



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA  
INCORPORAR ACTITUDES DE UNA CIUDADANÍA  
GLOBAL EN ESTUDIANTES UNIVERSITARIOS DE INGLÉS  
COMO LENGUA EXTRANJERA A TRAVÉS DEL ESTUDIO  
DE RELACIONES INTERPERSONALES CERCANAS**

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**PRESENTA:**

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# UNIVERSIDAD PEDAGÓGICA NACIONAL

Specialization in English Language Teaching and  
Learning  
(EEAILE)

**FINAL PROJECT TITLE:** INSTILLING GLOBAL-CITIZENSHIP ATTITUDES IN UNIVERSITY EFL  
LEARNERS THROUGH THE STUDY OF CLOSE RELATIONSHIPS.

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## Introduction

In the rapidly changing and globalized world we live in today, agreeing with Richards (2012), foreign language teaching has become one of the enterprises that prompts more and more learners around the world to devote important amounts of time and effort to the task of mastering a new language. This also involves ELT professionals as the different tasks of planning language courses, preparing teaching materials and delivering lessons demand a lot of their energy. However, more often than not, ELT professionals rarely have participation in the specification of the knowledge, skills, and values learners are to develop in the language classroom or even the learning experiences that learners should be provided with so as to bring about the intended curricular goals. Unfortunately, in so proceeding, the role teachers play in the achievement of learning aims might be overlooked negatively affecting their levels of commitment to the use of more comprehensive context-based teaching methodologies and procedures that also more readily cater for their learners' needs.

Similar to professionals in other fields, demotivated English Language Teachers, as Edge and Garton (2012) explain, could eventually engage in the customary repetition of, for instance, some classroom procedures and dynamics after any given number of years as ELT practitioners. In other words, they resort to 'what has always worked' eventually neglecting the potential of likely innovative and informed classroom practices the curriculum might entail. Sadly, this posture somehow presumes that the language and the way it is taught are not only static, but also that the involved actors share a fairly similar, or even the same, construction of reality and the experiences and knowledge of and about the world that this implies as prerequisites for learning to take place. Nevertheless, '[o]ne important thing for all teachers to remember is that the differences present an opportunity to learn from each other.' (Edge and Garton, 2012:8)

Concurring with Edge and Garton (2012), and Harmer (2009), learners are at the core of the teaching activity which is why it is essential to closely identify their needs, preferences, backgrounds and motivations, or *learner profile*. Needs assessment then provides the foundation over which not only the riches of learner differences can be acknowledged, but also decisions about the curricula and the principles that guide it can be justified. That is, learner profiles raise awareness and inform ELT professionals' methodological decisions when, for example, planning lessons and deciding on the language areas to emphasise, selecting supplementary materials to add to what a textbook already

offers, or more readily helping learners to focus their efforts. Therefore, learning about learners' preferences 'enables teachers to give students what they need to acquire the target language in an enjoyable and digestible way.' (Purgason, 2014:373)

Considering that no two individuals have the same needs, experiences and background, it could be said that learning a second language (L2) also has a different meaning for every single person as well as different implications for L2 classrooms. For some people, for example, learning an L2 could mean achieving *conversational fluency*, or 'the production of spoken language without unnecessary pauses, false starts or repetition.' (Edge and Garton, 2012:190) In other words, depending on their purposes or motivation, some people might conform to the idea of speaking an L2 with reasonable naturalness. Not surprisingly, this has led some people to somehow assume that the process of learning their mother tongue (L1) could be equalled to that of learning an L2. However, agreeing with Nunan (2010), the influence the learners' L1 has on the acquisition of an L2 must be acknowledged and addressed properly as the acquisition of an L2 cannot be seen merely as the result of some mental process.

To learn an L2, as Nunan (2010) comments, it is necessary to analyse the actual language or product L2 learners use at different stages in the acquisition process given that these will eventually help language professionals 'revise, vary, and modify teaching/learning procedures on the basis of the performance of the learners and their reactions to instructional practice.' (Richards and Rodgers, 2017:29). Indeed, Larsen-Freeman (2003) elaborates further on this idea saying that:

'How [a teacher's methodology] is implemented in the classroom is going to be affected not only by who the teacher is, but also by who the students are, their and the teacher's expectations of appropriate social roles, the institutional constraints and demands, and factors connected to the wider sociocultural context in which the instruction takes place.' (Larsen-Freeman, 2003:x)

Bearing the previous ideas in mind, chapter one in this project will look at my philosophy of teaching and how this articulates my understanding of the theoretical foundations, principles, hypothesis, approaches, methods and techniques reviewed throughout the EEAILE programme in the systems (grammar, vocabulary and phonetics) and the skills development (reading, writing, listening and speaking) areas given that both are essential parts of the language. Moreover, it will also briefly look



at what proficient and effective communication involves from a sociocultural perspective and how this has changed the original teaching philosophy I had at the beginning of the EEAILE programme in the understanding that knowledge of the systemic part of the language does not necessarily mean that, in real-life contexts in which the target language is spoken, a user will automatically know what to say, when and how to say it to a target audience, or if further action might be needed.

Next, chapters two and three will be a space to put all the theoretical knowledge quoted in chapter one into practice through the design and analysis of a didactic sequence for a learning unit in my teaching context and the assessment tools it entails. That is, chapter two presents itself as a moment to provide the rationale for the decisions made about the activities, materials and procedures included in the lesson plan as well as the design of the assessment tools needed to measure the expected outcomes and the level of achievement the learners are supposed to reach at different stages of the 3 2-hour sessions the learning unit in question consists of. Chapter three follows up on the work done in chapter two and provides an opportunity to reflect on and analyse the results obtained after this intervention as well as to identify priority areas to continue working on in subsequent lessons as well as ways in which to strengthen the results obtained and mitigate any problem areas should there be an opportunity to teach the same lesson or replicate part of it.

Finally, chapter four will sum up the main aspects learned after the implementation of the lesson plan designed for this assignment as well as comment on the challenges the acquired philosophy of teaching and methodology entails, not only in conceptual terms, but also on practical or delivery ones. Last but foremost, this chapter will briefly comment on the importance of reaching a balance between the lessons learnt from experience as well as those learnt from the act of getting involved in a professional and personal continuous development cycle.

## 1 Philosophy and theory

Throughout my twenty years of experience as an ELT professional, it is important to note that the beliefs, principles and knowledge of and about the ELT profession that have shaped my practice have greatly changed from a highly dependent teaching style that favoured the mastery of grammar and vocabulary to one that acknowledges the active role and responsibility the learners have in the acquisition of language as essential aspects to develop *communicative competence*, or ‘the ability to successfully perform in a specific environment in which that target language is spoken.’ (Canale and Swain, 1980:6)

For some people, ELT is an occupation that is somehow static and involves only the transmission of knowledge from a more knowledgeable source, the teacher, to an empty recipient, the learner. However, as Edge and Garton (2012) explain, for others teaching is a much more complex experience that gradually demands increasing levels of awareness to make the most out of it. That is, it is an opportunity to not only better inform our decisions and methodology, but also to take our career forward as this will prepare us to eventually take on roles that demand a higher level of responsibility while incidentally widening our scope.

Therefore, the following paragraphs will draw a link between ELT theory and my actual teaching methodology, as well as support my reflection, in the last chapter of this project, on the areas of opportunity and changes my actual beliefs and principles would have to undergo so as to more readily achieve the professional goals I envision for myself as succinctly as possible. In other words, I will shortly comment on some of the Continuous Professional Development (CPD) and/or Teacher Development plans I have for my career after the EEAILE programme.

### 1.1 Teaching identity and philosophy

When learning a second language, learners bring into the classroom, among other things, their knowledge, experience, expectations, preferences ‘and everything else that goes with being a human being, including the ability to speak at least one language.’ (Edge and Garton, 2012:3) Therefore, as no two individuals have the same experiences and background, it is essential that we, as language professionals, first recognise and value the learners’ background and the influence this might have on

the construction or reshaping of already existing structures or knowledge they have about the world or about any given concept. Moreover, as a social product associated with individuals and their unique views of the world around them, concurring with Richards and Rodgers (2017), language learning becomes a phenomenon that demands careful consideration from different perspectives and disciplines.

Learning a second language, Peterson and Coltrane (2003) mention, is a complex activity that demands not only learning about the grammatical forms, vocabulary and uses of the target language, but also about the inherent cultural values of the target social group and their language. Indeed, proficient and effective communication, as Hinkel (2014) comments, requires the users of a language to have *sociocultural competence*, or knowledge of what to say, when and how to say it to their target audience, and even knowledge of when further action might be needed as ‘language is not only part of how we define culture, it also reflects culture.’ (Peterson and Coltrane, 2003:1)

Having established the inexorable relationship between the culture of a community and the language of its speakers, it becomes clear that developing sociocultural competence is a vital methodological aspect to consider when teaching an L2. That is, learners and teachers, as members of any given social group or community, will inevitably behave in a way that shows the attitudes, values and other characteristics of the social group they belong to directly affecting the teaching-learning process, for example, when showing themselves reticent to express their opinions or being uncritical of the ideas introduced in the language classroom. Therefore, respectfully analysing the aspects that characterise the specific construction of reality of a social group implies not only including and presenting cultural information every now and then just as one aspect of the language to incidentally pay attention to, but, as Tomalin and Stempleski (1994) note, transforming the classroom into a space that constantly stimulates learners’ intellectual curiosity about the target culture and encourages empathy towards the people of the culture being explored in the language classroom.

Then, developing learners’ sociocultural competence, as Kiet Ho (2009) rightfully comments, also implies instilling the values and attitudes that support intercultural language learning in the interconnected and globalized world we live in at present, which I personally believe should become one of the most important goals of modern education. In fact, recognition of this important aspect should also compel ELT professionals to advocate for the use of a more comprehensive context-based

teaching methodology that not only caters for the learners' needs, but also promotes a responsible global citizenship or 'diversity and a sense of interconnectedness between countries and populations.' (UNESCO, 2019)

### 1.1.1 ESA (Engage, Study, Activate)

My present philosophy of teaching attempts to judiciously blend many of the ideas and elements discussed above as it acknowledges the riches of learners' background and the importance of respectfully allowing them to express and share their identity, principles, attitudes and values in the negotiation of meanings with the members of their language learning group. Hence, in line with what Kashen's monitor model, it is essential to first promote learners' emotional engagement through exposure to comprehensible input through a somehow stress-free environment as 'things are learnt much better if both our minds and our hearts are brought into service.' (Harmer, 2009:52) However, Harmer (2009) also warns us about the careful profiling of the learners' needs and preferences as a necessary prerequisite to provoke and encourage such meaningful engagement.

Next, informed by the by Sociocultural Theory by Vygotski, the philosophy of teaching I have adopted acknowledges the fact that 'learning is an interactive process and depends on learners working together to achieve mutual understanding.' (Richards and Rodgers, 2017:27) This means that, learners' meaningful engagement with the topic and the materials being dealt with in class, as well as interaction with more knowledgeable ones are central prerequisites to increase learners' chances to internalize the target language. Consequently, the learners need to be provided with opportunities to, either inductive or deductively, collaboratively focus on the construction of the different elements of the language systems (grammar, lexis, pronunciation) and their much needed practice (mechanical, meaningful or communicative) so as to reflect about the hypotheses created during the first *study* stage and/or then proceed to their necessary modification.

Last but not least and in order to support the development of *sociocultural* and *communicative competence*, learners should be provided with an opportunity to use the language 'as freely and communicatively as they can.' (Harmer, 2009:53) In other words, they need to be given a space to concentrate on the message they are trying to convey, or on the task that needs to be performed so they 'use all and any language which may be appropriate for a given situation or topic.' (ibid) In this

way, they will not only rehearse for the real world, but also systematically develop their *sociocultural competence* in an effort to develop ‘learners’ ability to negotiate meanings across languages and cultures.’ (Kiet Ho, 2009:63)

To sum up, coinciding with Harmer (2009), I now believe the ESA (Engage, Study, Activate) elements are essential in a more comprehensive and modern teaching sequence as this allows me to logically combine many different theories and approaches I believe are necessary for the teaching of an L2. That is, the ESA teaching sequence allows the learners to emotionally *engage*, interact and respond to rich input, usually in the form of skills-development activities, while also focusing on cultural differences there might be between the learners’ beliefs systems and the ideas they have been exposed to. This incidentally allows them to negotiate new meanings and promote the development of awareness and tolerance towards other ways of thinking and/or constructions of the reality. Then, the *study* stage is a time in which the learners will collaboratively analyse, construct and/or modify their hypothesis about language construction to methodically work on the systemic part of the language. Finally, the *activate* stage presents itself as an invaluable opportunity to consolidate meanings, rather than form, and to develop their communicative competence and support their achieving a higher level of mastery of the target language.

## **1.2 Theory underlying my teaching practice and identity**

### **1.2.1 Krashen’s ‘Monitor model’**

Particularly influential and aligned with the *Innatist Theory*, the Monitor model proposed by Stephen Krashen in 1982, Tarone and Swierzbina (2013) mention, bases his five hypotheses on the assumption that adult L2 learners are capable of accessing and reactivating the same language acquisition device (LAD) they used to acquire their L1. The five hypotheses Krashen proposes are as follows: 1) the acquisition-learning hypothesis, 2) the natural order hypothesis, 3) the monitor hypothesis, 4) the input hypothesis, and 5) the affective filter hypothesis.

#### **1.2.1.1 The acquisition-learning hypothesis**

According to this hypothesis, language learners internalize a second language in two possible ways, either they *acquire* it or they *learn* it. From this point of view, as Lightbown and Spada (2008) suggest, learners acquire an L2 as they are exposed to language samples that they manage to understand;

process which resembles the way children pick up their L1 without consciously paying attention to grammatical rules. By contrast, we *learn* an L2 ‘via a conscious process of study and attention to form and rule learning.’ (ibid: 38) By making such a statement, Krashen challenged the ideas put forward until that moment by asserting that ‘teaching grammar rules does not lead to acquisition and by emphasizing that all a learner needs is *comprehensible input*.’ (Menezes de Oliveira e Paiva, 2014:116)

### **1.2.1.1.1 Some more differences between acquisition and learning**

Normally associated with the process by which we become acquainted with our mother tongue or (L1), *language acquisition*, as Foppoli (n.d.) and Limacher (2017) comment, refers to the subconscious process through which, unaware of grammatical rules, children interact with their parents and the environment that surrounds them. As a result of such interaction, they get a feeling of what is correct or not, which highlights the influence a natural source of communication or to the influence *exposure* has on this process. On the other hand, the acquisition of a second language ‘takes place “later” and in addition to speech, includes also reading and writing.’ (Limacher, 2017)

Language learning, by contrast, is ‘the result of direct instruction in the rules of language.’ (ibid) It presupposes that learners have conscious knowledge of the new language and can talk about that knowledge, which is why it is not an age-appropriate activity for very young children. (Foppoli, n.d.; Limacher, 2017) Language learners usually have basic knowledge of the grammar, which might indirectly imply a deductive approach to the phonology, morphology and syntax of the target language.

### **1.2.1.2 The natural order hypothesis**

This hypothesis, Lightbown and Spada (2008) expound, is based on the observation that L2 learners, similar to L1 ones, apparently acquire the features of the L2 in predictable sequences or universal order of acquisition that is independent of the learner’s L1. In other words, ‘the rules of language are acquired in a predictable order, “some rules tending to come early and others late.”’ (Menezes de Oliveira e Paiva, 2014:116)

### **1.2.1.3 The monitor hypothesis**

The third hypothesis refers to linguistic knowledge that has been ‘consciously learned and stored in the *monitor*.’ (Tarone and Swierzbin, 2013:17) Such information is, Lightbown and Spada (2008)

elaborate, used to edit rather than generate utterances. Put in different words, the monitor helps learners to edit their utterances when they have enough time to concentrate on correctness or the focus is accuracy. However, this is only effective when the rules in question have actually been learned. As a result, it can be assumed that *writing* and *reading* activities could provide learners with a better opportunity for monitor use as the learners have more time to concentrate on the form, precision of and even links between their ideas.

#### **1.2.1.4 The input hypothesis**

Krashen, Menezes de Oliveira e Paiva (2014) underscores, believes that there is only one way in which language learners acquire language, by exposure to *comprehensible input*. This means that the learner must hear or read some L2 input that ‘contains the new form, and is made comprehensible by the context.’ (Tarone and Swierzbin, 2013:18) However, for this *input* to be comprehensible, ‘it must contain forms and structures just beyond the learner’s current level of competence in the language (what Krashen calls ‘i+1’), then both comprehension and acquisition will occur.’ (Lightbown and Spada, 2008:39)

#### **1.2.1.5 The affective filter hypothesis**

The last hypothesis refers to ‘a mental block that prevents acquirers from fully utilizing the comprehensible input.’ (Menezes de Oliveira e Paiva, 2014:116) This can be explained by the use of a metaphor. For example, when a person is inside a completely sealed crystal box, s/he might see what is happening outside of it, but the information coming from the exterior will never, or not necessarily, reach him/her, or it could do so defectively. This crystal barrier, which ‘consists of a learner’s attitudes and expectations, can block comprehensible input from reaching LAD.’ (Tarone and Swierzbin, 2013:18)

### **1.2.2 Cognitivism and the Sociocultural theory**

Cognitivism, Tarone and Swierzbin (2013) note, is a learning theory according to which mental processes mediate learning and learning entails the construction or reshaping of mental *schemata*, or ‘the way that knowledge about a topic or concept is presented and organized in the mind.’

(Thornbury, 2006:202) Following the same line, the *Sociocultural* theory gives more importance to interaction and the influence of mediated communication on language acquisition rather than focusing on input as the only way to trigger the acquisition-learning process, similar to what *behaviourism* and *innatism* propose. For the Sociocultural theory proposed by Vygotsky, 'learning is an interactive process and depends on learners working together to achieve mutual understanding.' (Richards and Rodgers, 2017:27)

Indeed, this theory puts forward the idea that learners' conscious attention combined with interaction with more knowledgeable ones is central to allow the *noticing* of a given feature of the language that attracts learner's attention so they make a mental note of it. To complement this idea, the cognitive learning theory explains that not all learners necessarily take in all the *input* they are exposed to. It is through *noticing* that input can become *intake*, or 'the part of the input that is taken into the short-term memory, the first step into the process of accommodating it into the learner's developing interlanguage system.' (Thornbury, 2006:106)

Supporters of the Sociocultural theory claim, Menezes de Oliveira e Paiva (2014) comments, that language acquisition actually takes place in the interactions of learner and interlocutor, and sees *noticing*, although not as the only element, as a prerequisite for acquisition to take place combined with *scaffolding*, or 'a temporary instructional support that is given to learners while their language system is "under construction."' (Thornbury, 2006:201)

### **1.2.2.1 The Zone of Proximal Development (ZPD)**

Lantolf (2000, cited in Menezes de Oliveira e Paiva, 2014) explains that ZPD is the site where future linguistic development is negotiated as the learner is not yet able to solve a problem independently, but with the help of an expert who provides suitable assistance or *scaffolding*. The Zone of Proximal Development, Tarone and Swierzbin (2013) explain, provides learners with opportunities to co-construct L2 knowledge while acquisition takes place.

### **1.2.3 ESA**

According to Harmer (2009), there are some elements that need to be present before any language work takes place which he calls:



- **E: Engage.** In this stage, the teacher arouses students' interest in the context, and attempts to reduce negative affective factors (lower the affective filter), so that the students are emotionally engaged with what is going on in the classroom. In this way, their learning will be more effective. This may involve using an oral or printed text which students read for meaning first.
- **S: Study.** Here, students are focusing on a particular element of the language system. It may be something pre-planned by the teacher, or a reaction to something the teacher notices in class which makes this a highly flexible stage according to learners' arising needs. This stage covers both the presentation, or language focus, and the practice stages of a PPP paradigm.
- **A: Activate.** In this stage, students use all or some of the language at their disposal, either to focus on the language point in question, or to carry out some kind of communicative task.

In essence, ESA is a teaching sequence that attempts to describe the learning process rather than the teaching process, which represents a major shift from traditional paradigms such as PPP (Presentation, Practice, Production) or even teaching methods such as Audiolingual or TPR.

### **1.2.4 Intercultural Language Learning**

As Kiet Ho (2009) documents, Intercultural Language Learning involves a set of principles for learners' language and acquisition which involve:

- **Exploring self:** this refers to the idea of providing learners with the opportunity to become aware of their invisible culture, or 'sociocultural beliefs and assumptions that most people are not aware of and thus cannot examine intellectually.' (Hinkel, 2014:396) This has the aim of reflecting on the influence these might have on the learner's language use in interaction with people from other cultures. By doing this, learners gradually develop an inner sense of equality of cultures and incidentally grow more tolerant, sympathetic and sensitive towards other people's different constructions of reality.
- **Exploring cultures:** this principle engages learners in the process of exploring their own and the target culture through a series of noticing, reflection and language production stages so as to develop intercultural communicative competence in a cyclical fashion that will

eventually support the learners in interpreting and constructing their own model of culture learning through cultural exploration.

