express what they know about it. Later, they will read a flyer and solve the exercise.	Book (appendix 5)	5 min	Whole class	T. will observe students’ oral participation
Practice 1	T. will explain the uses of going to and its difference with will. Students will solve exercise B/C using going to and will.	Book (appendix 5)	5 min	Individual work	T. will check the students’ answers
Practice 2	Students will set their notebooks on their desks, they will stand up and go around the classroom writing a prediction about each classmate (they use WILL to talk about predictions, using won’t to indicate negative form)	Book Pen, pencil	10 min	Whole class	Students will read aloud the most remarkable prediction. They will correct possible mistakes.
Practice 3	In groups of four, students will write an intention (using going to) and one member will present to the class using mime, the rest have to guess the statement.	Paper, pen, pencil	10 min	Groups of four	T. will check the structure of each sentence. T. will observe students’ oral participation
Quiz 3 Feedback	In pairs, students will solve a written quiz (appendix 7) At the end, T. will choose a student per question, they will write on the board their answers, the rest will check whether the answers are correct or not, they correct them if it is necessary.	Quiz, pencil	5 min	Pair work	Whole class will check the results.
Listening (lead-in)	In pairs, students will predict what the weather will be like (tomorrow, on the weekend, next week). Teacher will monitor the activity, correcting pronunciation and spelling.	Quiz, board	10 min	Whole class	Pair correction. Teacher will guide the exercise, answering questions if it is necessary.
Practice 1	Students will listen and circle the activity they could do tomorrow in each area.	Notebook	5 min	Pair work	T. will monitor and observe the outcomes.
		Book	5 min	Individual work	Teacher will check the answer with the group, if it is necessary, the record will be played again in order to

Speaking Lead-in	T. will ask students how they interrupt other people's conversation in their language. What do they do? What do they say? Is it easy to do this? In addition, teacher will ask under what circumstances they need to interrupt people.	Board	5 min	Whole class	Identify key words and meanings. T. will observe the students' oral participation.
Activity 1	Ss. Might need to interrupt a person when they are talking to somebody else. First, they must use body language (smile and eye contact) to get their attention. Then interrupt politely and say what you need briefly and clearly. They will listen an example, then, they will do it by themselves.	Board Cd player / speakers	15 min	In pairs	T. will monitor the activity, helping students to develop the activity.
Writing Activity 1	T. will recall the activity "The Earth needs help!", but now T. will ask students to answer: what are they going to do in order to help The Earth.	Notebook	10 min	Individual	T. will check spelling and proper use of grammar structure. Also, T. will correct every activity and students rewrite the activity using the teacher's corrections.
Activity 2	In pairs, students will write about the way in which their town or city will change in the future. Later, they will present to their classmates.	Notebook Color paper	10 min -----	Pairs	T. will correct the written work. T. will use a rubric to assess the presentation. (appendix 8)
Wrap up	T. ask students to close their books, besides, they will think that they are the major of their city or town. They will work in pairs and discuss three things: They would like to	Board Markers	10 min	Whole class	T. will observe the participation; T. will encourage students to participate.

Evaluation	<p>change about their town or city to make a better place for all the inhabitants. T will write the most popular ideas on the board. Ss. Will determine the most important factors (job, places to enjoy nature, good roads, cheap houses, good schools, clean air, good public transportation, or places to shop)</p> <p>Students will answer the exam for this unit.</p>	Exam (appendix 9)	50 min	Individual	<p>T. will grade the test, later T. will give back them to the students. Students will answer the exam on the board (different students will participate) T. will explain each exercise. Students will ask their questions about the test contents.</p>
Extra activities (homework)	<p>Students will watch a video and solve the activity. (this video is a resource from the book and the activities are related to the unit)</p> <p>Using the website www.mindseries.net, students will solve different activities related to the unit. The activities will divide during the sessions.</p>	Video (view point 1)	5 min	Whole class	<p>T. will check the answers with the group (teacher-student interaction)</p>
		Internet PC (device)	5 min each	Individual	<p>T. will monitor the results through the website.</p>

OBSERVATIONS

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

Assessment is something that we as teachers must do all the time, but many of us feel unprepared or uncomfortable when it comes to testing our students. Teacher often re uses tests without analyzing or revising them and seldom use statistical procedures to see how a test –or a test item- is actually performing. Assessing students often means reaching for a test or quiz that is already prepared, whether it be a test included with a textbook, something another teacher prepared, or a standardized test produced by a major testing organization or our institution. These aren't necessarily bad choices (and sometimes it may not be our choice at all), but to make sure they are good choices, we must be knowledgeable about the principles and practices of assessment.

In order for assessment to be effective, classroom teachers need to be assessment literate –knowledgeable- about the key concepts of testing and how they can inform the design of assessments and decisions surrounding their usage. Knowing more about assessment will not only help you to assess students more effectively, but it will also provide teachers with a means of evaluating their own teaching and help them to produce tests that will actually motivate their students to learn.

The word test can make people nervous. It has semantic qualities that make us think of being judged or measured by something or someone. Many people have an emotive reaction to testing and associate it with negative experiences that they may have had as students. In an educational context, the terms test and assessment are often used interchangeably to indicate the measurement of student learning. However, although a test is a type of assessment –usually thought of in the traditional sense of an exam or quiz – assessment is a more comprehensive term. It often indicates the collection of information about student learning that might include not only tests but also a variety of techniques such as performance tasks, portfolios, and observation.

While tests are thought of as a means to give grades to students, assessments offer diagnostic information for both students and teachers. The ultimate purpose of assessment is to improve student learning, as opposed to just being able to give a mark for the amount of course content a student has mastered. Today teachers tend to talk about assessing (rather than testing) their students because we see the outgoing evaluation of student learning as more than just testing knowledge and skills in a particular area at one point in

time for grading purposes. Thus, throughout this article, references to tests will be made with the ultimate goal of using them as assessment tools and not purely as testing instruments.

