



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

WORKING UNDER THEORETICAL AND METHODOLOGICAL FORM (TRABAJANDO BAJO UNA FORMA TEÓRICA Y METODOLÓGICA)

TRABAJO RECEPCIONAL

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

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México, DF. a 30 de junio de 2019



**FINAL PROJECT: WORKING UNDER THEORETICAL AND
METHODOLOGYCAL FORM**

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June, 2019

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Introduction

This project is product of the course of Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera (EEAILE) where students learnt a systematical way to teach English. This systematical way considers theoretical support of the strategies and tools, design based in skill's approaches and the critical analysis to the classes and tools.

EEAILE showed us to point attention in the development of the four skills in the students: listening, reading, writing and speaking. All these skills are focused in the development and improvement of the communicative approach that is the main purpose of teaching and learning English. Study this specialization has the intention to improve our teaching practice and in my case this is the main reason to take it.

In this project, reader is going to find four chapters and the conclusion section. In the first chapter there is exposed the philosophy and theory around teaching, there are an explanation about language theories and subjects related with; and how these approaches are interacting in the learning and teaching process.

The second chapter is called Methodology and practice. It presents a practical lesson plan that was developed using the theories in chapter 1 and attending all approaches and analyzing the activities from the lesson plan through the approaches.

The third chapter is about experience report. Where is considered and expressed my experience through the EEAILE, I mentioned about the systematical way to work that provides the specialization, and some of its challenges in its course.

The last chapter has the conclusions, where are mentioned the ideas generated after working with the model provided by EEAILE.

Chapter 1: Philosophy and theory

1.01 language theories and other approaches

Being an ELT in the current Mexican context is an interesting activity. After the Module 1 of the EEAILL of the UPN, we understand that teaching a second language, involves language knowledge and other elements like language theories, methodologies, approaches, interactions students-teacher, students-language and the way that teacher establishes input and output in class.

All the topics reviewed in Module 1 helps to build My Philosophy as ELT, University of Minnesota website says that “Your teaching philosophy is a self-reflective statement of your beliefs about teaching and learning... It develops these ideas with specific, concrete examples of what the teacher and learners will do to achieve goals. Importantly, your teaching philosophy statement also explains why you choose these options” (University of Minnesota, June 4th, <https://cei.umn.edu/writing-your-teaching-philosophy>) so an important aspect is that in our teaching philosophy ELT include ideas, tools and strategies that identify the way of teach.

In my case, my teaching philosophy has the main purpose to develop significant knowledge in the students in order to get communicative skills to apply in their lives, could be in the personal or professional context.

Also, I realized that there are theories about SLA that support the way in how students get a second language, and now, knowing these methods we can use them to formulate activities in a better version.

I believe that being a teacher is a wide and complex profession that involves a lot of elements. If we consider these elements when we give lessons our results will be better; it is true that in this moment we only know them in theoretically form; but the most we use them, the better we apply them in the future.

I want to mention that the study of the *Schools of Thought* in the Module reminded me the time when I was a student. While I was studying these topics in the University (I'm linguist) I only related the contents to the study of the language, but I never did it to learning and teaching language process, so, now I appreciate that they are so useful to teach a second language, because knowing the language's theoretical system (that is general for all languages) I can apply their hypotheses to make and formulate my classes in a better way.

To understand Second Language Acquisition (SLA) theories it's necessary to take into account that these theories study how learners **develop linguistic competences** in the language learning process.

Now it is introduced the theories' perspective about SLA: the next information was taken from EEAILE platform 2018

| Second Language Acquisition Theories | Perspective about Second Language Acquisition |
|---|---|
| Behaviorism | It is a theory of learning. According to this perspective, humans learn as a result of receiving both negative and positive reinforcement after responding to a given stimuli. |
| Structuralism | Theory of learning that describes several aspects of the language including the phonology, syntax, and morphology. It considers the language as complex structures. Each part of the language structure could be analyzed with reference to the larger structure. |
| Generative Linguistics | This theory of learning is focused on the principles – or universal constraints –governing the underlying processes of language performance. GL attempted to explain the underlying rules of the NSs' complex grammar. |
| Sociocultural Theory | Theory of learning and of human development. It says that languages are learned as a result of interactions between social and cognitive factors. The trends from SC have led to the investigation of cooperative learning, construction of meaning, and sociocultural variables. |

Behaviorism provides a psychological perspective to language acquisition; in teaching English we can give and *stimulus* to our students in order they engage in a conversation; in this way they are able to communicate their ideas. This *stimulus* is supported in vocabulary and grammatical knowledge that they get in class.

Generative Linguistics gives us the perspective about how the language works. It says that everyone has a competence to build and distinguish grammatical messages. This competence is part of human nature and it has an interaction with the communication ability. So, English students have to develop this linguistic competence, and in this way they are going to be able to communicate with grammatically correct messages. Taking this perspective, Generative Linguistics is necessary in SLA as academy learning process.

Through **Sociocultural theory**, students get different uses and applications of the speech. This aspect is important because, as all languages, English has specific contexts that determine the qualities in the speech and in most of cases this condition applies in the words too. Sociocultural Theory is based not only in cultural factors and context; even in some aspects called **Higher mental functions** and **Artifacts**; the first ones refers to mental functions involved in SLA process; **Artifacts** refer to psychological cultural tools that help and determinate the process.

1.02 Teaching identity and philosophy

What about identity and philosophy? Through the specialization we reviewed many topics that are surrounding teaching; at the end, I think teaching identity and philosophy take into account the outcomes of learning and teaching, but inside it is consider the student and the role that he/she is playing in this process, in fact, our activities, tools and strategies have to be chosen considering students and their situation and context; so teaching in these days is a complex activity that is not only focused in the learning process, it is (to me) look for the way to develop life skills and competences in our students, in order to they become capable to cover one of the main human activities: communication.

Covering this basic activity bring lots of benefits as knowledge and access to unknown cultures, new possibilities to see the world and the cosmogony of another cultures, so, intercultural approach, must be included in our current ELT's context and after the specialization, this approach has to be part of my teaching philosophy; this last point is going to be analyzed later.

1.03 Theory underlying your teaching practice and identity

There are another theoretical approaches involved in the teaching and learning process, in the EEAILL were exposed a lot of concepts, approaches, hypothesis, etc.

In academic context, ELT's have to distinguish between *acquisition and learning*, let's review the *Chart with the differences between acquisition and learning: Review of Concepts*. In SLA process there are terms that need to be exposed; two of the most important are **Acquisition** and **Learning**.

The next chart shows general differences between these concepts.

| Acquisition | Learning |
|--|---|
| <ul style="list-style-type: none"> • <i>Acquisition is a subconscious and incidental process.</i> • <i>Learners pick up language implicitly by being exposed to it.</i> • <i>Develop language incidentally and implicitly.</i> • <i>Subconscious and incidental process.</i> | <ul style="list-style-type: none"> • <i>Learning is a conscious and intentional process.</i> • <i>Learning language development is an explicit process.</i> • <i>Develop language intentionally and explicitly.</i> • <i>Conscious and intentional process.</i> |

Information taken from EEAILL platform 2018.

