

1. Warming-up and theory

The lesson starts showing the "Presentation on linking words" (slides 1-10 included in Appendix 4) on the screen in order to present the outline, the methodology and the structure that we are going to follow during the three following lessons. I introduce the topic by asking the question "What are linking words?" as a warming-up activity while I hand out the didactic unit booklet which they have to follow, which is available in Appendix 3. If students do not seem to know about the term, I introduce an example of a linking word so that I make sure the students can understand the concept after the example given. On the contrary, if some of the students know about the term, I ask them to further explain it or to give an example.

Then, they all together try to create "their own definition of linking words". To better illustrate the topic, a definition of the term will be shown on the screen. After this, we comment on the different categories of linking words, looking at their function, and showing them a chart containing linking words categories and examples.

Then, I tell them which categories we are going to focus on, and I start showing the presentation slides containing the examples of use of linking words so that they can infer the norms. These examples consist of utterances which have been taken from the following online dictionaries: Cambridge Dictionaries Online, Oxford Dictionaries and Macmillan Dictionary.

We deal with contrast, addition, consequence/result and reason linking words. The functioning of the class is then the following: for each linking word, on the slide, they have some utterances showing their usage and they also have the category of the specific linking word. Therefore, what they have to do is to read the examples aloud (each time one different student so that all of them participate) and then try to identify and write down on the booklet the norm. They have a few minutes to think and then they can share their norms with the rest of the partners to finally compare them with the one that I will show them on the screen.

It is very important to promote the use of the target language in the class. This can be done by letting students speak no matter if they make some mistakes, since what matters the most is that they communicate. Additionally, positive reinforcement is also useful as students will be pleased to know that their answers are taken into account. Finally, although it is always better to have volunteers, if the students are not participating the teacher will ask them directly to answer, giving them clues and tips to lower stress and ease a suitable answer.

2. Hands on work

Activity 1: Essay jumble

After the theoretical explanation and the students' questions and comments (if any), I hand out the worksheet included in Appendix 5 and I show it on the screen as well. It is an opinion essay (from Writefix.com) which has been unscrambled so that they have to find out which was the original order of the paragraphs. The students work in groups and they have to decide which would be the correct order of the text and give reasons for their choices. Hopefully, there will be some class discussion which will lead to a final agreement. A volunteer will read the final text.

Activity 2: Hotpotatoes and online quiz

The next step will be to work on linking words in an interactive way. As students have previously stated that they like working with online resources, I have prepared different types of activities by using the software Hotpotatoes so that they can practice what has been taught in a more entertaining way. The activities are available at the following links: <http://uk3.hotpotatoes.net/ex/127594/OYJSJEKR.php>

<http://uk3.hotpotatoes.net/ex/127594/WSQYHALB.php> and <http://uk3.hotpotatoes.net/ex/127594/LQDOBPDK.php> (last accessed 6/11/2014). In the meanwhile, the teacher will be moving around the class making sure that the students are working and clarifying any possible doubts. After that, students will complete a quiz on linking words from BBC available at the following link: <http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode64/quiz.shtml> (last accessed 08/05/2014). If students do not have time to complete the quiz during this session, they will do it in session 2.

Activity 3: Linking words in a text

This activity forms part of the same lesson but will be developed in a different session, session 2. First of all, as a pre-reading, I will show an excerpt from the video from TED talks by John McWhorter entitled “Txtng is killing language. JK!!!”. At this time, students have to focus on the use of linking words in the video so that they can afterwards comment on what they have heard. This is done, because later on, I will present them a text adapted from this talk (which is included in the booklet) so that they can fill in the gaps with appropriate linking words. In this sense, if they are already familiar with the text and the type of language, it will be easier for them to complete the task. They will complete this activity in pairs, so that they can make comments of their choice with their partner. After that, one volunteer will read the final text and we will check it. Later, there will be a post-reading activity in which, also in pairs, students will have to rewrite the utterances which include the target linking words by using some different ones. In this way, what I aim to do is to show them that linking words offer many different possibilities, but it just depends on the way we arrange and structure the clauses and sentences. In this activity, I expect that students participate actively in class by sharing their changes and proposals. This activity and this session will help them to have a clearer ideas about the relation between linking words and grammar before they are asked to develop their writing assignment.

Lesson 2:

In the second lesson, students put into practice their writing skills as they are required to write an opinion essay. Students have already seen how important linking words are in isolated utterances as well as how important they are in order to structure a text and give it coherence and cohesion, since without linking words it would be more difficult to organise a text (Lesson 1). Thus, as in this lesson students have to write their own texts, I will ask them to put special emphasis on linking words. Additionally, there will be peer-assessment as a new way of receiving feedback, since it has been proved to be a useful and interesting technique to use in class. During this session, the writing process is approached taking into account that it is a cyclical process. Accordingly, pre-, during, and post- activities are included.

Lesson 2

Writing an opinion essay with LWs and peer-assessment

OBJECTIVES

Conceptual:

- To recognise an opinion essay and to identify the parts and the structure.
- To learn about the peer-assessment technique.

Procedural:

- To participate in a class debate/brainstorming sharing their ideas with the rest of the class.
- To participate in class activities by using the target language.
- To write an opinion essay about a proposed topic including rich and varied linking words.
- To use the target linking words in a proper way.
- To integrate the ICTs by using them as the main tool to teach.A
- To put into practice the peer-assessment technique by commenting on their partners' writings.

Attitudinal:

- To be respectful with their partners' writings and opinions.
- To accept their partners' comments on their writing, considering errors as part of the learning process.

CONTENTS

Conceptual:

- An opinion essay, its parts and structure.
- Linking words in an opinion essay.
- Peer-assessment technique.

Procedural:

- Participation in a class debate/brainstorming sharing their ideas with the rest of the class.
- Class participation in the target language.
- Writing an opinion essay about the topic given including rich and varied linking words.
- Use of linking words in a proper way.
- Integration of the ICT's as a tool to teach.
- Use of the peer-assessment technique.

Attitudinal:

- Respect to their partners' writings and opinions.
- Acceptance of their partners' comments on their writing.
- Acceptance of the error as part of the learning process.

COMPETENCES

Communicative-Discursive Competence

- *Communicative competence*: this activity promotes students oral and written communication. Language is used to express opinions and ideas, that is to communicate.
- *Discourse competence*: students have to focus on the genre of a particular text and

identify its general features such as its parts and structure.

- *Linguistic competence*: students work on the basic elements of communication: phonology, grammar and vocabulary.
- *Strategic competence*: students make use of different plans in order to face the new teaching-learning situation proposed.
- *Digital competence*: students are presented with digital material.
- *Intercultural competence*: the fact of participating in a debate creates a situation in which students are exposed to other people's opinions and have to learn to respect them.
- *Pragmatic competence*: in this sense, it is linked to the intercultural competence since students have to adapt to the communicative situation.

Basic competences

- *Competence in linguistic communication in the foreign language*: language is used as a means of communication since students have to understand their partners' messages and make themselves understood. They practice the four skills (listening, speaking, writing and reading).
- *Competence in learning to learn*: students integrate and use different strategies during their learning process.
- *Social competence*: students need to show respect to their partners' opinions as well as to respect their speaking times.

