



Especialización en la Enseñanza y Aprendizaje  
de Inglés como Lengua Extranjera

**Universidad Pedagógica Nacional**

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**ESP approach. English language activities for beauty students  
using technology.**

**Tutor:**

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## **Introduction.**

There are many reasons that make the English language indispensable to communication in our current time and English skills are crucial for a complete learning. Students are required to read and write in most subject areas, but when we teach or learn a second language listening and speaking are obviously a little different. Language teachers must be in a deep and continuous reflection, educators can dig deep to understand more about their students as well. At this point, English teachers need to know take advantage of technology into our teaching practice.

Listening and reading are the receptive skills (input) because learners do not need to produce language, they receive and comprehend it. On the other hand, speaking and writing are productive skills (output) because learners are applying these skills to produce language. Together, both of these skills are interconnected each one. When we talk about abilities as a foreign language teacher or student, we need to teach and learn strategies as a process of teaching a language and as explained in detail in the online lessons. Although the materials that we use daily are useful and are designed to meet our goals of class, they lack the natural, real-world contexts that are necessary for learning any language.

The inclusion of authentic materials in our class provides exploitable resources that will provide real examples in which our students will be able to observe different features of spoken English, such as the rate of delivery and intonation, false starts, slang, reduced forms, and abbreviations among others. While such materials could create certain impediments, because of its unfamiliarity to our students, it is also true that we are exposing our students to real life situations, here is where teachers can use technology to adapt and repurpose material.

Our experience and knowledge in this area enables us to provide our students what they need to be taught. In this case, it depends on the context for example, about students in college, teacher need to practice what is setting in the platform, the curricula is clear but about the beauty students the development of an ESP course should be matched with learners needs, these needs guided the educational designer to plan a suitable syllabus, materials as well as teaching and testing methods. For example, for students in college, it is desired to practice in a context that is related to their study. The curriculum guidelines are clear but the content needs

to be adapted for their specific needs and that is one of the roles that is undertaken as the teacher.

When teaching functional skills English teacher teaches specific skills, where teaching English for Specific purposes contrasts from teaching General English will usually be in the choice of contexts for listening and reading texts and in the choice of terminology in grammar and vocabulary exercises and these were skills areas of immediate English language needs expressed by the students. According to the instrument (See appendix C) showed that students are interested in the development of reading, listening and vocabulary skills. This paper is incorporating career-specific vocabulary and contexts, and each Module engage students in the four key language components: reading, listening, speaking and writing related to beauty field discussing in the light of the topics seen throughout the unit regarding to the issues have been working on.

The topic chosen will be develop the four skills linking each other. The main aim of this paper is to make a deep reflection about teaching practice, the description and design of some classroom activities in order to help develop our students' skills (reading, writing, listening and speaking) using technology, (applied on an ESP course) with the purpose of helping to develop these students' skills within the framework of the program the group is working with.

# Chapter 1: Philosophy and theory

## 1.01 Teaching identity and philosophy about ESP

Educators know how critical reflection is to the learning process. There is a greater need to be creative in developing a curriculum that has value in and of itself. Teachers should be flexible in adapting to new ways of how students learn in the classroom. As such, they are required to be lifelong learners, always updating their skills in order to meet the changing demands in classrooms.

Language use refers to the real communicative meaning of language. Teacher's aim is to work innovatively for the enhancement and betterment of the kind of education given today. Not surprisingly, language learning and language teaching is a matter of combining the right amount of attitude and hard work. It does not matter whether the context is virtual or face to face classroom; teachers need to develop skills and abilities that meets the needs of students' while also promoting critical thinking and creativity.

The development of an ESP course should be matched with learners' needs but this paper incorporates career-specific vocabulary and contexts, each module engages students in the four key language components: reading, listening, speaking and writing with an emphasis on the beauty field, this document also makes use of the topics seen throughout this Specialization and how it relates to the issues we have been working on.

As this project is for an ESP course (a beauty class), achieving a good level of English (ESP) and industry-specific vocabulary are essential skills to develop. First, it is compared the students' syllabus in order to teach students what they need to know to work in the beauty field. This includes subjects such as makeup, esthetics, hair styling, and skin. Then, students were asked about their background and their thoughts to identify how students deal with English language problems. Once the relationship between participants and context (language, culture, and institution) was established, it was designed and applied a questionnaire to get the vital information from the students. This questionnaire (see appendix C) involves five questions to get data about student's needs.

Question 1: Educational needs of English language.

Question 2: Find out what are the main English language skills to develop to learn.

Question 3: The relationship between participants (real life) and English Language.

Question 4: Long-term purpose for learning English

Question 5: Difficulties students have had with learning English

Is in this way, through the instrument, is easy to identify what are the most important concepts, ideas, or skills students need to be able to grasp and apply in order to develop a syllabus that could fit students' needs. (See appendix D Answers) Hutchinson and Waters (1987, p.54) define needs analysis "as target needs, what learners need to do in the target situation." Based on the results obtained in through the instruments of data collections analysis of data, the situations students need English language, are regarding to the skills: reading, listening and vocabulary, because when they need to learn more about a topic, further information, or when they look for cosmetics and beauty trends, they look for online information and they find information or free internet tutorials but most of them are in English language, and because correct reading and a wide and specialist vocabulary are essential skills when following instructions in hair and beauty products and treatments. Besides reading the label, understanding ingredients and the numerical values is really important in hair coloring and treatments to identify potential harmful working practices in the workplace and to monitor the contra-indications related to beauty treatments, so they could take appropriate and approved actions in line with instructions.

## Chapter 2: Methodology and practice

### 2.01 A practical and useful lesson plan.

Even when there has been an important technological and methodological development in relation to language teaching, it seems not to be enough for students in the beauty field to perform their professional functions effectively. As stated by Hutchinson and Waters (1987), “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.” (p.19). EOP (English for Occupational Purposes) is related to ESP (English for Specific Purposes). By this classification, in the present study, the issue implicates EOP (English for Occupational Purposes) and ESP (English for Specific Purposes), however, this research deals with factors such as Adult learning and English for work. Many studies have been focused on Adult learning and English for work. An interesting view was expressed that “the purpose of teaching is to facilitate personal growth and development that impact the professional, social, and political aspects of learners.” (Galbraith, 2004, p.3). For this reason and after making a deep research to find out previous texts and did not find any paper talking about, I think my research is going to give English teachers in beauty schools an option to teach students what they need to know to work in the beauty field and alongside their full-time course, students in second grade will continue to develop their English skills by taking functional skills at an appropriate level to perform their profession.

The ESP syllabus, is a Notional/functional and Skill-based syllabus, because it will come to have an increasingly larger vision of what learners want and because when teaching functional skills English teach learners specific skills, as mentioned, where teaching English for Specific purposes contrasts from teaching General English will usually be in the choice of contexts for listening and reading texts and in the choice of terminology in grammar and vocabulary exercises and these were skills areas of immediate English language needs expressed by the students. Each Module engage students in the four key language components: reading, listening, speaking and writing related to beauty field discussing in the light of the topics seen throughout the unit regarding to the issues have been working on. Some interesting strategies and perspectives on impact on student learning is presented in the virtual class. We need to remember that we feel a sense of pride as we see students' progress and we need to facilitate and inspire student learning and creativity so that all students achieve in the global society.



In Mexico, the SEP (in Spanish Secretaría de Educación Pública) sets the standards for Beauty schools. English language in second grade is required for beauty schools. This research is applied in a Private Technical College, which is a beauty school. This beauty school teaches basic skills and knowledge relating to working in beauty and hairstyling industry. This paper presents an analysis of the English language needs of these beauty students and find out an appropriate English syllabus for these beauty students in second grade, which the researcher believes is crucial to perform their jobs successfully.

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

### **Strategies for understanding vocabulary.**

Teachers need to consider some aspects in order to develop meaningful students' learning.

- Determine the text difficulty. (In the cases described on this paper they are beginner students)
- Reduce the reading difficulty to meet your learners' needs.
- Identify problematic vocabulary words and develop activities to pre-teach these words.
- Add some images to make the reading visually stimulating for your learners.