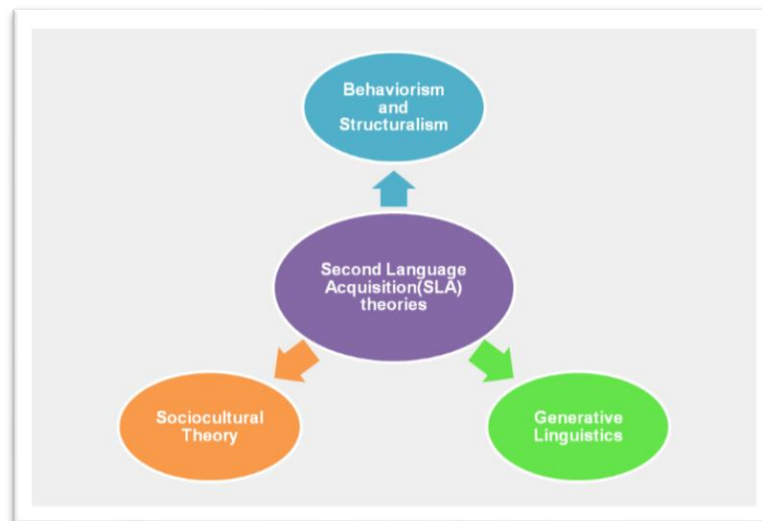
Stephen Krashen's hypothesis.

Stephen Krashen an American linguist proposed that what learners have learned can serve as a **monitor** of their production. It means, by monitoring their language production students are able to modify their output (Course notes Lesson 5).

Monitor is used by three conditions:

1. **Focus on form:** Learners need to be focused on the form of the target language. “Form is more important than meaning in the learning process”.
2. **Knowledge of the grammatical rule:** It implies that learners need to know and manage the grammar rules in order to use language in target right.
3. **Time:** learners need time to assimilate and use the language.

Diagram of the different SLA theories



Zone of Proximal Development

Vygotsky established the concept **Zone of Proximal Development** that we have to understand as “The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (lesson’s notes Lesson 7) that designates the way each learner solve a problem after guidance of a more capable one.

II. Analysis and observation of processes

In SLA there are four aspects interacting in all the process. These aspects are supported by different hypothesis; it is time to introduce these aspects:

- **Input:** spoken or written forms of language to which students are exposed.
- **Intake:** In EFL, refers to foreign language that is available to the learner. It is what students do learn.
- **Interaction:** Is the opportunity for learners to practice the language in target.
- **Output:** Is a way of practicing already existing knowledge. Is an opportunity for students to practice their language; it is an opportunity to learn the language.

Information taken from EEAILE, platform. 2018

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan

Now it is introduced a lesson plan that was developed according to the approaches and methodologies reviewed in the EEAIL. This lesson plan covers all the four skills on teaching English: reading, writing, listening and speaking. The first part of the lesson plan is the Identification cell. It contains the general information about the plan. This lesson plan was applied in 2nd semester of University.

| 1. Lesson plan identification cell. | |
|---|---|
| Author | Uriel Corona Suárez |
| Educational stage | 2 nd semester, University |
| Title of your Lesson plan | Talking about <i>Lifestyle</i> |
| Learning Objective of the plan/Competency | Students are going to learn what lifestyle is and the way (vocabulary, phrases and structures) to talk about it. |
| Communicative skill considered | Listening/Speaking/Reading/Writing. |
| State of the following options | To talk about lifestyle is necessary consider some expressions and topics as work, home, school, languages spoken, etc. They need to recycle topics as like and dislike, present simple tense because it is the tense to talk about habits and the thing we do. |
| Functions | Talk about my Lifestyle. |
| Main Grammar structure | Present simple tense (affirmative, negative, question and short answer) |
| Other Grammar structures | Like + noun / verb (infinitive) |
| Brief description of the plan | The plan is designed to help students to develop communicative skills in order to express their lifestyle and ask about someone else life style. They are going to know what is lifestyle and the topics that are considered in. |
| Hours of the plan implementation | 10 hours |
| Number of sessions | 5 |
| Contents required for the lesson | Textbook, digital textbook and its interactive resources (video, audio, reading, digital presentations and digital exercises.) |
| Link of the content | Breakthrough Plus Intro |
| EEAILE tutor on line | Gabriela Ruiz de la Rosa |

2.02 Reading skill in teaching English

After the identification cell, the first skill to be reviewed is reading. **READING**. Working with this skill in English class is a complex task. In the first moment, we must review the text to work with. Vocabulary, grammar, topic and syntaxes are parts that matter in the teaching and learning purpose. Then the teacher reviews the text, we have to design the strategies to work in class.

2.03 Reading: A theoretical approach

First, it is necessary to have a theoretical approach around the concept *Reading*. According to the EEAILE notes, reading could be defined as "...an active, fluent process which involves the reader and the reading material in building meaning" Anderson, N. J. (1999), in EEAILE platform. So, this definition gives us a specific purpose: **building meaning**, and mentions that to achieve this goal, is necessary the interaction between two factors: the text (with its features) and the reader (with his/her abilities).

Other theoretical approach is the provided by Marilyn Jager and Allan Collins (1997) that says about reading "...can be described as the process of translating graphemic strings into spoken words. However, what we really mean by reading is not the ability to decode words but the ability to extract the meaning, both explicit and implicit, from the written text."

So, as it can be seen, reading has the main purpose to get sense and build meaning from decoding a the text, it is so important because it means that in English lesson doesn't treat only in developing the ability to pronounce the words in the text, it consists in the developing of comprehension and build sense and meaning.

2.04 Instructional Approaches for Reading

In teaching field, the interaction (approach) between the reader and the reading material is supported in three hypotheses:

- Bottom-up
- Top Bottom
- Interactive Model

2.04.1 Bottom-up

It refers to analyze of language's elements **inside the text**. All text is built by paragraphs, sentences, words and letters; so **Bottom-up** from the theoretical perspective "is the piecing together of smaller elements of language. These elements include the graphemes (the letters), the grapheme-phonetic (letter-to-sound) relationships, the phonemes, the syllabic structures, the morphemes (prefixes, roots, suffixes), the words, and the sentences" (EEAILE platform, 2019)

So, as ELT, we have to be conscious that the text is a *written code*, it is not only a piece of paper with letters; as well as the words and the letters are interacting to build bigger units as sentences and paragraphs that contain a message with its meaning. And in this way, we develop activities that consider this approach (Bottom-up) and show our students that working with the text in this level helps improve our reading and language use.

2.04.2 Top Down

Top down hypothesis support that the reader has a background knowledge that helps analyze and understand the reading material and says that "...processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text. In other words, before interacting directly with the text, the reader activates what they already know about the topic (as a result of previous experiences) to facilitate the process." (EEAILE platform, 2019)

So, as it could be seen, this approach is based on the reader, and what they know, it doesn't matter if they know a lot on the topic, or their knowledge is inexistent; when we work using this approach we have to design strategies to activate this background knowledge and prepare the reader to assimilate the new information or in some cases, increases that previous knowledge.

2.04.3 Interactive Model

“Both the bottom-up and the top-down approaches seek to explain the cognitive processes readers engage in when they are reading... This leads us to the third approach: the interactive reading model.” (EEAILE platform, 2019)

So, in this way Interactive Model takes the Bottom-up and Top Down Hypotheses and combines what they support and suggest in a new complex way to work attending the elements inside the text (Bottom-Up) and the Readers with their ability and knowledge.

2.05 Schema

Through our personal, academic, and professional experiences, all people acquire knowledge. In Reading Theory this knowledge is called **Schema** to this purpose we understand it as the “knowledge about the topic that individuals have already acquired through various experiences. These experiences and knowledge are activated when reading and can help the reader connect previous experiences to the content of the text.” (EEAILE platform, 2019)

According to EEAILE notes (EEAILE platform, 2019), Schema is divided in three types.

- **Content schema:** knowledge we have about a topic (information, ideas, beliefs and values that the reader has).
- **Linguistic schema:** linguistic information to decode words and their meanings
- **Formal schema:** refer to the knowledge about the different organizations of text (letters, essays, newspaper articles, and postcards all have different organization)

Using schemata as support in teaching and learning strategies, ELT works with the formal elements, units and features of the text.