LESSON DEVELOPMENT

1. Pre-writing stage

Activity 4: brainstorming

First of all, I show a video which is topic-related with the writing they are asked to do as a warming-up activity. The video entitled “Look Up” by Gary Turk, is available at the following link:

<http://www.youtube.com/watch?v=Z7dLU6fk9QY> (last accessed 16/09/2014). After watching the video, I write the following words on the board: “Smartphones, but a generation of idiots”, and the students are encouraged to share their thoughts, feelings, emotions, ideas etc. The following step is to order all the ideas that they have by making a group brainstorming. The brainstorming will have the form of a debate in which students will have to think about pros and cons about the topic proposed while the teacher notes them down on the board.

2. Writing stage

Activity 5: writing task

This stage can also be called drafting as students should make several drafts before handing in the piece of writing. In this case, students will do their first draft in class and they will be encouraged to do at least one more at home before writing and handing in the final piece of writing.

First, before writing the essay, the evaluation rubric which is available in Appendix 6, and that they will have available on their booklets, will be shown on the screen in order to explain what is expected from them in this task. We will read it carefully and I will clarify any possible doubts that they may have. It is important to highlight that the focus of this essay is on linking words so that they have to put special attention on them when writing their essays.

Then, I will tell them that they need to write an opinion essay about the proposed topic: “Smartphones, but a generation of idiots” so I will make sure that they know how to write an

opinion essay. That is, first we will focus on the genre of the text, we will review the structure of this type of essays (introduction-body-conclusion) and what we expect to find in each of the sections. In addition, I will advise them to focus on content by giving reasonable and interesting ideas and arguments that strengthen and support their opinion.

Finally, I will remind them to take the audience into account, since it is not only the teacher the one reading the essay but the rest of the students. It is important to emphasise that the teacher should be present during the writing task, therefore, I will be moving around the classroom in order to observe and help the students, as well as to give them some kind of feedback. They will be asked to take a position, in favour or against the topic which has been discussed previously in class, and develop it on their writings.

3. Post-writing stage

Activity 6: peer-assessment

Once, the students have their first draft ready (it is not necessary to have a long structured text yet), I introduce and explain the peer-assessment technique as students are not familiar with it. In the same way, in their booklet they have a rubric which includes the parameters to take into account. We read and comment it so that they know what they have to do. Once everything is clear, I ask the students to exchange their pieces of writing in order to give feedback to their partners encouraging them to follow what is on the rubric but also to write their own ideas including both positive and negative comments. Finally, taking into account that writing is a cyclic process, the process will start again, and after revising their partner's comments they will finish the essay at home. They will have a week to hand it in.

Lesson 3:

The last session, as the first one, involves a theoretical part and a practical one.

Therefore, the same approach as in the first lesson is followed.

Lesson 3

Time to speak: do we link the same?

OBJECTIVES

Conceptual:

- To know linking words for spoken language.

Procedural:

- To differentiate between formal written and informal spoken language.
- To elaborate and perform a dialogue in pairs including appropriate linking words for spoken language, considering also pronunciation and intonation.
- To infer rules/norms from the examples given.
- To use the linking words for spoken language in a proper way.
- To participate in class activities by using the target language.
- To develop autonomous learning, always guided and supervised by the teacher.

Attitudinal:

- To respect their partners' performance.
- To accept that making errors is part of the learning process.

CONTENTS

Conceptual:

- Formal written and informal spoken language.
- Linking words for spoken language.

Procedural:

- Difference between formal written and informal spoken language.
- Elaboration and performance of a dialogue in pairs including appropriate linking words for spoken language, considering also pronunciation and intonation.
- Deduction of rules/norms from the examples given.
- Proper use of linking words for spoken language.
- Class participation in the target language.
- The development of autonomous learning, taking into account teacher's guidance and supervision.

Attitudinal:

- Respect to their partners' performance.
- Acceptance of the error as part of the learning process.

COMPETENCES

Communicative-Discursive Competence

- *Communicative competence*: students work on their oral expression and they have to consider the communicative context and the requirements given in order to adapt their dialogue.
- *Linguistic competence*: students work on the basic elements of communication: phonology, grammar and vocabulary.
- *Strategic competence*: students make use of different plans in order to face the new teaching-learning situation proposed.
- *Pragmatic competence*: a role play offers the opportunity to practice communication taking considering a specific setting and situation.
- *Digital competence*: students are presented with digital material.

Basic competences

- *Competence in linguistic communication in the foreign language*: language is used as a means of communication.
- *Competence in learning to learn*: students integrate and use different strategies during their learning process.
- *Mathematic competence*: students show logical and deductive reasoning.
- *Social competence*: students need to show respect to their partners' performances as well as to respect their speaking times.

1. Theory: spoken language

In this lesson, I continue with the presentation on linking words available at Appendix 4 (slides 11-18), and I explain that in this lesson we are going to focus on linking words in spoken language. So, in order to test the students background knowledge I ask the following question: "Do we use the same linking words in written and spoken language? That is, do we use the same type of language when writing than when speaking?" In this way, I want to make the difference between formal written language and informal spoken language clear, and I need students to bear it in mind in order to follow the lesson properly. Following the same method, I show the slides containing utterances which include specific linking words (taken from the online dictionaries listed in Lesson 1), students read them aloud and they try

to identify their use. The unique difference is that regarding linking words for spoken language I do not focus on categories, but on the different meaning they can have depending on the situation where they appear. The main objective is that students learn that it is not the same type of linking words that we use when writing a formal text than when having a spontaneous and natural conversation.

2. Role play

Activity 7: dialogue

Once the theory is explained and they have it clear, I ask them to do a role play in pairs about a daily life situation (slide 18). As it is explained, they have some time to prepare it taking into account that linking words are also important when speaking and they have to be present in their dialogue. They can choose among one of the situations given:

- A couple planning their holidays.
- Husband and wife talking about their day, housework, etc.
- Two friends talking about last weekend's party.
- Two friends in a café talking about weekend plans.

They can either write their dialogue or improvise when asked to perform it in front of the class, but even if they write it, it must not be learnt by heart and they are not allowed to read from the paper, it needs to sound spontaneous. In the same way, I will show them the evaluation rubric (available in Appendix 7) and they will have all the information stated above in their booklets.

K. Assessment

First of all, it is important to note down that the accomplishment of this unit means a 25% out of the final mark that the students have at the end of the semester. In other words, the official teacher of the subject, my tutor, put the 75% of the mark, and I decided the remaining 25% according to the development of my proposal.

This unit is evaluated taking into account two different criteria. On the one hand, class work and participation during these sessions mean a 10% of the final mark. Thus, they both are required in order to get a mark in this section. In this sense, the students' class performance is considered based on the parameters which appear on the observation sheet included in Appendix 8.

On the other hand, they will receive a 10% of the mark for their written task and the 5% left is for their oral performance. Both of them are assessed considering the parameters comprised in the evaluation rubrics which can be found in Appendix 6 and Appendix 7

respectively. It is important to highlight that as regards the assessment of these tasks, the final product will not be the only one to be taken into account, but also the process involved.

Below, we can find a chart which includes a visual figure (Figure 4) of the percentages of the whole subject and the didactic unit:

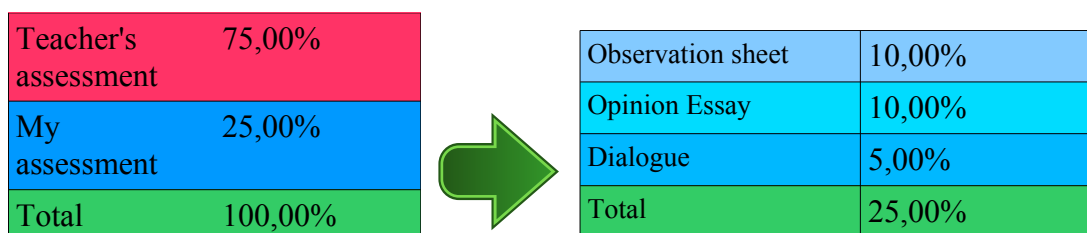


Figure 4: Didactic Unit Assessment.

