

Màster en l'Ensenyament de la LLengua Anglesa en Contextos  
Multilingües

(MELACOM)



# TEACHING PROPOSAL

## Citizenships of the world

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## **List of abbreviations**

ESL: English as second language

CC: Communicative Competence

CLT: Communicative language teaching

CTBLT: Communicative Task-based Language Teaching

TBA: Task-Based approach

TBLT: Task-Based Language Teaching

FonF: Focus on form

FonFS: Focus on forms

ICC: Intercultural Communicative Competence

IC: Intercultural Competence

SAY 025: Curriculum design

SAY 014: Intercultural Communication

SAY 017: Discourse approaches to English language teaching

SAY 024: Affective factors

SAY 029: Pragmatic Competence

## 1. INTRODUCTION

### 1.1 Educational context

The school is a private school located in Castellón and it is formed by 720 students and 70 teachers distributed in different levels, from kindergarten to baccalaureate. In my teaching practice I attended to third and fourth grade of primary education during five weeks in March. My internship was centred in English subject in an ESL context, which means that children have five hours per week of English; what leads to a fantastic opportunity to improve English in all its competences; in this case apart from English we find also Science and Physical education taught in English.

The level of English is high, since the children are learning it since the infant school. At this age, they are already asked to control the language and to be able to express correctly in English. Apart from that, there is no presence of the foreign language outside the classroom since TV is dubbed and additional input is non-existent which makes more difficult the learning of English. Even though, the school makes a lot of effort to provide as much input as possible so they learn in an international context, as a consequence their multilingualism is highly noticeable. On the other hand, it has a good parents-school relationship, with different projects together and with the intention to promote essential values to the children. The families are an important part and they are present in different activities during the course year. The school try to be in contact as much as possible with the families for the benefit of the children, they do it by means of agendas, daily e-mails or in meetings.

In the area where the school is located there are not many families living there because the school it is in the outskirts of the city, finding only a few houses and a church. The school is surrounded by gardens and orchards. However, the school does not need any infrastructure around because it has different facilities within the school, it is well equipped. The school is composed of two buildings; one is the sports centre and the other the school building. In the sports centre, it can be found the swimming pool, the gym, the different fields, the cafeteria and the dining room. Then, in the school building, it can be found the different libraries, music rooms, computer rooms, laboratories, the classrooms from the infant school to the bachelourate,

offices, etc. Apart from that, there are also different parks around and a soccer field to play.

A remarkable part in this school is its multilingualism as it was being mentioned before, that it is observable from different perspectives, such as the linguistic landscape and the linguistic soundscape. On the one hand, the linguistic landscape that it is observable is composed of Spanish, English and Catalan, but inside the classrooms German and sometimes Chinese is also visible since students also study these languages. On the other hand, the linguistic soundscape is more reduced since not all students have enough competence in all the languages they deal with. Around the school it is possible to hear Spanish as well as English or Catalan, although normally in the corridors Spanish is the most frequent, once you enter in the classrooms it changes to others as German, English or Catalan, depending the subject. This information is based on my experience in primary since it is probably that those situations change when it comes to secondary school. Regarding the languages that are used in the rest of school context, they may vary depending on the aim. To inform the parents is both in English and Spanish, they have the two options to choose as well as in the extracurricular activities, depending on the activity can be either English or Spanish and lately also German. To inform teachers depending on the area of studies the language used change. As a consequence, the sociolinguistic context is made up by Spanish as the majority language and first language, Catalan as the minority language, and English as the second language even though is more used than Catalan, and finally as foreign languages first would come German and then Chinese.

## 1.2 Objectives

The past decades have seen the rapid development of English teaching and learning in the field of Second Language Acquisition. For many years, it has been supposed that learning a language was based on its rules and only by knowing them, it was enough, but in Nunan's words: "Learning a language involves more than simply learning grammatical patterns and rules" (Nunan, 1988:21). This idea has been supported for more than thirty years. Nevertheless, we can still find in our schools

that this is not completely accurate. Many teachers keep thinking that it is enough to learn English through grammar and vocabulary. Over the last decades, language teaching has brought about a change in many parts of the world, but not in Spain.

There are thousands of ways to teach and it is not accepted anymore that there is such a thing as the 'right method' to learn a language, so we need to adapt us to each student and his/her needs. But, we need to bear in mind some ideas when teaching. First of all it is important that they learn to communicate themselves; any language is used by its speakers to express themselves, to interact with others, to gain information, and to learn about the world around them. Second, as it is known, language varies; speakers need to vary language use according to the context of communicative interaction, i.e. language varies with variation in topic, participants, setting, purpose, and medium (verbal or written). Moreover, language varies according to academic areas and tasks. Third, and as an essential part in this work, language learning is most effective when it takes place through meaningful, interactive tasks. Language learners will thus learn most when they are engaged in meaningful, purposeful activities of social and cognitive nature in the context of the classroom and outside it. Finally, and equally important for this paper, learning a new language is becoming familiar with a new culture. Learners of a new language become aware of new values, norms, thought patterns, and beliefs. As a result of this cultural exposure learners develop understanding of, respect for, and appreciation of diversity of cultural backgrounds.

In this paper these ideas will be central. Due to in my teaching practice I did not have the opportunity to implement the activities as I would like to do it. Therefore, I have proposed two didactic units to approach the contents from the book I worked with during my teaching practice. One didactic unit is for fourth of primary, and other for third of primary. So, below, the theories I have used to support my teaching proposal are explained. Then, my teaching proposal will be exposed and related with the theories from the theoretical framework and from the Melacom Master.

### 1.3 Melacom Courses

The objectives named before are closely related to the contents dealing with the following courses of the MELACOM master: SAY 014, Intercultural Communication; SAY 017, Discourse approaches to English language teaching; and SAY 025, Curriculum Design.

This paper seeks to review the previous experience teaching in the class and seeks to remedy the problem of teaching by providing a teaching planning as a proposal for the improvement of the way English is taught at schools. The aim of my teaching proposal is to improve the communicative competence of the students as well as their intercultural competence, so they can be in the future good citizenships of the world with a complete education. To accomplish these objectives I am going to review the literature, the seminal sources as well as the latest articles and then I will plan the teaching proposal, together with the assessment and conclusions. The aim of the paper is to provide a conceptual theoretical framework based on the theories named before, which have been studied in the Master and then provide my teaching proposal. In the pages that follow, it is argued that Communicative Competence and the Intercultural Competence are highly important when teaching English.

This paper has been divided into four parts. The first part refers to the theoretical framework. In this section, the main theories and approaches influencing my teaching proposal are explained. The second part will explain the teaching proposal itself, both for third and fourth grade. The third part, will examine the different assessments made in the teaching proposal. Finally, the conclusion gives a brief summary of the contents and critique of some parts and ideas for further improvement.

## **2. THEORETICAL FRAMEWORK**

As it is widely known, the ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. For this reason schools are the main mean of transmission but opportunities to learn English are



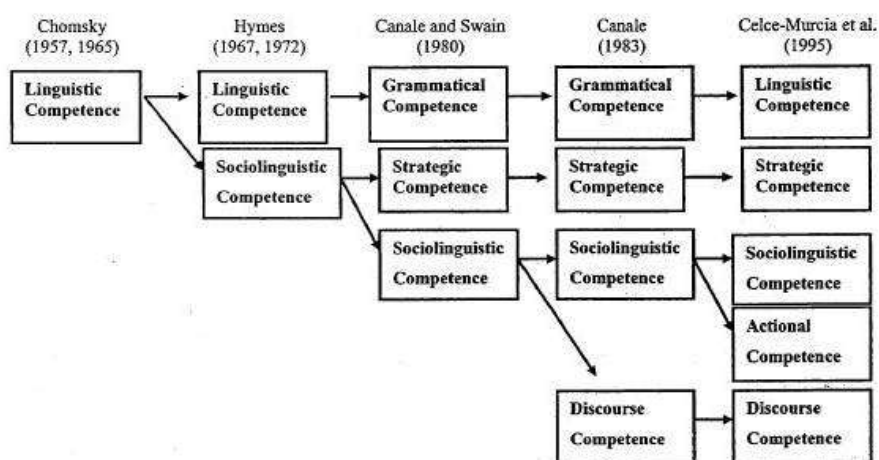
provided in many different ways such as through formal instruction, travel, study abroad, as well as through the media and the Internet. Schools nowadays have the duty of teaching English, and, not only teach it, but also make sure that the learners acquire the foreign language. Thus, when students will finish their education they will be multilingual speakers with a high command of the foreign language.

The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. The demand for an appropriate teaching methodology is therefore as strong as ever. To accomplish that in the foreign language classrooms or second language classrooms two theories are going to be exposed: the Communicative Competence and the Intercultural Competence. The reason why these theories are chosen is that the author firmly believes that they perfectly support her teaching proposal. In addition, both theories are flexible and adaptable to her class' characteristics.

## 2.1 Communicative competence in language teaching

The Communicative Approach emerged in the early 1970s as a result of the work of the Council of Europe experts. However, it can be traced to the work of Noam Chomsky in the 1960s. He introduced the concept of linguistic competence as the ideal model for any speaker as a reaction against the prevalent audio-lingual method and its views. In the 70s, Hymes proposed a new concept, which corrected and complemented the first term, communicative competence. This term refers to the psychological, cultural and social rules (Alcon, 2002). Hymes, as a sociolinguist, was concerned with the social and cultural knowledge which speakers need in order to understand and use linguistic forms in different social contexts. His work clearly demonstrated a shift of emphasis among linguists, away from the study of language as a system in isolation towards the study of language as communication (Savignon, 2001; Usó-Juan and Martinez-Flor, 2008).

Nevertheless, Hymes' (1972) conceptualisation of Communicative Competence (CC) has been further developed by researchers such as Canale and Swain (1980) and Canale (1983), Celce-Murcia et al. (1995) and Celce-Murcia (2007), and Alcon (2002), whose work will be further explained. They attempted to define the specific components of the construct of Communicative Competence. In the next figure there is a 'chronological evolution of the term communicative competence' made by Celce-Murcia (2007) where we can observe how this term has developed:



**Figure 1. Chronological evolution of Communicative Competence (Celce-Murcia, 2007)**

Canale and Swain (1980) consider that Communicative Competence is made of more competences such as: grammatical (linguistic code), sociolinguistic (adapt the discourse to the context) and strategic competence (ability to use strategies for verbal and non-verbal communication). Later on, Canale (1983) add discursive competence which refers to combine oral and written. Later on, Celce-Murcia et al.(1995) added the term 'actional competence' to sociolinguistic competence, as an aspect to have into consideration.

After comparing these models, we can state that there is general acceptance of the complexity and interrelatedness of skills in both written and oral communication. There is also the need for learners to have the experience of communication, to participate in the negotiation of meaning, interpret and express properly when communicating (Savignon, 2001:15). Even though these terms have not always been included in the communicative competence, the need for participation of

communicative competence includes not only grammatical competence, but pragmatic competence. So, Alcon in its model of Communicative Competence includes that competence since it is basic and essential to consider. According to her, the aim of learning a language is to get the communicative competence in that language, and it includes the linguistic competence, skills and strategic competence (Alcon, 2002).

Linguistic competence	Grammatical competence
	Discursive competence
	Pragmatic competence
Skills	Listen
	Write
	Speak
	Read
Strategic competence	Communication strategies
	Learning strategies

**Table 1. Communicative competence. Alcon, E. (2002)**

Grammatical competence: refers to sentence-level grammatical forms, the ability to recognize the lexical, morphological, syntactic, and phonological feature to interpret and form words and sentences. It is not linked to any single theory of grammar and does not include the ability to state rules of usage. One demonstrates grammatical competence not by stating a rule but by using a rule in the interpretation, expression, or negotiation of meaning.

Discourse competence: is concerned not with isolated words or phrases but with the interconnectedness of a series of utterances, written words, and/or phrases to form a text, a meaningful whole (Savignon, 2001:17).

Pragmatic competence: is described as the ability to express and interpret appropriately meaning in social interactions and some authors have defined pragmatic competence as the knowledge of social, cultural, and discourse conventions that have to be followed in various situations.

Strategic competence: The effective use of coping strategies is important for communicative competence in all contexts and distinguishes highly competent communicators from those who are less so (Savignon, 2001:18).

According to Richards (2006), and after seeing some models of CC, we could agree on the following aspects of language knowledge included in CC:

- a) Knowing how to use language for a range of different purposes and functions.
- b) Knowing how to vary our use of language according to the setting and the participants.
- c) Knowing how to produce and understand different types of texts.
- d) Knowing how to maintain communication despite having limitations in one's language knowledge.

### 2.1.1 Communicative language teaching (CLT)

Once we have seen what communicative competence is, we are going to analyze it further on and we will centre our attention to a variety of such approach, the Communicative Language Teaching (CLT). As it has been studied in the previous part, the notion of communicative competence was developed within the discipline of linguistics who argued that communicative competence should be the goal of language teaching and against previous failed methods; the centrality of grammar in language teaching and learning was questioned, grammar was no longer the starting point in planning language courses (Aliakbari, 2010).

CLT can be seen to derive from a multidisciplinary perspective that includes, at a minimum, linguistics, psychology, philosophy, sociology, and educational research and all of them tried to reflect on a syllabus all that theory and educative implications. The result was Communicative Language Teaching (CLT) which has been put forth

around the world as the newest, way to teach English as a second or foreign language (Savignon, 2001). Although it was considered by many as an opposition to the audiolingual method that ruled the 1960s, the main goal of CLT was actually similar to the primary audiolingual objective (Dörnyei, 2009). It was argued that a syllabus should identify aspects of language use in order to be able to develop the learner's communicative competence (Van Ek and Alexander 1980; In Richards, 2006).

Over the past two decades Communicative Language Teaching has become on fashion in language teaching methodology, but the extent to which the term covers a clear and consistent teaching method is highly doubtful. In fact, since the origin of CLT in the early 1970s, its supporters have developed a wide range of different ways to approach it that had a lower relationship among each other (Dörnyei, 2009). CLT is best considered as an approach rather than a method. Due to, methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom (Al-Humaidi, 2007) and that is the case of CLT as we will see.

