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NOMBRE DEL PROYECTO FINAL:

DESARROLLO DE LAS HABILIDADES DE LOS ESTUDIANTES DEL SIGLO
XXI A TRAVÉS DE LA ENSEÑANZA DEL INGLÉS COMO SEGUNDA
LENGUA

TRABAJO RECEPCIONAL

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

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Chapter 1

Philosophy and theory

1.01 Teaching identity and philosophy

My philosophy as a teacher is to create a safe environment for the students where they become confident to learn without being judge and the most important to me is they make friends and have fun and of course, they learn.

I work in a public University called Instituto Tecnológico Nacional de México in Iztapalapa and feel comfortable and enthusiastic because my class has around 45 students but it can attend more of them with ages ranging from 19 to 25 years old.

I think to teach English is not teaching a specific target language, I believe that teaching is more than sharing knowledge, this means is to teach about culture, get in the world together and fostering the students' self-esteem and emphasizing what they can be able to do and what they cannot.

I don't find any bad points when you are learning a new language, I mean all the aspects are beneficial because learning a new language help to have a better memory and you could know people from other countries.

As far as I concern, all the students try to do the best of them but most of the time they find difficulties to keep a conversation in English, once they told me they do not remember what they used to check in their previous schools, nowadays I am trying to increase their English comprehension and be patient because in this education level it is a requirement to learn a foreign language to get the complete major.

Besides, I have students with different abilities, different learning styles, different personalities and we have to practice inclusiveness in our new teaching context-based on human rights.

I would like to comment that I don't have students with a different linguistic background but cultural, as well it is known Mexico City is a big city and we have students

who come from other states and that helps to have different points of view in the classroom and of course, sharing cultural knowledge.

I love teaching In my day-to-day life, I consider myself as a responsible one, also I love the interaction with students, I try to be friendly and polite, besides, I ensure to create a positive environment in the classroom because is fine to provide confidence to students when using a new language. I always try to tell, write or broadcast funny, popular, reasonable short films or phrases for them in the classroom because it helps them make use of their critical thinking enjoyably. I think that my personality has been a very important key in my performance as an ELT, using lots of songs, dancing, and acting out (not always liked by the students, but I did). Also, I am very tolerant, it is to say that I do not usually use to close the door for late students, nor asking for a quiet class while they were copying or writing but I consider that I am stricter when ask them to memorize words, verbs, or dialogues to get into a nice class, good results and I suggest to students get very good friends between themselves.

Although we can use the recipe and follow the guidelines to be the best teachers, we have to accept that no everything is our responsibility we also have to make students conscious to our students that education and second language it's a luxury for them in this country where 60% of the population living below of the poverty line. (ONU)

Students have to understand that parents, teachers, and the government make efforts to provide high-quality teaching.

The 21st-century skills are critical thinking, problem-solving, creativity and innovation, communications, and collaboration, and finally, digital literacy should be taught in any school despite their characteristics (public, private, rural, or local schools).

And also, life and career skills should be taught among the students:

- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

The internet is changing the way we work, life, play, and learn, for digital reasons we have to embrace technology with the constraints it may carry on.

In my experience, blended learning is the best option for my teaching and my students because we cannot depend entirely on technology due to our economic resources but we can take advantage when possible.

I do agree that not only are preparing students for tests or exams we are preparing them to integrate them into the workforce panorama, in this issue, but ESOL is also becoming essential as a tool to split candidates better prepared for a job from those who are not.

Even though it cannot be a transnational company, local companies are asking this requirement to filter and interview fewer candidates.

This is worrying for my students because English is seriously taught at an adult age contrary to developed countries like Norway, Finland, Japan where ESOL is taught since young ages either in public or private schools. These countries leave us behind competitively.

If we want to improve the human resources and integrate them into the professional workforce, we have to keep in mind that English will also help in developing cognitive skills such as memory retention, memorization by making people smarter by the development of the brain synapsis connection.

Reflecting on professional development when teaching, allows us to observe and understand what are we doing as teachers. More often, English teachers are defined by actions, such as the way to preparing for class, managing the students, assessing their advancement, and evaluating the effectiveness of the class. However, each of us has a unique perspective on our motivation for these actions. Observing and then reflecting upon the reasons behind these actions allows us to create our teaching philosophy.

This philosophy, or set of beliefs about teaching and learning, consists of three main dimensions: cognitive (intellectual), affective (emotional), and behavioral (action-based). In other words, our teaching philosophy develops as a result of things we learn either in books or through experience, besides, how we feel at the time of teaching, learning, and working, finally, we can analyze what we can or cannot do in our classes.

First of all, context means everything when teaching, this challenges us to prepare and shape our lessons well according to our environment. This determines the teacher's role and the student's role, (e.g., counselor, analyst, material developer, facilitator) or the student's role, (note-taker, follower, tutee, or discipliner). In the place that I work, I have to consider many issues such as single parenting, adulthood, and other responsibilities that fill our students' brains that have to work and study besides their home duties.

My professional development as an English teacher as well as my teaching philosophy helps me to realize that I make use of Eclectic practice because I consider myself a person who derives ideas, style, or taste from a broad and diverse range of sources to create a more enjoyable, blended and interesting classroom environment, keeping in mind that the main goal and purpose is to get students into practice and so, expose them in a huge and wide amount of "setting" in real-world circumstances as many times as possible; being that a term that refers to the time and place where a speech is expected to be acted but in general are the physical circumstances either inside and outside the class.

1.02 Theory

Along with this paper theories and concepts of Second Language Acquisition, (SLA) which explain the relationship among the mind, social and cultural factors will be discussed., These approaches will help by providing us some of the answers related to how, what, and why of SLA learning.

To understand the *Socio-Cultural Theory of Mind* which belongs to the SLA better, it needs to be clarified if this is a theory that looks at the *higher mental functions* that are developed. It is possible because of humans' abilities to use *cultural* and *biological* (brain) artifacts (e.g., magazines, audios, books).

The study of the culturally organized human mental system will be explained as the *Genetic Model*, a Vygotsky's proposal well-known theory, which tries to reveal how the mind develops as a result of the close interaction with the social world through tools which could be both *physical* (e.g., *pencils, calculator, textbooks, etc.*) and *symbolic* (e.g., *language, both oral and written*) to humans can convey or express their thoughts.

In addition to SLA approach, is it worth saying that there are many factors that Krashen proposed in his Affective filter hypothesis that influence and impact in the learning

process like motivation, attitude, confidence, anxiety and he stated how to make balance on the learners' stress levels.

In other words, the most comfortable and motivated the students are, their effective filter gets low, so comprehensive input could be translated to intake to students to make progress on their output.

1.03 Comparative chart of SLA theorists

The following comparative chart shows the SLA theorists and their statements:

Tabla 1

Theory, name and year	Models-hypothesis	Methods approaches	Authors	Acquisition vs learning
Behaviorism (1940-1970)	<ul style="list-style-type: none"> • Contrastive Analysis Hypothesis 	<ul style="list-style-type: none"> • Audio-lingual • Total physical response 	Skinner	<ul style="list-style-type: none"> • Language is learned • Teacher as a model • Students' repetition until it is correct • Students imitate teachers' behavior • Students receive positive reinforcement

				<ul style="list-style-type: none"> Teachers' give correction until it is learned
Universal Grammar (1980)	<ul style="list-style-type: none"> Direct/indirect access model Monitor model Affective filter 	<ul style="list-style-type: none"> Communicative approach The natural approach 	Stephen Krashen	<ul style="list-style-type: none"> Students could be multilingual by finding an encouraging reason Language is learned
SLA Theory (1960)	<ul style="list-style-type: none"> Language Acquisition Device (LAD) hypothesis 	<ul style="list-style-type: none"> There are inborn structures in our brain 	Noam Chomsky	<ul style="list-style-type: none"> All languages follow the same grammar structure It only applies to L1. L1 is subconscious L2(SLA) is conscious Students know at least 1 language Students have motivation for learning L2

				<ul style="list-style-type: none"> • Language can be naturally acquired
<p>Cognitivism (1990 onwards)</p>	<ul style="list-style-type: none"> • Information processing model • Connection model • Competition model 	<ul style="list-style-type: none"> • The salient way • Suggestopedia 	<p>Mc Laughlin</p> <p>Rumelhart and McClelland</p> <p>Mac Whinney</p>	<ul style="list-style-type: none"> • Create the appropriate environments teaching and learning for SLA • Promotes different interactions • Includes artifacts such as realia
<p>Socio-Cultural Theory of Mind (1985 onwards)</p>	<ul style="list-style-type: none"> • Socio-Educational 	<ul style="list-style-type: none"> • Task-based Language Teaching • Whole language approach • Content-based instruction • Competency-based instruction • Communicative language learning 	<p>Vygotsky</p> <p>Lantolf</p>	<ul style="list-style-type: none"> • The learner needs to be defined by his context predetermine the language acquisition • Learning English as a cognitive process • Human development is a process which depends on many factors • Learning is for solving problems

- Counseling-Learning Method

- Formal learning boost intellectual knowledge

1.04 Krashen's hypothesis

There are five hypotheses supported by Krashen:

- 1) The acquisition learning hypothesis
- 2) The natural order hypothesis
- 3) The monitor hypothesis
- 4) The comprehension hypothesis
- 5) The affective filter hypothesis

The five hypotheses summarize the current theory of language acquisition. (for technical discussion and supporting evidence, see Krashen 1994,2004.)

In the acquisition learning hypothesis, we have two different ways to learn of developing ability:

We can acquire a language, and we can learn the language.

Language acquisition occurs subconsciously. While it is happening, we are not aware that it is happening. We think that we are having a conversation, reading a book, watching a movie.

Of course, we are, but at the same time might be acquiring language.

Once, we acquire something, we are not usually aware that anything has happened; the knowledge is stored in our brain subconsciously, the research strongly supports the view that both children and adults can subconsciously acquire a language, either oral or written language can be acquired.

Acquisition sometimes refers to "picking up a language" and it applies in all the languages.

