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“FOMENTO DE LA COMPETENCIA INTERCULTURAL, A TRAVÉS DE APRENDER A CHARLAR CON EXTRAÑOS”

TRABAJO RECEPCIONAL

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

PRESENTA:

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National Pedagogical University



Specialization in English Language Learning and Teaching

**Final project's title: Fostering intercultural competence by learning to make small talk
with strangers**

Subtitle: Sociocultural aspects to make small talk

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INTRODUCTION

The present final project aims to use the learned knowledge through the three modules of the EEAILL specialization, in order to develop a pedagogical intervention project. The modules are the following:

- ❑ Module 1: Language, language acquisition and teaching.
- ❑ Module 2: Language skills and technology.
- ❑ Module 3: Intercultural communication and assessment.

It's fundamental to say that this work is based on intercultural and communicative competences, as a requirement of the specialization and as a need of instructor's context, since his students must learn English for communicative purposes at school or work. In the case of school, to get an exchange program or to study a master degree. Concerning work, to be promoted and communicate with foreign clients.

In other words, in a short term, instructor's students will communicate with people from different cultural backgrounds through English language. Intercultural communication is singular since speakers only share the same code or language to communicate and possess diverse attitudes, beliefs, gestures, greetings, which are involved in a conversation. If students develop intercultural competence, they will get skills to establish an effective communication, despite of their distinctive features. Because of the last context, the project's objectives are the next:

- ❑ To develop intercultural competence by carrying out sociocultural aspects for making small talk with strangers.
- ❑ To provide language, practice and assessment to make small talk with strangers.

In order to explain the development of this project, its chapters are summarized:

- ❑ 1 Teaching philosophy and theory: In this chapter, it is stated how the author has built his teaching philosophy through his experience as student and teacher, as well as his training in EEAILLE specialization. Subsequently, it is stated his new teaching philosophy and its underlying theory: approach, method, techniques, technology, assessment and intercultural communication.
- ❑ 2 Methodology and practice: For this section, the author presents his lesson plan, which is a whole teaching sequence. Then, the implemented assessment and testing tools are explained. Finally, the readers can watch the implemented sessions by entering to a video's link.
- ❑ 3 Experience report: During this part of the project, the author reflects on the results of his activities and discusses the expected outcomes, the outcomes and possible solutions to improve his pedagogical intervention.
- ❑ 4 Conclusions: To conclude this work, the author analyzes his performance and his new teaching methodology, which is Task Based Language Teaching by reflecting on some advantages and disadvantages of the mentioned method.
- ❑ 5 References: It is attached the references that were used to elaborate the project. The implemented format is APA style.
- ❑ 6 Appendixes: It is affixed all the pedagogical resources that were used to carry out the project, such as: videos, worksheets, readings, rubrics, tests. Moreover, it is affixed the declaration letter and the students' products.

Before start reading, it is important to say that the project's writing style is impersonal, so that the project's author will be conveyed in several ways, like: author, writer, educator and instructor. The term instructor is used because it makes sense with the new teaching approach of the author, the Communicative Language Teaching.

To finish this introduction, the author would like to express his experience and point of view about EEAILLE. During this specialization, the main challenge that the instructor faced was the

pandemic's consequences. The institute where he works, stopped its service, therefore, he lost communication with his students. At the end, just two students helped him to carry out the project. Moreover, because of the mentioned worldwide issue, the implementation was developed via online sessions. Nevertheless, the last point wasn't a problem, since the specialization provided to the author a rigorous and holistic pedagogic training, which is linked to the use of ICT.

After taking a demanding training in terms of theory, teaching practice and use of technology, the author can say that the set goals were fulfilled with a good quality so that now he's a better English language instructor. The EEAILE's set goals were the next:

- Establish a solid basis for a full understanding and application of theoretical-methodological proposals, which are in force in the field of didactics (both teaching as learning) of English for speakers of other languages.
- Provide opportunities to strengthen and expand instructors' performance and social practices in the English language.
- Develop teaching skills for the use of ICT optimally.

CHAPTER 1: TEACHING PHILOSOPHY AND THEORY

1.01 Language learning experience

The author of this project started to study English when he was 8. His first English school was ICO (Computing and English Institute of East), campus Texcoco. There he took two courses. One was called “Kid’s paradise”, with a duration of two years, from 2001 to 2003. The second was “English Millennium”, it was for adults and had a duration of two years as well, from 2004 to 2006. To be honest, he doesn’t remember in detail the experience of his first English school. However, he really knows that this first approximation to English was a milestone in his life. For this reason, English at high school and university wasn’t a trouble as he already had a good background in this subject.

The writer of this work studied English for a second time in the last part of his university training. He enrolled to “Harmon Hall”. Firstly, he took the “TOEFL course and certification” in 2013. Secondly he studied the “TKT course and certification” in 2014. What he most remembers about the TKT training is the PPP methodology. His teacher requested him to design as well as impart a class by using this methodology. His teacher emphasized the next:

- Build a dynamic warm-up to get class’s attention.
- Present the new vocabulary or grammar, preferably in pictures.
- Do a controlled practice, like: filling the gaps, matching the columns, circling the correct answer, etc. Here students have to repeat the target in order to become more familiar with it.
- Do a free practice, such as: role playing, interviewing, writing a text and so on. To give students the chance to produce the learned language.

Once the author implemented this session, he made some conclusions, which are related to the role of a teacher more than the method. He learned that lessons must be planned in detail.

For example, lesson plans must include a section for anticipated problems, in other words “a plan B”. To anticipate problems can mean “predict needed vocabulary” or “use a different activity because of students’ absence”, between other things. In addition, he learned to give instructions clearly, by being concrete. Giving unclear instructions can provoke a different activity’s result or simply not be able to perform the activity. These points are the most memorable aspects of the author’s first session. Regrettably, he didn’t have the enough pedagogic tools to be critical to the taught method in that moment.

1.02 Language teaching experience

In 2014, the author got his first job as an English teacher. He started working at ICO Texcoco, which was his first English school as a student. He worked there from 2014 to 2017. In this institution, he did the next functions:

- Teach theoretical and practical classes according to the program of studies and the methodology of the institution (Its method was PPP).
- Attend the trainings that the institution organizes and certify the knowledge of the subjects or levels to be taught.
- Apply the academic formats for the adequate preparation of the classes, practices and evaluations to be carried out.
- Apply the level exams and deliver the results through a document on the established dates.
- Comply with the permitted student dropout parameter, which is equivalent to -1.5.

ICO works with the textbook “World English” (Second edition), its editorial is National Geographic, a part of CENGAGE Learning. The philosophy of World English book is to provide a motivating context to connect students to the world through which they build communication skills (Milner, 2015). Although the aim of the book is to develop a communicative learning, the teaching methodology of ICO, which is PPP, doesn’t allow to achieve this goal. This method

focuses on controlled and delimited practices by the teacher. Students are perceived as individuals who receive a selected range of language to be repeated in controlled practices, therefore it reduces their opportunities to communicate naturally.

Furthermore, based on his student experience, the author noticed that English could be understood as a logical language in terms of grammar. To learn a tense, all his teachers always taught it in four stages: positive statements, negative statements, short questions and information questions. For carrying out those stages, he realized that basically, it is just required to learn the assigned auxiliaries for each tense. In doing that, students would be able to negate sentences or ask questions in all the tenses.

For that reason, he questioned the focus on controlled activities and features of the language, instead of this, he believed that English language teaching methodologies should be centered on the most challenging and dynamic aspects of the language, such as the speaking skill. Since this insight, he started to practice communicative, interactive and uncontrolled activities without knowing more methodologies.

Clearly, before this specialization, the writer's teaching experience was shorter, now he opines that a different approach, like the "Communicative Language Teaching (CLT)" could be used in this institution and for that book. Larsen-Freeman (1986) argued that the role of the student in a CLT environment is mainly a communicator, with more responsibilities since it implies being a cooperative, collaborating, and active participant of his or her own learning process.

1.03 Current teaching context

At present, the project's author is employed at "Talk English", which is an English private school in Texcoco and has one year working there.

His current workplace is so different than the first one. To start, the name transmits a meaning related to communicative skills. As Richards and Lockhart said (1996) "Different teaching settings create particular roles for teachers based on the institutional administrative structure, the culture operating in each institution, and its teaching philosophy". In this institution, there are several kinds of courses. He teaches one that is named "Intensive Course" with a duration

of 6 months. This course is conformed of students from twenties to up, who need to learn English so fast for communicative purposes at school or work. In the case of school, to get an exchange program or to study a master degree. Concerning work, to be promoted and communicate with foreign clients.

