**Vicerrectorado de Modalidad Abierta y a Distancia**

# Itinerario I: Methodology for Teaching English to Adolescents and Adults

## Didactic guide

# UTPL

**Facultad Ciencias Sociales, Educación y Humanidades**

# Itinerario I: Methodology for Teaching English to Adolescents and Adults

## Didactic guide

| Carrera | PAO Nivel |
|---|---|
| Pedagogía de Los Idiomas Nacionales y Extranjeros | VI |

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**Itinerary I: Methodology for Teaching English to Adolescents and Adults**

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**Diagramación y diseño digital**

# Índice

UTPL

## 1. Information data

**1.1 Subject presentation**



**1.2 UTPL Generic competences**

- Critical and reflective thinking.
- Communication in English.

**1.3 Professional profile competencies**

To apply pedagogical models, employ innovative methodologies, and integrate knowledge for teaching English as a foreign language in an interdisciplinary, practical, and systematic manner. This involves the integration of psycho-pedagogical, didactic, and curricular knowledge with a strong ethical and professional sense.

To manage learning through the creation of environments, planning, the use of methodologies, assessment, and the incorporation of knowledge for teaching English as a foreign language in a practical and systematic way, promoting the development of critical, reflective, creative, and experiential thinking in relation to personal development and its context.

## 1.4 Issues addressed in the course

- Limited methodological and didactic knowledge, as well as scarce development of critical and reflective thinking.
- Limited systemic mastery of epistemology and pedagogy from philosophical and historical derivation.

## 2. Learning Methodology

This course follows the student-centered methodology of UTPL's distance education model. It employs various methods, including self-learning, problem-based learning, and ICT-based learning. The strategies used in this course involve individual work, group discussions, reflections, and analysis.

The course is structured into three main components: teaching, learning application and experimentation, and autonomous work. The teaching component focuses on student-teacher interaction through video collaboration, forums, and chats. In the learning application and experimentation phase, students demonstrate their understanding of the course material through a variety of activities. Finally, the autonomous work component allows students to extend their knowledge by engaging with additional readings from various sources at their own pace.

Key academic tools for this course include the virtual platform (EVA), the virtual guide, and the lesson plan. In EVA, students will have access to the academic plan, which outlines the weekly and term-long activities. They will also find the virtual guide, which provides the general guidelines for studying the course. Lastly, weekly tutoring sessions will be offered to help students clarify any concerns they may have.

# 3. Didactic guidelines by learning outcomes

## First bimester

**Learning outcome 1:**

Distinguishes the way of teaching English as a foreign language for children and adolescents.

Dear students, to achieve the stated learning outcomes, I encourage you to study the topics outlined in the virtual guide for the first bimester. Additionally, to master each topic, it is essential that you complete the self-evaluations and suggested activities. These are designed to help you understand how adolescents and adults learn a language and to explore effective strategies for teaching English to these target groups.

**Contenidos, recursos y actividades de aprendizaje recomendadas**

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.

### Week 1

### Unit 1. Young and adult learners

**1.1 How adolescents learn English as a foreign language**

Dear students, let's start by analyzing the way adolescents learn the language. According to Lesiak (2015), young learners whose ages are between 13 and 19 years old are commonly known as adolescents. During this time, adolescents

go through different changes in their lives since "they shift from the carefree childhood to the more complex adult world" (Lesiak, 2015, p. 251). They also experience physical, emotional, and moral development.

Additionally, most researchers affirm that although adolescents possess great potential, they seem to be the most difficult learners. This is due to their lack of motivation and also because they seem to be less receptive to teachers' encouragement and are more difficult to supervise in the classroom. In fact, it is not easy for teachers to gain their trust and respect; this is because they prefer not to be seen by classmates as the teacher's favorite student.

In addition, Ur (2012) claims that adolescent learners can start using more conscious and explicit strategies for language learning.

Harmer (2001) goes further when he declares that teenagers have a great capacity to learn, be creative, and feel enthusiastic about the things that interest them. For this reason, the teacher's job must be to design relevant and engaging material to promote their interest in learning the language. Teachers also need to provide more opportunities for teenagers to respond to questions by using their thoughts and experiences. Thus, learners need to be involved in discussions related to abstract issues, so that, they can have more opportunities to contrast ideas and find solutions to problems by themselves.

> After reviewing this information, I invite you to watch a video: The teenage brain that clearly explains the way the adolescents' brain changes into early adulthood

After watching the video, I encourage you to answer the following questions in your notebook:

- Why can´t we blame adolescents for what they do?
- When was the word teenager first used to refer to the 13-19 age group?
- What does the word adolescent mean?

Once you have watched the video, you learned that adolescents' brain goes through different changes, which is the main reason that makes teachers' tasks a bit more demanding when dealing with them.

## 1.2 How adults learn English as a foreign language

It is time to review information related to how adults learn the language. Let's start!

According to Michalska (2015), adult learners are students who are aged 19 or over. These students have a vast range of life experiences, and they take advantage of it to learn a foreign language. Adult learners are characterized by complete intellectual and social maturity; they have clear expectations about the learning process are certain of why they want to learn about a topic and have strong opinions of how the teaching and learning process should be conducted (Harmer, 2003). In addition, these students do not often have problems related to discipline and they can be engaged with abstract things; this is because they are conscious that they need to make an effort to progress, which makes the job of teachers a bit easier.

Furthermore, Ur (2012) claims that adults are able to learn by using more sophisticated learning strategies such as making their own lists of vocabulary, using dictionaries to find out the definitions of new words, exploring different apps and ICTs, and also by finding and applying explanations. They enjoy learning from explicit descriptions of language, explanations of grammar and vocabulary. These learners recognize the importance of using the language rules in focused exercises.

## 1.3 Differences between young and adult language learners

Dear students, to have a broader idea of the main differences between young and adult learners; let's start reviewing the characteristics of these target groups.

There are some relevant **characteristics of adolescents**. The first one is related to socialization. Teenagers socialize more with their friends than with their family. In addition, they try to be more independent to define their own identity and it is forged in conversations with classmates and friends. It is believed that peer groups bring many benefits to adolescents since through interaction and identification with peers, they start developing moral judgment and values. What is more, adolescents become more aware of the importance of behavior and appearance and for this reason, they pay more attention to clothes and the way they behave just to adapt to their society.

Another important characteristic of adolescents is related to *cognitive processes*, which deal with the way of thinking and reasoning. At this age, adolescents start understanding abstract things, and developing language skills and verbalization, which facilitate them to have more extensive and effective communication. Abstract thoughts help learners to develop a sense of social consciousness and justice, which facilitates teenagers to decide if the choices they have made are correct and if they are related to their morality.

*Emotional changes* are also key characteristics of adolescents. According to Maier (2011), teenagers go through a period that is commonly known as an emotional storm. During this time, not only parents but also teachers perceive teenagers' aggressive behavior and discipline problems. This is because adolescents become moodier and more irritable and also because they have much more independence and little control from their parents.

Concerning **adult characteristics**, there are arguments from different experts (Lynch & Bishop-Clark, 1994; Harmer, 1998, 2001; Ur, 2012), who claim that there are major differences between adults and teenagers. The first and most important is that they already have learning experiences, which can be either positive or negative. This makes them have a more critical opinion concerning the methodology used by the professor. In addition, they affirm that adult learners are more assertive and disciplined than teenagers. Most adult learners acquire the language as a requirement for something else, this is the main reason they have a strong motivation to learn. Even though their

motivation for learning the language is high, they often lack time to learn and accomplish all their academic activities and goals. Thus, individual learning or self-study sometimes is difficult for them to do at home.

In addition, most adult learners usually have important positions in the workplace, which hinders the teaching and learning process because they find correction and feedback sometimes difficult to cope with. Hence, they often feel nervous and afraid of ridicule and criticism from classmates and the teacher, especially when they make mistakes or when they are assessed and criticized.

## 📋 Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. I invite you to take some time to watch the following video, [The Adult Classroom Compared to The Adolescent Classroom](#) , which intends to help you expand your knowledge of the differences between young and adult language learners.

   After that, I invite you to answer the following questions in your notebook:

   - What are the similarities and differences between adolescents and adults?
   - With what type of students, do teachers face more problems in teaching the language?

   As you can confirm in the video, there are some remarkable differences when teaching adolescents and adults. I hope you can consolidate your knowledge by answering the questions above.

2. Now, I encourage you to write down a few ideas related to the main differences between young and adult learners.

*Note: Please complete the activities in your notebook or Word document.*

3. To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.

Dear students,

I invite you to complete self-evaluation 1 in order to measure your level of comprehension in regard to unit 1. Hence, review this unit to answer the questions below.

## Self-assessment 1

**Complete the statements below with the correct word.**

1. Most researchers affirm that although adolescents possess a great potential, they seem to be the most _____ learners.

2. Teacher's job must be to design relevant and engaging material to promote their _____ in learning the language.

3. Adolescents need to be involved in discussions related to _____

**Decide if the two statements below are true or false.**

4. (  ) Adult learners have clear expectations and their life experience is their main source for learning a foreign language.

5. (  ) Adult learners often have problems related to discipline.

**Select the option that best meets the description below:**

6. What is the characteristic of adolescents that refers to the way they get along with people?

   a. Cognitive processes.
   b. Socialization.
   c. Emotional changes.

7.  What is the characteristic of adolescents that deals with the way of thinking and reasoning?

    a. Cognitive processes.
    b. Socialization.
    c. Emotional changes.

8. What is the characteristic of adolescents that utterly influences learners' discipline?

    a. Cognitive processes.
    b. Socialization.
    c. Emotional changes.

**Decide if the two statements below are true or false.**

9. ( ) Adults learners find individual learning or self-study easy to do at home.

10. Adult learners do not feel nervous and afraid to ridicule and criticism when they make mistakes.

Ir al solucionario

**Contenidos, recursos y actividades de aprendizaje recomendadas**

**Week 2**

## Unit 2. Methodology for teaching a language to young and adult learners

**2.1 Methods for teaching English to adolescents**

Teaching adolescents is very demanding, and teachers need to use methods that emphasize the development of the four language skills (listening speaking, reading and writing). In addition, special attention needs to be given

to communicative competence. When teaching teenagers, the most useful methods are the following the Direct Method and the Counseling Language Learning.

Concerning the Direct method, Lesiak (2015) explains that teachers use it to give more emphasis on listening and speaking skills. When teachers use this method, they often use pictures to exemplify the meaning, and the target language is used for giving instructions.

Using the target language in the EFL classroom is positive because students can express themselves by means of English, which helps them to be more fluent. It also helps students avoid translation.

When using this method, teachers need to employ speaking activities that will last at least half of the class time. In addition, students need to be involved in realistic everyday situations. Hence, lessons need to provide students with the opportunity to use the language in real contexts as much as possible. Lesiak suggests that to expand students' comprehension, teachers can involve learners through reading a passage, play, or dialogue aloud. At the end of the class, all students' concerns about vocabulary or pronunciation need to be clarified by the teacher through the use of gestures, and diagrams, among other materials. Self-correction is also promoted when using this method. Teachers should provide alternative answers, so that students can have the chance to choose the best option.

After reading, I invite you to reflect on the following questions:

- Why does the direct method help students become more fluent?
- Why does the planning process play a significant role when using the direct method?

Note: I invite you to answer the questions above in your notebook or in a Word document.

As you can see, the use of the direct method when teaching English to adolescents brings teachers many advantages since in this manner, they can help their students to become more aware of the use of the language and the mistakes they make.

Another method for teaching English to adolescents is **Counseling Language Learning (CLL)**. This method offers teenagers autonomy. It allows them to work together in groups. A lesson that employs the use of CLL follows the five common stages included in the table below:

**Table 1**

*Five Common Stages of Counselling Language Learning*

| Number of stages | Stage's name | Description |
|---|---|---|
| First stage | Reflection | Students sit in a circle to form a sense of community atmosphere. Brain-storming can be done to promote learners' ideas. |
| Second stage | Recording the conversation | Once the topic is set up, students, whose level is low, tell the teacher what they want to say in English by using their mother tongue; thus, the teacher can help them by giving prepared chunks in English. On the other hand, advanced learners can provide answers in English directly. Teachers provide feedback if necessary. Students need to record the whole conversation; hence, all of them can practice. |
| Third stage | Discussion | All students provide a personal opinion related to the recorded conversation, their feelings, and attitudes about it. |
| Fourth stage | Transcription | Students listen to the recording and transcribe what they hear. The teacher provides help when necessary. |
| Fifth stage | Analyzing | Learners are invited to review to the form of the tenses and vocabulary to explain why they were selected. |

*Note.* Adapted from *Five Common stages of the Counselling Language Learning* Unknown Source.

The **grammar Translation method** has also proved to be effective for teaching grammar rules and setting strong basis on creating accurate sentences in English. This method helps beginner students to have a basic foundation and allows them to develop their communicative skills. Moreover, it helps teachers to explain the meaning of new words in a simpler way.

- What are the advantages and disadvantages of using the grammar-translation method?
- What aspects of the language are reinforced when using the grammar-translation method?

As you can see, using the grammar-translation method can be convenient when teaching English to adolescents. After reviewing information related to the direct method, Language Learning, and Grammar Translation, I invite you to summarize the most relevant ideas in a mind map.

## 2.2 Methods for Teaching English to Adults

Teaching English to adults is not an easy task because they have their specific requirements and needs. Additionally, they have a whole range of life and academic experiences, which can be either positive or negative. These students often have strong motivation; however, it is more difficult for them to gain knowledge. Thus, choosing the best methods for teaching to this target group is challenging and very important because it will facilitate the teaching process and it will allow us to achieve the desired results in a shorter time.

Michalska (2015) affirms that the best methods for teaching to adults are Community Language Learning (CLL) and the direct method.

In regard to Community Language Learning, Michalska explains that when using it the professor has the role of the counselor, which means that the teacher helps adult learners to address all their needs. The author claims that adults might feel comfortable with the use of this method because it will remind them of situations in which they find themselves every day. Furthermore, when all questions are addressed, adults might feel highly

motivated, which helps to increase their confidence in using the language in the EFL classroom. Additionally, using this method adult's feel more relaxed and their fear of failure decreases. This is because adults see the teacher not only as a friend from whom they receive advice, but also as an assistant that fully understands adult's needs and concerns. It is believed that this method is suitable for teaching English to adults since the learner is seen a "whole person whose feelings, intellect, interpersonal relationships, defensive behavior and willingness to learn are addressed and balanced" (Michalska, 2015 p.10). Thus, when the teacher uses this method adult learners feel important and understand.

> Now, I invite you to watch a video that explains the importance of community language learning, which might help you comprehend the way this method works. Language Teaching Methods

As stated in the video, in the Community Language Learning approach the teacher acts as a counselor or paraphrase, while the learner is seen as a client and collaborator. In this method, students are the ones that determine the content of the lesson through meaningful conversations.

Concerning the direct method, researchers claim that it helps learners remember the way they acquired their mother tongue. Komorowska (2000) asserts that the direct method helps adult learners develop verbal communication, and the ability to think and use the target language.

This approach comes from the use of traditional techniques such as the use of the mother tongue for giving instructions, memorization of grammar rules, and translation, which facilitate the learning of the language in a much faster and easier way. Komorowska (2000) also believes that the main purpose of the direct method is the ability to hold a conversation. The author argues that when teachers and students spend time together natural contact is established. Students are allowed to use the target language in conversations with their teacher. These contact students have with their professor and with the language itself makes adult learners feel more relaxed and allows them to achieve the desired learning outcomes.

## 2.3 Learning strategies conducive to learning the language for adolescents and adults

Learning strategies play a significant role when learning English as a foreign language since they help students to relate what they know and what they are learning. Hence, teachers need to provide students with a variety of effective strategies to help them move to the next level. Thus, learning strategies aim to help students to help themselves to improve their learning.

When teaching English to adolescents, teachers need to focus on developing their communicative competence. Thus, the most convenient is to use **communication strategies** since they allow adolescents to support communication with other students and obtain some benefits. In this regard, Bress (2004) affirms that "people who employ communication strategies achieve a lot more with their limited language than those who do not employ (them) at all" (p.30).

Teachers should encourage students to use communication strategies because it will help them reach a native-like accent. In fact, in order to make teenagers sustain a conversation in English and allow them to find out the way foreigners communicate, teachers can organize discussions with real native speakers.

