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QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

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Culiacán, Sinaloa a 19 de junio de 2022

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SPECIALIZATION IN LEARNING AND TEACHING ENGLISH AS A SECOND LANGUAGE

FINAL PROJECT

Project:
Developing the four skills through interculturality

Subtitle:
Interculturalism Awareness by Learning About Countries, Nationalities and Traditional Food and Sports.

Generation 10

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Culiacán, Sinaloa, June 19th, 2022.

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INTRODUCTION

This document is presented as an integration of the main learning points reviewed over the three modules of the Specialization in English Language and Teaching (EEAILE) from Universidad Pedagógica Nacional (UPN). It is a result of the combination of theoretical concepts with my teaching practive over these three modules.

This paperwork presented is titled "**Developing the four skills throughout interculturality"** which its main objective is to increase vocabulary, to develop reading, speaking and writing skills in my pupils by awaking their interculturality. To achieve this objective, students have been developing interculturalism awareness by learning about countries, nationalities, food and sports, as well as countries' flags.

This is a large group of fifth graders in a public elementary school which as Pre-A1 level according to the CEFR. They have three sessions of 40 minutes each week. The English program is managed by PRONI which is the National English Program by SEPyC. According to our current situation for this school year, students have been attending virtual classes since September 2021 until January 2022, then, they started to attend school full time with all the students.

The majority of the students present lack of vocabulary and knowledge of the target language. However, from my professional perspective most of the students of this group have a strong inner motivation to learn English, they are really enthusiastic, participatory and avid to acquire and learn the target language.

Nevertheless, there are some obstacles that hinder the learning process. For example, to avoid students' crowds during the recess students have their lunch inside the classroom and sometimes it is during the English class which means that I have to pause the lesson between 15 and 20 minutes approximately.

The topic was chosen because in the previous month students were learning about different kind of clothing around the world, they learned to identify and name the clothes as well as the country where people use them. Therefore, the decision to continue the learning process with

countries and nationalities was taken by integrating the four skills to end up with a speaking presentation which will be evaluated with a speaking rubric.

The activities designed in the lesson plan are created to introduce a new topic to students (countries and nationalities) where they will be able to develop four skills as well as their interculturalism because they will learn about different countries and their traditional food and sports, for example.

Regarding the research that supports ideas applied in the lesson design, three theories have provided the guidelines for the development of the lesson plan. The **Comprehensible Input Theory** explained by Krashen (1982) (1), plays the main role in the first session because students are introduced to new information by connecting it with knowledge they already had. By presenting vocabulary slightly above their current level, students are able to infer what is being taught.

Dell Hyme's (2) theory about **Communicative Competence** where he establishes that competence in a language should include social knowledge of when and how to use them appropriately and not only sounds, words and grammar. Also, Byram's (2002) (3) **Intercultural Competence Model** is applied in this lesson plan where teacher guides students through this process of intercultural competence and provide opportunities to experience by themselves to have the chance to reflect on cultural differences in order to deal with their own attitudes to open themselves up to accepting differences between other cultures and their own.

The sequence of the lesson plan initiates with an introduction of the topic by activating students' schemata about colors in order to introduce countries and flags, followed by a lesson to practice vocabulary learned in the first class. After that, students role-play a conversation to develop reading and speaking skills.

During the next session students practice a short conversation with information given, to then move on to the practice of listening skills in session 04 where students first, watch a video where people are introducing themselves (pre-listening stage), then, listen to Track 1 to choose the right country and write its name (while-listening stage) and finally, introduce themselves to other with information given (post-listening).

Session 05 starts with a warm up where students introduce themselves (name, age, country and likes) by playing *hot potato*, then, students follow a reading about some students from different countries, their national sports and food. Finally, students complete a chart with the information read previously.

In order to develop writing skills, on session 06 teacher starts with a dictation activity where students listen to countries' names and write them down, then, students choose a country to write a brochure about it including its flag, national sports, food and information related to the country.

On session 07, students develop teamwork skills and begin working in their speaking project. Also, during session 07 and 08 students create their materials for their presentation and conclude with an interculturality lesson where students develop speaking skills by presenting their project and work done in the previous sessions (Session 09). By using technology throughout the sessions and by asking students to participate in front of the class is a great strategy which works with my students because they keep their interest in class, have fun and practice the target language.

Some of the outcomes of the lesson plan are the development of the four skills as it was mentioned before as well as the awareness and development of my students' interculturality. Increase my students' vocabulary is something that is also expected that they achieve and learn while they are learning about countries and nationalities. When students are in the research phase and preparing their material for the speaking presentation it is a great time and opportunity for them to learn and discover new vocabulary related to the topic.

Along the 9 sessions of this lesson plan students have been learning about countries, nationalities, flags, traditional sports, food, wh-questions and simple present. All of this by implementing different kind of activities, warm ups and wrap ups. Unfortunately, the speaking project presentation was not as it was expected for external aspects that were out of the teacher and students' hands.

Regarding assessment aspect for this lesson plan, portfolios were used which are defined as “a purposeful collection of students works that exhibits to the student (and/or others) the student’s efforts, progress or achievement in a given area (4).

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 Teaching Identity and Philosophy

Teaching philosophy is a self- reflective statement of teachers' beliefs about teaching and learning. It is a summation of teaching strategies, beliefs, and practices; along with concrete examples of the ways, those beliefs materialize in the learning environment, curriculum development, and more. It is developed over the course of an educator's career and experiences, and it stays dynamic and "living" throughout their years in education. (Caduceus, 2021).

To simplify the definition of teaching philosophy's statement, personal teaching philosophy is part of what makes you a unique and extraordinary educator. It is both the *"why"* and the *"how".* (5)

My teaching philosophy statement is the following:

I believe that education is a right that all humans must have the opportunity to acquire. Working in both private and public schools, I have noticed how important the role of education in students' future is. In my teaching practice, I prioritize inclusion and equity for my students. It is my role as an educator to support and motivate them to live authentically, to accept others despite the differences between them, and to immerse themselves in their own learning process. Our classroom becomes a place of cultural creativity, a community of practice where students find a neutral space in which they create, explore, and reflect on their own culture to contrast it with the target language culture and others.

1.02 Language and Language Learning

What is language? According to the Secundaria Program for English in Mexico published in 2006: … "Language is a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby an individual comprehends the World and integrates him/herself into society." (6)

From this perspective I perceive language as a social practice where students learn English as a system of language but highlighting that the aspects of the language system are not learned

in isolation, they are learned in their context of use. Students learn the language but also what to do with that language because language and culture are related and they cannot be separated.

Acquiring a different language than our mother tongue is a field of study of the **Second Language Acquisition (SLA)** research, concerning this field some of the theories which are significant for me are **The Sociocultural Theory** by Led Vygotsky, **The Input Hypothesis** and **The Affective Filter Hypothesis** by Stephen Krashen.

In **Sociocultural Theory**, Vygotsky argues that languages are learned as a result of interactions between social and cognitive factors where rate of acquisition of a language varies according to the learner's level. Some trends from sociocultural theory have led to the investigation of cooperative learning, construction of meaning, and sociocultural variables.

In 1970, Krashen introduced a model of L2 learning, the **Monitor Model.** In this model, language is viewed as information processing where it takes place at the cognitive level. Krashen stated that language acquisition does not require extensive use of conscious grammatical rules. Acquisition requires meaningful interaction in the target language in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (7).

