



UNIVERSIDAD DE JAÉN
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Trabajo Fin de Máster

**FOSTERING POSITIVE TRANSFER
AND PREVENTING INTERFERENCE
IN THE TEACHING OF ENGLISH AS
A FOREIGN LANGUAGE**

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Abstract and key words/ Resumen y palabras clave

Abstract

This project is divided into two interrelated parts. On the one hand, a bibliographical revision of some theories and concepts of the area of Applied Linguistics is presented. Those are mainly connected with the role of the Mother Tongue (MT) in the learning and teaching of English as a Foreign Language (EFL), the strategies that the teacher should carry out in the classroom, and aspects that the teacher as a facilitator should contemplate when planning a lesson and applying it into the classroom, in order to avoid or foster transfer. On the other hand, a didactic unit will be included so that we could see how the theory is put into practice, and how we can combine perfectly new methodologies such as the Task-Based Approach or Communicative Language Teaching and other more traditional methods.

Key words: *Applied Linguistics, foster, positive transfer, avoidance, negative transfer, interference, skills, components, Contrastive Analysis, Error Analysis, interlanguage, Task-Based Approach, lesson plan, mother tongue, second language, foreign language, false friends, true friends, and strategies.*

Resumen

Este proyecto se divide en dos partes interrelacionadas. Por un lado, se presenta una revisión bibliográfica de algunas teorías y conceptos del área de la lingüística aplicada. Estos están principalmente conectados con el papel de la lengua materna en el aprendizaje y enseñanza del inglés como lengua extranjera, las estrategias que el profesor debe llevar a cabo en el aula y los aspectos que el profesor como facilitador debe contemplar cuando programa una unidad didáctica y la aplica en clase, para evitar o fomentar la transferencia. Por otro lado, se incluirá una unidad didáctica para ver cómo se pone en práctica la teoría, y cómo se pueden combinar perfectamente las nuevas metodologías como el enfoque por tareas y el método comunicativo y otros métodos más tradicionales.

Palabras clave: *Lingüística aplicada, fomentar, transferencia positiva, evitar, transferencia negativa, interferencia, destrezas, componentes, Análisis Contrastivo, Análisis de Errores, interlengua, aprendizaje por tareas, unidad didáctica, lengua materna, segunda lengua, lengua extranjera, falsos amigos, amigos verdaderos y estrategias.*

1. Introduction

This project is aimed at explaining how the teacher can foster or prevent the transfer from Spanish in the learning of English as a Foreign Language (EFL). Probably we should begin with a brief explanation of what the concept of language transfer means, although we will define it better later on. Transfer could be defined as the application of learners' previous knowledge of their mother tongue in the learning and performance of the foreign language. In this case, we are going to concentrate on Spanish as the mother tongue and English as the foreign language. Thus, we could say that this project is encompassed within the field of Applied Linguistics.

It is important to justify why I have chosen this topic and how I am going to approach this topic throughout the development of this project. Personally, I think that a professional teacher of English not only has to be proficient enough in English, the language that s/he teaches, but also in the mother tongue. Transfer is not the only idea that the teacher has to bear in mind, but in my opinion, this is important enough to be considered when planning a lesson. The teacher should predict some problems which could arise in the class when carrying out the planning, and some of these anticipated problems may appear because of transfer. Moreover, by knowing cases of positive transfer or negative transfer or interference, the teacher will consider which points need more time and explanation and which ones the students will find easier to understand. In addition, this introduction of transfer in the classroom gives the students the opportunity of reflecting on the similarities and differences between the mother tongue of the students and the foreign language they are learning. And these issues are the ones I will discuss in this project and I will apply in my didactic unit.

Before presenting a didactic unit, we are going to focus on the five skills and the three components of English to explain how we can foster positive transfer, and how we can prevent negative transfer or interference. We have considered skills instead of language itself, because what we mean when we teach English is not that our students know the grammar but that they can communicate, that is, to understand and produce language. And, when this happens, there are other elements, apart from language, that intervene, such as learning strategies, gestures and so on.

This topic is connected to my degree's Final Project, "The Role of the Mother Tongue in the Learning of English as a Foreign Language: Transfer." Therefore, this project will give me the opportunity to go deeply into this topic, and from a different perspective, that is to say, from the teacher's viewpoint. I will consider the teaching and applied perspective, instead of the learning one, although, obviously, we have to take into account the students and their learning. Thus, this project is a perfect illustration of the combination of my degree specialization, Applied Linguistics in the English language, and the educational character of this master.

In section 2, I will present the main objectives of this project, but I would like to anticipate that I will not apply this project in a classroom, so this will not be an empirical project. I will only go through some bibliographical references for presenting data and information from different authors, and I will contribute with my own ideas, too. The material employed will be mainly articles and books, some of them are classic whereas others are more updated.

We could define this research as a theoretical and applied investigation, because, as I have described above, the project will consist of a theoretical part in which we will present basic concepts and theories, together with some relevant aspects connected with the role of the mother tongue in the teaching of English and strategies or techniques which we can make use of when fostering and preventing transfer in the learning of English as a foreign language. Then, we could say that this is an applied project because all the theory developed throughout the project will be applied in a didactic unit. It will not be practical, as we will not put the didactic unit into practice with actual students.

The information sources are secondary, as we are taking data from what has been previously written, and not from human elements. The approach will be specific, as we are focusing specifically on fostering and preventing transfer, although at the beginning, our approach will be wider as we will introduce some general and significant theories necessary to understand the project. Furthermore, we could comment on the purpose of this project. This is deductive, as we will go from theory to practice, trying to apply it and testing if previous research questions can be answered.

Data will be analyzed in a qualitative and interpretative manner, as they will be commented on and interpreted and not just presented. I will take data from the beginnings of the concept of transfer in the 40s up to these days' conceptions.

Some possible problems may arise when planning the lesson, as in some cases it is difficult to apply strategies in the development of all the skills and English components, or these strategies may not work with all students as individual factors have an important role in their application. Hence, we should present a great variety of strategies and techniques so that all kind of students could benefit from them.

Even though the layout of the project will be explained below in the methodology section, we should anticipate that this assignment will have two main sections, a theoretical one and a practical one. The former will deal with the concept of transfer and how this can be applied in the classroom. The latter will have to do with the description of a lesson plan in which some of the activities and strategies developed in the theoretical part will be put into practice.

2. Objectives

It is worth considering the objectives of this project. Mainly, this assignment is aimed at discussing and describing strategies or the methodological implications that the teacher can use in the classroom in order to foster positive transfer and avoid negative transfer or interference. Besides, we can enumerate a number of sub-objectives:

- To introduce and describe two main theories related to the concept of transfer: Contrastive Analysis (CA) and Error Analysis (EA).
- To define and give an account of the concept of transfer (both positive and negative) and how to deal with it in the English classroom.
- To present different strategies in the five skills to foster or avoid transfer, showing that transfer is not always negative.
- To apply the theory developed throughout the project in a didactic unit.

All in all, my main aims are trying to show that, although the notion of language transfer seems to be quite old-fashioned, all language approaches have their contributions. I will try to demonstrate that the teacher can follow a communicative, cooperative and task-based approach by taking into account the concept of language transfer as well, and by using strategies to foster or prevent it.

As explained above, the didactic unit is focused on employing strategies in order to foster or prevent transfer (positive and negative transfer, respectively). Therefore, it would be ideal to apply this lesson plan, and another without these strategies to two groups, an experimental and a control one, in order to prove if the one considering the concept of transfer works and if there are relevant results in comparison with the control group. However, time is limited, so this could be a possible goal for future investigations. My research will be then based on a bibliographical revision of the literature of this matter, adding some of my own ideas and proposals, and then, I will present a didactic unit designed by myself.

I dare to predict that a combination of methods and approaches is possible and, moreover, it is to take advantage of every method, to enrich our lesson plans and to be able to present activities for every kind of student (convergers, conformists, concrete learners or communicative learners). Thus, in section 7 I will explain whether this prediction or outcome was right or not.

3. Methodology of the project

Regarding the methodology that will be used in this project, we should say that, first of all, some theoretical concepts and ideas will be introduced in order to understand the foundation of the practical part of the project. Following that, we will concentrate on transfer in the classroom, considering methodology, activities and feedback. Activities will be contemplated in term of skills: reading, writing, listening, speaking and interaction. Finally, a didactic unit will be planned attending to all the theory previously described, including the methodology of the unit in section 6.6. The project will finish with a conclusion summarizing the main ideas which have been developed, and the different bibliographical references used.

4. Theories and concepts behind the idea of transfer

A theoretical framework has to be introduced before focusing on the key concept of this project, transfer. They are necessary to understand the above-mentioned concept, how it arose and how it has changed throughout the history of language teaching methods and theories of language. For that reason, we will present some relevant theories briefly and the definitions of error and mistake, positive transfer and negative transfer or interference.

4.1. Relevant theories

Very briefly we are going to make a description of several theories which played an important role in the birth of the concept of transfer. Hence, we should consider two theories: *Conductivism or Behaviourism* and *Mentalism or Nativist theories*.

Bueno González (2001: 157) presents the above-mentioned theories explaining, on the one hand, that Conductivism or Behaviourism, as Skinner (1957) defined it, is based on responses to different stimuli, which are called Operant Conditioning behaviours; and on the other hand, that Mentalist or Nativist theories are concerned with the innate capacity of learning a language. As Chomsky (1965) proposed, human beings are predisposed to speak and acquire a language by means of the so-called LAD (Language Acquisition Device), and they produce surface structures grounded on deep structures.

Within the Nativist theory, Chomsky also put forward two ideas: the difference between Competence (what students comprehend) and Performance (what students produce). These ideas were reformulated later on, including in the idea of competence much more than simply structures, but also the functional and interactive use of language (Piaget, 1968).

Chomsky (1965) also suggested the so-called Linguistic Universals. They are a number of shared structures among all languages, which help us establish similarities and differences among them. This notion is really important for this project, because if languages share linguistic structures, functions or uses, the teacher can make use of them to facilitate the learning of a foreign language. Differences among languages can also facilitate the learners' learning as the teacher can focus on certain aspects that students will find more difficult, and in this way, they will overcome the difficulties more easily.

This idea of comparing languages so as to establish and describe differences and similarities gave rise to the theory of Contrastive Analysis, and consequently, to Error Analysis.

According to Celce-Murcia and Hawkins (1985: 60-61), Lado's rationale (1957) for Contrastive Analysis can be presented in the following way:

1) A language is a set of habits; 2) old habits (i.e., the native language) are hard to break while new habits (i.e., the second or foreign language) are hard to acquire; 3) the native language will of necessity interfere with the learning of a second or foreign language; 4) the differences between the native language and the foreign language will be the main cause of errors; 5) a linguistic CA can make these differences explicit; 6) language teachers and textbook writers must take the linguist's CA into account when preparing teaching materials. (Celce-Murcia and Hawkins, 1985: 60-61).

Nowadays, we know that many of these assumptions are not true, or they are not totally true. Nonetheless, we find the first criticisms of CA in the 60s when Newmark (1966), for instance, totally rejected this theory and applied some modifications such as the idea that Interference is "the cure of ignorance: learning" (Celce-Murcia and Hawkins, 1985: 62). However, we should take into account that interference is just one cause of errors (and this should not be considered as something negative); and personally, I totally agree with the last assumption. Teachers should contemplate CA when they plan and prepare materials or their lesson plan, among other aspects, namely individual factors of our learners.