Other strategies that are helpful when teaching English to adolescents are **socio-affective strategies** since they help learners to feel more confident when using the language in dialogues and conversations. To promote speaking and to make classes more interesting and engaging for teenagers, teachers may find the need to use audio-visual materials. In addition, asking open questions, which are effective strategies, can be easily used to start a discussion.

Hence, social strategies enhance teacher and learner interaction and ensure students' active participation in the EFL classroom.

When referring to adult learners, metacognitive strategies have demonstrated to be the most helpful. Purpura (1997 p.289) defines metacognitive strategies as "strategies that involve planning for learning, thinking about the learning

process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed". Michalska (2015) affirms that metacognitive strategies are the best ones for adult learners since they involve decision making, problem solving, reflective judgment and critical thinking and adults are good at solving and analyzing problems as well as at decision making and critical thinking. With this information in mind, I invite you to read the article: Teaching English to Adults, especially on the topic the most fruitful learning strategies.

After reading, I invite you to answer the following questions in your notebook:

- What is the aim of metacognitive strategies?
- In which ways do metacognitive strategies promote adults' language learning?

As you can see, metacognitive strategies have been demonstrated to be the most effective when teaching English to adults. In order to know more about the role of metacognition in education, I invite you to watch the following video: Metacognition in the Classroom. After watching the video, I invite you to summarize the most relevant ideas.

### Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. To reinforce your understanding of the use of learning strategies conducive to learning the language for adolescents and adults. I encourage you to design a map with the key information from this topic. Furthermore, I encourage you to review the information from the following website "Adult Development" .To make the most of this information, I invite you to pay careful attention to adult development, the aging brain, and the teenage brain. I am sure the information provided on this website will help you fully understand the changes in the adult's brain and the way they learn the language.

2. To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.

Dear students,

After reviewing information related to unit two, I invite you to reinforce your comprehension of this topic by answering the questions below.

## Self-assessment 2

**Select the option that best answers each statement.**

1. What skills does the direct method focus on?

    a. Reading and writing.
    b. Speaking and grammar.
    c. Listening and speaking.

2. In the Direct method, which is the resource used by teachers to exemplify the meaning and the target language?

    a. Videos.
    b. Pictures.
    c. Podcasts.

3. Which is the stage of the Counseling Language Learning that invites students to sit in a circle to form a sense of community atmosphere?

    a. Recording the conversation.
    b. Reflection.
    c. Transcription.

4. What is the stage of Counseling Language Learning that invites students to record their conversations and to receive help from the professor?

    a. Recording the conversation.

b. Reflection.

c. Transcription.

5. What is the stage of Counseling Language Learning where all students provide a personal opinion related to the recorded conversation, their feelings, and attitudes about it?

a. Recording the conversation.

b. Reflection.

c. Discussion.

6. What is the stage of Counseling Language Learning where students listen to the recording and transcribe what they hear?

a. Recording the conversation.

b. Reflection.

c. Transcription.

7. Which is the stage of Counseling Language Learning that invites learners to review the form of the tenses and vocabulary to explain why they were selected?

a. Analyzing.

b. Reflection.

c. Transcription.

**Decide if the statements below are true or false.**

8. (  ) In the Community Language Learning (CLL) method for teaching adults, the professor has the role of the counselor.

9. (  ) The aim of communication strategies is to help learners feel more confident when using the language in dialogues and conversations.

10. (  ) Metacognitive strategies are helpful to promote adult learning and critical thinking.

**Contenidos, recursos y actividades de aprendizaje recomendadas**

### Week 3

## Unit 3. The Theory of Adult Learning: Andragogy

**3.1 The andragogical model**

According to Kirk (1999), the term andragogy comes from the Greek *agogos* which means to lead or to teach, and *andra* which means adult. Hence, andragogy is focused on adult education. Manangsa, Gusmuliana, and Apriani (2020) also claim that andragogy is the approach that facilitates the achievement of learning and trains the student to be independent. They also affirm that this approach aims to help adults carry out some learning activities.

Knowles (1980) defines andragogy as a set of assumptions of adults as learners and certain recommendations for the planning, management, and evaluation of adult learning. Thus, the andragogical model involves self-directedness and collaboration with the learners in their quest for learning.

**3.2 Differences between pedagogy and andragogy**

There are some differences between the pedagogical and the andragogical model. According to Knowles, Holton, and Swanson (2005), in the pedagogical model the teacher is responsible for "all decisions of what will be learned, how it will be learned, when it will be learned, and if it has been learned" (p. 61). In this model, students have the role of following teachers' instructions. Thus, in the pedagogical model, the teacher has the role of the instructor, who is in charge of identifying students' needs, preparing objectives, and evaluating the learning process. Then, the instructor transmits the knowledge to students, who have a passive role.

On the other hand, Knowles, Holton, and Swanson highlight that in the andragogical model, the student is more independent; hence, it follows a self-directed education. In this model, the learners' experience is highly important, especially in starting discussions and in problem-solving. In this model, the instructor or teacher has the role of a facilitator, whose purpose is to create an informal, collaborative, and respectful climate. The learner is involved in the process of designing and evaluating the learning activities, which are focused on the student's problem areas. Below I invite you to review the Inforgraphic on: Roles of a facilitator in the andragogical model

[Roles of a facilitator in the andragogical model]()

After reviewing the Inforgraphic above, I invite you to read an article, which emphasizes the main differences between [pedagogy and andragogy]().

Did you finish? Then, I encourage you to design a mind map to summarize the most relevant differences between pedagogy and andragogy.

### 3.3 Assumptions of adult learning

According to Knowles, Holton, and Swanson (2005), the andragogical model is based on some assumptions and they are the following:

Adults **need to know** what they need to learn before learning it. When adult learners start to learn something by their own, they will invest considerable energy in probing into the benefits. Hence, the role of the facilitator is to help students realize the need to know. Adult learners' willingness to learn increases when they become aware that their interests and needs are fulfilled.

"**Adults have a self-concept** of being responsible for their own decisions, for their own lives. Once they have arrived at that self-concept, they develop a deep psychological need to be seen and treated by others as being capable of self-direction" (Knowles, Holton, Swanson, 2005 p.65). Accordingly, facilitators need to create learning experiences in which adults receive help to make the transition from dependent to self-directing students.

There is no doubt that adults count with broader living experience. For this reason, the role of **learning experience** needs to be considered when teaching to adults. Facilitators need to give more emphasis to the use of experiential techniques and peer-helping activities, which focus on the learner's experience, for example, group discussions, simulation exercises, problem-solving activities, case methods, and laboratory methods instead of transmittal techniques.

According to Knowles, Holton, Swanson (2005 p.66), "adults become *ready to learn* those things they need to know and be able to do in order to cope effectively with their real-life situations". What is more, a teacher's role does not consist only in transmitting knowledge, but in engaging learners in a process of mutual inquiry with them.

Adults **orientation to learning is life-centered** (task-centered or problem centered). They feel eager to learn things that will help them complete tasks or deal with problems that they face in their life situations. Moreover, adults have more opportunities to learn new knowledge, develop skills, values and attitudes when they are shown in the context of application to real-life situations.

Motivation plays a significant role when teaching adults. Knowles, Holton, Swanson (2005 p.68) affirm that "adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), but the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, and quality of life)".After that, I invite you to read the following article about Andragogy in English as a foreign language classes.

Finally, in order to expand your knowledge of the andragogical model and its assumptions, I invite you to watch the video "Andragogy in Practice". This video will provide you with clear guidelines to understand the andragogical model, the differences between andragogy and pedagogy, and its assumptions.

After reviewing this video write a summary focused on the most relevant details. I am sure the aforementioned source will be very useful for completely understanding the andragogical model.

It is time to apply your knowledge through the activities that has been proposed below:

## Recommended learning activities

1. Design a simple activity for an EFL classroom that incorporates one of the assumptions of adult learning.  Choose one assumption (e.g., experiential learning, self-directed learning, or motivation).

    ◦ Briefly describe the activity (50–100 words) in your notebook.
    ◦ Explain how it addresses the chosen assumption and benefits adult learners.

2. To evaluate the learning acquired on this unit, I invite you to develop the self-assessment presented below.

Dear students, take this brief quiz to check your comprehension of unit three.

## Self-assessment 3

**Complete the statements below with the correct word.**

1. Andragogy is the approach that trains the student to be _____.

2. In the pedagogical model, students have the role of _____ teachers' instructions.

3. In the andragogical model, the _____ is highly important, especially to start discussions and in problem-solving.

**Decide if the statements below are true or false.**

4. (   ) In the andragogical model, the facilitator is in charge of creating an atmosphere of trust so everyone may feel willing to learn.

5. (   ) The facilitator in the andragogical model is available as a resource.

**Select the option that best answers the questions below:**

6. What is the assumption of adult learners that argues that adult learners' willingness to learn increases when they become aware that their interests and needs are fulfilled?

   a. Need to know.
   b. Adults have a self-concept.
   c. Learning experience.

7. Choose the assumption of adult learners that explains that adults need to be seen and treated by others as being capable of self-direction.

   a. Need to know.
   b. Adults have a self-concept.
   c. Learning experience.

8. Which is the assumption of adult learners that indicates that facilitators need to consider learners' knowledge to design activities to be implemented in the classroom?

   a. Adults have a self-concept.
   b. Learning experience.
   c. Need to know.

9. Select the assumption that claims that adults are willing to know more about the things that they need to learn to perform better in their daily lives.

   a. Orientation to learning is life-centered.
   b. Learning experience.
   c. Ready to learn.

10. What is the assumption of adult learners that indicates that adults are highly motivated to perform activities that will help them complete tasks or deal with problems that they face in their life situations?

    a. Orientation to learning is life-centered.
    b. Learning experience.
    c. Ready to learn.

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**Contenidos, recursos y actividades de aprendizaje recomendadas**

## Week 4

## Unit 4. Techniques and strategies for teaching English to adolescents and adults

### 4.1 Teaching listening

#### 4.1.1 The importance of listening and note-taking

Teaching listening to adolescents and adults is vital since this skill is the precursor to speaking. Nation and Newton (2009) affirm that learning a language does not only mean using it to speak but to be able to build a map of meaning in the mind. Hence, students need to practice meaningful listening so they can develop this cognitive map in their minds for producing the language more accurately. For this reason, Nation and Newton claim that "the listening-only period is a time of observation and learning which provides the basis for the other language skills" (p.38). There are a few benefits to concentrating more on listening than on speaking, especially at a beginner level:

1. Students are not overwhelmed by having to focus on two or more skills at the same time.
2. Students learn more about the language by concentrating on listening.

3. Moving very quickly to realistic communicative listening activities is easier, increasing the learner's motivation.
4. Students won't feel shy or worried about having to speak in English, which helps reduce stress when learning the language.
5. Independent learning is promoted when developing listening activities.

Depending on the reasons for learning, our students will have to use a combination of two processes, top-down or bottom-up listening. The Table below summarizes the most important details about these two processes.

**Table 2**
*Bottom-Up and Top-down processes*

| Bottom-Up Processing | Top-Down Processing |
|---|---|
| Externally Based | Internally Based |
| Involves the listener paying close attention to every detail of the language input. | Involves the listener's ability to bring prior information to bear on the task of understanding the 'heard' language. |
| The understanding of the 'heard' language is worked out proceeding from sounds to words to grammatical relationships to lexical meaning. | Used by the listener to make predictions about what the incoming message is expected to be at any point, and how the pieces fit into the whole. |

*Note.* Adapted from "Bottom-Up and Top-down processes" Unknown Source.

When developing listening skills, note-taking plays a significant role. To know more about their benefits, importance, and the difference between note-taking versus note-making, Now, I invite you to review the information related to the topic

**Note-Taking** refers to the process of recording information verbatim or summarizing key points while listening to a lecture, speech, or audio material. This activity primarily focuses on capturing what is being said, often in real-time, to ensure that learners retain the essential ideas for future reference. Note-taking is a passive activity that helps students focus on listening carefully

to the content being delivered (Rost, 2013). For instance, during an English listening activity, students might write down key vocabulary, phrases, or main ideas mentioned in a podcast or video.

Conversely, **Note-Making** involves synthesizing, organizing, and rephrasing information after the listening activity. It is a more active and critical process that encourages learners to engage with the material on a deeper level. Note-making helps students internalize what they have heard by processing and connecting it with prior knowledge (Brown, 2007). For example, after listening to a lecture on English idioms, students may create a table categorizing idioms by their usage (e.g., idioms for expressing emotions or idioms related to time).

While both processes are essential for developing listening skills, they serve different purposes in language learning. Note-taking develops focused attention and short-term retention of information. Note-making, on the other hand, fosters critical thinking, long-term understanding, and the ability to apply the learned material in context (Harmer, 2015). Combining both approaches can enhance learners' listening comprehension, as they actively process what they hear and transform it into personalized knowledge.

### Examples of Classroom Activities

1. **Note-Taking Activity**: Play a TED Talk or audio recording of an English conversation. Instruct students to jot down key points or main ideas in real time. They should aim to capture essential details like dates, names, or definitions mentioned in the recording.
2. **Note-Making Activity**: After completing the note-taking exercise, ask students to organize their notes into a concept map or write a summary of the content using their own words. Encourage them to make connections between the new information and their prior knowledge.

By integrating both activities into the classroom, teachers can help students improve their listening skills and develop a more nuanced understanding of the language.

Finally, Cloud et al. (2010) affirm that to become an active listener, it is fundamental to take useful notes. To help our students develop listening skills by taking notes Cloud et al. invite us to use the following activities:

**Table 3**
*Activities for taking notes*

| You met your match | We belong together | Stand by me | This is the picture | Put your hands up | Stop collaborate and listen |
|---|---|---|---|---|---|
| Pairing images with words. | Pairing concepts with statements. | Pairing large pictures with characters. | Drawing what you hear. | Whole class physical response using Yes/no answers. | Group work activities to provide more practice |

*Note.* Solano, L., 2021.

1. **You Met Your Match**

This activity involves **pairing images with words**. Students are given a set of words and a set of images. Their task is to match each word with its corresponding image.

- **Objective**: Improve vocabulary recognition and reinforce understanding of concrete nouns or descriptive words.
- **Example**: Provide students with images of animals (e.g., dog, cat, and elephant) and their names on separate cards. They must pair the images with the correct word

2. **We Belong Together**

This activity focuses on **pairing concepts with statements**. Students are provided with key concepts (e.g., love, honesty, teamwork) and short descriptions or statements that represent those concepts.

- **Objective**: Build critical thinking and conceptual understanding.

- **Example**: Pair the concept "honesty" with the statement "Telling the truth even when it's difficult."

3. **Stand by Me**

This activity centers on **pairing large pictures with characters**. Students match characters from a story, movie, or historical event with large, detailed pictures that represent their roles or actions.

- **Objective**: Enhance storytelling, character analysis, and comprehension of narratives.
- **Example**: Provide a large picture of Harry Potter casting a spell, and students must match it with the label "Harry Potter: A young wizard who uses magic to fight evil."

4. **This Is the Picture**

This activity uses **drawing what you hear** to encourage active listening. Students listen to a description, story, or set of instructions and draw what they imagine.

- **Objective**: Strengthen listening comprehension and creativity.
- **Example**: Read a passage such as "The house is on top of a hill, with a red roof and two trees nearby," and ask students to draw the scene.

5. **Put Your Hands Up**

This is a **whole-class physical response activity using Yes/No answers**. Students respond physically (e.g., raising hands, standing up) to indicate their answer to a Yes/No question or a statement's truthfulness.

- **Objective**: Engage students physically and ensure comprehension.
- **Example**: Say, "Raise your hand if the statement is true: The sun rises in the west." Students raise their hands only for true statements.

6. **Stop, Collaborate, and Listen**

This involves **group work activities to provide more practice**. Students work together to complete a task, solve a problem, or practice language skills.

- **Objective**: Foster collaboration, peer learning, and communicative competence.
- **Example**: In small groups, students role-play a situation, such as ordering food at a restaurant, to practice conversational skills.