Krashen's Monitor Model has five hypotheses but **the input hypothesis** and **the affective filter hypothesis** are the most significant for me. Regarding the **input hypothesis**, Krashen suggested that language is acquired through exposure to comprehensible input which can be written or spoken. According to this hypothesis, the learner improves and progresses along the 'natural order' when she or he receives second language input that is one step beyond her/his current stage of linguistic competence. For example, if a learner is at a stage **"i"**, then acquisition takes place when she/he is exposed to comprehensible input that belongs to level **"i + 1".**

Affective filter hypothesis establishes that learning may take place through adequate exposure (in quantity and quality) and practice if learners have adequate exposure they would be able to learn the structures of the target language. Krashen proposed some affective factors

that can influence the learning process in both positive and negative ways. These factors include motivation, attitude, confidence, and anxiety.

1.03 Theories Underlying my Teaching Practice and Identity

Throughout my career as an English teacher I have used different teaching approaches and methodologies as well as techniques. I began using **The Direct Method (DM)** when I started working in a private school because their learning philosophy was oriented to this method of second language learning. The basic idea of this method is that second language learning should be more like first language learning, in other words, there should be lots of oral interaction, spontaneous use of language, no translation between first and second languages and little analysis of grammatical rules.

Another important approach which is presented in my classes is **The Communicative Language Teaching (CLT)** that highlights the importance of real communication and interaction for learning to take place. This means that, instead of focusing on the acquisition of grammar and vocabulary, the CLT aimed to developing learner's competence to communicate in the target language. Some of the activities that I implement in the classroom while using a communicative approach are **role-plays, jigsaw activities, open-ended discussions** and **debates** (with high level students).

Task-Based Approach revolves around the completion of meaningful tasks. The main focus of this approach is the authentic use of language for genuine communication. It seeks to develop students' interlanguage. Tasks are meant to engage learners in genuine problem-solving activity at some level; learners acquire language through using it. This approach has a specific sequence of learning activities: pre-task, task cycle and Language focus. Task-based language learning offers a lot of advantages as it is communications based and allows the learners to transfer previously acquired knowledge to new communicative contexts (Nunan, 1989) (8).

1.04 Interculturality Aspects

Culture is presented in my classes where different approaches to work with culture in the classroom are applied in order to help my students to develop their interculturalism awareness.

One of the theories applied in the classroom is Dell Hyme's (9) theory about **Communicative competence.** In this theory, he asserts that competence in a language should include social knowledge of when and how to use them appropriately and not only sounds, words and grammar. This is an approach where students could learn the target language for communicative purposes in real situations. In other words, communicative competence refers to knowing the sociolinguistic rules of the target language.

In order to achieve this goal inside the classroom, I use settings to simulate real social contexts to teach English and provide opportunities to my students to practice and develop productive skills such as speaking and writing as much as they can. **Byram's model** (10) **of intercultural competence** is presented in my classes when I create opportunities to experience interculturality by themselves, and to reflect on cultural differences in order to deal with their own attitudes regarding culture. Also, to encourage students to accept differences between other cultures and their own.

The most presented aspects of Byram's model of Intercultural Competence in my classrooms are **Intercultural Attitudes** (willingness to relativize one's own values, beliefs, and behaviors), **Knowledge of Social Groups** (general processes of societal and individual interaction) and **Skills of Discovery and Interaction** (ability to acquire new knowledge of a culture and to operate that knowledge, attitudes and skills under the constraints of real-time communication and interaction.

1.05 The Use of Information and Communication Technology in the English Classroom

The ideal learning environment is endlessly engaging and fun. My classes always consist of hands-on and/or project-based learning. My classroom acts as a safe space for students to express themselves and to make mistakes. I commit myself to use only positive teaching rather than punishment. I recognize that my students have different learning styles, thus my classes are diverse and I prefer to include technology as much as I can.

There is no doubt that almost everything we do nowadays is somehow connected with technology. Without technology, life would be more difficult than it already is, knowledge would be limited and more difficult to achieve. In my opinion, using technology in the classroom has

improved my students' motivation, it has also increased responsibility for their own learning, it has created an active engagement, participation in groups, frequent interaction and feedback. For me, as a teacher, technology is an amazing tool to improve my teaching practice because I have beautiful and incredible material (flashcards, crosswords, pictures, bingos, platforms, games, etc.) if I surf the Internet. This helps me to prepare my lesson plans better and save me a lot of time to devote to doing other things.

Lessons are planned in order to improve four skills appropriately. I create a learning environment where students can listen, read, write, feel, speak and practice the target language in a social context where learning motivation is always presented. If the school where I'm working lacks materials, I make them in order to create different kinds of learning environments and to achieve my students' learning goals. I also bring my own technological materials to integrate ICT inside the classroom. For example, I use my iPad, cell phone and speaker to develop my classes and to make them more interesting and attractive to my students.

1.06 Evaluation and Assessment Methods

When evaluating speaking skills I have been following Kuhlman's (2008) (11) strategies regarding the consideration of body language and pair/team work (displayed in rubrics). I have also shifted from presentations to interviews and dialogues, as well as sketches taking into consideration the strategies mentioned by Kuhlman in his work.

In terms of writing skill evaluation, I have applied the writing process as O'Malley and Valdez-Pierce (12) suggested over the years (in high school level mostly) for the development of short texts or essay, and in some cases reports. It is important to clarify that with my students who are not more than B1 level, the use of **micro-skills** predominate, thus the use of analytical rubrics for this matter. One of my personal rules is that I cannot expect students to come up with something that I have not practiced with them in previous classes (if they do, then, I acknowledge the effort).

1.07 Professional Perspective and Development

My goal as an educator is to do the best for my students. I make sure that my students understand that I am their teacher -not their friend- but that teachers can be mentors and trusted guides. I foster relationships with my students in order to understand their needs better, to

teach and support them. I promise to always take the time and effort to provide individual attention when it is necessary.

Regarding my professional development I believe that I follow the **Individual Approach** (Craft, 2000). This approach sees the professional development of teachers as something that was essentially driven by their inner motivation and was exclusively reserved for those with career ambitions (13). Thus, the main reason for studying this specialization is merely personal because I want to continue improving in my teaching practice, to become a better English teacher and in the near future, to achieve a better professional position.

Along with the specialization my professional practice has suffered some changes which I believe have helped me to improve as a professional English teacher when implementing strategies learned, I have also improved in helping my students to learn the target language, different cultures, how to boost their abilities and skills to become better learners while they take responsibility for their own learning.

To summarize the key concepts of my teaching philosophy as an educator of English as a second language I could say that I focus my teaching practices following the principles of Krashen's theories **The Input Hypothesis** and **The Affective Filter Hypothesis**, as well as **The Sociocultural Theory** by Vygotsky. Some of the methods that have worked for me during my years as an educator are **The Direct Method, The Communicative Language Teaching** and **Task-Based Approach.**

Culture is presented in my classes and interculturality is an important element inside my planning. Dell Hyme's theory about communicative competence has helped me to design activities to develop my students' intercultural competence. It's quite important that my students be aware of their own culture and to accept and reflect about other cultures, for this reason is that Byram's model of intercultural competence is also presented during my classes.

Using technology inside the classroom to develop English communicative competence as well as other skills has been elemental and helped me to create a fun learning environment to keep my students motivated to keep learning the target language. Regarding evaluation methods I can sum it up by mentioning Kuhlman's strategies, O'Malley and Valdez-Pierce.

My professional development as an English teacher is continuous and boosted by my inner motivation to become a better teacher, to continue learning and improving myself, and to achieve a better professional position in the near future.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 A practical and Useful Lesson Plan

Before detailing my lesson plan for this assignment, I would give a brief description about my teaching and students' context. This is a large group of fifth grade students in a public elementary school which are Pre-A1 level according to CEFR. They have three sessions of 40 minutes each week. The English program is managed by PRONI which is the National English Program by SEPyC.

