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**“Learning about new cultures around the world as a
manner of elevating language
acquisition.”**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS
COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

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México, DF. a 3 de julio del 2022.



Learning about new cultures around the world as a manner of elevating language acquisition.

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INTRODUCTION.

"One language sets you in a corridor for life. Two languages open every door along the way." -Frank Smith

Frank Smith is a contemporary psycholinguist recognized for his contributions in linguistics and cognitive psychology, both nationally and internationally, over the past 35 years. He is regarded as an essential contributor to research on the nature of the reading process. He is the author of numerous books and his books have been republished through several editions.

C. Paul Verghese (1989) stated that of all the languages in the world today, English deserves to be regarded as a world language (p.1). Angela Carrasquillo (1994) affirmed that knowledge of English is a necessity in America and in the world. All individuals will benefit from becoming literate and proficient in English. This is the main reason that United States naturalization laws require candidates for citizenship to be able to speak English and demonstrate some degree of English literacy so that they might fully achieve membership in American society.

The core of this project is to transmit all the knowledge gained through this EEAILE specialization, as well as to reflect on my experiences both as an English teacher and a student. Nowadays, it has become clearer for students the reason why to study English as a second language. They are living in a world that every day becomes more globalized. The immense use of social media they are exposed to, most of it in English, is making imperative for them speaking and understanding the language, moreover, is helping them become accustomed to English as well as more comfortable around it, which to my perception is a huge generational perk.

The following project describes the creation, implementation, assessment, and results of the lesson plan developed and carried out with 11 students from Colegio Miravalle which locates in Pachuca, Hidalgo. It had a duration of five (5) sessions, four (4) of two (2) hours and one (1) of one (1) hour. They are currently studying level four (4) which is the equivalent of B1.

Most learners have achieved the majority of the goals regarding the level they are in, but their listening skill needs to be strengthened. Originally, students from these levels are qualified to present the *Cambridge B1: Preliminary*, however this schoolyear has been more challenging which makes harder to achieve the certification level.

Chapter 1: Philosophy and Theory.

1.01 Teaching identity and philosophy.

English has become a very important language all over the world, it can easily be identified as the universal tongue. Most sectors use it as main language, medicine, education, engineering, tourism, banking, etc. Its learning has turned into an essential skill to have in order of being able to access a better job, even though we are living in a non-native English country, numerous companies in Mexico are transnational and they utilize it to unify its inner communication.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence, is enormous for the learners of any language (Qureshi, I. A., 2007). Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue (Boonkit, K., 2010).

Even if there are four other skills in the English language, speaking skills are the most effective ones among them as most of the communication is done through speech. Therefore, speaking skills are the most important method of communication. There is no doubt that proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speakers with several distinct advantages (Rao, P. S., 2019).

Developing speaking skills can be quite challenging, since students can show an intense fear of making mistakes, not sounding like natives, shyness or could even be obstinate to talking. English teachers must adopt different techniques in order to allure their learners into acquiring the second language.

As Rao (2019) stated, most of the learners are interested in playing games in the classrooms and it is quite common that they ask for more and more games as they make them happy. When the learners practice these games in a fun environment, it is sure that they really improve their speaking skills enormously. We can refer to all these activities as tasks, since they make learners reach an outcome with the help of given information through thinking strategies (Prabhu, 1987). Moreover, Willis (1996) claimed that learners use language to achieve a real outcome with the help of these goal-oriented task activities. Tasks increase student interests and aspirations increase the meaningful use of language, and when tasks are focused on meaning, have better opportunities in the classroom to use language for genuine communication (Willis and Willis, 2007, p. 4).

According to Jyothi (2020), task-based activities introduced in the classroom then students can have meaningful discussions with their peers using English language to communicate and interact with each other. This way classes become more interactive and effective.

1.02 Reflecting on teaching/learning processes.

As we already studied, there are several factors that should be taken into consideration anytime we are referring to a learning process. We also studied the diverse learning processes that we can encounter when we teach.