In this institution, the author has the freedom to design his own lesson plan as well as to use the desirable method. The only requirement is to develop meaningful, practical and communicative lessons. Fortunately, now that the author is taking the EEALIE specialization, he has had the opportunity to know more methodologies and use the ones that he feels affinity according to his current teaching context and the new version of his teaching philosophy, like: the Communicative Language Teaching and the Task Based Language Teaching.

Regarding his role, here his functions are more varied. Richards and Lockhart (1996) listed roles outside the classroom that teachers may have in different schools, for instance: needs analyst, curriculum developer, material developer, counselor, mentor, team member, translator interpreter, researcher and professional. From this list, he fulfills the next roles:

- ❑ Curriculum developer: Since he develops his own lesson plans according to students' needs and the type of course.
- ❑ Material developer: He creates his own materials, such as: worksheets, videos, audios, games, tests and so on.

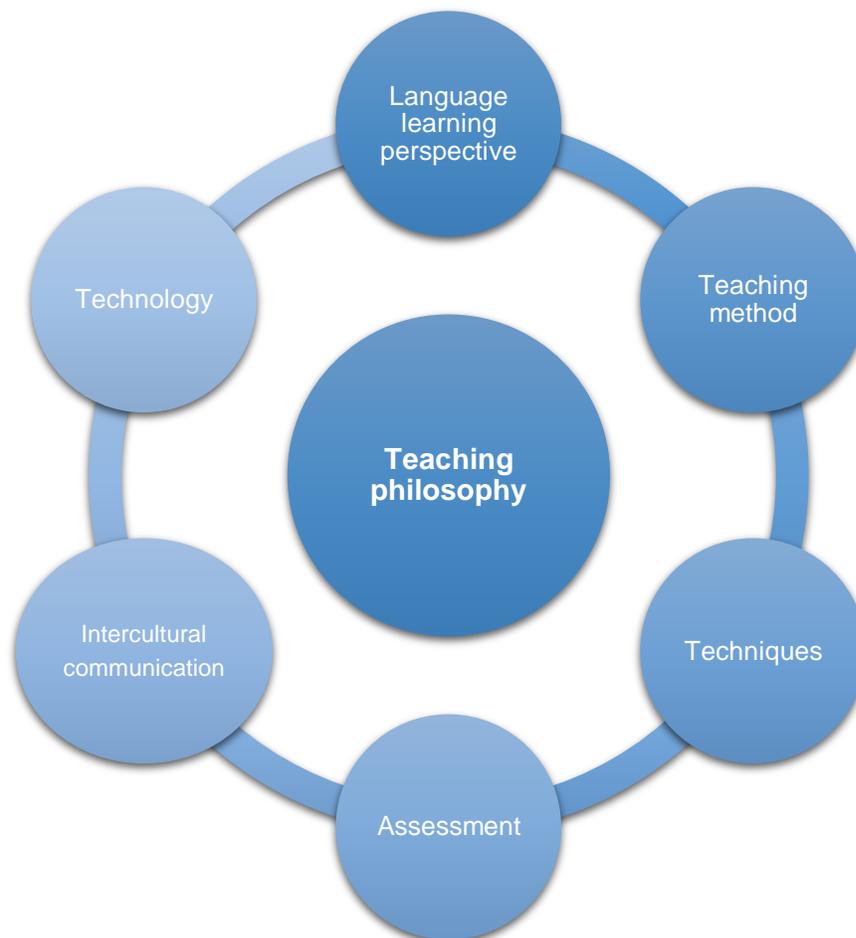
To sum up, the main features of the current author's workplace are the next:

- ❑ The approach of the school is the "Coaching Perspective", teachers are understood as guides and not as an authority. This point is so connected to the principles of CLT and TBLT.
- ❑ The experience of learning a second language is comprehend as motivating, meaningful and practical. Again, CLT and TLBT can be seen here, since these approaches promote English learning by using the language for communicative and real purposes.

- ❑ Technology is fundamental to learn a second language. All the classrooms have a screen to project the materials. Social networks are used to monitor students' learning process at home. Video calls with English native speakers are booked every month in order to develop communicative skills. This last point is linked to one of the specialization's goal, which is to develop English language teaching and learning through technology.

1.04 Current teaching philosophy and underlying theory

Throughout the EEAIILE specialization, the author has had a titanic training in English language teaching theories. Thanks to the mentioned training, now, he is able to recognize certain concepts which are part of a teaching philosophy. After presenting these concepts through a diagram, the project's writer will describe his perspective of them regarding his teaching philosophy.



a) Language learning perspective

The author has decided to add the Stephen Krashen's Second Language Acquisition Theory (1982) to his teaching philosophy, due to the content and appropriateness of its five hypotheses, which are the next:

- ❑ **The Acquisition/Learning Dichotomy:** Language learning takes place in 2 ways: acquisition and learning. The first is subconscious and incidental, it's very similar to the way children learn a language. In this way, people aren't aware of the acquired grammatical rules, but, when they convey a sentence, there is a feeling of correctness or wrongness. The second is conscious and intentional, in other words, it means a formal training for learning a second language. Because of this hypothesis, the author suggests his students to be exposed to English language as possible, apart from taking classes.
- ❑ **The Natural Order:** Acquirers of a given language tend to acquire certain grammatical structures early, and others later (Krashen, 1982, p.12). For instance, according to Krashen and some investigations, children and adults that learn a second language should firstly learn present progressive and then third singular "s". The project's writer has seen this phenomenon reflected in his teaching practice, students tend to master present continuous tense before than simple present tense.
- ❑ **Monitor:** Students can monitor and modify their own production. To do this, they need time, focus on form and know the grammatical rule. For example: if a student says "I didn't attended", the student must know that after the auxiliary did, the verb must be in infinitive. For the writer, this hypothesis is very connected to his new teaching approach, which is CLT, in which students are active and the first responsible in their learning process.
- ❑ **Input:** Learning a second language is a gradual process, therefore language should be acquired through comprehensible input. According to this hypothesis, it is language either at or just beyond the students' current linguistic development. Krashen represented the last statement in the next way: i (learner's current level) $+1$ (the level

just beyond). For instance: if students know “present perfect tense” (i), the next step could be “present perfect continuous” (+1).

- ❑ **Affective filter:** Individual factors have an effect (positive or negative) on second language learning process. For example: if students are nervous of speaking in front of people, the affective filter is high and input cannot be learned. However if students like speaking in public, the filter is down and input can be acquired.

b) Teaching Method

The methodology that the writer has adopted for this project and for his teaching practice is the Task-Based Language Teaching. This decision has been made because this methodology fits to his students’ needs and his teaching context. By requesting to perform a pedagogical task, this method fosters the communicative competence rather than the linguistic competence. It promotes the use of language in real world situations. Furthermore, it enables the integration of the four skills. And it doesn’t limit students to just use the provided language during the session, students can use their previous linguistic schemata. The last advantage is very useful for the author’s students, since they are taking the “Intensive Course” to refresh their previous knowledge and put it in practice.

Ellis cited by Nunan (2004) provides a pedagogical task’s definition, that explains in detail the project’s writer decision to change his methodology: “A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning, and make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes”.

c) Techniques

The author has incorporated different techniques to develop each skill:

Reading: The Cognitive Academic Language Approach (CALLA) because it integrates the four skills to read, in contrast with a traditional reading, such as the Grammar Translation Method. It is carried out in four steps: elaboration (activate students' content schemata about the topic), planning (set a purpose for the reading), monitoring (after each paragraph, ask comprehension), assessing (verify if the purpose has been achieved through different activities: summaries, retelling, discussions and so on).

Writing: The four stages suggested by O'Malley and Valdez-Pierce (1996) to carry out the writing process: prewriting (select the topic, brainstorm), writing (type all the first ideas, draft), post-writing or revising (correct errors and mistakes based on feedback), editing (focus on mechanics, publish).

Listening: In the opinion of the project's author, the most difficult skill to be developed when people learn a second language is listening. This receptive skill is related to the information processing. For the last reasons, it is necessary to provide strategies to students that help them to comprehend what a speaker says. Brown (2006) said that when people listen or read, they process the information in two ways: top-down and bottom-up processing. These two processes are explained by him:

"Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time" (Brown, 2006, p.2).

Speaking: The use of social interaction activities to help students develop skills for communicating in socially acceptable ways. Such as: simulation, role-playing, interview, drama and debate. These activities are fundamental for the author, because they resemble real life situations and develop the communicative and intercultural competences.

d) Assessment

Before the specialization, he gave more importance to the improvement of his students' performance during the course by providing them feedback than a final grade which comes from a test to finish a block, unit, level or course. He carried out informal assessment, every time he praised his students, told them what they are doing well and what they need to improve or provided them learning strategies. Now, he knows that this kind of assessment is called "alternative, informal, ongoing or formative" and knows its underlying theory.