## Applying These Activities in EFL Context

1. **You Met Your Match**: Use this with beginner learners to build basic vocabulary.
2. **We Belong Together**: Ideal for intermediate learners to connect abstract ideas with practical examples.
3. **Stand by Me**: Useful in literature lessons or cultural studies to deepen understanding of characters and their roles.
4. **This Is the Picture**: Great for listening practice with visual learners.
5. **Put Your Hands Up**: Excellent for quick checks of understanding or warm-up activities.
6. **Stop, Collaborate, and Listen**: Helps advanced learners practice fluency and teamwork.

Did you review all the activities? If so, I invite you to reflect on the following questions in your notebook:

- Which is the activity that forces students to do drawings by themselves?
- With what students' level can be used the "met your match" activity?
- Could you explain the main aspects to be considered when using *"Put" your hands up* activity?

Note-taking plays a crucial role in actively listening and processing information. Developing strong note-taking skills is essential for becoming an effective listener. To support our students in improving their note-taking abilities, it is important to implement the following nine steps:

**Figure 1**

*Steps to follow for taking notes*



| Before Note-taking | During a note-taking exercise | After a note-taking exercise |
|---|---|---|
| 1. Provide students with a standard system of heading their notes. 2. Provide instruction on shorthand and abreviation techniques. 3. Instruct students on how to recognize a teacher's signal words. | 4. Alter your speech, delivery and vocabulary. 5. Use visuals. 6. Provide already or partially completed notes. 7. Monitor student progress. | 8. Model how to talk to your notes. 9. Allow students to revise and edit notes. |

Note. Adapted from *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School* (p. 144), by Cloud et al., 2010, Caslon.

## 4.1.2 Activities for meaning-focused listening

According to Nation and Newton (2009), there are some activities for helping students develop their listening skills. The first one is Oral cloze, which invites learners to listen to a story; once every 50 words, they have to guess the next word. The word needs to be not difficult to guess and it doesn't need to interrupt the story too much. If students' level is intermediate, then the teacher can provide some words on the board so that students can have options to choose from. After students have guessed, the teacher gives the correct answer. To fully understand how to use this activity, I invite you to watch a video about Shared Reading Using Cloze .

As you can see in the video, oral cloze activity is helpful since it allows teachers to promote vocabulary learning. Another activity is **what is it?**

In this activity, the teacher describes something, and the learners have to decide what is being described. The example below clearly explains the way this activity works:

I forgot it when I left home this morning. This made me angry because it is useful. I don't like it very much but I need it. Not every person has one, but I think most people do. Some people like to look at it and now many people play with it. Mine is quite heavy . . . (Nation & Newton, 2009 p.44)

In the example above the teacher describes a *watch* and students need to guess the answer.

Another interesting activity is **listen and draw**, in which students are invited to listen and follow the instructions by drawing. Depending on their level, they can listen and label parts of a picture or diagram. To get a broader idea of how this activity works, I invite you to review the following video: Listen & Draw.

As shown in the video, the listen and draw activity helps to boost learners' listening skills since they are invited to pay careful attention to either the teacher's or classmates' instructions.

### Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Review information related to teaching listening on the web and the guide.
2. Choose two of the activities explained in week 4, find a suitable text from course books or the internet, and create your activity.

*Note: please complete the activity in a class notebook or Word document.*

## Week 5

## Unit 4. Techniques and strategies for teaching English to adolescents and adults

**4.2 Teaching speaking**

### 4.2.1 Basic issues for oral language development in the classroom

Teaching speaking to adolescents and adults is not an easy task. In order to help them develop their communicative competence, students need to receive comprehensible input and have opportunities to produce comprehensible output. Students also need to practice speaking in order to learn to speak in a manner that other speakers can understand.

According to Wright (2010), students who have started to learn the language may not feel ready to start speaking. Wright affirms that most learners need to go through a silent period before beginning to speak. Once students feel ready to speak, they might need time to process information and think about preparing a response. Hence, teachers need to be more patient after asking a question.

In the desire to help students develop their speaking skills, teachers face some interesting challenges. The foremost ones are detailed below:

Challenges to developing speaking skills

- Students' insecurity to speak.
- Students' anxiety to be judged as a competent thinker when speaking in English.
- Students' lack of vocabulary.
- Students' shyness to communicate.

To learn more about this topic, I invite you to read the following information:

Developing speaking skills in English as a Foreign Language (EFL) learner can be a significant challenge due to various emotional, cognitive, and linguistic factors. Below are some key challenges and strategies for addressing them

1. **Students' Insecurity to Speak**

Many students feel insecure about speaking because they fear making mistakes or being unable to express themselves effectively. This insecurity often stems from a lack of confidence in their language proficiency (Brown, 2007).

- **Example**: A student may hesitate to participate in a class discussion because they are unsure if their grammar or pronunciation is correct.
- **Strategy**: Create a supportive classroom environment where mistakes are seen as part of the learning process. Activities such as small group discussions can help build confidence (Harmer, 2015).

2. **Students' Anxiety to Be Judged as a Competent Thinker**

Speaking in a second language often comes with the fear of being judged not just on linguistic ability but also on intellectual competence. Students may feel that their limited English proficiency makes them appear less knowledgeable or capable (Thornbury, 2005).

- **Example**: During a debate, a student might avoid speaking because they are afraid their ideas will be dismissed due to poor language skills.
- **Strategy**: Teachers can emphasize content over form during speaking activities and provide positive reinforcement for effort and participation (Harmer, 2015).

3. **Students' Lack of Vocabulary**

A limited vocabulary restricts students' ability to express their thoughts clearly and effectively, making them reluctant to engage in speaking activities (Brown, 2007).

- **Example**: A student might struggle to explain their favorite hobby because they lack the words to describe specific activities or tools.
- **Strategy**: Incorporate vocabulary-building exercises, such as word association games, context-based learning, and flashcards, into lessons to help students expand their lexicon (Harmer, 2015).

4. **Students' Shyness to Communicate**

Shyness is a common barrier to speaking, particularly among students who are introverted or fear being the center of attention (Thornbury, 2005).

- **Example**: A shy student might avoid volunteering answers in class or participating in oral presentations.
- **Strategy**: Pair shy students with a partner or small group to practice speaking in a less intimidating setting. Role-playing activities can also help students practice speaking in a fun and engaging way (Brown, 2007).

**Overcoming the Challenges**

To address these challenges, teachers can adopt strategies such as:

- **Creating a Positive Learning Environment**: Encouraging peer support and reducing the fear of errors (Harmer, 2015).
- **Using Scaffolding Techniques**: Providing prompts, sentence starters, or visual aids to guide students in speaking tasks (Thornbury, 2005).
- **Incorporating Real-Life Contexts**: Using role-play, simulations, and authentic scenarios to make speaking activities meaningful and engaging (Brown, 2007).

Now, it is time to start reviewing information related to assessing oral language to guide instruction. Cloud et al. (2010) indicate that to help students develop their oral skills, it is fundamental to know about their prior knowledge,

educational experiences current English language skills level, and students' prior school records. Once all this information has been gathered, it is possible to design lesson plans to help students develop their oral skills and monitor their progress.

Now, I invite you to answer in your notebook the two stated questions below:

- Which is the main aspect to be considered when helping learners build their oral language proficiency?
- Which is the best way for designing lesson plans to help students develop their oral skills?

### 4.2.2 Helping ELLs Participation in the classroom

According to Wright (2010), teachers should speak less in the classroom, and they should design activities that give students more opportunities to speak. Then teachers need to ensure that their speech provides comprehensible input. Below are some relevant aspects to be considered to reach this purpose:

- Adjusting speech to make it comprehensible.
- Slow down and use a slower rate of speech when talking to beginning levels.
- Speak clearly, but do not overenunciate to the point where the words sound unnatural.
- Speak at a normal volume. Shouting does not make English more comprehensible.
- Use simple sentence structure with beginning levels. As students make progress, they increase the complexity of the vocabulary and syntax.
- Avoid idioms, unless they are explained or were previously taught.
- Use gestures, facial expressions, realia, and other visuals. Repeat, paraphrase, or use other recast techniques when students do not understand.

### 4.2.3 Helpful classroom strategies for promoting oral language

To help students develop their oral skills, it is vital to provide sufficient scaffolds. When choosing scaffolds, teachers need to choose those that students can apply to varied situations. One way to instruct learners is by using scaffolding for discussions. Scaffolding for discussion rules serves learners as a foundation for all forms of oral communication in English.

To help students overcome these challenges and develop their oral skills, it is essential to provide **scaffolds**—temporary supports that guide students as they build their speaking abilities. Scaffolding provides a foundation for students to engage in meaningful oral communication and gradually reduces their dependence on the teacher (Vygotsky, 1978, as cited in Harmer, 2015).

When choosing scaffolds, teachers must prioritize those that students can apply across various situations. One effective approach is scaffolding **discussion rules**, which serve as a framework for all forms of oral communication. For example, teachers might introduce discussion rules such as turn-taking, agreeing or disagreeing politely, and asking follow-up questions (Walsh, 2011). These rules empower students to participate confidently in discussions, debates, and other interactive speaking tasks.

> **Practical Example:**
>
> - **Discussion Scaffold**: Provide students with sentence stems like "I agree with your point because...", "Can you explain what you mean by...", or "Another example of this could be..." These sentences can be applied in debates, collaborative tasks, or everyday conversations.

By embedding scaffolding into lessons, teachers create a structured yet flexible environment that supports students in gradually becoming independent and confident speakers (Harmer, 2015).

Another important strategy for promoting oral language in discussions is by providing the appropriate tools to students. The discussion tools such as sentence starters or scripts and transition words have been demonstrated to be effective. Once students become familiar with essential words and phrases, teachers can encourage them to use a set of words in discussions. With regards to adolescents, they feel more engaged in discussion topics related to immigration, family, friends, personal preferences, school experiences, and childhood memories.

## Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

Interview a former or advanced English learner about the difficulties he/she faced in developing oral proficiency skills in English. Ask for a description of particular problems he/she had with idioms, class activities, teachers' way of teaching, or cultural differences that left him or her confused. Explain what you learned from this interview.

*Note: Please complete the activity in a class notebook or Word document*

## Week 6

### Unit 4. Techniques and strategies for teaching English to adolescents and adults

**4.2 Teaching speaking**

#### 4.2.4 Negotiation activities

According to Nation and Newton (2009), negotiation is a facilitator of learning. It includes a process of providing feedback to the speaker. This feedback often focuses on problems with grammar use or vocabulary and it helps to specify where the problem lies. Hence, this process helps learners realize the mistakes they make. Below are some of the benefits of negotiation:

*Benefits of negotiation*

- It helps to clarify unknown items.
- It assists language development since it makes input understandable.
- It gives learners opportunities for direct learning of new forms.
- It pushes learners to express themselves more clearly and precisely.
- It makes learners more sensitive to their need to be comprehensible.

Thus, negotiation brings learners to learn from each other and it also brings the opportunity to the speakers to adjust their output to communicate with others.

Among the most relevant negotiation activities for helping adolescents and adults to speak, it can be mentioned the following:

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**Figure 2**

*Negotiation activities*

| Modify the statements | Problem solving | Complete the map | Strip story |
|---|---|---|---|
| Learners are given a set of controversial statements. Ex: every child needs at least one brother and sister. They work in groups to modify the stament so that everyone agrees with it. | Learners are given a problem to solve. It is a group activity. They need to discuss the possible solution to reach an agreement. At the end, they need to share the agreement with the class. | Each learner has an incomplete versión of a map/diagram and each learner has information that the other (s) do not have. Each learner needs to describe what is on their map for the others to draw on theirs. The map needs to be hidden. | Teacher chooses a story that has roughly as many sentences as there are learners in the group. it needs to be new to students and the vocabulary and grammar patterns need to be related to learners' knowledge. Students need to have at least one sentence and they need to read it just once. They need to memorize it. So that at the end, all students need to find the way to solve the problem of putting the sentences in the right order to tell the story. |

Note. Adapted from *Teaching ESL/EFL Listening and Speaking* (p. 99), by Nation and Newton, 2009, Routledge, Taylor & Francis, New York.

For negotiation to occur, it is necessary that students know both the language features needed for negotiation and to develop negotiation strategies. Nation and Newton (2009) assert that telling learners the importance of asking for more information, watching others ask and providing simple plans of what to do when there is a comprehension problem are good ways of training students to negotiate. Additionally, it is important to teach students ways to ask for clarification when comprehension problems occur in conversations. A few common clarification expressions are the following: Pardon? What? – repeat what was said, he what? He agreed what? Eh, among others.

Another activity that gives rise to negotiation is **Listen and do**, which involves students working in pairs to develop picture drawing. While developing this activity, students need to use some phrases for clarification such as "Please speak more slowly" and "Could you say that again?" The example below explains how this activity works.

"Draw a circle. Draw a cross in the circle. Draw a line under the circle. Draw a square around the circle . . ." or "Draw a circle. This will be a person's face. Draw an ear on each side. The left ear is bigger than the right ear . . ."

**Controlling the teacher** is another activity where learners gain more control of the listening material. The teacher writes the following sentences on the blackboard:

- Please say the last word (sentence/paragraph) again.
- Excuse me, please speak more slowly.
- Excuse me, what was the word in front of king?
- Could you tell me the meaning of convince?
- Excuse me, how do you spell apply?

Then the teacher gives students a handout with questions related to the reading activity. Later, she explains to students that she is about to read a text. After reading, the teacher will review the answers to some proposed questions. While the teacher reads the text, students can ask her to stop, read more slowly, repeat, go back to the beginning, spell a word, explain the meaning of a word, or read more quickly. Later, the teacher reads quickly the following two sentences and stops for learners' instructions. After that, she continues reading. At the end, the teacher asks students the responses to the proposed questions.

In addition, **could you repeat that** is another activity that promotes negotiation. It invites students to work in groups and it involves dictation. The students that remain in their seats have to dictate to one student that is writing on the blackboard while they are facing the other way. Thus, students who dictate cannot see the written information in the blackboard.

**Discover the answer** is another activity to question the speaker. Here the teacher asks students a question that she knows they cannot answer. When students respond the teacher says something like... "No, it's less than that." or "No, it's less than half of that." or "Take away a few kilometers." These instructions guide students to the correct response. Students can also use the expression "more than that or less than that" (Nation & Newton, 2009).

Finally, another group activity is to discover **the story,** where one learner has a copy of a story. He/she tells students just the topic of the story so that the rest of the students from the group need to ask questions to discover what the story is about.

### 4.2.5 Giving students feedback

Deciding when, how, and how often to give oral language feedback to students is undoubtedly one of the most difficult decisions teachers need to make. Cloud et al. (2010) state that the type and amount of feedback depends on each learner and it might vary independently of their level. Nevertheless, teachers can have an idea of the type and amount of feedback a student needs to receive by asking questions directly or observing their reactions and behaviors.

**Recommended learning activities**

It is time to apply your knowledge through the activities that have been proposed below:

1. Review information related to teaching speaking (negotiation strategies and giving students feedback).
2. Watch a video that explains the importance of feedback and its main characteristics: Characteristics of Good Student Feedback.
3. Then answer the questions below:

   ◦ Think of a situation where you received good feedback. What made it good?
   ◦ What are the four key characteristics of giving feedback? What do they refer to?

*Note: Please complete the activity in your notebook or Word document*

📅 **Week 7**

## Unit 4. Techniques and strategies for teaching English to adolescents and adults

**4.3 Teaching Reading**

### 4.3.1 Unique challenges for ELL readers

Teaching reading to adolescents and adults is essential because students become more aware of the written forms to relate them to their spoken forms. When reading, students can recognize known words, and they can also use context to identify the meaning of new words.

Teaching reading is a tough task since teachers need to consider certain aspects to help students be more skillful when reading. In this regard, Nation (2009) asserts that students who learn English as a foreign language already have some knowledge of the most convenient strategies for developing reading skills in their mother tongue as well as they have developed cognitive skills and are much more able to learn from direct instruction. Conversely, the same author claims that developing reading skills can be difficult especially at a beginner level since students know very little English vocabulary. Hence, the author explains that at an initial level, teachers need to control the reading material and activities performed in the classroom.

Considering the above mentioned, it is a fact that adolescents and adults need to face some challenges to develop reading skills in English. According to Cloud et al. (2010), the most important challenges are detailed below:

Challenges for EFL readers

- To have the Background knowledge necessary to comprehend texts.
- To acquire high-frequency words and content-specific vocabulary.