4.4. Post-unit results from written samples

Once the initial results are commented, I analyse below the results on the students' writings after the implementation of the unit following the same parameters detailed above.

The average number of LWs present in the students' writings after the unit was eleven. Therefore, that means that most of them were able to use at least ten LWs correctly in their opinion essay, which was a required objective, and also that the average number of LWs used in their writings increased, from nine to eleven. With regard to the variety of LWs used in the essay, seven different LWs were included in the students' post unit essays, while before the average number of LWs used was five. That means that the students' writings included, in general, a greater variety of LWs and that the ones used were not so repetitive as they were in the pre-unit writings, therefore suggesting that students had acquired and introduced new LWs to their discourse. Additionally, not only the seven target categories (i.e. to show contrast,

addition, reason, consequence/result, example and to emphasise) were present appropriately used, and with correct spelling in their writings, but there was also greater variety of LWs used of each category:

“*Nevertheless*, there are opinions against the use of smartphones...”

“*Despite the fact that* this is turning us into idiots, it has some advantages like ...”

“Other people think that, *although* you have a lot of friend on Facebook, you are alone too. *However, despite* people think this, sometimes mobile phones help you to meet a lot of people. *In fact, even though* some people think that they can live without his or her phones, they know that it will be very difficult”

“If you use smartphones with care, you can *also* conserve your real friends”

“*Indeed*, we think that we have hundreds of friends in the social networks, but we really speak with a few of them.”

As has been mentioned, there was more variety of LWs in the writings, but as can be observed in the figure below (Figure 5), the most predominant in their writings were still the linkers *and*, *but* and *because*. Nonetheless, as may be seen in the diagram, many different markers were introduced: the contrastive markers *even though*, *whereas*, *while*, *however* and *nevertheless*; the LWs to emphasise *in fact* and *indeed*, the additive linker *besides*; more markers to structure the text like *first of all*, *secondly* and *next*; two more linkers to show reason, *since* and *as* when used with the meaning of *because*; apart from the exemplifier *for example*, *for instance* was also used by some of the students; and finally, different linkers to show consequence and result such as *therefore*, *thus* and *because of* were also introduced. Another relevant result that can also be observed, was that the use of *also* varied as in the pre-unit writings it was mainly used in the initial position, whereas after the implementation of the unit its use in the middle position increased.

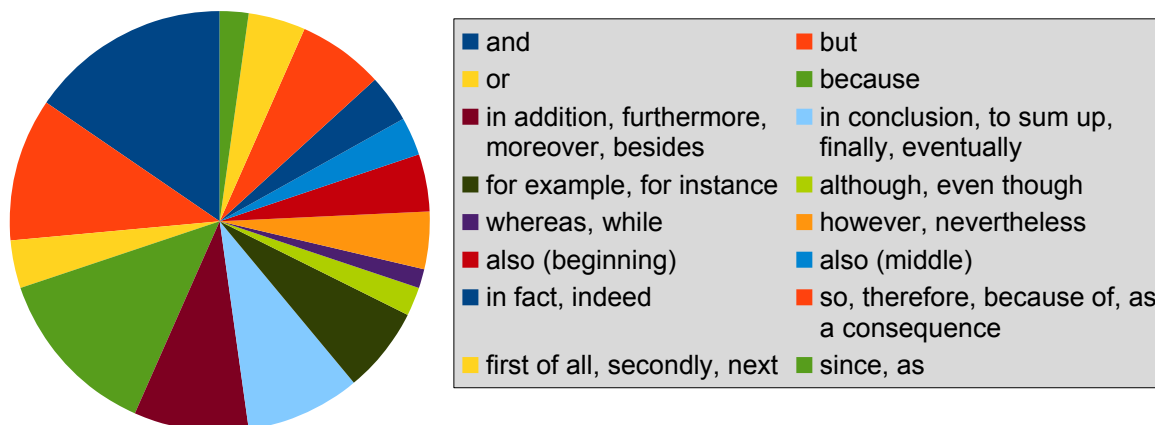


Figure 5: Use of LWs in students' post-unit writings per 100 words.

Accordingly, the introduction of new and varied discourse markers made the post-unit essays less repetitive, richer, and the relations within the text were connected in a more coherent and cohesive way. For this reason, it can be claimed that the students showed a higher discourse proficiency since their writings were more fluent. Hence, from the results presented, we can point out that there was a gradual improvement.

5. LIMITATIONS OF THE STUDY AND FURTHER RESEARCH

After developing this study, and even though I tried to do my best, I believe that there are a few aspects that could be improved.

Firstly, it is relevant to say that as this study aimed at improving the students' discourse competence, it is quite complex to test its efficiency, since it has to be acknowledged that language acquisition is not a linear process but a forward and backward process in which we may learn something today, but there will be still a long way until we acquire it. Hence, due to

the short period of time in which this study was carried out and implemented, the results shown may mainly reflect linear learning, and therefore further research would be needed.

Besides, time pressure was a crucial factor in this study as I only disposed of four in-class sessions. As a consequence, even though my initial idea was to equally deal with LWs for oral and written language, eventually I decided to mainly focus on LWs for written language as time was not sufficient for both. Accordingly, as has been mentioned in the introduction, the part of the unit which focused on LWs used for oral communication was quite reduced and incomplete, since I could not collect data of the students' pre and post-unit oral discourse in the same way that I did regarding written discourse. However, it is also worth mentioning that students had, at least, the opportunity to deal with other more informal discourse markers, so the initial intention was in this sense positive.

Hence, the present unit has been proved to be successful and complete regarding written discourse, but it is incomplete regarding oral discourse. Thus, further research is needed in this respect and I hope to be able to carry it out in near future to get the “complete” image of the situation analysed.

6. CONCLUSION

The study of discourse and SLA has gained importance in the latest decades as several studies on it have been developed. In particular, the use of LWs among both native and non-native speakers of the language has received special attention. As many studies claim, the use of markers in spoken and written discourse is essential to the mastery of the language. Thus, this was one of the main reasons why this study was carried out. In particular, the objective of this paper was to facilitate the developing of the use of LWs in order to improve the students' discourse competence, specially in terms of coherence and cohesion. To do so, there was a

need to design a teaching-learning approach which was different from the one the students had in the textbook and the one which was taught by the teacher, and which took into account their particular needs and requirements. Accordingly, a didactic unit which resulted from data collection, analysis and observation of the students' writings and perceptions, was designed and implemented.

In order to develop and design the aforementioned unit, a preliminary study was first designed by means of writing samples observation and a questionnaire to obtain the necessary information to develop it, and also to collect data which later on would serve to compare future post-unit results. After the analysis of the preliminary results, the unit was created and implemented, and post-unit writings were collected to draw conclusions once the process was complete.

In sum, the final results from the students' writings indicate that the methodological proposal introduced had positive effects on the students' discourse development. Firstly, considering the parameters established for the writings analysis, there was a global improvement from the pre-unit to the post-unit writings. That is, students used more and what is more important, more varied and more appropriately used LWs after the implementation of the unit. Being specially relevant to note down that the seven target categories (i.e. contrast, addition, reason, consequence or result, example, structure and emphasis) were eventually present in their writings, taking into account that in the students' textbook only four categories of LWs (i.e. addition, contrast, purpose and, cause and result) were tackled. Thus, the introduction of new categories means that students incorporated new linking devices and strategies which consequently enriched their discourse making it more correct and appropriate after the implementation of the unit.

