

Name of Student: Lucinda Barrett

Title of the Proposal: POETRY, INTERCONNECTIVITY and CLT Immersion

Analysis	Strengths observed:	Weaknesses observed:
1. Introduction	It defines the spirit of CLT from the beginning and takes its best interests at heart, emphasising its importance but leading into the relevance of the topic that of the principle of CLT in today's classroom. The introduction clearly defines the beginnings of the issues to be discussed and highlights the interest the writer takes in how CLT has evolved.	The introduction was written to entice the reader to feel immediately at one with the CLT aspects. However, a systematic outline of contents was not constructed but this was intentional as an overall review was preferred to lead the reader in comfortably and with more curiosity.
2. Purpose and Objectives	Very significant purpose and objectives are revealed to show how CLT is still a work in progress and this is defined by highlighting readings, experiences and professional observations that incite the objectives in producing a clearer picture and opens up nicely for the justification and methodology.	
3. Justification, theoretical, curricular framework, methodology	It is clear and flows well and justifies on a regular basis what the point of the dissertation is and the need for innovation but also generates more interest and delves further into the curricular frameworks sociocultural interest and explores deeper the inspiration towards the methodological approach to be taken.	The inspiration is explained a lot to capture all the elements of the learning process and evaluation is touched on but not so concretely in this part, however, in the other parts evaluation is acknowledged.
4.1 Innovations proposal and critical analysis	The proposal has been rigorously tried and tested in reality through Practicum and work experience and their has been no doubt in its execution. Easily adaptable for the classroom, student and teacher alike.	The Lesson Model is systematic in its approach although certain other approaches and models have been added that were not spoken of in (3). This is because, they were more appropriate to mention at that time of blending them into the criteria model.
4.2. Learning Activities and Unit	All has been considered meticulously and innovatively. It is original, attractive, curricular complementary, creative and not only useful but highly effective in second language learning success. It focuses on the need for a new CLT approach to address different needs of the learners and fair assessment. All the skills and contents are targeted through a genre based,	The programme is tightly packed and may appear time consuming, but the secret to this programme is the established routine, simplicity and hands on tasks which will create an empowering 'let's not waste time' appeal for the learners to get down to it and the teachers to enjoy the language and students learning time. The key being that they know what they have to do and they are engaged.

	CLT, 4 skills and ITC friendly educational programme.	
5. Conclusions	Future lines of action have been mentioned to open up the new vision and to incite even more proposals within the new interconnectivity approach.	The conclusion is short but at least it is to the point and the innovation is clearly identified again to allow for more thought as the writer ends with a beginning of something more in CLT.
6. References	Alphabetically ordered, dated, concise with publishers. The writer's research has been inspired by the Master Profesorado, and own experience and knowledge in the CLT field. The readings are complementary and share new experiences and light on the matter.	
7. Formal Aspects	As a native English speaker, there should be no excuse in correction fluency and academic style.	However, as a mature student, working in the field for 25 years, academic writing had taken a backward seat.