

TABLE OF CONTENTS

Introduction.....	3
Theoretical Foundations.....	6
Teaching Philosophy.....	17
Evaluation Model.....	22
Lesson Planning.....	26
Instruments of Learning Assessment.....	45
Materials and resources for learning.....	51
Video analysis.....	64
Description and Analysis	67
Conclusions	72
References	77
Appendixes.	78

INTRODUCTION

Each teacher's personal teaching philosophy is perhaps the most influential factor in creating a positive learning environment for students. The "tyranny of the closed door" is a reality that gives each individual teacher a tremendous amount of control over how students learn, and if they learn to their full potential. A teacher's learning philosophy is influenced by many factors: how they were taught, how they learn, their school environment, their professional training, their personality, their observations on the job, etc. In this paper, I will explore my own philosophy. I will talk about my teaching experience and the different methods I use for my teaching practice.

I believe that we as teachers are responsible of creating and preparing interesting classes for our students. We have to keep in mind that our students want to learn and acquire the language, so each time you enter your classroom, you set out to teach an effective lesson.

You want to present a lesson that motivates your students, provides useful and relevant language practice, and helps the learners gain confidence in using English. But how can these goals be achieved? The nature of effective lessons and the way in which teachers create them is not always clear. Two teachers may teach the same lesson from a textbook or from a similar lesson plan, yet go about it very differently. Despite the fact that each teacher has his or her own individual teaching style, both lessons may be quite effective. And sometimes learners may enjoy a lesson a great deal even though the teacher's impression is that that the lesson failed to achieve its goals. On the other hand, a teacher may feel that he or she covered a lesson plan very effectively, yet the students appear not to have learned very much from it.

While my teacher-preparation courses have introduced me to different teaching methods and approaches, I as a teacher need to learn how to teach in my way, based on the kind of person I am and how I see my role in the classroom (Bailey and Nunan 1996). This does not mean that I can abandon everything I have learned during my training. Rather, it means that as I gain experience, I need to interpret and understand what it means to be a language teacher and what values, beliefs, theories, and assumptions I will use to guide me in my teaching.

Some of these beliefs will be confirmations and elaborations of theories and principles I studied in my training courses or that I have learned from workshops or magazine articles. Now I will have a chance to more fully understand the ways in which language learning develops in learners, the kinds of feedback that facilitates language learning, and directions to take in order to manage learning activities so that my students can benefit from working together on group tasks and projects.

Language teaching, like other professions, is built around standards. Standards reflect the methodology that language teachers should know, the teaching skills they should possess, and the behavior they are expected to exhibit in their classrooms.

On this project I will tell you all the things I learned during the specialization. I am going to show you my best practices and also will give you the theoretical foundations. I think it is very important to put into practice all the material we learn every day. This specialization has given me the tools I need to improve my teaching practice; I have learned many ways to make my students acquire the language. I am presenting this project because I believe that I have improved my teaching practice and also my vocabulary, writing and communication skills. Writing in English, speaking, reading and listening has made me improve my skills because I am in constant communication with people who speak English. It is not I the teacher in a class where the only one who speaks English is I.

Second language acquisition theory seeks to quantify how and by what processes individuals acquire a second language.

Research in second-language acquisition is closely related to several disciplines including linguistics, sociolinguistics, psychology, neuroscience, and education, and consequently most theories of second-language acquisition can be identified as having roots in one of them. Each of these theories can be thought of as shedding light on one part of the language learning process; however, no one overarching theory of second-language acquisition has yet been widely accepted by researchers.

The acquisition of a second language can occur with or without teaching, and furthermore teaching can be more or less oriented toward knowledge transmission or to encouraging student discovery, and more or less focused on language structure or language use. In the first half of the last century, SLA wasn't yet established as a separate field of enquiry. In line with contemporary theory that first-language habits could "interfere" with the second language, leading to errors, the contrastive analysis of L1 and L2 grammatical systems led to the prediction of errors, and error analysis yielded evidence for the process by which the new system was assimilated.

I am developing all the skills in the lesson plans I will present. They promote listening by giving authentic listening material, reading comprehension that makes students analyze, and learn new vocabulary, speaking with interesting topics, questions and points of view, and writing with small paragraphs.

To conclude this brief introduction, I stress again that although SLA theorists may be interested in knowing more about how learners learn (for example how motivation affects learning), they don't necessarily consider how this might be relevant for the practice of additional language learning and teaching. This means that when the consumer of this research is a classroom teacher, she may be left to decide what the specific pedagogical implications of the research are for her students.

THEORETICAL FOUNDATIONS

Linguistic theories are abstract ideas about what language is and how it works; this knowledge is understood in terms of the study of language (through a creation of metalanguage—grammatics—and language descriptions). These linguistic descriptions are then taken into account in developing texts and other material that students are exposed to in their learning environment. In short, different linguistic theories explain language in different ways, which result in different types of language descriptions and influence the choices of texts and grammatical components used in the pedagogical material that students learn and are taught through. Similarly, various theories of learning and teaching explain how (language) learning takes place and how this understanding can be used for teaching purposes. These theories are taught to the teachers during their training programs, and the teachers use them in developing their pedagogical practices. Frameworks of language in education policy also influence the curriculum, which in turn, shapes the syllabi, textbooks, and other teaching and learning resources that the students use in their classes.

Thus, the three broad theoretical areas are operationalized in different ways to shape the learning–teaching behavior and material that students experience. These different theories and areas are not necessarily independent of each other and may overlap and/or influence the other areas. Traditional approaches to LPP tend to focus on the policy and planning factors just described; however, PBA builds its framework by integrating not only work on LPP, but also in the areas of linguistic theory and theories of learning and teaching.

The factors outlined earlier are illustrated in Figure 1 (See photo 7). The inner circle represents the students who experience, learn from, and resist forms of language, material, and pedagogy that they experience. These concrete experiences are themselves shaped by larger discussions and beliefs about education, language, and curriculum that are, in turn, influenced by theoretical positions. The more abstract theoretical positions are not neutral, but are, in turn, shaped by the resources available and the cultural, ideological, and political contexts in which they evolve.

Drawing on theories of language learning and teaching can contribute significantly to the improvement of language training and delivery. Policies should be formed with an understanding of this literature so that they can be translated into more effective practice.

However, theories of language teaching and learning developed in center contexts, with little influence from major theories of language learning and teaching developed in periphery contexts, presents obstacles to both the extension and development of these theories and their application in noncenter countries. A theory is only as good (or bad) as the data that it draws on. Most of the dominant theoretical frameworks are developed in the West with data collected in those contexts. These theories are then often (uncritically) adopted and promoted in the rest of the world, where the local practices (data) may or may not support them. However, given an absence of visible local theorization, policymakers continue to privilege the Western theories, leading to mixed outcomes.

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence,” a term introduced into discussions of language use and second or foreign language learning in the early 1970s (Habermas 1970; Hymes 1971; Jakobovits 1970; Savignon 1971). Competence is defined in terms of the expression, interpretation, and negotiation of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research to account for its development (Savignon 1972, 1997). Identification of learners’ communicative needs provides a basis for curriculum design (Van Ek 1975).

In the United States, Hymes (1971) had reacted to Chomsky’s characterization of the linguistic competence of the ideal native speaker and, retaining Chomsky’s distinction between competence and performance, proposed the term “communicative competence” to represent the ability to use language in a social context, to observe sociolinguistic norms of appropriateness. Hymes’s concern with speech communities and the integration of language, communication, and culture was not unlike that of Firth and Halliday in the British linguistic tradition (see Halliday 1978). Hymes’s “communicative competence” can be seen as the equivalent of Halliday’s “meaning potential.” Similarly, Hymes’s focus was not language

learning but language as social behavior. In subsequent interpretations of the significance of Hymes's views for learners, methodologists working in the United States tended to focus on the cultural norms of native speakers and the difficulty, if not impossibility, of duplicating them in a classroom of non-native speakers.

By definition, CLT puts the focus on the learner. Learners' communicative needs provide a framework for elaborating program goals with regard to functional competence. Functional goals imply global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features. Controversy over appropriate language testing persists, and many a curricular innovation has been undone by failure to make corresponding changes in evaluation. Current efforts at educational reform favor essay writing, in-class presentations, and other more holistic assessments of learner competence. Some programs have initiated portfolio assessment, the collection and evaluation of learners' poems, reports, stories, videotapes, and similar projects in an effort to represent and encourage learner achievement. Assessment initiatives of this kind do not go unopposed. They face demands for accountability from school boards, parents, and governmental funding agencies. Measurement of learning outcomes remains a central focus in meeting educational challenges worldwide.

In 1983, Stephen Krashen and Tracy Terrell published *The Natural Approach*, which set forth both the theory and application of the Natural Approach to language teaching. They had the unique idea that the purpose of language is to communicate meanings and messages (Kiyamazarslan II.1), which can be achieved simply by learning the lexicon of the target language. Krashen and Terrell felt that the initial "silent period" should be honored until students begin to speak naturally; that is, when speech in the target language emerges of its own accord. This is supposed to occur when teachers create a non-risky environment by incorporating TPR at the beginning level, and by aiming low in terms of communicative skills; that is, by limiting learning objectives to basic interpersonal communicative skills.

The Natural Approach is supported by Krashen's famous Monitor Model of Language Acquisition, a set of five hypotheses:

The Acquisition vs. Learning Hypothesis distinguishes the subconscious process of first-language acquisition in children from the conscious process language learning in adults.

The Natural Order Hypothesis states that morphemes are acquired in a predictable order ([-ing] is the first acquired morpheme in English).

The Monitor Hypothesis maintains that acquisition, not learning, is responsible for fluency. Learning—for example, knowledge of grammar and other linguistic structures—functions as a monitor, or editor during and after the acquisition process.

The Input Hypothesis asserts that language is acquired when students receive comprehensible input that is a tad beyond their level of competence.

The Affective Filter Hypothesis claims that one cannot acquire a language unless one feels confident, relaxed, and diverted.

The typical Natural Approach classroom is teacher-centered. Textbooks are not used and it is the teacher's responsibility to make the classroom experience enjoyable and unchallenging. Students are not expected to be responsible for their own learning. Their role is to absorb the input provided by teachers. The trick is not to tell the students they are learning or to suggest they are capable of making an error. The order of business is to give students a steady flow of comprehensible input and just enough extra information to help them acquire, rather than consciously learn, the target language.

In the Natural Approach classroom, the teacher plays the role of actor and prop person and students play the role of "guessers and immersers" (Rogers fig. 2). The teacher/actor is called upon to create a comfortable, welcoming atmosphere and to develop units of study—or, guessing—based on topics that interest the students (Reynor paragraph 3). Students are encouraged to express their thoughts, opinions, and feelings in the target language. The teacher speaks only in the target language; but, in keeping with the no-pressure approach, students are permitted to use their native language. Theoretically, in this way, students acquire language without effort.

Second-language instruction has come a long way since the bad old days of memorizing and translating entire texts. Still, it has a long way to go. Language learning methodologies certainly mirror the times in which they succeed; but some have claimed to have virtues that are not evident beyond their theoretical framework. I have attended many faculty meetings in which the president insisted that teachers “make sure the kids are having fun in language class”—as though having fun were the one and only criterion for success. On the other end of the scale, I have observed language classes whose professors humiliate learners who don’t respond to their textbook approach to language instruction. Neither extreme—fun or sadness—is worthy or effective.

Dulay, Bust, and Krashen (1982) in their survey of major findings in second-language research indicate that the most beneficial environment for the learner is one which encourages language learning in natural surroundings for genuine communication. Although the learner will be reluctant to speak during an initial “silent” period, it is best not to force speech since during the “silence” he is constantly absorbing and receiving language. Children are known to understand language often long before they produce it.

Further, it has been shown that optimal second-language learning takes place in an environment:

- which is non-threatening, in which the learner feels free to take chances and make mistakes.
- which is linguistically and non-linguistically diverse (i.e., no grammatically sequenced syllables, no attempt to homogenize the environment so that learners understand everything). Learners focus on tasks and activities of interest to them, and use language as a tool to get things done (i.e., very little explicit discussion of language).
- in which learners' interests and needs serve as the basis for learning activities.
- in which learners' talk is considered to be the task—as in “being on task”: small talk, jive, and tall tales are not only tolerated, they are encouraged, and not just at “sharing time” but throughout the day. **The next chart outlines the different methods and characteristics.**

Methods	Historical Context	Teacher's Role	Student's Role	Ability	Class Summary	Advantages
Grammar Translation	During the 18 th and 19 th century, in the Europeans Universities. It had a cultural intention	Active. Presents, explains and commands Ss' in Ss' mother tongue	Passive. Memorizes vocabulary, conjugate verbs and translate texts	Reading and Writing	-Presentation -Explanation -Translation	Development of grammar structures and vocabulary learning Easy elaboration of texts
Suggestopedia	It was developed by the Dr. Georgi Lozanov	Auto-hypnotist, Authority Figure	Relaxer, True-Believer, respects and trusts the teacher	Listening (music), Speaking (dialogues), writing and Reading (teacher reads several times)	Material presentation. Primary activation Secondary activation Much attention is devoted to learner feelings	Gives creative solution Encourages relaxation Strengthens self-image Optimizes learning Propagates talent Include, pictures, music & movement
Cooperative Learning and Multiple Intelligences	Created by May and Dob in 1973 who got influenced by John Dewey, Burt Lewin and Morton Deutsch	Facilitator/Coach Monitor Provides Feedback	Learner Centered Cooperative work, autonomy work Ss' are active	Cognitive Social Linguistic Emphasizes Listening Speaking	Based on Teaching Strategies, Ss' work in small groups (formal, informal, cooperative)	Promotes Intrinsic motivation, perseverance and cooperative learning experiences
Silent Way	Caleb Gattengo	Silent Technician Expert	Autonomous Independent Responsible Cooperative	Receptive Skills Productive Skills	Presentation of the structure Production Feedback Find words Real control of the language	T cannot be overprotective Ss' uses the language for self-expression

Audio Lingual	War World II	Modeling and Guide	Imitates and Produces the correct output	- Listening -Speaking - Reading - Writing	- Repetition Memorization of structures to repeat a dialogue	-Improves pronunciation -Useful for Children -Improves direct communication
Natural	Developed by Stephen Krashen & Tracy Terrell n 1977	T is the primary source of the comprehensible input of the target language T creates a classroom atmosphere T chooses a rich mix of classroom activities	Active role Takes decisions about speaking 3 stages	Listening Speaking		The way in which Ss' acquire the new language Environment of the class Meaningful and motivating class
Communicative	Created against audio-lingual and grammar translation method. Developed by Robert Langs.	T facilitates the communication process. T acts as a guide of the process.	Ss practice target language as much as possible and interact with their partners.	Listening Speaking	Presentation of a dialogue. Oral practice. Study of expressions. Discovery of rules. Practice Evaluation.	Class environment is comfortable for T and Ss. Ss feel closer to the language that they use it in other contexts. Ss became the main character of the learning process.