Once it has been set these, professor can start planning the activities, but first teachers must teach or practice vocabulary. To encourage students to reflect on their knowledge of particular vocabulary words, teacher can provide them with self-assessment tools like this one suggested by Zimmerman (2009) the first of the three strategies, namely a) reflecting upon the word learning task, b) asking questions about words, and c) taking context into consideration when determining the meaning of words.

Encourage students to use such a table as a way to become more active in their vocabulary development and help them identify where they are in the stages of the vocabulary learning process. The table below shows the increasing levels of word knowledge from a functional perspective (what can students do with the word?).

Student self-assessment tool

No knowledge			Expert knowledge		
0	1	2	3	4	5
I have never seen the word before.	I have seen the word but am not sure what it means.	I understand the word when I see or hear it in a sentence.	I have tried to use this word, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word with confidence, both in speaking and writing.

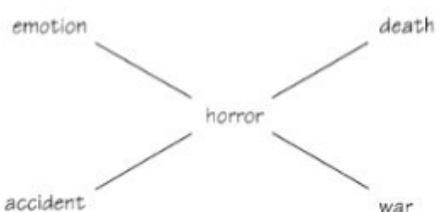
Then, Zimmerman suggest ask questions about the word. An effective learner will ask questions similar to these posed by Zimmerman:

- Are there certain words that often occur before or after the word? (Collocation)
- (If it is a verb) Is there a particular preposition that often follows it? (Collocation)
- Are there any grammatical patterns that occur with the word? (Grammar)
- (If it is a noun) Is it countable or uncountable? (Grammar)
- Did we study any of the members of this word family? (Word parts)
- Are there any familiar roots or affixes for this word? (Word parts)
- Is the word used in both speaking and writing? (Register/Appropriateness)
- Could this word be used to refer to people? Animals? Things? (Meaning)
- Does the word have any positive or negative connotations? (Meaning)


Finally, Zimmerman recall consider linguistic and cultural clues when determining the meaning of words.

Another method is to create vocabulary cards, as suggested by Diane and Norbert Schmitt (2005) this is suggest to students to do it at home.

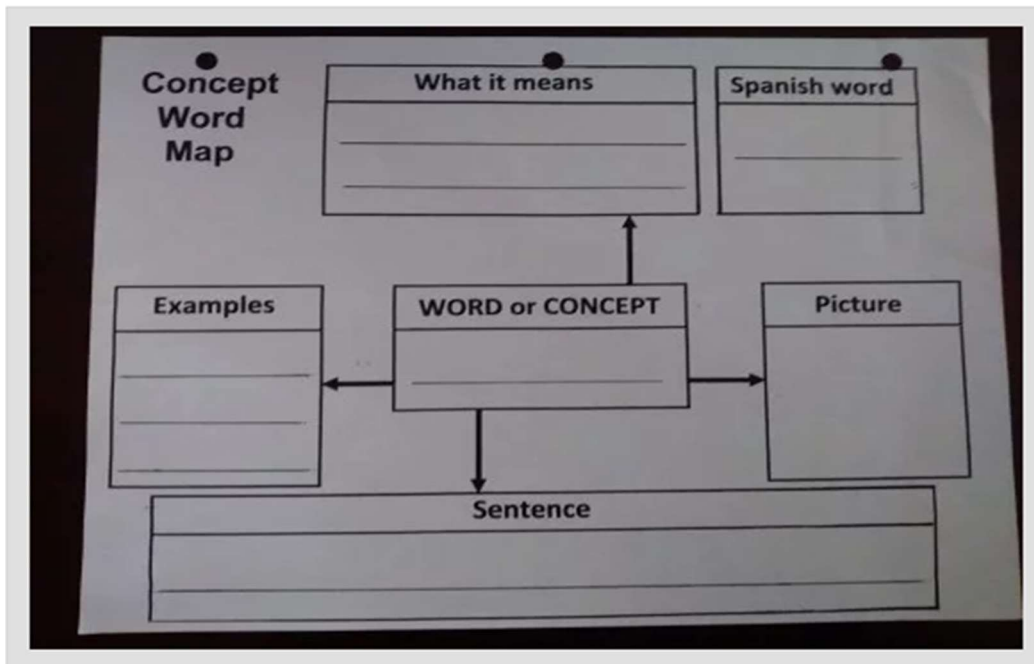
(Front of card)

<p><b>Part of speech and pronunciation</b></p> <p>horror (n) 'hɒrə</p>	<p><b>Word map</b></p> 
<p><b>Word family</b></p> <p>-id (adj.) -ibly (adv.) -ify (v.)</p>	<p><b>Collocations</b></p> <p>horror movie horror struck inspire horror</p>

(Back of card)

<p><b>First language translation of horror</b></p> <p>きょうふ (in Hiragana)</p> <p>恐怖 (in Kanji)</p>	<p><b>Keyword illustration (horu = dig)</b></p> 
<p><b>Second language definition</b></p> <p>intense fear, dread</p>	<p><b>Example sentence</b></p> <p>The family watched in horror as their house burned.</p>

Even, it is use L1 (as suggested in lesson 12) just to make sure students comprehend some words, (dangerous or toxic ingredients on chemical products) or to highlight the importance of cross cultural awareness for reading, in order to helps grow understanding of your new surroundings to incorporating career-specific vocabulary and contexts, but in this case as a pre teach activity teacher gives copies of the vocabulary cards and the reading to the class.



Teachers need to try macro and micro skills, but using the vocabulary cards we surely have tried at least by creating sentences:

**Micro-skills** Produce graphemes (handwriting) and orthographic patterns (spelling) of English. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules. Express a particular meaning in different grammatical forms.

**Macro-skills.** Use cohesive devices in written discourse, that is, connect ideas effectively. Appropriately accomplish the communicative functions of written texts according to form and purpose. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### **2.03 Reading, writing, listening and speaking activities. Task Analysis**

Teachers can use the internet as a modern tool for education. In their book *Tips for Teaching with CALL*, Chapelle and Jamieson (2008) provide an enormous number of websites to teach the four skills. The authors provide six tips for each skill, and these are the six tips Chapelle and Jamieson suggest for writing.

- Select appropriate texts as models.
- Choose CALL that teaches genre (different kinds of writings such as: a recipe, a journal, a joke, a letter, an essay, an advertisement, etc.) as well as linguistic knowledge and strategies.
- Teach learners how to benefit from interactive help and feedback from the computer.
- Create opportunities to expand knowledge of English through writing, and to write for a real audience.
- Include explicit evaluation.
- Help learners develop their writing strategies.
- Different ways to guide and evaluate writing

There are more websites for the writing skill which should be explored. This is a list of some interesting sites suggested on the platform for writing.

<http://english-zone.com/writing/para-strctr.html>

[www.paragraphpunch.com/](http://www.paragraphpunch.com/)

[www.vantagelearning.com/myaccess/](http://www.vantagelearning.com/myaccess/)

[www.tesol.net/penpals/penpal.cgi](http://www.tesol.net/penpals/penpal.cgi)

Most of them teacher and students can just use them for free for a 30 day trial demo. However, the resource is really helpful and if an institution can afford it, students would surely benefit from learning to write using the strategy this website offers.

As a pre teach activity this paper suggest working with the vocabulary cards and recommend the activities by [chocolatelearning.com](http://chocolatelearning.com) because as Chapelle and Jamieson (2008) claims it is a way to teach learners how to benefit from interactive help and feedback from the computer, includes explicit evaluation and it helps learners develop their writing strategies besides

students can work the four skills actively so, Students take to the session information in English about the topic of the reading with their sources searched previously teacher checks that students brought the assignment requested the previous session Review (homework) and check vocabulary using their phones. (chocolatelearning.com) a screenshot of their final score. Teacher also suggest websites like duolingo and hellolingo considering Tips for Teaching with CALL, but it is not a requirement for the class or grade because of the short time to work.