Assessment plays an important role in teaching and learning. It affects decisions related to instruction, determines the extent to which instructional objectives are met, and provides information for administrative decisions. It has been estimated that teacher spend as much as 50 percent of their time in assessment-related activities, and that when assessment is implemented effectively, student achievement is improved.

Many teachers feel assessment and testing are not relevant to their classroom practice and report that they feel unprepared to undertake assessment-related activities. Some of these feelings may come from the anxiety that teachers felt when they were students taking tests, especially if they didn't understand how the tests were graded or if the objectives of the tests were not clear.

Teacher-education programs are also at fault for not making sure teachers are adequately trained before entering the classroom (Mertler 2004). As Taylor points out, Language education programs at graduate level typically devote little time or attention to assessment theory and practice, perhaps just a short (often optional) module; and although there is no shortage of books on language testing and assessment available today, many of these are perceived to be (and often are) highly technical or too specialized for language educators seeking to understand basic principles and practice in assessment .

During our time in school and teacher-training courses, we take many tests, but how often are we actually given practice creating them, marking them, and interpreting the results? Developing these skills is part of becoming assessment literate (Rogier,2014).

An essential element of assessment is the ability to connect student assessment to the learning and teaching process. Teachers can make this link by first matching test items to instructional objectives, then using the test results to provide feedback on both student performance and how well the instructional objectives were met. In a proper assessment teacher is able to interpret data generated from a test to make useful modifications to

teaching and to use assessments as a tool to improve student learning. Also, teachers are able to discuss assessments with others in terms of key concepts in testing. With this in mind, we can explore common terms associated with tests, along with their practical application.

Rogier mentions seven key concepts, usefulness, reliability, validity, practicality, wash back, authenticity, and transparency; are cornerstones in testing that help to ensure that a test is solid (i.e, that it will consistently measure what you want it to measure in an efficient manner, and that both teacher and student will see it as a valuable source of information regarding learning). Understanding these concepts and being able to improve practices related to them are important in developing assessment literacy. Those elements are connected to and support one another; together, they form the basis for building solid assessments.

When teachers plan, their assessment must take into consideration their course learning, objectives and should start when they begin planning the course. How they will assess student learning will affect how they present materials and teach the course. These are several phases in the assessment process. One of the most important is the initial planning stage. When teacher plan an exam, begin by describing their assessment context. Think about what the purpose of the course is, which resources you have available, and how the instructional setting and larger educational context influence the course. This is the information that teacher will put in the test specifications (validity purpose).

The next step is to identify student's needs and develop course learning objectives. Learning objectives are determined by what you want your students to know and may be mandated by institutional or national priorities for education within your context.

Teacher should specify what he/she wants her students to learn or be able to do after taking the course. This will guide you in developing not only lessons or curriculum, but also in deciding how you will assess whether students have learned what you want them to. Identifying course learning, objectives will give teacher and students goals to work toward during the course. Each of these objectives can then be divided into the skills needed to accomplish the objectives, whether they relate to vocabulary, structure, or fluency skills. With these learning objectives in hand, teacher will be able to design a test and check that the test you hope to use will accurately measure these objectives.

The best way to do this is to create a blueprint of the assessment, matching course objectives to the test question. By using the course learning objectives to guide the content and the purpose of the exam, teacher can make sure that her assessment serve both as a tool for providing information about student learning and as a means of assessing the course materials and instructional practices.

Having an exam blue print increases the likelihood that you will actually test what you set out to test. Test blue prints help you avoid overemphasizing one area or completely missing another area that needs to be tested. A blue print is a tool to determine what is important for the students to know and the relative weight of each area in relation to other areas or skills being tested; at the same time, a blue print ensures that the content being taught is properly represented on the test. The blue print can also help a teacher see that the method used for assessing matches the cognitive demand that is intended.

Begin creating a blueprint by listing the learning objectives you want to measure, the way that they will be tested, and how much of the total exam will cover each area. There may be several items on the exam related to each objective, but by first mapping out what teachers hope to test, you can be sure to include questions that assess all your objectives.

Skill	Learning Objectives	How objective (s) will be tested	Total
Reading	Can scan to find specific information, Can recognize main idea of a paragraph, Can understand pronoun references.	Read a paragraph and answer questions related to a reading passage using multiple-choice, short answer, matching, gap fill, and information-transfer items.	30%
Listening	Can recognize main idea of a section, Can listen for specific information,		

Can listen for numbers. Listen and answer questions using multiple-choice, short answer, matching, gap-fill, and information-transfer items. 30%

Writing Can use pronouns to show cohesion between sentences. Write sentences related to a personal topic. 15%

Grammar Present simple

Adjectives

Subject/object pronouns Multiple-choice and fill-in-the-blank items. 25%

Total 100%

It lists the skill area (in this case the skill to be tested are reading, listening, writing and grammar), the learning objective, the item /question type, and overall percentage of importance in the context of this assessment.

You can also select a test that is already made and map it backward to see if it will fit your purposes or if items need to be added, adjusted, or replaced. To map backward, you would list each question, what it tests, and the number of points it is worth. At the end of this exercise, you should be able to see what contents is being tested and whether it is tested in the correct proportion to what you hope the students are learning.

Item	Learning objective	Item type
------	--------------------	-----------

What is the main idea of the reading?		
---------------------------------------	--	--

How to care a dog.		
--------------------	--	--

The many different breeds of dogs		
-----------------------------------	--	--

The many ways that dogs are important to people. Reading: Can understand main idea		
Multiple choice question		

In Paragraph 1, what does they refer to?

a. veterinarians

b. dog trainers

c. dogs Reading: Can understand pronoun references Multiple-choice question

What is the meaning of the word “flush” in paragraph 3?

a. raise

b. remove

c. even with Reading: Can understand vocabulary in context Multiple-choice question

What is the main idea on paragraph 3?

a. Dog showing is a popular sport

b. There are several hundred breed of dogs.

c. Obedience training for dogs is important? Reading: Can recognize main idea of a paragraph Multiple-choice question

According to the reading, which is considering a sporting dog?

a. Collie

b. fox terrier

c. pointer Reading: Can scan for specific information Multiple-choice question

Match the type of dog with its description, according to the information in the reading.