- Comparing cultures: this implies comparing the learners' culture and the one being explored in the classroom in order to find similarities and differences between them as this draws on learners' own knowledge, beliefs and values and leads to increased cultural knowledge. In other words, this makes the strange familiar somehow facilitating the reconsideration of such ideas while also decentring learners from their own culture.
- Finding one's own 'third place' between cultures: as the learners are decentred from their own culture, they need to adopt a neutral position where they can observe and reflect on both their own and the target culture. 'It is on this unbounded and dynamic space where language learners bridge the gap between cultural differences and achieve their personal and communicative goals.' (Crozet and Liddicoat, 2000, cited in Kiet Ho, 2009)

## 2 Methodology and practice

Given the fact that the English department at Escuela Superior de Educación Física (ESEF) has been created recently, the English coordination has been left to make the decisions that best support the achievement of the institutional goal; namely, the certification of ESEF students at a B1 level or higher according to the *CEFR* (Common European Framework of Reference) at the end of their 3-year studies at the school. As a result and after having analysed different published books, the department opted for the series book named *Cambridge English Empower B1 Plus* due to three main aspects: 1) it is a book for contemporary young adults, 2) it features a digital component (Cambridge LMS) that can make up for the conscious decision of not using a workbook, and 3) it has been designed to enable the learners to take on more responsibility for their own learning as it is emphasised that they should have some participation in the specification of learning goals, specifically referenced to the CEFR.

### 2.1 A practical and useful lesson plan

#### 2.1.1 The learners

The students I teach at present study or work at ESEF, which is part of the net of schools around Mexico devoted to the academic preparation of the next generations of Physical Education teachers. As they have been given the opportunity to take English lessons only recently, enrolment is voluntary. From the previous, it can be inferred that they all are intrinsically, and most likely, instrumentally motivated, which was also confirmed using a diagnostic questionnaire focused on what Oxford (1990) calls, direct strategies (memory, cognitive and compensation ones), or strategies that directly involve the target language. (See chapter 2.3)

Therefore, it can be said that the group for this project consists of seven Mexican adults who are working to improve their current level of English to a B1 level according to the CEFR and meet twice a week for two hours each time. As most of them are new learners in the school, with the exception of Jesús Mendoza and Olimpia Puerto, who have been together for about a year and a half. On the whole, they were diagnosed to already have some knowledge of other languages, basically some isolated words and phrases, which somehow helps them not to fear new language learning experiences and even take some risks so as to put get their ideas across in real-life situations. They

generally feel they need more practice and exposure to the target language, especially to develop their listening and conversation skills. Additionally, they share some common interests such as music, entertainment, sports and some aspects of their academic lives.

As it can be seen from the chart below, the group consists of 4 women and 3 men as follows:

Name	Age	Actual level of mastery of the language according to the CEFR	L1 / Origin
Alanis Orante Marco Apolo	25	B1	Spanish / Mexico City
Mendoza Mora Jesús Fidel	26	Low B1	Spanish / Mexico City
Meneses Ortega Nancy María	22	Low B1	Spanish / Mexico City
Moreno Mendieta César Uriel	23	Low B1	Spanish / Mexico City
Pintor García Iñaqui	21	B1	Spanish / Mexico City
Puerto Moctezuma Olimpia	23	Low B1	Spanish / Mexico City
Quezada Olguín Daniela Fernanda	22	B1+	Spanish / Mexico City

### 2.1.2 The sessions

As quoted in the title of this assignment, the topic to review in the following series of sessions is *relationships*. This decision was made based on institutional constraints and the learners' preferences. That is, the learners are to review three learning units in the present course and, as they are keen on expressing their identities because it relates to their immediate needs, the choice seemed logical. Moreover, as mentioned in chapter one, the sessions designed for this project are based on the ESA teaching sequence proposed by Harmer (2009), and which involves language work on three macro stages, namely, *Engage*, *Study* and *Activate*. Generally speaking, the engage stage was devoted to the recalling or recycling of previously reviewed vocabulary, and to skills development work with some incidental work on the development of some metacognitive strategies, or strategies to help the learners 'to control their learning cognition – that is, to coordinate the learning process by using functions such as centring, arranging, planning, and evaluating.' (Oxford, 1990:135) The study stage was planned for the overt presentation of language systems, more specifically grammar, and its meaningful practice. Last but not least, the sessions were intended to end with an informal speaking task which allowed the teacher to generally determine the frequency and type of errors they make.

‘In this way students get a chance to try out real language use with little or no restriction.’ (Harmer, 2009:53)

### 2.1.3 Session 1

Overall, this session had the aim of enabling the learners to review the use of narrative tenses to talk about how a close friendship began by means of exposure to an extract from a veridical film describing an unlike friendship. This would incidentally set the basis for the analysis of the meaning of friendship and what this could mean for different social groups so as to promote a positive attitude towards any cultural differences they might find.

Following the teaching sequence quoted in 1.2.3, the *engage* stage for this lesson comprised the following activities:

- Warm up and introductory activity
- Vocabulary check-up and recycling
- Topic presentation and pre-reading
- While reading
- Post-reading discussion and information processing

The warm-up consisted mainly of a brief comment the teacher made about a friend he had lost touch with so as to catch their attention and trigger curious responses on the part of the learners about the reasons why this happened. After this, a learner was nominated to read the instructions of the vocabulary check-up and activation activity, which were written down on the Powerpoint Presentation (slide 1) (*see appendix B*). They were next prompted to make guesses about the type of relationship the people portrayed in the two different images had. Picture one showed colleagues and acquaintances, whereas the second image portrayed close friends in a slightly risky situation. The learners were encouraged to comment on every single detail they could so the language of relationships was elicited and/or recycled (acquaintance, close friend, relationship, etc.). This introduced the idea that people from completely different cultural backgrounds can become close friends and allowed me to question the role similar likes and interests play in creating strong bonds with the people around us. Indirectly, awareness of cultural differences was raised.

As they were keen on expressing their identities, they personalised the information reviewed and made some comments about the types of friends they have and/or used to have. Moreover, this activity served as the previewing stage prior to the display of the trailer of the French film, *Intouchables*. As most of the learners are interested in languages and enjoy different entertainment topics, it was expected that they had already seen or heard about the film. This encouraged the use of authentic material not only to enhance engagement and active participation, but also allowed them to collaboratively recall and fill in any gaps in the plot of the film giving them a good head start at using a silent viewing video technique. Indirectly, this also helped them to reduce their affective filter in case they did not have sufficient linguistic resources to cope with input from such material. Next, they were prompted to make guesses about the type of things that brought them together and whether they would have become friends under 'normal' circumstances. Eventually, this activity motivated them to think that the meaning of friendship was different for every learner in the group.

Next, the reading activity was designed to work on the learners' reading speed and on the identification of content words to get the gist of the text as the lines of the text gradually appeared and disappeared making everybody read at the same speed. The text was displayed twice; at the end of the first time, they were encouraged to collaboratively comment on the general idea of the text, and after the second time, they were asked to answer more specific questions so they focused on understanding. Then, the complete text was displayed so they could concentrate on the vocabulary tasks used from the text book on page 34, section 3e and f. (*See appendix B*) To round up this activity and concentrate on the unlikelihood of some friendships existing, they were asked to complete some sentences that gave them the opportunity to create either a simile or to complete them with their own information (personalization) (Powerpoint Presentation, slide 4).

The study stage of this session included the following activities:

- Language focus
- Controlled meaningful and communicative practice

The learners were instructed to individually select the best verb conjugation to complete a text summarizing the main ideas from the previously read text. The exercise was a multiple choice exercise with 7 two-option items. (*See appendix B*) Some concept check questions were made to clarify meanings before moving to the language focus stage which also encouraged them to think

about the chronology of events in a narrative. During this time, the learners were nominated to read parts of the text aloud which allowed me to monitor their pronunciation and make any necessary corrections. This was followed by the overt presentation of the target grammar point (narrative tenses) in the same fashion as the revision of the language focus introductory task. Then, after doubts had been clarified, they were provided with a second similar practice exercise to confirm, mainly, that the meaning of the past perfect had been grasped. (See *appendix B*) Last but not least, they were encouraged to utter some ideas about memorable experiences they had lived with friends to increase the chances of the input becoming intake as well as to personalize the topic and to draw a link to the *activate* stage.

The activate stage of the lesson consisted of an informal speaking task which gave the learners the opportunity to prepare, review and consolidate the target language point, especially the past perfect and the past continuous. This was conceived as a social practice activity in which they more freely narrated anecdotes and experiences they had lived with a close friend also commenting on how they had met. By doing this, tolerance, interest and empathy were instilled as they were encouraged to find out more details about each other's relationship as well.

#### **2.1.4 Session 2**

The second lesson continued exploiting the topic of unusual relationships, in this case family ones, so as to raise awareness of the meaning of family and different family structures or family types. Therefore, the learners were exposed to ways of expressing past habits (*used to* and *usually*) in order to talk about family traditions by means of a graded listening activity about two twins.

The engage stage of this lesson comprised the following activities:

- Warm-up and activation
- Vocabulary check-up and recycling
- Topic presentation and pre-listening
- While listening
- Post-listening discussion and information processing

The warm-up was aimed at catching the learners' attention while also recalling the information reviewed and discussed the day before in the form of a question. The first question was addressed at Iñáqui as he had commented that his immediate family are his best friends, especially his father and brother. Therefore, the idea that family members can become friends was challenged and he was asked to elaborate further on his view. Next, the discussion was opened to the rest of the group by posing two more questions: a) Did Abdel and Philippe in the *Intouchables* become a family in the *Intouchables*? b) What is a family? These questions were aimed at helping the learners reflect on the meaning of family and who can be considered as family apart from blood relatives. Next, they were shown a picture in which two couples of twins were displayed (Powerpoint presentation – slide 1). (*See appendix B*) Similar to the procedure in session 1, they were prompted to note and comment on aspects such as body language, proximity, etc. After some ideas had been heard, some short texts describing different types of family were displayed (Powerpoint Presentation – slide 2) and some learners were nominated to read the texts aloud so I could concentrate on their overall pronunciation. When this had been done, they were encouraged to comment on the principal characteristics of the families displayed as a whole group and to say which type their family most closely resembled. The concept of nuclear, immediate, extended, single-parent and couple-with-no-children families was introduced by asking them to match the name to the correct description. This stage also served as a check-up activity of vocabulary about family relationships such as mother, uncle, etc. In order to personalize the introduced vocabulary, they were asked to briefly comment on the type of family they considered as a 'normal' one. Indeed, this question was posed to raise awareness of the fact that there is no 'normal' when it comes to relationships.

As a pre-listening activity and topic presentation, the learners were asked to look at two pictures displaying Roger Federer's family. Given that he is one of the most famous sports people in the world and that this aligns with their main interest and area of knowledge, the learners were expected not to have problems describing probable relationships among the people in the images. After they had guessed family relationships, the fact that Roger Federer's children are twins was emphasised. They were asked to comment on the advantages and disadvantages they think this would have. The learners were monitored while putting forward ideas regarding this and provided with prompts in case they were lacking in ideas or linguistic resources. Eventually, the activity allowed me to identify probable vocabulary items they could have problems with during the while-listening stage.



Next, they listened to two monologues by two twins talking about what they liked and did not like about having a twin sister. After they had heard the audio the first time, they were asked to collaboratively comment whether the ideas or predictions they had made were mentioned in the audio. Apart from allowing them to confirm their predictions, they also got the gist of the oral text. Then, before listening to the audio a second time, they were instructed to attempt answering the questions on their textbook, page 36, section 2b and d. It is important to mention that, although the tasks were taken from their textbook, the listening tasks were displayed using a Powerpoint Presentation so as to avoid the predictability looking at the textbook page might imply. Indeed, they managed to answer all of them collaboratively, which confirmed my initial assumptions about their abilities. Next, they were asked to listen to the audio a second time to identify the speakers' opinion about the advantages and disadvantages of having a twin sister. Individual learners were asked to justify their answers, which provided them with an opportunity to rephrase the ideas they had been exposed to and informally allowed peer correction to take place. The instructions to this task were displayed on slide 5 of the Powerpoint presentation (see appendix B) and the answers were reviewed as a whole group nominating individual students to read each item aloud. Finally, this stage was rounded up by displaying the questions in slide 6 of the PowerPoint presentation for session two so that they could use them to prepare a brief oral presentation about their actual relationship with their families.

The study stage of this session included the following activities:

- Language focus
- Controlled meaningful and communicative practice

The learners were instructed to individually select the best sentence completion for some sentences extracted from the audio in the *engage* stage. After they had reached consensus about the best choices, they were asked to comment on the function such sentences fulfilled (past habits vs. one-time events) as a concept-check or meaning confirmation activity. This was followed by the overt presentation of the target grammar point (*used to* and *always*) in the same fashion as the revision of the language focus introductory task. (See appendix B) Then, after doubts had been clarified, they were provided with a meaningful practice exercise to see if there were any doubts about meanings. Last but not least, they were instructed to solve a sentence completion exercise which provided them

with communicative practice while also increased the chances of the target grammar point being noticed. Then, they were asked to share their ideas and/or expand on their thoughts. They were also encouraged to respond to each other's contributions so they started working on their sociocultural competence and developed some sensitivity towards different types of families.

The activate stage of the lesson consisted of an informal speaking task which gave the learners the opportunity to prepare, review and consolidate the target language point by talking about family traditions they used to or still have. This also provided them with another opportunity to recycle the grammar point reviewed the previous session and to accommodate any recently noticed information. Indeed, this activity proved very useful to allow them to express their identities freely as, for example, some preferred to talk about their friends rather than their relatives.

### **2.1.5 Session 3**

Having provided the learners with some linguistic resources to explain or give some more detail about past events in the previous two sessions, in the last session they were exposed to a writer's life history and biography so as to persuade them to write the biography of someone they know and admire using appropriate phrases to start and finish their narrative as well as suitable paragraphing.

Although shorter in appearance, the *engage* stage of this lesson comprised the following activities:

- Warm-up and activation
- Topic presentation and pre-reading
- While reading
- Post-reading discussion and information processing

Session three used the teacher's experiences as initial instruction material and as a way to appear more approachable incidentally reinforcing the bonds between the learners and the teacher, and lowering the affective filter. With these ideas in mind, the warm-up was aimed at catching the learners' attention by briefly recalling the information reviewed and discussed in previous sessions. Next, the topic of family traditions was used as a link to the topic in this session by saying that it was a tradition in the teacher's family to pass on some wisdom on to others. Therefore, individual learners were nominated to describe what they could see in three different pictures and also to comment on

the probable message such images conveyed. After they had finished describing, they were told that the three pictures represented different aspects of the teacher's philosophy of life and then, they were encouraged to guess what that philosophy is. Purposefully, the activity triggered some interest and enhanced emotional engagement with the topic of the lesson. Next, the poster advertising the film *Eat, Pray, Love* featuring Julia Roberts was displayed and they were asked to comment on how they imagined the pictures they looked at first related to the title of the film. By doing this, they made predictions about the authentic text they were going to read later on.

Once the learners had become acquainted with the writer Elizabeth Gilbert, the author of the book *Eat, Pray, Love*, they were told that they were going to read her biography directly from her website. Next, they were instructed to read the text and identify the main purpose each paragraph fulfilled. As they were dealing with authentic material, they were expected to have some problems regarding vocabulary. However, they were encouraged to ignore unknown vocabulary and concentrate on the gist and purpose of each paragraph. By doing this, their affective filter was reduced and the input provided became more accessible (i+1). After this, they were encouraged to identify the main idea in each paragraph (topic sentence) and its usual position (normally at the beginning of a paragraph). Next, they were asked to comment whether they considered the text a good biography model and why. To draw a link to the writing stage, the teacher commented how he applies the philosophy Elizabeth introduced in her book and encouraged them to explain what their philosophy of life is. To round this macro stage, the learners were asked to look at the writing task displayed in slide 3 of the PowerPoint presentation for session 3 and to use the questions provided as a guide to brainstorm ideas (*see appendix B*), before asking them to write their first draft. They were allowed 20 minutes to write their compositions and encouraged to look at the model provided if they needed to.

The study stage of this session included the following activities:

- Language focus
- Collaborative editing and improvement

Before delivering their compositions, the learners were provided with a checklist so their awareness of the points to be included was enhanced. It is important to mention that one of the learners was asked for permission to use his composition as the material for the next part of the session. Then, the learners were provided with a reformulation task, as suggested by Hedge (2005), which consisted of

four stages, namely, 1) error identification, 2) error confirmation, 3) error correction, and 4) editing. (See appendix B) As the first three stages of this technique provides them with feedback on the work done and raises their awareness of mainly linguistic aspects, the language focus becomes a highly flexible stage which completely depends on the learners' ability and promotes the use of their monitor (see chapter 1.2.1.3). Moreover, as this is a collaborative task, tolerance and team work (21<sup>st</sup> century skills) are instilled. During the initial revision of the composition provided, the learners were asked to work individually in order to only underline all the errors they could identify. After some minutes, they were brought together and asked to share the number of errors found. As they were expected to be doubtful about the task, they were encouraged to be stricter by telling them there were about thirty mistakes. They were also instructed to broaden their scope and consider areas such as spelling, punctuation, grammar, vocabulary, etc. As a result, they felt reassured of what they were doing and scrutinized the text more closely. While checking the errors identified as a whole group, they had to justify their ideas which indirectly helped them focus on the form.

Then, they were provided with a second version of the text in which the mistakes had been marked, but not classified. That is, the learners could only see there was a problem but were unsure whether this was about grammar, vocabulary or any other aspect of writing. Next, they were instructed to collaboratively work on correcting the mistakes marked, which allowed me to monitor and identify common areas of opportunity to work on for further learning units. After they finished scrutinizing the second version of the text, they were provided with a third version fully corrected. By respectfully working together in this task, the less able ones benefited from working with their peers as their awareness and abilities were scaffolded; in other words, they worked within their Zone of Proximal Development.

Before moving on to the editing and improvement stage, they were asked to comment whether they thought the corrected version of the composition would have a positive effect on its target audience and why. After some comments had been heard, they were provided with a reformulated version of the same composition (version 4 – see appendix B), so that they could make a list of the improvements made and the effect these could have on the target reader. Therefore, they became acquainted with writing sub skills such as organization, grouping of ideas, etc. as well as with the fact that writing is a more complex activity than the mere action of putting sentences together.

Last but not least, the activate stage of this last lesson was assigned for homework so they had more time to organise and/or elaborate on their ideas, edit and improve their original work. (*See appendix B for feedback provided to learners*)

## 2.2 The tools to assess learners' progress

Following Graves (1996) suggestions, different tools were designed to specify how well the learners were doing at different times of the learning unit and to provide them with feedback on performance for subsequent times, or *formative assessment*. Other tools to determine their overall level of achievement and effectiveness were included, especially towards the end of the learning unit, or *summative assessment* (Hughes, 2010). Put in different words, some instruments were included to monitor the learners' progress, provide them with feedback about their performance, as well as to acknowledge their active role and motivate them to take on more responsibility for their learning process, or *learner autonomy*. (Thornbury, 2006:22) Moreover, summative assessment tools were planned to complement formative ones, and to get a clearer measure of how well the stated objectives were achieved. Incidentally, this supported some administrative tasks such as recording grades. However, to draw a comprehensive assessment plan, Graves (1996) warns us about neglecting the overlapping purposes assessment has throughout a course.

### 2.2.1 Formative assessment

On analysing the institutional goals and the complexity language skills development pose, instruments that were not reliant on the need of an expert eye and were easy and quick to administer were favoured so as not to stress the learners unnecessarily; i.e. *practicality* (Hughes, 2010). Hence the following instruments were selected:

- a learning log
- informal classroom production tasks
- writing checklist
- speaking rating scale

#### 2.2.1.1 Learning log

Learning logs or diaries, as Baxter (1997) comments, are highly personalised tools that need to be handled carefully due to the negative feelings intruding in a person's thought might cause.

Consequently, the use of a learning log was favoured as part of a scheme to motivate the learners to develop learner autonomy, as well as to guide them in the identification of personal strengths and areas of opportunity. The previous was achieved by guiding their reflection process answering some general questions about what they feel they learned and recording their answers at the end of each session. Incidentally, this instrument helped them to monitor their progress and raised awareness of what they had achieved as a result of instruction.

Learning logs can also work as summative assessment instruments to evaluate the suitability of learning aims at the end of a course because they give information on how well learners perceived they achieved such aims. Thus, having access to this tool, at least once every learning unit, would be advisable so the information gathered not only feeds back on to the actual teaching taking place in the classroom, but also corroborates or rejects the actual progress made. Lastly, this tool can be stored to keep track of any mismatches between the results obtained, learner expectations and actual performance levels.

