

## LEARNERS AND LEARNING

### Trabajo para obtener la certificación ICALT (In-Service Certificate in English Language Teaching) POR EL BRITISH COUNCIL

*Profesora Miriam Fabiola Alonso Robles*

En diciembre de 2014 en el Centro de Inglés de Texcoco, se impartió el curso ICALT (In-Service Certificate in English Language Teaching). Este curso fue impartido por el British Council y pagado por el Gobierno Del Estado de México.

La duración fue de 150 horas presenciales con un horario de 9:00 a 14:00 hrs los días sábados, 12 horas de evaluación, y de 150 a 300 horas para lectura e investigación en casa.

Este curso para la certificación constaba de 3 componentes:

<b>Component 1</b>	<b>Component 2</b>	<b>Component 3</b>
Language for teachers.	Teaching	Methodology
4 assessed tasks	4 assessed lessons	4 assessed assignments
	Observations	

Durante las clases presenciales se vieron los siguientes temas: *Language knowledge and awareness, The background to teaching and learning English, Resources and materials, Planning and management of teaching and learning*, y *Language for teachers* entre otros.

El trabajo que a continuación se presenta es el cuarto del componente 3 "Methodology", de hecho es el ultimo del curso. Este trabajo trata de cómo se puede enseñar un tema de Física en inglés. Se eligió un tema sencillo y "fácil" en donde se supone que todos los alumnos lo tienen bien identificado; el tema es "Estados de la materia".

El trabajo inicia con la portada, el ensayo que consta de introducción, descripción de la clase (alumnos), el fundamento, los logros y dificultades, las diferencias de los alumnos según sus logros, estrategias para mejorar el aprendizaje, conclusion y bibliografía. Después del ensayo se encuentra la planeación con las actividades (la clase se llevó a cabo el 6 de Julio de 2015), y por último se encuentran los anexos (todo el material y recursos que se ocuparon en esa clase).

Durante la clase fue interesante darse cuenta que muchas veces se piensa que los alumnos no pueden comprender toda una clase explicada en inglés pero sí pueden. El nivel de los alumnos no era un C1 pero pudieron comprender las instrucciones, la explicación y cuando había dudas se trataba de explicar con señas.

**ICELT**

TEXCOCO

2015

BRITISH COUNCIL

**C3-4 METHODOLOGY**  
**Learners and learning**

Name: Miriam Fabiola Alonso Robles

Candidate number: 002

Centre Number: MX030

Date of submission: July 18<sup>th</sup>, 2015.

## **Assignment 4: Learners and learning**

### **Introduction**

The purpose of this assignment is to identify in a lesson previously taught how the students acquire new knowledge, how they respond and what are the achievements but if the learner does not have good achievements, then how this problem can be solved improving the quality of learning. It is necessary to look at some of these aspects in learners such as ability, personality, attitude, motivation, gender, age and level, language and behaviour of the teacher. As Richard Burden says: *“Motivation is a ‘state of cognitive arousal’ which provokes a ‘decision to act’ as a result of which there is ‘sustained intellectual and/or physical effort’ so that the person can achieve some ‘previously set goal’.”* (Burden, 1997: 120) Obviously in this work, I will look at not only motivation, I will look more than that.

### **Class Profile:**

They are 50 learners from 13 to 14 years old. They are in second grade; their English level is A1 (CEF). There is a boy who loves singing in English. He does not have a perfect pronunciation but he does it without shyness and he motivates to their partners to speak a little in English. There is a girl who is shy. Her English is not good but she is always trying to write and participate in English. Some students try learning as much as they can, I have noticed it when they ask: “Teacher, is it correct?” They have more knowledge than the rest of the class but they do not participate in class by themselves. I have to ask them questions and encourage them to speak. The rest of the class enjoys learning with games and songs. Some of them prefer write than speak or read.

### **Rationale:**

The topic previously taught was about states of matter through an integrating skills lesson. Learners learnt this topic in May in Science class. Now, they saw the same topic in English class. I chose this topic because their Science teacher had already taught and I thought that it would be easier and I could develop their four skills (listening, reading, speaking and writing).

First, I taught new vocabulary such as: matter, solid, liquid, gas, atoms, properties, molecules, etc. The idea was working through an integrating skills lesson.