Basset hound

Poodle

Chihuahua

Terrier

- a. is trained to pull sleds
 - b. has long ears
 - c. is the smallest pure-bred dog
 - d. sheds very little hair
 - e. is used to herd animals
- Reading: Can scan for specific information Matching

On this chart is shown sample questions that might be on a reading test (in this case the topic of the passage was dogs); the questions have been analyzed to determine the objectives being assessed and the mix of item types being used.

One way to develop items for a test is to write them on notecards or in a computer, so that, teacher can then sort them according to skill, question type, or objective covered. This system will let you know whether you have too many questions of the same type or need to add more in a certain category. Writing questions at the end of each lesson you teach is also an effective way to reflect on what teacher taught during the lesson and how you could assess that content in a manner the student will be familiar with. Working with a group of teachers to make new test items, or even working with the students, is a way to add variety to the item bank and to get other opinions on what might be appropriate.

Having students become part of the assessment process can increase transparency, help them recognize what is important to know from the content being taught, and motivate them to review and study together. If students have a clear understanding of what they are being tested on and how they will be tested, positive washback is promoted. If teachers are working at an institution that uses very high stakes testing and standardized exams for all students, teachers might consider having the students create assessments for review or quizzes. For example, you could ask each student to write questions for a particular grammar item or vocabulary list. This method will also help you informally assess student knowledge of the topics being taught as you review students' questions and answers to decide whether they are more suitable for a small-scale assessment.

An important process in assessment development and revision is feedback. By providing feedback on an actual test after administering it, teachers ensure constant improvement with regard to the reliability and validity of all assessment administered within a program. Information gathered from the test can be useful to determine final marks of an exam and to decide whether any questions should not be counted in the grading process. All information that is generated through testing should be kept with that test and reviewed before the test is administered again. Teachers who use an assessment should be asked to complete a feedback form.

Reflecting on the exam is an important part of the test development process. After teachers administer each test that might be reused, create an exam file. The file should contain information about the actual tasks in the test, its administration, and its level of difficulty. Teacher can create a feedback form that has questions related to these topics, then fill it out when developing and reviewing the test, and reflect on it after the administration.

Finally, a lot of research has focused on what information about assessment should be taught in education courses, but maybe instead we should be looking at the opportunities for development that present themselves throughout or teaching careers. As Boyles (2006) suggests, teachers can use the information from assessment to adjust teaching practices, to provide evidence of student performance, and to guide the curriculum review process. The information we gather from assessments should provide feedback to students, but it should also be used as a means for teachers and program administrators to review instructional practices and curricular objectives. Brookhart (2001) notes that in order for teachers to “own the goal of high quality assessment, they must be convinced that assessment, they must be convinced that assessments is just as important to student learning as effective classroom management or lesson design. Research indicates that teacher professional development is more effective when it is school embedded, cooperative and sustained over time; organized within across school and focuses on improving practice over time through the sharing of knowledge, experience and expertise (O’Leary 2008, 112).

2.03 Attached evidences of (graphics, photos, images)

Exam (sample)

Vocabulary

I. Complete these sentences with words from the boxes. (10 points)

Fields	forests	islands	mountains	rivers
--------	---------	---------	-----------	--------

1. When I was young, there were _____ around our house, with very tall trees, but now there are just more houses.
2. Did you know that Greece has 1,400 _____, but people only live on 169 of them?
3. I love it when the _____ have snow on them and you can go skiing.
4. The Amazon in South America is one of the longest _____ in the world.
5. There are big _____ outside the city, with lots of flowers.

Foggy	hails	rains	windy	cloudy
-------	-------	-------	-------	--------

6. It _____ a lot in the north of the country, so, it's very green.
7. The sky is really gray and _____. I think it's going to rain.
8. It was so _____ that I couldn't see more than a few meters.
9. When it _____, I put my car in the garage to protect.
10. It was so _____ that we couldn't walk very easily.

Grammar

Circle the correct answer. (10 points)

Amy: What (1) *are you going to / will you* do this weekend, Rob?

Rob: My cousin (2) *will / would* be here. He (3) *is going / will* to stay for a few days.

Amy: I'm sure you (4) *may / will* have a great time.

Rob: We (5) *might / will* go to the beach, but I'm not sure.

Amy: The forecast says that the weather (6) *might not / cannot* be very good.

Rob: Really? Well, we (7) *may / won't* stay here then.

Amy: I (8) *will / am going to* have a party on Saturday. Why don't you come?

Rob: Sure. (9) *That'll / that may* be great! I'm sure my cousin (10) *will / might* enjoy it.

Amy: See you at my place at nine, then.

Rob: Yes, see you there.

Reading

1. Read the text and choose the correct options to complete the definitions. Use the context to help you. (3 points)

A volcano is a mountain that has a large crater in the center. Inside the crater is a lake of liquid rock. When pressure builds up inside the volcano, hot gases and lava shoot up through the opening, and fill the air with small pieces of rock, smoke, and ash. Volcanic eruptions can destroy entire cities and forests. They can cause landslides, floods, and earthquakes.

1. A crater is ... a) a hole b) a fire
2. Lava is ... a) rock b) water
3. An eruption is ... a) an earthquake b) an explosion

Listening

1. Listen to the conversations. Write the weather words you hear. (8 points)

Conversation 1 : _____

Conversation 2 : _____

Conversation 3 : _____

Conversation 4 : _____

Writing

Write a paragraph about your ideal place to live and explain why. (My ideal place to live is... My dream home is in/on/near a ... Some people might want to live in/on/near a... but I'm going to live in/on/near a 50 words required.