According to our current situation for this school year, we had virtual classes from September 2021 until January 2022; then, we started to attend school full time with all the students. The majority of the students present lack of vocabulary and knowledge of the target language. However, from my professional perspective most of the students of this group have a strong inner motivation to learn English, they are really enthusiastic, participatory and avid to acquire and learn the target language.

2.02 Theoretical foundations: Rationale behind the activities

The activities designed in the following lesson plan are created to introduce a new topic to students (countries and nationalities) where they will be able to develop four skills as well as their interculturalism because they will learn about different countries and their traditional food and sports, for example.

Regarding the research that supports ideas applied in the lesson design, three theories have provided the guidelines for the development of the lesson displayed in this paperwork. The **Comprehensible Input Theory** explained by Krashen (1982) (14), plays the main role in the first session because students are introduced to new information by connecting with knowledge they already had. By presenting vocabulary slightly above their current level, students are able to infer what is being taught.

Dell Hyme's (15) theory about **Communicative Competence** where he establishes that competence in a language should include social knowledge of when and how to use them appropriately and not only sounds, words or grammar. Also, Byram, Gribkova, and Starkey's

(2002) (16) intercultural competence model is applied in this lesson plan where teacher guide students through this process of intercultural competence and provide opportunities to experience by themselves to have the chance to reflect on cultural differences in order to deal with their own attitudes to open themselves up to accepting differences between other cultures and their own. Byram Nichols, & Stevens (16) affirm that it is not the role of the teacher to change learner's values, but "to make them explicit and conscious in any evaluative response to others."

As learned in the first unit of module 3 of Specialization in English Language Learning and Teaching (EEAILE) from Universidad Pedagógica Nacional (UPN) we were able to explore the different components that integrate the theoretical concepts of interculturalism and the development of communicative competence in an EFL classroom. In this matter, the activities included in the lesson plan have been carefully planned for the purpose of evaluating in the coming sessions.

I have decided to initiate the sequence of the lesson plan with an introduction of the topic, followed by reading and speaking session, to then move on with the practice of listening skills, continued by a writing class, and conclude with an interculturality lesson where students develop speaking skills by presenting their project and work done in the previous sessions which will be displayed as described in the following paragraphs. By using technology throughout the sessions and by asking students to participate in front of the class is a great strategy which works with my students because they keep their interest in class, have fun and practice the target language.

2.03 Lesson Plan

1. Lesson plan identification cell	
Author	Aleyda Lizeth López Aguirre
Educational stage	Fifth grade. Pre-A1 level
Title of your lesson plan	Countries and nationalities

Learning objective of the plan/Competency	**Language purpose** - Learn new vocabulary about countries, nationalities and flags. - Development of reading and listening skills throughout short conversations and readings in English where students identify countries and nationalities as well as traditional sports and food. - Development of speaking skills by role-plays. **Formative-intercultural purpose** - Development of students' interculturalism and awareness about other countries, nationalities and cultures.
Communicative skill considered	Reading, Writing, Speaking and Listening
State of the following options	New topic
Functions	- Introduce themselves - Read and write about other countries and nationalities - Listen and identify other countries and nationalities
Main Grammar structure	Simple present
Other Grammar structures	Wh-questions
Brief description of the plan	Students will be able to identify different countries and nationalities as well as their flags. Also, they will be able to play roles from different nationalities orally or written.
Hours of the plan implementation	6 hours
Number of sessions	9 sessions of 40 minutes.
Contents required for the lesson	Countries, nationalities, wh-questions, flags, colors

Link of the content	https://drive.google.com/drive/folders/105Kwj5deSzT81YhLOnufINnim5EdpQBL?usp=sharing
EEAILE tutor online	Gernot Rudolf Potengowski

2. Introduction to the lesson

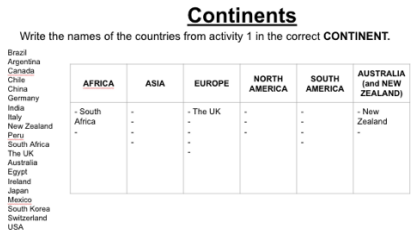
DATE:	**SESSION NUMBER:** 01	**Grade:** 5th Grade "B"
VALUE: Fellowship	**THEME:** Countries & Continents	

DAILY ROUTINE: Greet students, roll call. Count boys and girls. Ask for weather. Write date on white board.

Leading/Guiding question: How many country names do you know in English?

Learning Outcome: Learn countries names, continents and flags. Review colors. Introduce new topic.	**Group Arrangement:** Individually
	Competencies: VS, LM, K
	Resources: Projector, iPad, notebook, soft ball
	Pages:

		TIME
INTRODUCTION	**Daily routine.** **ACTIVATION:** Throw the ball to a student, she/he has to say 3 colors and throw the ball to a partner who has to say 3 colors, too. Repeat this action several times. Teacher asks students how many country names they know in English. Ask them if they have visited any other countries and which ones they liked.	10 min 5 min

CONTENT	Teacher projects some country flags with a list of country names, then, teacher elicits some students to pass in front of the board to write the name of the country below the flag. Check if answers are correct and drill pronunciation. Teacher asks the students to tell her the name of the 7 continents, drill pronunciation of each continent, projects a world map and write their names on it.  Teacher projects the table of countries and tells students that they have to fill the table with the countries in activity 1. Teacher encourages some students to pass in front of the board to write some countries' names.	10 min 5 min 10 min
CLOSE-UP	Teacher asks students to choose 5 countries and write their names on their notebooks with their flag. **NOTE:** For those students that finish really fast asks them to write flag colors next to it.	10 min

For this first session where a new topic is presented to students, I decided to start with a warm up by using a soft ball to review colors and to activate students' performance. Then, I activate their schemata about countries names that they know in English, elicit them to share their experiences in other countries if they have any; the goal is to elicit *previous knowledge* and *inference questions* (Brown, 2001). (17)

After that, the objective of projecting flags is to students start relating country names with their corresponding flag, the same objective is presented about continents.

DATE:	SESSION NUMBER: 02	Grade: 5th Grade "B"
VALUE: Fellowship	THEME: Countries, Nationalities & Continents	

DAILY ROUTINE: Greet students, roll call. Count boys and girls. Ask for weather. Write date on white board.

Leading/Guiding question: How many country names in English can you remember?

Learning Outcome: Review countries names, continents and flags. Learn nationalities. Develop **reading and speaking skills**	**Group Arrangement:** Individually, teams, pairs
	Competencies: VS, LM, K
	Resources: Projector, iPad, worksheet, fly swatters
	Pages:

INTRODUCTION	**Daily routine.** **ACTIVATION:** Play 'fly swatter game' to review flags and country names. Class is divided in two teams, T projects flags on board and shout a country name. The students who hit first the right flag get a point for his/her team. 	**TIME:** 10 min

CONTENT

Teacher elicits the difference between country and nationality. E.g. I'm from Mexico and I'm Mexican. (Verb to be in Simple Present)

Teacher projects a table with countries and nationalities to explain the activity.

Teacher gives to students the chart to fill in gaps, they can work in pairs. ***(Act. 1 Session 02)*** — 10 min

Ending in ~an

Country	Nationality
Argentina	Argentinean
Australia	
	Brazilian
	Canadian
	Chilean
	Egyptian
	German
India	
Italy	
Mexico	
	Peruvian
	South African
South Korea	
The USA	American

Ending in ~ese

	Chinese
Japan	

Other

	French
Ireland	Irish
	New Zealander
	Swiss
The UK	British

4) Complete these sentences, so they are true for you.

I'm from_____. (country)
I'm_____. (nationality)

10 min

Teacher projects on board some questions that they can use when meeting someone new. (Highlight and identify WH-Questions)

1. What's your name? (name)

2. How old are you? (age)

3. Where are you from? (country)

4. What's your favorite animal? (favorite animal)

5. What's your favorite food? (favorite food)

Explain and give some examples about situations where they can use them.