The following framework is an attempt to consider most of the possible answers to questions such as: 1) How do students learn? 2) What should be the focus of learning? 3) Why do some students learn more than others? According to the framework, the reasons can be classified into four categories (Huitt, W.,2003).

A transactional framework of the teaching/learning process.	
Context	All those factors outside of the classroom that might influence teaching and learning.

Input	Those qualities or characteristics of teachers and students that they bring with them to the classroom experience.
Output	Measures of student learning taken apart from the normal instructional process.
Classroom processes	Teacher and student behaviors in the classroom as well as some other variables such as classroom climate and teacher/student relationships.

Among the classroom, we have realized that input plays a massive role when learning. Students usually bring to class so much content from events that are taking place in the school, the society and even in the world, that is the main reason for us as teachers to have chosen the activities that we did. We have noticed that when we are teaching in a level such as middle-school or higher, to ask students about their interests plays a key part into their motivation, hence, learning.

In our daily lessons, context takes a very big part into our classroom, but we also try to incorporate input and output since these other parts are complementary whenever we are referring to teaching and learning processes, particularly learning ones.

As time goes by and we get to know more about our students' interests and motivations, our teaching perspective also modifies, so we can approach and meet the best way to reaching students' ways of learning.

1.03 Theory underlying your teaching practice and identity.

The different approaches for ESL teaching have been taught throughout the training as teachers, but EEALILE has come to renovate what was maybe forgotten. In the mind map below, a very concise summary of these is presented.

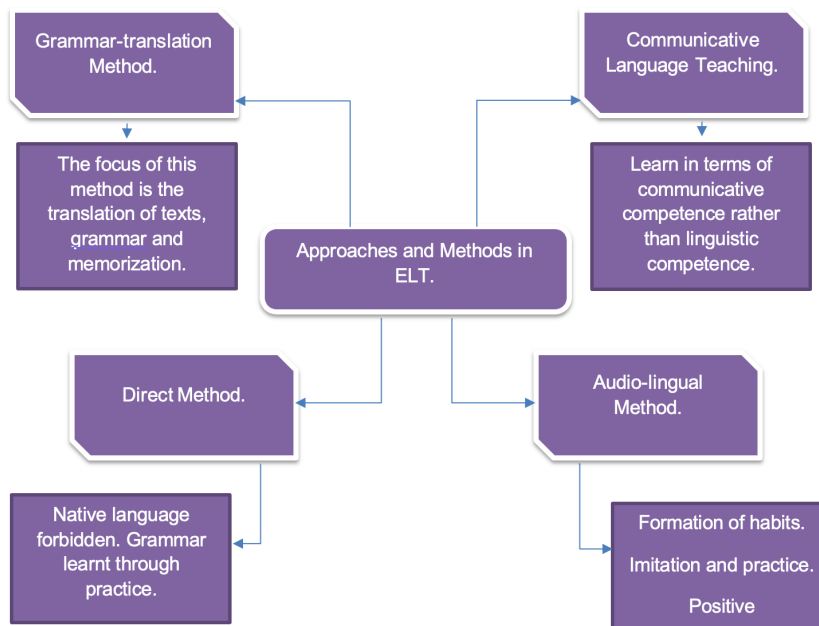


Figure 1. Approaches and Methods in ELT.

The approaches and methods reviewed above, enhance their teaching techniques and strategies, it makes them as teachers retrieve whatever it is that they can use and introduce into their everyday practice, adapting their content as needed in order to achieve the goals established for the school year. These also give them the opportunity of reaching all the different types of learning that their students may present in their classroom. They must study each method and approach for being able to take as much advantage of them as they can.

1.04 Communicative Approach in the Classroom.

With the advent of globalization, the “ideal native speaker” idea has been on rapid decline. English language is supposed to serve the purpose of non-native English speakers who now outnumber native speakers (Ahmad, Saaed & Rao Congman, 2013).