2.06 Strategies for understanding vocabulary

The vocabulary is the essential part in the text; each word has some components as meaning, grammatical feature, word parts and a collocation that gives them an identity and that offers to the reader information about their meaning and the interaction with other linguistic units in the text.

EEAILE offers to teachers three strategies for understanding the vocabulary:

- Reflecting upon the word learning task
- Asking questions about words
- Taking context into consideration when determining the meaning of words

These strategies are designed with the purpose that students work and understand the word in the reading material, so students build the meaning of the text and consider other aspects, as uses of the word, to get the meaning and the sense from the context where the word appear and of the whole text.

2.07 The importance of cross cultural awareness for reading

According to EEAILE, “**Cross-cultural awareness** refers to being aware of other cultures when we meet them” (EEAILE, platform, 2019) so, students must be conscious that there are many different cultures in the world, and one of the most common way to know them is through English language, in this case, across different text that content different kind of information.

| Reading | | | | | |
|--|---|--|---|----------------|--|
| Step of the lesson | Teacher activities | Students activities | Materials | Session number | Evaluation |
| Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.] | In this unit students are going to read some conversations and descriptions about someone's lifestyle. | Talk with a partner about the life style, and infer what it is. | Textbook, digital textbook, projector, speakers and laptop. | 1 | Exercises and activities from the book |
| Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so] | Ask students to read the conversation in page 38 and underline the sentences that are talking about lifestyle | Read the conversation in page 38 and underline the phrases that are talking about lifestyles. Review the vocabulary that is used. | Textbook, digital textbook, projector, speakers and laptop. | 2 | Exercises and activities from the book |

| | | | | | |
|---|--|--|---|----------|---|
| <p>1st practice [Describe the students activities to practice what was presented to them]</p> | <p>Tell students they are going to practice understanding descriptions BP page 43. Direct student's attention to the skill focus (grammar note) page 43 tell them they have to link adjectives with the subjects they refer to e.g. <i>when you read New York is very big</i>: big refers to New York. And emphasize that reading to understand descriptions requires them. Focus on the adjectives and the nouns they are describing.</p> | <p>Read the text carefully, in first reading look for the main idea and words need to be clear. Then in second reading time do the next activities. Activity 1: read the letter: who or what do these adjectives describe, complete the chart in BP page 43. Activity 2 Imagine you are Akiko, answer each question using information from the text.</p> | <p>Textbook, digital textbook, projector, speakers and laptop and dictionary.</p> | <p>4</p> | <p>Exercises and activities from the book</p> |
| <p>2nd practice or Social</p> | <p>Tell students open the book</p> | <p>Read Charlie's story about his</p> | <p>Textbook, digital</p> | <p>4</p> | <p>Exercises and</p> |

| | | | | | |
|--|---|---|---|----------|---|
| <p>interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]</p> | <p>BP on page 45, <i>Life skill section. And ask them to read Charlie story giving information about himself and interests.</i></p> | <p>life and interest; look for strange words that need to be clear and complete the char about his life. Pay attention in hoe the notes help Charlie give well-organized life.</p> | <p>textbook, projector, speakers and laptop and dictionary.</p> | | <p>activities from the book</p> |
| <p>Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]</p> | <p>Present simple tense affirmative, negative, question and short answer; link adjectives with subjects they refer to e.g. <i>when you read New York is very big</i>: big refers to New York.</p> | <p>Look through the text about Akiko on page 43 and underline present simple tense that are talking about Akiko's lifestyle. Look for affirmative, negative and question sentences.</p> | <p>Textbook, digital textbook, projector, speakers and laptop and dictionary.</p> | <p>5</p> | <p>Exercises and activities from the book</p> |
| <p>Summary [Describe how</p> | <p>After students have reviewed</p> | | | | |

| | | | | | |
|--|---|--|--|--|--|
| <p>you summarize what was presented on the lesson]</p> | <p>the topic in the unit, they are going to be able to understand text with descriptions about lifestyles. They manage the vocabulary and structures to understand it and talk about lifestyle.</p> | | | | |
|--|---|--|--|--|--|

2.08 Expected outcomes on processes and attitudes

At the end of these activities, students are able to comprehend a text talking about lifestyles; they can relate the daily activities, habits, routines to specific situations for each one. Students can also talk about their culture and give information about their context. Also students are going to be aware about culture of somebody else, and share what their lifestyle.

2.09 Listening

Now let's review the listening process in teaching English language as a second language. It has the procedure and the factors that are interacting in the process mentioned as well as a lesson plan for two sessions where students work with an audio.

The way that is presented is according to the methodology proposed in the EEAIL course, it matches with a methodological form to work not only with the listening (audio) resource; though this project presents a systematic way to work with different moments of the task: pre-listening, listening and post-listening; even the plan for the second lesson; work with the listening comprehension.

In the listening process are interacting at least two persons, the speaker and the listener. The next lines present the characteristics of the interlocutors and different aspects that are involved in the process mentioned.

Characteristics of the speaker and the listener as well as the listening processes

In English language study, it is considered as speaker, the person who emits a message, as well as, the listener is the person who receives a message. They are interacting in a communicative process.

On the other hand, the listening process can be reviewed from two perspectives: as a comprehension and as acquisition. "The first view is the way we help the learning process of a target language. The second perspective includes the tools of communication to help this listening process." (EEAIL, platform)

Through comprehension perspective, listening process facilitates understanding of spoken discourse; it has the purpose to develop abilities to understand what students listen.

In this matter, listening strategies include two processes: Bottom-up and Top-down; they are described in the next map. (Information was taken from EEAIL, Platform).

Teaching listening in a second language acquisition is considered a challenge; achieve a listening comprehension is one of the most important goals in the language in target; so as ELT we have different resources as strategies, tools, resources, but difficulties when teaching listening are involved too in the process.

Difficulties when Teaching Listening

The Specialization in Teaching and Learning English refers that exist around seven difficulties when teaching English.

1. Clustering or Chunking: slows down the process; we break down speech into smaller groups of words.
2. Redundancy: spoken language contrasting with written language presents a good deal of redundancy.
3. Performance variables: native speakers eliminate hesitations, false starts, pauses and corrections, whereas these can easily interfere with comprehension in second language learners.
4. Colloquial language: idioms, slangs, reduced forms, shared cultural knowledge are all manifested at some point in conversations.
5. Rate of delivery: learners will eventually need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses.
6. Stress, rhythm and intonation: the prosodic features as intonation patterns are not just for interpreting elements as questions and statements and emphasis but more subtle messages like sarcasm, rudeness, solicitation, etc.
7. Interaction: to learn to listen is to learn to respond and to continue a chain of listening and responding. Knowing how to negotiate meaning, that is, to give feedback, to ask for clarification, to maintain a topic so the process of comprehending can be complete.

