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“TEACHING ENGLISH IS BEING A ROCKSTAR”

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

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Introduction

“You live a new life for every language you speak. If you know only one language, you live only once.” — Czech proverb

Throughout this specialty, we have revised that it is meaningful things that we learn, this is the reason why in this piece of work I shall analyze what we have reviewed in the three modules.

I shall present a series of lesson plans which have been carried out with the aim of practicing the testing/assessing tools which are both formative and summative so as to demonstrate the way in which our students and our English teaching were benefited.

Furthermore, there will be highlights on the importance of teaching Culture when teaching English by making use of technology. It is worth mentioning that technology has been the main tool we have used to continue working during this pandemic, therefore it has had even more relevance than before.

What is more, I will present how I have made use of technology to teach English inside and out of the virtual classroom, taking my students' interests and likes into account.

This piece of work will also include the results of the lessons I gave. I will explain how I attempted to teach language skills which is always a challenge for me. I will also mention the things that went well and the things which did not and need improvement.

Finally, I would like to mention the structure of this work which consists of three parts.

The first one is about my teaching philosophy, the reflections on my own teaching, my background and beliefs. It will be a great opportunity to see how I have modified all these due to this specialty, to see the teacher I was when I started this and the teacher I am now after a year now.

The second part will be about the theoretical foundations by which English teaching is influenced, and also the way they influence my teaching and my future and continuous development as an English teacher.

And the last one is about the “doing” part. I will mention what I applied in the classroom stating the results despite them being good and bad.

Chapter 1. Philosophy and Theory

1.01 Teaching identity and philosophy

I studied Commercial Relations at ESCA Tepepan although I have been working as an English teacher since I was studying my fourth semester. Since then, few were my intentions to become an office worker as many would expect from any student of the same major; giving classes gave me the opportunity of getting in touch with people and that is something of which some other professions lack. I immediately fell in love with teaching English, I soon knew that what I wanted to do was that. Consequently, I got my degree which has been of great help owing to the fact that I would like to teach the subjects in English the major I studied offers.

As a learner of this language, I must admit I was forced by my parents (mainly my mother) to study it since one day I told her I had failed an English exam at High School, I did not consider it a big problem, it was a diagnostic exam and only 2 students out of 60 had passed, however, my mother saw it differently and literally forced me to enroll the English courses my High School offered. I joined them against my will. I was not a good student at all in the beginning, I used to arrive late, I did not even have a notebook to take notes. It was not until Intermediate 4 that everything changed. The things that influenced my desires to learn English were mainly two, the first one my new group, I had failed (it was just one of the various levels I did not pass) so I had to change the schedule I used to

attend my classes and that new group was conformed of many girls who were very committed to learning English and had a good level, therefore I felt that somehow I had to improve not to fail again and to be able to practice with them in class, the other factor was my teacher, he was that kind of teachers who inspire you besides being such an amazing and knowledgeable one. We are still friends today and we even work together, some things in his personality have changed, though, and this is why I consider that in order to be a good teacher you must be a good person first.

I remember many classes at the language center I studied, however, little can I recall about peer working, task based method (which is the one I like the most); I think most of my teachers were focused more on following the syllabus of the book than to actually teach English to produce it, not just answering books.

When I finished studying English at the language center I started studying, I got prepared to take the Cambridge English: First, I took it and passed it, I was a University student by that time and wanted to have some extra money for my needs therefore I decided to study a teachers course. International House was my choice and I have no regrets whatsoever. My former teachers were amazing, I had two tutors, an American teacher called Michael and a Mexican teacher called Teresa. My class was divided into two teams since we were around 16 students (all girls except for me) luckily, my tutor was Teresa. She was such an incredible teacher who did help me meet my own expectations as a new teacher, nowadays I remember her telling me my feedback on the demo classes I offered at International House as a trainee. Thanks to her, I have never had any kind of problem when handing in my lesson plans, unlike other teachers at my school.

That was the way I became a teacher, and in spite of my not knowing that I would become one, I deeply love it. At the beginning of my career, I thought that learning English meant answering books, knowing lots of grammar rules, etc. since it was the way I learned. Nonetheless, little by little I started to change that because I realized it was not useful for my students, I noticed that they enjoyed having conversations with their classmates, speaking in public (not to my surprise as the majors they study) among other kinds of

activities. It was then when I had to make major changes in my classes and now rarely do my students answer all the pages in their books or even open them in class, in fact, they get impressed by their results in exams as it is strange for them not to open their books and still have good marks, a thing which reminds me of my classes.

Nowadays, I consider myself as an encouraging teacher or as a facilitator, as I previously mentioned in the last assignment, I use the analogy of “being the waiter of the class” with my students so that they know I will be there whenever they need me and I will provide them with whatever they need, they all will do the rest.

My role is mainly based on their doing almost everything, they must speak, solve, discuss, express agreement or disagreement, express opinions, etc. all the time in class. Peer correction is one of my favorite tools, consequently, they are given enough opportunities to work together and/or compare their answers, that way their questions about the topic in class become much more interesting and fruitful to the whole class.

I now strongly believe that languages must be learned under “almost” real circumstances and this is what I try to do in all my classes, I try very hard that my students personalize the contents of their classes so that those classes are meaningful to them.

I have incorporated many tools in my classes that I did not use before since I was too grammar/book-centered, such as technology, videos, TED Talks, among others and they have proved to be effective when it comes to foster students’ using the language. I quite like the fact that they are encouraged and challenged to apply critical thinking in the classes based on TED talks (and also on many others). I am a huge fan of critical thinking and more with University students, it is something I would have liked to have in my lessons.

However, the thing or things that I like the most about this is that students realize you have prepared something just for them and even though they do not directly tell you, it is highly appreciated, and secondly, seldom do they realize they are learning while having some relaxing and fun time, basically, my classes are like this.

My teaching experience

Lastly, I would like to mention something previously stated in the assignments. I have been working for CELEX Tepepan since February 2016, teaching from basic 1 to advanced 5 levels. Apart from that, I work for CEA Centro de Enseñanza-Aprendizaje which is more than a language school as it offers a wide variety of courses mainly but not only focused on in-service SEP teachers, thanks to my position in this school, I have helped many teachers and students pass their Cambridge certificates such as FCE or CEA. I also worked for a private school but as an English coordinator, a thing that I do not quite like to say not even include in my CVs since it was not as expected and it did not last for a long time, although it helped me realize that I can do a great job.

1.02 Theory underlying your teaching practice and identity

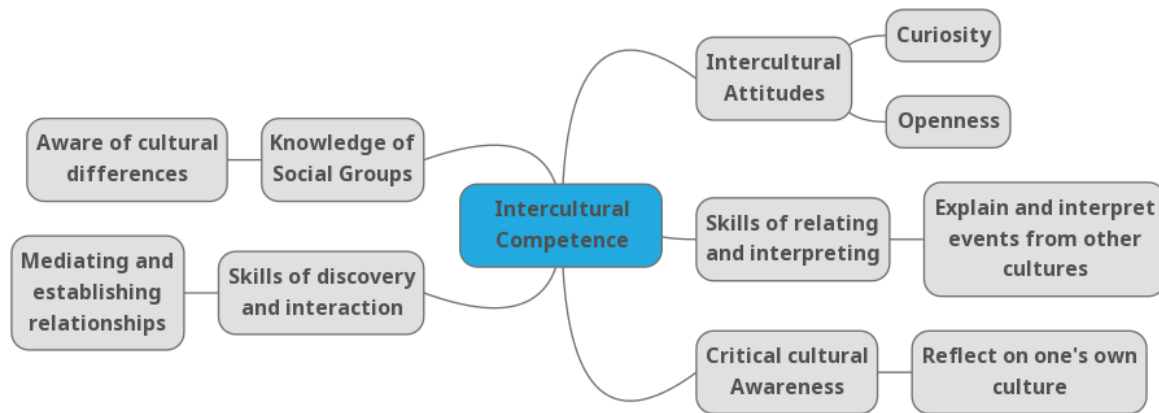
I would very much like to start by mentioning the 3 different competences: Linguistic, Communicative and Intercultural.