- To acquire the patterns and phrasing of English to read fluently with comprehension.

**Figure 3**

*Factors for Selecting Appropriate Literature*
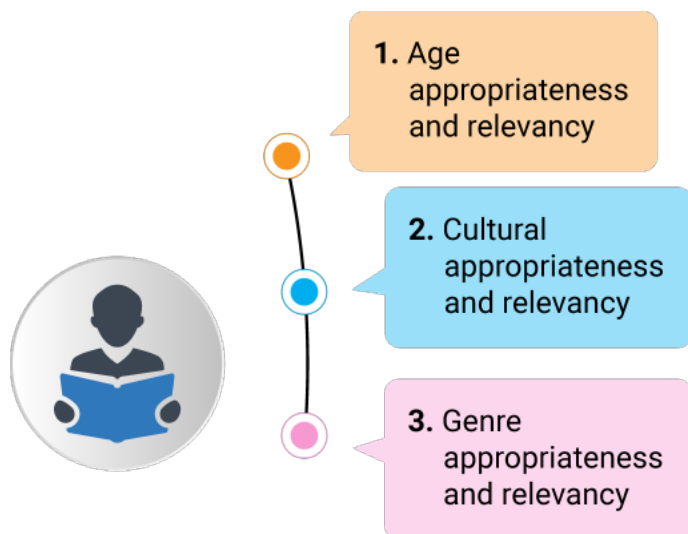


Note. Adapted from *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School* (p. 169), by Cloud et al., 2010, Caslon.

To learn more about each one of these factors, read the following information and then at the end, reflect on the questions posed:

1. **Age Appropriateness and Relevancy**

   When selecting teaching materials, it is essential to consider the learners' age to ensure the content resonates with their cognitive, emotional, and developmental stages. Materials that are age-appropriate align with the interests, language proficiency, and comprehension levels of learners.

   - **Example**: For young learners, stories with colorful illustrations and simple vocabulary are engaging and relatable. For adolescents, texts that explore themes of identity or social issues might be more relevant.

- **Why It Matters**: Age-appropriate materials maintain student motivation and enhance comprehension by presenting content that is neither too simplistic nor too advanced.
- **Strategy**: Teachers should regularly review and adapt materials to reflect learners' evolving needs.

2. **Cultural Appropriateness and Relevancy**

Culturally appropriate materials consider the learners' cultural backgrounds and avoid content that might be unfamiliar, insensitive, or offensive. They also provide opportunities to explore other cultures in a way that fosters respect and curiosity.

- **Example**: A text about festivals could compare familiar celebrations (e.g., Christmas or Lunar New Year) with those from other cultures to encourage cultural exchange.
- **Why It Matters**: Cultural relevancy helps learners feel valued and reduces potential misunderstandings. It also allows students to see themselves in the learning material while gaining insights into global perspectives.
- **Strategy**: Teachers should balance familiar cultural references with new cultural contexts, ensuring inclusivity and interest.

3. **Genre Appropriateness and Relevancy**

The genre of teaching materials should align with the learners' goals and interests. For example, academic English students might benefit from expository texts, while business English learners might focus on professional correspondence or reports.

- **Example**: A mystery story might engage younger learners, while adults might prefer articles or case studies related to their fields of work.
- **Why It Matters**: The right genre ensures students find the material useful and engaging, making the learning process more effective.
- **Strategy**: Diversify the genres to cover a range of interests and skills, such as narratives for storytelling, persuasive texts for argumentation, and procedural texts for instructions.

By addressing **age, culture, and genre appropriateness**, educators can create a learning environment that fosters engagement, inclusivity, and practical application of language skills.

- Why is it important to select age-appropriate materials when teaching English? Provide examples of materials suitable for young learners versus adolescents.
- How can culturally relevant materials help students feel more engaged in the learning process? Share an example of a culturally appropriate activity or text.
- Explain how the choice of genre can impact a student's learning experience. Why might a business English student benefit from different genres than a general English learner?
- Reflect on a time when you found learning materials either engaging or uninteresting. Was the issue related to age, culture, or genre appropriateness? Explain your reasoning.

### 4.3.2 Making vocabulary instruction routine

Building a strong vocabulary is a fundamental step toward becoming a proficient reader, as comprehension of reading texts depends heavily on the words a learner knows. Vocabulary instruction helps learners acquire the linguistic tools necessary to decode and understand a wide variety of texts. By making vocabulary instruction a routine practice in the classroom, educators can systematically support vocabulary acquisition in meaningful and engaging ways.

Cloud et al. (2010) emphasize that learners need to develop familiarity with two types of vocabulary: **high-frequency words** (words commonly used in everyday language) and **low-frequency, content-specific words** (specialized terminology related to academic or professional fields). For example, a student learning English for science may need to understand high-frequency words like "analyze" or "experiment" and lower-frequency, subject-specific words like "photosynthesis" or "isotope."

**Factors to Consider for Enhancing Vocabulary Knowledge Through Reading**

1. **Contextualized Learning**: Vocabulary should be introduced and practiced in meaningful contexts. For instance, teaching vocabulary within the framework of a story, article, or text improves retention as learners see the words in use.
2. **Repetition and Recycling**: Repeated exposure to vocabulary in various contexts helps reinforce learning. Encountering a word multiple times in different texts strengthens recognition and usage.
3. **Word Selection**: Teachers should carefully choose words that are relevant to learners' immediate needs and long-term goals. This includes balancing high-frequency words and content-specific vocabulary.
4. **Active Engagement**: Activities like word mapping, sentence creation, or group discussions encourage learners to actively process and use new vocabulary.
5. **Assessment and Feedback**: Regular assessment ensures that learners are acquiring and retaining the vocabulary they need. Providing corrective feedback also enhances understanding and application.

**Practical Classroom Applications**

- **Pre-Reading Vocabulary Activities**: Introduce key terms from a text before reading and have students predict their meanings or categorize them.
- **Word Journals**: Encourage students to maintain a personal vocabulary journal where they record new words, their meanings, and example sentences.
- **Post-Reading Vocabulary Tasks**: After reading, students can use the vocabulary in creative ways, such as writing a summary, completing a cloze activity, or discussing key ideas.

Now that you learned about making vocabulary instruction routine, I encourage you to answer the following questions in your notebook.

- Why is it important to learn both high-frequency words and content-specific vocabulary? Provide examples of each type of word in your answer.

- What strategies do you find most effective for remembering and using new vocabulary? Explain how these strategies help you.

In addition, some strategies for helping students acquire new vocabulary are detailed below:

**Figure 4**
*Strategies for acquiring new vocabulary.*
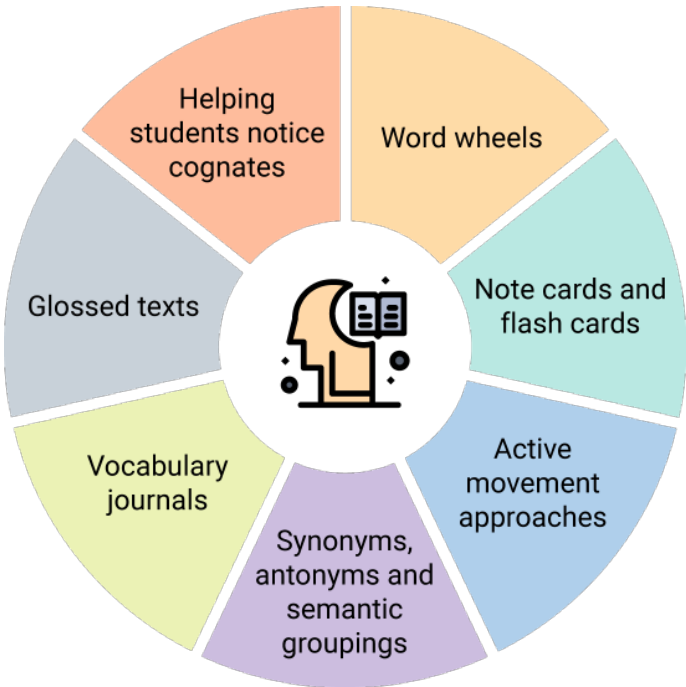


Note. Adapted from *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School* (p. 224), by Cloud et al., 2010, Caslon.

1. **Helping Students Notice Cognates**

Cognates are words in two languages that share a similar form and meaning, often because they have the same origin (e.g., *information* in English and *information* in Spanish).

- **Purpose**: By recognizing cognates, students can leverage their existing knowledge of their native language to understand and remember new vocabulary.
- **Activity Example**: Provide a list of English words with their cognate pairs in the students' native language and ask them to identify the similarities. Discuss false cognates (e.g., *actual* in English vs. *actual* in Spanish) to raise awareness.

2. **Word Wheels**

Word wheels visually organize related words around a central term, helping students make connections between vocabulary items.

- **Purpose**: They promote word association and help learners expand their vocabulary through clustering.
- **Activity Example**: Create a word wheel with "weather" in the center. Around it, include related terms like "rain," "sunny," "cloudy," and "windy." Students can add more words and use them in sentences.

3. **Note Cards and Flash Cards**

Flash cards are a classic tool for memorizing vocabulary. One side contains the word, and the other has its definition, translation, or an example sentence.

- **Purpose**: Flash cards improve recall through repeated exposure and active retrieval.
- **Activity Example**: Students create their own flash cards for new vocabulary and use them to quiz each other in pairs. They can categorize cards by topics or difficulty levels.

4. **Active Movement Approaches**

Incorporating physical movement into vocabulary learning engages kinesthetic learners and makes the process enjoyable.

- **Purpose**: Physical activity reinforces vocabulary through association with actions or objects.
- **Activity Example**: Use "vocabulary charades," where students act out the meaning of a word while others guess. Alternatively, create a scavenger hunt where students find items matching vocabulary words.

5. **Synonyms, Antonyms, and Semantic Groupings**

Grouping words by meaning, opposites, or related concepts helps students deepen their understanding of word relationships.

- **Purpose**: This approach encourages critical thinking about how words relate to one another.
- **Activity Example**: Have students create a chart with three columns: "Synonyms," "Antonyms," and "Related Words." For the word "happy," students might list "joyful" (synonym), "sad" (antonym), and "smile" (related word).

6. **Vocabulary Journals**

A vocabulary journal is a personalized notebook where students record new words, definitions, example sentences, and even drawings.

- **Purpose**: Journals encourage ownership of vocabulary learning and provide a resource for review.
- **Activity Example**: Assign students to write 5 new words per week in their journal, including a sentence and a drawing for each word.

7. **Glossed Texts**

Glossed texts provide vocabulary explanations or translations alongside reading materials.

- ◦ **Purpose**: They allow students to focus on comprehension without being interrupted by unfamiliar vocabulary.
- ◦ **Activity Example**: Provide a short passage with difficult words highlighted and their definitions in the margins. After reading, students discuss the text and use the new vocabulary in a summary.

### 4.3.3 Teaching and practicing the strategies good readers use.

According to Cloud et al. (2010), in order to help students to develop good reading skills, it is essential to use effective reading strategies in the EFL classroom. For this purpose, the following strategies can use before, during and after reading a text.

Effective reading strategies

- • Review the text.
- • Apply prior knowledge and build their knowledge foundation.
- • Make predictions.
- • Code, or talk to, the text. Make predictions.
- • Apply prior knowledge and build their knowledge foundation.
- • Highlight
- • Make notes.
- • Summarize
- • Paraphrase
- • Make inferences.

To expand your knowledge on the use of the strategies above, I invite you to read information about reading strategies.

Previewing strategies involve examining a text before reading it in detail, helping students anticipate its structure and content. Techniques like skimming, scanning, predicting, and activating prior knowledge allow learners to grasp main ideas and prepare for deeper engagement. For instance, by

quickly looking at headings, bolded words, and images, students can identify the key themes and set a purpose for their reading. These strategies, as Harmer (2015) highlights, help students establish a foundation for comprehension and improve their ability to process new material efficiently.

In addition to previewing, it is essential to help students recognize what they already know and apply this knowledge to the reading task. Cloud et al. (2010) emphasize that linking prior knowledge to new information enhances comprehension and retention. When students connect familiar ideas to new concepts, they engage more actively with the text and improve their critical thinking skills. For example, before reading a passage about climate change, recalling prior knowledge about environmental conservation can help learners better understand and analyze the content. This process also boosts confidence, as students feel more prepared to tackle challenging texts.

Moreover, encouraging students to "code" or "talk to" the text is an effective way to deepen their interaction with reading materials. This practice involves actively engaging with the text by annotating, underlining, or writing comments in the margins. For instance, students might highlight key points, note unfamiliar vocabulary, or use symbols to mark important ideas or areas of confusion. According to Harvey and Goudvis (2007), such strategies promote a more meaningful reading experience, allowing students to process and analyze the content more effectively.

Similarly, making notes while reading is another powerful tool for comprehension and retention. Note-taking helps students summarize and organize key ideas, making it easier to structure information logically. As Rost (2013) explains, this active engagement reinforces understanding and provides a valuable resource for review. For example, a student studying renewable energy might create a concept map that links solar power, wind energy, and hydropower, helping them visually connects the different concepts and their relationships.

Lastly, understanding the distinction between paraphrasing and summarizing is crucial for academic success. Paraphrasing involves rewriting the original text in one's own words while maintaining the same level of detail. For instance, the statement "Climate change affects global temperatures" could be paraphrased as "Global warming is altering the Earth's temperatures." In contrast, summarizing condenses the text to include only the main points, excluding minor details. For example, a paragraph describing various renewable energy sources might be summarized as "Renewable energy includes solar, wind, and hydropower." As Harmer (2015) notes, both skills are vital for engaging critically with texts and avoiding plagiarism in academic writing.

> By integrating these strategies—previewing, activating prior knowledge, coding the text, making notes, and distinguishing between paraphrasing and summarizing—students can develop stronger reading comprehension skills and engage more effectively with their learning materials.

After learning about different strategies, you may go ahead and answer the following questions in your notebook.

- What do previewing strategies involve?
- Why is it important to allow students to recognize what they know and apply this knowledge to what they are reading?
- What does code, or talk to, the text mean?
- How effective is the use of making notes?
- What is the main difference between paraphrasing and summarizing?

Regarding reading activities, Nation (2009) proposes two relevant strategies, which are intensive and extensive reading. Concerning intensive reading, Nation indicates that it involves the teacher using the grammar-translation method. Hence, translation is used to explain the meaning of a text sentence by sentence to increase the learner's comprehension of the text. For a better understanding, I invite you to review the Inforgraphic about: Intensive reading

## Intensive reading

In order to help students perform appropriate intensive reading, the following exercises and activities can be considered. The first one is the use of comprehension questions that involve yes/no questions, true/false statements, multiple-choice items, and blank-filling or completion exercises. In regard to the activities, Nation (2009) includes **predicting the passage**, which invites learners to choose eight topic-related words from the text they are about to read. They use these words to come up with what the text is about. Another useful activity is **guessing the questions**. The teacher writes some words on the blackboard and explains to students that they can be a part of questions or answers to questions based on reading. The teacher doesn't necessarily tell students the questions. Hence, while reading, learners try to guess what the questions will be and find the answers. Once students finish reading, they need to tell the teacher the questions they have created and the answers to those questions. Group questions are another activity that invites learners to work in small groups. Each group makes some questions based on the text. After that, they exchange questions and answer them.

With regards to extensive reading, Nation (2009) explains that it aims to increase learners' interest in what they are reading with careful attention to the meaning of the text rather than reviewing the language features of the text.

This reading strategy can be performed during or outside class time and it involves a "large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed." Nation (2009 p. 50). Extensive reading can occur only if 95 to 98 percent of the running words are familiar to students or are no burden to the learner. To start performing an extensive reading strategy, students need to skim the text in order to choose at least five or six words to focus on while reading. This helps students increase their consciousness of vocabulary use. After that, while reading, students can collect new words that are repeated in the text to put them in word cards for later study. In addition, students can share information about these new words with classmates by explaining where they found them, what they mean, and their etymology.

Finally, the use of a dictionary is of great help for reviewing the meaning of new words.

In order to fully comprehend these two strategies/styles of reading, I invite you to review the information from the following videos:

- [Intensive Reading: What and How to Read](#)
- [Extensive Reading - What and How to Read](#)

After watching the videos, I invite you to reflect on the following questions:

- What aspects should be considered to be performed intensive and extensive reading?
- What characteristics should extensive reading have to gain the most of it?