In the case of the lesson plan, there weren't difficulties, only in the moment of interaction, sometimes students can't comprehend the message, but I realized that it was due to the pronunciation of their partners

| Listening | | | | | |
|--|---|---|---|----------------|--|
| Step of the lesson | Teacher activities | Students activities | Materials | Session number | Evaluation |
| Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.] | Tell students they are going to listen to a conversation, language grammar focus, lifestyles in “real context”, listen about David’s life and lifestyle and other exercises where they can find information and resources to talk about Lifestyles . After playing the audio ask students the questions. What are talking about? What verbs or phrases are they using? | Listen to the audios carefully and pay attention to the words and phrases that describe the lifestyle; the audios are going to be in different contexts, situations and they have specific purposes according to their content. | Digital textbook, projector, speakers and laptop. | 1 | Exercises and activities from the book |
| Vocabulary introduction [State the vocabulary to be introduced and the | Tell students they are going to listen a conversation between Katie and Pablo talking about their life; at the end; | Find the words reviewed in the conversations. Reflect on their meaning. Tell them to use the | Digital textbook, projector, speakers and laptop. | 1 | Exercises and activities from the book |

| | | | | | |
|--|---|--|---|---|--|
| activity(ies) to do so] | ask them some questions like: What is Katie's job? Is Pablo receptionist? What language do they talk? What is Pablo's common activity? | verbs to complete the phrases, using the picture to help them. | | | |
| 1st practice [Describe the students activities to practice what was presented to them] | Explain to the students they are going to listen to a conversation (BP page 39) between to people. Tell them to listen and write the words to complete the conversation. (give students time to review the conversation before playing the audio) if it is necessary, play the audio twice. | Listen to the conversation; listen for words that relate to the same topic and complete the conversation in BP page 39 ex. 1 <i>Real Life</i> section. | Digital textbook, projector, speakers and laptop. | 1 | Exercises and activities from the book |
| 2nd practice or Social interaction [Describe the students activities to | Skill expansion activity (BP page 42) Explain students they are going to view a video where | Watch the video where Sophia, Marta and Tony are talking about their life in New York. | | 3 | Exercises and activities from the book |

| | | | | | |
|---|---|--|--|--|--|
| <p>practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]</p> | <p>Sophia, Marta and Tony are talking about their life in New York.</p> <p>PREVIOUS ACTIVITY</p> <p>Before play audio share to the students cultural information about New York:</p> <p><i>More the 8 million people live in NY.</i></p> <p><i>NY city consist in 5 boroughs:</i></p> <p><i>Brooklyn, Queens, Manhattan, The Bronx and State Island.</i></p> <p><i>Most of the famous sights in NY are located in Manhattan -5th Avenue, Central Park, Times Square, Empire State, Wall Street, etc.</i></p> <p><i>The Statue of Liberty is situated on Liberty Island in NY.</i></p> | <p>Share to the class things you know about NY.</p> <p>1st playing: complete the chart in BP page 42, exercise 2.</p> <p>2nd time answer the question in BP page 42, exercise 3.</p> | | | |
|---|---|--|--|--|--|

| | | | | | |
|--|---|--|--|---|---|
| | <p>After cultural note, play the video and ask to students to complete the chart in BP page 42, exercise 2.</p> <p>Play the video second time. And tell student answer the question in BP page 42, exercise 3.</p> | | | | |
| <p>Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]</p> | <p>Giving information about lifestyle using present simple tense with the personal pronouns I, you we and they in affirmative, negative and question forms with short answer: do/don't as auxiliary verb in present simple tense.</p> | <p>Review language box in BP page 38; pay attention in the form of the verbs in affirmative, negative, question form and short answer.</p> | | 2 | <p>Exercises and activities from the book</p> |
| <p>Summary [Describe how you summarize</p> | <p>In this lesson students get information (phrases, words,</p> | | | 2 | |

| | | | | | |
|--|---|--|--|--|--|
| <p>what was presented on the lesson]</p> | <p>verbs, etc.) to talk about <i>lifestyle</i>; students have listened different people talking about their life using the expressions reviewing through the unit.</p> <p>The listened different lifestyles from U.S. and Europe (David).</p> | | | | |
|--|---|--|--|--|--|

2.10 Writing

Writing is one of the four areas in teaching English language. In this area, students put in practice all the knowledge of the language that they have learned across the study of this language. Hyland defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse.” (EEAILE, platform) this process is supported in microskills and macroskills.

- **The different types of writing and writing exercises**

EEAILE refers that the types of writing are (EEAILE, platform):

a. Self-writing. This writing type is purely personal; it has as a target audience the writer himself or herself. An example is to write a diary or a journal expressing one’s feelings or reactions.

b. Display writing. For more formal writing (such as academic writing), students should master and display a variety of writing products such as short answer exercises and the different kinds of essay.

c. Real writing. When writing for real purposes, audiences may require the use of specific information. Brown describes three types of real writing.

d. Academic: The kind of writing produced in the classroom where students share information with the instructor.

e. Vocational/technical: Examples of this kind of writing are real letters, directions for some operation or assembly, and authentic forms to be filled out.

f. Personal: In the English classroom, students can generate informal writing such as diaries, letters, postcards, notes, and personal handwritten or online messages.

Different ways to guide and evaluate writing

As it was told, communication through writing is one of the goals in teaching English, but teacher needs to guide and provide a right feedback to students; and even evaluate their tasks. So, in this point is necessary review the ways to guide and evaluate writing activities.

One of the most useful form to help and evaluate the students' writing is using rubrics. EEAILE notes consider the rubric as "instruments developed to assess or provide feedback on student progress for a specific task." (EEAILE, platform).

In the rubric teacher can include different items in order to evaluate the student job. EEAILE notes provide a model of rubric; it contents the next aspects.

- **Content:** Substantive development of a thesis or main idea.
- **Organization:** Fluent expression of ideas, logical sequencing and cohesiveness.
- **Vocabulary:** Appropriate word register, which is a level of formality appropriate to the topic and the audience.
- **Language use:** Use of complex constructions and meaning not obscured by grammatical errors.
- **Mechanics:** Mastery of conventions of spelling, punctuation, and capitalization; paragraphing demonstrates coherence of ideas.

In the writing plan that is going to present in this assignment, the tool to evaluate the task of the students will be a rubric and it will have the purpose to cover the items proposed by the EEAILE.

| Writing | | | | | |
|--|--|--|--|----------------|--|
| Step of the lesson | Teacher activities | Students activities | Materials | Session number | Evaluation |
| Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.] | In writing students have to express using the appropriate language, vocabulary and phrases their lifestyle. | Think about the way that you can express your lifestyle; consider your job, home, activities you do. | Textbook | 4 | Exercises and activities from the book |
| Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so] | Ask to students open their books on page 40, <i>In your words</i> section. And with a partner talk about these people. Support this activity in conversation from page 38. | Open your book on page 40, <i>In your words</i> section and with the information from the pictures talk about the lifestyle of Carlos, Encar Adam and Irena. | Textbook, digital textbook, projector, speakers and laptop and dictionary. | 4 | Exercises and activities from the book Exercises and activities from the book |
| 2nd practice or Social interaction [Describe the students | Ask students to open their book page 41; activity 1 and with the questions on the | With the questions in page 41; activity 1 write a paragraph about your life style. | Textbook, digital textbook, projector, speakers | 4 | |

| | | | | | |
|--|---|---|--|---|--|
| activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants] | exercise write a paragraph about your life style. | Talk about your house, pet, language, family, job, etc. | and laptop and dictionary. | | |
| Grammar Focus [Describe the grammar explanation of the structure presented in the lesson] | Present simple tense affirmative, negative, question and short answer; link adjectives with subjects they refer to. | Use the vocabulary, phrases and structures in present simple tense affirmative, negative, question and short answer; link adjectives with subjects they refer to in order to write a text about your lifestyle. | Textbook, digital textbook, projector, speakers and laptop and dictionary. | 4 | Exercises and activities from the book |
| Summary [Describe how you summarize what was presented on the lesson] | After students have reviewed the topic in the unit, they are going to be able to communicate their lifestyle | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | using descriptions about lifestyles. They manage the vocabulary and structures to talk about lifestyle | | | | |
|--|--|--|--|--|--|

2.11 Speaking

This skill is one of the most important approaches in English teaching. The study and practice of this skill allows students to communicate with others speakers. So develop this skill and the communicative approach is necessary in the process.

The communicative approach and the task-based approach

As ELT we need to consider the communicative approach as a way and a purpose in teaching and learning English. Its characteristics support a theoretical way to work in the class; hypotheses like “An emphasis on learning to communicate through interaction in the target language” (EEAILE Platform, 2018) shows that we need to put students in contact with the target language in order to they assimilate the language and in this way they can practice the language and apply it with a communicative aim.