In Celce-Murcia and Hawkins (1985: 61) we can also find the aim of Error Analysis:

Trained and sophisticated language teachers have undoubtedly applied EA to one degree or another for decades. They have studied their students' recurring mistakes, classified them into categories, and used them as the basis for preparing lessons and materials designed to help students overcome such errors.

Therefore, we may say that Error Analysis consists in analyzing learners' errors/mistakes in order to explain their cause (in some cases, Interference), so that the teacher can pay attention to them when planning the lessons.

Here we can start comparing both theories. We could differentiate that while CA focuses on the comparison of formal description of languages, EA centers its attention on the actual production, both oral and written speech, of learners.

Going back to criticism we could highlight that moderate critics proposed to combine both theories, for instance, Banathy and Madarasz (1969: 92):

Contrasting linguistics – no matter how refined – can only point toward a potential learning problem or difficulty. On the other hand, error analysis can tell us the intensity of his difficulty or the size of the problem. Thus it appears that in

designing a pedagogical grammar, both are needed with error analysis complementing the findings of contrastive linguistic analysis.

Drawbacks of these theories gave rise to Interlanguage Analysis (IA). Corder (1967) explained that the learner of a foreign language is involved in a continuous process which goes from the mother tongue to the target language. Another definition given by Selinker in 1972 is: "a separate linguistic system whose existence we are compelled to hypothesize, based upon the observed output which results from the (second language) learner's attempted production of a TL norm. This linguistic system we will call 'interlanguage'".

As Celce-Murcia and Hawkins (1985) explain, it is thought that the interlanguage provides clues for understanding the learners' process of language acquisition. In this process of acquiring a foreign language, "fossilization" may appear. This means that learners of a foreign language do not advance in this continuum towards the target language because the level is sufficient to communicate with others and covers the learner's needs. Errors will show the learner is learning and advancing through the continuum.

4.2. The concepts of error and mistake

According to some authors such as Fries (1945), Weinreich (1953) and Lado (1957), Interference or Negative transfer gives rise to errors, connected to the strong version of Contrastive Analysis (the weak one takes positive transfer into account too).

As described above, the major difference between CA and EA is that the former is based on formal description and comparison of language, and the latter on learners' actual speech. In addition, we can compare the vision of errors. In CA, errors are a bad set of habits, while in EA they are useful for learners and teachers because they provide information about the learner's level. As Dulay and Burt (1972) declared "you can't learn without goofing".

Bell (1981: 172) classifies faults into errors, mistakes and lapses. Corder (1971) explained that errors (ungrammatical forms) are faults resulted from Foreign Language (FL) learning; and mistakes (inappropriate social forms) are faults that the student may self-correct by means of the so-called *repair strategies*, and they are found both in the Mother Tongue (MT) and FL. Here, we should comment on correction, since depending on whether they affect communication or not they should be corrected or not. Besides, lapses should be defined; they are faults or slips produced in a real-time activity. They can be provoked by native and non-native speakers, and they should not be corrected but ignored.

As mentioned above, errors in EA have their usefulness in the learner's learning, so that Corder (1967) explained the following: (1) errors are a sort of guide for the teacher to know students' level and knowledge; (2) they show how the learner learns and if s/he makes use of strategies; and (3) they allow learners to test the hypotheses.

Richards (1971) classified errors as follows: (1) interlingual errors (caused by interference or negative transfer from the native language); (2) intralingual errors (produced in the target language itself), and 3) developmental errors (connected to strategies).

As Corder (1973: 267) explains, "the study of errors is part of the psycholinguistic search for the universal processes of second language learning". Analyzing errors or mistakes is profitable because we can establish a hierarchy of difficulty in the different levels of *the Common European Framework of Reference for Languages* (CEFR, 2001), so that we know what learners can or cannot do in those levels.

4.3. Positive transfer and Interference

First of all, we should give a definition of transfer. Alonso Alonso (2002: 20) presents different definitions of language transfer. Therefore, we are going to give two different definitions, one version by Lado in the 50s and a more current one by Jarvis (2000). On the one hand, Lado (1957: 2), a contrastive linguist, defined language transfer as follows:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture –both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as predicted by the natives.

On the other hand, Jarvis (2000:252) says: "L1 influence [transfer] refers to any instance of learner data where a statistically significant correlation (or probability-based relation) is shown to exist between some feature of learners' IL performance and their L1 background." As we can appreciate, the former definition is stronger than the latter.

Linguists such as Slabakova (2013) and Dekeyser (2007) explain that there are structures more difficult to learn, and one of the causes is Interference. On the one hand, Interference or Negative transfer is the negative influence of the mother tongue over foreign language learning, usually provoked by a difference between both

languages. On the other hand, likeness between the mother tongue and the L2 facilitates FL acquisition.

Corder (1973: 184) emphasizes the idea that learners who lack knowledge of the foreign language when communicating tend to turn to silence, gesture or the mother tongue. As in the classroom, they are not allowed to be quiet or use gesture, they, more often than not, resort to a mixture of the second language and the mother tongue. This use of the mother tongue may be positive or negative, depending on whether they transmit structures, functions or uses of languages which are shared between both languages or not. He also expounds that “the phenomenon of transfer will reveal itself in the attempt to realize in the same way as in his mother tongue”.

As mentioned earlier, interlingual errors are similar structurally or semantically to the equivalent in their mother tongue. This similarity may provoke Positive transfer or Interference. Hence, Interference and Transfer, as Dulay, Burt and Krashen (1982: 171) describe, “imply [...] certain *explanations* of these errors”.

Interference may appear at all levels of language. Kehoe (1971) introduces a brief description of interference throughout all these levels. Interference at phonological level may occur because of phoneme similarities, inexistent phonemes in the native language, existence of two phonemes or more for one grapheme, and so on. At morphological level, negative transfer or interference appears as a result of difference between both languages when learning the target language. Lexical interference deals with loans and borrowings, in relation with the so-called false friends (or *faux amies*).

5. Transfer in the classroom

We should consider that in several periods of its history English has suffered what it is called as Latinization or Romanization (1st period), although the latter implies much more than simply the influence of Latin over the English language, as the former suggests. In English, a great number of words are borrowings or loans from Latin. This process of borrowings was produced when the Romans invaded the island and brought their language there as the language of culture. Most of the manuscripts were written by monks in Latin, and as a result many Latin words were introduced into the English language. Nevertheless, this influence began before, when the Vikings which lived nearer the Roman Empire started to take words for trading mainly. This is the so-called Zero period. Later on, after the conquering of France, many French words entered the English language, and consequently Latin words, as the French language is a Romance one. This may be beneficial for Spaniards when learning English, although it may pose problems giving rise to interference.

There is a number of reasons why we may find it relevant to use the mother tongue in the classroom, obviously in a monolingual context. If the teacher shares the MT with the students, s/he could propose lexis, grammar, or pronunciation equivalents and could also predict errors. The teacher will find it easier, if necessary, to adopt the role of counsellor, as s/he could translate terms avoiding consuming too much time in giving definitions. Also we should consider that the teacher could be a model as s/he has also been a Spanish learner of English.

When the teacher faces a multilingual classroom, s/he cannot spend much time comparing both languages. But we can still propose activities in which students will reflect on their MT and FL and this can be an opportunity to learn from other languages in the English classroom.

As Carlo (2001) explains: “research on cross-language transfer has made some progress with regard to the issue of identifying particular skills that appear susceptible to transfer from first to second language”.

Transfer, then, should be considered in homogeneous groups, that is to say, those groups in which all the students share the mother tongue. In this way, we, as teachers can anticipate problems which may arise as a consequence of interference. By analyzing errors, teachers will have feedback and they will be able to evaluate their causes. Also, they will be useful for testing effectiveness of teaching techniques or strategies proposed by the teacher to avoid interference errors.

5.1. How to incorporate transfer in the classroom (methodological implications)

Methodology is a key factor for the success in the classroom. More often than not, how you teach something is more important than what you teach. For that reason, the teacher should consider certain aspects when trying to foster or avoid transfer. Traditionally, transfer has been related to the Grammar-Translation Method. Nowadays, this seems to be quite outdated, and Communicative Language Teaching (CLT), Cooperative Learning or the Task-based Approach are the ones most commonly followed.

Tejada Molina, Pérez Cañado and Luque Agulló (2005) describe the above-mentioned methods. Communicative Language Teaching has its origin in the 60s as a reaction to the Grammar-Translation method (mainly based on the explanation and memorization of linguistic structures and translation). It changed the perspective of Chomsky's idea of competence and performance, introducing the functional character of language use. This last incorporation was proposed by different linguists of the time, among them Firth, Wilkins and Halliday. We can highlight three main principles of this method: 1) Communicative principle (learning is promoted by activities involving real communication); 2) Task principle (use of activities carrying out meaningful tasks); and 3) Meaningfulness principle (the activities have to be meaningful in connection with their real situations and lives).

Cooperative Learning was proposed by Piaget and Vygotsky, and it consists in working together in structured groups in order to reach common goals fostering cooperation rather than competition among students. The teacher is considered a facilitator which provides comprehensible input, and the students receive that input in order to answer with functional and cooperative output. Here, we should consider that students will receive more input than they will be able to produce (output). That occurs because not all the input becomes intake, that is to say, students only retain a part of the input received.

The Task-Based Approach is based on Communicative Language Teaching, and it is aimed at the development of different meaningful tasks that the students have to complete and overcome. They tend to have some kind of information gap, and the lesson is divided into pre-task, task and post-task and all of them are enabling tasks for the success of students in the final tasks.

We agree on the prominence of communication in the learning of a language, and this should be our main objective; however, translation and comparison between languages may be extremely useful when teaching a language, in this case English, so as to help our students. Hence, we should bear in mind that no method should be

neglected as each one has its benefits so we should think of taking what best suits our students.

Therefore, we can apply a task-based methodology, but from time to time we can include a translation exercise, and we can also compare the mother tongue and the target language when introducing some grammar, vocabulary, pronunciation, functions or socio-cultural aspects. By comparing their mother tongue and the target language, students will understand the differences better, they will reflect on the language and on their own language, which is a really important issue in the *Common European Framework of Reference for Languages* (CEFR, 2001), and also some positive transfer aspects will be transferred and learnt more easily.

Carver (1983: 88-91) enumerates a number of situations in which we can appreciate the usefulness of the mother tongue in English foreign language teaching. First of all, we should say that the mother tongue is commonly and wisely employed for *Quick translation*. In this way, students comprehend vocabulary quickly without spending time giving definitions or conceptualizing or miming words.

The mother tongue may be used as well for *Explaining rules*. The teacher should prioritize their understanding and comprehension of rules or instructions in some occasions.

Sometimes *Explicit comparisons* should be done. If the linguistic element which is going to be explained differs considerably from the equivalent in the mother tongue, the teacher should take into account that comparisons may help students understand the linguistic structure better. As Bueno González (1992: 165) emphasizes, there are certain structures, for instance the passive voice, in which comparisons are almost compulsory for the students' comprehension.

Students, especially adults, usually get frustrated when they are not able to convey more mature ideas in the foreign language; for that reason, the teacher can make use of the mother tongue when *Preparing a written composition* by providing equivalent expressions so that their writings are enriched.