### **2.2.1.2 Informal Speaking Task**

Although an informal speaking task may be subjective in nature as its assessment is based on the observer's appreciation, it is also a good tool to initially identify the frequency and type of errors learners make. Bearing the previous in mind, a matrix that focused on the use of discourse markers mainly was used as a way to identify aspects to improve their conversational skills, which also aligns with their perceived needs. Eventually, such task also allowed for prioritization of major areas to work on such as the development of turn-taking techniques or other aspects that might hinder their *pragmatic competence*. (Thornbury, 2006:174) However, it is clear that, as they advance in their studies and level of mastery of the language, their performances need to start being marked against overall syllabus goals, namely, Cambridge English Preliminary speaking analytic scales so as to increase the programme's accountability.

### **2.2.1.3 Writing checklist**

Unlike receptive skills, agreeing with Katz (2014), language output is an observable behaviour, at least in terms of learner products such as spoken responses or pieces of written work, and so lends itself to being assessed through direct measures, or tools that 'require the candidate to perform precisely the skill that we want to measure.' (Hughes, 2010:18) Given the fact that my new philosophy of teaching

aims at developing learner autonomy and higher levels of learner engagement, involving the learner in different ways in the specification of, for instance, the tasks used for evaluation and the grades they get at the end of each term becomes more important. However, it goes without saying that learners are not a language experts, therefore, they are lacking in the knowledge that enables them to more precisely measure their performance. Consequently, they might be either over reliant or underestimate their abilities. Thus, agreeing Katz (2014), checklists present themselves as simple tasks to use and adapt to any teaching-learning situation as they demand no specialized knowledge about the quality of a performance, but rather about the likely presence of any given features of language performance. Therefore, a checklist was an excellent instrument to raise learners' awareness of the presence of all the required elements in their written work before handing it over for revision and/or grading.

#### **2.2.1.4 Speaking rating scale**

Unlike checklists, as Katz (2014) explains, rating scales offer more scoring choices and involve the learner in a more detailed consideration of performances so they get an opportunity to prioritize some performance features over others. In other words, rating scales are tools that enhance learner engagement as they allow them to express their opinions about the general quality of their performance and give these a weight or value that can be considered for the specification of, for example, summative assessments. In the specific case of the learning unit for this assignment, the learners were asked to rate their performance according to how well they managed to engage in fluent communicative exchanges during the development of the informal tasks planned at the end of each of the first two sessions. This provided me with invaluable information about how well the learners felt during performance and allowed me to identify any mismatches between my observations and their actual perceptions. This also provided me with some positive information about the quality of instruction and whether adjustments needed to be made, or *washback*. (Thornbury, 2006:228)

#### **2.2.1.5 Informal band scale for listening**

Similar to reading, listening skills are usually developed and tested in *lockstep* fashion, i.e. by getting all the learners to listen to one text at the same time. However, asking them to engage in this type of practices might negatively affect learners' perception of the teaching potential they could have. In

other words, as Harris and McCann (1998) comment, informally assessing listening proficiency by getting an impression of what they have understood during pair or group work activities, or reactions to instructions is advisable. Therefore, in order to enhance the formative aspect of listening tasks, it is essential to minimize the threat element by not overtly exposing their failures in the way asking them to say the number of correct items they got in an exercise could do. Hence, in line with Harris and McCann (1998) suggest, assessment can be completed unthreateningly, if the learners are asked to recycle what they have heard and rating their performance against a band scale to informally assess their listening ability. Such recycling can take the form of oral or written summaries, for example, after asking the learners to work collaboratively in order to report the important points of a text, as is the case of the present project. (*See chapter 2.1.4*) Last but not least, the information collected using such instrument can be used to provide learners with feedback, for example, at the end of the learning unit so as to help the learners in the specification of tailored learning goals for the following one, and so forth.

### **2.2.1.6 Informal band scale for reading**

Typically, reading is associated with the so widely used ‘comprehension’ questions after a passage. However, such exercises usually neglect the teaching potential as well as the formative influence feedback on this area could have. Indeed, ‘[w]hen assessing reading in this way a factor to bear in mind is subject knowledge.’ (Harris and McCann, 1998:17) In other words, some learners may be knowledgeable about the topic of a text unfairly giving them an advantage over those less erudite. Therefore, in line what was mentioned above about listening, Harris and McCann (1998) suggest getting the learners to engage in discussion of the information contained in passages or writing about texts so as to recycle the information they were previously exposed to. (*See chapter 2.1.3*) Hence their performance can be rated in a similar way as their listening skill while also proving important ethnographic information about the quality of teaching instruction and the perceived level of achievement of institutional aims.

### **2.2.2 Summative assessment**

As Baxter (1997) explains, summative assessment generally occurs in the final stages of a course or learning process with the purpose of identifying how well the goals were achieved or what learning



has occurred. In this case particularly, using summative assessment tools also provided learners and the teacher with a general view of their readiness to sit a formal test. With the previous in mind, and to ensure the adequate sampling of learners' proficiency, i.e. *construct validity* (McNamara, 2014), the use of speaking and writing rubrics seemed appropriate as it not only facilitated the recording of information, but also more readily provided learners with feedback about their communicative competence. Therefore, emphasis was given to productive skills in this project as only later in the programme are the learners to sit an achievement summative to assess their systemic knowledge.

### **2.2.2.1 Speaking and writing rubrics**

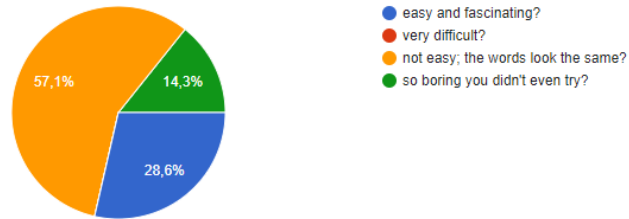
Katz (2014) explains there are two types of rubrics depending on what the descriptors they entail intend to measure; namely, holistic and analytic ones. Although both types include specific criteria related to various qualities of language, each intends to measure different things; the former aims at recording the rater's overall impression of an entire performance whereas the latter 'requires a separate score for each of a number of aspects of a task.' (Hughes, 2010:100) As a result and bearing in mind the sessions' objectives, it seemed logical to use an analytic rubric as it 'provides information that is useful for discerning a learner's strengths and pinpointing areas for continued efforts.' (Katz, 2014:330) Therefore, when considering the learners' current level of mastery of the target language, it becomes evident that writing rubrics need to include aspects regarding the performance's content, organisation, style and lexis and grammar which starts aligning with Cambridge English Preliminary writing analytic scales as mentioned above. By contrast, speaking rubrics included aspects such as pronunciation and the performance of target language functions.

## **2.3 Evidence**

As mentioned in chapter 2.1.1, the learners were initially profiled using the instrument featured in the book *Headway Advanced, Student's Book* (1998) through Google Forms. (*See appendix A for an interpretation of the results*) The graphs obtained using the quoted instrument are as follows:

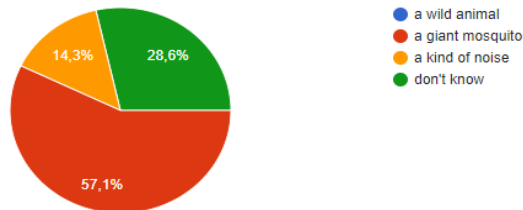
1. Learn the Samoan words from the chart below (Samoa is in the South Pacific). Did you find this activity...

7 respuestas



2. Exhausted after swimming the river, Fred decided to get some sleep, but the boolles made it impossible, and even the smoke from his camp fire didn't keep them away. What is a boolle?

7 respuestas



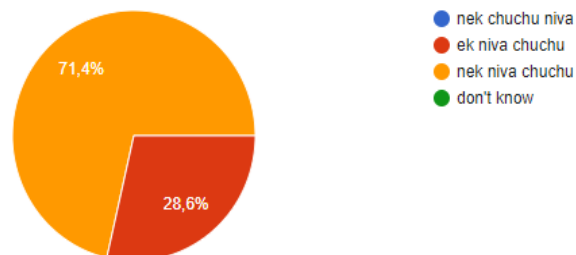
3. Someone asks you the way in very bad English. When s/he doesn't understand your answer, do you...

7 respuestas



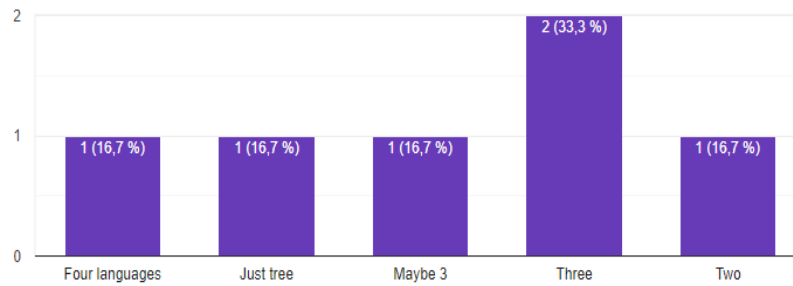
4. Look at the examples from a new language below. How would you say 'It's not a train'?

7 respuestas



5. How many foreign languages can you greet someone in?

6 respuestas



6. Your boss tells you that you have been chosen to go on a six-month course to learn a completely new language. Do you...

7 respuestas



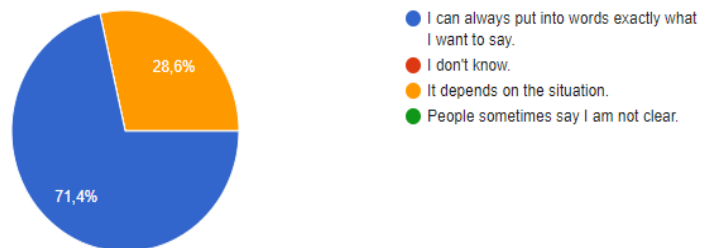
7. You go to an evening class to learn a language. The class lasts two hours every week. List the types of practice you would like to do you on your own at home.

6 respuestas

- 1- Practice the vocabulary 2-Practice the pronunciaation in front of the mirror
- Practice the pronunciation
- Listening music, reading books & doing the homework
- Pronunciation, phonetics, listening.
- Conversation and practice on notebook
- Watch movies or series in that language, read in that language, practice conversation ant vocabulary

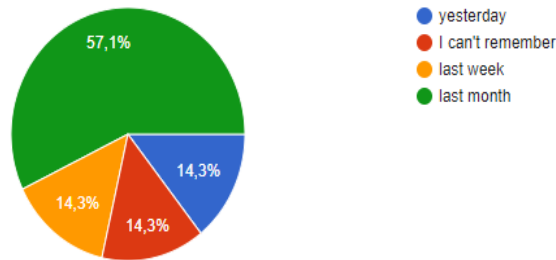
8. How good are you at expressing yourself in your own language, both in speaking and writing?

7 respuestas



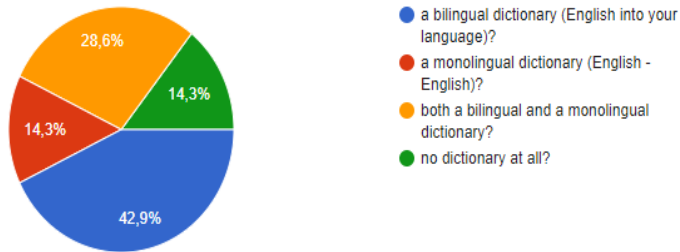
9. When did you last read a book for pleasure (in any language)?

7 respuestas



10. Have you got...

7 respuestas



11. Read through this list of words, then write down as many of them as you can without looking.

6 respuestas

- Impertinent anxipus accelerate pin church knot
- Pin church occasional knot identify carefully impertinent
- Pin, church, luxury, impertinent, carefully, occasional
- Pin, church, identify, luxury, accelerate, carefully, miscalculate, occasional, anxious, knot, daffodil, impertinent
- Pin, church, anxious, carefull, acelerate,
- Pin, church, identify, luxury, accelerate, carefully, anxious, occasional, knot

12. In one minute, write a list of thing you could do with a cabbage (apart from cooking or eating it).

6 respuestas

- Soup , salad , taco , pozole ,
- I don't remember what is cabbage
- If I shredded, I could do grass or hair; also, I could doing exercises or playing as a ball
- With a cabbage, in halloween, you can make an ugly or terrifying face and know you'll get a cheap decoration.
- Salad, play football, classroom decorate, facial mask...
- Clean it, cut it, wash it

13. In one minute, write down as many reasons as you can why it might be useful to learn Eskimo.

6 respuestas

Because I can survive in very cold environments  
I can communicate with native people  
Know about other cultura  
Know how to arrive to a especific place

For communication, reading, learning some of culture, dates, etc.

I don't know what Eskimo means.

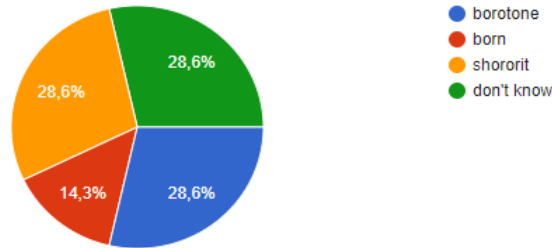
You Can express it in other language  
You Can understand more propone in the world.  
To improve your knowledge and qualifications for a work

To made most sure yourself, to travel Alaska, to sing in other language...

To know exactly how to communicate in any way with people of the region, learn more about the culture and be better as a result

14. Fill in the blank with one of the words below.

7 respuestas



15. What is your attitude to learning about British culture (arts, institutions, way of life)?

7 respuestas



16. (Don't look back at question 1!) What do the following words in Samoan mean? (loomatua, tamaitiiti, tamaloa, taulealea, toalua)

6 respuestas

Husband , wife , youth

Esposo, hombre, niño, ,mujer vieja

Taulealea

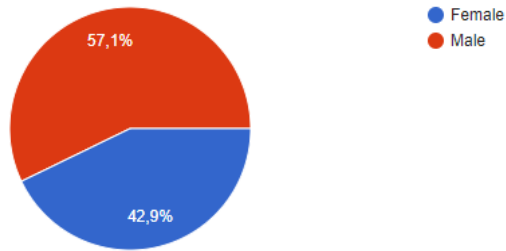
I just remember "men, child and old woman"

Tamaitiiti

Old woman, child, man, young, husband

17. Are you a male or a female?

7 respuestas



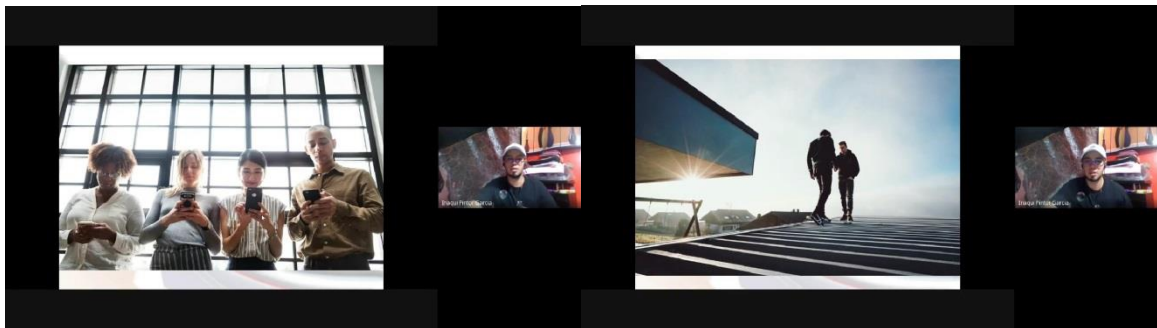
### 2.3.1 Session 1

As a follow up on the description provided above and to make the procedural aspect of the lesson clearer, this section will provide some visual evidence of the activities carried out.

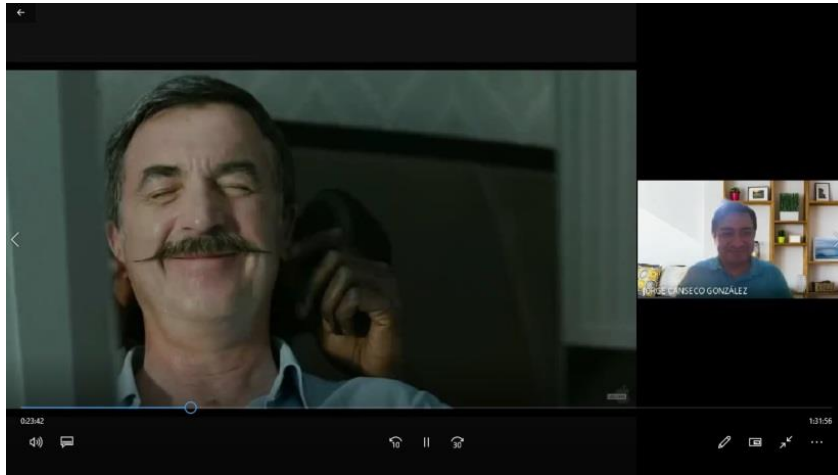
- Warm up and activation (Nominated learner reading instructions for the class.)



- Vocabulary check-up and recycling (Learner comparing and contrasting the images)



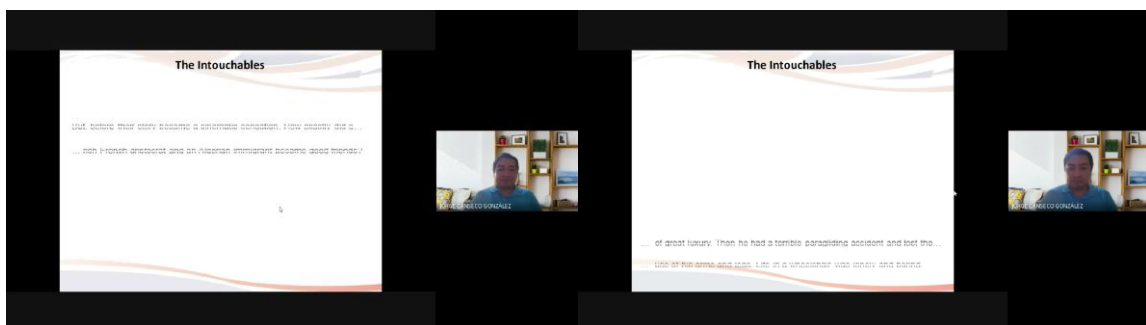
- Topic presentation and pre-reading (Silent viewing video task. Learners comment on the plot of the film after only watching the images)



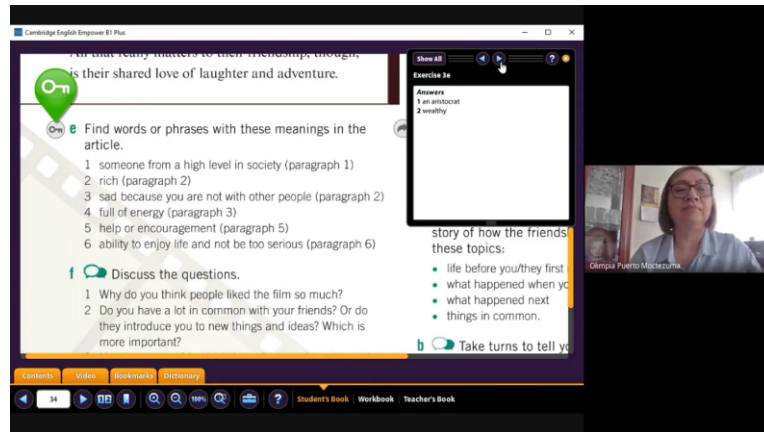
Discussion task after silent viewing video task.