Secondly, as regards the focal LWs stated in this study, it can be claimed that the implementation of the unit was successful, since all of them were finally introduced in the students' writings. As a consequence, their post-instruction written discourse was not so repetitive as their pre-instruction one, since after the implementation of the unit they were able to reduce the use of *and*, *but* and *because* by introducing other LWs such as *also*, *however*, *although*, *therefore* or *since* among others.

Thus, it can be concluded that actual instruction on LWs is useful to raise the students' awareness about the close relation between LWs, grammar and discourse cohesion and coherence. Additionally, the modified inductive methodology introduced has in this case, helped the students achieve meaningful learning. For this reason, it can be claimed that textbooks are useful tools to use in class, however they are not the only tools to be used. Therefore, if a problematic issue is found, it is a good idea to try and integrate different teaching-learning strategies which may be helpful for students, as it was in this specific situation presented.

Nevertheless, we can not affirm that the results stated above reflect actual acquisition, since it is true that there was an immediate improvement, but we cannot know to which extent. Accordingly, we cannot claim that the improvement is a hundred per cent reliable, since the learning process is not linear but cyclic and recursive, and maybe the results obtained reflect linear acquisition based on the fact that the implementation of the unit and the post-unit writings were developed close in time. Thus, further research on the same students would be needed to finally draw real and trustworthy conclusions. Despite this, the main idea to bear in mind is that students' results were positive, and therefore the proposal presented can be claimed to be successful and appropriate for those specific students.

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8. APPENDIXES

Appendix 1: Linking words in *Contrast 1 for Bachillerato*, Burlington Books.

UNIT 4

Connectors of Addition

Connectors of addition introduce similar or additional ideas.
Examples of connectors of addition are: *also, moreover, furthermore, besides, in addition, in addition to* and *as well as*.

Writing Guide, page 183

3 Find three connectors of addition in the model in Exercise 1.

4 Choose the correct answer.

- ... having many brothers and sisters, Jane has got many cousins.
a. In addition to b. Also
- Many parents and teenagers have difficulty communicating. ... teenagers often feel that their parents don't understand them.
a. In addition to b. Furthermore
- After getting married, many women use their husband's surname ... their own.
a. also b. as well as
- Older siblings sometimes look after younger ones until their parents get home. They ... help them with their schoolwork.
a. furthermore b. also
- Nowadays, people often wait until they are in their thirties to get married. ... they are not in a hurry to have children.
a. As well as b. Moreover

5 Complete the sentences in a logical way.

- Marianne loves surfing. She also ...
- Jason has enjoyed drawing since he was a child. In addition, ...
- My mother is one of the most intelligent people I know. Moreover, ...
- I admire Alex for his musical talent as well as ...
- In addition to playing the piano, Lily ...

TASK A Description of a Person

Write a description of an interesting person. Use 80-120 words. The model in Exercise 1, the steps in Getting Organised and the Useful Expressions will help you.

Writing Guide, page 188

CONTRAST

Moreover, furthermore and *in addition* occur at the beginning of a sentence and are followed by a comma.
In addition to, besides and *as well as* are followed by a noun or a gerund.
Also is usually followed by a verb or comes after the verb *to be*. It can also come at the beginning of a clause.

Getting Organised

- Write down the various details about appearance, personality and interests that you want to include about the person you are describing.
- Organise your ideas into paragraphs. Use the model in Exercise 1 to help you.
- Use connectors of addition to connect similar ideas.
- Include your opinion of the person in your closing paragraph.
- Check your work for mistakes.

Checklist

- ✓ spelling
- ✓ punctuation
- ✓ grammar
- ✓ word order
- ✓ use of connectors

Useful Expressions

Writing Guide, page 188

51

Connectors of Contrast

Connectors of contrast introduce opposing ideas. Examples of connectors of contrast are: *on the other hand, but, however, although, even though, nevertheless.*

Writing Guide, page 103

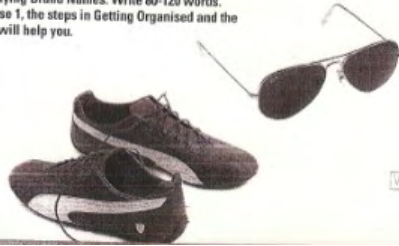
- 1 Find three connectors of contrast in the model in Exercise 1.**
- 2 Choose the correct answer.**
- Many people buy brand names ... they can't really afford them.
a. nevertheless b. although
 - On the one hand, credit cards make shopping easy. ... , we often buy too much because of this.
a. Even though b. On the other hand
 - I wanted to buy those sunglasses ... I knew they were a rip-off.
a. on the other hand b. but
 - They used cheap wine in the experiment. ... , people liked it because they were told it was expensive.
a. Nevertheless b. Although
 - ... the company spent millions of euros on the advertising campaign, it wasn't successful.
a. Even though b. But

Choose one of the options and complete the sentences so they are true for you.

- I often / rarely buy brand names. However, ...
- On the one hand, I enjoy / don't enjoy shopping. On the other hand, ...
- I watch / don't watch advertisements on television. Nevertheless, ...
- I sometimes / never shop on the Internet, but ...
- I often / never buy bargains when I see them, although ...

TASK A For and Against Essay

Write an essay on the following topic: **The Advantages and Disadvantages of Buying Brand Names.** Write 80-120 words. The model in Exercise 1, the steps in Getting Organised and the Useful Expressions will help you.



Writing Guide, page 103

Getting Organised

- Make a list of all the advantages and disadvantages you can think of. Then decide which to include in your essay.
- Organise your ideas into paragraphs. Use the model in Exercise 1 to help you.
- Use connectors of contrast to present your arguments.
- Check your work for mistakes.

Checklist

- ✓ spelling
- ✓ punctuation
- ✓ grammar
- ✓ word order
- ✓ use of connectors

Useful Expressions

- However, ...
- On the one hand, ...
- On the other hand, ...
- Nevertheless, ...
- Even though, ...
- But, ...
- Although, ...
- Despite, ...
- In contrast, ...
- Whereas, ...
- While, ...
- Conversely, ...
- On the contrary, ...
- By way of contrast, ...

Connectors of Purpose

Connectors of purpose introduce the reason for an action. The connectors *in order to* and *to* are usually followed by the base verb. The connector *so that* is usually followed by a noun or pronoun + *will* or a modal verb.

Writing Guide, page 163

3 Find two examples of connectors of purpose in the model review on page 74.

1 Choose the correct connector of purpose.

1. Many young people go to Hollywood *in order to* / *so that* look for acting jobs.
2. They put make-up on the actor *in order to* / *so that* he would look older.
3. Let's look at the Internet *so that* / *to* see what films are being shown.
4. We had to walk quickly *in order to* / *so that* arrive at the cinema on time.
5. Almodóvar's latest film has been dubbed *so that* / *to* Italian viewers will understand it.

Complete the sentences with a suitable connector of purpose. There may be more than one possible answer.

1. She practised she would succeed in the audition.
2. The director did research make the film authentic.
3. In the film, two men steal a car escape from the police.
4. Let's read some reviews we'll know if the film is worth seeing.
5. We should buy our tickets early get good seats.