Widdowson (1978) proposed a *Gradual approximation to reading*, that is, approaching texts by presenting them in different difficulty level sequences, e.g. mother tongue, mother tongue in target language word-order, mother tongue with target language word-order and word-endings, and so on. As Bueno González (1992: 165) suggests, the teacher should formulate questions whose answer does not imply a "calque" from the text, but reflection and comprehension questions.

According to Carver (1983: 90), the *Intercambio*, a term proposed by John Cromshaw (Krashen, 1981), is "a technique in which learners of foreign language are paired with natives of the foreign language. The pairs are encouraged to converse

freely, and the only rule is: speak your own language.” This is a way of fostering communication in the classroom.

The mother tongue can also be employed *For testing*, that is, for evaluating students’ knowledge. And last, but not least, the use of *Language switching* in the classroom has to be considered. It consists in using a word from the learner’s mother tongue when s/he does not know the word in the target or foreign languages. What matters is communication, so students should not be interrupted or corrected when interacting or communicating. As we want fluent and also accurate communication, feedback can be employed when the student ends speaking. This was proposed by Deller and Rinvulcri (2002: 24): “It is a good idea to ask for feedback from our students regularly”. As providing feedback in the foreign language can be difficult, especially for beginners, we can do it in the mother tongue as well.

Mental translation or contrast is sometimes inevitable, particularly at lower levels; therefore, we can make use of it, as mental contrast makes them use their previous knowledge about their mother tongue, and this previous knowledge will make them feel intelligent and be predisposed to learn more about the second language.

In order to exemplify that, we can think of the passive voice. If this structure is similar to the Spanish one, it is less time-consuming and easier for students to be told that they are similar and that they only have to consider some aspects which are different. This does not mean that the teacher is grammar-based, as at the end of the day, what they use to communicate is vocabulary and linguistic structures, and we just want to facilitate their use in communicative situations. Our aim should be to be effective non-native teachers, and we, as non-native, should bear in mind that our mother tongue shared knowledge is useful and helpful in the teaching of EFL. Thus, we can help Spaniards, and also predict their problems and needs more easily as we were Spanish learners of English as well.

5.2. Fostering positive transfer

The role of the teacher is really important in this project, because the teacher can help the students in many ways. As Barrios Espinosa, and García Mata (2005: 119) state “research seems to indicate that there are some common language processes and principles that L1 and L2 learners share when acquiring a language”. Hence, the teacher as a facilitator has the opportunity to present to the students a number of learning skills/strategies or a range of activities which will foster what is called Positive Transfer.

Therefore, we will focus on skills firstly, and then on the different parts of speech. The latter will be connected to my final degree assignment, as I will consider the aspects described as positive transfer to explain what the teacher can do to foster them.

5.2.1. Skills

First of all, we should bear in mind that in each skill we will present methodological strategies that the teacher will introduce to the class as learning strategies.

As regards the *reading skill*, we should say that students tend to read a text trying to understand every word, and usually, they look up every word in the dictionary. First of all, we should make them aware that it is not necessary that they comprehend every word and that they can infer the meaning from context. Moreover, we can make use of the Spanish language, and we can tell them that there are many cognates and that by considering the Spanish language they can know the meaning of the word. Students will feel more confident when reading, we can lower their stress when reading and we will also facilitate their comprehension reading skill.

In the *writing skill*, the teacher should foster the transfer of certain learning and writing skill strategies that students have in their mother tongue. Hence, the teacher will present a guided writing task in which certain tips to bear in mind will be presented, for instance to use the same structure employed in compositions written in Spanish, that is, Introduction, Body and Conclusion.

Once more, we can remind them that there are many words borrowed from Latin, so that they will be able to write the composition without any problems. It is also important to teach linking words and explain to them that the English language, as well as the Spanish language, makes use of connectors to give cohesion to the text.

The use of punctuation is worth mentioning too. Punctuation is similar in both languages; thus, we should tell our students that they should employ commas and stops when writing, and that on many occasions they can guide themselves from intuition or their mother tongue (Spanish).

When students are doing a *listening task*, they tend to get stressed if they do not understand every single word. For that reason, the teacher should give them some words of advice. We should tell them that they should not feel under stress because they will be able to understand at least the gist.

As in Spanish, they should know that if what they are listening to is a conversation, interlocutors will initiate, manage and close the conversation. By

knowing that, they will be prepared for what they are going to listen to. If it is just a kind of monologue, students should know again that as in Spanish they will probably listen to a speaker presenting himself/herself, introducing a topic, asking rhetorical questions and giving a conclusion at the end. Hence, to conclude, we should say that if we tell our students what they are going to listen and the similarities with the Spanish language, at least they will be less anxious and they will be more self-confident, and all we know that is quite important when doing a listening task.

In the first listening, we can propose them to note down similar words in Spanish. Definitely, there will be many, and after sharing them all together in class, they will be really relaxed when the teacher plays the listening twice.

Now, we will take into account the *speaking skill*. Pronunciation is usually worked in the listening task, but it is definitely put into practice when students speak. Students should receive both negative and positive feedback after speaking, and that feedback can serve for clarifications or further explanations, and it is at this point where I would consider the possibility of reminding them of some sounds which are similar to the Spanish ones, as well as some which are totally dissimilar, but this will be taken into account below.

As in Spanish, students can use fillers to think when they are speaking, so we should teach them how the English use fillers to avoid their silence when they do not know what to say.

Lastly, we are going to consider the *interaction skill*. Students should know that the rules for initiating, managing and closing conversations are quite similar to the Spanish ones. Hence, probably they should reflect on their mother tongue conversations before starting one in English. Another aspect they have to know is that in English they respect others' turns as in Spanish.

A good activity could be one in which they think of set phrases they usually use in Spanish and then they think of their English equivalent; in many cases, they will be more or less the same.

5.2.2. English components

5.2.2.1. Pronunciation

Although we tend to focus more on differences rather than similarities, there are many phonemes shared between Spanish and the English language, especially consonants. As we can read on the internet website Colorín Colorado (in a publication in 2007), "both languages use the Roman alphabet. That knowledge helps build phonemic and phonological foundation." This phonological foundation is called

phonological awareness, which is defined as “speech [...] composed of smaller units of sounds, is believed to facilitate understanding of the relationship between sounds and symbols in alphabetic languages” (August, Calderón and Carlo: 2002: 9). For that reason, we should create awareness on our students of the number of sounds they know in English just by the fact of Spanish being their mother tongue. Thus, we will propose activities to our students in which, for instance, they have to circle the common sounds in both languages.

5.2.2.2. Vocabulary

There exist some advantages that can help us to foster positive transfer in the English class: both Spanish and English share the script; 40% of vocabulary comes from Latin or is Latin based; 1/3 of 3000 most common words are cognates, and only 5% of cognates are false; they have a similar grammar as they follow the S-V-O pattern, and both have parts of speech; 2/3 English sounds exist in Spanish.

“True friends” share form and meaning, so the teacher should foster their transfer from the mother tongue to the target language. As Carter and McCarthy (1988: 14) declare, words can be similar in sound, form and etymology, and those are easier to learn or memorise. Following this assumption, a German speaker will find it easier to learn the English word *Hound* than a French one, as the German equivalent is *Hund* and the French one is *Chien*. These words which are similar because they have a common origin are called “cognates”.

So as to foster Positive transfer, word-formation is worth considering. As Bueno González (1998: 24) proposes, the teacher should ensure that their students are familiarized with the identification of stems, prefixes and suffixes borrowed from classical languages in English and Spanish. Some examples of common etymologies in both languages are:

Common stems: (actor/actor), biblio (bibliography/bibliografía), dict (dictionary/diccionario), morph (morpheme/morfema), therm (thermometer/termómetro), zoo (zoology/zoología), etc.

Affixes: (autobiograph/ autobiografía), bi- (bilingual/bilingüe), ex- (ex-actor/ex-actor), neo- (neo-Gothic/neogótico), sub- (subconscious/subconsciente), vice- (vice-president/vicepresidente), -able (probable/probable), -ible (possible/posible), -ism (idealism/idealismo), -ize/-izar (popularize/popularizar), -or (actor/actor), and so on.

Sumpter (1993: 267) introduces some “guessable words following morphological conventions”, such as the following: (1) double consonant in English becomes single consonant in Spanish, e.g. *annual/anual*; (2) word-ending shift is produced to follow tradition, e.g. *literature/literatura*; (3) there are specific endings

which always change into the same one, e.g. *action/acción*; (4) initial “e” in Spanish disappears in English, e.g. *Spain/España*; (5) words sharing the root has to end differently, e.g. *vary/variación*; (6) there exists spelling simplification in Spanish, e.g. *photo/ foto*; (7) difference in unvoiced / voiced intervocalic consonants, e.g. *safe/salvo*.

Depending on the level of students, we can present this technique in a more guided or freer manner. Therefore, at lower levels we can underline cognates so that they associate the English word with the Spanish, or at higher levels they can be asked to recognize cognates themselves. We can propose activities related to word formation. In this way, they will understand that they can know more lexical units just by using prefixes or affixes which, on some occasions, are quite similar to the Spanish ones, namely the suffix –ation/-tion (*-acción/-ción*).

Cunningham and Graham (2000) researched on the effects of Spanish immersion on English lexical units. The result was that in many cases positive transfer occurs. An example could be *embarkation* which tends to pose some problems for native English speakers, but it is quite easy to learn for Spanish learners as it is similar to the word *barca* as both share the same root (August, Calderón and Carlo: 2002: 11).

Some classroom activities or techniques for teaching true friends or cognates are: Reading aloud, Student reading and Word sort (Colorín Colorado Website, 2007). “In Reading aloud”, the teacher reads the words aloud and asks the students to put their hands up when a true friend is read. From time to time, the teacher may stop reading and discuss that cognate. If we have students from other countries such as France, Italy or Portugal, we can ask them to say if they are cognates with their languages.

For the activity “Student reading”, students have to read the texts and write them in their notebooks. Then, in groups they discuss about the similarities and differences between the cognates, discussing spelling and sounds. In “Word sort”, students are paired and are given a set of cognate sheets, one sheet with English vocabulary and another with Spanish vocabulary. Students will be asked to sort the words and say what they have in common.

5.2.2.3. Grammar

We tend to pay more attention to different grammatical aspects instead of identifying similarities. However, it is important to consider structures which can be transferred from Spanish into English. Some structures we can compare are the passive voice and reported speech. On the one hand, in English the passive voice is formed by the verb “to be” and the past participle of the main verb, as in Spanish we

find the verb *ser* and the past participle as well. On the other hand, the change from direct speech to reported speech is quite similar in both languages, as we have to change pronouns and determiners, time and place expressions, and verb tenses.

Hence, the teacher should include these similarities when explaining the grammatical point. S/he can do that just telling them directly, or the teacher can elicit from the students which points are common with the Spanish language. From my viewpoint, it is quite important for the students to reflect on their learning, and in their reflection we should also consider the comparison with their mother tongue, as this is the foundation they have for the learning of the second language.

5.3. Avoiding negative transfer

5.3.1. Skills

Attending to the *reading skill*, we could say that, while positive transfer in reading may facilitate reading comprehension, negative transfer may provoke misunderstandings. To avoid that we can propose a pre-reading activity in which students will understand that the text contains false friends, and that they can notice it by thinking of the context in which the word is employed. They will reflect both on which word comes first to their mind, the false friend, and which the real friend is.