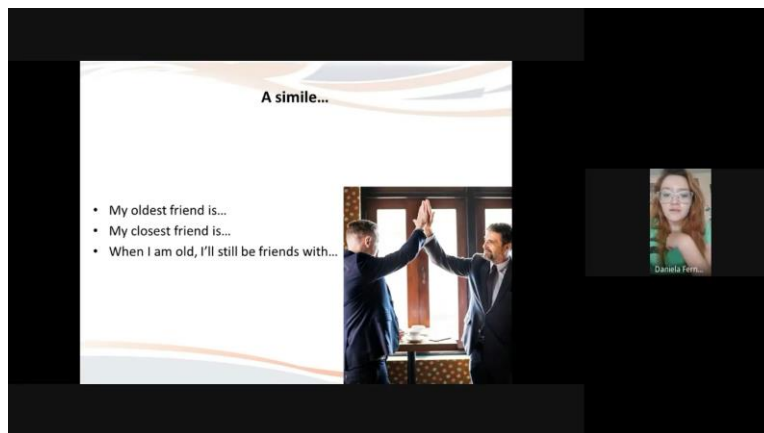
- While reading (Lines of text appearing and disappearing to work on reading speed and gist)



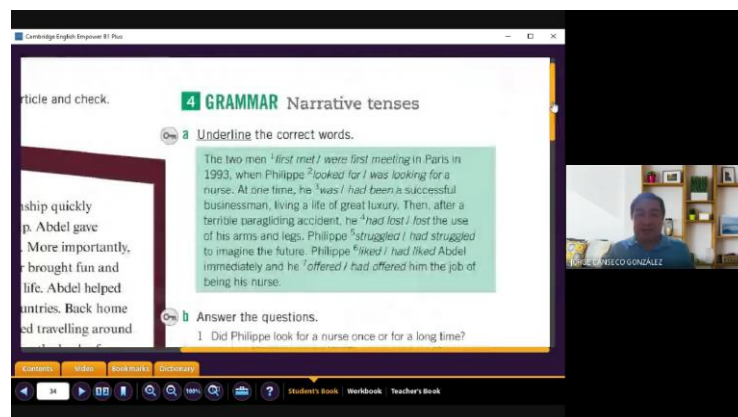
While reading (Recalling specific vocabulary from the text through definitions, SB p. 34)



- Post-reading discussion and information processing (Creating similes to personalize)

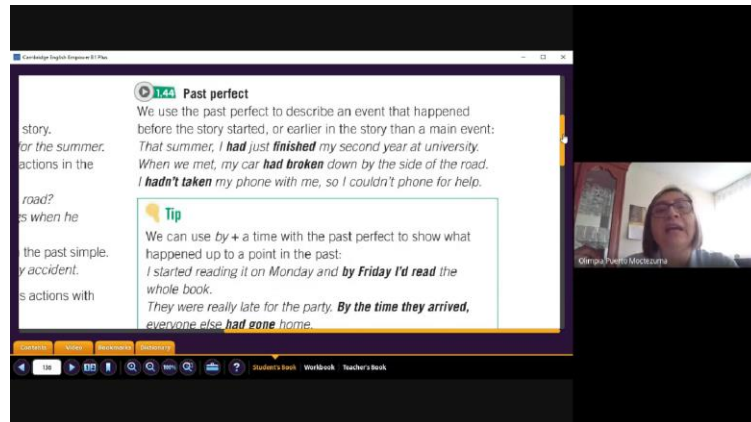


- Language focus (Initial multiple-choice task, SB p. 34)

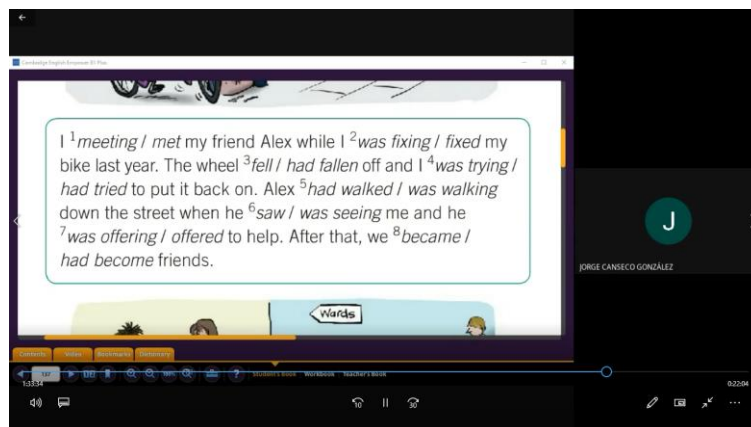




Overt grammar presentation. (Nominated learner reads grammar explanation, SB p. 136)



- Controlled meaningful and communicative practice. (Similar multiple choice exercise. Sets the basis for further controlled practice. SB p. 137)

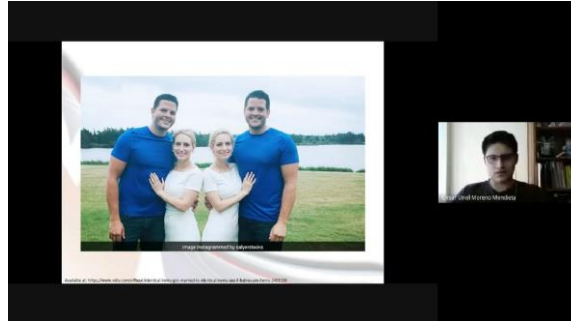


- Informal speaking task



### 2.3.2 Session 2

- Warm-up and activation (Volunteer learner talking about the message the picture conveys)



- Vocabulary check-up and recycling (Introduction of vocabulary to describe family types)

**Family?**

1. We're married with three kids. Our eldest son, Simon, has just started secondary school, our daughter, Lisa, is eight and our youngest son, Luke, is only five. **NUCLEAR**
2. We've only been married for a year. We're not planning to start a family just yet. **COUPLE WITH NO CHILDREN**
3. We share the house with my mother and father and my wife's sister and her kids. Everyone helps to look after all the children. **EXTENDED**
4. I'm a single mum. I bring up my son, Josh, on my pwn. Josh doesn't mind being an only child, but I think he'd like a brother or sister to play with one day. **EXTENDED**

- Topic presentation and pre-listening (Learner guesses how the people portrayed are related)



- While listening (Listening for gist and listening for opinion tasks)

**Listening**

**Charlotte**

1. What were the twins like when they were children?
2. What changed in their relationship when they were teenagers?
3. What's their relationship like now?

**Megan**

1. What kind of sister was Charlotte?
2. What changed in their relationship when they were teenagers?
3. In what ways are they similar now?

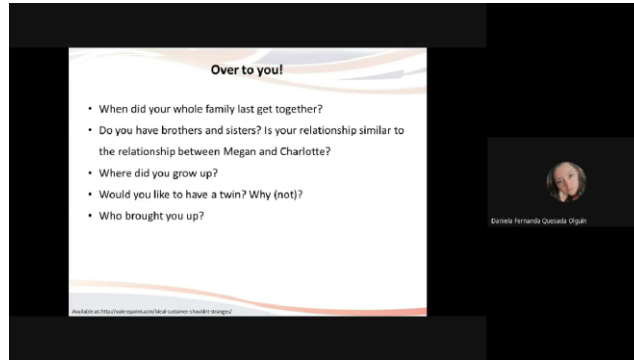
**Listening**

**Instructions.** Listen again and answer the questions. Write C (Charlotte), M (Megan) or B (Both).

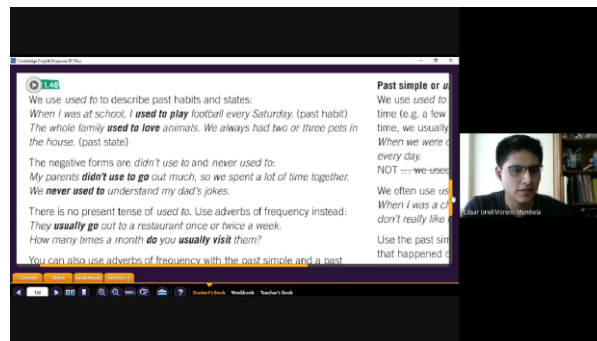
Who says...

1. She can tell what the other twin is thinking?
2. They used to swap clothes?
3. They looked very similar when they were children?
4. They didn't use to argue very much?
5. They wanted to be different from each other when they were teenagers?
6. They get in touch frequently now?

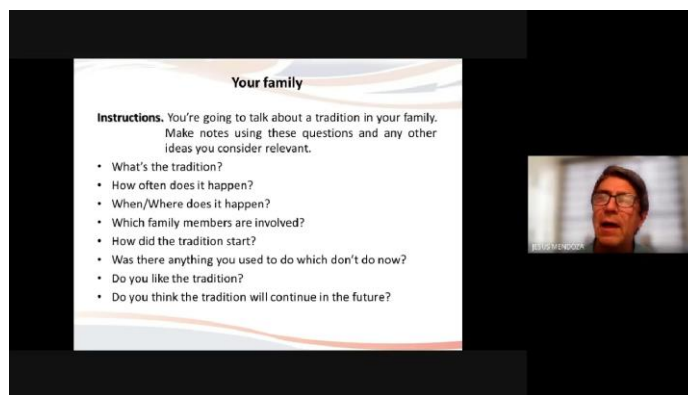
- Post-listening discussion and information processing



- Language focus (Overt grammar presentation after initial practice exercise)



- Informal speaking task



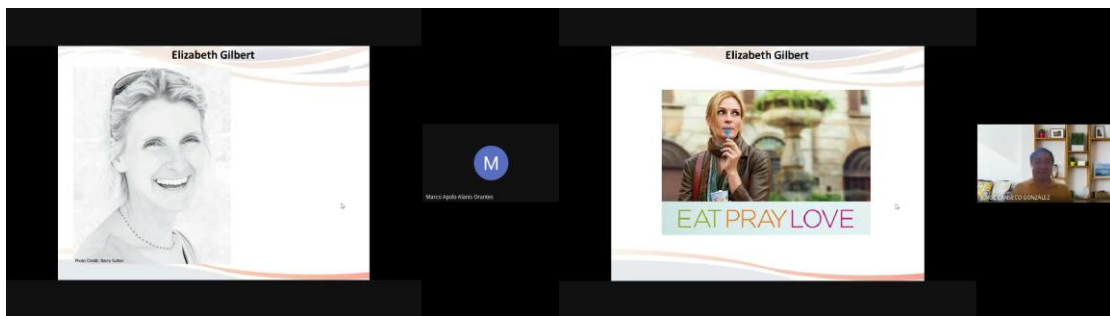
### 2.3.3 Session 3

Although this session looked shorter, it is important to note that it took about the same time as the previous ones because the learners had to engage in the writing of their first biography drafts.

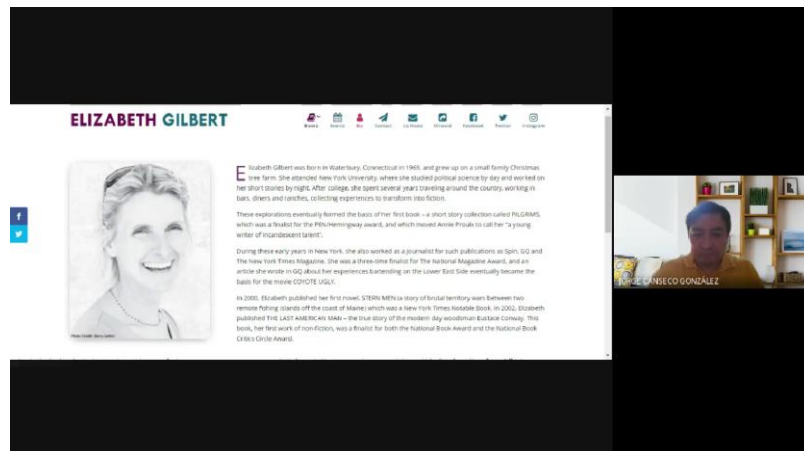
- Warm-up and activation (Picture description task)



- Topic presentation and pre-reading (Establishing a connection to the picture description task)



- While reading (Identifying the purpose of each paragraph in the model provided)
- Post reading. (Discussing genre features such as topic sentences)



- Pre-writing (Brainstorming and drafting according to the task provided)

**Over to you!**

**Instructions.** You're going to write a simple biography of a person you admire because of the nice relationship you have with him/her. Make notes using these questions and any other ideas you consider relevant.

- How did you two meet?
- Why did s/he become important for you?
- How often do you meet / did you use to meet?
- What are this person's main achievements?

Available at: <http://www.point.com/ideal-customer-should-be-stranger/>

- Post writing. (Filling in writing checklist before delivering first draft)

**TASK 1**

**Objective 1: Writing a simple biography about a person I have a close relationship with.**

a. Answer the following questions about your biography by ticking (✓) in the corresponding box.

Did I...	I'm not quite sure	I'm completely sure
1. talk about how I met this person and why s/he is important for me?		
2. describe the main achievements of the person?		
3. include a sequence of events using the correct past tenses?		
4. describe the person's background?		
5. use an attractive ending?		
6. use correct spelling?		
7. use correct punctuation?		
8. use an appropriate style (formal or informal)?		

b. Once you have answered the questions above to review your first draft, write a final version and give it to your teacher.

- Language focus. (Error identification stages 1, 2 and 3)

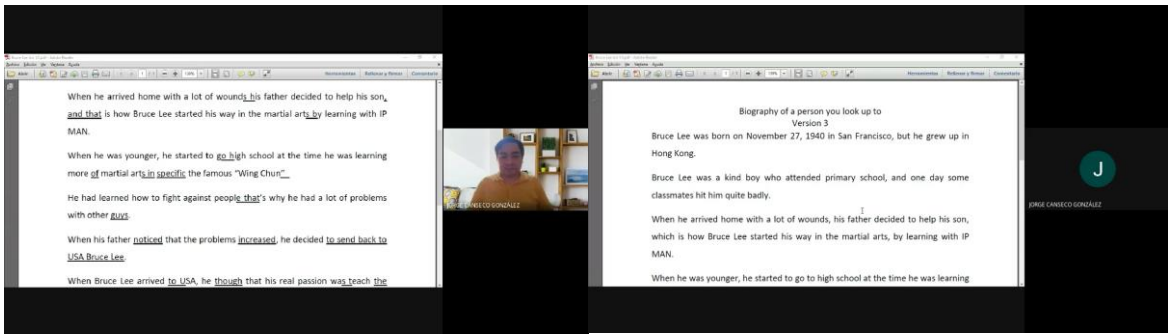
Biography of a person you look up to  
Version 1

Bruce Lee was born in November 27 of 1940, in San Francisco, but he grew up in Hong Kong

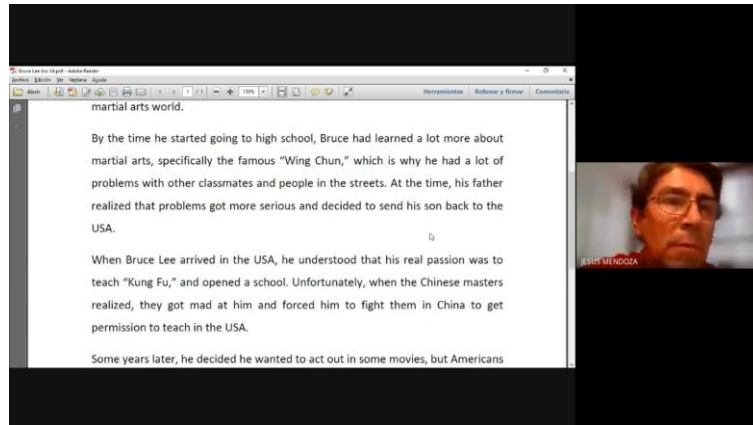
Bruce Lee was a kind boy who assisted to primary school, and one day some classmates hit him very hard.

When he arrived home with a lot of wounds his father decided to help his son, and that is how Bruce Lee started his way in the martial arts by learning with IP MAN.

When he was younger, he started to go high school at the time he was learning more of martial arts in specific the famous "Wing Chun"



- Collaborative editing and improving. (Identifying ideas other non-linguistic improvements)



The video for the learning unit can be seen at: <https://drive.google.com/file/d/1n5yFSqHnOfC-ohTJE-ZNTC-EdLGqgx6Y/view?usp=sharing>

## 2.4 Evidence of designed assessment tools

### 2.4.1 Learning log

Learning log  
Student: Daniela Quezada

Unit	Lesson #	Lesson objective	What did you do today?	What did you learn today?	What are you doing differently as a result of today's class?
3	1	To review the use of narrative tenses to talk about how a close relationship began.	We checked a trailer, we talked about the relationships was and how it get to be like that, we answered some tenses exercises for us to understand the correct way to express in those tenses.	The difference between simple past, past continuous and past perfect how to use it and the way I could identify where I should use it or why to do it.	Now I can really understand why is the correct option in any exercise use those tenses and I can better express myself.
	2	To express past habits (used to and usually) in order to talk about family traditions.	Today we did a listening exercise for us to know how a relationship between twins and how they have changed, we review some rules about "used to".	I learn the uses of "used to" and how to express myself with that expression.	Now I know how to apply it and to make myself clear with "used to".
	3	To write a biography of someone you know and admire using appropriate phrases to start and finish.	We reviewed a biography written four times, each better than the previous one and also a real biography from a famous writer.	We learn to correct our compositions, to use a formal way of express and to identify mistakes in a composition of.	I express myself in a better way using better vocabulary.

What areas do you think you need to work on to speak fluently?

I think I should practice and learn new vocabulary and also the correct way of the verbs

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Bearing in mind what was mentioned above, it is important to emphasise the personal and private characteristics of the information included in a log. Therefore, the learners were invited to voluntarily share their files; however, it is clear that there will always be some reluctance to disclose this type of information regardless of the good relationship there might be between the learners and the teacher. This was confirmed when only two out of seven learners were willing to share their files. Then, on closer analysis of the information collected, it became evident that the learners need to undergo a training period before implementing a tool like this one so it more readily shows their actual thoughts, helps them to establish relevant personal learning goals, and eventually promotes learner autonomy. Put in different words, training to use this type of tools is essential so the learners more readily identify and express their goals rather than what they think is expected of them as in the sample above. In such sample, it is evident that the learner commented that she can understand better as a result of language instruction. However, this does not mention what it is that she understood better or how her performance will change as a result of the acquired knowledge which prompts me to believe that there are areas of improvement she is not aware of. Last but not least, it seems that the way the questions were formulated might have caused some confusion and prompted the learners to write an account of what was done in class.

As a result of the previous, it is important to first include succinct but clear instructions that emphasise the privacy of the information in the document and comment on the objective the format pursues. It would also be an asset to reconsider the type of questions used to guide the learners' thoughts and even rephrase them in such a way that they make them feel at ease, for example, using simpler but clearly different verbs, similar to what is done when designing rubrics. This could be achieved by, during training, negotiating and together specifying not only the type of questions to use, but also their focus so the learners appropriate this document and engage with its use.

### 2.4.2 Informal Speaking task

	lots of evidence of appropriate use <i>Write examples of correct and incorrect uses in the boxes below with students' initials next to utterance.</i>	Some evidence of appropriate use	Little or no evidence of appropriate use
A range of phrases to initiate talk	<ul style="list-style-type: none"> <li>✓ I think they are... (5)</li> <li>✓ For me... (6)</li> <li>✓ In my opinion... (6)</li> </ul>		<ul style="list-style-type: none"> <li>✓ The tradition starts</li> <li>✓ I try...</li> <li>✓ The people is...</li> </ul>
Language of reaching a consensus		<ul style="list-style-type: none"> <li>✓ What do you think? (8)</li> <li>✓ I am agree with you (12)</li> <li>✓ I am with you. (3)</li> </ul>	
Backchannelling devices		<ul style="list-style-type: none"> <li>✓ er... (15)</li> <li>✓ mmm... (20)</li> <li>✓ too much eye contact</li> <li>✓ este? (7)</li> </ul>	

On having implemented this tool, it became clear that, as a rater, a teacher depends a lot on his memory skills as it is necessary to first mentally note and classify utterances the learners make before writing them down in the correct space in the matrix above. Indeed, this is a versatile and simple tool to design once you have a clear objective to pursue. However, an important problem that must be commented on and that arose during its implementation was the loss of focus. That is, it is very easy to be led astray by errors and mistakes in the systemic part of the language (grammar, vocabulary and pronunciation) which might eventually make the rater focus on correctness and accuracy rather than on language use or functions, just to give an example.

Indeed, on thinking about ways in which this format could be improved and better included in my teaching practice, it seems advisable, depending on the areas one might wish to focus on, to reformulate the areas to work on in the form of yes/no questions. By doing this, the rater's mind can focus only on deciding whether an incorrect utterance fulfils the criteria specified rather than spend valuable time classifying it before noting it in the correct space in the format. Moreover, I think there should be an additional section for the rater to make notes or comments on other frequent problem areas such as inappropriate vocabulary or pronunciation, etc. Last but not least, it would be important to include a note to remind the rater that there is no need to note down every single incorrect utterance the learner makes, but the most frequent ones. This releases the pressure of being extremely attentive to all errors that take place.

### 2.4.3 Writing checklist

#### TASK 1

Student: Inaqui Pintor

Objective 1: Writing a simple biography about a person I have a close relationship with.

a. Answer the following questions about your biography by ticking (✓) in the corresponding box.

Did I...	I'm not quite sure	I'm completely sure
1. <u>talk</u> about how I met this person and why s/he is important for me?	✓	
2. <u>describe</u> the main achievements of this person?		✓
3. <u>include</u> a sequence of events using the correct past forms?	✓	
4. <u>describe</u> the person's background?	✓	
5. <u>write</u> an attractive ending?	✓	
6. <u>use</u> correct spelling?		✓
7. <u>use</u> correct punctuation?		✓
8. <u>use</u> an appropriate style (formal or informal)?	✓	

a. Once you have answered the questions above to review your first draft, write a final version and give it to your teacher.



Similar to the learning log instrument, after having implemented this tool with the group of learners in question, it was evident that, on the whole, training is a much needed prerequisite to the use of self-assessment instruments due to their introspective nature. That is, there is always the possibility that the learners are, among other possibilities, unaware of their abilities or that they under or overestimate their performance. Indeed, as is in the sample shown above, a strong and communicative learner underestimated his efforts showing he was unsure his compositions met the established criteria, which could be assumed to be the result of defective instruction or to an overtly demanding task beyond the learners' current level of mastery of the target language. Moreover, when thinking about the implementation of this instrument and to increase its formative potential, it would seem appropriate to allow the learners to scrutinize their work more closely using this tool after they have completed a raising-awareness stage so their senses are more acute when identifying areas to work on. Put in different words, in the specific case of session three in this project, they could have been asked to take a second look at the writing checklist after the raising awareness task planned.