Content-based	Language is used to learn content and learning in 1970's	T makes the language understandable for Ss. T engages them to cover different topics.	Be motivated Autonomous Active Immersed.	Writing Reading Listening Speaking	Presentation of a meaningful topic Activities to engage Learn vocabulary from the presented topic. Speaking and listening enhanced.	Ss could cover the four abilities in a foreign language. Ss are immersed with language. Ss are able to evaluate and interpret.
TPR	Developed by James Asher in 1970 to teach vocabulary and grammar rules.	Active role Direct role	Listener role Performer role	Speaking Writing	Grammar structures and vocabulary are teaching through imitation, commands and repetition.	Reduces pressure on Ss. Uses different learning teaching styles Allows team work.
Direct	XVI languages included in the curriculum	Directs activities and performer of target Language	Led to self-correction and they are users of language	Speaking	Presentation of the topics. Ss work in grammar and lexis. Students produce in writing or speaking activities.	Power of expression are properly developed And the Ss' has a lively learning process

Communicative Language Learning							
Lexical Approach	-	Provides real language for SS. Creates a self-learning Atmosphere.	Observe and experiment with linguistic generalizations.	Productive skills. Receptive skills.	Language awareness. Experimentation.	Recognizes the role of multiword units in language learning communication. Can be used in lower classes of English.	Depends on student's memory Refers to only one component of communicative competence.
Task based approach	Prabhu 1987	Acts as a student's tasks monitor.	Accomplish specific tasks into the class.	Writing Speaking Reading Listening	T presents the task. In the pre task Circle task where Ss do different levels of tasks. Language focus: Ss have to analyze and practice the language.	Aims to give students a natural context for the use of the language. Interaction opportunity in the classroom. Provides Extra-Linguistic Skill Building	Mistakes frighten make Ss be save in basic language. Team work helps only advance students.

TEACHING OF MY MODEL

TABLE OF CONTENTS OF THE LESSON I CHOSE

The table of contents shows the elements included in the lesson I chose for the assignment. It does not include the language functions, but I can conclude that the language functions are comparing and contrasting. The language form will be Comparatives of Adjectives.

As a warm-up activity the teacher will write on the board a scrambled sentence and will tell students to unscramble the sentence.

Later teacher will tell students that what they just did is called the comparative of adjectives.

The listening is not listed in the table of contents because it is included in the lesson itself. Students will listen to an audio about a real life situation that in this case would be a game show, but first they will need to check some sentences. Teacher will tell them to observe the sentences on their book and they will read the sentences and mark them as true or false, after that the students will listen to a CD on the recorder so they can check their answers.

The Grammar as it is shown in the table above tells us that the students will learn the comparative adjectives, some personality adjectives, their comparative form and their pronunciations because the purpose of English language teaching in Basic Education is for students to get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of specific competencies with the language. (Secretaría de Educación Básica, 2006).

teacher will be using the **Audio-lingual method** because students will listen to the correct pronunciation. After that the teacher will use the **Task Based instruction** because he will write on the board a list of the adjectives and he will write the comparative of each one of them. Later using the **Grammar-translation method** he will explain students the rules for the comparatives using an explanation chart (copy attached), after the explanation teacher will ask students to answer the exercises (copy attached) about the comparatives. On pairs they will answer them and later teacher will give them the answer so they can check if they were correct. On this exercise the teacher will be using the **direct method** because he will explain directly the grammar rules.

As a closure students will observe, read and listen to a dialogue about the comparatives and they will practice it, later they will do the exercises by writing a similar conversation on this exercise the teacher will be using the **audio-lingual method** because the students will be learning the correct pronunciation and writing of the adjectives and grammar. When the students practice the conversation or role play it in front of the class, teacher will be using the **oral approach method** because students will be able to demonstrate the information learned during the class. To evaluate and get to all the different learning styles of the students the teacher will use a song, a video and copies to get to the multiple intelligences on this way he will be using the **multiple intelligences method**.

One important aspect to consider when we use the language as a social practice, is the integration of the aspects of language, this is the analysis of the lesson based on Larsen-Freeman's model of form, meaning and use.

TEACHING PHILOSOPHY

My name is Jose Angel Padilla Caballero I am from ciudad Matamoros, Tamaulipas. My family and I moved to Harlingen, Texas when I was 14 years old. I started studying English when I was 14 years old, my parents took me to a public school there in the city. At first, I was not interested in learning English because it was something that did not get my attention, but my parents wanted me to learn English. My teacher was a “gringa” (American) and she could barely speak Spanish and to be honest I was scared, because I noticed how she had trouble with our language. My parents liked the fact that she did not speak a lot of Spanish so she enrolled me in her classes. After two years of studying the language I had very good pronunciation and a I could read, understand and speak English, unfortunately I was self-conscious and never had the courage to speak in front of people, somehow I felt ashamed, so when they wanted me to speak English I said that I did not understand.

A few years later when I was 18 to be precise, I came back to Matamoros and I had the opportunity to study English once again, so I started going to a school called Harmon Hall. I started in beginner’s level because I wanted to review the things that I have learned there at school in Harlingen, with my previous teacher, after two years I finished all the levels and got my specialization in English by the SEP. I also had training in the TOEFL ITP test. I really enjoyed going to the English classes and I always observed what my teachers did.

I started teaching English since 2005 for a language school called Instituto Zaga in Matamoros Tamaulipas for children aged 10-12. I taught different levels of the English language, since it was an afternoon school, I had the chance to practice every day and also on Saturdays. I also started working at a private school in 2006 called Colegio Mexico. I taught elementary level grades 4th, 5th and 6th grade. Working for a private institution gave me the necessary tools to work “under pressure” because the kids, the principal and parents are very demanding in terms of giving them full attention and preparing interesting classes, science projects and also spelling bee contests. I left my work at Colegio Mexico in 2016 because I

entered to the English Program in elementary schools here in Matamoros. My objective is that my students learn the language, practice and achieve a good score in the TOEFL test. I have a Bachelor in pedagogy and a specialty in English, and I'm always trying to improve my teaching skills and looking for new ways to make my students learn the language.

I teach English and my objective is that my students learn the language, practice and achieve a good score in the TOEFL test. I have a Bachelor in pedagogy and a specialty in English, and I'm always trying to improve my teaching skills and looking for new ways to make my students learn the language.

I use a combination of teaching methods such as the Audiolingual Method, Reading approach, the Direct approach and usually in a beginner's course the Grammar-Translation approach. We read, listen, speak and learn the grammar using the book, power point presentations, audios, videos, and computer games. I usually begin a class with a general idea and then the students start talking and giving answers. I ask them to prepare and oral presentation about a certain topic, for example their "best friend" and they bring a power point presentation with the information about their best friend. In higher levels I use debates, discussions, and pair work. I also know that my students are not going to learn at the same time, I have students who struggle with the language so it is my job to find interesting activities that cover all the different learning styles. I try to use technology in my classes by taking the students to the computer lab so they can practice the things they learn during the week.

Something that tells me if my students are really learning is the test because it contains all the information they learned during the lesson. I also use the oral test to check if they are really acquiring the vocabulary and pronunciation correctly, and finally the self-evaluation and the teacher's evaluation. The self-evaluation will tell me how the students feel about the things they learn and the teacher's evaluation will tell me how the students feel about me and will give me the things I need to change or improve. Finally, I think that something that has helped me a lot is when

my principal or language coordinator comes to observe my class to later give me feedback and try to improve my classes. I feel nervous when they come, but later I forget that someone is there watching me. I truly believe that in order to be a good teacher we have to love what we do and be open to new ideas, teaching methods and technology.

The place where I work is a private school, I go from one classroom to another every 50 minutes so I am in constant movement; I have a small class, around 18-25 students per classroom. I teach English and World History. I have worked in that school for about 10 years. My classroom has a projector, computer, A/C, and a sound system. Most of my students already speak English so they just need to practice and learn the grammar which is a little demanding to me in terms of preparing the class because I need to find elements, interesting topics, and exercises to keep my students motivated and interested in the class. This new school year is different because for the first time in many years I have a class of 31 students of 3rd grade of Junior High. I am also in charge of the ELL (English language learners) group which is made of students who do not speak English and they want to learn the language.

My aim is to promote knowledge to a student by enabling the student to fulfil his/her potential without curtailing his/her natural instinct to learn and discover by curiosity and having fun. My approach is to ensure that students have ample opportunity to express individual and social skills, by providing a climate of acceptance, approval, empathy, and respect, balanced by the provision of self-standards and limits within which the student can develop into a self-disciplined, autonomous individual, to build confidence to explore the world.

Learner expectations, focus, and motivation are increased when students are provided with confidence in their own abilities. The Teacher must encourage a learning community with open communication, by developing patience and conveying a personal interest and enthusiasm for L2 acquisition. Ownership towards learning and teaching is maximized upon reflection.

I derive satisfaction from improving students' knowledge, understanding, and confidence in the English language, by always being prepared and striving to provide interesting and engaging resources that incorporate a variety of teaching and learning styles. I broaden my knowledge and am able to impart this information by creating a positive learning environment, ie one in which I have high expectations of myself and my students.

I encourage my students to learn to be open-minded, tolerant, and independent, and assimilate in their immediate community, by infiltrating values that are inclusive and non-discriminatory, and by creating a learning environment in which differences are celebrated, whilst broadening my own cultural awareness.

An effective Teacher must also contribute to their Sector, Institution, and community through administrative and research responsibilities, as part of maintaining an open mind towards innovative teaching methodologies.

Teaching ESL provides outstanding opportunities for my professional and personal growth. I teach and learn at the same time. Whenever I prepare a lesson or conduct research, I have a chance to improve my knowledge. My students teach me lessons which I am willing to learn: cultural differences, psychological issues, and interpersonal communication. Being a teacher, I raise my personal bar higher, there is always a room for perfection

I ensure my professional growth by participating in educational associations, by attending specialized workshops and conferences, and specific training courses. I follow the latest developments in the field of the ESL/EFL studies. I have noticed that students really appreciate enthusiastic and open minded teachers, who not only teach, but learn as well.

Social learning, as described by Lev Vygotsky, greatly informs my philosophy of teaching. Vygotsky introduced the concept of a zone of proximal development (ZPD), which is the notional gap between a learner's current developmental level as determined by independent problem-solving and the learner's potential level of

development as determined by the ability to solve problems under guidance or in collaboration with more capable peers. Such guidance or scaffolding, is a paramount element in my own teaching. In particular, scaffolded instruction through the use of online technology optimizes student learning by providing a supportive environment while facilitating student independence. It is an excellent way to provide comprehensible input that is “not just interesting but compelling”, to reiterate Krashen (2011). Thus, when designing course material, I incorporate new social learning technologies such as blogs, wikis, voice threads, podcasts, among others into the curriculum so as to allow learners to communicate with a variety of students simultaneously and allow students to add to and even shape content collaboratively.

I incorporate a number of teaching methods and approaches to accommodate a wide variety of learning styles and to meet the goals and objectives of the course or program being taught. However, when appropriate, emphasis is given to the Task Based Language Teaching approach. I aim to design activities that allow participants to shape content to their own ends and to co-construct meanings that are unpredictable and personal. I endeavor to make the learning process meaningful and to take into account the students’ values, relationships, experiences, and prior knowledge. I also believe it is integral that they be challenged to know how to learn and to actively participate, rather than passively learn. Thus, I embed language learning strategies into course materials and strongly encourage active participation both in class and online. As a teacher I feel it is important to convey a personal interest and enthusiasm for L2 acquisition. In my classrooms I strive for an environment that houses open communication and where students are comfortable being active in their language without fear of making mistakes.

As a qualified and experienced teacher, I am well aware of my own growth and use reflective practices to monitor and improve my teaching skills. To be an effective teacher, I must also contribute to the field, institution, and community through research, as part of maintaining an open mind towards innovative teaching methodologies. I apply the best practices drawn from recent literature on SLA and

foreign language pedagogy. I believe that the perfect teaching method does not exist, yet I believe that it is my duty to discover it.

EVALUATION MODEL

ASSESSMENT LESSON PLAN 1

The assessment will be formal and informal because the teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". As a formal assessment will be the project where students will have to write postcards about the location, weather, what they are doing, and what they are going to do. I will use all the work students did as a summative assessment. Because their notes and handouts will have a value of 5 points. I will use rubrics to check the students' oral production. The use of rubrics is very important and gives an overall idea of the students' progress. I will use the oral production rubrics because that is why I will be developing in this particular lesson.

ASSESSMENT LESSON PLAN 2

The assessment will be formal and informal because teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". As a formal assessment will be the project where students will have to write the name of each wonder image. I will use all the work students did as a summative assessment, because their notes and handouts will have a value of 4 points. As a testing I designed a worksheet with the seven American and Canadian wonders vocabulary and students will have to write the information on the lines.

Formal assessment uses formal tests or structured continuous assessment to evaluate a learner's level of language. It can be compared to informal assessment, which involves observing the learners' performance as they learn and evaluating them from the data gathered.

In the classroom

Informal and formal assessments are both useful for making valid and useful assessments of learners' knowledge and performance. Many teachers combine the two, for example by evaluating one skill using informal assessment such as observing group work, and another using formal tools, for example a discrete item grammar test.

ASSESSMENT LESSON PLAN 3

The assessment will be formal and informal because teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". As a formal assessment will be the project where students will have to write about global warming and natural disasters around the world. I will use all the work students did as a summative assessment, because their notes and handouts will have a value of 4 points. Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. Summative assessments are not like formative assessments, which are designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process. High quality summative information can shape how teachers organize their curricula or what courses schools offer their students.¹

Although there are many types of summative assessments, the most common examples include:

State-mandated assessments

District benchmark or interim assessments

End-of-unit or -chapter tests

End-of-term or -semester exams

Scores that are used for accountability for schools (AYP) and students (report card grades). As a formative assessment teacher will ask students about natural disasters vocabulary that they know (diagnostic test). As assessment and use of technology teacher will project a power point presentation of natural disasters. As a testing

teacher will ask students to write on their notebooks the answers to the exercise included in the power point presentation.