CLOSE-UP

Teacher projects a conversation and asks for one volunteer to role-play conversation with the teacher. After role-play, ask students to choose a partner to practice conversation. (Develop speaking and reading skills, skills integration) — 10 min

A) Hi, how are you? What's your name?
B) I'm Justin.
A) Hi Justin, I'm Sally. Nice to meet you.
B) Nice to meet you too. Where are you from?
A) I'm from Australia. Where are you from?
B) I'm British. How old are you?
A) I'm 18. And you?
B) I'm 20. What's your favorite animal?
A) The kangaroo. And yours?
B) My favorite animal is the lion. And what's your favorite food?
A) Steak. And yours?
B) My favorite food is fish and chips.

For this second session I decided to start with a warm up by playing a 'fly swatter game' to review countries' names and flags but also to activate students' performance. Then, I explain the difference between country and nationality so students can understand it, then, students start working with different nationalities by completing a chart in pairs.

After that I decided to project some basic questions that they can use when meeting someone new, also, highlight and identify Wh-Questions. The objective of doing this is that students identify that they can use these basic questions in a real conversation when meeting someone new. Finally, to close-up some students will practice the conversation projected to develop reading and speaking skills.

<table>
<tr><td colspan="2">DATE:</td><td>SESSION NUMBER: 03</td><td colspan="2">Grade: 5th Grade "B"</td></tr>
<tr><td colspan="2">VALUE: Fellowship</td><td colspan="3">THEME: Countries, Nationalities & Continents</td></tr>
<tr><td colspan="5">DAILY ROUTINE: Greet students, roll call. Count boys and girls. Ask for weather. Write date on white board.</td></tr>
<tr><td colspan="5">Leading/Guiding question: Where are you from?</td></tr>
<tr><td colspan="3" rowspan="4">Learning Outcome: Review countries names, continents and nationalities. Develop reading and speaking skills</td><td colspan="2">Group Arrangement: Individually, pairs</td></tr>
<tr><td colspan="2">Competencies: VS, LM, K</td></tr>
<tr><td colspan="2">Resources: Projector, iPad, soft ball</td></tr>
<tr><td colspan="2">Pages:</td></tr>
<tr><td>INTRODUCTION</td><td colspan="3">Daily routine.
ACTIVATION: Teacher throws the ball to one student and she/he passes in front of the class to introduce her/himself by following the examples given previously by the teacher. E.g. Hi, my name is Aleyda. I'm 31. I'm from Mexico.</td><td>TIME:
10 min</td></tr>
</table>

<table>
<tr>
<td>CONTENT</td>
<td>
Teacher projects a conversation and asks for one volunteer to role-play conversation with the teacher (it's the same conversation from last class). Underline key questions that we need when meeting new people. (Simple present and wh-questions) Development of reading and speaking skills.
A) Hi, how are you? What's your name?
B) I'm Justin.
A) Hi Justin, I'm Sally. Nice to meet you.
B) Nice to meet you too. Where are you from?
A) I'm from Australia. Where are you from?
B) I'm British. How old are you?
A) I'm 18. And you?
B) I'm 20. What's your favorite animal?
A) The kangaroo. And yours?
B) My favorite animal is the lion. And what's your favorite food?
A) Steak. And yours?
B) My favorite food is fish and chips.

Teacher tells students to imagine that they are in a party where they are meeting new people and having a basic conversation. Hand it a chart where students will fill information about their new friends. (Act. 1 Session 3) Development of speaking and writing skills. Use WH-Questions to ask for personal information.

<table>
<tr><td>1.Name</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Age</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3. Country</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>5. Favorite animal</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>6. Favourite food</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td>10 min

15 min</td>
</tr>
<tr>
<td>CLOSE-UP</td>
<td>Teacher asks some volunteers to pass in front of the class and role-play.</td>
<td>5 min</td>
</tr>
</table>

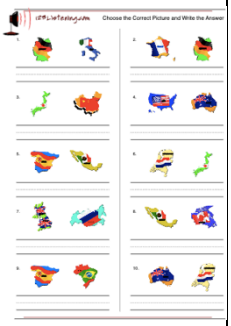
For this third session I decided to start with a warm up by throwing a soft ball to review basic conversation information learned in previous class to introduce themselves to someone new, and to activate students' performance. Then, I decided to ask for a volunteer to have the conversation projected with me to show students the way they have to do the next activity.

After that, a party environment will be displayed where students have a characteristic card and they have to imagine that they are in an international party meeting new friends, students are going to go around the classroom meeting new people and introducing themselves, also, they have to complete a chart given to them by collecting their new friends' information. The objective of this activity is to develop speaking and writing skills by creating a real-learning environment (a party).

3. **Communicative Skills Development**

LISTENING LESSON PLAN

<table>
<tr><td>DATE:</td><td>SESSION NUMBER: 04</td><td>Grade: 5th Grade “B”</td></tr>
<tr><td>VALUE: Fellowship</td><td colspan="2">THEME: Countries, Nationalities.</td></tr>
<tr><td colspan="3">DAILY ROUTINE: Greet students, roll call. Count boys and girls. Ask for weather. Write date on white board.</td></tr>
<tr><td colspan="3">Leading/Guiding question: Where are you from? What is your nationality?</td></tr>
<tr><td rowspan="3">Learning Outcome: Review countries, nationalities and flags. Develop listening skills</td><td colspan="2">Group Arrangement: Individually,</td></tr>
<tr><td colspan="2">Competencies: VS, LM, K</td></tr>
<tr><td colspan="2">Resources: Projector, iPad, flyswatter, worksheet, speaker</td></tr>
<tr><td></td><td colspan="2">Pages:</td></tr>
<tr><td>INTRODUCTION</td><td>Daily routine.
ACTIVATION: Play ‘flyswatter’ to review flags and country names. Class is divided in two teams, T projects flags on board and shout a country name. The student who hits first the right flag gets a point for his/her team.
 </td><td>TIME:
10 min</td></tr>
<tr><td>CONTENT</td><td>Teacher projects a video about countries, nationalities and flags, elicit students to repeat countries and nationalities on it: https://youtu.be/CIKnzwZbFig Skills integration: listening and speaking.

Teacher hands a worksheet to students, explains that they are going to listen, circle the correct picture and write the answer. (Act. 1 Session 4 & Track 1_Countries 1). Check answers together, play twice if necessary. Developing listening skills.
  </td><td>10 min

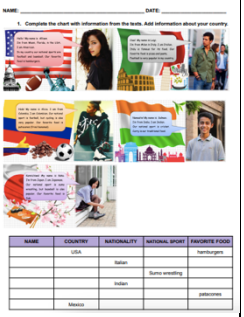
10 min</td></tr>
</table>

CLOSE-UP	Students will introduce themselves as in the Lego's video, the teacher plays student selector and then gives a characteristic card to the student selected. Students must be able to say his/her name, where he/she is from and his/her nationality. (Repeat it with some students) Developing speaking skills.	10 min

For this fourth session, which its main focus in developing listening skills, I decided to start with a warm up by playing 'fly swatter game' to review countries names and flags but also to activate students' performance. Then, I will also use *previewing* to make inferences and predict what will be listened to in the video. These last-mentioned strategies are part of the pre-listening stage which at the same time belongs to the *top-bottom processing sequence* (Richards, 2008)(18). The while-listening stage is characterized by a non-interactive activity using a multimedia resource such as a music player in my iPad and speakers which has its focus set on processing meaning rather than sound (Fang, 2008)(19). For the final part of this process (post-listening), we will go on speaking practice following the structure learned in the video.