In CLT, students are expected to experience language and improve their ability to communicate in the target language (Richards, 2006). Thus, CLT sets as its goal the teaching of Communicative Competence. It focuses on the language use and production especially in the real life situations, as one of its main characteristics. It means that when we teach materials in context, we move beyond language as it is situated in the world. This is the reason why its focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learner participation in communicative events (Mohd Sidek, 2012). Among its characteristics CLT have a learner-centred and experienced-based view of second language teaching, as it is known: 'learning by doing'. Then, it can be also remarked that CLT emphasizes on pair work and group work, therefore, students are expected to obtain several benefits by completing classroom activities (Richards & Rogerds, 2014).

Moreover, all those components are interrelated, due to “they cannot be developed or measured in isolation and one cannot go from one component to the other as one strings beads to make a necklace” (Savignon, 2001:16). Once the characteristics have been established, it is noticeable that this approach asks for more creative language tasks and less structured work. For this reason, the learning of scripted dialogues was replaced by games, problem-solving tasks and unscripted situational role-plays, and pattern drilling was either completely abandoned or replaced by ‘communicative drills’ (Dörnyei, 2009), as it will be seen in the next section where the different activities will be presented.

Furthermore, Nunan (1989) distinguishes between ‘learning that’ and ‘knowing how’. In other words, he stresses the need to distinguish between knowing various grammatical rules and being able to use the rules effectively when communicating. Therefore, the principles of communicative Language Teaching Methodology at this time can be summarized as follows (Richards & Rodgers, 2014):

- a) Make real communication the focus of language learning.
- b) Provide opportunities for learners to experiment and try out what they know.
- c) Be tolerant of learners’ errors as they indicate that the learner is building up his or her communicative competence.
- d) Provide opportunities for learners to develop both accuracy and fluency.
- e) Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
- f) Let students induce or discover grammar rules.

In conclusion, it is worth mentioning that today CLT refers to a set of generally agreed principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on (Richards, 2006). These factors have been analyzed during this section and none can be applied to all different settings. Therefore, more theories and models emerge as it will be seen later on during the paper to fit different educational contexts. According to some

authors, CLT paradigm has led to eight major changes in approaches to language teaching (Richards, 2006; Richards & Rogerds, 2014).

Main changes in approaches:

1. Learner autonomy.
2. The social nature of learning.
3. Curricular integration.
4. Focus on meaning.
5. Diversity.
6. Thinking skills.
7. Alternative Assessment.
8. Teachers as co-learners.

All these changes have caused new approaches or modifications of old ones. As it will be seen further on in this paper, some theories have developed thanks to these kind of changes. Some of them will centre more in focusing on meaning while other, centre more in the social nature of learning. In the next section the types of activities that can be found within CLT approach will be further explained and analysed.

#### 2.1.1.1 Types of activities

Since the emphasis of CLT is on the processes of communication rather than mastery of language form, the range of exercise and activities is unlimited. Therefore, in planning for CLT, teachers should remember that not everyone is comfortable in the same role. Besides, homogeneity does not exist in classrooms since every single child is different, then, we can find children that prefer being leaders and other that prefer to follow or, instead, be quiet. Nevertheless, both are essential to the success of group activities. In group discussions, there are always some students feel more comfortable talking. However, others prefer to remain in silence and they would rather work in pairs, or work on an individual project. Choosing any of those options, it would be still good for them, because the teacher would be

adapting his or her methodology to their needs, and “the wider the variety of communicative, or meaning-based, activities, the greater the chance for involving all learners” (Savignon, 2001:21).

Consequently, apart from adapting our teaching to their needs, it is important to highlight their self-responsibility and their cognitive ability in the learning process (Alcon, 2002). Below, there is a list of activities made by Richards (2006) that may be used teaching CLT:

- Activities focus on fluency: One of the goals of CLT is to develop fluency in language use. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.
- Mechanical, meaningful, and communicative practice: Mechanical practice refers to a controlled practice activity. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. Lastly, Communicative practice refers to activities where practice in using language within a real communicative context is the focus.
- Information-Gap activities: students communicate in order to get information they do not possess.
- Jigsaw activities: students work in groups to complete the activity gathering information.
- Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one’s language resources to complete a task.
- Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.



- Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.
- Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.
- Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.
- Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Another classification of activities is made by Littlewood (in Richards and Rodgers, 2014:96). He distinguishes between functional communication activities and social interaction activities as major activity types in CLT. The purpose of functional communication activities is to direct the students to get involved in the communication in which they have to get the meaning of the language as effectively as they could. Some examples of functional communication activities are comparing sets of pictures and noting similarities and differences, working out a likely sequence of events in sets of pictures, discovering missing features in a map, giving and performing instruction how to do something, solving problems. On the other hand, the main purpose of social interaction activities is giving the learners the chance to use the target language in a social context. The activities include conversation and discussion, dialogues and role-plays, simulations, skits, improvisation, and debates.

All these activities imply more factors apart from changing the methodology in the classroom. The main changes are noticed in both teachers and learners. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model, they need to learn how to share

ideas, how to lose the fear to make mistakes and how to produce more language. Teachers now had to assume new roles as need analyst, counsellor, group process manager, facilitator and monitor, rather than input facilitator (Richards, 2006).

#### 2.1.1.2 Communicative Task-based Language Teaching (CTBLT)

As it has been explained, the communicative approach has been widely implemented. It describes a set of very general principles and there is no agreement on the specific characteristics that define them. Communicative approaches are grounded in the notion of communicative competence as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal. Therefore, different educational approaches have emerged, and one of those evolutions is Communicative Task-Based Language Teaching (Richards, 2006).

Communicative Task-Based Language Teaching (CTBLT) is a form of Communicative Language Teaching in which tasks are viewed as central to meaningful language learning (Nunan, 2004). The primary goal of Communicative Task-Based Language Teaching is to prepare learners with a level of language that matches their needs and is suited to their context and familiarity (Ellis, 2003). This approach is highly related with Communicative Language Teaching (CLT) and with Task-Based Language Teaching (TBLT), which we will explain later on. It could be said that it lies somewhere between both approaches since it can be worked not only with tasks, but with more kind of activities. Its core focus still remains on communicate effectively but with the specification of making mainly tasks the mean of achieving it. In Dörnyei's words: "The conception underlying learning within CLT was confined to the widespread assumption that the learners' communicative competence develops automatically through their active participation in meaningful communicative tasks" (Dörnyei, 2009:34).

CTBLT belong to task-based syllabuses and those represent a particular realization of Communicative Language Teaching (Nunan 1989). Instead of starting the design process with lists of grammatical and functional items, teachers conducts a needs analysis, which generates a list of the communicative tasks that the learners for whom the syllabus is intended will need to perform (Nunan, 2001:62).

Within the perspective of the sociocultural theory of Second Language Acquisition, tasks in CTBLT constitute the construction of meaning by students' participation, self-regulation through private speech, mediation, imitation, internalization, and assisted interactions within a learner's zone of proximal development that is consider or vital importance (Ellis, 2003). Regarding which kind of activities or tasks can be used, there are mainly that ones that involve learners as problem solvers who have to fulfil a specified real world task in relation to the instructional objectives or learning outcomes such as planning a trip with fellow students (Mohd Sidek, 2012).

During this section, the focus has been centred in the Communicative Competence and its characteristics and features, and different theories around it as Communicative Language Teaching and Communicative Task-based Language Teaching. In conclusion, as it has been explained, it is a kind of approach in Second Language teaching that cannot be applied to every single context. It is highly dependent on the situation the language is taught. Even though, this is not exclusive of Communicative approaches since, as it will be described further on, it happens the same in Task-Based syllabuses. In the next section those Task-Based approach (TBA) is going to be defined as well as the features of a task or its phases, then the focus will be in Task-Based Language Teaching (TBLT) and lastly, it will be drawn the points of criticism of those theories .

### 2.1.2 Task-based approach (TBA)

During the previous section Communicative Language Teaching has been analysed and studied. In the following section, task-based approach will be further developed and its relation with CLT will be pointed out. Task-based approach (TBA) has been widely adopted since approximately twenty years ago and it has had many variations, tasks have been always present and the way they are implemented has attracted curiosity from many scholars. TBA involves the use of tasks engaging learners in meaningful interaction and negotiation (Aliakbari, 2010). As it has been previously mentioned, there is a direct relation with communicative approaches. CLT aims to develop the ability of learners to use language in real communication.

Task-based instruction is another approach that can be regarded as developing from a focus on classroom processes, since it is developed taking into account learners needs and what happens in the class. According to Alcon, “in a task-based approach student’s needs are analysed with real-life tasks. This analysis allows us to carry out pedagogic tasks, which at the same time, take into account the educational psychology principles of learning and the information coming from second language field” (Alcon, 2002:33).

The reason why tasks are so important is because they have proved to increase a number of interactional and cognitive processes supposed to heighten language learning. During the 90s, Long stated the importance of interaction during tasks with his Interaction Hypothesis and more precisely the importance of negotiation of meaning, according to the author: “negotiation of meaning [...] facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (Long, 1996:451). From his point of view interaction was an essential part in tasks development but it was not enough and some other approaches were made as, for instance, the Output Hypothesis which claimed the importance of producing language in order to acquire it (Swain, 1995), From the field of psychology, Cognitive theories reported the importance of cognitive processes and language acquisition. All this factors were necessary to carry out an efficient task, but moving towards modern language studies, they have suggested that it is more suitable to develop learners’ L2 ability to use language in real communicative situations fostering their language acquisition.

Therefore, in Task-based approach (TBA) the claim is that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use tasks (Richards, 2006). But, what is it understood by task? A review of the literature reveals a range of definitions:

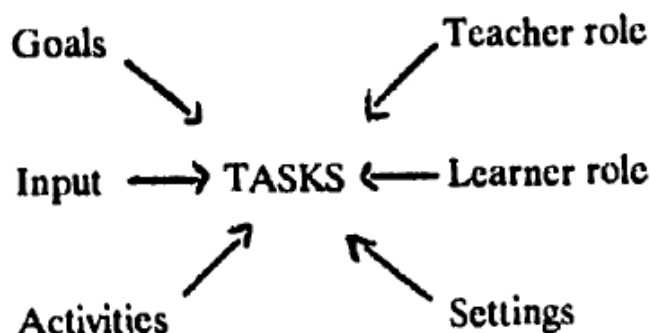
- To Nunan (1989:10), “a task is a piece of classroom work which involves learners in a comprehending, manipulating, producing or interacting in the target language which their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.”

- Willis (1996) defines task as “a goal-oriented activity with a clear purpose.”
- “By task is meant the hundred and one things people do in everyday life, at work, at play, and in between” (Long, 1985:89).
- “An activity or action which is carried out as the result of processing or understanding language”. Tasks may or may not involve the production of language” (Richards, Platt & Weber, 1985:289).
- “A task is taken to be an activity in which meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome” (Skehan, 1996:38).
- Tasks are the analysis measure from the programme planning is based on (Alcon, 2002:33).

Through the definitions presented for task in the literature, it could be agreed that they all suggest that tasks are concerned with communicative language use since in most of them the words production, meaning and interaction are recurrent. So, when planning with tasks it is important that they help students to communicate. Thus, they will achieve the communicative competence. It could be said that TBA is mainly focused in communicative teaching, but it cannot be said the same the other way around. CLT can be worked in more ways than only tasks. According to some authors: “The term task has also characterized certain communicative approaches whose upsurge marks the current era of the label task-based has in many cases simply replaced the older term communicative” (Crookes & Chaudron, 2001:32).

Another aspect to consider is that a task carries several constituents which are always presented in every task. Nunan (1989), as it is shown in the Figure 1, outlines a set of components regarding task comprising: input, activities, goal, roles, and settings. Input data might be verbal (for example, a dialogue or reading passage) or nonverbal (for example, a picture sequence). Next is activity which sets out what the learners are to do in relation to the input. The task will also have (implicitly or

explicitly) a goal and roles for teachers and learners. Finally, setting refers to the classroom or any other place for learning.



**Figure 2. A framework for analysing communicative tasks (Nunan, 1989)**

Apart from that, Richards (2006:31) also pointed out some key characteristics for tasks:

- a) It is something that learners do or carry out using their existing language resources.
- b) It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task.
- c) It involves a focus on meaning.
- d) In the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills.

Moreover, there is a close link between the tasks carried out by learners in classroom and the tasks carried out in their real world, as it has been mentioned before. Willis (1996) has referred to that link and has suggested that learners should use target language activities which have a communicative purpose in order to obtain a result. Thus, the tasks learners do in the target language in the classroom should be connected with as many things and situations as learners are going to need in the real world (target tasks) as possible. Classroom tasks make the interaction easier

and provide learners with the opportunity to obtain clear input and produce specific output in favour of getting relevant and available objectives.

Consequently, an essential part when planning in the classroom is the student's motivation. With the aim of improving learners' motivation, syllabus developers need to establish a clear link between the pedagogical tasks and the target tasks learners can achieve. If the tasks do not present any difficulties, the students' opportunities to learn a language may be minimal. For these reasons, it is necessary to propose new skills development and more complex and challenging tasks for students that have already mastered any specific language outcomes. In pedagogical terms, the way to stimulate pupils to improve their academic language at school and to promote their language acquisition is using suitable tasks.

Although not everything has to be tied, during class it is desirable to allow errors in order to let the student make mistakes. The contemporary view of language learning is that learners do not acquire the target language in the order it is presented to them; in contrast, language learning follows its own internal agenda and errors are not necessarily the result of bad learning, but are part of the natural process of learning the target language (Ellis, 1994). Thanks to this, feedback would be possible in the course of the task, errors would provide the teachers the opportunity to interfere and guide these tasks correctly. Language learning will progress most successfully if teaching tries to create contexts in which the learner's natural language learning can be nurtured rather than making a systematic attempt to teach the language part by part (Ellis, 2009).