Speaking Exam Rubric

FLUENCY		CONTENT		COMPREHENSION		PRESENTATION	
Student speaks fluently with normal pauses between ideas.	25	Student makes good use of grammar.	25	Student speaks only in English with an ample use of vocabulary.	25	Student manages a good level of pronunciation. (1 out of 10 mispronounced words).	25
Speaks with good fluency and connection between ideas, but makes some prolonged pauses.	20	Student commits a few mistakes in the use of grammar.	20	Student speaks in English but repeats words constantly.	20	Student manages an acceptable level of pronunciation. (3 out of ten m.w.)	20
Speaks with poor fluency and poor connection between ideas, also makes prolonged pauses.	15	Student dominates an intermediate level the grammar on the topic.	15	Student uses some inappropriate words and reflects low level of vocabulary.	15	Student manages a medium level of pronunciation. (5 out of 5 m.w.)	15
Student expresses separated ideas with long pauses.	13	Student uses grammar in a very poor way.	13	Student uses more than five inappropriate words. (Spanish or made up words)	13	Student manages a low level of pronunciation. (7 out of 10 m.w.)	13
Student expresses no logic or concurrent ideas and makes prolonged pauses.	10	Student has deep structural mistakes.	10	Student has a poor level of vocabulary.	10	Student has a poor level of pronunciation.	10
						FINAL	

2.04 Evidences and analysis

The philosophy that underlies this class is that language is a life skill –a skill communicating and connecting with others in our everyday lives. As with other life skills, competence in a foreign language opens up possibilities and enables us constantly to expand our potential and our ability to function effectively within the wider social, cultural, and economic worlds.

This course design to enable the students to interact effectively with others in English in a wide variety of communicative situations: in the learning environment, at work, when traveling, online, and so on. The majority of students studying English in their countries will never live or work in an English speaking country. Instead, they will be using English in the context of their jobs or studies in their own country. Students do not come to the classroom as blank slates. Instead, they bring ideas, opinions, feelings, and experiences, all of which enrich the learning process. The class is designed in such a way that students are given as many opportunities as possible to share these ideas and experiences through pair and group work or even individually, in their writing and communicative work. All this ensures that the students relate to the material and make it their own.

Vocabulary

Language students can make rapid progress in a foreign language if they are able to assimilate and use items of vocabulary quickly and effectively. Traditional methods of teaching vocabulary relied heavily on memorization of items, which were frequently presented in lists with an accompanying translation. Students learned vocabulary with some degree of success in this way, more recent approaches have focused on the communicative function of vocabulary, and particularly on the way words combine with other words to chunk of meaningful language, as described in the Lexical Approach. The question of how people store and recall items of vocabulary has also become relevant and the importance of associating words with a context, an experience, an image, or indeed with other words, is seen by practitioners as central to this process. When creating a course, there is the inevitable question of what vocabulary to present and in what order. The seemingly random approach adopted in the past has been quantified with the latest corpus linguistic tools, which in turn has enabled us to identify words that are used most frequently and words that are therefore most useful to students. In the activity, the students are presented with the target vocabulary items and their meaning. While teachers are sometimes prompted to

practice the pronunciation of new vocabulary, at this stage the students are not expected to use the items actively. The activities consist of matching words to their meaning and matching words to pictures. To help students at this level to boost their vocabulary, you can employ pictures for items that are relatively simple to illustrate. Suggest to the students that they keep a vocabulary notebook to record new items of vocabulary and examples of their use in context.

Grammar

This stage introduces students to the target grammar in a realistic reading or listening context. A simple comprehension activity ensures that the students have understood the main idea of the text/audio material. Often this takes the form of general comprehension questions or a matching task. At this stage, students are not expected to produce the target language, but they are only made aware of the structure in a real-life context. This stage focuses on a guided inductive presentation that uses examples from the text in the previous step. The students are guided to notice the specific language features of the target grammar. They are encouraged to build and test hypotheses about how the language works.

Most students embarking on a language course expect to find grammar, as they see it as the basis of the language they are learning. The teaching of grammar has traditionally involved a deductive approach in which a grammar rule is presented first (either by the teacher or by the textbook) and then practice exercises are given that allows students to apply the rule. In contrast, throughout the use of this text book an inductive approach is applied, in which the target grammar is first presented in context, thus raising awareness of the structure in use. Students are then encouraged to observe, compare, and analyze in order to identify the principles or rules of the new structure. Finally, students are presented with exercises that ensure comprehension of the grammar form in contexts that elicit the target language. To this end, each Grammar section follows a dynamic four-step structure approach that activates the students' learning potential.

Listening

Listening section develops the following key sub-skills: Identifying speakers' opinions and understanding instructions and processes. Effective L2 listening is the ability to understand an aural message in another language and respond appropriately. Without the ability to

listen effectively, the students will be unable to communicate successfully in the target language. Listening is an essential for many students, listening can be the most difficult of the four skills and in the classroom, it can often seem the most intimidating.

Writing

This stage is a written exercise that enables the students to apply and confirm their hypotheses from the notice stage and gives them controlled practice in the use of the target grammar. At this level, many students find writing a difficult skill, so give them plenty of preparation time. The writing exercises take a step-by-step approach and gradually build up the students' confidence. Don't expect the students to be able to produce long pieces of written text at this level. Expand your students' writing practice by encouraging them to work with specific controlled exercises.

Speaking

The final step of each Grammar section is a one-step communicative activity that allows the students to practice the new Grammar in a personalized context. The aim of this stage is to give the students the opportunity to employ the new structure in ways meaningful to them, thereby making it both more relevant and more memorable. Training is given in speaking section in the development of the interrupting activity. Apart from the skills development sections, which cover speaking, there are constant opportunities for speaking. Students are encouraged to give their own opinions, to discuss their own experiences, and to communicate with one another on a variety of topics.

The class was designed to integrate and practice different skills, these activities provide students with opportunities to practice skills with a focus on the communicative outcome. The language use sections allow students to focus more on the product with fluency in mind, and less on the process they go through in order to achieve it. This is based on the notion that in today's highly competitive global environment students of English need other, higher-order skills besides language skills. Life skills include critical thinking skills, organizational skills, learning skills, and so on. These skills are highly valued by employers and are essential to students' continued success, and yet rarely form a part of students' formal education.

Language wrap-up which enables the students to assess their grasp of the new vocabulary and grammar items presented in the unit. The language wrap-up exercises can be done in class or assigned as homework. If given as homework, tell the students not to look at the sections of the unit that are being tested in the wrap-up tasks before they do the exercises.