READING LESSON PLAN

DATE:	**SESSION NUMBER:** 05	**Grade:** 5th Grade "B"
VALUE: Fellowship	**THEME:** Countries, Nationalities.	
DAILY ROUTINE: Greet students, roll call. Count boys and girls. Ask for weather. Write date on white board.		
Leading/Guiding question: Where are you from? What is your nationality?		
Learning Outcome: Review countries, nationalities, food and sports. Develop **reading and writing skills**	**Group Arrangement:** Individually, pairs	
	Competencies: VS, LM, K	
	Resources: Projector, iPad, soft ball, worksheet, speaker	
	Pages:	
–	**Daily routine.**	**TIME:**

CONTENT	**ACTIVATION:** Play 'hot potato', when music stops the student holding the ball has to introduce him/herself by following the examples given previously by the teacher. E.g. Hi, my name is Aleyda. I'm 31. I'm from Mexico. I like pizza. Teacher activates students' schemata by asking them questions about other countries' traditional food and sports.	10 min
	Teacher projects PPP and elicits students to read and repeat after her. Underline name, country, nationality, sport and food. (Repeat it for the other 4 slides). (Highlight simple present and drill pronunciation) Teacher gives a worksheet to students with a chart where they have to complete it with information from the slides (work in pairs). Then, add information about their country. ***(Act. 1 Session 05)*** Skills integration: reading and writing. 	10 min 10 min
CLOSE-UP	Students write a short text about their country (use the ones from slides as example). Skills integration: reading and writing. Use Simple Present to write the text.	10 min

For this fifth session, which its main focus in developing reading skills, I decided to start with a warm up by throwing a ball to students to review previous knowledge and how to introduce themselves when meeting someone new but also to activate students' performance. Then, teacher monitors reading to drill pronunciation, right after I use an information-gap activity, in this case it constitutes a skills-integration task since students will fill the chart with information in texts provided, then, they will write a text about their country using the information from the chart.

Regarding the strategies that as a teacher I have planned to execute, I am considering on applying some of the following by Chamot and O'Malley (20):

- **Activating students' prior knowledge and cultural context**: by asking them what they know about other countries' traditional food and sports, their schema can be activated and therefore connections can be made between new and old information.

Also, since students will be aware of the amount of knowledge they already have, motivation will be higher towards understanding the text.

- **Emphasizing comprehension over pronunciation:** in this case, students will be working in pairs in order to help each other in case of doubts. I will be monitoring and providing help also, if, while monitoring I detect any pronunciation mistakes, no interruption will be made, at the end of the task, general pronunciation of the detected words will be reviewed.
- **Teaching reading and writing together:** this particular strategy works perfectly with the brochure project of the writing session coming up. Students can pick up phrases from the examples being read to use them later on in their writing task.

WRITING LESSON PLAN

<table>
<tr><td colspan="2">DATE:</td><td>SESSION NUMBER: 06</td><td colspan="2">Grade: 5th Grade “B”</td></tr>
<tr><td colspan="2">VALUE: Fellowship</td><td colspan="3">THEME: Countries, Nationalities.</td></tr>
<tr><td colspan="5">DAILY ROUTINE: Greet students, roll call. Count boys and girls. Ask for weather. Write date on white board.</td></tr>
<tr><td colspan="5">Leading/Guiding question: Where are you from? What is your nationality?</td></tr>
<tr><td colspan="2" rowspan="4">Learning Outcome: Review countries, nationalities, flags, food and sports. Develop listening, speaking and writing skills</td><td colspan="3">Group Arrangement: Individually</td></tr>
<tr><td colspan="3">Competencies: VS, LM, K</td></tr>
<tr><td colspan="3">Resources: Projector, iPad, notebook, blank paper, colors, markers</td></tr>
<tr><td colspan="3">Pages:</td></tr>
<tr><td>INTRODUCTION</td><td colspan="3">Daily routine.
ACTIVATION: Teacher asks students to open their notebook. Teacher dictates some countries and students have to write them down in their notebooks. Then, write the country's name on board so students can check their own writing.
(Brazil, Argentina, Canada, Germany, Italy, Mexico, Japan, China, USA, India)
Development of listening and writing skills.</td><td>TIME:
10 min</td></tr>
</table>

CONTENT	Teacher explains that they are going to create a brochure about countries and nationalities with all the information that we've been learning. Then, T gives them a piece of paper. (Development of writing skills). Monitor students' work and help them when necessary.	25 min
CLOSE-UP	Students present their brochures to class. (Development of speaking skills)	5 min

For this sixth session which its main focus in developing writing skills, I decided to start with a dictation warm up where students will write down countries names that they listen to, this, once again to activate schemata and direct students' attention toward the activity that will be held. The main writing activity constitutes the creation of a brochure about countries and nationalities using all the information that they have been learning throughout the lessons. Students were given the instruction of reviewing the previous material worked in class to choose the countries that they like the most. This constitutes a free writing activity (21) since students will use patterns they have already learned and create new messages with them.

Another approach that will be used in this session but has also been present in the past lessons is an adaptation of process model of writing instruction (22), even though it does not follow the 10 steps as suggested by Hyland (2002) we will cover: selection of the topic, prewriting, composing, revising and proofreading (in this case by the teacher), and follow-up tasks.
The development of learners' micro-skills (Brown, 2007)(23) will be presented by taking into consideration word patterns, expressing meanings in different grammatical forms, suiting the purpose, etc.

PREPARING SPEAKING PROJECT

DATE:	**SESSION NUMBER:** 07	**Grade:** 5th Grade "B"
VALUE: Fellowship	**THEME:** Countries, Nationalities.	
DAILY ROUTINE: Greet students, roll call. Count boys and girls. Ask for weather. Write date on white board.		

Leading/Guiding question: Would you like to visit another country?		
Learning Outcome: Review countries, nationalities, flags, food and sports. Develop **speaking skills**, intercultural awareness and teamwork.	**Group Arrangement:** Teams (4-5 students) **Competencies:** VS, LM, K, Ia, Ie **Resources:** Projector, iPad, notebook, soft ball, cardboard, colors, markers **Pages:**	
INTRODUCTION	**Daily routine.** **ACTIVATION:** Teacher asks students if they would like to visit another country or live abroad. Pass the ball to different students and elicit them to share their thoughts.	**TIME:** 10 min
CONTENT	Teacher explains to students that they are going to present a project, a presentation in teams "Countries around the world" where they are going to talk about a country, its flag, nationality, people, traditional food and sports and any extra information that they like to include. On presentation day they can wear representative clothes for the country. Explain to students that they will be evaluated with this project by using a rubric (projects rubric and explain each aspect to students). Create teams, students choose a country and start working. Teacher monitors students' work and helps if necessary.	25 min
CLOSE-UP	Teacher asks students to research extra information about their country to bring it to the next class.	5 min
DATE:	**SESSION NUMBER:** 08 **Grade:** 5th Grade "B"	
VALUE: Fellowship	**THEME:** Countries, Nationalities.	
DAILY ROUTINE: Greet students, roll call. Count boys and girls. Ask for weather. Write date on white board.		
Leading/Guiding question: Would you like to visit another country?		
	Group Arrangement: Teams (4-5 students)	

Learning Outcome: Review countries, nationalities, flags, food and sports. Develop **speaking skills**, intercultural awareness and teamwork.	**Competencies:** VS, LM, K, Ia, Ie **Resources:** Projector, iPad, notebook, cardboard, colors, markers **Pages:**	
INTRODUCTION	**Daily routine.** **ACTIVATION:** Teacher projects a video (song) about countries and elicits students to sing it. https://youtu.be/l6A2EFkjXq4	**TIME:** 10 min
CONTENT	Students continue working with their project. Teacher monitors students' work and guide them to achieve lesson objective.	25 min
CLOSE-UP	Work should be ready to be presented next class.	5 min

For this seventh and eighth session which is main focus in preparing their speaking project, I decided to start with a warm up by activating previous knowledge and eliciting students to share their thoughts about countries that they would like to visit (seventh session) and singing a song (eighth session) to activate students' performance.