### 2.4.4 Speaking rating scale

**Self-assessment**  
**Student's name:** Marco Apolo Alanis

SECTION A: After completing each of the following activities (1-3), tick (✓) the box that best represents your performance.

Can you...	Not yet (0)	With some difficulty (0.5)	Very well (1)	Comments
1. talk about how you met a close friend or acquaintance giving some detail about what happened at the time?			✓	In my opinion things get easier when I learned about past perfect and used to
2. talk about past habits and family traditions you had specifying if these continue or have stopped?		✓		I need to practice more about what verbs I need to use to talk of my past events
3. participate in conversations, giving opinions, agreeing or disagreeing to reach a consensus?			✓	I can understand what someone else is saying at the moment, and say something

At the end of the unit, tick (✓) the box that best represents your performance.

During the unit...	Rarely (0)	Sometimes (0.5)	Frequently (1)	Comments
4. Did you try to speak only in English?			✓	I usually speak in front of the mirror just by myself
5. Did you use new words/phrases in your speaking?			✓	Yes, because I learned other different structures
6. Was your pronunciation clear?		✓		Not at all, because at the moment of speak, I usually forget some words
7. Did you participate actively?			✓	thing is a good way to start losing my nervous, instinct and learn about the pronunciation

TOTAL:        / 7

**Self-assessment**  
**Student's name:** Olimpia Puerto Moctezuma

SECTION A: After completing each of the following activities (1-3), tick (✓) the box that best represents your performance.

Can you...	Not yet (0)	With some difficulty (0.5)	Very well (1)	Comments
1. talk about how you met a close friend or acquaintance giving some detail about what happened at the time?		✓		I think I need more practice.
2. talk about past habits and family traditions you had specifying if these continue or have stopped?			✓	
3. participate in conversations, giving opinions, agreeing or disagreeing to reach a consensus?			✓	I used to do it, but I need more practice.

At the end of the unit, tick (✓) the box that best represents your performance.

During the unit...	Rarely (0)	Sometimes (0.5)	Frequently (1)	Comments
4. Did you try to speak only in English?			✓	
5. Did you use new words/phrases in your speaking?		✓		Specially when I learn new words.
6. Was your pronunciation clear?		✓		
7. Did you participate actively?		✓		

TOTAL SECTION A: 5 / 7

After having analysed other self-assessment tools above and apart from establishing the need for learner training, it is important to note the naturally biased nature of this instrument. Indeed, when a learner is aware of the fact that his opinion will be taken into consideration in assessment, their actual motivation becomes more evident. That is, those learners who see learning as a tool to communicate and achieve something greater could more readily see the value of demanding more from themselves. However, learners whose ultimate aim is just to get a qualification might show themselves reluctant to critically analyse aspects of their performance that might not comply with the

standard and the institutional aims. Therefore, this instrument could prompt them to award themselves a grade that does not relate to their actual performance. This is the case of Apolo Alanis in the first sample provided above and who, despite being highly motivated and open to feedback, graded himself too high in some areas as he is over reliant on his abilities. Thus, his sensitivity to identify areas of improvement seems to have been hindered. By contrast, Olimpia’s grade (second sample) shows a heightened level of awareness of her abilities. However, awareness of her areas of opportunities seems to be misplaced as she nicely managed some of the functions specified for self - assessment despite having awarded herself a lower grade in some and vice versa.

With the previous in mind, it would seem sensible to adapt the design of this instrument in a similar way as what was suggested for the *informal speaking task*, i.e. by reducing ambiguity using yes/no questions. Additionally, more specific categories can be included without resorting to specialized ones that demand specific training such as the criteria used in analytic rubrics. In fact, agreeing with Katz (2014), as self-assessment instruments provide mainly subjective information regarding learners’ performance, the role of feedback is emphasised to raise the learners’ awareness of their actual abilities. Hence the role rubrics play in achieving a more accurate balance between objective and subjective assessment cannot be overlooked.

### 2.4.5 Informal band scale for listening

- |          |   |
|----------|---|
| <b>5</b> | Can understand complex messages.<br>Can understand different oral presentations.<br>Can distinguish between explicit and implicit information.                      |
| <b>4</b> | Sometimes has difficulty with some complex messages.<br>Can understand most oral presentations.<br>In general, can distinguish explicit and implicit information.   |
| <b>3</b> | Has difficulty with complex messages.<br>Has difficulty with some oral presentations.<br>Cannot, in general, distinguish between explicit and implicit information. |
| <b>2</b> | Cannot understand complex messages.<br>Has difficulty with most types of oral presentation.<br>Cannot distinguish between explicit and implicit information.        |
| <b>1</b> | Cannot understand simple messages.<br>Cannot understand any type of oral presentation.  |

Regardless of the subjective nature of instruments such as rating scales, it became obvious that asking the learners to collaboratively work on reformulating the contents of any input does have a positive influence on their levels of comprehension and confidence. That is, this type of tool has an important formative potential as the learners have the opportunity to accommodate any information they got from the input provided and, through discussion with more able peers (scaffolding), make sense of the part of the input that might not have been that clear. Indeed, this was evident when one of the learners commented one of his peers had better understood the input he had been exposed to after having discussed his ideas with one of his peers before the reporting stage in the second session of this unit.

Bearing the previous in mind, the rating originally assigned using the band scale created to measure their listening skills had to be changed so as to reflect the developments expressed during the lesson. However, similar to the informal speaking task (see chapter 2.4.2), there is always the possibility that the rater might deviate from rating comprehension and start focusing on linguistic aspects such as accuracy and/or fluency. Moreover, given the collaborative nature of the discussion following the while-listening stage, it is highly probable that the rater loses track of the ideas expressed and who mentioned them which might eventually lead to inaccurate ratings.

### **2.4.6 Informal band scale for reading**

- 5 Can understand all necessary text types with no difficulty.
- 4 Has minor difficulty with different text types.
- 3 Has considerable difficulty with different text types.
- 2 Cannot understand different text types.
- 1 Cannot understand any text type.

In a similar way to the previous instrument, the informal band scale to measure general reading comprehension proved to be a highly adaptable instrument. However, this instrument also succeeded at allowing the learners to react to written texts by not only discussing the main points (see chapter 2.3.1 and 2.3.3), but also by allowing them to make a brief criticism of the input they were exposed to. Indeed, this was visible when they managed to comment on the nature of friendship at the end of the *engage* stage in session 1. However, this instrument was quite general as no specific type of text

was mentioned. Therefore, it might be subject to modification so that it more readily reflects the type of texts the learners at this level are usually exposed to. Such rephrasing of the instrument might even be discussed with the learners so they are involved in the specification of some of the experiences they are provided with during language instruction.

Last but not least, it should be mentioned that, although ratings provide a general picture of what the learners can do with regards to the institutional standard set, the same CAN-DO statements used can be rephrased so they become yes/no criteria to follow so as reduce ambiguity on the part of the rater. Unfortunately, doing this would incidentally sacrifice the level of flexibility the instrument features at present, which might not allow for the noting of other important aspects such as cohesion and coherence of the ideas expressed, to name a few.

### 2.4.7 Speaking and writing rubrics

#### Teacher's Assessment (Speaking)

Student's name: Marco Apollo Alanis Final grade: 7.8

On completion of each activity and after student's self-evaluation, tick (✓) the box that best describes the student's performance

Can the student...	Not yet (0)	Attempted (1)	Very well (2)	Comments
1. talk about how you met a close friend or acquaintance giving some detail about what happened at the time?			✓	
2. talk about past habits and family traditions you had specifying if these continue or have stopped?		✓		
3. participate in conversations, giving opinions, agreeing disagreeing to reach a consensus?			✓	

At the end of the course, tick (✓) the box that best describes the student's performance.

	0	1	2
4. Pronunciation	Sometimes difficult to understand	Can generally be understood	Intelligible despite occasional errors ✓
5. Grammar and Vocabulary	Frequent inaccurate or inappropriate words or expressions	Sometimes, words or phrases are inaccurate or inappropriate ✓	Show good control of the grammar and vocabulary expected at this level
6. Discourse management	Mainly produces short or incomplete sentences. Has frequent hesitation.	Uses longer phrases, ideas are linked using simple connectors like and, but, because. Hesitation is present ✓	Contributions are extended. Ideas are linked using a range of connectors and cohesive devices. Some hesitation is present.

TOTAL STUDENT SELF-ASSESSMENT + TEACHER ASSESSMENT: 15 /19

#### Teacher's Assessment (Writing – final draft)

Student's name: Olimpia Puerto Moctezuma Final grade: 6

Criteria	0	1	2
Content	The biography does not include necessary elements to be considered a person who inspired the student, events and memories.	The profile includes ONLY SOME of the following some memories of the person, a description of the person, how the person influenced the student ✓	There is an introduction of the person, a description of a memory, how the student was influenced by the person in the biography.
Organisation	The ideas are not well-organized.	The ideas are sometimes not organized clearly. ✓	The organization of ideas is clear.
Style	A very limited range of words and expressions has been used. Several spelling errors distort the message.	A sufficient range of words and expressions has been used, but some may be inappropriate. Some spelling errors may cause some difficulty. ✓	An adequate range of words and expressions has been used effectively. Spelling errors do not impede communication.
Lexis and Grammar	There are errors that impede communication and some of the useful phrases studied has been used.	Some errors are found but they don't impede communication. A few of the phrases studied have been used. ✓	Almost no errors are found. A range of useful phrases to describe what happened and what action is demanded are used effectively.
Completion of self-assessment	Not completed	—	Completed ✓

TOTAL: 6 /10

In line with the characteristics expressed about rubrics in 2.2.2.1 above, it is important to note that the instruments designed for these sessions proved practical to obtain a numerical grade. However, an important issue arose from this; a mismatch between the grades obtained and the actual achievement of the goals set for the course. That is, after having used the instruments, it became clear that the way in which these were designed overlooked important goals of the curricula that are part of a higher level of mastery of the target language, namely, the attitudinal and cultural aims. Therefore, as it can be seen in the samples provided, more emphasis was given to aspects that resemble the institutional goal of getting the learners to sit their certification exam. However, there is little inclusion of aspects such as the values and attitudes that were developed as part of developing the learners' sociocultural competence. As a result, for instance, the composition provided by Olimpia Puerto got a low grade, but this grade does not resemble the amount of effort she put into

developing the task or the level of cultural awareness she developed. Similarly, Apolo Alanis, whose over reliant attitude makes him appear as rude at times given that he is slacking in awareness of his sociocultural competence, got a grade that does not match the overall quality of the work done.

Hence important work restructuring these instruments is much needed as these should more comprehensively mirror the goals initially set. Put differently, it is essential that curricular goals are clearly specified and broken into course goals that not only take into consideration the level of linguistic knowledge achieved at the end of the instructional period, but also important non-linguistic aspects such as attitudes, values, and, if so specified, learning strategies. However, in doing this, it is also important not to lose the practicality principle from sight so the newly designed instruments do not make teachers' labour more complex.

### 3 Experience report

On looking back at the whole experience the present project implied, it is inevitable to question what one knows and believes about teaching and learning along with everything that one knows about the learners in our groups so as to create more effective and efficient ways to help them achieve their goal of learning a second language. To guide our efforts, Purgason (2014) reminds us that a lesson is more than just a lesson plan and presents us with a model consisting of three broad areas to think about: 1) what appears on paper, 2) what happens in the teacher's head, and 3) what is actually supposed to happen in class. Alternatively, she comments that this can be seen 'as a three-stage process: before, during and after class.' (ibid:365) Consequently, the experience report for the learning unit in this project will be analysed from three similar points of view, namely, *planning (before)*, *delivery (during)* and *further action (after)*.

#### 3.1 Planning

By the end of the first session, the learners were expected to review the use of narrative tenses to explain how a close friendship began which incidentally prompted them to analyse and question the meaning of friendship for different social groups. Indeed, it can be said that the activities planned for the *engage* stage were effective as they not only reduced their affective filter, but also encouraged them and supported the development of positive attitudes towards cultural differences. For example, they showed themselves respectful and curious when one of the learners mentioned his best friends are his brother and father. This was consistent with what was planned and anticipated as this challenged the assumption that friends are only people that are outside of the nuclear family.

Unfortunately, when it comes to the linguistic aim (narrative tenses), it became evident that due to time constraints and incorrect assumptions about the learners' level of ability only a couple of practice exercises were planned during the *study* stage. However, as this involved the presentation of three grammar structures, the practice stages were perceived as insufficient negatively affecting their affective filter. Had other concept-check techniques been used and more practice exercises provided, their arising needs would have been better catered for. However, the fear of making the session unnecessarily grammar-biased prevented the planning of other consolidation activities. Last but not least, the *activate* stage of the first session ended up appearing as a communicative practice exercise

rather than a productive task most likely because of the unspecified instruction to incorporate the previously reviewed grammar point. Therefore, in order to mitigate this problem, it would be advisable, apart from planning more practice exercises, to plan a second communicative task that allows them to more naturally rehearse the actual skills they would need in real-life contexts.

The second lesson continued exploiting the topic of unusual relationships, in this case family ones, so as to raise awareness of the meaning of *family* and different *family structures*. Therefore, the learners got the opportunity to continue exploring the use of narrative tenses while they also were exposed to ways of expressing past habits (*used to* and *usually*) in order to talk about family traditions by means of a graded listening activity about two twins. Certainly, the activities planned supported the learners in their realization of the great variety of relationships there are and the relevance of understanding people's background, or cultural aim.

Nevertheless, the way the activities were planned made an overlooked opportunity in the systemic part of the language more evident; namely, the need to provide the learners with more advanced vocabulary to talk about different life stages, such as childhood, middle age, as well as relationships outside of the nuclear family etc. This became clear as the learners somehow assumed the lesson only focused on differences between their childhood and present relationships. However, in the case of the two older learners, Olimpia and Jesús, this difference was more notorious as there was a moment at which they required more vocabulary to express more specific relationships, for example, when Jesús Mendoza attempted to describe his family tradition and mistook 'dad' for 'father-in-law' while referring to an event that happened in his mid-forties (*see chapter 2.3.2*).

After having provided the learners with some linguistic resources to explain or give some more detail about past events as well as raised awareness about cultural differences, the learners were drawn to analyse the teacher's philosophy of life and the biography of the author he got it from so as to expose them to an authentic model to copy and/or appropriate. Although the first part of the session resembled the work done in the previous two to introduce the topic, it can be said that this was a lot more engaging once the learners got the opportunity to engage in the analysis of the reformulation task planned given that they realized they have sufficient linguistic resources to cope. That is, as the editing task was purposefully scaffolded, and the material was highly relevant as this was their own material, the learners got more opportunities to use their monitor (*see chapter 1.2.1.3*). Moreover,

collaborative work with more able peers helped them work within their ZPD indirectly providing them with feedback about areas they might have to work on so as to strengthen their individual performance.

### 3.2 Delivery

Talking about the delivery of the first lesson, it was evident that the teacher's talking time was a lot higher than that of the learners' at certain times during the lesson, especially when their classmates did not know how to react to the comments made by some learners which eventually hindered the teaching potential of classroom instruction. This could mean that the learners, despite their high motivation levels, are lacking in training about how to react to other's contributions, especially in a culturally suitable way. Therefore, in an effort to keep interactions fluent, teacher's talking time was inevitably increased. As a way to cope with this problem, it would seem advisable to encourage interaction in a more structured way by, for example, assigning roles to different learners such as 'presenter' or 'commentator' before they engage in a communicative exchange. In this way, all the learners could be made aware of the importance of not only being attentive to their classmate's work, but also responsive and sensitive to differences among their target audience.

Another important thing to mention is the fact that, although the group was reduced, the six learners in the lesson had to be given some time to participate and contribute to the discussions in progress. However, this also added to the timing problem identified above and somehow made some exchanges appear as artificial and/or forced. Thus, using breakout rooms would be an asset to mitigate this problem and reduce the amount of time allotted to different tasks. However, it is prominent to comment that the learners would have to undergo some training using this technological tool as Google Meet does not have this functionality already built in, which means that it can only be used after installing a special extension. In this way, the learners could benefit from more controlled discussion in smaller groups.

As for the delivery of session two, it must be mentioned that it resembled the work done in the first one and, as a consequence, some of the problems identified above were inadvertently repeated. However, on reflecting closely about the way the activities were carried out, a mismatch between my newly adopted philosophy of teaching and the way the activities were actually delivered became



more noticeable because ‘the teacher too easily accepts responsibility for solving learning problems best solved by the learners.’ (Waters, 1998:11) In other words, the teaching style adopted throughout the first two sessions of the learning unit assumed a somehow traditional role on the part of the teacher as a provider of knowledge and/or problem solver. However, as stated in my teaching philosophy in chapter 1, the teacher should stop being the centre of attention or guide to allow the learners to ‘play their proper roles in the problem-solving and learning process; i.e. the classroom monkeys are managed effectively.’ (Waters, 1998:12) The previous might have been caused, apart from an evident lack of learner training, due to the teacher’s desire for the learners to engage in fluent and reactive communicative exchanges. However, to actually promote more learner autonomy, a clear difference must be drawn between the solution to problems and the need to make sure the right person solves them so that the learners are truly empowered to take on more responsibility for their own learning.

Finally, but yet importantly, session three reassured the learners, and the teacher, of the importance of rich and engaging input to increase the chances of noticing taking place. Having used the learners’ own language as the material to explore in class did enhance learner engagement, and provided them with rich and meaningful opportunities to construct their own knowledge while working collaboratively to achieve something greater within their Zone of Proximal Development. Yet, to make results more visible for everybody and work towards the institutional goals set, it would seem adequate to more carefully diagnose the learners’ needs against the certification criteria (Cambridge English Preliminary) so as to narrow and prioritize the number of problem areas to work at once.

### **3.3 Further action**

As for actions that will affect my future teaching practice, it can be said that this experience confirmed the fact that the didactic sequence used (ESA) was generally appropriate as it fulfilled the aim of emotionally engaging the learners while also gave them an opportunity to express their cultural identities and values in a respectful environment. These, agreeing with Harmer (2009), do enhance learners’ readiness to notice features of the target language. However, the experience also showed that a more suitable balance between the *activate* and *engage* stages needs to be achieved so that the learners get sufficient time to identify and rehearse the skills they need to develop to perform successfully in a real-life context, probably, by the planning of a second communicative task .

This learning unit also highlighted how frequent learners are incorrectly assumed to be knowledgeable about their different types of needs, and about the judicious use of a range of metacognitive and memory strategies to better achieve their learning goals. '[S]tudents cannot learn to assess their own progress without initial guidance.' (Edge and Garton, 2012:168) Therefore, training in both areas, specification of learning needs and learning strategies, is much needed so that they can actually take an active role in the specification of learning goals and assessment tools while setting realistic learning goals that allow them to enhance the formative aspect of assessment. This means that my new newly adopted teaching methodology needs to incorporate what Careless (2007) calls 'learning tasks.' In other words, activities that not only resemble what they will be doing in real-life contexts, but also activities that support their better understanding of learning goals, criteria and standards.

Another realization that came to mind was the fact that developing learner autonomy and empowering them to take more responsibility for their own learning is not something that will automatically result from training. It needs to become a habitual exercise that helps them 'to spread attention across a period of study, not lead to short-term bursts of sustained study for an end of module assignment; or in the case of examinations the memorising of material which is soon forgotten.' (Careless, 2007:59) Indeed, learners need to see the value of engaging in learning tasks, although these do not necessarily have an impact on their overall grade at the end of the term, as it is the case of the different formative assessment tools used in this project such as the learning log or the writing checklists mentioned in chapter 2.4.

Last but not least, the importance of meaningful and appropriate feedback to act upon was highlighted. As Careless (2007) rightfully comments, feedback, as a learning tool, will not prompt learners to change if they are not cognitively, behaviourally and affectively engaged. This was made evident when they actively engaged in the reformulation task in session three, presumably, due to the highly personal relevance of the material chosen. However, the fact that they worked collaboratively providing feedback to one another seems to have had an important impact on their perception of where such feedback can come from. Moreover, as they were provided with a final reformulated version of the original text by the teacher, or more expert user, they became acquainted with the standards they should be aiming at according to institutional goals which makes the formative aspect of assessment more relevant in the promotion of meaningful learning.

## 4 Conclusions

Throughout the twenty years my career as a language teacher comprises, the principles that inform my practice have greatly changed, from a highly teacher-centred perspective characterised by a view of learners as empty receptive vessels, to a more humanistic one which sees the learners as beings with desires, wants and needs that are expressed in every speech act or activity they engage in. In due time, the desire to more readily support my learners in their enterprise to learn a second language prompted me to inform and challenge my beliefs about what good teaching actually involved.