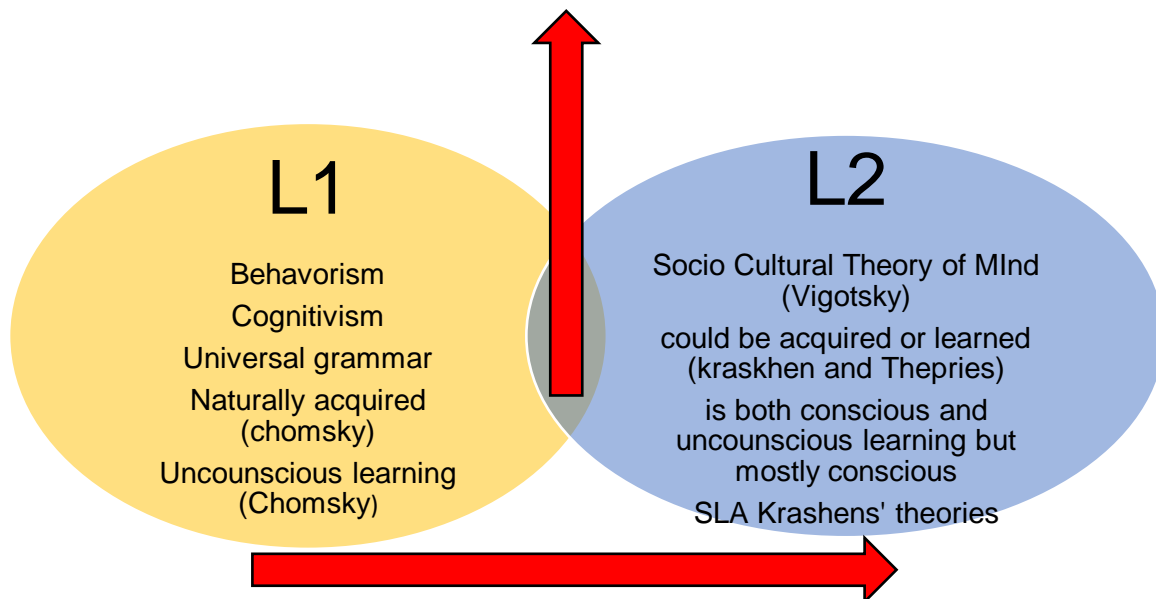
Language learning is a conscious process: when we are learning we know that we are learning and we are trying to learn. Language learning is what doing in school when we talk about “grammar” we are talking about “learning”.

Error correction is supposed to help to learn. we are supposed to change our conscious version of the rule. If a Lerner says “*she walk every day*” and a teacher corrects “*she walks*” the learner is supposed to realize that the “s” goes on the third person singular form of the verb.

1.05 Diagram of the different SLA theories:

- SLA (learned and acquired) by Krashen:
- 1) The acquisition learning hypothesis
 - 2) The natural order hypothesis
 - 3) The monitor hypothesis
 - 4) The comprehension hypothesis
 - 5) The affective filter hypothesis

Ilustración 1



1.06 Illustration of The Zone of Proximal Development

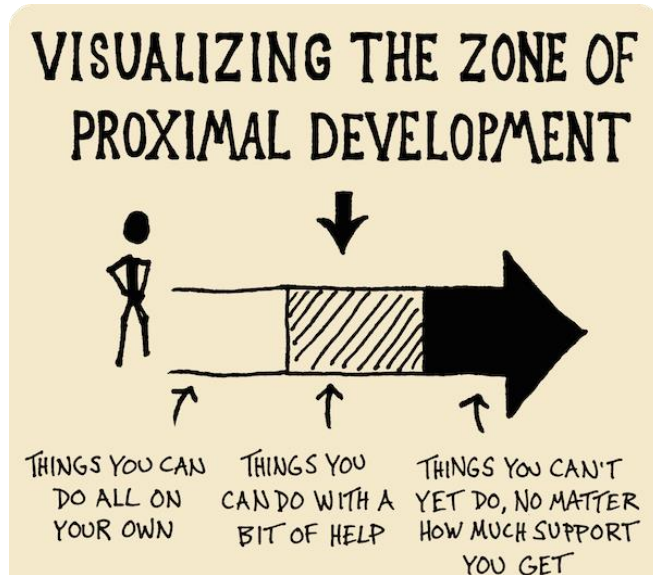


Ilustración 2

1.07 Analysis and observation:

According to the theory about input, intake and output suggested by Krashen (1994) I have observed how these concepts take place in my everyday teaching:

Tabla 2

Input	Intake	Output
What teachers provide to L2 learning	What students grasp and retain in their brains	What do they produce in L2
<ul style="list-style-type: none"> Teacher make students listen to audio in L2 to student's filling the gaps (basic level) A controlled activity 	<ul style="list-style-type: none"> Instructions Vocabulary Grammatical chunks 	<ul style="list-style-type: none"> Teacher make students compare their answers The teacher realizes if the task was fully achieved

<ul style="list-style-type: none"> • Role-play in pairs related to likes and dislikes (basic) • The teacher provides vocabulary, Sociolinguistic functions, grammar structure, and models of situations in a restaurant between a waiter/waitress and client. • A controlled activity • Real situations 	<ul style="list-style-type: none"> • A general comprehension of the task • Negotiation (when the students ask for another chance to listen to the audio) • Selective attention (when filling the gaps) • Confirmation check of meaning (when feedback occurs) • Clarification • Follow directions • Structure in their SLA • Vocabulary • Practice/Repetition • Requests 	<ul style="list-style-type: none"> • The teacher replays the listening if not. • Speaking in L2 <p>Fluency</p> <p>New grammar structure</p>
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The output is never enough. Students don't have the chance to perform the things learned outside the classroom as an output, because they only use L2 intake in the classroom and we expect as an output they can use in real life. In other words, "learning just occurs when output is performed" Krashen (1994). To tackle a little bit of this problem, students can join an online platform to chat with people from other countries through English, to provide them more practice or join conversation clubs, that sometimes are available in

Example 1:

A student who wants to study abroad (UK) is deeply committed to his development. He attends school always motivated and eager to participate. He dreams about living, studying, working in another language, and also, he wants to get married to a British girl. Even though he does not have an idea of what is living abroad and never has been outside the country he is deeply motivated.

Example 2:

A student who has a lot of compromises and no have time to study English, besides, he states that English is not his cup of tea. He struggles to learn English even though he has had excellent teachers and great schools. He does not make sense at all learning English, so he is not motivated besides his efforts.

Trying out procedures:

- a) It is not possible to try out high filter hypothesis to promote a better learning environment, according to the theory if students are comfortable and calm, their filter is lower. In this condition, the language input can be ready to learn.
- b) Although the input hypothesis is not directly supported, there is no doubt that input is crucial for language development, Krashen (1982).

In my classes, I use a lot of cognates, a friendly environment, real situations and I try material for them. Also, to facilitate the learning process, students are exposed to different adapted material for their needs (e.g., dyslexia, different learning abilities).

- c) Homework review: students are allocated with different classmates some of them have different learning styles, some others did not do homework and others have a higher level than the rest. The teacher sets the time for homework review at the beginning of the class to make students collaborate ask questions, clarify doubts among them, finish homework, and so forth.

The teacher monitors the activity and then his class begins. This has to be from time to time, not always.

1.09 Different approaches and characteristics:

a) Structuralism:

Edward B. Titchener (1867–1927) a British psychologist, who eventually became the author of structuralism, represented a combination of associations with the experimental method. Structuralists believed that human consciousness is a legitimate area of scientific investigation, and they studied the structure or makeup of mental processes. They postulated that the mind is composed of associations of ideas and that to study the complexities of the mind, one must break down these associations into single ideas.

b) Functionalism:

Functionalists were influenced by Darwin's writings on evolution and studied the utility of mental processes in helping organisms adapt to their environments and survive (Schunk, 2012). Functional factors were bodily structures, consciousness, and such cognitive processes as thinking, feeling, and judging. Functionalists were interested in how mental processes operate, what they accomplish, and how they vary with environmental conditions. They also saw the mind and functionalists opposed the introspection method, not because it studied consciousness but rather because of how it studied consciousness. Introspection attempted to reduce consciousness to discrete elements, which functionalists believed was not possible. Studying a phenomenon in isolation does not reveal how it contributes to an organism's survival

Rationalism

Although there is an external world from which people acquire sensory information, ideas originate from the workings of the mind. Descartes (1596- 1650) and Kant (1724-1804) believed that reason acts upon information acquired from the world; Plato thought that knowledge can be absolute and acquired by pure reason.

Constructivism:

Cognitive change occurs in the ZPD as teacher and learner share cultural tools, and this culturally mediated interaction produces cognitive change when it is internalized in the learner.

Zone of Proximal Development (ZPD) (Vygotsky, 1978)

Gives the idea that the level of potential development as determined through problem-solving on their guidance of a more capable peer inside the learning environment.

(Schunk, 2012).

- Reflection on experience
- Understanding of whole as well as parts
- Relate new information to old
- Create personal rules
- Create personal mental models
- Process = continual creation of new models
- Vital that we understand individual models and critically compare them to other models.

Behaviorism:

One of the most significant was the work of Ivan Pavlov (1849–1936), a Russian physiologist who won the Nobel Prize in 1904 for his work on digestion. The learning theories of Thorndike, Pavlov, and Guthrie are of historical importance. Although these theories differ, each views learning as a process of forming associations between stimuli and responses (Schunk, 2012).

- Reaction to stimuli or automatic response to familiar stimuli
- New responses to novel stimuli
- Rewards observable behaviors to reinforce them
- Ignore or punish observable behaviors to eliminate them
- Classical conditioning: natural responses
- Operant conditioning: learned responses

Cognitive (Brain-based learning)

According to Bandura, (1986).

“Learning occurs inactively (by doing) and vicariously (by observing, reading, and listening). Much school learning requires a combination of vicarious and enactive experiences. Observational learning greatly expands the scope of human learning possible. Observational learning consists of four processes: attention, retention, production, and motivation. A major contribution of social cognitive theory is its emphasis on learning from the social environment”.