In words of Brown (2004) "the goal of alternative-formative assessment is to allow for the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye towards the future continuation (of formation) of learning". The author feels affinity to this kind of assessment because it is a pedagogical activity more than an administrative or institutional activity, like in the case of tests to assign grades.

e) Intercultural communication

In words of Graddoll (2006) "The world is quickly changing. People are moving to new communities in new countries as never before; urban areas are growing rapidly and are increasingly multicultural; businesses are global; people are connected through the internet; and English is becoming a necessary basic skill". What the project's writer wants to explain through the last cite is that for most of professionals English has become a global language, in other words a "lingua franca".

Speakers retain their allegiance to their first language and use the lingua franca to be intelligible to others" (Spencer-Oatey & Franklin, 2009, p.148). Although speakers use a lingua franca to communicate, their cultural practices, values, attitudes and the like are different, for this reason, it is necessary to consider an intercultural competence to establish an effective communication between these professionals which come from different cultural backgrounds.

For this project, the writer has based on the model of intercultural competence of Byram, Gribkova and Starkey (2002), which talks about five characteristics:

- ❑ Intercultural attitudes: This characteristic refers to the attitudes of curiosity and openness. During a small talk, if you show apathy and disinterest, the conversation will finish soon, or even, it won't start.
- ❑ Knowledge of social groups: When you interact with people, you learn about their culture. For instance, when people make small talk, they can notice the way the other speaker greets, talks or expresses regarding his/her culture.
- ❑ Skills of interpreting and relating: It means the ability to interpret events from another's point of view. Throughout a small talk, it's important to make the other speaker feel comfortable. The last is possible if you put yourself in the other's shoes before you ask an inappropriate question or you are rude.
- ❑ Skills of discovery and interaction: The skill of finding out new knowledge. Regarding small talk, the main way to know the other speaker and keep the conversation is by listening and asking questions.
- ❑ Critical cultural awareness: Being aware of your own culture and how it influences your reaction to the behavior of the others. In other words, being objective before you criticize or misinterpret.

f) Technology

In the Mexican context, it seems that English language teaching and technology are still separated. Lots of Mexican English teachers limit their practice to just use institutional textbooks, flashcards, cds and cassette players, as their main instruments to carry out a class, despite the several benefits that technology can provide. It's mandatory as well as fundamental to work the assigned textbooks of each institute, however, it is also appropriate to employ additional material to improve students' language skills.

During this training, the author has learned to take advantage of technology. The most meaningful strategies that he has obtained are the next:

- Selection of authentic materials.
- Selection of materials for listening activities.
- Make use of e-mails and blogs to develop the skills of reading and writing.
- Utilize online apps to carry out a speaking session.

Regarding materials for developing the language skills of students, technology permits to get a large diversity of them. That variety of materials allow teachers to choose the ones which are the most meaningful and appropriate in terms of level. Institutional textbooks are usually focused on a particular grammatical structure and not all their content resemble to the real life. The web gives instructors the possibility to select and use authentic materials for teaching purposes. In other words, authentic materials give learners the chance to develop skills that are needed in real life.

Technology as well as Internet also can offer more attractive and interesting materials because they are able to integrate video, audio, text, graphics, etc. This combination facilitates the development of listening skills, specifically, the inclusion of visuals. According to author's point of view, listening is the most challenging skills to develop. His opinion can be supported by Meskill (1996) who said that when the aural input comes from a language in which we have some limited ability, it requires more effort. For that reason, adding visuals to a listening activity, make it more real and provide more details to learners.

Furthermore, the writer has learned to make use e-mails to develop the skills of reading and writing. Communicating with another English learner through e-mails can result attractive to students as they like using Internet and it's different to the traditional classroom activities.

Rey and Rosado (2001) said that through writing e-mails, students can practice their English language skills. According to the author's opinion, learners can improve their reading comprehension, grammar, spelling, text's organization and coherence, etc. On the other hand, this activity can serve to identify problematic areas for students and then teachers can make decisions of what to reinforce or to teach. In addition, the author learned that the use of blogs

may improve English language skills too. As a matter of fact, there are studies which support this statement.

Last but not least, throughout this academic training and the Covid-19 pandemic, the author learned to use apps like Google Meet and Zoom to perform a speaking session. It was necessary because working with a platform, such as Classroom, fits to train the skills of reading and writing. By making use of video calls, instructors and learners can interact orally, therefore, they can develop their listening and speaking skills.

g) Summary

To close this chapter, the writer's current teaching philosophy will be summarized by addressing and remarking its key concepts:

Firstly, according to his new teaching ideology, apart from learning a second language through an intentional and formal training, such as taking classes, students must acquire it by being exposed unintentionally to the language's culture, like its literature, music, movies, etc. Because of the last statement, for him, second language classes must resemble to the way native people acquire a language. In other words, classes have to focus on communication and meaning rather than form. This is possible by employing the English teaching method that he has recently adopted, the TBLT, since it allows to learn the language pragmatically and where learners are the principal performers in the learning process.

In addition to the intrinsic teaching techniques of TLBT, the author has added several strategies to develop each skill. For reading, the CALLA approach, in which instructors put the Grammar Translation Method aside, and train this skill through communicating, activating prior knowledge, setting a purpose, monitoring comprehension as well as assessing. Concerning writing, he has incorporated the stages of pre-writing, writing and post-writing, since it is a process which needs to be monitored as well as assessed and not just marked.

Regarding the techniques for training listening, the instructor has learned two procedures, which help students to process the information in different ways: top-down listening which activates prior experience about the listened speech and bottom-up that uses the recognized

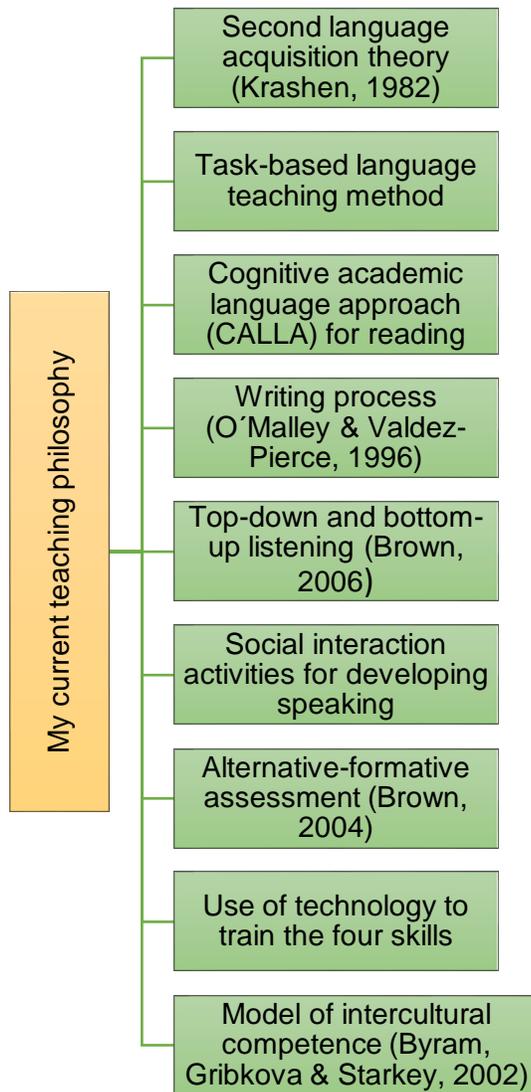
sounds, words, phrases, etc. Lastly, the techniques for developing speaking are several, such as: interview, role-play, simulation, discussion, problem-solving and so forth. All of them belong to the concept “social interaction activities”, which aims to develop this skill through the production of social situations in the classroom.

In terms of assessment, the author modified his vision, now, he is focused on informal assessment. As it is a continuous evaluation reflected in the class work and learner’s competence rather than an evaluation for finishing a course, like a test, that is just expressed on student’s knowledge. For the project’s author, the most meaningful aspect of this type of assessment is the fact to provide feedback immediately and positively after each task, by doing this, learners realize their strengths and weaknesses.

Another important concept that the instructor acquired is the intercultural competence. This competence provides students different attitudes (curiosity, openness, kindness, empathy, etc.) to establish a suitable communication between people from different cultural backgrounds.