On top of that, taking into account recent studies it can be distinguished two different teaching strategies which are: focus on form (FonF) and focus on forms (FonFS). Firstly, FonF is defined by Ellis as "any planned or incidental activity that is intended to induce language learners to pay attention to linguistic form during the process of using the target language" (Ellis, 2001:1,2). Form-focused instruction includes both traditional approaches to teaching forms based on structural syllabus and more communicative approaches, where attention to form arises out of activities that are primarily meaning-focused. In this strategy, it is also explained that the process of learning a first and a second language is alike because they are supported by

comprehensible input exposure which is originated from natural interaction (Dörnyei, 2009). Secondly, FonFS consists on the concept that foreign language learning is established by general cognitive processes and thus involves skills acquisition process (Sheen, 2002). It is related with the PPP model of language learning (presentation, practice, performance) where learning is a syllabi of structures and through controlled practice a fluent performance of the structure can be achieved (Foster, 1999).

According to some scholars, the ideal teaching strategy is focus on form since tasks can be developed and direct in a more complete way, covering more skills development. To have a complete task it should fulfil the following criteria provided by Skehan (1998):

- a) Meaning is primary.
- b) There is a goal that needs to be worked towards.
- c) The activity is outcome-evaluated.
- d) There is a real-world relationship.

#### 2.1.2.1 Task phases

Once it is known what is meant by task, it is important to bear in mind that when planning tasks, they have certain phases. In the greater number of cases, a task and a lesson are similar and concord. However, some tasks need more extension that exceed the class time. Other tasks go beyond the class and are joined with different subjects in the curriculum. The design of a task-based lesson goes through three major stages which involve 'pre-task', 'during task', and 'post-task' (see e.g., Nunan, 1989; Ellis, 2003; Willis, 2006).

Skehan's model (1996:57) of task implementation, for instance, suggests ways in which pre-tasks help establish target language or reduce cognitive load through consciousness-raising or practice, and post-tasks help learners to restructure and integrate target forms or functions, increasing the integration of learning goals as further similar tasks are performed (Crookes & Chaudron, 2001:36). To give a wider view, the different phases are going to be further explained.



Firstly, the pre-task phase usually includes three functions which are: motivating the learners with the task, get the learners ready to complete the task by presupposed discussions or appropriate comprehension of the world, and providing learners with definite instruction about the task purpose and how it should be executed. The purpose of this stage is to have different activities before starting the task itself. These ones are essential for providing adequate support to the learners in their attempts to deal with a series of complex, challenging tasks. In some cases, new vocabulary, grammar, or knowledge of language functions are presented in the pre-activities (Aliakbari, 2010). Skehan (1996) points out that when choosing in the pre-task, the teacher has to decide where it goes his focus, either emphasis on the general cognitive demands of task, or emphasis on linguistic features.

Secondly, the during-task phase turns around the task itself. Learners perform the task and teachers' role is not to answer the learners' difficulties in the first place but to guide students so that they can solve their problems, considering that the teacher is a mediator between tasks objectives and learners' common aptitudes. Moreover, the process and teachers' mediation are different depending on the students.

Finally, the third stage, post-task, creates an opportunity for following up on the task performance (Ellis, 2003). This stage is designed to develop the environment in which students can work with the language, and use it in both ways, appropriately or making mistakes. Learners do not necessarily have to find the correct task solution when they learn the language.

When a task is finished Willis (1996) suggested making a summary in which students are asked about how they fulfil the task and what they have learnt with it. She considers this "the natural conclusion of the task cycle" (Willis, 1996:58). The report can be oral or written and it should focus on synthesising the task result. Moreover, teachers sometimes use this report to evaluate the students' accomplishment of the task. When the task is concluded, students are proposed to focus on form without any risk that if they do that, what they have learnt will not be affected. For this reason some methodologists suggest that in the post-task phase of the lesson it is recommendable to pay attention to form. Nevertheless, task-based tests are not compatible with a FonF oriented methodology to many teachers. Some

methodologies to teach a language, which differentiate between some elements when a language is taught, have to be independently and clearly instructed by the teacher and then carried out and automatised by students. Moreover, school reports usually include sub-skills, which make teachers stay faithful to the idea that students have to be examined.

#### 2.1.2.2 Varieties of tasks

Having studied the different phases of a task, it is worth mentioning that there are different ways to implement each task. And, it will depend on our aims and classroom characteristics which ones adapt better to our planning. There has been different authors trying to name and classify tasks, and each of them has done it depending on different points of view.

For instance, Nunan differentiated between reproductive and creative tasks. A reproductive task is one in which the learner is reproducing language following a model provided by the teacher, textbook, tape, or other source. A task is reproductive if the language that the learner is to use is largely predetermined and predictable. This does not mean that such tasks are necessarily noncommunicative. Creative language tasks, on the other hand, are less predictable. Learners must assemble the words and structures they have acquired in new and unpredictable ways (Nunan, 2001:63).

In a different way, Richards distinguished between pedagogical tasks and real-world tasks. Meanwhile in the former, they require the use of specific interactional strategies and may also require the use of specific types of language. In the later, there are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks. (Richards, 2006).

On the other hand, Willis sets apart six types of tasks (Willis, 1996:26-27):

1. Listing: Listing tasks tend to generate a lot of talk as learners explain their ideas. It involves two stages, namely brainstorming and fact-finding. In brainstorming, the learners would employ their experiences and knowledge either in class or in

group/pairs. Whereas in fact-finding the learners are required to find out things by asking each other or other people and referring to books and many others.

2. Ordering and Sorting: These tasks involve four main processes. First, the students are to sequencing items, actions or events in a logical or chronological order. The second process is ranking the items in groups, and in the third process the learners have to classifying the items in different ways, in which the categories are not given.

3. Comparing: This task involves comparing information of similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved in this task are matching to identify specific points and relate them to each other, finding similarities and things in common, and also finding the differences.

4. Problem solving: This task involves people's reasoning power and intellectual and though challenging they are engaging and often satisfying to solve. The process would depend on the type and complexity of the problem.

5. Sharing personal experiences: These tasks encourage learners to talk more freely about themselves and share their experiences with others. This task is not goal-oriented as in other task, and it may be difficult to be carried out in the classroom.

6. Creative tasks: These tasks tend to have more stages than other tasks, and could involve combinations of task types. The learners could be more creative using the target language they learn. These kinds of tasks involve different cognitive process and support the activities developed in the design. Some of the tasks would be combined and applied since they are appropriate for the needs in this study, and they could support the learners to have their listening activities in the classroom.

### 2.1.2.3 Task-based Language Teaching (TBLT)

Up till now, it has been explained what a task is, which its phases are and which kind of tasks can be found. In this section, it is going to be emphasized Task-Based Language Teaching, its characteristics and its similarities with previous approaches described. Task-based Language Teaching (TBLT) has been receiving attention

since its emergence, at 1980s, as a new perspective toward language pedagogy emerged from Communicative Language Teaching (CLT) due to they share the same several principles. This approach aims to replace a conventional language-focused syllabus with one organized around communicative tasks as units of teaching and learning (Richards and Rodgers, 2014). From the 1980s, “task” and “task-based language teaching/instruction” have become increasingly preferred terms to those of “communicative activity” or “communicative language teaching” (Crooks & Chaudron, 2001; Skehan, 2003).

TBLT constitutes a strong version of CLT because task-based teaching builds teaching and learning around real-life tasks from which aspects as communicative language use and knowledge of grammar can emerge. That is, tasks provide the basis for an entire language curriculum. Tasks can function as a useful device for planning a communicative curriculum, particularly in contexts where the options for practicing the language outside the classroom are nonexistent. What is more, there are few opportunities for more authentic communicative experiences (Ellis, 2003). Littlewood (2004:324) also regards TBLT as “a development within the communicative approach”, in which the crucial feature is that communicative ‘tasks’ serve not only as major components of the methodology but also as units around which a course may be organized. In a syllabus with TBLT orientation students would develop and activate their background knowledge while they approach real use of language.

CLT, as it has been explained in previous sections, has more understandings and ways to fulfilment such as content-based instruction, text-based syllabuses, problem-based learning, etc. This is as a consequence of the wide acceptance of the communicative approach from the 1980s and the relatively varied way in which it was interpreted and applied due to the fact that practitioners from different educational traditions could interpret it in different ways (Nunan, 2004). Even though it is easy to think that they are the same approaches, some differences arise. CLT is a broad, philosophical approach to the language curriculum that uses theory and research in linguistics, anthropology, psychology and sociology whereas TBLT represents a realization of this philosophy at the levels of syllabus design and methodology (Nunan, 2004).

Moreover, there are two important conceptual parts for TBLT, experiential learning and speaking. On the one hand, experiential learning is explained because, according to some authors, intellect increases when learners engage in and reflect on sequences of tasks. This approach takes the learner's immediate personal experience as the point of departure for the learning experience. In Nunan words: "the active involvement of the learner is therefore central to the approach, and a rubric that conveniently captures the active, experiential nature of the process is 'learning by doing'. So, this approach contrasts with a 'transmission' approach to education in which the learner acquires knowledge passively from the teacher" (Nunan, 2004:12). On the other hand, speaking is considered as one of the central elements of communication in EFL teaching. Spoken language has been required in most of the theories of Second Language Acquisition, and in those where communication is one of the aims, speaking is the most essential part. Besides, it possesses features that make it more difficult and demanding compared with written language.

For many years, task-based language teaching (TBLT) has proved itself beneficial and effective in bringing about real situations of language use to take place and in satisfying communicative needs of learners while the former methods were unable to meet actual demands of learners to communicate in the target settings (Aliakbari, 2010). However, this approach has many similarities with other approaches that have more or less the same characteristics as communicating, making tasks the core of the approach or bringing in real life situations and therefore, it is important to set a little theoretical plan for TBLT, the following one was stated by Nunan (2004:12):

- a) Encourage the transformation of knowledge within the learner.
- b) Encourage learners to participate actively in small, collaborative groups.
- c) Embrace a holistic attitude towards subject matter rather than a static, atomistic and hierarchical attitude.
- d) Emphasize process rather than product, learning how to learn, self-inquiry, social and communication skills.
- e) Encourage self-directed learning.

f) Promote intrinsic rather than extrinsic motivation.

In this part of the paper, the focus has been centred in Task-Based approach. Many things have been analysed as the characteristics, task phases, different tasks and the perspective of TBLT. In brief, it is highly noticeable its common characteristics with CLT or with CTBLT since many of its bases are the same, and the core of its aims are the same. It is important to point out that adapting all those kind of approaches to our classes is essential to cover student's needs and to make them good users of the foreign language. However, it cannot be forgotten that all those approaches are not perfect and some points of criticism arise as it will be seen in the next section.

### 2.1.3 Points of criticism

In this paper two main theories have been analysed, the Communicative approach and the Task-Based approach. Both of them are logical and well structured in paper. That is to say, theoretically they are good enough to get the aim of teaching English at all levels. Nonetheless, when implementing them certain problems arise. These approaches have been strongly contested in recent years by a number of writers.

On the one hand, regarding CLT, it is necessary to make clear that is not exclusively concerned with face to face oral communication. Students can be equally engaged in the interpretation, expression, and negotiation of meaning through reading and writing activities; the goals of CLT depend on learner needs in a given context. Additionally, CLT does not have to perform necessarily in small-group or pair work, it should not be considered as an essential feature and may well be inappropriate in some contexts. Even though, working in groups have been found to be beneficial for facilitating opportunities and motivation for communication. Depending on the context and on the students characteristics a kind of work would fit better. Finally, CLT does not leave aside aspects of language as metalinguistic awareness or knowledge of rules of syntax, discourse, and social appropriateness; all these factors are equally important when learning a language (Byram & Hu, 2013).

One major drawback of this approach is that there are numerous ways in which CLT is defined, although it is generally accepted. Problems can arise since it is not possible to close the approach and define it in all its aspects and adapt it to every single context. In the same line, another aspect to consider about CLT is that it is properly seen as an approach or theory of communicative competence to be used in developing materials and methods appropriate to a given context of learning but contexts change and CLT cannot be found in any particular textbook or set of curricular materials (Savignon, 2001:27). As well as the fact that CLT does not recognize the resources that students bring to the classroom, particularly their fluency in another language in which they have already learned to use communication skills and strategies. All these aspects have a high influence when teaching a foreign language (McKay, 2002).

Thus, in a variety of countries educational leaders have chosen to attempt to implement the use of CLT in the belief that this is the most modern and productive way to teach English but it is not applicable in different cultures of learning. For instance, some attempts to implement CLT in non-European setting have result less successful due to the different assumptions about the nature of teaching and learning in countries such as China, Japan or other Asian countries (Richards and Rodgers, 2014). Another problem with this approach is that it promotes fossilization. The emphasis on communication in language teaching meanwhile resting importance to accuracy has led to a persistence of errors in learner's language.

The promise that the communicative classroom activities would help learners develop both communicative and linguistic competence did not always happen. Programs where there was an extensive use of "authentic communication", particularly in the early stages of learning, reported that students often developed fluency at the expense of accuracy, resulting in learners with good communication skills but a poor command of grammar and a high level of fossilization. (Richards and Rodgers, 2014:103,104).

On the other hand, regarding Task-Based approach (TBA), many issues arise when implementing it. To begin with, there is not much evidence that it works better than other approaches which it attempts to replace, more research would be necessary. Moreover, it has the same problem as the CLT approach when looking for language accuracy; it develops more fluency rather than accuracy, as with some of the other activities suggested within a CLT framework. Furthermore, the criteria for selecting and sequencing tasks are also problematic since it depends basically on the aims. Apart from that, the fact that TBA appeals to classroom processes rather than learning outcomes is also a problem. In English courses for specific purposes TBA may seem too imprecise as a methodology to be generally adopted. Since this kind of courses have specific instructional goals to achieve and have to address precise language needs rather than the general communication skills aimed in general task work (Richards, 2006).

Once some aspects and theories of Second Language Acquisition and Teaching have been explained, in the next part of the paper another important aspect will be seen. This aspect is the Intercultural Competence, which lately is gaining importance around all over the world. Focus on transmitting culture and the possibility of learn the Intercultural Competence is, nowadays, basic in all classrooms.

## 2.2 Intercultural Competence

In the previous section different aspects of Communicative Competence (CC) have been taken into consideration and this competence has been analyzed among its multiple features. It is easy and natural, after all the information given, to make the connection between this competence and culture. That is to say, we use communicative competence to communicate in a foreign language so, implicitly, interaction with foreign people is directly connected with culture. Therefore, in this section we will analyse the term culture and its relation with education. Additionally, we will analyze Intercultural Competence. First of all we will see what it means, then how the understanding of English related with English speaking countries has changed and finally, its importance in our classroom.