TASK A Film Review

Write a review of a film that you have seen recently. Use 80-120 words. The model in Exercise 1, the steps in Getting Organised and the Useful Expressions will help you.



Getting Organised

1. Write down all the details you want to include about the film. Include:

- the name of the film
- the main characters
- the main events of the film
- its strong and weak points

2. Organise your writing into paragraphs. Use the model in Exercise 1 to help you.

3. Use connectors to give information about the film.

4. Include your recommendation in the closing.

Checklist

- ✓ spelling
- ✓ punctuation
- ✓ grammar
- ✓ word order
- ✓ use of connectors

Useful Expressions

The film is set in ...
It's directed by ...
It tells the story of ...
The film stars ...
There are amazing performances by ...
It is / isn't worth seeing ...
I (don't) recommend it because ...

Writing Guide, page 170

Appendix 2: Questionnaire

The purpose of this questionnaire is to examine students' knowledge about linking words or discourse markers in order to find out any possible gaps or drawbacks in the teaching of this matter. This questionnaire is part of the research to carry out my final Master's project (Trabajo Final de Máster) at Universitat Jaume I. Please answer the following questions considering your knowledge and how you learn. Do NOT write your name on this questionnaire. Your responses will be anonymous. Please, ask the teacher if any doubt or question arises. Your participation is entirely voluntary. Thank you for your cooperation and participation.

Personal Details

Age: Gender: M / F

PART 1 (Level-related)

1.- Group the following “linking words” according to their function. Circle the correct answer.

For example For instance That is Such as	<ol style="list-style-type: none"> 1. To add new information 2. To show contrast 3. To show a logical consequence or result 4. To emphasise something 5. To structure the information or to show sequence 6. To exemplify
Therefore Thus Consequently As a result So As a consequence	<ol style="list-style-type: none"> 1. To add new information 2. To show contrast 3. To show a logical consequence or result 4. To emphasise something 5. To structure the information or to show sequence 6. To exemplify
However Nevertheless Nonetheless In spite of / Despite Although / Even though On the other hand On the contrary	<ol style="list-style-type: none"> 1. To add new information 2. To show contrast 3. To show a logical consequence or result 4. To emphasise something 5. To structure the information or to show sequence 6. To exemplify

Indeed In fact Particularly / in particular Especially	<ol style="list-style-type: none"> 1. To add new information 2. To show contrast 3. To show a logical consequence or result 4. To emphasise something 5. To structure the information or to show sequence 6. To exemplify
Furthermore Moreover In addition As well as	<ol style="list-style-type: none"> 1. To add new information 2. To show contrast 3. To show a logical consequence or result 4. To emphasise something 5. To structure the information or to show sequence 6. To exemplify
Firstly / Secondly ... First of all After that Another reason	<ol style="list-style-type: none"> 1. To add new information 2. To show contrast 3. To show a logical consequence or result 4. To emphasise something 5. To structure the information or to show sequence 6. To exemplify

2.- Write the linking words from the box next to the correct category. Note that there is an extra word you won't need.

similarly – while – importantly – furthermore – consequently – next – for instance - because

Linkers	Category
	reason
	contrast
	sequence
	emphasis
	result
	example
	addition

3. Circle the correct option:

1. He ... gave her a necklace for her birthday

- a) besides
- b) besides this
- c) also
- d) in addition

2. ... missing the train, I still arrived on time

- a) In spite
- b) Despite the fact that
- c) In spite of the fact that
- d) Despite

3. My daughter likes cars, ... my son likes horses.

- a) in spite of
- b) whereas
- c) wheras
- d) despite

4. ... you haven't done your homework, you have to stay at school.

- a) Consequently
- b) As a consequence
- c) As
- d) Also

5. The delivery has not arrived from you. ..., we are delaying full payment.

- a) As consequence
- b) Consequently
- c) Since
- d) As

6. The camera is scratched. ..., the battery is missing. ..., I want a refund.

- a) Since / Also
- b) Besides / As
- c) Consequently / Despite that
- d) Besides this / As a consequence

PART 2 (Students' perceptions on their own knowledge and the way they are taught)

Circle the most suitable answer for you taking into account:

1= I completely disagree 2= I disagree 3= I am not sure 4= I agree 5= I absolutely agree

1. I am happy with my knowledge about linking words.	1	2	3	4	5
2. I am happy with the way I am taught linking words.	1	2	3	4	5
3. I think that more theory on the use of linking words is necessary.	1	2	3	4	5
4. I think that more practice on the use of linking words is necessary.	1	2	3	4	5
5. I am happy with the way linking words are taught in the textbook.	1	2	3	4	5
6. I would like to know more linking words.	1	2	3	4	5
7. I always use the same or almost the same linking words in my essays.	1	2	3	4	5
8. I think that linking words are useful.	1	2	3	4	5
9. I think that grammar is related to the use of linking words.	1	2	3	4	5
10. I need to learn more linking words to be a competent speaker of English.	1	2	3	4	5

PART 3 (Learning process)

Rate the options according to your own learning experience:

1= I completely disagree 2= I disagree 3= I am not sure 4= I agree 5= I absolutely agree

- I learn linking words ...

a) by translating from Spanish connectors that I know (looking them up in the dictionary)	1	2	3	4	5
b) from real language use (books, texts, ...)	1	2	3	4	5
c) from the textbook I use in class	1	2	3	4	5
d) from what the teacher says	1	2	3	4	5
e) from what I am told in a private academy/language school	1	2	3	4	5
f) Other (specify, you can do it using your own language):	1	2	3	4	5

- I would like to learn linking words ...

a) in an interactive way (using online resources, computers, etc.)	1	2	3	4	5
b) by reading real text samples	1	2	3	4	5
c) by being told by a teacher	1	2	3	4	5
d) Other (specify, you can do it using your own language):	1	2	3	4	5

Lesson 1

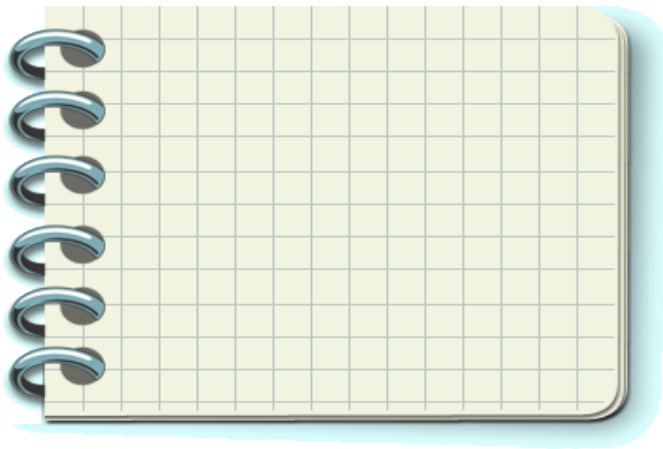


Linking words: starting up with theory and practice

1. Warming-up and theory

What are linking words?

- You are used to read and write texts containing linking words, but can you give a definition of the term “linking words”? Can you think of any examples?



- What categories of linking words can you name? Below you have a list, tick the categories you are familiar with:

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Contrast | <input type="checkbox"/> Conclusion |
| <input type="checkbox"/> Addition | <input type="checkbox"/> Example |
| <input type="checkbox"/> Consequence / Result | <input type="checkbox"/> Emphasis |
| <input type="checkbox"/> Reason | |


- Now, following the presentation on the screen write down each linking word and the norm of use you can infer from the examples:



2. Hands on work

Activity 1: Essay Jumble

- Read the following text carefully and give it a proper order.