The first one (Linguistic) or sometimes known as Grammatical, is unconscious and natural to Noam Chomsky, meaning we know the words but not really how to use them. The second competence (Communicative) has to do with the social context (the place and person to which/whom we are making reference matter) and this involves both your culture and the one you are learning (based on Dell Hyme's theory). The third one (Intercultural) refers more to communicating effectively in cross-cultural contexts, rather than knowing in detail countries' culture-specific information.

This also has to do with Globalization, to the fact that people are leaving their countries for many reasons, to technology, politics and society, all of which are constantly changing, this is why Intercultural competence is crucial. Which is good for us to know is that English is said to be the most common *lingua franca*¹ all around the globe. "Research shows that

¹ Also known as a *bridge language*, *common language*, *trade language*, *auxiliary language*, *vehicular language*, or *link language*, is a language or dialect systematically used to make communication possible between groups of people who do not share a native language or dialect, particularly when it is a third language that is distinct from both of the speakers' native languages.

intercultural competence cannot be acquired in a short space of time or in one module. It is not a naturally occurring phenomenon but a lifelong process which needs to be addressed explicitly in learning and teaching and staff development” (Deardorff, 2011).



In other words, we can define Intercultural Competence as “the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad. Intercultural competence is a valuable asset in an increasingly globalised world where we are more likely to interact with people from different cultures and countries who have been shaped by different values, beliefs and experiences.” (K., 2014)

In the first part of the module, we revised that Michael Byram in companion with some language educator colleagues developed an Intercultural Competence model. It can be looked at as following:

To the best of my knowledge, I may say in accordance with this previous model is that we as teachers are not fully obliged to bring all different cultures to our classes, instead, we should look for new ways of motivating students to get to know a bit more of other cultures, the use of technology and authentic materials can be such great tools. Personally, I have been using TED Talks, as mentioned in previous assignments, of speakers from different parts of the world, and it has worked really well with my students. Another factor that makes this “job” easier for me to do is the fact that most of my pupils

are studying International Business at University, therefore, they are already interested in the topic and know way a lot more than me in some cases.

When I was younger, I had the chance to speak to people from Nigeria due to my mother's job, she used to work for a church doing some paperwork and she once told me there were people from a different country who wanted to know about the schedules and all the stuff that church offered. I helped her just because I wanted to practice my English at that time, and I did. Their native language was not English as neither was mine but we used it as *lingua franca* all time, it is an experience I will never forget as I could realize the importance of learning English.

In normal classes, I try to include Intercultural Competence as Reflection stages, for instance, when we revise topics such as holidays, food, jokes, colors, etc., I ask my students to think of how people from other countries perceive these, sometimes they have to write or speak with their classmates about it.

One of the things I really like of my students' thinking (mainly the ones who study International Business) is that they are quite proud of Mexican traditions and culture, but always keep an eye on other countries' ones, I mean, they are very familiarized with Mexican culture without forgetting there are many others which are different and still appreciate them.

I can say, then, they are open to the world and to cross-cultural experiences, which is good as it may bring benefits to them learning English more easily.

Let's continue getting deeper into the characteristics of Culture. As mentioned before, "Culture refers to the pattern of human activity and the symbols that give significance to them. Culture manifests itself in the forms of art, literature, clothing, customs, language, and religion. The way people live and what they believe constitutes their culture." (Historyplex, s.f.)

- Culture is shared: Every culture is shared by a group of people, usually inhabiting the same part of the world. The region they live in, the geographical conditions

around them, their country's past, the belief system and values of its people, and the heritage they are proud of, constitute their culture

- Culture is learned: Culture is not biologically passed from older generations to the newer ones. It is learned through experience. The members of a culture share certain ideals which shape their lives. The future generations learn to follow the same ideals.
- Culture changes: Cultures undergo a gradual change. With passing time, some beliefs change, certain traditions or rituals are eliminated, language and mannerisms of people change, and thus their culture.
- Culture takes years to form: It is true that culture influences us, but it is also true that we influence culture. In fact, culture evolves over time and takes years to develop. It is not a set of rules made by one or more people and followed by generations. With passing time, a culture develops and even changes in the process.
- Culture cannot be isolated: Studies have brought out the fact that no culture can remain in isolation. There is hardly any social community that is completely isolated from the rest of the world. Every culture is mostly influenced by cultures of the surrounding regions.
- Culture is essential: Culture gives us an identity. The art and history that we are proud of, the literature we learn from, our education, and our upbringing shapes our personalities. What we observe around us, what our folk tales teach us, and what our culture says, is deeply ingrained in our minds.
- Culture is transmitted across generations: Cultural values are transferred across generations in the form of symbols and stories that make them easier to understand. The beliefs that a culture holds, take the form of customs and rituals that people are supposed to follow. (Historyplex, s.f.)

One aspect that I would like to highlight is the fact that culture is learned unconsciously, therefore the need of becoming ethnocentric arises, otherwise one would not be open to

new cultures or different ones, and may result in one's not appreciating the interculturalism of this world.

As a facilitator of the language, I consider it is my duty to bring culture to my classrooms, so as to do this, there are four approaches which can help with this task:

- Cultural Critically Approach & Cultural Dialogism
- Emic and Etic Approach
- Dynamic Process Approach
- Experiential Learning Approach

Cultural critically approach, there are two basic points of view which concern intercultural communication theory: Research and Practice. People who have shown support to these two perspectives are usually referred to as Cultural Critics and Cultural Dialogists.

“Adherents of the cultural critical point of view regard cultural differences as potential barriers; they advocate understanding these barriers and respecting the differences. They promote training to bridge the inevitable cultural gap. The term 'critic' as used here refers to the emphasis upon critical or vital differences that might be sources of communication break down. The importance of difference have been made in classic statements by Whorf (1956), Hall (1973), and Singer (1975). Methods suited to such an approach are those that explain, illustrate, or exemplify culture-specific differences. Cultural criticism seeks to find points of conflict and isolate them as researchable issues in transcultural interaction. The activities of the critics are aimed at sensitising the researcher and/or learner to differences. The approach is culture-specific and focuses on a particular group.”

Another approach to the study of culture is the 'emic' and 'etic' perspectives. In short, the 'emic' approach focuses on studying cultures from the inside. This perspective attempts to understand cultures as the members of the cultures understand them. In contrast, the 'etic' approach focuses on understanding cultures from the outside by comparing cultures using pre-determined characteristics. The two approaches are based on anthropological, sociolinguistic, and ethnographic research models. Brislin (1983) argues that in its current

usage the distinction is employed basically as a metaphor for differences between the culture specific approach (emic, single culture) and cultural-general (etic, universal) approaches to research. The table below sets out the main differences between the emic and etic approaches.