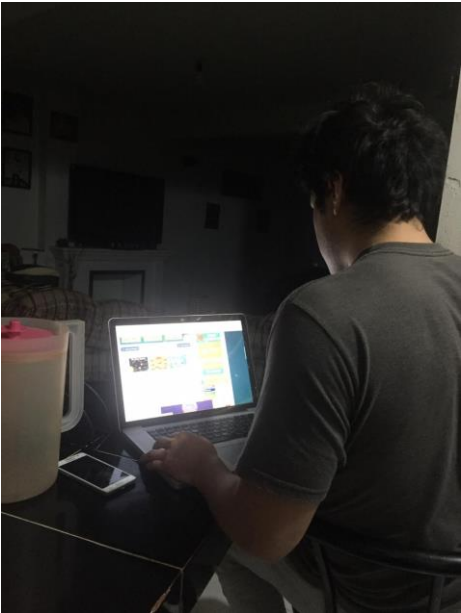
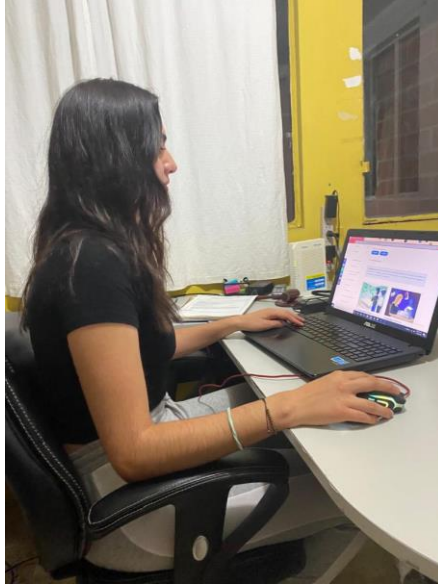
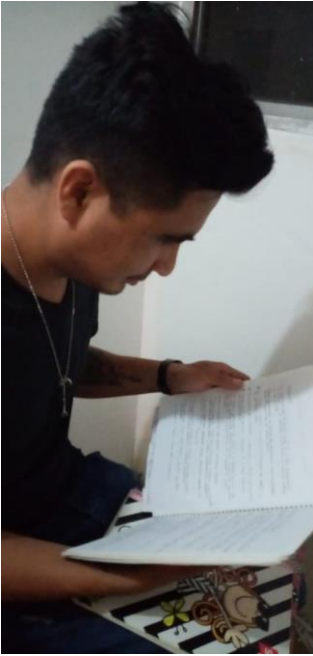
The use of viewpoints DVD which is an exciting video course for young adult students of English. Made up of dialogues, interviews, and documentaries, it presents the students with inspiring topics, real life situations, and people talking about their experiences and points of view.

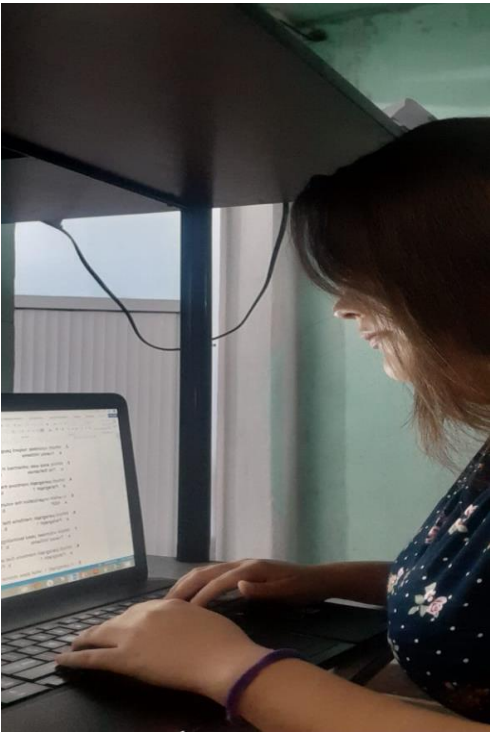
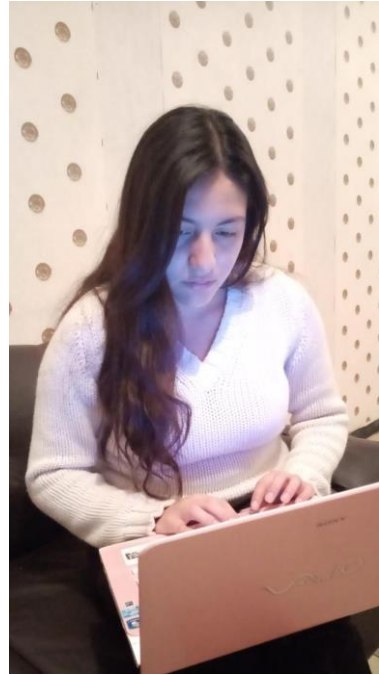
The mindonline Web site – www.mindseries.net, provides numerous additional resources for both you and your students. Interactive activities, downloadable worksheets, and a host of other materials help your learners improve their English, while providing you with easy-to-use teaching tools that make the activities a more flexible and engaging program. This site provides students with complete access to all of the student's online materials. You can use these to plan their self-study, assign homework, or even present aspects in class. In addition, the teacher's site offers unique software, digital tools, and a host of other teaching resources to help you better enable you learners to achieve their desired learning outcomes.

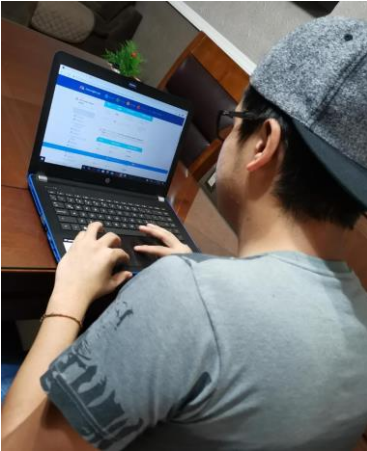
During the class learners have a working vocabulary in a number of basic topic areas and have covered areas of grammar that enable them to express ideas about the present, past and future. At this stage, it is important to remember that learners will benefit from a well-structured and abundant practice in order to reinforce and consolidate the grammar and vocabulary they have already acquired. What's more, as students start to build up their confidence in the language, they will need a sensitive approach to error correction.