<u>Essay Jumble</u>	
Cut out each paragraph below from the photocopy excerpt provided.	
Order the paragraphs using the linking words to decide where each paragraph goes.	
<p>Adults on the other hand are supposed to be poor learners. However, I disagree with people who say that adults cannot learn quickly. Adults have many skills that compensate for the decline in the ability of the brain to grasp and remember new material. They can organize their learning by setting times for reading or practice. They can build on skills and experiences they know already. Adults usually cannot learn to do ballet or to play the violin, but even despite these physical challenges, their motivation can often be higher than a child's. Unfortunately, society does not encourage many adults to learn. People are busy with families and work, and some adults may feel that further learning is pointless, since they have already achieved many goals at work or in their personal life.</p> <p>-----</p> <p>Who learns faster? Do children learn more quickly than adults?</p> <p>-----</p> <p>Small children seem to learn very quickly, while adults sometimes appear to lose the ability to pick up new subject such as languages, music, games, or computer programs. In this essay, I will discuss whether children or adults make the best learners.</p> <p>-----</p> <p>In conclusion, I feel that we cannot generalize about children or adults being better learners. It depends on the situation and the motivation of the person, and the level of enthusiasm he or she has for learning.</p> <p>-----</p> <p>It is undoubtedly true that children seem to learn very quickly. In just a few years, they can learn how to play a musical instrument, speak one or even two new languages, and deal with many subjects at school. They even have time for sports and hobbies, and become experts in their favorite pastimes. However, how much of this is social pressure and how much is genetic? I am convinced that while children's brains have a natural ability to absorb new information as part of their developmental growth, much of their achievement is because of social pressure. Schools force them to take many subjects. Parents force them to practice new sports or to learn music. Even their playmates force them to become better at computer games or to read Harry Potter novels faster. In summary, children may enjoy learning, but their environment also is a big motivating factor.</p>	
Source: Writefix, available at: http://writefix.com/?page_id=1875	

- Please paste the essay in the correct order.



Activity 2: Hotpotatoes

- Now, it is time for you to practice in an interactive way.
Go to the following links:

- <http://uk3.hotpotatoes.net/ex/127594/OYJSJEKR.php>
- <http://uk3.hotpotatoes.net/ex/127594/WSQYHALB.php>
- <http://uk3.hotpotatoes.net/ex/127594/LQDQBPK.php>



Activity 3: Linking words in a text

- Pre-reading: Watch an excerpt from the video “Txtng is killing language. JK!!!” by John McWhorter, and pay attention to the **linking words** he uses to comment them with your partners.
- Read the following text adapted from McWhorter’s talk, and fill in the gaps with words from the box. Note that there are two extra words that you won’t need.

because of – actually – whereas – thus – but – first – however – despite – and – because

Is Texting Killing the English Language?

People have always spoken differently from how they write, and texting is actually talking with your fingers.

Texting has long been bemoaned as the downfall of the written word, “penmanship for illiterates,” as one critic called it. To which the proper response is LOL. Texting properly isn’t writing at all — it’s **actually** more akin to spoken language. And it’s a “spoken” language that is getting richer and more complex by the year.

_____, some historical perspective. Writing was only invented 5,500 years ago, _____ language probably traces back at least 80,000 years. _____ talking came first; writing is just an artifice that came along later. As such, the first writing was based on the way people talk, with short sentences — think of the Old Testament. _____, while talk is largely subconscious and rapid, writing is deliberate and slow. Over time, writers took advantage of this and started crafting tapeworm sentences such as this one, from *The Decline and Fall of the Roman Empire*: “The whole engagement lasted above 12 hours, till the gradual retreat of the Persians was changed into a disorderly flight, of which the shameful example was given by the principal leaders and the Surenas himself.”

No one talks like that casually — or should. _____ it is natural to desire to do so for special occasions, and that’s what oratory is, like the grand-old kinds of speeches that William Jennings Bryan delivered. In the old days, we didn’t much write like talking _____ there was no mechanism to reproduce the speed of conversation. But texting and instant messaging do — and a revolution has begun. It involves the brute mechanics of writing, but in its economy, spontaneity and even vulgarity, texting is _____ a new kind of talking. There is a virtual cult of concision and little interest in capitalization or punctuation. The argument that texting is “poor writing” is analogous, then, to one that the Rolling Stones is “bad music” because it doesn’t use violas. Texting is developing its own kind of grammar and conventions.

Texting is developing its own kind of grammar. Take LOL. It doesn’t actually mean “laughing out loud” in a literal sense anymore. LOL has evolved into something much subtler and sophisticated and is used even when nothing is remotely amusing. Jocelyn texts “Where have you been?” and Annabelle texts back “LOL at the library studying for two hours.” LOL signals basic empathy between texters, easing tension

and creating a sense of equality. Instead of having a literal meaning, it does something — conveying an attitude — just like the -ed ending conveys past tense rather than “meaning” anything. LOL, of all things, is grammar.

Of course no one thinks about that consciously. But then most of communication operates below the radar. Over time, the meaning of a word or an expression drifts — meat used to mean any kind of food, silly used to mean, believe it or not, blessed.

Civilization, then, is fine — people banging away on their smartphones are fluently using a code separate from the one they use in actual writing, _____ there is no evidence that texting is ruining composition skills. Worldwide people speak differently from the way they write, and texting — quick, casual and only intended to be read once — is actually a way of talking with your fingers.

All indications are that America’s youth are doing it quite well. Texting, far from being a scourge, is a work in progress.

Source: This essay is adapted from McWhorter’s talk at TED 2013. Text available at: <http://ideas.time.com/2013/04/25/is-texting-killing-the-english-language/>, video available at: <http://www.youtube.com/watch?v=UmvOgW6iV2s>.

- Post-reading: What other words could you use instead of the ones which are in the text? Look for synonyms of these words and make any changes in the arrangements of the sentence, if necessary. Follow the example:
 - *actually* (line 5) could be replaced by *in fact*: “it’s in fact more akin to spoken language”; or by *indeed*: “indeed, it’s more akin to spoken language”, or “it’s more akin to spoken language *indeed*”.



Lesson 2



Writing an opinion essay and peer-assessment

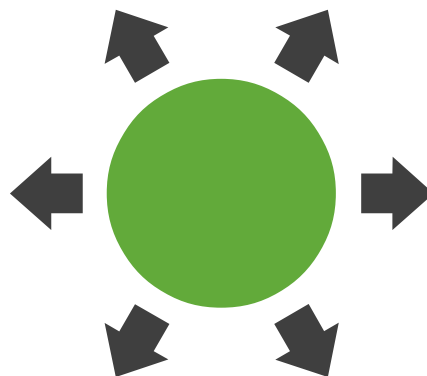
1. Pre-writing stage

Activity 4: Brainstorming



- Watch the video “Look Up” by Gary Turk.
- You have now 2 minutes to write down your ideas, thoughts and feelings about the topic proposed below:

“Smartphones, but a generation of idiots”



- Now, join the class debate and share your ideas with your partners.