My current teaching practice, it is more evident now, has been greatly shaped by a cognitivist and constructivist view as I feel it is the role of the teacher to create opportunities for students to collaboratively construct knowledge without disregarding the influence their previous knowledge of the world has on their learning process. Moreover, as a result of taking the EEAILE programme, this view has been enriched to now favour a more comprehensive and intercultural philosophy of teaching because, agreeing with Hinkel (2014), proficient and effective communication requires the users of a language to have *sociocultural competence* or knowledge of what is appropriate to say and to whom and in what situations. In other words, the programme has emphasised the responsibility I have to instil in my learners and myself the values and attitudes ‘a global citizenship’ entails. (UNESCO, 2019)

The EEAILE programme has also succeeded in helping me analyse two main areas of my teaching practice that I now regard as essential, namely, a more context-based and student-centred teaching methodology, and the role of assessment and meaningful feedback. That is, although my teaching practice has usually been characterised mainly by the use of collaborative and self-discovery techniques, it is now obvious for me that a context-based methodology that actually caters for my learners’ needs to forcefully help them engage in the development of their intercultural competence so they show the values and attitudes that facilitate their interaction in the globalized world we live in these days. In doing so, the learners need to become aware of the responsibility they have in the whole process. In other words, they need to become aware of the importance of their involvement in all processes as global citizens and as learners.

Nevertheless, adopting a student-centred perspective or a methodology that emphasises the learners' active role poses important challenges. To start with, this project made me realize this philosophy goes deeper than just the idea that the learners should be the ones managing activities in the classroom. It involves the realization of the role they need to take in the specification of learning goals and assessment as these should be guiding principles for them to focus their efforts and not just one-time motivation to memorize or prepare for examinations. Indeed, assessment should provide learners with formative feedback so they can take action and/or make amendments in the hope that their actions take them a step closer to the standards they aspire to achieve.

Finally, but yet importantly, the EEAILE programme has succeeded in making me realize the possibilities for development are endless and that it is not a matter of trends or fashions, but of improving and enriching one's already existing practices and beliefs. Therefore, I intend to finish my Master's programme and specialize in the use of educational technology as a development goal given that technology should become the means to improve learning processes rather than the goal itself. Moreover, it is important to research the implications of a student-centred methodology that favours the development of learners' intercultural competence into more detail as its formative potential, I think, would greatly enhance my teaching practice and my learners' overall learning experience.

# Appendices

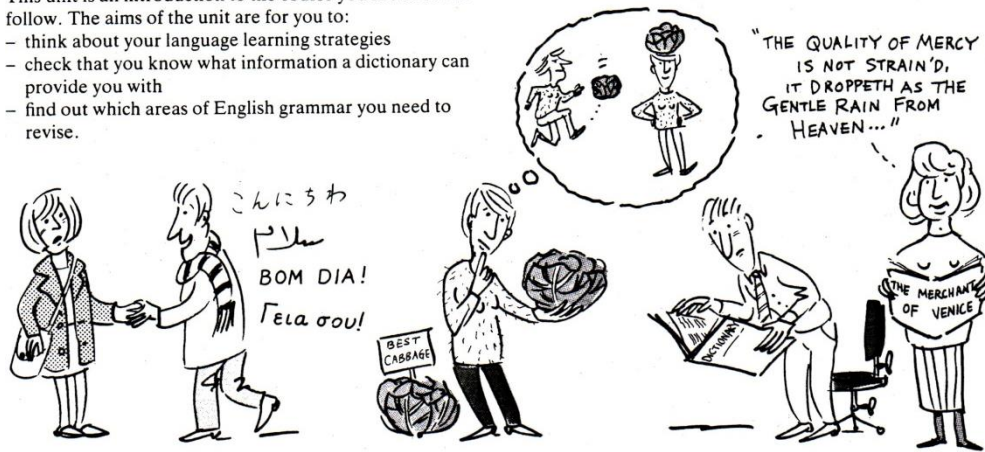
## Appendix A (Learner Profiling Instrument)

# ORIENTATION

## What makes a good language learner?

This unit is an introduction to the course you are about to follow. The aims of the unit are for you to:

- think about your language learning strategies
- check that you know what information a dictionary can provide you with
- find out which areas of English grammar you need to revise.



### Quiz

#### TEST YOUR APTITUDE FOR LEARNING A FOREIGN LANGUAGE

Test your aptitude for language learning by doing this quiz, adapted from *The Sunday Times Magazine*. Write your answers on a piece of paper, then add up your scores to find out how good a language learner you are.

##### 1. Learn the following Samoan words (Samoa is in the South Pacific):

toalua	husband
tamaloa	man
tamaititi	child
taulealea	youth
loomatua	old woman

##### Did you find this task

- a) easy and fascinating?
- b) very difficult?
- c) not easy; the words look the same?
- d) so boring you didn't even try?

2. Exhausted after swimming the river, Fred decided to get some sleep, but the *boofee* made it impossible, and even the smoke from his camp fire didn't keep them away.

- What is a boofee?**
- a) a wild animal
  - b) a giant mosquito
  - c) a kind of noise
  - d) don't know

3. Someone asks you the way in very bad English. When he/she doesn't understand your reply, do you

- a) say it again but louder?
- b) get irritated and give up?
- c) draw him/her a map?
- d) find out if he/she speaks another language you know?

##### 4. Here is a new language:

ek kum chuchu – the train is coming  
 ek namas chuchu – the train is very big  
 nek kum niva chuchu – the train isn't coming  
 ek chuchu – it's a train

##### How would you say 'It's not a train'?

- a) nek chuchu niva
- b) ek niva chuchu

- c) nek niva chuchu
- d) don't know

5. How many foreign languages can you greet someone in?

6. Your boss tells you that you have been chosen to go on a six-month course to learn a completely new language. Do you

- a) look for another job?
- b) say they've chosen the wrong person?
- c) worry a bit but reckon you'll cope?
- d) long to get started?

7. You go to an evening class to learn a language. The class lasts two hours a week. List the sorts of practice you might do on your own at home.

8. How good are you at expressing yourself in your own language, both in speaking and in writing?

- a) I can always put into words exactly what I want to say.
- b) I don't know.
- c) It depends on the situation.
- d) People sometimes say I am not clear.

**9. When did you last read a book for pleasure (in any language)?**

- a) yesterday
- b) I can't remember.
- c) last week
- d) last month

**10. Have you got**

- a) a bilingual dictionary (English into your language)?
- b) a monolingual dictionary (English–English)?
- c) both a bilingual and a monolingual dictionary?
- d) no dictionary at all?

**11. Read through this list of words, then write down as many of them as you can without looking.**

pin church identify luxury accelerate carefully miscalculate occasional anxious knot daffodil impertinent

**12. In one minute write a list of things you could do with a cabbage (apart from cooking or eating it).**

**13. In one minute write down as many reasons as you can why it might be useful to learn Eskimo.**

**14. Fill in the blank with one of the words below.**

Shakucomespiteare isos wonone ovofef tehe wororolid's grematerest's wririterners. Hehe wasis ..... onin Staratarafoordrd-inon-Aravont.

- a) borotone c) shororit
- b) born d) don't know

**15. What is your attitude to learning about British culture (arts, institutions, way of life)?**

- a) I'm not interested in the slightest, I just need to learn the language.
- b) I'm interested a little bit, but only out of curiosity.
- c) I'm very interested to find out about the people behind the language.

**16. What do the following words in Samoan mean?**

loomatua tamaititi tamaloa taulealea toalua

**17. Are you male or female?**

**ANSWERS**

1. a: score 10 points. b: 4 c: 8 d: 0

Good language learners find words fairly easy, and aren't put off by the way they look.

2. a: 5 b: 10 c: 0 d: 0

Good language learners are able to make imaginative guesses about the meaning of words.

3. a: 0 b: 0 c: 10 d: 8

Good language learners make the most of their skills, and manage to communicate in all sorts of unlikely situations.

4. a: 2 b: 2 c: 10 d: 0

Good language learners are quick at seeing patterns in a foreign language. (Negative sentences in this language begin with 'nek'. The last word is always 'chuchu'.)

5. Two points for each language (maximum 10 points).

This question shows how interested you are in languages and communication.

6. a: 0 b: 3 c: 7 d: 10

Being scared stiff is obviously a bad sign.

7. Good language learners practise a lot on their own. Give yourself two points for each different activity you listed (e.g. listening to cassettes while driving, watching foreign language films on TV). Maximum 10 points.

8. a: 4 b: 0 c: 10 d: 7

Good language learners think a lot about how they use language.

9. a: 10 b: 0 c: 5 d: 2

Good language learners seem to read a lot. (It's a good way of increasing your vocabulary.)

10. a: 5 b: 8 c: 10 d: 0

Good language learners have reference books and consult them regularly.

11. Less than 5, score 0. 6–8, score 5. More than 8, score 10. This test measures your short-term memory. Most people can remember 5 or 6 words out of the list.

12. A point for each idea (maximum 10).

People who are very rigid in the way they see things tend not to be very good at learning languages. This is probably because they don't like being in situations they can't control.

13. Two points for each idea (maximum 10).

An important factor in learning a language is motivation.

14. a: 10 b: 2 c: 7 d: 0

This question assesses how willing you are to take risks in a language you don't know well.

15. a: 0 b: 5 c: 10

It is impossible to separate a language from its culture. Good language learners are open to other cultures and individuals, and this creates more opportunities for progress.

16. Two points for each word you got right. This question tests your memory again.

17. Females score ten. On the whole, women are better at languages.

**INTERPRET YOUR SCORE**

**0–30** You think you are useless at languages, and can't see the point in trying. Don't give up! Keep at it!

**30–70** Learning a language is hard work for you, but you get there in the end. You probably had a bad experience at school. Just remember that most people in the world speak at least two languages, and lots speak four or five, so it can't be all that difficult, can it?

**70–100** You're an average sort of learner, not brilliant, but you manage. You're always willing to have a go. Surprisingly, it usually works, too! Add some systematic study to this, and a bit of practice, and you'll be able to cope in most situations.

**100–140** You can probably get by in one or two languages already, and learning a new language holds no terror for you. Don't give up when you feel you're not making progress. A bit more confidence, and some concentrated practice, and you could easily start feeling really at home in your foreign language.

**140–170** You are an outstanding language learner. You enjoy using words, and language is a constant source of delight for you. You don't learn a language to go on holiday – you enjoy going abroad because it gives you an excuse to learn another language!

Adapted from a quiz by Dr Paul Meara of Birkbeck College, London.

**Discussion**

**1 Do you agree with the interpretation?**

Is it a good description of *you* as a language learner?

**2 The tone of the quiz is quite light-hearted, but the content is serious. Read through the Answers section of the quiz again. Do you agree that the things it suggests are what a 'good learner' does?**

For example, is it important to be able to guess the meaning of words? Why/why not?

Is it important to be able to see patterns in a language? Is it important to have a good memory?

**3 The answer to question 3 says that good language learners make the most of their skills, and manage to communicate in all sorts of unlikely situations. Think of ways in which communication can take place *other than* with words.**

4 The quiz contains some surprising ideas. For example, the answer to question 12 suggests that good language learners don't mind being in situations that they can't control, and the answer to question 14 that they are prepared to take risks. To what extent is this true in your own experience?

5 Research does suggest that women are generally better language learners than men. Can you think of reasons why this might be so?

6 Researchers also feel that the personality of the learner must affect the way he or she learns, but no-one quite knows how! Can you think of any qualities that might help or hinder language learning? The following adjectives might help you:

confident shy outgoing extrovert sociable tolerant patient inquisitive

## **Appendix B (Lesson Plan and Materials)**



## Teaching sequence template



1. Lesson plan identification cell.	
Author	Jorge Canseco González
Educational stage	University learners at B1+ level according to the CEFR.
Title of your Lesson plan	Relationships
Learning Objective of the plan	<p>General objective:</p> <ul style="list-style-type: none"> <li>To get the learners to recall the use of past tenses to tell and narrate different stories, anecdotes and biographies about relationships in their immediate context or that they know about in written and oral form by reacting to authentic and graded materials, exchanging and conveying information and opinions about family relationships and friendships.</li> </ul> <p>Intercultural objective:</p> <ul style="list-style-type: none"> <li>To raise awareness of different types of friendships and close relationships to instill tolerance and empathy towards other people's background by means of debate, negotiation and discussion activities.</li> </ul>
Communicative skill considered	Reading, speaking, listening and writing.
State of the following options	Recycling topic
Functions	<ul style="list-style-type: none"> <li>Narrate past events</li> <li>Tell anecdotes</li> <li>React to people's stories and anecdotes</li> <li>Negotiate meanings</li> </ul>
Main Grammar structure	Past Simple, Past Continuous, Past Perfect
Other Grammar structures	Used to, always (for past habits)
Brief description of the plan	Learners react to visual stimuli conveying ideas about friendship and family relationships to then be exposed to graded oral and written texts about uncommon relationships. They collaboratively work on the meaning of some language samples extracted from the previous texts and then engage in different practice activities and the development of a speaking task. Finally, they write a biography of someone they admire based on the model provided and edit it.
Hours of the plan implementation	6 hours
Number of sessions	3

## Teaching sequence template



Contents required for the lesson	PowerPoint presentations for session 1, 2 and 3. Cambridge English Empower B1+ Student's book, pages 34, 36, 37, 136 and 137, and recording 1.45 Elizabeth Gilbert's biography Reformulated writing task
Link of the content	See attached document <a href="https://youtu.be/34WlbnXkewU">https://youtu.be/34WlbnXkewU</a> <a href="https://www.elizabethgilbert.com/bio/">https://www.elizabethgilbert.com/bio/</a>

### 2. Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Warm-up and introductory activity (Engage)	<ul style="list-style-type: none"> <li>Teacher welcomes the learners and asks them about their weekend activities.</li> <li>Teacher tells them a short story about a friend he lost touch with.</li> </ul>	<ul style="list-style-type: none"> <li>Learners comment on some of the activities they did at the weekend.</li> <li>Learners react to the teacher's story and comment if they have lost touch with a friend and why.</li> </ul>	01
Vocabulary check-up and/or recycling (Engage)	<ul style="list-style-type: none"> <li>Teacher shares slide 1 of the PowerPoint presentation for this session and nominates a learner to read the instructions aloud.</li> <li>Teacher monitors nominated learner's pronunciation.</li> <li>Teacher displays the pictures in slide 2.</li> <li>Teacher encourages them to describe details such as body language, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Nominated learner reads the instructions for the rest of the group.</li> <li>Learners take some time to analyze the images and take turns to answer the questions displayed in slide 1.</li> <li>Learners describe the photos in as much detail as possible.</li> </ul>	01
Topic presentation (Set the objective of the lesson) (Pre-reading stage) (Engage)	<ul style="list-style-type: none"> <li>Teacher explains they are going to carry out a silent viewing video technique using the trailer of the film 'The Intouchables.'</li> <li>Teacher nominates a learner to read the instructions aloud in slide 2.</li> </ul>	<ul style="list-style-type: none"> <li>Nominated learner reads instructions aloud for the group.</li> </ul>	01

## Teaching sequence template



	<ul style="list-style-type: none"> <li>Teacher monitors learner's pronunciation.</li> <li>Teacher plays the trailer of the film Intouchables with English subtitles.</li> <li>Teacher monitors learners' contributions to prevent communication breakdowns.</li> <li>Teacher nominates a learner to read the questions they will answer about the video.</li> <li>Teacher monitors nominated learner's pronunciation.</li> <li>Teacher monitors learners' contributions to prevent communication breakdowns.</li> </ul>	<ul style="list-style-type: none"> <li>Learners watch video without audio and make predictions about the plot of the film.</li> <li>Learners share their ideas about the plot of the film.</li> <li>Learner reads instructions aloud.</li> <li>Learners watch the video a second time and collaboratively answer specific information questions.</li> </ul>	
While-reading (Information processing activity) (Engage)	<ul style="list-style-type: none"> <li>Teacher instructs the learners to pay attention to the text in slide 3 of the PowerPoint presentation for this lesson. He tells them not to worry if they can't read all the text and concentrate on the general idea. Next, they are asked to share the ideas they got from the text with the group.</li> <li>Teacher instructs the learners to read the text a second time so as to answer task 3e on page 34 of their Student's book.</li> </ul>	<ul style="list-style-type: none"> <li>Learners read the text to get the gist.</li> <li>Learners share their ideas with the group.</li> <li>Learners read the text looking for specific vocabulary.</li> <li>Learners share their ideas with the whole group.</li> </ul>	01
Post-reading Information processing) (Engage)	<ul style="list-style-type: none"> <li>Teacher displays the sentence completion task in slide 9 of the PowerPoint presentation for this session and nominates a learner to read the instructions aloud.</li> <li>Teacher monitors pronunciation of</li> </ul>	<ul style="list-style-type: none"> <li>Nominated learner reads instructions aloud.</li> </ul>	01

	<p>nominated learner.</p> <ul style="list-style-type: none"> <li>Learners are encouraged to react to each other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Learners individually complete the sentences provided to create a simile and talk about their ideas about friendship.</li> <li>Learners share and justify their ideas. They react to their classmates' ideas.</li> </ul>	
Language focus/Presentation (Study)	<ul style="list-style-type: none"> <li>Teacher displays exercise 4a on page 34 of their student's book and asks them to solve it individually.</li> <li>Teacher monitors but makes no comments about performance.</li> <li>Teacher asks the following concept-check questions: 1) How many times did Philippe look for a nurse? 2) When was Philippe a businessman: when he met Abdel or before he met him? Teacher comments on meaning errors if necessary.</li> <li>Teacher displays the grammar explanation on page 136 of their Student's book and nominates different learners to read parts of the text aloud. Teacher monitors nominated learners' pronunciation.</li> <li>Teacher complements explanation and/or makes concept-check questions.</li> </ul>	<ul style="list-style-type: none"> <li>Learners answer exercise 4a on page 34 of their student's book.</li> <li>Learners share their answers.</li> <li>Learners answer the questions</li> <li>Learners read the text aloud and reflect on the meaning of the structures being reviewed as well as their form.</li> <li>Learners answer concept-check questions.</li> </ul>	<b>01</b>
1 <sup>st</sup> and 2 <sup>nd</sup> practice (Study)	<ul style="list-style-type: none"> <li>(1<sup>st</sup> practice) Teacher displays exercise 3A (a) on page 137 of their student's book and asks them to individually answer it to continue working on the previously reviewed information.</li> <li>Teacher displays the answers to the exercise.</li> <li>(2<sup>nd</sup> practice) Teacher assigns exercise 3A (b), and 4d on page 34 of their student's book for homework as</li> </ul>	<ul style="list-style-type: none"> <li>Learners answer the exercise provided individually.</li> <li>Learners justify their answers.</li> <li>Learners solve the assigned exercise for homework.</li> </ul>	<b>01</b>

	consolidation of the topic reviewed.		
Social interaction – Speaking development (Activate)	<ul style="list-style-type: none"> <li>Teacher displays speaking task 5a and b on page 34 of their Student’s book.</li> <li>Teacher gives the learners some time to prepare.</li> <li>Teacher instructs learners to contribute and to react to each other’s contributions.</li> <li>Teacher monitors learner’ performances to prevent communication breakdowns.</li> </ul>	<ul style="list-style-type: none"> <li>Learners read the task and points they have to cover in the talk they will prepare next.</li> <li>Learners prepare their intervention and ask teacher in case they are lacking in linguistic resources to do so.</li> <li>Learners contribute and react to each other’s contributions.</li> </ul>	01
Summary	<ul style="list-style-type: none"> <li>Teacher provides the learners with the learning log format and instructs them to answer it with the information reviewed in class. Teacher explains this is a personal task.</li> </ul>	<ul style="list-style-type: none"> <li>Learners fill in learning logs and keep them as a personal record of the lesson.</li> </ul>	01

**3. Evaluation.**

Teacher will use the Informal Speaking task matrix (see assessment tools for session 1) to make a note of the number and frequency of errors learners make during the Social Interaction activity. Learners will be provided with the Speaking Rating Scale (see assessment tools for session 1) to self-assess their performance during the Social practice activity.

**4. Conclusion**

The learners will be asked to complete the Learning Log format to recall the information reviewed in the class and to specify ways in which their performance will change as a result of language instruction.

**5. Follow up activities**

The learners will be provided with exercise 4d on page 34, and exercise 3A (b) on page 137 of their Student’s book.