As you can see, both intensive and extensive reading brings students the opportunity to become more fluent at reading and they also help learners to expand their knowledge on the language.

Nation (2009) also indicates that some activities can be considered to carry out extensive reading. The first one is **oral book reports**, which invite learners to present a commentary on a book to the class. Hence, the rest of the students can feel motivated to read it. "These reports can follow a set format covering questions like what was the name of the book, what type of story was it (a mystery, a love story, etc.), where and when was it set, was it enjoyable, who would like to read it?" (p. 53).

Another activity is **discussion groups**, which invite learners to work in groups of 4 or 5 people who have read the same book. At the end, students prepare an oral or written book report to share it with the teacher and classmates.

### Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

Choose two of the activities explained in week 7, find a suitable reading text from course books or the internet, and create your activity. Explain why this activity is suitable for enhancing adolescent and adults' reading skills.

*Note: Please complete the activity in your notebook or Word document*

**Contenidos, recursos y actividades de aprendizaje recomendadas**

## Week 8

### Final activities for the first bimester

This is the last week of the first midterm. I'm sure you have studied units 1 to 4 deeply. To finish this bimester successfully, I recommend you complete the suggested activities and self-assessment since their goal is to help you enhance your knowledge of the topics studied so that, you can be fully prepared for the first midterm exam.

**Second bimester**

The aim of the study of units four, five and six is to help you learn effective techniques and strategies to teach adolescents and adults. In addition, by studying these topics, students will have the necessary knowledge to design lesson plans and notions to control students in the EFL classroom. Hence, learning outcome 2 is going to be fully reached.

**Contenidos, recursos y actividades de aprendizaje recomendadas**

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.

### Week 9

## Unit 4. Techniques and strategies for teaching English to adolescents and adults

### 4.4 Teaching writing

#### 4.4.1 Challenges for ELLs in writing

Teaching writing is undoubtedly not an easy task. Penny (2012) affirms that this skill is different from the other skills especially because of how it is produced and the way it communicates. Moreover, Wright (2010) claims that "writing is essential to learners' academic success because it is the principal means by which they display their knowledge and competence in academic

subjects" (p.204). Although this skill is important to develop, learners need to face some challenges to become more proficient in writing. Cloud et al. (2010) affirm that some of the most significant challenges students need to face when writing in English are the following:

**Figure 5**
*Challenges students face in writing.*
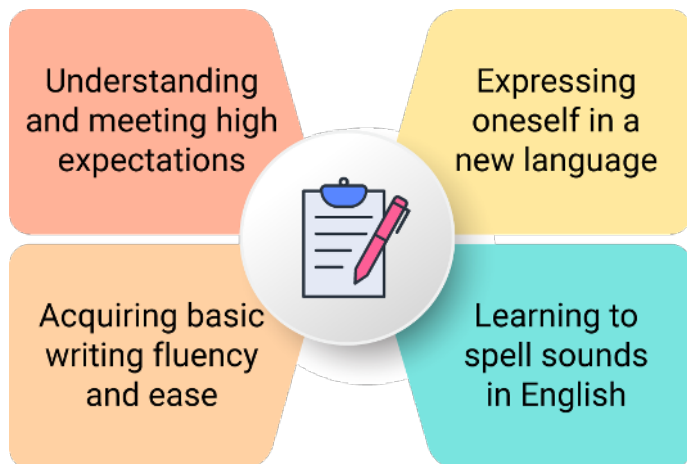


Note. Adapted from Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School (p. 169), by Cloud et al., 2010, Caslon.

Let´s read more about the challenges:

1. **Understanding and Meeting High Expectations**

One significant challenge for learners is understanding and meeting the high expectations often associated with English writing. These expectations include clarity, coherence, grammatical accuracy, and adherence to specific formats, particularly in academic or professional settings. For students learning English as a second language, these requirements can feel overwhelming, especially when their proficiency is still developing.

- **Example**: A student tasked with writing a research paper may struggle with organizing ideas into paragraphs while ensuring proper use of transitions and citations.

- **Solution**: Teachers can address this by breaking writing tasks into smaller steps, such as brainstorming ideas, drafting a thesis statement, and then outlining paragraphs. Providing rubrics and step-by-step guidance can also help clarify expectations and make the task more manageable (Harmer, 2015).

2. **Expressing Oneself in a New Language**

Expressing thoughts, emotions, and ideas in a new language is another common challenge. Limited vocabulary, unfamiliar grammatical structures, and cultural differences in communication styles can hinder a learner's ability to convey their intended meaning effectively. This difficulty is often heightened by fear of making mistakes or being misunderstood.

- **Example**: A learner might want to write a letter to a friend describing their feelings but struggle to find the right words to express emotions like excitement or disappointment.
- **Solution**: Encouraging students to write informal texts, such as journal entries or emails, can help build confidence. Teachers can also introduce activities that provide vocabulary scaffolding, such as word banks or sentence starters, to ease the writing process (Cloud et al., 2010).

3. **Acquiring Basic Writing Fluency and Ease**

Writing fluency refers to the ability to produce written content smoothly and naturally without frequent pauses to think about grammar or vocabulary. Many learners, especially beginners, find it difficult to write fluidly due to the cognitive demands of simultaneously generating ideas and structuring sentences.

- **Example**: A student writing about their daily routine might pause repeatedly to think of words like "breakfast" or "homework," slowing down their writing process.
- **Solution**: Timed writing exercises can help students focus on fluency rather than accuracy. For instance, students could be asked to write continuously for five minutes on a simple topic, such as "My weekend

activities," without worrying about grammar or spelling errors (Brown, 2007). Over time, this practice reduces hesitation and promotes ease.

4. **Learning to Spell Sounds in English**

English spelling presents a significant challenge for learners due to its irregularities and inconsistencies. Unlike phonetic languages where sounds correspond predictably to letters, English has numerous exceptions to spelling rules, making it difficult for students to spell words correctly.

- **Example**: A learner might struggle to spell the word "enough" because its pronunciation does not align with its spelling.
- **Solution**: Phonics-based instruction can help students understand sound-letter relationships. Teachers can also use activities like word-sorting games to group words with similar spelling patterns (e.g., "light," "night," "sight") or spelling bees to practice commonly used words (Rost, 2013). These activities make spelling practice engaging and interactive.

After reading the challenges, I encourage you to answer the following questions in your notebook.

- Why is it challenging for students learning English to express their ideas in writing, and how can teachers help?
- Why can spelling sound be challenging when developing writing skills?
- What strategies can teachers use to help students acquire writing fluency and improve their spelling skills?

### 4.4.2 Steps in the Writing Process

Cloud et al. (2010) claim that the writing process involves the use of the following five stages:

**Figure 6**

*Stages in the writing process*



| Prewriting | Drafting | Revising | Editing | Publishing |
|---|---|---|---|---|
| Gathering ideas together, determining the purpose of the writing and identifying who the audience and main idea will be and what supporting details will be included. | Writing down ideas as quickly as possible, getting ideas on paper, and forming a loose organizational structure. | Allows to rewrite some sentences and move things around to better organize arguments or supportive details. Students need help and feedback from peers and the teacher. | It involves rereading and correcting grammar and spelling mistakes. It also requires teachers to offer feedback. | Students rewrite the final draft. Publishing means displaying or sharing the final piece with others |

Note. Adapted from *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School* (p. 173), by Cloud et al., 2010, Caslon.

Developing writing skills means allowing adolescents and adults to be exposed to the writing process as soon as possible so that they can become more familiar with and feel more confident when developing writing tasks. For those students with lower English proficiency levels, it is very important to consider the factors detailed below to help them succeed in English writing:

*Factors to be considered with lower proficiency levels.*

- More time.
- More models.
- More focused editing.
- More welcoming, flexible publication.

### 4.4.3 Promoting writing development in the EFL classroom

To help students become fluent writers, it is essential to integrate writing activities into their daily routines. Cloud et al. (2010) outline several effective strategies that foster writing development in the EFL classroom. These strategies not only provide frequent practice but also encourage students to engage meaningfully with the language.

One useful strategy is **"Do Now"** activities, which involve short, focused writing tasks at the start of a lesson. These tasks are designed to activate prior knowledge, set the tone for the lesson, and engage students immediately (Cloud et al., 2010). For example, a "Do Now" task might ask students to write three sentences about what they did over the weekend or respond briefly to a question related to the day's topic. This practice helps students transition into English thinking mode and warms up their writing skills.

Another strategy is **writing captions**, where students create descriptive sentences to accompany images, photos, or illustrations. This activity encourages creativity and precise language use while helping learners connect visual and textual elements (Cloud et al., 2010). For instance, students might write a caption for a picture of a family picnic, such as "The children are playing soccer while their parents prepare lunch." This strategy is particularly effective for reinforcing vocabulary and sentence structure in a fun and engaging way.

**Journal writing** is a more reflective and personal approach to promoting writing fluency. Students regularly write about topics of their choice or teacher-assigned prompts in a journal. This activity allows learners to practice self-expression without the fear of judgment or strict evaluation (Cloud et al., 2010). For example, students might be asked to write about their favorite hobby, a memorable experience, or their thoughts on a current event. Journals also help teachers assess student progress and identify areas for improvement over time.

Finally, **exit tickets** are a quick and effective way to wrap up a lesson while encouraging brief written reflection. At the end of a class, students write a short response to a prompt, such as summarizing the day's lesson, answering a question, or stating what they found most interesting or challenging (Cloud et al., 2010). For example, after a lesson on adjectives, students might write, "Today, I learned that adjectives describe nouns, and my favorite example is 'a beautiful garden.'" Exit tickets provide teachers with immediate feedback on student understanding while giving students a chance to consolidate their learning.

> These strategies—"Do Now" activities, writing captions, journal writing, and exit tickets—create frequent, purposeful opportunities for students to develop their writing skills in meaningful contexts. They also promote confidence and engagement by incorporating writing into everyday classroom routines (Cloud et al., 2010).

After reading, I invite you to write the most relevant information about each strategy in your notebook.

## Recommended learning activities.

Now it's time to put your knowledge into practice by exploring the writing activities proposed below.

1. Select two or three of these activities and consider how they could be effectively implemented with an intermediate-level class. Reflect on their potential benefits and challenges, and think critically about how they might be improved or adapted to better suit your students' needs.
2. As you evaluate these activities, ask yourself the following:

   ◦ How might these activities engage students and support their writing development?
   ◦ Are there any limitations to their use with intermediate learners?

○ What improvements or creative additions could make these activities more effective and enjoyable?

*Note: Please complete the activity in a class notebook or Word document.*

## Week 10

### Unit 4. Techniques and strategies for teaching English to adolescents and adults

**4.4 Teaching writing**

#### 4.4.4 Activities for helping learners to write.

According to Cloud et al. (2010), different types of genres need to be considered depending on the learner's proficiency level. The authors assert that becoming proficient in writing means being able to learn the different writing genres and to express ideas and thoughts in a precise way in those genres. The table below outlines the genres according to the different proficiency levels:

**Table 4**

*Appropriate writing genres for different proficiency levels*

| Beginner | Intermediate and advanced |
|---|---|
| **Personal:**<br><br>▪ Recount<br>▪ Simple narrative<br>▪ Reader response<br>▪ Short memoir | **Personal:**<br><br>▪ More extensive narratives<br>▪ Reflective essays |
| **Factual:**<br><br>▪ Procedure<br>▪ Directions<br>▪ Retelling (historical events)<br>▪ Summary (basic facts as a single report) | **Factual:**<br><br>▪ Complex procedures<br>▪ Detailed research reports |
| **Analytic:**<br><br>▪ Simple explanations<br>▪ comparisons | **Analytic:**<br><br>▪ Account<br>▪ Explanation<br>▪ Exposition<br>▪ Persuasive essay |

Note. Adapted from Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School (p. 181), by Cloud et al., 2010, Caslon.

Dear students, let´s now analyze how each of the activities works.

## Beginner-Level Genres

- **Personal:**

  ◦ **Recount**: Retelling past events in chronological order.

    ▪ *Example*: Writing about "What I did last weekend."

- **Simple Narrative**: Telling a basic story with a beginning, middle, and end.

  - *Example*: Writing a short story about "A day at the park."

- **Reader Response**: Expressing a basic reaction to a text or story.

  - *Example*: "I liked the book because it was fun."

- **Short Memoir**: Writing about a simple personal experience.

  - *Example*: "The first time I rode a bicycle."

• **Factual:**

- **Procedure**: Writing step-by-step instructions for a task.

  - *Example*: "How to make a sandwich."

- **Directions**: Explaining how to get from one place to another.

  - *Example*: "Turn left at the park, then walk two blocks to the school."

- **Retelling (Historical Events)**: Summarizing historical events in simple terms.

  - *Example*: "The first man landed on the moon in 1969."

- **Summary (Basic Facts)**: Presenting key points from a text in a single report.

  - *Example*: Summarizing a news article about weather conditions.

• **Analytic:**

- **Simple Explanations**: Clarifying a basic concept or process.

  - *Example*: "Why the sun rises in the east."

- **Comparisons**: Highlighting similarities and differences between two items.

  - *Example*: Comparing apples and oranges.

## Intermediate and Advanced-Level Genres

- **Personal:**

  - **More Extensive Narratives**: Writing longer and more detailed stories.

    - *Example*: A fictional story about an adventurous trip abroad.

  - **Reflective Essays**: Exploring personal experiences and their meaning.

    - *Example*: Writing about "What I learned from volunteering."

- **Factual:**

  - **Complex Procedures**: Describing detailed steps for complicated tasks.

    - *Example*: Writing instructions for assembling furniture.

  - **Detailed Research Reports**: Presenting findings from research with explanations.

    - *Example*: A report on "The impact of deforestation on climate change."

- **Analytic:**

  - **Accounts**: Analyzing and documenting events or actions.

    - *Example*: A report on the causes and effects of a recent event.

  - **Explanations**: Providing in-depth analysis of a concept or phenomenon.

    - *Example*: Explaining "How vaccines work."

- **Exposition**: Presenting an argument or detailed explanation.

  - *Example*: Writing about "Why renewable energy is important."

- **Persuasive Essays**: Arguing a point of view and persuading readers.

  - *Example*: Writing an essay on "Why homework should be optional."

Also, Nation (2009) remarks on the use of some activities for helping students to develop appropriate writing skills. The first activity is called **draw and write,** and it invites learners to draw a picture related to a personal experience or something imagined; after that, they write about it, describing the picture. Another activity is **reproduction exercise** where "learners read or listen to a story and then they retell it without looking at the original" (p. 99). Students can either write the story by using the original format or they can make changes or add more details.

In **picture composition** "the teacher shows the learners a picture or a series of pictures. Under the picture there are several questions. By answering the questions with the help of the picture, the learners can write a composition" (Nation, 2009).

Another useful activity is **answering the questions**. In this activity, the teacher writes some questions on the blackboard. The questions are related to

A story that the learners have read or heard recently. Students answer the questions and this information represents the main ideas of the story. Students can also add more details if they are able to.

**Situational composition** is a free composition activity, where students create a situation based on an advertisement, a letter, a table of numbers, etc. Hence, students have to do a writing task that suits the situation.

**Recommended learning activities**

It is now time to apply your knowledge through the activities that have been proposed below:

1. Watch a video related to strategies for teaching writing to adolescents and adults: Developing Writing Skills
2. Answer to the following questions:

   ◦ *What are work and life skills?*
   ◦ *Why is it important to provide a model to students?*
   ◦ *What is the process for developing writing tasks?*

*Note: Complete the activity in your notebook*

**Contenidos, recursos y actividades de aprendizaje recomendadas**

## Week 11

### Unit 4. Techniques and strategies for teaching English to adolescents and adults

**4.5 Teaching vocabulary**

#### 4.5.1 Deliberate vocabulary learning

Teaching vocabulary is essential to communicate effectively either in a written or spoken form in the target language. According to Ur (2012), the most relevant things students need to know about a lexical item are its written and spoken forms and its most usual meaning. Nation and Newton (2019) go further when they assert that learning vocabulary means considering "regular spelling and sound patterns in words, to review word building devices, give attention to the range and types of collocations of a word as well as to the range of clues to the word's meaning provided by context" (p.132).