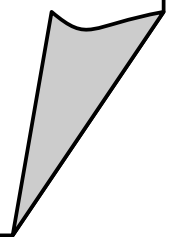
2. Writing stage

Activity 5: Writing task

- Write the first draft of your opinion essay on the topic “Smartphones, but a generation of idiots”. You have 25 minutes to complete this task.
- Remember to pay attention on:
 - Genre: structure (introduction – body – conclusion).
 - Content: reasonable and interesting ideas.
 - Audience: not only the teacher, also students.
- The final task should ...
 - be approximately 100 words long.
 - Include at least 10 linking words correctly used.
- Here you have the evaluation rubric for this task:

CRITERIA	ACCOMPLISHED	NOT ACCOMPLISHED	NEEDS TO BE IMPROVED
1. The students have done a writing on the proposed topic and required length (around 100 words)			
2. The writing includes around 10 linking words which are properly used.			
3. There is a variety of linking words used.			
4. There are not grammatical, spelling or lexical mistakes which difficult comprehension.			
5. The organisation of the text is coherent taking into account the nature of the text (opinion essay)			
6. The writing includes interesting ideas, arguments and reflections upon the topic proposed.			
7. The task is handed it within the deadline.			

Blank sheet to write your first draft



3. Post-writing stage

Activity 6: Peer-assessment

- You are the teacher now! Take one of your partner's writing and check it by considering the parameters present in the following rubric for peers:

CRITERIA	ACCOMPLISHED	NOT ACCOMPLISHED	NEEDS TO BE IMPROVED
1. The topic of the essay is clear.			
2. The main ideas are clearly stated.			
3. Ideas are organised logically.			
4. Ideas are supported by reasonable and interesting arguments.			
5. It is easy to understand what the writer wants to communicate.			
6. The author uses punctuation properly.			
7. The writer uses verb tenses correctly.			
8. The writer uses correct subject/verb agreement.			
9. Sentences relate to each other.			
10. The writer does not make spelling mistakes.			

- In addition, you can also write some comments on your partner's essay. Take the following questions and comments as a guide:
- Are there any lines which are not clear? Can you understand the text?
 - Tell the author two things you liked about his/her essay, ideas, opinions, etc.
 - Can you make a specific suggestion to improve the piece of writing?

Lesson 3

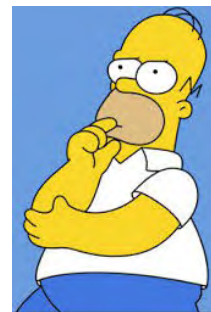


Time to speak: do we “link” the same?

1. Theory: spoken language

Do we use the same linking words in written and spoken language?

Are there any differences between written formal and spoken informal language?



- Following the presentation on the screen write down each linking word and its use in oral communication:



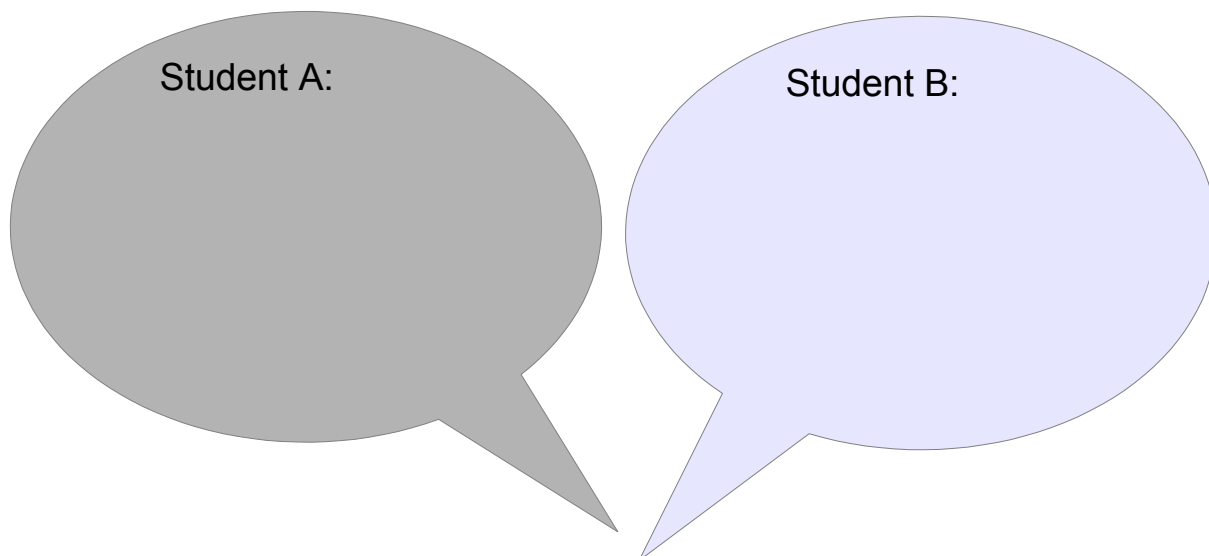
2. Role play

Activity 7: Dialogue

- You have to prepare a role play in pairs about a daily life situation. You can either choose one from the list or make up your own context:
 - A couple planning their holidays.
 - Husband and wife talking about their day, housework, etc.
 - Two friends talking about last weekend's party.
 - Two friends in a café talking about weekend plans.
- Your dialogue should ...
 - include at least 5 linking words correctly used.
 - last between 1-2 minutes.
 - reflect the nature of spontaneous conversation.



- Remember to focus attention on:
 - pronunciation and intonation.
 - the use of linking words in spoken language.
- Here you have some space to plan your dialogue.



- The dialogue will be assessed following the evaluation rubric below:

CRITERIA	ACCOMPLISHED	NOT ACCOMPLISHED	NEEDS TO BE IMPROVED
1. The role play includes at least 5 linking words properly used.			
2. It reflects the nature of spontaneous conversation in a daily life situation.			
3. The topic is interesting /fun / creative, etc.			
4. The students make good use of voice and intonation patterns.			
5. The students have good pronunciation or they do not make pronunciation errors which difficult comprehension.			
6. The dialogue lasts around 1-2 minutes.			

Appendix 4: Presentation on linking words

LINKING WORDS

1st Bachillerato
Practical English
2013/2014

IES MATILDE SALVADOR

OUTLINE

- Categories
- Written Language
- Time to Practise
- Spoken Language
- Role Play

WHAT ARE LINKING WORDS?

Linking words are linguistic items which help us make a text **coherent**, to join ideas and make relations between sentences to express cause, result, contrast, reason, etc.

Categories

CONTRAST	however, although, but, in contrast, on the other hand, although, despite, in spite of, whereas, while,
ADDITION	in addition, also, and, besides, furthermore, too,
CONSEQUENCE/ RESULT	accordingly, as a result, because of, therefore, thus,
REASON	after all, because, for this/that reason, since,
CONCLUSION	in conclusion, in short, to sum up, in sum,
EXAMPLE	for example, such as, for instance,
EMPHASIS	particularly, especially, indeed, in fact, actually,

Written Language

Contrast

"It's a difficult race. **Nevertheless**, about 1,000 runners participate every year."

However=Nevertheless, + complete sentence (S+V+C)

"**Although** she was ill, she worked hard" or "**Even though** I earn a lot of money every month, I never seem to have any to spare!"

Although/Even though + complete sentence (S+V+C)

"I still enjoyed the week **despite** the weather."
 "He managed to eat a big lunch **despite** having eaten an enormous breakfast."
 "He was very fast **in spite of** being terribly overweight."
 "He got the job **in spite of** his prison record."

Despite/In spite of + gerund or noun phrase

"He loves foreign holidays, **whereas** his wife prefers to stay at home."
 "The south of the country grows richer, **while** the north grows poorer."

Whereas and while (usually in the middle of two complete sentences)

Addition

"It's very humid. **Also**, you can easily get sunburnt."
 "She works very hard but she **also** goes to the gym every week."