- Metacognition (thinking about and planning for learning)
- Cognition
- Brain-based learning: The brain changes over a lifetime
- Key to ongoing changes: Meaning Connections between new and old Conscious learning opportunities
- Unconscious learning opportunities (acquisition)
- What the brain is: Self-organizing system, Redundant system, Overlapping system
- Capable of multitasking
- What the brain is not: Linear processor, Parallel processor

Brain dynamics: It is worth to mention that the brains' retention spans only five minutes:

• Left Brain	• Right Brain
Logical	Random
Sequential	Holistic
Rational	Synthesizing
Analytical	Subjective
Objective	Intuitive
Component	

Communities of Practice (Schunk, 2012):

- Learning is fundamentally a social phenomenon.
- Knowledge is integrated into the life of communities (groups, disciplines) that share values, beliefs, languages, and ways of doing things.
- The processes of learning and membership in a community of practice are inseparable. Roles change as learning changes.
- Knowledge is inseparable from practice. It is not possible to know without doing. By doing this, we learn.
- Empowerment—or the ability to contribute to a community—creates the potential for learning.
- Members of a community must use “communication strategies” to convey meaning. Our speaker/hearer enters into a dynamic process to understand and participate in the conversation or any interactive process. Even if words and sentences are in a language that is known to us, we cannot know what is being talked about until we know the exact context

Control / Motivation:

- Intrinsic motivation works better than extrinsic
- Control behavior to meet needs

Observation:

- Learning by observation requires: attention, retention, production, and motivation
- The Model must contain elements that learner finds “attractive”
- Learning is dependent on rewards

1.10 Historical Approaches Overview

Tabla 4

Approach	Purpose (Why/Who)	Content (What)	Practice (How)
Grammar Translation(1880+) Larsen- Freeman Deductive Grammar Speaking Deemphasized	--To teach aristocracy, often rich young men, how to read Latin and Greek --To teach culture and morality -- language for its own sake...as an intellectual exercise	--Classical books such as Homer and the Bible --Long passages of text --different genres: poetry, short story, and novel	Translation and “back” translation --Deductive grammar instruction --reading comprehension questions --Fill in the blanks -- memorization of vocabulary -- compositions (writing essays)
Direct Approach (1900+ Rivers) Inductive Grammar Speaking Emphasized	--To teach students who want to study or visit other countries --to travel --Experience culture: not just classic literature, but geography, history, and people	--Dialogues and conversations -- passages about how other cultures live (geography, politics, culture) --Maps, visual aids (objects and pictures)	--Inductive grammar instruction --reading aloud --Conversation practice --Map drawing and information gaps --Question and answer --self-correction, when possible
Reading Approach (1930+) Deductive	--To teach students who will most likely never leave the	Readings that are leveled to the learner’s knowledge	--Deductive grammar instruction --Memorization of

Grammar Speaking Deemphasized	<p>country</p> <p>--to teach practical skills student might use</p> <p>--To teach by using teachers who are not native language speakers</p>	<p>--vocabulary words from those readings</p> <p>--grammatical items from those readings</p>	<p>vocabulary -- translation</p> <p>--oral proficiency not emphasized -- evaluative performance through testing is emphasized</p>
Audiolingual Approach (1940+ Skinner) Inductive Grammar Speaking Emphasized	<p>To teach soldiers how to speak so they can communicate with enemies and allies</p> <p>--To teach anyone who to communicate orally/aurally</p>	<p>--Dialogues</p> <p>--Language mimicry (without a focus on meaning)</p> <p>--Visual aids (objects and pictures)</p>	<p>--Habit formation drills: backward build-up, chain, single and multi-slot substitution, transformation -- dialog memorization</p> <p>--Use of minimal pairs --grammar games</p> <p>--overlearning</p>
Cognitive Approach (1960+ McLaughlin) Deductive Grammar Speaking Deemphasized	<p>--To understand how languages work</p> <p>--To research and publish</p> <p>--To recognize the unique properties of the human mind</p>	<p>Not truly a classroom approach...a way of understanding a learner</p>	<p>Instead of techniques, linguists ask questions about the learner such as:</p> <p>“Why is it that people produce sentences that have never before been uttered?”</p> <p>“What are the underlying rules of</p>

each language?"

"How does rule formation work, and what is the role of error in rule formation?"

Affective Humanistic Approach (1970+ Krashen) (Example: Suggestopedia) Inductive Grammar Speaking Emphasized	--To respect student feelings as they learn a language --To increase the speed of learning	--Bright colors and pictures, posters everywhere --music and fine art --dialogues --Games	--Positive reinforcement --choosing a new identity --multiple concerts: reading a dialogue with music in the background and playing it multiple times --spontaneous, creative thought through dramatic interpretations, games, singing, and dancing
Comprehension Approach (1980+) (Example: TPR) Inductive & Deductive Grammar Speaking Deemphasized	--To help make meaning clear (to make input comprehensible) --To help learners gain confidence so that they are willing	--Classroom objects: a door, a clock, a chair, etc. -- observable actions: jump, sit, walk, run --Chunks of language in novel	--Use of commands --Role reversal (now YOU are the teacher) --Action sequence

(slightly)	to produce language	combinations	
Communicative Approach (1980+ Vygotsky) Inductive & Deductive Grammar Speaking & Writing Emphasized	--To connect people to create opportunity and awareness. --To love other cultures and places --To use a language	--Carefully leveled books with high-interest themes --Books often contain four “skills”: reading, writing, listening, and speaking --Books also contain excerpts on pronunciation, grammar, culture, learner strategies, speech acts, and vocabulary	--Make use of authentic materials - -picture strips (comics) --information gap exercises --language games --Group and pair work --activities that meet “diverse needs”

1.11 Kolb’s Learning Style Inventory (LSI)

We all learn in different ways; the LSI is designed to help you understand how you learn best in educational settings and everyday life. Learning can be described as a cycle made up of four basic phases. LSI takes you through those four phases to give you a better understanding of how you learn knowing more about your learning style can help you understand; Kolb, David & Kolb, Alice. (2013).

- How to maximize your learning from educational programs
- How to solve problems
- How to manage disagreements and conflicts
- How you make career choices
- How to improve the personal and professional relationship

1.12 Kolb's Learning Cycle

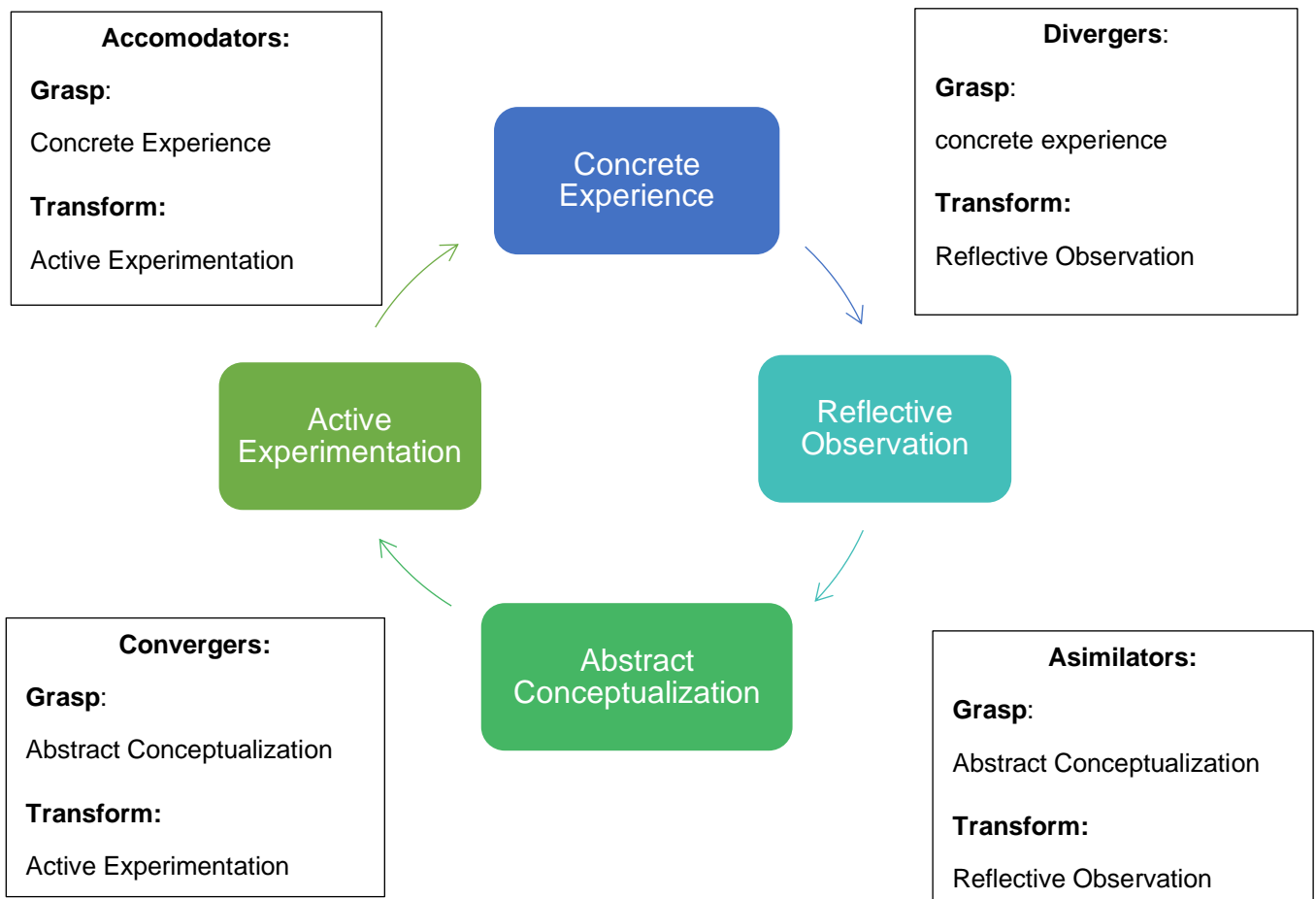


Ilustración 3

1.12 Task-Based Approach

TBA (Willis, J. 1999). Gives the structure to our lessons by providing Presentation, Practice, and Production stages (PPP):

- **Presentation:** Consist of a pre-fabricated task to lead the students to the topic of the day. We can recycle the previous vocabulary, warm ups, activate schemata, brainstorming, and predicting.

- Practice: This is the task cycle in which you introduce the new structure, topic, aim, and context in the situation. In this stage, the students are exposed to the language and the teacher promotes repetition, coral repetitions, individual repetitions in speaking, spontaneous use of language, and teacher avoid mistake correction and gives chance to peer correction.
- Production: Students produce the language target without apparent teacher supervision, the teacher promotes play roles, communicative activities according to their level and students reach the goal of fluency and accuracy making fewer mistakes as possible.

"This approach recommends a specific sequence of learning activities or a teaching cycle that concerns the students' active role and building their knowledge, as well as make emphasis on the types of interactions as an integral part of learning a language" (Willis, J. 1998).

1.13 Teachers' and students' roles.

As it is well known, a role is a set of actions that are expected or anticipated for a certain setting or task. All of the people around the world have many roles to play in, such as spouse, sibling, parent, child, friend, colleague, consumer, among others. Thinking of roles is to consider both of the factors about external actions we do and also, we must consider the internal side of our roles, it is to say, what goes on in our heads, and what are the experiences and beliefs that lead us to embrace each role under certain circumstances (Richards, J & Lockhart. 1996).

Furthermore, there are a huge number of roles that we as teachers can assume outside the classroom, for instance, needs analyst (assess student), curriculum developer (to develop or modify curriculum for courses), material developer (to have the option of either using a coursebook or their materials), counselor (to provide advice and assistance to students who are having trouble), mentor (senior teachers are either required or expected to guide new teachers as they begin their careers, in classroom management, lesson planning, and professional development), team member (teachers must work together in teams),

researcher (teachers may be expected to research language, learning, and teaching, generally with an emphasis on action research in their classrooms), translator/interpreter (translate or interpret in a range of situations If you share a native language with students or parents who are not fluent in the language of instruction) and professional (taking courses constantly to expand the knowledge base) but those roles do not just depend on the school's goals but also students' needs.