The third approach involves learners investigating culture and communication from a perspective that sees culture and communication as dynamic, ever changing, multi-layered and complex. The implication of this view of culture and communication is that language teachers would concentrate on equipping learners with the means of accessing and analysing a broad range of cultural practices and meanings, whatever their status.

In order to replace this approach teachers would have to provide learners with the critical tools to analyse social processes and their outcomes by developing their critical understanding of their own and other societies at three levels of analysis: national, group and individual.

Last but not least, we have the experiential learning approach. It is not sufficient to read books about culture, to listen to lectures about other cultures, or to deal with the subject on a purely cognitive and intellectual level. It is necessary for an individual to experience being confronted with new and unknown situations, to experience insecurity, fear, rejection as well as security, trust, sympathy and empathy. It is also necessary to learn from and with people from other cultures. (Humphrey, 2002)

So far, I can say that teachers have different tasks when it comes to teaching culture, it is not an easy job but it has to be done. Good news are that we may have done these tasks all the time without even noticing. For example, we become researchers and ethnographers when we are fully aware of students' lives and contexts, by observing, asking and having them participate in class.

We sometimes become mediators, like when we ask to contrast two cultures in one class, the typical in our case could be British VS American accent, food, etc., we mediate the activity with the aim of making it meaningful.

Besides, we are mentors most of the time, as students perceive us as a role to follow. There are many “tasks” a teacher should do effectively so as to make their classroom a comfortable place to study in, consequently, the most important thing for me to do is foster empathy in class.

Many linguists have tried to understand the way we learn languages, there have been some agreement as well as disagreement when coping with this matter, few of these linguists have put forward theories, ideas, etc., and I wholeheartedly agree with the ones stating we use language to communicate.

Many English teachers like me might have a teaching style based on the classes they took when learning the language, however, in my personal case I had to make it different.

I do not deny the fact that I learned very useful techniques from a few teachers I had, (which not only worked for me but to my classmates as well) but my classes need to be quite different from the ones I used to attend. Firstly, because of the needs and aims of my students, I currently work for CELEX ESCA Tepepan and learners from there would like to be able to have normal conversations with anyone from anywhere; the vast majority are International Business students, therefore they are in deep need of learning both to speak and write in English, this is the reason for which grammar-centered lessons would be of not great interest to all of them, many, in fact, find it exhausting and boring. It took me some time to realize this, even though in my Teachers Course I was persistently told to plan my classes based on my students' needs. Once I noticed my students' preference on this kind of classes (Communicative ones) I started to change all the approaches I used to make use of: Grammar-translation, PPP, Test-based (which I sometimes still use, depending on the course' purposes) among others, now my favorite ones became Guided Discovery, Task-based and Communicative approach. Nowadays, I can say that I have

quite taken advantage of some theories such as Behaviorism, Constructivism and also Connectivism, maybe not always or in all my classes I use each of them, I would rather say I use them in accordance with the purpose of the class or course I am giving.

Having said all this and having read all the information this specialization has offered to me, I dare to say that somehow, I have been influenced by Schools of Thought unconsciously, it might be due to the teachers I had before.

Behaviorism & Constructivism

I honestly think I have used both Behaviorism and Constructivism before in my classes, in this school of thought it is claimed that students will learn thanks to *stimuli*², and consequently their natural and expected result/response is to learn. Structuralism, on the other hand, focuses more on aspects of language such as syntax, morphology, etc., in other words, language is seen as a complex set of grammar structures. The thing I now mainly use and focus the most on in my classes is habit formation since sometimes learners are accustomed to using the same words all the time, for instance in my advanced levels I tell my students to complete the “Because Challenge” which consists of not using the word “because”, instead I provide them with a few other linkers to express reason, many have told me this is such a hard challenge as they have always used that word all the time in their learning process, this is why I think I use such schools of thought.

Generative Linguistics

As far as I am concerned, this school of thought states that all humans have an innate language capacity, and that native speakers of language will find certain sentences “acceptable” and other “unacceptable” depending on their grammar structures. I have known many teachers and students who have developed this “skill” through the years and even though they do not know the reasons why any sentence is inaccurate; they know it

² Something that causes growth or activity

is not correct. I usually recommend my students to read newspaper or magazines in English as I believe that it can be a good way of realizing (in near future) when a sentence is not accurate, or when any sentence “does not sound correct” as they say.

Sociocultural Theory

This is one of the most important theories to me, since I consider interaction a crucial factor when it comes to learning a language. This theory deals (among other things) with comprehensible input, cognition, social factors and cultural aspects which in my opinion is vital when learning a language.

Vygotsky³'s theories stress the fundamental role of social interaction, which few other theorists of the time had looked at, this is looked at by Vygotsky in the development of cognition as he believed that community plays an important role in the process of "making meaning." (McLeod, 2020)

Something important I would like to add is that Vygotsky concluded that language develops primarily from social interaction after having observed interactions with children, he claimed that they (children) can advance to a higher level of knowledge and performance under a supportive and interactive environment, and this is what we know as Zone of Proximal Development as children could do more than they might individually. As a teacher I have noticed that some of my students (not to say all of them) have been in contact with this zone, they sometimes just need a very brief explanation or a very basic example and they will do it, however, one should be very observant and pay attention to little details which in occasions seem not to be relevant.

Stephen Krashen's Hypothesis

The first theory I would like to mention is acquisition/learning dichotomy, basically, it states that language can be either acquired or learned (this reminded me of my teachers'

³ Lev Semyonovich Vygotsky was a Soviet psychologist, known for his work on psychological development in children.

course since my tutor told me that language or grammar can be injected or infected to students). The first one (acquiring) refers to a subconscious process, in a natural way we can say; whereas the second one (learning) refers to an intentional and conscious process.

Therefore, I am now very aware of the fact that although both processes are good and may have some advantages and disadvantages, the one I think my students would benefit the most from is by acquiring it, they will probably need to speak and interact with people from other countries as their jobs may demand it.

I believe that my way of teaching has changed (and improved) through the years, I now give prime focus on students communicating using L2. And after reading Unit 5 (if I remember well) I realized my classes have to do with Interaction Hypothesis which argues that learners will acquire the language thanks to interacting.

For instance, when I was reading about this theories I was teaching an Advanced 2 at the language center for which I work, it is supposed to be a B2 level in accordance with CEF, however, I would rather say it is more similar to a B1+ level. My group was one of the best any teacher can have, everyone was very willing to learn, they would participate a lot in class, the great majority had a good level, among other good factors. One of the purposes of such course is for students to learn to answer a question using two images as prompt (a Cambridge-like activity), when doing this kind of task, students are expected to speculate, compare and contrast both pictures and answer the question given, consequently, the first class I told them to open their Instagram account and choose two pictures which best describe them; in my case I chose a picture which depicts my lessons and another which shows a guitar, they had to work in pairs and try to guess what the other person was like based on creating assumptions from the pictures or photos they had chosen. At this course level, they have checked the use of modal verbs so as to speculate, that is why they should not have had difficulties using them, however (and not to my surprise) some of them did, although they knew how to solve the problem, they used instead “perhaps” “maybe” “probably” among other phrases/words (a thing that I consider was useful). This first activity was in pairs or trios as mentioned above with the

aim to fulfilling Krashen's Affective Filter Hypothesis - a hypothesis stating students learn better when being relaxed, not stressed, and when they are in a friendly environment – it worked well since in the beginning they were not willing to speak too much.