Learners could understand the meaning of some sentences in the exercises. Now that knowledge will be used to demonstrate if they have a good accuracy and to identify how I could improve learners' achievements.

The lesson included a text, a questioner and a video, written exercise and finally, learners had to write a conceptual map using the most important ideas. Through these activities, learners had to develop and / or improve their skills. Before, we worked through writing and reading; now they had to speak and listen to. This would not an easy task but the video was very interesting. I chose a short video with subtitles and images. Learners had to listen to it and then, they had to answer the questioner.

Previously I talked with them and I said that they did not have to laugh or make fun when a partner was speaking in English, they had to respect.

### **Achievements and difficulties:**

The first activity was to look at three pictures (See Appendix 1.1) and answer 2 CCQ's. I needed to activate previous knowledge and at the same time, Lrs had to start to speak. Probably their pronunciation was not good but I wanted to hear them. Lrs needed to be confident and according with Joanne Kenworthy: *"The last thing one wants to do is to interrupt learners in the full flow of speech"*. (Kenworthy 1988: 118). I did not want to interrupt them. Perhaps they could be ashamed and then Lrs would not speak again.

The second activity was to read an article and then, to comment the ideas. (See Appendix 1.2) The problem with this activity was that the article was a little long and the English level was high. I had to choose a short article or to make a resume choosing only the important ideas.

The next activity was to watch a video twice (See Appendices 1.3 and 1.4). The first time, Lrs had to listening and reading the subtitles. The second time, Lrs had to listening, reading and answer a questioner. After that, Lrs commented their answers. The problem with this activity was: I had to stop the video when some Lrs did not find the answer.

There was an activity where Lrs had to analyze some substances and to write if they were solids, liquids or gases (See Appendix 1.5). This activity was very important, because some Lrs did not agree with their partners. They had an idea about some substances and they did not consider if a substance was liquid or solid. They were really making an analysis.

The last activity was to make a conceptual map following a diagram showed on PowerPoint (See Appendix 1.6). The problem were: some of Lrs wrote paragraph instead of a word or a sentence; when they were explaining the pronunciation was bad and I did not correct them and some of them did not do the activity.

### **Learners' differences according to their achievements:**

The lesson was not perfect and the 100% of the students did not learn. I identified these aspects in a small group of students: ability, attitude, age and motivation. Some of these aspects are linked and if a person fails with an aspect, probably he / she will fail with more aspects.

I have always asked to myself how I can to catch attention of all my students. To learn a second language is difficult when a Lr does not have a good attitude, it does not matter if a teacher chooses excellent activities; but when a Lr has the ability and a good attitude to learn a second language will be easy. There are some people who do not have ability but they have good attitude.

Another aspect which I have noticed when I teach English is the age; Jeremy Harmer says: *"People of different ages have different needs, competences, and cognitive skills."*

(Harmer, 2001: 37) I love to teach English but sometimes I felt myself disappointed when I saw to my students without interest in something. It was frustrating but according to Harmer *“Adolescents are unmotivated, surly, and uncooperative and that therefore they make poor language learners.”* (Harmer, 2001: 37).

Julian Edge says: *“we must not see the learners in front of us as language learning machines; they may have many other things on their minds.”* (Edge, 1999: 10) and teachers should not feel disappointed if learners are not interested. We need to choose interesting activities and to look for strategies to achieve the expected learning.

### **Strategies to improve learning:**

The aspects were identified where a small group of students did not have their achievements, now the work is to find a solution for those aspects and make sure learners improve the quality of learning.

If the problems were ability, attitude, age and motivation; I consider one of these aspects the most important. This aspect is motivation because motivation does not depend only the student, it depends on the teacher also. If teacher does not motivated, how a student can be motivated. Jeremy Harmer says: *“Clearly a major factor in the continuance of a student’s motivation is the teacher.”* (Harmer, 2001: 52). The teacher needs to create a positive classroom atmosphere because learners need to feel a comfortable environment.

Then, one of the strategies would be work through crosswords or a memory game. Learners need to feel confidence and comfortable. They will work in team; they are four students and they can help to each other or maybe I can integrate a monitor student. Some of the times, students feel better if a partner works with them instead of teacher. I have noticed that a reason which Lrs with underachievement is shyness. They do not feel confidence asking questions to teacher and they feel comfortable if a partner explains them.