## Appearance

Escrito por : [rvillarroyap](#) Translated by : [wilson](#) Categoría : [People](#)

The screenshot shows a game interface with a top navigation bar containing buttons for 'Relaciona 1', 'Relaciona 2', 'Relaciona 3', 'Llena', and 'Dictado'. On the right side of the bar are a question mark icon and a window icon. The main area is a yellow grid of vocabulary items, each with an image and a label with a speaker icon:

- Sunglasses (sunglasses)
- Glasses (glasses)
- Slim (slim)
- Hair (hair)
- Long (long)
- Short (short)
- Attractive (attractive)
- Fat (fat)
- Tall (tall)
- Eyes (eyes)
- Green (green)
- Blue (blue)
- Brown (brown)
- Straight (straight)
- Wavy (wavy)
- Curly (curly)
- Red (red)
- Blonde (blonde)
- Brown (brown)
- Dark (dark)
- Short (short)

## Hairstyles

Escrito por : [jollypix](#) Categoría : [Body/Health](#), [People](#)

The screenshot shows a game interface with a top navigation bar containing buttons for 'Relaciona 1', 'Relaciona 2', 'Relaciona 3', 'Llena', and 'Dictado'. On the right side of the bar are a question mark icon and a window icon. The main area is a yellow grid of cartoon illustrations of heads with different hairstyles, each with a label and a speaker icon:

- Bald (bald)
- Short (short)
- Medium (medium)
- Long (long)
- Part (part)
- Crew-cut (crew-cut)
- Straight (straight)
- Wavy (wavy)
- Curly (curly)
- Braid (braid)
- Bangs (bangs)
- Ponytail (ponytail)

As mentioned before, the topic for this activities are planned to be connected so teacher creates the context based on the assignment that the students did. Teacher takes copies of the readings for her students. Teacher writes on the board date, topic and purpose of the class. She explains and gives examples about the structure "would like", then present class, vocabulary and some examples "cultural differences" in a power point presentation.

Teacher follow the copies with a power point presentation.

Teacher present suggestions links and give a few minutes so students check new vocabulary

Teacher asks them to identify structure of "would like" in a hair salon conversation.

**Structure of "would like" in a hair salon conversation**

0:35 Listen to the Entire Lesson 1:29

**At the Salon**

Listen to the Entire Lesson

Once you have booked your appointment and have arrived at the salon, you will need to communicate what you want. First, they might ask you some of these questions.

"How would you like your hair cut?"  
"What are we doing for you today?"  
"What can I do for you today?"  
"What did you want to do with your hair?"

"Did you want a manicure or a pedicure?"  
"Did you want your nails done?"  
"What color nail polish would you like?"

"Are you in for a hair cut or a perm?"  
"Did you want to color your hair today?"

"So what color were you thinking for your hair today?"

**would for desire or inclination**

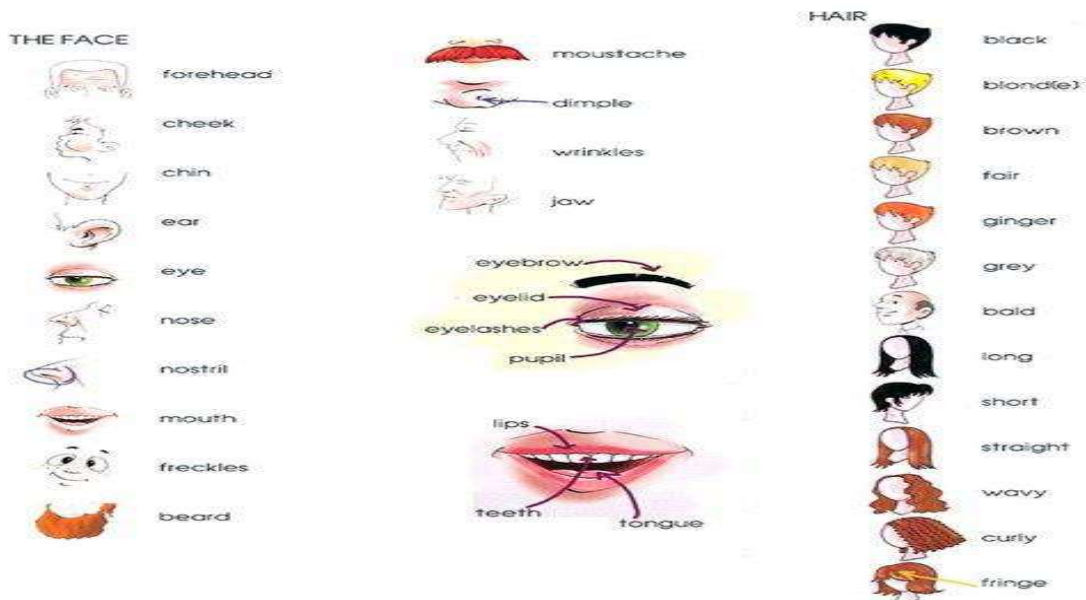
- I'd love to live here.
- Would you like some coffee?
- What I'd really like is some tea.

**would for polite requests and questions**

- Would you open the door, please? (more polite than: Open the door, please.)
- Would you go with me? (more polite than: Will you go with me?)
- Would you know the answer? (more polite than: Do you know the answer?)
- What would the capital of Nigeria be? (more polite than: What is the capital of Nigeria?)

Activar Windows  
Ve a Configuración para activar Windows

The activities presented are prepared for a two hours long class once a week, (but can be adapted for an hour twice a week), is where is important to practice at home that is why is recommended to teach and practice the vocabulary first using a power point presentation where is highlighting hair description and some culture issues are prevent:



## CLASS PREPARATION OUTLINE

<b>Teacher's previous preparation:</b> In order to improve students' listening comprehension abilities students would applying their background knowledge and focus on understanding each anecdote as a whole. (grammar "would" and "vocabulary haircut, at the salon" PPP format).		<b>Student's previous preparation:</b> Once students check and practice homework, in class they can start working on this activity which they have specific instructions to follow.
<b>Topics:</b> 1. At the salon		
<b>General purpose and procedures :</b> This task will help students to build up knowledge taking into consideration their previous knowledge and getting new vocabulary.  Students will be able to understand how the client hair's will be done. Listening for information, comprehend and analyze it. Students will use form and meaning together for effective communication, they will also be able to apply the structures for basic conversation at the hair salon.  <b>Suggested material:</b> Vocabulary: (chocolatelearning.com)  Hair colors and styles in English Beginner vocabulary <a href="https://www.youtube.com/watch?v=cN0PGvTRPig">https://www.youtube.com/watch?v=cN0PGvTRPig</a>	<b>Specific purposes:</b> Hair Characteristics Would... At the salon vocabulary	<b>Tasks assigned to students for following lesson:</b> (chocolatelearning.com) Students were given a set of links where they can find a list of:  <b>Hair coloring list:</b> <a href="http://alexisa.net/color1-es.html">http://alexisa.net/color1-es.html</a>  <b>At the salon vocabulary</b> <a href="https://blog.sbaenglish.com/es/como-pedir-el-corte-de-pelo-que-quieres-cuando-estas-en-el-salonjira/?partid=5508">https://blog.sbaenglish.com/es/como-pedir-el-corte-de-pelo-que-quieres-cuando-estas-en-el-salonjira/?partid=5508</a>  <b>Haircut for men:</b> <a href="https://labarberiaedesantodomingo.com/cortes-de-pelo-fade">https://labarberiaedesantodomingo.com/cortes-de-pelo-fade</a>





Once the grammar and the vocabulary are explained on the PPP, cultural issues are point out.

Differences between hair salon and barber. (Internet pictures)

In words of Kramsch (1983) Culture thus permeates the classroom setting in students, the teacher and the school itself, and even the class activities and materials. It's important to point out that each element in a language classroom, starting with the student him/herself, conveys representations of the culture that is, it is not enough to think of the cultural object, but the meaning that is communicated or constructed about that object. As we saw in Lesson 2, one of the functions of the language classroom is to help students overcome some stereotypes (positive or negative) about the target culture, as well as to understand aspects about their own culture. Black culture makes the English language difficult because it's hard to explain. We need to recall the polite way to describe and how to name people, on a new political stage, black culture is an element in American culture and language.



About Hair coloring, (English and Spanish) a suggested list is added.