I need to clarify before continuing that I already knew many of those students and that they kind of know each other because they share a few classes from their major, nonetheless, little did they know about their classmates' personal lives, interests, hobbies, etc., therefore, this activity succeeded in creating a better environment for everyone.

Due to this pandemic, I am working via Zoom and I divided the class into some breakout rooms for them to share their screens so that the other classmate could infer about the other, I was monitoring this activity and saw some of them laughing, speaking in English all the time, even shy students were speaking and interacting; it was amazing! Afterwards, we came back to the main session and I asked some of them to tell the class what their speculations about their classmate were, finally the students had to say whether it was accurate or not. They told me it was a good activity instead of the typical introductions they are used to, I quite agree. I consider that they liked having used their Instagram accounts to introduce themselves, besides, they were introduced to that topic the next class after having checked modals of speculation/assumption.

I would dare to say that this class was productive, I also noticed that the Natural Order Hypothesis could have something to do with my students' correcting themselves after having made a mistake either in pronunciation or grammatical. The following classes I attempted to use the Input Hypothesis by placing some comprehensible input $i+1$, I noticed they always used "because" and "I think" for providing reasons and expressing opinions, therefore every time I explained anything I used instead of "because" other linkers such as *owing to the fact that*, *because of...*, *on the grounds that...*, among many others, and incredible though it may sound, it did work. Some students started using *since*, *as*, *due to the fact that*, I could not be happier, the same happened when I used *To the best of my knowledge*, *As far as I'm concerned*, etc.

The problem began when they tried to use all this in real conversations, it was very challenging to avoid using “because” and “I think” unconsciously, they would not use them since they have formed other habits, despite their never hearing such words in my class just a few of them could successfully avoid overusing them.

Something which is argued with regard to this theory is that learners will acquire the language so long as they are exposed to a slightly more advanced level than their actual level of skills in language, I consider I did not go too far beyond their current level and this is why some could understand everything.

By doing all this, I could see the Monitor Model, Interaction and Output Hypothesis in action, a factor which will undoubtedly change the way I teach English.

It is claimed that the Monitor Model occurs when the learners know the structure (like my students who already knew modals for speculation), when there is the time to use and practice it and focus on the form, as stated above, some students could correct themselves and even help their peers. I overheard a student who said “*You must to be in Oaxaca*” to what the other student said “*I’m sorry, isn’t it you must be?*”, then they both agreed on that. I can infer this also has to do with the Interactional Hypothesis by Michael Long.

Experiential Learning Model

“Experiential [learning] is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values” (Education, 2012)

When I took my teachers’ course little was I told about this model, and now I realize the relevance it can have on my students learning process. I believe that we as teachers must move on to apply this model in our classes, and I say Teachers in a general way, not only English ones but teachers of other subjects also. As I have seen, applying this Learning Model can be of certain difficulty to many teachers owing to the need of changing the way

they are used to teaching. The role of a teacher in this model is of particular interest to me as we become facilitators, we have a less teacher-centered classroom, and we identify experiences in which learners will find interest.

Motivation

Harmer⁴ argues that according to the view of most researchers and methodologists, “intrinsic motivation produces better results than its extrinsic counterpart”. (Magel, 2012) In fact, I claim it is hard to learn something if there is no interest, and the other way round, when it is something we like, it will be much easier to have good marks/results; the same happens with our students.

I firmly believe that Motivation is the key to succeed in learning a language, I am the living proof that as long as there is motivation to learn, the rest becomes easy.

There are two “subdivisions” of motivation, Intrinsic and Extrinsic, the first one referring to becoming part of a speaking community, and the second referring to “instrumental motivation” which is sometimes the most common in my context (passing an exam, getting a better job, etc.), my students need to reach a B1 or B2 level in accordance with the major they are studying, for both Accountancy and Commercial Relations they need B1 or Intermediate 5, whereas for International Business they need B2 or Advanced 5. Although there are few students who, beyond meeting all the requirements to get their degree, are very willing to learn English since they see an opportunity of learning something useful for all their lives, for communicating with people they could never unless they learn this language, therefore I say I am – kind of – lucky since my students want to learn.

⁴ A writer of books in the field of English Language Teaching. These include Methodology titles, course materials, and learner literature (often called graded readers).

1.03 Reading

There are three reading stages: Decoding, Making inferences and Critical reading part, in accordance with Carlos Sánchez Lozano (EIAALE 2021). In my opinion, students should be provided with a wide range of tools to go through these stages satisfactorily.

As it was revised in Unit 1, there are three existing approaches to reading, the first one Bottom-Up, followed by Top-Down and finally Interactive Approach.

In my own experience as a teacher, I would say the vast majority of my students immediately start using the Bottom-Up one, however, I do not quite know well if it is the case of my colleges but in my opinion teachers at the language center for which I work foster readers (students) to use the Top-Down one (as well as some English coursebooks in my view), I say this since most students try to understand every word whilst most teachers would prefer them to catch the idea of the text as a whole (although this can vary depending on the students' level of proficiency). Consequently, I would dare to say we mainly work with the International Approach in our sessions owing to it being a combination of the previously mentioned two former approaches.

Schema Theory

Schema definition: the prior knowledge we already have which can help us link and/or understand and acquire new information.

What I did to try to activate my students' schemata⁵ was use a warm-up activity, the Module's name is Great People and Legends, the main reading is "*Is this the most talented person who ever lived?*" which is about *Leonardo Da Vinci*⁶, so I started by asking

⁵ Plural form of "schema"

⁶ Leonardo da Vinci (April 15th, 1452 – May 2nd, 1519) was an Italian polymath of the High Renaissance who is widely considered one of the most diversely talented individuals ever to have lived. While his fame initially rested on his achievements as a painter, he also became known for his notebooks, in which he made drawings and notes on science and invention; these involve a variety of subjects including anatomy, astronomy, botany, cartography, painting, and palaeontology.

my students to talk in pairs about people who have been regarded to have “great minds”, many of them mentioned Da Vinci, others Tesla, others Shakespeare, etc., and by doing this, students could recall their background knowledge on this matter, it was also helpful to raise their interest in the text. At this part of the class, students felt motivated (although I must admit it was in great part because this is a very talkative group), this fact helped me realize the vital importance of activating students’ schemata, it is very likely that they will feel more confident when reading, they will be more motivated and engaged in the class; in other words, a class moving directly to reading can be of more difficulty to students and unless the text is about something very interesting, they will feel quite bored.

In regards to Schema, we can say it is divided into three “sectors”: Content, Linguistic and Formal. What was mentioned above is Content one as it deals with the knowledge of a certain topic. The linguistic one, on the other hand, can be defined as the one with which English teachers cope the most as it is all the information we receive to decode a message, as an example we can take my class which is about Great People, all the information is given in past tenses (mainly simple and continuous tenses). Last but not least we have the Formal one, which has to do with Organization of texts, for instance when we write essays, it is known that we should divide all ideas into separate paragraphs, we may, if requested, express our opinions, start with an introduction and end with a conclusion not forgetting about developing a well-structured main body.