ASSESSMENT LESSON PLAN 4

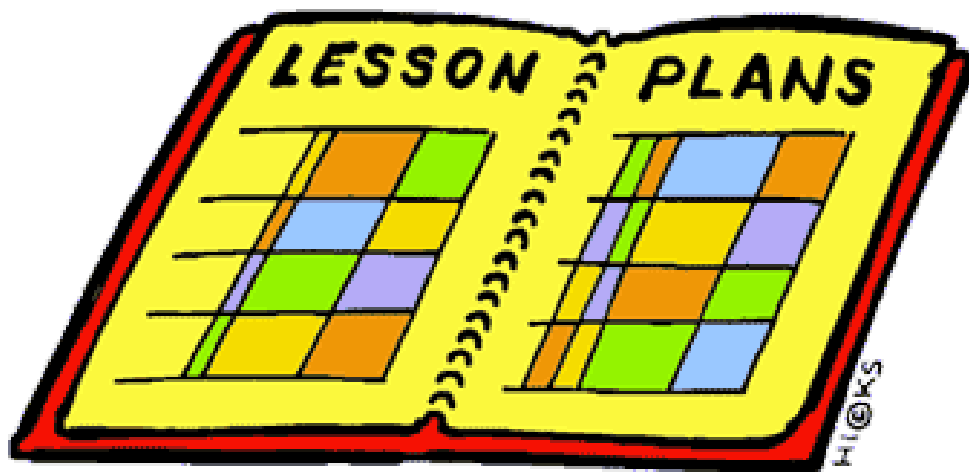
The assessment will be formal and informal because teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". The class survey will be used as a formal assessment. When teachers conduct informal assessments, they don't necessarily have a specific agenda in mind, but are more likely to learn different things about students as they proceed through the school day naturally. These types of assessments offer important insight into a student's misconceptions and abilities (or inabilities) that might not be represented accurately through other formal assessments. For example, a teacher might discover that a student has a misconception about other cultures and languages when she asks, 'What language do people in North Carolina speak?' Or, the teacher may wonder if Alex needs to make an appointment to have his hearing checked if he constantly says 'What?' or 'I didn't hear you.'

Formal assessments, on the other hand, are preplanned, systematic attempts by the teacher to ascertain what students have learned. The majority of assessments in educational settings are formal. Typically, formal assessments are used in combination with goals and objectives set forth at the beginning of a lesson or the school year. Formal assessments are also different from informal assessments in that students can prepare ahead of time for them. As a testing teacher will ask students to listen to a conversation about differences between town, city, and country around the world and will answer the questions. Students will go to the computer lab to answer the exercise about town, city, and country around the world.

ASSESSMENT LESSON 5

The assessment will be formal and informal because teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". The class survey will be used as a formal assessment. As a testing teacher will ask students answer a worksheet about types of music around the world, putting into practice all the things learned during the lesson. Testing is defined as "a method of measuring a person's ability, knowledge, or performance in a given domain". Following Brown, it is useful to unpack this definition to make its meaning clearer. When thinking about method, we can equate this idea to an instrument – a test is an instrument that will require the learners to do something. Tests are intended to measure the learners' ability. These abilities can be very specific or very general.

LESSON PLANS



LESSON PLAN 1

Learning a language no longer means acquiring communicative competence, in other words being able to act in a foreign language in linguistically, sociolinguistically and pragmatically appropriate ways (Council of Europe, 2001), but becoming intercultural competent, which is being able “to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures” (Meyer, 1991: 138). This interaction, according to Byram, does not only imply an effective interchange of information, as was the goal of communicative language teaching, but also the “the ability to decenter and take up the other’s perspective on their own culture, anticipating and where possible, resolving dysfunctions in communication and behavior ” (Byram, 1997: 42). That is why I decided to use this lesson plan on this group.

This lesson gives students an opportunity to get involved in a multicultural class where I use a book that promotes culture (*Across Culture*), and to understand that while all people have a culture, for some it may mean the country or region of their ancestors, and for others it may encompass areas including family, religion and community. Students learn that no matter how it is defined, culture gives people a sense of who they are. Teacher will prepare a POWER POINT PRESENTATION OF THE CLASS.

OBJECTIVES

- Students will express, apply, use, practice and recognize the different daily activities in the UK, the USA and Mexico. The skills that will be developed in this class are the *listening and speaking*. I will do this by playing the recording and asking students to listen carefully to the information; in that way I would be promoting an interactive listening situation. The speaking will be promoted by asking for the students’ participation.

As part of the development of strategies for building listening skills, is necessary to understand spoken discourse; one way to address this issue is to see listening

comprehension as the result of the interaction between “bottom-up” and “top-down” listening skills which includes two processes:

Bottom-up processing refers to the usage of incoming aural input as the basis for understanding the message. That is to say, comprehension starts with the received data that through the analysis of sounds, words, clauses, sentences, and texts, a message can be received; this is a process of decoding. This is a way of understanding spoken language by combining its smallest elements; if you hear /d/, /o/, and /g/, you determine that the word is “dog”. When teaching, we need to consider the amount of vocabulary and knowledge of sentence structure that our students may have. This will define the type of activity that should be used. Bottom-up skills involve “decoding”, that is, constructing a message from sounds, words, and phrases. Top-down skills involve using background knowledge to make inferences about what the speaker intended.

1. Top-down processing refers to the use of background knowledge or previous information of a specific topic in order to understand the meaning of a message; that is, while bottom-up processing goes from sound to language to meaning, top-down processing goes from meaning to language. Top-down listening skills, for example, make our students produce questions they expect to hear on a specific topic.

2. These two processes generally occur alongside each other in the listening process, and the use of each of them will depend on the familiarity the listener has with the topic and/or the contents of a text, the density of the information provided, the type of text, and the listener's purpose in listening. A representative listening lesson will include a sequence consisting of pre-listening, while -listening and post-listening; always considering both bottom-up and top-down processing.

Teacher's name: Jose Angel Padilla Caballero				Date: April, 2019		Time: 1 hour	
Topic: The geography of the smaller British Islands.		Orientation: To express opinions about the geography of the smaller British Islands and differences between USA, UK and Mexico		Level: INTERMEDIATE		No. of students: 15	Recent work: The four nations of the United Kingdom
Grammar topic related: Present tense.							
Objective: That the students talk about British national identity in their country and compare them with the UK.							
Goal: That the students notice about the geography of the British Islands in different parts of the world.							
Time	Stage	Teacher activity	Interaction	Materials	Model	Assessment	
10 minutes	Warm-up and introduction	Teacher will ask students to go to page 24 on their handout and will ask them if they can find the features of a landscape. The teacher will ask the following question: What's the difference between England, Great Britain, and UK?	Shared experience.	BOARD MARKERS COMPUTER PROJECTOR	What is the appearance of the people?	Teacher will check the information students' answer.	
35 minutes	Development	VOCABULARY. Teacher will ask the students to identify the texts without reading them on pages 24 and 25. They will check the answers with the whole class and ask them to identify the different types of texts.	Students will read and give points of view	BOOK BOARD MARKERS HANDOUTS	Teacher will check general comprehension by asking a question such as: Did you know that 'the British Isles' doesn't just mean the two large islands of Britain and Ireland. But hundreds of other small islands around their coasts?	Students will answer the questions and teacher will check the answers. Written and orally.	
15 minutes	Closure	SPEAKING. Discuss with students the information that they have learned in this unit about the geography of the smaller British Islands. Which of the islands you would most like to visit and why? Which other places in Britain would you like to visit?	Students will give their opinion about the smaller British Islands.	HANDOUTS (COPIES)	Teacher will ask students to participate in giving their opinion	Teacher will ask students to write the list on their notebooks.	
Evaluative activity: Students research information about the following other British Islands: the Hebrides, the Shetlands, the Isle of Wight, Lindisfarne.							
Closure: Teacher will ask students give their opinion about the differences between the Islands.							

Possible problems and solutions: Students can get confused in using the vocabulary or not understand some words at the time of reading. They can also feel ashamed of participating or talking in front of the class.

Additional possibilities: N/A

LESSON PLAN 2

This lesson gives students an opportunity to learn the seven wonders of America US. And Canada. It also promotes culture because they will compare with México. I chose this lesson because it will give students an opportunity to know how people from other countries live. Teacher will use a power point presentation to explain the lesson and the new vocabulary.

OBJECTIVES

- Students will recognize, memorize, practice, identify the seven wonders of America US. And Canada. On this lesson I will be developing the reading skill because students will be reading in silence the information that is included in the text. I will develop that skill by giving students information about wonders of America, US, and Canada. Because reading is such an important aspect of learning another language, it is important to be aware of types of instruction and specific strategies that will facilitate the reading process.

Teacher's name: Jose Angel Padilla Caballero				Date: April, 2019		Time: 1 hour	
Topic: Natural wonders of America		Orientation: To express ability to speak about the seven natural wonders of America		Level: INTERMEDIATE		No. of students: 15	Recent work: The geography of the smaller British Islands.
Grammar topic related: comparative and superlative adjectives.							
Objective: That the students talk about the seven wonders of America.							
Goal: That the students notice and recognize the places between Unites States and Canada.							
Time	Stage	Teacher activity	Interaction	Materials	Model	Assessment	
10 minutes	Warm-up and introduction	Students will discuss the exercise in pairs. Teacher will ask to quickly look at the seven photographs and see if they can identify any of the natural features. Teacher will ask to identify the location of California (on the south-west coast, where dots 1 and 2 are) on the map on page 26. Teacher will ask students to identify the location on the map of the Grand Canyon (the most southerly dot, next to dot no. 1), The Great Lakes (the left-hand dot, on the US/Canadian border), Glacier Bay (the dot in Alaska) and Niagra Falls (the righthand dot on the US/Canadian border).	Shared points of view.	BOARD MARKERS HANDOUTS	Which places from the dots are from US. And Canada?	Teacher will check the information students' answer.	
25 minutes	Development	Teacher will ask students to complete the exercise in pairs. Students will look at the texts for the specific information required about the features in the photos on pages 26 and 27. Teacher will ask the students to read the text again and complete the task in pairs.	Students will read and give points of view	BOOK BOARD MARKERS HANDOUTS	Teacher will check general comprehension by asking questions such as: What is the tallest tree in the world? How often does	Students will answer the questions and teacher will check the answers. Written and orally.	
25 minutes	Closure	As a project teacher will distribute pictures of the seven wonders of America. They will write about natural wonders of their own country, this could be in the form of a tourist guide, with photos.	Students will give their opinion about the wonders of their own country.	HANDOUTS (COPIES)	Teacher will ask students to participate in giving their opinion	Teacher will ask students to write descriptions of the wonders of America and Mexico.	
Evaluative activity: Teacher will evaluate the project about the seven wonders of America and México.							

Closure: Teacher will ask students give their opinion about the wonders of their own country.

Possible problems and solutions: Students can get confused in using the vocabulary or not understand some words at the time of reading. They can also feel ashamed of participating or talking in front of the class.

LESSON PLAN 3

This lesson gives students an opportunity to get involved in a multicultural class where I use a book that promotes culture (Across Culture), and to understand extreme weather around the world.

OBJECTIVES

- Students will recognize, memorize, practice, identify, discuss, and use the vocabulary about weather and natural disasters around the world. On this lesson I will be developing the speaking skill because it is asking for participation, points of view and the handouts or copies that are included promote the speaking skill.

Listening is an important skill for the person who is learning English because in verbal communication we cannot communicate with each other without listening to speakers' statements and understanding them. In addition, everyone wants to listen to what English speakers are saying at a natural speed and to understand it. Everyone wishes to enjoy English films, television programs, and music as well as understanding the idea of announcements. To meet these demands, learners need to be equipped with listening skills. Beyond this, there are three main reasons to advocate the importance of listening skills. First, listening is the first skill a person requires. The idea that a person receives listening as the first skill comes from the observation of how children acquire the mother tongue (Underwood, 1989). She observed that babies spend many months listening to people around them before they can say a word and take a great deal of time trying to make sense out of the sounds they hear. In other words, a child receives a large amount of input through listening before developing speaking, writing and reading skills. These skills are developed later as they grow up. Similarly, Postovsky (1976), Asher (1972), and Buck (2001) suggested that a new language learner should develop the listening skill at the initial stage of language learning in the same manner as a child learns a mother tongue because learning listening skill in the beginning is the natural process of humans in acquiring a new language.

Teacher's name: Jose Angel Padilla Caballero				Date: April, 2019		Time: 1 hour	
Topic: Extreme weather		Orientation: To express ability to speak about Weather and natural disasters		Level: INTERMEDIATE		No. of students: 15	
				Recent work: Natural wonders of America			
Grammar topic related: prepositions of place							
Objective: That the students talk about weather and natural disasters around the world							
Goal: That the students notice the extreme weather conditions of their environments							
Time	Stage	Teacher activity	Interaction	Materials	Model	Assessment	
10 minutes	Warm-up and introduction	Ask the students if they can name any natural disasters in English. They then complete the task in pairs. Can they think of any places on the world that have recently suffered from disasters?	Shared points of view.	BOARD MARKERS HANDOUTS	How does the weather affect your day-to-day life? Does it influence what clothes you put on? Whether you put an umbrella in your bag or not?	Teacher will walk around the class to check the student's oral production.	
35 minutes	Development	READING. Students quickly complete the task individually. Explain that they should concentrate on finding the weather words, and that they do not yet need to read the text in detail. Build up a list of words on the board. Check comprehension of the words by asking questions such as: What do you think the temperature is today? Name a tropical island? Students complete the task in pairs, reading the text again if necessary, to find the relevant information. Check the answers with the class, asking students to identify the parts of the text that contain the information about housing.	Students will read and give points of view	BOOK BOARD MARKERS HANDOUTS	What do you think the temperature is today? Name a tropical island?	Students will answer the questions and teacher will check the answers. Written and orally.	
15 minutes	Closure	6. SPEAKING. Ask students what they know about global warming. If necessary, explain that certain gasses produced by human industry are damaging the earth's protective ozone layer, causing the sun to heat the earth more than it did in the past. Ice in the polar regions is subsequently melting, causing the level of the sea to rise. Then ask students to study the graphs and discuss the two graphs on pages 28 and 29.	Students will give their opinion about the different families around the world.	HANDOUTS (COPIES)	Which graph shows information about the world, and which graph shows information about Britain only? What do the horizontal axes of both graphs indicate? What does the vertical axis of the first graph indicate? What does the vertical axis of the second graph indicate? What do you think might have caused these changes?	Teacher will ask students to write descriptions about global warming.	
Evaluative activity: Teacher will evaluate the extra activity.							