On the other hand, as it is well known, students work better when they are told what the language will be used for, in this case, teachers need to make use of pre-fabricated language to help students feel more comfortable with the language and end up using useful communication strategies.

Students are expected to understand that grammar, punctuation, and vocabulary to contribute to the effectiveness of the materials or texts, to support understanding of increasing levels of complexity and abstraction in texts, also explicit teaching is required to facilitators in a relation of features of the language, such as vocabulary, illustrations, diagrams, graphics, punctuation, sentence structure, imagery, figurative language, topic sentences, and connectives.

We as teachers have to understand that the role of the student changes as a function of their age; but as students' progress through successive stages of schooling, they face to different expectations because of their parents have largely moved out of the scene as students grow up; it is to say, that the students' school-related activities are a matter between the student and the school (they are expected to be more independent and responsible for their facts).

As we saw during the module, teaching in all subject areas entails roles and tasks. Both instructors and students play out roles in the classroom. The role of instructors that is assumed in which students very willingly grant authority to them, while the expert who is the central figure in the classroom transmits knowledge to all of the students.

Furthermore, there are many institutional aspects that we have to consider and reflect on how would we cope with each of the following Belief System and determine how those situations could affect our role as teachers. For instance, in classroom management and organization we have to keep in mind the way of how do we set classroom routines and rules, how do we arrange to seat in the class, how strict are we about the time limits you have set in

your lesson plan, talking about the teacher control we have to think of how do we maintain control over student work in class, how to tolerate student behavior, if students work outside of class, then, considering curriculum, content, and planning we have to wonder ourselves how do we approach the overall curriculum, how do we approach lesson plans, what are our criteria for structuring the class time in general with the whole group, individual work, pair work, etc.

Related to Instructional strategies, we must analyze what kind of activities do we feel most comfortable teaching, which activity types do we feel are most the effective, how can we approach new material; then, motivational techniques drive us to think of how important is motivating your students, what are our strategies for motivating students, what factors (student factors, classroom factors) determine when we use different techniques and finally, the assessment philosophy help us to decide what type of assessment do we feel is the most effective and how explicitly do we assess our students.

When we are talking about the personality, we refer to a group of tendencies in behavior that are consistently (but not always) displayed. Some common personality types include authoritarian, affiliative, aggressive, and cooperative.

A traditional view of the role of the teacher is authoritarian, with decision-making coming from the teacher rather than the students. Affiliative personalities create close relationships, trying to develop a warm, trusting environment. An aggressive personality focuses more on goals than process, with little concern for cooperation unless it moves toward that goal. Cooperative personalities, on the other hand, prefer working together with others to achieve goals. Here are some teachers' views on the effect of their personality on their teaching.

Engaged learning is the goal expected to reach and also is the process in which students actively participate in their learning, is the process where the students are involved since their first exposure, in other words, since the beginning on the first day, they are in the setting of deciding on the course and put special emphasis on their study. In this situation, the teacher serves as a "coach or facilitator," guiding students to the desired goal. Thus, engaged learning allows students to participate in "real-life" activities through collaboration, exploration, and discovery with peers. Perhaps, so that, engaged learning projects do not focus on one subject, but the integration of many or all subjects as well. In this line, assessment in

engaged learning can be very diverse. It is to say, that assessment should be real, continuing, and encouraging.

As it is well said if either students or teachers create powerful relationships in any social situation, teachers can empower students by patting them on their back as a sign of inspiring that they are making progress of their language production, in other words, it means that if a good facilitator is enabled to encourage all the class, therefore, the students will get more advanced level because they put into practice engaged learning as I mentioned above.

Chapter 2

Methodology and practice

2.01 A practical and useful lesson plan.

Lesson plan identification cell.	
Author	THE GUARDIAN newspaper
Educational stage	College students TECNM ITI2. CEFR A1-A2
Title of your Lesson plan	The millennials not using social media
Learning Objective of the plan/Competency	<p>To guide the students into their practice of the four skills to express themselves about social media, which will make them think critically about their relationship with others. Based on a real situation that will put them into a current real situation to explore possible intercultural contexts, and how to face solve real problems.</p> <p>To show my teaching approach and philosophy in which students have to work harder than the teacher, obviously, under guidance and role models such as behaviorism, conductivism, constructivism, the zone of approximate development, and so forth.</p>
Communicative skill considered	Listening/Speaking/Reading/Writing with an intercultural focus.
State of the following options	Introduction, discussion, and practice of the topic.
Functions	<p>To enhance students' vocabulary, knowledge to expose students in speaking activities.</p> <p>Talking about social media, millennials (the youth), and lifestyle.</p> <ul style="list-style-type: none">- Discussing the importance of social media nowadays among young people worldwide.- Sharing some points of view from different people around the globe and advice for students.- Contrasting the usage of social media.- Making connections about the pros and cons of social media.- Reading a newspaper article about millennials refusing the use of social media.- Learning some new vocabulary, phrasal verbs, collocations, and compound nouns.- Exchange opinions inside the classroom to practice speaking.
Main Grammar structure	Simple Present.

Brief description of the plan	<p>Enhance students four skills through cultural awareness (reading)</p> <p>Students will be introduced to the topic throughout a brief talk about social media and then students will be exposed to a short reading.</p> <p>They will have several mixed activities to practice the four basic skills. Along with the activities, learners will be building and developing critical thinking and language through an important issue for them: social media (Facebook, Instagram, Twitter, Snapchat, Tik-Tok) in which they are exposed in front of hundreds of people. Besides, they will share how they manage their privacy, security settings, and so forth. Having as examples the people of the reading and their reason why they quitted social media usage.</p>
Hours of the plan implementation	1.30 hours (combined)
Number of sessions	1
Contents required for the lesson	Audio/Video/Interactive reading and writing model
Link or search of the content	<p>Materials for this class:http://eoigijon.com/wp-content/uploads/2017/02/2NI_CL_The-millennials-not-using-social-media.pdf</p> <p>Video:https://www.youtube.com/watch?v=BpPJZoAL08E (A1-B1)</p> <p>Video:https://www.youtube.com/watch?v=d5GecYjy9-Q (B1)</p>
EEAILE online tutor	Rocío Salgado Perea

Step of the lesson	Teacher activities	Students activities	Session number
Activation. WARM-UP	1. The teacher activates the previous knowledge by asking how social media affected their daily lives by eliciting questions in which platforms they are subscribed, what for? and how many hours they surf online.	1. Students participate by giving answers about teacher's questions related to social media according to their English level and by including their range of vocabulary such as the internet, Facebook, WhatsApp, Instagram among others.	1 5 mins.

LEAD IN

2. The teacher writes on the board all the vocabulary elicited during the warm-up on the board to students use them when necessary.
3. The teacher checks understanding by asking questions to different students and by eliciting answers.

1. Throughout the previous activity, the topic is set clearly. Then the teacher explains to students how they are going to approach the topic and the main objective by just asking them whether they have thought about social media. Although different answers the teacher lets them know how important it is to think about privacy, cyber-security, self-care, and the right use of social media by using a reading about people that do not use it.
By setting up a controversial issue about social media students are going to reflect on the importance of technology in their daily lives and how they shape our lifestyle.

2. The teacher gives out the photocopies

2. students take notes of the vocabulary
3. Students respond to the answers made by the teacher either individually or as a whole.

1. After teacher students receive all the related vocabulary, they are going to work in pairs to read the article about the GUARDIAN why millennials not using social media and they are work in a team to support each other in understanding vocabulary grammar and so on. handout pag.1,2activity 1,2,3 (see appendix 4)

1
5 mins.

of reading why millennials not using social media for each student.
 3. The way by using social media handout pag.1 activity 1,2,3 (see appendix)

Reading					
Step of the lesson (practice)	Teacher activities	Students activities	Materials	Session number	Evaluation
First practice: while reading	1. The teacher checks to understand 2. After giving the photocopies of the reading teacher let students working by themselves. 3. The teacher supervises each group if they are doing right or wrong. 4. The teacher applies Zone of Proximal Development (ZPD)	1. Students read the material worked collaboratively developing: <ul style="list-style-type: none"> Analyzing (cognitivism) Making connections Making comparisons Developing reading skills Developing people skills by working collaboratively Asking questions about definitions 	HANDOUT 1 (photocopies of the reading) <ul style="list-style-type: none"> Board Markers Handout pag.2-4 activities 4,5,6,7, 8 	1 25 min	Not applicable to this stage.

		<ul style="list-style-type: none"> • Solving problems through a questionnaire about the same reading • Note-taking • Underline • Emphasize 			
1 st . practice (Post-reading)	6) The teacher asks for the answers and writes the right answers on the board.	<ul style="list-style-type: none"> • Class as a whole • Peer – correction • Comparison • Debating • Note-taking • Contrasting • Speaking English. 	<ul style="list-style-type: none"> • Board • Markers • Handout pag.2-4 activities 4,5,6,7, 8 	10 min max.	Group-evaluation Peer-evaluation Self-evaluation
2 nd . Practice Post-reading Grammar Focus.	7) The teacher after reading expands that there are compound nouns or two-a plural noun meaning. <ul style="list-style-type: none"> • A three-word verbs 	<ul style="list-style-type: none"> • Students match the words in the left-hand column with those in the right-hand column to make expressions from the text: 1. create 	<ul style="list-style-type: none"> • Handout pag.2-4 activities 4,5,6,7, 8 	10. mins	Class a whole Group correction Peer correction Self-evaluation

<ul style="list-style-type: none"> • Verb + noun collocation • Word nouns which mean one Word and writes on the board and explain some of them for Example: • Arm+Chair • Compound: armchair. 	<ol style="list-style-type: none"> 2. send 3. go through 4. appreciate 5. use 6. post <ol style="list-style-type: none"> a. the benefits of something b. social media c. a text message d. a video online e. a profile f. a break-up 			
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Listening and Speaking*

Step of the lesson production	Teacher activities	Students activities	Materials	Session number	Evaluation
3 rd Practice. Extra-Activity Pre-listening.	8) The teacher plays a different video from Youtube to show why people are not using social media to expose students to the spoken English language (British English accent) with subtitles.	<ul style="list-style-type: none"> • Students pay attention to the video and make connections by using their critical thinking 	<ul style="list-style-type: none"> • Internet • Computer • Youtube • Head projector • Speakers 	1 10 mins.	N/A
While listening	9) The teacher replayed the video without subtitles to force students to pay more attention.	<ul style="list-style-type: none"> • Pay attention and listen to the video • Take notes 	<ul style="list-style-type: none"> • Internet • Computer • Youtube • Head projector • Speakers 	1 10 mins.	N/A
Post-listening (or reading, if there is not time) Speaking. *If there is no time after reading	10) After finishing the video, the teacher debates the content of it, the teacher asks opinions about the video and makes students think about the advantages and	<ul style="list-style-type: none"> • Students speak in English to express opinions and debate about the content of the video 	<ul style="list-style-type: none"> • Internet • Computer • Youtube • Head projector • Speakers 	1 15 mins.	Teacher evaluates those students who speak and those that make use of the new vocabulary and structures in speaking

practices speaking comes.

disadvantages of social media

and the handouts.