Finally, after this training, he has put into practice certain benefits of technology in his teaching practice. At present, he’s able to obtain from Internet a large assortment of materials for developing each skill, which are special because they integrate visuals, audio, text, graphics and become more attractive as well as useful for students in comparison to traditional materials. Moreover, he can take advantage of technology to carry out speaking classes through video calls, despite the pandemic’s consequences or just the impossibility to be together in a classroom.

The next concept map lists the main elements of the instructor’s current teaching philosophy:



CHAPTER 2: METHODOLOGY AND PRACTICE

The implemented teaching methodology for executing this pedagogical intervention project was the Task Based Language Teaching, since the intervention's main objective is based on intercultural and communicative competences. Before the reader check the lesson plan directly, it is shown a general description of its activities. It's important to say that the lesson plan was divided in three sessions, one for each cycle of the TBLT: session 1 "pre-task cycle", session 2 "task cycle" and session 3 "language focus cycle".

Session 1 "Pre-task cycle": During this lesson, the instructor introduces the topic. He also shows the learners a clear model of what will be expected of them by playing videos of people doing the task. Then, he helps the students to recall some language that may need and gives them a list of specific vocabulary. Lastly, the instructor provides clear instructions on what they will have to do at the task stage through reading two rubrics.

Session 2 "Task cycle": Throughout the session, students carry out the task in pairs using the language resources that they have, as the teacher monitors and offers encouragement via social networks. To do this, firstly, students prepare a short written report of the task, which will be called "small talk's script". Secondly, they will report their work orally by performing and recording the script, this part of the task will be named "small talk's video".

Session 3 "Language focus cycle": In the last cycle, the instructor mostly provides positive feedback about the learners' tasks (small talk's script and video) in order to be constructive. In other words, he evaluates their performance in terms of the rubrics. Then, to fortify the topic, established competence and learned language, students read a text about "sociocultural aspects to make small talk". Finally, to have a holistic assessment, the instructor tests students' knowledge and vocabulary of sociocultural aspects to make small talk.

2.01 Lesson planning

Identification Cell

<i>Author</i>	Lic. José Dolores Díaz Deheza.
<i>Course</i>	Intensive course of 6 months.
<i>Title of the Lesson plan</i>	Learning to make small talk with strangers.
<i>Learning objective of the lesson plan</i>	<ul style="list-style-type: none"> <input type="checkbox"/> To develop intercultural competence by carrying out sociocultural aspects for making small talk with strangers. <input type="checkbox"/> To provide language, practice and assessment to make small talk with strangers.
<i>Skills</i>	Integration of the 4 skills. Focus: speaking and writing.
<i>Functions</i>	<ul style="list-style-type: none"> <input type="checkbox"/> To start a conversation. <input type="checkbox"/> To introduce yourself. <input type="checkbox"/> To ask and give personal information. <input type="checkbox"/> To leave a conversation.
<i>Main grammar structures</i>	<input type="checkbox"/> Simple present, present continuous and modals.
<i>Brief description of the plan</i>	The topic of small talk was chosen since all instructor's students need the language for communicative purposes at work or school. The aim is to provide language, practice and assessment to them in order to develop the communicative and intercultural competence to make conversation.
<i>Number of sessions</i>	3 sessions.
<i>EEAILE tutor online</i>	Gernot Rudolf Potengowski.

Session 1: Pre-Task Cycle

Step of the lesson	Instructor's activities	Student's activities	Skills	Time
Introducing the topic.	<p>Instructor welcomes students to the first online session on Meet Google.</p> <p>Instructor explains the current need for good communicative skills in English in our intercultural world.</p> <p>Instructor elicits the meaning of "small talk" and its features, like: when, where, why and who to make small talk.</p>	<p>Students greet the class.</p> <p>Students share what they know about small talk and clarify their doubts about the topic.</p>	Listening Speaking.	20 min.
Exemplifying.	<p>To provide a clearer idea of what a small talk is, instructor projects videos of small talks in different contexts: school, party, bar, work.</p> <p>In addition, instructor requests students to take note of the phrases they heard during the videos.</p> <p>Instructor asks questions to students in order to verify comprehension of the content.</p>	<p>Students observe and hear carefully many models of what a small talk is in different contexts.</p> <p>Students share the phrases which they wrote in order to notice the language that is used in a small talk.</p> <p>Students answer the questions to show what they understood about the videos.</p>	Listening. Writing. Speaking.	30 min.
Providing language.	<p>Instructor provides language to start, keep and leave a small talk. In addition, he explains what topics are suitable or not.</p>	<p>Students pay attention to the explanation, read the provided language and guess its meaning.</p> <p>Students hear instructor's feedback.</p>	Listening. Reading. Speaking.	45 min.

	<p>Instructor requests students to read the provided language in order to practice its pronunciation and deduce its meaning. After they read, instructor gives feedback about pronunciation.</p> <p>Instructor elicits more examples of suitable language for a small talk.</p>	<p>Students use their previous knowledge to say more examples of language to start, keep and leave a small talk.</p>		
<p>Giving instructions for the task.</p>	<p>Instructor indicates that the task is to perform and record “a small talk between strangers”, as well as to write a script previously as a guide.</p> <p>Instructor assigns randomly a topic for students’ small talk.</p> <p>Instructor requests students to read the writing rubric for the script and the speaking rubric for the video in order to comprehend them. After reading each rubrics’ requirement, instructor explains them.</p> <p>Note: The videos, material “language to make small talk” and rubrics are available on the Classroom platform of the class.</p>	<p>Students listen carefully the instructions. Then, they form pairs and a situation is assigned to them.</p> <p>Students read both rubrics and ask to the instructor all their doubts about their requirements.</p>	<p>Listening. Reading. Speaking.</p>	<p>25 min.</p>

Session 2: Task Cycle

Step of the lesson	Instructor's activities	Student's activities	Skills	Time
Planning.	<p>For this second session, the communication is established by Whatsapp's audios and messages, as well as comments on Word's documents.</p> <p>First draft: Instructor primarily feeds the content of the script, and also feeds the other requirements of the writing rubric, such as: organization, vocabulary, usage, mechanics and format.</p> <p>Second draft: Instructor verifies if students have considered the previous feedback and focuses more on grammar, word choice, spelling and mechanics mistakes.</p> <p>Instructor receives and evaluates the script by using the writing rubric.</p>	<p>For this second session, the communication is established by Whatsapp's audios and messages, as well as comments on Word's documents.</p> <p>First draft: Students elaborate the first draft of the script, focusing more on the content and the understanding of their ideas.</p> <p>Second draft: Students improve their script by considering instructor's feedback. And focuses this second draft on grammar, word choice, spelling as well as mechanics mistakes.</p>	<p>Reading. Writing. Listening. Speaking.</p>	2 hours.
Reporting.	<p>Instructor is available for any technical issue to record the video or for any doubt about the speaking rubric.</p> <p>Instructor receives and watches students' video, in order to evaluate it by using the speaking rubric.</p>	<p>Students record the video and ask to the instructor any technical issue to record the video or any doubt about the requirements of the speaking rubric.</p> <p>Students send their final product to the instructor.</p>	Speaking.	1 hour.

Session 3: Language Focus Cycle

Step of the lesson	Instructor's activities	Student's activities	Skills	Time
Providing feedback	<p>Instructor welcomes students to the second online session on Meet Google.</p> <p>Firstly, instructor highlights the most relevant parts students' small talk in order to praise and motivate them. Then, he feeds the areas to be improved.</p> <p>Instructor requests students to share their opinion and experience about their work.</p>	<p>Students greet the class.</p> <p>Students hear carefully to the instructor's feedback.</p> <p>Students express their opinion and experience about their work.</p>	<p>Listening.</p> <p>Speaking.</p>	<p>30 min.</p>
Reading	<p>Instructor uses the Cognitive Academic Language Learning Approach, to read the text "Breaking the ice" through the next steps:</p> <p>Elaboration: Instructor activates prior students' knowledge by eliciting the meaning of "breaking the ice".</p> <p>Planning: Instructor communicates students the purpose of the reading, which is to identify sociocultural rules to make small talk.</p> <p>Monitoring: Instructor requests students to read a paragraph and then he monitors their</p>	<p>Students say what they know about the term "breaking the ice".</p> <p>Students listen carefully to the reading's purpose.</p> <p>Students read a paragraph and then express what they understand about it, as well as identify sociocultural rules to make small talk. In addition, they correct their pronunciation by listening to instructor's feedback.</p> <p>Students identify several sociocultural rules to make small talk.</p>	<p>Reading.</p> <p>Listening.</p> <p>Speaking.</p>	<p>1 hour.</p>

	<p>comprehension by asking the main idea. He also monitors students' pronunciation and corrects after reading.</p> <p>Self-evaluation: During and at the end of the reading, students must identify several sociocultural rules to make small talk.</p>			
Testing	<p>In order to know the students' comprehension of sociocultural rules to make small talk, instructor tests them through an online quiz of 15 questions/statements. It was elaborated on "Quizizz app".</p> <p>After presenting the test, instructor checks the whole test with students and corrects their mistakes.</p>	<p>Students present the test. They must choose the option that best completes the question or statement. They have 10 seconds to answer each exercise.</p> <p>Students check the whole test with the instructor and correct their mistakes.</p>	Reading.	30 min.