Intercultural competence is one of the approaches less dealt with in the language class due to several reasons. First, teachers usually have an extensive curriculum to cover and they do not spend their time on teaching culture, which requires a lot of work. Second, many teachers do not know so much about the target culture and, therefore, do not feel confident to teach it. Finally, teachers are often confused about what cultural aspects should they cover (Usó-Juan & Martínez-Flor, 2008).

Despite of that, and for some time now, educational authorities have been concerned with the objectives that the teaching of a foreign language should achieve. No matter which language, not only it is necessary to understand it, it is also required to communicate properly. For instance, the law regulating the educational system in Spain establishes that students, apart from being able to understand and produce oral and written messages properly in a foreign language, should also facilitate intercultural understanding with other people. (Coperías, 2002) Traditionally, language instruction has focused on mastering grammar and pronunciation of the foreign language, but lately that trend is giving way to a more intercultural view since our world is increasingly open to all kind of international relationships. In recent years, the term 'intercultural communicative competence' is gaining ground among educational systems and it could be considered a step beyond communicative competence. In an educational environment this term involves knowing and accepting the foreign culture while preserving their own cultural identity in order to use it in different social contexts (Turtorean, 2012).

Intercultural communicative competence (ICC) can be defined as "the process occurring when the procedures and receivers of a message belong to different cultures" (Dogancay-Aktuna, 2005:100). Another definition is given by Skopinskaja who defines ICC as "the ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships, and carry out tasks with people of these cultures." ICC according to him requires certain attitudes, knowledge and skills to be promoted (Skopinskaja, 2003:41).

The term ICC could be engaged within what we know as Intercultural Competence (IC). Recently, new definitions are been exposed, a more completed and large definition of IC is:

Intercultural competence can be considered the capacity of understanding the behaviour of members of a culture and behave in an appropriate manner towards them. Intercultural competence, therefore, involves understanding all aspects of a culture, but in particular those related to the social structure of community, values and beliefs of its members, how they interact, as well as their ways of thinking and to act (Turturean, 2012:4).

Since this is such a wide term, there are a lot of issues to be considered when defining this competence. Back in 1997, Byram stressed (Byram, 1997), apart from the knowledge about cultures and their practices, the capacity to analyze interactions among cultures, having a critical awareness, and the importance of nonverbal communication. This skill as any other can be created and refined, and it helps students to be more open-minded when they have to face people from foreign cultures. Within a class values such as tolerance, openness, empathy and respect should be promoted and highly valued by all the members. We could agree that one of the primary functions of English, as is the case with any international language, is to enable speakers to share their ideas and cultures with others in cross-cultural encounters (McKay, 2002). What is more, the fact that the number of second and foreign language speakers of English far exceeds the number of first language speakers of English implies that the English language is no longer the privilege of native speakers and it can be heard with increasing frequency. Thus, we could notice the difference between Standard English and English as an International Language.

According to Deardorff (2006) IC is an ongoing, lifelong process and to instil it, a variety of teaching methods are necessary. Moreover, it is a dynamic concept without specific limits and its development must be intentional, cohesive and coordinated. The acquisition of IC is never completed, since it is not possible to anticipate all the knowledge the learner might need at all times and in all situations, therefore, becoming an Intercultural speaker is a lifelong activity (Coperias, 2010). In addition, Deardoff created a Pyramid Model of Intercultural Competence, where she defined IC as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff 2006:247). To have a complete IC, we need knowledge about different social groups and their practices; skills to interact with other cultures; and attitudes to accept new cultures

and deny negative beliefs. It is also remarkable that the appropriateness of different types of communicative activity will depend, not only on the purposes for, but also the contexts of learning.

### 2.2.1 Intercultural competence in the classroom

After all the information seen, it is clear that as teachers, it is highly recommended to work towards an intercultural focus in the class. As it is widely known, usually in a foreign language classroom the focus of instruction is on grammar and pronunciation, leaving communicative and cultural aspects aside. Teachers and textbooks are centred in learning as much vocabulary as possible and as much grammatical structures as possible but that knowledge has no sense if communicative and cultural aspects are left out, the pedagogical challenge lies in maintaining a balance between grammar and cultural focus. Foreign language teachers, normally, have more awareness of linguistic rules and structures rather than sociocultural aspects of the target language (Coperías, 2002) as it has been said before.

At the same time, the idea that the language presented in class should be as realistic as possible to transmit the foreign culture, has very often implicated the aim to imitate the ideal native speaker (Coperias, 2010). Consequently and, in order to avoid that idea, there should be a change in the goals of the foreign language classroom, from the native speaker to the intercultural speaker, and it should not be seen as decreasing the reference point of achievement expected of the language learner but as a fully and complete learner with more aptitudes to use the target language. It is a question of changing our point of view considering that the competence of the intercultural and the native speaker is not the same at a linguistic or cultural level (Coperías, 2010). "The "ideal native speaker," someone who knows a language perfectly and uses it appropriately in all social interactions, exists in theory only" (Savignon, 2001:18).

According to Nunan (1986), strategies for encouraging communication had largely supplanted more traditional methodologies. These developments have led to a more 'learner centred orientation' to syllabus design and methodology. Today, educators

clearly need to recognize the use of English as a global language, in which English is used for a wide variety of cross-cultural communicative purposes. Moreover, the view of the ideal native speaker has been questioned before, but, it is also important to mention that the validity and effectiveness of the native teacher is questioned. Today, the majority of English teachers are non-native speakers who work in different educational cultures and local realities across the world and it is questionable whether the native speakers can be considered the ideal teacher (Hüttner, 2012). Consequently, the teacher's point of view needs a review as the syllabus in the English class; not only it is necessary to master the language, but also to master other attributes, most notably teaching qualifications, professional skills, and experience. The decision of what is or is not one's "native" language is arbitrary and irrelevant for ELT and communicative competence, and is perhaps best left to the individual concerned (Savignon, 2001). In fact, the best teacher will not be defined as native speaker or non-native speaker but rather the person who can help students see the connections between their own and other cultures, as well as awaken their curiosity about difference and otherness (Coperias, 2010).

Furthermore, within this learner-centred methodology it is important to take into consideration learners' sociocultural background and its influence over learners' attitudes when selecting pedagogical approaches. Due to the sociocultural background and previous learning experiences, mismatches can be found in the language class mismatches between learners' and teachers' views of language learning (Nunan, 1986). Teachers must work with the cultures that they encounter; cultural awareness and understanding are essential. The pupils' linguistic background at home and in their peer group may overlap with the languages at school to very different degrees. To give an example, the languages of instruction may or may not be the pupil's first or second languages and they may even not be part of the pupil's extracurricular life world (Hüttner, 2012). Besides, it has been proved by scholars that a lack of consideration of variations in cultures of learning can lead to frustration and subsequent failure in language classrooms (Dogancay-Aktuna, 2005).

Yet in developing an appropriate pedagogy, they also need to consider how English is embedded in the local context. On account of this, teachers should explore their

own presumptions of cultures to avoid any misunderstanding since no individual member of a group embodies all groups' characteristics. The concept of thinking globally but acting locally is highly relevant in actual education and it is important to consider that: "Each classroom is unique in the particular dynamics that exist among the participants in the lesson" (McKay, 2002:116).

According to Sowden, "effective language learning will take place when teachers and learners are constantly engaged in creating a culture of a third kind through the give-and-take of classroom dialogue." (Sowden, 2007, p. 306). It is generally assumed that linguistic diversity in education goes well beyond pedagogic situations and asks about the multilingual aspects of the whole school: pupils, teachers, staff... which can be quite heterogeneous. Hence, the languages heard in the corridors or seen on the walls of schools are to be taken into consideration just like the foreign languages taught there (Hüttner, 2012). Once a methodology is presented to different learners it becomes an intercultural encounter and, as it has been said, a third or fourth kind of culture is created, and a sphere of interculturality is established.

### 2.2.2 English as an International Language

Back in the seventies, Smith (1976) was one of the first experts who denoted that English was becoming a lingua franca in cross-cultural situations. As a consequence, not only it is important the culture of the foreign language and not only students need to know the cultural norms of the native speakers, a mixture of cultures should be presented in the class because it crucially influences the values of the community, everyday interaction, the norms of speaking and behaving, and the sociocultural expectations of an individual's roles (Hinkel, 2001). In this line, it could be stated that English users today include those who live in countries where English is a primary language- the United States, the United Kingdom, Canada, Australia, and New Zealand; those who live in countries where English is an additional, *intranational* language of communication- for example, Bangladesh, India, Nigeria, Philippines, and Tanzania; those who use English primarily in *international* contexts- countries such as China, Indonesia, Japan, Saudi Arabia, and Russia (Savignon, 2001:26). In short, an appropriate methodology presupposes sensibility to the local culture context in which local educators determine what happens in the classroom:

In some countries, for example Singapore, English is the medium of instruction. In other countries, for example Jamaica, students bring to the classroom their own distinct variety of English. In other countries, for example Japan, the learning of English in public schools is promoted through national examinations. In addition, the teaching of English in, for example, public versus private institutions and urban versus rural institutions tend to be quite different. In light of such diversity, it is naive to assume that one method is best for all (McKay, 2002:118).

Coming back to the core of the matter, at this point it is obvious that learning another language certainly involves learning about the culture which is associated, so teachers should make sure that students obtain some amount of cultural awareness and intercultural competence if they want to procure education in its fullest sense. That is to say, the teacher should not give priority to the acquisition of knowledge, but to the development of new skills, attitudes and critical awareness in students (Coperias, 2010). Just knowing something about the culture of a foreign country will not be sufficient, what must be learned is a general empathy and openness towards other cultures; then, as cultural awareness it is understood the awareness of the conversational norms or nonverbal aspects of oral interaction in different cultures that normally are not treated in language classrooms (Celce-Murcia, 2007). For instance, in Spain a kiss on both cheeks when you meet someone is polite, but it could be considered as a rude behaviour in another, as well as the physical space between speakers which varies from one culture to another. They are important issues in intercultural communication and teachers should include these aspects in their teaching, not understanding sociocultural expectations could impact non-native speakers' ability to function in a L2 community.

Another aspect among this cultural awareness is the notion of cross-cultural instruction. "English course books insist on bombarding the English Language Teaching world with culturally-loaded native-speaker themes, such as actors in Hollywood, the history of Coca-Cola, the life of Lady Diana, and what Americans do on Halloween" (Coskun, 2010:76). It is not enough to learn a few aspects about Britain to understand British culture, or American or Australian, more knowledge is required. General knowledge of the literature, the arts, the history, geography and political or educational systems should be part of language instruction. As should the major

religions, holidays, celebrations or customs. These topics can all serve as content for language instruction with special focus on different areas. Some scholars argue that teaching language through content is one of the most effective means available for achieving communicative competence in a foreign language (Celce-Murcia, 2007). In general terms, the purpose of teaching culture together with other language skills is to increase learners' interactional as well as linguistic competences (Hinkel, 2001).

### 2.2.3 IC contents and materials

With this insight it can be argued that language learning is inseparable from its cultural context and the teaching materials should include elements of the culture also; foreign language teachers should know what to look for in a particular language textbook in order to decide if it is suitable for acquiring their goals. What is more, this view of learning should equip learners to use the language in the real world; it is needed to develop communicative competence for use in situations the learner may encounter. It may be that some of the cultural content relating to the target culture, or cultures, is largely irrelevant to some of the students or that include cultural situations that most students will never come across.

For instance, a discussion of garage sales may be irrelevant to students who do not have such sales in their own country; shoes placed inside westerns homes may be puzzling to students who come from cultures where shoes stay outside of the home (McKay, 2002:89). The treatment of the cultural content in foreign language materials should include analysis, comparison and contrast, thus students would be able to analyse and establish a relationship between their own and the others (Skopinskaja, 2003). The ideal would be a textbook including intercultural communicative competence through learning a foreign language; so students can be more tolerant of the cultural diversity in the world.

McKay (2002) distinguishes three types of cultural information that can be used in language textbooks and materials:

- a) 'Source culture materials' that draw on the learner's own culture as content.
- b) 'Target culture materials' that use the culture of a country where English is spoken as a first language.

c) 'International target culture materials' that use a great variety of cultures in English- and non-English-speaking countries around the world.

In brief, being aware of the sociocultural frameworks does not mean that learners have to become "native-like", but an awareness of the L2 cultural norms can allow learners to make their own choices of what to say and how to say it (Hinkel, 2001). The teacher should give learners enough tools to recognize that they are making choices. On top of that, the most important long-term benefits of teaching culture may be the awareness and the tools that will allow students to achieve their academic, professional, social, and personal goals and become successful in their daily life in foreign environments. In our present world, learners of a foreign language will find themselves more and more often in complex situations where they have to understand the relationships between different cultures and will have to be able to deal with this complexity, both productively and receptively, at local level and also in global situations (Coperias, 2010).

### **3. TEACHING PROPOSAL**

In the following teaching proposal I am going to present a plan for teaching English in third and fourth of primary. I did my teaching practice within a traditional methodology, so in my opinion it was not the proper way to do it. In order to change that, I am going to propose two didactic units, one for third of primary and one for fourth of primary. The lessons exposed below are my ideal of how the contents could be taught. The first didactic unit to be exposed is fourth of primary, and then third of primary. Since both grades are in the same scholar cycle of primary education, they have several coincidences. Thus, as I will explain below, in order not to be repetitive I will only explain the distinctive features in third of primary. I have proposed 10 lessons for each grade taking into account all the theories explained before and all the knowledge learnt in the Melacom master.

First of all, it is important to state what is understood as programming didactic units. This knowledge it has been studied in the course of Curriculum design (SAY 025). As programming it is understood the fact of deciding which goals my students should



reach, what to teach, in what order, and for how much time. A didactic unit is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, my goal for my students. A fundamental part when I am going to design a didactic unit is to consider the background of the students, their characteristics, since it is not the same when all students come from the same environment and economical situation than if they have different values and perceptions. If I achieve this, my didactic units will be, for sure, centred in my students, being them the core of my teaching.