Students will be working in teams (developing teamwork skills) where students have to acquire different roles inside the team to achieve the objective of the lesson. Teacher will play the role of guide by monitoring their work and helping if necessary.

PRESENTATION SPEAKING PROJECT

DATE:	**SESSION NUMBER:** 09	**Grade:** 5th Grade "B"
VALUE: Fellowship	**THEME:** Countries, Nationalities.	
DAILY ROUTINE: Greet students, roll call. Count boys and girls. Ask for weather. Write date on white board.		

<table>
<tr><td colspan="3">Leading/Guiding question:</td></tr>
<tr><td colspan="2" rowspan="4">Learning Outcome: Develop speaking skills, interculturalism awareness and teamwork.</td><td>Group Arrangement: Teams (4-5 students)</td></tr>
<tr><td>Competencies: VS, LM, K, Ia, Ie</td></tr>
<tr><td>Resources: Students' materials</td></tr>
<tr><td>Pages:</td></tr>
<tr><td rowspan="3">INTRO DUCTION</td><td>Daily routine.
ACTIVATION: Teacher plays teams' selector to start presentations.</td><td>TIME:
5 min</td></tr>
<tr><td>CONTENT</td><td>Students present their projects.</td><td>30 min</td></tr>
<tr><td>CLOSE-UP</td><td>Round of applause to all the students. Teacher gives positive feedback.
NOTE: While teams are presenting their project teacher uses a rubric as an evaluation tool.</td><td>5 min</td></tr>
</table>

For this final session which its main focus in developing speaking skills, I decided to set the focus on *fluency* (Richards, 1990) supported by semi-structured phrases and *functional communication activities* (24) since the general aim of the class is that students present their project in front of the class. Another element that is present in this session is *intonation*, special attention will be paid while students are presenting their projects and sharing their contributions as well to then provide positive feedback to all of them.

4. **Intercultural Component**

Teacher will introduce cultural facts about other countries such as traditional food and sports, in order to focus students' attention to differences and similarities between their own country and others.

5. **Evaluation**

Students will be evaluated according Kuhlman's Quadrants for collecting information (25) where speaking is evaluated with a rubric. Also, teacher will be collecting information about students' language achievements during sessions. Another element for assessing students will be portfolio which ones the teacher will keep. See further information about this in the theoretical foundation.

2.04 Designing of Necessary Tools to Assess the Progress of Students

Regarding assessment I decided to use **Performance Based Assessment (PBA)** with my students to assess this lesson and project presented in this paperwork. According to O'Malley and Valdez Pierce, Performance Based Assessment requires the language learner to put knowledge in solving problems or using the language in realistic situations into practice (26).

Kuhlman suggests **quadrants for collecting information (assessment)**, these quadrants can be used from the four language domains.

Quadrants for collecting information (assessment)	
Observation of Process	Observation of Product
Classroom Measures	Decontextualized Measures

Based on Kuhlman's quadrants for collecting information I emphasize the lesson plan in 3 quadrants which I will explain in detail right after:

Observation of Process, where I collect information of students' language achievement of performance during the lesson (video recording and audios) focusing attention to the process that students follow to learn the language instead of only looking at the final result.

Observation of Product, refers to the focus on an assignment's final version. In this particular case, it would be the speaking presentation where students will present information about the country that they chose. This speaking presentation will be graded using a **rubric** *(see appendixes)*.

And finally. **Classroom Measures (CM),** refers to every language product that a teacher collects in the classroom setting. In this particular case, CM will be individual and pair language work done for students during the sessions.

Portfolios

A portfolio is defined as "a purposeful collection of student works that exhibits to the student (and/or others) the student's efforts, progress or achievement in a given area" (27). When using portfolios, four steps are suggested: the planning stage, the information gathering stage, the analyzing and interpreting stage and the decision reporting stage.

For the assessment of the students and the lesson plan for this assignment I will use portfolios. In **the planning stage,** I have decided that the main goal for the portfolio is that it will be used by the language teacher and at some point, to show the parents, students and authorities as much students have been learning and improving in the target language.

The Information Gathering Stage regards the collection of the pieces of information which is going to be inside the portfolio. I am already collecting them in order to have elements to assess my students' progress. Portfolios are in the classroom and I tell students when and what activity will form part of it.

2.05 Lesson Plan Video

LINK: https://youtu.be/ZMrdrdLIcJ4

2.06 Lesson Plan Video Script

0:01 Title page
0:05 Learning objectives of the lesson plan
0:38 Teaching context

1:15 Theoretical foundation
2:06 Lesson plan, session 1, activating schemata
2:33 Session 1, learning new vocabulary
2:47 Session 1, drill pronunciation
3:00 Session 1, wrap up
3:05 Session 2, warm up
3:23 Session 2, students complete worksheet about nationalities
3:27 Session 2, role-play with teacher
3:41 Session 2, role-play students practice conversation
4:17 Session 3, warm up
4:45 Session 3, practice conversation, drill pronunciation, identify wh-questions
5:04 Session 3, students practice conversation to fill a chart with information obtained
5:11 Session 3, wrap up
6:00 Session 4, listening session, pre-listening activity
6:04 Session 4, listening session, while-listening activity
6:10 Session 4, listening session, post-listening activity
6:47 Session 5, warm up
7:24 Session 5, reading practice
7:26 Session 5, reading and writing practice
7:34 Session 6, warm up, dictation activity
7:45 Session 6, developing writing skills, creating a brochure
7:53 Session 7 and 8 Teamwork development, create materials for speaking presentation
8:13 Session 9 Speaking project presentation
9:09 Assessing students' development
9:38 Critical analysis and outcomes
10:08 Conclusion
10:59 Credits

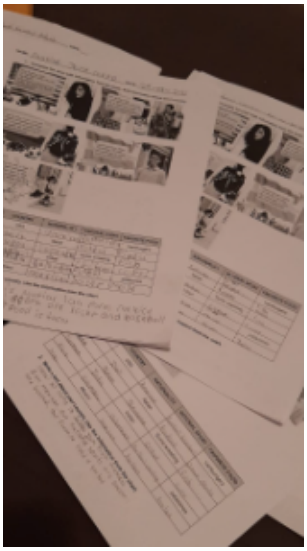
2.07 Evidences of Designed Tools to Assess Students

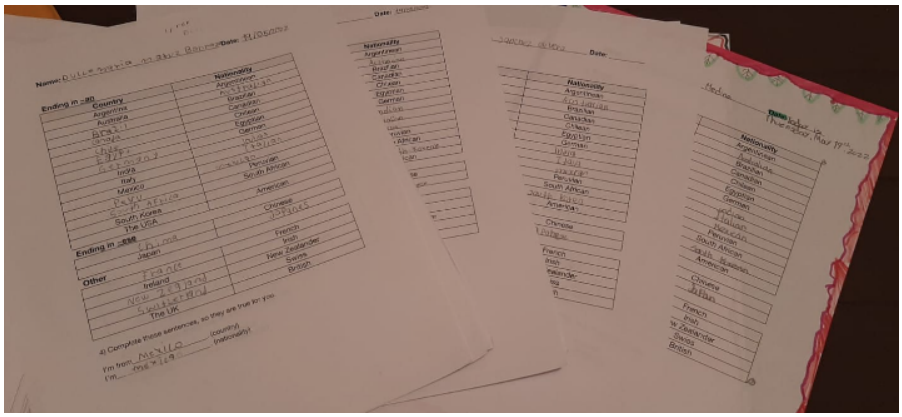
Regarding assessment aspect for the lesson plan, there were two assessment tools selected: *portfolios* and *speaking rubrics.* Portfolios were a great tool to show students' improvement during a period of time. Also, they help to increase students' self-esteem regarding English,