Also + complete sentence or
 Complete sentence also + complete sentence

Not only X but also Y:
 "The car not only is economical but also feels good to drive."

Emphasis

"**Indeed**, it could be the worst environmental disaster in Western Europe this century."
 "We live in strange times **indeed**."

At the beginning followed by comma,
 At the end.

Consequence/Result

"There were so many people in the shop **because of** the sale."

Because of + noun phrase

"Someone had removed all the evidence. **Thus**, it was now impossible for the police to continue their investigation."

Thus=Therefore, + complete sentence

9 **Reason**

"She spoke quietly **because** she didn't want Catherine to hear."

Because: in formal writing **always** in the middle of a sentence.

"**Since** everything can be done from home with computers and telephones, there's no need to dress up for work any more."

"**As** everyone already knows each other, there's no need for introductions. We'll get straight into the business of the meeting."

"I hope they've decided to come **as** I wanted to hear about their India trip."

"They're rather expensive, **since** they're quite hard to find."

Usually a comma before since (in the middle)
Since/As + complete sentence

10

Time to Practise



11

Spoken Language

Though: to show contrast
usually at the end.

A: You have six hours in the airport between flights!
B: I don't mind, **though**. I have lots of work to do. I'll just bring my laptop with me.

A: It's expensive.
B: It's nice, **though**.
A: Yeah, I think I'll buy it.

12

Too and **As well:** to show addition
at the end of the sentence.

[in a restaurant, A is the waiter]

A: Have you decided?
B: I think I'll have the soup.
C: I'll have that **too**.

A: I love that colour.
B: **Me too**.

[in a restaurant. Customer (A) is ordering from a waiter (B)]

A: I'll have steak please.
B: Yes.
A: And I'll have the mixed vegetables **as well**.

13

So

1. To show result:

"You are right, of course, **so** I think we will accept what the bank offers."

2. To change the topic or to summarise what has just been said:

[from a lecture on English literature]

So, we've covered the nineteenth century and we're now going to look at all the experiments in the novel in the early twentieth century.

14

Like

1. To show reason (instead of as which is more formal):

"**Like** any good cook book will tell you, don't let the milk boil. (or As any good cook book ...)"

2. As a "filler" to think about what we will say next or to rephrase what we were saying:

"I want to ... **like** ... I think we need to think carefully about it. It's ... **like** ... it's a very difficult decision for us to make."

15

Well : to start what we say, sometimes to change slightly the topic.

A: How was your meeting?
 B: **Well**, it's difficult to say. I think they liked our presentation but I am not sure.

A: Did you like that book?
 B: **Well**, it was interesting, but war stories are not really my favourite.

16

Right or **Okay** : to start or to finish a conversation

A: **Right**, let's get started. We need to get the suitcases into the car.
 B: **Okay**. I'll do that. Katie, will you help me?

17

Anyway

1. To show a conversation is finishing

[on the telephone]

A: ... it's such a pity you missed it.
 B: Absolutely. It sounded like such a great party.
 A: Anyway, thanks for calling.
 B: It was great to talk. Bye, Michelle.
 A: Bye, Rosie.

2. To return to an earlier topic (after an interruption)

A: John's wife died 10 years ago. (main topic)
 B: Would you like some more tea?
 A: Thanks, that'd be great. **Anyway**, after she died, he ...

18

Role Play

Task: You will have to write and perform a dialogue about a daily life situation. You can either choose one of these or make up yours.

- Two friends in a cafeteria talking about weekend plans.
- Husband and wife at dinner talking about housework.
- Two friends talking about last weekend's party.
- A couple making holiday plans.

Use at least 5 L.W!!

Appendix 5: Unscrambled opinion essay

Essay Jumble



Cut out each paragraph below.

Order the paragraphs using the linking words to decide where each paragraph goes.

Adults on the other hand are supposed to be poor learners. However, I disagree with people who say that adults cannot learn quickly. Adults have many skills that compensate for the decline in the ability of the brain to grasp and remember new material. They can organize their learning by setting times for reading or practice. They can build on skills and experiences they know already. Adults usually cannot learn to do ballet or to play the violin, but even despite these physical challenges, their motivation can often be higher than a child's. Unfortunately, society does not encourage many adults to learn. People are busy with families and work, and some adults may feel that further learning is pointless, since they have already achieved many goals at work or in their personal life.

Who learns faster? Do children learn more quickly than adults?

Small children seem to learn very quickly, while adults sometimes appear to lose the ability to pick up new subject such as languages, music, games, or computer programs. In this essay, I will discuss whether children or adults make the best learners.

In conclusion, I feel that we cannot generalize about children or adults being better learners. It depends on the situation and the motivation of the person, and the level of enthusiasm he or she has for learning.

It is undoubtedly true that children seem to learn very quickly. In just a few years, they can learn how to play a musical instrument, speak one or even two new languages, and deal with many subjects at school. They even have time for sports and hobbies, and become experts in their favorite pastimes. However, how much of this is social pressure and how much is genetic? I am convinced that while children's brains have a natural ability to absorb new information as part of their developmental growth, much of their achievement is because of social pressure. Schools force them to take many subjects. Parents force them to practice new sports or to learn music. Even their playmates force them to become better at computer games or to read Harry Potter novels faster. In summary, children may enjoy learning, but their environment also is a big motivating factor.

Source: Writefix, available at: http://writefix.com/?page_id=1875

Appendix 6: Evaluation rubric for the written task

CRITERIA	ACCOMPLISHED	NOT ACCOMPLISHED	NEEDS TO BE IMPROVED
1. The students have done a writing on the proposed topic and required length (around 100 words)			
2. The writing includes around 10 linking words which are properly used.			
3. There are linking words of contrast.			
4. There are linking words of addition.			
5. There are linking words of consequence /result.			
6. There are linking words of reason.			
7. There are not grammatical, spelling or lexical mistakes which difficult comprehension.			
8. The organisation of the text is coherent taking into account the nature of the text (opinion essay)			
9. The writing includes interesting ideas, arguments and reflections upon the topic proposed.			
10. The task is handed it within the deadline.			

Appendix 7: Rubric for the evaluation of the dialogue

CRITERIA	ACCOMPLISHED	NOT ACCOMPLISHED	NEEDS TO BE IMPROVED
1. The role play includes at least 5 linking words properly used.			
2. It reflects the nature of a spontaneous conversation in a daily life situation.			
3. The topic is interesting /fun / creative, etc.			
4. The students make good use of voice and intonation patterns.			
5. The students have good pronunciation or they do not make pronunciation errors which difficult comprehension.			
6. The dialogue lasts around 1-2 minutes.			

Appendix 8: Observation sheet

Observation sheet									
Lesson 1/Session 1				Date:					
Student	Attendance and participation			Essay jumble			Hotpotatoes activities		
	Poor	Good	Very good	Poor	Good	Very good	Poor	Good	Very good
Lesson 1/Session 2									
Student	Attendance and participation			Linking words in a text					
	Poor	Good	Very good	Poor	Good	Very good			
Lesson 2				Date:					
Student	Participation in the debate			Contribution with interesting ideas			Participation in the peer-assessment		
	Poor	Good	Very good	Poor	Good	Very good	Poor	Good	Very good
Lesson 3				Date:					
Student	Attendance and participation			Works appropriately with his/her pair			Respects the others' performance		
	Poor	Good	Very good	Poor	Good	Very good	Poor	Good	Very good