Writing

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Post-production					
Post- practice Writing Homework.	The teacher sets homework to create an online profile in an unknown on an educational platform to keep in touch with students in an educational way to teach them that social media can be beneficial for them.	Students to use twitter for this activity and do it as homework	Internet Computer	1 (homework) 10 mins.	Teacher evaluates writing when receive student's invitation to connect on Twitter
Vocabulary introduction	Teacher recycle vocabulary from the warm-up from the presentation and the practice	Students apply and use the vocabulary they saw in class.	handout pag.2-4 activities 4,5,6,7,8)	1	Teacher evaluates writing when receive students invitation to connect on Twitter (personalization)
Grammar Focus	Recycle the grammar previously given: Simple present, two words nouns, common collocations.	Recycling grammar structures, reading, and vocabulary.			
Summary	The teacher provides feedback to the students on their Twitter profile	Students receive feedback from the teacher and correct if necessary	handout pag.2-4 activities 4,5,6,7,8) home internet access		Teacher evaluates students' writing by providing individual marks

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

To we know students are learning English is when they practice productive skills (speaking and writing) which are products from the input (listening and reading).

Assessing students is always the most controversial part due to students' abilities to speak and write.

In this case, most of the students are true beginners and they are not familiar with the target language, however, we are not alone in this: CAMBRIDGE ESOL has many downloadable resources according to the students' level so, as a teacher, I can make use of them to assess students' progress reasonably.

I trust in this designed material because CAMBRIDGE ESOL develops a lot of material and there is a lot of research behind it.

I use rubrics for speaking, bookworms market readers, controlled listening activities, and simple writings examples to make students confident in their learning progress and I try do no to frustrate them by using higher-level material or authentic material in this part of their learning.

For the reasons mentioned above, I use designed material either from CAMBRIDGE or other sources which are reliable to use. As it is the case of "The Guardian" the Millennial not using the internet as a controversial and engaging material for the students according to their levels.

This CAMBRIDGE ESOL FRAMEWORK is meant to identify some of the proficiency tests currently marketed in North America for ESL students. It should be noted that most of these tests have been developed and used in American educational settings and, therefore, are norm-referenced to students in Mexico.

If we expect a good output from the students, we have to provide them good input. Only in this way we can assess both material and students.

Evaluating teachers will be students' responsibility by the end of the semester. In an era where everything has to be evaluated, we have to polish every single step taken into the learning process.

Besides, we have to set rational behind of the assessment should be based on current research stating that lack of content knowledge and required skills is not reason enough to warrant placing newcomers in lower levels.

Lack of fluency in English does not indicate limited intelligence. Depriving students when children of the opportunity to interact with age-appropriate peers can hinder their adjustment to their new English learning different from those who have been learning ESL when children. (Law and Eckes 1995) In Mexico, students with limited schooling or proficiency in both English and their first language are placed in the same classroom to learn A1 and A2 English levels. The criteria for placement in these programs are determined by individual schools.

This makes us have two kinds of assessment, the first one the expected from CAMBRIDGE ESOL FRAMEWORK and the second one designed for us as teachers in which indicate the progress of the students from zero to the reached point, even though it is not always the same expected by the syllabus or CAMBRIDGE ESOL marking criteria.

Teachers must gather evidence of how a student approaches, processes, and completes tasks over time. Teachers must also assess social skills, literacy skills, language acquisition, and attitudes. Also, teachers must consider students' learning styles, language proficiencies, cultural and educational backgrounds, and grade levels.

Teachers should design alternative forms of assessment rather than emphasize standardized tests and, therefore, can encourage other teachers to view assessment as an opportunity to advocate for their students.

When language instruction is integrated with content instruction, as it is in my case, teachers should use a variety of assessment strategies that distinguish between students' language abilities, growth, and mastery of subject outcomes.

I do not trust in self-assessment. I consider it wasting of time and generally students evaluate themselves too high because they also think that participation, attendance, homework, and some other activities count as learning.

I try my activities (vocabulary, grammar, readings) most of the time match with an assessment. I used to apply assessment with materials and different content from the class

and the results were awful. Nowadays, I try to recycle all the information, strategies, and activities when assessing students.

Finally, assessing is a never-ending story, is permanent.

Administrative work, makes us grasp evidence from the students in personal portfolios, record marks, templates, attendance list, and so forth (see appendix link) but as teachers assessing students is help them to improve their skills, otherwise, we are just “evaluators” but teachers.

We have to trust in students and see that most of them will take off regardless of their constraints and accept that some of them will work harder to take off whatever their story ends, we are not going to be present when flying alone with the language.

Table1 and 2 are not against each other they complement themselves to keep the balance among what students learn, institutional goals, and different learning styles. nowadays assessment has to be inclusive, equal, and personalized more than standardizing.

Teachers of ESL students are increasingly turning to alternative performance-based assessment approaches, which involve a variety of assessment methods and varied student activities, as listed below:

Table 5 Instrument of learning assessment

Can-Do Statements (Evaluation Rubric)			
based on CAMBRIDGE ESOL			
	Listening/Speaking	Reading	Writing
Overall general ability	<p>A1. CAN understand basic instructions or take part in a basic factual conversation on a predictable topic</p> <p>A2. CAN express simple opinions or requirements in a familiar context.</p>	<p>A1. CAN understand information</p> <p>A2. CAN understand straightforward information within a known area, such as on products and signs and</p>	<p>A1. CAN complete basic forms, and write notes including times, dates, and places.</p> <p>A2. CAN complete forms and write short simple letters or</p>

	<p>B1. CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements</p>	<p>simple textbooks or reports on familiar matters.</p> <p>B1. CAN understand routine information and articles, and the general meaning of non-routine information within a familiar area.</p>	<p>postcards related to personal information.</p> <p>B1. CAN write letters or make notes on familiar or predictable matters.</p>
<p>Social and tourist typical abilities</p>	<p>A1. CAN ask simple questions of a factual nature and understand answers expressed in simple language.</p> <p>A2. CAN express likes and dislikes in familiar contexts using simple language such as 'I (don't) like...'</p> <p>B1. CAN express opinions on abstract/cultural matters in a limited way and pick up nuances of meaning/opinion.</p>	<p>A.1 CAN understand simple notices and information, for example in airports, on store guides, and menus. CAN understand simple instructions on medicines and simple directions to places.</p> <p>A2. CAN understand straightforward information, for example, labels on food, standard menus, road signs, and messages on automatic cash machines.</p> <p>B1. CAN understand factual articles in newspapers, routine letters from hotels, and letters expressing personal opinions.</p>	<p>A1. CAN leave a very simple message for a host family or write a short simple 'thank you' notes.</p> <p>A2. CAN complete most forms related to personal information.</p> <p>B1. CAN write letters on a limited range of predictable topics related to personal experience and express opinions in predictable language.</p>

<p>Work typical abilities</p>	<p>A1. CAN take and pass on simple messages of a routine kind, such as 'Friday meeting 10 am'.</p> <p>A2. CAN state simple requirements within its job area, such as 'I want to order 25 of...'</p> <p>B1. CAN offer advice to clients within their job area on simple matters.</p>	<p>A1. CAN understand short reports or product descriptions on familiar matters, if these are expressed in simple Language.</p> <p>A2. CAN understand most short reports or manuals of a predictable nature within his/her area of expertise, provided enough time is given.</p> <p>B1. CAN understand the general meaning of non-routine letters and theoretical articles within their work area.</p>	<p>A1. CAN write a simple routine request to a colleague, such as 'Can I have 20X please?'.</p> <p>A2. CAN write a short, comprehensive note of request to a colleague or a known contact in another company.</p> <p>B1. CAN make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable.</p>
<p>Study typical abilities</p>	<p>A1. CAN understand basic instructions on class times, dates and room numbers, and on assignments to be carried out.</p> <p>A2. CAN express simple opinions using expressions such as 'I don't agree'.</p> <p>B1. CAN understand instructions on classes and assignments given by a teacher or lecturer.</p>	<p>A1. CAN read basic notices and instructions.</p> <p>A2. CAN understand the general meaning of a simplified textbook or article, reading very slowly.</p> <p>B1. CAN understand basic instructions and messages, for example, computer library catalogs, with some help.</p>	<p>A1. CAN copy dates and places from notices on the classroom board or notice board.</p> <p>A2. CAN write a very short simple narrative or description, such as 'My last holiday'.</p> <p>B1. CAN write down some information at a lecture, if this is more or less dictated.</p>

Tabla 6 Personal Rubric for Evaluation (Speaking)

Methods of Assessing	Oral Students Activities
<ul style="list-style-type: none"> • oral interview, reports • picture-cued descriptions and stories • records of student interactions • story/text retelling • audio- and videotapes • dramatization: improvisation, role plays, readers, theatre, skits, interviews • dictation 	<p>Communication</p> <p>Does the student:</p> <ul style="list-style-type: none"> • initiate communication with peers? • speak on specific topics? • share anecdotes or tell stories? • participate in two-way conversations (paired or groups) using turn-taking skills, etc.? • express personal ideas, points of view? • communicate intent? <p>Grammar and Vocabulary</p> <p>Does the student:</p> <ul style="list-style-type: none"> • vary sentence type and construction? • pay attention to grammatical features, e.g., prefixes, suffixes? • demonstrate a repertoire of word choices? <p>Body Language</p> <p>Does the student</p> <ul style="list-style-type: none"> • communicate through appropriate facial expressions and gestures? • understand the use of social space?

Tabla 7 Personal Rubric for Evaluation (Listening)

Methods of Assessing	Auditory Student Activities
<ul style="list-style-type: none"> • oral interview, reports • picture-cued descriptions and stories • records of student interactions • story/text retelling • audio- and videotapes • dramatization: improvisation, role plays, readers, skits, interviews • dictation 	<p>Communication</p> <p>Does the student:</p> <ul style="list-style-type: none"> • follow directions? • ask for clarification? (see the lesson plan) • paraphrase and/or retell? • demonstrate understanding by performing tasks? • write orally dictated passages or notes? • use appropriate gestures and body language? • respond to differences in register and tone of voice?