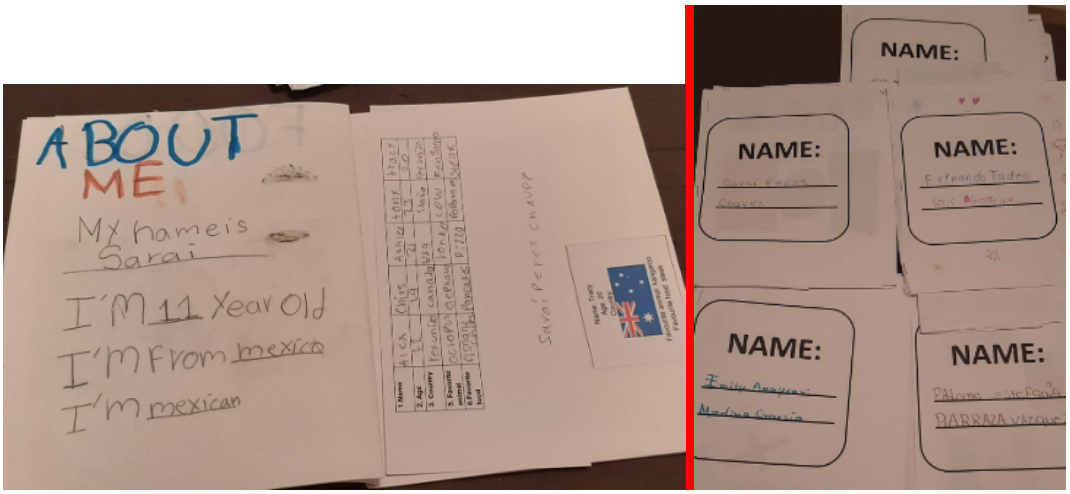
thus, they could notice how much they have been learning and improve in English as a second language. This is an assessment tool which I would consider use in the future.

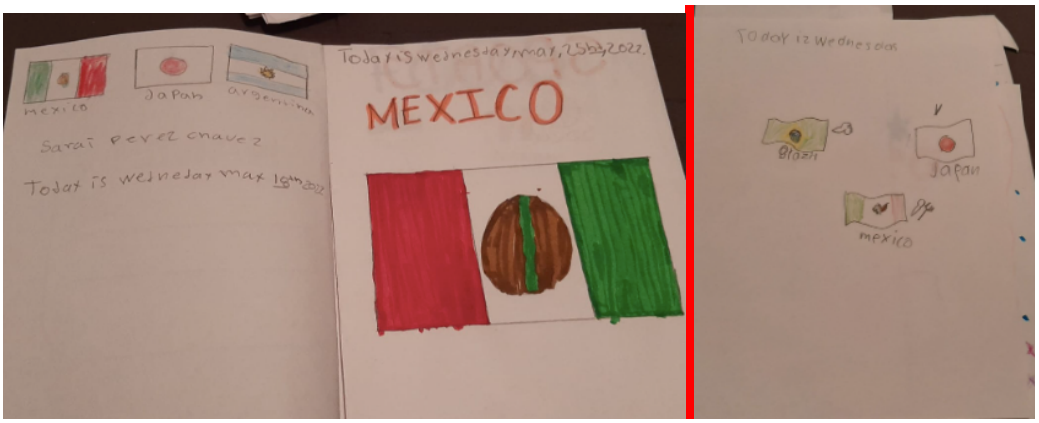
On the other side, I did not have a great experience regarding using speaking rubric because there were some factors that blocked the sequence of the sessions. Some of the students got COVID-19 and the group was suspended one week, when they came back to school some students were still missing classes. This issue created a disappointment feeling in some students who had some missing members of their teams. Also, in the speaking presentation day school‘s principal decided to finished classes before to have a staff meeting at school.

This decision provoked that I had to arranged other classes’ schedule to had the opportunity to be with the group in order to have the speaking presentations but we felt pressed for the time and I decided to let them began with the presentations instead of taking the time to explain again how the rubric is structured and how the evaluation will be. Taking this experience into account, I would like to try it again in the future hoping external factors do not interfere in the teaching process.