At this level, students need a lot of support and repetition. This can help to build their confidence to use English in class. The use of pictures to present vocabulary help students to convey and reinforce meaning by asking the students to find examples of particular words in the pictures.

Students at this level may feel that certain language skills are less demanding or more accessible than other language skills. This can mean that they may be more motivated to engage with some tasks than they are with others. Nevertheless, to enjoy solid progress, it is important that all four-language skills are developed and practiced in parallel.







Chapter 3: Experience Report

The participation in this specialization was exciting and full of new knowledge, which will complete the old contents and experience. Development means change and change is inevitable, I am not the same teacher I was one year ago. Working with these contents (specialization contents), I was taking a part in a new service-training, preparing meaningful classes, using all the tools from the course, being challenging elements of a teacher's day-to-day and with intermittent changes. Teaching is always developing and teachers just have to decide how.

Each choice is framed by the culture we live in, the school we work in, government policy, students' expectations and so on. Some schools may encourage and support teacher development, others less so, but you will always have choices to make about how you teach and how you deal with challenges inside and outside the classroom. Teachers must focus on what they can do rather than what they cannot.

Also, I learned six principles that will guide the English teaching process: enjoy teaching, taking interest in students, take on challenges, manage stress, balance work and home life, share enthusiasm with others. Besides, some ideas for practical activities which are easy to integrate into the teaching routine and not-time consuming.

1. Get feedback from students. Five minutes before the end of the lesson ask the students to write on a piece of paper three things they liked about the class and one thing they did

not like, or a suggestion if they prefer. Thank students and collect the papers. In the next class (or via mail) respond to the comments.

2. Make a short video of the class. For this you need a small hand-held camera or mobile phone with video. Get a colleague or student to video the class for about 5-10 minutes. It is important to watch the video afterwards more than once. The first few times teacher will be cringing at its appearance and mannerisms! After that teacher will notice more interesting things about its choice of language, gestures and facial expressions and get a good idea how its students see it.

3. Try activities out first. Before teacher uses a speaking activity, try it out with a colleague. Afterward assess how much time teacher needed, whether the instructions were clear, if it needs preparation time, what language was used, whether students would find it easy or difficult and what help they might need. Teacher must adapt the plan if it is necessary.

4. Break the routine. This can be a very good way to help teacher understand its teaching better and add an element of surprise and fun to its classes. For example, let one of students become the teacher for ten minutes and teacher become the student, move the seating arrangement, supplement the course book text with one you find which particularly interest of students.

5. Another component that was changed during the class was making the most of learner-generated content, this means, learner-generated content is the language –either spoken or written- that learners produce, naturally and often spontaneously, during the course of a lesson, and which constitutes authentic communication. This distinguishes it from the language that is produced in order to answer comprehension questions and display questions or to do grammar exercises, or to perform role plays, or to write summaries, and so on.

Using learner output as lesson input is one way of involving learners more directly in the learning-teaching process. Research suggests that when learners have some control of the topic agenda and of the management of classroom talk, the lesson is more likely to match their particular learning needs, as well as being more meaningful and more memorable.

6. To sum up, it is imperative to mention the importance of technology and its close relation with teaching, this type of communication created an entirely new approach to online education the networked classroom, in which teachers and learners launched jointly writing and research projects. Some of them used basic methods, such as informal electronic pen pals, while others developed cross-cultural collaboration projects integrating them to their respective curricula. Taking advantage of this reality, technology is an excellent way to enrich and increase students' opportunity to practice the language.

Blended Learning is engaging because of the benefits offered to institutions and learners due to its functions as a supportive tool for the learning process; it provides new learning experiences, adding learning resources to facilitate the students' experience in terms of flexibility and effectiveness, and provides more options for educational access.

Chapter 4: Conclusions

The importance of reflecting on what we teach and when we teach was very important because it is one of the things we must be concerned. The implementing the Hymes and Jakob's models as the most relevant issues in the teaching learning process as we do every day but it is not properly analyzed.

Furthermore, the context and formality of the language according to the situation in which is developed; it is another important aspect to observe and assess in the classroom. We have to simulate these contexts in the class using the social practices, which are essential part in our professional teaching performance. The language is involved in all the activities such as: academic, familiar or in society, so they take an important role in the class.

The importance of being constantly trained in our profession is another aspect that we have to take into consideration, this specialization is an excellent opportunity to update our knowledge, polish English Language and sharing our experience.

Based on the experience I felt encouraged to continue training in the area, I would like to share the knowledge acquired with students and colleagues. Since I started working in this profession I have had a clear objective: to become a prestigious lecturer and to be able to write academic articles.

First of all, I would like to apply for a Doctoral Degree because one of my main goals would be to continue learning and strengthening the education acquired so far, this would provide continuity to my professional development. Secondly, I want to continue training to improve my speaking skills; this way, I can become a better speaker who is able to give lectures with innovative and original content. I also consider to continue practicing and improving my writing skills so I can produce very well composed documents. This ability would allow me to write articles related to English language teaching that are worth of being published. I will be able to instruct other colleagues who need support to improve their teaching competences. This is especially appealing to me. I am the kind of person who likes to share academic information and see others improving their abilities as well.

To conclude this presentation, it will be mentioned some pertinent features that have been acquired during this learning process. Class centered teachers behave must develop rapport with their classes, ensuring that their students regard them not only as teachers with a sound knowledge of English but also as integral members of their class groups (who can laugh at themselves or behave spontaneously when something unexpected happens, for example).

In addition, treat all students fairly and with respect, appreciating that learning a new language is a risky business because of the possibility of making mistakes and appearing foolish. Always maintain their authority while remaining friendly towards their students and establish codes of behavior that support students learning and enforce them in ways that do not alienate or humiliate individuals and understanding that once social processes that enhance learning have been set in motion, teachers should find it unnecessary to behave in authoritarian ways that enforce the “me-versus-them” divide.