2.02 Assessment and testing tools

To initiate, the author wants to explain the rationale of the task. The task was composed of two steps, the first was to write a small talk's script as a guide and the second was to perform as well as record the small talk. The small talk's performance or simulation was based on a CLT's principle, which is to focus on real-world contexts so that students do not work in activities that have no relationship to their context. For instance, the instructor's students really need to learn to make small talk, because they need English to communicate with people from different cultural backgrounds. On the other hand, the elaboration of the script is a practice which perfectly represents the process of writing.

To develop a holistic evaluation, the author used "Traditional Assessment or Testing" and "Informal or Alternative Assessment".

During the process of elaborating the script and the recording, the instructor used “alternative or informal assessment”. It happens when a teacher gives a student a comment or suggestion, or call attention to an error, that feedback is offered in order to improve learner’s language ability (Brown, 2004). Its goal is to internalize the instructor’s feedback for carrying out it in future performance and learning. It was implemented through comments on Word’s documents in order to polish the script and Whats App’s audios to improve small talk’s performance.

For the methodology of this work, the “Task Based Language Teaching”, its main aim is to perform a task. For that reason, rubrics were chosen to assess students’ tasks. A rubric is an instrument which provides clear instructions to do an activity. In addition, a rubric provides instructors detailed information of students’ performance and learning as well as a score for them.

The elaboration of the script was focused on the writing skill. Jenkins (2009) suggested five points, which are usually used to assess writing: content, organization, vocabulary, language use and mechanics. The author took those points and directed each one to the development of a specific goal. Furthermore, he added a last requirement, which was format:

- Content:** Demosntration of what a small talk is.
- Organization:** Logical sequence of a small talk.
- Vocabulary:** Correct use of words to express meaning and a great word choice.
- Language use:** Appropriate use of the next grammar: simple present, present continuous and modal verbs. In terms of structure and function.
- Mechanics:** Correct use of conventions of spelling, capitalization and puctuation.
- Format:** Master of technology to apply the assigned font, space between lines and file’s format.

The small talk’s performance/simulation was focused on the speaking skill. For this procedure, the writer based on Kuhlman’s rubric for assessing speaking (2008). He took four of his five

concepts: pronunciation, fluency, word choice and usage. In addition to Kuhlman's work, he added two more concepts, these concepts are relevant to develop intercultural communication: attitude and body language. Finally, he included format as a requirement:

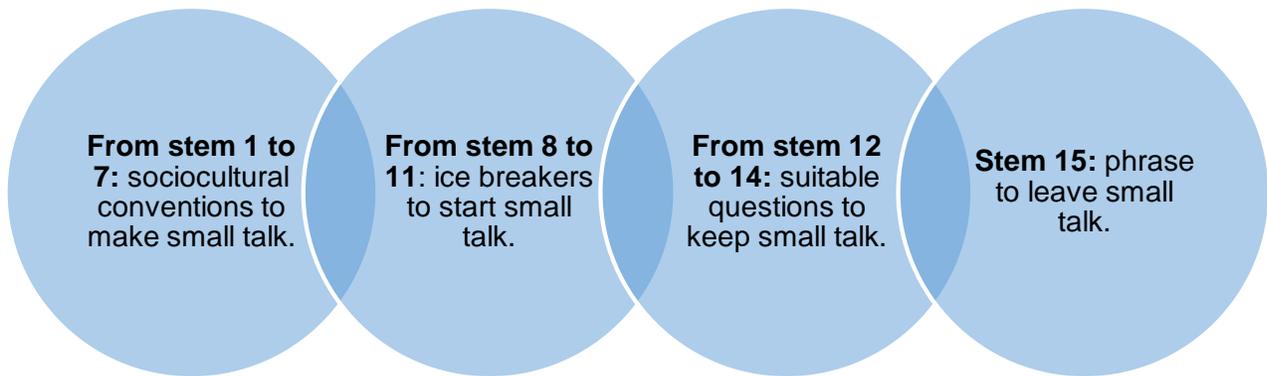
- Pronunciation:** Students are easy to understand and make few errors.
- Fluency:** Students speak with ease.
- Word choice:** Students use appropriate words to express meaning.
- Usage:** Students make minor errors in grammar and structure and can be understood.
- Attitude:** Students show an attitude of curiosity, kindness and respect to the other speaker.
- Body language:** Students use body language to transmit meaning, as well as connection to the spoken speech.
- Format:** Master of technology to record a video with good quality.

It's

important to say that both activities were focused on the productive or communicative skills. Writing and speaking were the focus of this project because the instructor's teaching approach corresponds to the CLT, in which the goal is to develop the communicative competence, and where students play a role of active, interactive and collaborative participants during the learning process. This role is very clear in the process of writing and performing a conversation in pairs.

To implement an integral evaluation, the instructor also considered testing tools. He designed a multiple-choice test to measure students' knowledge of sociocultural aspects to make small talk. As Kuhlman said (2008) standardized tests focus more on finite language and facts. With this test, he also tested students' reading comprehension because the content of the test came from the text "Breaking the ice" and the provided worksheets in the pre-task cycle.

The test was created and applied on "Quizizz app". It contained 15 items (questions or statements) to be completed by one of three possible answers. Its structure was the next:



To finish this section, the author will evaluate if the assessment and testing tools were appropriate for the standard of the lesson plan. Moreover, he will evaluate if the tools helped his students to be aware of their strengths and weaknesses.

The standard of the lesson plan is a class that develops a practical, productive and interactive learning context, where students can put into practice the language. In this sense, the rubrics fulfilled the expectation, because they were based on “Performance Based Assessment”, which consists of any form of assessment in which the student constructs a response orally or in writing (O’Malley & Valdez Pierce, 1996). In other words, PBA requires students to use language in practical situations which resemble to the real world.

Not all assessment can be seen just as a number. The purpose of the implemented rubrics was to gather information to let students know where they are placed in the learning process. The two rubrics, for each requirement provided a score and a section where the instructor highlighted the most relevant aspects of their performance, in other words, their strengths. In the same section, the instructor also highlighted mistakes to be improved. Both, strengths and weaknesses were exemplified by taking parts of the students’ oral as well as written speech.

From the opposing point of view, as said before, to develop a holistic evaluation the instructor designed a multiple-choice test about sociocultural aspects to make small talk. That is to say, the test didn’t correspond to the standard of the lesson plan at all, however, it was designed to measure the knowledge of the students.

After its application, the instructor noticed that the low results could happen because some words were unknown and confusing for students. For the last reason, when a test is elaborated, it is mandatory to consider the students' vocabulary level to minimize misunderstanding and ambiguity as possible. Tests must be based on the criteria of the lesson plan and assessment.

2.03 Performing and recording the activities

In order to demonstrate the done work during this final project, the EEAILE specialization requested to record the sessions to create a video. This video is available on: <https://youtu.be/KIBowvbwuiQ>.

Moreover, it is attached a table, which contains the concept and sequence of the video to support the instructor's work. The table provides the next information of each video's stage:

- Number.
- Name.
- Methodological remark.
- Duration.

Video's sequence			
#	Stage	Methodological remark	Duration
1	Introduction.	It displays the cover page, project's name, teaching context, learning objective as well as implemented methodology.	Second 01 to 58.
2	Introducing the topic.	Activating students' content schemata. Eliciting the meaning and features of a small talk. Fostering the intercultural competence.	Second 59 to minute 3:23.
3	Providing language to make small talk.	Teaching language to start, keep and leave a small talk. Activating students' linguistic schemata.	Minute 3:24 to 4:59.
4	Sharing videos of small talks.	Using authentic materials to reflect the intercultural competence. Providing clear models to perform the task.	Minute 5:00 to 5:44.