Communicative language teaching (CLT) was introduced at the beginning of the 1970s by British and American scholars to promote the teaching of usable communicative skills in L2 instruction. The main goal of CLT – to develop a functional communicative L2 competence in the learner – was actually similar to the primary audio-lingual objective (Zoltán Dörnyei, 2009).

Nunan (1991) describes the principal characteristics in the CLT as follows:

1. An emphasis on learning to communicate through interaction in the target language.
2. The use of authentic texts in the learning situation.
3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important elements that contribute to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom (EEAILE, N.D.)

Taking the above in consideration, we can retrace into our teaching method and techniques, to be precise, a grammar lesson where we were reviewing *present perfect*, we gave our students the assignment of interviewing one of their classmates making sure to use the target tense and writing down their questions as well as their partners responses, after collecting the information, they were to present it to the rest of the class, using the appropriate, previously introduced, grammar structures.

This activity was very helpful since it is not common for students to have collaborative classes nowadays due to the pandemic. We can say that they were enjoying themselves and they were comfortable using both the language and the structure recently acquired. Dörnyei (2009), refers to *explicit learning* as the learner's conscious and deliberate attempt to solve a problem or master some material, which is what was expected from the learners in the activity previously narrated.

Richards (2006) introduces the idea that CLT proposes new classroom roles for both, teachers and learners. Students must now take part into cooperative activities rather than individualistic ones

in order to enhance their knowledge, now they are collaborating with their peers instead of relying on the teacher, learners are in control of their own learning. While teachers are now assuming the role of facilitator and monitor, we have to help students become aware of their mistakes and the areas of opportunity that they have through their production, not teacher's modeling.

1.05 Task-Based Approach in Our Classroom.

Task-based Language Teaching is an important aspect to be considered. In fact, this approach places tasks into the central part of the teaching process. It offers students the possibility to actively engage in the processing of language in order to achieve a goal or complete a task (EEAILE, N.D.).

This approach offers the opportunity for natural-like learning inside the classroom, emphasizes meaning over form without ignoring form, is intrinsically motivating, compatible with the learner-centered educational philosophy, and can be complementary to a more traditional approach (EEAILE, N.D.).

We have mainly used this approach whenever new vocabulary is being introduced, this happens mostly in our literature class. As it was mentioned, we tend to join forces with the traditional approach and have students firstly recognizing the forementioned new words. The second task into this approach merged with the traditional one, is for students to restate some texts including the target words; once they are feeling comfortable with them, it is time to add them into their speaking practice, where "stronger" learners are paired with "weaker" ones, students always feel more relaxed when they are working individually with their peers instead of the whole class, students must now exchange orally their writing practice, receiving feedback from their partner

These practices enable new skills into the students, since they take into consideration the language systems, grammar, pronunciation, vocabulary and have them taking place into the communicative tasks, as it is described by Nunan, cited in EEAILE, N.D.

Ellis (2003) states that Task-based Language Teaching offers the opportunity for natural-like learning inside the classroom, emphasizes meaning over form without ignoring form, is intrinsically motivating, compatible with the learner-centered educational philosophy, and can be complimentary to a more traditional approach.

1.06 Kolb's Model of Experiential Learning in Our Classroom.

Sharlanova (2004) states that the essence of Kolb's model is just a description of the learning process, which is pictured as a cycle made of four phases. In the model it is shown how experience is transformed through reflection in ideas and concepts, which in turn are used for active experimenting and choice for new experience.