Encouraging whole-class involvement by engaging students in a memorable or meaningful way at the start of each new lesson. (At intermediate levels this is particularly important, since the initial excitement of learning English may have worn off.) Think of an alternative, engaging ways of having classes complete mundane tasks such as grammar exercises, remembering that variety is the essence of good teaching and that there are many ways in which learning activities can be “tweaked”.

As teacher moves around the class observing students, teacher will find naturally helping small numbers of students on the spot. As the need for additional words or phrases becomes apparent, write these on the board so that other students can benefit from the input. Make


a note, too, of what needs to be expanded upon or revised. Then, at a later point, re teach these items to the class as a whole.

Remembering that although lively behavior is evidence of student engagement, noisy, fun-filled classrooms may not reliable indicators either of student learning –or student satisfaction. There will be times when it is more appropriate for students to be working purposefully and reflectively, either on their own or quietly with a partner. A collective feeling of whole-class learning will prevail when this happens. These principles will help teachers to keep in mind that their classes function as groups and that effective teaching and learning involves keeping every class that is taught as unified as possible for the duration of the course.


Chapter 5: Appendixes . Materials referred in the lesson plan.

Our Planet

Unit 9

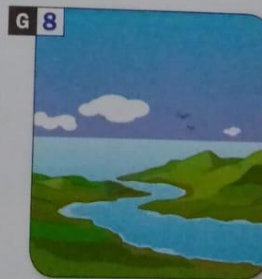
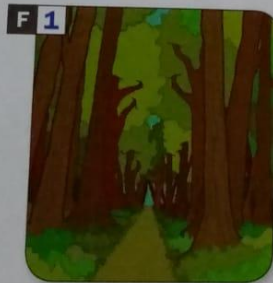
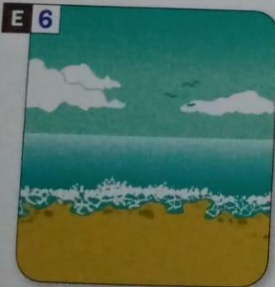
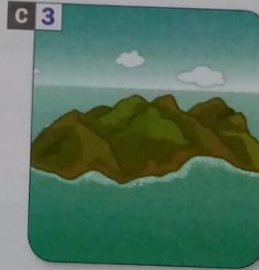
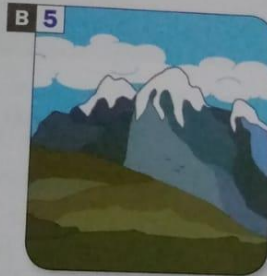
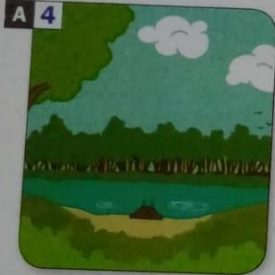
A  How do you feel about these places? Work in pairs and say what you like and dislike about each one.



B  What place in the world would you most like to visit? Why? Tell your partner.

Vocabulary: the natural world

A Match the pictures to the definitions.



- 1 A **forest** is a large area with lots of trees.
- 2 A **field** is an area of land on a farm.
- 3 An **island** is a piece of land with water all around it.
- 4 A **lake** is a large area of water with land all around it.
- 5 A **mountain** is a high piece of land, often with snow on top.
- 6 The **ocean** is the large area of salty water next to beaches.
- 7 A **hill** is a high piece of land which is smaller than a mountain.
- 8 A **river** is a long area of water that goes into the ocean.

NATURAL DISASTERS

Although our planet gives us life, it can also cause destruction. When the land we live on moves, earthquakes can destroy whole cities. An earthquake in China in 1556 killed more than 830,000 people. When rivers cause floods, large areas of fields and farmland are often submerged in water. This means people cannot produce enough food to eat, and it leads to famine. A lot of rain can cause landslides, with devastating consequences for villages and towns located on hills or mountains or in valleys below. Too little water is also a serious problem. When almost no rain fell in parts of the U.S. in the early 1930s, the drought forced 2.5 million people to move to other places.

Grammar: will and going to

3

A Language in context Read this flyer. Where and when is the meeting?

The Earth needs help!

What are you going to do?

Climate change is a major problem. It's going to get worse and it will be our fault. But we can still prevent it. How? Every person can make simple changes in their everyday lives. Do you know what you are going to do? Come to our meeting on Thursday at 6 p.m. in the town hall. We'll help you get started. You won't regret it!

B Notice Look at the flyer in Exercise A again. Circle the correct words to complete these rules.


- 1 We use will / ~~going to~~ to make predictions about the future, but not to talk about plans.
- 2 We use ~~will~~ / going to to make predictions about the future and also to talk about plans.
- 3 We use will / ~~going to~~ to volunteer or express willingness.

C Practice Complete the sentences with the correct form of *will* or *going to*. Sometimes there is more than one possible answer.

- 1 We have to do something or the problem will / is going to get worse.
- 2 What are you going to do this weekend?
- 3 A: This is really heavy!
B: I 'll / will help you.
- 4 I am going to take the bus from now on instead of my car.
- 5 Without our help, the blue whale won't / isn't going to survive.
- 6 A: I need to return this ecology book to the library, but I'm late for class already!
B: I 'll / will do it for you.

Watch out!

- A: What are you doing this evening?
- ✓ B: I'm going to stay home and work this evening.
 - ✗ B: I will stay home and work this evening.

D  **Now you do it** Work in pairs. How do you think your town/city will change in the future? Talk about these things.

- natural features: rivers/lakes/forests/fields, etc.
- building work: roads/houses/offices/schools, etc.
- facilities: stores/supermarkets/sports facilities/parks, etc.

A: They're going to build more houses in this area.

B: Yes, and there will be more trash.

A: Do you think they'll create more parks?

B: I'm not sure. I think ...