All in all, I can say that activating students’ schemata is very worth it, however time-consuming this can be.

1.04 Vocabulary

Learning vocabulary and schema (or content schema to be more precise) are linked in my perspective as it can be easier to “decode” words when you have heard them before or one can understand a text in a better way when you know all the words in there.

Reading plays a crucial role in the acquisition of a language, particularly in second and foreign language learning. It is thus essential for educators to ensure that learners acquire adequate vocabulary to be able to read and comprehend academic texts well. However, the connection between reading comprehension ability and vocabulary size is complex and dynamic. (Haliza, 2016).

Here the importance of activating schema on students comes, working firstly with vocabulary that will appear later in class so as to enhance their reading acquisition can be of great significance.

I would also like to mention that it was relevant for them to know a bit more about people from all over the world, how they influenced the development and improvement of what we nowadays call "reality". This is why I consider cross cultural readings important to raise their curiosity for learning more and hopefully, to read more.

1.05 Writing

The expert Ken Hyland⁷ suggests six approaches when it comes to teaching writing: Language Structures (Familiarization, Controlled Writing, Guided Writing and Free Writing), Discursive Structures, Creative Expression and Writing Processes.

The specialization also recommends using a process model of writing which was considered for the writing activity:

- Selection of the topic → Pre-writing → Composing → Response to draft → Revising → Response to revision → Proofreading and Editing → Evaluation → Publishing → Follow-up Tasks.

Besides, in this specialization there was something I found very interesting which is known as "Five principles when teaching writing":

⁷ Hyland is an applied linguist in the field of academic discourse, [second language writing](#), and English for Academic Purposes, and has published more than 26 books and 200 articles. [Google Scholar](#) shows him to be one of the most cited researchers in Applied Linguistics. - Wikipedia

- Learn and use the habit of good writers
- Balance process and product
- Account for cultural literacy backgrounds
- Connect reading and writing
- Provide opportunities for as much authentic writing as possible

When it comes to assessing writing, I take into account four things: Content, Organization & Cohesion, Language and Communicative Achievement, the first one referring to Ss writing what they are supposed to, the second has to do with paragraphing and linking ideas, the third is about grammar and vocabulary and the last one is mainly about the register the piece of writing has

In the appendix section, you will find the rubric I use to assess writings at different levels, however, I do not use these terms with my basic students, I just tell them in broad terms what I will assess for them to know. In advanced levels I do want them to understand what requirements they are supposed to meet.

1.06 Listening

“In second language acquisition (SLA) research, it is the 'linguistic environment' that serves as the stage for SLA. This environment - the speakers of the target language and their speech to the L2 learners - provides linguistic input in the form of listening opportunities embedded in social and academic situations. In order to acquire the language, learners must come to understand the language in these situations. This accessibility is made possible in part through accommodations made by native speakers to make language comprehension possible and in part through strategies the learner enacts to make the speech comprehensible.” (Carter, 2001)

In this third unit of this specialization, we have revised different components of the listening process when it comes to comprehension: Interactive and Non-interactive listening situations. The way I see it, Interactive listening is part of a teacher's job, teachers ask questions, give instructions and explanations, promote pair and team work, discussions, “technological” debates based on videos from TED (in my case), whereas

Non-interactive situations are also very common in almost any typical English course, the use of worksheets, songs, short dialogues recordings, etc. are a few examples.

It is vital that students are ready to acquire the things we expect them to learn and understand. This is why the use of warm-ups and pre-listening stages are a must. This way, our students will hopefully activate their schemata and will be prepared for the following stages of the class.

A thing I have tried some times is that once the students are ready and have activated their schemata, I challenge them by using an $i+1$ activity, it has proved to be effective and it is not boring to them, a fact that is important since when they have to solve a very easy activity, they can feel bored and start not paying attention to the class.

Moreover, when it comes to approaches for teaching listening, we have two, Bottom-up and Top-down processing, which must be taken into consideration so as to give our students the necessary tools to improve the skill.

The first approach "Bottom-up" makes reference to using the input as the basis to understand the message. Once the received data has been analyzed, comprehension starts. Such data is analyzed into different levels of organization: Sounds, Words, Clauses, Sentences, Texts.

In my opinion, a key factor to add so as to succeed in comprehending the message is technology, we as teachers should encourage innovation in all fields of life, not just in our classes, we should be ready to adapt to new situations, like the one we are living nowadays. Bearing this in mind, my decision was to use TED Talks (as I have done it before but now with some new improvements I learned in this specialization).

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan.

Teacher's name: Diego Rojas Chirino		No. Students: 8
Level: Intermediate 4	Number of sessions: 2	Class video link: https://youtu.be/YooWcv-pRIM

MAIN AIM: *By the end of the lesson the SS will know more about differences and similarities between UK social etiquette and ours*

SUBSIDIARY AIM(S): Practicing reading and speaking skills in the context of social etiquette / Use modal verbs to make assumptions.

Personal Aims: Try to raise Ss' consciousness of respecting other cultures as ours.

Resources

Prime Time 3 (Evans, 2006) Video Prime Time 3 Telegram Image Bot searcher Zoom Google Slides Google Docs

Anticipated Problems – Possible Solutions

- Ss may find some words difficult to understand – Ss will be allowed to use dictionaries and are free to ask the T
- Ss might like to include words which they do not know – Ss may want to use a Spanish-English dictionary
- Internet connection may fail

Assumptions

- Ss at this level might know quite enough to understand the topic.
- Ss are familiar with the terms and ideas presented in the class as they study a major related to this.
- In this course, Ss have previously revised the use of modal verbs of speculation.
- Ss know how to use and create Google Slides presentations to work in groups simultaneously.
- Ss have talked about social etiquette before in previous courses as Prime Time includes a dedicated unit in each module.

Language Analysis.

- Modals of speculation (might, may, could, can't, must)
- Lexical set about weddings
- Lexical set about social etiquette
- Expressing and supporting opinions

STAGE AND AIM	TIME	INT'R	PROCEDURE
<p>Session 1</p> <p>Warm-up So as to try to activate Ss' schemata <i>Skills: Speaking / Vocabulary</i></p> <p>Discussion To share Ss' ideas <i>Skills: Speaking / Vocabulary</i></p> <p>Presentation Skills For Ss to show the class what their assumptions are. <i>Skills: Speaking</i></p>	<p>Up to 10 min</p> <p>25 min</p> <p>40 min</p>	<p>Pairs / Trios</p> <p>Group</p> <p>Ind/Group</p>	<p>Ss will be shown some pictures about weddings in different parts of the world so that they can see how different they can be from one country to another. Then, Ss will be requested to talk in small groups or pairs about wedding parties etiquette in Mexico.</p> <p>T asks Ss to share their ideas with the group, then the T asks them to think of similarities between wedding etiquette in Mexico to the one in the UK (Ss say their opinions). Ss should create a short presentation or a comparative chart between these two cultures.</p> <p>Ss will be given a rubric to assess their classmates' speaking when presenting their charts.</p> <p>Ss will present in front of the class their comparative charts or presentations, using modal verbs of speculation, e.g., "<i>Weddings in the UK must be very different to the ones in Mexico because they.....</i>"</p>