The intention of applying English in the students’ career is an excellent opportunity to use authentic text in the learning situation that ELT provide, so they can read an article or a book about any topic related with the subject; even they can write and essay or a review about what the text is and share it with the class, so this activity promote the interaction between students and English language.

The task-based approach provides the way to implant the exposure of the themes to the students. In the task-based approach we need to plan how students are going to know the topic and how to work on it. When we are making the planners, we need to think about the strategies and activities to put in practice to teach the topics.

The lesson plan developed for speaking attends the communicative approach as the main purpose in order to practice and improve speaking.

This skill is practiced along the unit, but the main tasks are at the end, because firstly students knew and practiced vocabulary, expressions, pronunciation, grammar and also they analyzed the language in context.

| Speaking | | | | | |
|--|---|--|---|----------------|--|
| Step of the lesson | Teacher activities | Students activities | Materials | Session number | Evaluation |
| Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.] | Tell students to open their books to page 38; read aloud the questions ask students to get into pairs and talk about the pictures; suggest the questions: Who are they? Where are they? What are they doing? Are the people friend? What's their job? | After Get talking activity; talk about pictures in BP page 38 with a partner; answer the questions: Who are they? Where are they? What are they doing? | Textbook, digital textbook, projector, speakers and laptop. | 1 | Exercises and activities from the book |
| Vocabulary introduction [State the vocabulary to be introduced | Tell students to turn to page 39. Read aloud the verbs and use them to complete | Open the book page 39 exercise 2 <i>Vocabulary section</i> and with the verbs given in section 1 | Textbook, digital textbook, projector, speakers | 1 | Exercises and activities from the book |

| | | | | | |
|--|--|---|---|---|--|
| and the activity(ies) to do so] | the phrases in the exercise. | complete the phrases and give at least one or two examples applying them to their life. | and laptop. | | |
| 1st practice [Describe the students activities to practice what was presented to them] | Tell students to get into pair and practice the conversation | Practice the conversation with a partner; be carefully with the pronunciation. | Textbook, digital textbook, projector, speakers and laptop. | 2 | |
| 2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants] | Ask students to present the conversation in front of the group: Tell students to get into pairs: explain that they are going to use the phrases in the conversation to make true sentences about themselves. | With a partner, make true sentences about you: use the phrases in the conversation to make true sentences about themselves. Work together to help each other make their sentences grammatically accurate. | Textbook, digital textbook, projector, speakers and laptop. | 2 | Exercises and activities from the book |
| Grammar Focus [Describe the | Ask students to make conversations | Make conversations with the information in | Textbook, digital textbook, | 3 | Exercises and activities |

| | | | | | |
|--|--|--|--|----------|----------------------|
| <p>grammar explanation of the structure presented in the lesson]</p> | <p>with the information given in BP page 39 <i>Real Life section exercise 2.</i> Explain them that they have to substitute the words with the information given and they have to switch roles in each conversation.</p> | <p>BP page 39 <i>Real Life section exercise 2.</i> Substitute the words with the information given and switch roles in each conversation. Be careful with the grammar accuracy, intonation and rhythm of the conversation.</p> | <p>projector, speakers and laptop.</p> | | <p>from the book</p> |
| <p>Summary [Describe how you summarize what was presented on the lesson]</p> | <p>The vocabulary, phrases and structures reviewed in the unit they can apply them when they want to talk about their life, they have to consider the thing around their home, hometown, neighborhood and the entire topic related to their lifestyle.</p> | <p>Student can talk about their lifestyle using the vocabulary, structures and phrases reviewed through the unit, and they know what is considered lifestyle</p> | | <p>3</p> | |

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

Assessing different skills

In this Assessment document there is a rubric with the criteria to assess the skill, and the

| Criteria | 6 points | 3 points | 1 point |
|----------------------|---|---|--|
| Pronunciation | Students understand the message and ideas with few errors when they speak. | Students make many errors in pronunciation but understand the message. | Show difficulty to understand and use language 1 to express and communicate their ideas |
| Fluency | Students can express effectively the topic reviewed and communicate in different contexts. | Students can communicate in most situations with few errors. | Students cannot communicate effectively in any situation and get tangled- up |
| Vocabulary | Students use appropriate words to express meaning and apply the words and phrases reviewed. | Students use words or phrases from general uses and express simple meanings. | Students don't express their ideas appropriately and don't apply the words and phrases reviewed. |
| Grammar | Students make minor errors in grammar and structure and can be understood. | Students make major or frequent mistakes in grammar and structure but it is possible to understand. | S makes major or frequent mistakes in grammar and structure making speech difficult to understand. |
| Ideas/meaning | Students respond with connected vocabulary and language to express ideas. | Students respond with limited vocabulary and language to express ideas. Response contains frequent errors. | Unable to respond using English language vocabulary nor phrases reviewed. |

rubric that corresponds to each activity.

Speaking criteria rubric

This rubric considers all the elements that teacher need to assess of speaking skill: **pronunciation, fluency, vocabulary, grammar, ideas and meaning**. The model was taken from EEAIL platform, but it was modified according to the lesson plan qualities.

Rubric of activity

| Criteria | 6 points | 3 points | 1 point |
|----------------------|-----------------|-----------------|----------------|
| Pronunciation | | | |
| Fluency | | | |
| Vocabulary | | | |
| Grammar | | | |
| Ideas/meaning | | | |

Teacher is going to use this rubric to assess speaking activities from the lesson plan in group; teacher must consider the criteria stipulated above. Teacher only have to mark the criteria and its value that corresponds to the activity's performance.

In **Speaking skill** teacher must assess the activities: 1st practice and 2nd practice of the lesson plan.

Intercultural approach

In speaking activities is important to reflect on intercultural approach, because students are going to share information about their life styles, so all time they are going to express ideas related with their life, beliefs, society and culture, elements reviewed in intercultural approach.

Assessing writing

Writing is one of the most important approaches in teaching and learning English. As we have seen, writing is the skill where students show their ability to use and communicate their ideas putting in practice what they have learnt of English.

The writing activities developed in lesson plan 2a are supported in the textbook Breakthrough Plus Intro level.

The Rubric of writing was designed to assess the writing learning process, so it was applied to the specific activities of the lesson plan 2a in this rubric are considered the next criteria: Grammar, Vocabulary, Linking words and Coherence.

In grammar item teachers is going to assess the use of grammar structures and grammar accuracy; vocabulary item grade the use of word appropriately; linking words item evaluate the way as the ideas are linked in the text; and coherence assess the order and the way that ideas are structured and expressed.

| Criteria | Excellent (6 pts) | Good (3 pts) | Poor (1 pt) |
|----------------------|--|---|---|
| Grammar | Correct use of grammar structures, clear ideas and they can be understood without any problem. | Some mistakes in grammar structures; but the ideas can be understood. | Different grammar errors and the idea can't be understood. |
| Vocabulary | Words, phrases and terms used appropriately and students choose the rights words to express their ideas. | Some words are wrong, but reader can understand the message. There are better options in some words chosen. | The words are not correct; several words can be changed by better options. It is difficult to understand the message. |
| Linking words | There is a right use of connectors "linking words" that facilities reading and understanding | There are some statements and ideas without connection and expressed in the | The ideas are expressed individually and there is no use of linking words in the |

| | | | |
|------------------|---|---|--|
| | reading text. | text alone. | text; the sentences appear separated. |
| Coherence | The ideas are expressed in a structured way, following the order and reader can understand the main topic, and the complementary information, | The structure and order in the information is not clear, but the reader can understand the message. | There is no order and structures in the information presented, the ideas are dispersed and they do not follow any structure. |

In this case, teacher can assess writing using evaluation, co-evaluation and it could be possible self-assessment by students, I believe that students must know the rubric that teacher is going to use to evaluate them; so they can assess the job of the partners and their own job.