Probably one of the problems was the article (See Appendix 1.2). It was huge for them. Lrs would be better if they work with short sentences instead of long ideas. Another strategy would be a table where Lrs could put a tick if a product is solid, liquid or gas.

**Conclusion:**

This work permitted to identify some aspects involved in learning. If we detected those aspects, then to find strategies would be easier because we would have to look for games or exercises to solve the problem. Learning has to be interesting and learners have to enjoy it. Hutchinson and Waters say: *"... if your students are not fired with burning enthusiasm by the obvious relevance of their ESP materials, remember that they are people not machines. The medicine of relevance may still need to be sweetened with the sugar of enjoyment, fun, creativity and a sense of achievement."* (Waters, 1991: 48)

Length: 1493 words.

## **Bibliography**

Burden, R. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge Language Teaching Library.

Edge, J. (1999). *Essentials of English Language Teaching*. London: Longman.

Harmer, J. (2001). *The Practice of English Language Teaching*. Cambridge: Longman.

Kenworthy, J. (1988). *Teaching English Pronunciation*. England: Longman.

Waters, T. H. (1991). *English for Specific Purposes*. Cambridge: Cambridge University Press.



# ICELT

## In-Service Certificate in English Language Teaching

### Declaration

I Miriam Fabiola Alonso Robles, declare that the

*(Candidate name)*

following Methodology 4 Learners and Learning is entirely my own work

*(Task name)*

and that it is written in my own words and not those copied directly from any

other source, except for those properly acknowledged.

Signature:

Date: July 18<sup>th</sup>, 2015.

## LESSON PLAN

<b>Candidate's name:</b>	Miriam Fabiola Alonso Robles	
<b>Candidate's number:</b>		<b>Date:</b> July 6 <sup>st</sup> , 2015.
<b>Place of examination:</b>	Secundaria Oficial No. 672 "Adolfo Ruiz Cortines".	

**Main Aim:** To talk about states of matter through an integrating skill lesson.

**Subsidiary Aim(s):** At the end of the lesson, learners will recognize the states of matter developing the four skills.

**Personal Aim:** To be able to catch the attention learners and to make a good environment in the classroom talking about a topic of Science.

**Assumptions:** Learners will make a review about a Science lesson. They know the topic but now they will practice it in English.

**Class Profile:** They are 50 learners from 13 to 14 years old. They are in second grade. Their English level is A1 (CEF). There is a boy who loves singing in English. He does not have a perfect pronunciation but he does it without shyness and he motivates to their partners to speak a little in English. There is a girl who is shy. Her English is not good but she is always trying to write and participate in English. She writes a sentence and she comes to me and asks me if she did it well. She is a good student and she feels good when she receives a feedback. Some students try learning as much as they can, I have noticed when they ask: "Teacher, is it correct..." They have more knowledge than the rest of the class but they do not participate in class by themselves. I have to ask them questions and encourage them to speak. There are

many shy learners and many talkative learners but they do not speak in English. The rest of the class enjoys learning with games and songs. Some of them prefer write than speak or read. I have not developed listening skill because sometimes is difficult get a stereo or I lose time trying to plug in the speakers. So, they have only listened to my pronunciation.

About vocabulary is limited, they try to understand but they were very lazy to look for new words in a dictionary and when they had some question about a meaning, they asked me; therefore I decided to check their dictionaries since last February. When the class starts, they have to put their dictionaries on the desk, then I register them on my list and after that, they have their dictionaries again.

**Linguistic and affective needs:** Lrs need to develop the listening and speaking skills. They have practiced pronunciation and writing more than listening but their vocabulary is enough for this class.

**Rationale:** Learners can understand the meaning of some sentences in the exercises. Now that knowledge will be used to demonstrate if they have a good accuracy.