Closure: Teacher will ask students to create a conversation and role-play it.

Possible problems and solutions: Students can get confused in using the vocabulary or not understand some words at the time of reading. They can also feel ashamed of participating or talking in front of the class.

Additional possibilities: Students can bring for homework about global warming power point presentation.

LESSON PLAN 4

This lesson gives students an opportunity to get involved in a multicultural class where I use a book that promotes culture (Across Culture), and to understand urban and rural life styles in UK.

OBJECTIVES

- Students will name, express, interpret, explain, describe, and to understand urban and rural life styles in UK. On this lesson I will be promoting the writing skill, using guided writing by showing an example of the material they have to develop and I will also use creative expression by letting students use their imagination when creating the posters.

Writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. It can be challenging, whether writing in one's native language or in a second language. Yet, as adult English as a second language (ESL) learners put their thoughts on paper, see their ideas in print, and share them with others, they find they develop a powerful voice in their new culture (Peyton, 1993; Tran, 1997). Writing also enhances language acquisition as learners' experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class (Bello, 1997).

There are two general approaches to writing: free writing, which is not necessarily edited or worked on further, and a more extended process approach. In addition, the language experience approach (LEA) is often used with beginning literacy learners to provide opportunities for reading and writing through personal experiences and oral language (Taylor, 1992).

Free Writing: Learners write for a period of time in class on a topic of interest to them. This writing can take many forms, including quick writes, which are time-limited, done individually, and not always shared; and dialogue journals, written to a teacher, a classmate or other partner who then responds (Peyton & Staton, 1996).

These writings may be kept in a portfolio or notebook. From these pieces, themes may emerge that can act as springboards for more extensive writing that is discussed, revised, edited, and published.

Process Writing: Process writing usually begins with some form of pre-writing activity in which learners work together in groups to generate ideas about a particular topic. This could include sharing the free-writing piece described above, brainstorming, making a list or timeline, or simply reflecting on an experience. Each group member then works alone to compose a first draft, concentrating on getting ideas down on paper, without worrying about spelling or grammar. They then read their drafts to each other in pairs or small groups. They encourage each other with constructive comments and questions as they seek better understanding of what each other is trying to write. They might discuss the purpose of the writing, what the author learned or hopes others will learn, and what the reader likes best or has trouble with (Crandall & Peyton, 1993, p.65). Revising begins based on these comments and responses. Now the main concern is clarity as the writer looks at organization and sequencing of ideas, the need for additional information or examples, areas of confusion, and words or phrases that could make the writing clearer (Cheatham et al, 1994). Revisions should be shared until the ideas seem clear. Then, editing can begin as the focus moves to spelling, grammar, punctuation, transition words (first, next), and signal words (for example, another reason is . . .). Learners should be encouraged to edit what they know or have studied. A checklist can help them focus on specific points. They should use each other and the teacher as resources, in addition to the dictionary and grammar books. When the learner and the teacher feel satisfied with a particular piece of writing, it should be shared with a wider audience --the whole class, family and friends, or the community. Pieces can be displayed around the room or compiled and published as a book, magazine, newsletter, or newspaper. Learners should be encouraged to read each other's work and comment on final products.

Teacher's name: Jose Angel Padilla Caballero				Date: April, 2019		Time: 1 hour	
Topic: Urban and rural lifestyles		Orientation: To talk about town, city, and country		Level: INTERMEDIATE		No. of students: 15	Recent work: Extreme weather
Grammar topic related: Simple Present and Present Perfect.							
Objective: That the students talk about differences between town, city, and country around the world							
Goal: That the students notice different shopping activities in the UK and the US							
Time	Stage	Teacher activity	Interaction	Materials	Model	Assessment	
10 minutes	Warm-up and introduction	BEFORE READING. Ask if any students have been to London, and if so, which places they visited. Ask if they can identify the places in the photos on page 30. List their suggestions on the board along with any other attractions in London that students can think of. The places in the photos will be identified on page 31	Shared points of view.	BOARD MARKERS HANDOUTS	Does Aly often visit the Tower of London? What has been done recently to help to improve the traffic situation in London? How much can it cost to go to the cinema in central London?	Teacher will walk around the class to check the students' oral production.	
25 minutes	Development	READING. Students complete the task in pairs. Check answers with the whole class, asking students to justify their choices. Ask students to tell you in their own words what Ali likes and dislikes about living in London. Students then complete the task individually. Give help with vocabulary, then check the answers with the class. SPEAKING. Students discuss the questions in pairs. Ask a couple of pairs to give feedback to the whole class. LISTENING. Ask students to predict what Alice might like and dislike about in a village. Then play the recording. Students check their predictions. WRITING. Discuss as a class the advantages and disadvantages of life in the city and the country with reference to your country in particular. Students will complete the task for homework.	Students will read and give points of view	BOOK BOARD MARKERS HANDOUTS	The name of the village. where it is? How many people live there? What facilities it has got? Student A: you live in a small village, and you hate it. Explain to student B why would you like to live in your capital city instead. Student B: you live in your capital city, and you hate it. You would prefer to live in a village. Explain your reasons to student A.	Students will answer the questions and teacher will check the answers. Written and orally.	

15 minutes	Closure	As a closure, students will find travel brochures or print out interest sites that advertise holidays in London or in Mexico. Discuss with the students the features of the cities that they concentrate on, and impression of London or Mexico that they give.	Students will give their opinion about travel brochures or prints.	HANDOUTS (COPIES)	What is your favorite city? How often do you travel? What holiday do you like the most?	Teacher will ask students to make a brochure of the city that they would like to visit and explain it.
Evaluative activity: Teacher will evaluate the extra activity.						
Closure: Teacher will ask students to create a brochure about their favorite city from London or Mexico.						
Possible problems and solutions: Students can get confused in using the vocabulary or not understand some words at the time of reading. They can also feel ashamed of participating or talking in front of the class.						
Additional possibilities: Students can bring for homework a list or a power point presentation about urban and rural lifestyles from London or Mexico.						

LESSON PLAN 5

This lesson gives students an opportunity to get involved in a multicultural class where I use a book that promotes culture (Across Culture), and to understand everyday activities in the US and compare them with Mexico. Students will learn everyday activities vocabulary. They will also practice LISTENING, READING, WRITING AND SPEAKING.

OBJECTIVES

- Students will memorize, name, express, interpret, recognize, identify, and talk about popular music styles. On this lesson I will be promoting the listening skill by playing the recording to the whole class. Students will be listening, reading and underlining any new vocabulary that they might not understand. I will be using authentic materials to develop their communication skills. With the use of authentic materials, students learn to distinguish the elements that are included in the language, such as: a natural rate of delivery and intonation, false starts, slang, reduced forms, abbreviations, and other characteristics of spoken language that may represent a challenge for them.

Listening takes a more important role than other skills in overall communication. Rivers (1981) stated that listening comprehension is of primary importance in communication because communication will not take place unless people understand the language to which they are exposed. Further, Wilt (1950) suggested that we always spend a longer time listening during communication than speaking, reading and writing. To support the claim, Wilt provided information that stated that when people communicate, they spend 45 percent of the time in listening, 30 percent in speaking, 16 percent in reading, and 9 percent in writing. Rankin (1928) also noted that people spend 70 percent of their time in communication and three fourths of this time on listening and speaking. Listening can enhance speaking skill. Postovsky (1976) posited that the key to increase speaking ability is to develop proficiency in listening comprehension. He further suggested that speaking skill

would be developed automatically when learners improve their listening skill. Therefore, it is necessary to develop the listening skill in the initial stage of learning in order to become a good speaker.

In practice, questions are placed at different stages of listening activities. The questions might be given to students before listening to the listening text – the pre-listening question technique or after listening to the listening text- the post-listening question technique. To use former or latter normally depends on the teachers' decision. Both approaches of posing questions in teaching and testing listening skills have been constructively commented on.

ESL scholars have proposed several advantages of using preview questions in listening comprehension practice. Boonyakarn and Syananodh (1991), and LIngzhu (2003) advocated that the pre-listening question technique enables students to listen selectively. By reading the questions prior listening to the text, questions can serve as useful guides for students to filter out unimportant information and focus on significant information. In addition, students are provided with an opportunity to build up their own expectations about the incoming information. In doing so, they can activate their prior knowledge.

Teacher's name: Jose Angel Padilla Caballero				Date: April, 2019		Time: 1 hour	
Topic: Popular Music styles		Orientation: To learn about types of music from US, Jamaica, Ireland, South Africa and compare them with Mexico.		Level: INTERMEDIATE		No. of students: 15	Recent work: Urban and rural lifestyles
Grammar topic related: comparative and superlative adjectives.							
Objective: That the students talk about types of music around the world and compare them with Mexico							
Goal: That the students listen to another English language song of their choice.							
Time	Stage	Teacher activity	Interaction	Materials	Model	Assessment	
15 minutes	Warm-up and introduction	BEFORE LISTENING. Teacher will ask students to discuss their favorite singers. Write a list of their favorite on the board, along with the countries that they come from. LISTENING. Teacher will play the recording only once. Students will listen and check their predictions, comparing the types of music what they wrote on the board.	Shared points of view.	BOARD MARKERS HANDOUTS	Do students prefer singers from their own country, or those, from English-speaking countries? Why? Do they recognize any of the singers in the photos?	Teacher will walk around the class to check the students' oral production.	
35 minutes	Development	VOCABULARY. Ask students if they can identify the countries in yellow on the map without reading the texts on pages 32 and 33. If not, they can follow the arrows and find the names of the countries in the texts. READING. In pairs, students read the texts quickly and match the events to the decades and answer the questions on page 33.	Students will read and give points of view	BOOK BOARD MARKERS HANDOUTS	How much exercise you get per week? Do you go to a gym? How often?	Students will answer the questions and teacher will check the answers. Written and orally.	
15 minutes	Closure	SPEAKING. Students discuss the questions in pairs. Meanwhile, write on the board the following types of music: Traditional music from (their country) Folk music Pop music in (their language) Pop music in English Rap and hip hop Country and western Reggae	Students will give their opinion about shopping.	HANDOUTS (COPIES)	Does your country have a traditional form of music? Do you like it? What are the most popular forms of music in your country?	Teacher will ask students to add any other type of music that they can suggest.	
Evaluative activity: Teacher will evaluate the extra activity.							

Closure: Teacher will ask students to work in pairs to create any type of song that they liked and suggested in class.

Possible problems and solutions: Students can get confused in using the vocabulary or not understand some words at the time of reading. They can also feel ashamed of participating or talking in front of the class.

Additional possibilities: Students can bring for homework to write about a song with English words that they like, transcribing its lyrics and describing why they like them.

INSTRUMENTS OF LEARNING ASSESSMENT

ASSESSMENT LESSON PLAN 1

The assessment will be formal and informal because the teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". As a formal assessment will be the project where students will have to write postcards about the location, weather, what they are doing, and what they are going to do. I will use all the work students did as a summative assessment. Because their notes and handouts will have a value of 5 points.

Oral Production/Comprehension Rubric

Performance Level	Pronunciation	Phrasing	Fluency	Expression	Comprehension
	The precision with which words are enunciated.	The grouping of words in meaningful phrases.	The flow and rhythm of the oral production demonstrated by the ease and speed with which the speaker or reader delivers the message.	The use of tone, inflection, intonation, and volume in oral production.	The level of understanding demonstrated by responses to questions and /or tasks dealing with texts read, heard, or viewed. Where appropriate, responses may include support from the text or extend beyond it.
5 - Outstanding	Almost all words are pronounced correctly. Few miscues (additions, omissions, substitutions, etc.).	Demonstrates an outstanding ability to group words appropriately in meaningful phrases (e.g., liaisons and elisions are almost always used).	Flow and rhythm is consistently maintained. Consistently uses appropriate speed.	Outstanding ability to speak or read in an expressive, engaging voice. Consistently brings the text to life with appropriate tone, inflection, intonation, and volume.	Response is precise and detailed and reflects a thorough understanding of text. Elaboration, where appropriate, consistently enhances response.
4 - Strong	Most words are pronounced correctly. Miscues do not affect meaning. Self-monitoring skills (re-reading, sounding out, substitutions, etc.) are used thoughtfully and purposely for accuracy and appropriateness.	Demonstrates a strong ability to group words in meaningful phrases (e.g., liaisons and elisions are usually evident).	Flow and rhythm is generally maintained. Generally uses appropriate speed.	Strong ability to speak or read in an expressive, engaging voice. Often brings the text to life. Generally uses appropriate tone, inflection, intonation, and volume.	Response is accurate and reasonable and reflects a strong understanding of text. Elaboration, where appropriate, usually enhances response.
3 - Adequate	Most words are pronounced correctly. Miscues occasionally affect meaning. Some self-monitoring skills are used.	Demonstrates the ability to connect words occasionally in meaningful phrases (e.g., sporadic use of liaisons and elisions).	Sometimes maintains flow and rhythm. Sometimes uses appropriate speed.	Speaks or reads, but voice is not always expressive or engaging. Occasionally brings the text to life. Use of tone, inflection, intonation, and volume is sometimes appropriate.	Response is plausible and reflects a literal understanding of text. Elaboration, where appropriate, sometimes enhances response.
2 - Limited	Most words are pronounced incorrectly. Miscues frequently affect meaning. Few self-monitoring skills are used.	Demonstrates limited ability to connect words in meaningful phrases (e.g., rarely uses liaisons and elisions).	Flow and rhythm are seldom maintained. Rarely uses appropriate speed.	Limited ability to speak or read in an expressive, engaging voice. Rarely brings the subject to life. Rarely uses appropriate tone, inflection, intonation, and volume.	Response reflects a limited understanding of text. Elaboration may exist, but is rarely appropriate.
1 - Very Limited	Almost all words are pronounced incorrectly. Miscues significantly affect meaning. Self-monitoring does not occur.	Very limited ability to connect words in meaningful phrases (e.g., use of liaisons and elisions is not evident).	Flow is never maintained. Never uses appropriate speed.	Very limited ability to speak or read in an expressive, engaging voice. Rarely brings the text to life. Tone, inflection, intonation, and volume is inappropriate.	Response is incomplete, incoherent, or off topic. Elaboration may exist, but is not appropriate.