Tabla 8 Personal Rubric for Evaluation (Reading)

Methods of Assessing	Reading Student Activities
<ul style="list-style-type: none"> • retelling • response journals • anecdotal records • comprehension questions • reading strategies 	<p>Oral Fluency</p> <p>Does the student:</p> <ul style="list-style-type: none"> • attend to phrasing/chunking? • read with the proper stress, intonation, and rhythm? • sound out unfamiliar words?

<ul style="list-style-type: none"> checklists • reciprocal teaching • student-made dictionaries • think aloud • miscue analysis • running records • reading logs • student manipulation of information, e.g., unscrambling pictures, sentences • story/concept mapping 	<ul style="list-style-type: none"> • self-correct? <p>Comprehension</p> <p>Does the student:</p> <ul style="list-style-type: none"> • link to prior knowledge? • predict, retell, infer, recall main ideas and supporting details? • understand sequence and patterns of discourse? • use pictures, graphs, charts, diagrams?
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Tabla 9 Personal Rubric for Evaluation (Writing)

Methods of Assessing	Writing Student Activities
<ul style="list-style-type: none"> • learning logs • dialogue journals • summaries • unedited student written work • close procedures 	<p>Communication</p> <p>Does the student:</p> <ul style="list-style-type: none"> • write for a variety of audiences and purposes? • write on specific topics? • demonstrate a variety of written formats? • follow the writing process: prewrites, drafts, shares, and response, revises, and publishes?

• samples of completed work from a variety of sources e.g., lab reports, interviews, graphic organizers

Grammar, Vocabulary, and Mechanics

Does the student:

- manipulate verb tenses?
- vary sentence construction?
- pay attention to the agreement, number, word order, parts of speech?
- pay attention to word forms, e.g., prefixes, suffixes?
- demonstrate a repertoire of word choices?
- pay attention to punctuation and spelling?

2.03 Attached evidence of (graphics, photos, images) of the procedures.

See appendixes: (1-20)

2.04 Evidence of the designed tool to assess students.

See appendixes: (18-20)

The assessment rubric that was applied was successful because through these rubrics I could mark my students nor in a deep way. After all, they are given their first steps in English and it can be frustrating it for them to evaluate all the aspects of the language because of the students have a lower English level than they think, for that reason, I do not need to create too elaborated rubrics but useful and trustable assessment tools.

2.05 Performing and recording the activities about the important moments showing everything learned or acquired through this specialization.

See link and see appendixes: <https://youtu.be/J1Zlfqc9lu4>

Chapter 3

Experience Report

Along with this course, I have learned that all the approaches and techniques, reunited and compared, teach me that there is not only one formula of everything. We have to flow with all of them when necessary, according to our context and our student's needs. Teaching ESL has provided me a lot of research about what is behind in history and it has been a short cut in my future development, in which I can apply some methodologies when it is needed without hesitation.

Life can be as unpredictable as teaching is so this course has helped me in developing my teaching skills such as tolerance, patience, inclusiveness, and has made me aware that there is no one single approach to teach English as thought.

Even though through English we can provide structure and discipline to our students, it cannot be something that has to be forced to learn or enjoy.

It also relies on both students' and teachers' synergy, compromises attitudes favorable context, the right pace, and velocity, and the magic touch that makes everything happens.

Bilingual brains are more capable in problem-solving, critical thinking, oral communications, written communication, teamwork, diversity, information technology application, leadership, creativity and innovation, life-long learning, work-ethic and social responsibility.

We are currently preparing students for jobs and technologies that do not yet exist... to solve problems that we do not even know are problems yet.

Teaching English has been also a hook for a better future taking into account that bilingual people have twice as much opportunity as those who are monolingual.

The structuralism' principle better known as the arbitrary nature of language, taught me that there isn't a direct relationship between the sounds of a language, the combination of these sounds to make up words, or the combination of words to make up sentences, and reality itself. Also, this idea can explain the fact that the sound and shape of words don't have a direct relationship with the actual objects that are being talked about. Besides, It also

explains the fact that languages can have very different words to designate the same object. It was a great developed idea, which was coined as the structuralism approach to language, and says that sentences are made up of groups of words.

The language functions help me to understand the things people do with language by interacting with the world in a meaningful way using instrumental, regulatory, interactional, personal, heuristic, imaginative and representational alternatives to communicate with others.

Most of the time people make use of the rationalism theory, and this term refers that it is a believe that opinions and actions should be based on reason and knowledge rather than on religious belief or emotional response.

Another important theory that my teaching is based on is called behaviorism which can be broadly defined as a school of psychology that bases learning on the interaction between a stimulus and a response. It is worth saying that a stimulus can be any type of input that causes the learner to change his/her activity or behavior, for example, thoughts, emotions, and sensory activity. A response is what the learner does as a result of a given stimulus. So, learners must not only be exposed to a stimulus at least once, respond to the stimulus, but must also receive some type of feedback. Another way to express this idea that learning requires multiple stimulus-response opportunities is to say that learning is a reiterative process between stimulus-response, which means it happens repeatedly and over time.

All the historical approaches make me realize that all of them are still running no matter what they seem either old or new; we still use them in our everyday teaching. For example, the grammar-translation method, not because it is old, it is a bad approach. I use this approach when I have to teach adult teachers due to their lack of vocabulary knowledge.

All the approaches share common principles: (Shuell, 1990)

- Learners progress through stages/phrases
- The material should be organized and presented in small steps
- Learners require practice, feedback, and review
- Social models facilitate learning and motivation
- Motivational and contextual factors influence learning

Suggestopedia makes me aware that I use them more often than I think because it is a faster way to show different environments through the use of realia or objects that can be found in our classrooms or not with much money investment.

Affective filter emphasizes the care that we have to have to respect student's feelings and emotions when learning ESL. The connection between students and teachers is essential in our work as we work with individuals.

Kolb's it is an expanded panorama of what our knowledge about the different learning style. It has to help me a lot because sometimes we think that all the students are equal, and learn just in a single way.

TBA taught me that there is no chance to leave my students alone. They always will need guidance and support in every single step they take opposite to its function.

It is well said that not all of the students have the same skills and learning styles. Communicative competences (fluency, accuracy, pronunciation) are developed differently. Also, most of the students get only what is provided in the classroom, but outside the classroom, those competencies are not equally performed. In this module, most of the students get practice in sociolinguistic competences, (Hymes, 1972.) the sociocultural conditions of language use. These include work on social conventions such as rules of politeness, norms governing relations among generations, sexes, classes, and social groups, a linguistic codification of certain rituals in the functioning of a community.

On the other hand, teaching materials are an important part of EFL classrooms; teachers rely heavily on a diverse range of materials to support our teaching and our student's learning from textbooks, videotapes, and pictures from the Internet. Also, we can notice that there are many reasons why EFL teachers may choose to construct their teaching materials but there are some key components that we should take into consideration when we are creating a structured design for materials development.

In the early 1980s, Perlberg considered micro-teaching as a training procedure aimed at simplifying the complexity of the pedagogical act. The following years bring with them new psychological theories of learning such as the Constructivism of Piaget, the Significant Learning of Ausubel and, the Zone of Next Development (ZDP) by Vygotsky, among others,

that extend and enrich the concept of micro-education so that this one undergoes deep modifications that obey the didactic implications of the new theories.

Microteaching decreases the complexities of normal teaching in a class. The size of the class, content, and time, are all reduced. It focuses on training for the achievement of specific purposes (e.g., reading and writing). These ends can be the practice of teaching techniques, mastery of certain class materials, or demonstration of methods of teaching (e.g. skimming and scanning). It allows a controlled situation. In the practical situation of Micro-Education, the time factors, students, feedback and review methods and many other factors can be manipulated as a result of all this, higher control can be achieved in the classes.

Micro-Education greatly expands the normal knowledge of the results and the dimension of feedback from the teaching. It is concluded that microteaching is true teaching, even in simulated conditions, because teachers and students work together in a practical situation that results in a true teaching and learning process. Another advantage of the micro-education accepted in those years was that it was easy to save time and increase the number of observations and possible practices.

The flexibility of its implementation through the development of didactic strategies derived from different psychological theories has allowed the assessment of the roles of the teacher, the student, and the resources in the teaching and learning process.

The ability to confront oneself is a teaching competence currently considered one of the most impacting on students' lives and their vision of the future.

It is very important that students have a previous example of the task that is expected they produce (controlled), it does not matter the level either basic or advanced students find it very useful as it was.

As far as I concern, sometimes it is essential to set readings and writing for different purpose because I consider that students need to be exposed as much as possible to many different types of reading materials at different difficulty levels to expertise in many different topics that may be highly relevant and motivating or interesting for them.

One alternative for teachers is that we can choose a lot of materials based on students' cultural backgrounds, so that, the schema must be easily activated when students encounter the subject matter.

It is not a crime to work separated skills as many teachers think, it is an opportunity to use the time effectively when you have many students.

Institutions claim the practice of the four skills every single class but not always it is possible, every single skill needs time.

Moreover, teachers can find graded readers to use in classes with students; they can also identify or modified reading or writing materials for every single level based on the difficulty of the topic according to the comprehension or to emphasize pronunciation.

Although reading and writing are issues that not many people and students take for granted, teachers should seek the integration of the four skills of the target language, that should not happen at the expense of text comprehension, we should probably not correct our students' pronunciation every single time they make a mistake, because this will break the flow of the activities inside the classroom.

Rather than, we should make a note of some of the bigger or more frequent problems, and then make use of that information to create lesson plans that provide an efficient solution for those more problematic areas.

It is a fact that teaching reading and writing together require to create activities through different media and for different purposes, for example, to tell a story, to share an experience, to summarize information, to persuade a person, to show the sequence of activities, and so on.

Another important issue consists in assessing students' progress in reading and involving students in self-evaluation, it is to say, that we have to motivate students to keep a journal where they can assess their progress by applying different measures of reading progress like oral reading performance, reading strategies, reading comprehension skills, inferential comprehension, interests, and applications.

I consider that making use of these journals to share the students' progress with them, as well as with other teachers and their parents.

According to Bloom's Taxonomy, we can reach Higher Order Thinking Skills (HOTS) if we do not know the Lower Order Thinking Skills (LOTS).