Thus, we will explain to the students that although most of the words which are similar to Spanish ones will be true friends, there are cases in which intuition does not work, and they will have to make use of inference from the context.

As mentioned above, pronunciation tends to be worked in the *listening and speaking skills*. As Coe (2001: 91) states, Spanish learners tend to have difficulties when recognizing and using English vowels, they tend to devoice the final voiced consonants, they do not do the typical prominences of English in sentence rhythm, and they tend to use a narrower range of pitch which results boring (adapted from the original).

When learning a language, speakers “tend to transfer their own sound system and produce sounds which they have been accustomed to making since they first learned to speak. Thus, our pronunciation of foreign language is inhibited by our own articulatory habits” (Mott, 2005: 245).

As far as the *production skills* are concerned, that is to say, the *writing and speaking skills*, students should bear in mind the English components, but this will be described below. In the *interaction skill*, students can take two points into account: the degree of politeness and intonation. But this will be explained below as well.

Therefore, the teacher only has to remind students to pay attention to those aspects when they are going to do a speaking, interaction or writing task.

5.3.2. English components

5.3.2.1. Pronunciation

As we know, there are many differences between Spanish and English pronunciations. Just to mention a few, we could say that while in Spanish we have 5 vowels, in English we find more than 14; or consonants clusters, which also pose a problem to Spaniards as they are not able to produce some combinations properly. As we have mentioned above, Spanish learners make use of certain strategies for solving those problems, for example, they use sound substitution or underdifferentiation as Bell (1981) and Coe (2001) explain.

Nevertheless, we cannot neglect that kind of interference, because at least the students are doing an effort for communicating and sometimes those strategies do not affect communication, which is the main goal of learning language. However, the teacher has to avoid interference, especially in those cases in which there is a breakdown in communication. For instance, the underdifferentiation of /s/ and /z/, the pronunciation of –ed in the past simple and past participle, or the influence of spelling on pronunciation.

To avoid cases of underdifferentiation, we can propose discrimination activities so that they are aware of the differences between phonemes which may be similar at first sight for Spaniards. Sometimes it is useful to provide rules, so we can explain, as in Colorín Colorado website (2007) we can read, “We pronounce it /z/ when the words end with...”.

5.3.2.2. Vocabulary

Obviously, when students compare their mother tongue with the target language, negative transfer or interference may occur, as there are some “false friends”, generalizations as a result of inexistence of structures or sounds, and so on.

“False friends” are cognates which have a different meaning. Therefore, students should take care of these words because they tend to get confused, as they are homographs. Bueno González (1998: 26) presents certain lexical words which Spaniards may find difficult: *actual*, *actually*, *adequate*, *agenda*, *assist*, *attend*, *conductor*, *critic*, *library*, *morale*, *sensible*, *sensitive*, *sympathetic*, *terrific*, and so on. On some occasions, there are two terms in English, but one in Spanish. Such is the case of

the English *channel* and *canal* vs. Spanish *canal*; English *real* and *royal* vs. Spanish *real*; English *prescription* and *recipe* vs. Spanish *receta*; to mention just a few.

Textbooks tend to have a section on false friends. However, they present them in a way that students will certainly forget. Textbooks usually have lists of false friends in a short exercise. From my point of view, not only false friends, but vocabulary in general, should be introduced and worked with in context so that students understand and reflect on meaning, and not only memorize it.

Some strategies or activities we can propose are “False cognates” (Colorín Colorado website: 2007). This has to do with writing examples of false cognates or false friends on the board and warn our students that false friends exist. Then, they will have to guess the correct translation. For example, if we write *pie/pie* on the board, as we can read in Colorín Colorado, we will ask the students: “Does anyone know what pie means in Spanish? What does the word pie mean in English?”.

Another activity, which I will propose in my didactic unit, is False friends in context. We use a reading text in order to introduce some false friends. Students have to reflect on the words and write the word which is similar to them in Spanish, and then, by means of inference from context, they will make guesses of the correct meaning or translation.

5.3.2.3. Grammar

In this section, we will consider morphology, syntax and also the area of pragmatics, even though this is not usually included within the concept of grammar. Lardiere (2005) introduced what he called “the Feature Re-assembly hypothesis”. This hypothesis “postulates that learning a second language involves figuring out how to reconfigure the formal features of the native language and those available from UG into new or different configurations in the L2” (Slabakova, 2013: 6). And these new and different configurations that students have to do when learning an L2 are the cause of cases of interference or negative transfer.

The avoidance of interference could be solved by the inductive explanation of grammar. Though grammar should not be the focus of our lessons, students should reflect on language particularly in those cases of negative transfer or interference, and explanations are needed with certain structures. Therefore, if students are presented the language/grammatical aspects, and then, they reflect on that language so as to get a rule, they will definitely be more conscious of those problematic areas or differences between their MT and the L2.

A common case of interference in morphology would be the use of auxiliary verbs and negation and in syntax we find the omission of the subject as a case of

interference from the Spanish language or the word order with adjectives. It is only by reflection, specific tips of those differences and exposure of the language how the students will try to avoid those mistakes.

We should deal with pragmatics, as it is very common among Spanish learners of English to produce the so-called pragmatic error, which is defined as: the inability to understand “what is meant by what is said” (Thomas, 1983: 91). This type of error is typically induced by teaching strategies, as teachers tend to teach students that they have to answer to questions like *Have you done your homework?* by saying “Yes, I have done my homework”. Also, the Spanish are more direct than the English when addressing someone, that is to say, the use of politeness varies from one language to the other. Thus, the teacher has to consider this, and makes them familiar with the differences, as English may consider some comments rude because of a bad use of register.

5.4. How to provide feedback

In my opinion, depending on the skill or the component we are working with, feedback should be immediate or not. But what we should take into account is that we should provide both positive and negative feedback whether we are dealing with positive transfer or negative transfer (interference). In both cases, the teacher should compare both languages, the mother tongue and the target language, especially when negative transfer or interference may appear. By comparing the MT and the FL, the learner will reflect on his/her own language and the language s/he is learning and will establish similarities and differences between them.

Attending to feedback, we should bear in mind that if the teacher has to correct our students, s/he will use immediate correction only if students are not involved in an interactive task, as our major aim will always be communication. Thus, our procedure when providing feedback will be to make our students reflect, and then, give them correction.

6. Didactic unit

Didactic Unit:

“A World of Diversity”

Level: 4th year of Compulsory Secondary Education- Timing: 6 Sessions

6.1. Topic

This essay is aimed at developing a lesson plan for students from Compulsory Secondary Education, particularly for 4th ESO students. This topic deals with languages, and, more precisely, with multilingualism and multiculturalism as the title of the lesson suggests. Within this lesson, we will focus on different aspects, that is to say, we will justify why we have chosen this topic, we will describe the school and the classroom, we will present the objectives, competences and contents developed throughout the lesson, and also some interdisciplinary and cross-curricular issues included. We should not forget attention to diversity.

Moreover, we will introduce the timing, tasks, interactions in the classroom, materials employed and the step-by-step plan of the lesson. With the completion of different tasks throughout the sessions, the students will be able to get to know other people, customs and cultures.

Finally, we have included some appendixes with extra material used in the sessions and some evaluation (or self-evaluation) checklists.

It is relevant to mention that the topic of the lesson plan is connected with the theoretical framework developed above, as the lesson will include activities and strategies which have been put forward. Also, the topic of multiculturalism is somehow related to the concept of transfer of languages, borrowings, influences and coexistence of languages and cultures.

6.2. Justification

A didactic unit is defined by the Organic Law of Education 2/2006 as a short unit plan which is composed of a variety of tasks and exercises addressed for a particular group of learners. They are oriented towards the development of the General Objectives of each Stage and the Area and the accomplishment of the so-called Key Competences. A didactic unit should be comprised by objectives, competences,

contents, methodological implications, some evaluation criteria, and a final aim or goal.

This lesson plan is aimed at getting to know and express others' ideas, to understand multilingual and multicultural societies, to maintain social relationships taking registers into account, and to respect diversity. These objectives are compiled in the L.O.E. (2015) as we can appreciate in "To initiate and maintain personal and social relationships" (p. 430) and "To be able to adapt the text [either in oral or written form] to the receiver, context and channel, according to the registers and discursive structures appropriated to each case (p. 431)" [My own translation].

This didactic unit is also connected with the *Common European Framework of Reference for Languages* (CEFR, 2001), as we can observe in "Expressing opinions; language of agreeing and disagreeing and Initiating and closing conversation" (Council of Europe: 2001: 34)". Those functions are in accordance with level A2.2/B1.

Besides, as mentioned above, the topic of this lesson plan has to do with the theoretical framework developed throughout the first part of the project. As we are dealing with the concept of transfer, which really means influence, I have decided to incorporate the topic of multilingual and multicultural societies as in this type of societies what we find is a mixture of influences from all languages, cultures and customs.

6.3. Background and contextual information

The school "Sagrado Corazón" is located in Bailén, near the town hall. The students belong to a medium socio-economic level and all of them have Spanish as their mother tongue. The school is provided with the following equipment:

- Gymnasium
- Computer and language labs
- Art room
- Music room
- Library
- Interactive boards (in all the classrooms)
- Main lecture hall.

Focussing on the students of the 4th year of Compulsory Education (Group A), we should say that they are 28 students, 13 boys and 15 girls. In general, they are

hard-working and they are always participating. However, they are sometimes quite talkative. Around 4 students have some difficulties in the learning of English, so that more attention is needed with them.

We have 4 hours each week, and the lessons are on Mondays (11:30-12:30), Tuesdays (10:00-11:00), Thursdays (13:30-14:30) and Fridays (12:30-13:30). Particularly on Thursdays more dynamic and interactive activities are required, as they are quite exhausted at the time.

This lesson plan corresponds to the last unit of the year, concretely unit 9. Hence, this will be applied in June.

6.4. Objectives and Competences

The didactic objectives of this lesson plan are the following ones:

- To create and design cooperatively a dialogue and a comic in which people are getting to know each other.
- To describe different experiences and express opinions (agreeing and disagreeing) and ideas (their own ideas or telling others').
- To discuss, explain and evaluate what multilingualism and multiculturalism mean and the society where we are living in.
- To interpret a dialogue and perform a role-play in groups.
- To identify the sounds /s/ and /z/, and differentiate them.
- To use reported speech, written or oral.
- To initiate, manage and close conversations.
- To recognize and use register according to the degree of politeness.

These didactic objectives are in consonance with the following official goals¹:

General Objectives of the Stage of Non Compulsory Secondary Education:

[LOE 2/2006 of May, 3rd, & ROYAL DECREE 1631/06 of December 29th]

- To assume their duties responsibly, get to know and exercise their rights respecting the others; to practise tolerance, cooperation and solidarity and to utilise the dialogue in order to consolidate human rights as the key principles of a pluralistic and democratic society.
- To get into the habit of working individually and cooperatively, of showing effort and becoming responsible in one's studies and to

¹ The following official goals have been translated by Juan Manuel Ángeles Ruíz from the above-mentioned official documents.

recognize these as necessary variables to succeed in school tasks and as a means of personal growth.