To start with, the foundation of my didactic units should be the objectives or goals I want my students to achieve and they will help me to guide the selection of tasks. 'An objective is a description of a learning outcome' (Farrell, 2002:32). Objectives need to be clear, precise and achievable in order to be challenging for my students but not too difficult to discourage them.

Then, I should try to monitor three important issues in order to have an effective didactic unit: lesson variety, lesson pacing and lesson flexibility. Lesson variety should change in the class organization from individual tasks, pair work, group work or whole-class work and it should create also a balance between more and less cognitively demanding tasks. Lesson pace refers to the speed of the tasks and lesson timing, such as time on various activities or selecting activities of an appropriate level of difficulty, it is necessary a clear transition between each task avoiding spend too much time in unnecessary issues. Lesson flexibility refers to the need of a sense of coherence and flow during our teaching, "lesson plans are not mean to be tools that bind teachers to some preordained plan" (Jensen,1990:407). So, a successful lesson is not defined as finishing the plan, I could change my plan during the lesson as I teach if something interesting comes up. (Farrell, 2002)

The didactic units help me shaping the space, time and learning I share with students. I can depart from them or stick to them as I, the students and the circumstances seem to need. It is important to make my students achieve the communicative competence, the ability to use the language correctly and appropriately to accomplish communication goals depending on the context and

characteristics of the situation, as it has been mentioned in the theoretical framework. An important part here is to maintain my students motivated, that is to say, they should want to be in the class and they should want to learn the foreign language. Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity (Dörnyei, 2001). So, it is essential otherwise I would find students that, after some years, will not be able to speak even a word of English. The importance of the motivation has been studied in the Melacom course of Affective factors (SAY 024)

According to the communicative methodology a highly competent and imaginative teacher is a major requirement for the successful application of the approach in the didactic units. Therefore, a teacher's and learner's motivation and positive attitude are crucial for effective teaching and learning (Al-Humaidi, 2007). That is what I have tried to plan for mine. On the other hand, learner attitude is without a doubt the single most important factor in learner success. According to some authors, whether a learner's motivations are integrative or instrumental, the development of communicative competence involves the whole learner. The most successful teaching programs are those that take into account the affective as well as the cognitive aspects of language learning. They seek to involve learners psychologically as well as intellectually (Dörnyei, 2001; Savignon, 200:21).

Some teaching programs and didactic units began with an analysis of the communicative needs. It is not my case, due to the didactic units that I have planned are not the first ones in the scholar year, it is supposed that I have already assessed my students needs at the beginning of the scholar year. Below, I explain both didactic units in more detail; some tasks are complemented with the appendixes found at the end of the paper.

### 3.1 Fourth (4<sup>th</sup>) Grade Didactic Unit

#### JUSTIFICATION

The following didactic unit is planned for fourth of primary. The students' level is high compared with other students with the same age since they have one hour per day of English, apart from other subjects taught in the same language. Thus, English is considered as the second language in the school context (ESL), more than just a foreign language, and as it has been explained in the introduction its presence is important in all the school and at all levels.

This didactic unit is planned to last two weeks, so it is made up of ten lessons. It is supposed to be implemented in March, the same time of year when I did my teaching practice. The topic has been chosen because the book marks the contents, but I have decided to change the way to approach it. Otherwise, the methodology used to work this content is more traditional and grammar based. So, I would be respecting the contents but in another way, which I think it is more effective and better for the students. Through this way, I would be implementing and applying the theory explained in the theoretical framework and the subjects studied in Melacom Master, Intercultural Communication (SAY 014) and Discourse approaches to English language teaching (SAY 017).

In the programme planning of the scholar year, I would have planned that in every didactic unit they would 'visit', not literally, a different country. Therefore, they would be studying different cultures at the same time that they work with the contents of the book. There are 15 didactic units, thus, 15 countries are going to be known, and the aim is to be 'Citizenships of the world'. So, the Intercultural Competence is applied during the whole scholar year. In this case they are going to study Denmark. Consequently, students apart from the foreign language in the English subject, they learn facts about geography, culture and customs in different countries of the world.

The first lesson of every didactic unit it is a country study, where students learn facts about that country and then complete the study. All the information gathered would be kept in their Portfolio, so, at the end of the scholar year they will have a Portfolio full of studies from the different countries they have 'been' on. At the same time, they

will have also a Passport from the different countries that they will be fulfilling to be a citizenship of the world.

## OBJECTIVES

- To identify describing words
- To understand a short story
- To learn comparatives and superlatives, including irregular comparatives
- To learn that letters g and c can be pronounced 'softly'
- To show respect and share tasks with other participants
- To search for information
- To express and justify point of view about a certain topic
- To explain the similarities and differences about Denmark and Spain

## CONTENTS

Grammar	<p>- Comparatives and superlatives: long adjectives.</p> <p>My bed is more comfortable than this one</p> <p>- Irregular comparatives and superlatives</p> <p>Better than/ worse than</p> <p>The best/ the worst</p>
Vocabulary	<p>- Describing words: Break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern.</p> <p>- Adjectives in a fable 'The Ant and the Grasshopper':</p> <p>Enormous, prepare, worry, thick, dig, share, generous, lazy</p>
Phonics	<p>- Soft c and g sounds.</p>

	<p>C: city, ice, dance, rice, special</p> <p>G: cage, page, sausage, stage</p>
Procedures	<ul style="list-style-type: none"> <li>- Reading a fable: 'The Ant and the Grasshopper'</li> <li>- Listening and identifying chronology in a fable</li> <li>- Writing short texts, fables</li> <li>- Participating in group and pair activities</li> <li>- Doing multimedia activities</li> <li>- Listening and reading simple and contextualised messages</li> <li>- Using non-verbal language</li> <li>- Assimilation and use of key vocabulary in oral situations</li> </ul>
Values	<ul style="list-style-type: none"> <li>- Playing together in teams</li> <li>- Appreciating similarities and differences between people</li> <li>- Being aware of other people's needs</li> <li>- Being kind to fellow students</li> <li>- Developing a positive attitude towards the importance of oral communication in a language different from their mother tongue.</li> <li>- Knowing and understanding in a positive way the differences between our country and Denmark.</li> </ul>

### BASIC COMPETENCES

According to the Royal Decree 126/2014 of 28<sup>th</sup> February, as a competence it is understood the ability to apply the proper contents of each teaching and educative

level in an integrated way. The Royal Decree is based on the promotion of learning by competences, integrated in the curricular elements, to bring about a change in the teaching practice and in the teaching-learning process. The basic competences are defined as a combination of knowledge, skills and attitudes that a learner has. Basic competences are those that learners need for personal satisfaction and improvement, active citizenship, social inclusion and employment. There are seven but I am going to use four.

- Linguistic competence: To use comparative and superlative adjectives and to know how to express themselves for comparing things when communicating with others.
- Learning to learn: Through the tasks, students can learn the contents they propose or chose by themselves.
- Digital competence: To look up in internet information about Denmark. Then they can compare it with Spain.
- Cultural expressions and conscience: Investigating if in Denmark they also know the tale of 'The ant and the Grasshopper'. And investigate if they understand it the same way as we do.

## METHODOLOGY

To work this didactic unit I am going to use three different methodologies, since every child I work with is different. As it says the inclusion principle, all the children are different and we, as teachers, must attend all their necessities. What is more, this principle appears or, should appear, in the Educational project of the centre according to the Decree of the Valencian Community 108/2014 in Chapter V, article 16. It is said that schools are supposed to have supporting measures adaptable to teachers' methodologies in order to cover as much as possible those necessities. Therefore, the more variety of teaching methods I use during the lessons, the better.

The first, and more important, methodology I am going to use is the Communicative approach which has been further explained before. The role I will take is one of being a monitor and a mediator; I will design the situations, motivate the students to use the

language and guide their learning. Some ways to accomplish this approach is by role-plays, debates, brain-storming, dialogues, games, songs....

The next methodology is the Learner Centred Approach. It consists of putting students interests first, being them active participants in their learning process. It is focused on each student ability and learning style and pace. According to the constructivism theory, it is important that students obtain their aims by 'learning by doing' as the best way to approach them. As last, some examples for working with this methodology in the classroom are by projects, songs or using videos to support the learning.

The third methodology I want to take into consideration is the Computer Assisted Language Learning (CALL) as an essential methodology nowadays considering that technology is present in student's daily life. It is a field that they master from very early ages and it results easy at the same time that motivating. Besides, they are facing a double learning, apart from the contents they learn vocabulary related with computers and the use of different programs. For instance, we can use interactive grammar, prepare presentations, find answers to questions, summarize news, vocabulary and pronunciation activities, research of specific information...

### ATTENTION TO DIVERSITY

We can find students with special educational needs, other that are faster or slower than regular students, and then the regular ones, but, although we do not consider them as they have special needs we have also to attend their necessities. In our class each student is different from the others. As it is widely known, each individual adapts a particular learning style based on her/his individual likes, interests and abilities. In order to attend to diversity and special needs different extra activities will appear, as extension activities or reinforcement activities.

### CROSS CURRICULAR CONTENTS

- Moral and civic education: sharing tasks when using the target language.
- Information and communication technology (ITC): they learn to look for information in order to communicate with others through the use of computers.

- Reading Plan of the school: It is a project in which the students have to read one book per week, and through the English readings I am promoting reading in my classes.

### CLIL (Content and Language Integrated Learning)

In this approach we find situations where subjects or part of subjects are taught in English. As it could be that we use in class information related with nature science or activities related with maths for our purposes. There is lots of ways to use this approach but, what is more important, is that we can agree with other teachers to work together. And make the learning an integrated process in different subjects.

In this didactic unit they will work with maths, because they will have to compare prices and it is a mathematical ability. In addition, they will be working social science since they learn geography in every country they 'visit'.

### LESSONS

As it has been mentioned before, this didactic unit consists of 10 lessons. Each lesson lasts 50 minutes and there are 21 students, 11 girls and 10 boys.

**Lesson 1:** the first lesson consists basically in an introduction to the topic. The first part of the lesson will be centred on revise what they studied in the last unit. This may last 5 minutes and any material is needed.

In the second part, the teacher explains what they are going to work during that unit. Then, she introduces the topic of Denmark and assesses the previous knowledge of the class. This part could last 10 minutes and they do not need any material.

In the third part, the teacher divides the class in pairs and she shares out one computer per pair and the dossier of 'My country study' (Appendix 1) for each student. As the students have done this task before, they know that they have to work in pairs and search on internet the information it is asked about in the dossier and start working on it. During this task the students have to investigate and find the information in the pages the teacher says. As they need to read, compare information and choose the best one, they are in a continuous interaction where they communicate with each other all the time.



To find the information the WebPages offered are:

- [www.denmark.dk](http://www.denmark.dk)
- [www.kids.denmark.dk](http://www.kids.denmark.dk)
- [www.visitdenmark.com](http://www.visitdenmark.com)
- [www.nationsencyclopedia.com/Denmark](http://www.nationsencyclopedia.com/Denmark)
- [www.listsofcountriesoftheworld.com](http://www.listsofcountriesoftheworld.com)

This task will last the 35 minutes left and part of the next lesson. The teacher's roll is to help and guide, they need to be able to find the information by themselves. The material need is computers and the dossier.

**Lesson 2:** In this lesson the students work in pairs again to finish the dossier that they were working on the previous day. Once they finish, all the class together comment the information found and each pair explains one part of the dossier. In this way, the students participate actively in the class and they are motivated because they know that their work is going to be exposed.

**Lesson 3:** during this lesson they are going to learn how to use comparative adjectives which includes short, long and irregular adjectives. The describing words they are going to learn are: break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, and modern.

In the first part, the teacher is going to explain briefly in the blackboard the structure. That way of introducing this input, it is related with Focus on FormS, where the grammar is taught explicitly, as it has been studied in the Melacom course of Discourse approaches to English language teaching (SAY 017). Even though, lately this input will be exposed in a real world task. The explanation may last 15 minutes.

In the second part, the teacher shares out magazines from a furniture shop for each student. Then, she explains the task they have to fulfil (Appendix 2):

"Imagine that you need to change your bedroom furniture and you have to explain to your parents the reasons why and which objects do you want to change (bed,

wardrobe, chest of drawers, chair, table...). Using the describing words we have seen before, prepare a short explanation for your parents. You can use the magazine to look for ideas and objects that you would like to have. Do not forget comparing the new bedroom you want with the old one, or comparing objects from the magazine. You have now 15 minutes to prepare it and write down the main ideas or points you want to say. It is important to use the comparative adjectives.”

After that, they will perform a role-play in pairs. One of the students will be the father or mother and has to interact with the student when he explains his reasons and ideas about his/her new bedroom.

**Lesson 4:** once they know how to compare objects using adjectives, they are going to learn the superlative adjectives. In the first part, the teacher explains the superlative adjective in the same way as in the previous lesson during 10 minutes. Then, she explains the task (Appendix 3):

“Look at the magazine and create superlative sentences using the following adjectives for different furniture:

Good – Bad – Expensive – Cheap – Nice – Ugly – Beautiful – Horrible - Big – Small - Comfortable – Uncomfortable.

Then, in groups compare your opinions. Ask to your group mates what they think about the objects they have seen, discuss your opinions.”

Through this task they share their own likes, and they compare their opinions. Everyone is free of choosing what they like and once they are in groups they have to make a short of debate among their opinions. The groups are formed by 4 or 5 people. For the first part of the task they have 15 minutes and for the debate 20 minutes. At the same time, the teacher goes around the groups giving feedback to the different interactions and guiding the ideas.

Extra activity: if they finish the debate they can check with the computers the webpage of the shop and make a further discussion on what they observe. The link offered to the students is: <http://www.ikea.com/>. From that link, they can also enter to the Danish shop and compare prices between Spain and Denmark, always choosing

the language as English. To do this, they need to know that 1 € is equal to 7 Danish kroner. Therefore, they need to apply their math ability to compare prices and to decide where is more convenient to buy.