Ur (2012) affirms that students need to know the way a word sounds (pronunciation) and how it looks (spelling); hence, paying attention to these two aspects is vital. He also claims that people assume that meaning is more important than form. However, knowing the meaning is not enough if it is unknown the form it is attached to. Students most of the time find a form before they know its meaning.

Regarding the meaning of a word, Ur (2012) indicates that it is what it refers to, or denotes in the real world. It is commonly given in dictionaries as definitions. A word usually has various meanings, which sometimes are metaphorical extensions of the meaning of the original word. However, "other words such as bear has multiple meanings (*bear* the animal and *bear meaning tolerate*) because they are derived from two different words which happen to have developed into the same form (homonyms)" (p. 61).

When teaching vocabulary, careful attention needs to be given to grammar since some words can have some predictable change of form in certain grammatical contexts e.g. the past tense of irregular verbs, or some words might have some particular way to connect with other words in sentences e.g. the infinitive or gerund form.

In addition, collocations play a significant role when teaching vocabulary because students become more aware of the combination of two or more words that frequently occur together. Hence, it helps to promote vocabulary learning. Another aspect to be considered when teaching vocabulary is the appropriateness of using words in a certain context. Ur (2012) recommends informing students about whether a word is more commonly used in spoken or written language, as well as whether it appears in formal or informal discourse. For example, "learners need to know that the word *weep* is virtually synonymous with *cry*, but it is more formal and tends to be used more in writing than in speech" (p. 62).

In addition, prefixes and suffixes need to be taught so that students can have more opportunities to expand their vocabulary knowledge.

According to Nation and Newton (2009), for learners who have a vast knowledge of vocabulary, "the focus of instruction should be on learning and coping strategies, including using context clues for inferring meaning, and using word parts and other mnemonic procedures for learning new low-frequency words" (p.134). Students need to use these strategies to increase their knowledge of low-frequency words. Furthermore, for students to remember words, instruction needs to involve thoughtful processing.

- Are the learners giving attention to more than one aspect of the word? For example, meaning, form, use.
- Are the learners being original and creative in the way they look at the word?
- Are the learners relating the word to previous knowledge?

After reading the information, I invite you to reflect on the following questions:

- Why is it difficult to learn new words for adult learners?
- Which are the main factors affecting L2 vocabulary acquisition?

### 4.5.2 Techniques and procedures for vocabulary teaching and learning

Ur (2012) claims that the main condition for deciding which vocabulary to teach should be its usefulness for our students' own needs. He also explains that when students are provided with a long text to read then teachers need to differentiate between which items are important to teach and review, so that students can become more familiar with these words and use them, and which items need more detailed explanation so that students can comprehend the text better. There are a few techniques and procedures for teaching vocabulary to adolescent and adult learners.

With regards to beginner learners, Nation and Newton (2009) claim that before developing any activity, it is worth reviewing the vocabulary that will appear in the text or audio. Hence, this can be done by writing a list of words on the board and discussing them or giving students a list of words to study and review at home. To expand adult beginner's vocabulary, vocabulary cards can be used. Additionally, mnemonic techniques can also be considered such as

keyword technique or word part analysis as well as the review of suffixes and prefixes. At this level, direct teaching of vocabulary and the guessing from context strategy is highly recommended to increase vocabulary awareness. Furthermore, vocabulary related to numbers, greetings, and polite phrases should be practiced to a high level of fluency.

At an intermediate level, it is recommended to expand the uses that can be made of known words, which means to see the use of a word in different contexts. In addition, the use of suffixes and prefixes as well as the guessing from context need to continue to be employed by paying more attention to clues in the linguistic context (Nation & Newton, 2009).

Concerning the activities for expanding vocabulary knowledge to intermediate students, Nation and Newton (2009) indicate that **it's my word** (or **word detectives**) is a good strategy since it invites students to report on a word that was learned out of class recently. When doing the report, students can indicate where the word was met, what it means, how it is used, and how it can easily be remembered. These words can be written on the blackboard for reviewing pronunciation and the most common collocations. For this activity to be successful, teachers need to assign time for reviewing vocabulary each week.

When referring to advanced levels, students need to use some strategies that include guessing unknown words from context, using word parts to remember the meanings of words, and using mnemonic techniques. Hence, strategy development is the aim of the teaching process (Nation & Newton, 2009).

## Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Review the video related to "Teaching and Learning Vocabulary", which explains the main aspects to be taken into account when teaching vocabulary to adolescents and adults.

UTPL

2. Take a few minutes to analyze the questions below and then answer
   them in your notebook.

   - How do students learn new words?
   - What does the term semi-technical vocabulary mean?
   - What are a few strategies for memorizing words? Which one have
     you used?

   *Note: Please complete the activity in your notebook*

**Contenidos, recursos y actividades de aprendizaje recomendadas**

## Week 12

## Unit 4. Techniques and strategies for teaching English to adolescents and adults

**4.6 Teaching Grammar**

### 4.6.1 Deliberate Grammar Learning

Being accurate at either speaking or writing is an important factor when learning a foreign language. For this reason, it is necessary to pay careful attention to grammar items in the teaching and learning process. According to Krashen (1999 as cited in Ur, 2012), grammar is often acquired implicitly through plenty of comprehensible input (listening and reading). Other authors claim that grammar needs to be taught through explicit instruction to obtain better results. In this regard, Ur (2012) claims that grammar explanation combined with practice can speed up the learning process. Nation and Newton (2009) also affirm that direct teaching of grammar allows more practice and use of the language. Hence, it is confirmed that explicit explanations and practice provide more opportunities to enhance learners' communication skills.

In order to know more about explicit grammar instruction, I invite you to review the information from the following article [Explicit Grammar and Implicit Grammar Teaching for English Major Students in University](#)

Did you identify the main aspects involved in the form-focused approach? Make a summary of the most relevant details about it and the teaching of grammar.

### 4.6.2 Techniques and procedures for teaching grammar

Nation and Newton (2009) are of the idea that to enhance a learner's grammar comprehension more attention needs to be given to the use of collocations since "they are like "local" rules, and may be of more practical value to a learner" (p. 138). In addition, Ur (2012 p. 80) indicates that the following principles for teaching grammar rules in the EFL classroom need to be considered to achieve better learning outcomes:

**Figure 7**

*Principles for teaching grammar rules in the EFL classroom*



1. Provide students with examples of the target feature in meaningful contexts before explaining it.

2. Both say and write examples of the target form.

3. Teach both form and meaning.

4. You may or may not use grammatical terminology.

5. Explain the grammar in the students' L1, unless they are proficcent enough to cope with English explanations.

6. Compare the English structure with an L1 parallel if you can.

7. It is often useful to provide an explicit rule.

8. You can ask students to work out rules for themselves, based on a set of examples (inductive process), or you can give the rules yourself, and they later work on examples (deductive).

Note. Adapted from *A Course in English Language Teaching* (p. 76), by Ur P., 2012, Cambridge: New York.

Let´s read more about the principles for teaching grammar.

1. **Provide students with examples of the target feature in meaningful contexts before explaining it.**
   Introducing grammar in context allows students to see how the structure is used in real-life communication. For example, instead of directly teaching the present continuous tense, you could show a picture of people doing different activities and say, "She is running," or "They are playing soccer," helping students observe patterns before formal explanation.

2. **Both say and write examples of the target form.**
   Combining spoken and written examples reinforces understanding by engaging multiple senses. For instance, when teaching past simple verbs, say sentences like, "Yesterday, I went to the park," while also writing the sentence on the board. This helps students connect pronunciation and spelling.

3. **Teach both form and meaning.**
   Grammar instruction should address not only the structure but also its function. For example, when teaching the future tense ("will"), explain both the form ("Subject + will + base verb") and the meaning (to express future plans or predictions).
4. **You may or may not use grammatical terminology.**
   Using terminology such as "past participle" or "subjunctive mood" depends on students' proficiency and comfort level. For beginners, it's better to use simple language (e.g., "the -ed form"), while advanced learners can handle more technical terms.
5. **Explain the grammar in the students' L1, unless they are proficient enough to cope with English explanations.**
   Explaining grammar in the students' native language (L1) can clarify complex points for lower-level learners. For example, if students are struggling with the difference between "for" and "since," a brief explanation in L1 may save time and enhance understanding.
6. **Compare the English structure with an L1 parallel if you can.**
   Highlighting similarities and differences between English and the students' native language can make grammar more accessible. For instance, when teaching articles ("a," "an," "the"), compare them to their equivalents (or lack thereof) in the students' L1.
7. **It is often useful to provide an explicit rule.**
   Giving students clear rules helps them internalize structures. For example, explain, "To form the plural of most nouns, add -s, but for nouns ending in -ch, -sh, -s, or -x, add -es." Providing rules simplifies application during practice.
8. **You can ask students to work out rules for themselves, based on a set of examples (inductive process), or you can give the rules yourself, and they later work on examples (deductive).**
   The inductive approach encourages students to discover grammar rules by analyzing examples. For instance, show several sentences in the past tense and ask students to identify the pattern. Conversely, the deductive approach involves teaching the rule first (e.g., "Add -ed to regular verbs to form the past tense") and then having students practice applying it.

What is more, Ur (2012) provides some practical tips for teaching grammar. First, he suggests using pictures or realia to make the explanations clearer. Second, he claims that teachers need to avoid asking the popular question "Do you understand?", instead he affirms that it is more productive to

Ask students to demonstrate their understanding by giving examples or explaining in their own words. Third, Ur also confirms that getting feedback provides good ideas of students' understanding. Hence, after grammar explanation, it is a good idea to delete everything that has been written on the board and to ask students to close their textbook to ask them to retell in their own words the grammar rules. Fourth, he also argues that is it a good idea to teach not only vocabulary but also grammar at the beginning of the class when students are fresher and eager to engage with new material.

In order to review more information about the strategies to use when teaching grammar, I invite you to check the video Teaching Grammar to Adults and Teens.

Did you realize that pictures can make a huge difference when teaching grammar? In addition, in the video, it is indicated that asking students to provide their own examples is a good way to know that they understand certain grammar aspects. Now, refer to other strategies that can be used when teaching grammar.

Nation (2009) proposes some activities for teaching grammar and the first one is to **complete the sentences**. In this activity, students are given sentences with some missing words. "They must put the correct words with the correct form in the empty spaces" (p. 104).

Another activity is to **put the words in order**, where the students are given sentences with words in the wrong order. Students need to rewrite the sentences by placing the words in the correct order.

**Follow the model** is another useful activity for reinforcing grammar. In this activity, students are shown a pattern and are given a list of words. Hence, students need to make new sentences by using the pattern as the model.

In **change the sentence**, the teacher gives students some sentences and asks them to rewrite them, for example:

*Rewrite these sentences using the past tense.*

1. He wants to see me.
2. Do you like it? (Nation, 2009)

Another activity is to **join the sentences**, where students are given a pair of sentences. They need to join together the two sentences to make one sentence. This type of exercise is used to practice conjunctions, adjectives + to + stem, relative clauses, etc. (Nation, 2009).

## Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Study unit 4, especially the topic related to teaching grammar.
2. Reflect on the questions below:

   ◦ If you learned English or another foreign language, in school, how was grammar taught? What kinds of things were helpful/ unhelpful in getting you to use the grammar of the language correctly?

   *Note: Please complete the activity in your notebook.*

3. To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.

Dear students, please take a few minutes to answer the quiz below. It will help you measure your level of comprehension of unit four.

## Self-assessment 4

**Decide if the statements below are true or false.**

1. (  ) Students learn more about the language by concentrating on different skills.

2. (  ) The bottom-up processing involves the listener's ability to bring prior information to bear on the task of understanding the heard language.

3. (  ) Scaffolding for discussion rules serves learners as a foundation for all forms of oral communication in English.

4. (  ) Questioning skills might hinder students from developing their critical thinking.

**Choose the activity that best fits with the description provided.**

5. Which is the activity that involves students working in pairs in order to develop picture drawing?

   a. Listen and do.
   b. Could you repeat that?
   c. Word wheels.

6. Select an activity that invites students to work in groups and it involves dictation.

   a. Listen and do.
   b. Word wheels.
   c. Could you repeat that?

7. Choose an activity that helps students learn new words in order to expand their vocabulary knowledge.

   a. Listen and do.

b. Word wheels.

c. Could you repeat that?

8. Which is the activity that involves writing and that is often used at the end of the class to measure learners' comprehension of a topic?

a. Exit tickets.

b. It's my word.

c. Historical essay.

9. Choose an activity inviting students to report on a word learned out of class recently.

a. Exit tickets.

b. Historical essay.

c. It's my word.

10. Which is the activity that provides an analytical response to a historically based question?

a. Exit tickets.

b. Historical essay.

c. It's my word.

Ir al solucionario

I hope the short quiz above helped enhance your understanding of the strategies and activities for teaching English skills to adolescents and adults

### 📅 Week 13

## Unit 5. Classroom management

### 5.1 Dimensions of Classroom Management and Organization

Providing a good climate in the EFL classroom is the aim of most professors mainly because it guarantees success in language learning. For this reason, careful attention needs to be given to classroom management. According to Hue and Li (2008), classroom management deals with teachers' role to create a positive learning environment where positive learners' interaction is promoted, and effective learning is facilitated. The aim of a good classroom management is "to enhance the cognitive, personal and social growth of students, developing in particular their self-motivation, self- understanding, self-control, self-evaluation and self-management" (p. 4)

Hue and Li (2008) also claim that classroom management does not only have to do with students' discipline and behavior, but "it can be considered a means by which the broader purposes of classroom life can be achieved" (p. 5). Hence, the two main purposes of classroom management are creating and maintaining a positive learning environment and promoting students' whole-person growth.

With regards to the theories of classroom management, Manisha (2014) asserts that in 1930's and 1940's Skinner Burrhus Frederic proposed research on "how the organism learns, regardless of its inherited potential, regardless of its stage of physical or psychological development, and often regardless of its species" (p. 79). In fact, he confirmed that learning is the result of the relation between stimuli and actions, or impulses to act. Additionally, Skinner also claimed that students will understand how to behave properly in the classroom if they receive rewards for good behavior or punishment for wrong/bad behavior. Hence, "behaviors that were rewarded would be repeated; those that were not would be avoided, and thus, a well-behaved class would result" (p.79).

Skinner also developed behavior-modification techniques, which involve "training teachers to wait for their students to emit appropriate responses and then to reinforce those responses quickly and consistently. This idea of behavior modification would again, revolutionize technology in education" (p. 79).

Another researcher that highly influenced on effective classroom management is Abraham Maslow, who was an important psychologist. Manisha (2014) explains that Maslow's purpose was to help students meet their own needs. For this reason, Maslow has claimed that "there is a definite order to in which individuals attempt to satisfy their needs" (p. 79). Accordingly, the Maslow's need hierarchy is summarized below (p.79):

- **Physiological satisfaction:** taking care of hunger, thirst, and rest
- **Safety:** avoiding injury, physical attack, pain, extreme temperatures, disease, and psychological abuse
- **Nurture:** receiving love and acceptance from others and having a feeling of belonging to a group.
- **A sense of personal value:** experiencing self-esteem, self- confidence, and a sense of purpose and empowerment
- **Self-actualization:** realizing one's full potential

This hierarchy can be associated with the education field. In this regard, Manisha (2014) claims that "school staff members may attend to basic physiological needs daily by providing breakfasts and lunches for needy students and, in some cases, making home visits to teach parents how to provide for their children's needs" (p. 80). Although not all needs can be addressed in the classroom, Maslow explains that some of them need to be considered. Following Maslow's theory, Manisha (2014) affirms that providing good classroom management guarantees "protection of students from physical attacks by other students, dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults" (p. 80).

Thus, by creating a positive learning environment where everyone respects each other, students have more opportunities not only to enhance their knowledge but to grow personally. Manisha also indicates that "if a student feel cared for and can express those emotions and behaviors, the student will continue to build self-esteem and confidence" (p. 80).