Activities such as duplicating, writing, memorizing, classifying, solving, and selecting took much more place than HOTS

Bloom's Taxonomy

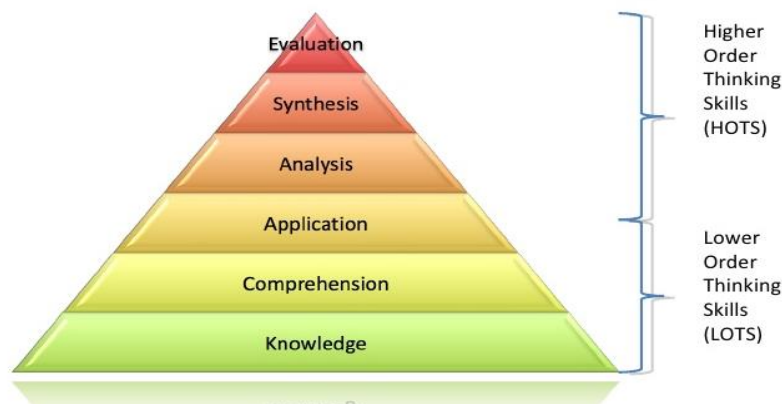


Ilustración 4

It is worth saying that this taxonomy helps the teacher to set clear objective lessons, mastering, and foster critical thinking skills step by step.

In this course, we analyzed authentic material in one as an extension activity made students able to categorize the new words, and also students could create their categories. Students could notice if the words are using in a reading or listening text, while I could ask students why certain words or phrases were used (evaluating). Students also used the words creatively in writing their sentences.

We as teachers, have to keep in mind that authentic materials are not attached with activities, so designing information gap activities such as jigsaw, readings or listening, group story building, spot the differences and communicative crosswords are examples of activities that allow learners to develop their communicative competence through the negotiation of the meaning as they share information in the classroom.

To better understand age-related factors when learning, it becomes also very important to consider some similarities and differences between adult and adolescent learners.

The main difference in teaching adults which is my teaching case, adult learners have superior cognitive abilities than children. In conclusion, adults can rely more on their

imaginations for sensory input because also they are better at using abstract language. Adults can also use metalanguage – they can use language to talk about language. In contrast, teenage learners, also referred to as ‘young adults’ or ‘teens’ include learners whose ages range between 12 and 18. From a psychological perspective, it is said that this age range can be understood as a transition period characterized by confusion, self-consciousness, growth, and changing bodies and minds. Therefore, teaching adolescents and adults is very different.

Implementing the intercultural approach in my every day English teaching is a challenging and demanding task for me as a language teacher, and also who must possess at least some intercultural knowledge and very often keep developing it alongside the students.

What must not be overlooked is that intercultural education leads, to a certain extent, to the acceptance of values, beliefs, and behavior that may conflict with one’s own, for example, most of the students think that culture is only accessible for the rich not for the poor and also the poor think that the popular culture is the only one that corresponds to their lives, breaking stereotypes inside culture implies breaking our own’s ones.

Therefore, EFL teachers must implement the intercultural approach in a tactful, skillful, and conscious way.

Systematic intercultural training is a precondition for educating a new generation of young people who will not only tolerate, but also understand, accept, and respect people from different world cultures will communicate with them successfully and will learn from them through that communication.

The teacher also is the role model and the first reference to their students, in that aspect teachers must work in their own culture and be aware of what is happening in the world to convey culture.

Furthermore, culture should not be mandatory, you can lead the horses to the river but you cannot make them drink water, it is also students’ responsibility to be in charge of their cultural development, the teacher responsibility is to be the bridge between two cultures by providing the students virtual environments through videos, cinema, music, arts, newspapers from the English speaking world, learning culture can help students to establish a more solid

conversation, longer conversations, and show different background different from those students with lack of culture and lack of ESL.

Culture is an enjoyable issue which should be taught in English but it cannot be assessed, it is just the way that we open windows to other worlds.

We as teachers cannot be left behind the advantages of globalization and we can make use of the new technologies, digital platforms, social media to help the students boost their people skills inside cultural globalization.

Besides, English books are a great source of learning from other cultures, even though they are not authentic material short passages-readings, listening, audio-books, videos, music including in the books give us an overview of the English culture and other cultures. It is a concise way of culture.

When do teachers evaluate students' performance? it should be done as one of several means to help students succeed in learning. Therefore, evaluation is an integral part of self-confidence to play with the rules students' overall performance, quality of teaching, students' qualities, learning styles, the connection between the teacher with students, the right choose of the material for the activities, students' cognitive brain development, syllabus, objectives and so forth.

Even though evaluation has to be integral, teachers have to evaluate the most important objectives to generate confidence in the student and accurate learning process. Learning ESOL takes time, so, by the time students learn how to use language when we are not present evaluating them.

The brain is so mysterious that can forget and remember many things like the washback approach for assessment described by (Brown, H.D(2004) it is to say, English is going on and back in both directions when all the instructions, vocabulary, and patterns have to be reinforced every single time as possible.

Through thoughtful, analytic assessment and checking, the teacher can enable himself and his students to see what has been successfully learned and what needs further work. In ESL teaching a shift is vital. If a teacher looks at his students' performance over critically, he will never be satisfied because errors and imperfections are a sure part of learning a foreign language. However, if the teacher focuses on his students' successes, he

will be surprised to find how much they are learning and how hard they are trying. There will always be things for the teacher to be proud of.

Every student is unique and differs from other students in such diverse aspects as his family, educational history, learning strategies, and aptitude for foreign language learning.

To detect merits and achievements in each student, teachers should trust in his one's teaching and play it by hearing them realize students' progress.

Teachers need to evaluate students' performance not only in light of their teaching objectives but also with due respect for each student's situation but in real-world students are going to be assessed by a different person than us in a language examination center no matter what the students did before a real examination or a real place.

I have always design-friendly classes for my students without make them nervous or anxious when speaking L2 in front of the rest of students, and by shorten intensive readings or lots of homework to avoid stress them, I have always searched for make ESOL an enjoyable experience and I consider that the right balance of teaching and motivation is the key to improve students learning. Nevertheless, If the student is not motivated at all, the best teachers can't learn for them, students need to learn, no the teacher. Students have to learn that not everything can be a roses garden and focus on their development.

Some outcomes are expected and some are not, some are possible to measure and some intake may be used in their future L2 development, however, we can see progress when the students produce in L2 some output according to their level, (e.g., speaking, writing) is here when we can see if our teaching is in the right direction.

I would not change anything. We cannot prevent mistakes; they are part of the SLA. And we have to correct just a little to avoid student's embarrassment when trying very hard L2 in front of others. Taking notes of the mistakes done as teachers will be tips to prevent some issues but won't stop to prevent other mistakes, there is not a magic formula to teach or learn a language, there are only approaches. Lesson plans are good tools but they need to be renewed every time, but you can write what went well, what needs to be improved, and what you can erase to improve your teaching.

Chapter 4

4.01 Conclusions

Theory and practice are always together, as a consequence teacher should research every time, they do not understand what they do not know what teaching when teaching. To convey the content provided by texts is not enough nowadays. Teachers should be more prepared to face challenges in education.

Overall, teachers should go and come back whenever they need because teaching English is not just about teaching a specific target language, it is about teaching culture and authentic materials to see how the world spins. Continuous training development is the key to success and for the students, continuous practice feedback an assessment is valuable tools.

Besides, all the theories reunited and explained and seen in this training say that there is not just only one approach to learn ESOL, however, according to our context, we can try the most appropriated to keep the balance in our teaching and provide students with the most dynamics to exposed them to the L2 as much as possible.

Learning ESL through books and authentic materials is a helpful way to convey all the meanings from the syllabus. Also, some approaches make teachers raise awareness in our everyday teaching, it is not a secret that teachers make use of the tools they think are helpful according to working environments, however, the theory is necessary to bust our qualities, skills, and talents when teaching basic levels.

When the teacher begins to teach basic levels, sometimes they feel lost and useless, the theory provides certain elements to keep trying better paths in a logical order concise in a better way.

The theory will always differ from practice; it is observed that motivation and other factors such as reality affect the L2 development, and we as teacher receive students with either terrible English past experiences or when they start to learn English, they do not have the same brain´s quality to learn as when they were a child.

Every teacher must develop strategies in which students can feel comfortable in SLA. It was always stated that intrinsic and external motivation plays a very important role for the outcomes, the most motivated the student the most quality outcome, however, external motivation can impact on students learning, for that reason, well-planned classes can make the difference, even though students have not inner motivation.

Mistakes take place when the L2 process occurs, they cannot be avoided and run in both directions, teachers and students make mistakes every time. So, it is not advantageous to punish students when learning and it is possible to laugh about ourselves as a solution, we have the following days to improve our teaching. It is not the end of the world neither for the students nor the teachers.

Most of the students prefer very controlled activities with clear instructions, which can be done by them instead of working in teams or being corrected by their peers.

If there is a theory that beginners feel more comfortable is the behaviorist one, because they see the teacher as the role model and they need an appraisal for their goals by the teacher exclusively, for these reasons, the zone of proximal development is not always welcome, anyway, if there are generations in which it can be applied, it will take place but as far as I concern, I cannot leave students without guidance in every step of learning, peers distracted them or they switch to L1 as soon as the teacher monitors other students.

All theories are flexible and we can modify them by shorten the activities or avoid some issues that we know they are not to work well. If experienced teachers apply activities that do not work with a specific context, they will know how to improvise and get rid of them. New teachers can find it difficult to adapt these theories and themselves to the new environment; nevertheless, they will find their style, tools, strategies, and ways to convey ESOL to the students through the time.

Theories are short cuts that help us to realize that teaching and learning are always under construction and we can experiment with new paths to boost student's abilities. We cannot practice without theory and theory cannot be validated without practice.

People agree that learning is important, but they hold different views on the causes, processes, and consequences of learning. There is no one definition of learning that is universally accepted by theorists, researchers, and practitioners, Shuell, (1986).

Although people disagree about the precise nature of learning, the following is a general definition of learning, a cognitive focus captures the criteria of most educational professionals consider central to learning.

Considering that age is related to the speed of acquisition is a proved issue because there are several studies state that adults and children learn their L2 at the same rate, but in general, the specialists claim that adults learn at a faster rate than children and also, older children learn more rapidly than younger children.

Another important observation is that the rate of acquisition varies according to the learner's level. During the early stages of language development, adults perform better than children on aspects of grammar and pronunciation. However, this appears to be true only in the initial stages. Over time, children eventually catch up to the adult learners and outperform them on grammatical and pronunciation aspects. Since we are working with adolescents, we could observe our learners start slowly but later the learning process may become faster.

Generally, it is believed that when learning a language after a certain age (usually around the age of adolescence) it becomes impossible to reach native-like levels of proficiency. Although there are mixed findings, it appears that there are no guarantees that native-speaker abilities will be achieved in any learning situation. The majority of L2 learners will fail to reach native-speaker levels of proficiency. This may be an important aspect to consider when teaching.