**Lesson 5:** in this lesson they are going to work with phonics. The soft *c* and *g* sounds. For instance:

C: city, ice, dance, rice, special

G: cage, page, sausage, stage

The materials they need are a computer and headphones each of them and they need to enter to:

<http://kids.denmark.dk/index.html?null,english>

Once in the page they need to browse the map of Copenhagen and choose one of the kids that appear there. Each of them represents one fact about Denmark, so they can choose between:

- Geography
- Vikings and History
- Danish Food
- Money and work
- Who's in charge here?
- Famous Danes
- The natives
- A kid's life

Once they select one of them, they choose a subsection and the video starts and from it they need to write down words containing the soft sound of /c/ and /g/. If they are not able to get any word, they can press the option 'text' and the scripts will appear on the screen. This part of the task will last 10 minutes, so they have time to

listen it several times. The second part consist in summarize the information heard using the words they have written down, to do that they have 15 minutes more.

Once they finish they will make groups of three people who have chosen different topics and they will explain each other the information summarized previously. They must use the words containing the phonics sounds we are studying. They will have 20 minutes to talk and interact between them. The other two members of the group will act as judges and they need to write down how many words he/she has used. They can use this data table:

Words with /c/	Worth with /g/

Thus, they will be practicing phonetics at the same they express themselves. The data table will motivate them to use as many words as possible.

**Lesson 6:** in this lesson they are going to work with the fable “The Ant and the Grasshopper” (Appendix 4). First they will listen to the fable, this will last 5 minutes:

[http://www.bbc.co.uk/schoolradio/subjects/english/aesops\\_fables/9-16/ant\\_and\\_grasshopper](http://www.bbc.co.uk/schoolradio/subjects/english/aesops_fables/9-16/ant_and_grasshopper)

Then, they will read it and they will answer some questions and discuss the fable with the class for 40 minutes. To read the fable, they can make a role-play, one of the students can be the ant, the other the grasshopper and a third one the narrator. The fable can be divided in different parts so all the students can have the opportunity to read. The teacher should make sure that most of them participate in the debate.

-What is the moral of the story?

-What is the author’s purpose in writing the story?

-Why was the ant not willing to help the grasshopper?

-Are you more like the ant or the grasshopper in the story? Why?

In this task it is important to express opinions, respect the others thoughts and try to be empathetic with the others.

**Lesson 7:** this lesson is going to be interactive. Since I belong to an “international network for teachers” I have met and worked with other teachers with whom I do different international projects. One of these projects is to make videoconferences, this it is possible because the students have a Skype account for the school and from fourth of primary they are able to hold a conversation. So, they can have a real-time conversation with foreign students. On this occasion the videoconference is going to be with a school in Odense, a city in Denmark.

According with the other teacher, they have been working on the same fable so during one session the students will contact with a fellow student and they will try to discuss the fable and comparing its influence in Denmark and in Spain. The idea is to find out if it means the same for both cultures. They will have 25 minutes to discuss about it, then, the next topic to discuss is if they know more fables and explain which ones, for this they have 25 minutes more. We have to take into account that greetings and farewells are included in the time planned. Moreover, they will put in practice their pragmatic competence, which it is an important one although it has not been fully explained in the theoretical framework. This competence has been studied in the Melacom course of Pragmatic Competence (SAY 029).

As in the previous lesson they did the same in class, they have the vocabulary and ideas to talk about. So, their fluency and accuracy should be good enough to have a successful chat. Besides, the other teacher and I would be helping around if the students need us. As a result of this task, the students are working their Intercultural Competence, as it has been studies in the Melacom course of Intercultural Communication (SAY 014).

**Lesson 8:** as we are working with fables and Denmark, it is essential to work with Hans Christian Andersen. During this session they will need the computers to learn about his life through the link:

<http://kids.denmark.dk/index.html?null,english>

They will have 10 minutes to read and listen to the information. Right after, they have to choose one of his famous tales, for instance 'The Ugly Duckling', 'The Emperor's New Clothes', 'The Princess and the Pea' or 'The Little Mermaid'. Once they choose, they have to read it and choose either to summarize the story or to change the end of the tale. For doing this part of the task they have 30 minutes.

In this task they are working their writing skills, apart from the ability to summarize the main ideas of a text and the ability to create new ideas. The materials they need are computers and their notebooks.

The last part of the task is to meet in groups depending the tales they have choose, and during 10 minutes they have to compare or explain their synopsis or alternative end.

**Lesson 9:** with all the information gathered during the previous lessons they are going to create a Passport. As they did with the dossier 'My country study', at the end of every unit they make their own passport and they write the information which they remember (Appendix 5). The aim of this task is to motivate them at the same time that they test their understanding of the topic worked.

**Lesson 10:** the last lesson will consist in making a short test where the teacher can evaluate their learning (Appendix 6). Through the test the teacher can assess if they have understood the contents they have been working on and if they have improved their different skills.

## EVALUATION

The aims that we want our students to achieve are the following:

- The student elaborates the dossier 'My country study'.
- The student shows respect and works together with other students (team-work).
- The student asks/answers information about facts from other country.
- The student gives/understands information about short readings (fables or tales).
- The student compares two or more objects using different adjectives.

- The student compares objects with the superlative adjectives.
- The student gives and understands non-verbal answers to oral messages (follow commands).

To evaluate all that aims, not only the test will be taken into account, the work in class will also have an influence. The percentage would be like this:

10 % My country study and passport
20 % Attitude
20 % Test
50 % Work in class and notebook

### 3.2 Third (3<sup>rd</sup>) Grade Teaching Unit

#### JUSTIFICATION

The following didactic unit is planned for third of primary. It has several parts that coincide with the previous didactic unit for fourth of primary, for instance the methodology or the attention to diversity. Therefore, the only parts that will be further explained would be that ones that have differences. This is due to third and fourth grade are in the same stage (second cycle of primary education) and the educative aims start at third and finish in fourth, it is a continuum, so they have in common several features.

This didactic unit is planned to last two weeks, so it is made up of ten lessons. It is supposed to be implemented in March, the same time of year when I did my teaching practice. As in the previous one, I have respected the contents that the book marked but I have changed the way to approach them, making the lesson plans more communicative and intercultural as I have learnt from the courses in the Melacom master.

In this unit the students are going to learn about India. The countries studied in fourth and third grade are different. Thus, during both grades the Intercultural Competence is applied. As in the previous didactic unit, during the first and the second lesson they do a country study, where students learn facts about that country and then complete the study.

### OBJECTIVES

- To use correctly adverbs of frequency and prepositions of time
- To be able to plan the fulfilment of a task, with an organized plan following the teacher's instructions
- To understand differences between cultures, India and Spain
- To be able to interact in needed conversations about daily topics
- To associate the sound /au/ with the letters ow and ou in words
- To search for information

### CONTENTS

Grammar	<ul style="list-style-type: none"> <li>- Present simple and adverbs of frequency: always, sometimes, never.</li> </ul> <p>I sometimes go to the library.</p> <ul style="list-style-type: none"> <li>- Prepositions of time: on, at, in</li> </ul> <p>My birthday is in May.</p>
Vocabulary	<ul style="list-style-type: none"> <li>- Places in town: café, library, museum, playground, shopping mall, sports centre, swimming pool, cinema.</li> <li>- Performances: play, theatre, concert, actor, film, singer.</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>- Sound /au/.</li> </ul> <p>Cow, clown, flower, house, trousers, mouse</p>



Procedures	<ul style="list-style-type: none"> <li>- Ask and answer about activities you do and how often you do them</li> <li>- Participating in group and pair activities</li> <li>- Doing multimedia activities</li> <li>- Writing invitations to events</li> <li>- Reading a film review</li> <li>- Listen and read for specific information</li> </ul>
Values	<ul style="list-style-type: none"> <li>- Working together in teams</li> <li>- Appreciating similarities and differences between people</li> <li>- Being polite to the people around you</li> <li>- Offering help to fellow students</li> <li>- Knowing and understanding in a positive way the differences between our country and India.</li> </ul>

### BASIC COMPETENCES

The three basic competences used in this case are:

- Linguistic competence: it refers to the unconscious ability to use the grammatical code as well as the ability to communicate properly according to the social context and situation. To use adverbs of frequency and prepositions of time when communicating with others and explaining their own routines.
- Initiative sense and enterprising spirit: It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.
- Cultural expressions and conscience: Appreciation of the importance of the creative expression in a range of media, including music, performing, literature, and the visual

arts. An activity could be to watch a movie and considering the differences in the life-style.

### METHODOLOGY

The methodology used for teaching coincides with the ones used in fourth of primary, since I consider them as the most suitable for the students needs. The first and more important is the Communicative approach, the second one is the Learner Centred Approach and the third methodology is the Computer Assisted Language Learning (CALL).

### ATTENTION TO DIVERSITY

To deal with the diversity in the class I will propose extra activities and reinforcement activities. In third of primary there is a student with special education needs, he has a disorder known as attention deficit hyperactivity disorder (ADHD). He has different needs so the tasks will be adapted in some ways, he will do the same but in a more adapted or easier way.

### CROSS CURRICULAR CONTENTS

The cross curricular contents worked in this didactic unit coincide with the ones explained before, they are moral and civic education, information and communication technology (ITC) and the Reading Plan of the school.

### CLIL (Content and Language Integrated Learning)

In this didactic unit they work with social science since they learn geography in every country they 'visit' and they work also with arts and crafts due to they have to create their own project.

### LESSONS

As it has been mentioned before, this didactic unit consists of 10 lessons. Each lesson lasts 50 minutes and there are 18 students, 10 girls and 8 boys.

**Lesson 1:** the first lesson consists basically in an introduction to the topic. The first part of the lesson will be centred on revise what they studied in the last unit. This may last 5 minutes and any material is needed.

In the second part, the teacher explains what they are going to work during that unit. Then, she introduces the topic of India and assesses the previous knowledge of the class. This part could last 10 minutes and they do not need any material.

In the third part, the teacher divides the class in groups and she shares out two computers per group. The teacher writes in the blackboard the information to look for and then she divides it among the members of the group, so each of them has a different role. They will do the task by a Jigsaw. Each member search different information and at the end he/ she explains it to the rest of the group, all the members are responsible for the others' learning. Having a degree of responsibility motivates them; therefore, they are more engaged with the task. As they need to read, compare information and choose the best one, they are in a continuous interaction where they communicate with each other all the time. For the student with ADHD working with a Jigsaw task makes him more leading and at the same time, he counts with his group mates help.

To find the information the WebPages offered are:

- [www.mapsofindia.com](http://www.mapsofindia.com)
- [www.primaryhomeworkhelp.co.uk/india](http://www.primaryhomeworkhelp.co.uk/india)
- [www.sciencekids.co.nz](http://www.sciencekids.co.nz)
- [www.ducksters.com](http://www.ducksters.com)
- [www.nationsencyclopedia.com/India](http://www.nationsencyclopedia.com/India)
- [www.culturalindia.net](http://www.culturalindia.net)

The teacher's roll is to help and guide, they need to be able to find the information by themselves. The material need is computers. They have the whole lesson to look for all the information they need.

**Lesson 2:** In this lesson the students gather together in groups again and they have to complete the dossier. In jigsaw activities each of them has apart of the information

needed, thus, it is essential that they help each other; otherwise they cannot complete successfully the dossier. Once they finish, all the class together comment the information found and each group explains one part of the dossier. In this way, the students participate actively in the class and they are motivated because they know that their work is going to be exposed.

**Lesson 3:** During this lesson the students are going to learn how to use adverbs of frequency. They will only see 5 of them: always, never, sometimes, often and usually. In the first part, the teacher will introduce the vocabulary of the unit: café, library, museum, playground, shopping mall, sports centre, swimming pool, and cinema. To do this, they will have a map of Castellon where they have to point and situate each place. For doing this part they will have 10 minutes, the teacher will help them with the spatial situation, since some of them have a limited spatial intelligence.

Then, in the second part of the lesson, the teacher explains and presents them the adverbs of frequency. They need to know how to use them and with which intention, this will last 10 minutes.

In the third part of the lesson, in groups of 4 or 5 five people they have to explain each other how often they visit these places. They need to ask and answer the questions properly with correct structures, so they will have 10 minutes to practice this part of the task. Right after, they will do interviews to their classmates. This part of the task consists in going around the class discovering the routines of the others (Appendix 7). They need to ask at least to students more and write sentences about how often they visit the different places in town, for the student with ADHD investigating about one student only it is enough for him. It is important to use properly structures at the same time that they ask fluently to the rest of the students; they need to use their communicative competence. They have 15 minutes to do it and, at the end of the class, the teacher will do a review to make sure they have understood the content.

**Lesson 4:** this lesson will starts by a revision of the previous knowledge they were studying. After that, the teacher will explain the prepositions of time as a new content. Sometimes it is good to use Focus on FormS activities to explain this kind of grammar content, as it has been studied in the subject of Discourse approaches to

English language teaching (SAY 017) from the Melacom courses and in the theoretical framework. This first part will last for 10 minutes and they will learn where to put the prepositions of time (Appendix 8). In the second part, they will create a weekly planning where they will write what they do and at which time from Monday to Sunday. They will use cardboard and they can choose the colours that they like and the size that they prefer.

To do this craft, they can use all their imagination and creativity, they can choose any material to work with, but the only thing that they need is to work with adverbs of frequency and prepositions of time. They will have 40 minutes to do it, and the teacher will help and will make sure that they all achieve the task.

**Lesson 5:** During the lesson 5 they will take the computers in groups of 3 people. They will search for this webpage:

<http://www.timeforkids.com/destination/india/day-in-life>

There, an Indian girl explains her daily routine. In groups of three they have to create a weekly planning as the previous day but about Yoshita. This time, they can choose between using cardboards, different materials or the computer and make a power point presentation. According to their preferences they will have to create her weekly plan and then, to compare the daily routines among us, timetable for the school, for the meals...etc. They will have the whole session to work on it but the teacher needs to revise all the time the work they do in order to obtain successful results. Since they work in groups, the student with ADHD gets reinforcement from them.

**Lesson 6:** in this lesson they will work with the phonetic sound of /au/ and they will learn to associate it with the letters ow and ou in words. In order to achieve this, they will listen to a short story about an Indian tale. At the same time they listen to it, they need to find words that sound like /au/. They will write down at least five words, and after 15 minutes of listening and reading the tale, they will have to create a short text applying those words. They will have 25 minutes and during the last ten minutes, some volunteers will read it to the rest of the class, so it will do it only who wishes to do it. The students do not have to feel pressured.