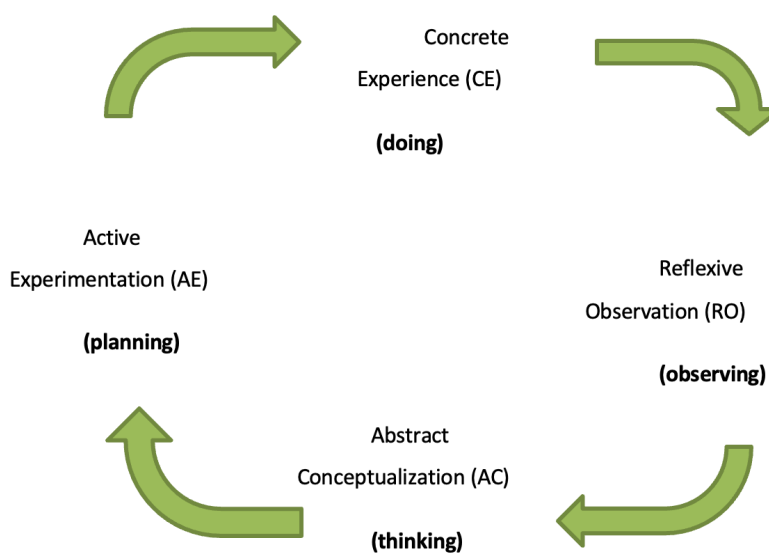


Figure 2 (Sharlanova, 2004).

Concrete Experience – the student is an active participant.

Reflexive Observation – the student consciously reflexes on experience.

Abstract Conceptualization– the student tries to conceptualize theory or model of what he has observed.

Active Experimentation – the student tries to plan how to test the model, or the theory, or the plan for the forthcoming experience.

Kolb briefly conceptualizes the process of research as “a spiral of action and examinations consisting of four general moments: plan, action, observation, and reflection” (Zuber-Skerritt, 1992).

The description of all the learning cycle phases is: first phase, concrete experience. Trying or involving in “doing”. The individual, the team, or the organization just does the task. During that time, they do not reflect on it but have intention to reflect on it (Sharlanova, 2004).

Second phase, reflexive observing. The reflection includes returning to the beginning point of the task and review what is done and tried. Listening skills, paying attention, distinguishing the differences, and applying ideas help finding results and sharing them with the others. Adjustments, values, and beliefs influence on the definition of results. The vocabulary is important for the verbalizing and discussing the perceiving and comprehending of the experience. (Sharlanova, 2004).

Third phase, the abstract conceptualizing. The conceptualizing includes interpretation of the marked results and understanding the connections between them. Theory can be useful as a base of shaping and explaining the results. In that phase the adjustments, values, and beliefs also have influence on the interpretation of the results. During the critical reflection questions are asked from the perspective of the previous experience, while during the phase of conceptualizing an attempt to find answers is done. Generalization and conclusions are made; hypotheses for experience are formed. About the abstract conceptualizing, Kolb says, “In that phase learning involves more logic and

ideas than feelings of understanding the problems or the situations. It is typical to follow systematic planning and development of theories and ideas for solving problems.” (Sharlanova, 2004).

Sharlanova (2004), mentions the fourth phase, the active experimenting (planning). The planning (active experimenting) gives an opportunity to master the new understanding and its carrying to predicting, which is likely to happen later, or what other actions must be taken for improving the way that we treat the task.

The activity selected for the exemplification of this approach was the one proposed on the EEAIL platform, where we needed to choose a song from *The Ten Most Listened Songs of All Time*, using it, we were to create a lesson plan for students to practice and internalize the cycle.

Chapter 2: Methodology and practice.

2.01 A practical and useful lesson plan.

Lesson Plan.

Stage and Aim.	Time and interaction pattern.	Session (listening)	Procedure.
<p>Lead-in.</p> <p>To engage students with the topic of the lesson.</p>	<p>10 minutes</p> <p>In pairs</p>	<p>1</p>	<ul style="list-style-type: none"> In pairs, ss. will turn their chairs back-to-back, one of them will be facing a piece of art, which will be described, while the other s. listens and draw.