- To develop a number of basic skills when using different sources of information in order to acquire new knowledge with critical awareness. And also, to build up basic skills in order to use the new technologies of information and communication.
- To develop attitudes of self-confidence, critical awareness, personal initiative, cooperation, curiosity, and interest; to foster learning to learn strategies and also skills to plan, take decisions and assume responsibilities.
- To acquire a basic communicative competence in, at least, one foreign language in order to understand and produce FL messages.
- To get familiarized with and appraise the elements and basic traits of both their natural, social, historical, cultural and artistic heritage and also that of others.

[Decree 231/07 of July 31st (Andalusia)]

- To develop skills in order to get in touch with other people and take part in group activities showing tolerant and supportive attitudes, getting rid of inhibitions and prejudices.
- To interpret and produce adequate, autonomous and creative messages involving the use of artistic, scientific or technical codes.

Foreign Language General Objectives [Royal Decree 1631/06, Decree 231/07 & Order of August 10th, 2007]:

- To comprehend global and specific information from oral texts intended for diverse communicative situations, adopting an attitude of respect and cooperation.
- To be able to produce oral texts and interact in the course of familiar communicative events not only comprehensibly and adequately but also with a certain degree of autonomy.
- To comprehend written texts previously adapted to students' proficiency level, interests and needs with the idea of scanning and skimming through them, appreciating their value as sources of information, enjoyment and pleasure, and also personal growth.
- To produce brief and simple written texts aimed at different purposes and built upon distinct topics, making use of the appropriate cohesive and coherent devices.

- To make an accurate use of the basic phonetic, lexical, structural and functional components of the FL in real communicative contexts.
- To develop learning-to-learn strategies; to be able to apply L1 knowledge and communicative skills when trying to learn a new language. To reflect upon one's own learning processes.
- To utilise learning strategies and every single means at their disposal, including the new technologies of information and communication, in order to obtain, select and offer oral and written information.
- To utilise learning strategies and every single means at their disposal, including the new technologies of information and communication, in order to obtain, select and offer oral and written information.

Competences	Abbreviations	Competences	Abbreviations
Linguistic competence	LC	Initiative and entrepreneurship competence	IEC
Social and civic competence	SCC	Learning to learn competence	LLC
Cultural and artistic competence	CAC	Digital competence	DC

Didactic Objectives	Stage Obj.	FL Obj.	Key Competences
- To create and design cooperatively a dialogue and a comic in which people are getting to know each other.			LC
- To describe different experiences and express opinions (agreeing and disagreeing) and ideas (their own ideas or telling others’).	RD		SCC
- To discuss, explain and evaluate what multilingualism and multiculturalism mean and the society where we are living in.	a, b, e, g, i, j	1, 2, 3, 4, 5, 6, 7, 10	CAC
- To interpret a dialogue and perform a role-play in groups.	D		IEC
- To identify the sounds /s/ and /z/, and differentiate them.	a, b		LLC
- To use reported speech, written or oral.			
- To initiate, manage and close conversations.			DC
- To recognize and use register according to the degree of politeness.			

6.5. Contents

The following contents are connected to the established ones Royal Decree 1631/06, and they are also in consonance with the CEFRL considering the level of the students (A2.2 and B1).

Listening, Speaking and Interaction
- Performing a role-play. - Listening and comprehending a listening audio in which people are getting to know each other. - Expressing their opinions about what others say or about the idea of multiculturalism.
Reading and Writing
- Understanding reading tasks about multilingualism, and experiences and descriptions. - Creating dialogues in which people are getting to know each other. - Creating a comic.
Language Awareness and Reflection upon Language
Functions - To get to know other people and their languages, customs and cultures. i. Reviewing greetings (including politeness) and initiating, managing and closing conversations. ii. Describing experiences and events iii. Expressing opinions (agreement/disagreement), and one's own and others' ideas.
Grammar - Review of tenses - Reported Speech

Vocabulary

- Vocabulary related to societies, cultures and languages.
- Useful expressions for agreement and disagreement.
- Idioms

Phonetics

- Difference between /s/ and /z/

Reflection upon one's learning

- Participating actively in group, pairs or individually.
- Being confident of one's own production.
- Being aware of differences and similarities between the MT and the TL, and cases of transfer.

Socio-cultural aspects

- Getting to know the multilingual and multicultural world, and the differences and similarities between different cultures.
- Recognizing and using registers and politeness in accordance to social relationship and ages, reflecting on differences between the Spanish and the English language.

6.6. Methodology

As regards methodology, we should say that an inductive methodology will be followed, so that students, autonomously, get the rule or theory from the example. On the other hand, the teacher will perform the role of facilitator, by proposing different tasks for the acquisition of knowledge. These tasks will be enabling tasks for the completion of the final task, the role play. Thus, we are going to use a Task-Based Approach. This is a more recent method of the post-communicative era and it has many advantages for the students as it is more enjoyable and more time is devoted to communication to explore more real communicative situations. Although we are going to give students autonomy, we are going to foster cooperation (Cooperative Learning) as well.

The different components of a language (grammar, vocabulary and pronunciation) will be taken into account but not in a traditional way, but from a communicative perspective, since communication plays an important role nowadays in the teaching of English language as a FL. Moreover, we will consider certain techniques or activities from more traditional methods such as the Grammar-Translation method, as in certain cases grammar practice is necessary and translation may be useful for some types of exercises, in this case, to know the Spanish equivalents of idioms.

It is important to consider that one of the roles of the teacher in this lesson will be to prevent interference, and foster positive transfer. For that reason, the teacher will propose activities in which the students have to reflect on differences and similarities between their mother tongue, Spanish, and the target language, English. Also, some learning strategies will be included and some of them will be connected with this idea of transfer when learning a language. At the end, we will prove that a combination of former theories and current ones is necessary so as to help all kinds of students and that the role of the mother tongue in the learning of English is more than relevant.

Attending to the arrangement of students in the class and their position, we should say that they will vary depending on the room. Therefore, if we are in the computer lab, the students will be seated in pairs, having one computer for each pair. However, if they are in their own classroom, they will be in groups of three most of the time. In their classroom, tables are mobile so we can arrange the distribution as we like or need.

Vocabulary will be learned throughout the written and oral texts. In this way, the students will learn it thanks to inquiry and critical development, thus favouring social interaction. Hence, they will work in an active way individually but also in groups or pairs.

The tools that will be employed as teaching support will be visual, aural and technological (boards, headphones, computers, blogs...).

6.7. Interdisciplinary aspects

Although we are presenting a lesson for the English subject, this lesson includes aspects from other subjects. In this case, this lesson collaborates with Spanish Language mainly, and also with Mathematics.

As mentioned above, this unit is aimed at showing the role of the mother tongue in the learning of English as a foreign language, and what is more, how the teacher has to plan the lesson and use different strategies to prevent negative transfer or interference and foster positive transfer. Bearing that in mind, it is more than

obvious that it is cooperating with the subject of Spanish Language, as students will do a translation activity, false friends activities, sound discrimination; to mention just a few.

6.8. Cross-curricular issues

As far as cross-curricular issues are concerned, we should notice that this unit covers civic and moral education. Firstly, our students will learn how to address different people depending on the age or the social relationship of the speakers. In addition, they will reflect on the differences between Spanish and English speakers, as their conventions for expressing politeness are quite different.

Moreover, our students will work on the idea that we are living in a world where multilingualism and multiculturalism play an important role, and in this type of society, respect towards others' languages, cultures and customs is really important.

6.9. Attention to diversity

We should take into account that not all the students are the same and that it is necessary to prepare materials for those who are faster learners and those who are slower students or have any special need.

Faster learners

For those students who finish earlier, we will give them a link where they will practise more with idioms and they will learn others we have not seen in class: <http://www.ixl.com/ela/grade-5/determine-the-meaning-of-idioms-from-context-set-1>

Also they could be asked to do a writing exercise in which they will have to write an article about multiculturalism, summarizing all the ideas we have been discussing or reading in class (120-150 words).

They could watch the whole video of the listening task, as in class we will only play 3:16 minutes: <https://www.youtube.com/watch?v=GlscFs5mYjA>

Slower learners

For those students who find difficulties in their learning we will propose some extra material (supporting exercises).

They will be asked to do the following exercises for extra practice of the sounds /s/ and /z/: <http://www.englishexercises.org/makeagame/viewgame.asp?id=5963>

If they need supporting material to understand reported speech, they will do the following exercises: <http://www.perfect-english-grammar.com/reported-speech-exercise-1.html>

Moreover, they will write a kind of diary reflecting on the vocabulary and ideas learnt in class, so that they fix what they have learnt better and have what they need to know for the final task and the exam more organized.

6.10. Materials

Some of the materials we are going to use in class are:

- Computers
- Books
- Interactive board
- Videos and reading texts
- Headphones
- Sample comics
- Visual support.

6.11. Timing

	Abbrev.	Meaning		Abbrev.	Meaning		Abbrev.	
Interaction	IW	Individual work	Skills	I	Interaction	Competences	LC	Linguistic Comp
	PW	Pair work		L	Listening		DC	Digital Comp
	GW	Group work		S	Speaking		LL	Learning to Learn
	WC	Whole class		R	Reading		SCC	Social and Civic Comp
	T > C	Teacher to the class		W	Writing		IEC	Initiative and Entrepreneurship Comp
	T > G	Teacher to groups					CAC	Cultural Awareness Comp

Sessions	Tasks and Description	Materials	Interaction	Skills	Competences	Timing
Session 1	- Pre-task: Introduction of the topic “A multilingual society” – Brainstorming + brief discussion in pairs.	Pictures Vocabulary list	WC PW	I		15’
	- Task: Reading task – A. Reading a text individually B. Vocabulary consolidation C. Reading comprehension	Reading worksheet	IW PW	R I W	LC CAC LL	20’

Session 2	- Post-task: Digital writing (connected to the reading text)	Computers	IW	W	IEC SCC	15'
						Total: 50'
	- Pre-task: Sharing experiences and debate! Reflecting on the digital writing and showing agreement or disagreement.	Digital writing	WC T > C	W I		18'
	- Task: Gossiping (Students are given some cards with experiences, they have to tell their partners what they have read in the card)	Cards Reported speech summary	GW WC	I	LC DC IEC SCC LL	22'
	- Post-task: Creating a big mural. They will find who has the same gossip, and in groups they will create in cardboards the sentence using reported speech. Finally, each group will paste its sentence in a big mural with fillers.	Cardboard Mural Colour markers	GW WC	I W		15'
						Total: 50'

Session 3	- Pre-task: Imagine the following situations... (Students will reflect on how they will greet and address others attending to politeness)	Situations worksheets	PW WC	I		15'
	- Task: Listening: Watching a video.	Video	IW	L	LC	17'
	A. Listening comprehension activities	Worksheet	PW	I	DC	
	B. Pronunciation activity	Board	WC		IEC SCC LL	
	- Post-task: Is it achievable? Students in two groups will find arguments in favour and against multiculturalism and they will do a sort of debate. They will use others' ideas that they will look for on the internet.	Computers Agreement and disagreement sheet	IW GW WC	W I R		18'
						Total: 50'
Session 4	- Pre-task: Idioms and culture! A. Brief brainstorming B. Matching exercise (Spanish and English equivalents) C. Filling the gaps	Handout with exercises	PW WC IW	I	LC DC	15'

Session 5	- Task: Webquest. Students will surf the internet so as to look for an idiom in English and its translation in Spanish and their origin in both languages. (Links will be provided by the teacher)	Interactive board Computers	GW WC	W I	IEC SCC CAC LL	20'
	- Post-task: Create an outline to design a comic.		GW	W I		15'
						Total: 50'
	- Pre-task: Sample comic exhibition	Comics	WC	I	LC DC	5'
	- Task: Creation of the comics	Cardboard sheets and other materials to create the comics	GW	I W	SCC LL IEC	35'
	- Post-task: Online reflection. Self-evaluation checklist.	Computers	IW	W		10' Total: 50'

Session 6	- Final task: Exhibition and role-play performance of comics.	Comic	GW IW WC	S I	All the competences are involved.	Total: 50'
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6.12. Classroom procedures

Before presenting the lesson step-by-step, I would like to say that all the activities are of my own design except for a few ones whose procedence I will acknowledge. The lesson will be divided into 6 sessions, the last one being devoted to the final task exhibition.