<p>Video-Listening For Ss to complete some collocations. <i>Skills: Listening / Writing / Vocabulary</i></p> <p>Post-Video Discussion For Ss to share their thoughts on weddings <i>Skills: Speaking</i></p> <p>Session 2</p>	<p>20 min</p> <p>20 min</p>	<p>Pairs / Trios</p> <p>Group</p>	<p>Ss will watch a short video about Wedding party etiquette which is included in the coursebook iWhiteboard, after that they are required to complete a short paragraph which includes collocations about social etiquette.</p> <p>Ss will be given some time to discuss in pairs or trios this question: Does having a traditional wedding appeal to you? Why, Why not? Ss should take notes of their classmates comments so that they can share them on Google Classroom.</p>
<p>Pre-reading For Ss to be introduced to the topic <i>Skills: Speaking</i></p>	<p>25 min</p>	<p>Group</p>	<p>Ss will be asked if, after knowing a bit more of UK Wedding party etiquette, they would like to visit such country someday, and what “do’s” and “don’ts” they think there are. Ss should use modal verbs of speculation when talking about this. Note that Ss should not write anything else but discuss. <i>E.g., Greeting with a handshake might be a “do” in both cultures...</i></p>

<p>Reading</p> <p>To practice reading skill</p> <p><i>Skills: Reading for gist</i></p>	<p>25 min</p>	<p>Individual</p>	<p>Ss will be asked to read the text on page 84 about Social Etiquette in the UK so as to place a heading in the correct paragraph. Ss compare their answers (The text is about social etiquette in general, not only about weddings)</p>
<p>Post-reading</p> <p>For Ss to have a brief discussion</p> <p><i>Skills: Writing / Speaking</i></p>	<p>5 min</p>	<p>Pairs & Trios</p>	<p>In 5min, Ss are requested to write down from 5 to 10 “do’s” and “don’ts” in Mexico, as though a person from the UK visited this country. Then, they have to talk together and compare their answers.</p>
<p>General Discussion/End</p> <p>For Ss to share their thoughts with the whole class –</p> <p><i>Skills: Speaking to practice fluency</i></p>	<p>25 Min</p>	<p>Group</p>	<p>Ss will tell the class what similarities and differences they found with the lists of their classmates, then, as a group they will tell if they agree or disagree with all the “do’s” and “don’ts” mentioned by others in class supporting their views.</p> <p>T corrects pronunciation/grammar if necessary</p>

Session 3			
<p>Pre-Vocabulary For Ss to think what stages in life we have – Activate their schemata</p>	5min	Group	<p>T asks Ss to think of the different stages human beings have in a lifetime. Then, the T shows Ss some pictures of people in the stages and asks them some questions to check their understanding.</p> <p>“At which stage are you?” “At which stage are your parents?” “At which stage are your neighbors’ kids?”</p>
<p>Vocabulary For Ss to know some verb collocations</p>	10min	Group	<p>T gives Ss the following verbs: <i>Get, Have, Buy, Go to, Attend</i> and asks Ss to match them with some phrases they will be provided on Google Classroom.</p> <p><i>Get engaged, get a promotion / Have a wedding, have a baby / etc.</i></p>
<p>Pre-reading For Ss to be prepared for the reading</p>	5min	Indv	<p>T displays a picture of a Hindu couple. T asks Ss to think of 3 questions they have about Hindu weddings.</p> <p>At this point in class, Ss can compare their questions.</p>
<p>Reading For Ss to answer some comprehension questions</p>	25min	Ind	<p>Ss are to read the text on pages 88 and 89 which is about Hindu weddings, so that they can answer the 5 multiple-choice questions.</p> <p>Ss should compare their answers in pairs or trios.</p>

<p>Post-Reading For Ss to think critically. Get ready for writing an essay.</p>	15min	Group	<p>Ss will be asked “How good or bad is it to get married at a young age?” They discuss their ideas as a group</p>
<p>Pre-Writing For Ss to know how to perform a piece of writing. Pros and cons essay</p>	20min	Indv	<p>T will show Ss the “ingredients” for an essay discussing the advantages and disadvantages of getting married at an early stage in life.</p>
<p>Writing For Ss to write their essays</p>	40min	Indv	<p>Ss write their pieces of writing on their notebooks and then they should type them in a Google Doc file so that it can be shared with their peers.</p>
<p>Post-writing - Homework For Ss to auto-evaluate and peer-evaluate</p>	-----	Pairs/Trios	<p>Ss will be provided with a rubric so as to evaluate themselves as well as their classmates. Ss exchange their writings so that they can peer-evaluate, once finished and before they know the evaluations given by their peers, they have to auto-evaluate to see if they receive similar evaluation marks.</p>

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

I was given the opportunity to teach Intermediate 4, I must say it is a module I do enjoy teaching since it is the end of Prime Time 3 Book, and I firmly believe that this series of books let the most interesting units at the end of each one, it had been a while since I last taught this module and weird though it may be, I enjoyed it more than before, much of it thanks to this specialty as it has widened my view of the things I am capable of doing.

This module is at B1+ in accordance with the CEF, students at this CELEX level already know, (or at least they are supposed to know) almost all grammatical structures which are revised throughout all the levels. The group I worked with was really great, although now I am working with other 3 groups of the same level and I am facing new challenges which are welcome since I can apply what I have learned in this specialty.

And due to the circumstances, I have no other choice but to use technology as a resource, which is absolutely great. To be honest, I decided to take this as a new way for me to use technology in my classrooms but the pandemic started before this and I had to adapt myself to teaching online, only after this did I realize the great importance that both technology and adapting to new situations have.

I have taken advantage of the use of these tools and have also implemented new ways of assessing my students.

I focused my assessment on two skills despite our having worked with the four skills. Just for me not to make my students feel overwhelmed and also to work in better detail with these ones so that I can come to conclusions and do it better with the other two skills.

I created an evaluation sheet for speaking that I gave my students for peer-evaluation as well as self-evaluation. I think this was useful as my students became aware of what I assess and also could provide beneficial feedback to their classmates.

This level is centered on students' using modal verbs for speculation based on giving students 2 pictures and 1 question, it is a Cambridge-exam-like exercise, which was really helpful for me as I consider I have gained enough experience preparing students for such exams.

Consequently, the evaluation sheet I created was very similar to the one I normally use, this one being a little simplified and easy-to-understand.

The task is simple, they had to answer the question by comparing and speculating about the pictures in one minute, they would work in pairs or trios and when their turn finishes the other classmates should provide feedback. Once the activity is over, students are requested to fill in the evaluation sheet.

I quite enjoy this kind of activities as they have to improvise, nothing is memorized, with the exception of some stock phrases they can use. One of the aims of this activity is that they show they are about to become independent users of the language as their level suggest (B1).

