

students? (Marking practice – focus on the answer)

**Task 4:** (After the paragraphs are marked for practical purposes)

1 In this part of writing, I will talk about the group of students in the intermediate level I taught during the third block of teaching practice. For this data collection and analysis I had been used to "The writing part task", it is questionnaire **writing**. I had the main subject feedback from the intermediate level on page 206.

2 According to the survey the average number of students coming to the classes was 11. The group of students was relatively made up of Spanish students who studied Spanish at CEU and also included regarding the level of the group, the students were also taking B one again at the intermediate class.

3 The fact that the majority of our students were Spanish implied that we had to choose some extra **language resources** available to refer to help them. Initial stages are a stage where that affects second language acquisition. (Dobson, 2007: 200-203) who states "Theories of second language acquisition investigated which factors influence the most second language acquisition? This relation is that neither longer immersion in the most second language use, proficiency, attachment to pronunciation, cultural change, and assimilation with culture."

4 Hence, even so some students problems observed. One general observation problem is that strong accents. Also, they had different styles because of different strategies in their mother tongue. In particular, they did not distinguish between writing and their accents so they pronounced words better by letter than Spanish is one of the most transparent languages after the end of the mother's language (Dutch, French, German, Polish) more transparent than English (Dobson, 2007). This could also be explained because their getting to know since the way they had to spell reflects the pronunciation of words by a people collected from the different parts of the country instead of "an American".

5 Moreover, a great majority of them were learning English for academic and professional purposes. Many of them express their desire to study later possibly in English spoken or find a better job. While some of them intended taking the IELTS exam. In previous one, students had

---

<sup>1</sup> <https://doi.org/10.1016/j.sbspro.2012.05.001>