Hair coloring list:

<http://aleida.net/color1-es.html>

At the salon vocabulary

<https://blog.abaenglish.com/es/como-pedir-el-corte-de-pelo-que-quieres-cuando-estas-en-el-extranjero/?partnerid=5508>

Haircut for men:

<https://labarberiadasantodomingo.com/cortes-de-pelo-fade-desvanecido-todos-sus-estilos-o-variantes/>

We use "blonde" to women, "blond" to men, "gray" in USA, "grey" in England and also:

**LENGTH + STYLE + COLOUR**

**3 examples:**



He has got short, curly red hair. (UK)  
He has short, curly red hair. (US)



She has got long, wavy brown hair. (UK)  
She has long, wavy brown hair. (US)














She has got long, straight blond hair. (UK)  
She has long, straight blond hair. (US)

Students are given a worksheet to answer, after that they play Guess who? Student will describe someone in the class and classmates will guess who she is.

## Describing People Hair

© www.kids-pages.com

Match the words with the pictures by inserting the correct number into the circle :

<input type="radio"/> 	<input type="radio"/> 	<input type="radio"/> 	<input type="radio"/> 
<input type="radio"/> 	<ol style="list-style-type: none"> <li>1. long blond hair</li> <li>2. short blond hair</li> <li>3. medium length black hair</li> <li>4. straight brown hair</li> <li>5. gray hair</li> <li>6. long wavy hair</li> <li>7. curly hair</li> <li>8. bun</li> <li>9. plaits</li> <li>10. pony tail</li> <li>11. bald</li> <li>12. moustache</li> <li>13. beard</li> <li>14. sideburns</li> </ol>		<input type="radio"/> 
<input type="radio"/> 			<input type="radio"/> 
<input type="radio"/> 			<input type="radio"/> 
<input type="radio"/> 	<input type="radio"/> 	<input type="radio"/> 	<input type="radio"/> 

## 2

## Welcome to Bella Salon



### In Style at Bella Salon

The best full-service beauty salons in town!

Whether you want your hair **permed**, **colored**, or **straightened**, our hairdressing team knows best. Just need a quick **cut** or **trim**? Bella Salon is the place for you. Treatments include a **shampoo** and **conditioning** massage. Your session always finishes with a **blowout** and **styling**.

Our high quality services don't stop with just hair treatments. How about professional **manicures** and **pedicures** by our qualified nail technician? Or try a relaxing **massage** and skin treatment.

At Bella Salon, we believe you deserve the best in beauty treatments. Call today to make an appointment or have a free consultation.

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What kind of services do beauty salons offer?
- 2 Why do salons typically offer more than one service?

### Reading

2 Read the advertisement from a magazine. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ Shampoos are the only hair treatments offered at the salon.
- 2 \_\_\_ Clients can get nail treatments at the salon.
- 3 \_\_\_ Styling is included in the trim service.

### Vocabulary

3 Read the sentence pair. Choose where the words best fit the blanks.

1 **conditioning / blowout**

Janelle's hair felt very soft after the \_\_\_\_\_ treatment.

To avoid leaving with wet hair, clients often ask for a \_\_\_\_\_ after a cut.

2 **perm / color**

Clients like to \_\_\_\_\_ their hair, when they start to see it is turning gray.

Kent gave the woman soft curls with a gentle \_\_\_\_\_ to change her whole look.

3 **manicure / styling**

Ursula goes regularly for a \_\_\_\_\_ so her nails look pretty.

Mrs. Wilson is coming into the salon at 3:00 for her weekly \_\_\_\_\_.

4 **trim / shampoo**

Jason has a regular \_\_\_\_\_ to get all the dandruff out of his hair.

Susan's hair is too long, so she will ask the stylist for a \_\_\_\_\_.

4 Match the words (1-5) with the definitions (A-E).

- |                  |                                 |
|------------------|---------------------------------|
| 1 ___ straighten | 4 ___ cut                       |
| 2 ___ pedicure   | 5 ___ full service beauty salon |
| 3 ___ massage    |                                 |

A a treatment for toenails and feet

B a service that involves applying pressure to the body

C a place that offers several types of beauty treatments

D to make the hair shorter

E to remove the curls from one's hair

6

According to Brown (2007) when teachers prepare writing courses, they should consider the following five categories of classroom writing performance.

1. Imitative or writing down. This category is targeted for beginning students who are only able to write simple words, sentences, or dictations. (This is used in the activity presented)

2. Intensive or controlled. For this category, writing could just be guided or controlled. An example of controlled writing is to change verb tenses in a given paragraph. An example of guided writing is to present a video followed by some questions related to the video content,

such as what are the names of main characters? What are the main actions? List some words, phrases, or sentences they hear, etc.

3. Self-writing. This writing type is purely personal; it has as a target audience the writer himself or herself. An example could be note taking during a class to recall later. Another example is to write a diary or a journal expressing one's feelings or reactions.

4. 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.

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

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

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

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

As is explained in detail in lesson 5 many middle school students in Mexico probably cannot create an essay with its systematic requirements; instead, they are just starting to learn to write in the L2, using simpler models, even though there were compared types of real writing, academic, personal, and technical/vocational, teachers may benefit from working more in depth with a chosen model just like in this paper.

Then, the teacher will ask the students for descriptions using some pics from the internet and following a sample.

Hello everyone,

First of all, let me introduce myself briefly. My name is Krystal, my birthday is on June 14th, I am 29 years old, I am Gemini and I am Mexican. I'm short (1.50 cm), average weight (105.82 pounds is equivalent to 48 kilograms). I have big, hazel eyes, my nose is small and I have long brown hair.




Figura 1. Teacher Krystal Madrid (Madrid, 2014).

I think I am kind and gentle person. I am a very good, loyal, friend to the end. I am a teacher and I love my job. I like reading, and listening to music and this time, I'm going to talk about my favorite singer, Alejandro Fernández. Just in case you wanted to know.

Alejandro Fernández Abarca is a Mexican Singer, nicknamed as 'El Potrillo'. Actually, he is an architect, but he turned to singing in 1991, encouraged by his father.




Figura 2. Karaoke Logo (Regisburin, 2012).

He is 44 years old and his birthday is on April 24th. He is the youngest son of his family. He has two older brothers, and a sister. His family has a ranch named 'Los Tres Potrillos '(The three colts). There are different types of businesses on this ranch; this ranch has more than 170 employees. Alejandro has five children. Three with his ex-wife and two with Ximena Díaz.

Alejandro is an expert in horse riding and 'charrería'. He is a Mexican charro. In my opinion Alejandro Fernandez is very handsome tall, muscular, charming, and I love his music, the strength of his voice. Every year, he comes to town, so I can come to see him live. This has been a tradition for me since I was 15. He's very talented.

Take care yourselves,  
Krystal

About the rubric for writing, teachers can use the templates to build their own assessment or evaluation rubrics and teachers can assign values to each one of the components in the rubric according to students' language level and context. To these activities is suggested to use the rubric proposed by Jacobs et al. (1981) and I decided the equal percentage to each point because it is a more concrete scoring rubric to assess writing, this rubric already includes valued numbers and the criteria description per component. (See appendix C)

Distribute points among the five components to create a 100 point scale	Content	=	20%
Content, organization, and vocabulary each valued at 20 points.	Organization	=	20%
	Vocabulary	=	20%
Language use is valued at 20 points	Language use	=	20%
Mechanics is valued at 20 points	Mechanics	=	20%

Point values within components can be determined to help provide numerical grades.

	Excellent/very (16-20)	good	Good/average (11- 15)	Fair/poor (6- 10)	Very poor (0-5)
Content					

As in this activity answering listening comprehension lesson questions after hearing a recording has only limited benefit- other ways to approach listening can also build confidence as well as link listening to grammar, vocabulary, listening, reading, and writing. In order to practice speaking can be used as a pre speaking activity as described in the virtual lesson.

Teacher asks a student at the time to read, correcting pronunciation, stress & intonation.

Teacher asks a student, who hasn't read, to ask clear questions to motivate a good understanding.