Jabob Kounin conducted some research related to the influence of specific behavior settings and environmental conditions on student's behavior in the EFL classroom. In classroom management. Manisha (2014) describes that Kounin "identified a set of teacher behaviors and lesson characteristics, including, wittiness, smoothness, momentum, overlapping and group alerting" (p.80). These characteristics define teachers' role since they confirm that teachers need to know all the time what happens in the classroom and if teachers can deal with different problems at a time

## 5.2 Creating a positive atmosphere

Creating a positive environment conducive to learning is the aim of all English teachers. In order to fight stressful situations in the EFL classroom, Manisha (2014) provides some preventive measures that need to be considered. First, cooperation between students and teachers, which can be done by building authentic relationships. For this to occur, meaningful conversations between teacher and students are necessary. In this way, students can connect with teachers, and they can know each other, which enhances the opportunity for students to express their needs. Furthermore, teachers have the responsibility to understand students' cultural dimensions to establish mutual understandings and agreements.

The second preventive measure is **preparing the classroom environment for learning**, which means that the more students feel that the classroom is a safe place to learn, and it has a positive environment the less stressful situation might occur.

The third preventive measure is **participation in learning**. Manisha (2014) explains that teachers need to allow all students to feel engaged in the learning process. This can be done by using appropriate teaching strategies. It has been confirmed that "when students are engaged in academic achievement, they are less likely to engage in inappropriate and/ or disruptive personal or social behavior" (p. 80)

The four preventive measures are **setting parameters for cooperation**. It involves teachers and students working together to set up classroom agreements to agree on procedures. Setting up good classroom rules is vital. To establish rules and a good classroom environment, teachers need to consider high standards for students. Once the rules have been established, teachers need to monitor student's behavior to measure the effectiveness of rules. A few strategies for controlling students' behavior are self-monitoring and daily behavior report cards.

Another good strategy used by teachers to manage students' behavior is a token economy reward system. "With this strategy, students earn tokens for good behavior and accumulated tokens can be exchanged for a reward" (p. 81).

For a better understanding, I invite you to review the Inforgraphic about: Effective strategies with students in the classroom.

Effective strategies with students in the classroom

In order to know more about the importance of establishing good rules and seating arrangement, I invite you to review the information of the article "Creating Positive Learning Environments: Antecedent Strategies for Managing the Classroom Environment & Student Behavior ".

After reviewing this information, I invite you to answer the following questions in your notebook:

- Why is physical arrangement important?

- What routines can be considered for having a more organized system in the EFL classroom?
- What should teachers do with students who always sit close to their friends?
- What are a few effective seating arrangements teachers can do?
- What things should be considered to establish good classroom rules?

As you can notice, establishing good rules and seating arrangements in the classroom is essential to create an environment conducive to learning the language.

**5.3 Building community in the EFL classroom**

To have a positive climate in the classroom, it is also important to build a sense of community. Additionally, strategies teachers use daily play a significant role in engaging learners to increase their willingness to learn the language and develop their English skills. In this regard, Cloud et al. (2010) propose some activities teachers can use to increase students' sense of community:

**Figure 8**

*Activities to increase students´ sense of community.*
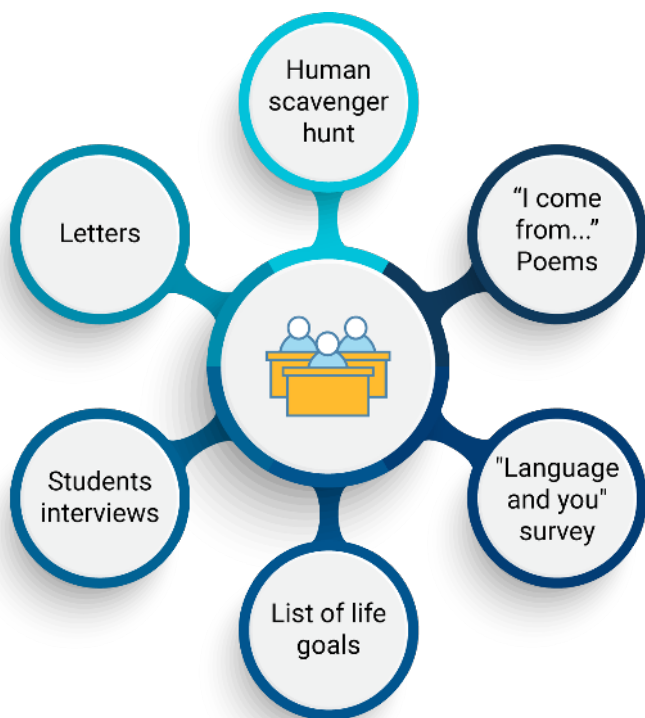


Note. Adapted from *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School* (p. 209), by Cloud et al., 2010, Caslon.

Let´s read a bit more about the different activities.

1. **Human Scavenger Hunt**

This is an interactive icebreaker where students move around the room asking classmates questions to find people who match specific criteria.

- **Purpose**: Build classroom rapport and encourage communication in English.
- **Example**: Provide a worksheet with prompts like "Find someone who has traveled to another country" or "Find someone who has a pet." Students must interact to complete their sheets.

2. **"I Come From..." Poems**

This creative writing activity allows students to reflect on their personal and cultural backgrounds by composing a poem starting with the phrase "I come from..."

- **Purpose**: Encourage self-expression and cultural sharing while practicing descriptive writing.
- **Example**: A student might write, "I come from a small village surrounded by green mountains / from laughter at family dinners and the smell of fresh bread."

3. **"Language and You" Survey**

In this activity, students fill out a survey about their experiences and attitudes toward learning languages.

- **Purpose**: Help teachers understand students' language learning histories and goals while encouraging self-reflection.
- **Example**: Questions could include: "What do you find most challenging about learning English?" or "Why do you want to improve your English skills?"

4. **List of Life Goals**

Students create a list of their personal or professional life goals.

- **Purpose**: Motivate students by connecting language learning to their future aspirations while practicing structured writing.
- **Example**: A student might write, "1. Travel to Europe. 2. Get a job as a graphic designer. 3. Learn to speak English fluently."

5. **Students' Interviews**

Students pair up and interview each other using a set of prepared questions, then present their partner to the class.

- **Purpose**: Build conversational skills and confidence in speaking English.

- **Example**: Questions might include, "What is your favorite hobby?" or "Where do you see yourself in five years?"

6. **Letters**

Students write letters to classmates, teachers, or even fictional characters as a form of practice.

- **Purpose**: Develop formal and informal writing skills.
- **Example**: A student could write a letter introducing themselves to a new pen pal or thanking their teacher for a lesson they enjoyed.

## Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. **Reflective Letter:** Write a short letter to yourself about what you learned from completing this activity and your plans for improving your English.

   **Example Start**:
   "Dear Me,
   Today I realized how important my hobbies and goals are for motivating me to learn English. I will practice every day to make my dream of traveling to new places a reality."

2. After finishing the recommended learning activity, you can now evaluate your knowledge with the following self-evaluation.

Dear students, take some time to answer the question below, which tries to help. You strengthen your level of comprehension in unit five.

## Self-assessment 5

**Decide if the statements below are true or false.**

1. ( ) Classroom management has only to do with students' discipline and behavior.

**Choose the option that best suits each description.**

2. To receive love and acceptance from others and to have a feeling of belonging to a group.

   a. Safety.
   b. Nurture.
   c. Self-actualization.

3. To experience self-esteem, self-confidence, and a sense of purpose and empowerment.

   a. Nurture.
   b. Self-actualization.
   c. A sense of personal value.

**Choose the preventive measures that best fit the description provided.**

4. What is the preventive measure that states that it helps to build authentic relationships between students and teachers?

   a. Cooperation.
   b. Preparing the classroom environment for learning.
   c. Participation in learning.

5. Which is the preventive measure that explains that students believe that the classroom is a safe place to learn?

   a. Cooperation.
   b. Preparing the classroom environment for learning.

c. Participation in learning.

6. Which is the preventive measure that claims that students' desire to express ideas is a fact that demonstrates that they feel engaged with the class?

a. Cooperation.
b. Preparing the classroom environment for learning.
c. Participation in learning.

7. Choose the preventive measure that involves teachers and students to work together to set up classroom agreements in order to agree on procedures.

a. Preparing the classroom environment for learning.
b. Participation in learning.
c. Setting parameters for cooperation.

**Choose the best options.**

8. What are the two strategies that help to control students' behavior. Choose two options.

a. Self-monitoring.
b. Rules.
c. Daily behavior report cards.

**Choose the strategy that best fits with the description provided.**

9. Which is the strategy where students and teacher take the responsibility to do the cleaning of the classroom?

a. Dignity of labor.
b. Sitting arrangement.
c. Self-discipline.

10. Choose an activity that indicates that students have the opportunity to express their opinions openly.

   a. Sitting arrangement.
   b. Self-discipline.
   c. Discussion.

<div align="center">Ir al solucionario</div>

**Contenidos, recursos y actividades de aprendizaje recomendadas**

## Week 14

## Unit 6. Planning and teaching English to adolescents and adults.

### 6.1 Pre-planning

To have a good domain of the topic of the class, activities, and materials that might help teachers to have a welcoming learning environment and to show up prepared every day, it is vital to design lesson plans. According to Walqui and Lier (2010), "teacher's expertise manifests itself in the design and enactment of instruction that, by ambitious curricular standards, addresses the disciplinary, cognitive, and linguistic needs of students" (p. 141). Hence, to respond to students' needs and to reach the learning goals, a careful process to design the class is necessary. Walqui and Lier (2010) go further when they claim the following:

> Lessons, as components of units, are developed with micro objectives and serve as stepping stones toward students' attainment of a unit's key concepts and skills. Lessons invite students to play with these concepts by engaging in the typical academic activities of those who practice the discipline: the critical review of texts, application of ideas, construction of explanations, drawing of inferences and conclusions, comparing and

contrasting ideas or processes, connecting events, motivation, and action, and evaluating concepts and processes, all through oral and written discourse.

Moreover, Walqui and Lier (2010) confirm that the basis of lesson plans are established by "determining students' multiple needs and deciding which multiple overlapping zones of proximal development the lesson will target" (p. 149).

With regards to lesson plans, Harmer (2001) claims that they help teachers to identify aims and anticipate potential problems. He defines lesson plans as "proposals for action rather than scripts to be followed slavishly" (p.308).

Harmer also proposes that before designing a lesson plan, pre-planning is necessary since some fundamental factors such as students' proficiency level, educational background, learners' level of motivation, and learning styles need to be considered. He also declares that knowledge of the content and organization of the syllabus is essential. Once all this information has been gathered, it is important to consider the four main planning elements detailed below for starting to work in the pre-planning phase:

**Table 5**

*The four main planning elements of the pre-planning phase*

| Activities | Skills | Language | Content |
|---|---|---|---|
| It is essential to consider what students will be doing in the classroom, the way they will be grouped, if they will work quietly researching books or the internet, or if they will be involved in group- writing activities. | Defining what language skills students need to develop is highly important.<br><br>It is also important to plan how students are going to work with the skill and what sub-skills we wish to practice. | Deciding what language students need to learn, practice, research, and use is important, but it is just one aspect that teachers need to focus on. | Teachers need to select topics that provoke students' interest and involvement.<br>It is on teachers' hands either to follow the topics of the stated **basic text** or to replace them with something else. |
| It is necessary to think about what kind of activity would be best for a particular group in a particular part of the lesson. Hence, varied types of activities need to be designed. | | | |

*Note.* Adapted from *The Practice of English Language Teaching* (p. 308), by Harmer, J., 2001, Malaysia Pearson.

## 6.2 The components of a lesson plan

After the pre-planning process, it is necessary to start making the plan. Hence, the main components of a lesson plan are the following:

**Description of the students**, which means to have a general idea of student's age, level, and atmosphere to a more specific description of individual learners such as "what they find easy or difficult, how they respond to different activities, among others" (Harmer, 2010 p. 160).

**Aims and objectives** mean what is expected to be achieved. Setting up primary and secondary aims is essential since anyone who observes the class can realize if those objectives were met. Harmer (2001) indicates that the lesson aims need to be specific and directed towards an outcome that can be measured. "If we say *my aim is that my students should/can… by the end of the class*, we will be able to tell, after the lesson, whether that aim was met or not" (p. 314). Hence, lesson objectives indicate what we expect our students to do, not what teachers are going to do. Lessons often include more than one aim. Below are included a few examples of aims proposed by Hamer (2001 p. 314):

*Examples of the aims of a lesson plan*

**AIMS:**

1. To allow students to practice speaking spontaneously and fluent- ly about something that may provoke the use of words and phrases they have been learning recently.
2. To give students practice in reading both for gist and for detail.
3. To enable students to talk about what people have done wrong in the past, using the "should (not) have + "done" construction.
4. To have students think of the interview genre and list the kinds of questions which are asked in such a situation.

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In order to create measurable objectives, it is necessary to have a good domain of Bloom's taxonomy verbs. This taxonomy was proposed in 1956 by Benjamin Bloom. It includes six levels of learning, which can be used to build the learning objectives, lessons and assessment of a course. The six level objectives are the detailed below:

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

To fully understand the use of Bloom's taxonomy, I invite you to review the following information: [Using Bloom's Taxonomy to Write Effective Learning Outcomes](). As you can see, creating learning objectives can be a bit easier when using Bloom's taxonomy.

**Procedures,** which are the description of how the plan will be executed (methodology). It deals with the activities and timing of the lesson. It is important to include the type of activity, its procedure, and the timing as well as the aids we will be using and include the different interactions that will take place in the class. Harmer (2001) explains that symbols can be included to describe interaction in the classroom for example T means teacher, S means an individual student, T—>C means the teacher working with the whole class, S, S, S means students working in their own, S <——>S means students working in pairs, SS<——>SS means pairs of students in discussion with other pairs, GG means students working in groups. The example below demonstrates the procedure of an activity (p. 315):

**Table 6**
*The procedure of an activity*

| Activity/Aids | Interaction | Procedure | Time |
|---|---|---|---|
| Group decision-making | a. T-> C | T tells students to list five things they would take into | 1' |
| | b. S, S, S | space with them (apart | 2' |
| | c. S <----> S | from essentials). | 3' |
| | d. SS <----> SS(GG) | SS Take individually. | 4' |
| Pen and paper | e. T<---> GG | In pairs students have to negotiate their items to come up with a shared list Of only five items to take to a space station. Pairs join with Other pairs. The new groups have to negotiate their items to come up with a shared list of only five items to take to a space station. The T encourages the groups to compare their lists. | 5' |

*Note.* Adapted from *The Practice of English Language Teaching* (p. 312), by Harmer, J., 2001, Malaysia Pearson.

Apart from including detailed information of activities, it is important to have a plan for **anticipated problems** and suggestions to deal with them.

Harmer (2010) indicates that when designing a lesson plan, it is necessary to consider **extra activities/materials** in case they are needed, especially when things go quicker than anticipated.

Another component of a lesson plan is the **materials to be used in the lesson**. It means that "teachers may attach examples of the material they are to use with the students to their plan" (Harmer, 2010 p. 160).
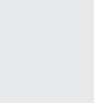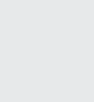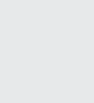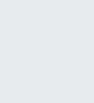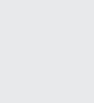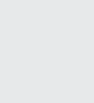
**Success indicators**, which refer to the way "the teacher indicates how s/he will be able to measure the success of what happens (it may also be called evaluation)" ((Harmer, 2010 p. 160).

Finally, **homework/Further work**, which "shows what teachers have thought about beyond the actual lesson" (Harmer, 2010 p. 161).

Below is included a format of a lesson plan which has been provided by Harmer (2010 p. 161):

**Table 7**
*Format of a lesson plan*

| Group: | Date: | Time: | No. of students: |
|---|---|---|---|
| **Recent topic work:** | | **Recent language work:** | |
| **Aims:** (stated in input terms, i. e. what the teacher intends to do) | | | |
| **Objectives:** (stated in output terms. i.e. what the students are expected to do) | | | |
| **Assessment:** | | | |
| **Materials:** | | | |
| **Anticipated problems:** | | | |

| Timing | Teacher activity | Student activity | Success indicators | Aims of the stage |
|---|---|---|---|---|
| | | | | |

| **Additional possibilities:** |
|---|
| **Homework/Further work:** |

Note. Adapted from *How to Teach English* (p. 121), by Harmer J., 2010, UK, England: Pearson-Longman.