### 2. Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Warm-up and introductory activity (Engage)	<ul style="list-style-type: none"> <li>Teacher welcomes the learners to the session and goes over the answers to the exercises assigned for homework.</li> <li>Teacher recalls Iñáqui's comment about his family being his friends and asks if people outside of your family can become family. Next, he asks whether the characters from the text read the day before can be considered each other a family.</li> </ul>	<ul style="list-style-type: none"> <li>Learners provide the answers to the exercise provided for homework, solve their doubts.</li> <li>Learners convey their ideas.</li> </ul>	02
Vocabulary build-up (Engage)	<ul style="list-style-type: none"> <li>Teacher shares slide 1 of the PowerPoint presentation for this session, and displays the picture in it. Teacher asks the learners to explain what they think the relationship between the people portrayed is and encourages them to pay attention to any details such as body language.</li> <li>Teacher monitors learner's pronunciation.</li> <li>Teacher explains they will read some texts describing different family types and that they will have to discuss what the main characteristics of each family are. Next, different students will be nominated to read each extract aloud.</li> <li>Teacher monitors the learners' pronunciation.</li> <li>Teacher displays the type of family each of the introduced texts refers to and then encourages them to comment on the type of family they belong.</li> </ul>	<ul style="list-style-type: none"> <li>Learners take some time to analyze the image and then convey their ideas making references to any non-verbal aspects they can identify in it, for example, body language.</li> <li>Learners read each text aloud.</li> <li>Learners identify the main characteristics of the family in each extract.</li> <li>Learners comment on the characteristics of their families.</li> </ul>	02

## Teaching sequence template



<p>Topic presentation (Set the objective of the lesson) (Pre-listening stage) (Engage)</p>	<ul style="list-style-type: none"> <li>• Teacher displays two pictures showing Roger Federer's nuclear family. He encourages the learners to guess how the people portrayed are related. After some comments have been heard, the fact that Roger Federer has got two couples of twin daughters and sons is emphasized.</li> <li>• The learners are asked to comment on the advantages and disadvantages they think having a twin brother or sister might have.</li> <li>• Teacher monitors and helps them in case there might be communication breakdowns.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners look at the images and guess who how the people in the photos are related. They justify their ideas.</li> <li>• Learners express their ideas as a whole group and collaboratively think of more advantages and disadvantages.</li> </ul>	<p style="text-align: center;"><b>02</b></p>
<p>While-listening (Information processing activity) (Engage)</p>	<ul style="list-style-type: none"> <li>• Teacher displays the listening task in slide 4 of the PowerPoint presentation and allows the learners some time to read and prepare.</li> <li>• Teacher plays the recording.</li> <li>• Teacher instructs the learners to share their initial ideas about the audio and collaboratively specify the best answer for each question. Finally, answers are provided.</li> <li>• Teacher displays the listening task on slide 5 of the PowerPoint Presentation. Teacher nominates a learner to read the instructions to the task. Teacher allows the learners to read the task and ask any vocabulary doubts they might have.</li> <li>• Teacher monitors nominated learners' pronunciation.</li> <li>• Teacher nominates different learners to provide their answers before displaying them on screen.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners read the task displayed in slide 4 of the PowerPoint Presentation.</li> <li>• Learners ask for vocabulary problems in case there are any.</li> <li>• Learners share their ideas and collaboratively decide on the best answer for each question displayed.</li> <li>• Learners read the second listening task.</li> <li>• Nominated learner reads the instructions for the rest of the group.</li> <li>• Learners ask any vocabulary doubts they might have.</li> <li>• Different learners justify their answers.</li> </ul>	<p style="text-align: center;"><b>02</b></p>

## Teaching sequence template



<p>Post-listening (Information processing) (Engage)</p>	<ul style="list-style-type: none"> <li>• Teacher displays the questions in slide 6 of the PowerPoint Presentation for session two and explains that the learners are to use the displayed questions as a general guide to comment on the type of relationship they have with their family.</li> <li>• Teacher nominates learners to participate.</li> <li>• Teacher encourages the learners to react to each other's contributions, and monitors and helps as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners take some time to read the questions and prepare a short informal presentation about the kind of relationship they have with their families.</li> <li>• Learners take turns to participate and react to each other's participations.</li> </ul>	<p><b>02</b></p>
<p>Language focus/Presentation (Study)</p>	<ul style="list-style-type: none"> <li>• Teacher displays the sentences in exercise 4a, page 37 of their textbook, and asks them to individually choose the best sentence completion for each of them.</li> <li>• Teacher nominates different learners to provide their answers and asks them to justify their choices.</li> <li>• Teacher displays the grammar information on page 136 of their textbook, section 3B, and nominates different learners to read different parts of the explanation.</li> <li>• Teacher monitors nominated learners' pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners look at exercise 4a on page 37 of their textbook and select the best sentence completion individually.</li> <li>• Nominated learners justify their answers.</li> <li>• Learners read the grammar information on page 136, section 3B or their textbook.</li> <li>• Nominated learners read the text aloud.</li> </ul>	<p><b>02</b></p>
<p>1st and 2<sup>nd</sup> practice (Study)</p>	<ul style="list-style-type: none"> <li>• (1<sup>st</sup> practice) Teacher displays exercise 3B (a) on page 137 of their student's book, and asks them to individually answer it to continue working on the previously reviewed information.</li> <li>• Teacher elicits answers from different learners and asks them to justify their selection of needed.</li> <li>• Teacher displays the answers to the</li> </ul>	<ul style="list-style-type: none"> <li>• Learners answer the exercise provided individually.</li> <li>• Learners justify their answers.</li> </ul>	<p><b>02</b></p>



	<ul style="list-style-type: none"> <li>exercise.</li> <li>(2<sup>nd</sup> practice) Teacher assigns exercise 3B (b) on page 137 of their student's book for homework as consolidation of the topic reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>Learners solve the assigned exercise for homework.</li> </ul>	
Social interaction – Speaking Development(Activate)	<ul style="list-style-type: none"> <li>Teacher displays speaking task in slide 7 of the PowerPoint presentation for session 2 and allows the learners to take some minutes to prepare a longer oral intervention. Teacher instructs them to use the displayed questions as a guide.</li> <li>Teacher instructs the learners to participate.</li> <li>Teacher monitors and helps if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Learners read the task and points they have to cover in their talk.</li> <li>Learners contribute and react to each other's contributions.</li> </ul>	<b>02</b>
Summary	<ul style="list-style-type: none"> <li>Teacher provides the learners with a learning log format and instructs them to take some minutes to think about the class and complete the format. Teacher explains this is a personal record of the activities carried out and they will share it if they want to.</li> </ul>	<ul style="list-style-type: none"> <li>Learners fill in learning logs and keep them as a personal record of the lesson.</li> </ul>	<b>02</b>

- 3. Evaluation.** Teacher will use the Informal Speaking task matrix to make a note of the number and frequency of errors learners make during the Social Interaction activity. Learners will be provided with the Speaking Rating Scale to self-assess their performance during the Social practice activity.
- 4. Conclusion** The learners will be asked to complete the Learning Log format to recall the information reviewed in the class and to specify ways in which their performance will change as a result of language instruction.
- 5. Follow up activities** The learners will be provided with exercise 3B (b) on page 137 of their Student's book.

2. Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Warm-up and introductory activity (Engage)	<ul style="list-style-type: none"> <li>Teacher welcomes the learners to the session and goes over the answers to the exercise assigned for homework.</li> <li>Teacher elicits the information reviewed in the previous sessions from the learners. Next, he elaborates further on the idea that relating to others is usually a complex activity as there is no formula.</li> </ul>	<ul style="list-style-type: none"> <li>Learners provide the answers to the exercise provided for homework, solve their doubts.</li> <li>Learners comment on the reviewed information.</li> </ul>	03
Vocabulary check-up (Engage)	<ul style="list-style-type: none"> <li>Teacher shares slide 1 of the PowerPoint presentation for this session, and displays the pictures in it, one at a time. Teacher encourages learners to not only describe, but also express what the message such image conveys is.</li> <li>Teacher monitors learners' pronunciation.</li> <li>Teacher explains the three images relate to his philosophy of life and encourages them to collaboratively comment on what that philosophy might be.</li> <li>Teacher monitors the learners' pronunciation while working collaboratively.</li> <li>Teacher links his philosophy of life to Elizabeth Gilbert's book, <i>Eat, Pray, Love</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Learners take some time to analyze the image and then convey their ideas making references to any non-verbal aspects they can identify in it, for example, body language and colours.</li> <li>Learners discuss what the teacher's philosophy of life could be using the information from the images as prompts.</li> </ul>	03
Topic presentation (Set the objective of the lesson) (Pre-writing stage) (Engage)	<ul style="list-style-type: none"> <li>Teacher displays the first image on slide 2 of the PowerPoint Presentation for session 3. He asks the learners to say if they know anything about the author of the book and then explains the problems Elizabeth was living at a</li> </ul>	<ul style="list-style-type: none"> <li>Learners start thinking about the author's life events that led her to develop the philosophy of life they are to read later on.</li> </ul>	03



	<p>certain point in her life so as to expose them to narrative tenses.</p> <ul style="list-style-type: none"> <li>• Teacher displays the second image in the same slide portraying the film Eat, Pray Love featuring Julia Roberts.</li> <li>• Teacher displays Elizabeth Gilbert's biography available in the link: <a href="https://www.elizabethgilbert.com/bio/">https://www.elizabethgilbert.com/bio/</a> He instructs the learners to briefly read the biography ignoring any unknown words so as to generally identify the purpose of each paragraph.</li> <li>• Teacher elicits ideas from learners.</li> <li>• Teacher monitors volunteers' pronunciation and/or helps as needed.</li> <li>• Teacher encourages them to react to the text commenting whether there was anything about Elizabeth's life that caught their attention.</li> <li>• Teacher asks the learners to read the text a second time to collaboratively identify the main idea in each paragraph (topic sentence).</li> <li>• Teacher monitors and helps as needed.</li> <li>• Teacher comments on some principal ideas and how he applies Elizabeth's philosophy of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners comment what they know about the actor portrayed in the film poster and/or what they can see she is doing in it.</li> <li>• Learners read the biography ignoring any unknown vocabulary.</li> <li>• Learners identify the main purpose of each paragraph.</li> <li>• Learners explain and justify their ideas.</li> <li>• Learners react to the text commenting on what they think caught their attention from the text.</li> <li>• Learners read individually before collaboratively discussing what the main idea in each paragraph is (topic sentence) and its position.</li> </ul>	
While-writing (Information processing activity) (Engage)	<ul style="list-style-type: none"> <li>• Teacher displays the writing task on slide 3 of the PowerPoint presentation for this session. He asks the learners to use the questions provided as prompts to elicit ideas for their compositions.</li> <li>• Teacher allows the learners twenty minutes to individually write and hand in their compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners read the questions provided as a guide to brainstorm ideas for their composition.</li> <li>• Learners plan and write their compositions.</li> </ul>	<b>03</b>
Post-writing (Information	<ul style="list-style-type: none"> <li>• Teacher provides the learners with the</li> </ul>	<ul style="list-style-type: none"> <li>• Learners take some time thinking about their</li> </ul>	<b>03</b>

## Teaching sequence template



processing) (Engage)	<p>writing checklist format and asks them to fill it in individually before handing it in to the teacher.</p> <ul style="list-style-type: none"> <li>Learners are asked to comment on how easy or difficult the task was.</li> </ul>	<p>compositions and the information included.</p> <ul style="list-style-type: none"> <li>Learners fill in the writing checklist before delivering it to the teacher.</li> <li>Learners comment on task difficulty.</li> </ul>	
Language focus/Presentation (Study)	<ul style="list-style-type: none"> <li>Teacher checks the compositions in the order they were delivered and grades them using a correction code.</li> <li>Teacher explains that the learners are going to take the role of the teacher and they are going to correct one composition. Next, they are provided with a copy of one of the compositions and asked to individually identify all the errors they can.</li> <li>Teacher encourages the learners to be stricter when looking at the composition as there are more than 30 errors in it.</li> <li>Teacher asks them to share their ideas with the whole group.</li> <li>Teacher monitors but makes no comments about correctness.</li> <li>Teacher provides them with a second version with all the errors underlined and asks them to now work collaboratively to correct the errors. They are instructed to justify their answers.</li> <li>Teacher monitors and provides support as needed without making comments about the correctness of their corrections.</li> <li>Teacher provides them with version 3 of the composition already corrected.</li> <li>Teacher monitors and solves any doubts the learners might have.</li> </ul>	<ul style="list-style-type: none"> <li>Learners deliver their compositions.</li> <li>Learners look at the composition and try to identify as many errors as they can.</li> <li>Learners look at the composition and scrutinize it more strictly.</li> <li>Learners share and justify their ideas.</li> <li>Learners confirm their ideas and proceed to correct the errors collaboratively.</li> <li>Learners explain why they think their corrections are accurate.</li> <li>Learners confirm their corrections and/or ask the teacher to clarify their doubts.</li> </ul>	03

## Teaching sequence template



1st practice (Study)	<ul style="list-style-type: none"> <li>• (1<sup>st</sup> practice) Teacher asks the learners to say whether the corrected version of the composition would have a positive effect on its target audience.</li> <li>• Teacher provides the learners with a fourth version of the composition edited and improved. Teacher asks them to make a list of the changes made and comment whether the last version of the composition could have a different effect on its target audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners think about effect version 3 of the compositions would have on its target audience and share and justify their ideas.</li> <li>• Learners look closely at the differences between versions 3 and 4 of the composition and make a list of the changes made.</li> <li>• Learners think about effect version 4 of the compositions would have on its target audience and share and justify their ideas</li> </ul>	03
Social interaction – Final versions (Activate)	<ul style="list-style-type: none"> <li>• Teacher instructs the learners to look at their compositions and the feedback provided so as to make any amendments they deem appropriate.</li> <li>• Teachers instruct the learners to write the final draft of their compositions and send it to the teacher to be graded.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners look at their compositions and the feedback provided. In case there doubts about the feedback provided, they ask the teacher for clarification.</li> <li>• Learners work on editing and improving their initial drafts for homework and send them to the teacher to be graded.</li> </ul>	03
Summary	<ul style="list-style-type: none"> <li>• Teacher provides the learners with a learning log format and instructs them to take some minutes to think about the class and complete the format. Teacher explains this is a personal record of the activities carried out and they will share it if they want to.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners fill in learning logs and keep them as a personal record of the lesson.</li> </ul>	03

- 3. Evaluation.** Teacher provides the learners with the Writing checklist for learners to initially identify whether their compositions meet the requirements set.
- 4. Conclusion** The learners will be asked to complete the Learning Log format to recall the information reviewed in the class and to specify ways in which their performance will change as a result of language instruction.
- 5. Follow up activities** The learners edit and improve their work for homework and deliver it to be graded using the Writing rubric. (See appendices)

# PowerPoint Presentation for session 1

## Friends or acquaintances?

- Where are the people in each photo? What have they done today?
- How long have they known each other?
- What is their relationship like?



Available at: <http://www.pptpoint.com/ideal-customer-should-be-437408/>

## The Intouchables

Intouchable (2011), a charming French comedy about two friends who...  
... have almost nothing in common, has been a huge international success.  
But, before their story became a cinematic sensation. How exactly did a...  
... rich French aristocrat and an Algerian immigrant become good friends?  
Philippe Pozzo di Borgo and Abdel Sellou first met in Paris in 1993 when...  
... Philippe was looking for a nurse. Philippe was from a very wealthy...  
... family. At one time, he had been a successful businessman, living a life...  
... of great luxury. Then he had a terrible paragliding accident and lost the...  
... use of his arms and legs. Life in a wheelchair was lonely and boring.

Image: <http://www.pptpoint.com/ideal-customer-should-be-437408/>



Philippe was struggling to imagine the future, and he needed practical...  
... help with his day-to-day-life.  
Philippe interviewed more than 80 people for the job of nurse, but none...  
... seemed right. Then he met Abdel, who had quit a life of crime in Algeria...  
... and moved to France to look for work. He was lively, intelligent and...  
... quick-thinking, with a crazy sense of humour. Philippe got on with...  
... Abdel immediately, and he offered him the job.  
The two men didn't have much in common. Abdel loved pop music, but...  
... Philippe's preferred classical music. Philippe loved modern art, but...

Image: <http://www.pptpoint.com/ideal-customer-should-be-437408/>

## The Intouchables

- Watch the video without sound. What do you think the film is about?
- What scenes of the video do you think are funny? Why?
- What is the relationship between the black man and the man in the wheelchair?
- Why do you think the two characters are together?

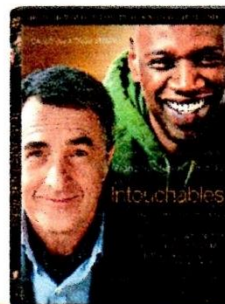


Available at: <http://www.pptpoint.com/ideal-customer-should-be-437408/>

... Abdel hated it. Philippe's family were sure that he had made a bad...  
... choice. They believed that Philippe needed someone much more...  
... sensible. Meanwhile, Abdel wasn't planning on staying in the job for...  
... long.  
However, their working relationship quickly developed into a close...  
... friendship. Abdel gave Philippe the support he needed. More...  
... importantly, his energy and sense of humour brought fun and excitement...  
... back into Philippe's life. Abdel helped Philippe make trips to other...  
... countries. Back home in Paris their adventures included travelling...

... around the streets of Paris with Abdel on the back of Philippe's...  
... wheelchair or driving Philippe's Rolls-Royce – often much too fast!  
... In the end, Abdel worked for Philippe for ten years. Philippe believes...  
... It was Abdel's energy and sense of fun that kept him alive. 'I suddenly...  
... found I was enjoying life again,' he says. 'I felt like I didn't know what...  
... was coming next.' As for Abdel, getting to know Philippe had kept...  
... him out of prison and introduced him to a new way of life.  
Philippe and Abdel now live in different countries, each with a wife and a...  
... family. They keep in touch regularly. Over the years they have learnt...

... among other things, to enjoy each other's favourite music. All that...  
... really matters to their friendship, though, is their shared love of...  
... laughter and adventure.



**A simile...**

- My oldest friend is...
- My closest friend is...
- When I am old, I'll still be friends with...







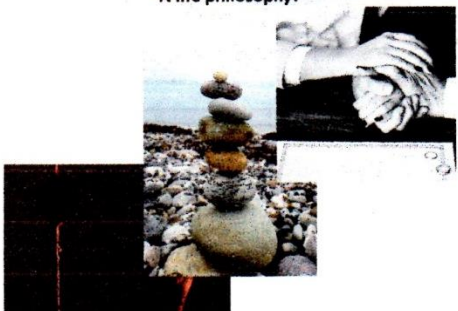
### Your family

**Instructions.** You're going to talk about a tradition in your family. Make notes using these questions and any other ideas you consider relevant.

- What's the tradition?
- How often does it happen?
- When/Where does it happen?
- Which family members are involved?
- How did the tradition start?
- Was there anything you used to do which don't do now?
- Do you like the tradition?
- Do you think the tradition will continue in the future?

## PowerPoint Presentation for session 3


**A life philosophy?**




**Over to you!**

**Instructions.** You're going to write a simple biography of a person you admire probably because of the nice relationship you have with him/her. Make notes using these questions and any other ideas you consider relevant.

- How did you two meet?
- Why did s/he become important for you?
- How often do you meet / did you use to meet?
- What are this person's main achievements?
- Do you think you will continue together in the future?



**Elizabeth Gilbert**



**EAT PRAY LOVE**

Photo Credit: Barry Sutton

Reformulation Task for Session 3 (Original Composition and reformulated task)

Bruce Lee was born <sup>ww</sup> (in) November 27<sup>of</sup> 1940 in San Francisco, but he grew up in Hong Kong <sup>Gr</sup>.

Bruce Lee was a kind boy who <sup>ww</sup> assisted to primary school, and one day <sup>ww</sup> some class mates hit him very hard. <sup>Gr/ww</sup>

When he arrived home with a lot of wounds <sup>Sp</sup>, his father decided to help his son, and that is how Bruce Lee started his way in the martial arts by learning with IP MAN. <sup>Gr</sup>

When he was younger, he started to go <sup>X</sup> high school at the time he was learning more <sup>of ww</sup> martial arts the famous "Wing Chun". <sup>Sp</sup> specific <sup>ww</sup>

<sup>Gr/ww</sup> He had learned how to fight against people <sup>op</sup> that's why he had a lot of problems with other guys. <sup>Ⓣ</sup> <sup>ww</sup>

When his father noticed that the problems <sup>ww</sup> increased, he decided to send back to USA Bruce Lee.

When Bruce Lee arrived to USA, he thought <sup>Ⓣ</sup> that his real passion was teach the "kung fu" but when Chinese masters realized, they got <sup>ww</sup> very furious with him.

And he had to fight with masters in China to <sup>ww</sup> win the permission of teach in USA. <sup>Sp</sup>

After a while, he wanted to act out in some movies but Americans didn't want him because of his eyes and nationality.

He had to go back to Hong Kong and filmed some movies. When Warner Bros realized that he was very famous, they asked to him to film a movie and offered a protagonic character. <sup>ww</sup>

- Gr grammar
- X missing word
- / unnecessary
- ww wrong word
- wo word order
- Op punctuation
- Sp spelling
- Ⓣ formality

Biography of a person you look up to  
Version 1

Bruce Lee was born in November 27 of 1940, in San Francisco, but he grew up in Hong Kong

Bruce Lee was a kind boy who assisted to primary school, and one day some classmates hit him very hard.

When he arrived home with a lot of wounds his father decided to help his son, and that is how Bruce Lee started his way in the martial arts by learning with IP MAN.

When he was younger, he started to go high school at the time he was learning more of martial arts in specific the famous "Wing Chun"

He had learned how to fight against people that's why he had a lot of problems with other guys.