ASSESSMENT LESSON PLAN 2

The assessment will be formal and informal because teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". As a formal assessment will be the project where students will have to write the name of each wonder image. I will use all the work students did as a summative assessment, because their notes and handouts will have a value of 4 points. As a testing I designed a worksheet with the seven American and Canadian wonders vocabulary and students will have to write the information on the lines.

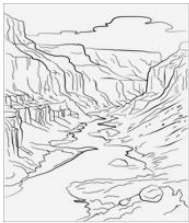
COMPREHENSION RUBRIC

Comprehension is the level of understanding demonstrated by responses to questions and/or tasks dealing with texts read, heard, or viewed. Where appropriate, responses may include support from the text or extend beyond it.

Performance Level	Criteria
5 - Outstanding	Response is precise and detailed and reflects a thorough understanding of the text. Elaboration consistently enhances response.
4 - Strong	Response is accurate and reasonable and reflects a strong understanding of the text. Elaboration usually enhances response.
3 - Adequate	Response is plausible and reflects a literal understanding of the text. Elaboration sometimes enhances response.
2 - Limited	Response reflects a limited understanding of text. Elaboration may exist, but is rarely appropriate.
1 - Very Limited	Response is incomplete, incoherent, or off topic. Elaboration may exist, but is not appropriate.

Write the name of each wonder using the vocabulary pool. Some words can go more than one.

Wonder	State	Country
The Grand Canyon	Colorado	United States of America
Glacier Bay	Arizona	Canada
Old Faithful	Alaska	
Death Valley	Michigan, Wisconsin, Minnesota and Ontario	
Niagra Falls	Idaho	
The Great Lakes	New York state and Ontario	
Giant Redwoods and Bristlecone		



Wonder: _____
 State: _____
 Country: _____



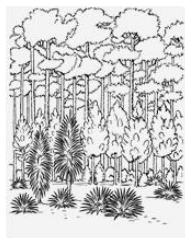
Wonder: _____
 State: _____
 Country: _____



Wonder: _____
 State: _____
 Country: _____



Wonder: _____
 State: _____
 Country: _____



Wonder: _____
 State: _____
 Country: _____



Wonder: _____
 State: _____
 Country: _____



Wonder: _____
 State: _____
 Country: _____

ASSESSMENT LESSON PLAN 3

The assessment will be formal and informal because teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". As a formal assessment will be the project where students will have to write about global warming and natural disasters around the world. I will use all the work students did as a summative assessment, because their notes and handouts will have a value of 4 points. As a formative assessment teacher will ask students about natural disasters vocabulary that they know (diagnostic test). As assessment and use of technology teacher will project a power point presentation of natural disasters. As a testing teacher will ask students to write on their notebooks the answers to the exercise included in the power point presentation.

1

2

3

4

5

6

7

8

9

10

11

12

ASSESSMENT LESSON PLAN 4

The assessment will be formal and informal because teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". The class survey will be used as a formal assessment. As a testing teacher will ask students to listen to a conversation about differences between town, city, and country around the world and will answer the questions. Students will go to the computer lab to answer the exercise about town, city, and country around the world.

Experience	In the city	In the country
What can you see?		
What can you hear?		
What can you smell?		
What can you feel?		
What can you taste?		
What can you do?		


- * Which one is better, the city or the country?
- * What is your favourite activity in the city?
- * What is your favourite activity in the country?
- * Do you want to live in the city or in the country?
- * Why do people live in the city?
- * Why do people live in the country?
- * What is your favourite city?
- * Describe the countryside in your country. Use at least 3 adjectives.

ASSESSMENT LESSON 5

The assessment will be formal and informal because teacher will be listening and correcting around the classroom to the student's oral production, in that way he will be promoting the informal assessment by saying "good job" or "very good". The class survey will be used as a formal assessment. As a testing teacher will ask students answer a worksheet about types of music around the world, putting into practice all the things learned during the lesson.

Name _____	Class _____
------------	-------------

MUSIC SURVEY



1. I listen to music...
 - a. all of the time.
 - b. most of the time.
 - c. some of the time.
 - d. none of the time.
2. My favorite place to listen to music is _____.
3. I listen to music most when I feel _____.
4. My favorite type of music is _____.
5. I feel happy when I listen to _____.
6. My favorite singer or band is _____.
7. My favorite CD is _____.
8. My favorite radio station is _____.
9. My favorite song is _____.
10. I can play an instrument (name it). _____.
11. I take lessons on this instrument (name it). _____.
12. To me, music is _____.

OR draw what music is to you on the back of this page.

MATERIALS AND RESOURCES FOR LEARNING

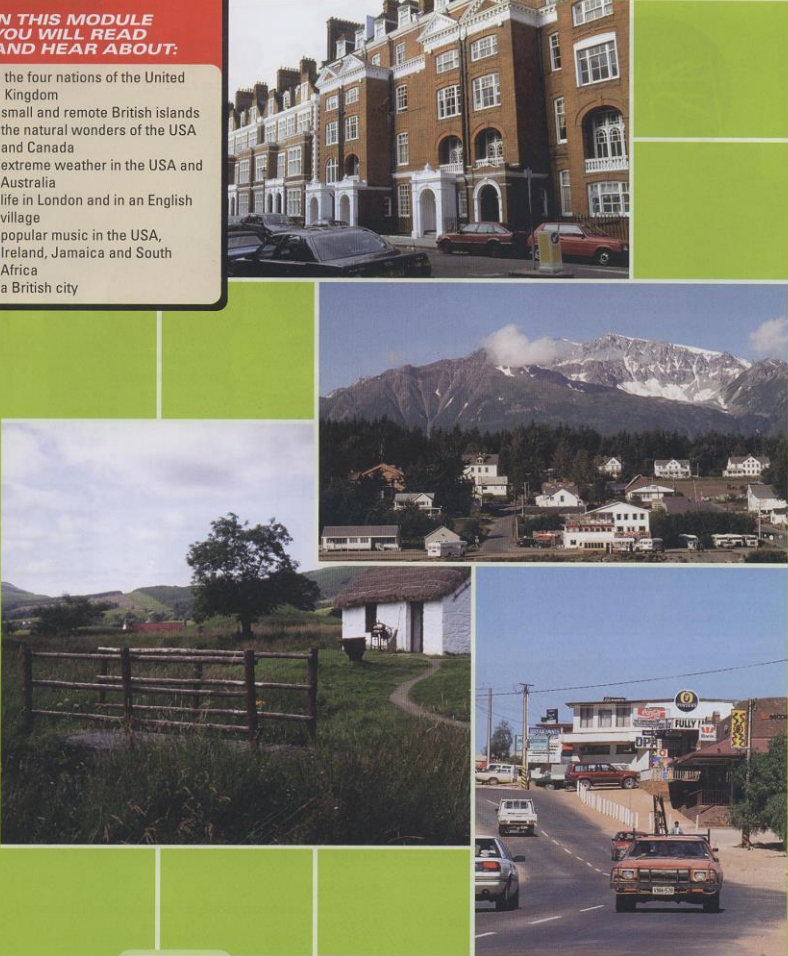
LESSON PLAN 1

These materials are the handouts (copies) of the book *Across Culture*, which promotes culture in an interesting and easy way to understand and contrast the students' culture with other countries. This book develops the reading, vocabulary, speaking, listening, and writing skills through authentic material and easy to understand texts and situations.

Module 2 Habitats and homelands

IN THIS MODULE YOU WILL READ AND HEAR ABOUT:

- the four nations of the United Kingdom
- small and remote British islands
- the natural wonders of the USA and Canada
- extreme weather in the USA and Australia
- life in London and in an English village
- popular music in the USA, Ireland, Jamaica and South Africa
- a British city



1 Look at the pictures of the different environments. Which one do you think is of: the USA? Australia? England? Scotland?

2 In groups, make a list of as many British cities and American states as you can think of. Then compare lists. Which group has the most?

21

British islands

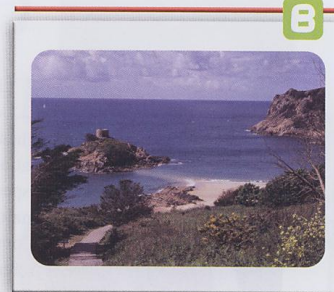
Did you know that 'the British Isles' doesn't just mean the two large islands of Britain and Ireland, but hundreds of other small islands around their coasts? Many of these islands are inhabited, and a lot of them are popular tourist destinations.



A

Anglesey

Hi Riccardo!
Here we are on holiday on Anglesey. That's off the north coast of Wales. It's a large island, and the scenery is typically Welsh - there are mountains and lots of lovely coastline. Today we climbed Holyhead Mountain, so tomorrow we're just going to relax on the beach!
Love from Fiona



B

Man, Isle of

Location: In the Irish Sea between Great Britain and Ireland.
Area: 572 sq. km.
Climate: Cool summers and mild winters.
Geography: Hills in north and south, valley in centre.
Population: 73,873.
Nationality: Manx (norse-celtic).
Languages: English, but the ancient Manx language is being revived.
Government: British dependency with its own parliament called the Tynwald. Elections every 5 years.

C

Daily flights to the Scilly Isles

The Scilly Isles, with their subtropical climate and exotic flowers, are only 28 miles from Cornwall, and are the most southwesterly point of the British Isles. Enjoy the 20-minute flight from Penzance to St Mary's, the largest island, in one of our helicopters.



Why not make a day of it?

After exploring St Mary's, you could take a boat to visit the famous tropical gardens and shipwreck museum on the island of Tresco.

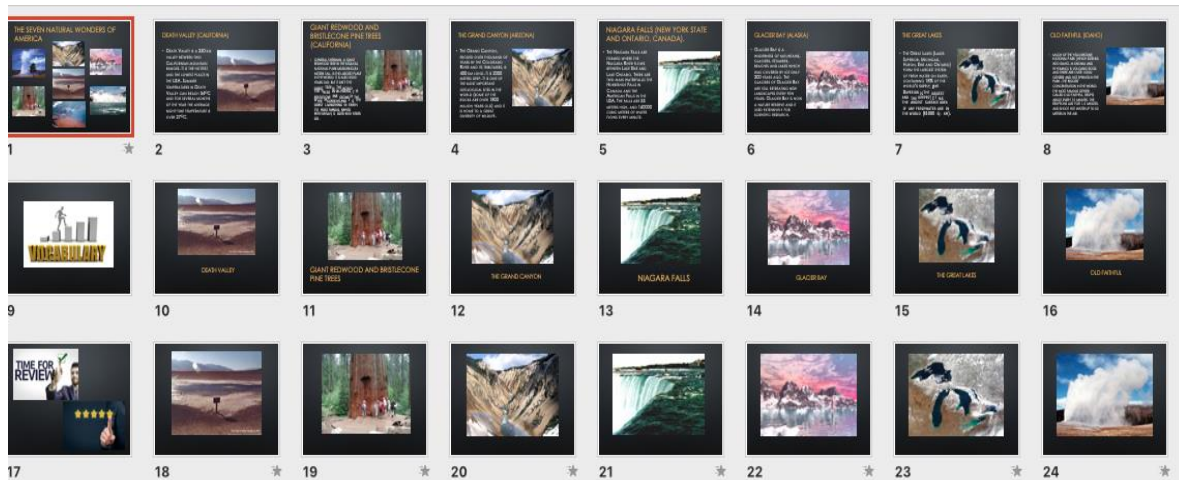
Flight times	Penzance-St Mary's: every half hour from 7.30 to 18.00 St Mary's-Penzance: every half hour from 8.00 to 18.30
Fares	£80 adult, £60 child/OAP (day return)

MATERIALS AND RESOURCES FOR LEARNING LESSON PLAN 2

On this lesson teacher will use a power point presentation, to introduce the vocabulary and will ask students to repeat it. The materials will be the handouts (copies) of the book Across Cultures. The resources for learning will be the projector, computer, and the power point presentation. On this power point presentation students will be able to see, learn, and practice the new vocabulary. Teacher will say the new vocabulary and students will repeat it.



This power point presentation will give an opportunity to cover all the students' learning styles because the teacher will be using a visual, his voice to say the new vocabulary and also will test the students by asking them to say the name of the photo he shows after repeating the vocabulary.



HANDOUTS

These copies will help students to understand the lesson they are going to see. They contain a reading comprehension story about two homes from different countries. This lesson develops the reading comprehension and the speaking skills, because it contains the reading, some comprehension questions and a speaking activity that asks for the students' point of view.

2c
Habitats and homelands

Topic ■ Natural wonders of America
Countries ■ USA and Canada
Vocabulary ■ Adjectives of measurement
Links ■ 2d. 5f. 7e

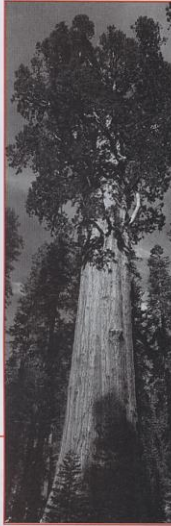
The seven natural wonders of America



1 Death Valley (California)
Death Valley is a 250 km valley between two Californian mountain ranges. It is the hottest and the lowest place in the USA, and at one famous point – Badwater Basin – you arrive at the lowest place in the western hemisphere (86 metres below sea level). Summer temperatures in Death Valley can reach 54 °C, and for several months of the year the average night-time temperature is over 27 °C.



2 Giant Redwood and Bristlecone Pine Trees (California)
General Sherman, a giant redwood tree in the Sequoia National Park measuring 84 metres tall, is the largest plant in the world. It is also 3,000 years old, but it isn't the oldest tree in the world! That's also in California. The bristlecone pine grows in the White Mountains, and it is the oldest living thing on earth. The most famous, named Methuselah, is over 4,000 years old.



3 The Grand Canyon (Arizona)
The Grand Canyon, eroded over thousands of years by the Colorado River and its tributaries, is 400 km long. It is 2,000 metres deep at its deepest point and 30 km wide at its widest point. It is one of the most important geological sites in the world (some of the rocks are over 1,800 million years old) and it is home to a great diversity of wildlife.

Before you read

1 Look at the photos. Do you recognise any of these places? Can you locate numbers 3, 5, 6 and 7 on the map?

Vocabulary

2 Put the adjectives into six pairs of opposites.
deep high large long low narrow shallow short small tall wide

Reading

3 **EP** Read the texts quickly. Which of the natural wonders:

1. are partly in Canada?
2. are further north than Canada?
3. are in California?
4. consist entirely of water?