Teacher makes sure all the students have read or explained at least once

Assessment and evaluation are very important parts of teacher's job. According to Brown:

Tests are intended to measure the learners' ability. Testing is defined as "a method of measuring a person's ability, knowledge, or performance in a given domain" in this sense the term performance refers to the learners' ability to use the target language: speaking, writing, listening, and reading.

Assessment is not the same as testing. Assessment is defined as "an ongoing process that encompasses a much wider domain [than testing]". Assessing student performance can be done via the use of tests. However, teachers are constantly evaluating their learners whether the form of evaluation is incidental or intended (target test). After assessing learner performance (incidentally or intentionally), teachers can later use that knowledge about their learners to inform their teaching instructions.

Clearly, assessing student performance or creating a test is a complex task for teachers.



Validity can be defined as “the extent to which the inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment”. In simpler terms, a valid test should be measuring what it set out to measure.

When discussing validity, we must consider five constructs that will measure the validity of a test, namely content validity, criterion-related validity, construct validity, consequential validity, and face validity.

When considering the reliability, teachers should ask themselves whether the tool is consistent and dependable. However, reliability can be affected by several factors, these factors are very difficult to control or anticipate.

Because reading and listening are concrete exercises is not only considering the score in the students answers but also the assessment suggested O’Malley, J. Michael & Valdez Pierce, Lorraine (1996). About the rubric for speaking, teachers can use the templates to build their own assessment or evaluation rubrics and teachers can assign values to each one of the components in the rubric according to students’ language level and context.

Characteristic	Example
1.Constructed response	Responding to open-ended questions
2.Higher order thinking	Solving problems
3.Authentic assessment (authenticity)	Experiments, oral interviews
4.Integrative assessment	Discussing a story in a peer group after reading it independently
5.Process and product	Essay (first draft and final draft)
6.Depth over breadth	Multiple assessments of one concept, rather than single assessments of many concepts

Students might have difficulties understanding the language; some vocabulary words might be unfamiliar to them, so students can use dictionaries when having difficulties, check the resources.

The activities showed in this paper are supposed to be connected each one. Students will use form and meaning together for effective communication, they will also be able to apply the

structures for basic conversation at the hair salon. The materials used are realia, worksheet, notebook, board at home in the computer or cellphone (examples, tips, word).

Teacher can integrate the intercultural aspects in the beauty industry by using videos such as tutorials that most of students are used to or real situations at a hair salon. Teachers take many different roles when teaching in an EFL classroom. Teachers need to be careful to distinguish cultural representations in the media and provide more sociologically accurate information. Classroom listening and “Real World” listening is present as a suggestion in this paper, because as on the virtual class is explained, real conversations are difficult to arrange; and it can also be difficult to provide language at the right level of difficulty, in this case, beginners, ESP and EFL teachers are able to evaluate, select and adapt online material in order to use technology, considering:

- simply exclude listening material with too many new grammatical structures or vocabulary items
- provide more limited amounts of the material (shorter sections)
- Provide targeted pre-listening activities that address the new elements (a complicated issue if the elements are not level-appropriate for your students) or simply define them without explaining them.

And the last activities presented are listening and again speaking for an ESP course (a beauty class), achieving a good level of English (ESP) and a wide and specialist vocabulary in English are essential skills at a beauty school, so that students can do their job effectively, by taking functional English skills at an appropriate level. As mentioned before, I have compared the students syllabus in order to teach students what they need to know to work in the beauty field, including subjects such as makeup, esthetics, hair styling, and skin care related to English language. Then, I will apply this lesson plan added. (See appendix B)

The material selected is a 'rework' material to make it more level-appropriate, because we don't use a text book. As homework to reinforce students need to watch:

[www.youtube.com/watch?v=UEMr1RCW3bg](http://www.youtube.com/watch?v=UEMr1RCW3bg)



Then this is a video used to teach a real conversation at the beauty salon. As this is an activity for the listener's purpose includes a sequence consisting of pre-listening suggested by Richards (2008) considering both bottom-up and top-down processing.

Bottom-up / Top-down

Pre- listening: This phase prepares students with these two processes thorough activities that involve prior knowledge, making predictions, and reviewing key vocabulary.

Students brainstorm about the content of the video. In order to improve students' listening comprehension abilities students would applying their background knowledge and focus on understanding each anecdote as a whole. We listen and repeat:  
[/www.talkenglish.com/lessondetails.aspx?ALID=252](http://www.talkenglish.com/lessondetails.aspx?ALID=252)



## At the Salon

Listen to the Entire Lesson

Once you have booked your appointment and have arrived at the salon, you will need to communicate what you want. First, they might ask you some of these questions.

"How would you like your hair cut?"

"What are we doing for you today?"

"What can I do for you today?"

"What did you want to do with your hair?"

"Did you want a manicure or a pedicure?"

"Did you want your nails done?"

"What color nail polish would you like?"

"Are you in for a hair cut or a perm?"

"Did you want to color your hair today?"

"So what color were you thinking for your hair today?"

At  
Ve

While-listening: This stage focuses on comprehension through exercises that involve selective listening, general idea, sequencing, etc.

Teacher review prior knowledge (grammar "would" and "vocabulary haircut, at the salon" PDF format) then write 5 questions about the video on the white board.

<https://learningenglishessentials.com/english-conversation-topics-hairdresser/>

CLICK PLAY TO WATCH THE VIDEO BELOW



## VIDEO TRANSCRIPT

Are you interested in expanding your English conversation topics? In this video I'll share with you a conversation that you can use at the hairdresser immediately to improve your English quickly and easily.

Post-listening: Finally, this step leads us to a response to comprehension and may require student's opinion about the topic. Teacher writes an example of the used structures. She asks students to do their own example using the patterns.

Once students review and check vocabulary using their phones, teacher will ask students for predictions about the video's title. (I didn't recommend download the video because I play only the sound twice and then I share the link with the students.) Teacher plays the video once in a normal speed then ask for the general idea, next teacher plays again the video making some pauses to give students time to answer the questions.

Homework: Watch this video and prepare a dialogue using the previous video's format.

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

To these activities is considered and based the rubric from Kuhlman (2008) but suggested to use the following rubric, it was decided the percentage to each point because it is a more concrete scoring rubric, this rubric already includes valued numbers and the criteria description per component. (See appendix A)

## Rubrics for assessing Speaking

An example of a rubric that can be used for assessing speaking is shown in Fig 2.1

Criteria	5 points	3 points	1 point
<b>Pronunciation/ diction</b>	Student (S) is easy to understand and makes few errors.	S makes many errors in pronunciation but can be understood.	Speech is very difficult to understand or student responds in L1.
<b>Fluency</b>	S can effectively communicate in different contexts.	S can generally communicate in most situations.	S cannot communicate effectively in any situation.
<b>Word choice</b>	S uses appropriate words to express meaning.	S uses words or phrases to express simple meanings.	S speaks using unrelated words.
<b>Usage</b>	S makes minor errors in grammar and structure and can be understood.	S makes 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.
<b>Ideas/meaning</b>	S responds with connected vocabulary and language to express ideas. Response contains few errors.	S responds with limited vocabulary and language to express ideas. Response contains frequent errors.	Unable to respond using English language vocabulary.

Fig. 2.1 Rubric to assess speaking (3)

Teachers should treat their students as individuals and consider written feedback as part of an ongoing conversation with each student. The teacher's feedback should be given judiciously in order to improve skills, but cautious in correction and telling students their strengths first. In both cases teachers' awareness on the different issues related to the diverse difficulties students have are shown but in order to speak we need to listen, so it is suggested listening feedback most of the time.

Transforming the qualitative assessing to the numeric in the Beauty school, students are tested with summative purpose. Scholar authorities make a sum up between what is working every class, a midterm and a final exam, however, students are assessed with a formative purpose using rubrics mentioned before. It is also important for the students to commit to participating in the suggestions, because the work at home is crucial in the class because we don't have time enough.

## Chapter 3: Experience Report

It would also be certainly worth analyzing some of the more subjective factors involved, especially because students are aware of the problems related to their needs and the effort that they must assume to satisfy their needs. So instructions should be accompanied by ample visual support, illustrations, gestures, careful pre-teaching to preview or build topic-related vocabulary, enunciation, and slower speech.