<p>Pre-listening</p> <p>To enable students to do the listening activities.</p>	<p>10 minutes</p> <p>Whole class</p>	<p>1</p>	<ul style="list-style-type: none"> T. introduces the vocabulary unknown for this lesson: <i>Views, fascinated, get something off your chest, convey and provoke.</i> Discuss the pictures shown. From the words shown, discuss which are most likely to appear in the listening practice and why.
<p>Listening for detail 1</p> <p>Students will have a deeper understanding of the lesson.</p>	<p>5 minutes</p> <p>Individually</p> <p>Whole class</p>	<p>1</p>	<ul style="list-style-type: none"> Before listening, ss. read the options given in the question in case they need clarification. Listen the first part of the radio programme that speaks about art and choose the correct answer.
<p>Listening for detail 2</p> <p>Students will listen in detail.</p>	<p>3 minutes</p> <p>Individually</p> <p>Whole class</p>	<p>1</p>	<ul style="list-style-type: none"> Listen to the first part of the radio programme again and complete the paragraphs with the correct expression. Check answers as a class.
<p>Listening for detail 3</p> <p>Pronunciation and intonation.</p>	<p>5 minutes</p> <p>Whole class</p>	<p>1</p>	<ul style="list-style-type: none"> Listen and repeat the expressions provided in the reading. Which are used for disagreeing politely? Which are used for disagreeing strongly?

			<ul style="list-style-type: none"> Repeat expressions one more time, intonating as needed.
<p>Discussion</p> <p>Students demonstrate their understanding of the lesson.</p>	<p>10 minutes</p> <p>Small teams</p>	1	<ul style="list-style-type: none"> Prepare and act out a radio debate about what they think art is. They must use the expressions from the previous activity.
<p>Evidence</p>		1	<ul style="list-style-type: none"> Students will write the script for the radio debate they will act out.
<p>Resources</p>		1	<ul style="list-style-type: none"> Grammar book. Speaker. Computer. Notebook.

Stage and Aim.	Time and interaction pattern.	Session (reading)	Procedure.
<p>Lead-in.</p> <p>To engage students with the topic of the lesson.</p>	<p>10 minutes</p> <p>Whole class</p>	2	<ul style="list-style-type: none"> Teacher will set the classroom as an art gallery, ss. will walk around looking at the different pieces, stating their feelings.

<p>Pre-reading.</p> <p>To enable students to do the reading activities.</p>	<p>5 minutes</p> <p>Whole class</p>	<p>2</p>	<ul style="list-style-type: none"> • Ask ss. about Monet and look at his paintings, discuss together. • Write ideas on the board.
<p>Reading for context</p> <p>Students will have a deeper understanding of the lesson.</p>	<p>10 minutes</p> <p>T-S</p> <p>Whole class</p>	<p>2</p>	<ul style="list-style-type: none"> • Before listening, t. provides some vocabulary in case it is needed. <p><i>Blind, sketch, detect and deteriorated.</i></p> <ul style="list-style-type: none"> • Taking turns, read the text about a young blind painter, answer the questions in group.
<p>Reading for detail 1</p> <p>Students will read in detail.</p>	<p>10 minutes</p> <p>Individually</p> <p>Whole class</p>	<p>2</p>	<ul style="list-style-type: none"> • T. will provide some statements, after reading the text one more time, ss. will say if they are True or False. • Ss. justify their choices. • Check answers as a group.
<p>Discussion</p> <p>Students demonstrate their understanding of the lesson.</p>	<p>10 minutes</p>	<p>2</p>	<ul style="list-style-type: none"> • In pairs, ss. will discuss the answers to the following questions: <ul style="list-style-type: none"> -In what ways do you think Sargy Mann’s life changed when he lost eyesight completely? -Mann did not discover that painting was his real passion until he was a bit

	Small teams		<p>older and had done other jobs. Why do you think this may be?</p> <p>-What impact did losing his eyesight have on Mann's skill and ability as a painter?</p>
Evidence	<p>10 minutes</p> <p>Individually</p> <p>Small teams</p>	2	<ul style="list-style-type: none"> • Ss. will think about a person they admire who has overcome difficulties, it can be someone famous or not. • They'll make notes in their notes. • Discuss in small teams.
Resources		2	<ul style="list-style-type: none"> • Printed works of art. • Grammar book. • Speaker. • Computer. • Notebook.