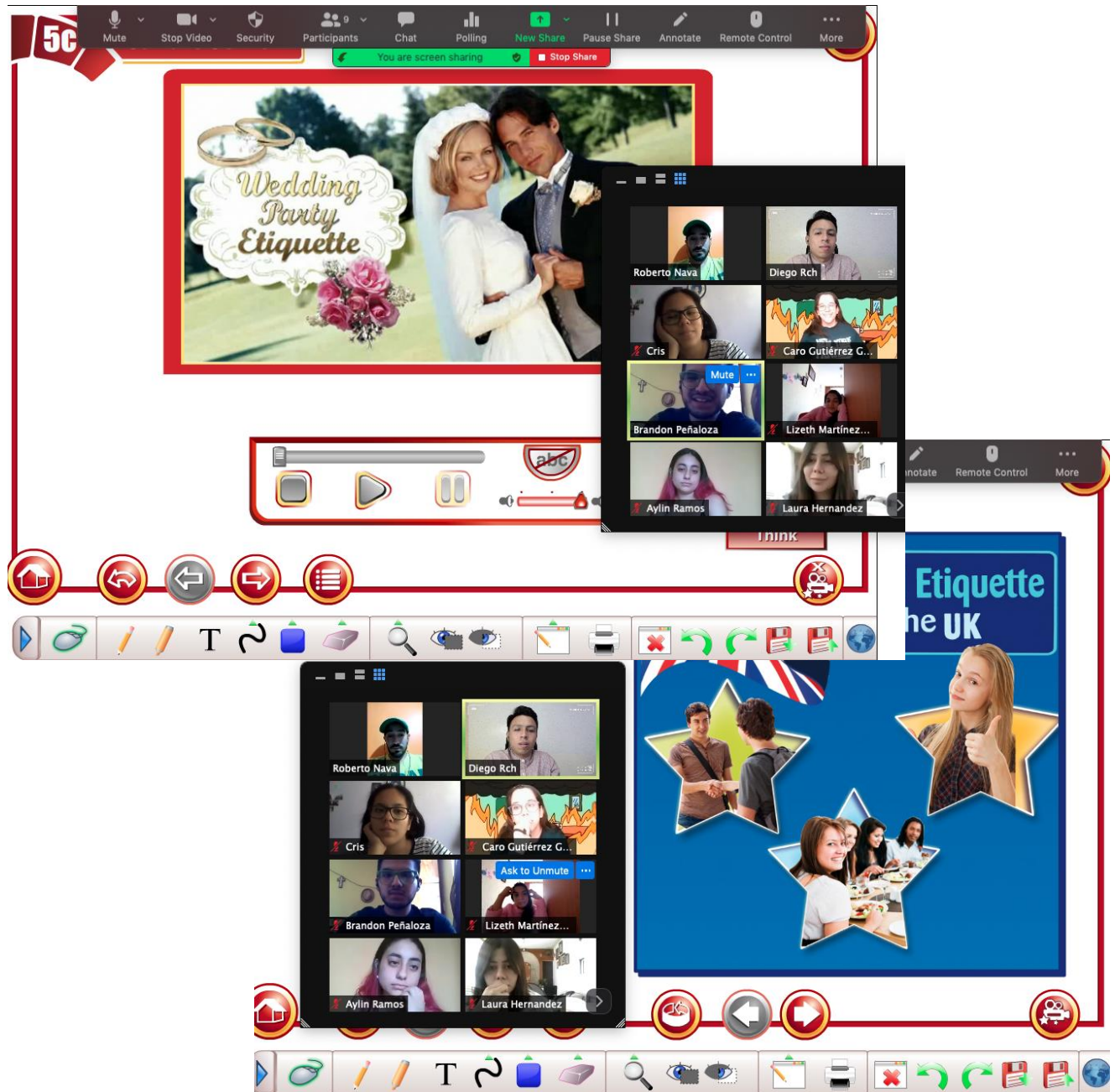
Regarding the evaluation, I take both macro and micro skills into consideration, if this were a lower level I might have focused more on one than the other but not up to this point.

Now, let's talk about the writing assessment, I prepared a presentation on a new platform called "Genially" (new at least to me), the task is an essay. I asked them to follow the process I recommended: Analyze instructions, Plan the essay and the Write it.

I asked my students to write it on Google Docs, so that they can share it with their classmates and they can add comments on their work, very useful in my opinion. And this was the first stage of their feedback, after that I asked students to fulfill an evaluation sheet. In this occasion all students knew who revised their work and it worked fine but I think that in the future I will ask them to be anonymous to see what the results are.

These are such sheets. I must clarify that I explained to them how to use them and what they meant so as to avoid misunderstandings.

2.03 Attached evidences of (graphics, photos, images)




6b Crime fi

4 a) Match the highlighted words in the text to their meanings:

evidence ✓	name	=	Identify
in record time ✓	normal	=	ordinary
solved ✓	carrying a weapon	=	armed
suspect ✓	answered	=	solved
armed ✓	proof	=	evidence
samples	upsetting	=	distressing
ordinary ✓	very small amounts	=	traces
traces ✓			
identify ✓			
distressing ✓			

What are the families enjoying about spending their holidays in these places?




Documento1 - Word

HERRAMIENTAS DE DIBUJO

4 a) Match the highlighted words in the text to their meanings:

evidence	name	=	Identify
in record time	normal	=	Ordinary
solved	carrying a weapon	=	armed
suspect	answered	=	solved
armed	proof	=	Evidence
samples	upsetting	=	Distressing
ordinary	very small amounts	=	Traces
traces	specimens	=	Samples
identify	person police believes is guilty of a crime	=	Suspect
distressing	faster than ever before	=	In record time

2.04 Show evidences of your designed tool to assess your students.

Speaking Evaluation Sheet Grammar & Vocabulary	
Name of Student: Cristina	
Does the speaker use simple grammatical forms with control?	
<p><i>Good</i></p> <ul style="list-style-type: none"> • there are some students who are listening to a teacher • these students have a guy who is the teacher 	<p><i>Not so good</i></p> <ul style="list-style-type: none"> • Overuse of simple forms • I can see betray ...
Does the speaker use complex grammatical forms?	
<p><i>Good</i></p>	<p><i>Not so good</i></p> <ul style="list-style-type: none"> • No attempts to use complex forms.
Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)	
<p><i>Good</i></p> <p>The candidate uses everyday vocabulary with certain control.</p>	<p><i>Not so good</i></p> <p>The candidate does not show she has a wide range of vocabulary.</p>

Comments:

Speaking - Discourse Management

Name of Student: Cristina

Are the answers of an appropriate length for the task? Is there much hesitation?

Good

Appropriate length.

Not so good

.

Are the contributions relevant? Is there much repetition? Is it well organized?

Good

Candidate made some contributions on both pictures.

Not so good

Does the speaker use discourse markers?

Good

Used few markers to move from one picture to the other and to express her opinion.

Not so good

Comments:

Answer to the task could have been clearer, the speaker said something about "learning and touching" and "learning while taking notes" when the question is "How much are they learning?"

Speaking - Pronunciation

Name of Student: Cristina

Are the answers clear? Can the speaker be generally understood?

Good

Not so good

Clear and easy to understand

Is the speaker's intonation appropriate?

Good

Not so good

Yes.

Does the speaker use sentence stress correctly? Is word stress correct?

Good

Not so good

Yes, it's always correct at all times

Are sounds clear?