This rubric is going to be applied to the 2nd practice activity.

| Criteria | Excellent (6 pts) | Good (3 pts) | Poor (1 pt) |
|----------------------|--------------------------|---------------------|--------------------|
| Grammar | | | |
| Vocabulary | | | |
| Linking words | | | |
| Coherence | | | |

Listening assessment

Assessing of listening skill in the lesson plan 2a is going to be done in the 2nd practice activity in the lesson plan. This activity is about a video where Sophia, Marta and Tony are talking about their life style. So students have to complete a chart and answer some questions.

Assessing by a *Complete the chart* exercise is an excellent way to assess listening, because this chart is asking for specific information about the topic reviewed in the lesson plan and also use a recycling topic for the last unit in the textbook, it was about like+noun or verb (inf.).

Chart

| | I live in... | I live with... | I'm a... (job) |
|---------------|--------------|----------------|----------------|
| Sophia | | | |
| Marta | | | |
| Tony | | | |

With the same video, teacher is going to assess listening by an answering question exercise.

Ask to the students to answer the net questions.

1. Who is Dan?
2. Do Sophia's brothers live with her?
3. What is Isabella's job?
4. Who are Emily and Sue?
5. How old is Tony?
6. Is Bruno a waiter?
7. Do Tony's brothers live in an apartment?
8. How old is Tony's son?

So these questions show how is working the listening comprehension of students, and help to the teacher to know where could be weaknesses in the topic reviewed.

2.03 Evidences of (graphics, photos, images)

In this part are presented evidences of the lesson plan.

6 Lifestyles

Get talking!

1 Talk about the pictures with a partner.
Who are these people? Where are they?

Conversation

1 Listen and read.

Katie: I'm a receptionist. I work at a hotel in New York, with my husband.
Publi: Oh yes?
Katie: Yes, I meet people from all over the world.
Publi: Oh, so do you speak Spanish?
Katie: Yes, I do. I speak Spanish, Japanese and Russian.
Publi: Wow. That's amazing!
Katie: How about you? Do you work?
Publi: No, I don't. I'm a student.
Katie: That's interesting.
Publi: Not really. I read books all day.

2 Practice the conversation with a partner.

Language box

I speak Spanish, Japanese and Russian.
They work at a hotel in New York.
Do you speak Spanish?
Yes, I do.
Do you work?
No, I don't.

Grammar reference p.307

Vocabulary

1 Look at the pictures. Complete each phrase with a verb.
have live study work

2 With a partner, make true sentences about you.

A: I live in an apartment.
B: I don't have a job. I'm a student. I study English.

1 in college 2 in an office
3 in a house 4 a pet (dog, cat...) 5 a job 6 English 7 in an apartment

Real life exchange

1 Listen and complete the conversation. Then practice with a partner.

A: My family is from 1 _____, but we live here in London.
B: Really? Do you like it?
A: Yes, it's great. Do you live in London, too?
B: Yes, I do. I live 2 _____ near here, actually.
A: Oh, right. Do you have a job?
B: No, I don't. I'm a student. I study 3 _____ in college. How about you?
A: I work at a 4 _____.

2 Use these words to make more conversations.

| Conversation 1 | Conversation 2 | Conversation 3 |
|-------------------|------------------|----------------|
| 1 Russia | 1 Brazil | 1 Egypt |
| 2 in an apartment | 2 with my family | 2 in a house |
| 3 Chinese | 3 Spanish | 3 Arabic |
| 4 bookstore | 4 restaurant | 4 hotel |

Grammar activities p.307 Pronunciation p.120

Student A p.88
Student B p.90

Breakthrough Plus textbook

6 Lifestyles


In your words

1 With a partner, talk about these people.

A: Adam and Irena Kiminski are from Poland.
B: Yes, but they live in London. I think they are nurses.
A: That's right. They work at a hospital. They have two...

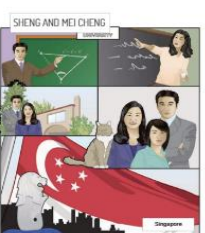
ADAM AND IRENA KIMINSKI

Poland




SHENG AND MEI CHENG

Singapore



CARLOS AND ENCAR SUAREZ

Barcelona City



Challenge

Test your partner. Make true or false statements.

A: Carlos and Encar work at a restaurant.
B: That's not a chef and she's a waitress.
A: They live in a house.
B: What they live in an apartment.

2 With your partner, ask and answer questions.

A: Do Sheng and Mei work?
B: Yes, they do. They're teachers. They work at a university in Singapore.
A: Do they have a pet?
B: Yes, they have a cat.

Listening

1 Listen to David, from Prague in the Czech Republic, talk about his life. Number each topic in order (1-4).

home
family
job
pet

2 Listen again and complete the notes.

David Novak (1) _____ years old
Prague, the Czech Republic
lives in his 2 _____
They have three children - Anita (1) _____ years old,
Karen (four years old), Ivan (4) _____ year old.
They live in a big 3 _____.
They have a 4 _____. Her name is Angela.
He is a 5 _____.
They don't have a 6 _____.

Speaking

1 Complete the questionnaire. Then interview a partner.

A: Do you live in an apartment or a house?
B: I live in an apartment.
A: Do you have a pet?
B: Yes, I do. / No, I don't.

| Lifestyles! | You | Your partner |
|---|-----|--------------|
| Do you live in an apartment or a house? | | |
| Do you have a pet? | | |
| Do you study English every day? | | |
| Do you live with friends? | | |
| Do you have a computer at home? | | |
| Do you have a big family? | | |
| Do you live near here? | | |
| Do you have a job? | | |

Breakthrough Plus textbook

6 Skills expansion

Listening

Skill: Identifying the topic

1 Listen to three people. Check (✓) the things they talk about.

| | Sophie | Ali | Jorge |
|--------------|--------------------------|--------------------------|--------------------------|
| friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| languages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| pet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| student life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |


2 Match the relationships. Then listen again and check.

| | |
|-------------|-----------------|
| 1 Pierre | Jorge's son |
| 2 Lulu | Sophie's cat |
| 3 Hassan | Sophie's father |
| 4 Mr. Weber | Ali's brother |
| 5 Leo | Jorge's friend |
| 6 Francisco | Ali's teacher |

Skills focus
Listen for words that relate to the same topic, e.g. if you hear *mother, father, brothers* – the topic is *family*.

Viewing

1 Before you watch, with a partner make a list of things you know about New York. Share your ideas with the class.



2 Watch the video. Complete the chart.

| I live in ... | I live with ... | I'm a ... |
|----------------|-----------------|-----------|
| Sophie 1 _____ | 2 _____ | student |
| Maria 3 _____ | 4 _____ | |
| Tony 5 _____ | 6 _____ | |

Video vocabulary
although (ɪz) / but nearby (nə) / close try (v) / to taste (ə dɪst)

3 Watch again. Answer the questions.

- Who is Dan?
- Do Sophie's brothers live with her?
- What is Isabel's job?
- Who are Emily and Sue?
- How old is Tony?
- Is Bruno a waiter?
- Do Tony's brothers live in an apartment?
- How old is Tony's son?

4 Write five sentences about your ...

home family friends job pet

Tell a partner.

Vocabulary expansion ▶ p.116

Reading

Skill: Understanding descriptions


1 Read the letter. Who or what do these adjectives describe?

- big _____
- expensive _____
- interesting _____
- old _____
- good _____
- small _____

2 Imagine you are Akiko. Answer each question, **Y** (Yes I do.) or **N** (No, I don't.).

- Do you live near your school?
- Do you live with friends?
- Do you have a job?
- Do you study five days a week?
- Do you live in a big city?
- Do you live in an apartment?
- Do you work on Friday evenings?
- Do you think your classes are interesting?
- Do you have a sister?