When his father noticed that the problems increased, he decided to send back to USA Bruce Lee.

When Bruce Lee arrived to USA, he thought that his real passion was teach the "Kung Fu" but when chinese masters realized, they got very furious with him.

And he had to fight with masters in China to win the permission of teach in USA.

After a while, he wanted to act out in some movies but americans didn't want him because of his eyes and nationality.

He had to go back to Hong Kong and filmed some movies. When Warner Bros realized that he was very famous, they asked to him to film a movie and offered a protagonic character.

## Biography of a person you look up to

### Version 2

Bruce Lee was born in November 27 of 1940, in San Francisco, but he grew up in Hong Kong.

Bruce Lee was a kind boy who assisted to primary school, and one day some classmates hit him very hard.

When he arrived home with a lot of wounds his father decided to help his son, and that is how Bruce Lee started his way in the martial arts by learning with IP MAN.

When he was younger, he started to go high school at the time he was learning more of martial arts in specific the famous "Wing Chun".

He had learned how to fight against people that's why he had a lot of problems with other guys.

When his father noticed that the problems increased, he decided to send back to USA Bruce Lee.

When Bruce Lee arrived to USA, he though that his real passion was teach the "Kung Fu" but when chinese masters realized, they got very furious with him.

And he had to fight with masters in China to win the permission of teach in USA.

After a while, he wanted to act out in some movies but americans didn't want him because of his eyes and nationality.

He had to go back to Hong Kong an filmed some movies. When Warner Bros realized that he was very famous, they asked to him to film a movie and offered a protagonic character.

Biography of a person you look up to  
Version 3

Bruce Lee was born on November 27, 1940 in San Francisco, but he grew up in Hong Kong.

Bruce Lee was a kind boy who attended primary school, and one day some classmates hit him quite badly.

When he arrived home with a lot of wounds, his father decided to help his son, which is how Bruce Lee started his way in the martial arts, by learning with IP MAN.

When he was younger, he started to go to high school at the time he was learning more about martial arts, specifically the famous "Wing Chun."

He had learned how to fight against people, which is why he had a lot of problems with other people.

When his father realized that problems got more serious, he decided to send Bruce Lee back to the USA.

When Bruce Lee arrived in the USA, he thought that his real passion was to teach "Kung Fu," but when the Chinese masters realized, they got mad at him.

He had to fight the masters in China to get permission to teach in the USA.

After a while, he wanted to act out in some movies but Americans didn't want him because of his eyes and nationality.

He had to go back to Hong Kong where he filmed some movies. When Warner Bros realized that he was very famous, they asked him to film a movie and offered him the leading role.

Biography of a person you look up to  
Version 4

Bruce Lee was born on November 27, 1940 in San Francisco, but he grew up in Hong Kong with his father and master, IP MAN. People liked Bruce Lee because he used to be a kind boy who attended primary school. However, one day some of his classmates hit him quite badly and, when he arrived home with a lot of wounds, his father decided to help his son, which is how he started his way in the martial arts world.

By the time he started going to high school, Bruce had learned a lot more about martial arts, specifically the famous "Wing Chun," which is why he had a lot of problems with other classmates and people in the streets. At the time, his father realized that problems got more serious and decided to send his son back to the USA.

When Bruce Lee arrived in the USA, he understood that his real passion was to teach "Kung Fu," and opened a school. Unfortunately, when the Chinese masters realized, they got mad at him and forced him to fight them in China to get permission to teach in the USA.

Some years later, he decided he wanted to act out in some movies, but Americans didn't want him because of his appearance and nationality. As a result, he went back to Hong Kong where he filmed some movies. After he had become a famous celebrity there, Warned Bros realized his acting potential and asked him to film a movie in which he had the leading role.

## Textbook Materials Used

(Doff, A., Thaine, C., Puchta, H., Stranks, J. and Lewis-Jones, P. (2016) *Cambridge English Empower B1+ Student's Book*. Cambridge: Cambridge University Press. pp 34,36, 37. 136 and 137)

### UNIT 3

d Read the second part of the article and check.

3 However, their working relationship quickly developed into a close friendship. Abdel gave Philippe the support he needed. More importantly, his energy and sense of humour brought fun and excitement back into Philippe's life. Abdel helped Philippe make trips to other countries. Back home in Paris their adventures included travelling around the streets of Paris with Abdel on the back of Philippe's wheelchair or driving Philippe's Rolls-Royce – often much too fast!

5 In the end, Abdel worked for Philippe for ten years. Philippe believes it was Abdel's energy and sense of fun that kept him alive. 'I suddenly found I was enjoying life again,' he says. 'I felt like I didn't know what was coming next.' As for Abdel, getting to know Philippe had kept him out of prison and introduced him to a new way of life.

7 Philippe and Abdel now live in different countries, each with a wife and family. They keep in touch regularly. Over the years they have learnt, among other things, to enjoy each other's favourite music. All that really matters to their friendship, though, is their shared love of laughter and adventure.

e Find words or phrases with these meanings in the article.

- 1 someone from a high level in society (paragraph 1)
- 2 rich (paragraph 2)
- 3 sad because you are not with other people (paragraph 2)
- 4 full of energy (paragraph 3)
- 5 help or encouragement (paragraph 5)
- 6 ability to enjoy life and not be too serious (paragraph 6)

f Discuss the questions.

- 1 Why do you think people liked the film so much?
- 2 Do you have a lot in common with your friends? Or do they introduce you to new things and ideas? Which is more important?
- 3 How long can a friendship last when you keep in touch but don't spend time together?

### 4 GRAMMAR Narrative tenses

a Underline the correct words.

The two men <sup>1</sup>first met / were first meeting in Paris in 1993, when Philippe <sup>2</sup>looked for / was looking for a nurse. At one time, he <sup>3</sup>was / had been a successful businessman, living a life of great luxury. Then, after a terrible paragliding accident, he <sup>4</sup>had lost / lost the use of his arms and legs. Philippe <sup>5</sup>struggled / had struggled to imagine the future. Philippe <sup>6</sup>liked / had liked Abdel immediately and he <sup>7</sup>offered / had offered him the job of being his nurse.

b Answer the questions.

- 1 Did Philippe look for a nurse once or for a long time?
- 2 When was Philippe a businessman: when he met Abdel or before he met Abdel?

c Find and underline two more examples of the past continuous and two more examples of the past perfect in the first part of the article on p.33.

d Complete the story with the correct form of the verbs in brackets. Use narrative tenses (past simple, past continuous, past perfect).

I <sup>1</sup>\_\_\_\_\_ (meet) my friend Amy in 2009. She <sup>2</sup>\_\_\_\_\_ (work) in a café at the time and I <sup>3</sup>\_\_\_\_\_ (go) there quite often. She <sup>4</sup>\_\_\_\_\_ (not be) very happy because she <sup>5</sup>\_\_\_\_\_ (just/ finish) a degree in Art History and she couldn't find an interesting job. One day she <sup>6</sup>\_\_\_\_\_ (notice) that I <sup>7</sup>\_\_\_\_\_ (read) a book about Leonardo da Vinci and we <sup>8</sup>\_\_\_\_\_ (start) talking about art. We realised we had a lot in common, including a love of Italian art. A few months later, Amy <sup>9</sup>\_\_\_\_\_ (hear) about an Art History course in Italy and we <sup>10</sup>\_\_\_\_\_ (decide) to do it together. We both still live in Rome and we love it here.

e Now go to Grammar Focus 3A on p.136

### 5 SPEAKING

a Think about yourself and a close friend, or two people you know who are close friends. Prepare to tell the story of how the friendship started. Make notes about these topics:

- life before you/they first met
- what happened when you/they met
- what happened next
- things in common.

b Take turns to tell your stories.

I met my best friend at high school. We had been at the same primary school, but we were in different classes.

## UNIT 3

### 2 LISTENING

a Discuss the questions.

- Do you know any twins? If so, how well do you know them? How similar/different are they?
- What do you think are the advantages and disadvantages of having a twin?



b 1.45 Listen to two twins talking about their lives. Answer the questions.

**Charlotte**

- What were the twins like when they were children?
- What changed in their relationship when they were teenagers?
- What's their relationship like now?

**Megan**

- What kind of sister was Charlotte?
- What changed in their relationship when they were teenagers?
- In what ways are they similar now?

c Do you think Megan and Charlotte like being twins? Why / Why not?

d 1.45 Listen again and answer the questions. Write C (Charlotte), M (Megan) or B (both).

Who says ... ?

- she can tell what the other twin is thinking \_\_\_\_\_
- they used to swap clothes \_\_\_\_\_
- they looked very similar when they were children \_\_\_\_\_
- they didn't use to argue very much \_\_\_\_\_
- they wanted to be different from each other when they were teenagers \_\_\_\_\_
- they get in touch frequently now \_\_\_\_\_

e Discuss the questions.

- Do you have brothers and sisters? Is your relationship similar to the relationship between Megan and Charlotte?
- Would you like to have a twin? Why / Why not?

### 3 VOCABULARY Multi-word verbs

a Match the multi-word verbs in **bold** in sentences 1–9 with meanings a–i.

- As we **grew up**, we created our own identities.
- We usually speak on the phone two or three times a day, and we **get together** as often as we can.
- We looked so similar – our parents used to **mix us up**.
- We didn't use to argue much, but in our teenage years we started to **grow apart**.
- We saw that we'd both **cut all our hair off!**
- We wanted to **hang out with** each other more.
- My parents **ring me up** every Sunday night for a chat.
- My grandmother **brought me up**, so I'm very close to her.
- I think I mainly **take after** my dad – we look similar and we're both good at science.

- to be similar to an older member of the family
- to meet (when you have organised it before)
- to make a phone call to someone
- to gradually have a less close relationship
- to think one person/thing is another person/thing
- to remove or make shorter, using scissors or a knife
- to spend time with someone
- to gradually become an adult
- to look after a child until he/she is an adult

b Complete rules 1–3 with the verbs in **bold**.

- I mainly **take after** my dad.
- We started to **grow apart**.
- We'd both **cut all our hair off**.
- We'd both **cut off** all our hair.
- We'd both **cut it off**.

1 Some multi-word verbs have no object (e.g. \_\_\_\_\_).

2 Some multi-word verbs are separable (e.g. \_\_\_\_\_).

This means that the object can go either between the verb and the particle or after the particle.

(When the object is a pronoun (e.g. *you, him, it*), it must go between the verb and the particle.)

3 Some verbs are not separable (e.g. \_\_\_\_\_). When we use a pronoun with these, it goes after the particle.

c 1.46 Pronunciation Listen to these sentences. Which word in **bold** is stressed?

- As we **grew up**, we wanted to create our own unique identities.
- We wanted to **hang out with** each other.
- We saw that we'd **cut all our hair off!**

We usually stress the particle in multi-word verbs, not the main verb. If the multi-word verb has two particles, we stress the first one. If the multi-word verb is separated by an object (e.g. *all our hair*), then we often stress the object.



d 1.46 Listen again and repeat the sentences.

e Discuss the questions.

- 1 Where did you grow up?
- 2 Who brought you up?
- 3 When did your whole family last get together?
- 4 How much do you take after your parents?

#### 4 GRAMMAR *used to, usually*

a 1.47 Underline the words used in the recording. Then listen and check.

- 1 Megan *dressed / used to dress* as differently from me as she could.
- 2 Megan *started / used to start* wearing flowery dresses!
- 3 We *were / used to be* very close.
- 4 We *usually speak / used to speak* on the phone two or three times a day.

b Complete the rules with the words in the box.

always the past simple usually used to

- 1 We can use \_\_\_\_\_ to talk about events that happened only once in the past.
- 2 We can use \_\_\_\_\_ + infinitive to talk about past habits.
- 3 We can use \_\_\_\_\_ and \_\_\_\_\_ with the present and past simple to talk about present and past habits.

c Now go to Grammar Focus 3B on p.136

d Complete the sentences so they are true for you.

- The whole family usually ... once a year.
- My mum/dad/parents used to ... when I was a child.
- My mum/dad/parents didn't use to ... when I was a child.
- My grandmother/grandfather/uncle/aunt used to ...
- My brother/sister usually ...
- Families in my country usually ...
- Families in my country used to ...

e Talk about your sentences from 4d.

The whole family usually gets together once a year.

Really? How big is your family?

There are about 20 of us.

#### 5 SPEAKING

a You are going to talk about a tradition in your family. Make notes using these questions and use the ideas in the photos to help you.

- What's the tradition?
- How often does it happen?
- When/Where does it happen?
- Which family members are involved?
- How did the tradition start?
- Was there anything you used to do which you don't do now?
- Do you like the tradition?
- Do you think the tradition will carry on in the future?

b Tell each other about your family traditions. Are your traditions similar?

We always go out for dinner on my birthday. We used to go for a pizza, but now I usually choose a Japanese restaurant – I love sushi!



### 3A Narrative tenses

#### 1.42 Past simple

We use the past simple to describe the main events of a story in the order they happened:

*We **met** a few years ago. He **offered** to help me fix my car. Later, we **became** good friends.*

#### 1.43 Past continuous

We use the past continuous:

- to describe the situation at the beginning of a story.  
*That day, I **was driving** home from university for the summer.*
- for longer actions in comparison with shorter actions in the past simple.

*Where **were** you **going** when I **saw** you by the road?  
I **was trying** to get home with some heavy bags when he **stopped** to help me.*

- when actions are interrupted by main events in the past simple.  
*I **was skiing** in the French Alps when I **had** my accident.*

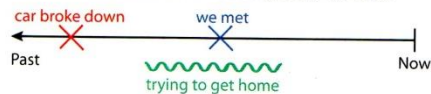
We can connect past simple and past continuous actions with *as*, *while* and *when*:

*Somebody **stole** my bag **while** I **wasn't looking**.*

*Your sister **phoned** **while** you **were working**.*

*He **looked** out the window **while** the train **was going** through the countryside.*

*The car **broke down** **as** I **was driving** down the road.*



*As we **were walking** along the road together, we **chatted**.*

Don't use the past continuous for state verbs. Use the past simple instead:

*We met when I **was** a student.*

NOT ... *when I ~~was being~~ a student.*

#### 1.44 Past perfect

We use the past perfect to describe an event that happened before the story started, or earlier in the story than a main event:  
*That summer, I **had just finished** my second year at university.*

*When we met, my car **had broken** down by the side of the road. I **hadn't taken** my phone with me, so I couldn't phone for help.*

#### Tip

We can use *by* + a time with the past perfect to show what happened up to a point in the past:

*I started reading it on Monday and **by Friday I'd read** the whole book.*

*They were really late for the party. **By the time they arrived**, everyone else **had gone** home.*

### 3B used to, usually

#### 1.48

We use *used to* to describe past habits and states:

*When I was at school, I **used to play** football every Saturday. (past habit)*

*The whole family **used to love** animals. We **always had** two or three pets in the house. (past state)*

The negative forms are *didn't use to* and *never used to*:

*My parents **didn't use to go** out much, so we spent a lot of time together.*

*We **never used to** understand my dad's jokes.*

There is no present tense of *used to*. Use adverbs of frequency instead:

*They **usually go** out to a restaurant once or twice a week.*

*How many times a month **do you usually visit** them?*

You can also use adverbs of frequency with the past simple and a past time phrase (e.g. *when I was a child, back then*):

*We **went** abroad for a holiday **quite often** back then.*

We can use the adverbials *not any more* and *not any longer* to say that a past habit or state has now stopped:

*I **don't** play football **any more**. I **usually go** to the gym instead.*

*They **don't** live in the same house **any longer**.*

We can use the adverb *still* to talk about a past habit or state that has not changed:

*I **still** love board games. I frequently play Chinese Chequers.*

*Do you **still** see him very often?*

#### Past simple or used to?

We use *used to* for situations that were true for a long time (e.g. a few months or years). For shorter periods of time, we usually use the past simple:

*When we were on holiday last week, we **went** swimming every day.*

NOT ... *we used to go ...*

We often use *used to* for situations that aren't true now:

*When I was a child I **used to love** ice cream, but now I don't really like it.*

Use the past simple, not *used to*, to describe something that happened once or a specified number of times:

*I **went** to the USA twice when I was a child.*

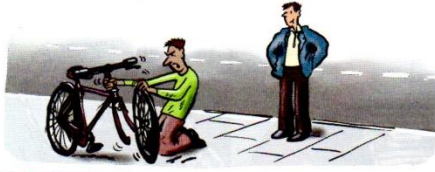
NOT *I used to go abroad twice ...*

#### Tip

We often use a mixture of the past simple and *used to* to describe past situations. It sounds unnatural if you use *used to* for every verb.

### 3A Narrative tenses

a Underline the correct options.



I <sup>1</sup> meeting / met my friend Alex while I <sup>2</sup> was fixing / fixed my bike last year. The wheel <sup>3</sup> fell / had fallen off and I <sup>4</sup> was trying / had tried to put it back on. Alex <sup>5</sup> had walked / was walking down the street when he <sup>6</sup> saw / was seeing me and he <sup>7</sup> was offering / offered to help. After that, we <sup>8</sup> became / had become friends.

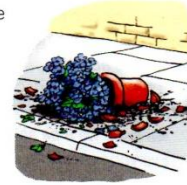


I <sup>9</sup> met / had met my friend Anna in a hospital. I <sup>10</sup> was being / was there because I <sup>11</sup> was falling / had fallen over and <sup>12</sup> had broken / was breaking my arm. Anna <sup>13</sup> was / had been there because she <sup>14</sup> injured / had injured her foot. We <sup>15</sup> started / were starting talking while we <sup>16</sup> had waited / were waiting to see the doctor. By the time the doctor <sup>17</sup> was arriving / arrived, we <sup>18</sup> had become / became good friends.

b Complete the interview with the most suitable form of the verbs in brackets. Sometimes there is more than one possible answer.

A When <sup>1</sup> did the accident happen (happen)?

B It <sup>2</sup> \_\_\_\_\_ (happen) as I <sup>3</sup> \_\_\_\_\_ (drive) along the High Street last night. I <sup>4</sup> \_\_\_\_\_ (see) an



old lady. Just as I <sup>5</sup> \_\_\_\_\_ (turn) left, she <sup>6</sup> \_\_\_\_\_ (fall) over onto the pavement right in front of me. I was pretty sure I could see why. A young man <sup>7</sup> \_\_\_\_\_ (push) her over.

Straight away I <sup>8</sup> \_\_\_\_\_ (stop) my car and I <sup>9</sup> \_\_\_\_\_ (jump) out.

I <sup>10</sup> \_\_\_\_\_ (run) over to the old lady. She <sup>11</sup> \_\_\_\_\_ (lie) on the ground and she <sup>12</sup> \_\_\_\_\_ (cry).

A <sup>13</sup> \_\_\_\_\_ (you / notice) anything else?

B Yes ... a large flowerpot on the pavement. It <sup>14</sup> \_\_\_\_\_ (be) broken.

A Where <sup>15</sup> \_\_\_\_\_ (it / come) from?

B It <sup>16</sup> \_\_\_\_\_ (fall) from a window above the street. The young man <sup>17</sup> \_\_\_\_\_ (push) the old lady out of the way. He <sup>18</sup> \_\_\_\_\_ (save) her life!

c Now go back to p.34

### 3B used to, usually

a Complete the text with the correct words/phrases.

used to go use to have used to be went  
used to have usually visit didn't use to go  
don't go live lived don't live used to enjoy

When I was a child, I <sup>1</sup> used to go to my grandparents' house in the mountains. We <sup>2</sup> \_\_\_\_\_ in a city back then, and we visited them every year. We didn't <sup>3</sup> \_\_\_\_\_ a car at that time, so we travelled by bus. It always took ages! We <sup>4</sup> \_\_\_\_\_ in the winter because there was too much snow.

I loved helping my grandfather in his garden (although I usually avoid gardening now!). He never <sup>5</sup> \_\_\_\_\_ a lawnmower, so we had to cut the grass by hand. It was hard, but I <sup>6</sup> \_\_\_\_\_ it. I still <sup>7</sup> \_\_\_\_\_ in the same city, but I <sup>8</sup> \_\_\_\_\_ to the mountains any more. My grandparents <sup>9</sup> \_\_\_\_\_ there any longer. They <sup>10</sup> \_\_\_\_\_ to live in a large town five years ago. Now, I <sup>11</sup> \_\_\_\_\_ them in the summer, but it's not as nice as the mountains <sup>12</sup> \_\_\_\_\_.

b If possible, change the verbs in **bold** to the correct form of *used to*. If it is not possible, put **X**.

1 I **drank** a lot of cola, but now I don't.  used to drink ...

2 I **celebrated** New Year with my family last year.  **X**

3 She **had** long hair when she was younger.

4 Where **did** you **live** when you were a child?

5 I **went** for a run every day last week.

6 We **didn't wear** the same clothes all the time.

7 In the past, people **spent** more time at work.

8 **Did** you **play** with your sister when you were kids?

9 I **bought** this bag in London – it's my favourite bag.

10 They **weren't** friends in those days.

c Now go back to p.37

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