**Lesson 7:** in this lesson they are going to learn vocabulary related with the performance, such as play, theatre, concert, actor, film and singer. The teacher will create three groups of 6 people; each group will work with films, concerts and plays respectively. With the help of computers they will look for information about films, concerts and plays in India, and then, how to make a review about them. During 35 minutes they will be investigating and during the last 15 minutes the teacher will change the groups by 6 new ones, with 3 people in total, one from each original group. During this last 15 minutes they have to exchange information, and then the three of them have information about films, theatre and concerts in India. This information will be relevant for the next session. The student with ADHD will chose what he wants to investigates about, so his motivation will be high and will keep him working.

**Lesson 8:** during this lesson they are going to write a film review, or a play review or a concert review, about the last they have been on. They can choose among that three. They will get the whole session to do the review, and they can have computers to look for extra information and the teacher will also help. In order to have good results, the students will have a format and tips to follow to write the review. It is a short and simple review, with frequent vocabulary and grammar.

**Lesson 9:** this lesson coincides with lesson 9 of the previous didactic unit because they follow the same working method. With all the information gathered during the previous lessons they are going to create a Passport to check the information which they remember (Appendix 5). The aim of this task is to motivate them at the same time that they test their understanding of the topic worked.

**Lesson 10:** the last lesson will consist in making a short test where the teacher can evaluate their learning (Appendix9). Through the test the teacher can assess if they have understood the contents they have been working on and if they have improved their different skills. The student with ADHD has his test adapted, with the size of the letters and the complexity of the exercises. Otherwise, it would be too difficult for him to understand it and carry it out.

## EVALUATION

The aims that we want our students to achieve are the following:

- The student elaborates the dossier 'My country study'.
- The student asks/answers information about daily routines.
- The student is able to elaborate a weekly plan using adverbs of frequency and prepositions of time.
- The student can understand short reviews and create simple ones.
- The student gives and understands non-verbal answers to oral messages (follow commands).

To evaluate all that aims, not only the test will be taken into account, the work in class will also have an influence as it is in Fourth grade. The percentage would be the same:

10 % My country study and passport
20 % Attitude
20 % Test
50 % Work in class and notebook

## **4. ASSESSMENT**

In this section the different assessment are going to be explained. It is important to consider the students assessment as well as the teaching proposal assessment. In order to improve the proposed teaching plan all the elements need to be taken into account.

#### 4.1 Students assessment

First of all, it is important to make clear that the didactic units I have proposed for fourth of primary as well as for third grade could not have been implemented in real class because of time constraints. However, in this section, we advance the results I expect to achieve when I propose these units.

The unit I have proposed in fourth grade introduce comparative and superlative adjectives as well as the study of Denmark and in third grade, introduce the use of adverbs of frequency and prepositions of time as well as the study of India. With the tasks I have suggested the students would obtain an improvement in their recognition and production of the language because the tasks are aimed at a communicative objective. Interaction is essential in order to accomplish the tasks. Additionally, with this planning they are also growing up to be later on a correct citizenship of the world, with good values for their lives, such as understanding of differences, as they had studied. Intercultural competence has been fundamental for doing this teaching proposal.

Furthermore, the assessment planned take into consideration not only their ability to communicate, but only to behave and work in class. It is important to interrelate all the students' facets and skills before making an assessment. Thus, any student is excluded because of their different skills and abilities, since all the skills are taking into account through different means of evaluation.

#### 4.2 Teaching proposal assessment

In this part, the teaching proposal for both grades will be analysed. On the one hand, the improvement of the student as a whole has prevailed in both didactic units. Throughout both teaching proposals, it has been intended to work all the different skills in a comprehensive way. The four main skills of the learner are equally important and among the ten lessons the intention was to improve all of them. Only in this way, the learner will become fully educated and equipped to affront the real world some day.

On the other hand, there is still much room for improvement. Many features could be improved and polished in every single lesson. Nevertheless, any lesson is closed, as



it has been explained before, they are flexible and adaptable to the context and they can be modified for future needs. Probably, one aspect that could be further improved is having extra activities, more options in case the ones I have planned do not work well or in case they do not adapt to the students as they should.

#### 4.3 General assessment,

Finally as a general assessment, it is important to take into account the courses studied in the Melacom master due to all the ideas and theories I have proposed in this paper have been studied on those courses. Since I come from a different background from the study of the language acquisition, I did not have any bases before studying the different courses in the master. Thus, I could state that studying this master has changed my educational view, regarding mainly the English subject.

To write this paper I have consider three main courses: Intercultural Communication, Curriculum design and Discourse approaches to English language teaching. However, other courses as pragmatic competence, multilingual education and affective factors have influenced on it.

Even more important than the courses studied, in my opinion, is the teaching practice. I think is one of the most important and essential aspect in the Master. Only when you are in front of a class, you can understand and apply all that theory that appears on the papers. If the theories are not carried out in the reality, they do not have any sense. To sum up, from my point of view, the teaching practice in the master is essential to our teaching training and it is the part that has fulfilled more my experience as a teacher.

## **5. CONCLUSION**

We will conclude this written assignment with a summary of all issues we have explained previously about my teaching proposal and the theories that support it. In the first part of the paper, it has been explained the educational context where my teaching practice took place and the objectives of it.

In the second part the theoretical framework was explained. Three theories have

been analysed, the Communicative Competence, the Task-Based Approach and the Intercultural Competence. It has been observed that since its beginning in the 1970s, communicative approach has passed through a number of different phases and lots of changes have been done. This approach has evolved depending on the authors that describe it and the context where it is implemented. Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning.

In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching. That is the case of the Task-based approach. From its beginning, as CLT, it has evolved and both theories have influenced each other resulting new approaches as the Communicative Task-based Language Teaching. CTBLT is a mixture of different features coming from previous theories, but more approaches have appeared as it has been explained previously.

Furthermore, Intercultural Competence has a special role in this paper, since it is later on the nexus to implement the teaching proposal. Nowadays, English is essential in the educational field in every single school, it has the role of lingua franca. It cannot be denied, so English teachers have the duty of rethink their role in the class. They need to give way to new approaches that are working in different parts of the world, and to leave the old methodologies aside.

In the third part of the paper, my teaching proposal has been related. The nexus of both didactic units is to study different countries through the whole scholar year. On one hand, for fourth of primary the main contents worked have been comparative and superlative adjectives, Denmark and the fables and tales. On the other hand, for third of primary the main contents studied have been adverbs of frequency and prepositions of time, India and cultural reviews. The aim is to create future citizenships of the world, since they will have to affront intercultural encounters in their future life, and need to be well-prepared. Therefore, studying other cultures, we can understand better our society nowadays, and make a change, because our world needs a change, an urgent one. We have to understand our society, as a city, as a country, as a continent

and as a world; to make sure that, fortunately, we could improve it someday.

In the fourth part of the paper I have evaluate and anticipate the expected results of my didactic units. I have made an assessment of the students, of my teaching proposal and of the teaching practice in general. In order to make a good assessment every single feature needs to be taking into account.

Finally, the main limitation that this paper has is that the didactic units have not been accomplished. So, the results cannot be stated totally. In order to improve that to carry out both didactic units would give more information about the results and the implications of the proposal.

Last but not least, as improvement for this paper it could be said that a more thorough and long-term program would be needed to produce even more beneficial effects. In addition, some research could be done on motivation within the class. It would be interesting to observe if the tasks proposed are motivating enough for the students or not. More research is required to determine the efficacy of the teaching proposal.

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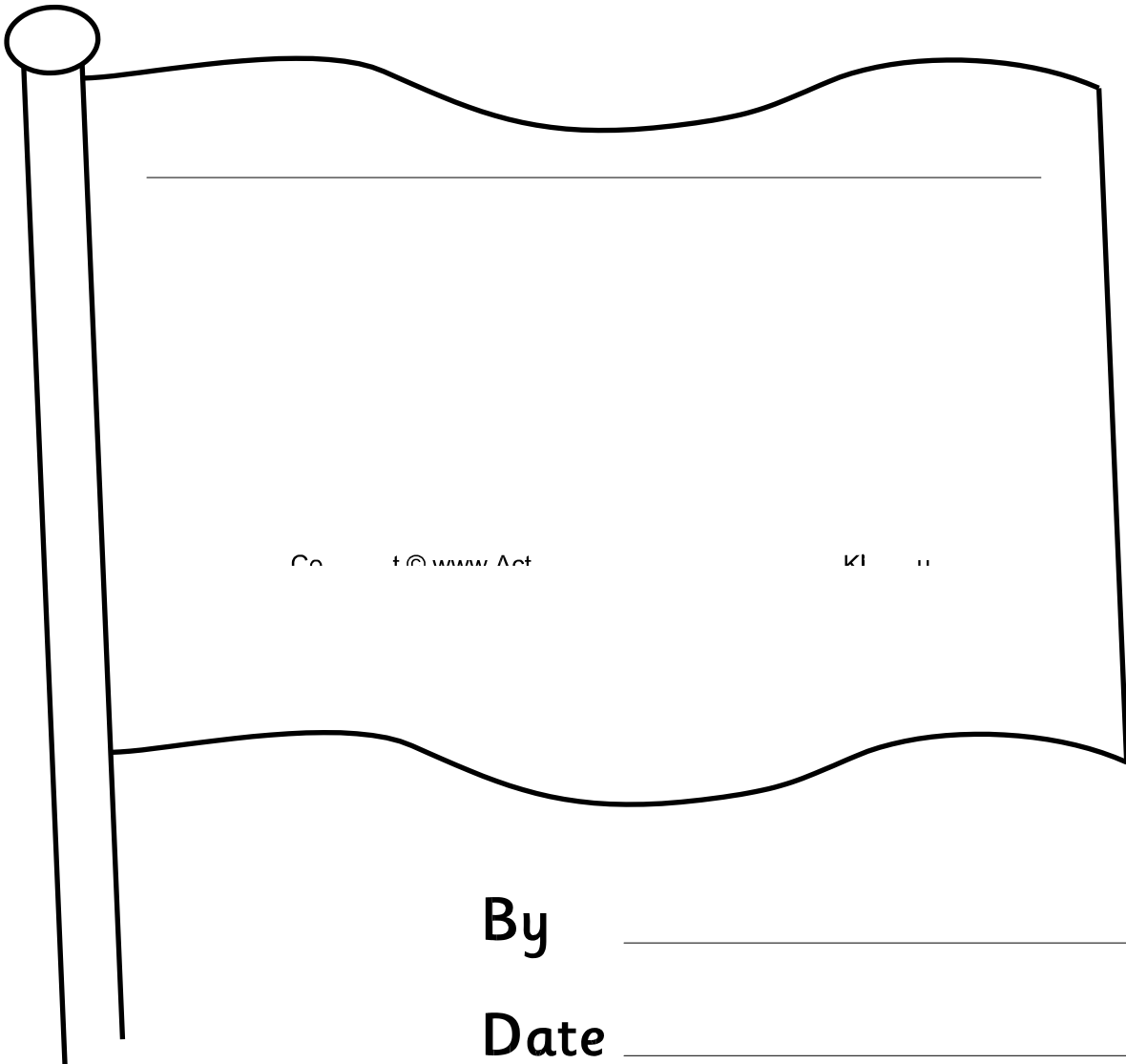


**my**

**STUDY**

**COUNTRY**

I am learning about



By \_\_\_\_\_

Date \_\_\_\_\_

Find and shade in your country on this map of the world



### Which Continent?

Europe

North America

South America

Asia

Africa

Oceania

Draw or glue in a map of your country

↑ The country's highest point is

-----  
-----  
-----

The longest river is

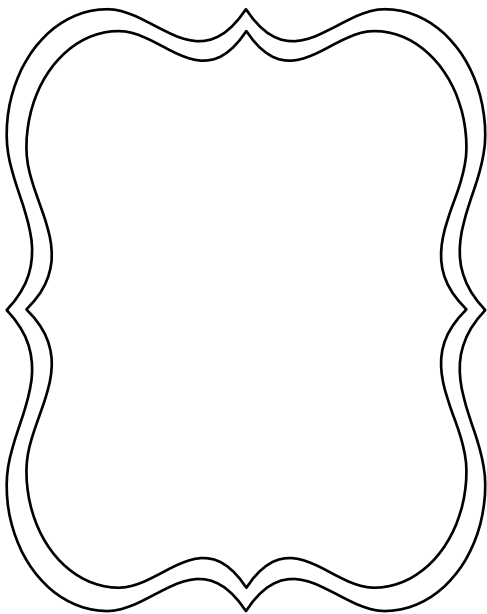


# COUNTRY FACT FILE

Area:	P opulati n:
C oastline:	L ngu ge:
Climate:	Capital:
	G vernment:
	Current Leader:
Terrain:	Currency:
	Imp rtant Pr ducts:

## A Famous Citizen

Draw a picture and then write about your famous citizen below



.....

.....

.....

.....

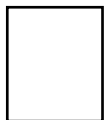
.....