Skills focus
Link adjectives with the subjects they refer to, e.g. when you read *New York is very big* – *big* refers to *New York*.



Hi. My name's Akiko. I live in Osaka, in Japan. It's a big city. I live with my mother, Mariko, and my father. His name's Takayuki. I have two brothers. Their names are Daisuke and Hiroaki. I don't have a sister. We live in a house in the city. It's very old, but I like it. Oh, and we also have a cat. Mine. He's only three months old, so he's very small. I study at Osaka School of Nursing. It's near my home. In my class, my friends are Rei and Junko. Rei is 20 and Junko is 21. We study five days a week. I like it because the classes are interesting. On Saturday evenings, I work at Pierre's – it's a French restaurant in the center of Osaka. The food there is expensive, but it's a good job.

Study guide

Writing a paragraph about your life

- Write your name, city and country.
Edwards, Veracruz, Mexico
- Add details of your family (names, ages, jobs).
parents – Fernando, 47, businessman; Maria, 42, homemaker
- Add details of your home.
live in a small apartment / house
- Add details about you (for examples, pets, study, job).
dog – Yuli / study English

Writing

1 Write about your life. Look at the Study guide to help you.

My name's Edwards. I live in Veracruz, in Mexico, with my parents and sister. My father's name is ...

Breakthrough Plus textbook



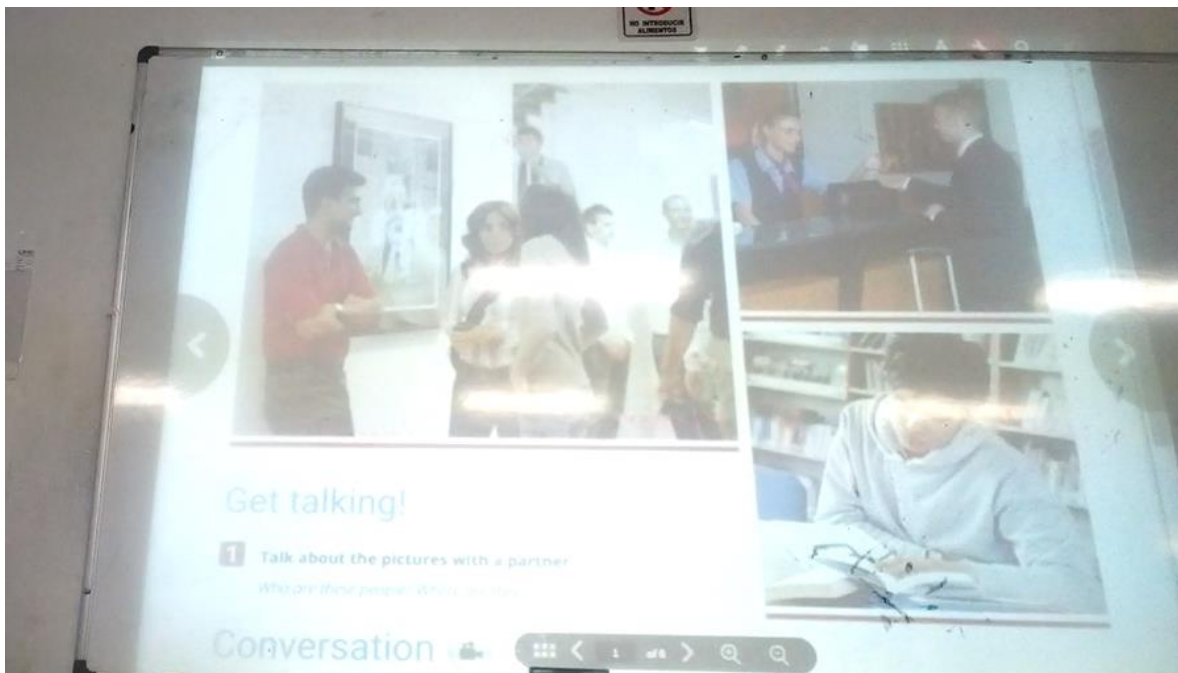
Speaking activity



Skill expansion (speaking)



Communicative approach



Class and technology

2.13 Evidences of your designed tool to assess your students.

Rubric of writing

Karla Cerón

| Criteria | Excellent (6 pts) | Good (3 pts) | Poor (1 pt) |
|----------------------|---|---|--|
| <u>Grammar</u> | Correct use of grammar structures, clear ideas and they can be understood without any problem. | Some mistakes in grammar structures; but the ideas can be understood. | Different grammar errors and the idea can't be understood. |
| <u>Vocabulary</u> | Words, phrases and terms used appropriately and students choose the rights words to express their ideas. | Some words are wrong, but reader can understand the message. There are better options in some words chosen. | The words are not correct; several words can be changed by better options. It is difficult to understand the message. |
| <u>Linking words</u> | There is a right use of connectors "linking words" that facilities reading and understanding reading text. | There are some statements and ideas without connection and expressed in the text alone. | The ideas are expressed individually and there is no use of linking words in the text; the sentences appear separated. |
| <u>Coherence</u> | The ideas are expressed in a structured way, following the order and reader can understand the main topic, and the complementary information. | The structure and order in the information is not clear, but the reader can understand the message. | There is no order and structures in the information presented, the ideas are dispersed and they do not follow any structure. |

| <u>Criteria</u> | <u>6 points</u> | <u>3 points</u> | <u>1 point</u> |
|----------------------|---|--|--|
| <u>Pronunciation</u> | Students understand the message and ideas with few errors when they speak. | Students make many errors in pronunciation but understand the message. | Show difficulty to understand and use language 1 to express and communicate their ideas |
| <u>Fluency</u> | Students can express effectively the topic reviewed and communicate in different contexts. | Students can communicate in most situations with few errors. | Students cannot communicate effectively in any situation and get tangled-up |
| <u>Vocabulary</u> | Students use appropriate words to express meaning and apply the words and phrases reviewed. | Students use words or phrases from general uses and express simple meanings. | Students don't express their ideas appropriately and don't apply the words and phrases reviewed. |
| <u>Grammar</u> | Students make minor errors in grammar and structure and can be understood. | Students make major or frequent mistakes in grammar and structure but it is possible to understand. | Students make major or frequent mistakes in grammar and structure making speech difficult to understand. |
| <u>Ideas/meaning</u> | Students respond with connected vocabulary and language to express ideas. | Students respond with limited vocabulary and language to express ideas. Response contains frequent errors. | Unable to respond using English language vocabulary or phrases reviewed. |

In

the case of rubric, these tools were successful because show student's progress: strengths and weaknesses. Rubrics fulfill all the expectations, and in this case there were considered the right items.

Chapter 3: Experience Report

EEAILE has though us a model to put in practice teaching and learning English as second language. The model all time highlight on the development of students progress and learning, but in order to achieve this goals, teacher has the responsibility to choose and design the most appropriate tools and strategies according to the task.

In my case, at the end of EEAILE I have the knowledge about the theoretical support for each skill, I know to attend in the right form I have to review schema theory and comprehension models; in listening we have to be aware of pre-listening, listening and post-listening stages and activities in the class, in this way, our classes are supported and based in theoretical approaches.

Working with a lesson plan designed under the approaches was better that only follow the textbook or something like that. It is a fact that all activities must be designed carefully, doesn't matter if it is for speaking or listening, we have to follow all time the model proposed.

In assessing tools, the rubrics are designed to observe the progress in the students, also this kind of assessing allows to the teacher know what are the strengths and weaknesses of students, and in this matter, reinforce these areas.