4 Read the texts again. Complete the tables with the correct statistics.

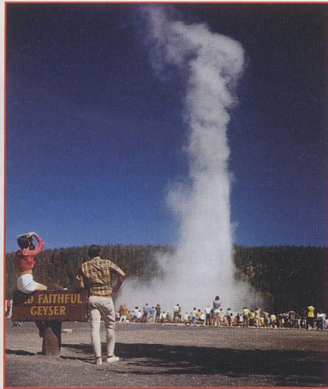
Length	Depth
Death Valley:	Death Valley:
Grand Canyon:	Grand Canyon:
Height	Width
General Sherman:	Grand Canyon:
Old Faithful:	
Niagara Falls:	
Age	Size
General Sherman:	Lake Superior:
Methuselah:	
Oldest rocks in the Grand Canyon:	

26

WORD BANK

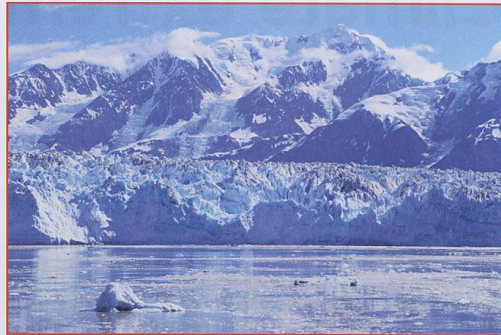
to erupt ■ to eject something violently
geyser ■ a spring that ejects steam and hot water
glacier ■ a large mass of ice
range ■ a group of mountains

spring ■ where water comes up from below the ground, forming the start of a river
tributary ■ a small river that flows into a larger river
wilderness ■ a wild, natural place



4 Old Faithful (Idaho)

Much of the Yellowstone National Park (which extends into Idaho, Montana and Wyoming) is volcanic rock, and there are over 10,000 ■geysers and hot ■springs in the park – the biggest concentration in the world. The most famous geyser, called Old Faithful, ■erupts about every 75 minutes. The eruptions last for 1-5 minutes, and shoot hot water up to 50 metres in the air.



6 Glacier Bay (Alaska)

■Glacier Bay is a ■wilderness of mountains, glaciers, estuaries, beaches and lakes which was covered by ice only 200 years ago. The glaciers of Glacier Bay are still retreating, revealing new landscapes every few years. Glacier Bay is now a nature reserve and is used extensively for scientific research.

5 The Great Lakes (Michigan, Wisconsin, Minnesota and Ontario, Canada)

The Great Lakes (Lakes Superior, Michigan, Huron, Erie and Ontario) form the largest system of fresh water on earth, containing 18% of the world's supply. Lake Superior is the largest and the deepest. It has the largest surface area of any freshwater lake in the world (81,000 sq. km) and holds enough water to cover the entire continents of North and South America with a third of a metre of water.



7 Niagara Falls (New York State and Ontario, Canada)

The Niagara Falls are formed where the Niagara River flows between Lake Erie and Lake Ontario. There are two main waterfalls: the Horseshoe Falls in Canada and the American Falls in the USA. The falls are 55 metres high, and 160,000 cubic metres of water flows over them every minute.

Speaking

5 How can humans pose a danger to natural features such as the ones in this unit?

Listening

6 **1** You are going to hear a ranger talking about the negative effects of tourism on the Grand Canyon. Guess which of the following environmental problems he will talk about, then listen and see if you were right.

- litter
- fires
- danger to animals
- erosion of paths
- noise
- traffic
- vandalism

7 **1** Listen again and answer the questions.

1. How many people visit the Grand Canyon each year?
2. What two problems can pollution cause in the canyon?
3. Which two months does the ranger say are particularly hot and dry?
4. What are two ways in which visitors start fires?
5. Why should visitors not feed the animals in the canyon (two reasons)?

Speaking

8 Discuss in pairs. What are the most-visited attractions in your country (natural or man-made)? Are they being damaged by tourism? Is anything being done to preserve them?

MATERIALS AND RESOURCES FOR LEARNING LESSON PLAN 3

POWER POINT PRESENTATION WITH THE FAMILY MEMBERS

Teacher will introduce the family vocabulary by using a power point presentation, on this way teacher will be using technology. Students will repeat and learn the new vocabulary given by the teacher. Afterwards teacher will ask students to guess the family member that he will show in the presentation. This presentation is of great help because it introduces the new vocabulary in an interesting and funny way. Each student will have an opportunity to practice the new vocabulary that will be seen in the lesson.

1 **What are Natural Disasters?**
Natural disasters are changes which are so great they may cause damage to the shape of the land or to the lives of people and other living things. Great changes happen deep inside the Earth and on its surface. The changes on the outer part of the Earth happen because of different kinds of weather.

2 **What are Natural Disasters?**
• Avalanche
• Hurricane
• Cyclone
• Earthquake
• Tsunami
• Tornado
• Flood
• Drought

3 *A large mass of snow falling down the side of a mountain is an...*
avalanche

4 *An extremely violent wind or storm is a...*
hurricane

5 *A violent tropical storm in which the air goes round and round is a ...*
cyclone

6 *A shaking of the ground is an...*
earthquake

7 *A huge wave caused by an earthquake which flows onto land is a ...*
tsunami

8 *A tall column of air spinning round very fast is a ...*
tornado

9 *A large amount of water that covers an area is a ...*
flood

10 *A period of time with no rain is a ...*
drought

11 **Solution**
Not all natural disasters can be prevented. Each natural disaster has its own factors and complications. Understanding the basic principles of ecology can provide keys to lessening their effects. Nature evolved with natural disasters and disturbances. The best prevention is having strategies based in nature.

12
Thank you very much for your Precious Time.

HANDOUTS

These handouts are from the book *Across Cultures*; it offers the different families around the world (UK, US and Australia). Students will develop the LISTENING skills by listening to an authentic material (listening to a person describing his/her family). It also develops the READING comprehension skill because the lesson starts with a reading and some comprehension questions about Modern Families in the US and the UK. It also develops the SPEAKING skill because it includes some questions that require students to compare the two families with their own family (Mexico).

2d Habitats and homelands

Topic ■ Extreme weather
Countries ■ Australia and USA

Vocabulary ■ Weather and natural disasters
Links ■ Zc. 7f


Climate extremes

How does the weather affect your day-to-day life? Does it influence what clothes you put on? Whether you put an umbrella in your bag or not? In certain parts of the world, people's actual survival depends on the way that they adapt their lives to the extreme weather conditions of their environments.

Extreme heat


Temperatures in the Australian outback – the central desert area of Australia – can often exceed 50 °C for the summer months. New houses are sometimes specifically situated towards the east or west, to avoid the summer sun. Their roofs are insulated to stop heat getting in, and their wood is specially treated to resist the heat. Due to the strength of the sun over

this part of the world, Australia has the highest rate of skin cancer in the world. Since 1981, there has been an official campaign by the Australian government to encourage Australians to protect their skin from the sun. Forest fires are another result of consistently high temperatures. These have become more and more common in the past few years, even happening around the city of Sydney.



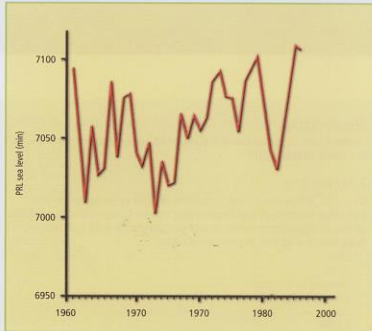
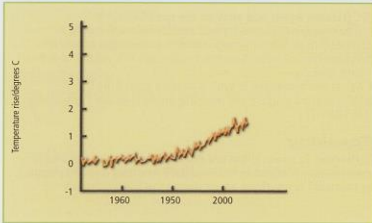
Snow and extreme cold

Valdez in Northern Alaska is used to battling against the elements. The town was relocated in 1964 after an earthquake and tidal wave completely destroyed it, and it currently has the record snowfall for the whole continent of North America – 77 metres per year. Snow and ice are part of daily life for Alaskans. Many towns, including the state capital Juneau, are accessible only by sea or by air, as roads either don't exist or are blocked for most of the year. Some houses are built without excavating any foundations, and most have special strong roofs to support the snow, and features such as windows that only open inwards so that they aren't ripped off by the Arctic wind.



Change in sea level in Newlyn, Cornwall, UK

Global temperature rise due to greenhouse gas emissions



28

WORD BANK

cellar ■ underground room
concrete ■ cement + sand + water
crust ■ hard outer covering
funnel ■ a utensil with a wide mouth that gradually reduces to a small hole
inwards ■ towards the interior of something
on average ■ normally

to pull down ■ to destroy
to rip ■ to tear one thing violently from another
to shelter ■ to cover and protect yourself
shutter ■ a cover for a window
to spin ■ to turn quickly
worth ■ value

Hurricanes

Thanks to its coastal location and tropical climate, Florida is the American state most regularly hit by hurricanes. On average a hurricane happens along the Florida coast every 3 years. Most cause some damage to buildings and vehicles but some, such as Hurricane Andrew in 1992, can cause devastation. Andrew was the worst hurricane in America's history and caused 65 deaths and \$26 billion worth of damage to property. Not surprisingly, Floridians spend a lot of money protecting their homes from hurricane damage. They



prefer concrete walls to wooden or metal constructions, and most windows and doors have hurricane shutters. Some new houses are also being built with special reinforced rooms for sheltering from hurricanes.

Tornadoes

Tornadoes happen during storms when warm air and strong winds begin to spin upwards. These distinct funnel-shaped winds can cause great damage along their paths. Central states such as Kansas and Oklahoma see the majority of the USA's tornadoes. In fact, there is a famous tornado 'route' through ten midwestern states which is known as 'Tornado Alley'. Homes in that area often have storm cellars where families can shelter from the weather.



Earthquakes

The San Andreas Fault is a break in the Earth's crust that lies underneath California, causing several small earthquakes every year. Most of the earthquakes are not even noticeable, and the last large one happened in 1994. However, a catastrophic earthquake nearly destroyed San Francisco in 1906. Scientists say that it is possible that another massive earthquake may happen in the future, but they predict that they will recognise the warning signs years before it happens. As a precaution against earthquakes, some older buildings in Californian cities are being pulled down, and there is very little new building along the fault line itself.



Vocabulary

1 Match the natural disasters to their definitions.

- | | |
|---------------|---|
| 1. earthquake | a. a storm with severe winds, often in coastal areas |
| 2. hurricane | b. a storm where winds turn around a central point |
| 3. tidal wave | c. movement of the surface of the earth, caused by activity below the surface |
| 4. tornado | d. a gigantic sea wave |

2 Read the text quickly and note down all the words that you can find connected to weather.

Reading

3 Read the text again and match the weather conditions to the geographical areas.

- | | |
|----------------------------------|----------------------------------|
| 1. earthquakes | a. Australia |
| 2. extreme heat and forest fires | b. central USA |
| 3. hurricanes | c. northern USA |
| 4. snow and extreme cold | d. southeastern coast of the USA |
| 5. tornadoes | e. western coast of the USA |

4 Answer the questions about the text.

1. What health problem does the sun cause in Australia?
2. Why was Valdez rebuilt in the 1960s?

3. Can you drive to the state capital of Alaska?

4. How often do hurricanes hit the Florida coast, on average?

5. Where do most of the USA's tornadoes happen?

6. When was the last serious earthquake in California?

7. Why do scientists say that people should not panic about a future major earthquake in California?

5 How are houses and house-building in certain areas of the USA and Australia influenced by the extreme weather conditions there?

Speaking

6 Look at the graphs showing climate change over the last 60 years and answer the questions.

1. Which graph shows information about the world, and which graph shows information about Britain only?
2. What do the horizontal axes of both graphs indicate?
3. What does the vertical axis of the first graph indicate?
4. What does the vertical axis of the second graph indicate?
5. What do you think might have caused these changes?

Writing

7 Write about the climate in your country. Which regions get which type of weather? Do any regions get extreme weather? Has the climate changed over the last 100 years?

MATERIALS AND RESOURCES FOR LEARNING LESSON PLAN 4

This handout contains a reading comprehension that engages students in a story about shopping in the UK and the US. Students will develop the reading comprehension skill by answering some comprehension questions of shopping in the 21st century. This lesson will give students an opportunity to develop not only the reading skill but also the speaking and writing skill with all the information included in the handout.

2e **Habitats and homelands**

Topic @ Urban and rural lifestyles
Countries @ UK

Vocabulary @ The city
Links @ 3a, 6b, 8c, 11b, 11c

Town...

My home – love it or hate it!

by Ali Khazan

A I live in Blackheath in South London. London's one of the largest and most exciting cities in the world, and there are advantages and disadvantages to living here.

B The main advantage is that there's a lot to do and see. In the centre of London there are tourist attractions like Madam Tussaud's and the Science Museum, and there are all kinds of parks and historic buildings. I suppose that we don't always make the most of it. We only visit places like the Tower of London when one of our relatives comes to visit!

C Secondly, London is a great place for entertainment. All the new films come here first, and if we want to go to a pop concert or a big sports event, there's always something right on our doorstep. And of course the shopping is great – there's everything from department stores like Harrods to Camden Market.

D Another advantage of living in London is that you can travel easily and quickly across the city on the underground. And we've got railway stations and airports to take you anywhere in the world.

E Lastly, London is truly cosmopolitan. Kids at my school are from lots of different cultures, but that doesn't stop us being friends. It's good to mix with people from different backgrounds. It stops you from becoming narrow-minded.

F But there are some major problems if you live in London. Like most other capital cities, it is noisy, polluted and congested with traffic. The traffic problem is so bad that they have recently introduced a congestion charge for central London. Drivers now have to pay if they want to take their cars to the city centre. Hopefully that will improve the situation.

G Secondly, things are very expensive here – apparently it's more expensive to live here than to live in any American city. For example, if you go to the cinema in the centre of London it can cost you £12. And to go just one stop on the underground can cost you nearly £1.

H But the worst problem about living in London is that, in general, people aren't very friendly. Nobody will talk to strangers or help people in the street if they are in trouble. They don't trust each other, and I think that's because they are scared of becoming victims of crime. London has the highest crime rate in the country.

I But in spite of these negative points, I still wouldn't want to live outside of London. It's my home – love it or hate it!