<p><i>Good</i></p> <p>All sounds are clear.</p>	<p><i>Not so good</i></p> <p>Check the pronunciation of the word "Touch"</p>
<p>Comments:</p> <p>Pronunciation is clear (most of the time) and natural sounding all through the test.</p>	

Writing Revision Sheet

Student's Name:

Marks (1- 10)

Content:

Question	Yes/Good	No/Not so good
Is all content relevant to the task?		
Is the target reader fully informed?		
Mark		

Communicative Achievement:

Question	Yes/Good	No/Not so good

Does the writer use the conventions of the task to hold the reader's attention?		
Does the writer communicate straightforward (and complex) ideas?		
Mark		

Organization:

Question	Yes/Good	No/Not so good
Is the text generally well organized and coherent?		
Does the writer use a variety of linking words and cohesive devices?		
Mark		

Language:

Question	Yes/Good	No/Not so good
Does the writer use a range of everyday vocabulary appropriately?		
Does the writer use a range of simple and complex grammatical forms with a good degree of control?		
How far do errors impede communication?		
Mark		

In spite of the speaking rubrics having worked fine, I have to admit the fact that the writing rubrics did not work as expected. Lamentably, it was not easy for my students to fulfill it, perhaps due to them not having done this before and because, in accordance with their own testimonies, they have had little practice of this skill.

However, I would not say that this was a total disaster either. I would rather say that it was part of our learning and that both parts (teacher and students) tried their best. I could relate this to their abilities as B1 users of the language: "B1 students can understand the

main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans". (Test, 2012)

Another point I think needs improvement is to consider all students' strengths and weaknesses and to put them in pairs wisely, what I mean by saying this is that a shy student working with other who is shy too might not be the best idea at all, and this applies in both real and online classes.

2.05 Class Video

<https://youtu.be/YooWcv-pRIM>

Chapter 3: Experience Report

3.01 Results of my lesson plans

There is a wide variety of activities which I tried to carry out bearing in mind all the things I have learned here, the vast majority of them worked well but there are some other which did not happen as expected. However, this is the purpose of this piece of work, to analyze what went well and what needs improvement.

Interaction. It was really impressive to see how well the group worked in pairs and trios despite being online. They laughed and smiled at each other while working and were very kind all time. I must admit that I did not expect this to happen as we are working online and some of the interaction patterns are not possible to achieve but my students showed willingness to do the tasks correctly.

3.02 Reflection

I could realize the importance of social interaction, a thing that many teachers and students may miss, as well as the importance of using technology because currently there is no other choice but to learn to use it to give classes. And perhaps, more importantly, I learned to take advantage of the available resources.

Furthermore, the significance of integrating the four skills in any course is vital for the students' acquisition of the language and also to practice them meaningfully.

I should very much like to say that I was surprised by the results of working with speaking rubrics, they were really professional assessing their classmates. I am sure they knew it was a great opportunity for them to improve and to have more opinions.

Nevertheless, there are lots of things I need to modify so as to suit all my students' needs, mainly in the written part. I suppose it was quite hard for them to have worked with two rubrics in the same course, perhaps next time I try to put a little more emphasis on one skill at the time, or maybe I could divide the use of the rubrics, one before the midterm exam and the other before the final one.

Chapter 4: Conclusions

4.01 Conclusion

All in all, I learned too much during this specialization, one of the things I learned is how to use rubrics with my students for self-evaluation and peer-evaluation, and not only that but also not to forget about teaching Culture.

Having used rubrics of these kinds is something that I had done before but a long time ago, when I was studying my teachers' course and that I had not implemented in my CELEX lessons, only at CEA where I take too much advantage of peer-correction and feedback provided by peers, this time now at CELEX it worked well although it could have been better, but I learned from my mistakes and now I am certain that the next time I will do it the best possible.

Taking into account that what went not that well was the writing part, I assume it might have been for many reasons, one of which can be the fact that the rubric was not that easy-to-understand as I had thought, therefore I would opt for implementing the typical "code" for writing which is also suggested in the TKT Book:

- Sp for Spelling mistakes
- A for Missing/incorrect articles
- WO for Word order/syntax
- T for Tenses
- V for Vocabulary

I will implement this technique for assessing writing and for self and peer evaluation to see how well it works, I consider it will be easier for my students to help their classmates and also to edit their pieces of writing but just by doing it will I know.

It is also worth mentioning that students should be provided with confidence and trust when assessing themselves and their peers. Some students can be hesitant when doing

so, this is why we as teachers have to tell them that it will help them improve and have better results in the future, sometimes students can accept peer comments better than teacher's ones.

I am very satisfied with the results and with my students' performance, I know they did their best and that they actually liked it, they said it was something new and at the same time something useful.

I would also say that it was a real challenge and there is too much for me to improve, this is just the beginning of everything and I am glad I was given this opportunity in this specialization to improve what I do for a living, it will make my lessons better and simpler.

It is undeniable that I miss teaching face to face but I try to remain positive that we will meet again very soon, and in fact we will according to the new information. I hope that what I learned online can be as well implemented face to face. At least I have become more aware of the use of technology in the English classroom as a tool which help us in all fields of learning, assessing and interaction.

From now on, there will be changes in my way of teaching and new improvements which might have taken me more time had I not taken this specialization.

Another thing I have to mention is Culture, despite the coursebook having a dedicated page on Culture, rarely did I pay attention to it, I never imagined that my students were so talented when dealing with this matter, but at the end of the day it is part of their majors.


Last but not least, I would like to highlight that it is necessary to have good lesson plans, to think carefully of our students' needs and interests, to integrate the four skills as they have the same importance always bearing in mind that they all have to be meaningful for students to learn and that adapting authentic material to our classes and a good assessment are things that will make a difference in our pupils' learning process.

5f Changes in life


Speaking & Writing

9 Look at the pictures on the right and make speculations about them. Use *seem*, *tend*, *appear* and appropriate infinitive forms. ?

He **appears** to be caring for an infant. He **seems** to be gazing at its face. A new father **tends** to feel happy and proud.




She **seems** to have got a degree. She **appears** to be holding a diploma. She **appears** to feel proud. She **tend** to feel happy and proud.



2c Culture Corner

1 Listen and read to find out.



Made in the USA

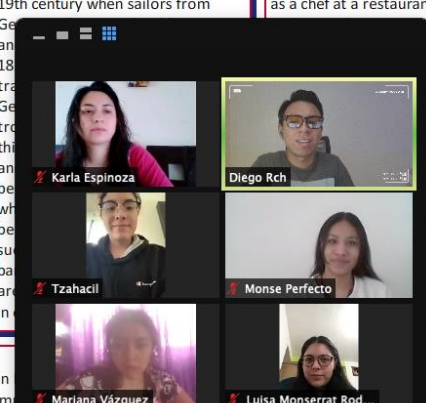
Who doesn't wear jeans, drink cola and eat potato chips? Almost everyone does! But have you ever wondered what the stories are behind these products?

JEANS

The story of jeans goes back to the 19th century when sailors from...

POTATO CHIPS

In 1853, George Crum was working as a chef at a restaurant in New York...



Comparative Chart Team 1 ☆ ☆ ☆

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Wedding Etiquette in Mexico	Wedding Etiquette in UK
<ul style="list-style-type: none"> You can't wear white to the wedding because it's a lack of education. Everyone should get up the moment the bride enters the church. The bride and groom cannot enter the room before all their guests The father of the bride must say a few words to the groom when he hands him the bride's hand They must get up to dance when the bride and groom open the dance floor The married couple has to greet all their guests in a close and personal way. 	<ul style="list-style-type: none"> You must pay for your own drinks. The groom should not turn to face the bride when she comes down the aisle. He must wait for her to be by his side. The toast speech must be comical. The bride and groom must send a thank you card or letter for your gift, during the months after the celebration. The bride's relatives should sit on the left side and the groom's relatives on the right side The married couple must receive their guests in a reception line

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