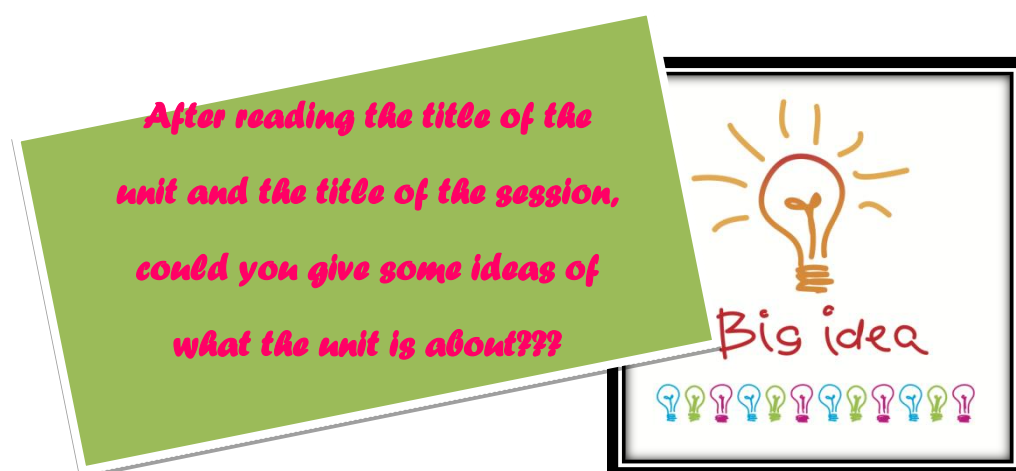
Unit 9. A world of diversity

Session 1. Current societies

Pre-task:	Brainstorming and brief discussion. Students will be introduced to the topic: Multilingual and Multicultural societies. They will note down vocabulary from the brainstorming.
Timing:	10'

Interaction Skills

- ❖ Remember to respect others' turns.
- ❖ Remember that using vocabury in your production is the best way of learning it. Let's use the brainstorming vocabulary in the discussion!



 Vocabulary from the Brainstorming

Vocabulary	Translation	Definition	Phonetic transcription

Let's discuss!



What do you mean by multilingualism?

And by multiculturalism?

Do you think there is a multilingual or multicultural society in your city or country?



Is diversity respected?

Task:	A. Reading skill. Students will read the text individually and they will pay attention to the highlighted words. B. Vocabulary consolidation. False friends activity. C. Reading comprehension. Students will answer a true/false activity and some comprehension questions.
Timing:	20'

- A. **Reading skill.** Read the following text and pay attention to the highlighted words. What do you think they mean?

Do we live in a multilingual/multicultural world?

The answer to this question is definitely yes. First of all, we should define the concepts of multilingualism and multiculturalism. On the one hand, multilingualism refers to the ability to communicate in various languages; and on the other hand, multiculturalism has to do with the promotion of cultural diversity. Multilingualism has allowed intercultural dialogue, and this is why we are living in a world where people move from one place to another, giving rise to the coexistence of languages and cultures. Recently, we have interviewed a girl from Algeria, called Naomi, who is now living in the UK. Let's see her perception of multilingualism and multiculturalism in the UK.

Interviewer: Good morning, Ms. Bolomi. We would like to know your experience in the UK, and if you agree we are living in a multilingual and multicultural society.

Naomi: Please, call me just Naomi. Actually, I feel we are in this type of society because you can go out and see different races; you can listen to different languages; and you can perceive different cultures. Facilities are being adapted to this situation, and you can be attended in other languages more easily as you can find others from your country. I realized we are in a multilingual and multicultural society the first day I came to London. I could not speak English, and I needed to ask for a direction. I was very embarrassed with my English, but I tried to do it. I started to speak to a boy, and suddenly he began to speak to me in French. My mother tongue is not French but we use it as a second language at school. I thanked him for his sympathy and help.

Interviewer: So, here you have. Multilingualism exists.

Reading skills

- ❖ Remember that you do not need to understand every single word, and many words are cognates of your mother tongue, so you can guess their meaning.
- ❖ Underline useful expressions.

B. Read the following false friends. To which word are they similar? According to the context in which they are used in the text, which is their correct translation? Make use of the dictionary if necessary.



False friends	What you may think...	Translation
Actually		
Facility		
Realize		
Embarrassed		
Sympathy		

C. Reading comprehension

1. True or false? Say if these statements are true or false, and if they are false, give the true statements and justify them with the lines from the text.



Statement	True/False	If false, give the true statement
Multilingualism is the capacity to speak only two languages.		
Intercultural dialogue is promoted by multiculturalism		
Naomi thinks multilingualism does not exist.		
She was embarrassed because she		

could not speak English properly.		
French is Naomi's mother tongue		

2. Answer the following comprehension questions. Use your own words.

1)

Could you give the definition of multiculturalism?

2)

What is the consequence of people moving to one place to another?

3)

Why does Naomi feel we are living in a multilingual and multicultural world?

Post-task:	Digital writing. In the blog of the class, they will write a short reflection on the reading, explaining what they think about multilingualism and multiculturalism and telling any experience they know or they have lived.
Timing:	15'

Blog: <http://letslearnenglishraquel.blogspot.com.es/?zx=4f9afc3dff3c3a8d>²

² This is the link of the blog. If you click on it, you will see that the blog will be used not only for the digital writing, but also for upload other materials employed in class.

Writing skills

- ❖ Remember that English, the same as Spanish, also has linkers and punctuation.
- ❖ Introduce vocabulary employed in class.

Anticipated problems	Possible solutions
➤ They find the text difficult.	➤ We will tell them beforehand what the highlighted words mean, instead of allowing students to guess them.
➤ They may feel a bit lost when doing the writing reflection.	➤ We will give them a guide of what they are expected to do in the writing task and a battery of reflective questions (This will be included in the appendixes).

Session 2. Gossip world

Pre-task: Sharing experiences and debate!

As homework students will have been asked to read others' reflections and experiences in the blog. In class, they will share their own experiences and others' (introducing reported speech). Then, they will discuss if they agree or not with their classmates' opinions and experiences. For that they will be given a table of useful expressions for agreement and disagreement.

Timing: 18'

Interaction Skills

- ❖ Make use of the expressions for agreeing and disagreeing.
- ❖ Remember that the English tend to be less direct than the Spanish.

Useful Expressions³

Stating an opinion

- In my opinion...
- The way I see it...
- If you want my honest opinion...
- According to Lisa...
- As far as I'm concerned...

Asking for an opinion

- What are your thoughts on all of this?
- How do you feel about that?
- Do you have anything to say about this?
- Do you agree?
- Wouldn't you say...?

Expressing agreement

- I couldn't agree with you more.
- That's for sure.
- (slang) Tell me about it!
- You're absolutely right.
- That's exactly how I feel.
- I'm afraid I agree with James.
- I have to side with Dad on this one.
- No doubt about it.
- (weak) I suppose so./I guess so.
- You have a point there.

Expressing disagreement

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

Interruptions

- Can I add something here?
- Is it okay if I jump in for a second?
- If I might add something...
- Can I throw my two cents in?

- (after accidentally interrupting someone) Sorry, go ahead. OR Sorry, you were saying...
- (after being interrupted) You didn't let me finish.
- Sorry to interrupt, but...

³ Taken from <https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm> This link appears in the blog.

Task:	Gossiping... Students will be given cards in which there are some gossips from famous or well-known people. In groups they will have to tell the other members of the group what these people said, asked, suggested... but without giving the names, so others have to guess who said that. After the game, the teacher will explain reported speech, and they will have to reflect if they made the changes of reported speech
Material	Extra material to explain reported speech (Appendix 1)
Timing:	22'

👉 **Bear in mind.** In Spanish we do not tell others what someone has said in the same way that one says something.

CARDS!⁴

Albert Einstein: "A clever person solves a problem. A wise person avoids it."
Albert Einstein: "The difference between genius and stupidity is that genius has limits."
Albert Einstein: "Education is what remains after one has forgotten what one has learned in school."
Oscar Wilde: Nowadays people know the price of everything and the value of nothing."
Oscar Wilde: "Imagination was given to man to compensate him for what he is not, and a sense of humor was provided to console him for what he is."
Oscar Wilde: "Always forgive your enemies; nothing annoys them so much."
Leonardo da Vinci: "Simplicity is the ultimate sophistication."
Marcel Proust: "The real voyage of discovery consists not in seeking new lands but seeing with new eyes."

⁴ Quotes taken from: <https://litemind.com/favorite-quotes/> and <http://en.wikiquote.org>

Victor Hugo: "I don't mind what Congress does, as long as they don't do it in the streets and frighten the horses."
Napoleon Bonaparte: "Never interrupt your enemy when he is making a mistake."
Napoleon Bonaparte : "History is the version of past events that people have decided to agree upon."
Charlie Chaplin: "I'm sorry, but I don't want to be an emperor."
Charlie Chaplin: "A day without laughter is a day wasted."
Charlie Chaplin:" I am at peace with God; my conflict is with man."
Mahatma Gandhi: "Be the change you want to see in the world."
W. Shakespeare: "A man can die but once"
W. Shakespeare: "Love looks not with the eyes, but with the mind, And therefore is wing'd Cupid painted blind."
W. Shakespeare: "Reputation is an idle and most false imposition; oft got without merit and lost without deserving"
Socrates: "By all means marry. If you get a good wife, you'll be happy. If you get a bad one, you'll become a philosopher... and that is a good thing for any man."
Socrates: "The only true wisdom is in knowing you know nothing."
Winston Churchill: "Success consists of going from failure to failure without loss of enthusiasm."
Winston Churchill: "A fanatic is one who can't change his mind and won't change the subject."
Bob Marley: "We don't have education, we have inspiration; if I was educated I would be a damn fool."
Bob Marley: "Your life is worth much more than gold"
Bob Marley: "Emancipate yourself from mental slavery, none but ourselves can free our mind"
Anne Frank: "Laziness may <i>look</i> inviting, but only work gives you <i>true</i> satisfaction."
Anna Frank: "The final forming of a person's character lies in their own hands."
Salvador Dali: "Have no fear of perfection, you'll never reach it."

Post-task: Creating a big mural of gossips

After the game and the reported speech explanation, the students will apply the knowledge they have to write the sentences in reported speech, all the members of the group have to collaborate in the writing of all the sentences (the teacher will assure of that by going around the class). They will paste their sentences in a big mural.