**Abbreviations:** Lr: learner; Lrs: learners; T: teacher.

Stage	Stage Aim	Procedure	Material	Skills	Interaction	Time	Anticipated problems and solutions
Warm up	To activate previous knowledge about the Science classes.	To show an image where there is an ice cube, liquid water and vapor of water. T asks to Lrs "what these images have in common?" Lrs have to look at them and answer. Then T asks to Lrs "what is different about these images?" Lrs have to look at them and answer. <b>Appendix 1</b>	Images on PowerPoint	Listening Speaking	Whole group	3'	Print the images of an ice cube, liquid water and vapor of water.
Lead in		What are the three basic properties of matter?					
Activity 1	To remember the three basic properties of matter.	T gives to Lrs an article with the information about the matter. The title of the article is "Why does matter matter?" Lrs read the article. <b>Appendix 2</b>	Photocopies	Reading Speaking	Whole group	6'	To use the dictionary if it is necessary.
Lead in		What does the article talk about?					
Activity 2	To help others to remember.	Lrs comment the three basic properties of matter.		Speaking Listening	Individual	5'	T gives examples is Lrs are shy.
Lead in		What about the atoms in a solid, liquid and gas?					
Activity 3	To develop the comprehensive listening skill identifying or	T gives to Lrs a questioner ( <b>Appendix 3</b> ) then Lrs watch a video ( <b>Appendix 4</b> ) about the characteristics of state	Photocopies Video	Listening Reading	Whole group	10'	To skip the activity if there are problems with the video.

	looking for specific information.	of water including atoms. After watch the video, Lrs answer the questioner. After that, some Lrs read and answer the questions.		Speaking Writing			
<b>Lead in</b>		What's the matter?					
<b>Activity 5</b>	To put into practice the knowledge.	T gives to Lrs an exercise titled "What's the matter?" Lrs have to answer. T checks the answer with the group. <b>Appendix 5</b>	Photocopy	Reading Speaking Listening	Individual	11'	If there is enough time. Lrs comment with a partner their answers.
<b>Lead in</b>		How many states does the matter have? What the characteristics are of the matter?					
<b>Activity 6</b>	To verify if the topic was clear.	Lrs make a conceptual map writing the states and their characteristics following a diagram on PowerPoint. <b>Appendix 6</b>	Diagram	Writing	Individual	10'	Draw the diagram on the whiteboard.
<b>Activity 7</b>	To organize the ideas about the knowledge acquired.	Some Lrs read and show their conceptual maps. <b>Appendix 6</b>	Diagram	Speaking Listening	Individual	5'	

# **APPENDICES**

**APPENDIX 1.1**



## APPENDIX 1.2

Name: \_\_\_\_\_

# Why Does Matter Matter?

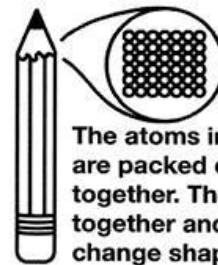
by Kelly Hashway

What do trees, air, and water have in common? They all have matter. That means they take up space. You might be wondering why these things look so different if they all have matter. Everything found on Earth can be grouped into one of three states of matter: solid, liquid, or gas. In order to figure out which state of matter an object fits in, we have to examine its properties. The properties we look at are shape, mass, and volume. Mass is the amount of matter an object has, and volume is the amount of space the matter takes up.

Solids are easy to recognize. They have definite shape, mass, and volume. Trees are solids. They are made up of tiny particles called atoms. These atoms are packed closely together, and they hold the solid in a definite shape that does not change. If you look around your house, you will see lots of solids. Televisions, beds, tables, chairs, and even the food you eat.

Liquids do not have definite shape, but they do have definite mass and volume. Liquids are similar to solids because their atoms are close together, but what makes a liquid different is that those atoms can move around. Liquids can change shape by flowing. If you've ever spilled a glass of milk, then you know it spreads out across the floor. It does this because the milk is taking the shape of the floor. Since liquids do not have a definite shape of their own, they will take the shape of their containers. This is why the same amount of milk can look different in a tall glass, a wide mug, or spread out on your kitchen floor.