This video shows how the methodology works:

<https://www.youtube.com/watch?v=Ap1rGipZiI0&t=135s>

Learners may use information from any relevant source to help them with producing evidence for the assessment activities. Assessments will consist of skillful tasks and is vital feedback to support and guide them in producing evidence to the evaluation required. Setting up virtual communities is one way to coordinate timing, homework and feedback. If the teacher couldn't complete the lesson in the classroom and based on my experience in virtual community for language learners; we use WhatsApp and Facebook groups. So students can complete the tasks, send homework, researched topics and posted information. In addition, students communicated with each other in this kind of virtual forum and through personal and group comments and questions I am able to give feedback to learners to support and guide them in producing evidence to the evaluation required.

The researcher notes that the school syllabus calls for two hours of foreign language. The syllabus has point to be during the course and time in which intended to teach, (it started during the research process and ends before the specialty) however data regarding syllabus before or during the course implementation let to readjust the content of the syllabus and students are expected to keep a record of the activities under core areas performed by them in a particular class. This record is subject to inspection by the teacher and the Principal and a written exam in order to meet the SEP requirements at the end of the course.

In order to be a good ESL teacher, I am always looking for new ways to expand on my current skills and learn new ones. Based on my own experiences in both areas I understand the close relationship between language and beauty industry, I am very familiar with terms, treatments and products and even I have not taken any "updated" course, I realized that I teach myself by watching tutorials and videos or reading texts, just in the way that students want to learn tips. I

have a better idea of what the students think and feel, as well as the factors that favor expectations of students; it was really useful designing the syllabus. The syllabus has point to be during the course and time in which intended to teach, it started during the research process and I can notice the improvement and interest in the students every class.



## Chapter 4: Conclusions

My years of teaching experiences have helped me develop a set of beliefs about how I can help students learn. Exploring into my students, our interaction, our role, the materials used, the way they learn, the way I teach I confirm that teaching is not only the ability to share the knowledge with learners, the objective of language teaching is to facilitate learners to learn themselves. This paper concludes that in our teaching practice, we need to teach specific skills and strategies in response to student needs, and giving careful feedback that will reinforce newly learned skills and correct recurring problems is not only a great way to achieve our educational goals "communication"

Teachers who do not have a competence in innovation will be unable to exploit their students' abilities, needs, interests, challenges, and skills in the field of learning culture and in the acquisition of intercultural competence. As we know this role not only sees teaching as a transformative process, but also sees schools as a place where social transformation can happen, teachers must to assume many roles in our day to day job, it is relevant to analyze which roles can be considered meaningful when teaching in an intercultural. In a scenario such as Mexico involves changing demands, technology, economic needs, etc. Teachers are required to respond to this by changing themselves, taking their students' needs into consideration, we need to take advantage of technology into our teaching practice and identify the principles underlying the process of teaching a language.

As explained in detail in the online lesson, although the materials that we use daily are useful and are designed to meet our goals of class, lack the natural and real contexts that are necessary for learning any language. The inclusion of authentic materials (online oral input) in our class provides exploitable resources that will provide real examples in which our students will be able to observe different features of spoken English as the rate of delivery and intonation, false starts, slang, reduced forms, and abbreviations among others. In a scenario such as Mexico involves changing demands, technology, economic needs, etc. Teachers are required to respond to this by changing themselves, taking their students' needs into consideration, we need to take advantage of technology into our teaching practice and identify the principles underlying the process of teaching a language. In summary, this paper is focused on the design of some reading and writing activities using technology applying the principles recommended and described. Because of the schedule, only the first activity was applied but I consider

possible solutions to possible issues and I elaborated personally examples to explain a topic in several different ways both tangible and from the Internet.

When I think about my role as a teacher (virtual or face to face classroom), the one thing that I constantly have in mind is that I am a guide, I need to mediate the content during the teaching-learning process, but in my experience when I looked at the structure of the language I am teaching, I realized that I love ESP and curriculum design, I would like to continue that branch of my career in the future but with technology involved.

As a final conclusion I would say that ESP methodology should be taken seriously in Beauty English language education and in most technical careers because it will help further language problems in the professional context and in this field for graduates to develop a comprehensive knowledge and skillset in all aspects of beauty.

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## Appendix A. The syllabus (First month)

### Syllabus for beauty students

**Level:** Beginners      **Goal:** By the end of this period students will be able to describe people, appearance, hair and skin and to identify specialist vocabulary, used in real world situations They will able to recognize the customer skin, face, hairstyles, hair coloring and make up in English language.

- Objectives:**
- The students will list at least three characteristics peculiar about themselves. The students will recall the major hair colors without error.
  - The students will apply previously learned knowledge about hair to reach an answer. The students will demonstrate reinforcement into classroom interactions.
  - The students will summarize the main steps in a makeup tutorial and then they design a tutorial grammatically correct in English.

Module	Topic	Vocabulary	Skills	Functions	Grammar	Activities/Material	Evaluation
1. Beauty skin care	Skin types Basic skin care treatments (mask, products)	Characteristics of the skin Materials and equipment for treatments Measure (teaspoon, tablespoon, cup, etc) Skin care treatments (ingredients and products)	Listening, reading and encourage students written and oral production	Knowing how to apply a basic skin care treatment (a mask ) and how to successfully use the tools in skin care treatment	Skin adjectives Measures Article a/an	Realia: Mask ingredients, materials and equipment for treatments. Authentic material (Link) Measure (chart): <a href="http://www.exploratorium.edu/cooking/convert/measurements.html">http://www.exploratorium.edu/cooking/convert/measurements.html</a> Face Masks (video): <a href="https://www.youtube.com/watch?v=12XZ0VRC5c">https://www.youtube.com/watch?v=12XZ0VRC5c</a> Face Masks recipes(blog): <a href="http://www.top10homeremedies.com/diy-homemade/top-3-diy-homemade-acne-face-masks.html">http://www.top10homeremedies.com/diy-homemade/top-3-diy-homemade-acne-face-masks.html</a>	Describing people skin type, describing the process of a natural face mask. In pairs students will apply a natural mask, and then they have to explain and/or write their own skin type, the mask purpose and recipe and process.
2. Hair	Hair type Hair texture Hair color.	Some hairdressing expressions and vocabulary(color, type) Types of brushes and combs, and some products	Listening, reading and writing and/or speaking	Understanding the characteristics of the hair and hair types of different client groups.	(Hair) adjective Have/Has	Non authentic material (Link) Picture dictionary for hair /with sound <a href="https://www.espressoenglish.net/learn-english-vocabulary-with-pictures-beauty-supplies/">https://www.espressoenglish.net/learn-english-vocabulary-with-pictures-beauty-supplies/</a> <a href="http://kidspicturedictionary.com/english-through-pictures/people-english-through-pictures/describing-hair/">http://kidspicturedictionary.com/english-through-pictures/people-english-through-pictures/describing-hair/</a> <a href="http://www.learnenglish.de/basics/appearances.html">http://www.learnenglish.de/basics/appearances.html</a> 1 Listen to the expressions at the hairdressing saloon. <a href="https://www.youtube.com/watch?v=8BA1byAlAs">https://www.youtube.com/watch?v=8BA1byAlAs</a> Authentic material (Link) Brushes and combs (blog) <a href="https://www.madison-reed.com/blog/field-guide-to-hair-brushes-and-combs">https://www.madison-reed.com/blog/field-guide-to-hair-brushes-and-combs</a> 2 Hair type, texture, (magazine) <a href="http://beauty.about.com/od/haircuts/a/10-Things-Every-Woman-Should-Know-About-Hair-Texture.htm">http://beauty.about.com/od/haircuts/a/10-Things-Every-Woman-Should-Know-About-Hair-Texture.htm</a>	Describing people, appearance, hair and color. Students will describe their own hair and describe a partner's hair. (Playing "Guess who?")

## Appendix B. Lesson plan.

Date & Place Puebla, México. April, 2019

[Instructions: Complete the fields with the information required. After completing the info, please erase the brackets ([]) and their contents. They're just intended to be a guide for you.]