		Bottom-up listening.	
5	Instructions for the task.	Giving guidelines for doing the task.	Minute 5:45 to 5:56.
6	Use of Classroom platform to provide material and rubrics.	Using technology to develop pedagogical activities regarding language and culture.	Minute 5:57 to 6:17.
7	Planning and monitoring students' work.	Carrying out the writing process: pre-writing, writing, and post-writing. Alternative assessment: using technology to provide feedback.	Minute 6:18 to 6:43.
8	Reporting small talk.	Performing the communicative and intercultural competences. Starting, keeping and leaving a conversation.	Minute 6:44 to 8:44.
9	Providing feedback.	Using assessing tools: rubrics. Performance Based Assessment: highlighting the most relevant parts of student's products and providing feedback to improve.	Minute 8:45 to 9:29.
10	Reading the text "Breaking the ice" and identifying sociocultural aspects to make small talk.	Reading a text through CALLA approach: elaboration, planning, monitoring and self-evaluation. Top-down reading.	Minute 9:30 to 10:16.
11	Testing in Quizizz app.	Traditional assessment: multiple-choice test. Measuring students' knowledge.	Minute 10:17 to 10:38.

CHAPTER 3: EXPERIENCE REPORT

For this section, it is presented: a brief description of the activities' development, a contrast among expected outcomes and outcomes as well as possible solutions.

2.01 Small talk's script

Development: Firstly, the instructor assigned students randomly a topic, which was "a welcome party for new students". Once students had learned language to make small talk and watched several videos of small talks in different contexts, they started writing.

In theory, they had two hours to write and record the small talk, however he gave them more time. The educator gave them an entire day to elaborate the first draft, the limit time for receiving it was 12:00 a.m because of students' academic activities. Immediately the instructor received the script, he assessed and gave it back with feedback in terms of the rubric so that students would have it available to work the next day. That feedback was done through comments on the Word's document.

The last process was repeated one more time for the second draft. In this second time, students replied instructor's comments if there was a doubt or not understanding and edited their script by considering those comments. Finally the instructor sent the last feedback and expected students detail their script.

Outcomes: The educator expected students covered easily the aspects of organization, mechanics and format, as well as content since students are very creative. However, in terms of vocabulary and language use, he expected not so good results as they just had a month in the course before the quarantine and students usually consider grammar as one of the most difficult aspects for learning a second language. The next chart presents the outcomes in detail, they are very similar to the expectation, with the exception of language use.

Outcomes of small talk's script

Requirement	Grade	Feedback
<i>Content</i>	20 points.	The script clearly projects a conversation between strangers, which is configured by trivial topics and a comfortable atmosphere. Regarding its context, it shows a welcome party for new university students.
<i>Organization</i>	20 points.	The script is organized in three stages. They are conveyed in the next way through some examples: Starting: “Hey, hi, are you new? I haven’t seen you before.” Keeping: “What do you study?” (Among others) Leaving: “I have to go with my new friends.”
<i>Vocabulary</i>	14 points.	Use of good word choice. However, the expression “and you” is used a lot. Students could use synonyms. Incorrect use of the verb “like” : “If you like , I can take you to your house at the end of the party”. It’s advisable to use a verb which expresses agreement or desire, for instance: “agree” or “want”.
<i>Language Use</i>	20 points.	Excellent use of simple present, present continuous and modal verbs. These are some examples: Simple present: “I practice basketball and I like to go to the movies.” Present continuous: “I’m learning to do it.” Modal verbs: “Maybe one day, we could go to the movies.”
<i>Mechanics</i>	7 points.	Good use of mechanics. There are some missing commas throughout the script. And there is a missing dot and the wrong use of a capital letter in a sentence, but it doesn’t detract meaning: “OH yes, see you later”.
<i>Format</i>	7 points.	One feature is missing: cover page.
<i>Total</i>		88 points

Possible solutions: The lowest scores were vocabulary, mechanics and format. Regarding vocabulary, the instructor didn't consider that reciprocity is very frequent and fundamental during a small talk. Reciprocity comes up when a speaker returns the question which was asked to him/her. To do this, people usually say "and you", but if the rubric requested a good word choice, it could have been suitable to teach synonyms of such important question.

In the case of mechanics and format, they can be improved by providing students a script's example, as the instructor did with small talk's videos. In this way, students could see the conventions for spelling, capitalization and punctuation and they can work on them during the pre-task cycle.

2.02 Small talk's recording

Development: Once the instructor approved small talk's script, students started recording. Teacher gave them a weekend to do the task. It's important to say that they didn't ask teacher any doubt about technological and technical aspects to record the video. They recorded the video by themselves and also created a setting for the small talk's context.

Students just asked to the educator some doubts about pronunciation. Finally, they used the script as a guide for making the small talk, nevertheless, at no time students read it.

Outcomes: It was expected to accomplish the requirements of format, word choice, attitude and body language. Word choice was previously supervised during the planning stage when students wrote their script. Attitude and body language are sociocultural aspects that were emphasized in the pre-task cycle and assignment 2A, which is related to this project.

On the contrary, it wasn't expected good results in usage, pronunciation and fluency. Concerning usage, when students speak, they usually confuse auxiliaries in present tenses, or simply, they mix grammatical rules. Regarding pronunciation and fluency, students believe speaking is the most difficult skill to be developed. In addition, it's not an easy task to make a three minutes conversation for beginners. The outcomes are shown next:

Outcomes of small talk's recording

Requirement	Grade	Feedback
<i>Pronunciation</i>	7.5 points.	Many words are pronounced incorrectly: teach, bit, series, calm, girl, and atmosphere . On the other hand, rising intonation for short questions and interjections is used correctly.
<i>Fluency</i>	7.5 points.	The speech is developed in an acceptable speed because students don't remember well some lines and due to some doubts in terms of pronunciation.
<i>Word choice</i>	15 points.	Use of appropriate words to express meaning, except in the next spoken speech: Stephanie: What (kind of) music do you like? Daniel: A bite of everything and you? The expression "kind of" is missing in the question and the verb "bite" is confused with the noun "bit".
<i>Usage</i>	15 points.	As said before, the requested grammar (simple present, present continuous and modal verbs) is used correctly. Definitely, these topics are reinforced during this practice.
<i>Attitude</i>	15 points.	Students' attitude projects interest and respect to know each other. However, according to instructor's point of view, at the end of the conversation one speaker conveys an adventurous and uncomfortable statement for a first talk: " If you want, I can take you to your house at the end of the party. "
<i>Body language</i>	15 points.	Appropriate use of body language to transmit meaning. It can be seen in different examples, like the next: Stephanie: " I love it (dancing) but I don't know much. " (She moves her head in order to express a negative statement) Daniel: " You look like a pretty girl. " (He smiles while he is saying this speech)
<i>Format</i>	10 points.	All the requirements are covered: duration, good image and audio, as well as mp4 format. It's important to say that the video has a great duration (2:49 minutes) and students developed a setting to perform the assigned topic.
<i>Total</i>		85 points.

Possible solutions: The areas to be improved are pronunciation and fluency. Although teacher solved students’ doubts about pronunciation, he could anticipate mistakes by identifying hard or confusing words, like: “bit and bite”. Sometimes students don’t ask all their doubts or think they know the correct pronunciation.

2.03 Test “Making small talk”

Development: The test was taken on “Quizizz app”, students just had 10 seconds to answer each item, at the end, both, instructor and students analyzed the whole instrument.

Outcomes: The instructor expected students got no more than three mistakes and anticipated good results in the first seven questions about sociocultural aspects to make small talk.

Outcomes of test “Making small talk”		
Question	Students’ answer	
	Daniel	Stephanie
1 Sociocultural aspect	Correct	Correct
2 Sociocultural aspect	Incorrect	Correct
3 Sociocultural aspect	Incorrect	Incorrect
4 Sociocultural aspect	Correct	Incorrect
5 Sociocultural aspect	Incorrect	Correct
6 Sociocultural aspect	Correct	Incorrect
7 Sociocultural aspect	Correct	Correct
8 Ice breaker	Incorrect	Incorrect
9 Ice breaker	Correct	Correct
10 Ice breaker	Correct	Correct
11 Suitable question	Correct	Correct
12 Suitable question	Correct	Correct
13 Suitable question	Correct	Correct
14 Suitable question	Correct	Correct
15 Phrase to leave	Correct	Incorrect
Total	7100	6300

Possible solutions: After analyzing the results, the instructor thinks that the instrument and his sessions can be improved, in order to get better results. Concerning the instrument, some words that are unknown and confusing for students can be changed. Regarding his sessions, definitely, it is necessary to provide more material about sociocultural aspects to make small talk. For instance, the concepts of attitude and body language were just explained, but it wasn't provided any formal guidelines, such as: an investigation or an article.