2 Reading: understanding meaning from context

A Match the definitions to words from the box.

earthquake flood drought landslide famine

- 1 This is a period of very dry weather that can last for years. _____
- 2 This is when a large mass of soil and rock slide rapidly down a mountain. _____
- 3 This is when a large amount of water covers dry land after heavy rainfall. _____
- 4 This is when the earth shakes violently. _____
- 5 This is when there is little or no food in a large geographical area. _____

B Read the text and choose the correct options to complete the definitions. Use the context to help you.



Unit 9

A volcano is a mountain that has a large crater in the center. Inside the crater is a lake of liquid rock. When pressure builds up inside the volcano, hot gases and lava shoot up through the opening, and fill the air with small pieces of rock, smoke, and ash. Volcanic eruptions can destroy entire cities and forests. They can cause landslides, floods, and earthquakes.

- 1 A crater is ... a) a hole. b) a fire.
- 2 Lava is ... a) rock. b) water.
- 3 An eruption is ... a) an earthquake. b) an explosion.

3 Grammar: will and going to

A Match the sentences to the correct description.

- | | |
|---|---------------------------------------|
| 1 <input type="checkbox"/> I'll take you on a trip to the mountains. | a) make a prediction about the future |
| 2 <input type="checkbox"/> I'm going to help clean up the beach this weekend. | b) talk about plans |
| 3 <input type="checkbox"/> Climate change will continue to cause floods. | c) volunteer or express willingness |
| 4 <input type="checkbox"/> We're going to hike in the forest next week. | |
| 5 <input type="checkbox"/> Many regions will have a drought this year. | |
| 6 <input type="checkbox"/> I'll try to do more to stop climate change. | |

B How will climate change affect us in the future? Complete the sentences with *will* or *won't*.

- | | |
|---|--|
| 1 Pollution _____ get worse. | 4 Some countries _____ have enough food. |
| 2 The earth's climate _____ get warmer. | 5 Some animal species _____ survive. |
| 3 The global population _____ increase. | 6 Icebergs _____ melt. |

C Complete the conversations with the correct form of *will* or *going to* and the verb in parentheses. Then listen and check your answers.

Conversation 1

- A: What (1) _____ you _____ (do) to help the environment?
- B: I (2) _____ (not drive) my car and use public transportation instead. And you?
- A: We (3) _____ (save) electricity by using solar panels on our house.
- B: That's a good idea! (4) _____ there _____ (be) enough sunshine?
- A: Yes, but only in the summer. It (5) _____ (not work) in the winter.

Conversation 2

- A: I (6) _____ (join) this new climate change organization.
- B: Really? What (7) _____ they _____ (do) to stop climate change?
- A: They (8) _____ (make) simple changes. For example, I (9) _____ (ride) my bike to work and I (10) _____ (not use) plastic bags.
- B: That's a good idea! Maybe I (11) _____ (do) that, too!



References.

- Barton, L., Dupaquier, C. (2015). Northstar 3 Reading and Writing, 2-23.
- Bohlke, David, Skillful, Listening and speaking 2, Macmillan 2013
- Caplan, Nigel A. (2013). Q: Skills for success Reading and writing, 3-27.
- Craven, Miles, Q: Skills for success, Listening and Speaking, Oxford 2011
- Cook, V. (2001). Second Language Learning and Language Teaching. Oxford: Oxford University Press.
- Dabbagh, N., & Kitsantas, A. (2011). Personal Learning Environments, Social Media, and Self Regulated Learning: A Natural Formula for Connecting Formal and Informal Learning, 3 – 8.
- Dubin, F. and Olshtain, E. (1986). Course Design: developing programs and materials for language learning. Cambridge University Press.
- Ellis, R. (2003) Task-Based Language Learning and Teaching. Oxford University Press.
- English Teaching Forum. (2011). Volume 49, number 3.
- Foresman, S. (2010). Reading Street.
- Fruehling, R., Bouchard, S. (1972). The Art of Writing Effective Letters.
- Heaton, J., (1977). Studying in English.
- McDonough, Jo., Shaw, C. (1994). Materials and Methods in ELT, 101-178.
- Harrison, Mark, Oxford Living Grammar, Oxford 2010
- Homes, Janet. (2013). An introduction to sociolinguistics. Pearson Longman.
- Hornby, A.S. (2011) Oxford Advanced Learners Dictionary. Oxford.
- Kolb, David A. 1984. Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs: Prentice-Hall. p.38
- Larsen-Freeman, D. (1986). Techniques and principles in language teaching. Oxford, Oxford University Press.
- Mahnke, M. Kathleen & Duffy, Carolyn B. (2013). TOEFL Preparation Course, p. 52, 53. Macmillan Heinemann.
- Mills, Robin, NorthStar 2 Listening & Speaking, Pearson 2015

McDonough Jo, Shaw C. (1994). *Materials and Methods in ELT*. Blackwell Publishers.

Milroy, Lesley. (2003) *Sociolinguistics, Method and interpretation*. Blackwell publishing. Nonkukhetkhong, R.B. Baldauf Jr and K. Moni (2006), *Learner Centeredness in Teaching English as a Foreign Language*, Paper Presented at 26 Thai TESOL International Conference, Chiang Mai, Thailand, 19-21 January 2006, 1—9. © 2006 K.

Nuna, David, *Atlas 4*, Heinle & Heinle publishers 1995

Nunan, David, *Expressions 2*, Heinle & Heinle publishers, 2001

Nunan, D. (1991). *Communicative tasks and the language curriculum*. *TESOL Quarterly* Vol. 25, No. 2, Summer 1991

Richards, J.C. and Lockhart, C. (1996) *Reflective Teaching in Second language Classrooms*. Cambridge University Press. p. 99

Sharma, P. (2007). *Blended learning: using technology in and beyond the language classroom*.

Thornbury, Scott. (2010). *An A-Z of ELT a Dictionary of Terms and Concepts*. Macmillan.

Viewpoints video resource, Macmillan publishers 2010.

Zemach, D., Broudy, D., Valvona, C. (2018). *Writing Research Papers (from essay to research paper)*, 6-12.