### 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
<p>Activation</p> <p>Before the lesson</p>	<p>Teacher requests students take to the session information in English about the topic of the reading with their sources searched previously.</p> <p>Teacher takes copies of the readings for her students.</p> <p>The first day of the lesson, teacher writes on the board date, topic and purpose of the class.</p>	<p>Students take to the session information in English about the topic of the reading with their sources searched previously.</p>	<p>00</p>
<p>Set the objective or competencies of the lesson</p> <p>During the lesson</p>	<p>Teacher welcomes students to the Class.</p> <p>Teacher reviews briefly the topics seen the previous lesson</p> <p>Teacher checks that students brought the assignment requested the previous session Review (homework) and check vocabulary using their phones. (chocolatelearning.com)</p> <p>Teacher writes the learning purposes of the lesson and have students read it and comment.</p> <p>Teacher creates the context based on the assignment that the students did.</p>	<p>Students greet the class and express briefly how they feel that day.</p> <p>Students practice what they learned in the previous class. Students proof they did the assignment requested.(showing a screenshot with their score)</p> <p>Students talk about their finding, answer the questions orally and discuss their answers.</p>	<p>01</p>

	<p>Present class, vocabulary and some examples "cultural differences" in a power point presentation.</p> <p>The teacher will ask the students for descriptions using some pics from the internet.</p>	<p>Students read the learning purposes of the lesson, clear doubts and express opinions briefly.</p>	
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1. Lesson plan identification cell.	
Author	Zayra Krystel Martínez Madrid
Educational stage	Higher or vocational education
Title of your Lesson plan	At the hair salon
Learning Objective of the plan/Competency	<p>Propósito de lenguaje: Desarrollar en el alumno la habilidad de comprensión/respuesta en una conversación cliente/ estilista en inglés a nivel básico, mediante la comprensión e identificación de la estructura del auxiliar "would like", así como nuevo vocabulario relacionado al cabello; y la inferencia de vocabulario para la adquisición de competencias comunicativas en el idioma.</p> <p>Propósito formativo-intercultural: Guiar a los participantes hacia la reflexión sobre la vida multicultural norteamericana, usar descripciones políticamente correctas y las diferencias en conversación inglés USA y GB</p>
Communicative skill considered	[Listening/Speaking/Reading/Writing]
State of the following options	Introduction of the topic/Recycling topic
Functions	At the hair salon
Main Grammar structure	Would like...
Other Grammar structures	Hair adjectives
Brief description of the plan	Students will use form and meaning together for effective communication, they will also be able to apply the structures for basic conversation at the hair salon.
Hours of the plan implementation	4 hours in the classroom
Number of sessions	2
Contents required for the lesson	[Reading/audio/Video/Interactive platform]
Link of the content	<p>Students can use dictionaries when having difficulties, check the resources on the links:</p> <p>Used in class:  <a href="http://www.talkenglish.com/lessondetails.aspx?ALID=252">www.talkenglish.com/lessondetails.aspx?ALID=252</a>  <a href="https://learningenglishessentials.com/english-conversation-topics-hairdresser/">https://learningenglishessentials.com/english-conversation-topics-hairdresser/</a>  <a href="https://www.youtube.com/watch?v=RBAiLbyALas">https://www.youtube.com/watch?v=RBAiLbyALas</a>            chocolatelearning.com</p> <p>Homework:  <a href="https://www.youtube.com/watch?v=UEMr1RCW3bg">www.youtube.com/watch?v=UEMr1RCW3bg</a></p> <p>Hair coloring list:</p>

	<a href="http://aleida.net/color1-es.html">http://aleida.net/color1-es.html</a>  At the salon vocabulary <a href="https://blog.abaenglish.com/es/como-pedir-el-corte-de-pelo-que-quieres-cuando-estas-en-el-extranjero/?partnerid=5508">https://blog.abaenglish.com/es/como-pedir-el-corte-de-pelo-que-quieres-cuando-estas-en-el-extranjero/?partnerid=5508</a>  Haircut for men: <a href="https://labarberiadasantodomingo.com/cortes-de-pelo-fade-desvanecido-todos-sus-estilos-o-variantes/">https://labarberiadasantodomingo.com/cortes-de-pelo-fade-desvanecido-todos-sus-estilos-o-variantes/</a>		
EEAILE tutor on line	Alma Delia Garcia		
	Guess who? Student will describe someone in the class and classmates will guess who she is.		

**3. Communicative skills development. [You can freely change the order of the steps and/or leave blanks the ones not applying for a particular skill.]**

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher gives copies of the activity to the class (transcript, fill the gaps)	Students brainstorm about the content of the video. Teacher has student follow the instructions of the exercise	Computer, internet, speaker	02	Students complete Exercise
Vocabulary introduction	Review and check vocabulary using their phones. The teacher will ask the students for predictions	Students answer individually the questions, they use the vocabulary & structures just seen.	Worksheets, video		



	about the video's title				
1st practice	Pre- listening: Teacher review prior knowledge (grammar and vocabulary) then write 5 questions about the video on the white board.	Listening for information, comprehend and analyze the script.  Students take turns in reading their answer. When corrected, she will repeat the sentence until saying it with right pronunciation, stress & intonation.			
2nd practice or Social interaction	Post-listening: Teacher plays again the video, this time with subtitles and all the class check the answers.	While-listening: Teacher plays the video once in a normal speed then ask for the general idea, next teacher plays again the video making some pauses to give students time to answer.			
Grammar Focus • <b>Feedback</b>	Teacher gives students a feedback about the mistakes detected in the debate about vocabulary, pronunciation, structure, etc. She leads them into detecting & correcting the	Students analyze the structures presented, discover their patterns and reflect on the use.  Listening for information, comprehend and analyze the script.			

<ul style="list-style-type: none"> <li><b>Grammar focus</b></li> </ul>	<p>mistakes by themselves.</p> <p>Teacher writes an example of the used structures. She asks students to <i>discover</i> the patterns.</p>				
<p>Summary [Describe how you summarize what was presented on the lesson]</p>	<p>Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts</p>	<p>Students make a consensus in order to build a sentence that states the main idea of the video.</p>			
<b>Speaking</b>					
<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Evaluation</b>
<p>Information processing activity Reflection Students are going to work alone at home and in pairs in the classroom</p>	<p>Teacher asks students to answer individually the section fill the gaps. He supervises the activity. Then, she motivates a discussion based on the issues dealt. She shows objectivity at all times and makes sure the ideas exposed have bases and argumentations. She does not allow any lacks of respect. He encourages the use of the new</p>	<p>Students in pairs create their own dialogue.</p>	<p>Notebook, board at home in the computer or cellphone (examples, tips, word)</p>	<p>02</p>	<p>Students participation</p>

	vocabulary and the structures seen to create a dialogue.				
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	Teacher gives students a feedback about the grammar "would" and "vocabulary haircut, at the salon" PPP format. Teacher suggests and shows two lists about hair vocabulary (hair style and color) in order to help students to get new vocabulary.	This task will help students to build up knowledge taking into consideration their previous knowledge and getting new vocabulary.			
1st practice [Describe the students activities to practice what was presented to them]	Teacher plays the video once in a normal speed then ask for listening for information, comprehend and analyze the script.	Students need to follow a transcript they need to type a paragraph with between 30 to 50 words, they use the vocabulary & structures just seen			
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the	Teacher writes an example of the used structures in this case would like and give some examples of the use then she asks students to <i>discover</i> the patterns in the video.	Students perform their own dialogue in pairs			

activities must consist in social interactions among participants]					
Grammar Focus <ul style="list-style-type: none"> <li>• <b>Feedback</b></li> <li>• <b>Grammar focus</b></li> </ul>	<p>Teacher gives students a feedback about the mistakes detected in the debate about vocabulary, pronunciation, structure, etc. She leads them into detecting &amp; correcting the mistakes by themselves.</p> <p>Teacher writes an example of the used structures. She asks students to <i>do their own example using the patterns.</i></p>	Students following the instructions and practice the meaning of the new words of the previous activity.			
Summary [Describe how you summarize what was presented on the lesson]	<p>Teacher elicits the highlights of the lesson since it started.</p> <p>Emphasizes important aspects and clear doubts</p>	Students perform a roll play, state and debate their ideas with arguments and respect. They use the vocabulary & structures just seen.			
<b>Reading</b>					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	The first day of the lesson, teacher writes on the board date, topic and	Students identify and orally give some examples.	Board, computer,	01	Students Participation