CHAPTER 4: CONCLUSIONS

According to the instructor's point of view, to modify a behavior, first people have to recognize the behavior and its consequences. The last statement can be transferred to the dimension of language teaching. In other words, in order to improve a teaching philosophy, it is fundamental to identify and describe the instructor's background as student and teacher.

During this specialization, the educator recognized some beliefs, which shaped his teaching philosophy. Regarding how a second language must be learned, he thought the first step was to acquire features like syntax and grammar. Concerning how a second language must be taught, he believed PPP method was the only way to do it. He understood the role of a teacher as someone who first leads controlled practices related to features of the language and then leads not so controlled practices to develop communicative skills.

The author is in the process of rebuilding his teaching philosophy. Thanks to his teaching experience and the training in the EEALIE specialization, he is aware of the next statement: fluency in English is a prerequisite for success and advancement in many fields of employment (Richards, 2006, p.1). According to this current worldwide context, PPP methodology is not suitable to cover this need. For this reason, he turned to the communicative and intercultural competences instead of the linguistic competence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication (Ibid, p.3).

Nowadays, he feels affinity to the Communicative Language Teaching Approach and the Task Based Language Teaching Methodology since the course which he usually teaches is conformed of students from twenties to up, who need to learn English for communicative purposes at school or work. In the case of school, to get an exchange program or to study a master degree. Concerning work, to be promoted and communicate with foreign clients.

Because of the last reasons, the aim of this final project was to carry out an implementation which helped instructor's students to develop communicative and intercultural competences. After studying as well as carrying out TBLT, the instructor has been able to analyze this methodology by reflecting on some of its advantages and disadvantages during his application.

To start, the advantages will be discussed:

- ❑ **Instead of focusing on just some language features, TBLT fosters the use of previous and new language as well as knowledge.** TBLT allows students to explore known/previous and unknown/new features of language. Regarding this project, students had previously learned simple present, present continuous and modal verbs and by doing the task, they used and reinforced this grammar. It was reflected on their script and recording, they didn't make any mistake in terms of grammatical rules. At the same time, they learned new vocabulary, which was provided during the pre-task cycle by the instructor and came from their doubts too. In other words, in this methodology, it is not mandatory to use just the language provided by the instructor during the session.

- ❑ **TBLT permits to integrate the four skills.** Although this methodology focuses on productive skills, which are mainly used in the stages of planning and reporting, it enables to integrate receptive skills too. For instance, instructor's students trained writing when they wrote the script and speaking when they performed the small talk. On the other hand, they used listening during the pre-task cycle, while they were acquiring language to make small talk by instructor's explanation and while they were watching videos of different small talks by using bottom-up listening to identify vocabulary. Finally, they developed reading during the language focus cycle when they read the text "Breaking the ice" and presented the test "Making small talk".

- ❑ **Students play a role of active, interactive and collaborative participants and the teacher plays a role of a guide.** Throughout the task cycle, students mainly interacted each other working on the given task. The instructor monitored and supervised students' work. In my point of view, if students take the role of communicators and first responsible in their learning process, they can develop the communicative and intercultural competences.

The disadvantages are the next:

- ❑ **There is little time for performing the task.** The instructor chose TBLT since it enables students to get language, practice and assessment. Evidently, it is a holistic methodology, nevertheless, it just concedes the reporting stage to practice the task. Just one practice doesn't allow students to master the topic.
- ❑ **Deficiency on language features.** Seedhouse (1999) argued that emphasis on tasks and communicating meaning could have an impact on how to use the language with the correct form. Concerning the results of the applied test, they weren't the expected ones. The educator has thought if the input during the pre-task cycle was enough and suitable.

The author thinks that TBLT was an appropriate methodology to foster intercultural competence and to learn to make small talk. After this experience, he has realized that to get expected results in the area of language features, it is fundamental to exposure students to suitable, rich and diverse input. Krashen (1982) illustrated that language learners need appropriate exposure, when learning a new language system, to the different and various types of language that the students will require and encounter in order for them to fully comprehend and grasp what is materializing in the learning arena.

To finish, even though the instructor feels identified to TBLT, he believes all language teaching methods assume that what language teachers do in the classroom can be repeated in all the contexts, although every school, class and student are unique and diverse. Because of the last, he has decided to take the most meaningful and useful principles of several methods that he has learned in this specialization, in order to consider and satisfy his students needs and institutional goals.

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CHAPTER 6: APPENDIXES

6.01 Declaration letter



UNIVERSIDAD PEDAGÓGICA NACIONAL



Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION:

I José Dolores Díaz Deheza, declare that the following Final Project (Module 3, Integration Unit, “Final Project”) is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature: *José Dolores Díaz*

Date: September 3rd, 2020

6.02 Small talk's videos

- Learn English, introducing yourself, meeting some for the first time.
<https://www.youtube.com/watch?v=mHuoOXiHvM4>
- English lesson: The birthday party.
<https://www.youtube.com/watch?v=vQt0oJpKi8Q>
- English lesson: At the bar.
<https://www.youtube.com/watch?v=82dXREBoHGQ>
- Work: Weekend plans.
<https://www.youtube.com/watch?v=1ndXJ-QUXgc>

6.03 Language to make small talk



Small Talk

English speakers often make small talk when they meet someone new. They have a conversation to get to know the other person. In general, small talk should make people feel more comfortable -not less comfortable- so the topics should not be very personal (Milner, 2015, p.19).

There are phrases which are commonly used to start and leave a conversation, these are some examples:

To start:

- 1 Hello, my name´s Luigi, nice to meet you.
- 2 Hi, how are you doing?
- 3 Beautiful day, isn´t it?
- 4 Are you enjoying yourself?
- 5 How do you like the *new park*?

To leave:

- 1 I´m sorry to cut you off, but I´ve gotta run.
- 2 It was nice chatting with you.
- 3 Well, it is getting late.
- 4 I know you´re busy, so I don´t want to keep you.
- 5 Catch you later.

There are topics or questions that are suitable to be asked in a first talk:

Good questions:

- 1 Where are you from?
- 2 Do you come from a big family?
- 3 What´s a good restaurant in this city?
- 4 What classes are you taking now?
- 5 What do you do for a living?
- 6 How do you like this weather?
- 7 Do you follow/practice any sport?
- 8 What are your hobbies?
- 9 What do you do for fun?
- 10 What are your plans for this weekend?

Bad questions:

- 1 Do you practice a religion?
- 2 What´s your political party?
- 3 How much money do you make?
- 4 How old are you?
- 5 Are you married/single/divorce?
- 6 What do you think about abortion, death, war?
- 7 How much do you weigh?
- 8 How much did you pay for your car?
- 9 What was your score on the placement test?
- 10 Do you consume drugs?

Bibliography: Milner, M. (2015). *World English 2*. National Geographic. Second edition.

6.04 Reading “Breaking the ice”



Everyone knows that conferences are great for networking. Of course, you might also learn some new things at the presentations and workshops, but it's what happens during the coffee breaks and the evening events that make conferences such a good use of your time and money. Conferences are all about meeting people and, yes, making friends. Of course, some of those new contacts may become customers for your company too, but don't try to sell to them at the conference unless you really have to. Most of the people you meet won't want to buy from you – but they might be able to point you in the direction of some potential customers that they know. In other words, relax – don't try too hard. Just be yourself, and allow any business partnerships to appear naturally.

The most difficult part of networking is always breaking the ice: starting a conversation with a stranger and then keeping it going for those important first five minutes. It can be incredibly daunting to walk into a room full of people, all of whom seem to know each other and are involved in deep conversations. How on earth do you join in? Well, the most important thing to remember is that most of those people are in the same position as you. Half the people in the group conversations also don't know anybody and are nervously trying to get involved. The busy-looking people who are walking around the hall are probably just pretending to be busy so they don't have to admit that they're alone.

The best thing to do is to try to get involved in one of the conversations. It's polite to introduce yourself and ask if you can join the group, but there's nothing wrong with standing and listening for a few minutes first. Don't worry that the group are discussing top-secret business deals: they almost certainly aren't! And if they are, they should expect people to interrupt them from time to time – it's a networking event, after all.

The worst thing to do – apart from standing in the middle of the hall by yourself – is to walk around looking busy. This is like holding up a sign saying '*Please don't talk to me*'. If you really feel too embarrassed to talk to strangers, perhaps you should go home and try to network at the conference tomorrow, where it should be much easier. A much better solution, though, is to move slowly around the room, make eye contact with people, smile and say 'hello'. That way, even if you're too nervous to start a conversation, other people will understand that they can start a conversation with you.