*Greetings from*

Draw a famous landmark from the country

## POST CARD

Write a postcard describing your landmark




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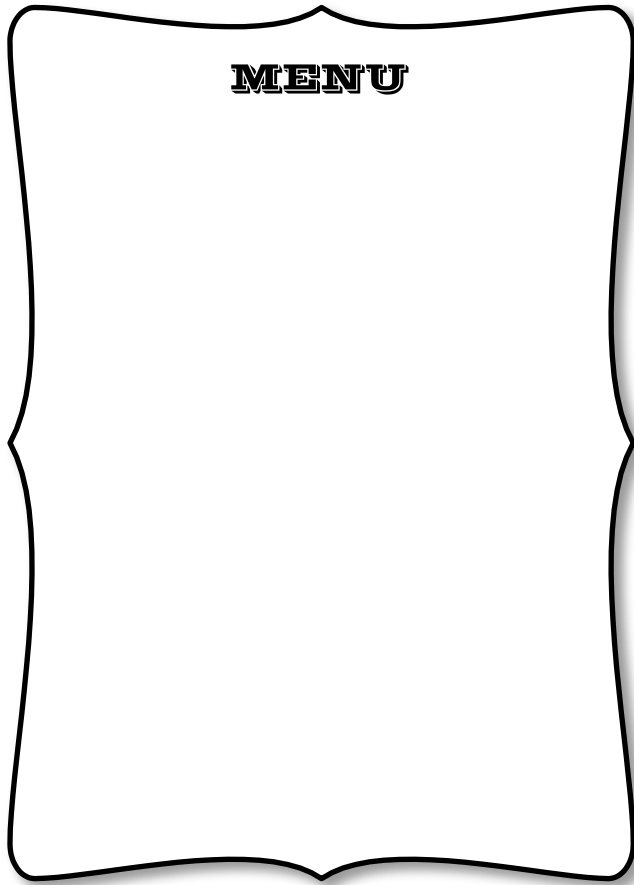


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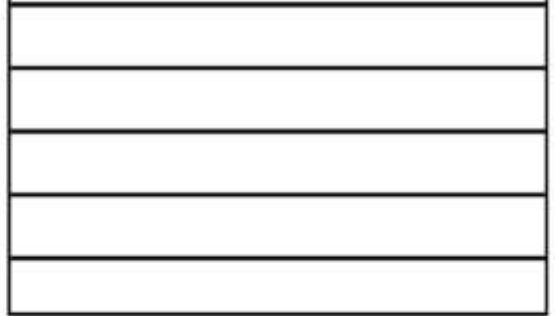
Is your country famous for any special food or recipes?

Write them on the menu below.

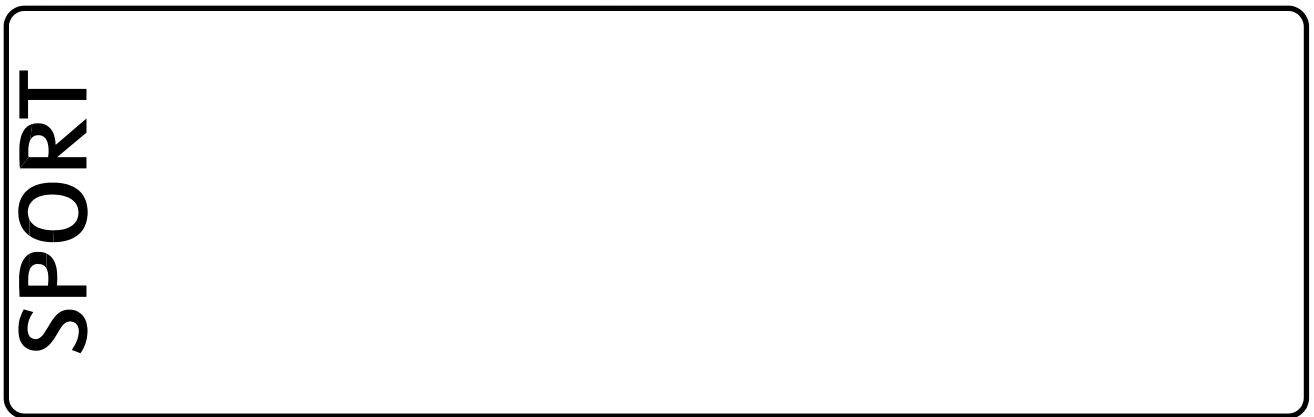
**MENU**



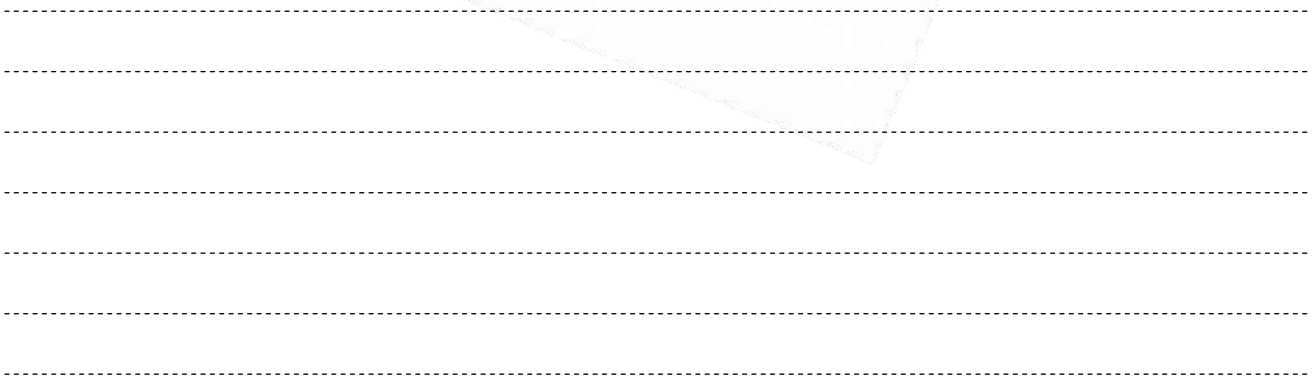
Which creatures are native to the country?



**SPORT**



 MORE INTERESTING FACTS

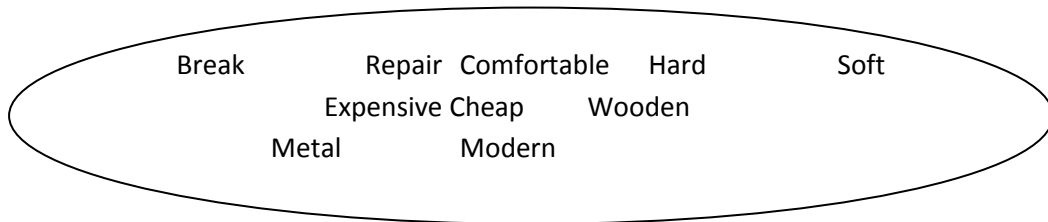


## Appendix 2

b

Imagine that you need to change your bedroom furniture and you have to explain to your parents the reasons why and which objects do you want to change (bed, wardrobe, chest of drawers, chair, table...).

Using the following describing words prepare a short explanation for your parents.



You can use the magazine to look for ideas and objects that you would like to have. Do not forget comparing the new bedroom you want with the old one or comparing objects from the magazine. You have now 15 minutes to prepare it and write down the main ideas or points you want to say.

It is important to use the comparative adjectives:

	Adjective	Comparative
short	small	Smaller than
	nice	Nicer than
	hot	Hotter than
	easy	Easier than
long	difficult	more difficult than
irregular	good	Better than
	bad	Worse than
	far	Further than

### Appendix 3

1. Look at the magazine and create sentences using the following adjectives for different furniture:

Good	Bad	Expensive	Cheap
Nice	Ugly	Beautiful	Horrible
Big	Small	Comfortable	Uncomfortable

2. Choose, cut and paste examples on your notebook of the furniture and write sentences. Example:



This bed is the most uncomfortable.

---

3. Then, in groups compare your opinions. Ask to your group mates what they think about the objects they have seen. For example:

- Which is the nicest bed for you? In my opinion, the nicest bed is...
- Which is the most horrible chair? .....

Extra activity: Enter to <http://www.ikea.com/> and make a further discussion about the furniture you observe. Choose English as the language to browse the webpage. Take into account that 1 € is equal to 7 Danish kroner. Compare Denmark and Spain, and decide where is more convenient to buy furniture.

## Appendix 4



One hot summer's day a Grasshopper sat on a blade of grass enjoying the sunshine.

'What a fine day,' he said. 'The sun's shining and I've got as much grass as I can eat.'

The Grasshopper spent the whole morning stuffing his face until he couldn't eat another thing.

'Right,' he said. 'Now I'll make some music.'

He rubbed his back legs against his wings and made a loud buzzing sound.

'Lovely,' said the Grasshopper. 'Nothing better than the sound of a happy Grasshopper.'



'Give it a rest,' said a passing Ant.

'What?' said the Grasshopper.

'I'm trying to work here,' said the Ant.

'You're giving me a headache.'

'You don't like my music?' said the Grasshopper

'Not my kind of thing,' said the Ant.

'Anyway I don't have time to stand

around talking about music. I have got stuff to do.'

'Stuff?' said the Grasshopper. 'What stuff have you got to do on a lovely sunny morning like this?'

'I'm going to get this food shifted,' said the Ant.

The Grasshopper noticed that the Ant was dragging along a huge ear of corn.

'That looks like hard work, mate,' said the Grasshopper.

'Tell me about it,' said the Ant.

'What you doing with it?' said the Grasshopper.

'Taking it to our nest,' said the Ant.

'What're you doing that for?'

'Food for the winter,' said the Ant. 'I'm going to get ready for the winter.'

'Why?' said the Grasshopper. 'Winter won't come for ages. Won't be winter till...the winter. It's summer now. Why worry about the winter?'

'We always worry about the winter,' said the Ant. 'We spend all summer gathering up food for the winter. It's what we Ants do.'

'It's not what Grasshoppers do,' said the Grasshopper. 'We Grasshoppers know how to enjoy the summer. Eat...sleep...make some cool music...It's a fine life. We Grasshoppers know how to live, see.'

'Right,' said the Ant. 'I'll leave you to it.'

'Don't go Ant, mate,' said the Grasshopper. 'Stick around. Pass the day with me.'

'Sorry,' said the Ant. 'Like I said I got stuff to do.'

The Ant dragged his ear of corn and struggled off across the field.



‘Please yourself,’ called the Grasshopper. ‘I’m not bothered. I got stuff to do too. I have got all this grass to eat. I have got the sun to enjoy. I’m not going to waste a lovely day like this talking to Ants.’

‘Have you ever seen a sillier creature than an Ant?’ shouted the grasshopper.

It was winter. The Grasshopper was cold. Too cold to hop. Too cold to make his music. And he was hungry. He’d spent all day looking for something to eat. Suddenly he saw the Ant.



‘Hello Ant,’ he shivered. ‘Remember me?’

‘Yep,’ said the Ant.

‘Cold,’ isn’t it,’ said the Grasshopper.

‘Nice and warm in our nest,’ said the Ant.

‘Not so much to eat now is there,’ said the Grasshopper.

‘We’ve got plenty,’ said the Ant. ‘Our store rooms are full of seeds and corn. We have got loads of food. Enough to see us safely through to Spring.’

‘Loads of food eh?’ said the Grasshopper. ‘Look...mate...I don’t suppose I could..? I don’t suppose you’d be able to give me..?’

‘You said you’d never seen a more silly creature than an Ant,’ said the Ant.

‘I didn’t mean that,’ said the Grasshopper. ‘That was just a joke. Oh come on. Just a couple of ears of corn. You can spare it. I’ve got nothing.’

‘Sorry...mate,’ said the Ant. ‘If you save up on the days when you have plenty then there’ll never be a day when you have nothing.’

The Ant hurried down into his warm nest knowing that he'd never ever see that Grasshopper again.

**Discuss with your class:**

**What is the moral of the story?**

**What is the author's purpose in writing the story?**

**Why was the ant not willing to help the grasshopper?**

**Are you more like the ant or the grasshopper in the story? Why?**

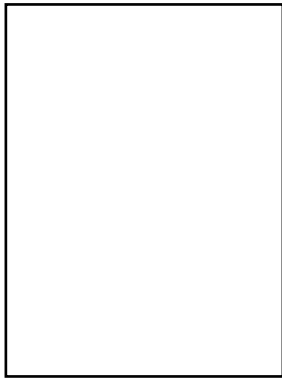


Appendix 5



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## WORLD TRAVELLER



Surname

First Name

Nationality

Date of Birth

Gender

Place of Birth

Appendix 7

How often do you go to the....?

Café

library

museum

playground

shopping mall

sports Centre

swimming pool

Cinema

# My birthday is on 23rd March.

Write the correct preposition.

- |                                      |                            |
|--------------------------------------|----------------------------|
| _____ Monday                         | _____ Easter               |
| _____ July                           | _____ 15 <sup>th</sup> May |
| _____ the evening                    | _____ my birthday          |
| _____ lunchtime                      | _____ the future           |
| _____ 2007                           | _____ the same time        |
| _____ 18 <sup>th</sup> century       | _____ present              |
| _____ the weekend                    | _____ winter               |
| _____ two months                     | _____ Sundays              |
| _____ Friday afternoon               |                            |
| _____ Christmas Day                  |                            |
| _____ the age of five                |                            |
| _____ 1 <sup>st</sup> September 1994 |                            |

Use **AT** to show an exact time:

- two o'clock
- midnight / noon
- the moment, etc.



Use **ON** with

- days of the week
- dates
- special holidays



Complete the sentences with the correct preposition.

1. I always get up \_\_\_\_\_ 7 o'clock \_\_\_\_\_ weekdays and \_\_\_\_\_ 9 o'clock \_\_\_\_\_ the weekends.
2. Both my little brother and I were born \_\_\_\_\_ the same month. His birthday is \_\_\_\_\_ 10<sup>th</sup> April and I was born \_\_\_\_\_ 30<sup>th</sup>.
3. \_\_\_\_\_ the moment we are practising prepositions of time.
4. In England it often rains \_\_\_\_\_ spring.
5. My father is a doctor and he sometimes works \_\_\_\_\_ night.
6. Our neighbours moved in next door \_\_\_\_\_ 1998.
7. My grandma started learning English \_\_\_\_\_ the age of 40.
8. \_\_\_\_\_ the past people didn't travel so much.
9. James proposed to Linda \_\_\_\_\_ sunset. It was very romantic.
10. We usually go rollerblading \_\_\_\_\_ Saturday morning.

Use **IN** with

- parts of the day
- months
- years
- long periods, duration



11. Brenda has lunch \_\_\_\_\_ noon.
12. I go to school \_\_\_\_\_ the morning, I do my homework \_\_\_\_\_ the afternoon, I watch TV \_\_\_\_\_ the evening and I sleep \_\_\_\_\_ night.
13. We have Maths \_\_\_\_\_ Tuesdays, Thursdays and Fridays.
14. My parents got married \_\_\_\_\_ 26<sup>th</sup> December \_\_\_\_\_ 1982.
15. Vicky will be back \_\_\_\_\_ a minute.
16. Where were you \_\_\_\_\_ the evening of January 2<sup>nd</sup>?