## Solid



**The atoms in a solid are packed closely together. They bond together and do not change shape.**

## Liquid



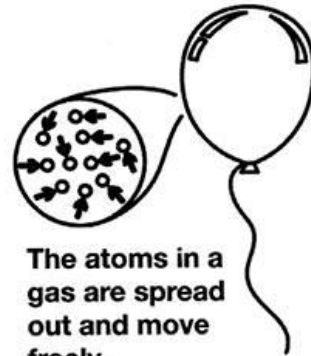
**The atoms in a liquid are close together. They slide around.**



Gases do not have definite shape or volume. Like liquids, gasses will take the shape of their containers. If a gas is not in a container, it will spread out indefinitely. This is because the atoms in a gas are spaced farther apart than in a solid or a liquid. And being spread out like this allows them to move around freely. Think about the air you breathe everyday. That air is spread across the empty space around the earth. You've probably also noticed that you usually cannot see the air. This is another property of gases. Even though we cannot see them, you come in contact with them everyday. There's air in the tires of your family car and your bicycle. There are many different types of gas in the earth's atmosphere, such as oxygen, carbon dioxide, nitrogen, water vapor, and helium.

When trying to remember the three states of matter, think about water. If it freezes into a solid, it becomes ice. Its atoms are packed together keeping its shape. Of course, we know water can also be a liquid. It flows in rivers or it can be poured from a glass. When water evaporates it becomes water vapor, a type of gas in the air. Try a little experiment of your own by placing an ice cube in a covered glass or container. You will be able to observe the ice first in its solid form and then watch as it melts into a liquid to become water. Eventually the water will turn to water vapor and your glass or container will be filled with this gas.

## Gas



**The atoms in a gas are spread out and move freely.**



**You can see three different states of matter in this picture. The pot is made of solid matter. The water inside the pot is liquid. When the liquid is heated it becomes water vapor, which is a gas.**

**Matter is everywhere! Can you find a solid, a liquid, and a gas around you right now?**

## APPENDIX 1.3

Name: \_\_\_\_\_

INSTRUCTIONS: Watch the video and answer the questions.

1. What is the matter? \_\_\_\_\_  
\_\_\_\_\_
2. What are the names of the small particles that matter is made?  
\_\_\_\_\_
3. How the molecules are in solids? \_\_\_\_\_  
\_\_\_\_\_
4. What about the molecules in liquids? \_\_\_\_\_  
\_\_\_\_\_
5. The molecules in gases are... \_\_\_\_\_  
\_\_\_\_\_

## APPENDIX 1.4

### Video

<http://mocomi.com/> presents: States of Matter States of Matter #1 – Solids The molecules of solids are tightly packed, usually in a regular pattern.

## APPENDIX 1.5

Name: \_\_\_\_\_

### What's the Matter?



Tell whether each is a solid, liquid, or gas.

- |                         |                           |
|-------------------------|---------------------------|
| 1. milk - _____         | 2. cookie - _____         |
| 3. oxygen - _____       | 4. fish - _____           |
| 5. pencil - _____       | 6. maple syrup - _____    |
| 7. shampoo - _____      | 8. carbon dioxide - _____ |
| 9. ice cube - _____     | 10. paint - _____         |
| 11. oil - _____         | 12. salt - _____          |
| 13. water vapor - _____ | 14. gasoline - _____      |
| 15. helium - _____      | 16. sand - _____          |

Complete each sentence with the word **solid**, **liquid**, or **gas**.