Stage and Aim.	Time and interaction pattern.	Session (speaking)	Procedure.
<p>Lead-in.</p> <p>To engage students with the topic of the lesson.</p>	<p>15 minutes</p> <p>Whole class</p>	3	<ul style="list-style-type: none"> • We will make a virtual tour of Paris, including Louvre Museum, so they can see some Monet.

			<ul style="list-style-type: none"> Ss. will note their highlights of the city.
<p>Pre-speaking</p> <p>To enable students to do the speaking activity.</p>	<p>15 minutes</p> <p>Whole class</p> <p>Small teams</p>	3	<ul style="list-style-type: none"> We'll go over the most important cities of the world and their highlights: London, Tokyo, Paris, and New York. Divide the class into four teams. Each team will be assigned with a city.
<p>Making a Draft</p>	<p>40 minutes</p> <p>Small teams</p>	3	<ul style="list-style-type: none"> T. explains that the final product is a poster of their city, it mustn't include a lot of text, but pictures and words related. It will be presented to the class and hanged around the school. Ss. will research about their city. They'll make a draft of their poster. T. will make notes on what needs to be modified and enhanced. Ss. elaborate final product.
<p>Evidence</p> <p>Ss. will make the final product</p>			
<p>Presentation</p> <p>Students demonstrate their understanding of the lesson.</p>	<p>20 minutes</p> <p>Small groups</p>	4	<ul style="list-style-type: none"> Each team will have five minutes to present their posters. The other teams will make comments for things to improve. Choose a spot to hang their poster.
	3, 4		

Resources		<ul style="list-style-type: none"> • Speaker. • Computer. • https://www.youvisit.com/tour/paris • Notebook. • Cardboard. • Markers. • Glue / Scissors / Pictures.
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Stage and Aim.	Time and interaction pattern.	Session (writing)	Procedure.
<p>Lead-in.</p> <p>To engage students with the topic of the lesson.</p>	<p>5 minutes</p> <p>Whole class</p>	<p>5</p>	<ul style="list-style-type: none"> • T. will present different ways on keeping in touch with people: email, letter, telephone, text. • Remembering the city they talked about, ss. will learn that at the end of the session they must hand out a letter for a pen pal who lives there.
<p>Pre-writing.</p> <p>To enable students to do the writing activities.</p>	<p>10 minutes</p> <p>Whole class</p>	<p>5</p>	<ul style="list-style-type: none"> • Go over vocabulary that may be used when we are writing an informal letter, since this will be sent to a “friend”. • Make notes on the board about opening and closing in letters.
<p>Writing a Draft</p>	<p>10 minutes</p>		<ul style="list-style-type: none"> • T. will give some bullet points to take in consideration when writing the

	Individually In pairs	5	<p>letter: interests, traditions, about their culture, what they like about their city.</p> <ul style="list-style-type: none"> • Write their draft. • Once they're done, they'll exchange their product with a partner. • Get feedback from partner.
<p>Discussion</p> <p>Students demonstrate their understanding of the lesson.</p>	5 minutes Whole class	5	<ul style="list-style-type: none"> • As a group, we'll check some doubts they may have, before writing their final product.
<p>Evidence</p> <p>Ss. will write the final product</p>	10 minutes Individually	5	<ul style="list-style-type: none"> • Write their letter. • Fold it and put it in an envelope.
<p>Resources</p>	5		<ul style="list-style-type: none"> • Notebook. • Blank papers. • Envelopes.

2.02 Designing of necessary tools to assess/test the progress of students.

Lesson plan (rationale).

Name: María Rosa García Pérez	Time: 8:40 a.m. – 10:20 a.m.
Venue: Colegio Miravalle (Pachuca, Hgo.)	Hours: 9 hours.
Title: Around the World.	Learning Objective: For students to expand their knowledge on different countries and their culture. Provide students with the ability of summarizing information.
Communicative Skills: Reading, Writing, Speaking and Listening.	Sessions: 5 sessions (4-2 hrs., 1-1 hr.)