In the other assessing tools (questionnaires), teacher knows and can observe the comprehension process in the students and if there are problems in this matter. The questions are made to observe how students get the information and ideas (main and secondary) from a topic.

These questionnaires allow to the teacher look for specific information that students must get. I think that the best way to apply them is that students can know the questionnaire after the reading o listening activity.

Chapter 4: Conclusions

The course of EEAILE left us meaningful knowledge. Firstly a huge of theoretical approaches based in concepts and methodologies about language, learning and teaching and language acquisition. These concepts and theories are useful to support our teaching activity in all its fields.

For instance, SLA theories provide theoretical support to work and give direction to our classes and activities we do; now we have knowledge about different ways to learn, and we can use them in specific moments of teaching English. Being conscious about the theories we can design tasks giving them direction to a specific purpose and get the best from our learners.

During learning and teaching processes there are different elements (input, output, intake) interacting; if we are conscious about their presence and function we can use them in order to improve our lessons; in fact taking these aspects in our planning give us the opportunity to apply right strategies and activities for the class.

Motivation is a great tool that as ELT can work on it. in many times, this aspect determinates how students face and get the contents; and if we touch their motivation (intrinsic, resultative or whatever) we can get excellent results in their learning process, even if they are studying English only as a mandatory from their job or school.

Last point was Zone of Proximal Development, and to me is an excellent resource to help students get a topic or knowledge, as teacher we can work and use it to achieve our purposes and built really knowledge in our students.

At the end, we reviewed elements that are useful to improve our teaching job; reviewing these topics we get conscious about teaching English involves many other aspects that only teach grammar, vocabulary, reading, etc. now we realize and manage tools in order to develop student's skills in the best way.

On the other hand, lesson plans are developing take into account the theoretical support. Talking about the theoretical support in reading and writing activities, it is so important

because it gives to the teachers a systematic way to work that provides elements to improve our teaching practice.

When teachers plan activities, they have to be careful with the reading materials, some aspects to consider are the topic, grade, vocabulary, register, syntaxes, etc. because these elements are important to the students and the way that they read the material.

Also we have to apply strategies in order to students build the meaning and find the message of the text; if they achieve get the meaning they are prepared to the final purpose that is the communicative approach.

If students assimilate the content of the text, they can communicate the information of the text, and in this point, we can say that readers achieve a reading comprehension of the text.

In writing tasks, students have a lot of knowledge that they can use to express their ideas. One of the problems that I can see in the textbooks is that they only treat the writing at a micro skill level, so as an English teacher, it is our job to achieve that students manage and express their ideas in complex text attending macro skills; because the resources of these skills are that content, the structure and elements to cover and complete the communicative approach of writing.

Everyone writes something to be read, so this writing exercise has to cover some features as the type of write, as we can see, each type has determinate features that provide form to the writing. Teachers need to work with the types of text and teach to students the features of each one.

About listening, after I reviewed the theoretical support of the listening activities in class; I realized that there is a methodological way to work any listening activity; even the systematic form to work could be applied to the other skill: reading, listening and writing.

It is important to point to work with pre, while and post activities of the skill; this way helps to students to achieve more comprehension and improve the skill that they are working on, and as ELTs we must choose the adequate exercises to work in class. And in the determinate case; modify the resources according with the nature of our class in order to get the best of the students.

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Link of the lesson plan video

<https://www.youtube.com/watch?v=bDoB3BbfOg&t=1s>

APPENDICES

Vocabulary

1 Look at the pictures. Complete each phrase with a verb.
have live study work

2 With a partner, make true sentences about you.
A. I live in an apartment.
B. I don't have a job. I'm a student. I study English.

1 live in a house 2 have a pet (dog, cat...) 3 have a job 4 study in college 5 live in an apartment

Real life exchange

1 Listen and complete the conversation. Then practice with a partner.

A: My family is from Canada, but we live here in London.
B: Really? Do you live in?
A: Yes, it's great. Do you live in London, too?
B: Yes, I do. I live in Friends, near Fane, actually.
A: Oh right. Do you have a job?
B: No, I don't. I'm a student. I study English in college. How about you?
A: I work at a hospital.

2 Use these words to make more conversations.

| Conversation 1 | Conversation 2 | Conversation 3 |
|-------------------|------------------|----------------|
| 1 Russia | 1 Brazil | 1 Egypt |
| 2 in an apartment | 2 with my family | 2 in a house |
| 3 Chinese | 3 Spanish | 3 Italian |
| 4 bookstore | 4 restaurant | 4 hotel |

Grammar activities p.107 Pronunciation p.120

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Skills expansion

Listening

Skill: Identifying the topic

1 Listen to three people. Check (✓) the things they talk about.

| | | | |
|--------------|-------------------------------------|-------------------------------------|-------------------------------------|
| friends | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| languages | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| home | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| family | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| job | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| pet | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| student life | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

2 Match the relationships. Then listen again and check.

| | |
|-------------|-----------------|
| 1 Pierre | Jorge's son |
| 2 Lolita | Sophie's cat |
| 3 Hassan | Sophie's father |
| 4 Mr. Weber | Alli's brother |
| 5 Leo | Jorge's friend |
| 6 Francesco | Alli's teacher |

Viewing

1 Before you watch, with a partner make a list of things you know about New York. Share your ideas with the class.

2 Watch the video. Complete the chart.

| | I live in ... | I live with ... | I'm a ... |
|--------|---------------|-----------------|-----------|
| Sophia | Queens | parents | student |
| Marta | the Bronx | one friend | nurse |
| Tony | Staten Island | wife | waiter |

3 Watch again. Answer the questions.

- Who is Dan? Other
- Do Sophia's brothers live with her? no
- What is Isabella's job? nurse
- Who are Emily and Sue? cats
- How old is Tony? 27
- Is Bruno a waiter? yes
- Do Tony's brothers live in an apartment? no he is chef
- How old is Tony's son? 10

4 Write five sentences about your ...

home family friends job pet

Tell a partner.

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Listening

1 Listen to David, from Prague in the Czech Republic, talk about his life. Number each topic in order (1-4).

- home
- family
- job
- pet

2 Listen again and complete the notes.

David Novak (1 thirty years old)
Prague, the Czech Republic
Eva is his wife.
They have three children - Anita (1 two years old),
Karen (four years old), Ivan (1 one year old).
They live in a big apartment.
They have a dog. Her name is Angela.
He is a teacher.
They don't have a cat.

Speaking

1 Complete the questionnaire. Then interview a partner.

A. Do you live in an apartment or a house?
B. I live in an apartment.

A. Do you have a pet?
B. Yes, I do. / No, I don't.

Lifestyles!

| | | |
|---|-------------------|----------------------------|
| Do you live in an apartment or a house? | You: <u>house</u> | Your partner: <u>house</u> |
| Do you have a pet? | You: <u>Yes</u> | Your partner: <u>Yes</u> |
| Do you study English every day? | You: <u>No</u> | Your partner: <u>Yes</u> |
| Do you live with friends? | You: <u>Yes</u> | Your partner: <u>No</u> |
| Do you have a computer at home? | You: <u>Yes</u> | Your partner: <u>Yes</u> |
| Do you have a big family? | You: <u>Yes</u> | Your partner: <u>No</u> |
| Do you live near here? | You: <u>Yes</u> | Your partner: <u>Yes</u> |
| Do you have a job? | You: <u>Yes</u> | Your partner: <u>Yes</u> |

Listening

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| languages | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| home | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| family | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| job | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| pet | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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|--------|---------------|--------------------|-----------|
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| Marta | the Bronx | 3 friends Isabella | nurse |
| Tony | Staten Island | wife and son | waiter |

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