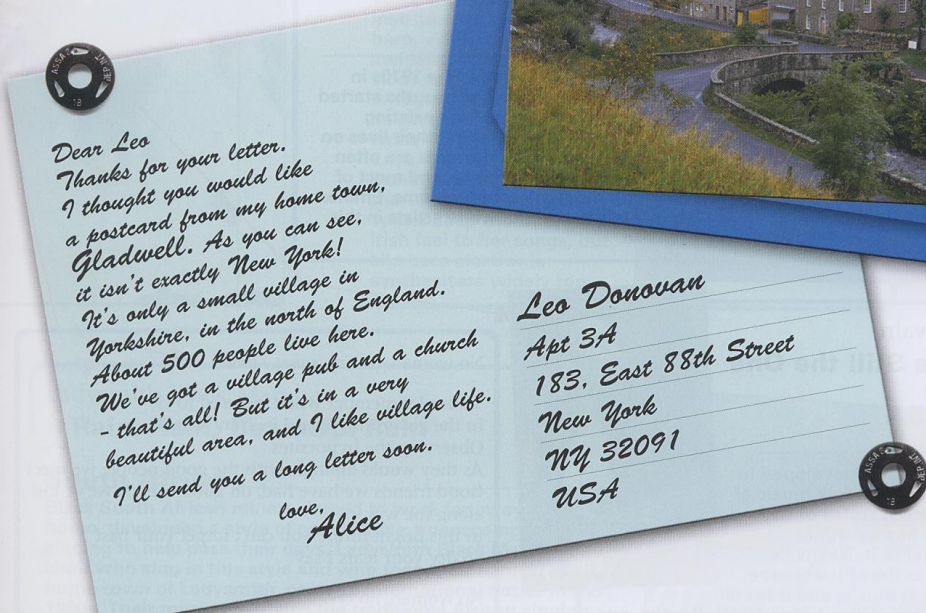
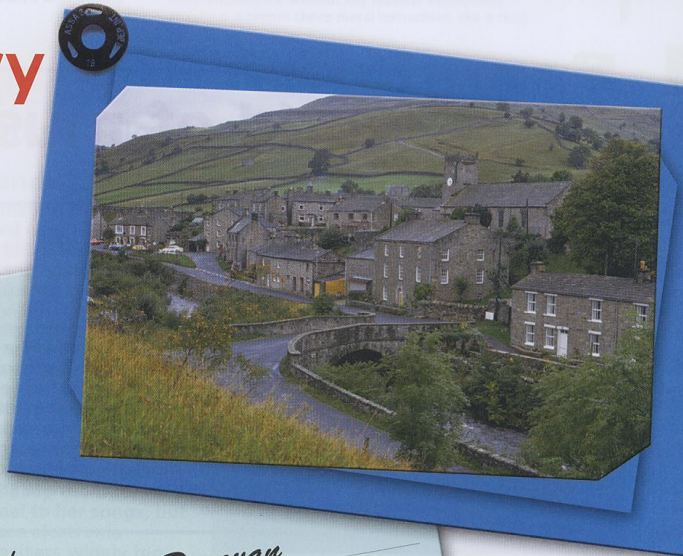
30

WORD BANK

background the type of home and family that someone has
charge demand for money
in spite of ignoring

make the most of something use something for your benefit
narrowminded conservative and prejudiced
on your doorstep very near to your home

...and country



Before you read

1 The places in the photos on page 30 are all in London. Can you identify any of them? Can you think of any other famous places in London?

Reading

2 Read Ali's essay. Match the paragraphs A-I with these topics.

- | | |
|-----------------------------------|----------------------------|
| Conclusion | Leisure Choices |
| Crime and People's Attitude | Multicultural London |
| Environmental Problems | The Cost of Living |
| Introduction | Famous Sights |
| | Transport |

3 Find the names of all the places in the photographs in Ali's essay.

4 Complete the summary of the essay. Use these words:

activities expense home multicultural principal shops unfriendliness variety

For Ali, the(1) advantage of living in London is the(2) of things that there are to see and do. He thinks that the(3), the choice of leisure(4) and the transport are good, and he likes the fact that London is a(5) city. The disadvantages for him are the traffic, the(6), people's(7) and the crime, but he doesn't want to leave his(8).

5 Read the postcard and find out:

- the name of the village.
- where it is.
- how many people live there.
- what facilities it has got.

Speaking

6 Is living in the country better than living in the city? What are the advantages and disadvantages of living in a small village?

Listening

7 Listen to Alice talking about her life in Gladwell. Find at least two advantages and two disadvantages of living there that she mentions.

8 Listen again and answer the questions.

- Why did the village shop have to close?
- What other facility in the village might close?
- Does Alice think that everyone in the village is friendly?
- What time does the last bus leave from the village?
- How many buses are there on Sundays?

Writing

9 Write a paragraph about the contrast between rural and urban life in your country. What problems are there for people who live in the cities or in the country?

MATERIALS AND RESOURCES FOR LEARNING LESSON PLAN 5

This handout will promote the listening and reading skill because students will read the LEISURE USA QUESTIONNAIRE and will answer it by putting a check (✓). This handout will give students an opportunity to exchange ideas and analyze a different culture with their own. These materials let students learn new leisure time vocabulary. It is an interesting way to teach students new vocabulary and make them compare their choice with their classmates and the American teenager.

2f

Habitats and homelands

Topic ■ Popular music styles
 Countries ■ USA, Jamaica, Ireland, South Africa
 Vocabulary ■ Types of music
 Links ■ If, 3f, 8e, 9f

Soundtrack

A world of music



Eminem
 ►► **Lose Yourself**

Urban USA
 These styles of music evolved in the 1970s in New York and Los Angeles. Black youths started to mix rhythms and melodies from existing records and then add poetry about their lives on the streets. The lyrics of their records are often confrontational and competitive, and most of them deal with modern social problems. Eminem is one of the few successful white artists in this type of music.



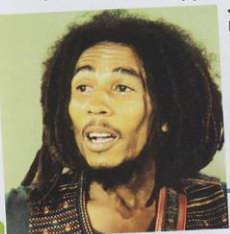
Shania Twain
 ►► **You're Still the One**

Rural USA
 This type of music developed in the 1920s from the folk music of the midwestern states of the USA, and it has a distinct 'cowboy' feel to it. Nashville, Tennessee, is the official home of this type of music, and it is still growing in popularity today. Garth Brooks, one of its top artists, has sold over 100 million albums, and is the most popular solo artist of all time. In recent years Shania Twain has given this music a stylish modern look.



Bob Marley
 ►► **No Woman No Cry**

Jamaica
 Popular music is a key part of everyday life in Jamaica, even forming a part of the island's Rastafarian religion. Its superstar was Bob Marley who came to world recognition in the 1970s and 80s, and today Jamaican music has evolved into 'dancehall', an electronic form of dance music.



No woman, no cry (repeat 4 times)

'Cause I remember when we used to sit
 In the government yard in Trenchtown
 Observing the hypocrites
 As they would mingle with the good people we meet
 Good friends we have had, oh good friends we've lost
 along the way
 In this bright future you can't forget your past
 So dry your tears I say

No woman, no cry
 No woman, no cry
 Little darlin' don't shed no tears
 No woman, no cry

Said, said, said I remember when we used to sit
 In the government yard in Trenchtown
 And then Georgie would make the fire light
 Log wood burnin' through the night
 Then we would cook corn meal porridge
 Of which I'll share with you

My feet is my only carriage
 So I've got to push on through
 But while I'm gone...

Ev'rything's gonna be alright (repeat 8 times)

So, no woman, no cry
 No, no woman, no woman, no cry
 Oh, little darlin', don't shed no tears
 No woman, no cry

No woman, no woman, no woman, no cry
 No woman, no cry
 Oh, my little darlin' please don't shed no tears
 No woman, no cry, yeah

32

WORD BANK

ballad a slow, romantic song
carriage horse-drawn transport
confrontational angrily opposing something
corn meal porridge flour made from corn, cooked with a liquid
log wood wood cut for a fire

to mingle to be mixed with
to rely on to depend on
to shed to release
unaccompanied without any musical instruments
whistle a simple cheap metal instrument, like a flute



Enya
» **Orinoco Flow**

Ireland

Irish folk music has evolved over hundreds of years and relies on the voice and traditional instruments such as the harp, violin, drum and whistle. The two different sides to Irish music are energetic dance music and haunting ballads with lyrics that tell a story. Enya, from County Donegal, came to fame in the 1990s. Her melodic vocals keep the traditional Irish feel to her songs, but she uses electronic synthesisers widely too.



Ladysmith Black Mambazo
» **Rain, Rain, Beautiful Rain**

South Africa

Black South African miners, forced to work far away from home, developed a style of competitive, unaccompanied singing to help pass their days. Ladysmith Black Mambazo, a choir who sing in this style and who took their name from their home town of Ladysmith, came to international notice in the 1980s. Their music maintains the traditional African singing style and uses lyrics with a religious theme, sometimes in their native Zulu language and sometimes in English.



Before you read

1 Who are your favourite singers? What countries do they come from?

Vocabulary

2 Look at the map. Which countries do you associate with the following types of music? Insert them in the correct text.
traditional Celtic music rap traditional Zulu music reggae country and western hip-hop

Reading

3 Read the texts. Match the events to the decades.

1920s 1970s 1980s 1990s

- 1. Enya became popular.
- 2. Bob Marley was most famous.
- 3. Hip-hop music began.
- 4. Ladysmith Black Mambazo became world-famous.
- 5. Country and western music began.

4 Answer the questions about the texts.

- 1. Which town is the country and western capital of the USA?
- 2. Who is the biggest-selling solo recording artist of all time?

- 3. In which two American cities did hip-hop begin?
- 4. Why is Eminem's success unusual?
- 5. Which instruments are common in Celtic music?
- 6. In which industry did Ladysmith Black Mambazo's style of singing originate?
- 7. Which languages do Ladysmith Black Mambazo sing in?

Listening

5 Listen to the song *No Woman No Cry* by Bob Marley, then look at the lyrics. Say which of these features you think are important in a reggae song.

- a. Romantic lyrics
- b. Political or social message
- c. Use of a lot of different instruments
- d. Beat and rhythm

Speaking

6 Discuss in pairs. Does your country have a traditional form of music? Do you like it? What are the most popular forms of music in your country?

VIDEO ANALYSIS

VIDEO LINK: <https://www.youtube.com/watch?v=FH19IC8zA2Q&t=18s>



Pre-task

The teacher first teaches the vocabulary to students by showing pictures and asking students to repeat it and later will check for knowledge by eliminating the names on the slides. Teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

Brief description of the outcome of the lessons.

As we read in the previous paragraphs, the outcomes are related to the skills in English language. It was expected students could complete all the tasks and share their work with the class. I tried to exploit the four skills during the sessions of the lesson plan in order students had a wide variety of activities.

Reflection on how and what students have learned and how you have evaluated them.

Students have learned to work in a different way. I usually work following the structure of the textbook and I realized students, most of the times do not get knowledge. They need a dictionary for translating word by word. They read using a process that I now know. Bottom-up.

Also, students have learned to participate more and take an important position in their learning process. I know that I must repeat this kind of lesson plan more times because it provides more opportunities for students to increase their knowledge and use of the target language.

However, some stages of the lesson plan were difficult for students. They need more practice in some activities and I made some changes for making easy the work they did. Undoubtedly, it was a great experience for all.

Related to assessing students, I used formal and informal assessment. I also utilized testing tools. One important fact is the design and use of the rubrics.

Reflection on what are the most important aspects you have learned

I have learned some theories about language and some facts about language acquisition. Also, I have learned some techniques that make easy the process of teaching and learning. I've learnt to be more flexible and to change the teaching process when it does not get the aim of the lesson.

Reflection on the challenges that I faced in this Specialization.

The challenges were the lack of time, and resources for teaching English. The additional activities that took time from the English class, also, some aspects of the lessons that I did not understand and I could not find any use in my context. It was very difficult at the beginning to adapt to a new way of studying; I was confused, sad, and desperate. I wanted to quit, but I got used to work online and now it is a little bit easier.

DESCRIPTION AND ANALYSIS

After observing and analyzing my video I come to the conclusion that I use a combination of methods and approaches in my teaching practice. I really enjoy working and involving my students in their construction of knowledge. The use of technology has always helped me to make my classes more interesting and interactive and nowadays students are attracted to the use of technology in class.

I expected that my students learn the Seven Natural Wonders of America. My students were able to compare natural wonders with Mexico. They also were able to write a paragraph about seven natural wonders in Mexico. The power point presentation they brought for natural wonders of Mexico was well explained and used the vocabulary they learned in class.

The speaking skill was also developed on this lesson. Students gave their point of view and ask each other some questions. They were also able to use the vocabulary they learned about the natural wonders. Some students do not have the ease to speak or they feel ashamed of talking. I had to stay next to the pair so they could talk and not feel embarrassed.

On the video I can see myself a bit nervous because I knew that a camera was recording the whole class. I tried to make my students understand the vocabulary and practice it with them. They had a chance to read and I used all the material I could. Using the TASK BASED APPROACH let my students build their own knowledge by exchanging ideas, talking and developing the reading skills with the information I included on the Power Point presentation.

Task-Based Instruction As with content-based instruction, a task-based approach aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Task Based Language Teaching (TBLT) is an approach, which offers students opportunities to

actively engage in communication in order to achieve a goal or complete a task. TBLT seeks to develop students' language through providing a task and then using language to solve it.

Examples of pre-task can be: Use materials such as picture/text/song etc. to lead into the topic, brainstorming, comparing ideas, sharing experiences, provide elicited vocabulary, provide a model, exploit role-play, allow the students time to plan.

Examples of task cycle include: Pair work and small group work versus the whole class, introduce a surprise element, set a time for completing the task, vary the number of participants, tell students they will have to present a report to the whole class.

Examples of post-task activities are: Students give a report; repeat the task (e.g. students switch groups), consciousness-raising activities, students listen to a recording or watch a clip of fluent speakers doing the same task, and compare their tasks with theirs, teacher gives feedback and evaluates the success of the task.

The teacher must step out of this central position and allow the students more opportunities to utilize discourse skills. The teacher must allow more classroom time for student participation. Many times, teachers are more concerned about giving the students a linguistic or technical knowledge of the language instead of a functional use. That is why I asked my students to participate and talk to each other so they can get used to talk to people and practice what they are learning.

Teacher quality is a highly significant factor in the determination of student achievement. Researchers have established that teachers can make a significant difference in student achievement (Darling-Hammond & Youngs, 2002; Haycock, 1998; Sanders & Horn, 1995; Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997). In addition, the research supports that teacher effect is cumulative on the academic progress of students (Sanders & Rivers, 1996).