1. Context of the teaching and learners' needs.

There are 11 students in level 4 (B1).

All learners have achieved most of the goals regarding the level they are into, but their listening skill needs to be strengthened. Originally, students from these levels are qualified to present a *Cambridge B1: Preliminary*, however this schoolyear has been more challenging which makes harder to achieve the certification level.

Most of the class is attending school, but there are still two students taking classes from home.

2. Qualities of the learning environment.

Qualities include:

- Big classroom with good light and plenty of fresh air.
- Overboard projector.
- Bluetooth speaker.
- Internet access.

3. Reasons for the selection of the outcomes.

It is primordial for students in this level to have advanced skills, furthermore we are aiming to enhance them.

By the end of this session, **all** students should be able to:

- Understand most of the vocabulary heard and read.
- Speak more fluently.
- Understand cultural differences among some countries.

4. State why selected teaching/learning methods are appropriate to this session.

As it has been stated, all students have different learning styles, which need to be met by different teaching approaches.

VAK - The 'visual, auditory and kinesthetic' system suggests three teaching approaches. The **visual** approach includes diagrams called 'graphic organizers.' When using YouTube, we have linked the video. Where appropriate we have also uploaded images to support the theory.

Second is the **auditory** approach, with teacher explanations. We will use this throughout the presentation, using my voice to highlight main points. We will also use listening resources from our grammar book.

The third is the **kinesthetic** approach. Students encounter ideas through action. We are going to provide the learners handouts and, we have set an activity to encourage application of the schema theory. The various learning methods can only help encourage the development and progression of all learners.

5. How to assess students.

At the end of the lesson, students will make a presentation of the city they initially got with a poster that will contain the information they were able to obtain at the computer lab.

A rubric will be used to assess the most important aspects of both, the presentation, and the elaboration of the poster.

They will also compose a letter for a pen pal which is going to help assess their writing skills.

An assessment task is a tool, device or constructed situation that creates the opportunity for learners to demonstrate or display the nature and depth of their learning. As teachers, we constantly evaluate development and improvement to know how well students meet specific goals, hence assessment.

For this project, we designed two rubrics which would be filled by the teacher and students. Students would evaluate their classmates in the other teams as well as themselves following the

rubric provided. These assessment tools were created for students to demonstrate knowledge and skills. The main tasks included comprehension and higher order processes like synthesis and evaluation.

“Effective assessment” (2022) states that when teachers explain the connections between learning goals, learning activities and assessment tasks, then the students can use learning goals to monitor and progress their learning.

Assessment tasks should include a range of formative and summative assessment strategies, and teachers will be able to clearly explain the connections between learning goals, learning activities and assessment tasks so that students can use learning goals to monitor and progress their learning as stated in “Effective assessment” (2022).

2.03 Evidence of the designed tool to assess students.

All through the project, students were being evaluated. But the highlights of their evaluation were the oral presentation regarding their poster, the **Kahoot** game, where they had to display their recently acquired knowledge on the cultures previously taught and the letter written for their pen pal.

For their oral presentation, we used different strategies of assessment: from their peers, from themselves and from the teacher. They were provided a rubric for each of the above, so they could fill it and hand it in at the end, these approaches made them realize their areas for improvement as well as what they already are best at.

The **Kahoot** was played with the whole group as a team and got them to compete with the students that we still have at home. This was an incredibly fun activity since they needed to answer

quite fast to gain the lead. And this game also assessed their reading ability since it had to be accurate in order for them to choose the correct option.

Finally, the letter was graded by the teacher, bullet points were provided beforehand, so they knew what to write about and they had the freedom to make it as long as they wanted to. Various aspects were taken into consideration when grading, such as language, content, and organization. Most students had minor mistakes, mainly in word collocation. At the end, the letters were given back for them to take note on their expected improvements, and this led us to review grammar lessons, such as reported speech.

The first rubric was to reflect their peer's assessment.