ABOUT ME
My hameis Sarai
I'M 11 Year Old
I'M From mexico
I'm mexican
NAME:
NAME:
NAME:
NAME:
NAME: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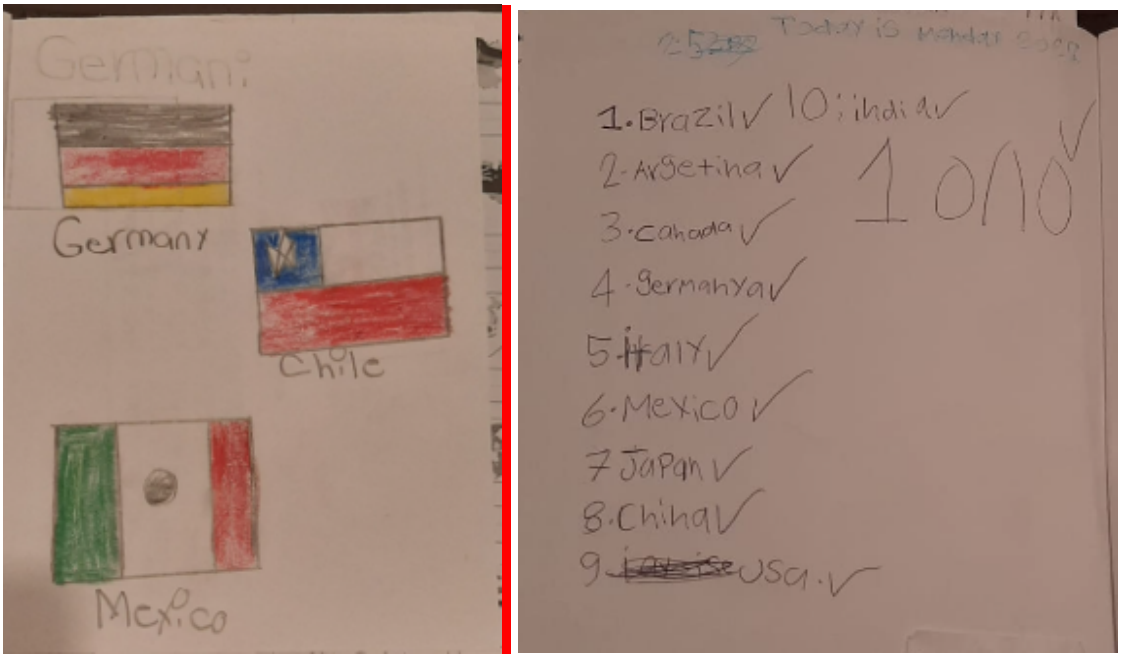
Japan
argentina
Sarai perez chavez
MEXICO
Today is wednesday
Brazil
Japan
mexico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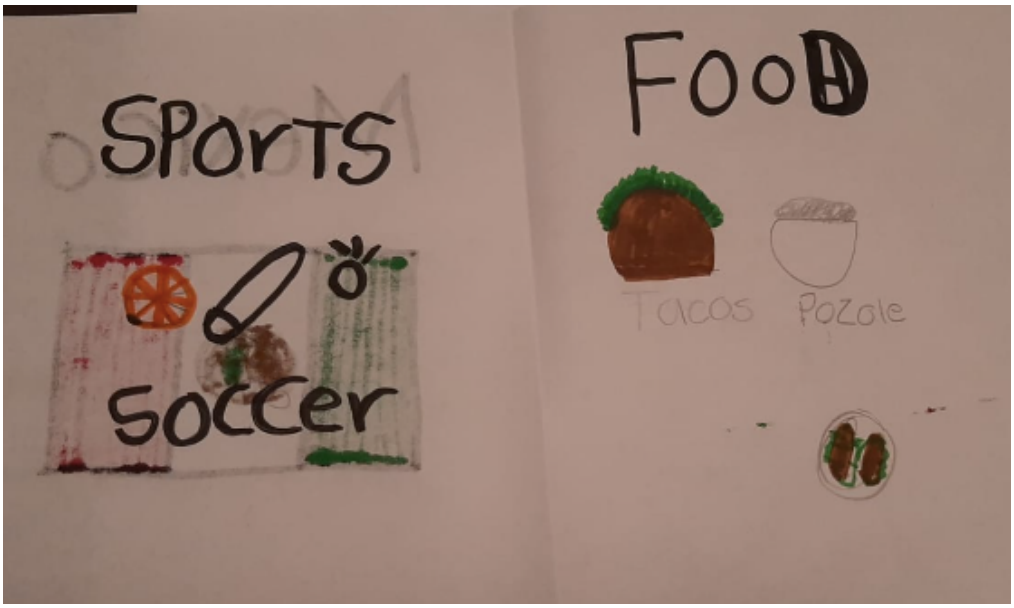
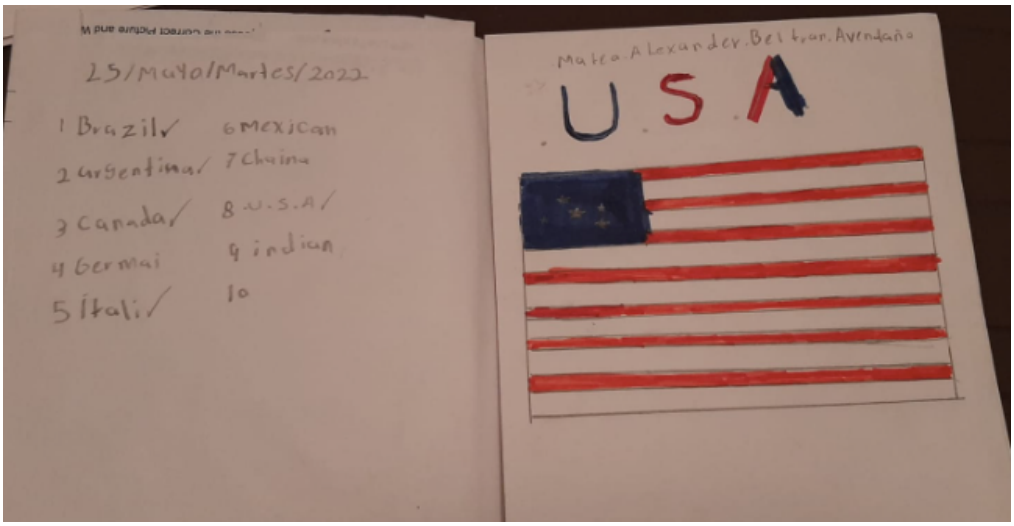
Chile
Mexico
1.Brazil
2.Argetina
3.Canada
4.Germanya
5.Italy
6.Mexico
7 Japan
8.China
9 usa.
10;india
1 o/10


SPORTS
SOCCER
FOOD
Tacos
Pozole


25/Mayo/Martes/2022
1 Brazil✓
2 Argentina✓
3 Canada✓
4 Germai
5 Itali✓
6 Mexican
7 China
8 U.S.A✓
9 indian
10
Mateo Alexander Beltran Avendaño
U.S.A

CHAPTER 3: EXPERIENCE REPORT

My lesson plan for this project contains 9 sessions of 40 minutes each one but the last one (session 09) was a twenty-minutes-class. Regarding the development of the sessions, I believe that it was a great job from the students, they were participating, excited for the activities and eager for the next session. Some things did not happen as I was expecting or planning but I had the ability to adapt the lesson plan to the situation presented in that moment. For example, I was going to use a “hot potato” activity for the warm up but I did not take into account that I had to use my cell phone to record the video and I was not prepared with another device to play music. Taking this experience, I prepared myself for session 05 with an extra device so I could implement the warm up with the hot potato game as it was written in the lesson plan.

As I was mentioning before, I did not have a great experience regarding the speaking project presentation, some external factors affected our last session and it was not as I was expecting. Some of the students got COVID-19 and the group was suspended one week, when they came back to school some students were still missing classes. This issue created a disappointment feeling in some students who had some missing members of their teams. Also, in the speaking presentation day school‘s principal decided to finished classes before to have a staff meeting at school.

This decision provoked that I had to arranged other classes’ schedule to had the opportunity to be with the group in order to have the speaking presentations but we felt pressed for the time and I decided to let them began with the presentations instead of taking the time to explain again how the rubric is structured and how the evaluation will be. Taking this experience into account, I would like to try it again in the future hoping external factors do not interfere in the teaching process.

Comparing my expectations regarding the lesson plan with the obtained outcomes I can conclude that methodology was structured and followed as much as I could considering external factors and problems that came up sometimes. I was expecting that students had a much-elaborated presentation where they were using visual prompts. Also, I was expecting to have more time with students to prepare and practice their speaking scripts.

CHAPTER 4: CONCLUSIONS

Reflecting on the work done to complete this final project for the specialization in teaching and learning English as a second language I can said that it was a challenging work since the moment when I started to think about what kind of final project I want to create regarding the topic, the main objectives and the activities to be implemented in the classroom with the students in order to develop the four skills and integrating interculturalism was a huge process and reflecting time. I mean, the lesson plan has to show a sequence in how students will start from a point A to end in point B with a better development of the skills, abilities, knowledge and management in the target language.

In my personal case, the beginning (the thinking process) is one of the hardest things to do but when I have a clear idea about how I can do it, the next part is easier. Once I thought about the topic, I started writing the lesson plan and how to develop the skills with which activities, materials, etc. (This part is not hard for me).

After I wrote the lesson plan and I started to implement the sessions with the students I could confirm which activities were really right and which ones needed a modification in order to achieve the main objective. As I mentioned above, I faced some issues at the last session regarding time and students' absents. These external factors affected my students' performance and self-steem, I am sure that they can do it better and I am hoping be their teacher next year in order to continue improving speaking presentations.
After the speaking presentations some students mentioned that they felt nervous and excited at the same time, also, they commented that they would like to continue with this type of speaking and teamworking activities.

Along the specialization I had acquired theoretical knowledge which I have been implementing in my classes. This specialization helped me to understand how important is to develop interculturality among students as well as to become aware of the importance of define and establish a teaching philosophy that guides me through my teaching practice. Finally, as an overall conclusion, I can say that I am thankful for the knowledge acquired, the tools provided, mentoring and feedback received from my tutor and for the colleagues that I met along this journey.

CHAPTER 5: APENDIXES

Speaking Project - RUBRIC (Assessment)

	Fair 1	Good 2	Excellent 3	Outstanding 4
Fluency - Presentation was …	forced or memorized	in a somewhat relaxed manner	in a style that was somewhat rehearsed	presentation practiced
Pronunciation	difficult to understand	could use more practice	mostly easy to understand	very easy to understand
Volume	too quiet to hear	could use more practice	adequate conversational volume	loud and clear
Grammar	many errors	some errors	few errors	no errors
Vocabulary	many errors in usage	some errors of incorrect usage	few errors in usage, attempted to use more complex vocabulary	no errors in usage, easily used complex vocabulary

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