Timing: 15'

Writing skills

- ❖ Remember to apply the reported speech changes when writing the sentences. It is really similar to the Spanish *estilo indirecto*.

Write your gossips and paste it in the mural!



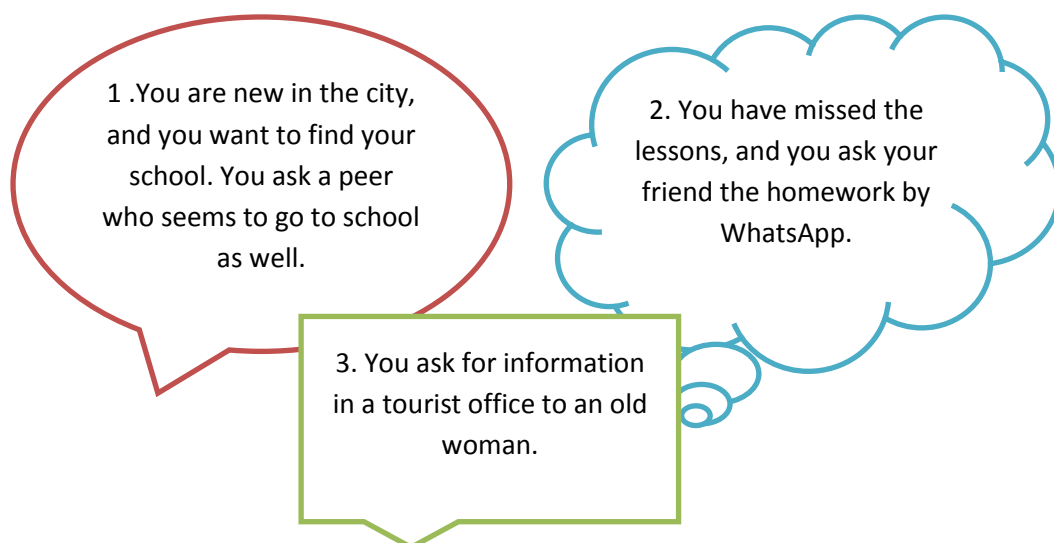
Anticipated problems	Possible solutions
➤ Difficulties with reported speech.	➤ We will provide further practice by means of extra exercises.
➤ Not all the students participate in the debate.	➤ We can create pairs so that all have to participate and the teacher goes round the class to ensure they speak in English and use the expressions.
➤ Difficulties to understand the sentences from the cards.	➤ We will let them look up the words in their computers in www.wordreference.com

Session 3. Shall we address others?

Pre- Task:	Imagine the following situations...
Timing:	15'

How would you address...?

- ☞ Bear in mind that depending on the social relationship and age we address others differently. Hence, put yourself in the following situations, and in pairs discuss how you would address the other person or how you would initiate a conversation.



1.
2.
3.

Task:	Listening comprehension. 3:16 https://www.youtube.com/watch?v=GlscFs5mYjA (This video is on the blog) - Pronunciation activity
Timing:	17'

Listening skills	
❖	Do not try to get all the words.
❖	Copy the words you hear on a sheet of paper

A. Answer the following questions.

1. How do cultures interact with each other? Can you explain it?

2. He says that this was a question of...

3. What are the main consequences of not being tolerant or not accepting others?

4. Why has multiculturalism failed according to Christopher Chhouk?

B. Match the words with the definitions. Two of them appear in the video, the others are just explained, so try to guess their definition.

Culture Multiculturalism Immigration Acceptance

1. The act of agreeing with something and approving of it.
2. The process of coming to live permanently in a country that is not your own.
3. The customs and beliefs, art, way of life and social organization of a particular country or group.
4. The practice of giving importance to all cultures in a society.

C. Pronunciation activity: Sound discrimination. Try to guess if the following words are pronounced with /s/ or /z/. Then, listen to the words and check if you were right.

governments minutes mistakes tourists cultures is videos countries
organizations customs

/z/	/s/

? Could you guess the rules?

/s/

/z/

Post-task: **Is it achievable?** This is the title of the video. After listening to it, students will be divided into two groups and they will look for arguments from the video or others' on the internet. Then, they will do a debate. They will have two requirements, to use reported speech

when saying something that another person has said and to use the expressions seen before for agreement and disagreement.

Timing: 18'

Anticipated problems	Possible solutions
➤ They are not able to answer all the questions if we play the listening just twice. ➤ They do not discriminate the sounds or they cannot produce them differently.	➤ We can opt for a third time by using headphones. ➤ Extra material

Session 4. Cultural similarities and differences

Pre-task: Idioms and culture!

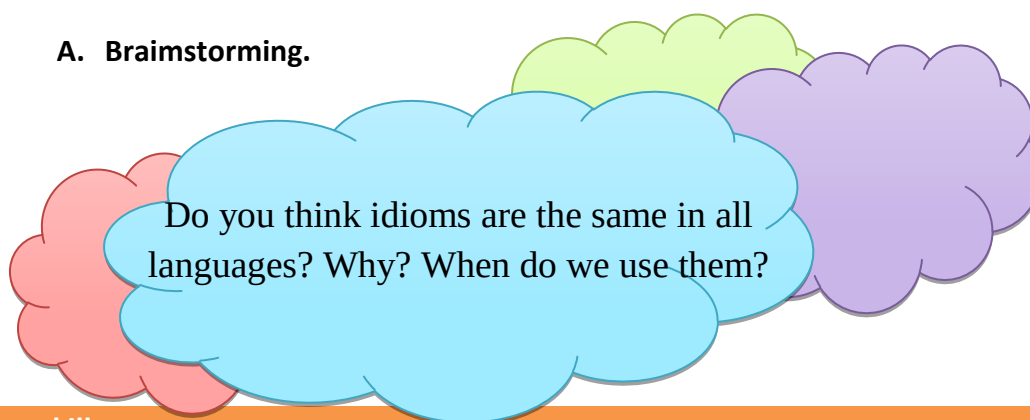
a. Brief brainstorming. Do you think idioms are the same in all languages?

b. Matching English idioms with their equivalents.

c. Filling the gaps. Choose the idioms which best suit in each gap.

Timing: 15'

A. Braimstorming.



Speaking skills

❖ **Make an outline with ideas you want to comment on.**

B. Match the English idioms with the correct equivalent in Spanish.

1. It's all Greek to me	a. Cabeza de turco
2. American as an apple pie.	b. Sudar la gota gorda
3. To ask for the earth	c. Me suena a chino
4. To sweat blood	d. Español de pura cepa
5. Scapegoat	e. Pedir el oro y el moro

Remember!!!

An idiom varies depending on the language and the culture.

C. Filling the gaps. Use the previous idioms to complete the exercise.

1. I've recently started to watch football whenever I find it airing on television, but as of right now, the rules of the game are _____
2. She is always _____
3. He is very patriotic. He usually says that he is _____
4. In the trial, she declares herself innocent and a _____
5. We have been working all day in the factory. We have _____

Task:	Webquest. In groups students look for the origin of an idiom in both languages. We provide them with some links to look for the information. Then, they will share what they have found with the rest of the class.
Timing:	20'

Attention!! Be cooperative, remember you are a group.

WEBQUEST. Here you have the links where you can find the idioms, equivalents and origins. They are also in the blog so you have an easy access to them.



Post-task:	Create the outlines for the exhibition of comics. Students will have time for grouping and decide what they are going to do.
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Timing:	15'
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Aspects your comic should include...

- ✓ Any reference to a multilingual or multicultural society.
- ✓ Tell others any experience or idea that someone has told you.
- ✓ At least, include one idiom and one false friend.
- ✓ Agreement and disagreement.

Anticipated problems	Possible solutions
➤ Difficulties in finding the required information in the web.	➤ To prepare extra links
➤ Conflicts when doing the groups.	➤ I'll do the groups myself if any conflict arises.

Session 5. Designing comics

Pre-task:	Sample comic exhibition and instructions. The teacher will bring comics to the class so that they can have an idea of how they have to do it, and they could imagine how their characters are going to look like.
Timing:	5'

Task:	Creation of the comics. In groups they create their comics and the teacher will be going around the classroom in order to solve any doubt which may appear.
Timing:	35'

Post-task:	Online reflection. The teacher will ask the students to do the online self-evaluation.
Timing:	10'

Session 6. Exhibition of comics and role-plays

Final task:	Exhibition and role-play performance of comics. As there are 28 students, they will be divided into groups of 4. They will have 5 minutes for the performance and 2 minutes max. to explain their comics.
Timing:	50'

6.13. Evaluation

The following evaluation criteria are in consonance with the didactic objectives developed above. Below, we will present an evaluation checklist for the teacher to evaluate. Besides, this evaluation checklist will be useful for the teacher to know whether the students have achieved the objectives or not.

Evaluation criteria

- If students can create and design cooperatively a dialogue and a comic in which people are getting to know each other.
- Whether students are able to describe different experiences and express opinions (agreeing and disagreeing) and ideas (their own ideas or telling others').
- If students can discuss, explain and evaluate what multilingualism and multiculturalism mean and the society where we are living in.
- If students can interpret a dialogue and perform a role-play in groups.
- Whether students can identify the sounds /s/ and /z/, and differentiate them.
- If students are able to use reported speech, in written and oral form.
- Whether students can initiate, manage and close conversations.
- Whether students are able to recognize and use register according to the degree of politeness.

Evaluation checklist	Can do	Not yet
✓ If students can create and design cooperatively a dialogue and a comic in which people are getting to know each other.		
✓ Whether students are able to describe different experiences and express opinions (agreeing and disagreeing) and ideas (their own ideas or telling others').		
✓ If students can discuss, explain and evaluate what multilingualism and multiculturalism mean and the society where we are living in.		
✓ If students can interpret a dialogue and perform a role-play in groups.		
✓ Whether students can identify the sounds /s/ and /z/,		

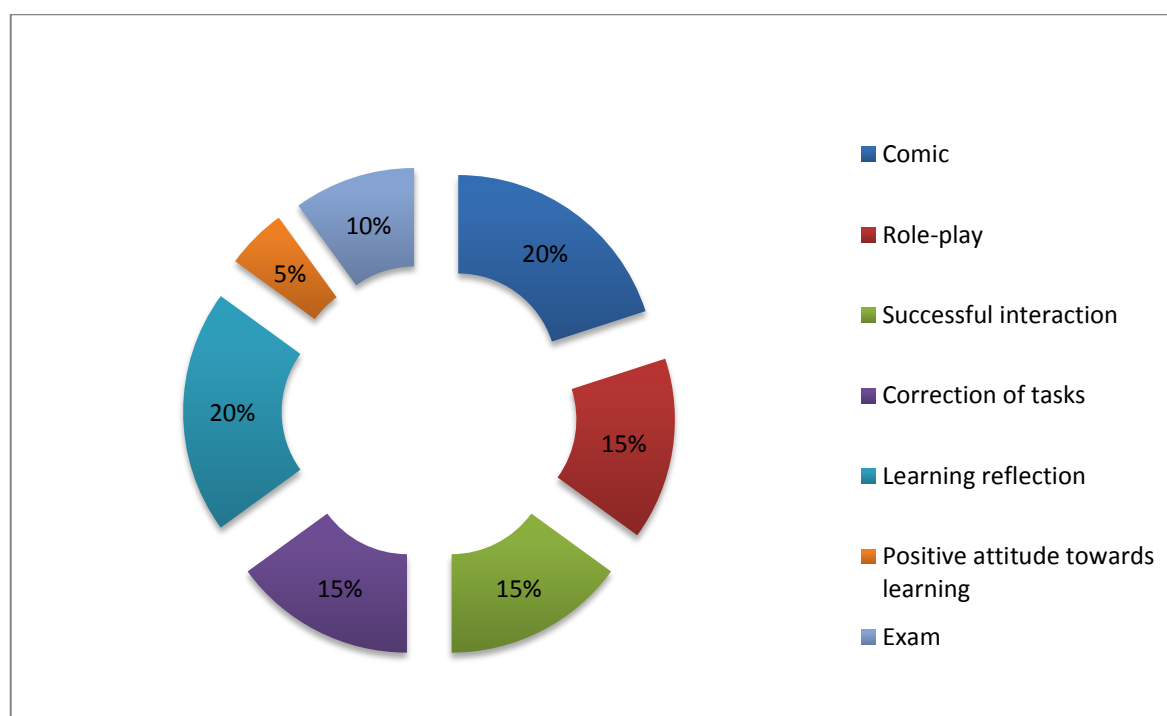
and differentiate them
✓ If students are able to use reported speech, in written and oral form.
✓ Whether students can initiate, manage and close conversations.
✓ Whether students are able to recognize and use register according to the degree of politeness.