<p>[Describe how students interact with the content of the lesson. This can be done individually or in teams.]</p>	<p>purpose of the class. She explains and give examples about the structure "would like"</p>		<p>notebook, copies</p>		
<p><b>Vocabulary introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Exercise II</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives copies of the vocabulary cards and the reading to the class</li> <li>• Teacher follow the copies with a power point presentation.</li> <li>• Teacher present suggestions links and give a few minutes so students check new vocabulary</li> </ul>	<p><b>A.</b> Students identify the structure of "would like" in a hair salon conversation.</p> <p><b>B.</b> Students check the vocabulary and orally try to describe people showed in the ppp.</p>		<p>01</p>	<p>Exercise II of the reading completed</p>
<p>1st practice [Describe the students activities to practice what was presented to them]</p>	<p>Teacher asks them to identify structure of "would like" in a hair salon conversation.</p> <p>Teacher asks a student at the time to read, correcting pronunciation, stress &amp; intonation.</p>	<p>Students take turns in reading. When corrected, she will repeat the sentence until saying it with right pronunciation, stress &amp; intonation.</p> <p>Students explain with their own words the paragraphs read.</p>			<p>Exercise of the reading completed</p>

	<p>Teacher asks a student, who hasn't read, to ask clear questions to motivate a good understanding.</p> <p>Teacher makes sure all the students have read or explained at least once</p>	<p>When they finish, others can add information to enrich the explanation.</p> <p>Students ask and search the meaning of the remained unknown words, so they can understand how to ask and reply to a client and how the client hair's will be done, then explain them or give examples with them.</p>			
<p>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]</p>	<p>Teacher has student follow the instructions of the exercise</p>	<p>Students answer the questions individually. They mark and correct their classmates' answers, using a different ink color.</p>			
<p>Grammar Focus</p> <ul style="list-style-type: none"> <li>• <b>Feedback</b></li> </ul>	<p>Teacher gives students a feedback about</p>	<p>Students following the instructions</p>			

<ul style="list-style-type: none"> <li><b>Grammar focus</b></li> </ul>	<p>the mistakes detected in the debate about vocabulary, pronunciation, structure, etc. She leads them into detecting &amp; correcting the mistakes by themselves.</p> <p>Teacher writes an example of the used structures. She asks students to <i>do their own example using the patterns.</i></p>	<p>and practice the meaning of the new words of the reading.</p>			
<p>Summary [Describe how you summarize what was presented on the lesson]</p>	<p>Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts</p>	<p>Students make a consensus in order to build a conversation using the "would like" structure and vocabulary related to hair.</p>			
<b>Writing</b>					
<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Evaluation</b>
<p>Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]</p>	<p>Present class, vocabulary and some examples "cultural differences" in a power point presentation.</p>	<p>Once students check and practice homework, in class they can start working on this activity which they have specific instructions to follow</p>	<p>Notebook, board at home in the computer or cellphone (examples, tips, word)</p>		
<p>Vocabulary introduction</p>	<ul style="list-style-type: none"> <li>Teacher follow the copies</li> </ul>	<p>Students will use form and meaning</p>			

<p>[State the vocabulary to be introduced and the activity(ies) to do so]</p>	<p>with a power point presentation.</p> <ul style="list-style-type: none"> <li>• Teacher present suggestions links and give a few minutes so students check new vocabulary</li> </ul>	<p>together for effective communication, they describe themselves and others, they will also be able to apply the structures for basic conversation at the hair salon.</p>			
<p>1st practice [Describe the students activities to practice what was presented to them]</p>	<p>The teacher will ask the students for descriptions using some pics from the internet. Students are given a worksheet to answer Guess who?</p>	<p>Students answer the questions individually. They mark and correct their classmates' answers, using a different ink color.</p> <p>Student will describe someone in the class and classmates will guess who she is.</p>			
<p>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]</p>	<p>Teacher has students do exercise describe my favorite celebrity. Use of language, which includes vocabulary and Writing.</p>	<p>Students write sentences with the vocabulary of the reading according to the exercise I. Use of language. They write about one of your favorite celebrities. (describe them)</p>			



<p>Grammar Focus</p> <ul style="list-style-type: none"> <li>• <b>Feedback</b></li> <li>• <b>Grammar focus</b></li> </ul>	<p>Teacher gives students a feedback about the mistakes detected in the debate about vocabulary, pronunciation, structure, etc. She leads them into detecting &amp; correcting the mistakes by themselves.</p> <p>Teacher writes an example of the used structures. She asks students to <i>do their own example using the patterns.</i></p>	<p>Grammar focus on: Hair adjectives Haircut Would</p>			
<p>Summary [Describe how you summarize what was presented on the lesson]</p>	<p>Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts</p>	<p>Students make a consensus in order to build vocabulary for descriptions and a conversation using the "would like" structure and vocabulary related to hair.</p>			

**2. Intercultural component**                      The freer activities of this lesson, where oral & written communication are the focus, the teacher will insert the intercultural component, based on the historical context of Afro-American people, the differences between English in Great Britain and the Unites states..

**3. Evaluation**    Being that this lesson is immersed in Competencies, based on a rubric, it will be marked the evident development in students' categorized in Knowledge, Abilities and attitudes. See further information about this in the theoretical foundations.



## Appendix C. Instrument, the questionnaire

### Questionnaire Needs analysis

This questionnaire has been designed for research purposes I would appreciate if you could answer this questionnaire.

1. Why do you need to learn English for? Please be specific.

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2. Order the skills that you need and write what for, give examples of situations from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.

\_\_\_ Reading: \_\_\_\_\_

\_\_\_ Writing: \_\_\_\_\_

\_\_\_ Listening: \_\_\_\_\_

\_\_\_ Speaking: \_\_\_\_\_

\_\_\_ Vocabulary: \_\_\_\_\_

\_\_\_ Pronunciation: \_\_\_\_\_

3. What are your interests, hobbies, etc.? Would your hobbies improve your English?

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4. Do you have longer-term purposes for learning English? If so, what are they? What activities will you have to do in English?

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5. What difficulties have you had with learning English in the past?

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If you have any question about this questionnaire contact: [zayrakrystel@hotmail.com](mailto:zayrakrystel@hotmail.com)

## Describing People Hair

Match the words with the pictures by inserting the correct number into the circle :

			
	<ol style="list-style-type: none"> <li>1. long blond hair</li> <li>2. short blond hair</li> <li>3. medium length black hair</li> <li>4. straight brown hair</li> <li>5. gray hair</li> <li>6. long wavy hair</li> <li>7. curly hair</li> <li>8. bun</li> <li>9. plaits</li> <li>10. pony tail</li> <li>11. bald</li> <li>12. moustache</li> <li>13. beard</li> <li>14. sideburns</li> </ol>		
			
			
			

## Appendix E. Exam

Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Match the expressions below to the haircuts above.

short back and sides	highlights	bleached	a bob
spiky	a perm/permed hair	sideburns	layered
a shaved head	a fringe		

Which are typically for men?	Which for women?	Which for both?

Which haircuts above do you like and which don't you like?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ definition, a cosmetic treatment of the hands and fingernails

\_\_\_\_\_ the act or result of cutting and shaping someone's hair

\_\_\_\_\_ To rub a body part specially with gentle & soft techniques.

\_\_\_\_\_ a liquid used for washing hair.

\_\_\_\_\_ a person who cuts and shapes hair.

Hairstylist:

Massage.

Haircut:

Shampoo:

Manicure

Fill the hair with the right color.



black



blond(e)



brown



fair



ginger



grey

Pick word then use it in a sentence.



Straight. Bold. Long. Short. Wavy. Curly. Fringe.



Appendix F. Video (evidence)

<https://www.youtube.com/watch?v=Ap1rGipZiI0&t=135s>