Teacher Name: **Ms. García Pérez**

Student Name: _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Props	Classmate uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Classmate uses 1 prop that shows considerable work/creativity and which make the presentation better.	Classmate uses 1 prop which makes the presentation better.	Classmate uses no props OR the props chosen detract from the presentation.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.

The second rubric was the one filled by the teacher, with all the bullet points previously provided to students for them to know what was being evaluated.

Teacher Name: **Ms. García Pérez**

Student Name: _____

CATEGORY	4	3	2	1
Pitch	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.

The assessment tools employed were extremely adequate for evaluating the performance of the students both for the teacher and for their assessing peers, since it made the outlining process and results quite clear and concise. It had the exact aspects to take into consideration when assigning a number to the presentations of the pupils. If any change could be made, would be having more time for planning, and displaying as the final results were not as successful as they could have, but this is not a feature of assessing, it concerns to the planning strategy.

Regarding the assessing tools, they were well made, easy to understand and even easier to carry out, bearing in mind that part of the evaluation came from the students, they are not as used to giving out scores.

2.04 Performance and Recording of the Activities.



(double click to play)

Chapter 3: Experience Report.

All through this experience, we have learnt new aspects about our teaching approach. We have been able to modify and adapt our techniques for them to achieve the purpose of our plans and include the requirements from our students.

As for the objectives which were for students to expand their knowledge on different countries and their culture. At the end of our sessions, most of the students were aware of aspects such as greeting, food, language, religion, and festivities of the cities that they had to compile information about. We use the term “most” instead of “all” since not every one of our students are attending school in person, those who are on the other side of the screen are hard to fully evaluate, we can assess some aspects, but some other remain hesitant. For the second aim, provide students with the ability of summarizing information, all of them exhibit a concise poster that contained only the essentials from their research, when they had to present it to the class, they were able to deepen the information first shown in it, answering questions from their peers and teacher.

As it has been mentioned before, it is especially important to know and empathize with our audience, if we don't understand them, if we don't know their interests, their motivations, we will never get through to them. From our point of view and especially when teaching teenagers, it is paramount for us to get invested in their everyday life, since this will be in our classroom as well. Being unaware of this, will become public enemy number one.

We have also learnt the importance of making lesson plans that not only reach the completion of a book but have a purpose indeed, a rationale and improvement methods. From now on, we will continue with everything we have acquired in this specialization, since it has proven to be of great support as well as rewarding for our students.

Chapter 4: Conclusions.

In this project, students had to get engaged actively in communication in order to complete the tasks and accomplish the expected results. The quality of their listening, speaking, and writing skills were enhanced, they have proved acquire new abilities which allowed them to answer questions they were not expecting, as well as to give an entirely oral presentation, with just a few mistakes in pronunciation and some others forgetting information. In general, it was observed from the findings that the students had developed certain language functions for interacting in English.

The results of the activities displayed significant changes in the improvement of the students' oral fluency as well as their listening skills. This indicates that the tasks used in the project motivated students' excitement in the speaking activity and increased oral communication in the classroom, which was one of the aims of the scheme. This project shows that it is worth experimenting further with task-based instruction in classrooms and exploiting the role of tasks in motivating the learners in the classroom language learning process.

Creativity of topics was a speaking strength, and errors in pronunciation and grammatical structure were categorized as weaknesses of the project findings. Suggestions for speaking improvement for ESL learners mainly covered listening skills, which comprised listening to music, watching movies, and regular practice of listening and speaking skills from multimedia websites.

One of the main aspects to enhance is the acquisition of the language of those students who are still not attending presential school, it is very hard for them to concentrate in the classes, which in my opinion has to do with all the distractors they have while in their houses, even parents sometimes call them to do a chore. Some others have tutors that help them with their work, most of the time it is done by them, not by the students. All of these aspects can only be improved once we have every student attending school, meanwhile, is our duty as teachers to strengthen our teaching strategies trying to include each and every one of our students.

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