Evaluation tools

Now, we are going to enumerate the evaluation tools employed and the marking criteria we will use:

1. Final task:
 - Comic
 - Role-play
2. Correction of tasks
3. Successful interaction in class
4. Learning reflection
5. Positive attitude towards learning
6. Exam

Marking criteria



By successful interaction in class and correction of tasks, we mean that students will participate in oral exchanges with a certain degree of proficiency according to their level; that they will make an effort for the completion of tasks; and also, they will work autonomously and cooperatively, depending on the requirements of the proposed tasks.

A self-evaluation checklist will be given to our students so that they reflect on their own learning. As I think this is really important, and it is in accordance to the *European Language Portfolio*, it will be graded with 20% of the total mark. Only if we evaluate it, will our students see the importance of this tool.

Students will be evaluated by means of an exam which will present all the aspects given in class. This will not be very highly valued as I consider there are other tools which are important as well.

Self-evaluation checklist. Unit 9

Name: _____ Class: _____

1. Complete the self-evaluation sheet by ticking the boxes that best refer to your level of competence.

	!!	!	*	**
Speaking	I can agree and disagree when we are discussing in relation with the topic of the unit. I can tell something another person has said.			
Listening	I can understand dialogues of people greeting and describing experiences.			
Interaction	I can initiate, manage and close a conversation in order to get to know other people.			
Reading	I can read texts about multilingual societies and dialogues.			
Writing	I can write a dialogue in comic format.			

2. Complete the form.

A useful idiom:	A useful expression for agreeing and disagreeing:
A false friend:	A true friend:
A similarity between Spanish and English:	A difference between Spanish and English:
Learning strategy:	Learning skill:

Evaluation checklists for the exhibition of comics and the role-play

Criteria related to content and language	✓ Can do	✗ Not yet	Notes
They can employ reported speech in the form of a dialogue in a comic.			
They have included vocabulary connected to multilingual and multicultural societies.			
They can produce /s/ and /z/ differently.			
They can interact showing agreement and disagreement and telling experiences.			
They can initiate, manage and close conversations bearing in mind register norms.			

Criteria related to the design and performance	✓ Can do	✗ Not yet	Notes
They have decorated the comic creatively and beautifully.			
They respect others' turn takings.			
They speak clearly and appropriately.			
They have used realia or wore special clothes.			

😊 Good points!!	☹ To improve...

Exam Unit 9. A World of Diversity

(55 min.)

Date:

Name:

Classroom:

A. VOCABULARY & IDIOMS (1 POINT)

(5 min.)

Activity 1. Read the following definitions and complete with the correct word. (0.5 p.)

- A person who speaks or uses several languages: _____
- A society composed of several cultures: _____
- When you tolerate a society with different languages and cultures, you respect: _____

Activity 2. Write a sentence in English with each idiom. (0.5 p.)

- Sudar la gota gorda:

- Sonar a chino:

B. READING (2 POINTS)

(10 min.)

Read the following text and complete the following exercises.

Nowadays, we are living in a **multicultural** and **multilingual** world, and this sometimes **provokes** misunderstandings and **situations** of **intolerance**. For that **reason**, the school should be a place for **educating** our **students** to **respect diversity** and to arouse **sympathy** towards others. Although through **history**, **tolerance** has been **promoted** in very **different** ways, there are still people who do not **accept** others because of their race, **culture**, birthplace, **social class**... The goal of **tolerance** is nearer than years ago, but we have to work more. **In** Bob Marley words, "I only have one thing I really like to see happen. I like to see mankind live together –black, white, **Chinese**, everyone- that's all".

Activity 1. True or false. If it is false, give the correct answer using your own words. (1 p.)

1. Only multilingualism provokes situations of intolerance.
2. The school is a place where we can promote tolerance.
3. We are nearer to achieve tolerance than years ago.

Activity 2. What did Bob Marley say about his ambition? (1 p.)

He said...

C. LISTENING & PRONUNCIATION (3.5 POINTS)

(20 min.)

Link:

http://downloads.bbc.co.uk/learningenglish/features/6min/141218_6min_42_languages_download.mp3

Activity 1. Listen to the audio and answer the following questions. (1 p.)

1. Which language does he use for introducing himself, and where did he learn it?
2. How many languages are spoken in the mentioned London school?
3. Why is this school well-known?

Activity 2. Give a definition for the following words. Do not copy the definitions given in the listening audio. Could you give an equivalent in Spanish? Is any of them a cognate or true friend? (1.25 p.)

Word	Taking notes from the audio	Definition	Equivalent in Spanish
Rusty			
Playground			
Marks			
Integration			

Activity 3. Can you guess the answer of the question formulated in the audio? (0,25 p.)

Which country has the highest number of official languages? _____

👉 You can see the answer in our blog.

Activity 3. The following words are pronounced in the audio, could you classify them into /s/ and /z/? (1 p.)

Countries	Languages	Rusty	Speak	Because	Choice
-----------	-----------	-------	-------	---------	--------

/s/:

/z/:

D. WRITING (3.5 POINTS)

(15 min.)

Your parents have decided to move to London, a multilingual and multicultural city. Write an e-mail to your friend telling him/her, what they have decided and the reasons they have given to you. Express agreement or disagreement with this idea. (100-120 words)

	Para...	
Enviar	CC...	
Cuenta ▾	Asunto:	

E. EXTRA POINT (1 POINT)

(5 min.)

Do we address others in the same manner? Why or why not? Give examples.

6.14. References for the unit

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- Web resources

Attention to diversity:

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Cards:

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7. Conclusion

To sum up, we should say that the hypothesis proposed at the beginning of the project has been confirmed as we have been able to combine traditional methodologies associated to the concept of transfer with more current and innovative ones focused on communication and reflective learning.

The idea of using transfer as a technique to facilitate the student's learning has been our main goal. That is why we have incorporated some tips as learning strategies, in the didactic unit. When we incorporate these types of activities and strategies in a way we are making our students reflect on their learning from a different perspective.

The European Language Portfolio suggests that learning must be connected to reflection, so in this project we could say that we have fostered reflection in a field which is not quite common nowadays, the reflection on the similarities and differences between the student's MT and FL (Spanish and English respectively). From my personal point of view, this kind of reflection is significant. Students will make mistakes and errors because this is part of the learning process, but on some occasions students will understand the cause of their mistakes better by comparing both languages. As John Dewey said: "We do not learn from experience, we learn from reflecting on experience".

Conclusión

Para resumir, deberíamos decir que la hipótesis propuesta al principio del proyecto se ha confirmado ya que hemos sido capaces de combinar metodologías tradicionales asociadas al concepto de transferencia con metodologías más actuales y innovadoras centradas en la comunicación y el aprendizaje reflexivo.

La idea de usar la transferencia como técnica para facilitar el aprendizaje del estudiante ha sido nuestra meta principal. Por este motivo hemos incorporado algunas claves como estrategias de aprendizaje en la unidad didáctica. Cuando incorporamos estos tipos de actividades y estrategias estamos haciendo que nuestros alumnos reflexionen sobre su aprendizaje de una forma diferente.

El Portfolio Europeo de la Lengua sugiere que el aprendizaje debe estar conectado a la reflexión, así que en este proyecto podemos decir que hemos fomentado la reflexión en un campo no muy común en la actualidad, la reflexión en la similitudes y diferencias entre la lengua materna y la lengua extranjera del estudiante (español e inglés respectivamente). Desde mi punto de vista, este tipo de reflexión es relevante. Los alumnos cometerán errores y fallos porque esto es parte del proceso de

aprendizaje, pero comparando ambas lenguas, en algunas ocasiones, entenderán la causa del error mejor. Como John Dewey dijo: “No aprendemos de la experiencia, sino de la reflexión sobre la experiencia”.

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Appendix 1. Reported Speech explanation

Materials: Pictures of a famous person and a famous journalist.

To explain reported speech, the teacher will simulate a short interview between a famous person and a famous journalist. Students, then, will tell the teacher the answers of the famous person and what the journalist has answered. Then, the teacher will provide them with a layout of the changes they have to applied when using reported speech.

Short interview:

Yesterday, after the match played between Spain and England, Pablo Motos in the TV programme *El Hormiguero* asked some questions to the leader of the Spanish team.

Pablo Motos: Hello Iker! How do you feel after the Spanish victory today?

Casillas: Really, I feel quite happy because it means we are about to win the final.

Pablo Motos: Has this match been easy or difficult to win?

Casillas: It has not been easy as England is a strong opposition.

Pablo Motos: And what about your personal life? Are your family and you ok?

Casillas: My family and I are fine. We are living some of the best moments of our lives.

Pablo Motos: I'm glad to hear that.

Reported Speech Use: We use reported speech to tell something another person has said or told somebody.

Changes:

Pronouns	Time and place expressions	Verb Tenses
Personal pronouns & Possessive pronouns:	Time:	Present simple > past simple
Emma said: I have got my new car	Present	
	Now > then	Past simple > past perfect
➤ Emma said that she had got her new car	Today > that day	Present continuous > past continuous
	Past	Past continuous > past perfect continuous
Demonstrative pronouns	Yesterday > the day before	
	Last <u>week</u> > the week before	Present perfect > past perfect
	<u>A year</u> ago > the year before	

This > that	Future	Past perfect > past perfect
These > Those	Tomorrow > the following day	Future simple > conditional simple
Those and that > =	Next <u>week</u> > the following week	Future continuous > conditional continuous
	Place:	Future perfect > Conditional perfect
	Here > There	

Structures:

Statements	Questions
Introduced by verbs such as: say, tell, explain, comment...	Introduced by verbs such as: ask, wonder, inquire...
Example:	Example:
Lola said: "The sky is blue".	YES/NO Questions
➤ Lola said THAT the sky was blue.	She asked Ana: "Do you like pizza?"
	➤ She asked Ana IF she liked pizza.
	WH- Questions
	Mary asked: "Where do you live now?"
	➤ Mary asked WHERE I lived then.