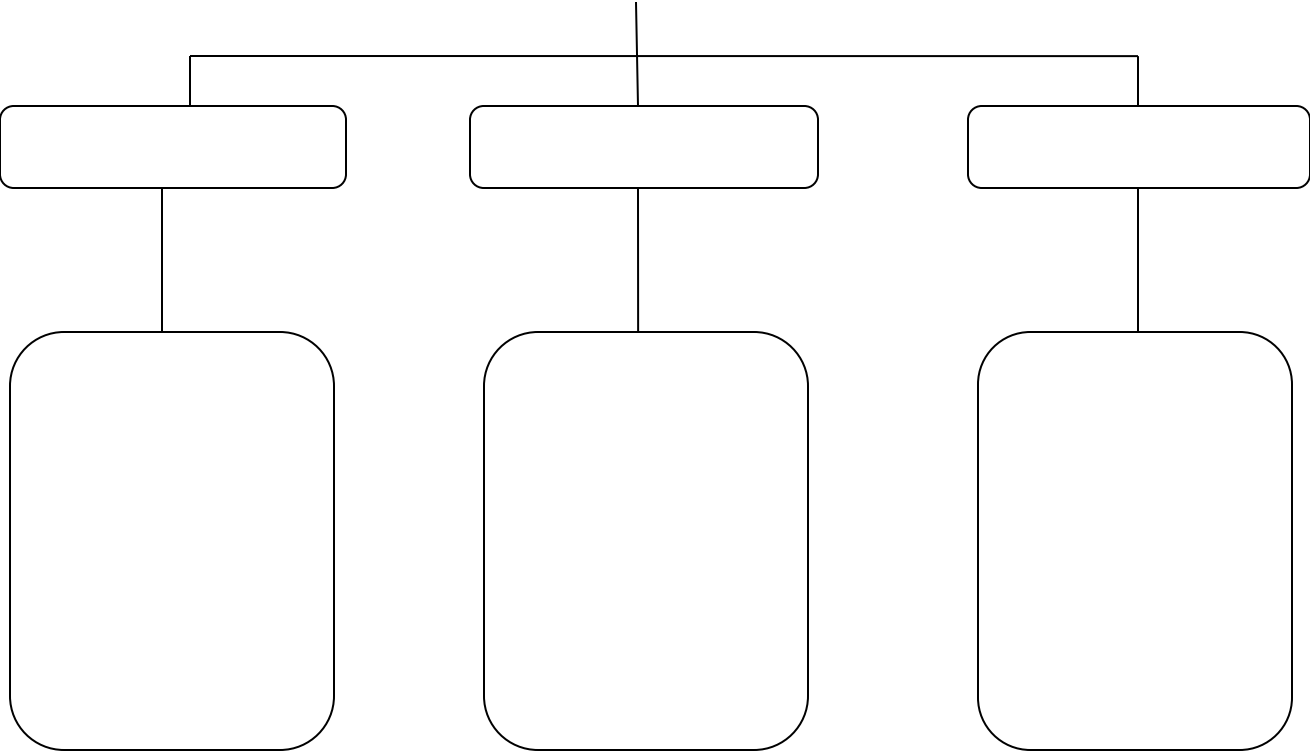
A \_\_\_\_\_ has a definite shape. It does not take the shape of its container. It also has a definite volume because it can be measured.

A \_\_\_\_\_ does not have a definite shape. It takes the shape of its container. It does have a definite volume because it can be measured.

A \_\_\_\_\_ does not have a definite shape. It sometimes takes the shape of its container and sometimes flies freely around you. These particles are not connected to each other and takes up whatever space is available.

**APPENDIX 1.6**

**States of matter**



# **ANSWER KEY**

## APPENDIX 1.7

Name: \_\_\_\_\_

INSTRUCTIONS: Watch the video and answer the questions.

1. What is the matter? Everything on Earth that occupies space and has weight is called matter.
2. What are the names of the small particles that matter is made?  
Molecules and atoms.
3. How the molecules are in solids? The molecules are touching each other and they cannot be squashed any more.
4. What about the molecules in liquids? The molecules are close together but not touching each other.
5. The molecules in gases are... The molecules are so far apart. The distance between them can be brought close to each other.

## APPENDIX 1.8

### ANSWER KEY

#### What's the Matter?



Tell whether each is a solid, liquid, or gas.

- |                              |                                |
|------------------------------|--------------------------------|
| 1. milk - <b>liquid</b>      | 2. cookie - <b>solid</b>       |
| 3. oxygen - <b>gas</b>       | 4. fish - <b>solid</b>         |
| 5. pencil - <b>solid</b>     | 6. maple syrup - <b>liquid</b> |
| 7. shampoo - <b>liquid</b>   | 8. carbon dioxide - <b>gas</b> |
| 9. ice cube - <b>solid</b>   | 10. paint - <b>liquid</b>      |
| 11. oil - <b>liquid</b>      | 12. salt - <b>solid</b>        |
| 13. water vapor - <b>gas</b> | 14. gasoline - <b>liquid</b>   |
| 15. helium - <b>gas</b>      | 16. sand - <b>solid</b>        |

Complete each sentence with the word **solid**, **liquid**, or **gas**.

A **solid** has a definite shape. It does not take the shape of its container. It also has a definite volume because it can be measured.

A **liquid** does not have a definite shape. It takes the shape of its container. It does have a definite volume because it can be measured.

A **gas** does not have a definite shape. It sometimes takes the shape of its container and sometimes flies freely around you. These particles are not connected to each other and takes up whatever space is available.