These skills are inserted in the twenty-one-century competences (Ontario, 2016) government services (collaboration, critical thinking, digital literacy creativity, and innovation) included in international frameworks).

I consider that in large classes it is important to create activities that keep students interested in learning English and also it helps students with lower levels to make progress on their own. In other words, they learn to learn, self-aware, and self-direct their learning.

There are two ways of modifying activities to make them multilevel and that is individualization and personalization. It is to say, when we individualize a task, we allow students to approach it at different levels. On the other hand, when we personalize a task, we allow students to do their best by giving them the opportunities to express their individual

opinions, experiences, and feelings at the same time as working on improving an appropriate level for them.

Although the experience in any classroom helps us as a teacher to develop our technique and also part of our philosophy, work in a large multilevel class forces us to invent and create new ways of providing and organizing an incoming or input stimuli material.

These are the classes that compelling us to find better ways of setting up routine tasks. These are the class that makes us think, create, and grow as teachers.

On the other hand, teaching a language face many challenges and not all of the activities work well with the students, in some groups some activities are preferred than others, in other groups other activities work better and our syllabus only pretends to standardize learning as if students were the same homogeneous groups. However, standardized assessments make us aware if they reach the goals ask by the standards of the Cambridge framework.

Also, it is a fact that one we have learned how to cope with the large class the advantages and challenges becoming real, nevertheless, the job of teaching the large class also presents to us with a great many obstacles but I am very pleased with all of the challenges such as this environment offers.

By teaching in large multilevel class, we as teachers take for granted the fact that there are a great many opinions, many points of reference, perhaps many cultural backgrounds, many temperaments many different experiences, many different kinds of learning styles, and many world-views and values as well.

For that reason, in ESL / EFL settings, students may come from many different systems of writing, reading, listening, and speaking skills. through this dissimilarity, we as teachers have to take advantage of creating interesting, varied, meaningful, and student-center lessons.

In this way, students can learn as much as possible by finding out about one another by reading texts about classmates' personal experiences and it turns out to be an immediate interest that such personal contact creates a positive classroom climate that promotes a homogeneous language learning class.

Furthermore, teaching English is not anymore about teaching a specific target language, it is about to empower citizens and make the people committed with themselves, their learning, their country because as human beings we are connected through language.

It does not matter investing the time in setting the right input to the students (e.g., previous vocabulary, context, spelling, visuals) to the activities designed for the students run without constrains.

However, while grammatical rules cannot be ignored the goal of language teaching abstract rules of competence, but also to get students to utilize these rules in comprehending and producing language successfully in an appropriate context, and just teaching the underlying system of a language is not a guarantee that students will learn to do that.

While it is helpful to understand how language structure can be efficiently described it is equally helpful to understand how language is used.

Chapter 5

Appendixes

resume curriculum

The small actress with a big name!

Natalie Portman is American and Israeli. Portman is Natalie's grandmother's name - Natalie's real name is Hershel. Natalie's father is a doctor and Natalie's mother is an artist. Natalie lives in Los Angeles now - she likes Los Angeles because 'everyone smiles there'. Natalie works all over the world. Paris and Berlin are two of Natalie's favorite cities and Natalie loves to visit Paris and Berlin.3

Natalie is married to the French dancer Benjamin Millepied. Natalie and Benjamin have two children - the children's names are Aleph and Amalia.

Natalie dances and ice-skates in her free time, and loves cooking. Natalie is a vegetarian - she says she doesn't want to eat animals because she loves animals so much.

Natalie has an IQ of 140. Natalie is very interested in psychology and has a degree in psychology from Harvard University. Natalie is only 5' 3" (160 cm), but Natalie is an actress with a very big name.

Headway 5th edition Elementary • Student's Book • Unit 2, p.28 © Oxford University Press 2019

Appendix 1

Write around the world

Do you want to practise your English? Do you want to make friends around the world? Then read the keyrings below and start writing!

Hi! My name is Helen Lopez and I'm looking for a husband. I'm twenty-two years old and I'm from Madrid in Spain. I'm a nurse. I work long hours, but in my free time I like a lot of sports and I like making out with my friends. In Spain we get very hot in the evening. Write to me at Box 001.

Hi! My name is Paulo Gray and I'm Brazilian. I live in Rio de Janeiro near the sea - I love water sports! I teach music in a school. I like music, too! What else? I'm twenty-four years of age and I'm single. My box number is 002.

Hello, I'm a 20-year-old Russian university student (Moscow). I live with my family in Moscow. I want to write to other people around the world. My hobbies are computer games and the internet. Please write to Box 003 to find out more. I nearly forgot - my name is Mikhail Pavlov.

I'm Stefan Zillman and I work in a travel agency in Munich in the south of Germany. I was 23 on January 1st. My hobbies are football - I play and I watch - and sailing in the mountains. I also get some free holidays with my job! Perhaps I can come to your country! I'm at Box 004.

Hi! My name's Charlotte Schmidt and I'm French. My home is Lyons, but I work in Madrid - I'm a ski instructor there. I work in the winter - but in the summer I like to travel. I went to Texas last summer. I like photography too - so I always have a camera with me! Oh yes, I'm 29 years old. Contact me at Box 005.

I'm Marko Stojan, twenty-one years old, and I'm from Warsaw, the capital of Poland. I'm a computer programmer. In my evenings I go to the cinema - but English films are difficult for me. I also like swimming - I'm a member of a big athletics club. You will find me at Box 006.

name			
age	24		
nationality	Polish		
home city		Lyons	
job			travel agent
hobbies			computer games,

Appendix 2

Anel melina

@Anelmelina2 Te sigue

Hi. My name's is Anel. Im from México City. I live and study in Iztapalapa. I'm 19 years old. My email address is anel.cesar20@gmail.com ;

📍 CDMX 📅 Se unió en mayo de 2017

2 Siguiendo 2 Seguidores

Appendix 3

the guardian one stop english .com

The millennials not using social media

Level 2 • Intermediate

1. Warm-up

Are you on social media? If so, which social media accounts do you have?
How do you use social media?
How much time do you spend each day on social media?

2. Key words

Put the gaps in the sentences using these key words from the text. The sentences are given to help you.

look up update internet profile biography unique benefits post

1. A _____ is someone who was born towards the end of the twentieth century. (introduction)
2. A _____ is personal details and other information that someone posts about themselves on a social media website or app. (social)
3. If you _____ an account, it is no longer active. (close)
4. If something is _____, it's very special, unusual or good. (clear)
5. An _____ decision is not planned in advance. (last)
6. A _____ is an advantage you get from a situation. (last)
7. An _____ is the positive aspect of a bad situation. (last)
8. A _____ is the end of a serious relationship. (last)
9. _____ is a word used to show that you are surprised or a little annoyed. (last)

3. Find the person

The text contains four people who don't use social media. Find which person the following statements refer to in as quickly as possible.

- This person is worried about giving out personal data.
- This person has only used social media once.
- This person already spends a lot of time talking to people so doesn't want to read about people online, too.
- This person wanted to make time to enjoy other activities.

Appendix 4

the guardian one stop english .com

The millennials not using social media

Level 2 • Intermediate

1. Comprehension check

Are these statements true (T) or false (F) according to the text?

- 75% of millennials have created a profile on a social networking site.
- Clean has to listen to people on social media all day, every day.
- Jason still uses Facebook to organize large events online.
- Laura can't see the positive sides of social media.
- Matthew gets more to parties and events by text message.
- Matthew no longer has a Facebook account.

2. Find the word

Put the following words and phrases in the text.

- a phrase that means the thing that needs to be done in a particular situation (Clean)
- an adjective meaning so strong that you cannot stop or behave normally (Clean)
- a verb meaning recognize the good or special qualities of a particular thing (Jason)
- a three-word verb phrase meaning not know where someone is or what they are doing because you have not communicated with them for a long time (Jason)
- a noun meaning something that is surprising or disappointing (Laura)
- a verb meaning be more important, earlier or valuable than something else (Jason)
- an adjective meaning impossible to stop from happening (Matthew)
- a verb meaning accept or admit that something is true (Matthew)

3. Two-word phrases

Match the words in the left-hand column with those in the right-hand column to make expressions from the text.

1. social	a. phone
2. personal	b. messages
3. open	c. benefits
4. last	d. worker
5. middle	e. information
6. work	f. message

Appendix 5

the guardian one stop english .com

The millennials not using social media

Level 2 • Intermediate

4. Comprehension check

Are these statements true (T) or false (F) according to the text?

- 75% of millennials have created a profile on a social networking site.
- Clean has to listen to people on social media all day, every day.
- Jason still uses Facebook to organize large events online.
- Laura can't see the positive sides of social media.
- Matthew gets more to parties and events by text message.
- Matthew no longer has a Facebook account.

5. Find the word

Put the following words and phrases in the text.

- a phrase that means the thing that needs to be done in a particular situation (Clean)
- an adjective meaning so strong that you cannot stop or behave normally (Clean)
- a verb meaning recognize the good or special qualities of a particular thing (Jason)
- a three-word verb phrase meaning not know where someone is or what they are doing because you have not communicated with them for a long time (Jason)
- a noun meaning something that is surprising or disappointing (Laura)
- a verb meaning be more important, earlier or valuable than something else (Jason)
- an adjective meaning impossible to stop from happening (Matthew)
- a verb meaning accept or admit that something is true (Matthew)

6. Two-word phrases

Match the words in the left-hand column with those in the right-hand column to make expressions from the text.

1. social	a. phone
2. personal	b. messages
3. open	c. benefits
4. last	d. worker
5. middle	e. information
6. work	f. message

Appendix 6

Link of the video: <https://youtu.be/J1Zlfqc9lu4>

MARKS	ADEQUACY	COHERENCE, COHESIÓN AND FLUENCY	PRONUNCIATION AND INTONATION	GRAMMAR	VOCABULARY
20					
15					
10					
5					
0					
TOTAL:					
NOTES					

Appendix 18

MARKS	ADEQUACY	COHERENCE, COHESIÓN AND FLUENCY	PRONUNCIATION AND INTONATION	GRAMMAR	VOCABULARY
20					
15	X				
10				X	X
5		X	X		
0					
TOTAL: 45 /100 = 45					
NOTES					
Proper use of cohesive devices and organization of ideas.					

Appendix 19

MARKS	ADEQUACY	COHERENCE, COHESIÓN AND FLUENCY	PRONUNCIATION AND INTONATION	GRAMMAR	VOCABULARY
20					
15	X				
10		X	X	X	X
5					
0					
TOTAL: 55 /100 = 55					
NOTES					
Proper use of cohesive devices.					

Appendix 20

Chapter 6

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