The field of second or world language teaching has undergone many shifts and trends over the last few decades. Numerous methods have come and gone, some believe that foreign language instruction has finally come of age (see Harper, Lively, and Williams 1998); others refer to it as the post-method area (Richards and Rodgers 2001). It is also generally believed that there is no one single best method that meets the goals and needs of all learners and programs. So, it is difficult to implement a single method in the teaching practice. I will tell you how to implement them in the following paragraphs.

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language Teaching represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. But just as the linguistic theory underlying Audio lingualism was rejected in the United States in the mid- 1960s, British applied linguists began to call into question the theoretical assumptions underlying Situational Language Teaching.

This method can be easily implemented because it promotes language acquisition in a natural way, we as teachers can reach a lot of activities on the internet and on books, for example there is one activity called the dinner game and the goal is to meet a group of international students and organize them for a welcome dinner party. so, using examples and some handouts students will follow the teacher's instructions and will practice introducing themselves.

The Natural Approach as Tracy Terrell, a teacher of Spanish in California, outlined "a proposal for a 'new' philosophy of language teaching which [he] called the Natural Approach" (Terrell 1977; 1982: 121). This was an attempt to develop a language teaching proposal that incorporated the "naturalistic" principles researchers had identified in studies of second language acquisition.

We can implement this method as the following example: A typical natural approach lesson at elementary to intermediate level might go something like this:

The pictures are displayed around the room, and the students are asked to point at the appropriate picture when the teacher names it.

The students are then given a gapped transcript of the previous listening activity, and they fill in the gaps from memory, before listening again to check.

The students, in pairs, take turns to read aloud the transcript to one another.

The students, still in their pairs, tell each other the wonders of Mexico, using the transcript as a model.

They repeat the task with another partner, this time without referring to the model.

Cooperative Language Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. (Olsen and Kagan 1992: 8).

Teachers are often afraid to implement cooperative learning in the classroom because it requires them to give up some control. However, this method of instruction has been shown to increase student communication skills and academic achievement if done correctly. Spencer Kagan (1989) recommends that teachers use the “structural approach” to cooperative learning, which involves “content-free ways of organizing social interaction in the classroom.” Kagan explains that structures require a series of steps to be implemented into the group dynamic. Kagan lists well-known structures that have been successfully used in multiple grade levels and subject areas:

Student team's achievement divisions. In this learning model, teams are arranged after a teacher-led lesson. Team members tutor one another in order to achieve mastery of new concepts. Then, students take individual quizzes, but the team evaluation is based on individual scores. Student team's achievement divisions encourages students to be responsible for members of their group as well as themselves. Some games to implement in the class can be: think-pair-share, numbered heads together, three-step interview, co-op, round robin, inside- outside circle, roundtable.

Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus.

The focus of the class activities should be to elicit knowledge of content, acquisition of thinking skills, and development of English language abilities. The novels or short stories containing specific topics should involve consideration of the cultures, reading levels, and interests of the students. For example, we can select a historical fiction, with the topic of "immigration". The class activities include the following:

Build background knowledge: Before reading the novel, teachers can ask students general questions related to the content, in order to have a schematic understanding. For example, we can ask students whether they have friends or relatives who have immigrated, or the reasons for immigration, etc.

Teach new vocabulary: Before reading the text, we should ask students to make associations among key words, like "immigration". In another exercise, students can guess the meaning of words from context, using the dictionary if necessary.

Stimulate learning motivation and interest: Before reading the novel, we can ask students to watch the film or the videotape. Students can discuss the content of the film to have a basic understanding of the content.

Enhance four modes and critical thinking abilities: After reading the novel, students can discuss the meaning that the author expresses, share their feedback, or make a comparison with their own lives and experiences. Through the interactive group discussion, students can develop their language fluency and critical thinking abilities. In addition, by writing comments or abstract, students can develop their writing ability.

Promote cooperative learning: Students would be divided into groups. Each group has to go to the library and find the resources related to the topic of the novel. They then make a report to the other groups. By cooperative learning, students can not only make use of the resources from the library, but also gain more knowledge from the peers.

After analyzing and studying the previous methods, I notice that I have used them all I just simple didn't know that they had a particular name. I've used all of them in my classes and it makes me really happy to know that I know how to use them all. So, my conclusion is that we as teachers have the responsibility of prepare ourselves and give our students an attractive and interesting class so they can truly engage in the language acquisition.

CONCLUSIONS

On my project I developed five different lesson plans that I have always done but I have never stopped to analyze and find a specific strategy, method or approach. It is rewarding when you start planning and you think about your students and their requirements for learning the language and you find the method, approach or technique to use in that particular class. It has cost me a lot of time, dedication, working late and not spending time with my family, but I think is worth it. I have improved my English and feel more confident when talking to other people and have also helped with time organization.

This specialization has helped me identify all the methods and approaches we use as English teachers. I now know which method I am using when planning or I identify them as soon as we start planning. It has helped me to improve my English in all the skills –listening, writing, reading, speaking, and vocabulary because I spoke to different people in English all the time, I was not the only one talking, now I had to get used to different pronunciations, accents and to write and read in English more. The video conferences were useful in terms of that all the time we had to speak English, we had to exchange ideas and communicate in English all the time.

Among the methods I used I think that the Whole Language method is very useful because it involves:

- The use of authentic literature rather than artificial.
- A focus on real and natural events.
- The reading of real texts of high interest.
- Integration of reading, writing and other skills.
- Reading for the sake of comprehension and for a real purpose.

I work in a private institution and a public one in the afternoon where English is the second language and we use this method along with others, and Reading comprehension has proved to be a very successful method because students learn the language in a natural way. Learning new vocabulary words and their definitions without translating them into Spanish. Whole language is not a systemized approach, but rather a philosophy that assumes that reading and general language competencies are acquired through integrated use instead of through learning separate, finite skills, such as word attack, comprehension, and vocabulary. It relies heavily on the use of literature and trade books, rather than basic readers, and usually involves integrated thematic studies and the extended use of writing.

On the other hand, the multiple intelligences approach I use it with my students because all of them have different learning styles. For instance, some students are

better visual learners than aural learners. They learn better when they are able to read new material rather than simply listen to it. Of course, many learners can learn equally well either way; however, it has been estimated that for up to 25 percent of the population, the mode of instruction does make a difference in their success as learners. I believe that the different learning styles require different activities. That's why when I prepare my classes I use different exercises so my students can listen, see and live the activities.

Neurolinguistics Programming is something new and I think that if you are well trained and take the right courses you will be able to transmit your knowledge to the students. They studied successful therapists and concluded that they "followed similar patterns in relating to their clients and in the language they used, and that they all held similar beliefs about themselves and what they were doing" (Revell and Norman 1997). Grindler and Bandler developed NLP as a system of techniques therapists could use in building rapport with clients, gathering information about their internal and external views of the world, and helping them achieve goals and bring about personal change.

So, I believe that as teacher we have to build rapport with our students so they feel comfortable and willing to learn the new language.

The Lexical Approach A lexical approach in language teaching refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combinations. I personally use this approach with my students to reaffirm the knowledge of a previous class and to review something that has been difficult to learn. I think is a good way to teach the language but not to overuse it because students can get tired of it.

After reading The Competency – Based Language Teaching I think that is the one that is most used today because it encourages using real-life situations and most of the books I use include this approach. According to the theory of language learning, CBLT is based on function and interaction of language, what means that language

is taught taking into account the social context and the communicative needs of students. On the other hand, it is also based on the behaviorist view, since it shares the principle that learners can infer language form from language function, thus, CBLT competences designers know exactly the vocabulary and the structures that can be found in different situations and they strategically place them in the different teaching/learning units. Most groups are enthusiastic about the lesson opportunities, which CLT offers.

However, some also indicated they felt constrained by the system under which they operated, especially those teaching in settings which are particularly exam-focused. In addition, they queried the relevance of CLT to their situation, where many of the students never used English outside the classroom. In contrast, I had shifted across a spectrum of learners, enthusiastically taking CLT along with me as universally appropriate.

Fillmore and Snow (2000) suggest that teacher preparation programs should include language and linguistics, including language development; second language learning and teaching; as well as text analysis. Fillmore and Snow suggest that teachers need access to a wide range of information on language and literacy skills, including educational linguistics, which would also cover many of the desired teacher competencies, relating to skills in student assessment, individualizing instruction, and in respecting diversity. They make the case that the core of knowledge for instruction in language development and the pedagogy needed by teachers should be clearly defined and agreed upon.

Short and Echevarria (2004) recommend students in teacher preparation programs be placed in classrooms with teachers trained in sheltered instruction. Yet, only a few teacher preparation programs currently emphasize skills in teaching minority language students as part of their standard teacher preparation curriculum, even though most teachers will at some point work with students who require them to have these skills

(Menken & Antunez, 2001b).

In conclusion I believe that a combination of all these approaches will make our classes better and our goal will be fulfilled that is that our students learn English. That's why after reading and analyzing all these approaches I come to the conclusion that the best way to use them is to mix them all and use them in the best way possible and according to our students' needs.

The future plans that I have after concluding this specialization is that I want to study my master degree in education. I have already looked in some schools here in Matamoros because definitely the online courses are not for me especially the long ones like this specialization. I have already taken many online courses but they were short courses (2 months) and I am the kind of student who prefers studying in a classroom not online because of the attention and the commitment it involves being in a classroom with other students and exchange ideas.

REFERENCES

Sharman, Elizabeth (2004). *Across Cultures*. England. Pearson Education Limited.

Walton, J., Priest, N., Paradies, Y. (2013) Identifying and developing effective approaches to foster intercultural understanding in schools, *Intercultural Education*, 24(3), pp. 181–194.

Byram, Michael & Geneviève Zarate, 1997: *The Sociocultural and Intercultural Dimension of Language Learning and Teaching*, Strasbourg: Council of Europe.

Walsh, C. (2005) Interculturalidad, conocimientos y decolonialidad, *Signo y Pensamiento*, 24(46), pp.39 -50.

UNESCO. (2006) *Guidelines on Intercultural Education* (Paris:UNESCO)

Scarino Angela, 2000: “Complexities in describing and using standards in languages education in the *school setting: whose conceptions and values are at work?*” , *Australian Review of Applied Linguistics* 23 (2), 7–20.

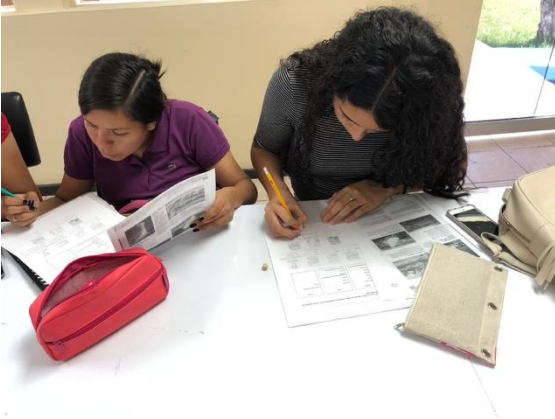
Halliday, M.A.K. (1975). *Learning how to mean*. London. Edward Arnold.

Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA. MIT Press.

Canale, M., & Swain, M. (1980) Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1.

<http://myenglishpages.com/blog/situational-language-teaching-oral-approach>

APPENDIXES



Name: Isabel Saldaña Luna

Write the name of each natural wonder using the vocabulary pool. Some words can go more than one.

Wonder	State	Country
The Grand Canyon	Colorado	United States of America
Glacier Bay	Arizona	Canada
Old Faithful	Alaska	
Death Valley	Michigan, Wisconsin, Minnesota and Ontario	
Niagra Falls	Idaho	
The Great Lakes		
Giant Redwoods and Bristlecone	New York state and Ontario	

Very good!

Wonder: Grand Canyon State: Arizona Country: USA

Wonder: Death Valley State: California Country: USA

Wonder: Great Lakes State: Michigan, Wisconsin, Minnesota and Ontario Country: USA, Canada

Wonder: Old Faithful State: Idaho Country: USA

Wonder: Giant Redwood State: California Country: USA

Wonder: Niagara Falls State: Michigan, Wisconsin, Minnesota and Ontario Country: USA, Canada

Wonder: Glacier Bay State: Alaska Country: USA

Name: Luis Daniel Sureda Rile

Write the name of each natural wonder using the vocabulary pool. Some words can go more than one.

Wonder	State	Country
The Grand Canyon	Colorado	United States of America
Glacier Bay	Arizona	Canada
Old Faithful	Alaska	
Death Valley	Michigan, Wisconsin, Minnesota and Ontario	
Niagra Falls	Idaho	
The Great Lakes		
Giant Redwoods and Bristlecone	New York state and Ontario	

Very good!

Wonder: Grand Canyon State: Arizona Country: USA

Wonder: Death Valley State: California Country: USA

Wonder: Great Lakes State: Michigan, Wisconsin, Minnesota and Ontario Country: USA, Canada

Wonder: Old Faithful State: Idaho Country: USA


Wonder: Giant Redwood State: California Country: USA

Wonder: Niagara Falls State: New York state and Ontario Country: USA, Canada

Wonder: Glacier Bay State: Alaska Country: USA

POWER POINT PRESENTATION A STUDENT BROUGHT OF NATURAL WONDERS OF MEXICO.


Natural Wonders of Mexico



Luis Daniel Saucedo Ruiz


Lake Chapala, Jalisco

Lake Chapala is Mexico's largest freshwater lake and is a sacred location for the Huichol Indians of Mexico's southwest.




Sumidero Canyon, Chiapas

Sumidero Canyon was formed at around the same time as the United States' Grand Canyon, and is one of the Chiapas' most popular tourist destinations.




Nevado de Toluca, State of Mexico

One of Mexico's many ancient volcanoes, Nevado de Toluca is home to two beautiful lagoons, named after the sun and the moon, created by the volcano's melting snow.




Cenotes, Quintana Roo

The entire state of Quintana Roo is known for its beautiful and brilliant cenotes, or sinkholes, created by the collapse of limestone rock.




Pico de Orizaba, Veracruz

The highest mountain in Mexico, Pico de Orizaba is also known by its indigenous name, Citlaltépetl, which means "star mountain."



Popocatepetl-Iztaccihuatl National Park, Puebla

Popocatepetl and Iztaccihuatl are two of Mexico's most famous volcanoes. While the former is still active and the latter dormant, they share a creation myth that invokes a passionate love story.



Mummies, Guanajuato

Hundreds of mummies were discovered in Guanajuato in the late 1800s and early 1900s. The mummification process occurred naturally, due to the state's soil content and dry climate.