When designing a lesson plan, it is necessary to follow certain guidelines or formats. In order to be more aware of the planning guidelines proposed by the Ministry of Education of Ecuador, I invite you to review the information provided and pay careful attention to the topic related to lesson plans: [Ministry of Education](#) .

After reading, reflect on the following questions and answer them in your notebook:

- What are some important characteristics featuring lesson plans?
- What are some fundamental questions that need to be answered before planning a lesson?

As you can see, lesson planning is necessary to reach the learning outcomes of the class and to be well-prepared.

## Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Review the information related to lesson planning in the virtual guide.
2. Analyze the information from the video related to "[Elements of a good lesson plan".](#)
3. After reviewing this resource, reflect on the following questions:

   ○ What question should teachers ask themselves when preparing lesson plans?
   ○ What does sequencing include?
   ○ Why is it necessary to consider *timing* when designing lesson plans?
   ○ How would you support students that need extra help?
   ○ Why is it useful to plan assessments?
   ○ What type of materials can be considered when designing lesson plans?

## Week 15

## Unit 6. Planning and teaching English to adolescents and adults.

### 6.3 Three moments in a lesson

According to Walqui and Lier (2010), a well-scaffold lesson includes three essential moments: first, preparing students for the learning embodied in the lesson text; second, scaffolding students' interaction with the text, and third, extending their understanding of the ideas in the text.

In regard to the first moment **preparing learners,** it has to do with getting students ready to understand the lesson. The main purposes of preparing learners are the following; first, to establish an interest in and focus for the lesson; also, to activate students' relevant prior knowledge connected to the theme and relationships identified by the lesson's objective and to introduce a few of the most essential new words, in context.

There are many activities to invite adolescents and adults to focus their attention on concepts to be developed. Walqui and Lier (2010) explain a few of them and he mentions that the **think-pair-share** task can be used for this purpose. The aim of this task is to invite students to think on a time they faced a difficult situation. In a pair group they share ideas and when called upon by the teacher to share the information, the chosen students start describing his/her classmate's answer and then theirs. Another activity that can be used is **quick- write/round-robin**, which aims at focusing students on concepts that would be developed in the class in order to activate students' prior knowledge. Students work in groups of four; then,the teacher asks questions and students have some time to prepare answers. Students compare and contrast ideas. At the end, students share their ideas with the teacher and the class.

Walqui and Lier (2010) also propose the use of **novel ideas only,** whose purpose is to invite learners to argue their knowledge or intuitions in regard to a specific topic. This is a group activity where each student prepares an idea related to a specific topic in order to build a list of ideas; later, they share their ideas with the class and classmates.

Concerning the second moment of the lesson **interacting with text,** Walqui and Lier (2010), claim that teachers often plan activities to encourage students to work through a text and to pay careful attention to its constituent. Walqui and Lier also indicate that "teachers must consider which of its ideas are substantive and generative for their students' academic development; how these ideas interconnect in key relationships with each other, and consequently, where teachers expect to scaffold students' development and construction of understanding" (p. 168).

Walqui and Lier (2010) also suggest some activities to increase learner's interaction and to go beyond the surface of a text in order to lead them to interpret, make logical inferences, and provide accurate explanations, hypothesis and predictions. These activities

The first activity is **double-entry journal,** which is also known as a dialectical journal. It consists in a two-column chart, where students are invited to do something in the left-hand space and to support their work with evidence in the right-hand space. Teachers provide the format of the activity and students have opportunities to interact by asking questions to each other related to a text.

Another activity is **reading with a focus**, where students are given two or three questions before reading a text. These questions alert studentsto the key points of the text, which helps them understand the new information. Walqui and Lier (2010) affirm that reading with a focus gives English language learners a schema for the reading and permission to not understand everything. Thefollowing example,as proposed by Walqui and Lier (2010, p. 171),guides studentsin identifying andconcentrating on the most relevant information:

Ask students to read Act I, scene ii silently. Explain that in this scene Macbeth and his best friend, Banquo, meet the three witches, the "weird ones," who tell them what will happen in the future. Let students know that as they read the scene, all they need to understand are the answers to the following questions:

- What do the three witches predict for Macbeth (lines 49-51) and Banquo (lines 66-68)?
- How do the two friends react to these prophecies?
- Ask students to take notes to help them prepare to answer the questions.

After students have struggled with the text and have come up with answers to the questions, lead a class discussion of their answers, clarifying the prophecy. Point students' attention to the apparent contradictions in the text. How may they be explained? This is a question to be revisited at the end of the play.

**Note**: The previous example is just for understanding how this activity works.

Finally, the **bookmark task**,as described by Walqui and Lier (2010, p. 173), is a metacognitive tool designed to help students develop effective strategies for tackling difficulties they may encounter while reading a text. This task encourages learners to reflect on their approach to comprehension and empowers them to become more autonomous readers by providing structured guidance.

By using the bookmark, students engage in deliberatethought processes about whatactions totake when theyface challenges, such as unfamiliar vocabulary, complex sentence structures, or unclear main ideas. The bookmark typically includes prompts, language routines, and suggested strategies tailored to specific areas of difficulty. For example, it might include questions like, "What clues in the text help you understand this word?" or "Can you summarize this paragraph in your own words?" These prompts guide students toward using context clues, rephrasing, or rereading as strategies to improve their understanding.

The bookmark task also offers students a sense of help by presenting multiple approaches to problem-solving and allowing them to choose the strategies that work best for them. This flexibility accommodates diverse learning styles and levels of proficiency, ensuring that students can personalize their reading experience. For instance, one student might use the bookmark to focus on identifying key ideas in a passage, while another might use it to track connections between paragraphs.

Overall, the bookmark task serves as both a support tool and a means of fostering metacognitive awareness, helping students build confidence and resilience in their reading. As they gain experience with the bookmark, students develop a repertoire of strategies that they can apply independently in future reading tasks, ultimately enhancing their comprehension and critical thinking skills.

**Table 8**
*Clarifying bookmark example*

| What you can do | What you can say |
|---|---|
| 1. Identify confusion as you go. | • Did my attention wander?<br>• Is vocabulary stopping me?<br>• Are pronouns stopping me?<br>• Am I confused about a particular phrase or sentence? |
| 2. Reread. Look for context clues. | First, I should reread the sentence where I got confused. Second, if I'm still confused, I should reread the sentence after the one where I got confused. |
| 3. Make connections to background knowledge. | • What do I know about this topic?<br>• Where have I seen or heard something like this before?<br>• This concept or idea is related to….. |
| 4. Make your best guess at the gist of the text chunk. | • Even though I'm not sure, I think this text chunk means…<br>• A sensible meaning for this text chunk might be..<br>• This text chunk seems to be about something like… |

*Note.* Adapted from *Scaffolding the Academic Success of Adolescent English Language Learners* (p. 174), by Walqui, A. and Lier, L., 2010, United States of America: WestEd.

After students have worked deliberately through a text, it is time for **extending understanding**, which means to help students "to extend their understanding of the text, connect it to other ideas beyond the text, and apply their new learning to multiple other situations" (p.177). A good activity for helping students to extend their understanding is **collaborative mind mirror** since "it allows groups of four students to synthesize and represent their understanding of a character in literature or history" (Walqui & Lier, 2010 p. 179). In this activity, students imagine their selected character looking in the mirror; instead of referring to its

physical characteristics students need to think of its inner mind for example, thoughts, needs, wishes fears among others. To express ideas, students create a collaborative poster of their character's psyche.

Another activity is *monologue*, which consists in writing a monologue based on a historic figure or literary character. Students are invited to go inside a character's mind.

An extra activity is **literary devices**, which helps students to extend their understanding "by having them work in groups to identify excerpts from the text as representative of particular literary devices"(p.183).

## Recommended learning activities

It is time to apply your knowledge through the activity that has been proposed below:

1. Reflect on the importance of preparing students for learning. Write a short description of how you would:

   ○ Introduce a text and create interest in the topic.
   ○ Activate prior knowledge.
   ○ Teach 3-5 essential vocabulary words from the text.

   Example**:**
   *Imagine you are preparing learners for a text about environmental conservation. How would you introduce the topic, activate their prior knowledge, and teach key vocabulary like "sustainability," "ecosystem," and "renewable resources"?*

2. To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.

   Dear students, after reviewing information related to unit 6, I invite you to take some minutes to answer the short quiz below, which intends to help you strengthen you level of understanding on the previous topic.

**Decide if the statements below are true or false.**

1. ( ) Lesson plans help teachers to identify aims and anticipate potential problems.

2. ( ) Factors such as students' proficiency level, educational background, learners' level of motivation and learning styles need to considered are considered in the pre-planning phase.

3. ( ) Lesson's objectives indicate what teachers are going to do, not what they expect students to do.

**Choose the option that best answers to the stated question.**

4. Which is the element of planning that invites teachers to select topics that provoke students' interest and involvement?

   a. Activities.
   b. Skills.
   c. Content.

5. Which is the element of planning that deals with what students will be performing during the class?

   a. Activities.
   b. Skills.
   c. Content.

6. Which is the activity that invites students to think on a time they faced a difficult situation?

   a. Think-pair-share.
   b. Quick-write/round-robin.
   c. Novel ideas only.

7. Which is the activity that focuses students on concepts that would be developed in the class in order to activate students' prior knowledge?

    a. Think-pair-share.
    b. Novel ideas only.
    c. Quick-write/round-robin.

8. Choose the activity that invites learners to argue their knowledge or intuitions in regards to a specific topic.

    a. Think-pair-share.
    b. Quick-write/round-robin.
    c. Novel ideas only.

9. Which is the activity that invites students to think about what they need to do when they encounter difficulties with a text?

    a. Novel ideas only.
    b. Bookmark task.
    c. Reading with a focus.

10. Choose the activity that invites students to answer to two or three questions before reading to a text.

    a. Novel ideas only.
    b. Bookmark task.
    c. Reading with a focus.

Ir al solucionario

Great job!

## Week 16

### Final activities of the bimester

Welcome to the last week of the second bimester! First of all, I want to congratulate you on the effort devoted to the study of each of the units of this bimester. I recommend you complete all the suggested activities as well as the self-assessment so that you can be fully prepared for the second bimester exam.

# 4. Self-assessments

**Self-evaluation 1**

| Question | Answer | Feedback |
|----------|--------|----------|
| 1 | difficult | It has been confirmed that adolescents are the most difficult learners. |
| 2 | interest | When adolescents are interested in a topic it's easier for them to learn the language. |
| 3 | abstract issues | Discussions based on abstract issues promote learners' interest in expressing and contrasting ideas. |
| 4 | T | Adult learners have clear expectations for learning a new language and are highly motivated. |
| 5 | F | Adult learners do not usually have discipline problems since they have clear expectations for learning the language. |
| 6 | b | Socialization is a characteristic related to adolescents, which means that socializing with friends and family is important for this group of students. |
| 7 | a | Cognitive processes are a characteristic related to adolescents and they focus on the way these learners think. |
| 8 | c | Adolescents go through emotional changes that highly affect the way they behave in the classroom and with people. |
| 9 | F | Adults sometimes find it difficult to do individual learning or self-learning at home. |
| 10 | F | Most of the time, adult learners feel nervous and afraid to ridicule and criticism when they make mistakes. |

Ir a la autoevaluación

**Self-evaluation 2**

| Question | Answer | Feedback |
| --- | --- | --- |
| 1 | c | The direct method gives more emphasis on listening and speaking skills. |
| 2 | b | In the direct method, teachers use pictures to explain the meaning of new words. |
| 3 | b | In the reflection stage students have more opportunities to brainstorm students' ideas. |
| 4 | a | Recording complete conversations promotes learners' practice and allows teachers to provide immediate feedback. |
| 5 | c | Students have the opportunity to express their feelings in regard to their classmates' recording. |
| 6 | c | Students have more opportunities to develop their writing skills by transcribing what they hear. |
| 7 | c | At this stage, students can enhance their grammar and vocabulary knowledge. |
| 8 | T | When teaching adults and when using Community Language Learning the teacher helps adult learners to answer all their doubts and reach all their needs. |
| 9 | F | To help learners to feel more confident when using the language in dialogues and conversations is the aim of socio-effective strategies. |
| 10 | T | Metacognitive strategies have demonstrated to be the most effective in the adult's teaching and learning process. |

Ir a la autoevaluación

**Self-evaluation 3**

| Question | Answer | Feedback |
|----------|--------|----------|
| 2 | Following | In the pedagogical model students have a passive role since they follow the teacher's instructions. |
| 3 | Learners' experience | Learners' experience plays a significant role in the andragogical model since it allows students to provide more accurate responses in discussions and in problem solving. |
| 4 | T | The facilitator is in charge of the positive climate in the classroom. |
| 5 | F | The facilitator in the andragogical model plays the role of a counselor, lecturer, and advisor, a person with experience in the field. |
| 6 | a | Adults need to know what they need to learn before learning it. |
| 7 | b | Adults have a self-concept of being responsible for their own decisions and for their own lives. |
| 8 | b | Adults feel more motivated when they are involved with activities that are related to their living experience. |
| 9 | c | Adults feel more eager to learn things that will serve them to perform better later in life. |
| 10 | a | Adults enjoy learning things that will help them complete tasks or deal with problems that they face in their life situations. |

Ir a la autoevaluación

**Self-evaluation 4**

| Question | Answer | Feedback |
|----------|--------|----------|
| 1 | F | It is believed that students learn more about the language by concentrating on listening. |
| 2 | F | The bottom-up processing involves the listener paying close attention to every detail of the language input. |
| 3 | T | Scaffolding for discussion rules provides learners the basis to keep a conversation, to stay on the topic, and to respond appropriately. |
| 4 | F | Questioning skills help students develop their critical thinking. |
| 5 | a | In this activity, students have more opportunities to use the language orally by giving instructions. |
| 6 | c | It promotes negotiation and dictation. |
| 7 | b | It can be used in any content area and helps students to enhance their vocabulary knowledge. |
| 8 | a | It is a writing activity, and it invites students to remember information from a taught topic. |
| 9 | c | When reporting on a new word, students have more opportunities to keep it in their long-term memory. |
| 10 | b | It is a writing activity that involves students to present a thesis and to support it with evidence and facts. |

Ir a la autoevaluación

**Self-evaluation 5**

| Question | Answer | Feedback |
| --- | --- | --- |
| 1 | F | Classroom management involves not only the control of the class but also promoting students' whole-person growth. |
| 2 | b | Students need to feel they are accepted in a group to increase their willingness to learn the language. |
| 3 | c | When students' self-esteem is increased, they will have more opportunities to express themselves openly and freely in the classroom. |
| 4 | a | It allows teachers and students to have more meaningful conversations which enhance their opportunities to know each other more deeply. |
| 5 | b | It invites teachers to have a positive classroom environment conducive to learning. |
| 6 | c | To increase learners' participation, teachers need to be able to use appropriate teaching strategies. |
| 7 | c | When agreements are set up, it is easier to monitor students' learning process. |
| 8 | a and c | The main strategies for controlling learners' behavior are self-monitoring and daily behavior report cards. |
| 9 | a | Students become more responsible for offering their help for the better of everyone in the classroom. |
| 10 | c | Students can freely express their concerns if either a classmate or the teacher breaks a rule in the classroom. |

Ir a la autoevaluación

**Self-evaluation 6**

| Question | Answer | Feedback |
|----------|--------|----------|
| 1 | T | Lesson plans help teachers to have the necessary tools to find answers to difficult situations. |
| 2 | T | Considering these factors bring teachers to have a successful class. |
| 3 | F | Lesson's objectives are always going to indicate what teachers expect from their students to do. |
| 4 | c | Selecting the content to be covered during the class is necessary to increase learners' participation during the class. |
| 5 | a | Designing activities is vital to promote language learning in the EFL classroom. |
| 6 | a | This activity promotes speaking and invites students to share ideas based on a specific situation. |
| 7 | c | This activity allows students to share ideas on the things they know about a topic. |
| 8 | c | This activity enhances students' understanding of a topic and promotes group work. |
| 9 | a | This is a suitable activity for working with beginner learners since they are invited to reflect on the possible problems they will have to deal with when reading or listening to a text. |
| 10 | c | This activity is helpful since its goal is to alert students to the key points of the text, which helps them to understand the new information. |

Ir a la autoevaluación

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