Sometimes, we're our own worst enemies: we feel bad when no-one wants to talk to us, but then when someone tries to engage us in conversation, we can't wait to get away. If someone has made the effort to come up to you, they deserve at least five minutes of your time, no matter how boring that person seems. Even if you decide at the end of that time that the person is too boring to talk to, perhaps they can introduce you to someone else who you can talk to. And if you're lucky, perhaps more people will join your conversation group, and suddenly you'll find yourself in the middle of the action.

Reading: Breaking the ice (part 2)

I don't smoke, and I don't intend to start, but I've noticed that smokers seem to have a natural advantage at networking events: they hang around outside, where it's quieter, there are fewer people and it's easier to talk, and they have an easy way to start a conversation (*Do you have a light? It's cold out here, isn't it?*). Of course, you don't have to smoke to get these advantages: you could simply step outside for some fresh air and try to strike up a conversation with someone who is standing alone out there. You may find that half of the 'smokers' aren't actually smoking, just taking advantage of the natural opportunity to start conversations.

Another natural place for starting conversations is the buffet or bar, even if the conversations are very superficial: *Do you know where I can find the spoons? Could you pass me the milk?* Of course, you need to be ready to follow up these ice-breakers with something much more engaging.

So what can you talk about? The obvious thing to mention is the party itself – but whatever you do, don't start moaning about how much you hate parties. Nobody likes listening to moaners. Why not ask if the other person knows a lot of people at the party, or if they are enjoying the party. Another great topic is the conference: did you attend any good presentations today? Are you giving a presentation yourself? Have you travelled a long way to get here? Topics like sport and the weather are fine for keeping a conversation going, but might not be suitable as an opening discussion. The same goes for work: by all means find out what the other person does for a living, but perhaps try a little small talk about the party, the conference or the food first.

Finally, you may think that socialising in a foreign language would be harder than in your first language. In fact, in many ways it's easier. You've got a great topic of conversation which other people will always find interesting: where you're from. Many people will also treat you with more patience when they know you are a foreigner, and you are having problems with the language.

Of course, you can't just walk up to someone and say *"Hi, I'm from Brazil"*. It's always better to start with a question about the other person, rather than a statement about yourself. But by choosing the topic, you're making it much easier for the other person to follow up with a question about you: *"And what about you?"*

So don't hide, don't walk around looking busy, and don't try to escape from the first boring person who tries to talk to you. If you make an effort, you'll find the experience a lot more enjoyable – and successful for your professional career.

6.05 Rubrics

Writing rubric for small talk's script			
Content	Demonstration of what a small talk is and substantive development of the talk's context (to who, where, when, why). 20 points	Shows understanding of what a small talk is and its context. 14 points	Shows poor understanding of what a small talk is and its context. 7 points
Organization	The script is developed in three stages: starting, keeping and leaving a small talk. 20 points	One stage of the product is missed, except the conversation (keeping). 14 points	Two stages are missed, except the conversation (keeping). 7 points
Vocabulary	Appropriate use of words to express meaning and a great word choice. 20 points	Incorrect use of few words that don't detract meaning and limited word choice. 14 points	Obscured meaning by incorrect use of many words and a poor word choice. 7 points
Language Use	Excellent use of: simple present, present continuous and modals. 20 points	Few grammatical errors which don't detract meaning. 14 points	Obscured meaning by many grammatical errors. 7 points
Mechanics	Effective use of capitalization, punctuation and spelling. 10 points	Some errors with mechanics; errors don't detract meaning. 7 points	Many errors with mechanics that detract meaning. 3.5 points
Format	The product must include: Cover page, Arial 12 font, space 1.5 and PDF format. 10 points	One feature of the product is missing. 7 points.	Two features of the product are missing. 3.5 points.

Speaking rubric for small talk's recording

Pronunciation	Students make few errors, so they're easy to understand. 15 points	Ss make many errors but can be understood. 7.5 points	Ss make frequent errors and are very difficult to understand. 3.5 points
Fluency	Ss speak with ease and great speed. 15 points	Ss speak with few difficulties and acceptable speed. 7.5 points	Ss speak with many difficulties and slow speed. 3.5 points
Word choice	Ss use appropriate words to express meaning. 15 points	Ss use few unrelated words, but can be understood. 7.5 points	Ss use many unrelated words and are difficult to understand. 3.5 points
Usage	Ss make minor errors in grammar and structure and can be understood. 15 points	Ss make few errors in grammar and structure but it's possible to understand. 7.5 points	Ss make major errors in grammar and structure making speech difficult to understand. 3.5 points
Attitude	Ss show an attitude of curiosity, kindness and respect to the other speaker. 15 points	Ss show a poor attitude, but it's possible to make the conversation. 7.5 points	Ss show a rude attitude that blocks the conversation. 3.5 points
Body language	Use of body language to transmit meaning, as well as connection with spoken speech. 15 points	Not good use of body language, but speech is possible to understand. 7.5 points	Wrong use of body language, making speech difficult to understand. 3.5 points
Format	The video must feature: 2 to 3 minutes, good audio/image and MP4 format. 10 points	One feature of the product is missing. 5 points.	Two features of the product are missing. 2.5 points.

6.06 Test “Making small talk”.

Name: _____ Date: _____

Instructions: Select the option that best completes the sentence or question about small talks.

1 What’s a small talk?

- a) It’s a lecture
- b) It’s a conversation
- c) It’s a conference

2 Why do people make small talk?

- a) To meet people
- b) To know personal information
- c) To make people feel uncomfortable

3 What’s a good place for starting small talk?

- a) Bar
- b) Mass
- c) ATM

4 What’s a suggestion to start a small talk?

- a) Walk around looking busy
- b) Hide
- c) Get involved

5 Support your speech during a small talk by using ...

- a) lies
- b) body language
- c) jokes

6 Ask about ... during a small talk.

- a) worldwide issues

- b) personal information
- c) trivial topics

7 What is a suitable topic for a small talk?

- a) Money
- b) Politics
- c) Weather

8 Excuse me, do you have...

- a) a coin?
- b) a hammer?
- c) a light?

9 Are you enjoying...

- a) the party?
- b) the global warming?
- c) the mass?

10 Sorry, do you mind if I...

- a) join you?
- b) kiss you?
- c) hug you?

11 What's your...

- a) religion?
- b) hobby?
- c) political party?

12 Are you from...

- a) a rich family?
- b) a big family?
- c) a stable family?

13 Do you practice...

- a) a religion?
- b) a sport?
- c) a ritual?

14 How much do you...

- a) weigh?
- b) like dancing?
- c) earn in your job?

15 Say...to leave a small talk.

- a) "bye"
- b) "it's getting late, see you"
- c) "I don't want to talk more with you"

Answer key

- | | |
|-----|------|
| 1 b | 9 a |
| 2 a | 10 a |
| 3 a | 11 b |
| 4 c | 12 b |
| 5 b | 13 b |
| 6 c | 14 b |
| 7 c | 15 b |
| 8 c | |

6.07 Students' products: script and video

NEW GENERATION SCHOOL PARTY

DANI: Hey, hi, are you new? I haven't seen you before.

FANY: Yes, I just enrolled. You too?

DANI: No, I am in the second year of Architecture. What do you study?

FANY: I study International Trade.

DANI: Great. What is your name?

FANY: I'm Stephanie, and you?

DANI: I'm Daniel, I'm very pleased to meet you.

FANY: How about the atmosphere at the university?

DANI: It is very calm and safe.

FANY: That sounds good, I hope I like it.

FANY: Where are you from Daniel?

DANI: I live in San Vicente very close to here and you?

FANY: Me too, what a coincidence.

DANI: We can visit each other one day.

FANY: Of course, are you enjoying the party?

DANI: Music is missing to dance.

FANY: Can you dance? I love it, but I don't know much.

DANI: I'm learning to do it, I can teach you if you want.

FANY: Sure, I would like it.

FANY: What music do you like?

DANI: A bit of everything and you Fany?

FANY: I really like pop.

DANI: Oh! Me too.

FANY: And tell me, Daniel, what do you do in your free time?

DANI: I practice basketball and I like to go to the movies and you?

FANY: I really like to watch series and spend time with my family.

DANI: Maybe one day I will recommend a series.

FANY: Maybe one day we could go to the movies.

DANI: Yes, of course, you look like a pretty girl.

FANY: Oh thanks, It looks like it's going to rain and I'm not wearing a jacket.

DANI: The sky is clouding over. If you like I can take you to your house at the end of the party.

FANY: I'm not sure, but thank you.

DANI: Ok, don't worry.

FANY: I have to go with my new friends.

DANI: OH yes, see you later

FANY: Bye.

Video "New generation school party": <https://youtu.be/-i4sD1SOozw>